

Lilly Allan, Adult Nurse, discusses transition, learning and development as a newly qualified.



Transition from student to registered professional

I was naturally nervous, anxious and excited however, I already knew the team from being a student in the ward which made my transition easier. Although my colleagues were supportive, I also knew that I had to be competent, and learn to make my own decisions and judgements for my patients. This is when I realised the change was scary. I had to learn to be independent within my chosen field of nursing (ophthalmology) and study the anatomy of the eye in more detail, carry out biometry and understand the results. I studied in depth each night reading journals, as well as guidance from my colleagues.

Impact, learning and support

I received the NQP Signifier Badge very early on, I still wear it now 9 months post qualifying. I feel a sense of safety wearing this as it does help others within the department to acknowledge I am newly qualified and therefore I may not be able to help in certain areas. Some staff are unsure of what the badge represents and ask what it is. Lately, I have noticed that more nurses are becoming aware and this helps Newly Qualified Practitioners (NQPs).

I have been greatly supported by my colleagues, Senior Charge Nurse, and others within the department. They have all guided me and shared their skills/knowledge. I have been attending study days to learn other clinical skills which are mandatory to my role. Although I have not needed to, I knew that the Practice Education Facilitators (PEFs) were there if I required support with Flying Start, their contact details are in my department.

I have been lucky enough to attend various study days specific to my chosen clinical area. I have developed skills that are complex within the department and I can use my learning to support the patients' needs as well as assisting consultants when treating the patient.

I have been gifted cards and chocolates from patients over the last few months in my clinical area. One patient had kindly gifted two handmade knitted blankets for my colleague and I with our personal logo on it. The detail and time spent on them must have been exhausting. A hand written card said "myself and colleague had made such an impact on their mental health that they are happy, positive towards life now". The patient states that we made them feel like an individual and we listened, as well as made them feel at ease.

I feel overwhelmed to know I have made such an impact on someone's life, not only as a professional but as a person. I am very passionate about person-centred care, and building therapeutic relationships with patients. This patient is an example I am doing a good job as a nurse.



Flying Start NHS programme

I did access the [NHSGGC Flying Start Portal - NHSGGC](#) and at first glance I found it overwhelming. I was made aware of this resource during an online class through the university, we were given information on how to access it by the Practice Education team. For me personally, I was overwhelmed because my IT skills are limited. Thankfully they have improved and I am more comfortable now, it also helps knowing that I have a PEF aligned to my area who I can ask for support.

My facilitator is one of my colleagues and we have managed to discuss the expectations and learning outcomes of the programme. As it is new to both of us we are guiding each other. I have been able to gather information that can be used within my Flying Start portfolio for example, I am completing learn-pro modules that are mandatory within my role. These can be linked into clinical as well as the facilitation of learning pillar of practice. I have completed the unit's Competency Programme and am also able to use this towards my answering the Flying Start learning outcomes.

As a NQP I am responsible for updating any learning/competency tasks that are required within my clinical area. One example is learning how to carry out a Biometry as part of a clinical assessment for patients requiring eye surgery. I had to learn how to operate the equipment in addition, I was required to understand the measurements obtained and to highlight any issues to consultants should they arise. This can be used to answer the learning outcomes within the Clinical Practice pillar as it contributes to patient safety and is important for the outcome of the patient's sight. I am now capable of utilising these skills and applying my knowledge to my field of practice.

Finally, I can also link it with the leadership pillar of practice; I am demonstrating that I am independently learning with the help of my colleagues' support and guidance to be able to carry out the required skills for the safety and outcome for patients.

I have fortunately, begun collecting evidence from the beginning of my role as a NQP. I have managed to obtain evidence from Ophthalmic nurses' study day, which is set up each year by doctors and consultants within the area. In addition, I have completed and certified the venepuncture and cannulation course.

The last few months I feel I have transitioned at a nice pace with the support and guidance of my colleagues. I feel proud of myself now and reflect on my new role over the last year. During this transition I believe being part of the Flying Start programme has given me a sense of safety, knowing I had help should any issues develop while settling in my new role. I am looking forward to becoming more independent within my speciality, learning new skills, applying them in practice and of course giving the best quality of care to my patients who I have the privilege of nursing.