

# A scoping review to explore what is known about black African social work students who have additional support needs in England

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**Abstract:** This scoping review seeks to understand the knowledge and evidence which exists in literature and research to support black African social work students who have additional support needs in England. In recent years, increasing numbers of social work students from Black Asian and other Minority Ethnicities (BAME) have enrolled on social work programmes in England (Skills for Care, 2019). In this paper we attempt to understand what support mechanisms exist to enable a positive learning experience for this student group. Existing literature which explores the experiences of these students is noted. This scoping review undertakes a thematic analysis eight articles, and offers in-depth explorations of the subject. It is proposed that the evidence and knowledge generated from this review will work towards providing a provisional evidence base for supporting effective social work training and practice education for black African students who have additional support needs. Discussions on the interplay of race and racism, cultural identity and how having some additional needs impact learning experiences are analysed. Through connecting intersectionality, conclusions, and recommendations for good practice for supporting students of BAME origins as they navigate their social work training and practice education are made with a view to create new knowledge and inform practice.

**Keywords:** black African social work students; Black Asian and Minority Ethnicities (BAME); additional support needs; race and racism; teaching and learning; identity; social work training and education

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## Background

This paper is a scoping review which seeks to understand the knowledge and evidence which exists in literature and research to support black African social work students who have additional support needs in England. It must also be noted here that the focus for the scoping review was for black African students specifically, but the author acknowledges that some of these experiences may be the same for other Black, Asian and Minority Ethnic groups (BAME). The experiences of black African students in social work education and on placement has increasingly received steady attention but this is still very much limited (Tedam, 2014) despite delayed progression and poorer attainment on programs (Fairtlough et al, 2014). More recently Tedam (2021) notes that black African students studying social work courses have high and disproportionate numbers for those experiencing slow progression, difficulties on placement and other forms of disadvantage.

Using some of this already published research, this paper will go in-depth to explore further what is known for the black African social work students who have additional support needs as they navigate their Higher Education Institution (HEI) programs. Through applying Arksey and O'Malley's (2005) approach and guidance to scoping reviews, it is the author's intention that clearer information regarding the experiences of black African students in general will be highlighted. From thereon, an intersectional lens will be used to further identify the experiences of black African students with additional needs. Themes generated from the articles for review will be discussed in more depth with the overarching aim to identify where the gaps in knowledge exist. Arksey and O'Malley (2005) further highlight that scoping reviews are not intended to be specific but to map and cover broad ideas for topics which can then be further investigated, if needed, by applying the principles of a systematic review. Consequently, the topic is interested in discovering what constitutes good practice for supporting black African students in general before engaging in exploring the nuances which present when black African students have additional support needs. Suffice also to note that additional support needs are a broad term that can be further limited depending on the literature available. It remains to be seen from the articles yielded, what additional needs are covered.

## Introduction

People's identities contain many facets some of which include class, gender, religion, and sexuality (Bhopal, 2018) and operating through intersectionality encourages the different facets of each person's identity to be valued and meaningful to their overall wellbeing and mental health (Simon et al, 2021). In social work education, students are taught to embrace the accumulation of service users' individual identities which may operate in isolation, for example race or ethnicity, gender, or sexual orientation (Simon et al, 2021). Furthermore, Simon et al (2021) encourage students to recognise and evaluate how these identities intersect to influence overall health and well-being based on these identities' shared roots in oppression and privilege in wider society. In the same vein it can be deduced that academics and social work practitioners teaching and assessing black African social work students should be able to embrace students' different facets of identities to sum up their whole in the teaching and learning environment.

According to Ng'andu (2017) social work students, whether white or BAME, are involved in the profession's service impact on individuals. Consequently, anti-oppressive, anti-racist and cultural competency in social work education is noted as very significant to enable best practice (Bhatti-Sinclair, 2017). With colleges and higher education institutions in the United Kingdom and internationally prioritising a positive student experience as a key part of recruitment and retention strategies (Tadam, 2014), it follows that the experiences of black African students who have additional support needs should to be evaluated to improve service provision for them. It is on this basis that the scoping review was conducted; to inform and improve practice in HEIs and their practice learning provisions for social work students. The following sections will discuss in more depth how the scoping review was undertaken and the themes which came up.

## Methods

This scoping review began with the process in establishing the appropriate question which would not be very specific and narrow down the literature search. According to Levac et al (2010) scoping reviews are commonly undertaken to examine the extent, range and nature of research activity

in a topic area as well as to determine the value; potential scope and cost of undertaking a full systematic review. It was therefore necessary that the question was not limiting in itself to direct toward certain articles only. At the same time, it also needed to have a particular service user group in mind. Using the Population, Intervention, Comparison and Outcome (PICO) approach as outlined by Arksey and O'Malley (2005) the author identified the black African student group as the population (P) of study in this review. The intervention (I) was identified as the additional support needs aspect whilst comparison (C) could have been in relation to the black African student group experiences to their white counterparts. The outcome (O) was left open as this was to be determined from the scoping review itself as per the themes that came up.

Arksey and O'Malley highlight 5 key stages when undertaking scoping reviews to (i) identify research question (ii) identify relevant studies (iii) study selection (iv) chart the data (v) collate, summarise, and report the results; and these stages were adopted. The question captured in the title, 'What is known about black African social work students who have additional support needs in England?' guided the scoping review. As suggested by Pham (2014) another key component of scoping reviews alongside identifying existing key concepts in a particular topic or research is also to identify the types and sources of evidence to inform practice, policy making and research. The author posits that this scoping review can therefore work toward not only improving practice but also generating the evidence for informing a more robust and focussed systematic review later.

## **Data sources and search strategy**

The initial search for this scoping review was conducted on 15 March 2021. Whilst undertaking this search it became apparent that the topic on black African students in social work has generated a lot of interest because many of the searches were yielding results in excess of between 50,000 and 40,000 articles each. However, it was noted that not all articles would have been relevant. The major social work databases ascribed to by Anglia Ruskin University were used in the literature search and these were CINAHL, Medline, Applied Social Science Index and Abstract (ASSIA), Social Science Database, Social Science Premium Collection and Sociological Abstracts. These databases were selected as they were reported by the Anglia Ruskin University library guide to hold more comprehensive material related to

social work. To start off, there was no date range imposed in the selection however as the literature yield was above 40,000 as a start, the date range was limited to within 10 years, ranging from 1 January 2010 to 15 March 2021; date when the initial search was conducted. This reduced results to within 30,000 but still several of the databases returned just below 40,000 results. This number of articles was far too much for the author to go through and indeed as reported by Pham (2014) doing a scoping review for that many articles would probably require a team over a few years as well. The time and manpower resource were not available to the author and therefore they had to work to reduce the literature yield by identifying ways of doing so within the search itself.

The search query consisted of terms considered by the author to be pertinent to the topic area and that would yield relevant literature results, an approach that Booth et al (2016) advise as systematic in its nature to gather evidence in research. The subject or population group (black African students); the location (United Kingdom/England) and the intervention concept (additional support needs) were applied in the search boxes for all databases. The exact phrases and terms were applied in all databases searched to ensure that some articles that may have been missing in one database could be picked up in another and vice versa that some articles which may have been picked up in others would perhaps not reflect again. Variations of those terms were also applied systematically for example black African students had variations like BAME, BME, minority ethnic, black students and African students whilst additional needs had variations such as dyslexia, dyspraxia, mental health illness, traumatic experiences and learning disabilities. Pham (2014) discussed that literature searches must be tailored to the language used in the field of study as well as the database being used whilst Booth et al (2016) further contends that search queries should also be tailored specifically for the requirements of each database. This helped the author to maximise literature yields.

To identify grey literature, the same search terms were used on the Anglia Ruskin University library page. By this stage it was apparent to the author that there were consistent articles which were picked up and all the searches were conducted according to relevance of the search terms. Taking this approach on the Anglia Ruskin University library page and in the databases helped to sort the articles according to relevance using the search criteria. Therefore, in this stage only the top 100 articles were looked at and even then, many of them were irrelevant to the purpose of the scoping study. Those articles that did not contain relevant information in the abstract and

or in the topic were eliminated from the results list. Cronin et al (2015) acknowledge that conducting literature reviews has its own challenges and pitfalls that researchers must be mindful of. For example, there are time-consuming nuances like identifying duplicate literature or following up on references cited in major articles chosen, which may be informative to current research but not yielded in researcher's own search (Booth et al, 2016 and Cronin et al, 2015). It can also include the more complicated nature of making decisions on what research articles to include or exclude for further study (Cronin et al, 2016 and Pham, 2014) and consequently time is identified as a critical element of data searches and data sources (Arksey and O'Malley, 2005).

### **Eligibility Criteria and data extraction/synthesis**

To assess the relevance of studies identified in the search strategy, it was important firstly that all articles could be in a language that the author understood which was English or their native Shona. Articles in other international languages were automatically excluded. It must also be noted that as the title location was England; English landed itself to be the language of communication regardless and the author was confident that relevant research material would be identified in this way. Articles that referred to experiences of black African students within the abstract and perhaps the titles were read more in depth to identify their relevance. Papers that discussed experiences of black African students without indicating any level of additional support needs were excluded from the scoping review. Another, criteria applied was the research years from 2010 to 2021. According to (Booth et al, 2016) a challenge when defining the scope of the review is identifying when enough is enough and this is a process that the author experienced. This led to the revision of research years included as from 2015 to 2021 and then again from 2017 to 2021. This was in recognition that they seemed to be a saturation of studies in the field of research around black African students but not all were relevant to the topic itself per se. Hence understanding the scope of research undertaken for black African students' research from 2010 to 2021 was helpful and then again identifying the gaps in knowledge research from 2017 to 2021 was more useful. Only the articles inclusive of all aspects in the research question were selected for in-depth examination to understand the themes emerging. To avoid procuring articles that would not meet the minimum

inclusion criteria (exploring experiences of black African social work students' who have additional support needs) the title and abstract were used for screening the merit to read full articles. A total of 8 articles were selected for the review.

All the 8 chosen articles were printed off and read through to undertake the thematic analysis. Thematic data was compiled by highlighting on each separate article where the similarities and differences existed in what was reported. This process took at least 2 attempts to read through each article and start identifying what the emerging themes could be from all the articles. The author acknowledged this process is very time consuming and given that there was limited time to complete the full process from identification of research articles to analysis and write up; it highlighted the importance of a robust planning process to undertake scoping reviews that are meaningful and can be validated (Arksey and O'Malley, 2005).

## **Results**

### **Search and selection of articles chosen for this scoping review**

Please refer to the appendix for the articles used to aid the below discussion.

### **General characteristics of the articles analysed**

All the articles noted in appendix were conducted as part of stand-alone projects and all of them indicated to some extent that the topic of black African social work students' experiences was not a very popular discussion due to the fact that it included race issues. Gillborn (2015, p277) explicitly states in their opening statement to the article that:

My title today will displease many people. For some, it will be too provocative; any attempts to place race and racism on the agenda, let alone at the centre of debate, is deeply unpopular.

When discussing black African students; it was clear from the research analysed that their identity could not be separated from their race and racism experiences. Subsequently, all the articles discussed racism, oppression

and discrimination due to race and how those influenced the learning process. The methodology was mainly from a qualitative standpoint for all articles. Suffice to point out that the articles were consistently of small-scale numbers because issues of identity involving race/racism are uncomfortable and sometimes traumatic for participants to discuss (Bhatti-Sinclair, 2021) yet such voices also need to be amplified (Tedam, 2021) to improve service provision. It was clear from all the articles that the researchers wanted to ensure services in higher education for black African students which were congruent with social work values; operating from an anti-oppressive, anti-discriminatory and anti-racist standpoint as Reid (2020) emphasises.

Secondly, the author identified that researchers wanted to ensure the equality and diversity policies that were used for recruiting students in the first place were followed through to ensure effective strategies of support for this student group. All the researchers referred to engagement with wider support systems to diversity and identity. Yaffe (2013) acknowledges that social work practice has an ethical duty towards service provision and Banks (2014) aligns ethical practice with a combined morality approach to service users which focuses on respecting human dignity and worth, emancipation and the promotion of social justice. In a similar vein, the researchers in all the articles also wanted to ensure the respect of human dignity and worth for black African social work students in higher education and/or practice learning. The author needs to point out that Gillborn's (2015) article; although not conducted in a higher education institution bears similarities with the concepts discussed in the other articles and therefore it was the author's discretion that it had useful information to consider.

The overall approach undertaken in all the articles was based on a qualitative framework. The authors/researchers were interested in gathering meaning from the student group itself. Qualitative research involves detailed and specific narratives from its participants (Seidman, 2019) and

can support values of decreasing inequalities and increasing life chances of all citizens by documenting inequalities in lives and analysing precisely how social structures and social policies enhance and restrict opportunities for individuals and groups. (Shaw and Gould, 2001 p. 15)

The common principle for all the research articles was to find a way of improving educational outcomes for black African social work students, consistent with the concept noted by Shaw and Gould (2001) and Seidman



(2019) above. Researchers used different methods of gathering data including semi-structured interviews, interview questions by email and reflective diaries. They also employed participant researchers to undertake interviews on their behalf as well as data analysis from recorded information or reports about progression for black African students in social work programmes.

## **Thematic analysis**

The following section will explore the themes which were uncovered during this scoping review. A common feature in all the research studies analysed was that whilst the students' experiences surrounding race/racism was more prominently researched, not much was researched to understand the connections of racism for students with any other additional support needs. Additional support needs for this scoping review are defined from a perspective proposed by Riddell and Weedon (2016) which theoretically values that some students will require additional provisions to progress successfully in education. Students' specific needs rather than merit or background should be the basis of congruent support provisions (Riddell and Weedon, 2016) and it was presented from the studies that valuing students' racial identity first and foremost was a key component to valuing any ensuing additional support needs.

## **Valuing the individual within the group**

The individual and collective voice of black African students was sought in all studies to inform practice and devise strategies of support within higher education institutions. It was clear from the onset that there is an issue that needs to be acknowledged before it can be addressed. Shaw (1985) reported that social work education was viewed as a closed profession for minority and other disadvantaged groups hence the move to encourage more enrolments from BAME groups by the then General Social Care Council (2009) meant that more members from the BAME groups enrolled on the course. Bernard et al (2011) identified that in England black and other ethnic minority social work students took longer to complete their social work programmes than their white counterparts, a finding also supported

by Tadam (2014). The continuity of these negative experiences in itself was conspicuous given that there was encouragement for this group to join the course; thereby indicating their needs in a higher education environment were potentially not understood or recognised. In addition to this, the experiences of racism seemed to be the main challenge that students reported. Thus, for the author reviewing this literature, it presented that having any type of additional needs (mental or physical health illness; or indeed learning needs like dyslexia) seemed a secondary issue although a prominent one at the same time.

Coxshall (2019) discusses that black African student voices are not prominent in the classroom environment. Special attention must be put in place to ensure that they contribute to the teaching and learning encounter (Coxshall, 2019) plus in the curriculum design and delivery so that it 'speaks' to their base knowledge (Chi-pun Liu, 2017). For example, through using proverbs in teaching, which are commonly used in an African context (Tadam, 2013), and can also present new knowledge and engagement to their white peers. Hollinrake et al (2019) further asserts that the classroom environment can be disempowering for students to contribute their knowledge and voices on the basis that they are a minority and consequently their views tend to be from what they know, their cultural wealth. This cultural wealth may not be valued or recognised by the majority in the classroom, their white peers, including lecturers. Chi-pun Liu (2017) discusses that the black African students must navigate racism on an ongoing basis. Approaching this from an intersectional lens, Chi-pun Liu advises that when race is compounded by diagnosed learning disabilities for example, this creates further barriers for achievements in academic and placement performance. It is fundamental for academic staff to increase their awareness and skills for helping students from black African backgrounds who have double or multiple oppression factors in play (Chi-pun Liu, 2017). Almost unwittingly, Chi-pun Liu (2017) highlights that having additional needs as a black African student pre-empts further potential barriers to oppression from an intersectional lens.

Hollinrake et al (2017) advocate for an inclusive curriculum which is underpinned by diversity in the approach to teaching. Fairtlough et al. (2014) go a step further to advocate for the individual needs of black African students within the group to be acknowledged and addressed appropriately. In comparison with white students, black African students reported dissatisfaction with their student experiences more frequently and either left the degree course before qualifying due to challenges

experienced or experienced challenges obtaining employment after qualification (Fairtlough et al, 2014). Fairtlough et al (2014) also point out that even though in their study black and ethnic minority students was not referring only to black students of African origin, the majority of those interviewed were of African descent and therefore it bears relevance to the individual and group identity. Therefore, due attention must be paid to the individualised package of support necessary for students with additional needs.

Tedam (2014) also reports that identity was impactful for black African students on the basis of their accents which were generally viewed as a hindrance, a point also noted by Chi-pun Liu (2017) and Hollinrake (2019). Almost without a doubt, the implicit and underlying message to black African students is that their identity does not belong in an English academic space. However, there is consensus in all the research articles for merit in valuing and acknowledging the strengths that black African students bring to the social work environment in the UK which has become increasingly diverse due to migration in the last few years. It can be argued that the service user group has become more diverse and therefore a diverse workforce that brings different skills and knowledge around cultural competency is crucial to improve services (Tedam, 2021).

Nonetheless Samuel (2021) also reported that there are disproportionately high numbers of black and ethnic minority social workers who fail the Assessed and Supported Year in Employment. (ASYE). During ASYE newly qualified social workers are offered intensive support and get assessed as they transition to become qualified practitioners. This report alone is indicative of an ongoing issue from enrolment onto social work courses and post-qualification. It points that more must be done to understand the individuals within as well as the group in order to devise strategies of support which work. For the author, the fact that all articles referred to either over-representation or disproportionate numbers of black African students experiencing challenges that hinder qualification or positive experiences during their degree, attests that this goes beyond the students lacking capabilities.

## **Social work education or race education?**

The second theme identified was closely linked to the first one. It was interesting to note that all the articles referred to race and racism and

experiences around oppression and discrimination and others referred to critical race theory in understanding the experiences of black African students. This highlighted to the author that race could not be separated from social work education. Indeed, it must also be noted that under the Equality Act 2010 in England, which discusses the protected characteristics where people should not be discriminated against, race is one of those protected characteristics (legislation.gov.uk, 2021). The Equality Act 2010 notes race, disability, sexual orientation, age, sex, religion or belief, gender reassignment, marriage and pregnancy or maternity (legislation.gov.uk, 2021) as reasons that people should not face discrimination or oppression in wider society. In the research by Hollinrake et al (2019) one of the students interviewed reported feeling very upset because they were dressed in a manner that the lecturer interpreted to be of a religion that the student was not. Consequently, according to the students own perspective, the lecturer formed an inappropriate opinion about who the student was, thereby impacting on how the student would have been understood going forward.

Tedam's research investigation (2014) points to the direction that social work practice educators, who assess students on placement, must be familiarised with the impact of race on students of black African origin. Tedam's findings identified six emergent themes which were (i) PE's lack of confidence in students' abilities, skills, and knowledge (ii) PE's finding it easy to fail black African students (iii) lack of support to enable a positive learning experience for the student (iv) patronising and disrespectful behaviour towards the student (v) racism and unfair treatment and (iv) over scrutiny of practice. Tedam's (2014) research further found that the above emergent themes resulted in some of the black African students interviewed harbouring feelings that failing their placements would have been a better experience than what they were going through. The author notes that this research is 8 years old, but it is still relevant and in fact Tedam (2021) reported that black African students continue to have disproportionate numbers experiencing slower progression on placement. It is therefore pertinent to try and understand how additional support needs impact on the education and practice learning for social work students in training.

Gillborn (2015) highlights that the social model of disability makes impairments only become disabling when confronted by socially constructed problems and assumptions. In his article, Gilborn (2015) explores learning disabilities for black children and how despite the inclusive terms by government such as the Equality Act 2010, black children from middle-class families are met with a system that uses disability labels as a further tool

where racist inequities are created, sustained, and legitimised (Gillborn, 2015). It follows therefore that social work practice educators and academics should take their time to educate themselves around the intersection of race and additional support needs for black students who will experience racism consistently as part of their lives. Hollinrake et al (2019) point out that students in their study discussed feeling uncomfortable to discuss issues of race even when they were warranted because it had an emotional impact on their white peers, and they could '*feel the tension and the eyes on their head*' (p592) when they spoke of racist experiences. Consequently, experiencing these feelings of disbelief and witnessing the discomfort from colleagues discouraged them discussing about important aspects which impacted their identity like additional support needs. It was concluded that when it's difficult to discuss core issues about an individual's identity like race, it can lead to further challenges to discuss further needs such as learning disabilities, mental health illness or other additional needs which would potentially bring further stigma or discrimination (Gillborn, 2015; Hollinrake et al, 2019).

Tedam (2015) identified that students were disbelieved if they produced written work that was of a good standard, almost the expectation was that they should produce inadequate work that was inferior to white peers. Considering all the above, it can be deduced that where students have additional support needs which may impact their congruency and engagement with learning, it can even be more challenging for them to express their views or points in discussions for fear of being further alienated (Chi-pun Liu, 2017). Baron et al (1996) discovered that social work students with disabilities felt under more scrutiny whilst undertaking their placement and Tedam (2021) re-affirms that black African students continue to have disproportionate numbers experiencing slower progression whilst undertaking their placements. It became apparent to the author that in social work education, practice educators and academics benefit from discussing and confronting issues about race discrimination. This way, black African social work students could feel confident about who they are and what they can contribute to an educational environment.

## **Conclusion**

This scoping review was guided by literature identified in the field of

social work for supporting black African students enrolled on social work programs. It was evident that there are some key authors in this field already, such as Prospera Tedam, Claudia Bernard, and Anna Fairtlough, whose work continues to grow and remains contemporary in accentuating the voices of a minority group of students.

The scoping review has demonstrated that social work education with black African students is reliable on them achieving their identity first and foremost to support others in an effective manner. Social work is a profession that mandates the personal and the professional values be the same (Thompson 2009; Tedam, 2021) to achieve best practice. Social work mandates the set values of demonstrating an anti-discriminatory; anti-oppressive and anti-racist practice approach (Tedam, 2021). The aforementioned principles formulate the backbone of the profession. According to Bartoli et al (2008) black African students endeavour to identify and apply theoretical social work methods and models in an unfamiliar context to them which further impacts their learning process. Their cultural wealth is often not accepted yet Thompson (2009) has gone further to suggest that the competent social worker fully integrates professional values as a cross-over between their professional and personal life. Conclusively, the author identified that any additional learning or support needs which black African students may have can only be explored by them being accepted and socialised effectively into the learning environment. Acknowledgement of their identity first and foremost was crucial to encourage follow on discussions that would be meaningful about any existing further needs.

The thematic discussion has identified that where the identity of black African students is not fully embraced, in other words non-acknowledgement of their race or issues associated, there are usually negative outcomes in social work education and placements. Some of the negative outcomes discussed include acceleration to failure of placement or the degree itself, disproportionate numbers experiencing slower progression, difficulties on placement and other forms of disadvantage in social work education (Tedam, 2021). Tedam's (2021) research indicates that such disadvantages have escalated even more during the pandemic. The pandemic has further evidenced that when there are some additional needs or pressures; experiences for black African social work students are impacted negatively. This scoping review identified that what is already known for black African students with additional support needs is that race plays an important part in how student's learning and assessment is perceived or the trajectory

it takes. A knowledge gap identified was that all the articles were not directly aimed to understand how other additional support or learning needs impacted on the learning journey. Chi-pun Liu (2017) attempted to understand this by incorporating elements of identity diversity into the mix. Subsequently, Chi-pun Liu (2017) concluded that a combination of the intersection factors would impact, for example being a black, female with learning needs brought a disadvantage as mentioned already in the findings of this review. Consequently, it further piqued the author's interest that a gap in knowledge exists in understanding the type of additional needs and specifically how that would impact students. The author intends to explore this question in more depth conducting primary research with black African students that have additional support needs. There is merit in understanding these experiences and how they can impact on the higher education institution learning environment, as it has been identified already that being black African alone creates additional pressures for students.

The author acknowledges that there may be some articles which might not have been picked up through their search despite their attempt to be comprehensive in their search strategy. Pham (2014) reports that database and grey literature searches may miss off some pertinent data given how the search is structured but this should not cause detriment to the scoping review process itself. There is assurance of coverage of the key components in this field which therefore validates the need for a robust and more focussed primary research to inform practice.

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## **Appendix: Articles chosen for this scoping review**

### **1. Sue Hollinrake, Garfield Hunt, Heidi Dix and Anja Wagner (2019)**

*Do we practice (or teach) what we preach? Developing a more inclusive learning environment to better prepare social work students for practice through improving the exploration of the different ethnicities within teaching, learning and assessment opportunities.*

- Small scale qualitative research project undertaken in 2017 to explore student's views of teaching, assessment and learning about cultural norms and differences
  - BAME and white colleagues were interviewed in focus groups and to compare and contrast experiences
  - Findings raised significant issues about the barriers for both BAME and white students to consider cultural differences, with white privilege identified as an influence for BAME students' negative experiences
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### **2, Anna Fairtlough, Claudia Bernard, Joan Fletcher and Akile Ahmet (2014)**

*Black social work students' experiences of practice learning; understanding differential progression rates*

- Qualitative study exploring in depth the findings of two key articles previously undertaken from a quantitative approach which reported slow progression for black students in social work practice education
  - Findings relating to individual students, the social work programme, the HEI and practice learning environment affected students' experiences
  - Racism was reported by students on placements where the majority of staff and service users were white. Lack of cultural competency influenced negative placement experience
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### **3. Ben Chi-pun Liu (2017)**

*Intersectional impact of multiple identities on social work education in the UK*

- Qualitative review of records of 671 social work students and graduates from a London university; records from 2003-2004 intake to 2010-2011 intake reviewed
  - 50.1 percent of the 671 students were black and 44 out of 83 students also reported a learning disability
  - Findings indicated that having multiplicity of identities, for example being black and female with a learning difficulty resulted in lower probability to complete the programme successfully
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#### **4. David Gillborn (2015)**

*Intersectional to you, critical race theory and the primacy of racism; race class gender and disability in education*

- Qualitative study drawing on research with black middle-class parents in England, over the experiences of their children in education
  - Article explored the intersecting roles of race, class and gender in the construction and deployment of dis/ability in education
  - Findings indicated that intersectionality is a vital aspect of understanding race equity and dis/ability is a social construct
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#### **5. Wendy Coxshall (2020)**

*Applying critical race theory in social work education in Britain; pedagogical reflections*

- Article draws on a lecturer's personal experiences of teaching white British and black African students on a social work MA course in England
  - The Grenfell tower in London was used as a pedagogical tool to open up discussions amongst students
  - Findings that using Grenfell tower enabled the black students to have a voice and discuss experiences of racism in higher education institutions
  - Ways for black and ethnic minorities' histories to be told and learned in the curriculum are important
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#### **6. Prospera Tedam (2021)**

*"We just don't matter": Articulating the experiences of black African social work students during the Covid-19 pandemic in England. (in D. Turner, (Ed) Social work and Covid 19: Lessons for education*

- The chapter draws upon findings from an on-going research project into the experiences of black African social work students during the Covid-19 in England
  - Findings indicated that students continue to experience even greater slow progression on placements and also that students valued as positive experience what should be standard practice
  - Critical Race Theory used to explore meaning
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**7. Prospera Tedam (2015)**

*Black African students experiences of social work practice learning in England: A critical race enquiry*

- Thesis undertaken to explore the experiences of black African social work students' on placement in England from a critical race enquiry standpoint
  - Outcome was that their experiences were mostly negative, fast-tracked to failure, slow progression and discrimination
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**8. Prospera Tedam (2014)**

*"When failing doesn't matter": A narrative enquiry into the social work practice learning experiences of black African students in England*

- -Small scale empirical study into the practice learning experiences of black African social work students in England
  - Findings that participants felt failing their placement appeared to be a far more pleasant outcome than undergoing the levels of disrespect and discrimination they believed they were subjected to regularly on placement.
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