

Annual Report

St George's Advanced Patient Simulation & Skills Centre



Mission Statement

GAPS enhances patient care through learner centred simulation and skills training. We design and deliver high quality programmes which recognise the essential place of multi-professional teams in the delivery of healthcare. We provide a full range of simulation based training from high-fidelity full immersion for real teams to part task skills development exercises for individuals.

We work to place patient safety at the heart of St George's and the wider health community. Our approach is evidence based and aligned to service needs. We aim to improve practice and reduce error, strengthening an institutional memory by expanding the opportunities for participation in our programmes for all staff involved in patient care.

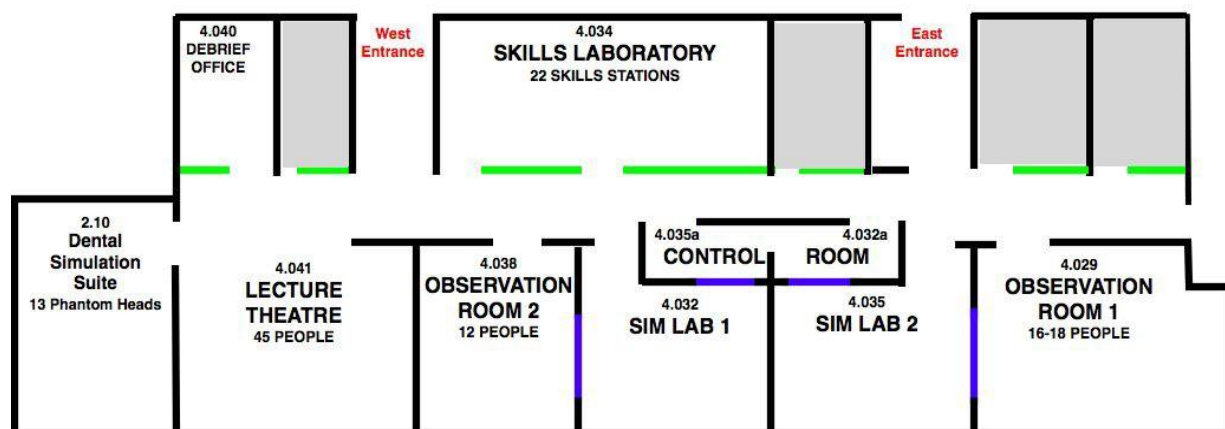
**GAPS - 4th Floor Hunter Wing, St. George's Healthcare NHS Trust, Blackshaw Road,
London SW17 0RE, UK, Telephone: 020 8725 1119 - www.gapssimulation.com**



Who we are:

<p>Director: Dr. Greg McAnulty Consultant in Critical Care and Anaesthesia Honorary Senior Lecturer, St George's, University of London</p>	<p>Co-Director / Manager: Nicholas Gosling* Head of Clinical Skills and Simulation. *2015 - NHS Development Champion of the year</p>	<p>Education Director: Huon Snelgrove Medical Education Specialist Senior Lecturer in Medical Education and Informatics, University of Rome</p>
<p>Clinical Simulation Specialist: Jasmine Burnett RGN: Senior Sister in Cardiac Nursing</p>	<p>Clinical Simulation Specialist: Christopher Broom Senior Anaesthetic Practitioner, O.D.P</p>	<p>Lead Simulation & Skills Technician: Andrew Sykes</p>
<p>Clinical Skills and Simulation Co-ordinator: Robert Colson</p>	<p>GAPS Administration: Phillippa Newman</p>	<p>GAPS Administrative Support: Manana Mudhir</p>
<p>Marketing and Project Management Advisor: David Mason</p>		

Our Department Layout



2015/2016 RECENT SUCCESSES

Whilst the main successes of the centre has been the large numbers of attendees from so my different professional bodies and grades to provide such multi-layered and multi-disciplinary courses, the permanent and non-permanent GAPS staff members have also been involved in a few success stories that have helped to galvanize team unity and spirit.

On a team level:

The department has been involved in presenting workshops on Mobile and In-situ simulation at various conferences across England. The most recent being at the Association for Simulation Practice in Healthcare (ASPIH) in Brighton and the South London Simulation Network (SLSN) Conference at the Kia Oval in South London.



The centre's flagship course "Train the Trainer" has continued to grow in popularity with a hospital in Crete inviting the Director and Co-Director of the department as well as our Educationist to teach a large group of Greek Doctors and Nurses to become simulation faculty.



The same trio has also been invited to teach the prized course material in a hospital in Beijing China and plans for more domestic and International teaching opportunities are in the pipeline.

On an individual level:

Co-Director /Department Head, Nicholas Gosling, was nominated as a finalist for the NHS London Development Champion of the year as well as NHS Leader of Inclusivity of the year.

Mr. Gosling went on to be voted as the Winner of the NHS London Development Champion of the Year.



GAPS Simulation Expert, Christopher Broom, was the winner at the South London Simulation Network Conference for his poster presentation on the 'Practice Nurse Educators Train the Trainer' course that looked at Mobile and In Situ simulation training and education development. Mr. Broom graciously shared his award with his fellow Simulation Expert Jasmine Burnett whilst Despoina Liotiri, the GAPS Simulation Clinical Fellow, was awarded the third prize place for her poster on 'Using Simulation to introduce a New ABCDE Checklist for Recovery Nurses.'





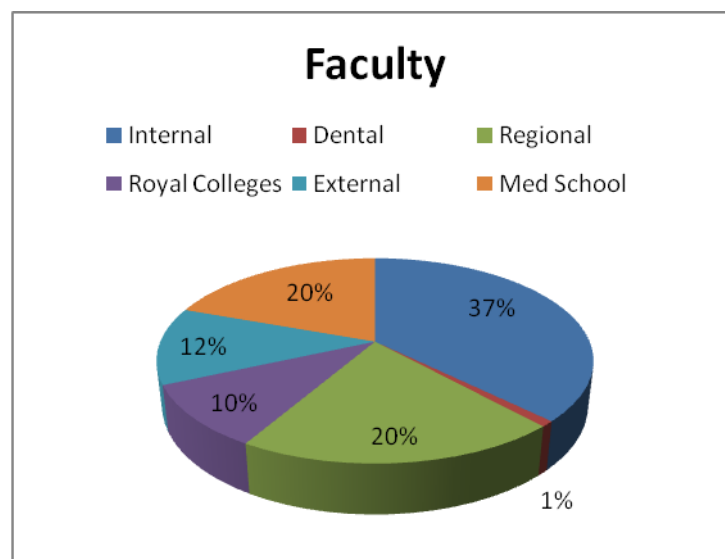
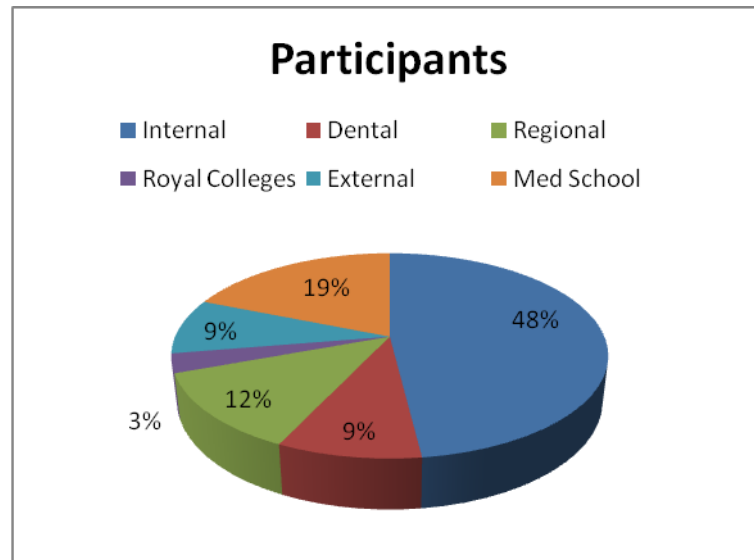
GAPS Skills and Simulation Co-ordinator, Robert Colson as well as GAPS Lead Simulation Expert, Andrew Sykes have recently been awarded a prize for achieving the most Royal College of Surgeons courses delivered (regionally) during 2014-2015 which was a total of 19 courses: 15 Surgical Skills for Students, 2 Basic Surgical Skills, 1 Care of the Critical ill Surgical Patient (CCrisp) Course and 1 Core Skills in Laparoscopic Surgery.





GAPS Figures overview for 2015-2016

Over the 2015-2016 period of 365 days or 253 working days the department has produced 339 individual courses which is an average of 1.4 courses per working day. **The 339 courses have had 1069 faculty and 4334 participants** 'booked on' to attend courses in the GAPS centre.

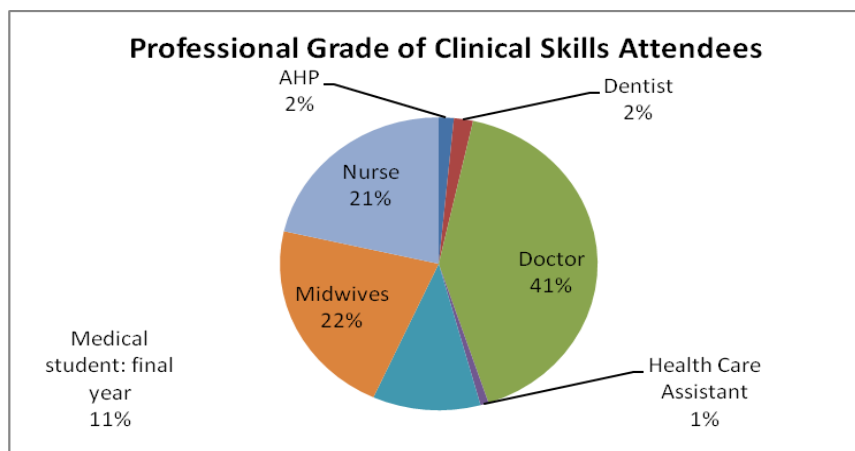


Clinical skills training

The GAPS centre is inundated with Clinical skills training sessions and where possible tries to incorporate as many skills workshops in its teaching days. As well as working alongside such schools as the Royal College of Nursing and the Royal College of Surgeons the GAPS centre works on keeping its doors open to all of those who want to improve their patient safety skills by developing their clinical skills. The department believes that teaching Non-Technical skills is equally important in lowering risk and improves patient experiences however for those courses that would be deemed Clinical Skills training the centre has run 33 Clinical Skills series that have resulted in 95 skills sessions over the period of April 2015 – March 2016

ATLS	ENT Essentials
ATNC	TOE / TTE Practice
Fascia-Iliaca Block Course	Ultrasound Guided Venous Access Study Day
Lap Practice Session	CMT 2 Procedural Skills Simulation Day
Paediatric Venepuncture and Cannulation	Micro Vascular Surgery Revision Under Microscope
Venepuncture & Cannulation Course	Soft Tissue Grafting
Paediatric Laparoscopic Practice	Success in Core Surgical Training Course
Surgical Skills for Students	Critical Care Bronchoscopy
Skills and Drills	Trachy Refresher Day
BSS Skills Course	Airway Day (Consultants)
Endoscopy Practice	Airway Day (Trainees)
Cannulation Practice	Initial Assessment of CICV
Advanced Trachy Skills Day	Lap Suturing Session
Perineal Suturing	Ultrasound Scanning for Surgeons
2 Day CALS Course	Lap Suturing for Registrars
CCrISP	Anaesthesia Airway Training
	Airway Management Refresher Course

These course series have resulted in 1165 candidates improving their clinical skills and 279 Faculty members improving their teaching abilities.



INTERPROFESSIONAL DEPARTMENT REPORT 2015/6



The St George's Hospital Simulation and Skills Centre (GAPS) has been providing innovative simulation training for more than 17 years. One of the original pioneering three centres in London which co-developed the original Year one Foundation Programme simulation course in 2005.

GAPS have always concentrated on providing team training for interprofessional teams. Initially this was mainly local and ward-based and focused on solving team performance problems while developing patient safety awareness and safety-centred practice. Externally funded courses such as the Foundation Programme, Core Medicine training and final year medical student simulation traditionally were uni-professional in design reflecting the funding sources.

However, over the years since these courses were initiated, GAPS has innovatively introduced interprofessional training and experiences to these training schemes something which is at the heart of GAPS learning philosophy. Although the funding streams for these major courses have remained static or have reduced, GAPS have redesigned all programmes to fully immersive interprofessional foci.



www.gapssimulation.com





Interprofessional means *inter*professional!

All participants in simulation-based team training courses learn together, reflect together and discuss together in teams similar to the ones that deliver health care on the wards. Simulation courses include senior and junior doctors, senior and junior nurses, medical and nursing students as well as physicians' associates and health care assistants. GAPS teaching faculty is also diverse, coming from a wide range of professional groups most of who have participated in the GAPS 'Train the Trainers' course and mentoring programmes.



Some of our most popular Interprofessional courses:

Basic Train the Trainer	Harmfree Care	Trauma Team Leader
Practice Nurse Educators Train the Trainer	Venepuncture and Cannulation	Skills and Drills
Acclimatisation	Surgical Skills for Students	HCA Development / Induction
Medical School Simulation	Advance Trauma Life Support	Advanced and Basic Trachy Skills
Foundation Simulation	Basic Surgical Skills	Cardiology Multi-professional Training
Core Medical Training	European Trauma Course	Core Skills in Lap Surgery

Over the years we have also specialised in innovative collaborative work with GP centres, Fire Departments using mobile simulation as well as working in the wards, theatres and clinical environments. Our education and patient safety focus has helped us teach and set up courses within the UK and Europe and we are constantly looking for greater opportunities to strengthen our collaborative approach.



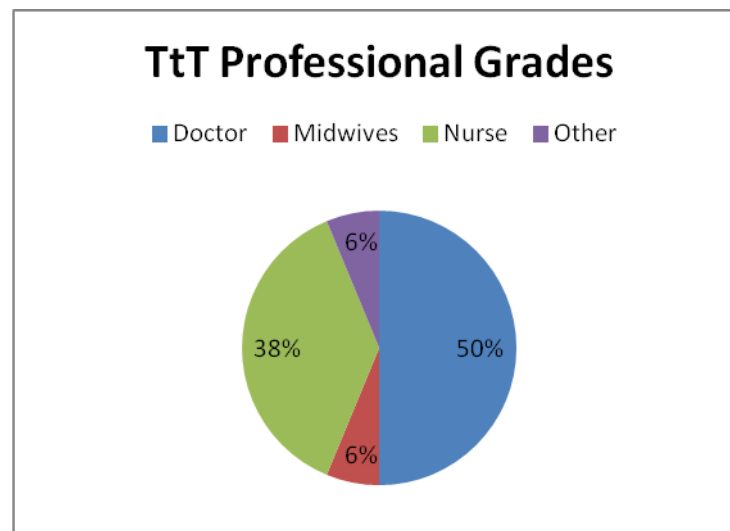
What Interprofessional Courses do GAPS run?

Faculty development & Train the Trainer courses

Over the past 12 months (April 2015-March 2016) The Gaps centre has 919 confirmed faculty names recorded on its Database as taking part in the 339 GAPS centre, Mobile and In-situ Training sessions. That is a ratio of nearly 3 faculty member per course and doesn't include the full time GAPS staff that are always on standby to support and advice.

Of those 919 attendees at least 46 (5%) of those have done more than five courses over the last financial year alone. Equally impressive is that of the 46, 14 have recently participated (within the last two years) in our Flag ship 'Train the Trainer' Course at St George's Hospital. That is a **30%** return on our recent attendees of the Train the Trainer courses and most likely a fraction of the predicted number in the 2016/2017 period where Train the Train attendees have committed themselves to teach on 3 additional simulation courses in order to receive a certificate of attendance and participation.

Over the 2015/16 period, SGH has run three styles/modules of the Train the Trainer series: Train the Trainer Classic, Train the Train for Practice Nurse Educators and an International Train the Trainer in Greece. These courses account for **14 course episodes** or course dates (the course typically is spread over two dates) and of these 14 course episodes, 138 people have been able to take part and improve their teaching capabilities. Training has also helped to encourage Healthcare staff to borrow, run or assist on other simulation courses. Of the TtT courses that we ran over the last 12 months, 33 of the 138 (24% or 1:4) attendees have been involved in a teaching session within the GAPS department. When we take into account that 5 of the TTT sessions were run as part of a HESL bid where slots had to be shared with South West London Hospitals and one session took place across the English Channel the return on investment on faculty training has been very successful.





Course Structure/Outline:

A comprehensive practical simulation based facilitation course, designed for clinical teachers, clinical teams and leaders who intend to use simulation in their clinical contexts. Courses are an interprofessional mix of health professionals involved in the delivery of training. Teaching duties of participants usually vary from undergraduate and postgraduate teaching to in situ clinical team teaching roles in acute care hospitals.

Course aims to address a number of topics including:

*Personal education and learning; **Quality improvement; Team leadership and resource management; Faculty development; Workplace assessment; Education supervisor training***

Topics Covered

- Research in High Risk Organisations and resilience
- Educational theory and feedback
- Teaching techniques with mobile and fixed patient simulators
- Team assessment with behavioural observation tools
- Developing inter professional conversations about practice

Learning Outcomes

- Participants should be able to:
- Apply a variety of small group teaching strategies and techniques with simulation to enhance the learning environment for their teams.
- Draw from an extended repertoire of feedback techniques
- Be advocates for multi-professional team training using simulation and be able to refer to its evidence base for patient safety.
- Apply new skills in delivering mobile and fixed simulation training.

Interprofessional foci:

We have worked hard to promote the interprofessional composition of participants on the TtT programme. From a 2% base line in 2013, we achieved a 20% nurse participation rate in the last quarter reaching 50% in the summer of 2014. **Senior nurse participation on TtT courses** has led to the development of a hospital wide programme of 'Harm Free Care' which uses simulation to address CEQUIN training initiatives. **161 nurses have come through this programme in 2015 and we will be running 14 courses in 2016.** The success of the nurse participation on TtT has led to a **Practice Nurse Educator TtT** course to be launched in the summer of 2015 which has allowed us to expand our interprofessional faculty contact. We also have a new expanding cadre of nurse simulation lead trainers. The Harm Free Care simulation programme is now becoming a flexible simulation model to respond to ward-based audits which identify areas for critical improvement)

Training Places available per course:

12 places per course (Available to **Band 7 and above** nurses (AHP's) and **FY2 and above** medical)



Interprofessional Foundation Simulation Patient Safety Programme



Course Structure/Outline:

This course emphasises multidisciplinary team training in acute care settings. Training is built around separate, but simultaneous scenarios using two high fidelity simulation laboratories. Doctors work alongside qualified nursing staff, as well as other members of the multidisciplinary team in realistic team conditions. **Leadership, decision-making, distributed cognition and situational awareness** in complex clinical settings are a prime focus in our instructional design to enhance postgraduate interprofessional collaborative practices. The idea is to simulate more closely real ward or A&E environments and working practices where junior doctors and nurses may deal (initially, at least) with acute events whilst more senior staff consider allocation of resources and provide immediate management advice and prioritise interventions in person as we

ll as by phone. In this way participants are offered opportunities to reflect on individual, team and system factors affecting the delivery of high quality care and enhance patient safety. In addition, **feedback from clinical nursing faculty and peers underlines our belief that developing positive attitudes to interprofessional team debrief practices is an important learning outcome of the programme in its own right.**

Inter-professional foci:

Foundation grade Drs (FY1 & FY2) work alongside junior and senior nursing colleagues. Simultaneous scenarios are managed by a junior nurse and FY1 'team'. While the senior resources (FY2 and senior nurse) provide cover oversight and co-ordination of the care and escalation provided for both patients. Scenarios are initially instigated by a SBAR handover followed by an initial nurse assessment and escalation of NEWS to the co-ordinating team and subsequent delegation to FY1's.



Available Training Places:

11 x planned courses.

4 x FY2's per Course (**44 total**)

4 x FY1's per course (**44 total**)

4 x senior nurse places (**44**

Total) 8 x junior nurse places (**88**

Total)





Interprofessional Patient Safety Programme for *Final Year Medical Students & Staff Nurses.*



Course Structure/Outline & Interprofessional foci

This course emphasises multidisciplinary team training in acute care settings. Final year medical students work as FY1 doctors in pairs alongside qualified nursing staff. **Leadership, decision-making, distributed cognition and situational awareness in complex clinical** settings are a prime focus in the instructional design to enhance interprofessional collaborative practices. The idea is to simulate more closely real ward or A&E environments and working practices where junior doctors and nurses deal with acute events whilst seeking to escalate to more senior staff to provide further management and advice. In this way participants are offered opportunities to reflect on individual, team and system factors affecting the delivery of high quality care and enhance patient safety. In addition, feedback from clinical nursing faculty and peers underlines our belief that developing positive attitudes to inter- professional team debrief practices is an important learning outcome of the programme in its own right. This course incorporates two practical workshop; IV infusion setup that involves practical interprofessional learning techniques and discussions around fluid challenge administration, and a second workshop that utilises case based discussions to identify appropriate oxygen administration devices.

Available Training Places:

Inter-professional patient safety programme for final year medical students & staff nurses provides a further **192 places for nursing staff** and approximately **330 final year medical students**. This programme runs alongside the Student calendar of September till April each year.

Acclimatisation

Non-UK International Staff-Acclimatisation –Started December 2014



Course Structure/Outline & Interprofessional foci:

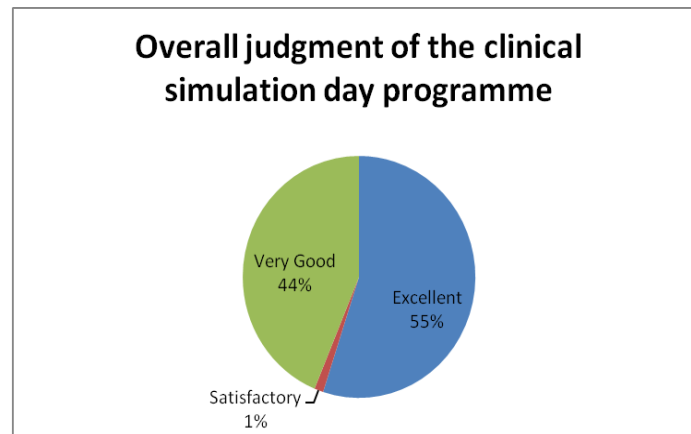
Our aim is to develop an on-going flexible programme that new staff can slot into in their first 6 months in the Trust. Many of our ideas are inspired by what others are already doing in the Trust together with our own experience with international doctors but would be applied to the **500 + nurses** St. George's intends to recruit.

The challenges for an extended induction which we have addressed are summarized below:

1. To understand how many staff would be eligible and may benefit over the next 12 months and how to track them
2. To develop stronger inter professional learning components using in-situ simulation-based training
3. To design simulation-based learning activities in a flexible modular format to reflect different patient pathways and to expose new staff to the 'bigger picture' in the Trust
4. To build into the simulation programme a strong language enhancement component in both verbal (team communication training and non-technical skills, communication with the elderly, relatives) and written English (e.g. documentation: assessment forms clinical notes, discharge)
5. To provide realistic opportunities to share cultural understandings (confidentiality, end of life care, ethical issues,)
6. To provide forums for new staff to make contributions early on: (e.g. early involvement in Trust Health Promotion campaigns, ward based CBDs, clinical teaching and/or teacher training in other Trust educational programs)

Since the launch of the course in December 2014 we have had over **113 attendees** however this number is always increasing as the course series is on-going and adapting to include a more than one day course programme.

At the time of this document being made the department is planning for another +50 participants to take part of the current financial year.



The above chart is based on digital evaluation responses that the department has collected.

What are the two most important things you learned today?

Most common responses are:



Text	Size
Communicate	53
Patient	30
Important	28
Team	23
Work	13
Good	13
Improve	12
Skills	12
Teamwork	12
Sbar	11
Assess	10

Meanwhile the dominate response to the question “How we can improve?” has over 43 (39%) comments or suggestions asking for more Scenarios and simulation opportunities.

Other common suggests are

“To participate in more courses like this upon arrival to St George’s” “Include MDT work”

“A more in-depth look at understanding paperwork and abbreviations”

Core Medical Training (Simulation)



Course Structure/Outline & Interprofessional foci:

Our CMT simulation programmes concentrate on developing interprofessional learning which emphasises multidisciplinary team training in acute care settings. CMT (both 1st and 2nd year) doctors work alongside experienced qualified nursing staff, as well as other members of the multidisciplinary team in complex medical simulations.

Utilising, both high fidelity simulation and actors to help replicate real world demands of acute medical care delivery. **Leadership, decision-making, distributed cognition and situational awareness in complex clinical settings** are prime foci in our instructional design. Our model is driven by regular review and best evidence. Work around this simulation methodology has been presented internationally and submitted for publication in peer-reviewed journals as part of our efforts to develop scholarship among our simulation-training faculty

Our faculty includes medical and nursing facilitators experienced and trained in high fidelity simulation-based training (HFSBT).

Available Training Places:

49 x CT1's

37 x CT2's

34 x Band 6-7 Nursing



Mobile Simulation (WOMBATS)

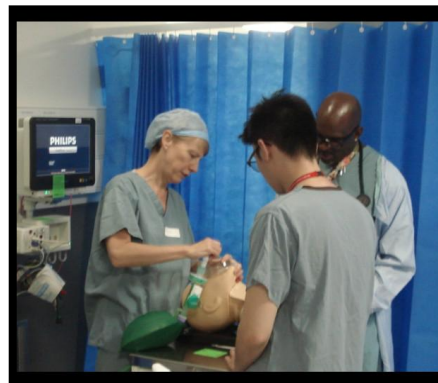
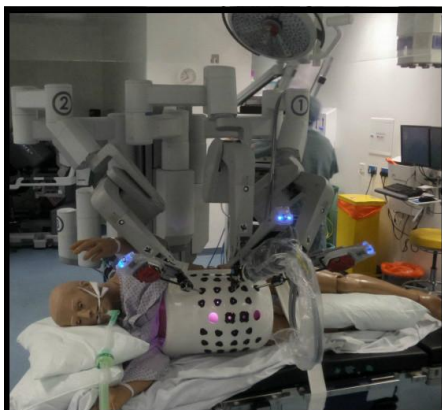
Course Structure/Outline & Inter-professional foci:

This programme operated under the auspices of **Ward Oriented Mannequin Based Action Training & Simulation (WOMBATS)** has been running within the Trust for over 9 years. Throughout this time participants from most grades of both medicine and nursing have positively evaluated it. This programme is on-going covering individual areas and personnel as well as whole departments like delivery suite, Anaesthetics and Critical Care. GAPS constantly work alongside systems like the Safety Thermometer to assess which areas are in need of training / probing and therefore allowed us to identify target audiences in Champney's, AMU, Hyper Acute Stroke and Theatres recovery.

Over the last 12 months [2015] we have been able to teach about 275 members of staff during some of our mobile teaching sessions. Some of these members of staff may have been able to attend on more than one occasion but these sessions have allowed us to reach out beyond our centre and interact with new groups.

Available Training Places:

The interprofessional clinical teams on duty.



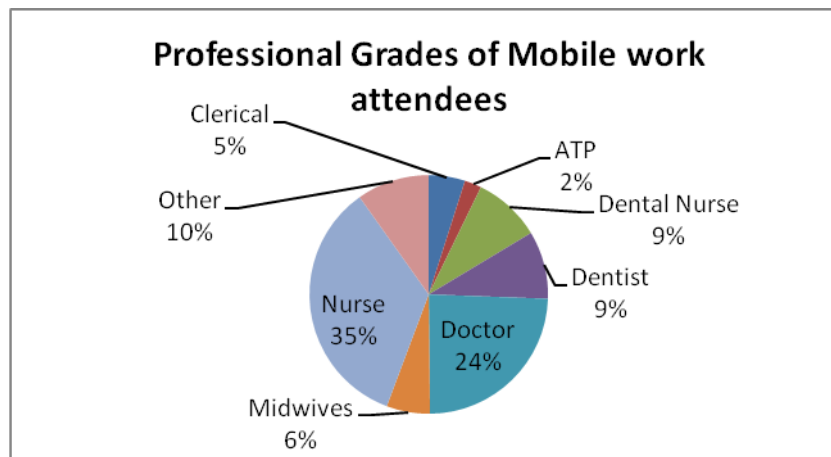


In regards to Mobile simulation work the GAPS team are constantly running mobile and in-situ simulation training for its local and regional staff in attempt to support the restrictions in study leave allowance. By taking the courses to the staff's own environment, the GAPS team is able to replicate a more realistic scenario and support attendees with working tools for their future development.

Over the financial period of 2015_16 the GAPS team can confirm that **66** Mobile/In-situ training session have taken place from 21 course series

Train the Trainer	Obstetric training
St Helier Dental Emergency Preparedness Programme	Recovery Team Simulation
Beckenham Dental Practice Emergency Preparedness Programme	ASPIH Workshop
MaxFax Medical Emergency Training	Mobile Fire Station Simulation
Clapham South Dental Emergency Preparedness Programme	Wombats
Theatres Team Training	Organ Donation Course
Stroke Unit Mobile Simulation	Hellenic Train the Trainers
Neurology Mobile Simulation	Sim War Team - simulation practice
Practice Nurse Educators Train the Trainer	Wombats (Paeds)
Wombats (Polly Hughes)	Brigstock Dental Emergency Preparedness Programme
Transfer Training - Adult Intensive Care Units	

These 21 Course series ran on 66 occasions have resulted in 690 participants receiving training and 131 faculty members improving their teaching skills. With an average of 10 participants on each mobile simulation course results in a teacher to candidate ratio of about 1:5. We have included some courses that run scenarios within the GAPS centre but also have a strong element of mobile simulation beyond our four walls.



Community Dental Emergency Preparedness Training (In Situ)

Course Structure/Outline & Interprofessional foci:

Following two very successful emergency preparedness pilot programmes in 2011 & 2012 within GP practices, in collaboration with Health Education South London, GAPS are offering a training and development opportunity to community based dental practices in South London, designed to strengthen emergency preparedness systems for the management of common acute emergencies within dental practices.

The programme is aimed at clinical and non-clinical staff and focuses on building capacity for individual and system responses, by preparing for medical emergencies with the correct equipment, team-response training and protocols where dental practices can greatly decrease the risk of unfavorable outcomes.



Trauma Team Leaders & Trauma Team Members

Course Structure/Outline:

TTM and TTL were commissioned for development by London Deanery's Simulation and Technology-enhanced Learning Initiative (STeLI) and London Trauma Office. Both courses were developed by clinicians and London Major Trauma Centres. Both courses include e-learning content, accessible here, and attendance on a simulation-based training day.

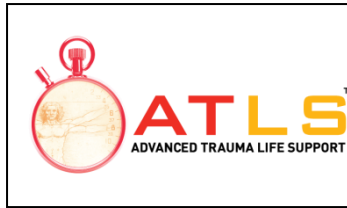
TTM is designed for all members of the trauma team and focusses on the initial assessment of the patient as well as how the team works.

TTL is for more experienced members of the team who wish to develop leadership skills. TTL includes ongoing assessment in your role as a member of a trauma team, supported by a mentor, and will take approximately a year to complete.

St. George's Healthcare medical and nursing staff has 1st priority to attend this course.

Available Training Places:

6 x medical and 6 x nursing / AHP trauma team members per course.



Course Structure/Outline & Interprofessional foci:

The Trust has a long relationship with the Royal College Surgeons (RCS) in delivering ATLS courses but has always been disappointed at the lack of nurse acceptance onto the course. In 2014 St George's saw the first integration of the nursing advanced trauma course, (ATNC), with the ATLS course resulting in a truly multi-professional training course. 16 nurses attend the course where the "team approach" is encouraged through shared learning with 16 doctors on each course. Together, the nurses and doctors undertake the two and a half day Advanced Trauma Life Support Course. To establish adequate understanding, the nurses attend skill stations where the doctors are taught how to perform these procedures. Nurses join these stations and practice learning how, why and when these are performed. They must be aware of the anatomical landmarks, equipment required and possible complications.

Available Training Places:

16 doctors

16 nurses



Course Structure/Outline & Interprofessional foci:

The ETC is a practical team trauma course. ETC is scenario based. Throughout the course you will be working in small groups resembling trauma teams in a resus-room / shock-room environment, candidates spend 85% of their time in workshops and skill stations.

The European Trauma Course is based firmly in adult learning principles:

- Learning from experience – drawing on 30-40 common trauma incidents within 10 workshops
- Social constructivism – capitalising on existing knowledge, skills and affect, and building on this
- Situated learning – making the learning environment psychologically “real” and located in day to day experience of candidates
- Group dynamics – with an emphasis on effective group management

St George's Healthcare NHS Trust was the 1st and still the **only Hospital in London** to run this multi-professional course emphasising 'teamwork' in the trauma environment.

Available Training Places:

24 interprofessional places 2 courses run per year

HCA Induction & Development Simulation Training

Course Structure/Outline & Interprofessional foci:

Our HCAs are encouraged and offered places on our Foundation, Medical School and CMT courses informally to add another dimension to our ward and A&E scenarios but we also run HCA induction and development courses which are taught by nursing and medical faculty. We continue to aim for an even more integrated role for our HCA's into all the above programmes for 2016 and beyond.

During the ten courses we have ran since October 2014 till the end of December 2015 we have had 105 HCAs attend and we have already scheduled another 12 courses for 2016.

Skills & Drills / Obstetric High Dependency Simulation Training

Course Structure/Outline & Interprofessional foci:

Mandatory training for all midwives working within St. George's Healthcare running skills and simulation with obstetric Anaesthetists. Lectures and small group workshops are held in the morning with further workshops in the afternoon being run in the sim lab.

Available Training Places:

12 courses run per year for up to 24 midwives and 1-2 Anaesthetic trainees per course.

The success of our work with Obstetrics has led to one of our Clinical Fellows launching a Obstetrics MDT simulation day where Midwives, Anaesthetics and other Junior doctors worked together to plan, implement and debrief several Adverse incident scenarios. The session was made available to those within the local area and continued to help the centre form stronger ties and collaborative networks with other trainers.



National Health Service Blood and Transplant Courses

Course Structure/Outline & Interprofessional foci:

An interprofessional Clinical Simulation course which uses a combination of Human Patient Simulators and Actors to learn, practice and deliver clinical care in a 'close to real' environment.

The course's aims are to encourage and strengthen development of a 'community of practice' amongst trainee SNODs and their colleagues. The course also looked to explore and refine routine and more challenging professional practices across the donation pathway in a safe learning environment aided by focused feedback from expert colleagues and peers of different grades and clinical background.

The course was spread across two days and involved numerous scenarios that followed the admissions of more than one patient and how to interact with their friends and family. The course also involved interaction with porters, surgeons and anaesthetists. Each scenario is followed by a video-assisted debrief. The course will improve on recognition and management of dialogue between team members and relatives of the patient.



ST3 Paediatric Simulation

Course Structure/Outline & Interprofessional foci:

Focus on team working in paediatric departments across the South Thames region. Our aim is to provide training for paediatric doctors (ST1 and ST3) alongside paediatric nurses to improve multi-disciplinary team working. The strength of this particular initiative is that the focus can shift from individual learning needs to team communication thereby developing resilience and latent strengths.

Available Training Places:

Per course:

5x ST1

5x Paediatric ST3

5x Paediatric Nurse

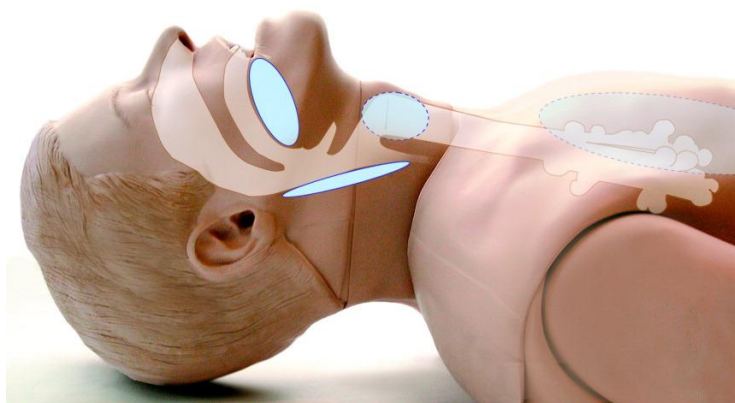
Tracheostomy Study Days

Course Structure/Outline & Interprofessional foci:

Multi-professional training for Doctors and nurses involved in the management and care of patients with tracheostomies in critical care environments

Available Training Places:

Places for up to 24 attendees – 6x courses run each year.



Widening Participation Events (ST George's Open Day, HEE Skills for Life and other external events)

GAPS have committed to providing yearly support in promoting healthcare events demonstrating the importance of Multi-Professional teamwork through the use of simulation / education. This has been delivered in house as well as off site in London at various events and Royal Colleges.

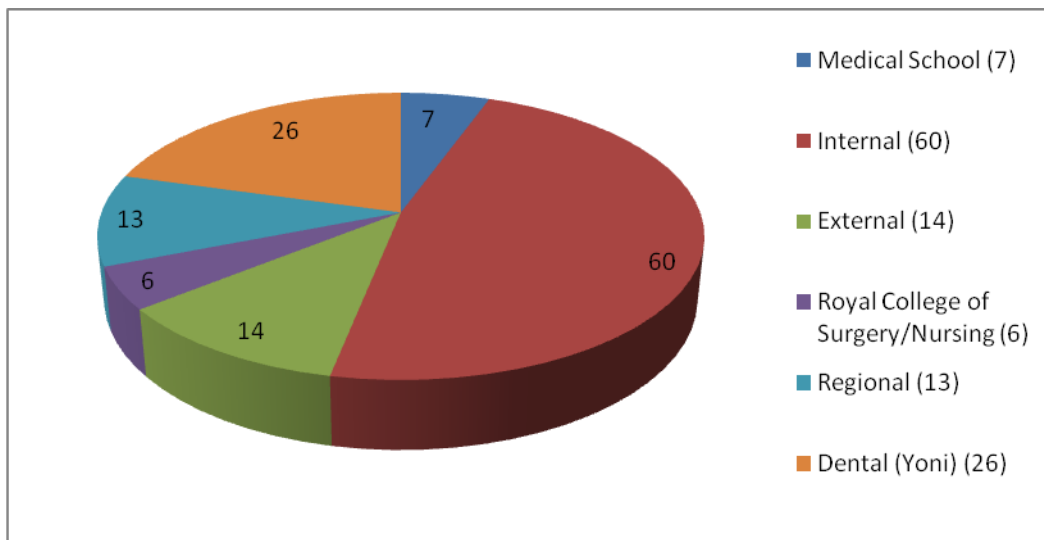




Number of Course series

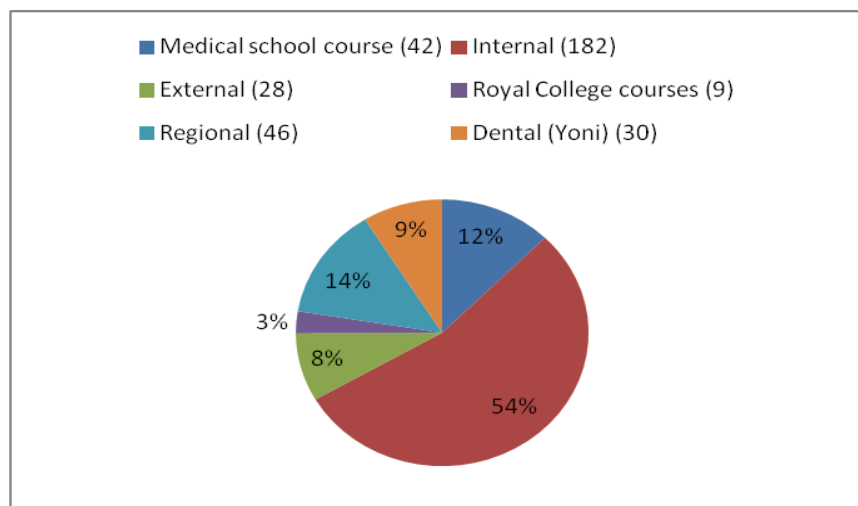
For 2015/16 we have had 126 course series /education episodes (this includes equipment loans) running various courses under the heading of location. For example the Medical school ran 7 course series containing 42 courses.

They are split into the following groups of learners.



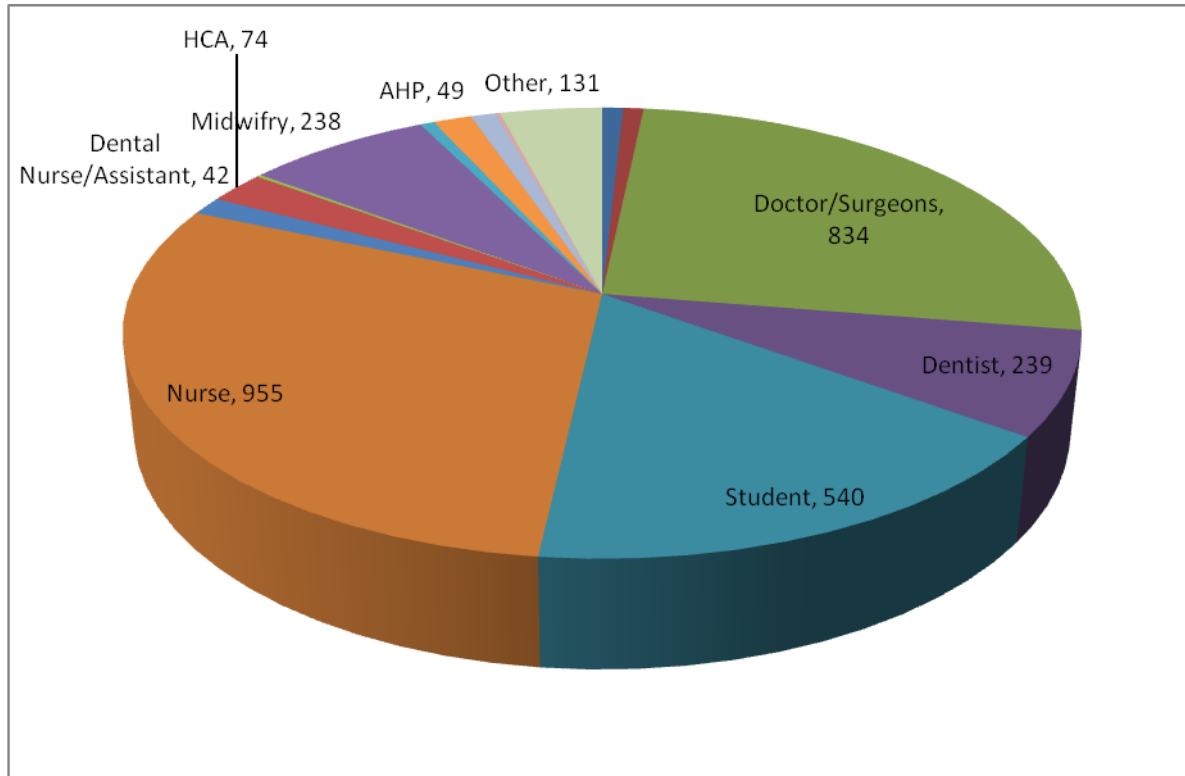
Course Frequency

Course frequency recognises the number of actual courses ran in the centre over the past year. is not directly connected to the number of course series. Our GAPS mission is to provide education for the St George's Trust workforce via income generation and externally funded bids. We can see that internal courses actually account for 54% (182 of 339 course episodes between April 2015-March 2016), although the figure is actually much higher at around 65% as the majority of participants on R.C.S , Regional and External are offered initially and taken by the internal workforce.





Below is a pie chart showing the breakdown of the many different professional bodies using the GAPS learning centre.



Professional Body	Number
Clerical/Admin	27
ODP/ATP	26
Doctor/Surgeons	834
Dentist	239
Student	540
Nurse	955
Dental Nurse/Assistant	42
HCA	74
Teaching/Education	6
Midwifery	238
Physio/SALT	18
AHP	49
PA	32
Pharmist	6
Other	131



NOTES