

Annex C - Stage 2 Domains of Learning

Professional behaviours and communication

High Level Learning Outcome			
<i>Demonstrates the professional values and behaviours that patients expect from their doctors</i>			
<i>Generic Professional Capability domains</i>	<i>1,2,3,4,5,6,8,9</i>	<i>Good Medical Practice domains</i>	<i>1,2,3,4</i>

Stage 2 Learning Outcome
<i>Demonstrates the professional values and behaviours required of senior anaesthetists in training</i>

Stage 2 Key Capabilities	
A	Guides and advises colleagues who are less experienced than themselves on professional matters
B	Formulates management plans for patients with complex needs, recognising the limits of their own experience and competence and seeks assistance where appropriate
C	Recognises and reflects on how the behaviour of themselves and others can affect the effective delivery of health care and patient safety
D	Acts as a good role model for more junior colleagues and other members of the multidisciplinary team
E	Acts and responds appropriately in difficult situations such as medical emergencies, whilst demonstrating professional behaviour and good judgement and maintains situational awareness
F	Communicates effectively and sensitively when breaking bad news to patients and their relatives, demonstrating awareness of cultural and social differences
G	Describes the effects of working patterns or lifestyle choices on physical and mental health and takes steps to minimise the impact

Illustrations
The illustrations are examples of evidence that can be used to show achievement of key capabilities in a particular learning outcome.

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This is not exhaustive and other evidence may be used if thought appropriate by the trainer.

Delivery of teaching sessions

Communication skills courses – could include resuscitation courses

Participation in junior doctors forum

Conducts a discussion with relatives on ICU

Makes treatment plan for a patient with complex needs in the pre-operative assessment clinic; discusses these with the wider team

Demonstrates professional behaviours during an emergency situation

Experience in and WBAs from: pre-operative assessment clinics, theatres, intensive care

Satisfactory MSF

Satisfactory consultant feedback

Simulation training eg inter-hospital transfer

Leads WHO checklist in theatre

Demonstrates high standards in prescribing medication

Aware and applies Caldicott principles

Management and professional and regulatory requirements

High-level Learning Outcome			
<i>Undertakes managerial, administrative and organisational roles</i>			
Generic Professional Capability domains	1,2,3,5,6	Good Medical Practice domains	2,3,4

Stage 2 Learning Outcome
<i>Understands and undertakes managerial, administrative and organisational roles expected of senior anaesthetists in training</i>

Stage 2 Key Capabilities	
A	Appreciates and participates in the organisation of anaesthetic services within the structure of local hospital management and links to regional tertiary level services
B	Applies legal and ethical guidelines to their medical practice, including the legal requirements of consent and shared decision making
C	Engages with the departmental management structure and processes required for the delivery of perioperative and anaesthetic services.
D	Works effectively in the digital environment relating to patient care

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<p>Demonstrates ability to use hospital investigation IT systems</p> <p>Manages a project in the anaesthetic department such as teaching programme, QI project, rota administration for anaesthetists in training</p> <p>Courses or eLearning: NHS structure and management, NICE guidance on shared decision making</p> <p>Participation in patient advice and decision making pathway in pre-operative assessment</p> <p>Attendance at departmental business meeting</p>

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Team Working

High-level Learning Outcome			
<i>Contributes to teams to enhance patient care</i>			
<i>Generic Professional Capability domains</i>	<i>1,2,3,5,6,8</i>	<i>Good Medical Practice domains</i>	<i>3</i>

Stage 2 Learning Outcome
<i>Demonstrates safe and effective followership and leadership in clinical teams</i>

Stage 2 Key Capabilities	
A	Provides assistance and leadership to less experienced colleagues
B	Recognises their own leadership style and how it may impact on others
C	Analyses and reflects on decision making, and explains this to others
D	Promotes and effectively participates in multidisciplinary and inter-professional team working
E	Applies teamworking skills to effectively manage complex dynamic situations

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Safety & Quality Improvement

High-level Learning Outcome			
<i>Improves the quality and safety of patient care</i>			
<i>Generic Professional Capability domains</i>	<i>1,2,3,5,6,7,9</i>	<i>Good Medical Practice domains</i>	<i>1,2,3</i>

Stage 2 Learning Outcomes
<i>Able to lead a local quality improvement project.</i>
<i>Applies the principles of patient safety in the hospital context.</i>

Stage 2 Key Capabilities	
A	Knows when and how to apply quality improvement science with the aim of improving services while maintaining patient safety
B	Recognises the factors influencing reliable care
C	Demonstrates knowledge of variation with respect to interpreting measurement, understanding types of variation, and differentiating between expected and unwarranted variation
D	Utilises appropriate measurement techniques for improvement, and demonstrates whether a change has occurred and its impact
E	Contrasts 'data for assurance' and 'data for improvement' and uses both data appropriately
F	Uses simple proactive safety techniques to prevent harm to patients, including the assessment of likelihood and severity of risks
G	Matches expertise and resources to the level of clinical risk posed to patients
H	Describes the impact of anaesthetists' actions on patient safety more broadly in the hospital and wider healthcare system
I	Describes the principles of medication safety
J	Explains the process of critical incident follow-up

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Lead in local quality improvement project

Presentation of quality improvement project results

Courses/eLearning: quality improvement

Implementation of QI project recognising challenges eg sustainability, up-scaling, spreading

WBAs: A-QIPAT for relevant projects

Follow through of critical incident findings

Participation in simulation courses

Satisfactory consultant feedback

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Safeguarding

High-level Learning Outcome			
<i>Identifies vulnerable people and takes appropriate action</i>			
Generic Professional Capability domains	1,2,3,5,6,7,8	Good Medical Practice domains	2,4

Stage 2 Learning Outcome
<i>Recognises safeguarding concerns in patients and healthcare professionals</i>

Stage 2: Key Capabilities:	
A	Identifies, documents and acts on child protection and vulnerable patient concerns
B	Communicates effectively with appropriate teams, appreciating the issues of confidentiality, consent, information sharing and data protection
C	Applies the principles of adult safeguarding: empowerment, prevention, proportionality, protection, accountability, partnership
D	Applies the mental capacity legislation in clinical practice to protect the safety of individuals and society, and to address appropriate consent to treatment
E	Describes the needs and support required for people with learning disabilities, autism, acute confusion, dementia and mental illness

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<p>Mandatory training: safeguarding, Mental Capacity Act</p> <p>Knows the local procedure for referral of a child for safeguarding concerns</p> <p>Manages consent in a child or adolescent, involving parents</p> <p>Demonstrates adjustment to pre-operative assessment and consent when dealing with vulnerable adults or children</p> <p>Experience of the involvement of an Independent Mental Capacity Advocate</p>

Education and Training

High-level Learning Outcome			
Helps others to develop their professional practice			
<i>Generic Professional Capability domains</i>	1,2,5,6,8,9	<i>Good Medical Practice domains</i>	1,3

Stage 2 Learning Outcome
<i>Plans, delivers and reflects on educational activities provided to other learners</i>

Stage 2 Key Capabilities	
A	Describes the processes involved in planning and delivering educational programmes
B	Provides safe clinical supervision of learners in the workplace
C	Seeks, reflects on and acts upon feedback on their delivered educational activity
D	Explains the role of the patient in teaching and learning and respects their wishes
E	Describes the advantages and limitations of simulation and technology enhanced learning
F	Actively participates in patient education
G	Provides timely and supportive developmental feedback for all colleagues
H	Leads departmental educational sessions

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Development of patient information material

Demonstrates action on feedback in WBAs

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Research and managing data

High-level Learning Outcome			
<i>Expands the understanding of anaesthetic practice</i>			
<i>Generic Professional Capability domains</i>	<i>1,3,5,6,8,9</i>	<i>Good Medical Practice domains</i>	<i>1,2,3,4</i>

Stage 2 Learning Outcome
<p><i>Is research ready:</i></p> <p><i>Develops critical appraisal skills; gains a broader understanding of data management and research methodology; communicates research evidence to patients and colleagues in a meaningful way</i></p>

Stage 2 Key Capabilities	
A	Assesses the quality of research and its place in the literature when considering changes to practice
B	Can communicate to patients, the public and colleagues the strengths and limitations of evidence underlying anaesthetic and perioperative practice
C	Develops the ability to critically appraise published literature
D	Describes key approaches to improving patient outcomes through research including: clinical trials, stratified medicine, genomics, informatics, qualitative techniques, systematic review and meta-analysis, health services research
E	Explains the details of data protection in research
F	Describes the key components of research and its governance with emphasis on ethical considerations and ethics committees, translation into practice and the roles of Trust and University research and development departments
G	Applies a variety of statistical techniques used in research and understands their strengths and limitations

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Involvement in data collection as part of a local, regional or national study

Courses: research methodology

Critical appraisal of journal article

Presentation at regional or national meeting

GCP certificate completion

Demonstrates appropriate use of statistical techniques

Involvement in development of local guidelines

Participation in TRN activities

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Perioperative Medicine and Health Promotion

High-level Learning Outcomes			
<p><i>Facilitates safe multi-disciplinary perioperative care.</i></p> <p><i>Promotes principles of public health interventions and practices efficient use of healthcare resources.</i></p>			
Generic Professional Capability domains	1,2,3,4,5,6,7	Good Medical Practice domains	1,2,3,4

Stage 2 Learning Outcome
<i>Works with patients to reduce the risks associated with surgery</i>

Stage 2 Key Capabilities	
A	Delivers high quality, individualised perioperative care to ASA 1-4 patients for elective surgery and ASA 1-3 emergency patients, focusing on optimising patient experience and outcome
B	Liases appropriately with other healthcare professionals to optimise patient care
C	Explains the principles of shared decision making
D	Applies the principles of public health interventions such as smoking cessation, reducing obesity and alcohol intake
E	Recognises the potential harms of health care interventions
F	Describes the needs and roles of carers and those providing support in the perioperative period and applies this to practice
G	Makes appropriate plans to mitigate co-morbidities and their treatment in the perioperative period, with particular reference to less common cardiovascular, neurological, respiratory, endocrine, haematological and rheumatological diseases
H	Describes the requirement for postoperative organ support and its limitations
I	Appreciates how integrated care pathways influence patient outcomes
J	Explains how religious, cultural, and lifestyle factors may influence healthcare choices, such as blood transfusions, implants and use of animal derived products
K	Describes the use and limitations of common risk-scoring systems
L	Recognises when advanced physiological testing is indicated, interpreting the data to help stratify risk

M	Explains and acts on the importance of perioperative management of haematological conditions including anaemia and coagulopathy
N	Manages major haemorrhage including blood conservation strategies and haemostasis
O	Applies end of life care as part of a multidisciplinary team
P	Applies adjustments required that co-existing disease and surgical complexity have on the conduct of anaesthesia and perioperative care, including frailty, cognitive impairment and the impact of substance abuse or obesity
Q	Demonstrates adjustments in perioperative care for children with co-morbidity
R	Plans appropriate obstetric anaesthetic care for all parturients collaboratively with the wider multi-disciplinary team
S	Recognises and manages critical illness in parturients, including immediate resuscitation, and leads the care of acute obstetric emergencies
T	Applies basic sciences to perioperative care
U	Recognises the factors associated with abnormal perioperative nutritional status and applies strategies to mitigate risks where appropriate

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Experience of and WBAs for cases in pre-operative assessment clinic, emergency surgery, obstetrics, paediatrics, neuro and cardiac surgery

Obstetric anaesthesia clinics, CPEX testing

Demonstrate use of major haemorrhage protocols

Knowledge of NICE guidance on shared decision making

Aware of integrated care pathways in the devolved nations

Knowledge of guidance on use of blood and blood products in Jehovah's Witnesses

Active participation in perioperative medicine clinics

Demonstrates use of risk scoring systems

Involvement with health promotion interventions with patients in pre-operative assessment clinics such as smoking cessation, prehabilitation

Final FRCA pass

Satisfactory MSF

Satisfactory consultant feedback

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General Anaesthesia

High-level Learning Outcome			
<i>Provides safe and effective general anaesthesia</i>			
<i>Generic Professional Capability domains</i>	<i>1,2,3,5,6,7</i>	<i>Good Medical Practice domains</i>	<i>1,2,3,4</i>

Stage 2 Learning Outcome.
<i>Provides safe and effective general anaesthesia with distant supervision for ASA 1 - 3 patients undergoing non-complex elective and emergency surgery within all settings.</i>

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Stage 2 Key Capabilities	
A	Explains the specific factors in providing safe anaesthetic care for patients at extremes of age, including neonates, children and older people with frailty, and implements these in practice
B	Provides appropriate anaesthesia care for patients undergoing day case surgery in all settings
C	Describes the principles of intra-operative haemostasis and manages major haemorrhage
D	Provides safe care for ASA 1-3 adult patients with multiple injuries from arrival in hospital to post-operative care and seeks help appropriately
E	Describes the anaesthetic-related problems associated with trauma including burns, poisoning, electrical injuries, and drowning
F	Recognises, mitigates against risks and manages complications relating to patient positioning during surgery, including reference to the obese patient
G	Applies a sound understanding of anatomy, physiology, biochemistry, pharmacology, physics and clinical measurement to anaesthetic practice
H	Safely manages patients with complex airways including the ability to perform videolaryngoscopy with local supervision
I	Manages non-complex shared airway surgery with distant supervision
J	Explains the problems associated with laparoscopic, endoscopic and open procedures, including those with major blood loss, and provides safe general anaesthesia for these procedures with distant supervision for ASA 1 to 3 adult patients
K	Provides safe general anaesthesia for diagnostic and therapeutic procedures in the non-theatre environment but within the hospital setting for ASA 1-3 adult patients independently, recognising when this is inappropriate
L	Applies relevant anatomical, physiological and pharmacological principles to neurosurgical patients
M	Provides safe anaesthetic care to ASA 1-3 adults for simple elective and emergency intracranial, spinal and neuroradiology procedures under local supervision
N	Applies physiological & pharmacological principles to reduce the risk of secondary brain injury in patients presenting with a severe head injury
O	Applies basic science and clinical anaesthetic principles to patients undergoing cardiac and thoracic surgery
p	Describes the principles of anaesthesia for on and off bypass cardiac and thoracic surgery

Q	Provides safe anaesthetic care to ASA 1–3 adults undergoing elective cardiac revascularisation, valvular surgery and cardiology procedures under direct supervision
R	Demonstrates safe anaesthetic care for adults requiring non-complex thoracic procedures under direct supervision, including one lung ventilation
S	Explains the anaesthetic implications of ophthalmic surgery, in particular the penetrating eye injury and the presence of intraocular gas
T	Provides safe anaesthetic care for elective and emergency obstetric patients including those with co-morbidities and obstetric complications with distant supervision
U	Provides safe general anaesthesia for ASA 1-3 children undergoing non-complex elective and emergency surgery aged 1- 5 years with direct supervision, and 5 years and above with distant supervision
V	Explains the principles of anaesthetic care for children of all ages with complex medical problems and/or requiring complex surgical procedures
W	Explains the principles of the general anaesthetic care of neonates
X	Uses total intravenous anaesthesia safely in all areas of clinical anaesthetic practice

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Experience of and WBAs for cases in a wide range of surgical specialties including trauma, neuro, cardiac, maxillo-facial, paediatrics and obstetrics

Procedures: fibre-optic intubation, intubation in the awake patient, insertion of double-lumen tube

Final FRCA pass

Courses: Airway, paediatric anaesthesia emergencies

Satisfactory MSF

Satisfactory consultant feedback

Regional Anaesthesia

High-level Learning Outcome			
<i>Provides safe and effective regional anaesthesia</i>			
Generic Professional Capability domains	1,2,3,5,6,7	Good Medical Practice domains	1,2,3,4

Stage 2 Learning Outcome
<i>Performs a wider range of regional anaesthetic techniques</i>

Stage 2 Key Capabilities	
A	Performs ultrasound-guided brachial plexus blocks
B	Performs ultrasound-guided fascial plane blocks for the chest or abdominal wall
C	Describes ophthalmic blocks for patients undergoing awake ophthalmic surgery
D	Involves the patient in planning and understanding potential complications of regional anaesthesia
E	Assesses when a regional technique is not appropriate
F	Manages inadequate block in the awake patient and in recovery if used as an adjunct to general anaesthesia
G	Describes the longer term management of complications of regional anaesthesia
H	Demonstrates how to achieve an optimal ultrasound image and recognises common ultrasound artefacts
I	Discusses the use of regional anaesthesia in the presence of abnormalities of coagulation

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Procedures: femoral nerve block, plane blocks such as TAP, SAP, PECS, fascia iliaca, brachial plexus block

eLearning ophthalmic regional anaesthesia

Simulation: use part-task simulators for procedures

Courses: regional anaesthesia, ultrasound

Experience of and WBAs for cases in trauma, orthopaedics, general surgery, obstetrics, ophthalmic surgery

Satisfactory MSF

Satisfactory consultant feedback

Final FRCA pass

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Resuscitation and transfer

High-level Learning Outcome			
<i>Resuscitates, stabilises and safely transfers critically ill patients</i>			
<i>Generic Professional Capability domains</i>	<i>1,2,3,5,6</i>	<i>Good Medical Practice domains</i>	<i>1,2,3,4</i>

Stage 2 Learning Outcome
<i>Able to manage the on going care of post-resuscitation patients.</i> <i>Independently cares for critically ill adult patients during inter-hospital transfers by road</i>

Stage 2 Key Capabilities	
A	Leads a multidisciplinary resuscitation team from the initial assessment and management of a critically ill patient, through to handover to Critical Care or another specialist team
B	Demonstrates resuscitation skills in neonates and children
C	Undertakes discussions with patients, families and colleagues to aid decision making on resuscitation, including DNACPR 'do not attempt cardiopulmonary resuscitation' orders
D	Maintains contemporary knowledge and skills required for the delivery of successful resuscitation
E	Demonstrates knowledge and skills in resuscitation of the patient with major trauma
F	Manages inter-hospital transfers of adults and children by land, including time-critical transfers, in line with local and regional policy
G	Manages the resuscitation, stabilisation and transfer of patients with acute neurological deterioration

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Manages the resuscitation of a patient presenting with devastating brain injury

Maintains resuscitation skills through simulation or attendance or teaching at resuscitation courses

Safe inter-hospital transfer of critically ill patient

Management of patient post-resuscitation in the Intensive Care Unit

Experience of and WBAs for cases in intensive care, emergency anaesthesia, trauma, obstetrics, paediatrics

Final FRCA pass

Satisfactory MSF

Satisfactory consultant feedback

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Procedural Sedation

High-level Learning Outcome			
Provides safe and effective sedation			
Generic Professional Capability domains	1,2,3,5,6,7	Good Medical Practice domains	1,2,3,4

Stage 2 Learning Outcome
Provides safe sedation to ASA 1 to 3 adults and children in any location within the hospital.

Stage 2 Key Capabilities	
A	Utilises appropriate sedation techniques by a variety of routes of administration and multiple drug combinations, including target-controlled infusions.
B	Utilises sedation protocols and scoring systems
C	Explains the risks of delivering sedation outside the operating theatre and acts to mitigate these risks
D	Recognises when the use of sedation is inappropriate and formulates an alternative safe plan

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<p>Management of the confused patient in ICU, A&E, recovery</p> <p>Understands the principles of sedation for patients requiring organ support</p> <p>Sedation for patient undergoing cardioversion</p> <p>Experience of and WBAs for patients requiring sedation in theatre (eg ophthalmic, trauma, dental lists), intensive care, A&E, transfer.</p> <p>Satisfactory MSF</p> <p>Satisfactory consultant feedback</p> <p>Final FRCA pass</p>

Pain

High-level Learning Outcome			
<i>Manages pain</i>			
<i>Generic Professional Capability domains</i>	<i>1,2,3,5,6,7</i>	<i>Good Medical Practice domains</i>	<i>1,2,3,4</i>

Stage 2 Learning Outcome
<i>Understands the aetiology and management of acute, acute on chronic and chronic pain</i>

Stage 2 : Key Capabilities	
A	Utilises a multi-disciplinary approach to the management of complex pain within a biopsychosocial model of care
B	Can confidently manage acute pain in the whole perioperative pathway in a timely manner
C	Is able to assess patients, interpret investigations and initiate management of chronic malignant and non-malignant pain in a timely manner under distant supervision
D	Can assess and manage acute on chronic and chronic in-patient pain in adults and recognise when referral to specialist pain services is appropriate
E	Identify barriers to effective pain management including those related to patient beliefs, society, culture, and healthcare provision
F	Explains the risk factors for persistent post-surgical pain including measures to minimise its occurrence

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<p>Able to lead an inpatient pain round under direct supervision</p> <p>Attendance at outpatient pain clinic</p> <p>Demonstrates ability to provide regional anaesthetic techniques for post-operative pain</p>

Attendance at pain intervention lists

Management plans for the transition to oral analgesia from PCA, neuraxial or regional anaesthesia techniques

Experience of and WBAs for cases in acute pain, acute post-operative pain on chronic pain, and chronic pain in an outpatient setting

Final FRCA pass

Satisfactory MSF

Satisfactory consultant feedback

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Intensive Care

High-level Learning Outcome			
<i>Manages critical illness</i>			
Generic Professional Capability domains	1,2,3,5,6,7	Good Medical Practice domains	1,2,3,4

Stage 2 Learning Outcome
<i>Provides safe and effective care for critically ill patients with specialist help and guidance.</i>

Stage 2 Key Capabilities		
		FICM Capability Level
A	Recognises the limitations of intensive care; employs appropriate admission criteria	3
B	Performs safely and effectively the clinical invasive procedures required to maintain cardiovascular, renal, and respiratory support	3
C	Recognises, assesses and initiates management for acutely ill adults across the spectrum of single or multiple organ failure	3
D	Recognises the acutely ill child and initiates management of paediatric emergencies	3
E	Recognises and manages the patient with sepsis and employs local infection control policies	3
F	Undertakes and evaluates laboratory and clinical imaging investigations to manage patients while critically ill during their intensive care stay	3
G	Manages the medical / surgical needs and organ support of patients during their critical illness, including the holistic care of patients and relatives	3
H	Plans and communicates the appropriate discharge of patients from intensive care to health care professionals, patients and relatives	3
I	Manages end of life care within the intensive care environment with patients, relatives and the multi-professional team	2
J	Liaises with transplant services when appropriate, can perform brain stem death testing and provides the physiological support of the donor	1

K	Supports clinical staff outside the ICU to enable the early detection of the deteriorating patient	3
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FICM Capability Levels

Level	Task orientated capability	Knowledge orientated capability	Patient management capability
1	Performs task under direct supervision.	Very limited knowledge; requires considerable guidance to solve a problem within the area.	Can take history, examine and arrange investigations for straight forward case (limited differential diagnosis). Can initiate emergency management and continue a management plan, recognising acute divergences from the plan. Will need help to deal with these.
2	Performs task in straightforward circumstances, requires help for more difficult situations. Understands indications and complications of task.	Sound basic knowledge; requires some guidance to solve a problem within the area. Will have knowledge of appropriate guidelines and protocols.	Can take history, examine and arrange investigations in a more complicated case. Can initiate emergency management. In a straightforward case, can plan management and manage any divergences in short term. Will need help with more complicated cases.
3	Performs task in most circumstances, will need some guidance in complex situations. Can manage most complications, has a good understanding of contraindications and alternatives.	Advanced knowledge and understanding; only requires occasional advice and assistance to solve a problem. Will be able to assess evidence critically.	Can take history, examine and arrange investigations in a more complex case in a focused manner. Can initiate emergency management. In a most cases, can plan management and manage any divergences. May need specialist help for some cases.
4	Independent (consultant) practice.	Expert level of knowledge.	Specialist.

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Manages circulatory failure using fluids and inotropes

Understands the use of cardiovascular support devices

Manages respiratory failure with appropriate mode of ventilation

Manages appropriate weaning from ventilation

Manages support for renal failure

Supports critically ill patients outside of the ICU through work with outreach, medical emergency teams

Manages critically ill patients in the post-operative period in a variety of locations such as HDU and recovery

Final FRCA pass

Satisfactory MSF

Satisfactory consultant feedback

Experience of and WBAs for cases in intensive care, emergency anaesthesia

Procedures: insertion of vascular access device for renal replacement therapy

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