



What Works for
Children's
Social Care

Ethnic minority social workers in the UK: workforce representation, welfare, retention and progression

RAPID REVIEW

JANUARY 2022





What Works for Children's Social Care

Authors

Nick Fitzhenry, Quantitative Research Associate

Vicky Clayton, Data Science Manager/ Senior Researcher

Amar Alam, Research Assistant

Aoife O'Higgins, Director of Research

Janae Goodridge-Downer, Research Assistant

Huma Haque, Senior Programmes Manager

Chris Mitchell, Senior Researcher

Alyssa Eden, Research Assistant

Abby Henessey, Qualitative Research Associate

Claudia Coussins, Senior Programmes Manager

About What Works for Children's Social Care

What Works for Children's Social Care seeks better outcomes for children, young people and families by bringing the best available evidence to practitioners and other decision makers across the children's social care sector. We generate, collate and make accessible the best evidence for practitioners, policy makers and practice leaders to improve children's social care and the outcomes it generates for children and families.

To find out more visit our website at: whatworks-csc.org.uk.



Contents

| | |
|--|----|
| EXECUTIVE SUMMARY | 5 |
| BACKGROUND | 8 |
| Population of interest | 8 |
| Terminology | 8 |
| METHODS | 9 |
| Research questions | 9 |
| Selection criteria | 9 |
| Search strategy | 10 |
| Electronic searches | 10 |
| Study Selection | 11 |
| Data extraction | 11 |
| Assessing the methodological limitations of included studies | 12 |
| Data management, analysis and synthesis | 12 |
| Assessing confidence in the review findings | 13 |
| Review of author reflexivity | 13 |
| RESULTS | 14 |
| Search results | 14 |
| Characteristics of included studies | 14 |
| Study settings | 14 |
| Study participants | 14 |
| Methodological limitations of the studies | 15 |
| Strength of evidence assessment | 16 |
| Review findings | 16 |
| Part 1: Student social workers | 16 |
| Student Welfare | 17 |
| Retention and Progression | 20 |
| Part 2: Workforce | 22 |
| Representation | 22 |
| Professional Welfare | 23 |
| Retention | 25 |
| Referrals for misconduct | 25 |
| Progression | 26 |
| SUMMARY & DISCUSSION | 27 |
| Summary of findings | 27 |
| Limitations of this review | 27 |
| Implications for future research | 28 |
| Implication for practice and policy | 29 |
| REFERENCES: included studies | 30 |
| Appendix 1: Characteristics of included studies | 35 |



| | |
|---|----|
| Appendix 2: Excluded studies | 38 |
| Appendix 3: Assessment of Methodological limitations | 39 |
| Appendix 4: SAGE search strategies | 42 |



EXECUTIVE SUMMARY

Background

This review is one of two rapid reviews written by What Works for Children's Social Care that focuses on ethnic inequalities within children's social care. The review aims to evaluate the existing evidence base on the representation, welfare, progression and retention of ethnic minority social workers in Britain. The need for this review is especially important given the aims and objectives of What Works for Children's Social Care (WWCSC) in scrutinising evidence which informs practice and policy. In light of the renewed spotlight on racial inequalities in mainstream society, we were keen to explore the experiences of social workers who belong to ethnic minority groups.

Objectives

While the initial scope of this review was to understand the experiences of Black social workers and students, we included studies that considered the experiences of social workers from other ethnic minority groups due to limited evidence with the initial population of interest. More specifically, we examined the existing evidence base pertaining to the representation, welfare, progression and retention of ethnic minority social workers.

Terminology

There is a lack of consensus over the most appropriate terminology when referring to different ethnic groups; we use the term 'ethnic minorities' instead of alternatives such as BME (Black and Minority Ethnic), BAME (Black, Asian and Minority Ethnic) or POC (People of Colour). Our reason for doing so is because the alternatives place emphasis on certain ethnic groups and exclude others.

We recognise that 'ethnic minorities' is a broad term. We acknowledge the diversity of experiences between different ethnic groups, and where possible in this review, we try to be specific about which ethnic group the findings relate to.

Methods

We searched a single electronic academic research database (SAGE) and several websites. We excluded any work that was published before 1990 and limited findings to journal articles, working papers and organisational reports. The geographical focus of the studies was England or the United Kingdom and the population of interest was all social workers from an ethnic minority group employed by the State or otherwise, in children's or adult social care in the UK, including student social workers.



Results

A total of 727 articles were initially identified through the string search, of which 621 were empirical. Of these, fourteen studies met our inclusion criteria while 13 publications were included from other sources, resulting in 27 included studies in the final review.

Social Worker Education

Outcome 1: Representation on social work courses

The proportion of ethnic minority individuals enrolled in social work programmes is greater than that of ethnic minority individuals enrolled in all higher education programmes. This proportion is also higher than the proportion of ethnic minority social workers in the workforce.

Outcome 2: Student Welfare

We found that ethnic minority social work students may be demotivated by the often narrow social and cultural scope of syllabi. Black and Asian social work students experience discrimination during their practice placements and they can experience a lack of support from their placement team and/or agency in dealing with racism and discrimination. They may also be expected to be experts on race and anti-racist practices.

Financial and family responsibilities can place additional burdens on some ethnic minority students during their studies. Language differences can also create challenges for some students' course progression. Having peers of the same ethnicity is identified by ethnic minority social work students as important in providing a sense of belonging and support within social work programmes. Where present, ethnic minority teaching staff can act as role models and offer support to students.

Outcome 3: Retention and Progression of students

Students from ethnic minority groups may be less likely to successfully complete their programmes. Where learning environments had higher levels of representation of ethnic minority students, ethnic minority social work students were more likely to progress on time. Furthermore, students from ethnic minority groups who experience intersectional disadvantage may be at greater risk of unsuccessfully completing their social work course.

Social Worker Workforce

Outcome 4: Representation in the workforce

Relative to the population of England, ethnic minority social workers are overrepresented in both the child and adult social worker workforce. However, ethnic minority social workers are underrepresented among Directors of Children's Services and managers in adult social care and are overrepresented amongst agency workers. Since the turn of the century, the annual number of internationally recruited social workers has increased, and is more ethnically diverse than domestically recruited social workers.



Outcome 5: Professional Welfare

We found little data and evidence on the wellbeing of ethnic minority social workers despite several large-scale studies on the topic for social workers in general. What we did identify suggests ethnic minority social workers are likely to experience the same difficulties as other social workers from a White background (high stress, low job satisfaction). In addition, Black social workers reported working longer hours which was linked to burnout. Included studies also identified experiences of racism which impacted on well-being.

Outcome 6: Progression and Retention in the workforce

We identified no data on retention for ethnic minority social workers. This is a significant gap in the research literature. Included studies highlight that Black social workers are disproportionately subject to referrals to the regulator for misconduct. Additionally, while there are opportunities for professional development for social workers from ethnic minority groups, there are perceived substantial barriers to opportunities for career progression.

Conclusion

The proportion of ethnic minority students on social work courses is high. However, they face barriers to engagement and satisfaction during their studies and placements and experience a lack of support in dealing with racism and discrimination. As a result, they may be less likely to enter or remain in the social worker workforce.

In the workplace, ethnic minority social workers are overrepresented in both the child and adult social worker workforce in England. However, ethnic minority social workers are underrepresented in senior positions with perceptions of substantial barriers for career progression.

The findings in this review describe the experiences of social workers and social work students. However, they do not allow us to make claims about how representative the findings are of the views and experiences of all social work professionals and students in the UK from ethnic minority groups.

In light of the findings, we suggest several avenues for future research, policy and practice.



BACKGROUND

Racial inequality has been the subject of renewed focus following the death of George Floyd, an African American man murdered by a police officer in Minneapolis, USA. The murder led to a resurgence in the Black Lives Matter (BLM) movement and people came together to protest against police brutality and structural and institutional racism within US society. The events also led to protests and action in Britain, highlighting similar concerns seen in the USA.

We seek to contribute by focusing on the British social care system; we review the existing evidence base pertaining to the **representation, welfare, progression** and **retention** of ethnic minority social workers. A total of 27 studies are included in the review, including qualitative, quantitative and mixed-methods studies. A full description of our inclusion criteria and search strategy can be found in the methodology section. We use a narrative synthesis approach to summarise the findings.

Population of interest

The BLM movement has an explicit focus on the experiences of Black (specifically African American) people, however, in this review we include studies that consider social workers and social work students from other ethnic minority groups in the UK, and extract findings related to their experiences.

Terminology

There is considerable debate over the most appropriate terminology when referring to different ethnic groups, and there does not seem to be language which is agreed to be the most appropriate.

We use the term 'ethnic minorities' to refer to our population of interest - all ethnic groups except the White British group.¹ When referring to ethnic minorities who are not White, we use the term ethnic minorities instead of terms such as BME (Black and Minority Ethnic), BAME (Black, Asian and Minority Ethnic) or POC (People of Colour). This is because these alternatives place emphasis on certain ethnic groups and exclude others. We recognise that 'ethnic minorities' is a broad term and there is likely to be a diversity of experiences between different ethnic groups. Where possible, we try to be specific about which ethnic group the findings relate to.

We recognised that our search strategy needed to include the range of terminology which has been in use over the last thirty years to describe individuals from the ethnicities that we wanted to include in the review. We thus included: race, ethnic minority, BAME, BME, Black and Asian in our search strings.

¹ ONS (2021) Language and Spelling: Race and Ethnicity <https://style.ons.gov.uk/house-style/race-and-ethnicity/>



METHODS

Research questions

The research questions for this review were as follows:

1. How well **represented** are people from ethnic minorities across the student population of social workers and the social worker workforce of England?
2. How does being from an ethnic minority affect the experience of being a social worker or social work student with regards to **retention, professional welfare and career progression**?

We summarise our research questions using the SPIDER (Sample, Phenomenon of Interest, Design, Evaluation, Research type) tool.²

| SPIDER | |
|-----------------------------------|--|
| Sample | All social workers employed by the State or otherwise, in children's or adult social care in the UK. We also included student social workers. |
| Phenomenon of interest | Being a social worker or a social work student from and ethnic minority group |
| Design | Questionnaires, surveys, interviews, focus groups, case studies, observational studies, inferential statistics, descriptive statistics, randomised controlled trials, quasi-experimental designs |
| Evaluation outcomes) (i.e. | Representation, retention, welfare, and career progression |
| Research type | Quantitative, qualitative, mixed methods |

Selection criteria

The criteria for including studies within this review are:

² Cooke, A., Smith, D., & Booth, A. (2012). Beyond PICO: The SPIDER tool for qualitative evidence synthesis. *Qualitative Health Research*, 22(10), 1435–1443. <https://doi.org/10.1177/1049732312452938>



| Selection criteria | |
|-------------------------|---|
| Timeframe | Studies and reports analysing data collected within the last 31 years (Since 1990). |
| Methods | Primary studies with a qualitative, quantitative, or mixed-methods research design. |
| Population | All social workers employed by the State or otherwise, in children's or adult social care in the UK. We also included student social workers. |
| Language | English language |
| Geographic focus | England, or the UK (Not exclusively focusing on Wales, N. Ireland or Scotland). (Children's social care is devolved). |
| Publication type | Journal articles, working papers, organisational reports. |

Search strategy

Electronic searches

Because of the rapid nature of the review, we conducted a search of a single electronic database, SAGE (<https://journals.sagepub.com/>). We restricted the search to articles published between 1990 and 2020 and in the English language. We then systematically trialled combinations of words and phrases associated with i) a description of the workforce, ii) a description of the geographic focus, and iii) a description of the outcomes of interest expanding the search from title to abstract to full text. For each search, we noted the number of articles returned (please see Table 4 of the Appendix).

The search string which determined our corpus of documents was the following:

```
[[All "social worker" OR [All "social care"]]  
[All career] OR [All progress*] OR [All reten*] OR [All "fit* to practice"] OR [All manage*]  
OR [All promot*]  
[[Abstract race] OR [Abstract racial] OR [Abstract ethni*] OR [Abstract minority] OR  
[Abstract bame] OR [Abstract bme] OR [Abstract black] OR [Abstract asian]]  
[[All england] OR [All uk] OR [All "united kingdom"]]
```

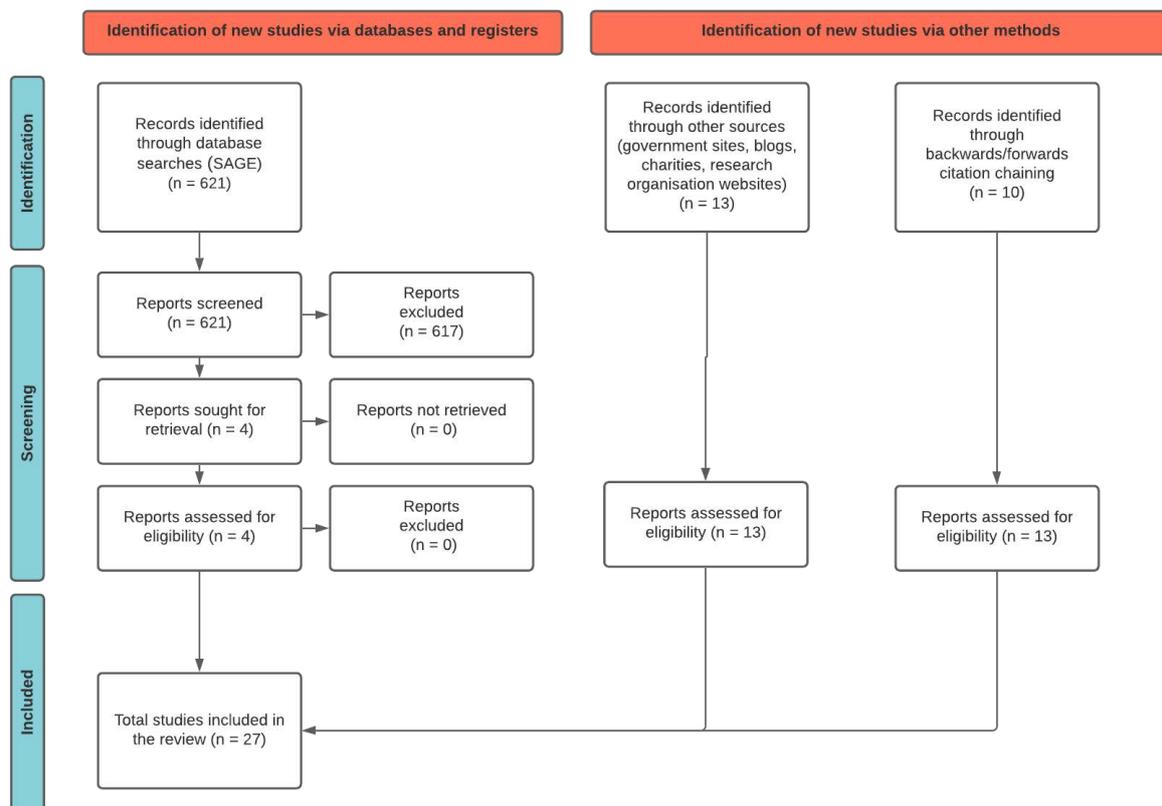


This yielded 727 articles, 621 once restricted to empirical articles. We decided that the workforce and the focus on race or ethnicity was central to the review and so should be mentioned in the abstract whilst we were interested in a range of outcomes and so the outcomes and geography should be mentioned in the text. We reviewed the titles and abstracts of these 621 articles and excluded those that did not meet our inclusion criteria. This resulted in four included studies. A further eight studies were identified by backwards citation and a further two by forward citation.

We also identified a further 13 publications by searching other online sources, namely the websites of organisations, government departments, charities, and blogs relevant to the sector.

In total, we included 27 studies.

Study Selection



Data extraction

The identified papers were shared amongst six review authors, who individually performed data extraction using a prespecified format designed for this review (CC, CM, HH, JG, NF, VC). Each study was reviewed by two review authors. One review author developed the spreadsheet template, and this was reviewed by the other review authors for accuracy. We extracted the following data items from each study (regardless of research design):

- Study title



- Author names
- Year of publication
- Study design
- Geographic setting
- Institutional or organizational setting
- Type of participant (e.g. social workers, graduate students)
- Sample size

These data items are presented for each included study in Table 1 of the appendix.

Next, each review author extracted relevant study data and populated a coding frame. The coding frame was initially developed based on our research questions and we also allowed for an inductive approach whereby we created new codes based on the included studies. We then organised the descriptive codes into themes, and we retained direct quotes from participants included in the studies. Extraction was done independently by each reviewer, with ongoing discussion and comparison to ensure consistency of approach. From this extracted content, findings were identified using the data management, analysis and synthesis approach described below.

Assessing the methodological limitations of included studies

We assessed the methodological limitations of each included studies through use of a modified version of the CASP Qualitative Studies Checklist (Critical Appraisal Skills Programme).³ Within the framework, we assessed methodological limitations across the following domains: clarity of aims, appropriateness of methodology, appropriateness of participant recruitment, appropriateness of data collection, appropriateness of participant-researcher relationship, ethical considerations, rigour of data analysis, clarity of findings, value of research, and any other other considerations (Table 3 of the appendix).

Data management, analysis and synthesis

We opted for a narrative synthesis approach, which allows for ‘investigation of similarities and differences between studies, exploration of relationships within the data and assessment of the strength of the evidence’.⁴

Our team reviewed the extracted data for findings in relation to our workforce outcomes of interest: representation (addressing our first research question), professional welfare, retention, and progression (with the latter three outcomes addressing our second research question). Where a relevant finding was identified, a reviewer synthesised the extracted data into a written passage, providing commentary and referring to the original studies. These findings are presented in the results section.

³ Critical Appraisal Skills Programme (2018). CASP Qualitative Studies Checklist. [online] Available <https://casp-uk.net/casp-tools-checklists/>

⁴ Lisy, K., & Porritt, K. (2016). Narrative synthesis: considerations and challenges. *International Journal of Evidence-Based Healthcare*, 14(4).



Throughout all stages of the data synthesis, the review team held regular meetings to facilitate critical discussion and interrogation of the synthesised data. We presented the findings.

Once the review findings were completed the authors scrutinised each finding for any possible implications for practice, policy, and future research; these sections can be found towards the end of this report.

Assessing confidence in the review findings

Following the approach taken by Houghton et al. (2020), four review authors independently used the GRADE-CERQual (Confidence in the Evidence from Reviews of Qualitative research) approach to assess our confidence in each of our findings, based on four key components:

1. Methodological limitations of included studies: the extent to which limitations in the design or conduct of the individual studies affect our confidence in each review finding they contribute to. We rely on our CASP assessment for each included study to assess the overall confidence for the finding.
2. Coherence of the review finding: an assessment of the clarity of the findings. To assess coherence, we consider whether the underlying studies present a coherent and clear argument supporting the review finding.
3. Adequacy of the data contributing to a review finding: a determination of the richness and the quality of the evidence supporting a review finding. To assess adequacy, we consider how many studies support the finding.
4. Relevance of the included studies to the review question.⁵ To assess relevance, we consider how representative the included studies are of the geographic and population scope of our review, both individually, and as a collective evidence base.

Once we reviewed each finding across the four components, we made an assessment of the overall confidence in the evidence supporting each finding, judging our level of confidence as high, moderate, low or very low. We present a summary of the outcome of our confidence assessment in the Results section, and present detailed descriptions of our confidence assessment for each finding in Table 5 of the appendix.

Review of author reflexivity

Below we reflect on how our identity as authors, and the context we write this rapid review in, may have influenced how we approached the review. We also choose to report here on the ethnic composition of the authors of this review for transparency.

Conducting this rapid review process has involved a series of judgements, for example assessing which articles to include, drawing out the relevant findings from included studies, assessing our confidence in the findings, and drawing conclusions overall. It is important to acknowledge that this decision-making is likely to have been shaped by author positionality

⁵ Lewin S, Booth A, Glenton C, Munthe-Kaas H, Rashidian A, Wainwright M, et al. (2018) Applying GRADE-CERQual to qualitative evidence synthesis findings: introduction to the series. *Implementation Science*; [DOI: 10.1186/s13012-017-0688-3]



and identity. We, as authors of this review, sought to recognise and value individual examples of lived experience whilst at the same time paying attention to the coherence of the findings across studies, how relevant the findings were to the research questions and the strength of the evidence base.

Some of the review authors reflected that, during the process of conducting the review, they felt pressure to do justice to an important topic. Some authors found conducting the review to be emotionally taxing because they identified with some of the experiences described.

This review team comprises eight people and our individual ethnicities are as follows: one person identifies as Pakistani, one person identifies as Black British Caribbean, four people identify as White British, one person identifies as White, and one person identifies as Mixed Race (White British/Black Caribbean). Going forwards, WWCS intends to publish a breakdown of the staff team by various characteristics including ethnicity on our website and update it on a regular basis. Please see our website for the most up-to-date information.

RESULTS

Search results

We found 27 studies that met our inclusion criteria (Figure 1). The sampled studies were published between 1989 and 2019.⁶

Characteristics of included studies

In this section, we briefly describe the studies included for the analysis. For a full description, see Table 1 in the Appendix.

Study settings

The inclusion criteria for geography was within the UK. Twenty-three of the studies focused on England with three describing their area of focus as the UK.

Study participants

Sixteen of the 27 studies focused on the social work workforce generally, with one study we included focusing on the adult social work workforce specifically. Ten of the studies focused on students in higher education institutions. One study covered both the workforce and higher

⁶ While Dominelli's (1989) original study is published outside our earliest publication year for inclusion (1990), it was subsequently published in *Braham, P., Rattansi, A., & Skellington, R. (Eds.). (1992). Racism and Antiracism: inequalities, opportunities and policies (Vol. 3). Sage*, which the review authors initially identified as the year of first publication. Given the ambiguity in our initial exclusion criteria regarding multiple editions, the pertinence of the study to our review, and the rapid nature of the review, we have opted to include it.



education institutions, and one focused on cohorts of the Post-Qualifying Child Care Award programme. The participants include student social workers, tutors on social work courses and qualified social workers (including those who received their training outside the UK).

Methodological limitations of the studies

We used an adapted version of the CASP Qualitative Studies Checklist (Critical Appraisal Skills Programme) to assess the strength of all the studies.⁷

For one of the 27 studies the aim of the study is 'unclear'. For most of the studies (20 of the 27) studies the choice of methodology (i.e. qualitative, quantitative or mixed methods)⁸ was deemed appropriate and for 22 of the 27 the research design chosen was considered appropriate (i.e. focus group, survey versus, or case study etc) to answer the research questions posed.⁹ For most studies (20 of the 27), the recruitment methodology was appropriate and for most studies (24 of the 27), the data was collected in a way that addressed the research issue of the original study. In most studies (23 of the 27), there was a clear statement of the findings.

In only 11 of the 27 studies was there evidence that the relationship between the researcher and the participants had been adequately considered by the study authors,¹⁰ and in only 15 of the 27 studies was there evidence that ethical issues had been taken into account (the remainder didn't clearly discuss ethical issues). There were also concerns about the analysis: in only eight of the 27 studies was there evidence that the data analysis had been sufficiently rigorous. It is possible that the researchers met these criteria but did not evidence them well.

Overall, there were no concerns for four of the studies, minor concerns for ten of the studies and moderate concerns for 13 of the studies.

For a full presentation of the CASP review, see Table 3 in the Appendix.

⁷ Critical Appraisal Skills Programme (2018). CASP Qualitative Studies Checklist. [online] Available <https://casp-uk.net/casp-tools-checklists/> we make minimal adaptations the criterion phrasing to not explicitly focus on qualitative research, so that it may apply to the included quantitative and mixed method studies.

⁸ The criterion is: 2. "Is a qualitative methodology appropriate? If the research seeks to interpret or illuminate the actions and/or subjective experiences of research participants. Is qualitative research the right methodology for addressing the research goal?"

⁹ The criterion is: 3. Was the research design appropriate to address the aims of the research? If the researcher has justified the research design (e.g. have they discussed how they decided which method to use)?

¹⁰ To do this, we rely on explicit discussion by the authors reflecting on this relationship. Where this is not present, we do not consider there to be sufficient evidence.



Strength of evidence assessment

Out of the 27 findings, we graded six as high confidence, 19 as moderate confidence, and two findings as low confidence using the GRADE-CERQual approach. A full assessment profile for each finding can be provided on request.

Review findings

We begin this section by presenting our findings that relate to social worker education. These are organised by findings that relate to representation (i.e. those that relate to our first research question) and then welfare, retention and progression (i.e. those that relate to our second research question). We then present our findings related to the social work workforce, also organised by representation, welfare, retention and progression.

Part 1: Student social workers

Representation

Finding 1: The proportion of ethnic minority individuals enrolled in social work programmes is greater than that of ethnic minority individuals enrolled in all higher education, the social worker workforce, and the population of the UK

The most recent Skills for Care (2021) annual report on social work education analysed data from all 2018/19 enrollees in social work programmes at 66 higher education institutions (HEIs) in the Higher Education Statistics Agency (HESA) dataset. Across all social work programmes, approximately 33% of enrollees in social work programmes in 2018/19 identify as ethnic minorities, up from 29% in 2009/10. In 2018/19, 25% identified as Black, 7% as Asian and 5% as Other (Skills for Care, 2021). Moreover, 29% of enrollees in undergraduate programmes, and 39% of postgraduates, identify as being from an ethnic minority background (Skills for Care, 2021).

Collectively, social work enrolments represent a greater proportion of enrollees from ethnic minority backgrounds than the average across all higher education enrolment, which is 28% in 2018/19, as well as social workers across the adult social care workforce, which is 25% (Skills for Care, 2021). Relative to the proportion of those identifying as Black (7.5%), Asian (3.3%) and all ethnic minorities (14%) in the 2011 population census, all groups are overrepresented in the HESA social work enrolment data (Skills for Care, 2021).

These aggregate patterns are relatively consistent with other (older), large-scale studies included in this review that make use of various student administration datasets to analyse representation of ethnic minorities in the student body (Moriarty & Murray, 2007; Hussein et al., 2009). Hussien et al. (2009) used General Social Care Council data to report the ethnic composition of all social work enrollees across all English HEIs between 2005 and 2007. For all years, those identifying as Black and Asian, and Mixed-race are also overrepresented in postgraduate and undergraduate programmes, relative to the 2011 population census. Consistent with Skills for Care (2021), the share of those identified as ethnic minorities enrolled



in postgraduate programmes is greater than those enrolled in undergraduate programmes (Hussien et al., 2009).

In Moriarty and Murray (2007), the authors make use of the Universities and Colleges Admissions Service (UCAS) data for 2002 acceptances, and similarly find the percentage of Black acceptances into social work programmes (7%) is greater than that for all UCAS acceptances (3%). However, Asian students (comprising 4% of social work acceptances), are relatively under-represented (as they comprise 9% of all acceptances that year).

Student Welfare

Finding 2: Ethnic minority social work students may be demotivated by the often narrow social and cultural scope of syllabi

Two included studies highlight that the philosophy behind traditional social work courses almost entirely focuses on the experience, culture, and values of the White middle class British population (Channer & Doel 2009; Bernard et al., 2011). In Bernard et al. (2011), which reports the findings of interviews with ethnic minority students, as well as key members of staff on the social work programmes of eight English HEIs, many of the ethnic minority participants report that the Eurocentric values and traditions that were taught within their curriculum reinforced their sense of marginalisation. The students in this study further reported that they felt alienated and dissatisfied with their learning environment, which linked to feeling invisible and undervalued within their social work programme. Some students also felt they were unable to discuss racially or culturally sensitive topics as a result of the lack of inclusiveness and segregation in their lectures (Bernard et al., 2011). In Channer and Doel's (2009) small-scale qualitative study, which explores experiences of social workers on a post-qualifying course, students reported that some lecturers were better than others in providing race related content within the curriculum.

Finding 3: Black and Asian social work students experience discrimination during their practice placements.

During practice placements, ethnic minority students reported facing both overt and subtle forms of discrimination. For example, in Fairtlough et al. (2014), which expands and re-analyses the data collected in Bernard et al. (2011), a student described the tendency of individuals in their placement agency to stereotype Black men as "dangerous" (p. 617). Another described the tendency for Black female students to be stereotyped as having too much "attitude" (Bernard et al., 2011, p. 73). Other students reported facing greater scrutiny of their Criminal Records Bureau (CRB) checks¹¹ compared to their White counterparts during the placement allocation process (Bernard et al., 2011, p. 71). Some international students, particularly those from Africa, reported being made to feel by their supervisors that their accents would hinder their ability to practice effectively (Bernard et al., 2011; Fairtlough et al., 2014). These experiences place a heavy burden on students as they are required to continue working within this harmful environment. In Channer and Doel's (2009) study, one Black social worker described becoming aware that her manager was asking other colleagues about her

¹¹Superseded by the Disclosure and Barring Service (DBS) check.



attendance record despite her enthusiasm for the course and regular attendance at teaching sessions. This left the respondent feeling undermined.

Experiencing discriminatory and racist treatment is likely to have an impact on the wellbeing of Black and Asian students, leading to feelings of isolation and exclusion (Bernard et al., 2011; Pieterse et al, 2012). In Fairtlough et al. (2014), a participant who was the only Black social work student in an agency with predominantly White staff expressed feeling uncomfortable, isolated and hypervisible. A number of ethnic minority and disabled students in Bernard et al. (2011) described feelings of alienation and dissatisfaction with the learning environment. This seemed to arise from stresses linked to a sense of invisibility, exclusion, and devaluation that they were encountering within their programmes. These students also felt they needed to work harder to prove their competence than their White counterparts in order to pass the placement segment of their programme (Bernard et al., 2011).

Finding 4: Black and Asian students can experience a lack of support from their placement team and/or agency in dealing with racism and discrimination.

Several studies highlighted that within practice placements, teams and agencies lacked awareness and/or exhibited disinterest towards particular challenges faced by ethnic minority students. In Fairtlough et al. (2014), one participant disclosed that their team members were not receptive to her bringing up the racial challenges she had experienced in a team meeting. Students not being supported by staff members when subjected to racist abuse or discrimination during placements (either from outside or within their team/agency) is described as a demoralising and isolating experience (Channer & Doel, 2009; Bernard et al., 2011).

Finding 5: Financial and family responsibilities can place additional burdens on some ethnic minority students during their studies.

In the included studies, a number of ethnic minority students (and particularly international students) report experiencing additional economic and social burdens compared to their White counterparts that create challenges within their social work studies, thus further impacting their well-being. Ethnic minority students in three studies reported that managing familial responsibilities and physical and mental health place a tremendous strain on their lives, adding challenges to their work and placements (Hafford-Letchfield, 2007; Bartoli et al., 2008; Bernard et al., 2011).

Finding 6: Language differences can create challenges for some students' course progression.

Fairtlough et al. (2014) highlight the challenges that some ethnic minority students face on social work programmes where English is not their first language. Challenges can also arise where dialects of ethnic minority students differ from those of the individuals they interact with during placements. Some Black students reported feeling that other professionals perceived their accents negatively (Fairtlough et al., 2014). The authors connect these challenges to performance and progression on the programme, contributing to students struggling to understand tasks, as well as writing and articulation in assessments (Bernard et al., 2011).



Finding 7: Students from ethnic minority backgrounds are expected to be experts on race and anti-racist practice.

A number of included studies describe added pressure experienced by Black and Asian students and teachers through the expectation that they would take on the role of a race expert, be responsible for and challenge racism within the programme, and championing anti-racist reform (Wainright, 2009; Bernard et al., 2011). Discussing race and racism within the classroom can be emotionally draining, with ethnic minority students reporting feeling themselves the focus of attention where typically they are not and placed with the difficult expectation to spotlight their communities and their experiences (Channer & Doel., 2009). The expectations of Black students to be experts on race are present during placements: one Black student expressed dissatisfaction with the assumption that she would intuitively understand social dynamics of predominantly Black families accessing their service (Wainright, 2009). Across these studies, the authors link these expectations to contributing to additional pressures on ethnic minority students.

Finding 8: Having peers of the same ethnicity is identified by ethnic minority social work students as important in providing a sense of belonging and support within social work programmes

Several students interviewed in Channer and Doel (2009) expressed their preference for being in a learning environment where they were not the only Black student. They reported that learning environments shared with other Black students offered a sense of belonging and support. Additionally, in Hafford-Letchfield (2007), which interviewed seven students enrolled in social work work programmes at one university in South-East England, students from ethnic minority backgrounds identified that peer support plays an important role in receiving acknowledgement of their own experiences, gaining from the experiences of others, as well as sharing resources. Related to peer support, students interviewed in Bernard et al. (2011) noted that friendship groups within the programme tend to be split on “racial lines” (Bernard et al., 2011, 47). This is credited as a positive feature in so far as ethnic minority students are able to use these groups to support each other, but this tendency may also risk inhibiting opportunities for support and learning across different groups (Bernard et al., 2011).

Finding 9: Where present, ethnic minority teaching staff can act as role models and offer support to students

An important factor in how ethnic minority students access support is the representation of ethnic minorities on their programme’s teaching staff. Fairtlough et al. (2014) and Bernard et al. (2011) provide an example of a Black member of teaching staff supporting ethnic minority students to organise a learning support group, which students described as invaluable in facilitating mutual support, and helping them develop their professional identities as social workers from ethnic minority backgrounds. Wainright (2009) described Black teaching staff as having a dual role in destroying negative stereotypes, as well as bringing the skills and experience needed for working with diverse communities. Ethnic minority students in Hafford-Letchfield (2007) also state that ethnic minority tutors are better able to enable students to develop their communication skills, self-awareness and confidence. Students in Bernard et



al., (2011) credit Black tutors in helping them to explore their learning experiences through the lens of race and highlighting the value that their experiences bring.

However, tutors themselves acknowledge that they face difficulties working with a diverse student group with few ethnic minority members of teaching staff, this limits their efficacy (Hafford-Letchfield, 2007). Moreover, in the absence of representation across the staff body, ethnic minority students also report experiencing a sense of cultural isolation (see above) (Hafford-Letchfield, 2007).

Retention and Progression

Finding 10: Students from ethnic minority groups may be less likely to pass their programmes on the first attempt, more likely to pass late, and more likely to fail their programmes

In Hussein et al.'s (2009) analysis of GSCC data for full time undergraduate social work students due to complete their programmes in 2006 and 2007, it was found that all ethnic minority groups in the study were less likely to pass their programme on their first attempt (Black 44.6%, Asian 44.6%, and Other 40.8%) compared to White students (56.7%). Of those who did not pass, course failure rates were highest amongst Asian students (5%) and students from Black or 'Other' ethnic backgrounds (3%) in comparison to their White counterparts (1.4%). Black students were the group most likely to defer their programme (28.3%), although the other ethnic minority groups (Asian 22.5%, Other 24.5%) were more likely to defer than White students (17.1%). This is consistent with Hussein et al.'s (2008) earlier study using GSCC data to analyse the progression outcomes of 10,891 postgraduate students from 1995 to 1998, with a lower rate of ethnic minority students (61.4%) passing on time than White students (77%), a higher rate of ethnic minority students passing later (19.7%) than White students (12.6%), and a higher rate of ethnic minority students failing their programme (18.8%) compared with White students (10.5%).¹²

This association between a student being from an ethnic minority group and less likely to pass on time persists when, in both Hussein et al. (2008) and Hussein et al. (2009), regression analysis is used to control for a variety of student and HEI characteristics (age, disability status, programme type, education level, cohort size, region etc). Analysing associations for different ethnic minorities and outcomes in this manner, Hussein et al. (2009) find that, compared to White students, Black, Asian and Other students are significantly less likely to not pass at their first attempt. Additionally, Black and Asian students are significantly more likely to fail, and Black students are significantly more likely to defer, compared to White students. Despite relying on older outcome data from the 1990s and 2000s, these observational analyses offer the most comprehensive and (for England) nationally representative quantitative assessment of these relationships known to the reviewers.

In exploring why ethnic minorities may not pass on time, students in Bernard et al. (2011) expressed their worries about the assessment process for their course; they were fearful of

¹² Unlike Hussien et al., (2009), analysis for different ethnic minority groups (i.e. Black, Asian and 'Other') is not conducted in Hussein et al. (2008).



the possible implications that raising their concern for the lack of anonymous marking could have on them. Given the power dynamic with the institution and students, they worried that they may be marked down as a result of their race.

Together, these studies suggest that students from ethnic minority groups may be less likely to enter the workforce, or might take longer to enter the workforce, as they are more likely to not pass as timeously as their White peers. In Channer and Doel (2009), all five respondents felt that a 'change of career was likely' due to racial discrimination experienced throughout their course (p.8). One respondent comments "*probably, years ago, I would have said I will stay in social work - now I don't see myself retiring in social work.*" (p.8).

Finding 11: Where learning environments had higher levels of representation of ethnic minority students, ethnic minority social work students were more likely to progress on time

Two quantitative studies (Hussein et al., 2008; Hussein et al., 2009) and one qualitative study (Channer & Doel, 2009) find that students from ethnic minority groups were less likely to withdraw from courses that had a higher representation of ethnic minority students. However, Hussein et al (2008), found that this effect was only evident for the cohort studies in pre-1992 universities, whilst the reverse occurred in post-1992 universities whereby students from ethnic minority groups excelled in under-represented cohorts. The authors suggest that this effect is likely attributed to differences in course delivery. As a result of this mixed finding, we recommend exploring the influence of diverse representation on student drop-out rates in future research.

Finding 12: Students from ethnic minority groups who experience intersectional disadvantage may be at greater risk of not successfully completing their social work course.

Three quantitative studies (Hussein et al., 2008; Hussein, et al., 2009; Liu, 2017) and one qualitative study (Bernard et al., 2011) suggest that students from ethnic minority groups who experience multiple disadvantages related to age, class and disability are less likely to successfully complete their course.¹³ Using student graduation data from 2003 to 2011 from one higher education institution (HEI) in the South-East of England, Liu (2017), conducts a regression analysis and finds that while ethnicity, gender and disability are not negatively associated with programme completion, when interacted, an intersectional effect is found. For those enrolled in a BASW programme, Black female students with learning disabilities are 90% less likely to complete their programme compared to students who are not Black female students with learning difficulties in the same programme (p.232). Confidence in this result should be moderated by the relatively small sample size, with 13 of the 671 observations in the sample being identified as black women with learning disability.

Findings from Hussein et al. (2008) and Hussein, et al. (2009) suggest that HEIs play an important role in the retention of students. Therefore, HEIs should consider the diverse and

¹³ While Hussein et al. (2008) and Hussein et al. (2009) show significant gender and disability status effects, a potential interaction effect between these characteristics and ethnicity is not estimated.



intersectional needs of ethnic minority students to support the retention and progression of those enrolled on social work courses.

Part 2: Workforce

Representation

Finding 13: Relative to the population of England, ethnic minority social workers are overrepresented in both the child and adult social worker workforce.¹⁴

As of 2021, ethnic minorities are overrepresented in the children's social care workforce. For the 2020 children's social work workforce census, ethnicity was known for 81% of social workers (Department for Education, 2021). Of these, 78% were White, 12% Black, 6% Asian and 4% Mixed/Multiple ethnic groups. Comparing these figures to the 2011 population census data from England and Wales (finding that 86% of the population is White, 7.5% Black, 3.3% Asian, 2.2% Mixed/Multiple Ethnic Groups, and 1.0 other), it is evident that those identifying as Black, Asian and of mixed ethnicity are overrepresented in the social worker workforce.¹⁵

Similarly, ethnic minority groups are also disproportionately represented in the adult social care workforce. This can be concluded from the Adult Social Care Workforce Dataset, which is the corresponding workforce census managed by Skills for Care on behalf of the Department of Health and Social Care. In the most recent annual report by Skills for Care (2020), 79% of the workforce identified as White, 12% as Black, 7% as Asian and 2% as Mixed/Multiple ethnic groups, and less than one percent as Other.

We were unable to find any studies, using this data, or (similar sources) that considered whether representation varied at a subnational level (i.e. by region or local authority).

Finding 14: Ethnic minority social workers are underrepresented among Directors of Children's Services and managers in adult social care.

A 2021 report by the Association of Directors of Children's Services Ltd, analysed data, collected in 2020/21, on the reported ethnicity of Director of Children's Services (DCS) post-holders.¹⁶ Of those where ethnicity data is available, 92% identify as White, whereas 2% identify as Black, and 3% as mixed race (specifically, White and Asian) (ACDS, 2021). Relative to the workforce as a whole, as well as population data of England (see above), this indicates that ethnic minorities are underrepresented. However, the authors note that these figures are based on only the 62% of member DCS post-holders for which ethnicity data was available (ACDS, 2021).

¹⁴ We consider whether an ethnic group is under(over) represented if the proportion of that group in the workforce is less(greater) than the proportion of that group in the population at large.

¹⁵ Office for National Statistics ; National Records of Scotland ; Northern Ireland Statistics and Research Agency (2016): 2011 Census aggregate data. UK Data Service (Edition: June 2016). DOI: <http://dx.doi.org/10.5257/census/aggregate-2011-1>

¹⁶ Founded in 2007, the ACDS is England's national leadership association for statutory directors of children's services and their senior management teams.



While we were unable to find any studies presenting a similar breakdown for directorship place-holders in adult social care, the Skills for Care (2021) report presents the headline figure that those identifying as 'BAME' made up 15% of managerial roles, whereas they represented 21% of all roles in the the adult social workforce. No similar breakdown was identified for children's social care.

Finding 15: Ethnic minority social workers are overrepresented amongst agency workers.

One study, Johnson et al., 2020, provides evidence that agency social workers are disproportionately from ethnic minority backgrounds. This representative, longitudinal survey, included a follow up survey with 3,302 local authority children's social workers, from September 2019 to January 2020, and showed that agency social workers were more likely than permanent social workers to be Black (44% of agency workers in the sample) or from other ethnic minority groups (22%).¹⁷ These proportions are higher than the proportion of ethnic minorities in the whole sample (9% Black; 12% from other minority ethnic groups), as well as in the 2020 social worker population statistics (12% Black; 10% from other minority ethnic groups).

Finding 16: The annual number of internationally-recruited social workers has increased, and is more ethnically diverse than domestically recruited social workers.

Several included studies report that the rate of social worker recruitment from abroad has increased annually and has changed "substantially within the past 20 years" with respect to national origin and ethnicity (Hussein et al., 2011; Moriarty et al., 2011). Moriarty et al. (2012) argue that this is a result of personnel shortages in the profession, increasing numbers of internationally educated professionals and in response to changes in global labour mobility.

Hussein et al. (2011) report that the majority of the intake to the UK had been from commonwealth countries such as India, Zimbabwe, Australia and South Africa, possibly as a result of the 'cultural affinity' between nations with historical ties to the UK and more favourable conditions for acquiring working visas. Data from 2008 showed that, of the incoming international cohort that year, 57% of the international cohort were White; 18% Asian and 18% Black. Proportionally fewer migrants from outside of the European Economic Area were found to be White (Moriarty et al., 2011).

Professional Welfare

Finding 17: There is limited data available on the welfare of social workers from ethnic minority backgrounds

We found little evidence on the welfare of ethnic minority social workers.

¹⁷ Within the study, 'other ethnic minority groups' includes those identifying as Asian, Mixed and Other ethnicities, and excludes those identifying as Black or White.



A recent report on the welfare of health and social care workers during the COVID-19 pandemic found that ethnicity did not predict wellbeing scores. However, data were not disaggregated by profession (McFadden et al, 2020).

In Johnson et al (2020), social worker wellbeing in general is low with 56% feeling stressed, 54% stating their workload is too high and a further 55% saying they were asked to fulfill too many roles in their jobs. Stress and high workload was strongly associated with work dissatisfaction across the sample. This was particularly pronounced among social workers doing direct work. However, this data was not disaggregated by ethnicity.

The survey did report however that 44% of Black social workers reported over time “all the time” compared to 15% across the sample. In addition, working overtime was associated with burnout and highlighted in the qualitative data collected.

We identified other studies which described how wellbeing was affected by experiences of racism at work. The link between experiences of racism and mental health is well documented outside of the children’s social care context (Pieterse et al, 2012).

For example, several included studies described reports of social workers experiencing overt racism in the course of their work (Stevens, et al., 2012; Tinarwo 2015; Brockmann, Butt, & Fisher, 2001). Tinarwo (2015) reports that ‘some of the racist behaviours they were subjected to were... bordering on racial abuse’ (p.712). In Brockmann, et al (2001) a male residential worker reported being told: “*to go back to my own country*” (p.5); a female field worker reports her experience: “*I knocked on the door and the person said “oh, I didn’t know it was going to be a Blackie”*” (p.5).

Whilst examples of overt racism are most salient, and thus may motivate a focus on addressing overt racism in the workplace, several included studies also report that Black, Asian and ethnic minority social workers report experiencing incidents of racism in more subtle forms (Stevens, et al., 2012; Tinarwo, 2015; Brockmann et al., 2001). For example, research participants describe having everything they did ‘double-checked ... with the other worker’, behaviour which they perceived to have a racial motivation (Brockmann et al, 2001). In Hatzidimitriadou and Psoinos’ 2017 study, social workers reported receiving comments such as ‘*that might be how you do it in your country, but we don’t*’ (Hatzidimitriadou & Psoinos, 2017, p.18). Many social workers also reported general unfriendly attitudes from White colleagues and staff (Tinarwo 2015, p.713; Hatzidimitriadou & Psoinos, 2017, p.14).

Brockmann et al (2001) highlight that subtle racism can have a ‘greater impact on staff than do more explicitly racist comments and practices’ (p.8). In their survey of Black and Asian social services staff, most subtle or ‘covert’ instances of racism were reported to have affected participants ‘very much’ or ‘quite a lot’, while there was more variance in impact reported as a result of other forms of racism. Further, they argue that this subtle racism ‘impinges on the worker’s sense of self’, as opposed to more overt racism which can be more easily identified, rationalised, and thus combatted. This, they argue, highlights the importance of focusing attention not only on addressing overt racism but also on the more covert form.



Finding 18: Support from line managers is key to well-being in the workplace

Views about line management differed across included studies. In Johnson et al. (2020) social workers from an Asian or Black ethnic background were more positive about their line managers' ability to motivate them (85% for Asian, 80% for Black, 71% overall) and the extent to which feedback had helped them to improve their performance (78% for Asian, 79% for Black, compared with 67% overall). Additionally, Asian social workers had more confidence in managers' decisions than others (88% compared with 79% on average) and felt their managers recognised a job well done (93% compared with 81% on average). Black social workers were more likely to agree that they received regular feedback on their performance (76% compared with 69% on average). In contrast, White British social workers were more positive about their line managers' consideration of their lives outside of work and openness to their ideas.

In Stevens et al. (2012) participants highly valued being supported by their managers in dealing with racism specifically. Participants described it as “*crucial*” and “*helpful in reducing the impact of racism*” (p.270). One participant described how important it was for her manager to have fully engaged with the problem rather than simply re-allocating the case. Instead, he “*got to the bottom*” of the issue, and the participant felt more meaningfully supported (p.271). However, in the same study, participants also stated that they were equally likely not to be supported by their managers when issues were raised.

Retention

We identified no evidence on retention of ethnic minority social workers. This is a significant gap in research given high reported turnover rates in the profession (Gov.uk, 2021).

Referrals for misconduct

Finding 19: Black social workers are disproportionately subject to referrals to the regulator for misconduct.

A 2012 report by the General Social Care Council (GSCC) examines data on 4,118 individuals registered with the Social Care Register who were referred to the GSCC for misconduct between April 2004 and September 2011. Of all the referrals made to the GSCC during this period, 16.2% concerned Black social workers. However, Black social workers make up just 10.8% of all social workers on the Social Care Register (GSCC, 2012). Moreover, Black social workers are referred to the GSCC at 1.7 times the rate of White social workers (who are referred to at a lower proportion, 64.7%, compared to the proportion registered, 73.1%) (GSCC, 2012). For other ethnicities (Asian, Chinese, Mixed and Other) there is no significant difference in proportions. The report describes finding a similar overrepresentation of Black social workers where referrals progressed to conduct hearings (GSCC, 2012).

However, the report cautions that this study did not have information on the prevalence and the nature of misconduct amongst those referred, or the outcomes of social workers from ethnic minority groups within the referral and conduct hearing system (GSCC, 2012).



Progression

Finding 20: There are opportunities for professional development for social workers from ethnic minority groups, however there are perceived substantial barriers to opportunities for career progression.

Tinarwo (2015) reports that overseas social workers reported positive experiences regarding their opportunities for professional development provided by their employer. One participant listed multiple training courses he had undertaken, noting: *“I’ve done it all and they have paid for everything I wanted, for everything I said I wanted to do”* (p.715).

The author suggests however that this investment in education from foreign social workers might have been a response to the ‘loss of status’ they suffered as a result of employers’ failure to fairly recognise their highest qualifications and work experience. Respondents felt that their organisation both ‘deskilled’ them by devaluing their experience and overseas qualifications, and there was also the perception that the environment was such that their prospects for progression was limited (2015, p.711). One participant in the same study noted that this was reflected in their salary, which *“started at the bottom”* despite their comparatively high level of professional experience.

Findings from a recent survey of Black safeguarding professionals (Brown, Solarin and Charles, 2021) also suggest that opportunities for career progression are limited. For example, 44% of respondents either disagreed or strongly disagreed with the statement *‘I feel my organisation provides fair and equal progression opportunities to BSPs [Black Safeguarding Professionals] compared to Safeguarding Professionals from other ethnic groups in the workplace’*. Moreover, respondents who work in social care responded with ‘disagree’ more frequently than other safeguarding roles, suggesting that the perception of discrimination around progression may be particularly strong in the social care workforce. The sample size for this study was small however so the findings may not be robust.

This mirrors the findings from the nationally representative survey of 3,302 local authority child and family social workers conducted by Johnson et al. (2020), which found that a higher proportion of Black (32%) and Asian (31%) respondents viewed their career progression as below their expectations, compared to the whole sample average (20%).



SUMMARY & DISCUSSION

Summary of findings

Social work education

The proportion of ethnic minority students on social work programmes is high compared to other programmes, those in the social workforce, and the population at large. However, retention and progression of ethnic minority students through programmes is worse relative to White students. Student welfare, engagement and course satisfaction is affected by their experiences of racism on the social work course. Students from ethnic minority groups may be less likely to enter or remain in the workforce, and students who experience intersectional disadvantage may be at greater risk of not successfully completing their social work course. Additionally, black students and students from other ethnic minority groups experience problems with progressing in their social work programme and are less likely to pass on their first attempt. However, where learning environments are more diverse, ethnic minority students might be less likely to not pass programmes on time.

Workplace

Relative to the population of England, Black, Asian, and Mixed ethnic minority social workers are overrepresented in both the child and adult social worker workforce. However, ethnic minority social workers are underrepresented among Directors of Children's Services and managers in adult social care. We identified a paucity of data on the wellbeing of ethnic minority social workers. What we did include showed that they were more likely to report working overtime, which was associated with higher rates of burnout. However, social workers from ethnic minorities reported being well supported by their managers, which may go some way to mitigating these problems. We found no data on retention of ethnic minority social workers. On progression, some opportunities from development were identified but barriers to taking these up were also reported.

The findings in this review allow for in-depth understanding into some people's experiences, however they do not allow us to make claims about how representative the findings are of the views and experiences of all social work professionals and students in the UK from ethnic minority groups. We outline areas for future research and implications for policy and practice below.

Limitations of this review

To keep the review 'rapid', we searched one research database: SAGE. We chose SAGE because of its open access and its focus on journals from the social sciences, where literature of our topic of interest would most likely be found. We did not include unpublished research,



books or dissertations. We only included studies published from 1989 onwards. This felt reasonable in that our interest is in the current experiences of current social workers, and evidence prior to 1989 likely relates to social workers who are now retired.

Implications for future research

First and foremost, the review highlights a lack of evidence with respect to important experiences for social workers from ethnic minority backgrounds, including progression, retention, turnover and wellbeing. Given aggregate data on high rates of turnover and social workers leaving the profession altogether, research must identify whether this affects professionals from different ethnicities in the same way or not. This may also provide clues about the small numbers of ethnic minority social workers in senior positions.

Quantitative approaches

Analysis of social worker census data: Workforce level data from sources such as the social worker census remains underutilised in the literature. Local authority level census returns, containing data on ethnic composition of the social workforce, would provide an opportunity to assess how representative the workforce is at the local authority level, how this has changed over time, and see indicative associations between retention, and leadership structure.

Analysis of nationally representative workforce survey data on racial experiences: WWCS is currently undertaking a large scale, representative survey to better understand subjective experiences of racism across the UK, as well as the forms of anti-racist practice that social workers perceive as most effective in addressing racism.

Analysis of longitudinal workforce survey data: Longitudinal representative workforce survey data, such as that presented Johnson et al. (2020), which collects data on role, employment ethnicity and workplace wellbeing, would allow for robust analysis of whether career progression, job satisfaction, or the likelihood of workforce dropout, varied by ethnicity.

Qualitative approaches

Investigate the individual and organisational reporting of racism: We know from the included studies that under-reporting of racism in social work is probable, therefore we suggest focusing on understanding current processes and experiences of reporting workplace racism (from colleagues or people accessing services) and how this could be improved. We suggest conducting interviews or focus groups with ethnic minority social workers, managers, and leaders.

Explore experiences of policies to combat racism in local authorities: We suggest conducting interviews with social workers, managers, and leaders in organisations to understand how this culture and practice developed and what the enabling factors are.



Mixed-method approaches

Impact of diverse representation on education and workforce outcomes: We want to understand the impact of achieving diverse representation in academic, management and leadership roles including on outcomes such as welfare, retention, and progression for students and social workers from ethnic minority groups.

Understanding course failure rates: We want to understand, from the perspectives of ethnic minority students who have failed their social work course, what contributed to this failure and what could be done to prevent this in the future. Quantitative analysis of student record data would deepen our knowledge of the contextual factors influencing course failure rates.

Impact and process evaluation of anti-racist interventions: Finally, more research is needed to evaluate the effectiveness of various forms of anti-racist practice and policy (such as anti-racist professional training). It has also been noted that the link between theoretical commitments to combat discrimination and the effects of these in practice has been under-researched (Hussein et al., 2008).

Implication for practice and policy

Whilst the reviewed literature does not provide comprehensive evidence on ‘what works’, it is clear that there are opportunities for reform and new practice to improve the representation, welfare, retention and progression of social workers and social work students from ethnic minority groups. We outline five key practice and policy implications arising from this research:

Achieve diverse representation in senior roles: Despite an over-representation of ethnic minority groups in both child and adult social work relative to the population of England, there is still an underrepresentation of ethnic minority groups among senior positions in social work, including Directors of Children’s Services. While the evidence base in the reviewed literature is limited as to ‘what works’ to promote career advancement, local authorities may want to consider reviewing recruitment and promotion practices.

Regularly collect and report workforce data on ethnic minority representation: There is little regularly reported data on ethnic minority representation within the social worker workforce below the subnational level, or within organisations (i.e. levels of the workforce, disciplinary referrals and hearings, access to resources). We therefore recommend that local level data on the representation, retention, progression, and welfare of ethnic minority groups in the workforce be collected and reported regularly, to allow for practitioners to identify areas for improvement and hold them accountable to their standards.

Appoint mentors and champions and establish support groups: It is important that anti-racist practice is encouraged and supported in local authorities and that the onus is not on ethnic minority social workers and social work students to tackle racism in the profession. The reviewed literature highlights the valuable role of support that mentors and peers can play in tackling racism and we therefore encourage local authorities and academic institutions to consider appointing anti-racism mentors and champions. Further, the appointment of anti-



racist practice leads/champions, and ethnic minority support groups could also be promising in providing this support and sharing the onus for championing change.

Examine the impact of efforts to diversify the social work curriculum: we are aware of a number of higher education institutions which have made changes to the curriculum to diversify its content. We would like to see these changes evaluated and their impact on wellbeing, progression and retention analysed. WWCS have convened a group of academics and practitioners to look at a project supporting and evaluating the decolonisation of the social work curriculum.

Learning from programmes in other fields and robust evaluation: The current limitations of understanding 'what works' to tackle racism in the social work profession mean that it is thus crucial that we learn from programmes that have been tested in adjacent fields and that the effectiveness of potential solutions is measured to understand what is most helpful.



REFERENCES: included studies

- Association of Directors of Children's Services (2021) ADCS DCS Update – as of 31 March 2021.
https://adcs.org.uk/assets/documentation/ADCS_DCS_Update_March_2021_FINAL.pdf
- Bartoli, A., Kennedy, S., & Tadam, P. (2008). Practice learning: Who is failing to adjust? Black African student experience of practice learning in a social work setting. *The Journal of Practice Teaching and Learning*, 8(2), 75–90. <https://doi.org/10.1921/81134>
- Bernard, C., Fairtlough, A., Fletcher, J., & Ahmet, A. (2011). Diversity and Progression among Social Work Students in England. *Focus*, July.
- Brockmann, M., Butt, J., & Fisher, M. (2001). The Experience of Racism: Black Staff in Social Services. *Research Policy and Planning*, 19(2), 1–11.
- Brown, L., Solarin, A., and Charles, K. (2021) Opportunities and Support for Black Safeguarding Professionals. KIJJI.
- Channer, Y., & Doel, M. (2009). Beyond qualification: Experiences of black social workers on a post-qualifying course. *Social Work Education*, 28(4), 396–412. <https://doi.org/10.1080/02615470802280675>
- Department for Education (2021) Children and family social work workforce in England. London
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/868384/CSWW_2018-19_Text.pdf
- Dominelli, L. (1989). An uncaring profession? An examination of racism in social work in social work. 9451. <https://doi.org/10.1080/1369183X.1989.9976127>
- Elias, A., & Paradies, Y. (2021) The Costs of Institutional Racism and its Ethical Implications for Healthcare. *Journal of Bioethical Inquiry*, 18, 45–58. <https://dx.doi.org/10.1007%2Fs11673-020-10073-0>
- Fairtlough, A., Bernard, C., Fletcher, J., & Ahmet, A. (2014). Black social work students' experiences of practice learning: Understanding differential progression rates. *Journal of Social Work*, 14(6), 605–624. <https://doi.org/10.1177/1468017313500416>
- General Social Care Council. (2012). *Regulating social workers (2001-2012)*. London. http://cdn.basw.co.uk/upload/basw_34828-9.pdf
- Hafford-Letchfield, T. (2007). Factors affecting the retention of learners following the degree in social work at a university in the south-east of England. *Learning in Health and Social Care*, 6(3), 170–184. <https://doi.org/10.1111/j.1473-6861.2007.00159.x>



- Hatzidimitriadou, E., & Psinos, M. (2017). A qualitative analysis of migrant social workers' work experiences and perceived prejudice from an empowering acculturative integration approach. *European Journal of Social Work*.
- Hussein, S., Moriarty, J., Manthorpe, J., & Huxley, P. (2008). Diversity and progression among students starting social work qualifying programmes in England between 1995 and 1998: A quantitative study. *British Journal of Social Work*, 38(8), 1588–1609. <https://doi.org/10.1093/bjsw/bcl378>
- Hussein, S., Moriarty, J., Manthorpe, J., & Jones, G. (2009). Variations in Progression of Social Work Students in England : Using student data to help promote achievement : social work degree. Group, January.
- Hussein, S., Stevens, M., Manthorpe, J., & Moriarty, J. (2011). Change and continuity: A quantitative investigation of trends and characteristics of international social workers in England. *British Journal of Social Work*, 41(6), 1140–1157. <https://doi.org/10.1093/bjsw/bcr008>
- Johnson, C., Benigner, K., Sanders-Earley, A., Felton, J., Earl, S., Winterbotham, M., McLaughlin, H., Pollock, S., Scholar, H. & McCaughan S. (2020) Longitudinal study of local authority child and family social workers (Wave 2). Department for Education. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/906778/Longitudinal_study_of_local_authority_child_and_family_social_workers_Wave_2.pdf
- Jones, K. (2006). Valuing diversity and widening participation: The experiences of access to social work students in further and higher education. *Social Work Education*, 25(5), 485–500. <https://doi.org/10.1080/02615470600738866>
- Lewis, G. (1996) *Situated Voices: Black Women's Experiences and Social Work*
- Liu, B. C. (2017). Intersectional impact of multiple identities on social work education in the UK. *Journal of Social Work*, 17(2), 226–242. <https://doi.org/10.1177/1468017316637220>
- Mbarushimana, J. P., & Robbins, R. (2015). “We have to Work Harder”: Testing Assumptions about the Challenges for Black and Minority Ethnic Social Workers in a Multicultural Society. *Practice*, 27(2), 135–152. <https://doi.org/10.1080/09503153.2015.1014336>
- Moriarty, J., & Murray, J. (2007). Who Wants to be a Social Worker? Using Routine Published Data to Identify Trends in the Numbers of People Applying for and Completing Social Work Programmes in England. *British Journal of Social Work*, 37(4), 715–733. <https://doi.org/10.1093/bjsw/bch325>
- Moriarty, J., Hussein, S., Manthorpe, J., & Stevens, M. (2012). International social workers in England: Factors influencing supply and demand. *International Social Work*, 55(2), 169–184. <https://doi.org/10.1177/0020872811417473>
- Skills for Care (2020) The state of the adult social care sector and workforce in England. Leeds. www.skillsforcare.org.uk/stateof.



Skills for Care (2021) Social work education 2021: Skills for Care analysis of Higher Education Statistics Agency (HESA) data. Leeds. www.skillsforcare.org.uk/stateof

Stevens, M., Hussein, S., & Manthorpe, J. (2012). Experiences of racism and discrimination among migrant care workers in England: Findings from a mixed-methods research project. *Ethnic and Racial Studies*, 35(2), 259–280. <https://doi.org/10.1080/01419870.2011.574714>

Tinarwo, M. T. (2017). Discrimination as experienced by overseas social workers employed within the British Welfare State. *International Social Work*, 60(3), 707–719. <https://doi.org/10.1177/0020872814562480>

Wainwright, J. (2009). Racism, anti-racist practice and social work: articulating the teaching and learning experiences of Black social workers. *Race Ethnicity and Education*, 12(4), 495–516. <https://doi.org/10.1080/13613320903364465>

Additional References

Carroll, C., Booth, A., Leaviss, J. et al. “Best fit” framework synthesis: refining the method. *BMC Med Res Methodol* 13, 37 (2013). <https://doi.org/10.1186/1471-2288-13-37>

Cooke, A., Smith, D., & Booth, A. (2012). Beyond PICO: The SPIDER tool for qualitative evidence synthesis. *Qualitative Health Research*, 22(10), 1435–1443. <https://doi.org/10.1177/1049732312452938>

Critical Appraisal Skills Programme (2018). CASP Qualitative Studies Checklist. [online] Available <https://casp-uk.net/casp-tools-checklists/>

D’cruz, H., Gillingham, P., & Melendez, S. (2007). Reflexivity, its meanings and relevance for social work: A critical review of the literature. *The British Journal of Social Work*, 37(1), 73-90.

Darawsheh, W. (2014). Reflexivity in research: Promoting rigour, reliability and validity in qualitative research. *International Journal of Therapy and Rehabilitation*, 21(12), 560-568

Finlay, L. (2002). Negotiating the swamp: the opportunity and challenge of reflexivity in research practice. *Qualitative research*, 2(2), 209-230.

Garland, J., Chakraborti, N., (2006) Recognising and Responding to Victims of Rural Racism, *International Review of Victimology*, 13(1), 49-69. <https://doi.org/10.1177/026975800601300103>

Gov.uk. (2021). Children's social work workforce, Reporting Year 2020. Retrieved from <https://explore-education-statistics.service.gov.uk/find-statistics/children-s-social-work-workforce>

Houghton, C., Meskell, P., Delaney, H., Smalle, M., Glenton, C., Booth, A., Chan, X. H. S., Devane, D., & Biesty, L. M. (2020) Barriers and facilitators to healthcare workers' adherence with infection prevention and control (IPC) guidelines for respiratory



infectious diseases: a rapid qualitative evidence synthesis. *Cochrane Database of Systematic Reviews* 2020, Issue 4. Art. No.: CD013582. DOI: 10.1002/14651858.CD013582.

- Johnson, C., Sanders-Earley, A., Earl, S., Winterbotham, M., McLaughlin, H., Pollock, S., Scholar, H., McCaughan, S. (2021) Longitudinal study of local authority child and family social workers (Wave 3). [online]. Department for Education. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1008153/Longitudinal_study_of_local_authority_child_and_family_social_workers__Wave_3_.pdf
- Lewin, S., Booth, A., Glenton, C., Munthe-Kaas, H., Rashidian, A., Wainwright, M., Bohren, M. A., Tuncalp, O., Colvin, C. J., Garside, R., Carlsen, B., Langlois, E. V., & Noyes, J.. (2018) Applying GRADE-CERQual to qualitative evidence synthesis findings: introduction to the series. *Implementation Science*; DOI: 10.1186/s13012-017-0688-3
- Lisy, K., & Porritt, K. (2016). Narrative synthesis: considerations and challenges. *International Journal of Evidence-Based Healthcare*, 14(4).
- McFadden, P., Gillen, P., Moriarty, J., Mallett, J., Schroder, H., Ravalier, J., Manthorpe, J., Harron., J., & Currie, D. (2020) Health and social care workers' quality of working life and coping while working during the COVID-19 pandemic 7th May – 3 rd July 2020: findings from a UK Survey. [online]. Available at: https://www.hscworkforcestudy.co.uk/_files/ugd/2749ea_62b10d98a3e84bb79f7d6ee71d226766.pdf
- Pieterse, A. L., Todd, N. R., Neville, H. A., & Carter, R. T. (2012) Perceived racism and mental health among Black American adults: a meta-analytic review. *Journal of Counseling Psychology*, 59(1), 1-9. <https://doi.org/10.1037/a0026208>



APPENDICES

Appendix 1: Characteristics of included studies

| Study | Type of study | Geography | Setting | Number and type of participants |
|--|--|--|---|---|
| Association of Directors of Children's Services (2021) | Quantitative: Descriptive statistics | England | Children's services | 151 Directors of Children's Services |
| Bartoli, Kennedy & Tedam (2008) | Qualitative: Focus group | England | HEIs | 15 students |
| Bernard, Fairtlough, Fletcher & Ahmet (2011) | Qualitative: Case study analysis | England | HEIs | 97 students |
| Brockmann, Butt, & Fisher (2001) | Mixed methods: Interviews and descriptive analysis of survey responses | England (Metropolitan) | Social work workforce | 940 social care employees |
| Brown, Solarin & Charles (2021) | Quantitative: Descriptive analysis of survey data | England, with most respondents from London | Safeguarding services | 100 safeguarding professionals |
| Channer & Doel (2009) | Qualitative | Northern England | Cohorts of the Post-Qualifying Child Care Award programme | 5 students |
| Department for Education (2021) | Quantitative: descriptive analysis of census data | England | Children's social worker workforce | 32,900 Children and family social workers |
| Dominelli (1989) ¹⁸ | Qualitative: Case study analysis | England | Social work practice | 1 case study |

¹⁸ While Dominelli's (1989) original study is published outside our earliest publication year for inclusion (1990), it was subsequently published in *Braham, P., Rattansi, A., & Skellington, R. (Eds.). (1992). Racism and Antiracism: inequalities, opportunities and policies (Vol. 3). Sage*, which the review authors initially identified as the year of first publication. Given the ambiguity in our initial exclusion criteria regarding multiple editions, the pertinence of the study to our review, and the rapid nature of the review, we have opted to include it.



| | | | | |
|---|---|-----------------------|--------------------------------------|--|
| Fairtlough, Bernard, Fletcher & Ahmet (2014) | Qualitative: Interviews | England | 9 HEIs | 66 students |
| General Social Care Council (2012) | Quantitative: Descriptive analysis of registration data | England | Registered social workers | 87,000 social workers in the Social Care Register Dataset |
| Hafford-Letchfield (2007) | Qualitative: interviews | South-East of England | HEIs | 7 students |
| Hatzidimitriadou & Psinos (2017) | Qualitative: interviews | England (London) | Social work workforce | 5 internationally qualified migrant social workers |
| Hussein, Moriarty, Manthorpe & Huxley (2008) | Quantitative: cohort study | England | HEIs | 10,891 social work students |
| Hussein, Moriarty, Manthorpe & Jones (2009) | Quantitative: analysis of cross sectional student record data | England | HEIs | 5,275 (The population of full time students in social work undergraduate and postgraduate courses in England, between 2003 and 2005) |
| Hussein, Stevens, Manthorpe & Moriarty (2011) | Quantitative: Descriptive analysis of registration data | UK | Social work workforce | ~7,000 internationally-trained SWs working in the UK |
| Johnson (2020) | Mixed methods: Descriptive analysis of survey data and interviews | England | Children and family social workforce | 3,302 children and family social workers |
| Jones (2006) | Mixed methods: Quantitative descriptive analysis and qualitative focus groups | UK | HEIs | Descriptive data: unclear. Qualitative: 30-40 students |



| | | | | |
|---|---|--------------------------|--|---|
| Lewis (1996) | Qualitative: interviews | UK | Social worker workforce | Unclear. Up to 11. |
| Liu (2017) | Quantitative: Analysis of student records | South-East of England | One HEI | 671 students and graduates |
| Mbarushimana & Robbins (2015) | Qualitative: Interviews | England | Social worker workforce | 5 social workers |
| Moriarty & Murray (2007) | Quantitative: descriptive analysis of registration and education data | England | Social worker workforce and HEIs | 368,115 students |
| Moriarty, Hussein, Manthorpe & Stevens (2012) | Quantitative: descriptive | England | Social worker workforce | 6,765 International Social Workers in England |
| Skills for Care (2020) | Quantitative: descriptive | England | The adult social care sector | Unclear: All adult social workers in Adult Social Care Workforce Data Set in 2019/2020 |
| Skills for Care (2021) | Quantitative: descriptive | England | HEIs | 8,390 All students in social work education during 2018/19 |
| Stevens, Hussein & Manthorpe (2012) | Mixed-methods | England | Social worker workforce | 254 participants (international workers, their managers, colleagues, employers) |
| Tinarwo (2015) | Qualitative: interviews | England | 7 social work area offices in one local authority | 14 social workers. |
| Wainwright (2009) | Qualitative: interviews | North West of England | HEIs | 20 students and practice teachers |



Appendix 2: Excluded studies

The following studies were identified using the above search strategy and excluded from the review.

| Article | Reason for exclusion |
|---|--|
| Martinez-Brawley, E. E. (1999). Social work, postmodernism and higher education. <i>International Social Work</i> , 42(3), 333–346. https://doi.org/10.1177/002087289904200307 | Did not cover research objectives, and insufficient primary evidence collection. |
| Fairtlough, A (2013) Black social work students' experiences of practice learning: Understanding differential progression rates | Miscoded search return. Identical to Fairtlough, Bernard, Fletcher & Ahmet (2014). |
| Orton, M., & Ratcliffe, P. (2004) Race, Employment, and Contract Compliance: A Way Forward for Local Authorities? | This article is related to contract workers rather than social workers. |
| Lewis, G. (2018) Diversity, Pay Equity, and Pay in Social Work and Other Professions | Not geographically appropriate. |
| Iversen, R. (2001) Occupational social work and job retention supports: An international perspective | Not geographically appropriate. |
| Small, J. (2000) Ethnicity and Placement: Beginning the Debate | This article is related to the recruitment of Black carers rather than social workers. |



Appendix 3: Assessment of Methodological limitations

| Study Name | CASP: Was there a clear statement of the aims of the research? | CASP: Is the methodology appropriate? | CASP: Was the research design appropriate to address the aims of the research? | CASP: Was the recruitment strategy appropriate to the aims of the research? | CASP: Was the data collected in a way that addressed the research issue? | CASP: Has the relationship between researcher and participants been adequately considered? | CASP: Have ethical issues been taken into consideration? | CASP: Was the data analysis sufficiently rigorous? | CASP: Is there a clear statement of findings? | CASP: Is the research valuable? | Overall CASP Assessment |
|--|--|---------------------------------------|--|---|--|--|--|--|---|---------------------------------|-------------------------|
| Association of Directors of Children's Services (2021) | Yes | Yes | Yes | Yes | Yes | Yes | Unclear | No | Yes | Yes | None |
| Bartoli, Kennedy & Tadam (2008) | Yes | Yes | Unclear | No | No | No | No | Unclear | Unclear | Unclear | Moderate |
| Bernard, Fairtlough, Fletcher & Ahmet (2011) | Yes | Unclear | Unclear | Yes | Yes | No | Unclear | Unclear | Yes | Unclear | Moderate |
| Brockmann, Butt, & Fisher (2001) | Yes | Yes | Yes | Yes | Yes | No | Unclear | No | Yes | Yes | Moderate |
| Brown, Solarin & Charles (2021) | Yes | Yes | Yes | Yes | Yes | No | Yes | No | Yes | Yes | Moderate |
| Channer & Doel (2009) | Yes | Yes | Yes | Unclear | Yes | Yes | Yes | Unclear | Unclear | Yes | Minor |



| | | | | | | | | | | | |
|---|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------|
| Department for Education (2019) | Yes | Yes | Yes | Yes | Yes | No | Yes | No | Yes | Yes | Moderate |
| Dominelli (1989) | Yes | No | No | Unclear | Unclear | No | Unclear | No | No | No | Minor |
| Fairtlough, Bernard, Fletcher & Ahmet (2014) | Yes | None |
| Hafford-Letchfield (2007) | Yes | Minor |
| General Social Care Council (2012) | Yes | Yes | Yes | Yes | Yes | No | Yes | No | Yes | Yes | Moderate |
| Hatzidimitriadou & Psinos (2017) | Yes | No | Yes | Yes | Moderate |
| Hussein, Moriarty, Manthorpe & Huxley (2008) | Yes | Yes | Yes | Yes | Yes | Unclear | Yes | Yes | Yes | Yes | None |
| Hussein, Moriarty, Manthorpe & Jones (2009) | Yes | None |
| Hussein, Stevens, Manthorpe & Moriarty (2011) | Yes | No | Yes | Yes | Yes | n/a | Unclear | Yes | Yes | Yes | Minor |
| Johnson (2020) | Yes | Minor |
| Jones (2006) | Yes | Yes | Yes | Unclear | Yes | Unclear | Unclear | Unclear | Yes | Unclear | Moderate |
| Lewis (1996) | Unclear | Unclear | Unclear | Unclear | Yes | Unclear | Unclear | Unclear | Unclear | Yes | Moderate |
| Liu (2017) | Yes | Minor |
| Mbarushimana & Robbins (2015) | Yes | Unclear | Yes | Unclear | Yes | Yes | Yes | No | Yes | Yes | Minor |
| Moriarty & Murray (2007) | Yes | Yes | Yes | No | Yes | Yes | Yes | No | Yes | Yes | Moderate |
| Moriarty, Hussein, Manthorpe & Stevens (2012) | Yes | No | Yes | Yes | Yes | No | Unclear | No | Yes | Yes | Minor |



| | | | | | | | | | | | |
|-------------------------------------|-----|-----|-----|-----|-----|-----|---------|---------|-----|-----|----------|
| Skills for Care (2020) | Yes | Yes | Yes | Yes | No | No | Yes | No | Yes | Yes | Moderate |
| Skills for Care (2021) | Yes | Yes | Yes | Yes | Yes | No | Yes | No | Yes | Yes | Moderate |
| Stevens, Hussein & Manthorpe (2012) | Yes | Yes | Yes | Yes | Yes | No | No | Yes | Yes | Yes | Minor |
| Tinarwo (2015) | Yes | Yes | No | Yes | Yes | Yes | No | No | Yes | Yes | Moderate |
| Wainwright (2009) | Yes | Yes | Yes | Yes | Yes | Yes | Unclear | Unclear | Yes | Yes | Minor |



Appendix 4: SAGE search strategies

| Number | Search | Hits |
|--------|--|---------|
| 1 | [[All "social worker"] OR [All "social care"]] | 29712 |
| 2 | [[Abstract "social worker"] OR [Abstract "social care"]] | 2617 |
| 3 | 1 AND [ALL career] | 5707 |
| 4 | 1 AND [ALL progress*] | 12751 |
| 5 | 1 AND [ALL reten*] | 2460 |
| 6 | 1 AND [ALL "fitness to practice"] | 92 |
| 7 | 1 AND [ALL manage*] | 23080 |
| 8 | 1 AND [ALL promot*] | 15406 |
| 9 | [All career] OR [All progress*] OR [All reten*] OR [All "fit* to practice"] OR [All manage*] OR [All promot*] | 1091214 |
| 10 | [Abstract career] OR [Abstract progress*] OR [Abstract reten*] OR [Abstract "fit* to practice"] OR [Abstract manage*] OR [Abstract promot*] | 247629 |
| 11 | 1 AND 9 | 27055 |
| 12 | 2 AND 9 | 2343 |
| 13 | 1 AND 10 | 6632 |
| 14 | 2 AND 10 | 788 |
| 15 | [ALL race OR racial OR ethn* OR minority OR BAME OR BME OR Black OR Asian] | 665305 |
| 16 | [[Abstract race] OR [Abstract racial] OR [Abstract ethn*] OR [Abstract minority] OR [Abstract bame] OR [Abstract bme] OR [Abstract black] OR [Abstract asian]] | 81816 |
| 17 | [[All england] OR [All uk] OR [All "united kingdom"]] | Many |
| 18 | [[Abstract england] OR [Abstract uk] OR [Abstract "united kingdom"]] | Many |
| 18 | 1 AND 15 | 16538 |
| 19 | 1 AND 16 | 1891 |
| 20 | 2 AND 15 | 1198 |
| 21 | 2 AND 16 | 132 |
| 22 | 1 AND 9 AND 15 | 15429 |
| 23 | 2 AND 9 AND 15 | 1119 |
| 24 | 1 AND 10 AND 15 | 3672 |
| 25 | 2 AND 10 AND 15 | 355 |



| | | |
|----|-----------------------|------|
| 26 | 1 AND 9 AND 16 | 1745 |
| 27 | 2 AND 9 AND 16 | 117 |
| 28 | 1 AND 10 AND 16 | 437 |
| 29 | 2 AND 10 AND 16 | 33 |
| 30 | 1 AND 9 AND 16 AND 17 | 621 |
| 31 | 1 AND 9 AND 16 AND 18 | 389 |



What Works *for*
**Children's
Social Care**

info@whatworks-csc.org.uk

 [@whatworksCSC](https://twitter.com/whatworksCSC)

whatworks-csc.org.uk

