NHSGGC Flying Start NHS



Flying Start Protected Learning – Day 1

Housekeeping

Fire alarms

Toilets

Food/drink

Mobile phones off/silent, unless using to participate

Confidentiality unless someone at harm, in line with professional codes, we would be expected to act on this.

Respect your peers

Aims and Objectives



- Develop an in-depth understanding of Flying Start
- Understand the professional and organisational requirements in relation to Flying Start
- Role requirements and Knowledge for Skills Framework
- Navigate the TURAS platform and examine the Pillars of Practice
- Develop a log of experiences aligned to evidence
- The importance of health and wellbeing for you
- Populate a CPD portfolio

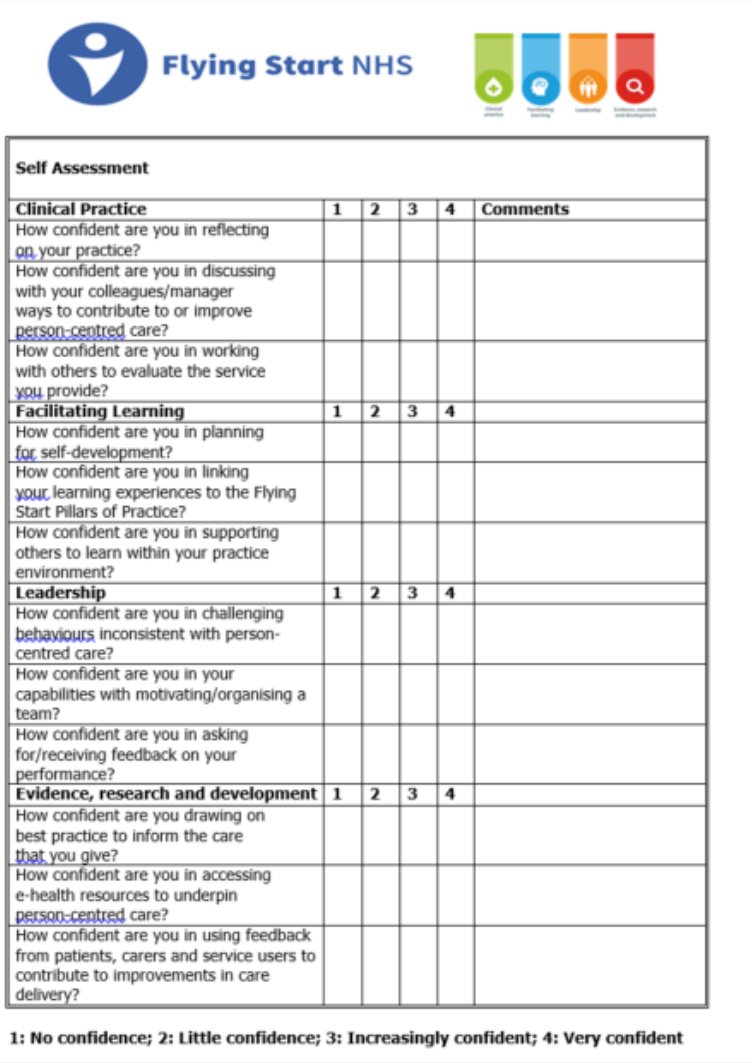
Self Assessment

Why do we undertake self assessment?

Helps us to identify what skills we are confident with and any that require improvement

Promotes person-centred learning

Evidences your progress and learning achievements



Flying Start NHS

Self Assessment					
Clinical Practice	**1**	**2**	**3**	**4**	**Comments**
How confident are you in reflecting on your practice?					
How confident are you in discussing with your colleagues/manager ways to contribute to or improve person-centred care?					
How confident are you in working with others to evaluate the service you provide?					
Facilitating Learning	**1**	**2**	**3**	**4**	
How confident are you in planning for self-development?					
How confident are you in linking your learning experiences to the Flying Start Pillars of Practice?					
How confident are you in supporting others to learn within your practice environment?					
Leadership	**1**	**2**	**3**	**4**	
How confident are you in challenging behaviours inconsistent with person-centred care?					
How confident are you in your capabilities with motivating/organising a team?					
How confident are you in asking for/receiving feedback on your performance?					
Evidence, research and development	**1**	**2**	**3**	**4**	
How confident are you drawing on best practice to inform the care that you give?					
How confident are you in accessing e-health resources to underpin person-centred care?					
How confident are you in using feedback from patients, carers and service users to contribute to improvements in care delivery?					

1: No confidence; 2: Little confidence; 3: Increasingly confident; 4: Very confident

What would you like to learn today?



Flying Start and the role of the facilitator

Flying Start is…..

- the national development programme that the Scottish Government and NHSGGC requires all NRPs to complete.
- designed to support NRPs to develop to be confident and capable, registered health professionals in their first year of practice.
- a learner-directed, work-based programme, supported by a Flying Start Facilitator and line manager

The Facilitator….

- An experienced nurse, midwife or AHP, allocated to you to facilitate your work-based learning
- To support and guide your learning, identifying appropriate development opportunities
- Responsible for confirming that the programme learning outcomes are met

Preceptorship



It is well recognised that structured support during transition leads to a sense of belonging and feeling valued, increasing both individual professional and team identity.

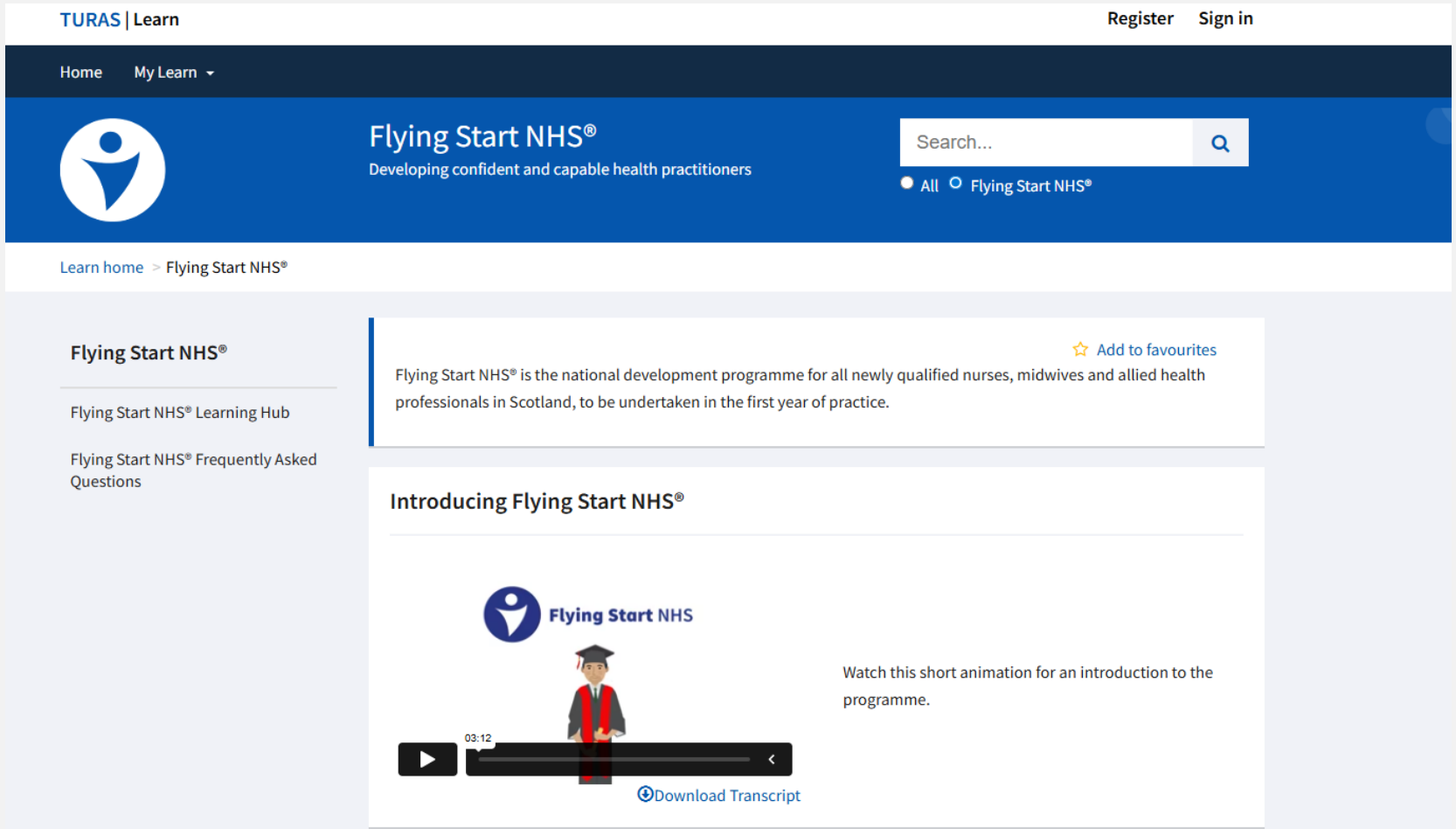
NHSGGC uses Preceptorship across the NMAHP disciplines to provide this support.
For AHPs this is underpinned by the HCPC Principles for Preceptorship.
For Nurse and Midwives this is underpinned by the NMC Principles of Preceptorship.

Please note your preceptor may or may not be your Flying Start facilitator, therefore, please ensure you ask the question!

Flying Start contributes to



TURAS - Flying start NHS



Pillars of Practice and Learning Outcomes





Examine your practice in relation to enhancing person-centred care

Critically reflect on your contribution to safe care and risk management



Identify your learning style and ability to plan for your continued professional development

Demonstrate ability and understanding in supporting others to learn and develop



Explore leadership styles and reflect on your ability to lead yourself and others

Reflect on your values and behaviours that enable collaborative team working



Review service user participation in your workplace and explore approaches to promote feedback

Source and review evidence relevant to an area of your practice

Break



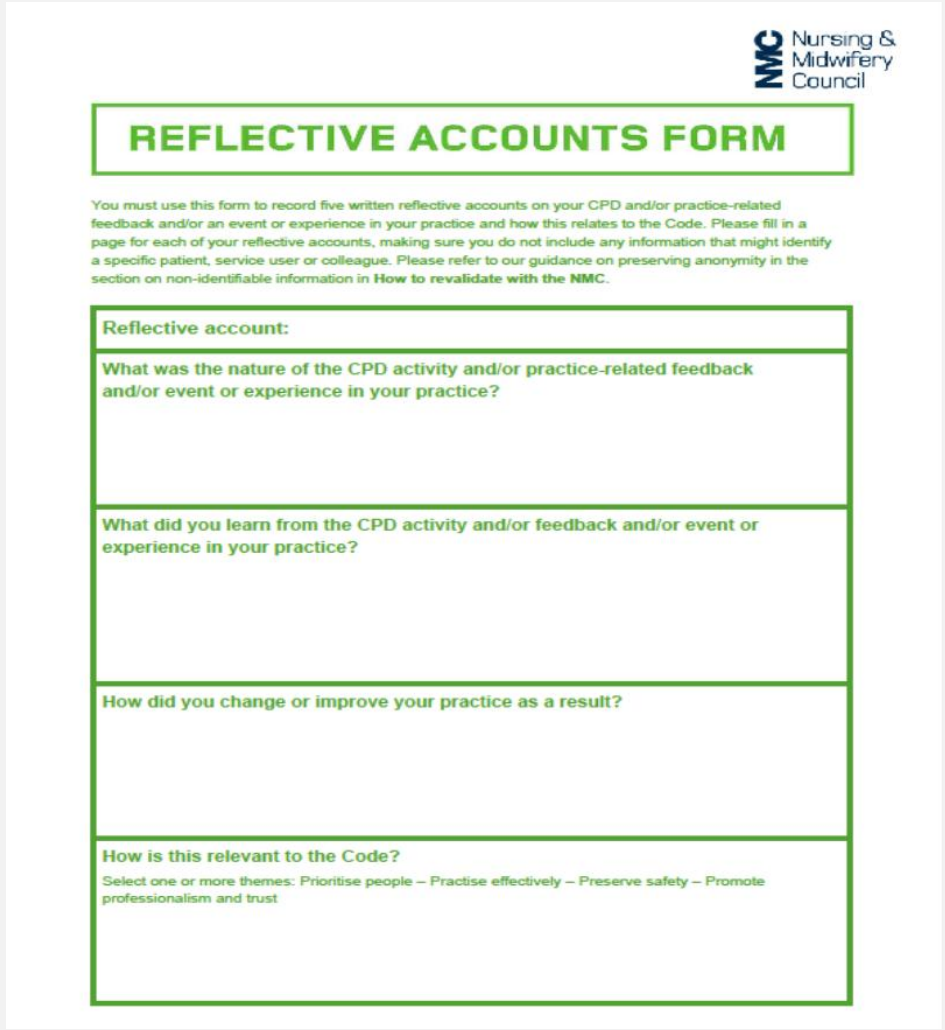
Activity: Highlight the positives



Use a word or statement to tell us about something that has been a positive for you in your new role

Join at Menti.com

Activity: Reflective Account



Nursing & Midwifery Council

REFLECTIVE ACCOUNTS FORM

You must use this form to record five written reflective accounts on your CPD and/or practice-related feedback and/or an event or experience in your practice and how this relates to the Code. Please fill in a page for each of your reflective accounts, making sure you do not include any information that might identify a specific patient, service user or colleague. Please refer to our guidance on preserving anonymity in the section on non-identifiable information in **How to revalidate with the NMC**.

Reflective account:

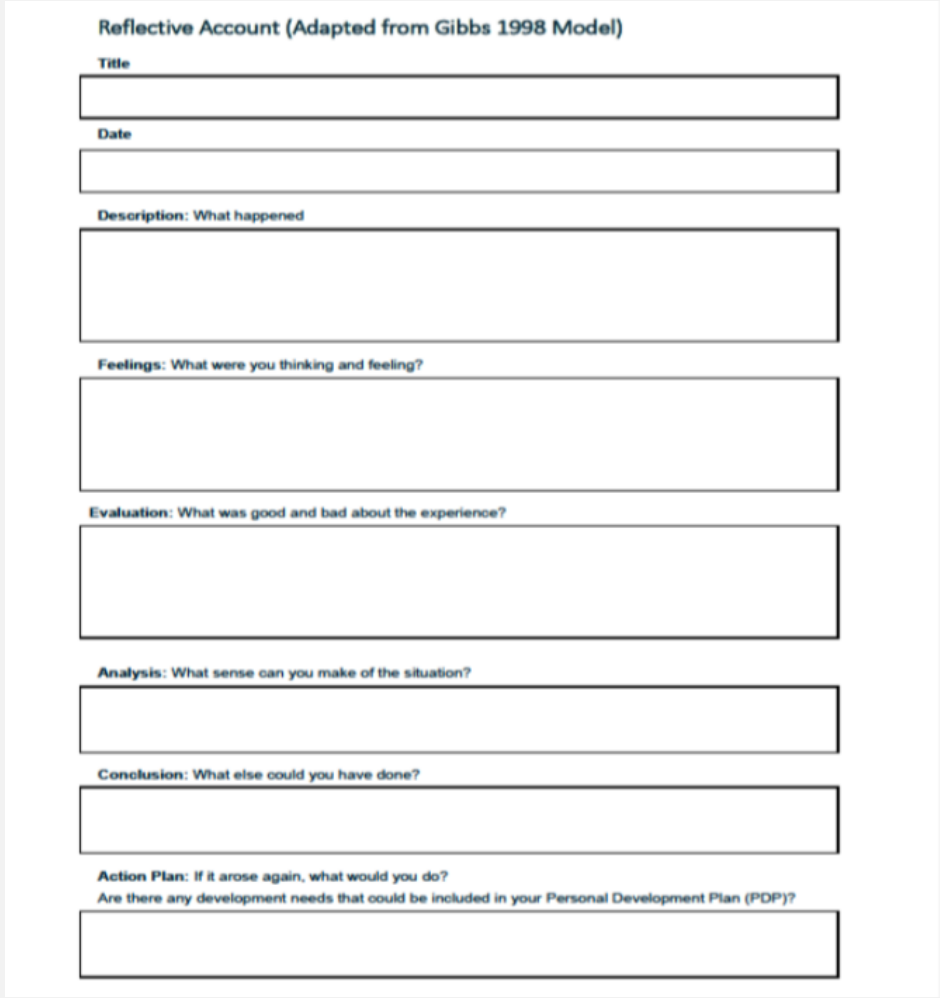
What was the nature of the CPD activity and/or practice-related feedback and/or event or experience in your practice?

What did you learn from the CPD activity and/or feedback and/or event or experience in your practice?

How did you change or improve your practice as a result?

How is this relevant to the Code?

Select one or more themes: Prioritise people – Practise effectively – Preserve safety – Promote professionalism and trust



Reflective Account (Adapted from Gibbs 1998 Model)

Title

Date

Description: What happened

Feelings: What were you thinking and feeling?

Evaluation: What was good and bad about the experience?

Analysis: What sense can you make of the situation?

Conclusion: What else could you have done?

Action Plan: If it arose again, what would you do?
Are there any development needs that could be included in your Personal Development Plan (PDP)?

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Stress Levels

Let’s talk about stress. Is it?

Positive or negative

Are you coping or thriving?

How does this impact on your practice?

Activity: Negative effects of stress

Negative effects of stress

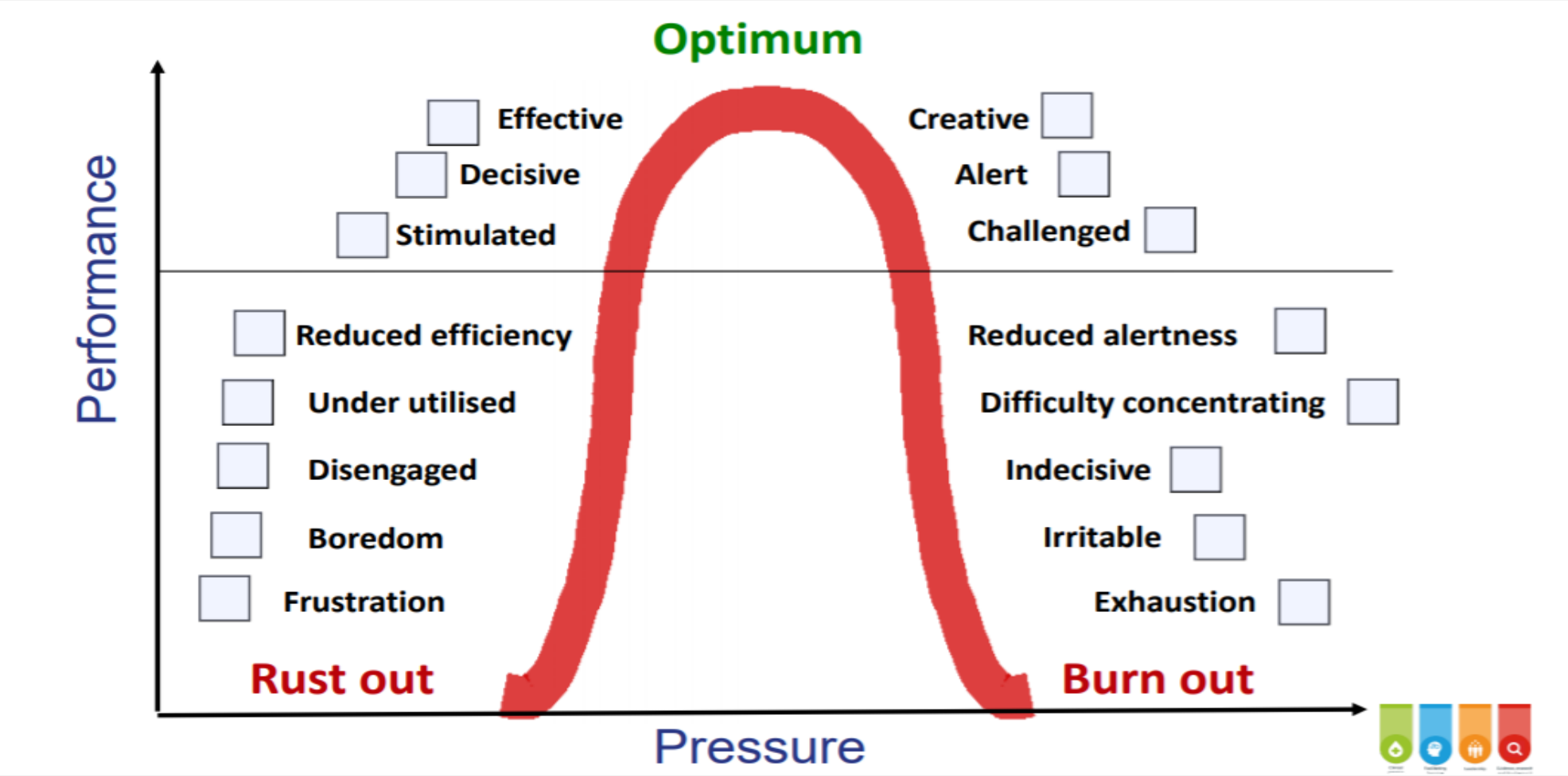
Physical Symptoms			
Dizziness ☐	Headaches ☐	Sweaty palms ☐	More frequent illness ☐
General aches and pains ☐	Racing heart ☐	Exhaustion ☐	Indigestion ☐
Grinding teeth ☐	Stooped posture ☐	Trembling ☐	Muscle tension ☐
Clenched jaws ☐	Shoulder and back pain ☐	Upset stomach ☐	Difficulty sleeping ☐
Thinking-based symptoms			
Constant worry ☐	Forgetfulness ☐	Indecisive ☐	Lacking concentration ☐
Lack of creativity ☐	Loss of sense of humour ☐	Closed to new approaches ☐	Difficulty learning new things ☐
Emotional symptoms			
Anxiety ☐	Anger ☐	Feeling powerless ☐	Frequent mood swings ☐
Irritability ☐	Frustration ☐	Nervousness ☐	Sadness ☐
Behavioural changes			
Bossiness ☐	Compulsive eating ☐	Critical attitude of others ☐	Explosive actions ☐
Frequent job changes ☐	Impulsive actions ☐	Increased use of alcohol ☐	Withdrawal from social situations ☐

Activity: Positive effects of stress

Positive effects of stress

Physical Symptoms			
Happy ☐	Relaxed ☐	Excited ☐	Energised ☐
Talkative ☐	Feeling well ☐	Sleeping well ☐	Healthy ☐
Thinking-based symptoms			
Focused ☐	Challenged ☐	Creative ☐	Motivated ☐
Open to learning ☐	Decisive ☐	Thoughtful ☐	Effective ☐
Emotional symptoms			
Calm ☐	Happy ☐	Stimulated ☐	Relaxed ☐
Feeling in control ☐	Positive mindset ☐	Motivated ☐	Optimistic ☐
Behavioural changes			
Helpful ☐	Content ☐	Alert ☐	Non-critical ☐
Positive actions ☐	Supportive ☐	Socially involved ☐	In control ☐

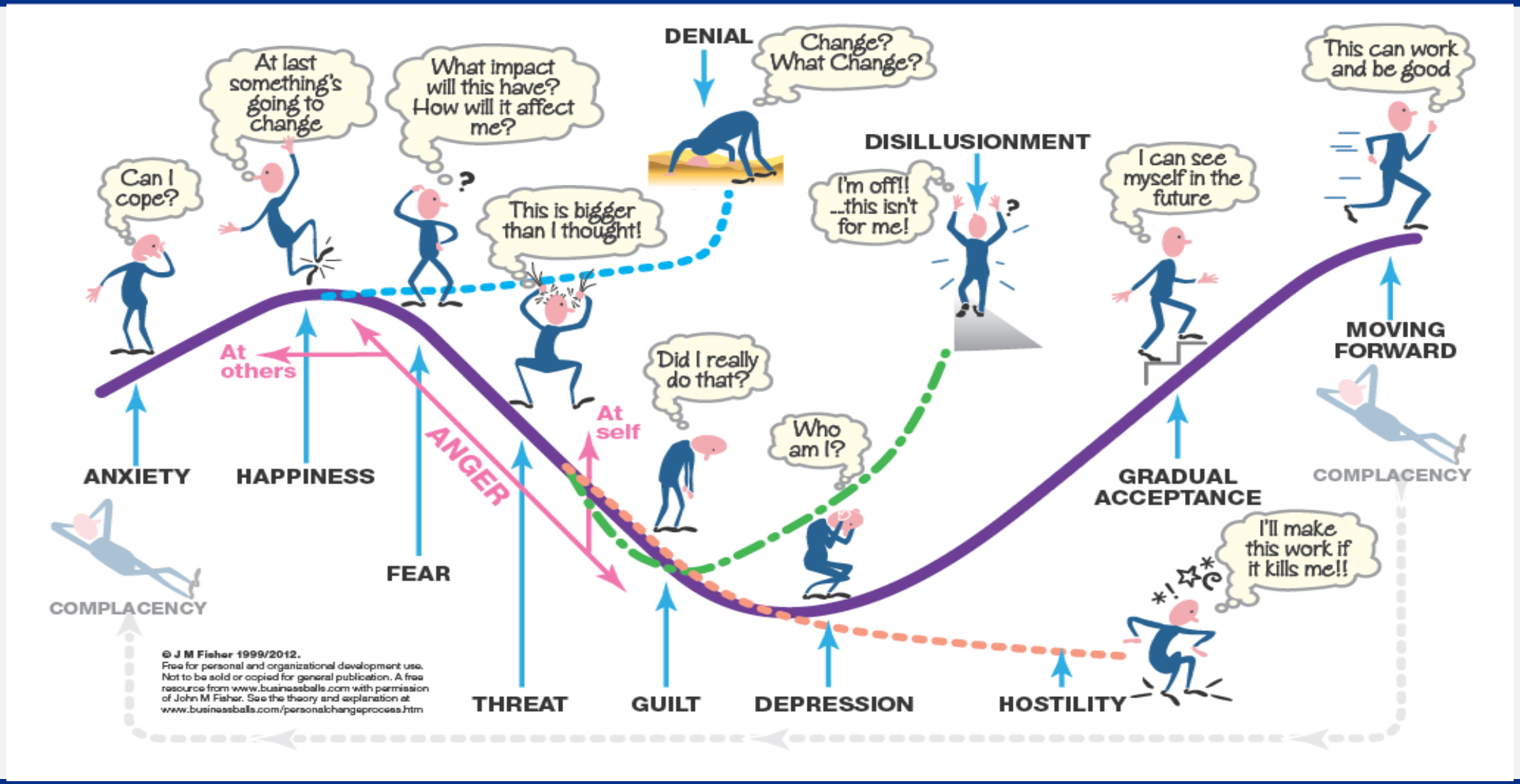
Activity: Stress Curve



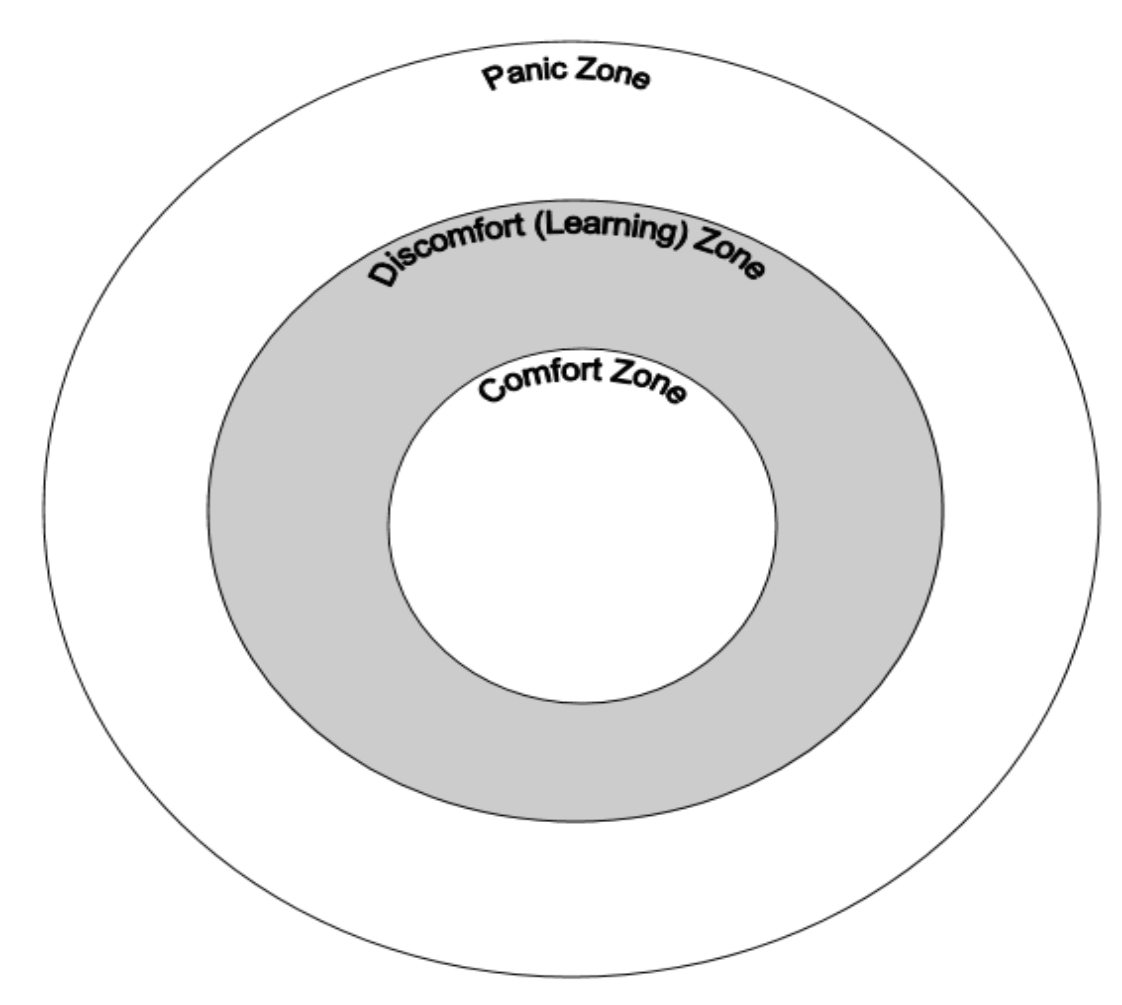
Transition Shock

"Transition shock refers to a series of psychological and emotional responses when transitioning from a familiar role to a relatively unfamiliar one" (Xue-Li Jia et al 2024)

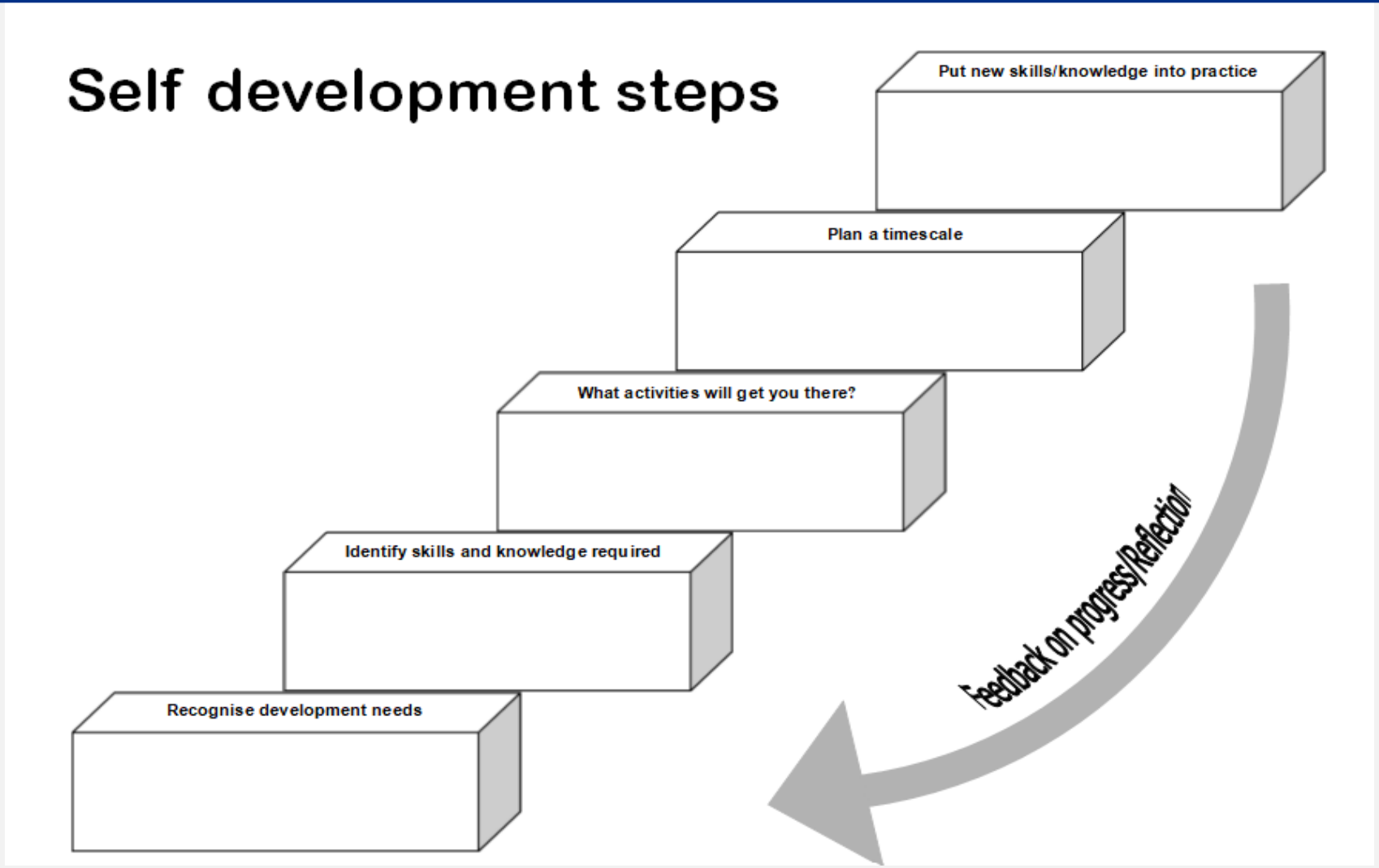
Transition shock – Fisher's Personal Transition Curve



Activity: Zones of Discomfort



Activity: Self Development Steps

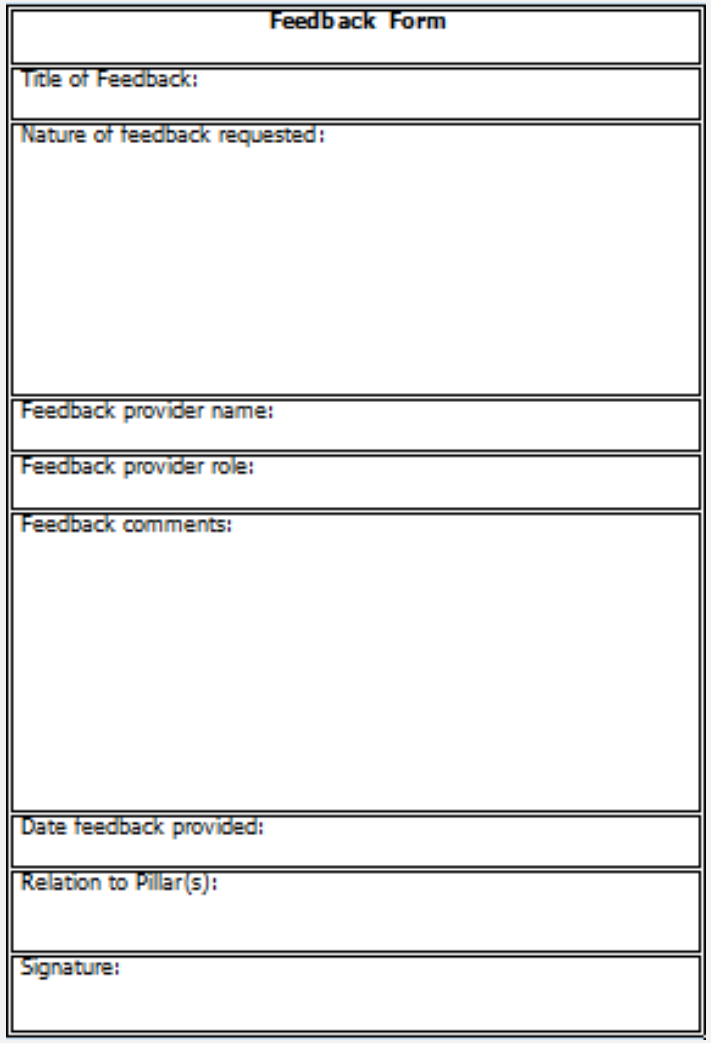


Feedback

Why is feedback important?

How do we document feedback?

What do we need to ask?



Feedback Form
Title of Feedback:
Nature of feedback requested:
Feedback provider name:
Feedback provider role:
Feedback comments:
Date feedback provided:
Relation to Pillar(s):
Signature:

Lunch



Teamworking Activity



Teamworking



Josh looks at the rota and knows he is going to have a bad day. He is working with Mary

He takes report and Mary who is working with him asks, as she always does, to go first break.

Josh reluctantly agrees.

First break time comes, and Mary looks like she is going.

30 minutes later Josh sees Mary and says he is going on his break. Mary at this point says she has not been yet and is about to go.

Josh expresses his disappointment, storms off and reschedules his workload – he is aware that he is going to miss his break as the MDT meeting is due to start and he must attend.

This is not the first time this has happened.

Teamworking



Mary looks at the rota and knows she is going to have a bad day. She is working with Josh.

Mary knows Josh doesn't like her.

Josh knows what he is doing; he always appears calm and in control; he has a lot of experience.

Mary likes first break as it gives her time to collect her thoughts.

Josh is always angry. Mary is relatively new to the area and has lots of questions and is struggling to get organised in a logical way.

Mary feels like she can't ask Josh for help.

This is not the first time this has happened.

Emotional Intelligence and Resilience





NQP Webinar Series - *Supporting emotional intelligence, resilience and professional development*

Conversation, Courage & Culture, Emotional Agility and Health & Wellbeing

Clinical Supervision



💬 Communicate regularly and effectively

🤝 Maintain positive and personal connections



🎯 Move towards your goal

✅ Take positive and decisive action

🏔️ Avoid seeing things as unconquerable

🔍 Keep things in perspective

🌱 Opportunities for self discovery

❤️‍🩹 Look after yourself

Break



Activity: Relate activities to Pillars of Practice



Learning Log					
Clinical activity or aspect of practice	**Key learning points**	**Support required**	**Feedback received Yes/No**	**Link to Pillar(s) of Practice**	**Reflect Yes/No**
Undertaking self-assessment					
Reflective practice					
Flying Start NHS, programme, pillars of practice learning outcomes					
CPD, Appraisal, NMC Revalidation, HCPC CPD					
Zones of Discomfort and self-development steps					
Importance of feedback/feedforward					
Stress curve					
Health and wellbeing: Emotional Intelligence and Resilience					
Team working scenario					
Health and wellbeing: Clinical Supervision					

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Portfolio: Hard or electronic copy or TURAS e-Portfolio



How will you keep your portfolio?

As this is your personal, professional portfolio, you can choose to keep your portfolio in the way that suits you best.

- Hard copy
- Electronic
- TURAS e-portfolio

Portfolio content



Induction, corporate, Statutory/Mandatory

KSF/PDP

Flying Start Example Activities

Reflective accounts, learning activities

LearnPro and/or TURAS modules

Role development

Local Competencies

Development programmes

Feedback from peers /service users

CPD/Professional Requirements

Clinical skills e.g prioritising care, risk assessment etc.

TURAS Dashboard

TURAS | My Turas

Applications

Home Personal details

Hi Zita, welcome to My Turas

Edit my personal details

Edit your name, email address, role and more.



My tools and apps

+ Add applications Remove applications

Sort by A to Z

Appraisal

Learn

Professional Portfolio

Helpdesk

Flying Start Portal

Home > Staff and Recruitment > Staff Resources > Nurses and Midwives > Practice Education > NQP Support Pathway / Flying Start Portal

NQP Support Pathway / Flying Start Portal

Welcome to the NHSGGC Flying Start Portal. This portal has been designed to support newly qualified nurses, midwives and allied health professionals (AHPs) as they work through the Flying Start NHS® programme during their first 12 months of practice.

- Flying Start NHS information and NHSGGC protected learning time
- Pillars of Practice and responsibilities
- Flying Start Resources
- Benefit and experiences of Flying Start
- Facilitators information, guidance and support sessions
- Flying Start Portfolios
- Health and Wellbeing
- Flying Start Study Days 1 and 2
- Webinars and Flying Start Support Sessions for NQPs
- NQP Clinical Supervision
- NQP E-Health and IT Information

Next Steps, Q&A, Evaluation



- Identify your portfolio preference
- Populate the learning log or TURAS CPD with clinical experiences/activities and relate to the Pillars of Practice
- Discuss your identified learning with your facilitator/preceptor
- Continue to reflect and obtain feedback on your development
- **Bring your evidence to day 2 for discussion.**

Evaluation

Flying Start Study Day 1 2026