

Exploring Occupational Justice for Black University Students in the United Kingdom: A scoping review

Charmaine Tinarwo¹  Blaine Robin² PhD

Affiliation:

¹University Hospitals Bristol and Weston NHS Foundation Trust, Bristol, UK

²Occupational Therapy, Leeds Beckett University, Yorkshire, United Kingdom

Corresponding Author:

Charmaine Tinarwo
chiedza14@icloud.com

Dates:

Received: 17 Nov 2025
Accepted: 23 Dec 2025

Article citation:

Tinarwo, C., & Robin, B. (2025). Exploring Occupational Justice for Black University Students in the United Kingdom: A scoping review. *The Human Occupation & Wellbeing Journal*, 1(2).
<https://howj.org/index.php/howj/article/view/44>

Conflict of interest: The authors declare no conflict of interest



Scan QR Code to share

ABSTRACT

Introduction: Occupational justice is a core concept within occupational science, concerned with equitable access to meaningful, health-promoting occupations across the life course. Within higher education (HE), occupational injustices may arise through structural racism, discriminatory institutional cultures, exclusionary curricula, and restricted access to academic and social participation. For Black students in the United Kingdom, these injustices shape educational engagement, occupational identity development, mental health, and future life opportunities. This scoping review aimed to systematically map and synthesise existing evidence on occupational injustice experienced by Black university students in the United Kingdom, using an occupational justice lens to illuminate how structural and institutional factors shape participation, wellbeing, and inclusion within higher education. **Methods:** This scoping review followed Arksey and O'Malley's methodological framework. A comprehensive search of MEDLINE, APA PsycINFO, and CINAHL Ultimate identified studies published between 2022 and 2025 that explored Black students' lived experiences within UK HE. Study selection was conducted using explicit inclusion and exclusion criteria. Data were charted systematically and presented in thematic summaries. **Results:** Five peer-reviewed qualitative studies conducted in England met the inclusion criteria. Three interrelated themes were identified: (1) structural marginalisation and exclusion within higher education; (2) occupational deprivation through restricted access to social, cultural, and institutional capital; and (3) hope, resistance, and possibilities for occupational justice. **Conclusions:** This scoping review demonstrates that occupational injustices experienced by Black students in UK higher education are deeply embedded within institutional structures and cultures. Applying an occupational justice lens reveals higher education as spaces where inequities are reproduced but also contested. This study necessitates a shift toward decoloniality to address the foundational role of structural racism in shaping the contemporary UK academic landscape.

Key Words: Higher education, occupational injustice, racism, black students, anti-racism, lived experience

Copyright: © 2025. The Author/s. This is an Open Access article distributed under the terms of the Creative Commons Attribution License (<http://creativecommons.org/licenses/by/4.0>), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work first published in *The Human Occupation & Wellbeing Journal* is properly cited. The terms on which this article has been published allow the posting of the Accepted Manuscript in a repository by the author/s or with their consent.

INTRODUCTION

Formal education, particularly higher education (HE), is widely regarded as both a pathway to vocational development and a marker of social status. For many families, education is understood not merely as credential attainment but as a meaningful occupation that shapes identity, wellbeing, and future opportunity.

However, access to education has historically been shaped by racialised exclusion. Enslaved Africans were systematically denied literacy, with Black people positioned as subhuman within racial hierarchies established during the transatlantic chattel slave trade. Over ten million Africans were forcibly trafficked to the Caribbean and the Americas, embedding racial ideologies that extended across Britain and its former colonies (Beckles, 2013; Murphy, 2021). The enduring legacies of enslavement and colonialism continue to shape British institutions, including public sector services and employers, influencing contemporary patterns of inequality (Fryer, 2018; Back and Solomos, 2022; Demony, 2024; Thomas, 2025; Daniels, 2025).

Educational inequities emerge early within the life course. The persistent underachievement of Black boys within the school system exemplifies how racialised inequities operate at structural and institutional levels from childhood (Strand, 2011; John, 2007; Owusu-Kwarteng, 2015; Rollock et al., 2015). These inequities do not dissipate upon entry into higher education but rather re-emerge in different forms, shaping occupational trajectories into adulthood.

Occupational justice provides a conceptual lens through which to examine these inequities in higher education. Racism within HE

institutions has been shown to shape occupational opportunities, transitions, and professional identities, with implications for Black graduates entering the workforce [Commission on Race and Ethnic Disparities, 2021; Barnardo's, 2020; Advance HE, 2021; Black Learning Achievement and Mental Health (BLAM), 2025].

METHODOLOGY

Design and rationale

A scoping review methodology was selected to map the breadth, nature, and characteristics of research examining occupational injustice experienced by Black university students in the United Kingdom. Scoping reviews are particularly suited to topics that are conceptually complex, variably defined, and incompletely mapped, allowing reviewers to clarify the extent of evidence, identify key conceptual patterns, and expose gaps that warrant future study (Arksey & O'Malley, 2005). The review was conducted in accordance with Arksey and O'Malley's five-stage framework: (1) identifying the research question; (2) identifying relevant studies; (3) selecting studies; (4) charting the data; and (5) collating, summarising, and reporting results (Arksey & O'Malley, 2005).

Identifying relevant studies

To maximise coverage across health, psychology, and allied health literature, three electronic databases, MEDLINE, APA PsycINFO, and CINAHL Ultimate were searched. Search strategy development was supported by an experienced librarian, and Boolean operators were applied to combine key concepts systematically. The search strategy was designed to balance sensitivity, by capturing all potentially relevant studies, with specificity, by excluding irrelevant literature. Development of the search strategy was guided by the Population–Concept–

Context (PCC) framework, in line with contemporary scoping review guidance (Peters et al., 2020), to ensure conceptual coherence and transparency in eligibility decisions. The review focused on Black university students in the UK (Population), occupational injustice and racism within higher education (Concept), and UK higher education institutions and their organisational contexts (Context). Synonyms and related terms for each of these key concepts were incorporated to construct the final search string.

Eligibility criteria were defined a priori and applied consistently throughout the screening process. Studies were eligible for inclusion if they were peer-reviewed journal articles written in English and published between 2022 and 2025. Eligible studies focused on Black students within UK higher education and examined students' first-hand or lived experiences. To ensure depth of insight into occupational injustice, only studies employing qualitative research designs or clearly identifiable qualitative components within mixed-methods approaches were considered for inclusion in the study. Systematic reviews and scoping reviews were excluded, as the aim of this review was to synthesise primary qualitative evidence rather than secondary analyses.

Screening procedure

Study screening was conducted in accordance with Arksey and O'Malley's (2005) staged approach. The first author undertook the initial title and abstract screening of seven retrieved records to assess eligibility against the predefined inclusion and exclusion criteria. Full-text screening was subsequently completed by the first author, resulting in the inclusion of five studies that met all eligibility requirements. The second author provided supervisory oversight throughout

the screening process, offering methodological guidance and critical appraisal of eligibility decisions to ensure rigour and consistency. The limited number of studies meeting the inclusion criteria highlights the relative scarcity of primary qualitative evidence examining Black students' lived experiences within UK higher education.

Data charting

Data charting was conducted as an iterative process consistent with Arksey and O'Malley's guidance (2005). A structured data charting template was created in Microsoft Word to systematically capture study characteristics and key findings relevant to occupational justice. For each included study, the following data were charted: author(s), year, country, study aim, participant characteristics/sample size, research design and methods, and reported findings relevant to occupational injustice for Black university students. Extraction focused specifically on descriptions and interpretations of occupational restrictions, exclusion, marginalisation, and related occupational consequences within higher education contexts, consistent with the review's Concept component (occupational injustice).

Data synthesis

In accordance with the fifth stage of Arksey and O'Malley's (2005) framework, the purpose of this phase was to collate, synthesise, and present an overview of key concepts and patterns across the included studies, rather than to appraise study quality or aggregate outcomes. This stage focused on mapping how occupational injustice is described and understood within the existing literature on Black university students in the United Kingdom. A thematic synthesis was undertaken to organise and interpret recurring concepts within the reported findings of the included

studies. Ideas were adopted from Braun and Clarke's (2012) data analysis approach to guide familiarisation with extracted data and the iterative construction and refinement of themes (Mak and Thomas, 2022).

Analysis remained anchored to the authors' reported findings rather than re-analysis of primary data. Themes were generated inductively and interpreted through an occupational justice lens to support conceptual mapping of the ways occupational injustice is produced, experienced, and challenged within UK higher education contexts. Reflexivity was embedded throughout this stage, with explicit consideration of the reviewer's positionality as a Black UK student and its potential influence on interpretation, while maintaining fidelity to the source material.

Ethics

Ethical approval was obtained from Leeds Beckett University. As this review synthesised published literature, no direct participant recruitment occurred. The findings were reported accurately and with fidelity to the extracted data from the included studies, thereby minimising the risk of reporting bias.

FINDINGS

Five studies met the inclusion criteria and were included in the final synthesis. All studies were conducted in England and published between 2022 and 2025, reflecting the recent and emergent nature of empirical research examining Black students' lived experiences within UK higher education. The studies spanned a range of health and allied health disciplines, including pharmacy, midwifery, nursing, occupational therapy, and cross-institutional university contexts. All studies employed qualitative or predominantly qualitative methodologies, underscoring the reliance on experiential approaches

to capture the complexities of racialised educational experiences.

Across the five studies, sample sizes ranged from three to twenty participants, with methodologies including focus groups, semi-structured interviews, phenomenological approaches. Despite methodological and disciplinary variation, the studies converged around a shared concern with structural racism, marginalisation, and restricted occupational participation within higher education. Three overarching, interrelated themes were identified. Table 1 provides an overview of the data charting, followed by thematic summaries of the three themes generated from the synthesis.

The data charting table is shown in Table 1 on the next page.

Table 1: Data charting table

Author/ Year of publication	Study Title	Participants	Methodology	Key findings
Andrew Mawdley, Farah Mangala-Makina, & Sarah C. Willis (2024)	Towards addressing the awarding gap – Using critical race theory to contextualise the role of intersectionality in Black pharmacy student attainment	Sixteen Black pharmacy students or recently graduated	Love and breakup letter methodology; (focus groups)	Oppressive educational structures marginalise Black students; social and cultural capital is undervalued, leading to peripheral participation and detachment. Two main themes (identity and inclusion; cultural capital) and four subthemes (social capital, access, family expectations, help-seeking).
Maxine Pryce-Miller, Eleanor Bliss, Alisha Airey, Annette Garvey, & Charlotte R. Pennington (2022)	The lived experiences of racial bias for Black, Asian and Minority Ethnic students in practice: A hermeneutic phenomenological study	Sixteen participants	Focus groups and individual semi-structured interviews; thematic analysis	Three themes identified: a sense of not belonging; trauma impact on mental health; understanding covert and overt racism.
Carina Okiki, Giada Giusmini, Jane Carpenter & Louise Hunter (2023)	Choosing Midwifery, The perceptions and experiences of Black, Asian and Minority Ethnic applicants to midwifery programmes: A mixed methods study	Three current or recently qualified BAME midwifery students	Mixed methods study comprising a survey and individual interview or focus group	Diversity influences choice of place of study; deficits in social capital are available to BAME applicants; inequity exists at all stages of the application process; hope for mentorship and an individualised approach to recruitment
Naomi Stoll, Yannick Yalonde, Jason Aday, Dominic Smithies, Nicola Byrom, Heidi & Lempp, Stephani Hatch (2022)	Protocol for black student well-being study: a multi-site qualitative study on the mental health and well-being experiences of black UK university students	Twenty students from nine Russell and non-Russell Group universities across the UK	Qualitative study using BNIM (Biographic Narrative Interpretive Method)	Highlights the importance of understanding biographical change, transitions, and mental health trajectories; emphasises need for targeted institutional support.
Motunrayo Otuniga & Tongai F. Chichaya (2025)	The lived experiences of Black occupational therapy students at a UK university	Seven Black occupational therapy students	Qualitative phenomenological study; semi-structured interviews; thematic analysis	Four themes identified: bitter-sweet experiences; harsh realities on placement; need for intentional planning and delivery; importance of safe spaces in practice. Anti-Black racism impacts belonging, learning and wellbeing.

Theme 1: Structural marginalisation and exclusion within higher education

All included studies reported experiences of marginalisation rooted in structurally racialised educational environments. Higher education institutions were consistently described as spaces organised around whiteness, where curricula, pedagogical practices, and professional norms privileged dominant cultural capital and rendered Black students peripheral. Mawdsley et al. (2024) explicitly framed these processes through critical race theory, demonstrating how oppressive educational structures systematically marginalise Black pharmacy students and reproduce attainment gaps. Participants described feelings of detachment, conditional inclusion, and the burden of navigating environments that failed to recognise or value lived Blackness.

Similarly, Pryce-Miller et al. (2022) identified a pervasive “sense of not belonging” among Black and other racialised students across nursing, midwifery, and allied health programmes. Participants reported both overt and covert racism, including microaggressions and racialised assumptions, which reinforced exclusion and undermined psychological safety. These experiences extended beyond isolated incidents, shaping students’ overall occupational engagement within academic and practice-based learning environments.

Findings from Otuniga and Chichaya (2025) further illustrated how anti-Black racism was experienced by students within university and mostly in placement contexts for occupational therapy students. Experiences of marginalisation were particularly pronounced during practice placements, where students encountered heightened scrutiny, limited support, and racialised power dynamics that

constrained learning and participation. Collectively, these findings demonstrate how structural marginalisation restricts Black students’ access to meaningful academic and professional occupations within higher education.

Theme 2: Occupational deprivation through restricted access to social, cultural, and institutional capital

Occupational deprivation emerged as a central mechanism through which injustice was enacted across the studies. Several authors highlighted how Black students’ social and cultural capital was systematically undervalued within predominantly white institutional contexts. Mawdsley et al. (2024) identified deficits in access to social capital, academic support, and culturally responsive resources, contributing to peripheral participation and disengagement. Subthemes relating to access, help-seeking, and family expectations illustrated how structural barriers intersected with broader socio-cultural pressures.

Okiki et al. (2023) examined occupational deprivation at the point of entry into higher education, demonstrating how inequities permeated recruitment and selection processes within midwifery programmes. Participants described limited access to mentoring, guidance, and informal networks that facilitate successful applications, reinforcing inequity at every stage of the educational pathway. Despite these barriers, participants expressed a desire for individualised recruitment approaches and mentorship, signalling both deprivation and aspiration.

Across studies, restricted access to institutional support was linked to diminished belonging, disrupted identity development, and constrained occupational engagement. Stoll et al.’s (2022) protocol further emphasised

how occupational deprivation intersects with mental health, biographical transitions, and cumulative disadvantage over the course of university life, underscoring the need for targeted institutional responses.

Theme 3: Hope, resistance, and possibilities for occupational justice

Despite the pervasive nature of occupational injustice, all studies articulated possibilities for change and transformation. Hope was not framed as passive optimism but as contingent upon structural, curricular, and institutional reform. Mawdsley et al. (2024) called for educators to critically interrogate hidden curricula and their role in reproducing oppression, advocating for intersectional and anti-racist pedagogical approaches. Similarly, Pryce-Miller et al. (2022) highlighted the importance of developing staff capacity to recognise and address both overt and covert racism, particularly within practice-based education.

Okiki et al. (2023) and Otuniga and Chichaya (2025) emphasised the role of mentorship, intentional curriculum design, and the creation of safe spaces as mechanisms for fostering inclusion and occupational participation. These strategies were positioned as essential for supporting Black students' wellbeing, professional identity formation, and successful transitions within and beyond higher education.

Finally, the protocol by Stoll et al. (2022) extended this hopeful orientation by proposing further exploration of mental health trajectories among Black students across diverse institutional contexts, highlighting the importance of understanding intersectional identities and biographical turning points in addressing occupational injustice at a systemic level.

DISCUSSION

This scoping review sought to map and synthesise existing qualitative evidence on occupational injustice experienced by Black university students in the United Kingdom. The findings reveal a small but conceptually coherent body of literature that consistently documents how structural racism within higher education restricts Black students' occupational participation, undermines wellbeing, and shapes educational and professional trajectories. Through an occupational justice lens, higher education emerges as a critical occupational context in which inequities are reproduced through institutional cultures, curricular practices, and uneven access to social and cultural capital.

Across all included studies, Black students' experiences of marginalisation were not described as isolated interpersonal incidents but as patterned, structural phenomena embedded within higher education systems. Curricula, professional norms, and pedagogical practices were repeatedly characterised as centred on whiteness, positioning Black students as outsiders within spaces ostensibly designed to promote inclusion and opportunity. These findings align with broader critical scholarship demonstrating how universities function as racialised institutions that reproduce dominant epistemologies and norms under the guise of neutrality and meritocracy (Ahmed-Landeryou, 2023; Ahmed, 2012; Gillborn, 2008).

From an occupational justice perspective, such marginalisation constitutes a restriction on full and meaningful participation in the occupation of higher education. Participation was not merely constrained academically but extended to social engagement, identity expression, and access to professional networks. The recurring theme of "not

belonging” identified across studies resonates with occupational science literature linking belonging to occupational engagement, identity coherence, and wellbeing (Hammell, 2008). The findings suggest that for Black students, participation in higher education often occurs under conditions of surveillance, conditional inclusion, and racialised scrutiny, which limits the health-promoting potential of educational occupations.

The second theme highlights occupational deprivation as a central mechanism through which injustice is enacted. Black students consistently reported restricted access to social, cultural, and institutional capital, resources that are critical for navigating higher education successfully but are often unevenly distributed and informally transmitted. These findings reflect established sociological analyses of how educational institutions reward dominant forms of capital while devaluing racialised knowledge, experiences, and ways of being (Bourdieu, 1986; Rollock, 2019).

Importantly, occupational deprivation was evident both at entry into higher education and throughout students’ educational journeys. Recruitment processes, academic advising, mentorship, and placement experiences were described as sites where inequities accumulated over time, shaping occupational participation and limiting future opportunities. From an occupational justice standpoint, this cumulative deprivation disrupts occupational continuity and constrains transitions, with implications for identity development and mental health (Wilcock & Townsend, 2000; Townsend & Wilcock, 2004). The findings also underscore that occupational deprivation is not solely material but relational and symbolic. The undervaluing of Black students’ cultural capital and lived

experience reflects epistemic injustice, whereby certain knowledges are systematically discredited (Fricker, 2007). This has particular resonance for occupational science, which emphasises meaning, identity, and context as central to occupation.

Although the review did not set out to examine mental health explicitly, wellbeing emerged as a cross-cutting concern across studies. Experiences of racism, marginalisation, and occupational deprivation were consistently linked to psychological distress, trauma, and diminished sense of self. These findings align with wider evidence demonstrating the mental health impacts of racial discrimination in educational contexts (Williams & Mohammed, 2013; Priest et al., 2014).

From an occupational perspective, these impacts can be understood as consequences of sustained occupational injustice. When educational occupations are experienced as unsafe, invalidating, or exclusionary, their potential to support health and flourishing is compromised. This reinforces the importance of viewing higher education not merely as an academic system but as an occupational environment with profound implications for wellbeing across the life course.

Despite the pervasive nature of occupational injustice identified, the reviewed studies consistently articulated hope and resistance. Importantly, hope was not framed as individual resilience in the face of adversity but as contingent upon structural and institutional change. Calls for curriculum reform, educator reflexivity, faculty diversification, and intentional mentorship signal a shift from deficit-oriented explanations towards systemic accountability. Ahmed-Landeryou (2023) argues that anti-racist occupational therapy

requires a deliberate unsettling of the status quo, challenging taken-for-granted practices, curricula, and professional cultures that reproduce racial inequities. Applied to higher education, this perspective demands critical attention to how academic structures, assessment practices, and learning environments function as occupational determinants that may either enable or restrict Black students' participation, belonging, and wellbeing.

This distinction is critical, as occupational justice scholarship cautions against placing responsibility on individuals to adapt to unjust conditions and instead emphasises the need to transform the social and institutional structures that constrain occupational participation (Hammell, 2021). The findings suggest that universities have the potential to function as sites of occupational justice if they meaningfully engage with Black students' lived experiences and dismantle practices that reproduce exclusion. The limited number of studies meeting the inclusion criteria highlights a significant gap in the evidence base. Research examining Black students' experiences in UK higher education remains fragmented, discipline-specific, and heavily reliant on small qualitative samples. While the consistency of findings across studies strengthens confidence in the identified patterns of marginalisation and occupational deprivation, the scarcity of empirical work itself constitutes a key finding, signaling the marginal status of this topic within existing research agendas.

For occupational science and occupational therapy, this gap represents both a limitation and a disciplinary imperative. Kronenberg's (2025) assertion that being "regarded as human" is not a given but a politically enacted condition reframes higher education

environments can either affirm or diminish humanity, depending on how participation is structured and valued. When embedded within racialised and exclusionary institutional arrangements, everyday educational occupations risk functioning as mechanisms of dehumanisation rather than as supports for health and wellbeing. Given that higher education powerfully shapes students' doing, being, becoming, and belonging, there is an ethical responsibility for institutions and educators to create conditions that affirm Black students' humanity and enable just participation. Addressing the identified gaps therefore requires theoretically informed, occupation-centred research that explicitly foregrounds race, power, and the institutional contexts in which educational occupations are enacted.

CONCLUSION

This scoping review provides preliminary yet compelling insights from five studies examining occupational injustice experienced by Black students in UK higher education and its implications for educational participation, wellbeing, and health outcomes. Three inter-related themes were identified: the marginalisation of Black students within higher education, the role of occupational deprivation in limiting access to meaningful academic and professional occupations, and the presence of hope and resistance in the face of persistent injustice. Collectively, the findings position higher education as a racialised occupational environment in which inequities are systematically produced, shaping students' sense of belonging, identity development, and occupational trajectories.

Viewed through an occupational justice lens, the review highlights how racism and prejudice operate as structural forces that restrict equitable participation in the occupation of higher education, aligning with core

elements of occupational justice theory (Stadnyk et al., 2010). The cumulative effects of marginalisation and deprivation extend beyond academic outcomes to encompass psychological distress and diminished wellbeing, resonating with the concept of racial battle fatigue (Smith, 2004; Smith et al., 2011). While equality, diversity, and inclusion initiatives may signal institutional intent, the findings indicate that meaningful progress requires far more than symbolic commitment. Substantive change demands that white-majority educators and institutions actively confront and dismantle entrenched forms of racism embedded within curricula, assessment practices, and practice placements, rather than relying on Black students and educators to carry the burden of racial critique. In this context, white allies have a critical role in advancing occupational justice by taking responsibility for creating safer institutional spaces that enable Black students' full and equitable participation in higher education.

Sustainable change requires a shared institutional commitment to racial healing as an ongoing, collective process involving critical self-reflection, acknowledgement of privilege, and active engagement in dismantling oppressive structures (Singh, 2019). Developing culturally sensitive curricula, defined by teaching practices, materials, assessments, and theoretical frameworks that affirm diverse identities and histories, emerges as a practical and necessary strategy for reducing occupational injustice (Thomas, 2022; Quinlan et al., 2024; Thomas & Quinlan, 2023). Systematic incorporation of student feedback can further support this process by identifying gaps in representation and inclusion. Ultimately, white allies have a role to play in advancing occupational justice and creating safer institutional spaces for

Black students to fully participate in education.

REFERENCES

- Advance HE. (2021). Understanding Structural Racism in UK Higher Education: An introduction. Advance HE. https://warwick.ac.uk/services/sg/si/diversity/advance_he_understanding_racism_report.pdf
- Ahmed, S. (2012). *On being included: Racism and diversity in institutional life*. Duke University Press.
- Ahmed-Landeryou, M.J. (ed.) (2023). *Antiracist occupational therapy: unsettling the status quo*. London: Jessica Kingsley Publishers.
- Arksey, H. & O'Malley, L. (2005). Scoping studies: Towards a Methodological Framework. *International Journal of Social Research Methodology*, 8 (1), 19–32. <https://doi.org/10.1080/136455703200119616>.
- Back, L and Solomos, J. (2022). *Theories of Race and Racism*. Routledge.
- Barnardo's (2020). How systemic racism affects young people in the UK. Barnardo's. <https://www.barnardos.org.uk/blog/how-systemic-racism-affects-young-people-uk>
- Beckles, H. (2013). *Britain's black debt: Reparations for Caribbean slavery and native genocide*. University of the West Indies Press.
- BLAM UK (2025). *Eradicating anti-blackness in the UK education system: achieving curriculum and policy reform through litigation*. London: Black Learning Achievement and Mental Health (BLAM) UK.
- Commission on Race and Ethnic Disparities. (2021). *Commission on race and ethnic disparities: The report*. UK Government. https://assets.publishing.service.gov.uk/media/6062ddb1d3bf7f5ce1060aa4/20210331_CRED_Report_FINAL_Web_Accessible.pdf
- Daniels, S. (2025) 30 patterns of harm: a

- structural review of systemic racism within the London Metropolitan Police Service. London: Metropolitan Police Service.
- Demony, C. (2024, November 27) UK police complaints watchdog calls for measures to stop 'adultification' of Black children. Reuters <https://www.reuters.com/world/uk/uk-police-complaints-watchdog-calls-measures-stop-adultification-black-children-2024-11-27/>
- Fricker, M. (2007). *Epistemic injustice: Power and the ethics of knowing*. Oxford University Press.
- Fryer, P (2018). *Staying Power: The History of Black People in Britain*. Pluto Press.
- Gillborn, D. (2008). *Racism and education: Coincidence or conspiracy?* Routledge.
- Hammell, K. W. (2008). Reflections on... well-being and occupational rights. *Canadian Journal of Occupational Therapy*, 75(1), 61–64.
- Hammell, K. W. (2021). Occupational justice as a concept and a practice. *Scandinavian Journal of Occupational Therapy*, 28(1), 1–10.
- John, G. (2007) *Born to be great: a charter on promoting the achievement of Black Caribbean boys*. London: National Union of Teachers.
- Kronenberg, F. (2025). A Poo Protest Inspired Contemplation on Three Provocations to Occupational Therapists and Scientists. *The Human Occupation & Wellbeing Journal*, 1(1). <https://howj.org/index.php/howj/article/view/28>
- Mak, S. & Thomas, A. (2022). Steps for Conducting a scoping review. *Journal of Graduate Medical Education*, 14 (5), 565–567 <https://doi.org/10.4300/jgme-d-22-00621.1>
- Mawdsley, A., Magola-Makina, E., & Willis, S.C. (2024). Towards addressing the awarding gap: Using critical race theory to contextualise the role of intersectionality in Black pharmacy student attainment. *Medical Education*. <https://doi.org/10.1111/medu.15460>
- Murphy, H. (2021). Rewriting race in early modern European medicine. *History Compass*, 19(11), e12692. <https://doi.org/10.1111/hic3.12692>
- Okiki, C., Giusmin, G., Carpenter, J., & Hunter, L. (2023). Choosing Midwifery: The perceptions and experiences of Black, Asian and Minority Ethnic applicants to midwifery programmes: A mixed methods study. *Nurse Education in Practice*, 69, 103626 <https://doi.org/10.1016/j.nepr.2023.103626>
- Otuniga, M., & Chichaya, T.F. (2025). The lived experiences of Black occupational therapy students at a UK university, *Irish Journal of Occupational Therapy*, 53 (1), 26-32. <https://doi.org/10.1108/IJOT-07-2024-0030>
- Owusu-Kwarteng, L. (2015) 'Telling a different story: the effect of parenting on the academic and professional achievement of 24 British Ghanaian highflyers', *Power and Education*, 7(2), pp. 149–164.
- Peters, M. D. J., Godfrey, C., Mclnerney, P., Munn, Z., Tricco, A. C., Khalil, H., & others. (2020). Updated methodological guidance for the conduct of scoping reviews. *JBI Evidence Synthesis*, 18(10), 2119–2126.
- Priest, N., et al. (2014). A systematic review of studies examining the relationship between reported racism and health. *Social Science & Medicine*, 95, 115–127.
- Pryce-Miller, M., Pennington, C.R., Bliss, E., Airey, A., & Garvey, A. (2022). The lived experiences of racial bias for Black, Asian and Minority Ethnic students in practice: A hermeneutic phenomenological study. *Nurse*

- Education in Practice, 66, 103532. <https://doi.org/10.1016/j.nepr.2022.103532>.
- Quinlan, K.M., Thomas, D.S.P., Hayton, A., Astley, J., Blackwood, L., Daramy, F.K., Duffin, M., Haider, M.A., Husbands, D., Joiner, R., Kay, H., Moseunyane, M., Turner, I.J., Walsh, C. and West, D. (2024) 'Promoting students' interest through culturally sensitive curricula in higher education', Higher Education. doi: 10.1007/s10734-023-01172-z.
- Rollock, N. (2019). *Staying power: The career experiences and strategies of UK Black female professors*. UCL Press.
- Rollock, N., Gillborn, D., Vincent, C. and Ball, S. (2015) *The colour of class: the educational strategies of the Black middle classes*. London: Routledge.
- Singh, A.A. (2019) *The racial healing handbook: practical activities to help you challenge privilege, confront systemic racism, and engage in collective healing*. New Harbinger Publications.
- Smith, W. A. (2004). Black faculty coping with racial battle fatigue: The campus racial climate in a post-civil rights era. In D. Cleveland (Ed.), *A long way to go: Conversations about race by African American faculty and graduate students* (pp. 171–190). Peter Lang.
- Smith, W.A., Hung, M. and Franklin, J.D. (2011) 'Racial battle fatigue and the miseducation of Black men: racial microaggressions, societal problems, and environmental stress', *The Journal of Negro Education*, 80(1), pp. 63–82.
- Stadnyk, R. L., Townsend, E. A., & Wilcock, A. A. (2010). Occupational justice. In C. H. Christiansen & E. A. Townsend (Eds.), *Introduction to occupation: The art and science of living* (2nd ed., pp. 329–358). Prentice Hall.
- Stoll, N., Yalipende, Y., Arday, J., Smithies, D., Byrom, N.C., Lempp, H., & Hatch, S.L. (2022). Protocol for Black student well-being study: A multi-site qualitative study on the mental health and well-being experiences of Black UK university students. *BMJ Open*, 12 (2), <https://doi.org/10.1136/bmjopen-2021-051818>.
- Strand, S. (2011) 'The limits of social class in explaining ethnic differences in educational attainment', *British Educational Research Journal*, 37(3), pp. 455–474.
- Thomas, D.S.P (2025). Reimagining curricula and pedagogy in OT and Occupational Science education: Towards epistemic justice, Cultural Sensitivity and Inclusion. *The Human Occupation & Wellbeing Journal*. 1(1) <https://howj.org/index.php/howj/article/view/30>.
- Thomas, D.S.P. (2022) An investigation into the cultural sensitivity of the curriculum: its impact on students' engagement in higher education. Doctor of Philosophy thesis, University of Kent.
- Thomas, D.S.P. and Quinlan, K.M. (2023) 'Reimagining curricula: effects of cultural(in)sensitivity of curricula on racially minoritised students' engagement', *Studies in Higher Education*, 48(2), pp. 283–298. doi: 10.1080/03075079.2022.2134332.
- Townsend, E., & Wilcock, A. (2004). Occupational justice. In C. Christiansen & E. Townsend (Eds.), *Introduction to occupation* (pp. 243–273). Pearson.
- Wilcock, A. A., & Townsend, E. (2000). Occupational justice. *Journal of Occupational Science*, 7(2), 84–86.
- Williams, D. R., & Mohammed, S. A. (2013). Racism and health I: Pathways and scientific evidence. *American Behavioral Scientist*, 57(8), 1152–1173.