

NHS RHO SHOWCASE

Skin For All

EMPOWERING STUDENTS TO DELIVER EQUITABLE CARE

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Final year medical student

Founder of Skin For All

Skin For All

EMPOWERING STUDENTS TO DELIVER EQUITABLE CARE

1. The Ideal medical school → NHS workforce pipeline
2. Medical education: A Litmus Test for the Future of Anti-Racist Care
3. A Monocultural Medical Curriculum
4. The Response: Founding Skin For All
5. What I learnt as a student and advocate
6. Students as Autocatalytics
7. The Ideal medical school → NHS workforce pipeline: revisited

**NEXT GEN IMPROVEMENT IN
EQUITABLE MEDICAL EDUCATION**

**STUDENT ENTERS HIGHER
MEDICAL EDUCATION**

**INSTITUTIONALISED
REFORM IN
POLICIES ETC**

**CHALLENGES
TRADITIONAL
PEDAGOGIES**

**THE IDEAL
MEDICAL SCHOOL →
NHS WORKFORCE
PIPELINE**

**APPLICATION TO
LEADERSHIP POSITIONS**

**CURRICULUM REFORM
IS CARRIED OUT**

**INCLUSIVE COLLABORATION
WITH DEPARTMENTS**

**STUDENT BECOME
CLINICIANS AND ENTER NHS**



NEXT GEN IMPROVEMENT IN
EQUITABLE MEDICAL EDUCATION

*SUSTAINABILITY, UNEQUAL
IMPLEMENTATION [7]*

STUDENT ENTERS HIGHER
MEDICAL EDUCATION

*POLICY INERTIA, COMPETING
INSTITUTIONAL PRIORITIES [6]*

*HIDDEN CURRICULUM,
TEACHING MATERIALS [1]*

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REFORM IN POLICIES ETC

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TRADITIONAL PEDAGOGIES

**THE IDEAL
MEDICAL SCHOOL →
NHS WORKFORCE
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*TRUST/ DEPARTMENT CULTURE,
INCONSISTENCY, TIME [5]*

*RESISTANCE, INSTITUTIONAL
RECOGNITION, INSUFFICIENT
TRAINING, TIME PRESSURES [2]*

APPLICATION TO
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CURRICULUM REFORM
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*TRUST/ DEPARTMENT CULTURE,
INCONSISTENCY, TIME [5]*

*BUREAUCRACY, FUNDING, TOKENISTIC
INCLUSION, DIFFICULTY INTEGRATING [3]*

INCLUSIVE COLLABORATION
WITH DEPARTMENTS

*WORKLOAD,
SYSTEMIC BIAS, LACK
OF ROLE MODELS [4]*

STUDENT BECOME
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Education and training should ensure the NHS workforce reflects the communities it serves and equip students with the skills and experience needed to provide high-quality care for a highly diverse population.

-Education and Training, NHS Long Term Workforce Plan [8]

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MEDICAL EDUCATION: A LITMUS TEST FOR THE FUTURE OF ANTI-RACIST CARE

LEVEL 1: CURRENT REALITY

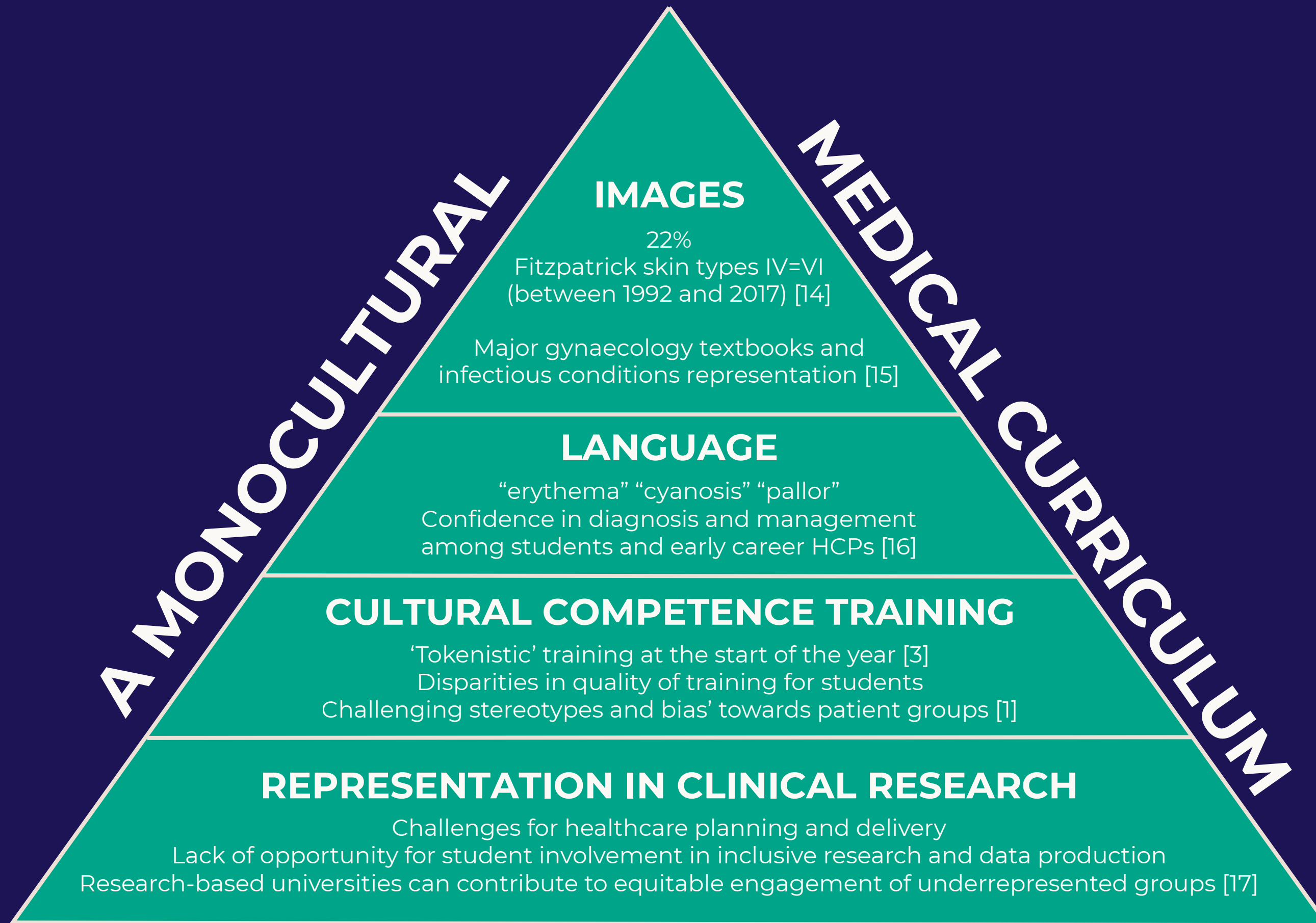
- Increasing ethnic minority applicants to medical school [9]
- The NHS is the biggest employer of Black, Asian and minority ethnic staff in Europe [10]

LEVEL 2: SYSTEMS & ACCOUNTABILITY

- 24 out of 128 of UK universities have expressed their commitment to addressing colonial legacies in their curriculum [11]
- NHS Workforce Race Equality Standard [12]/ Medical Schools Council (MSC) Decolonisation Framework [13]

LEVEL 3: THE LITMUS TEST

- The strongest predictor of the NHS's future approach to equity
- How our students are taught today is a direct reflection of the healthcare we will deliver tomorrow.



THE RESPONSE: FOUNDING SKIN FOR ALL

IDENTIFYING THE GAP



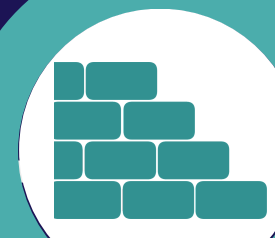
- Addressed disparities in patient language
- Lack of diverse educational resources
- Accessibility to anti-racist material/ dialogue [1]

TAKING ACTION



- Non-profit educational platform
- Covering over 30 common skin conditions
- E-book covering over 100 conditions [18]

BUILDING THE PLATFORM



- Junior Doc Training Day at Treliske Hospital
- Integration in the PBL curriculum/ LSRC library [19]
- Dynamic website model

CREATING IMPACT



- Engagement with medical/non medical organisations
- RCP, RSM, BBC, BMA [20]
- Contribution to frameworks/ teaching [21]

**WHAT WE CHOOSE TO
TEACH WE CHOOSE TO
VALUE^[22]**

**COLLABORATION FOSTERS
HUMAN CONNECTION AND
SUSTAINABLE IMPACT^[24]**

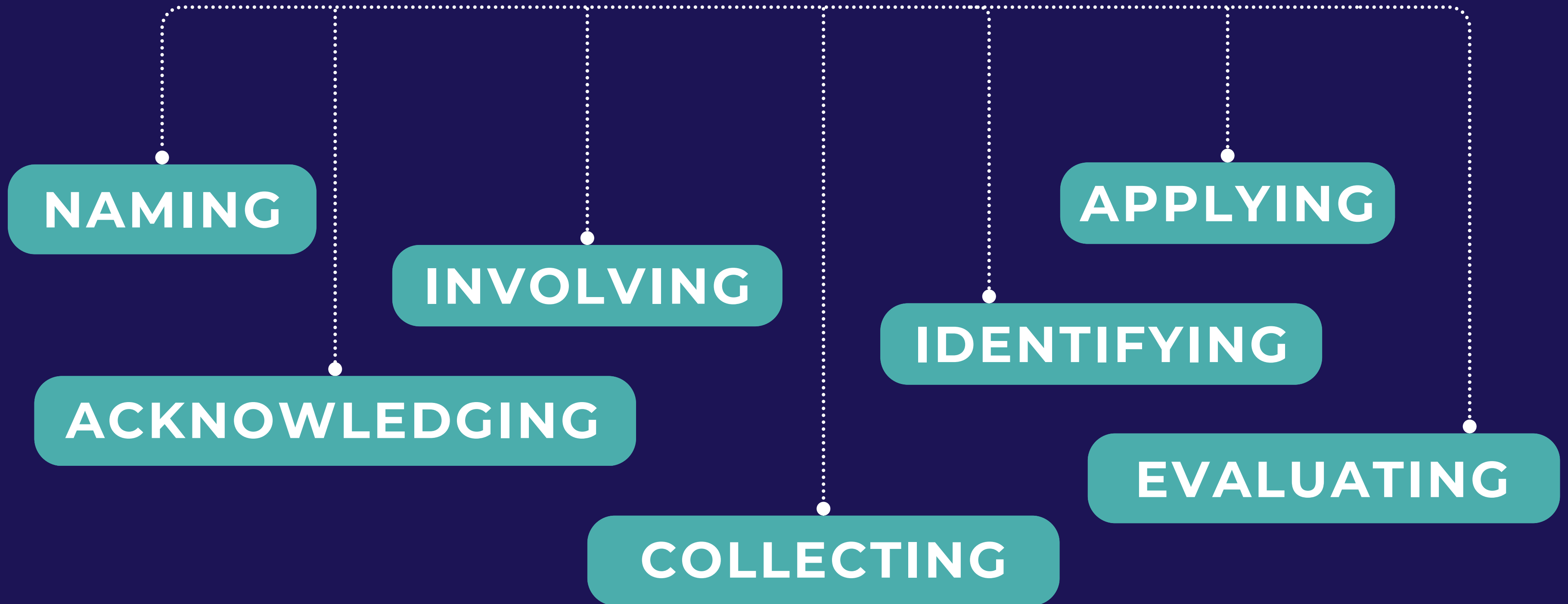
**WHAT I LEARNT
AS A STUDENT
AND ADVOCATE**

**REPRESENTATION MUST
BECOME THE NORM, NOT
THE OVERTHOUGHT**

**GRASSROOTS
MOVEMENTS MAKE
CHANGE^[23]**



STUDENTS AS AUTOCATALYTICS ^[25]



THE IDEAL MEDICAL SCHOOL → NHS WORKFORCE PIPELINE: REVISITED

OPEN DISCUSSIONS IN SAFE SPACES

STUDENT-LED INNOVATIONS [26]

UTILISE PRE-EXISTING NHS- SUPPORTED PLATFORMS [27]

ANALYSE CURRICULUM CONTENT [28]

CALLS TO ACTION PLEDGES [29]

INCREASED ENGAGEMENT WITH NATIONAL CONFERENCES [30]

UNIVERSITY FEEDBACK MECHANISMS [31]

INCREASED COLLABORATION WITH NHS GROUPS [32]

USING TECHNOLOGY EFFECTIVELY IN DECISION MAKING [33]

UTILISING FOCUS GROUPS FOR FEEDBACK ON ACTIONS

CREATING FOCUSED CAMPAIGN GROUPS TO MAINTAIN

MOMENTUM AND SUSTAINABILITY [37]

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STUDENT BECOME CLINICIANS AND ENTER NHS



Race equity will not happen overnight... but we must ensure that race equality is consistently prioritised in all areas of our work.

-NHS Race and Health Observatory Strategy 2025 [25]

- [1] <https://pmc.ncbi.nlm.nih.gov/articles/PMC5938158/>
- [2] <https://pmc.ncbi.nlm.nih.gov/articles/PMC3116346/>
- [3] <https://www.bps.ac.uk/publishing/pharmacology-matters/october-2025/the-impact-of-tokenism-and-potential-exploitation->
- [4] <https://bmjopen.bmj.com/content/10/8/e039092>
- [5] <https://pmc.ncbi.nlm.nih.gov/articles/PMC11944586/>
- [6] <https://pubmed.ncbi.nlm.nih.gov/30031554/>
- [7] <https://equityhealthj.biomedcentral.com/articles/10.1186/s12939-025-02526-y>
- [8] <https://www.england.nhs.uk/long-read/nhs-long-term-workforce-plan-2/>
- [9] <https://www.medschools.ac.uk/latest/news/new-report-shows-increase-in-students-from-disadvantaged-backgrounds-attending-medical-school/>
- [10] <https://nhsrho.org/news/observatory-commissions-review-into-nhs-ethnicity-pay-gap/>
- [11] <https://www.theguardian.com/us-news/2020/jun/11/only-fifth-of-uk-universities-have-said-they-will-decolonise-curriculum>

- [12] <https://www.nhsemployers.org/articles/nhs-workforce-race-equality-standard>
- [13] <https://www.dentalschoolscouncil.ac.uk/wp-content/uploads/2025/02/Decolonising-medical-dental-curricula.pdf>
- [14] https://jbima.com/wp-content/uploads/2023/01/2-Ethics-4_Watts-and-Maravia-Who-is-in-the-picture.pdf
- [15] <https://www.sciencedirect.com/science/article/abs/pii/S0027968422000372>
- [16] <https://www.bmj.com/content/383/bmj.p2760>
- [17] <https://pmc.ncbi.nlm.nih.gov/articles/PMC12052632/>
- [18] <https://skinforall.co.uk/skin-for-all-the-book>
- [19] <https://www.exeterguild.com/article-post/skin-for-all-a-student-led-project>
- [20] <https://thedoctor.bma.org.uk/articles/life-at-work/skin-deep/>
- [21] <https://www.sciencedirect.com/science/article/pii/S2514664524001620>
- [22] <https://pmc.ncbi.nlm.nih.gov/articles/PMC9172268/>

- [23] <https://staffblogs.le.ac.uk/medicalleaders/2019/03/23/social-movements-and-the-next-phase-of-healthcare-improvement-the-view-from-2004/>
- [24] https://discovery.ucl.ac.uk/id/eprint/1125/1/Public_Administration_paper.pdf
- [25] <https://nhsrho.org/news/rho-strategy-2025-2027/>
- [26] <https://pmc.ncbi.nlm.nih.gov/articles/PMC8902280/>
- [27] <https://advanced-practice.hee.nhs.uk/reframe/>
- [28] <https://pubmed.ncbi.nlm.nih.gov/16836540/>
- [29] <https://www.bma.org.uk/advice-and-support/equality-and-diversity-guidance/race-equality-in-medicine/racial-harassment-charter-for-medical-schools>
- [30] <https://le.ac.uk/cls/cls-equality/medrace/news-and-events/conference>
- [31] <https://asmepublications.onlinelibrary.wiley.com/doi/full/10.1111/medu.15378>
- [32] <https://www.medschools.ac.uk/latest/news/the-government-must-recognise-education-and-research-in-future-nhs-workforce-plans/>
- [33] <https://pmc.ncbi.nlm.nih.gov/articles/PMC4530721/>

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