



NUFFIELD DEPARTMENT OF
PRIMARY CARE
HEALTH SCIENCES

Radcliffe Observatory Quarter, Woodstock Road, Oxford. OX2 6GG
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Annual GP Tutors Conference, [St Hilda's College](#)

Tuesday 2 December 2025 9:00am-5:00pm, with a complimentary sit-down lunch

Start Time	Topic	Speaker(s)
9:00am	Arrival and coffee	
9:30am	Introduction and welcome	Professor Sophie Park, Professor Sir Aziz Sheikh and Professor Catherine Swales
10:00am	Talk: Flourishing Spaces in Primary Care Education	Professor Louise Younie
10:45am	Tea & Coffee	
11:15am	Workshops	
	Social prescribing – learning from research in the field	Associate Professor Stephanie Tierney
	Supporting student and practice involvement in Quality Improvement	Dr Agalya Ramanathan & Dr Hannah Fuchs
	Workforce Sustainability in General Practice	Catharina Savelkoul & Eleanor Hoverd
	Performing Medicine: Masterclass	Carly Annable-Coop & Suzy Willson
12:45pm	Lunch	
2:00pm	Workshops	
	Social prescribing – learning from research in the field	Associate Professor Stephanie Tierney
	Supporting student and practice involvement in Quality Improvement	Dr Agalya Ramanathan & Dr Hannah Fuchs
	Workforce Sustainability in General Practice	Catharina Savelkoul & Eleanor Hoverd
	Performing Medicine: Masterclass	Carly Annable-Coop & Suzy Willson
3:15pm	Tea & Coffee	
3:30pm	Workshop Summaries: lightening talks & Prizes, including the introduction of the “ Kome Gbinigie Prize for Excellence in Clinical Communication by a Medical Student ”	Professor Sophie Park & Dr Laura Ingle
4:10pm	Talk: Why top-down solutions are the wrong answer to the problem of GP access	Professor Catherine Pope
4:50pm	Close	Professor Sophie Park & Dr Laura Ingle

Talks

Flourishing Spaces in Primary Care Education (Professor Louise Younie)

Louise Younie is a General Practitioner and Professor of Medical Education at Queen Mary University of London where she leads on faculty development and innovation. To speak of flourishing helps to move the wellbeing conversation beyond the idea of resilience and toughing it out alone, towards something more interpersonal and ecological. Flourishing is about connection with our values, with purpose and meaning (Aristotle's eudaimonia), engaging with compassion towards our own humanity and that of others. This keynote explores how we might enable flourishing spaces in the community GP education setting in the context of our challenging times.

Why top-down solutions are the wrong answer to the problem of GP access (Professor Cathy Pope)

Catherine Pope is Professor of Medical Sociology, and Associate Head of Department for People, Equality, Diversity and Inclusion, in the Nuffield Department of Primary Care Health Sciences. The national and international policy and research literature abounds with examples of 'solutions' to the GP access crisis. The latest 10-year plan promises (again) to fix the problem but many patients still report significant delay and difficulty getting an appointment with their GP. Our recently completed project revisited previous attempts to improve access, and explored which systems had been adopted or abandoned. We found that access systems typically have a demand management focus, and this drives 'persistent tinkering' or adaptation. This, in turn, creates challenges for patients – and for reception staff and GPs. My talk looks at these challenges and suggests that a one size fits all solution might not be the answer.

Workshops

You will have the opportunity to attend two workshops. Please let us know your preferred choices using the registration form. Please note, we may not be able to allocate you to your first choices though.

Social prescribing – learning from research in the field (Associate Professor Stephanie Tierney)

Stephanie Tierney is an Associate Professor at the Centre for Evidence-Based Medicine, University of Oxford. She has worked as a health services researcher for over 20 years. Since 2018, her research has focused on social prescribing. In this workshop, Dr Tierney will present findings from research on the role of link workers and the delivery of social prescribing. She will encourage those attending to consider the implications of this research for practice and patient care. She will also describe the network she has developed of people interested in research on social prescribing.

Supporting student and practice involvement in Quality Improvement (Dr Agalya Ramanathan & Dr Hannah Fuchs)

Dr Agalya Ramanathan studied medicine at Cambridge/Imperial and started academic GP training in 2018, alongside which she also completed a Masters in Medical Education and worked in the primary care education team at UCL. Dr Hannah Fuchs is a final year medical student at the University of Oxford. She previously completed an intercalated DPhil with Cancer Research UK where she developed an interest in cancer early detection and prevention and clinical data analysis. Quality improvement (QI) projects are a regular part of general practice and can provide valuable learning opportunities for students while supporting practice development. This workshop will explore the opportunities and challenges of delivering this teaching in clinical settings and how to support students doing QI whilst on 5th year GP placement. It will provide guidance on developing sustainable projects for your practice while also delivering meaningful education experiences for your students.

Workforce Sustainability in General Practice (Catharina Savelkoul & Eleanor Hoverd)

Catharina Savelkoul is a DPhil student in the Health Economics team, funded through an MRC iCASE studentship in partnership with Optum. Eleanor joined the Nuffield Department of Primary Care Health Sciences at the University of Oxford in April 2025. She is working with the Workforce and Learning

Research Group as a realist researcher, to improve our understanding of workforce challenges in primary care and maternity services, particularly in under-served communities.

This interactive, research-informed workshop explores how role modelling by GPs shapes students' career intentions, and how emerging evidence can support workforce sustainability in under-served communities. Catharina will introduce her doctoral research at Oxford, which examines how factors such as gender, socioeconomic background, and the hidden curriculum influence medical students' decisions about General Practice. Findings highlight the importance of role models: 81% of students report being influenced by GPs on placement, and 71% say GP tutors make them more likely to choose the specialty. Role modelling goes beyond clinical competence to include empathy, leadership, advocacy, and work-life balance. Eleanor will then lead an interactive session exploring early evidence from two NIHR-funded realist reviews with the 'Workforce Voices' partnership. These focus on the roles of receptionists and non-clinical staff in under-served practices, and on what constitutes a high-quality primary-secondary care interface. Together, the workshop will encourage participants to reflect on how to apply this evidence in practice and spark meaningful conversations with students about the future of General Practice.

Performing Medicine: Masterclass (Carly Annable-Coop & Suzy Willson)

[Performing Medicine](#) is a team of expert facilitators and pioneers of the use of arts-based approaches in healthcare with over 20 years' experience providing creative training programmes for healthcare professionals and students. Their multidisciplinary research has been supported by funding bodies such as UKRI AHRC, Wellcome and the British Academy. Awards include Wellcome Sustaining Excellence and the Times Higher Award for Excellence and Innovation.

This practical and experiential workshop is an opportunity for GP tutors to explore multi-directional flow of care. The session will draw upon a skills framework to help participants think about, practise and deliver compassionate care and teaching encounters. This workshop will be led by Performing Medicine, a team of expert facilitators and pioneers of the use of arts in healthcare, with over 20 years' experience providing creative training programmes for healthcare professionals and students. Together, we will:

- Consider how our own presence and communication influence not just patients, but also how students learn from us
- Explore ways of co-creating narratives with learners during clinical encounters, making the educational process visible and sharing appreciation of the person
- Explore approaches to nourishing student learning and professional identity formation through authentic, compassionate practice
- Share strategies for sustaining ourselves as tutors and clinicians

The workshop will be practical, reflective, and rooted in participants' own experience as GP tutors, offering space to connect with one another and to generate ideas for embedding these approaches into everyday teaching.

Introduction of the Kome Gbinigie Prize for Excellence in Clinical Communication by a Medical Student

This year we are honoured to introduce the Kome Gbinigie Prize for medical students, a prize recognising excellence in clinical communication skills. This award celebrates the outstanding abilities of our medical students in connecting with patients through compassion, empathy and professionalism. This prize is given in memory of [Dr Kome Gbinigie](#), a much-loved and highly respected clinical communication skills tutor. She exemplified excellence in clinical communication and was a popular member of the teaching team, dedicated to nurturing kindness and compassion in others, particularly medical students. We are honoured to welcome the recipient of the first Kome Gbinigie Prize, as well as members of Kome's family, who join us on this special occasion.