

RCP Clinical Educator accreditation

Assignment guidelines

For learners who wish to complete the **RCP Clinical Educator accreditation**, please read this document and download the **assignment template** from the RCP website, by following this [link](#).

Eligibility

The RCP Clinical Educator accreditation is open to all doctors who are supervising residents or for those who are soon to become clinical supervisors. There is no need to apply, simply book onto the '[On-the-job teaching](#)' and '[Fundamentals of clinical supervision](#)' workshops in order to be automatically enrolled for the accreditation.

The assignment process

The RCP Clinical Educator assignment involves you reflecting upon, and discussing, an appropriate Workplace-based assessment (WPBA) with a resident doctor in clinical practice. Where possible, you should write your assignment reflecting on an WPBA that you have undertaken with a resident doctor assigned to you. However, we understand that in certain cases this is not possible.

You should type under each of the headings, on the template provided, in continuous prose. The word count for the whole assignment is 1,000-1,500 words.

Please submit your assignment as a Microsoft word document with your name and surname as a file name.

Timeframe

Following completion of both workshops, please complete the short reflective assignment, which should be submitted to the RCP for review 3-12 months following attendance at the second workshop. Assignments will not be accepted after this timeframe, unless an extension has been pre-arranged.

We accept assignment submissions throughout the year, please email education.courses@rcp.ac.uk when you are ready to submit. You can expect to receive your results and feedback within eight weeks of your submission date.

Recommended reading list

- > Academy of Medical Educators. A framework for the professional development of postgraduate medical supervisor: guidance for deaneries, commissioners and providers of postgraduate medical education. Academy of Medical Educators, 2010.
- > Academy of Medical Royal Colleges. Improving feedback and reflection to improve learning: a practical guide for trainees and trainers. AoMRC, 2017. www.aomrc.org.uk/wp-content/uploads/2024/01/Improving_Feedback_0517.pdf [Accessed 3 December 2025].
- > Buttner M. *PAAIL: a conversational strategy*. Center for Medical Simulation, 2022. <https://harvardmedsim.org/blog/paail-a-conversational-strategy> [Accessed 3 December 2025].
- > Launer J. Giving feedback to medical students and trainees: rules and realities. *Postgrad Med J* 2016;92:627–28.
- > Neher JO, Gordon KC, Meyer B *et al*. A five-step “microskills” model of clinical teaching. *J Am Board Fam Med* 1992;5:419–24. www.jabfm.org/content/5/4/419 [Accessed 3 December 2025].
- > Royal College of Physicians. *Never too busy to learn: how the modern team can learn together in the busy workplace*. RCP, 2018. <https://rcp.soutron.net/Portal/Default/en-GB/RecordView/Index/86629> [Accessed 3 December 2025].
- > Ten Cate O, Carraccio C, Damodaran A *et al*. Entrustment decision making: extending Miller's pyramid. *Acad Med* 2021;96:199–204.