

RoT Webinar for Appraisers

Medical Appraisal Scotland

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March 22nd 2023

Sections

- Background to RoT
- RoT, appraisers and the DME
- Tips and tricks for appraisers and appraisees
- Q&A

What is RoT and why does it exist?

Dr Ben Ulyatt

RoT – What and Why?

- The General Medical Council (GMC) published an implementation plan for RoT in 2012, which outlined a move to recognise and approve those staff who take on formal educational roles in medical education.
- “Our standards require that educators have the necessary knowledge and skills for their role, and get the support and resources they need to deliver effective education and training. Our arrangements for the recognition and approval of trainers aim to protect and enhance the role of the trainer.”
- [General Medical Council, 2012](#)

GMC Trainer recognition

- Formal recognition of trainers in secondary care was introduced in 2013
- Doctors who fulfil the requirements have a note on their medical register entry to say 'This doctor is a trainer recognised by the GMC'

GMC domains for trainer recognition

1. Ensuring safe and effective patient care through training

2. Establishing an effective learning environment

3. Teaching and facilitating learning

4. Enhancing learning through assessment

5. Supporting and monitoring progress

6. Guiding personal and professional development

7. Continuing professional development as an educator

Relevant roles

Postgraduate

- Named postgraduate clinical supervisor
- Named postgraduate educational supervisor

Undergraduate

- Lead coordinator of undergraduate training at each placement location
 - eg Teaching leads, Block leads
- Doctor responsible for overseeing students' educational progress at each medical school
 - Eg Deans, year leads/directors

How does a trainer get recognised?

- Initial recognition process outwith SOAR
- Complete application form evidencing how they meet the criteria
- Assessed by DME
- Recommended as trainer on Turas
- Information reviewed by NES or University
- Recognised as trainer by NES or University

Role of appraisal in Recognition of Trainers (RoT)

- Trainers are revalidated in the trainer role as well as their clinical role every 5 years
- The RoT element of the appraisal allows trainers to demonstrate how they ‘remain up-to-date and fit-to-practise’ in this role
 1. Equality and diversity training
 2. Time in the job plan allocated to the listed role(s)
 3. Supporting evidence for the seven framework areas

Questions?

RoT, appraisers and the DME

Dr Lesley Dawson

Outline

1. What should be in an appraisal for RoT
2. What a (A)DME and NES sees and does

The Role of appraisal in RoT

- Appraisal includes the whole scope of work.
- Trainers are revalidated in the trainer role as well as their clinical role every 5 years.
- The RoT element of the appraisal allows trainers to demonstrate how they 'remain up to date and fit to practise' in this role.

Evidence required

1. Ensuring safe and effective patient care through training
2. Establishing and maintaining an environment for learning
3. Teaching and facilitating learning
4. Enhancing learning through assessment
5. *Supporting and monitoring educational progress*
6. *Guiding personal and professional development*
7. CPD as a named trainer

SOAR & RoT

- Trainers complete Form 3.
- Appraisers complete Form 4.
- The elements of both related to RoT (including supporting information uploaded to this area) are automatically extracted and combined into Form 7 after the appraisal.
- DME has access to Form 7s for re-recognition

Advice on SOAR re RoT

Recognition of Trainers (RoT)

All trainer information on SOAR is imported from Turas – the NES training management system. If your trainer status is incorrect, or you are no longer in a GMC named-trainer role - please contact your DME's office and have your records updated on Turas, which in turn updates SOAR via overnight processes.

For GPs:

Please confirm if you are an Approved GP Trainer on the RoT page. The RoT form is enabled if you:

- Are NOT an Approved GP Trainer; and
- Provide supervision to foundation doctors in Out Of Hours setting.

If you are an Approved GP Trainer; or a Supervising Clinician – the RoT form is not required for you.

For Secondary Care users:

If you are not a trainer, please disregard this section under Domain 1 and **leave it blank**.

If you are in a GMC “named-trainer” role, completion of the RoT form is mandatory as part of your annual appraisal process.

If you are not in a named-trainer role but are working towards becoming one, the RoT form is optional for you, but you are encouraged to start completing this form and collating your supporting information as you work towards this.

For more information on RoT and trainer role definitions, please visit the [Scottish Trainer Framework website](#).

What the appraisee completes

Form 3: Domain 1 - Recognition of Trainer



Domain 1

CPD Log

PDP: Review

PDP: Year Ahead

Supporting Info

Reflections

Recognition of Trainer

Go Back

Save

Cancel

You are not required to complete this section though may upload evidence in preparation for a future GMC recognised trainer role. All documents uploaded are retained for inclusion within future appraisals.

For guidance on how to complete the RoT section, please visit the [Medical Appraisal Scotland website](#)

Section A: Educational Governance Requirements

Please complete this section. If you are unable to accept/tick all 3 requirements then you must provide additional comments to explain why.

- 1) I have a GMC Licence to Practice.
- 2) I have completed equality and diversity training as required by my employer. I am currently practising within the field(s) relevant to my training role(s).
- 3) I have appropriate time allocated within my role.

Section B: Role-specific Requirements

- By ticking the checkbox you confirm the following:
 - 4) I understand the requirements of my role and how that role fits with other educational and clinical roles.
 - 5) I know how to get support if needed.
 - 6) I understand the curriculum and career stage of my students/trainees.
 - 7) I am aware of the quality management requirements for Recognition of Trainers and that I may be asked to provide further information on my eligibility for recognition.

These requirements should have been addressed through your induction.

Section C: Generic Trainer Skills

You must provide evidence of an appropriate level of teaching development. For most trainers this will involve providing supporting information mapped to the GMCs framework areas.

By ticking the checkbox, you confirm that you can meet the GMC framework areas and have uploaded supporting information:

- 1) Ensuring safe and effective patient care through training
- 2) Establishing and maintaining an environment for learning
- 3) Teaching and facilitating learning
- 4) Enhancing learning through assessment
- 5) Supporting and monitoring educational process
- 6) Guiding personal and professional development
- 7) Continuing professional development (CPD) as an educator

Full details are available from the deanery website: <https://www.scotlanddeanery.nhs.scot/trainer-information/recognition-of-trainers-rot/>. You should discuss your educational role and review the supporting information during your annual appraisal, and you may also be asked to demonstrate compliance during a quality management review by the relevant Education Organisation.

Supporting information for appraisal

This should include appropriate documentary evidence for Section C and an equality and diversity training certificate (where available). If documentary evidence is not available, an appropriate narrative should be provided below.

Add Document

No documents added yet

Additional Information

B *I* U Normal

I am currently a GMC recognised trainer and would like to keep my registration up.

The equality and diversity module is part of my mandatory training record uploaded elsewhere in my portfolio.

I am not currently clinical or educational supervisor for trainees. Most of my teaching and training is done in my NES role. I have completed Appraiser Course Tutor Training this year. It was a very useful refresher in feedback techniques for trainees and it was helpful to have feedback in my performance.

The College Congress Train the Trainer module included some very useful ideas of how to empower trainees to be part of the delivery of training sessions which I will consider using more going forward.

Save

Cancel

What the appraiser completes

Recognition of Trainer.. (minimise)

Please verify the Trainer Recognition supporting information submitted by the Appraisee is accurate and appropriate.

Discussions *

Rich text editor toolbar for Discussions. The toolbar includes icons for Bold (B), Italic (I), Underline (U), Text Color (I_x), Background Color, Undo, Redo, ABC (font face), Paragraph (list), Bulleted List, Numbered List, Indent, Outdent, Bulleted List (with icon), Numbered List (with icon), Source, Link, Unlink, Flag, and a dropdown menu currently set to Normal.

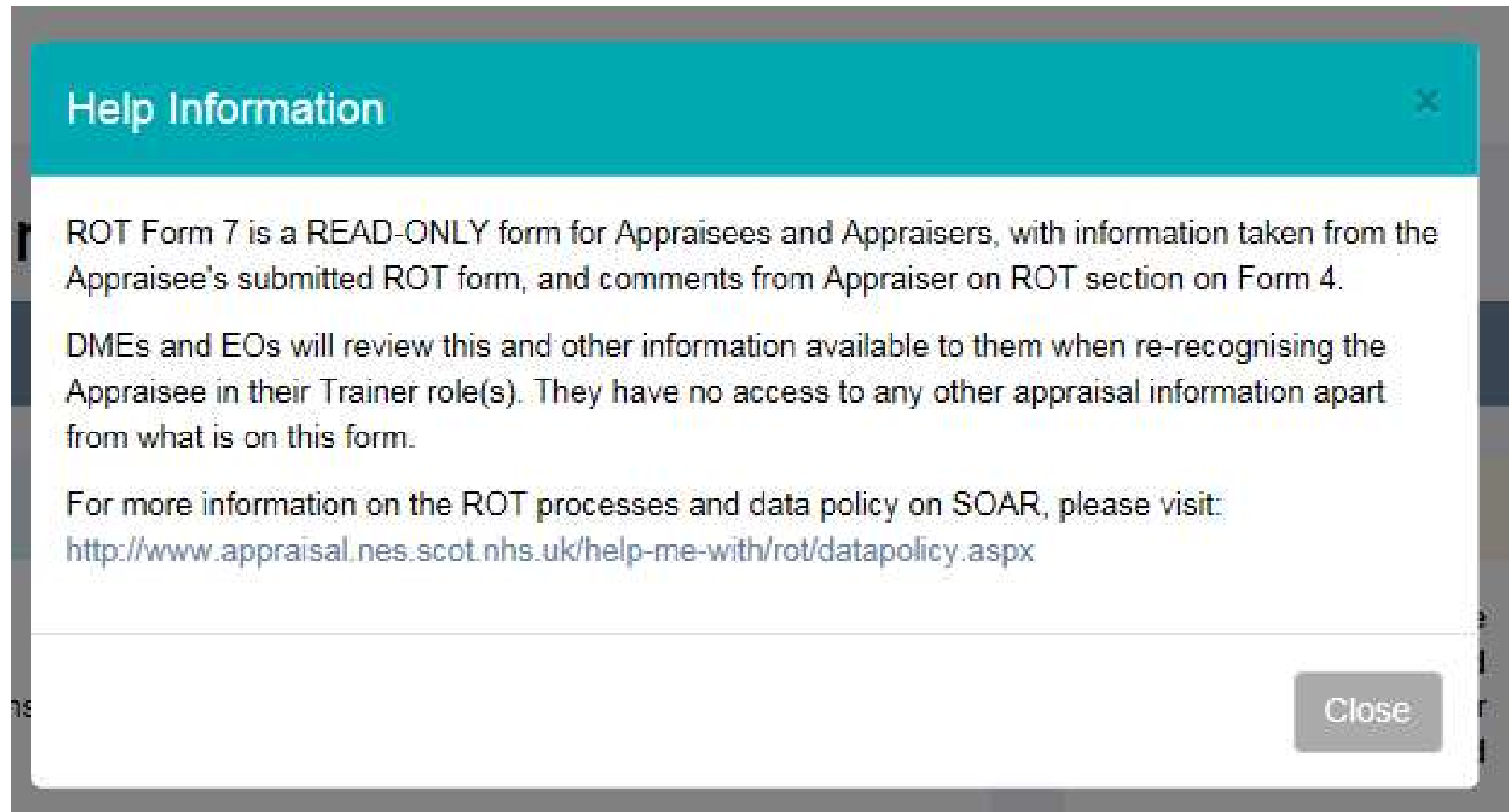
Issues *

Rich text editor toolbar for Issues. The toolbar includes icons for Bold (B), Italic (I), Underline (U), Text Color (I_x), Background Color, Undo, Redo, ABC (font face), Paragraph (list), Bulleted List, Numbered List, Indent, Outdent, Bulleted List (with icon), Numbered List (with icon), Source, Link, Unlink, Flag, and a dropdown menu currently set to Format.

Actions

Rich text editor toolbar for Actions. The toolbar includes icons for Bold (B), Italic (I), Underline (U), Text Color (I_x), Background Color, Undo, Redo, ABC (font face), Paragraph (list), Bulleted List, Numbered List, Indent, Outdent, Bulleted List (with icon), Numbered List (with icon), Source, Link, Unlink, Flag, and a dropdown menu currently set to Format.

What the DME sees – form 7



Help Information ✕

ROT Form 7 is a READ-ONLY form for Appraisees and Appraisers, with information taken from the Appraisee's submitted ROT form, and comments from Appraiser on ROT section on Form 4.

DMEs and EOs will review this and other information available to them when re-recognising the Appraisee in their Trainer role(s). They have no access to any other appraisal information apart from what is on this form.

For more information on the ROT processes and data policy on SOAR, please visit:
<http://www.appraisal.nes.scot.nhs.uk/help-me-with/rot/datapolicy.aspx>

Close

What the DME sees – form 7

Interview for 2019/2020 for Alison Andrews



Interview

Forms 1-2

Form 3

Form 4

Form 6A

Form 7

Trainer Details

Name Alison Andrews
GMC Number 1234567
Email Alison.Andrews@nhs.scot
Roles
- Educational Supervisor
- Undergraduate Assessment Lead

Appraisal Details

Appraisal Date 24/01/2020
Appraisal Period 2019/2020
Appraiser Beth Black
Date Completed 31/01/2020

Appraiser Comments (from Form 4)

Discussions

Alison completed the ROT section confirming her role as an educational supervisor and undergraduate assessment lead. Although she is no longer an UG assessment lead in practice, the University of Edinburgh have requested for her to keep the role on SOAR given that she is responsible for supporting the quality management of undergraduate training on the WGH site as ADME.

Alison completed the University of Edinburgh on-line PG certificate in Clinical Education in 2019 and was awarded the certificate with distinction. She has submitted her certificate as evidence.

Alison provided a raft of supporting evidence for her roles, including:

Alison submitted evidence of her AMDE appraisal which detailed all of Alison's successes and strengths. She is clearly hugely valued and provides an outstanding contribution in this field.

Certificates of attendance at the NES National Scottish Medical Education Conference, the 2019 Year of the Trainer: Valuing Trainers – Promoting Excellence, and the Lothian Simulation Review

Certificate for Clinical Education Prize-winner award (for making the greatest collegial contribution to the Postgraduate Certificate programme)

Teaching evaluations from SpR and FY2 teaching (on adjuvant treatment for colorectal cancer and death certification respectively)

Programme for Excellence in Education symposium and collated feedback – tell me more.

Thanks and appreciation letters/emails from colleagues for delivering various education sessions

Finally, Alison included a completed ROT mapping tool demonstrating evidence in all 7 areas over the past year. We spent some time talking about the challenge of ROT revalidation and the ongoing work in this area to improve process and training for all those involved.

Issues

Nil

Actions

Nil

Section A: Educational Governance Requirements

- 1) I have a GMC Licence to Practice.
- 2) I have completed equality and diversity training as required by my employer. I am currently practising within the field(s) relevant to my training role(s).
- 3) I have appropriate time allocated within my role.

Section B: Role-specific requirements

- By ticking the checkbox you confirm the following:
 - 4) I understand the requirements of my role and how that role fits with other educational and clinical roles.
 - 5) I know how to get support if needed.
 - 6) I understand the curriculum and career stage of my students/trainees.
 - 7) I am aware of the quality management requirements for Recognition of Trainers and that I may be asked to provide further information on my eligibility for recognition.

Section C: Generic Trainer Skills

You must provide evidence of an appropriate level of teaching development. For most trainers this will involve providing supporting information mapped to the GMCs framework areas.

- By ticking the checkbox, you confirm that you can meet the GMC framework areas and have uploaded supporting information:
 - 1) Ensuring safe and effective patient care through training
 - 2) Establishing and maintaining an environment for learning
 - 3) Teaching and facilitating learning
 - 4) Enhancing learning through assessment
 - 5) Supporting and monitoring educational process
 - 6) Guiding personal and professional development
 - 7) Continuing professional development (CPD) as an educator

Full details on how to demonstrate compliance with the framework areas are set out in the Scottish Trainers Framework and can be accessed by visiting <http://www.scotlanddeanery.nhs.scot/trainer-information/scottish-trainer-framework/framework-competency-areas>. You should discuss your educational role and review the supporting information during your annual appraisal, and you may also be asked to demonstrate compliance during a quality management review by the relevant Education Organisation.

Supporting information for appraisal

This should include appropriate documentary evidence for Section C and an equality and diversity training certificate (where available). If documentary evidence is not available, an appropriate narrative should be provided below.

2019-09-05_FY1_Teaching_Feedback_AlisonAndrews.docx

Thank you Dr AlisonAndrews Becoming a Doctor RCPEdocx

MED appraisal for ADME role Dec 2019.pdf

StR oncology teaching feedback 23.09.19.xlsx

Excellence in Education Symposium delegate feedbac....pdf

Excellence in Education symposium feedback.txt

AlisonAndrews PG Cert Student prize certificate.pdf

Supporting information for appraisal

This should include appropriate documentary evidence for Section C and an equality and diversity training certificate (where available). If documentary evidence is not available, an appropriate narrative should be provided below.

2019-09-05_FY1_Teaching_Feedback_AlisonAndrews.docx

Thank you Dr AlisonAndrews Becoming a Doctor RCPEdocx

MED appraisal for ADME role Dec 2019.pdf

StR oncology teaching feedback 23.09.19.xlsx

Excellence in Education Symposium delegate feedbac....pdf

Excellence in Education symposium feedback.txt

AlisonAndrews PG Cert Student prize certificate.pdf

PGCert degree certificate.pdf

LSR Attendance Certificate - AlisonAndrews.pdf

Certificate of Attendance - 2019 Year of the Train....pdf

Supporting evidence RoT mapping tool.docx

Programme for Excellence in Education afternoon on....pdf

Certificate of Attendance SMEC - AlisonAndrews.pdf

Additional Information

I am no longer an UG assessment lead although am responsible for supporting the quality management of UG training on the WGH site as ADME. The University of Edinburgh have therefore asked that I keep this role on SOAR.

I completed the University of Edinburgh on-line PG certificate in Clinical Education in 2019 and was awarded the certificate with distinction.

I teach on the 2nd year UG module.

[Request Additional Info](#)

Recognition Decision

Do you wish to recognise this trainer? * Yes Yes, with Follow-up No

Additional Comments *

B *I* U Source Format

[Save](#)

[Cancel](#)

[Or, add a comment only](#)

Your role as an appraiser

- Review and discuss the supporting evidence submitted for RoT with the appraisee.
- Confirm that appropriate supporting information has been provided for the roles undertaken.

Questions?

Tips and tricks

Dr Ben Ulyatt

Tips and tricks

- A table REALLY helps
- DME can only see Form 7s
- If documents aren't linked to RoT then we cant see them!

AoME Framework Area	Examples of evidence	Evidence; date
1. Ensuring safe and effective patient care through training	<ul style="list-style-type: none"> • Any training you have attended in this area • Analysis of any critical incidents from your practice that involve trainees/ or students • Rotas/ timetable indicating supervision 	
2. Establishing and maintaining an environment for learning	<ul style="list-style-type: none"> • Teaching plans showing how you cater for diverse learning needs • Records of departmental meetings where teaching is discussed • Anonymised records of meetings with students/trainees to discuss improvements • Ratings and/or comments from student or trainee feedback • Your written reflection on student or trainee feedback 	
3. Teaching and facilitating learning	<ul style="list-style-type: none"> • Critical account of literature read or reflection on practice in this area • Teaching plans and evaluations • Feedback on your teaching from a peer or mentor • MSF on your performance as a teacher/ trainer • Student ratings or comments on your teaching 	
4. Enhancing Learning through assessment	<ul style="list-style-type: none"> • Any training you have had in this area • Anonymised examples of assessments you have conducted e.g. from e portfolio • Examples of any assessments you have devised for use in your unit/area • Evidence of involvement in assessment including QI activities such as standard setting 	
5. Supporting and monitoring educational progress	<ul style="list-style-type: none"> • Examples of any methods you use to establish learning needs • Anonymised examples of records relating to a learner in difficulty • Anonymised examples of agreed education plans 	
6. Guiding personal and professional development	<ul style="list-style-type: none"> • Examples of any materials you provide to students/trainees seeking guidance • Anonymised examples of instances where you have provided advice or support 	
7. Continuing Professional Development (CPD) as an educator	<ul style="list-style-type: none"> • Reflective accounts of practice or critical analysis of literature • Any course or conference you have attended that relates to medical education • Any qualification or accreditation you have received in this area • A personal development plan indicating key educational objectives and actions • Notes from your observation of a peer/trainee delivering teaching • Multi-source feedback on your performance as a teacher/trainer • Records of or reflections following feedback on your teaching / performance 	

Area 1: Ensuring safe and effective patient care through training

This section of the Framework is about ensuring that patients are not put at risk during teaching and training activities, and that where possible, their care is enhanced through teaching and training. It is also about balancing service pressures with the educational needs of your students or trainees, and about ensuring that the next generation of doctors are competent and fit for practice.

Evidence might include:

- Any training you have attended in this area
- Analysis of any critical incidents from your practice which involved students or trainees
- Student / trainee / patient feedback relating to clinical teaching episodes
- 360° feedback
- Rotas / timetables indicating supervision



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Area 3: Teaching and facilitating learning

This section of the Framework covers the planning and delivery of teaching and learning encounters. In addition to traditional one-to-one, small group and lecture formats, this section includes clinical teaching encounters, learning through reflection and technology-based learning.

Evidence might include:

- Any training you have attended in this area
- Lesson plans and evaluations
- Student or trainee feedback
- Observations of teaching practice / Peer review of teaching or training episodes
- Multi-source feedback
- Critical analysis of literature read



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Quality Education for a Healthier Scotland



Area 2: Establishing an effective environment for learning

This section of the Framework covers how you use your environment to maximise learning. The 'learning environment' includes both the physical space you teach in and covers both traditional teaching spaces, such as a classroom or lecture theatre as well as the clinical workplace – e.g. ward, clinic, operating theatre or GP surgery. It also includes the psychological environment and involves ensuring that learners feel comfortable to ask questions or make mistakes without fear of humiliation or retribution.

Evidence might include:

- Any training you have attended in this area
- "Lesson plans" showing how you cater for diverse learning needs
- Records of departmental meetings where teaching or training is discussed
- Anonymised records of meetings with students / trainees to discuss improvements
- Your responses to student or trainee feedback



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Area 4: Enhancing learning through assessment

This section of the Framework includes competences related to assessment and feedback. Assessment may take the form of formal examinations or workplace-based assessment using standard tools, or formative observation and feedback, sometimes described as Supervised Learning Events (SLEs).

Evidence might include:

- Any training you have attended in this area
- Examples of any assessments you have devised for use in your area
- Anonymised examples of written feedback you have provided
- Anonymised examples of assessments you have conducted
- Evidence from student or trainee feedback



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Area 5: Supporting and monitoring educational progress

This section of the Framework covers general supervision skills, including identification of learning needs, setting learning objectives to support their achievement, and monitoring progress towards this. It also covers the recognition and support of doctors and students who are failing to progress as expected.

Evidence might include:

- Any training you have attended in this area
- Examples of tools used to establish learning needs (e.g. questionnaire, baseline assessment tool)
- Examples of educational objectives you have set
- Anonymised examples of records relating to a learner in difficulty
- Anonymised examples of agreed education plans
- Anonymised examples of educational appraisals you have conducted



Area 6: Guiding personal and professional development

This section of the Framework covers mentoring, appraisal and provision of career guidance. It also refers to the doctor's responsibility to act as a professional role model for students and trainees.

Evidence might include:

- Any training you have attended in this area
- 360° Feedback
- Examples of any printed or electronic materials you provide to students/trainees seeking guidance
- Anonymised examples of instances where you have provided advice or support



Area 7: Own continuing professional development as an educator

This section of the Framework covers your own development as an educator. All of the previous sections of the Framework contribute towards this evidence, however you are also expected to plan for your future development in a structured way.

Evidence might include:

- Any training you have attended in this area
- Records of discussions from appraisal
- Records of agreed actions following teaching performance observations
- A personal development plan indicating key educational objectives and actions



How can I support my appraisee to prepare for re-recognition?

- Have a PDP for RoT.
- Have an RoT Email folder.
- Little bit every year – like doing MSF, patient feedback etc.
- Evidence is considered to be valid for 5 years.
- Encourage use of the summary form as makes the DME's life easier

The bottom line.....

- WHAT do you do?
- WHY do you do it that way?
- HOW well do you do it? (think student feedback, peer review)

For each of the 7 (or 5) RoT domains.

Questions?

