

# Building Confidence Together: A Collaborative, System-Wide Approach to Supporting Newly Qualified Nurses

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## Introduction

Supporting Newly Qualified Nurses (NQNs) to transition safely and confidently into professional practice is critical to improving the quality of care and workforce sustainability across NHS Scotland. In NHS Ayrshire & Arran, a collaborative, co-designed Newly Qualified Nurse Transition Programme has been developed to enhance early-career support by integrating Flying Start NHS®, the Career Development Framework, the Scottish Model of Clinical Supervision, and targeted practice-based workshops. This programme responds to the national priority to strengthen early clinical careers through innovative, compassionate, and evidence-informed educational delivery.



## Methods

A co-design approach was used, bringing together Practice Development, Clinical Educators, Practice Education Facilitators, and multidisciplinary clinical teams. Thematic analysis of previous NQN feedback, and mapping against national capability frameworks informed programme structure and content. Protected learning time was embedded as a core principle. The resulting programme includes structured restorative clinical supervision, supportive Flying Start sessions, and practice-focused workshops on Safer Medicine Practice, Documentation, Communication, Leadership, and Delegation over the first 12 months in post.

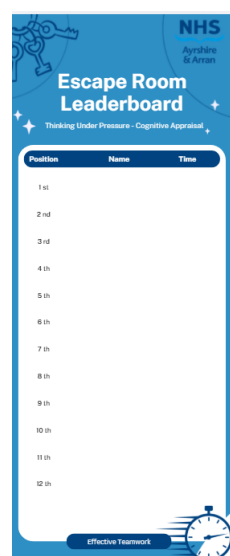
## Innovation

Innovative approaches to educational delivery allowed education to be fun and informative.

### Safer Medicine Practice Escape Room

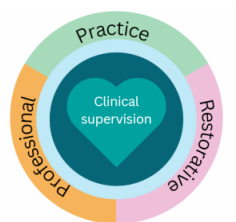
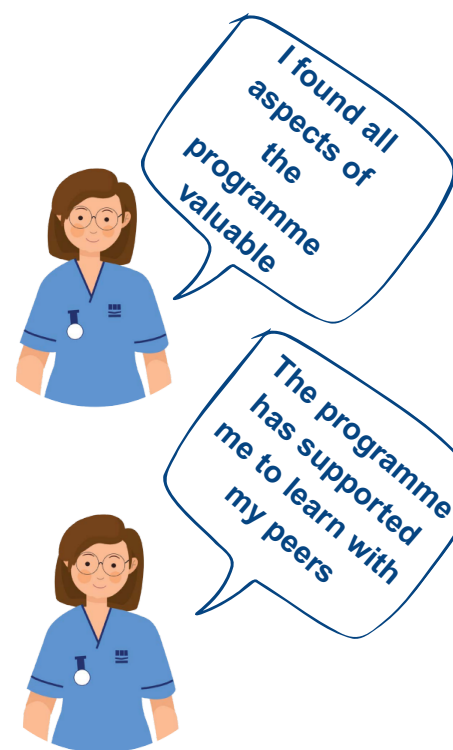


Would I Lie to You Gameshow Medicine Quiz



## Results

Early evaluation demonstrates improved confidence, reduced transition-related stress, and enhanced readiness for autonomous practice among NQNs. Clinical teams report improved communication, safer delegation processes, and stronger integration of NQNs into ward cultures. Educators identified that the co-design approach improved programme relevance and responsiveness to service need. The use of innovative educational methods—including Medicine Escape Rooms, simulation-enhanced communication development, and workplace-embedded learning—has strengthened capability development while maintaining patient-centred care. The inclusion of protected learning time has been essential in enabling NQNs to engage meaningfully with the programme, supporting wellbeing and retention.



## Conclusion/Next Steps

This collaboratively developed, innovative transition programme offers a scalable model for strengthening early nursing careers. By integrating national frameworks with local expertise and ensuring protected learning time, NHS Ayrshire & Arran is contributing to a more confident, resilient, and prepared nursing workforce aligned with Scotland's ambitions for excellence in care.

## References

NMAHP Development Framework  
Flying Start NHS® | Turas | Learn  
National clinical supervision nursing and midwifery frameworks | Turas | Learn

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