



COURSE PORTFOLIO

2025/2026

This report provides an overview of the key achievements, activities, and developments at the George's Advanced Patient Simulations and Skills Centre over the past year.



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MESSAGE FROM THE HEAD



NICHOLAS GOSLING

Associate Director of Education /
Head of GAPS Simulation and
Clinical Skills Centre

A YEAR OF PROGRESS & INNOVATION

This report highlights the achievements and progress of our Simulations and Skills Centre over the past year. Through innovation, collaboration, and a shared commitment to excellence, we continue to enhance clinical education and improve patient care.

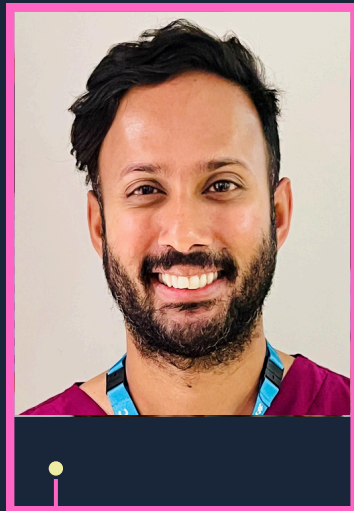
Thank you to everyone who has contributed to making this a successful year. Together, we are shaping the future of healthcare training.

A handwritten signature in white ink that reads 'Nick'.





Meet Our Amazing Team



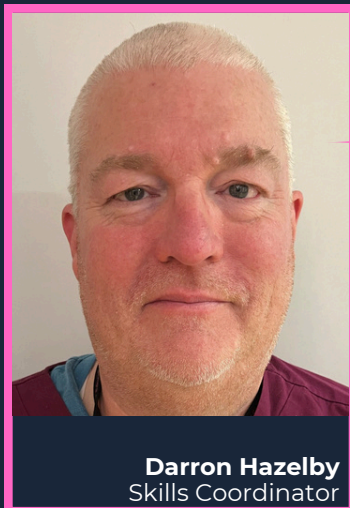
Dr Asanga Fernando
Consultant Cancer
Liaison Psychiatrist,
Honorary Senior
Lecturer,
GAPS Clinical
Director



James Godber
Simulation & Skills
Specialist, SLT.



Ylenia De Felici
Simulation & Skills
Specialist,
Haematology & Oncology
Practice Educator



Darron Hazelby
Skills Coordinator



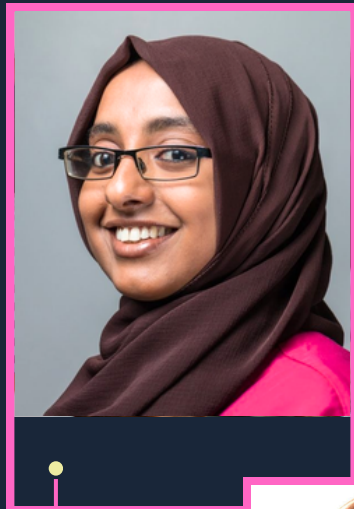
Ivy Hagan
Dental Coordinatoor



Huon Snelgrove
Medical Educationalist,
Staff Governor



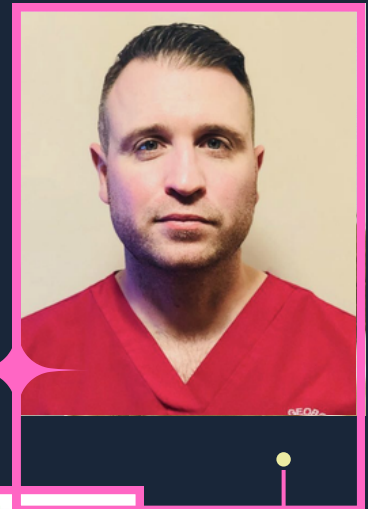
Meet Our Amazing Team



Manana Mudhir
Centre Administrator



Cas Priest
Simulation fellow



Gary Allen
Senior Technician &
Engineer,
Operating
Department
Practitioner



Philippa Newman
Lead Administrator



Yoni Shivalilla
Dental Co-ordinator





ABOUT GAPS



1

At the GAPS Simulation and Clinical Skills Centre, we are dedicated to enhancing the training and development of healthcare professionals within our Trust.

2

By effectively utilising the NHSE education funding (tariff) agreement, we are able to offer a range of interprofessional simulation and clinical skills courses that cater to both undergraduate and postgraduate trainees, as well as nursing and allied healthcare professionals within our Trust.

3

Our centre is committed to providing high-quality educational activities that are accessible to all. We ensure that resources and space within the GAPS centre are available free of charge for our internal workforce, fostering a culture of lifelong learning and collaboration across disciplines.



ADVANCING PATIENT SAFETY THROUGH SIMULATION



THE NHS PATIENT SAFETY STRATEGY: NHS PATIENT SAFETY SYLLABUS

Our simulation courses align with the principles of the NHS Patient Safety Syllabus, equipping healthcare professionals with tools to enhance patient safety. The syllabus emphasises:

- **Systems Thinking:** Using simulation to better understand how system design contributes sets people up to fail or succeed.
- **Non-technical skills:** Addressing the impact of teamwork, communication, and decision-making.
- **Learning from Incidents:** Applying systems-based approaches to look improve safety.
- **Creating Safe Systems:** Using proactive safety measures to prevent harm.

Simulation provides a safe environment to practise these skills, enabling participants to manage risks effectively, foster a culture of learning, and improve care quality. By integrating these principles, our courses help bridge the gap between theory and practice, advancing patient safety in line with NHS priorities.

For more details visit that NHS Patient Safety Syllabus:

<https://www.hee.nhs.uk/sites/default/files/documents/NHS%20Patient%20Safety%20Syllabus.pdf>



COMMISSION ON EDUCATION AND TRAINING FOR PATIENT SAFETY

Our simulation courses align closely with the recommendations from the Commission on Education and Training for Patient Safety, emphasising their critical role in advancing patient safety. The report highlights several areas where simulation-based training directly contributes to safer healthcare practices:

- **Human Factors Training:** Simulation provides a controlled environment to practise human factors, such as teamwork, communication, and decision-making, essential for managing risks and enhancing patient safety.
- **Experiential Learning:** By recreating clinical scenarios, simulation allows staff to learn from errors in a safe space, promoting reflective practice without fear of blame.
- **Interprofessional Learning:** Simulation fosters collaboration across professions, as recommended, to improve integration and safer transitions in patient care.
- **Leadership in Safety:** Our courses incorporate leadership skills for patient safety, ensuring participants are equipped to lead within their teams.



Simulation supports a shift from a blame culture to a learning culture, embedding patient safety principles into everyday practice. These courses reflect the commission's vision of lifelong learning for healthcare professionals, equipping them with skills to deliver safer care throughout their careers.

For more information, refer to the Commission's Report

<https://www.hee.nhs.uk/sites/default/files/documents/Improving%20safety%20through%20education%20and%20training.pdf>

WHO PATIENT SAFETY CURRICULUM GUIDE

Our simulation courses align with the WHO Patient Safety Curriculum Guide, providing a robust foundation for building patient safety knowledge and skills. The curriculum emphasises key principles that underpin our approach to simulation training, including:

- **Effective Learning Environment:** Simulation-based education fosters clarity in objectives, active participation, and structured feedback to enhance learning outcomes.
- **Safe and Supportive Learning Environment:** Participants practise and refine skills in a non-judgemental space, encouraging reflection and improvement without fear of failure.
- **Challenging and Engaging Learning Environment:** Realistic scenarios push participants to apply critical thinking, problem-solving, and teamwork in dynamic and complex situations.
- **Experiential Learning:** Simulation offers hands-on practice, bridging the gap between theoretical knowledge and practical application in patient care.

These principles ensure that our simulation courses support healthcare professionals in developing the competencies necessary for delivering safe, high-quality care.

For further details, refer to the WHO Patient Safety Curriculum Guide

<https://www.who.int/publications/i/item/9789241501958>



NATIONAL FRAMEWORK FOR SIMULATION-BASED EDUCATION (SBE)

Our simulation courses align with Health Education England's National Framework for Simulation-Based Education (SBE), ensuring a structured, consistent, and high-quality approach to developing healthcare professionals capable of delivering safe, effective care.

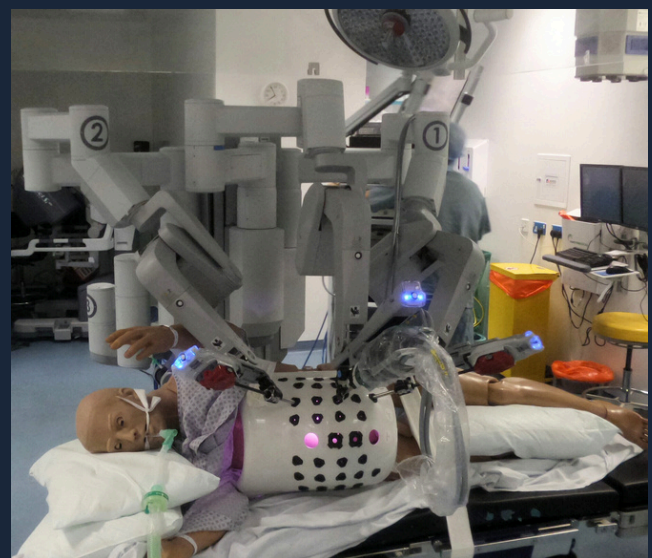
Key principles from the framework embedded in our training:

- **Quality Outcomes:** Our simulation-based training focuses on enhancing workforce capabilities to deliver high-quality, safe, and effective care, aligning with both local and national healthcare priorities.
- **Leadership and Governance:** The courses are developed and delivered under robust governance and leadership, keeping patient care and safety at the forefront. Ethical practices, fully aligned with NHS values, form a core element of our programmes.
- **Multi-Professional Faculty Development:** We foster a collaborative, multi-professional learning environment, providing consistent faculty training and sharing best practices to enhance teaching quality across disciplines.
- **Strategic Approach and Resource Allocation:** By leveraging regional and national networks, our simulation courses ensure equitable access to resources, enabling trainees and staff from diverse areas to benefit from high-quality education.
- **Quality Assurance:** Each course is quality assured in line with the HEE Quality Framework, ensuring that the design, delivery, and evaluation of our programmes meet national standards.

By adhering to these principles, our simulation courses contribute to the development of a competent, adaptable workforce prepared to meet the challenges of modern healthcare.

For more information, refer to the National Framework for Simulation-Based Education:

<https://www.hee.nhs.uk/sites/default/files/documents/National%20framework%20for%20simulation%20based%20education.pdf>



ASSOCIATION FOR SIMULATED PRACTICE IN HEALTHCARE (ASPIH) STANDARDS

Our simulation courses align with the ASPIH Standards 2023, ensuring high-quality simulation-based education (SBE) that supports healthcare professionals in delivering safe, effective, and equitable care. These standards provide a robust framework for designing, delivering, and evaluating SBE, ensuring consistency and excellence across all activities.



Key elements of alignment:

- **Core Values:** Our courses uphold the ASPIH core values of safety, equity, diversity, inclusion (EDI), sustainability, and excellence. These values ensure that all simulation activities promote psychological and physical safety while addressing the needs of diverse learners and care settings.
- **Preparation and Planning:** Each course is meticulously designed with clear learning outcomes that align with participant needs and healthcare priorities. Scenarios are piloted to ensure relevance, authenticity, and alignment with these objectives.
- **Facilitation:** Our faculty are trained in evidence-based facilitation techniques, including psychological safety and debriefing. Pre-briefing and debriefing processes are integral to our simulations, enabling reflective learning and continuous improvement.

- **Resource Management:** We maintain robust resource management practices, including equitable access to simulation opportunities, effective use of resources, and policies to ensure sustainability. This includes integrating innovative technologies and fostering interprofessional collaboration.
- **Evaluation and Research:** Evaluation is embedded in every simulation activity to assess its impact on participants and systems. Additionally, simulation-related research informs our practice, ensuring our courses remain at the forefront of innovation and effectiveness.

By adhering to the ASPIH Standards, our simulation courses provide an optimal environment for healthcare professionals to develop the skills and behaviours necessary for enhancing patient care and safety.

For more information, refer to the ASPIH Standards 2023:

<https://aspih.org.uk/wp-content/uploads/2023/11/ASPIH-Standards-2023-CDN-Final.pdf>



NATIONAL STRATEGIC VISION FOR SIMULATION AND IMMERSIVE TECHNOLOGIES

Our simulation courses align with the National Strategic Vision for Simulation and Immersive Technologies, providing a structured and impactful approach to education and training for healthcare professionals. This vision highlights the vital role of simulation in transforming the workforce, enhancing patient safety, and improving care quality.

Key Alignments with the Strategic Vision:

- **Improving Patient Safety**
 - Simulation strengthens the development of safety-critical skills, supports the design and testing of resilient care systems, and integrates lessons from incidents and excellence.
 - Realistic scenarios allow healthcare professionals to rehearse procedures, refine teamwork, and enhance situational awareness in a controlled environment.
- **Delivering a Modern Workforce**
 - Simulation supports workforce transformation by enabling flexible, needs-driven learning that prepares healthcare professionals for the demands of modern care.
 - Programmes integrate induction, upskilling, and lifelong learning, ensuring adaptability to evolving roles and technologies.
- **Enhancing Learning Environments**
 - Simulation provides consistent, high-quality training opportunities, bridging gaps in clinical placements and preparing staff for changes in care environments.
 - Scenarios promote interprofessional collaboration and prepare participants for safe, effective practice in diverse settings.
- **Involving Patients and the Public**
 - By incorporating patient perspectives, simulation training fosters empathy and a deeper understanding of patient needs.
 - Co-designed training experiences ensure that simulations reflect real-world challenges and priorities.
- **Driving Research and Innovation**
 - Simulation is integral to testing new systems, technologies, and procedures before implementation, reducing risks to patients.
 - Our programmes are built on the latest research, ensuring evidence-based approaches to training and education.

By aligning with this national vision, our simulation courses not only enhance workforce capabilities but also contribute to building a safer, more effective healthcare system.

For more details, refer to the National Strategic Vision for Simulation and Immersive Technologies:

<https://www.hee.nhs.uk/sites/default/files/documents/National%20Strategic%20Vision%20of%20Sim%20in%20Health%20and%20Care.pdf>





Annual Course Report 2025-2026

UNDERGRADUATE SIMULATION AND SKILLS

TARIFF FUNDED

Tailored training modules designed to equip undergraduate students with essential clinical skills through immersive simulation experiences.

GAPS

Final Year Surgical Simulation

This course provides final-year medical students with simulation-based training to recognize and manage common postoperative complications. Participants will develop clinical reasoning, teamwork, and communication skills, leading to improved patient safety and timely intervention in critical situations. The course offers hands-on practice in managing postoperative surgical emergencies, including internal bleeding, sepsis, and anaphylaxis.

Key Words: Postoperative complications, clinical reasoning, patient safety

Participants

- Final year medical students – 16 places per course
- 33 participants 25/26'

Course Frequency

- Average 6 courses per year
- Half day course

Faculty

Consultant Surgeon x 1 & and Sim tech to set up.



GAPS

Surgical Skills for Medical Students

This half-day course provides hands-on practice in fundamental surgical techniques, including debridement, suturing, and knot tying, using fresh meat products to replicate realistic tissue handling. By focusing on precision, technique, and attention to detail, the course equips learners with skills essential for safe surgical practice.

Participants gain confidence in performing these procedures in a controlled environment, reducing the risk of errors and complications in real clinical settings. Emphasising the link between technical proficiency and patient safety, this course ensures learners are better prepared to deliver high-quality, safe surgical care.

Key Words: Surgical techniques, precision, and patient safety.

Participants

- Penultimate and Final year medical students – 20 places per course
- Full day

Course Frequency

- Average 12 per year
- 273 participants 25/26'

Faculty

Consultant Surgeon x 1 & Skills coordinator for meat set up/clear down.



GAPS

Undergraduate Clinical Skills

A half-day drop in session run weekly for students to practise bedside investigations and practical skills such as venepuncture, cannulation, catheterisation, NG tube insertion, setting up an IV infusion and suturing. This can be self-directed with video tutorials.

Participants gain confidence in performing these procedures in a controlled environment, and more confident to apply these skills in clinical settings.

Key Words: Bedside investigations, practical skills, confidence.

Participants

- Open to all medical students in transitional, penultimate and final year
- 4 participants 25/26'

Course Frequency

- Average 12 per year
- Half day

Faculty

Simulation Fellow
Clinical Teaching Fellows
Skills Coordinator



GAPS

Physician Associate Wound Debridement & Suturing

This course offers student Physician Associates hands-on training in wound debridement and the practice of commonly used suturing techniques. It focuses on building foundational skills, ensuring safe and effective wound management, and enhancing confidence in clinical settings through evidence-based practices.

Key Words: Wound Debridement, Suturing Techniques, Clinical Skills

Participants

- Student PAs studying at SGUL – 12 places per session
- 61 participants in 25/26'

Course Frequency

- Average 4 per year
- 2 hour session

Faculty

2



GAPS

MEERKATS 2

The Meerkats courses are 1-day team-based simulation sessions focusing on deteriorating adult patients, multidisciplinary team skills, leadership, and communication. These simulations are opportunities to learn together and collectively reflect on how we practice. The Meerkats 2 course is open to doctors at IMT2 and F2 levels, Registered Nurses and HCAs.

In an attempt to broaden the scope of traditional simulation courses for doctors only, the MEERKATS courses join mandatory training for Foundation and IMT trainees with hospital-based training for nurses and health care assistants. The aim is to find a synthesis between the curriculum requirements for postgraduate trainees and strategic hospital education priorities for our nursing & HCA staff.

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. Learners participate in the simulation exercises in their normal clinical role and work in realistic clinical teams communicating across a ward and two side rooms.

Simulation scenarios and content are based on audits of calls to the hospital at night teams with specific learning objectives around: recognising the deteriorating adult, treatment and escalation. There is a strong focus on TEAM SAFETY & RESILIENCE.

Key Words: Interdisciplinary teamwork, clinical decision-making, treatment management

Participants

- GESH IMT2 and FY2 funded places. B5/6/7 nurses and HCSW non-funded places – 23 places per session
- 145 participants 25/26'

Course Frequency

- Average 12 per year
- 1 day course

Faculty

Minimum 4 x facilitators & 2 x sim tech. Appropriate for Registrar+ Doctors, Senior B7+ nurses, Sim specialist, Educationalist, Actor





Annual Course Report 2025

POST GRADUATE SIMULATION & SKILLS

TARIFF FUNDED

Advanced training sessions aimed at postgraduate trainees, focusing on specialty-specific skills and interprofessional teamwork.

GAPS

MEERKATS 1

The Meerkats courses are 1-day team-based simulation sessions focusing on deteriorating adult patients, multidisciplinary team skills, leadership, and communication. These simulations are opportunities to learn together and collectively reflect on how we practice. The Meerkats 1 course is open to doctors at IMT1 and F1 levels, Registered Nurses and HCAs.

In an attempt to broaden the scope of traditional simulation courses for doctors only, the MEERKATS courses join mandatory training for Foundation and IMT trainees with hospital-based training for nurses and health care assistants. The aim is to find a synthesis between the curriculum requirements for trainees and strategic hospital education priorities for our nursing & HCA staff.

Key Words: Clinical skills, decision-making, team collaboration

Participants

- GESH IMT1 and FY1 funded places. B5/6 nurses and HCSW non-funded places – 23 places per session
- 176 participants 25/26'

Course Frequency

- Average 12 per year
- 1 day course

Faculty

Minimum 4 x facilitators & 2 x sim tech.
Appropriate for IMT2+ Doctors, Senior B7+ nurses, Sim specialist, Educationalist, Actor



GAPS

HALO Conference

This High Acuity, Low Occurrence (HALO) Procedures Course delivers intensive simulation training for emergency and critical care clinicians to master rare, life-saving interventions. Focusing entirely on high-stakes muscle memory using advanced models, the practical curriculum covers critical procedures including emergency surgical airways (Front of Neck Access), clamshell thoracotomy, perimortem hysterotomy, and lateral canthotomy. Each station combines technical mastery with human factors training, preparing clinicians to manage cognitive overload and make split-second decisions under extreme pressure.

Key Words: procedural skills, simulation, conference

Participants

- 34 participants in 25/26'

Course Frequency

- Average 1 per year
- half day session

Faculty

4



GAPS

MSAS (Skills course)

This practical simulation day offers experienced, non-training Emergency Medicine Specialty Doctors a focused space to master high-stakes procedures and align their skills with NHS practice. Part of a new quarterly networking initiative at St George's Hospital, the session brings together a small cohort of five senior clinicians from Kingston, St Thomas's, and St George's hospitals to refine low-frequency, high-acuity emergency skills.

Key Words: simulation, skills, senior clinicians

Participants

- 8 participants in 25/26'

Course Frequency

- Average 1 per year
- half day session

Faculty

2



GAPS

Functional Neurosurgery Teaching Day

This neurosurgery study day delivers a comprehensive blend of theory and technical practice in spinal surgery. The morning features expert lectures covering spinal anatomy, biomechanics, pathology, and surgical decision-making. The afternoon transitions into a hands-on workshop using high-fidelity spinal models, surgical drills, and instrumentation. Trainees will gain direct, tactile experience with essential techniques, including pedicle screw placement, laminectomy, and spinal decompression, refining their manual dexterity and drilling proficiency under expert guidance

Key Words: Neurosurgery, trainees, simulation, skills practice, troubleshooting

Participants

- 21 participants in 25/26'

Course Frequency

- Average 1 per year
- half day session

Faculty

4



GAPS

International Medical Graduate (IMG) Communication Simulation

This course offers immersive communication exercises designed to strengthen skills in key areas, including escalation frameworks, assertive decision-making, delivering bad news, obtaining informed consent, and assessing capacity. Through realistic simulations, participants will refine their ability to navigate challenging conversations with clarity, empathy, and professionalism.

Effective communication is essential for all doctors, regardless of background or experience. It forms the foundation of positive patient interactions, leading to increased patient satisfaction, greater physician confidence, and safer, more effective practice.

Our international medical graduate (IMG) members have shared that consulting in a second language or across cultural differences can make communication with patients and colleagues particularly challenging.

Key Words: Communication, decision-making, empathy

Participants

- 15 places
- 11 candidates in 25/26

Course Frequency

- Average 1 per year
- 1 day course

Faculty

Minimum 3 x facilitators & 1 x GAPS staff for set up. Facilitated by medical Consultants, Educationalist, Simulation specialist



GAPS

IMT3 simulation

This simulation-based course equips IMT3 trainees with key skills in communication, clinical decision-making, and procedural techniques. The programme covers palliative care discussions, GP conversations, overdose management, and T2RF in COPD with pleural effusion.

Participants will engage with live actors and manikins to navigate complex scenarios, including breaking bad news and managing referrals. The course also includes a hands-on session for chest drain insertion and management, enhancing practical skills for real-world practice.

Key Words: Communication, decision-making, autonomy

Participants

- IMT3 Doctors to GESH - 8 places per session
- 35 participants 25/26'

Course Frequency

- Average 6 per year
- 1 day course

Faculty

Minimum of one medical consultants as facilitators, supported by two simulation technicians and one actor.



GAPS

Trauma Team Leader Course - CPD

The Trauma Team Leader Course is a simulation-based programme aimed at enhancing trauma team members' understanding of initial patient assessment, institutional team roles, and the impact of human factors on patient safety. Participants will also explore how their hospital integrates with the wider trauma system and network hospitals to improve collaborative care.

Key Words: Trauma, Patient Safety, Teamwork

Participants

- Places for 15 participants
- 11 participants in 25/26'

Course Frequency

- 1 per year
- 1 day course

Faculty

2



GAPS

LSP Neonatal Crash Course

Provides an introduction to tertiary neonatology to Level 1 paediatric trainees who have never worked in a neonatal unit and to provide a refresher on tertiary neonatology to Level 1 paediatric trainees who will be stepping up onto the middle grade rota following the transition to the Progress Plus curriculum. Sponsored by the London School of Paediatrics.

Key Words: Neonatology, paediatric trainees, curriculum transition

Participants

- Level 1 Paediatric trainees. Places for 28
- 25 participants in 25/26'

Course Frequency

- Average 1 per year
- 1 day course

Faculty

Minimum 8 x facilitators & 1 x sim tech + 2 GAPS staff for set up. Consultant Neonatologist, Junior Intensivists, Company reps, Pharmacist



GAPS

CST Skills

This skills-based course brief prepares core surgical trainees in their first and second years with the essential technical, clinical, and behavioral competencies required to safely progress to higher specialized surgical training.

Key Words: Procedural Skills, Core trainees, surgery

Participants

- 8 paces
- 8 participants in 25/26'

Course Frequency

- Average 1 per year
- 1 day course

Faculty

1



GAPS

Cardiology Simulation

This cardiology course delivers high-yield training on acute cardiac care, ECG interpretation, and advanced hemodynamic monitoring. You will master the identification of life-threatening dysrhythmias, ischemia patterns, and acute coronary syndrome presentation, while reviewing the pharmacological management of heart failure and cardiogenic shock. Through case-based learning, the curriculum covers mechanical circulatory support devices, structured post-arrest care, and evidence-based protocols to optimize clinical decision-making in the cardiac ICU and cath lab.

Key Words: Cardiac, teamwork, communication

Participants

- Places for 10
- 8 participants in 25/26'

Course Frequency

- 1 course in 25/26'

Faculty

2



GAPS

Procedural Skills for Spr

At this Specialist Registrar (SpR) session covers advanced, independent procedural competencies required for senior medical coverage. You will master ultrasound-guided central venous and arterial line insertion, emergency surgical chest drain placement, and diagnostic lumbar punctures. The high-yield training prioritizes advanced anatomical navigation, complication troubleshooting, and the leadership skills necessary to safely supervise junior staff and run resuscitations.

Key Words: procedural skills, clinicians, core training

Participants

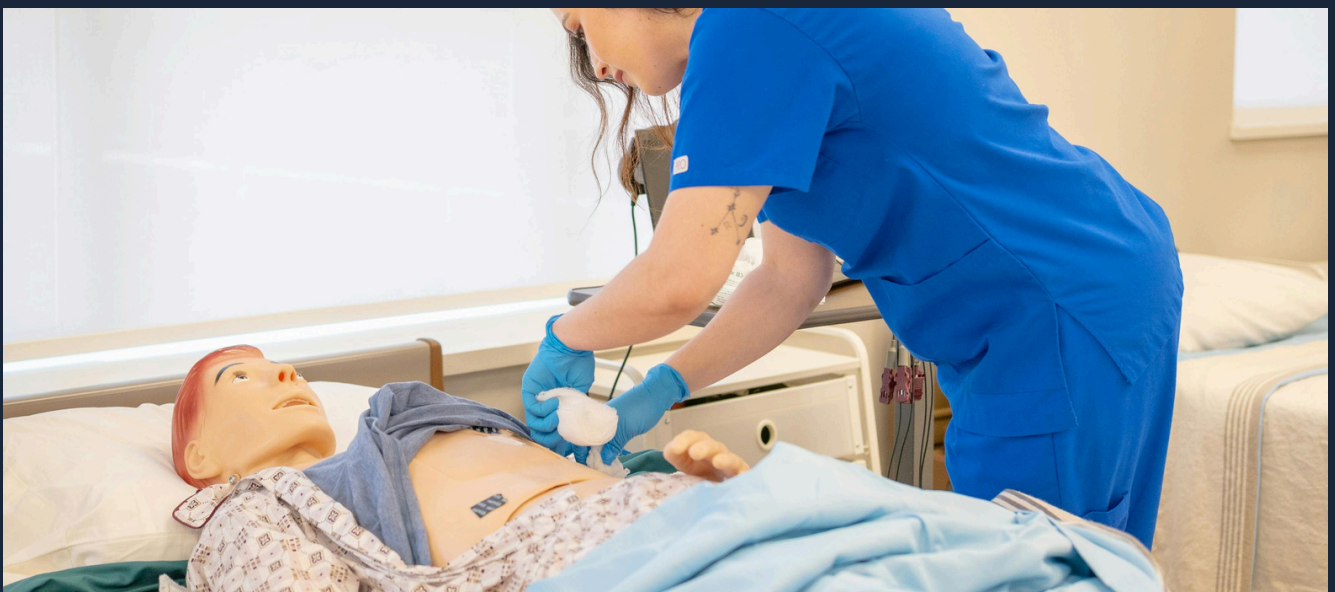
- Places for 10
- 25 participants in 25/26'

Course Frequency

- 3 courses in 25/26'

Faculty

1





Annual Course Report 2025

INTERNAL COURSES

A variety of skill enhancement workshops and courses available to GESH Trust staff at no cost, promoting internal professional development.

GAPS

Anaesthetic Emergency Simulations for ODPs

This one day course is designed to bridge the gap between theoretical knowledge and high-pressure clinical practice. By utilizing high-fidelity simulation, ODPs will rotate through critical emergency scenarios encountered in the perioperative environment. The curriculum focuses on the dual-development of Technical Mastery and Non-Technical Skills to ensure seamless performance during life-threatening events.

Key Words: Procedures, medical, skills, ODP's

Participants

- 8
- 6 participants in 25/26'

Course Frequency

- 1 day course
- Average 1 per year

Faculty

3



GAPS

ST3 Paediatric Communication

The Paediatrics Communication Training Day, offered by the London School of Paediatrics, focuses on developing effective communication skills essential for paediatric practice. Through interactive sessions and scenario-based training, participants will enhance their ability to navigate challenging conversations, build rapport with families, and deliver patient-centred care in a paediatric setting.

Key Words: Neonatology, paediatric trainees, patient centred-care

Participants

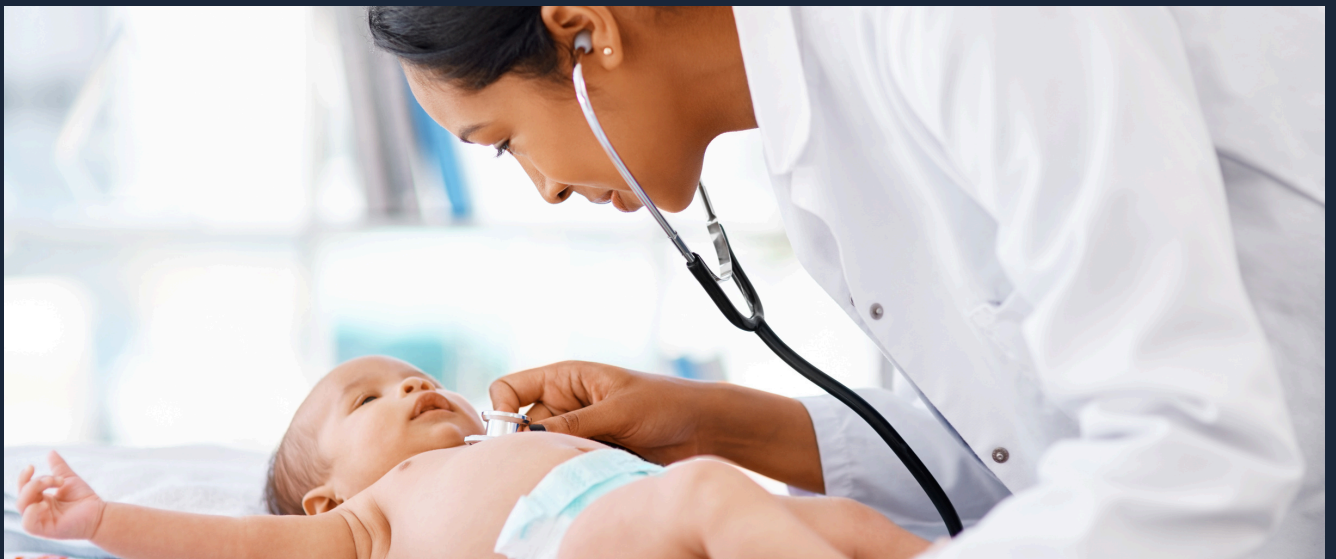
- ST3 Paediatric doctors Places for 15
- 10 participants in 25/26'

Course Frequency

- Average 1 per year
- 1 day course

Faculty

Minimum 3 x facilitators & 1 x sim tech + Consultant Neonatologist, Junior Intensivists.



GAPS

Masterclass in Chest Drains

This skill session provides a comprehensive and practical overview of chest drain insertion and management in the context of trauma. Designed for medical professionals, residents, and advanced practice providers involved in acute trauma care, this session is crucial for developing proficiency in a life-saving procedure.

Key Words: Procedures, medical, skills

Participants

- 10 participants in 25/26'

Course Frequency

- Only 1 courses booked.
- 1 day course

Faculty

2



GAPS

TEP Talk: Challenging Conversations

A one day course for doctors of all levels, and nurses and AHPs, at Band 6 or above, supporting staff to apply evidence-based strategies and tools to support conversations with patients and relatives around Treatment Escalation Plans (TEP) and DNRCPR (Do not attempt cardiopulmonary resuscitation) conversations.

Key words: TEP, DNACPR, breaking bad news, challenging conversations, difficult conversations, communication.

Participants

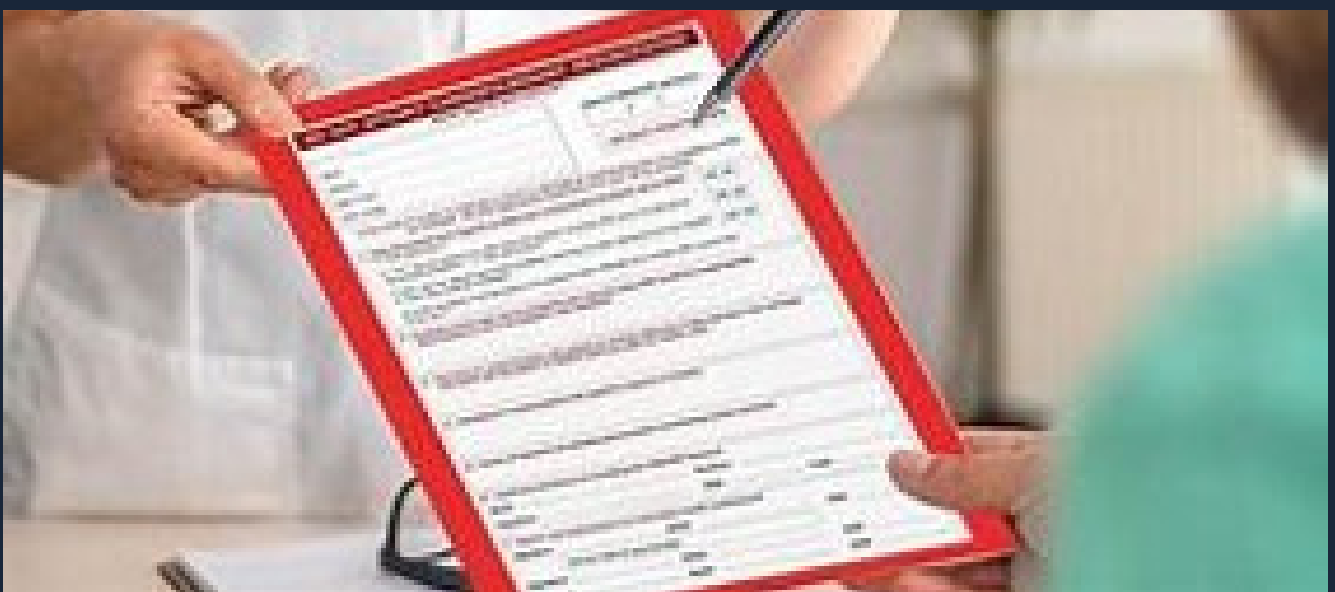
- All grade Doctors, and senior Nurses and AHPs .
- Places for 15
- 38 participants in 25/26'

Course Frequency

- Average 4 per year
- 1 day course

Faculty

Minimum 3 x facilitators & 1 x sim tech. Consultants, GAPS Educationalist and Simulation specialist.



GAPS

CaPABLE Communication in Cancer

Cancer Pathway Awareness & Building Learning for Everyone

This one-day simulation-based course is for ward nurses to improve their communications skills related to difficult conversations they may have with cancer patients. The course aims to increase awareness of the barriers to effective communication, develop understanding of strategies and models that can support effective conversations, improve staff confidence in conversing with patients living with cancer, and their relatives, and understanding appropriate signposting and onward referral.

Key words: Cancer, communication, counselling skills

Participants

- All grade Doctors, nurses – Places for 15
- 26 Participants in 25/26'

Course Frequency

- Average 2 per year
- 1 day course

Faculty

Minimum 3 x facilitators & 1 x sim tech. Cancer specialist nurses, psychologists and psychiatrists.



GAPS

Basic Tracheostomy Boot Camp

This 3-hour experiential workshop focuses on tracheostomy care and emergency skills management for the multidisciplinary team. The session covers relevant anatomy, identification and use of tracheostomy specific equipment, recognition of deterioration, application of the tracheostomy algorithm and managing emergency interventions as a team.

Key words: Tracheostomy, airway, multidisciplinary

Participants

- All grade Doctors, nurses & AHP's to care for patients with tracheostomies – Places for 20
- 72 participants 25/26'

Course Frequency

- Average 6 per year
- Half day course

Faculty

Minimum 3 x facilitators & 1 x sim tech. Lead Tracheostomy Clinical Specialist, Critical Care Specialist Nurses, Physiotherapists, Speech and Language Therapists



GAPS

MRCOS Practice

This MRCOS Part B OSCE kit covers four high-yield stations focusing on strict sterile technique, manual dexterity, and anatomical safety. The chest drain kit targets open insertion within the safe triangle, requiring blunt dissection over the rib to protect the neurovascular bundle before securing the tube. The suturing kit builds mastery in skin closure, focusing on simple interrupted, mattress, and subcuticular techniques with proper instrument handling. The hand tying kit refines muscle memory for tension-free square knots using both one-handed and two-handed techniques while avoiding slip knots. Finally, the urinary catheterization kit reinforces flawless aseptic technique, requiring clear visualization of a urine flash before balloon inflation to prevent urethral trauma.

Key words: exam., procedural skills.

Participants

- 11 people in 25/26'

Course Frequency

- 1 per year
- 1 day course

Faculty

1



GAPS

Advanced Tracheostomy Boot Camp

This one-day multidisciplinary workshop incorporates lectures, workshops and simulation to cover complex tracheostomy care and emergency skills management for the multidisciplinary team. The study day covers topics including difficult airways, therapies and weaning, tube changes, emergencies, learning from serious incidents, discharge and follow up.

Key words: Tracheostomy, Advanced, Weaning, Airway, Multidisciplinary

Participants

- All grade Doctors, nurses & AHP's to care for patients with tracheostomies – Places for 25
- 58 participants in 25/26'

Course Frequency

- Average 4 per year
- 1 day course

Faculty

Minimum 3 x facilitators & 1 x sim tech. Lead Tracheostomy Clinical Specialist, Critical Care Specialist Nurses, Physiotherapists, Speech and Language Therapists



GAPS

Deteriorating Child

This intensive training course is designed to equip nurses with the vital clinical skills and confidence required to rapidly identify, assess, and manage the acutely deteriorating pediatric patient. Recognizing that children can compensate for illness for long periods before failing suddenly, the course focuses heavily on early warning signs, structured assessment frameworks like the Pediatric Early Warning Score, and systematic ABCDE approaches tailored specifically to pediatric anatomy and physiology. Through a combination of high-fidelity clinical simulation and practical skills stations, nurses will practice responding to critical emergencies such as respiratory failure, sepsis, fluid loss, and shock. Delivered in a supportive learning environment, the training emphasizes effective communication during high-stress situations, human factors, and seamless escalation strategies to ensure timely, life-saving interventions for the vulnerable child.

Key words: Children, Paediatric, nurses

Participants

- 11 places per year
- 22 participants in 25/26'

Course Frequency

- Average 2 per year
- 1 day course

Faculty

2



GAPS

Impella Study Day

an intensive, interactive educational seminar designed to give ICU, cath lab, and cardiac care nurses and clinicians hands-on competency in managing the device. The course begins with a deep dive into patient selection, analysing clinical trials like the DanGer Shock study, and identifying strict contraindications such as an LV thrombus or moderate-to-severe aortic regurgitation. Instructors then walk you through insertion mechanics and the precise physics of left ventricular unloading, utilizing simulation equipment to practice interpreting the distinct positioning and motor current waveforms on the Automated Impella Controller screen.

Key words: Cardiology, staff, troubleshooting

Participants

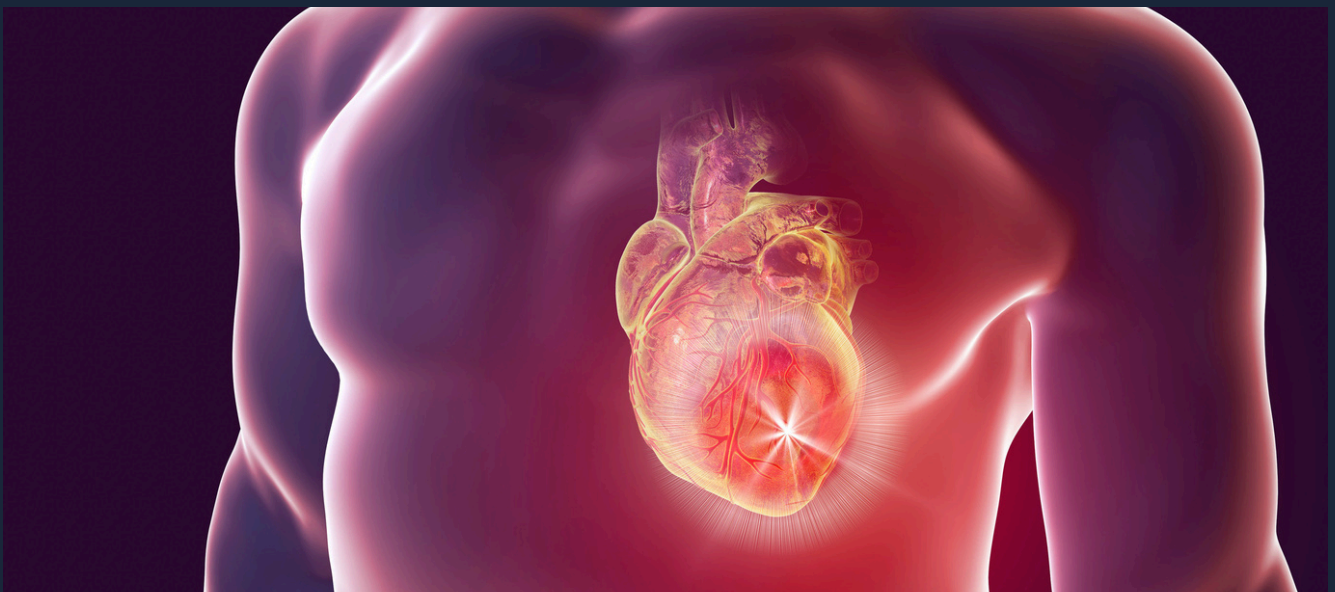
- 40 places per year
- 34 participants in 25/26'

Course Frequency

- Average 1 per year
- 1 day course

Faculty

2



GAPS

CVC Session

This central venous catheter (CVC) insertion session covers the essential skills needed to safely place a central line under ultrasound guidance, focusing heavily on internal jugular or subclavian anatomy. Through hands-on simulation, you will practice real-time needle visualization, flash confirmation, and the Seldinger technique, which involves threading a guidewire, dilating the tract, and securing the catheter.

Key words: line insertion, catheter, skills practice

Participants

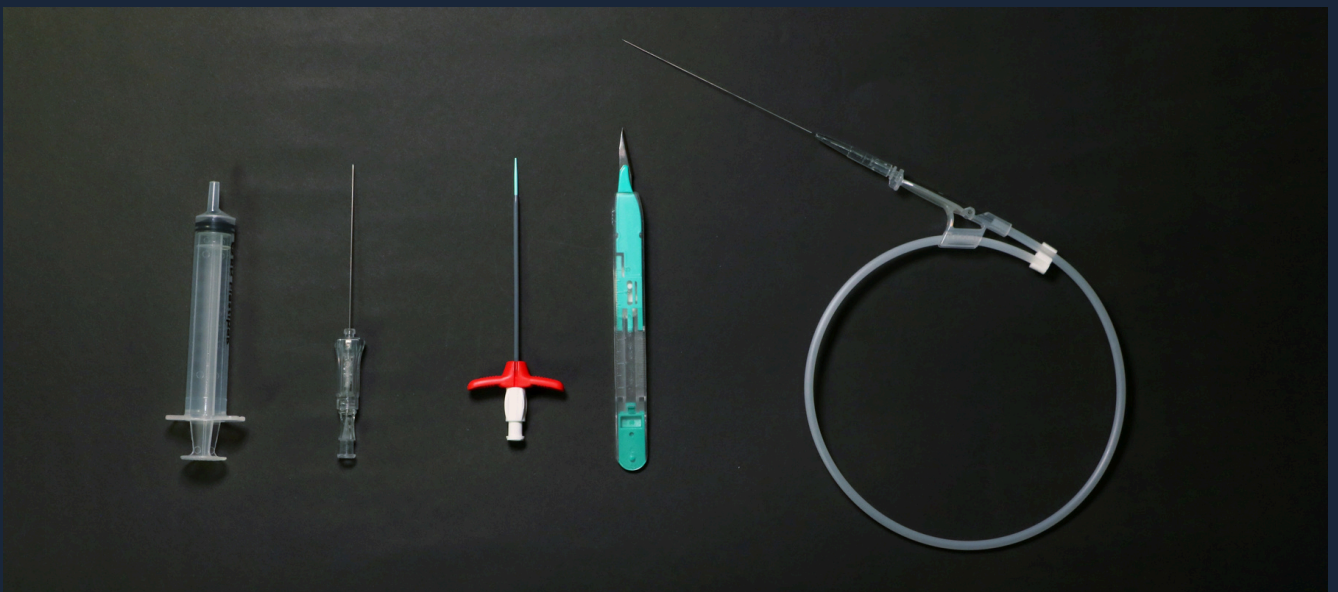
- 5 placements per year
- 2 participants 25/26'

Course Frequency

- 1 per year
- half day session

Faculty

1



GAPS

eFona Session

This emergency Front-of-Neck Access (eFONA) session focuses on the rapid surgical rescue protocol for a catastrophic Cannot Intubate, Cannot Oxygenate (CICO) scenario. You will practice the cognitive transition from upper airway attempts to Plan D execution, mastering the "laryngeal handshake" to identify the cricothyroid membrane. Through hands-on simulation, you will perfect the standard scalpel-bougie-tube technique to restore rapid alveolar oxygenation, while covering critical human factors, equipment box layouts, and immediate post-access ventilation management.

Key words: airway management, front and neck access, procedural skills

Participants

- 15 places per year
- 12 participants 25/26'

Course Frequency

- Average 1 per year
- 1 day course

Faculty

1



GAPS

Transfer of the Critically Ill Patient

This interactive, simulation-based workshop is tailored for critical care nurses, providing a dynamic platform to discuss and refine the essential principles of safely transferring critically unwell adult patients. Participants will explore best practices, risk management, and communication strategies for transfers within or between hospital settings, ensuring optimal patient safety and care continuity.

Key Words: Transfer, critically ill, safety

Participants

- Critical Care nurses from StGH post Critical Care course – Places for 16
- 31 participants in 25/26'

Course Frequency

- Average 2 per year
- 1 day course

Faculty

Minimum 4 x facilitators & 1 x sim tech. Lead critical care Education Matron, Critical Care practice educators, Critical Care specialist nurses.



GAPS

Polytrauma Practicalities Study Day

Polytrauma Practicalities Study Day combines lectures, interactive workshops, and simulation-based learning to equip critical care nurses with the knowledge and skills needed to manage trauma and polytrauma patients. This course delves into key considerations, including multidisciplinary approaches, patient stabilisation, and long-term care strategies, tailored to the unique challenges of Critical Care at St George's Hospital.

Key Words: Polytrauma, trauma, critical care

Participants

- Critical Care nurses from StGH post Critical Care course – Places for 20
- 46 participants for 25/26'

Course Frequency

- Average 3 per year
- 1 day course

Faculty

Minimum 4 x facilitators & 1 x sim tech. Lead critical care Education Matron, Critical Care practice educators, Critical Care specialist nurses.



GAPS

PROMPT (Practical Obstetric Multi-Professional Training)

This is an evidence-based course incorporating simulation-based learning to equip healthcare professionals with the skills to manage obstetric emergencies. The training emphasises medication management, human factors, neonatal life support, and the care of deteriorating patients, fostering a multidisciplinary approach to enhancing patient safety and outcomes.

Key words: Obstetrics, neonatal, birth, birthing, emergency

Participants

- Midwives, Obstetricians, Theatre staff, anaesthetist and HCSW – Places for 30
- 334 participants for 25/26'

Course Frequency

- Average 11 per year
- 1 day course

Faculty

Minimum 6 x facilitators & 1 x sim tech. Practice Educators, Midwives, Obstetrician



GAPS

CaMhEIs (Cancer, Mental Health and End of Life Simulation)

This course aims to improve awareness and identification of common mental health co-morbidities in cancer patients at the end of life. Inter-professionally, participants will develop relevant, evidence-based assessment and management skills of a range of co-morbid mental disorders including depression, suicide risk, delirium and dementia, psychoses and other forms of agitation and demonstrate improved confidence in these clinical areas. Additionally generalisable skills are developed for nurses, doctors and AHPs in having difficult conversations, breaking bad news, de-escalation of agitation and creating dialogue with patients about treatment plans with patient wishes at the centre of the decision making process.

The Simulation centre and an expert faculty facilitate a series of lectures, workshops & group activities, intertwined by immersive simulations with highly skilled actors as patients/relatives to generate professional discussion about practice in an interdisciplinary training environment.

Key Words: Simulations, cancer, mental health

Participants

- Doctors, Nurses and AHP's of all grades – Places for 20
- 39 participants in 25/26'

Course Frequency

- Average 3 per year
- 1 day course

Faculty

Minimum 4 x facilitators & 2 x sim tech/sim specialist.
Cancer, Mental health and palliative care Nurse Specialists, Consultant/SpR Oncologists, Psychiatrists, Psychologists, Palliative medicine



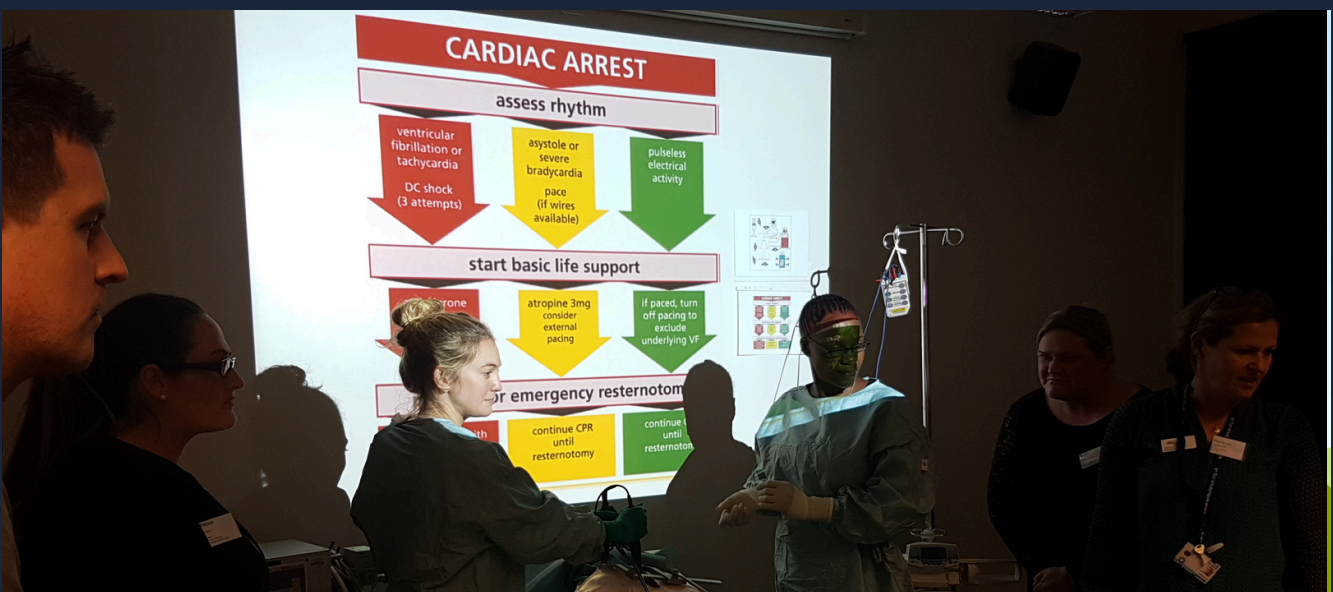
GAPS

Internal Cardiac Advanced Life Support (CALS)

This comprehensive, interprofessional one-day course is tailored for members of cardiac surgery and critical care teams. It focuses on enhancing advanced clinical skills, effective teamwork, and decision-making in the management of complex and critical cardiac scenarios, ensuring high-quality care in challenging situations. Delivered in our UK-leading simulation center in London, this course utilizes advanced technology to maximize learning. It is appropriate for all levels of practitioners and physicians associated with cardiac surgery, including Operating Department Practitioners (ODPs), anesthesia trainees and consultants, cardiac surgery trainees, critical care/intensive care nurses and doctors, scrub practitioners, and clinical nurse specialists.

Key Words: Cardiac, surgery, critical care

Participants	Course Frequency	Faculty
<ul style="list-style-type: none"> • Places for 20 • 31 participants in 25/26' 	<ul style="list-style-type: none"> • Average 2 per year • 1 day course 	<p>5</p>



GAPS

Suturing for Midwives

This hands-on workshop, led by experienced midwives, is designed to enhance the perineal suturing skills and knowledge of Band 5 midwives. Through expert guidance and practical exercises, participants will develop confidence and competence in perineal repair, with a focus on anatomical understanding, technique refinement, and application in real-world midwifery practice.

Key Words: Perineal, suturing, midwifery

Participants

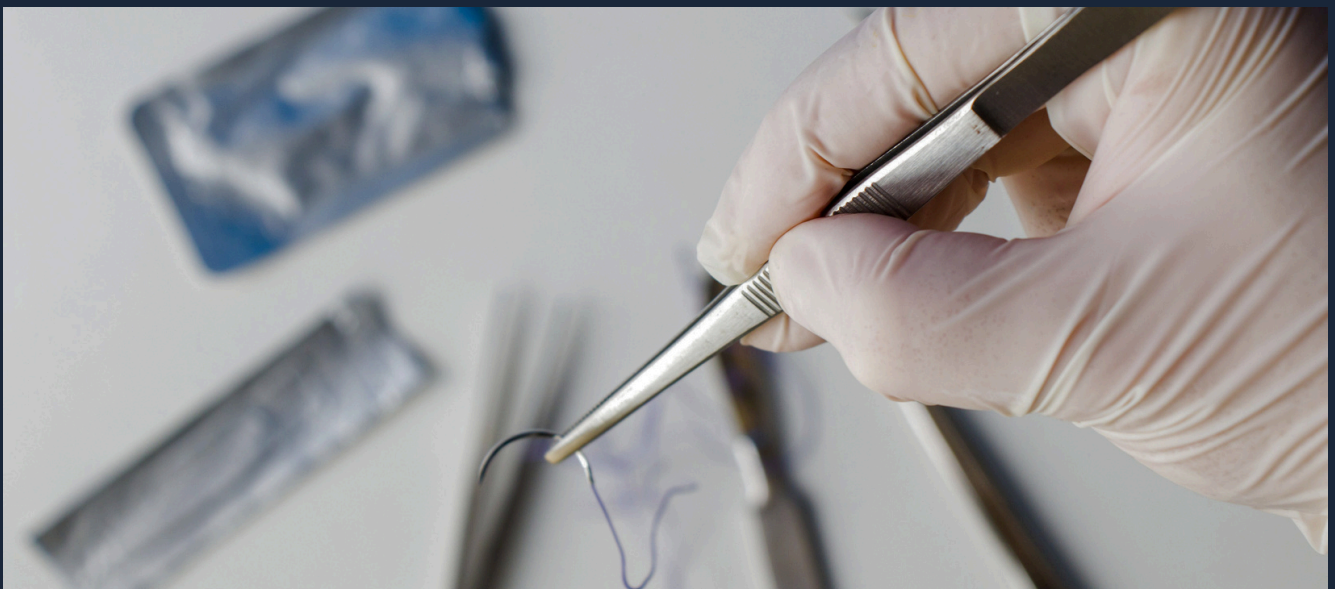
- Places for 10
- 9 participants in 25/26'

Course Frequency

- Average 1 per year
- Half Day Course

Faculty

1



GAPS

Catheterisation Study Day

This comprehensive study day is designed for healthcare practitioners seeking both theoretical knowledge and practical experience in male and female catheterisation. The course covers key principles, techniques, and clinical considerations to ensure safe and effective catheterisation. Participants will gain confidence in applying their skills in a range of healthcare settings, supported by expert-led instruction and hands-on practice.

Key Words: Catheterisation, healthcare, clinical skills

Participants

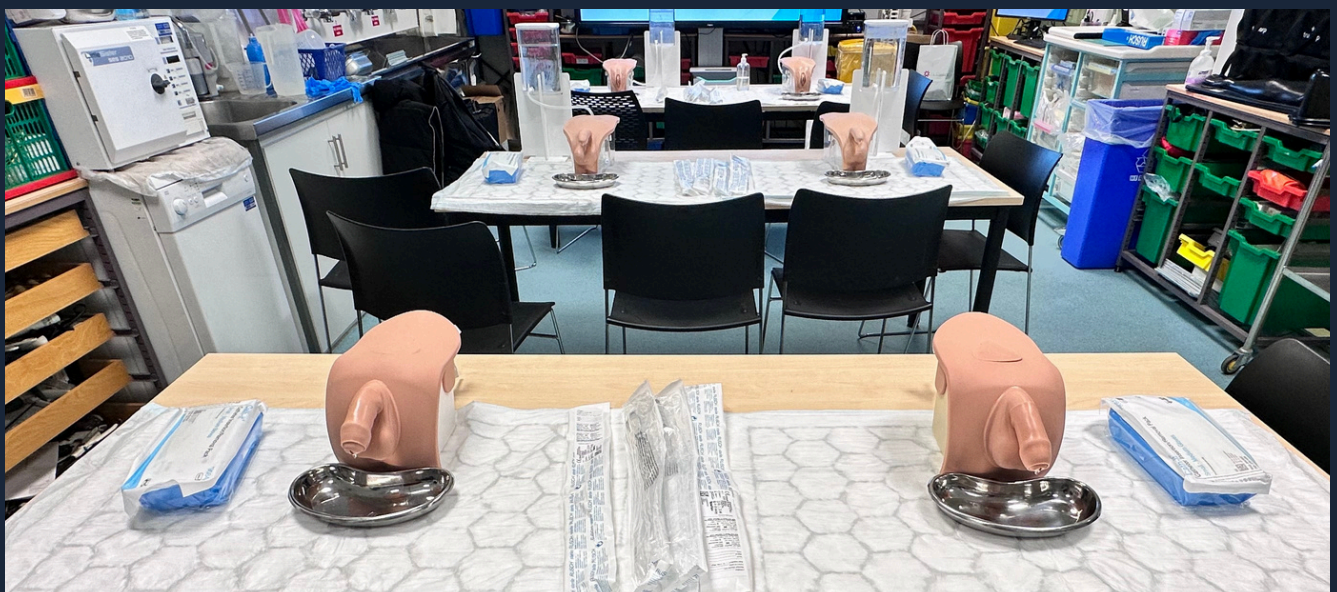
- Places for 20
- 114 participants in 25/26'

Course Frequency

- Average 9 per year
- 1 day course

Faculty

Lead urology nurse,
Urology CNS, Company
Rep.



GAPS

Acute Stroke Simulation Course

The Thrombolysis Course is an interprofessional simulation and skills study day designed to enhance participants' understanding and competency in the assessment, diagnosis, and management of stroke. Through hands-on practice and realistic simulations, healthcare professionals will gain valuable insights into the thrombolysis procedure, including patient selection, administering treatment, and recognising potential complications. This course fosters collaboration across disciplines, ensuring a team-based approach to stroke care and improving outcomes for patients.

Key Words: Stroke, Thrombolysis, Simulation

Participants

- Places for 12
- 39 participants in 25/26'

Course Frequency

- Average 4 per year
- 1 day course

Faculty

4 x Stroke CNS, PE's, Registrar and Consultant



GAPS

Systemic Anti-Cancer Therapy (SACT)

This Study Day is tailored for healthcare professionals involved in the administration of SACT and the management of patients undergoing this specialised treatment. The course provides comprehensive insights into the principles and protocols of SACT, focusing on safe administration, recognising and managing side effects, and delivering holistic care to optimise patient outcomes. Through interactive learning and evidence-based practice, participants will enhance their confidence and competence in delivering high-quality cancer care.

Key Words: Cancer, Therapy, Patient Care

Participants

- Places for 12
- 18 participants in 25/26'

Course Frequency

- Average 2 per year
- 1 day course

Faculty

Cancer CNS, Cancer PE's



GAPS

Healthcare Support Worker (HCSW) Foundation Programme

This programme offers a structured pathway to launch a career in the NHS. This programme delivers essential training, guidance, and supervision to develop the skills and knowledge required to excel as a Healthcare Support Worker (HCSW), also known as a Healthcare Assistant (HCA), enabling the delivery of compassionate and effective patient care.

Key Words: Healthcare, Patient Care, Training

Participants

- Places for 12
- 56 participants in 25/26'

Course Frequency

- Average 4 per year
- 1 day course

Faculty

11



GAPS

Trauma Team Leader Course

The Trauma Team Leader Course is a simulation-based programme aimed at enhancing trauma team members' understanding of initial patient assessment, institutional team roles, and the impact of human factors on patient safety. Participants will also explore how their hospital integrates with the wider trauma system and network hospitals to improve collaborative care.

Key Words: Trauma, Patient Safety, Teamwork

Participants

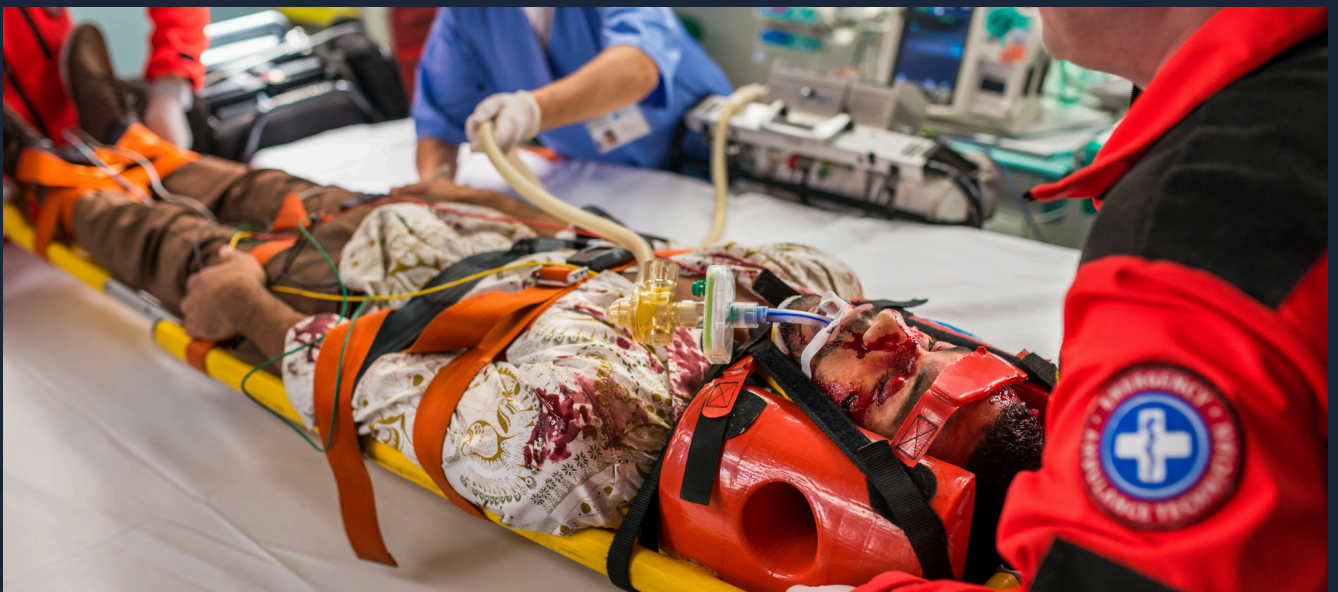
- Places for 16 participants
- 92 participants in 25/26'

Course Frequency

- Average 6 per year
- 1 day course

Faculty

4



GAPS

Paediatric Trauma Team Leader Course

A simulation-based course focusing on common paediatric trauma and emergency presentations, with an emphasis on early recognition of critically ill children. Participants will refine skills in synthesising clinical findings, selecting investigations, and guiding management decisions to lead paediatric trauma teams effectively.

Key Words: Paediatrics, trauma, emergency care

Participants

- Places for 20 participants
- 35 participants in 25/26'

Course Frequency

- Average 3 per year
- 1 day course

Faculty

3



GAPS

Enhanced Resuscitation Course

An intensive course focusing on the pre-hospital approach to resuscitation, emphasising the pit crew model to optimise team efficiency and skill mix. It goes beyond standard Advanced Life Support (ALS) guidelines to tailor care to individual patients, explores the role of ultrasound in cardiac arrest, and covers post-Return of Spontaneous Circulation (ROSC) management.

Key Words: Resuscitation, Pre-hospital Care, Cardiac Arrest

Participants

- Places for 22 participants
- 11 participants

Course Frequency

- Average 1 per year
- 1 day course

Faculty

3



GAPS

Cardiac Maternity High Dependency Course (HDU)

A simulation-based training programme designed to enhance the knowledge and skills required to care for women needing Level 2 high-dependency care. This course focuses on managing complex cardiac and maternity cases, promoting confidence in delivering safe and effective care in high-pressure settings.

Key Words: Cardiac, Maternity, High Dependency

Participants

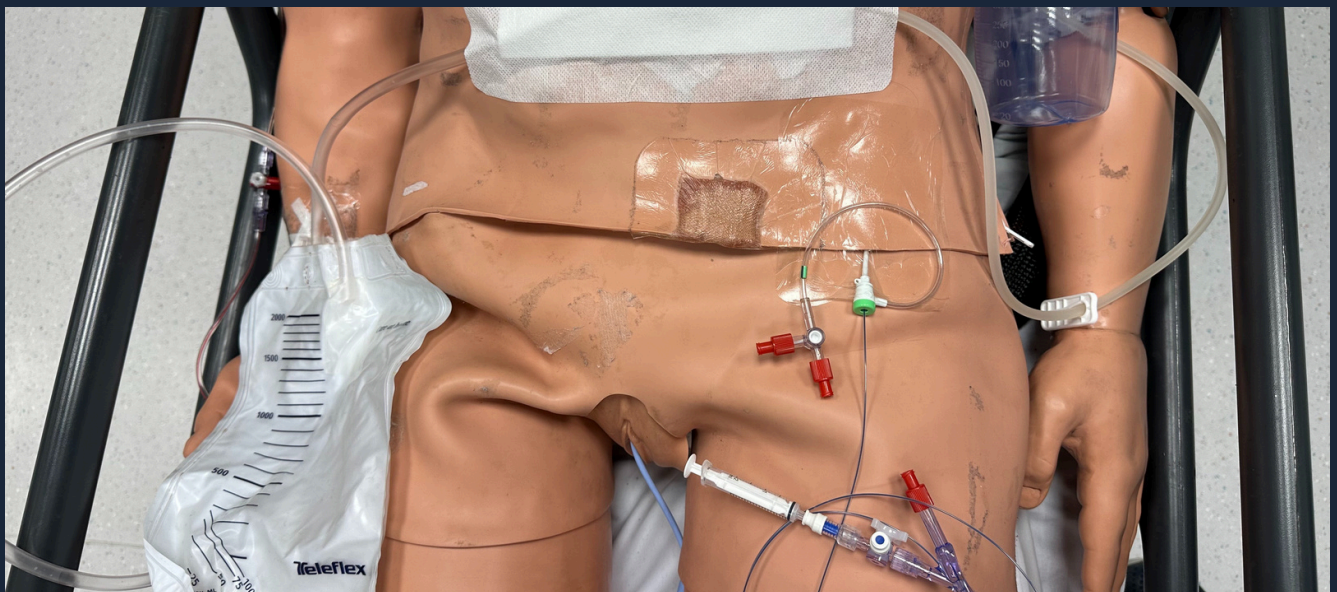
- Places for 8
- 15 participants in 25/26'

Course Frequency

- Average 2 per year
- 1 day course

Faculty

2



GAPS

Cardio Related Emergency Simulated Training (CREST)

A one-day simulation-based training designed to enhance interprofessional collaboration between doctors and nurses while building knowledge and skills in managing acute cardiac conditions. The course includes a lecture on human factors and hands-on workshops covering CPAP, pacing, and direct current cardioversion (DCCV), ensuring a well-rounded learning experience.

Key Words: Cardiac, Acute Care, Teamwork

Participants

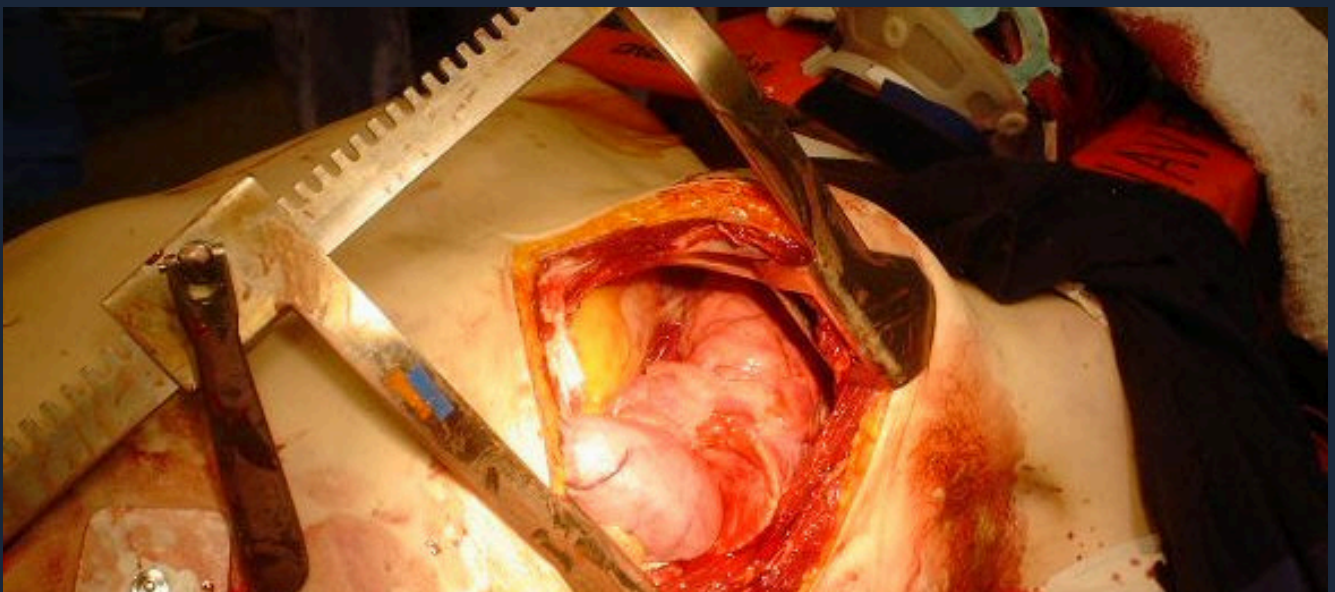
- Places for 12
- 9 participants in 25/26'

Course Frequency

- Average 3 per year
- 1 day course

Faculty

4



GAPS

Endoscopy 'In-Situ' Training

An in-situ simulation-based training programme in the Endoscopy Unit, adopting a Human Factors approach to assess and enhance emergency preparedness. This course focuses on improving team dynamics, communication, and decision-making during critical incidents, ensuring a safer and more efficient response to emergencies.

Key Words: Endoscopy, Simulation, Emergency Preparedness

Participants

- 60/70
- 60 participants 2025/26

Course Frequency

- Average 1 yearly
- Half Day Course

Faculty

6



GAPS

CCOT Study & Development Day

The CCOT (Critical Care Outreach Team) Study and Development Day is a comprehensive training day designed for CCOT nurses to enhance their cardiac care knowledge and clinical skills. The course covers essential topics, including echocardiography (ECHO), heart failure management, pulmonary hypertension, and ECG interpretation. It incorporates practical training sessions, such as ultrasound-guided peripheral venous catheter (PVC) and arterial line insertion. Additionally, the day includes simulation-based scenarios focusing on human factors during cardiac arrest and opportunities to complete mandatory training requirements.

Key Words: Cardiac, Simulation, Critical Care

Participants

- 8 places per course
- 19 participants in 25/26'

Course Frequency

- Average 4 per year
- 1 day course

Faculty

2



GAPS

General Intensive Care Unit (GICU) Study Day

A focused development programme tailored for Band 6 nurses working in the General Intensive Care Unit. This study day is designed to enhance clinical expertise, leadership skills, and critical thinking. Through interactive sessions and case-based discussions, participants will explore advanced concepts in patient care, team management, and the latest evidence-based practices in intensive care. The course also provides an opportunity to network and share best practices with peers to foster professional growth.

Key Words: Intensive Care, Leadership, Evidence-Based Practice

Participants

- 20 places per course
- 27 participants in 25/26

Course Frequency

- Average 3 per year
- 1 day course

Faculty

1



GAPS

Simulation in Obstetric and Anaesthesia - Human Factors Course

This one-day, regional simulation-based training course is specifically designed for anaesthetic trainees at all levels (CT1/ACCS to ST7) with an interest in obstetric anaesthesia.

The primary focus of this training is the application and mastery of Human Factors principles in high-stakes, time-critical obstetric emergencies.

Key Words: , Leadership, Evidence-Based Practice, Human Factors, Decision Making

Participants

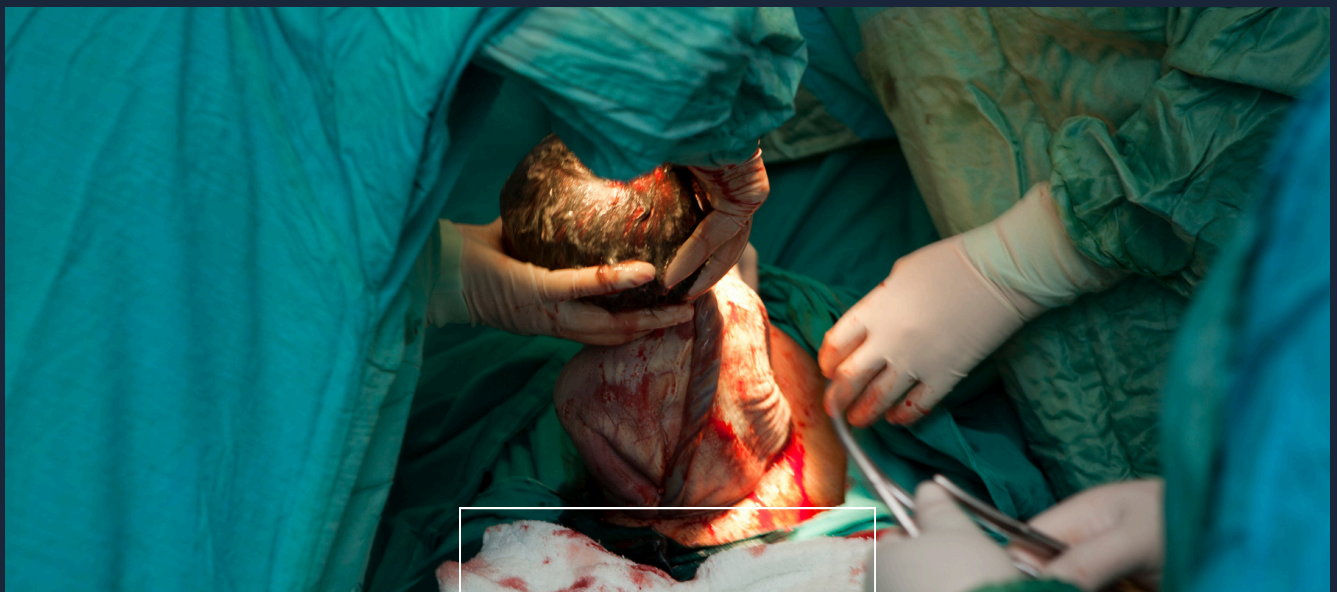
- 5 participants in 25/26'

Course Frequency

- Average 2 per year
- 1 day course

Faculty

6



GAPS

ENT Essentials

A comprehensive one-day course tailored for doctors seeking to enhance their knowledge, skills, and confidence in the assessment and management of ENT emergencies. This course combines interactive lectures, hands-on workshops, and real-world case discussions to reinforce essential techniques and decision-making strategies. Participants will gain practical insights into common and critical ENT conditions, equipping them with the tools to manage emergencies effectively and improve patient outcomes.

Key Words: ENT, Emergencies, Clinical Skills

Participants

- 20
- 11 participants in 25/26'

Course Frequency

- Average 1 per year
- 1 day course

Faculty

3



GAPS

ED Skills

A focused two-hour session designed to equip junior medical staff in the Emergency Department with essential procedural skills. This hands-on training covers the safe and effective insertion of arterial lines, chest drains, and central lines. Participants will refine their technical abilities under expert supervision, enhancing their confidence and competence in managing critical procedures within the ED setting.

Key Words: Emergency, Procedures, Technical Skills

Participants

- 10
- 75 participants in 25/26'

Course Frequency

- Average 6 per year
- 2 hour session

Faculty

2



GAPS

Anaesthetic Sim Emergencies

An immersive high-fidelity simulation training course designed to develop the knowledge, skills, and confidence of novice anaesthetists in managing anaesthetic emergencies. Participants will engage in realistic scenarios that replicate critical situations, enabling them to practise decision-making, crisis resource management, and effective communication in a controlled environment. This course provides invaluable hands-on experience to enhance patient safety and improve outcomes in anaesthetic practice.

Key Words: Anaesthetics, Emergencies, Simulation

Participants

- 8
- 14 participants in 25/26'

Course Frequency

- Average 2 per year
- 1 day course

Faculty

4



GAPS

Sickle Cell Simulation

This immersive course offers a dynamic and interactive learning experience focused on understanding Sickle Cell Disease (SCD) through realistic simulations. Designed for healthcare professionals, medical students, and researchers, the program moves beyond theoretical knowledge, allowing participants to actively engage with the complexities of SCD management.

Key Words: Cancer, Oncology, Sickle cell, pain management, deteriorating patient

Participants

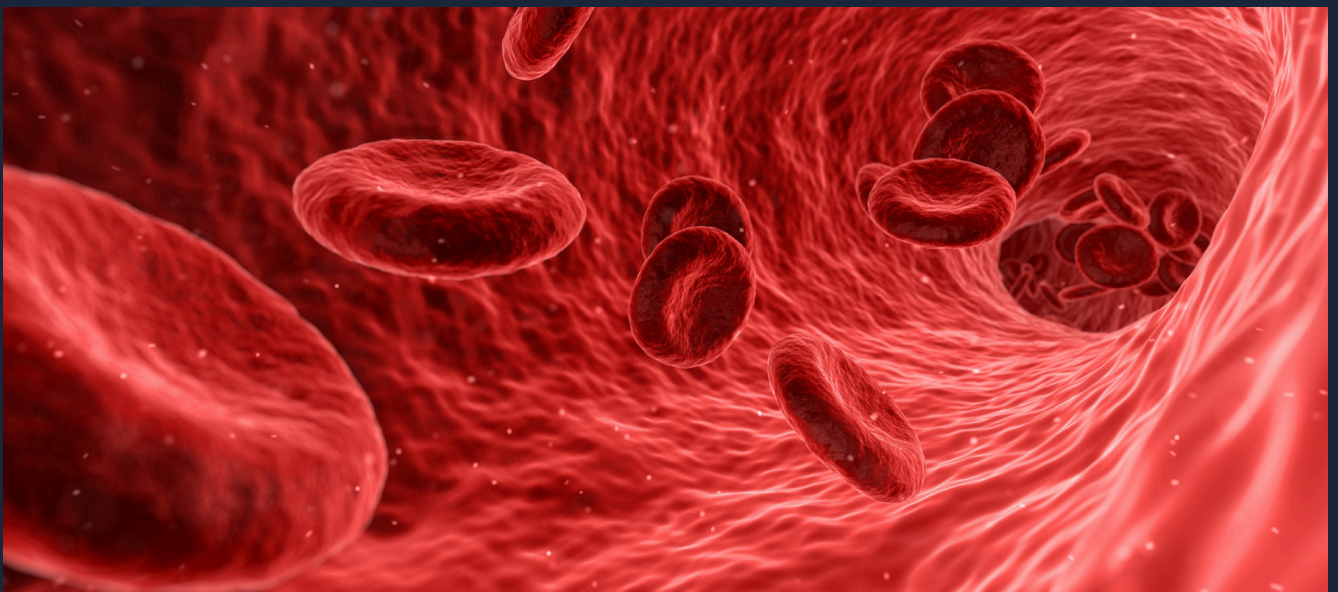
- 6
- 9 participants in 25/26'

Course Frequency

- Average 1 per year
- full day sessions

Faculty

3



GAPS

Masterclass Priorities of care of the dying person

This masterclass provides an in-depth exploration of the essential principles and practical approaches to delivering compassionate and effective care for individuals nearing the end of life. Designed for healthcare professionals, caregivers, and anyone involved in end-of-life support, this program emphasizes a holistic understanding of the dying process.

Key Words: Communications, palliative medicine, psychological support

Participants

- 8 places per course
- 21 participants in 25/26'

Course Frequency

- Average 3 per year
- full day sessions

Faculty

3



GAPS

Leadership Development

Comprehensive training and coaching designed to equip emerging leaders and high-performing individuals with the skills and strategies needed to excel in leadership roles. The programme focuses on enhancing self-awareness, decision-making, and team-building capabilities, empowering participants to drive success and innovation within their organisations.

Key Words: Leadership, coaching, team-building

Participants

- 8 places per course
- 8 participants in 25/26'

Course Frequency

- Average 1 yearly
- 2 half day sessions

Faculty

1



GAPS

CIRCLE: Advanced Communication in cancer care

The aim of the course is to teach junior staff (band 5) about the basics of cancer, give them an understanding of cancer treatments caring for patients undergoing these, the patient journey and communication skills.

Key Words: Cancer, Communication, Patient journey.

Participants

- 8 places per course
- 8 participants in 25/26'

Course Frequency

- Average 1 yearly
- 1 day course

Faculty

2



GAPS

ITU Train the Trainer

Learn to design, set up, and deliver dynamic mobile simulations tailored to your clinical practice. This course equips you to integrate patient simulators, mobile technologies, and role play into your teaching, fostering a culture of learning and safety. Develop advanced observation, facilitation, and feedback techniques, and apply educational theory to create impactful learning environments that enhance clinical performance and team collaboration.

Key Words: Simulation, facilitation, feedback

Participants

- clinical educators in intensive care, nursing and Allied Health Professions
- Places for 10
- 16 participants in 25/26'

Course Frequency

- Average 1 per year
- 1-day course

Faculty

Minimum 2 x facilitators & 1 x sim tech/sim specialist.
Experienced teachers





Annual Course Report 2024

EXTERNALLY FUNDED/ FEE- PAYING COURSES

FUNDED

High-quality courses available for external funding or on a fee-paying basis, designed to meet the needs of various healthcare professionals.

GAPS

In Their Shoes - Domestic Abuse Sim Workshop

In Their Shoes is a trauma-informed simulation workshop designed to strengthen hospital staff's confidence and skills in identifying and responding to domestic abuse. We aim to bridge the gap between policy and practice through immersive learning, reflective discussion, and practical systems thinking.

The programme supports a system-wide improvement strategy, aligned with NICE guidelines and hospital safeguarding priorities. Your role as faculty is to model curiosity, humility, and compassionate leadership.

Key Words: Procedures, medical, skills

Participants

- 14 places
- 30 participants in 25/26'

Course Frequency

- Average 4 courses per year.
- 1 day course

Faculty

2 facilitators



GAPS

ICB Widening Participation Event

This event is designed to engage young participants in exploring the wide range of careers available within the NHS. As a facilitator, your role will be to support an immersive and interactive experience that showcases the diversity of healthcare roles, emphasises NHS values, and sparks interest in future health careers. Throughout the day, participants will rotate through simulation-based workshops, practical skill stations, and Q&A sessions with professionals - giving them hands-on exposure and authentic insight into what working in healthcare entails.

Key Words: Simulation based workshop, skills practice, widening participation.

Participants

- 78 participants in 25/26'

Course Frequency

- Average 2 per year
- 1 day event

Faculty

12



GAPS

Clinical Simulation Train the Trainer

Learn to design, set up, and deliver dynamic mobile simulations tailored to your clinical practice. This course equips you to integrate patient simulators, mobile technologies, and role play into your teaching, fostering a culture of learning and safety. Develop advanced observation, facilitation, and feedback techniques, and apply educational theory to create impactful learning environments that enhance clinical performance and team collaboration.

Key Words: Simulation, facilitation, feedback

Participants

- For clinical educators in medicine, nursing and Allied Health Professions – Open to SWL – Places for 15
- 48 participants in 25/26

Course Frequency

- Average 4 per year
- 2-day course with 3 days of follow up observation of teaching practice

Faculty

Minimum 3 x facilitators & 1 x sim tech/sim specialist.
Experienced teachers



GAPS

CAR-T KITE Simulation

This one-day, simulation-based course provides doctors, nurses, and allied health professionals (AHPs) with an immersive and experiential learning experience covering the patient pathway through CAR T-cell therapy, from diagnosis and counseling, through therapy, and into the closely monitored post-discharge period. The course aims to improve the confidence and competence of healthcare professionals treating patients receiving CAR T-cell therapy. The course goals are to understand and recognize the complications of CAR T-cell therapy in the immediate post-treatment phase (0-28 days), develop the ability to appropriately manage these complications using a multidisciplinary team (MDT) approach, scoring systems, and treatment algorithms, develop knowledge and understanding of human factors and their role in recognizing and treating complications from CAR T-cell therapy, and improve staff confidence in managing complications arising from CAR T-cell therapy.

Key words: Cancer, Cancer treatment, Car-T, Oncology, Haematology, Multidisciplinary

Participants

- Doctors, Nurses and Psychiatry of all grades that will care for a patient receiving Car-T therapy – Open to Pan London – Places for 16
- 46 participants for 25/26'

Course Frequency

- Average 1 per year
- 1 day course

Faculty

Minimum 4 x facilitators & 2 x sim tech/sim specialist.
Consultant/SpR Haematologists, Oncologists, Cancer Clinical Nurse Specialists, CCOT, ITU staff, Simulation Fellows, Simulation Specialists.



GAPS

Wound Management for Psychiatrists

This one-day, hands-on workshop is designed to bridge the gap between your expertise in mental health and the practical skills of wound management.

Working with fresh tissue, we'll cover the essential techniques you need to confidently and effectively handle acute wounds, from lacerations to more complex injuries. Our goal is to equip you with the knowledge and surgical skills to manage these situations with the same precision and care you bring to your daily practice.

Key words: Psychiatry, wound management, suturing, stapling

Participants

- Doctors, Nurses and Psychiatry of all grades
- Places for 16
- 30 participants for 25/26'

Course Frequency

- Average 3 per year
- 1 day course

Faculty

Minimum 2 x facilitators



GAPS

Mental Health in Acute Care and Orthopaedic Sessions Simulation Based Study Day (MACOS)

This one-day, recurring simulation training program, developed collaboratively by the Royal National Orthopaedic Hospital and St George's Hospital, aims to equip healthcare professionals with the skills to assess and manage the mental health needs of patients with musculoskeletal (MSK) problems, functional neurological disorder (FND), spinal cord injury, and traumatic brain injury (TBI). Designed for physician associates, senior nurses, clinical nurse specialists, and allied health professionals, the course uses active, experiential learning to enhance their abilities in motivational interviewing, recognizing and supporting patients with psychological distress, and effectively communicating with patients potentially diagnosed with FND. The program addresses the identified need for increased training in this critical area of patient care.

Key Words: Mental health, acute care, orthopaedics

Participants

- Physician associates and allied healthcare professionals - Places for 15
- 18 participants in 25/26'

Course Frequency

- 5 courses commissioned
- 3-day course

Faculty

Minimum 3 x facilitators & 1 x sim tech and 1 Educationalist.
Consultant Psychiatrists, Educationalist, P.A. in Liaison Psychiatry.



GAPS

European Trauma Course (ETC)

An internationally recognised and accredited trauma course that uses workshops and simulation-based learning to develop and refine essential skills. Participants will practise advanced communication, team leadership, and clinical techniques for managing airway, breathing, circulation, neurological, and musculoskeletal function in both adults and children. The course emphasises practical application in high-pressure scenarios to enhance confidence and competency in trauma care.

Key Words: Trauma, communication, leadership

Participants

- Doctors, Surgeons, paramedics and senior nurses - Places for 24
- 24 participants in 25/26'

Course Frequency

- Average 1 per year
- 4-day course for faculty, 3 days for participants

Faculty

Minimum 11 qualified facilitators & 4 GAPS staff for set up, organisation and administration. ETC instructors.



GAPS

Advanced Trauma Life Support (ATLS/ATNC)

A Royal College of Surgeons-accredited trauma course designed to enhance critical skills through workshop and simulation-based learning. Participants will develop expertise in communication, team leadership, and clinical techniques for managing airway, breathing, circulation, neurological, and musculoskeletal functions in adults and children. The course focuses on practical, hands-on training to build confidence and proficiency in trauma care.

Key Words: Trauma, airway management, leadership

Participants

- Doctors, Surgeons and senior nurses - Places for 16
- 32 participants in 25/26'

Course Frequency

- Average 2 per year
- 2/3-day course

Faculty

Minimum 10 qualified facilitators & 2 GAPS staff for set up, organisation and administration. ATLS qualified instructors.



GAPS

Cardiac Advanced Life Support (CALS)

A comprehensive two-day inter-professional course designed for members of cardiac surgery and critical care teams. The programme focuses on advanced resuscitation techniques, team dynamics, and decision-making in cardiac emergencies. Participants will engage in practical simulations and workshops to enhance their skills and confidence in managing high-pressure clinical scenarios.

Key Words: Cardiac, resuscitation, teamwork

Participants

- Places for 21
- 48 participants in 25/26'

Course Frequency

- Average 3 per year
- 2-day course

Faculty

5



GAPS

Echocardiography for Neonatologists

This privately funded weekend course provides neonatologists with comprehensive training in echocardiography. Participants will learn to perform and interpret heart scans, enabling them to integrate findings into effective management plans for neonatal patients. Unlike many training programmes that use simulators, this course involves real patients, offering hands-on experience in a clinical setting. The combination of theoretical knowledge and practical application aims to enhance clinical decision-making skills and improve neonatal care.

Key Words: Echocardiography, Neonatology, Management

Participants

- International Neonatologists - Places for 22
- 50 participants in 25/26'

Course Frequency

- Average 2 per year
- 2-day course

Faculty

5



GAPS

Simulation Session for On Call Physiotherapists

This course focuses on common on-call scenarios faced by physiotherapists, offering a realistic and supportive environment to enhance clinical reasoning and decision-making. Through simulation-based training, participants will build confidence and improve their ability to manage complex situations effectively.

Key Words: Simulation, Physiotherapy, Clinical Reasoning

Participants

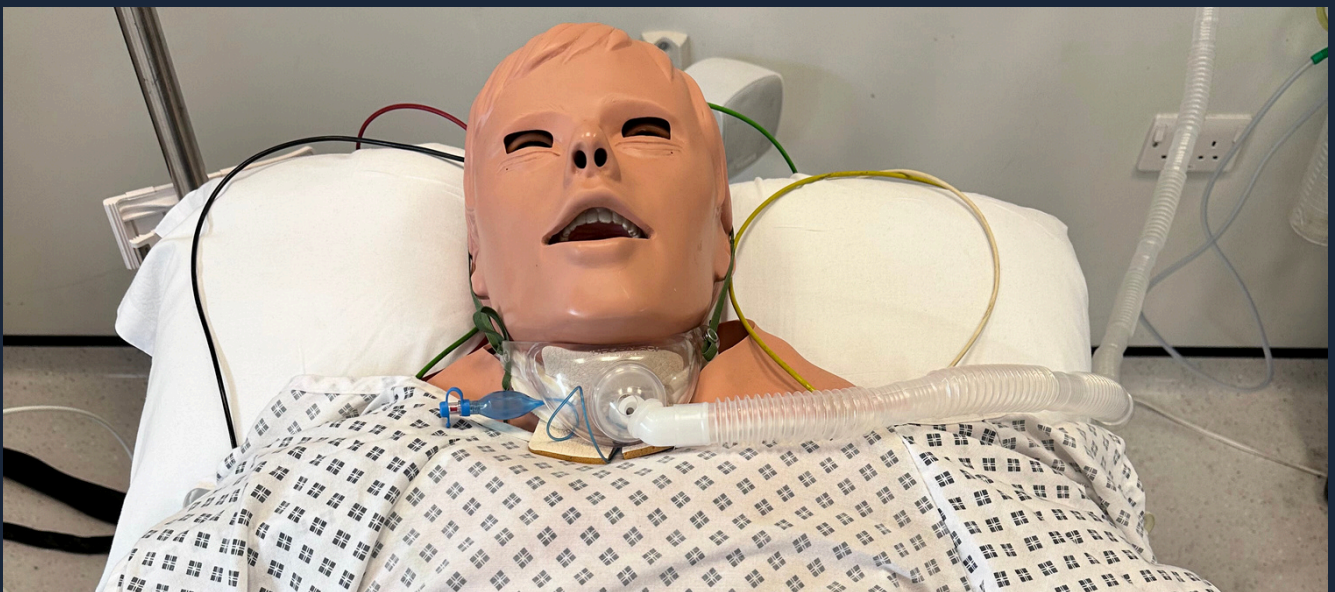
- 16
- 43 participants in 25/26'

Course Frequency

- Average 4 per year
- Half day course

Faculty

3



GAPS

Palliative Medicine Simulation/ DOPS Day

This simulation-based training supports palliative medicine trainees in the London and KSS regions to achieve their Directly Observed Procedural Skills (DOPS) in tracheostomy care and non-invasive ventilation. The course also broadens participants' understanding of human factors and their influence on clinical decision-making and patient outcomes, fostering a holistic approach to palliative care.

Key Words: Palliative, Simulation, Human Factors

Participants

- 16
- 7 participants in 25/26'

Course Frequency

- Average 1 yearly

Faculty

4



Neonatal Advanced Cardio-Respiratory course

This focused, one-day Neonatal Advanced Cardio-Respiratory Course blends expert lectures with hands-on simulation to advance critical cardiopulmonary assessment and management skills in newborn care.

The training is anchored by a comprehensive lecture exploring the evolving role of ultrasound in neonatology, which directly transitions into a practical Point of Care Ultrasound (POCUS) workshop. In this practical track, clinicians gain direct experience in neonatal hemodynamic assessment, lung ultrasound interpretation, and using ultrasound for the immediate confirmation of central line placement.

The respiratory and airway tracks focus on advanced clinical management strategies. Trainees practice navigating both routine and difficult neonatal airways using state-of-the-art videolaryngoscopy alongside established difficult airway algorithms. The curriculum also details the holistic, comprehensive management of Chronic Lung Disease (CLD) and introduces Neurally Adjusted Ventilatory Assist (NAVA)—a cutting-edge, patient-driven ventilation mode that synchronizes mechanical support with the neonate's neural breathing signals.

Key Words: Neonatates, Airway Management, cardiology.

Participants

- 40 places
- 36 participants in 25/26'

Course Frequency

- Average 1 yearly

Faculty

4



GAPS

Foundations of Intensive Care Medicine

This course is designed for newly appointed doctors in the Intensive Therapy Unit (ITU), offering an engaging blend of lectures and practical simulation-based training. Participants will gain essential knowledge and hands-on experience in key areas such as central venous catheter (CVC) insertion and airway management. The course aims to enhance foundational skills and confidence in intensive care practice, providing a strong base for managing critically ill patients.

Key Words: Intensive Care, Airway Management, Simulation

Participants

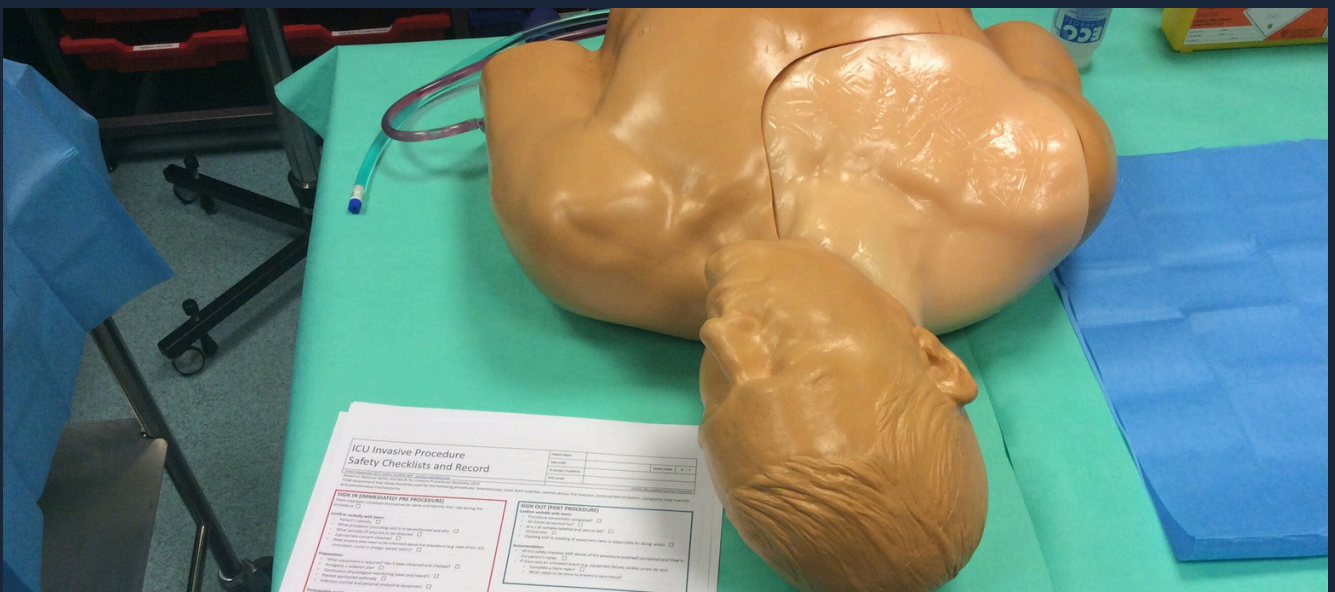
- 35
- 49 participants in 25/26'

Course Frequency

- Average 2 yearly
- 1 day course

Faculty

6



GAPS

Anti-Reflux Course

The Laparoscopic Upper Gastrointestinal (UGI) Surgery Course, organised in collaboration with the Upper GI and General Surgery Team at St. George's Hospital, is specifically designed to provide senior surgical trainees in-depth knowledge of the principles and techniques of the laparoscopic anti-reflux surgical procedures. Participants will be offered hands-on experience and training on intracorporeal suturing and stapling techniques using simulation models on the procedures such as Laparoscopic Nissen Fundoplication, Dor (anterior) partial fundoplication, Toupet (posterior) partial fundoplication, and Collis gastroplasty. Additionally, live surgical transmissions from the operating theatre will be integrated into the program to enhance the learning experience.

Key Words: Theatre, clinicians, skills, casebased discussions, streaming live theatre

Participants

- 12
- 8 participants in 25/26'

Course Frequency

- Average 1 yearly
- 1 day course

Faculty

4



GAPS

USS LP Course

This Ultrasound-Assisted Lumbar Puncture (USS LP) Course is a focused, half-day masterclass designed to help acute care clinicians use point-of-care ultrasound to optimize lumbar spine punctures. Through hands-on simulation using high-fidelity tissue manikins, participants practice real-time image optimization, bone identification, and precise pre-procedural skin marking. This targeted training builds the technical confidence needed to increase first-pass success rates, minimize traumatic taps, and drastically reduce patient discomfort during emergency or elective spinal taps.

Key Words: Ultrasound, procedural skills, clinicians

Participants

- 7 participants in 25/26'

Course Frequency

- Average 3 yearly
- 1 day course

Faculty

3





Annual Course Report 2024

DENTAL FOUNDATION & CONTINUOUS PROFESSIONAL DEVELOPMENT

**NHSE FUNDED &
PRIVATELY FUNDED**



GAPS

Continuous Professional Development (CPD)

This programme, supported and subsidised by Health Education England, offers high-quality education and training to enhance the skills and knowledge of the entire dental team. It provides a range of lifelong learning opportunities through short CPD courses, including hands-on dental simulation and traditional study formats. Tailored for dentists, dental care professionals (DCPs), and technicians, it ensures comprehensive professional growth and excellence in practice.

Key Words: Dental Education, CPD, Simulation

Participants

- 592 participants 25/26'

Course Frequency

- 58 courses in 25/26'
- 1 day course

Faculty

minimum of 2 faculty members



GAPS

Dental Foundation Trainees (DFT)

This 12-month programme is the first stage of postgraduate training for newly qualified dentists, offering a comprehensive blend of hands-on clinical experience and structured study days. It provides essential guidance and support to develop professional competence, confidence, and a solid foundation for a successful dental career.

Key Words: Postgraduate Training, Clinical Experience, Dentistry

Participants

- 350 participants in 25/26'

Course Frequency

- 21 courses in 25/26'
- 1 day course

Faculty

2



GAPS

Dental restorative Skills

This intensive restorative dentistry course is designed to elevate your daily private practice. Refine your essential restorative skills, master cutting-edge clinical techniques, and explore modern materials. Gain the practical confidence to deliver highly predictable, aesthetic, and efficient patient outcomes immediately.

Key Words: Postgraduate Training, Clinical Experience, Dentistry

Participants

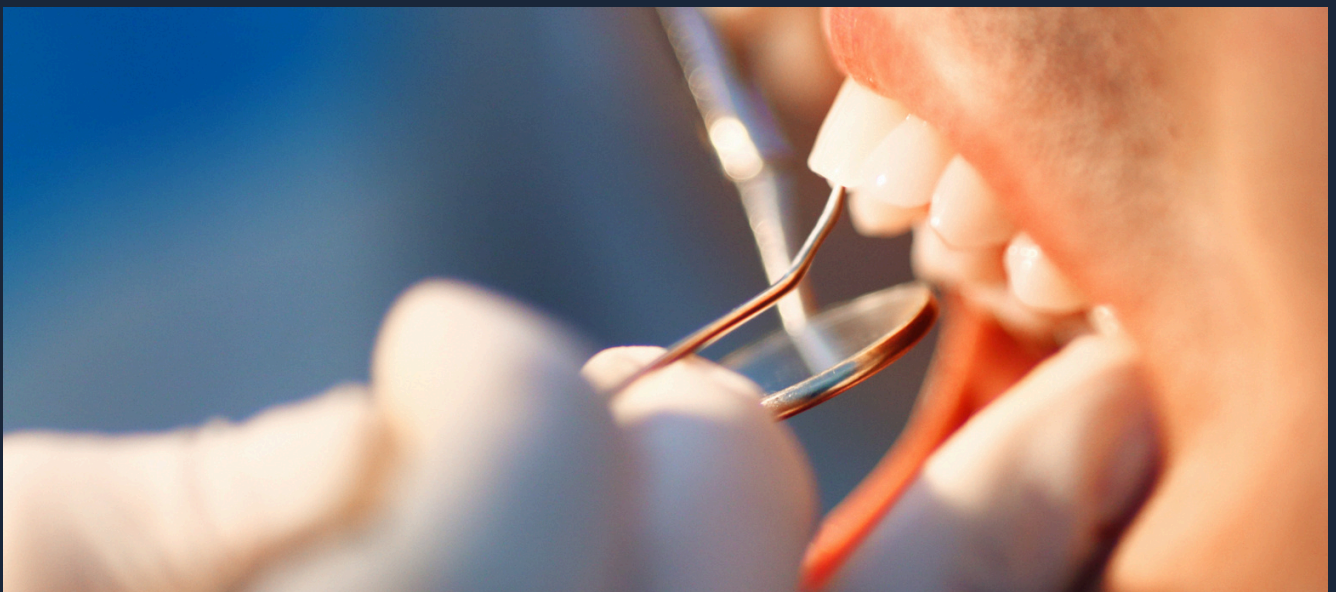
- 14 places per course
- 98 participants in 25/26'

Course Frequency

- 6 courses in 25/26'
- 4 day course

Faculty

3



GAPS

Dental Core Training (DCT)

This training programme typically follows the completion of Dental Foundation Training (DFT) and spans one to two years. It offers newly qualified dentists the opportunity to broaden their clinical expertise, gain valuable experience in specialised dental practices, and further develop the skills needed for advanced roles in dentistry.

Key Words: Dental Training, Clinical Expertise, Specialisation

Participants

- 29 participants in 25/26'

Course Frequency

- 4 courses in 25/26'

Faculty

1



GAPS

Therapist Teaching

Dental Therapy Foundation Training (DTFT) is a bespoke programme for newly qualified Dental Therapists to enhance their skill set within their scope of practice in an approved NHS dental training practice.

The programme features multiple hands-on study days, which include a comprehensive multi day mandatory induction programme, with a full range of study days within the first 2 months of starting. These study days provide a collaborative approach to learning & development.

Key Words: Dental Training, Clinical Expertise, therapists

Participants

- 244 participants 25/26'

Course Frequency

- 17 courses in 25/26'

Faculty

1



Acknowledgements

We extend our sincere gratitude to everyone who contributed to the success of this year's simulations and skills courses. From course organisers and faculty to administrators and support staff, your dedication has been instrumental in delivering high-quality, immersive training experiences. Your efforts not only enhance professional development but also strengthen our healthcare workforce, equipping them with the skills and confidence to navigate complex clinical situations. Through your commitment, we continue to foster a culture of learning that prioritises patient safety and excellence in care. Thank you for making these courses possible and bringing simulation-based education to life.