

Northamptonshire

Primary Care Training Hub



Collaborate | Educate | Elevate

Northamptonshire Primary Care Training Hub

New to General Practice Programme

January 2025

The New to General Practice (NtGP) programme is a comprehensive, year-long scheme designed to support registered health professionals transitioning into substantive primary care roles in Northamptonshire.

Here is a summary of key aspects:

Programme Overview

- **Duration:** 1 year
- **Eligibility for the programme:** The programme is open to all doctors, nurses, and other registered health professionals who have been employed in Northamptonshire within the past two years.
- **Components:**
 - Learning and development opportunities
 - Support and mentorship
 - Networking with peers and experienced professionals

Funding and Support

- **Fully Funded:** The programme covers all costs associated with participation.
- **Backfill Payments:** Financial support is provided to cover the cost of backfilling the participant's role during their study time.

Alignment with Standards

- **Preceptorship:** The programme aligns with guidelines from the Nursing & Midwifery Council (NMC) and the Health and Care Professions Council (HCPC) regarding the support of newly registered staff and those transitioning to new environments.
- **Best Practice:** Incorporates elements of effective preceptorship and best practice as outlined by the relevant professional standards.

For detailed standards and further information, participants can refer to the specific guidelines provided by the [GMC](#), [NMC](#), [HCPC](#) and [GPhC](#)

Objectives

- **Smooth Transition:** Helps participants adjust to their new roles in primary care.
- **Sustainable Practice:** Aims to foster long-term success and stability in the participants' careers.
- **Retention:** Studies indicate that up to 33% of staff new to general practice leave within their first two years. Effective orientation and support programmes can significantly reduce turnover. Structured orientation that includes mentorship and continuous education has been shown to improve retention rates.

Prerequisites for the NtGP Programme

To ensure a smooth and effective transition into the programme, participants must meet the following prerequisites:

1. Allocated Internal Supervisor:

- ✓ Each participant must have a designated internal supervisor within their practice. This person will act as their primary point of contact for day-to-day guidance and support.

2. Local Induction:

- ✓ Participants should have undergone a comprehensive local induction process. This induction is crucial for familiarising them with the specific practices, policies, and procedures of their new workplace.

3. Completion of Statutory and Mandatory Training:

- ✓ Participants must have completed all required statutory and mandatory training prior to starting the NtGP programme. This ensures they are equipped with the essential knowledge and skills necessary for their roles.

Meeting these prerequisites helps to ensure that participants are well-prepared and fully supported as they begin their year-long journey with the NtGP programme. If you need further clarification or assistance with these requirements, please let us know.

Core Content of the NtGP Programme:

1. Education

For All Participants

Quarterly Face-to-Face Education Sessions:

- **Frequency:** Four times a year (January, April, July, October)
- **Duration:** Half-day sessions.
- **Attendance:** Mandatory for all participants.
- **Content:** The sessions will cover a range of topics, with subjects including:
 - Quality Improvement (QI)
 - Personal Effectiveness
 - Record Keeping and the Law
 - Leadership
 - Northants System Structure

These sessions are designed to provide:

- **Learning:** Gain valuable insights and knowledge relevant to general practice.
- **Networking Opportunities:** Connect with peers and other professionals.
- **Peer Support:** Share experiences and support one another.

Specific for General Practice Nurses (GPNs) and Nurse Associates (NAs)

Additional Education Requirement:

- **Practice Nursing PG Cert/BSc:** Most GPNs and NAs will need to enrol in the [Practice Nursing PG Cert/BSc programme](#) at De Montfort University.
- **Purpose:** To develop essential practice nursing-specific clinical skills.
- **Funding:** This programme is fully funded by NHS England and the training hub (TH), separate to the NtGP programme.

The additional certification will complement the core education provided in the NtGP programme, ensuring that GPNs and NAs acquire both practical skills and theoretical knowledge crucial for their roles.

Specific for Clinical Pharmacists and Pharmacy Technicians employed under the Additional Roles Reimbursement Scheme (ARRS)

Additional Education Requirement:

- **Primary Care Pharmacy Education Pathway (PCPEP):** Mandatory for clinical pharmacists and pharmacy technicians to enrol on this with the [Centre for Pharmacy Postgraduate Education \(CPPE\)](#).
- **Purpose:** To equip pharmacists and pharmacy technicians with the necessary knowledge, skills, and experience to work in various patient-facing roles in primary care networks.
- **Funding:** This programme is fully funded by NHS England, separate to the NtGP programme.

If you have any questions or need more details about the educational components or the additional certification then please contact us.

2. Mentoring

Overview of Mentoring

Mentoring within the NtGP programme is designed to foster personal and professional growth for participants through a structured learning relationship. Here is a brief overview:

Role of the Mentor:

- **Experience and Knowledge:** Mentors bring a wealth of experience and expertise to support the mentee.
- **Guidance and Insight:** They help mentees navigate challenges, develop skills, and achieve their goals.
- **Additional Support:** Beyond coaching, mentors may facilitate connections, open doors, and share relevant experiences.

Role of the Mentee:

- **Active Participation:** Mentees engage in the mentoring process by sharing their personal challenges and seeking guidance.
- **Goal-Oriented:** They work with mentors to clarify and achieve their professional goals.

Mentor Allocation and Time Commitment

Doctors:

- **Mentor:** Experienced GP Mentor
- **Mentoring Time:** 1-4 hours per month

Nursing:

- **Mentor:** Experienced Legacy Nurse Mentor
- **Mentoring Time:** 1-4 hours per month

Other Registered Health Professionals:

- **Mentor:** Experienced Advanced Clinical Practitioner (ACP), First Contact Practitioner (FCP), Clinical Pharmacist or GP Mentor (as appropriate, dependant on role)
- **Mentoring Time:** 1-4 hours per month

Each participant will be paired with a mentor who has the relevant knowledge and skills to provide targeted support throughout the first year of their role.

If you have any questions about the mentoring aspect of the programme or need more details on how mentoring will be structured, please contact us.

3. Restorative supervision

Overview

Restorative conversations are a form of reflective supervision designed to provide professionals with a constructive and supportive space to process their experiences. These conversations are particularly beneficial for managing the emotional demands of work and personal life, aiming to enhance overall well-being and effectiveness in care delivery.

| Benefits for the individual include: | Benefits for the organisation include: |
|---|--|
| Positive Impact on Wellbeing: Provides a space to address and manage difficult emotions, leading to a restored sense of well-being. | Better Service Outcomes: Contributes to improved outcomes in the services provided by ensuring staff are well-supported and effective. |
| Feeling Valued: Enhances the perception of being valued by the employer through investment in their personal and professional growth. | Improved Retention: Supports better retention of staff by enhancing job satisfaction and reducing burnout. |
| Stress Reduction: Helps in significantly reducing stress levels. | Enhanced User Satisfaction: Leads to improved satisfaction among service users due to better care and service delivery. |
| Burnout Reduction: Aims to significantly lower the risk of burnout. | Improved Team Dynamics: Fosters better working relationships and team dynamics through supportive interactions. |
| Improved Compassion Satisfaction: Increases satisfaction derived from the ability to provide compassionate care. | Increased Employee Engagement: Demonstrates a commitment to staff well-being, which can boost engagement and morale. |
| Enhanced Work Satisfaction: Leads to greater satisfaction with their work role and environment. | |

Facilitation and booking of restorative supervision

- **Facilitators:** Restorative conversations are conducted by Professional Advocates who have undergone specific Masters-level training in restorative supervision.
- **Booking:** If you feel you would benefit from this valuable service, sessions can be scheduled at a time convenient for the individual. [Book a session.](#)

If you need assistance with booking a session or have any other questions, please contact us.

4. Supervision (Clinical and Educational)

Overview

Supervision is a vital process for professional learning and development. It enables individuals to enhance their knowledge, skills, and competence through regular, structured support and reflection with a qualified supervisor. Supervision should be included within the supervisee's usual contracted hours, rather than in addition to them. Although definitions of supervision can vary, its core purpose remains consistent: fostering professional growth and ensuring high standards of practice.

Best Practice for Supervision

1. Qualified Supervisor:

- **Requirement:** Each staff member should have an allocated supervisor within their practice or Primary Care Network (PCN). This supervisor must be suitably qualified to provide effective support and guidance.
- **Frequency:** Supervision should be regular and tailored to the individual's specific needs. Factors influencing this may include:
 - Profession-specific guidance
 - Previous experience of the individual
 - Participation in additional courses or training

2. Content of Supervision:

- **Clinical Supervision:** Focuses on clinical skills, case management, and patient care.
- **Educational Supervision:** Concentrates on professional development, learning objectives, and progression in educational or training programmes.

Addressing Supervision Challenges

- **Finding a Qualified Supervisor:** If difficulties arise in locating an appropriately qualified supervisor within the practice or PCN, please contact the Training Hub (TH) for assistance. They can help facilitate connections or may be able to provide alternative solutions.

Further information on supervision can be found here: [HCPC - Supervision](#) [NMC Standards for Supervision and assessment](#) [Guidance on tutoring and supervising pharmacy professionals in training](#) [RCGP - Promoting Excellence for General Practice](#)