

## Annex D - Stage 3 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>			
Generic Professional Capability domains	1,2,3,4,5,6,8,9	Good Medical Practice domains	1,2,3,4

Stage 3 Learning Outcome
<i>Demonstrates the professional values and behaviours required to be a consultant</i>

Stage 3 Key Capabilities	
A	Leads the management of complications that have arisen in the course of delivery of health care
B	Formulates management plans for patients with complex needs including those beyond guidelines, remaining aware of their own limitations and seeks help where appropriate
C	Takes part in annual appraisal and explains job planning, performance management and the requirement for revalidation
D	Complies with governance frameworks and seeks to ensure that all members of the multidisciplinary team do likewise
E	Acts to optimise health and wellbeing appropriately and supports others to do so, being able to identify colleagues in difficulty and provide appropriate support and escalation when required
F	Works within appropriate equality and diversity legislation

Illustrations
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Courses: leadership and management

Professional portfolio/CV ready for consultant interview

Demonstrates ability to manage lists as sole anaesthetists in areas of special interest

Leads a quality improvement project

Demonstrates understanding of how complaints are dealt with

Maintains appropriate limits and boundaries between work and personal life

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

Satisfactory MSF

Satisfactory consultant feedback

Manages a difficult conversation with a colleague, patient or relative

Leads the discussion of the care of a complex patient involving the multidisciplinary team

Reflects on active listening in a range of environments and situations

Evidence of effective shared decision making with patients and colleagues

Equality and diversity training

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## Management and professional and regulatory requirements

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

<b>Stage 3 Learning Outcome</b>
<i>Understands and undertakes managerial, administrative and organisational roles expected of consultants</i>

<b>Stage 3 Key Capabilities</b>	
A	Explains how the management system and organisational structures at Trust/Health Board level communicate and co-operate
B	Describes the structure and organisation of the NHS including primary care, the community and independent sectors and the wider health and social care landscape
C	Explains the national processes by which health policy are developed, promoted, disseminated, introduced, monitored and modified, and how services are held accountable to the public.
D	Appreciates the roles and practice of different professionals in the organisation and delivery of the health service by promoting inter-professional understanding and working
E	Describes mechanisms for workforce planning and their limitations
F	Applies management and team skills to complex and dynamic situations
G	Describes how healthcare systems are commissioned and funded
H	Knows how to prepare medico-legal statements and co-operate with agencies involved in legal requirements.
I	Works within regulations relating to information governance, data protection and storage
J	Undertakes departmental administrative and managerial roles
K	Engages with their own contractual obligations, appraisal and quality review processes

<b>Illustrations</b>
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Courses: NHS management

Attendance at hospital Board level meeting

Shadowing CD and/or executive team including demonstration of principles of job planning and efficient theatre use

Rota management for anaesthetists in training

Information governance training (eLearning or Trust mandatory training)

Involvement in writing a report for the Coroner or other medico-legal indication

Training and involvement in investigation of serious incidents

Awareness of relevant government health policies

Experience of healthcare systems outside the UK

Development of negotiating, assertiveness skills

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## Team Working

<b>High-level Learning Outcome</b>			
<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>

<b>Stage 3 Learning Outcome</b>
<i>Leads and participates in complex and diverse teams in all situations.</i>

<b>Stage 3 Key Capabilities</b>	
A	Demonstrates the skills to provide clinical leadership in a special interest area of anaesthetic practice
B	Leads the multidisciplinary team in the organisation of complex patient care
C	Engages with all members of the perioperative and theatre teams to work efficiently and effectively
D	Maintains high levels of individual and team situational awareness at all times
E	Seeks and shares information and anticipates future problems to maximise safe practice
F	Critically appraises performance of colleagues, peers and systems to promote best practice
G	Demonstrates appropriate leadership behaviour to nurture teams and promote engagement.
H	Promotes an open and transparent culture, acting as a role model in supporting colleagues and respecting differences of opinion
I	Adapts leadership behaviour to improve engagement and outcomes.
J	Delegates appropriately and effectively
K	Manages and reflects on challenging behaviours within the team and escalate concerns as appropriate
L	Describes contributions to a major incident response

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Attendance at leadership courses

Instructor on resuscitation courses

Simulation training (major incident training) / simulation faculty membership

Satisfactory MSF

Completion of a project involving leadership and team building

Team leadership in complex resuscitations including trauma

Demonstrates ability to lead reflective discussion following complex resuscitation

Satisfactory consultant feedback

Experience in and WBAs from: theatres, intensive care including lists with distant supervision

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## Safety & Quality Improvement

<b>High-level Learning Outcome</b>			
<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>

<b>Stage 3 Learning Outcomes</b>
<i>Supervises a local quality improvement project and participates in regional or national quality improvement projects.</i>
<i>Uses a systems approach to creating, maintaining and improving safety</i>

<b>Stage 3 Key Capabilities</b>	
A	Identifies and supervises a quality improvement project, prioritising and evaluating measures and outcomes important to patients in a special interest area of anaesthetic practice
B	Explains how complexity theory applies to healthcare
C	Identifies levers and drivers and the principles of psychology underpinning change management that can be used to develop a shared purpose
D	Identifies and engages with stakeholders affected by potential change
E	Interprets the interplay between psychology, system, process and technical knowledge needed to implement change
F	Promotes a collaborative approach to delivering quality improvement utilising the principles of patient co-design when possible
G	Describes how to sustain improvement
H	Effectively evaluates the impact of a quality improvement intervention
I	Applies safety science principles and practice at individual, team, organisational and system levels
J	Uses measures of process reliability to monitor and improve safety
K	Predicts how system failures will create risks to patients
L	Uses a systems-based approach to proactively assess risk and in the investigation of safety incidents

M	Acts on national regulation and findings of national case studies in patient safety
N	Explains how organisational culture can influence failure or improvement in clinical practice
O	Analyses the strengths and weaknesses of safety interventions
P	Quantifies the effect of contextual factors on safety
Q	Addresses the limitations of the concept of 'human error' in incident investigations and responses
R	Mitigates against fixation error, unconscious and cognitive biases

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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 3 Learning Outcome
<i>Evaluates and instigates initial management of safeguarding concerns</i>

Stage 3: Key Capabilities	
A	Identifies safeguarding concerns and acts to refer to relevant professionals when dealing with vulnerable patient groups.
B	Describes how beliefs, experience and attitudes might influence professional practice, and ensures that these do not exploit patient vulnerability
C	Explains the effect of parental behaviour on children and young people and interagency response
D	Manages the particular needs of vulnerable patients of all types in complex clinical situations
E	Engages in national safeguarding initiatives and Trust mandatory training
F	Determines when and how to safely restrain and safeguard vulnerable patients in distress
G	Applies equality and diversity legislation in the context of vulnerable patient care

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<p>Courses/eLearning: Equality and diversity training, Prevent/counter terrorism, child and adult safeguarding</p> <p>Participation in best interests decision (potential to be met during stage 2/3 ICM) or perioperative medicine</p>

Maintenance of mandatory training in mental capacity act and safeguarding  
 Demonstrates ability to manage case where cultural differences affect consent and treatment

## Education and Training

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

<b>Stage 3 Learning Outcome</b>
<i>Meets the requirements of a Clinical Supervisor as defined by the GMC</i>

<b>Stage 3 Key Capabilities</b>	
A	Actively promotes a culture of learning
B	Creates effective learning opportunities
C	Demonstrates leadership in terms of patient safety in the context of clinical supervision
D	Develops a plan for personal life-long learning
E	Participates in planning and delivery of educational programmes using a range of educational methods to deliver teaching
F	Explains how to raise concerns about the performance or behaviour of learners who are under their clinical supervision
G	Assesses the performance of learners fairly and objectively
H	Evaluates, reflects and acts on the effectiveness of their educational activities and learning
I	Applies an understanding of the basis of educational theory that underpins successful adult learning

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Supervision of junior colleague – log book evidence

Courses: Train the Trainers, Anaesthetists as Educators, GIC

Instructor on resuscitation courses, exam preparation courses

Completion of WBAs for junior colleagues with demonstration of constructive feedback

Completion of higher qualification in medical education such as PGCE

Assists in organisation of educational meeting at regional or national level

Organisation of hospital teaching programme for anaesthesia anaesthetists in training

Critical appraisal of local teaching programme with suggestions for improvement

Demonstrates action on feedback in WBAs

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## Research and managing data

<b>High-level Learning Outcome</b>			
<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 3 Learning Outcome

*Is research experienced;*

*Has engaged with research, applies the governance involved in research, evaluates and communicates research findings clearly*

### Stage 3 : Key Capabilities:

A	Practises evidence-based medicine based on critical analysis and awareness of current literature and national and local guidelines, with a detailed knowledge in an area of special interest in anaesthetic or perioperative practice
B	Recognises where research can ask relevant questions; appreciates how to study these; where findings can be applied to patient care and can communicate these to patients in a meaningful way
C	Promotes a culture of professional critical enquiry with the ability to understand and apply new and future areas of research and related practice eg. informatics, genomics, stratified medicine, population and global health
D	Demonstrates practical knowledge of research principles and governance and how to translate findings into practice
E	Formulates relevant research questions and designs a studies to answer them
F	Demonstrates the processes for effective clinical decision making where research is absent or contradictory

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Attendance at scientific meeting

Abstract accepted at national/international meeting

Publication in peer reviewed journal

Involvement in research project including ethical approval, gaining consent of participants, data analysis

Leads in development or revision of local guidelines

Participation in research

Participation in systematic literature review

Active involvement within local TRN (eg local lead for a TRN study) or national study

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## Perioperative Medicine and Health Promotion

<b>High-level Learning Outcome</b>			
<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

<b>Stage 3 Learning Outcomes</b>
<p><i>Manages perioperative care at an individual and service-wide level.</i></p> <p><i>Applies the principles of sustainability to clinical practice</i></p>

<b>Stage 3: Key Capabilities</b>	
A	Delivers high quality perioperative care of all patients for elective and emergency surgery, developing expertise in an area of anaesthetic special interest
B	Applies the principles of shared decision making about the suitability of surgery and anaesthesia with high-risk patients and colleagues
C	Describes the impact of patient mental health and well-being on perioperative care and applies this to practice
D	Evaluates information gained through preoperative assessment and applies the principles of shared decision making with the patient and multi-disciplinary team
E	Acts as an advocate for health promotion and illness prevention in the perioperative period
F	Describes the principles of person-centred care, including effective self-management, self-care and expert patient support
G	Promotes strategies to support sustainable healthcare in clinical practice
H	Describes the reasonable limitations of perioperative interventions
I	Can make reasoned clinical decisions in the face of uncertainty
J	Develops an understanding of the basic principles of global health including governance, health systems and global health risks
K	Supports members of the preoperative team to deliver perioperative health promotion strategies

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Ability to work independently in special interest areas of anaesthesia as demonstrated by ALMAT

Courses: environmental impact of anaesthesia, anaesthesia in developing countries, NHS management

Quality improvement project looking at improving sustainability in operating departments

Leads a perioperative/perioperative medicine clinic

Understands and can advise on the likely outcomes and recovery following surgery for complex patients

Discusses alternative treatment pathways and their relative risks/benefits

Satisfactory MSF

Satisfactory consultant feedback

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## General Anaesthesia

<b>High-level Learning Outcome</b>			
<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 3 Learning Outcome.

*Provides safe and effective general anaesthesia independently for all patients undergoing non-specialist procedures and for patients within defined areas of a special interest.*

### Stage 3 Key Capabilities

A	Provides general anaesthesia for all patients undergoing elective and emergency surgery in general settings including maternity units for common complex surgical procedures
B	Demonstrates the decision making and organisational skills required to manage operating sessions independently ensuring that the care delivered to patients is safe, effective and efficient
C	Applies understanding of co-morbidities in patients requiring general anaesthesia and delivers management strategies to offer individualised care
D	Provides safe anaesthetic care for multiply injured patients, from arrival in hospital through definitive treatment, and understands and applies the principles of management for complex situations such as severe burns or poisoning.
E	Contributes to departmental expertise in one or more defined areas of special interest
F	Manages patients with complex airway disorders in most situations including independent fibre-optic intubation and can recognise when additional assistance is necessary
G	Can manage the anaesthetic challenges of patients needing complex shared airway surgery
H	Provides safe anaesthesia for diagnostic or therapeutic procedures outside of the theatre environment including remote sites
I	Provides safe anaesthetic care for the critically ill patient who needs to return to theatre from the intensive care unit
J	Provides safe and effective perioperative anaesthetic care to all high risk surgical patients with significant co-morbidities and the potential for massive haemorrhage

K	Manages the anaesthetic implications of previous neurosurgery and/or intracranial pathology in patients presenting for co-incidental surgery
L	Manages the anaesthetic implications of congenital or acquired heart disease in patients presenting for co-incidental surgery including referral to a specialist centre when appropriate
M	Provides safe anaesthetic care for any patient who requires elective or emergency obstetric anaesthesia in a general maternity unit
N	Provides safe anaesthetic care for common non-complex elective and emergency surgical procedures in children aged one year and over
O	Provides emergency anaesthetic care for paediatric patients pending inter-hospital transfer to a tertiary unit

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## Regional anaesthesia

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

Stage 3 Learning Outcome
Delivers a range of safe and effective regional anaesthetic techniques to cover the upper and lower limb, chest and abdominal wall independently

Level 3 Key Capabilities	
A	Tailors regional anaesthesia techniques to patients undergoing day surgery
B	Performs ultrasound-guided regional anaesthesia for the chest wall independently
C	Performs ultrasound-guided regional anaesthesia for the abdominal wall independently
D	Performs ultrasound-guided nerve blocks for lower limb surgery independently
E	Performs ultrasound-guided brachial plexus block independently
F	Manages regional anaesthesia and analgesia safely in the perioperative period in all settings

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<p>Experience of and WBAs for cases in trauma, orthopaedics, obstetrics, general surgery</p> <p>Procedures: spinal, lumbar epidural in general theatre and obs, simple nerve block, use of ultrasound</p> <p>Satisfactory MSF</p> <p>Satisfactory consultant feedback</p>

## Resuscitation and transfer

<b>High-level Learning Outcome</b>			
<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>

<b>Stage 3 Learning Outcomes</b>
<i>Is able to lead the multidisciplinary team for all patients requiring resuscitation from any cause, subsequent stabilisation and post-resuscitation care</i>
<i>Able to supervise inter-hospital transfers and evaluate the necessary resources for patient transfers.</i>

<b>Stage 3 Key Capabilities</b>	
A	Maintains resuscitation capabilities achieved in earlier stages
B	Identifies situations where specialist retrieval teams are required
C	Leads debrief sessions for both staff and relatives in a sensitive, compassionate and constructive manner
D	Leads the clinical care of patients requiring retrieval/transfer
E	Evaluates the suitability of resuscitation, stabilisation, retrieval or transfer
F	Evaluates the wider implications of inter-hospital transfer for on-going safe hospital service delivery.
G	Explains the requirements for safe patient transfer by air retrieval
H	Acts as a member of the multidisciplinary trauma team in the initial assessment and stabilisation of the multiple trauma patient and prioritise further management

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Courses: paediatric anaesthesia emergencies, neonatal resuscitation

Acts as an instructor on paediatric resuscitation courses

Acts as an instructor on adult resuscitation or transfer courses

Member of retrieval team for paediatric emergencies

Satisfactory MSF

Satisfactory consultant feedback

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

Leads resuscitation team and is able to evaluate the appropriateness of resuscitation

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## Procedural Sedation

<b>High-level Learning Outcome</b>			
<i>Provides safe and effective sedation</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>

<b>Stage 3 Learning Outcome</b>
<i>Delivers safe and effective procedural sedation independently</i>

<b>Stage 3 Key Capabilities</b>	
A	Delivers procedural sedation for all patients in all settings
B	Evaluates and manages the issues posed by provision of sedation in remote sites outside the hospital
C	Evaluates the suitability of sedation for a procedure for a given patient, and formulates an alternative strategy when necessary
D	Describes local and national guidelines regarding sedation practice outside the operating theatre.

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## 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 3 Learning Outcome
<i>Able to initiate complex pain management for in-patients and to sign-post to appropriate pain management services</i>

Stage 3 : Key Capabilities:	
A	Applies knowledge and understanding of assessment and management of pain in a multiprofessional context
B	Demonstrates safe effective pharmacological management of acute and procedure pain in all age groups
C	Acts as an effective member of the inpatient pain team
D	Effectively engages with multi-disciplinary primary and secondary pain services and palliative care when necessary
E	Prescribes appropriately in the perioperative period and recognises the long term implications of not reviewing patient analgesia in the post-operative period following discharge
F	Recognises the need for and complications of interventional pain procedures
G	Plans the perioperative management of patients for surgery who are taking high dose opioids and other drugs of potential addiction

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Manages and plans analgesia for patients with chronic pain who presents for surgery

Attendance at pain clinic, intervention lists

Attendance at multidisciplinary pain meetings

Experience of the management of pain in terminal care setting

Leads an inpatient/acute pain round with local supervision

Experience of and WBAs for cases in acute pain, acute on chronic pain in an inpatient setting, chronic pain in an outpatient and management of pain in terminal care setting

Develops individual pain management care plans in pre-assessment / perioperative medicine clinics

Able to identify and initially manage complications from patient controlled analgesia, neuraxial techniques and continuous regional techniques

Recognises comorbidities and adjusts pain related medications accordingly

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 3 Learning Outcome
<i>Maintains the capabilities achieved at Stage 2</i>
<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

### 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.

### Illustrations

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

It is not intended that they are all completed but they are examples of what can be presented as evidence. A single piece of evidence can be used for a number of different capabilities across various domains and are not necessarily exclusive to the stage of training listed.

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

Provides safe anaesthesia for emergency surgery in a critically ill patient requiring organ support

Manages patient for organ donation

Maintains skills in paediatric resuscitation through attending or teaching on appropriate courses

Undertakes transfer of critically ill patient to remote sites such as MRI scanner, catheter laboratory

Satisfactory MSF

Satisfactory consultant feedback

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

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