

# Flying Start portfolio

## Adult Nurse



**Flying Start NHS®**  
The Definitive Guide to the Programme



EXAMPLE PORTFOLIO



**Flying Start NHS**



Clinical practice



Facilitating learning



Leadership



Evidence, research and development

Requirements	What you need to do	Who is responsible
<b>NQP starts the programme</b>	Go to <a href="https://learn.nes.nhs.scot/735/flying-start-nhs">learn.nes.nhs.scot/735/flying-start-nhs</a> within three months of starting new post	NQP
<b>NQP completes 'Flying Start NHS Essentials'</b>	Complete the short eLearning resource 'Flying Start NHS Essentials'	NQP
<b>Flying Start Facilitator provides support and guidance to NQP throughout the programme</b>	Assign Flying Start Facilitator to NQP  Work together throughout the programme	Line manager  NQP and Flying Start Facilitator
<b>NQP meets learning outcomes for the programme</b>	Carry out learning activities to achieve all of the programmes' learning outcomes.  Confirm that NQP has met all learning outcomes across the programme	NQP  Flying Start Facilitator
<b>NQP keeps a portfolio</b>	Actively gather evidence of learning in a portfolio	NQP
<b>Time to learn</b>	Discuss and negotiate time to learn	NQP, Flying Start Facilitator and line manager
<b>NQP completes the programme in their first year of practice</b>	Meet the requirements of the programme within first year of practice	NQP

## What are the benefits of Flying Start NHS®?

Starting as an NQP can be an exciting time. However, it can be daunting too. This is where Flying Start NHS can help. It combines individual learning with support in the workplace, that helps you to:

- develop your confidence
- increase your skills
- increase your leadership ability
- explore your values and behaviours
- make a positive start to your career and professional development

## What kind of programme is Flying Start NHS®?

Flying Start NHS is a work-based learning programme. All the resources and materials that support the programme can be found online at [flyingstart.nes.nhs.uk/](https://flyingstart.nes.nhs.uk/).

The workplace provides learning opportunities for everybody. For example:

- people who use services can help staff to learn about living with a long-term condition
- staff can support each other to learn about new ways of working
- students can help staff to learn about new approaches to care and support

These learning opportunities are not always obvious but they are very important and can be described using the term 'work-based learning'. The **70/20/10 model**<sup>1</sup> illustrates what work-based learning can look like in relation to other types of learning.

The 70/20/10 model suggests

**70%**  
takes place from real life and on-the-job experiences, tasks and problem solving

**20%**  
comes from feedback, observations and working with role models

**10%**  
comes from formal training



Work-based learning is about making the most of the opportunities you have to learn from your experiences at work.

Effective work-based learning is multi-faceted and as an NQP you will need to draw on knowledge from your pre-registration programme and integrate this into the workplace. By undertaking the programme you will further enhance your skills in critical thinking and reflection.

1. Morgan McCall, R. W. (2017, August 17). Princeton. Retrieved from Learning Philosophy: <https://www.princeton.edu/hr/learning/philosophy/>



Overview of the programme units, learning outcomes and example learning activities

Unit	Learning outcomes	Links to example learning activities
<p><b>Clinical practice</b></p> 	<ol style="list-style-type: none"> <li>1 Critically reflect on your contribution to the delivery of safe care.</li> <li>2 Examine your practice in relation to enhancing person-centred care.</li> </ol>	<p>Click icon to view</p> 
<p><b>Facilitating learning</b></p> 	<ol style="list-style-type: none"> <li>1 Engage in professional development that demonstrates your commitment to career-long learning and excellence in practice.</li> <li>2 Demonstrate ability and confidence developing and supporting others to learn.</li> </ol>	<p>Click icon to view</p> 
<p><b>Leadership</b></p> 	<ol style="list-style-type: none"> <li>1 Examine your practice in relation to how you demonstrate effective self-leadership.</li> <li>2 Critically reflect on your behaviours and actions that impact on working collaboratively with colleagues.</li> </ol>	<p>Click icon to view</p> 
<p><b>Evidence, research and development</b></p> 	<ol style="list-style-type: none"> <li>1 Source evidence relevant to an aspect of your practice.</li> <li>2 Review service user participation in your workplace.</li> </ol>	<p>Click icon to view</p> 





# Flying Start NHS

Portfolio Content	Evidence Checklist		
	Clinical Practice	Facilitating Learning	Leadership
Education Experience (Education)	✓		Q
LearnPro			
Local competencies ✓			
Clinical skills/ log of experiences ✓			
Study sessions/ formal learning			
Reflection			
CPD			
Flying Start example activities ✓			
Other			

*Handwritten notes in the table:*  
 This is from a file, compared to follow mandatory training  
 Completed in file (can not in all 4 titles)  
 Slaked in file of folder  
 Slaked in all over folder  
 Facilitate learning, clinical practice  
 Slaked in all over folder  
 In front of folder

NHSGGC Acute Practice Education Facilitators 2018

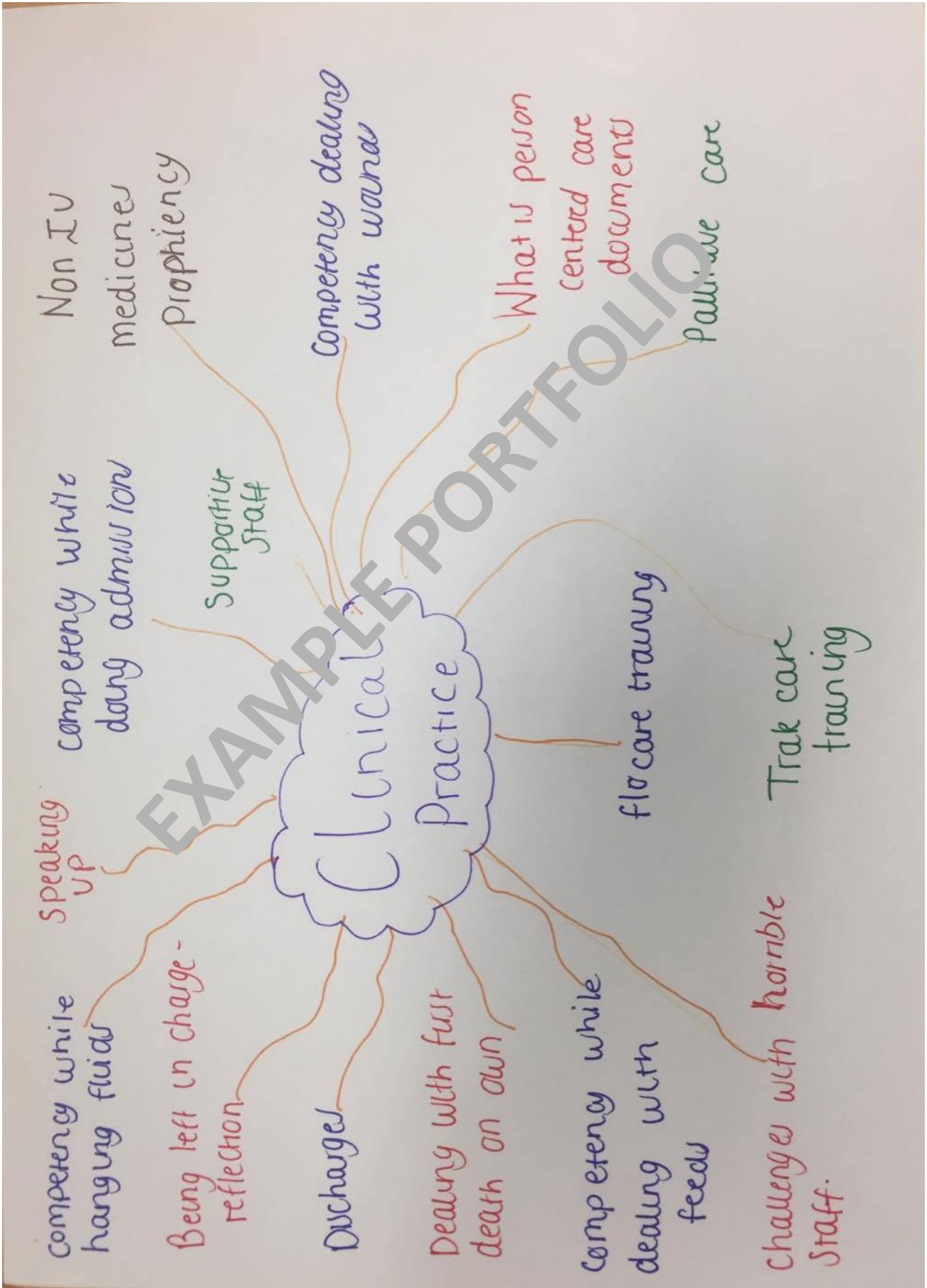




## REFLECTIVE ACCOUNTS FORM

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 Guidance sheet 1 in *How to revalidate with the NMC*.

<b>Reflective account:</b> clinical practice.
<b>What was the nature of the CPD activity and/or practice-related feedback and/or event or experience in your practice?</b> Being the only nurse on the ward while a patient was on end of life treatment, and that patient passed away - I had to inform relatives - I was only 2 weeks qualified.
<b>What did you learn from the CPD activity and/or feedback and/or event or experience in your practice?</b> That I am a caring professional individual, although I was anxious and uncomfortable, I managed to the best of my knowledge and ability support that family.
<b>How did you change or improve your practice as a result?</b> Being more confident in my self and my abilities.
<b>How is this relevant to the Code?</b> Select one or more themes: Prioritise people – Practise effectively – Preserve safety – Promote professionalism and trust Promote professionalism - ensuring patients/relatives are happy/feel safe within my care.







Flying Start NHS

Clinical 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
Catheter insertion	aseptic technique stages to catheterisation	Requested	Yes, no documents	Clinical practice, facilitating learning	X
Dealing with enteral feeding	equipment, what to do if something goes wrong	Yes	NO	Clinical practice	X
Wound care	when to refer	training only	X	clinical practice	X
TVN	dressing.	Yes		facilitating learning	
Removal of cannula	clean aseptic technique	Requested + anxiety	N/A	Clinical practice	
taking BM's	which finger how to UK machine	N/A	X	learning	
Blood sugars	Different types	Practice and	X	Clinical practice	X
Giving insulin	insulin, long acting	checked with RN for insulin	X	learning	
Setting up a law pumps fluids	correct sets	Practice on	X	clinical practice	
Syringe drivers	dose and time	ward	X	clinical practice	
	medicine dose, waiting machine and admin	RN to complete	X	clinical practice	
		and admin	X	learning	

NHS Greater Glasgow and Clyde Acute PEFs 2018 JC (unmed)



# Medicine Proficiency: Non Intra Venous

	Name (Print)	Signature	Site	Department
Registered Nurse				
Preceptor				
Preceptor				
Preceptor				

4/10/2016

EXAMPLE PORTFOLIO

Statement in support of proficiency being achieved  
Can now/ continue (delete as appropriate) to independently administer non I.V. medicines

Registered Nurse

Print Name:

Signature:

Date:

Preceptor

Print Name:

Signature:

Date:

SCN/Line Manager reflective discussion

Registered Nurse

Print Name:

Signature:

Date:

SCN/Line Manager

Print Name:

Signature:

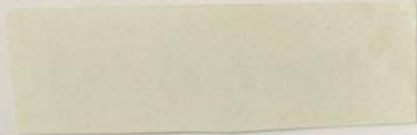
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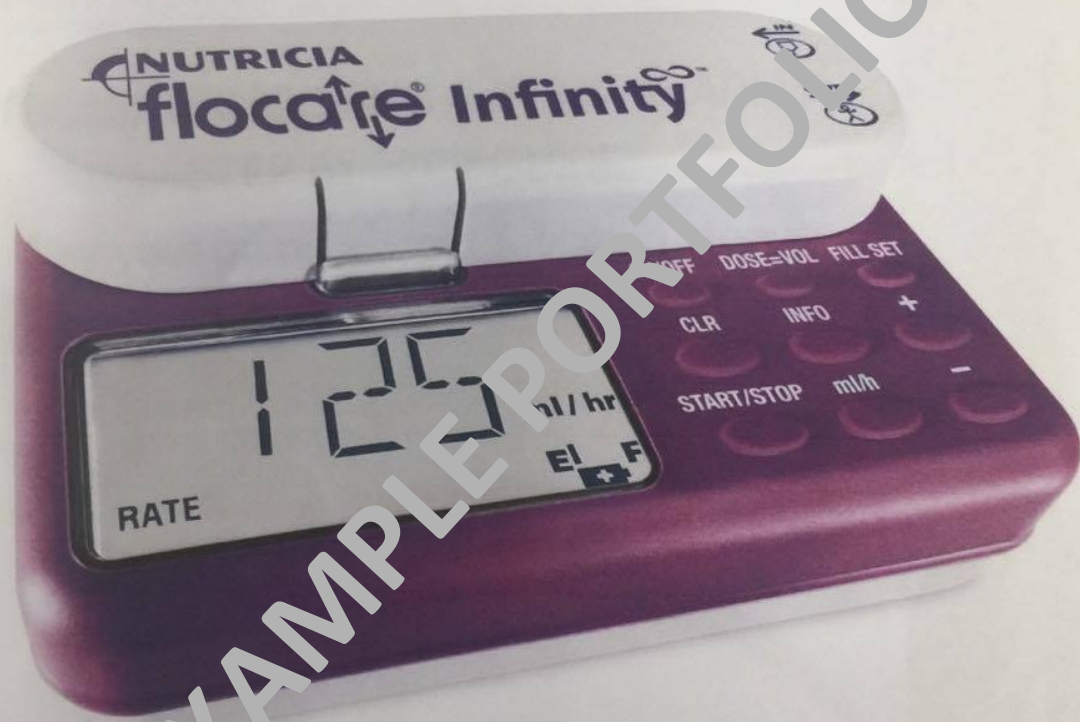


**NUTRICIA**  
**flocare<sup>®</sup> Infinity<sup>™</sup>**

*This is to certify that*



*has successfully completed training on the  
Flocare Infinity enteral feeding pump*



Date : 30 / 04 / 2019

**NUTRICIA**  
Advanced Medical Nutrition

Skim to content



from  
High Speed TRAINING™ Topics  
Training

Search Subbr

# What is Person-Centred Care and Why is it Important?

Liz Burton | February 23, 2018 |  
🕒 7 min read

The ever-increasing demand on healthcare often causes caregivers to lose sight of the person behind the condition they're treating. This is why person-centred care is so important. It helps carers refocus on a crucial aspect of care: fulfilling a patient's needs beyond their disability or ailment.

The health and social care sector is increasingly adopting a person-centred care approach, and rightly so. Not only does it help patients receive better quality care, but it also improves healthcare settings as a whole.

As a carer, you should learn about the benefits of providing person-centred care and how to apply it in practice. It'll help you fulfil your role to the best of your abilities and maximise your patients' quality of life.

<https://www.highspeedtraining.co.uk/hub/what-is-person-centred-care/>

24/04/2019

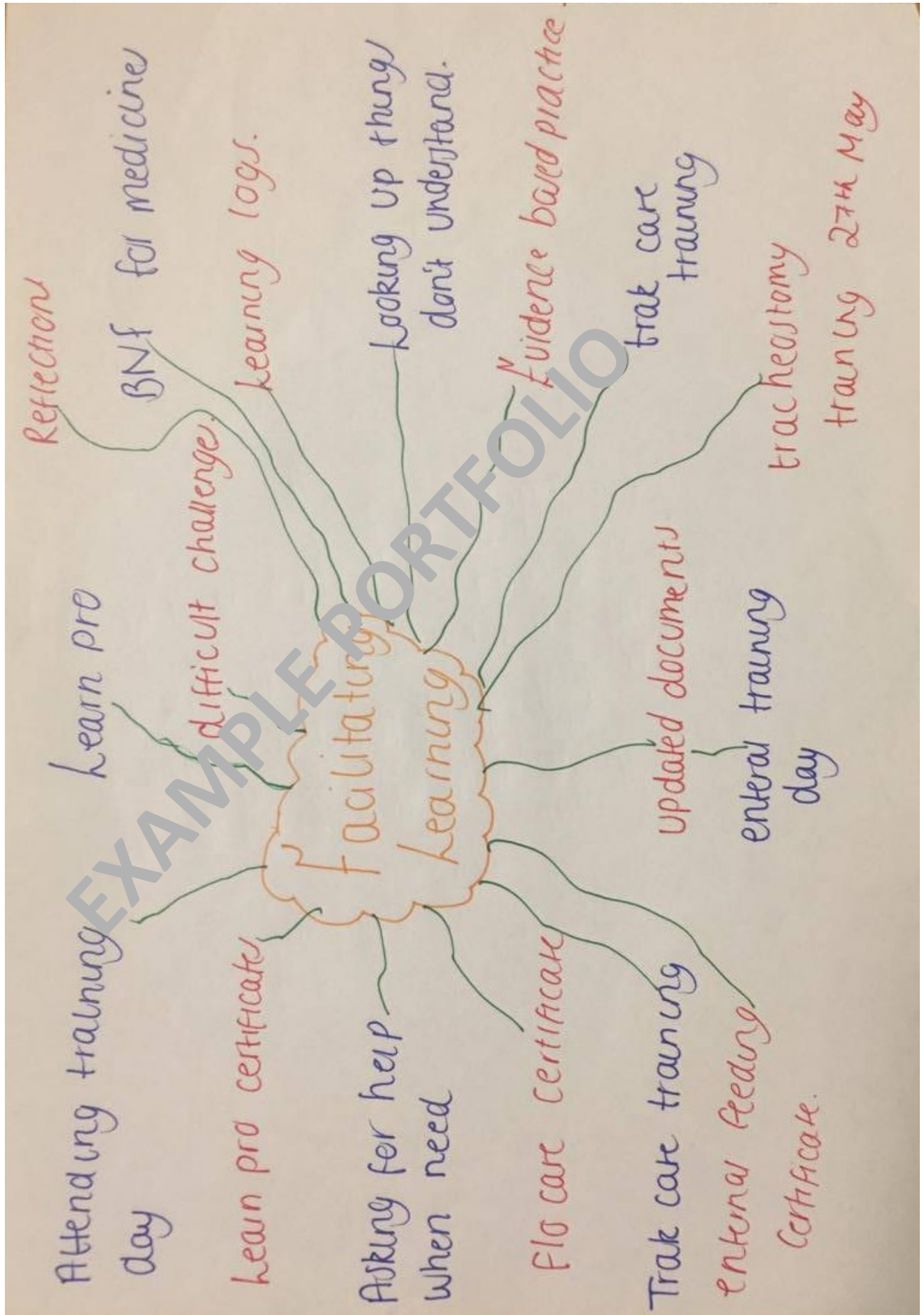




# REFLECTIVE ACCOUNTS FORM

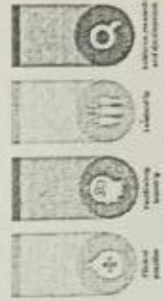
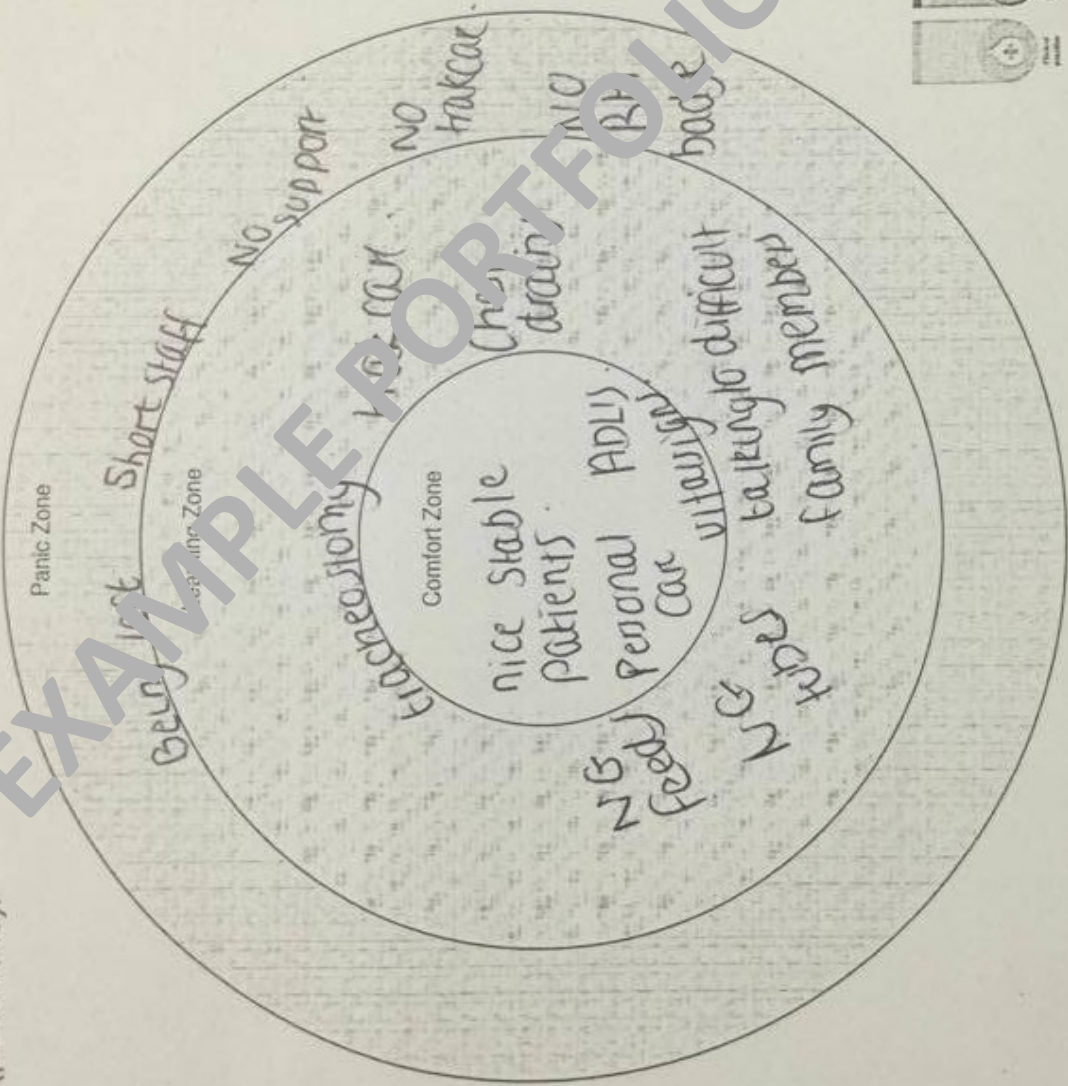
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<p><b>Reflective account:</b> <i>Facilitating learning</i></p>
<p><b>What was the nature of the CPD activity and/or practice-related feedback and/or event or experience in your practice?</b></p> <p><i>While on my previous ward, I was given a student to work with for the week.</i></p>
<p><b>What did you learn from the CPD activity and/or feedback and/or event or experience in your practice?</b></p> <p><i>I learned and gained confidence in my abilities as I was able to teach the student from my own knowledge.</i></p>
<p><b>How did you change or improve your practice as a result?</b></p> <p><i>I would allow myself to be more confident in my own abilities and learn not to always put myself down.</i></p>
<p><b>How is this relevant to the Code?</b></p> <p>Select one or more themes: Prioritise people – Practise effectively – Preserve safety – Promote professionalism and trust</p> <p><i>Practise effectively - Showing my competence within tasks promote professionalism and trust</i></p>





Within the circles, identify those areas where you feel that you regularly perform well (comfort zone), opportunities that you would like to explore (learning zone) and where you feel you still feel overwhelmed (panic zone).



NHS Greater Glasgow and Clyde  
Care Of The Elderly Nursing  
Services

CERTIFICATE  
OF ACHIEVEMENT  
30/04/2019



Name: [Redacted]  
Health Service: NHS Scotland  
Registration Date: 06/10/2018  
Job Family: Nursing and Midwifery  
Role: Care Of The Elderly Nursing Services

Division / Trust: NHS Greater Glasgow and Clyde  
Hospital: Glasgow Royal Infirmary  
Ward: [Redacted]  
Sub Family: Care Of The Elderly Nursing  
Date Generated: 30/04/2019

### ELEARNING COURSES

Learn Blood Transfusion Completed 2 courses

#### LBT: Safe Blood Sampling for Transfusion video

Completed on 11/10/18. Valid until 11/10/20.

MODULE LIST

Safe Blood Sampling for Transfusion

#### LBT: Safe Transfusion Practice

Completed on 11/10/18. Valid until 11/10/20.

MODULE LIST

- Haemovigilance in the UK and ROI
- Blood Group Serology
- Requesting Procedure
- Sampling Procedures
- Collection Procedure
- Administration Procedure
- Management of Transfused Patient



Artificial Nutrition Support

Certificate of Attendance

*bt*

Attended the Management of Parenteral Nutrition study day  
on  
30th April 2019

*NBS*

Signature

Date 30.04.19





# Certificate of Training

Hospital Name: Glasgow Royal Infirmary

Your Training and Support Specialist has explained and demonstrated the following regarding Abbott Diabetes Care blood glucose testing equipment:

- BASIC PRINCIPLES OF TESTING
- PROPER USE OF THE SYSTEM (Meter, strips, calibration and controls)
- CONSEQUENCE OF IMPROPER USE
- INSTRUCTIONS ON SAMPLE COLLECTION
- INSTRUCTION ON THE DOCUMENTATION OF RESULTS
- HOW AND WHEN TO DO A CALIBRATION AND CONTROL TEST

(Please tick the boxes if you agree with the above)

I have received training from my Training and Support Specialist and observed a demonstration for:

- Blood Glucose Test
- Blood Ketone Test

(Please tick the boxes if you agree with the above)

I deem myself competent to safely perform a test using the following blood glucose meters:

- FreeStyle Continuous H
- FreeStyle Continuous Neo H
- Precision Xceed Pro
- FreeStyle Precision Pro

(Please tick the boxes if you agree with the above)

Name of Trainee: [Redacted]

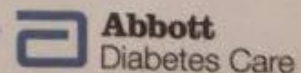
Signature: [Redacted] Date: 1/6/16

Name of Trainer: [Signature]

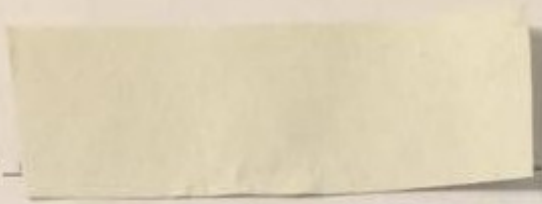
Signature: [Signature] Date: 1/6/16

This is to certify that the above trainee has received training in the correct and safe use of the blood glucose meter indicated above. It is the trainee's responsibility to ensure that he/she adheres to the instructions and training received at all times.

FreeStyle, Precision and other brand marks are the trademarks of Abbott Diabetes Care Inc. in various jurisdictions. ADDNDP140079 Date of preparation: March 2014



Name:



*W*

# The NHS Scotland Manual Handling Passport



NHS Alba Clàr-trèanaidh Làimhseachaidh



Clinical practice



Facilitating learning



Leadership



Evidence, research and development



# REFLECTIVE ACCOUNTS FORM

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<p><b>Reflective account:</b> Leadership.</p>
<p><b>What was the nature of the CPD activity and/or practice-related feedback and/or event or experience in your practice?</b></p> <p>Being left in charge with 2 bank staff after only being qualified a few months</p>
<p><b>What did you learn from the CPD activity and/or feedback and/or event or experience in your practice?</b></p> <p>To always speak up, especially in regard to patient safety as i was still trying to learn everything myself.</p>
<p><b>How did you change or improve your practice as a result?</b></p> <p>to never be afraid to speak up for myself and for my patients.</p>
<p><b>How is this relevant to the Code?</b></p> <p>Select one or more themes: Prioritise people – Practise effectively – Preserve safety – Promote professionalism and trust</p> <p>Prioritise people - ensure patient safety is of paramount importance. preserve safety.</p>





## Leadership Styles Questionnaire

There are different leadership styles, each of which can be appropriate and effective in different situations. Most of us, if we find ourselves in a leadership role, have a preference for a particular style. This questionnaire is designed to help you think about your preferences. Please read each statement and tick the appropriate box, indicating what you think is true for you.

		Exactly like me (3)	Mostly like me (2)	A bit like me (1)	Not me at all (0)	Score
1	I believe teams work best when everyone is involved in taking decisions	3				
2	I am good at bringing out the best in other people			1		
3	I can take on leadership role when needed, but do not consider myself as a 'leader'	3				
4	I am happy to act as the spokesperson for our group		2	1		
5	I am good at adapting to different situations		2			
6	I am determined to push projects forward and get results			1		
7	I think people should be allowed to make mistakes in order to learn	3				
8	I enjoy working on committees (different groups/teams)		2			
9	I think the most important thing for a team is the wellbeing of its members	3				
10	I can see situations from many different perspectives	2	2			
11	I do not mind how long discussions last, so long as we consider every angle	3				
12	I am good at organising other people			1		
13	I think all team members should abide by formal decisions, so long as we follow proper procedures		2			
14	I set myself high standards and expect others to do the same for themselves		2			
15	I enjoy role playing exercises				0	
16	I love helping other people to develop		2			

Once you have ticked one box for each of the statements, please note the score for each question in the right-hand column

In the table below, add scores for listed combinations of questions and total this for your Leadership Style Preference.

Question Numbers	Scores (List your score for each question)	Total	Leadership Style Preference
4, 6, 12, 14	1 1 1 2	5	Authoritative
1, 8, 11, 13	3 2 3 2	10	Democratic
2, 7, 9, 16	1 3 3 2	9	Facilitative
3, 5, 10, 15	3 2 2 0	6	Situational

## How resilient are you?

This is an abbreviated version of the Nicholson McBride Resilience Questionnaire (NMRQ). For each question, score yourself between 1 and 5, where 1 = strongly disagree and 5 = strongly agree. Be honest: understanding the specific areas in which you lack resilience will enable you to get the most out of our 10 point booster plan.

48+8+5

Resilience Questionnaire	Score
1. In a difficult spot, I turn at once to what can be done to put things right.	3 ✓
2. I influence where I can, rather than worrying about what I can't influence.	3 ✓
3. I don't take criticism personally.	2 ✓
4. I generally manage to keep things in perspective.	3 ✓
5. I am calm in a crisis.	2 ✓
6. I'm good at finding solutions to problems.	3 ✓
7. I wouldn't describe myself as an anxious person.	1
8. I don't tend to avoid conflict.	5 ✓
9. I try to control events rather than being a victim of circumstances.	7 ✓
10. I trust my intuition.	3 ✓
11. I manage my stress levels well.	2 ✓
12. I feel confident and secure in my position.	3 ✓
<b>TOTAL</b>	<b>31</b>

### Your score

0 - 37	38 - 43	44 - 48	49 - 60
A <b>developing</b> level of resilience. Your score indicates that, although you may not always feel at the mercy of events, you would in fact benefit significantly from developing aspects of your behaviour.	An <b>established</b> level of resilience. Your score indicates that you may occasionally have tough days when you can't quite make things go your way, but you rarely feel ready to give up.	A <b>strong</b> level of resilience. Your above-average score indicates that you are pretty good at rolling with the punches and you have an impressive track record of turning setbacks into opportunities.	An <b>exceptional</b> level of resilience. Your score indicates that you are very resilient most of the time and rarely fail to bounce back – whatever life throws at you. You believe in making your own luck.



Researching specific conditions.

Attending study days.

Using the BNF.

Asking more senior nurses for feedback

Building my knowledge by reading

EXAMPLE PORTFOLIO

Evidence Based Learning

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<b>Reflective account:</b> Evidence Based Learning
<b>What was the nature of the CPD activity and/or practice-related feedback and/or event or experience in your practice?</b> Attending study days to allow myself to better my knowledge and become more confident.
<b>What did you learn from the CPD activity and/or feedback and/or event or experience in your practice?</b> Attending different study days allowed me to better my knowledge and be a more competent practitioner.
<b>How did you change or improve your practice as a result?</b> Improving practice by bettering my knowledge and abilities.
<b>How is this relevant to the Code?</b> Select one or more themes: Prioritise people – Practise effectively – Preserve safety – Promote professionalism and trust Practise effectively

# Certificate of Attendance

Presented to



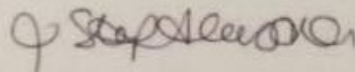
who has attended the

**Wound Care Alliance UK  
Skills Day 2018**

at

Hampden Park, Glasgow

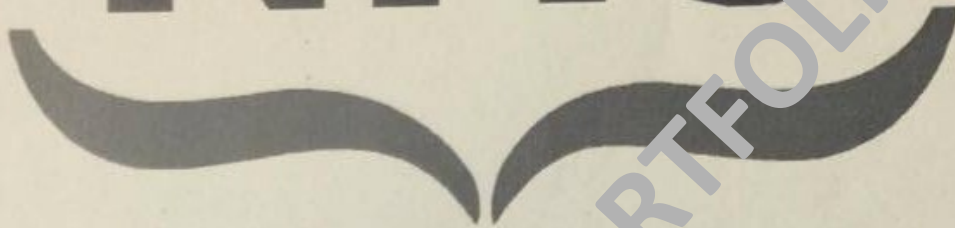
Wednesday, 18<sup>th</sup> April 2018

A handwritten signature in black ink, appearing to read 'Jackie Stephen-Haynes'.

**Jackie Stephen-Haynes**  
Chair – Wound Care Alliance UK

Registered Charities Number 1130912

# NHS



## Greater Glasgow and Clyde

NEWLY QUALIFIED NURSES  
LOCAL INDUCTION  
WELCOME PACK  
ECMS/OLDER PEOPLES SERVICES

This certificate is presented to:



For successfully completing:

**Flying Start NHS Programme**

Date: 15/01/2020

EXAMPLE PORTFOLIO