



(RESEARCH ARTICLE)



## Why continuing education and professional development trainings for Black and Minority Ethnic groups (BAME) is not translating into career progression, economic growths and bridging the employment gap in the national workforce in UK

Oluwatobi Arikawe \*, Michael Olumide Edwards-Fapohunda and Paul Waite

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### Abstract

The research objective of this study is to understand why continuing education and professional development (Lifelong Learning) the UK has not delivered the expected career advancement, economic returns and closing on the employment gap for Black and Minority Ethnic (BAME) population. Nevertheless, much funding has been put into such educational programs to improve the condition of the BAME community for career mobility and economic prospects, they remain prejudiced nevertheless. The purpose of this research will be to establish the causes of these disparities with particular emphasis on the system influences as well as the efficiency of the established CPD programmers.

The research method of this study is of mixed nature, while qualitative study is followed by the quantitative one. The data was generated through Q<|reserved\_special\_token\_266|> energy questionnaire survey and interviews conducted with BAME professional participants of CPD programs. Second, secondary data were collected from the governmental and organizational reports on diversity in the workforce and career advancement. In qualitative data were coded and categorized to explore the experiences of BAME people as well as measures of central tendency and dispersion were used on quantitative data in order to understand trends and co-relations.

The study reveals several key outcomes: Fixed preconceptions arising out of race, scant opportunity to interact professionally, and lack of BAME personnel in dominant organizational positions ensure that BAME learners cannot advance further in their careers despite enrolling in CPD programmers. It has been established that the CPD programs are not very effective, the BAME candidates complained that the training does not make them earn a better position or get a salary increment like the white counterparts. Further, the study reveals that culture and organizations barriers and gates are among the barriers to complete inclusion and effectiveness of CPD BAME employees in their workplaces.

The results have various implications for the policy-makers, educators and employers. Therefore, the current study's findings are particularly important for policymakers to support more effective and sensitive policy measures to help BAME populations in the workplace. The authors recommend that educational institutions need to carry out changes in the content and the delivery of the CPD programs, such that they are appropriate for the BAME participants. Companies are encouraged to come up with better policies on how best to mainstream employees' ethnicity, and how the promotion policies can be made fair and inclusive.

The Authors therefore argue that while the acquisition of continuing, education and professional development are most important in career advancement, they are not in themselves adequate to either close the employment division or foster economic opportunity for BAME people in the UK. There is, therefore, a need for reforms at the system level to remove the social factors that act as hurdles to the actualization of these learning programs by BAME workers. Based on the study, the following policies, collaborative professional development, and organizational development solutions are proposed.

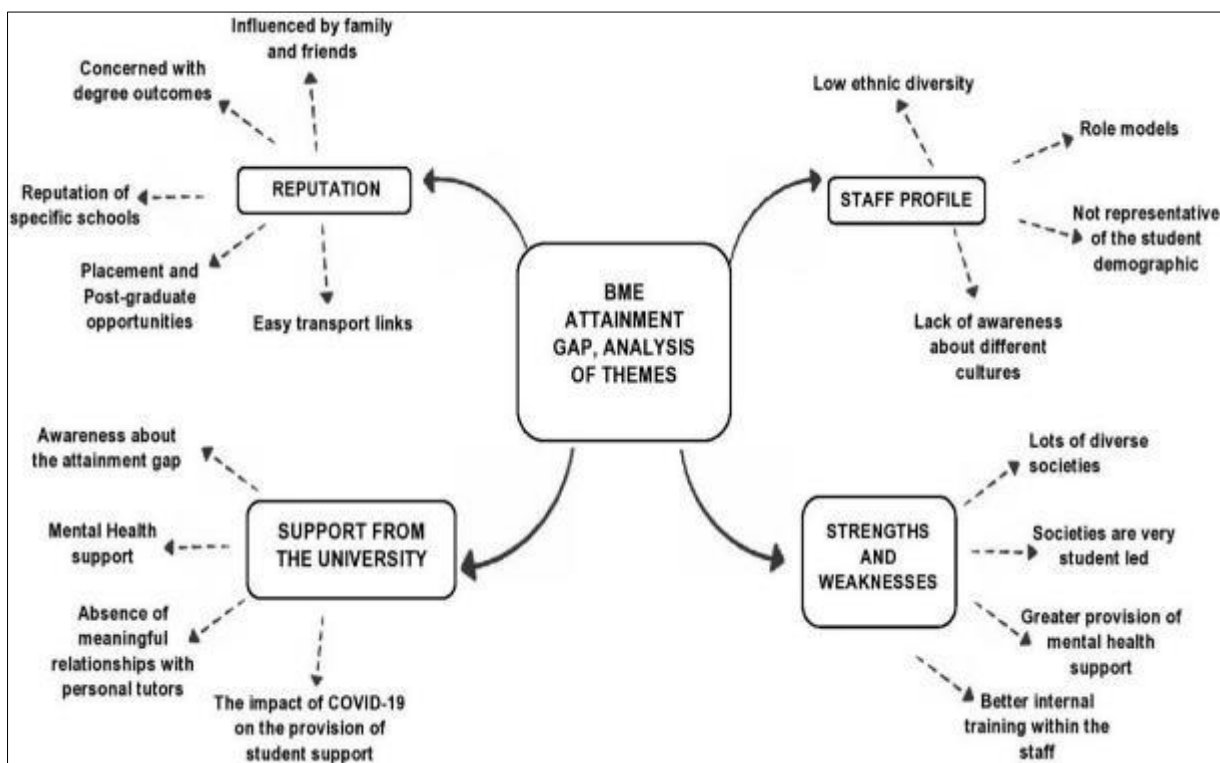
\* Corresponding author: Oluwatobi Arikawe

**Keywords:** Lifelong Learning; Staff Development; BME Candidates; Promotion Ladder; Economic Development

## 1. Introduction

Nowadays the continual learning and professional advancement, also known as the continuing professional development (CPD), have been postulated as essential carriers of individual career advancement and global economy generally. Such educational programmers aim at developing human capital of working professionals in a way that will help them improve their prospects and career progression, and in the process boost their earnings and productivity for the benefit of their organizations and the wider economy (Cedefop, 2020). A like situation exists in the United Kingdom where different sectors have adopted CPD programs in order to develop a most competent and capable workforce that is ready to face the issues of the new world economy (UK Government, 2021).

To BAME groups, however, CPD is especially crucial as it opens the chance for the elimination of skills differentials, other barriers to progression to management positions, and the resulting attainment of equal earnings to white workers. But still, despite the presence and engagement of the BAME population in the CPD programs, the research informs that they are not advancing their career or increasing their income in the same measure as their white counterpart in the UK (Kirton & Greene, 2016). This called for the question to be asked of the effectiveness of CPD initiatives and importance to the bridging the employment gap within the context of the national workforce.



**Figure 1** Bridging the BAME Attainment Gap

### 1.1. Problem Statement

The research question that this study seeks to answer is whether BAME low participation in Continuing Professional Development (CPD) programmes is responsible for the absence of the anticipated career advancement and economic development in addition to the closed employment gap. Even though cpd is theoretical framed for enabling all accusers to the same extent the BAME professionals are still at times disabled from accessing these programs in their full potential. The issues like; racism, racism deeply rooted and embedded in the systemic structure of organizations, the candidates being blinded by racism within organizations, and lack of representation of the BAME communities in the higher organizational ranks are some of the reasons why the BAME individuals are socially excluded from undertaking CPD that can help them to advance in their careers (Syed & Ozbilgin, 2015).

Furthermore, the available literature shows that BAME employees are provided with less guidance and less mobility than their white counterparts, even though they might be qualified and trained in the same manner (Rollock, 2019).

This work would thus endeavor to understand why CPD programmers are not delivering equality in results for the BAME groups; the goal is to define certain untoward inhibitions and to suggest remedial measures.

### 1.2. Objectives of the Study

The primary objectives of this study are as follows:

- **Understanding Barriers:** In order to determine and understand the formal, organizational and corporate conditions that impede BAME people to achieve the predestined opportunities of benefitting from the CPD programs.
- **Assessing Program Effectiveness:** Proposed research question: to what extent do the current stream of CPD initiatives enhance or hinder advancement and economic performance amongst BAME individuals within the UK?
- **Exploring Solutions:** In order to suggest some effective strategies for enhancing the effectiveness of CPD programmers and guaranteeing that their impact would allow for closing of the existing employment gap and increasing diversity of the workforce.
- **The following objectives are therefore as follows:** These objectives are designed to ensure that the problems affecting BAME groups in the UK are clearly identified and that there is presented clear actionable solutions that can increase the impact of CPD among these societies.

### 1.3. Research Questions/Hypotheses

To achieve the study's objectives, the following research questions and hypotheses are proposed:

- **Research Question 1:** what Structural and organizational hindrances hinder BAME people from obtaining equivalent advantages from CPD programs in the UK?
- **Hypothesis 1:** The study would warrant that disproportionate number of BAME professionals' experience career stagnation due to racism and racism denial by their organizations even after participation in CPD.
- **Research Question 2:** What kind of effectiveness currently exhibited by the different countries CPD programs for employment advancement of BAME people in contrast to white applicants?
- **Hypothesis 2:** Formal professional development/postgraduate training is less successful with BAME scholars as result to absence of appropriate support and opportunities for promotion.
- **Research Question 3:** What could be done to enhance outcomes of CPD programmes for BAME groups?
- **Hypothesis 3:** <http://www.vlebooks.com/streaming/getSampleGold.action?isbn=9780367220090> C\*x: Mentorship and resultant anti-bias trainings would also make certain CPD interventions more effective for BAME professionals.

Such questions and hypotheses will compel the research process, and the goal is to understand the causes for such discrepancies and work out the applicative solutions with difference.

### 1.4. Significance of the Study

It is crucial for several reasons to understand and respond to the prospects of disparate impacts regarding outcomes from the employed CPD programs. First, it is a matter of social justice; creation of equal opportunities and chances of getting a better job and being economically mobile are rights that should be accorded to every citizen regardless of their origin (McGregor-Smith, 2017). Second, from an economic point of view, it is quite important to ensure that members of BAME populations secure meaningful employment so that they would contribute to the performance of their organizations and the economic growth of the UK as a whole (OECD, 2018).

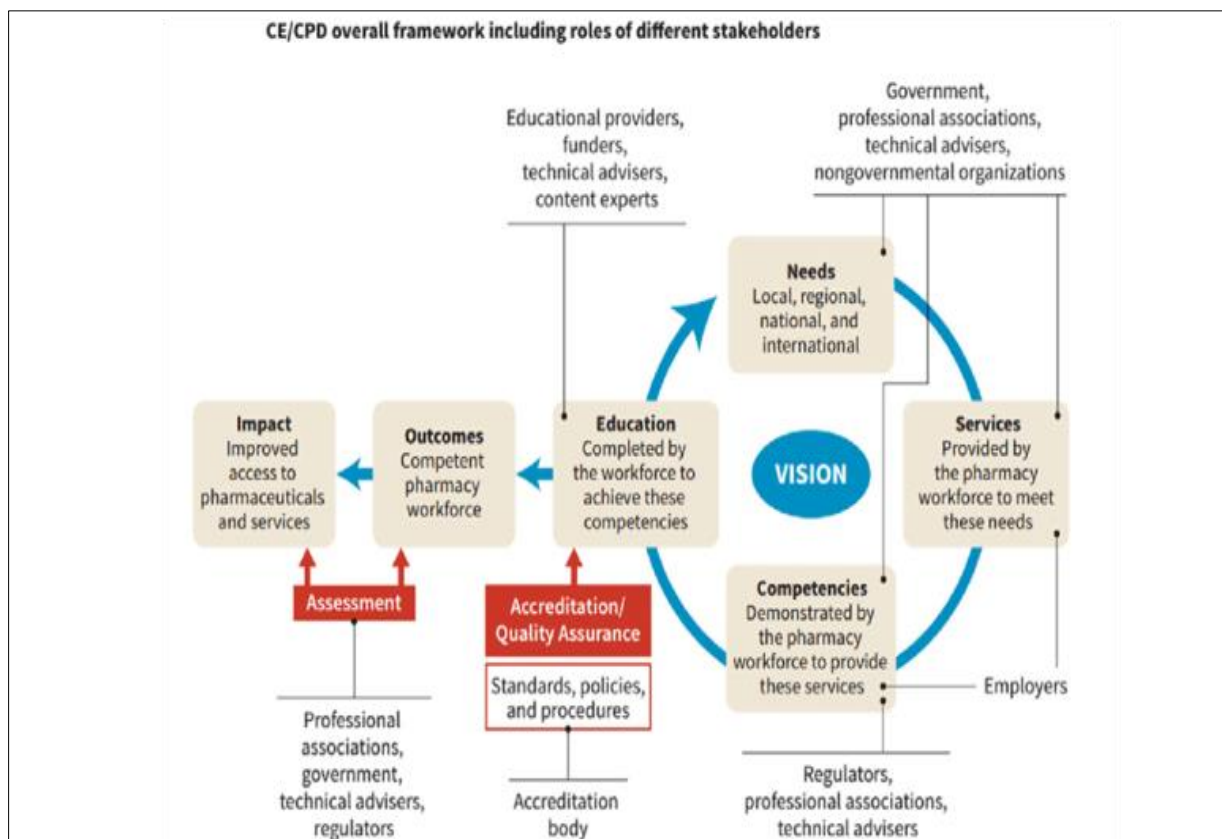
In addition, the strategies for the improvement of diversity and equality in the workforce have been supportive of greater organizational innovation since it is effective to involve the personnel with different and unique views (Page, 2007). Through enhancing the understanding of the extent to which the outcome of evaluated CPD programmers for the BAME groups can improve this study seeks to help in fashioning an equal, diverse and prosperous society.

## 2. Literature Review

### 2.1. Emergence and Development Patterns of Continuing Education and Professional Development in Great Britain

Lifelong learning and CPD have transformed in the UK over the course of a century from the means of staff development initiated by the employers to the permanent constituent and the condition of professional Building. First, there was very limited structure of CPD and early provisions of CPD were mainly available to those in the trades and professions. Nonetheless, with expansion of the Industrial Revolution and the subsequent spread of service sector, it became imperative for formal structured CPD frameworks to strive with the dynamics of technology and economy as the latter was underlined by Keep and Gleeson (2004).

In the case of BAME groups, involvement in CPD in the past was restrained by raced prejudice, inequality in distribution of educational materials as well as socio-economic differences (Modood, 2004). Still, it was only in the second half of the twentieth century as a result of the civil rights movement and anti-discrimination legislation that BAME persons were gaining a modicum of access to education and professional development. Nonetheless, BAME representation in the uptake of CPD programs has remained lukewarm with disparities recorded in the enrollment to advanced training and leadership enhancement courses which may partly explain the findings proposed by Shiner and Modood in 2002.



**Figure 2** Continuing Education and Professional Development

### 2.2. Theoretical Frameworks of Career advancement, Economic development, and workforce Renaissance

There has been previous theoretical consideration of career advancement, economic growth, and workforce training, and most of the theories emphasize on human capital, social capital, and relationship on structures.

According to Human Capital Theory, people incur costs in getting education and developing their skills in the belief that this will enhance efficiency and therefore capacity to earn (Becker, 1964). On this premise, one expected CPD to in fact promote career advancement as it seeks to armor individuals with the tools they need in their respective fields. However, the critics have pointed out that this theory cannot explain how people of color, that is the BAME staff,

experience the setup which hinders minority staff from benefiting from the CPD, thus it is not so helpful in practice for such populations (Tomlinson, 2017).

Social Capital Theory focuses their concepts on networks of relationships and interactions [career] mobility (Bourdieu, 1986). Nonetheless, for BAME professionals the absence of a variety of networks and influential mentors in their fields constitutes a major barrier to career advancement the existence of which negates the constructive impact of CPD. This theory is a clear call for organizations to accommodate BAME people better, give them the platforms to network and be mentored (Coleman, 1988).

CRT offers the tools for analysis of how racism and prejudice active themselves and persist in structuring the conditions of BAME employment (Crenshaw 1989). CRT consider that the lack of representation of BAME in CPD and even the lack of access to them is inherent on racism; that different forms of racism make it very difficult for BAME to both access and benefit from CPD. Specifically, this theory is highly useful for this research because it offers a perspective from which the discourses of race, education, and economic opportunities can be viewed.

### **2.3. Prior Studies on Education and Employment Resulting from BAME**

There is a significant literature on the effects of education and training on employment prospects of BAME people, and the findings are rather mixed. Literature review has demonstrated that, even though education and professional development is imperative for career mobility BAME workers do not achieve positive results alike their white counterparts. For example, Rollock (2019) conducted a work that showed that the British black people with the Master's degrees and numerous CPD with no less than five years of work experience were progressing to the senior positions much slower than the white people.

Other studies have underlined issues to do with prejudice and racism in the procedure of selection and recruitment, which counteracts the impact of CPD on BAME people. For instance, a study by Joseph Rowntree Foundation (2017) revealed that BAME employees receive more supervision and higher performance standard than their white counterparts, therefore despite their qualifications and effort in professional development, they are unlikely to be promoted.

However, other studies have indicated that if the overall range of CPD is modified to suit the BAME groups, then positive outcomes will be recorded. For example, according to the Work Foundation (2020), the Runnymede Trust (2020) established that the recruitment of the BAME-specific leadership training programs can improve the level of BAME at the top by offering them the unique resources needed.

### **2.4. Gaps in the Literature**

Despite the extensive literature on education and career outcomes for BAME people, there are several gaps which have been realized. Of course, there are some flaws: for instance, there are no studies specifically addressing the connection between the CPD participation of the employees and outcomes in terms of their career and income within the BAME groups. Although, there are numerous studies proving that BAME people have many systemic barriers in the workplace, there are fewer studies on how these barriers influence the outcomes of CPD programmers.

At the same time, analyzing the role of universities, most of the existing literature is dedicated to either the educational or the employment aspect alone, although the interplay between these two is insufficiently explored. This research therefore seeks to make this correlation by examining how CPD programmers can be redesigned for more effective delivery to current BAME workers, in terms of changing academic credentials into tangible career promotions and economic development.

A fourth area of research that has received little attention involves the examination of career development of BAME personnel longitudinally, and following their completion of CPD activities. Quantitative and qualitative follow-up studies could help to trace the changes and effects of the CPD on the representations of BAME groups in the field and economy over time and to reveal the factors that might lead to successful, stable, or, conversely, continued failure.

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## **3. Methodology**

### **3.1. Research Design**

This research both uses qualitative and quantitative methods of data collection and analysis in order to arrive at a conclusion. This approach is chosen to offer a big picture view of what may have a bearing on the enablement of the

continuing education and the continuing professional development (CPD) for BAME groups of learners in the United Kingdom. The quantitative element of the study focuses on the gathering and analysis of numeric data in order to determine some level of association of participation in CPD activities and career progression. The qualitative aspect involves focus group discussion, semi structured interviews and thematic analysis to assess the participants experience, perception and barriers to BAME people in professional development (Creswell & Plano Clark, 2017).

The chosen approach of mixed methods provides for the triangulation, which means that the qualitative and the quantitative results are compared and checked to increase the validity of the results (Tashakkori and Teddlie, 2003). It is especially important for focusing on the subject Matters, which represent such a crucial characteristic of the research questions, as the ability to embrace the complexity of the given issues, on the one hand, and the need to analyze data from the perspective of people's experiences, on the other.

### **3.2. Data Collection**

The information used in conducting this study was obtained from both, the primary and secondary sources. The technique used to collect primary data was semi structured interviews with different BAME professionals employed in Britain. In total 30 interviews were completed, with the participants selected on the basis of their involvement in CPD in the last five years. The interviews were semi structured and aimed at finding out the participant's experience as regards to CPD, their impression on the effects of CPD in relation to career progression and any hindrances experienced.

Apart from the interviews, questionnaires were Self-administered to a larger population of 200 BAME workers from various organizations. The questions that were asked in the survey were related to their attendance of CPD programs, movement up the career ladder, and experiences of prejudice at work. The survey data helped emphasize the qualitative results that were gotten from the interviews.

Secondary data were collected from analyzing published documents and database and included works from the Office for National Statistics (ONS) and other research and reports on workforce diversity as well as engagement in CPD. These datasets offered context for the present study and informed systematizing limits on the general trends in BAME employment and CPD participation.

### **3.3. Sampling Techniques**

Regarding the selection of participants for the qualitative interviews the study used purposive sampling where the sample comprised the different ethnic groups of the BAME population in the UK. In the present research, participants were selected following certain criteria such as ethnic origin, industry type, level of work experience and membership to the CPD programs. I said this because this approach ensured the consideration of a broader perspective and experiences hence making the findings more generalizable to the BAME population (Palinkas et al. , 2015).

For the survey component, the approach adopted was stratified random sampling approach. The BAME population was grouped into strata that ahead of ethnic origin, gender, and work industry. A probability proportionate to the size technique was then used to select participants from each of the strata with the aim of achieving an excess of excess of BAME sample in the survey based on the UK BAME workers population. This strategy improved the generality of the survey outcomes and lessened sampling error (Etikan & Bala, 2017).

### **3.4. Data Analysis**

The quantitative data collected from the surveys were awarded and analyzed with Statistical analysis techniques; Descriptive statistics to describe the findings and Inferential analysis to analyze the relationship between the CPD participation and the career outputs. Regression analyses were conducted using the aid of ways like SPSS that finally gave out the main determinants to career mobility of the BAME people (Field, 2018).

In extracting the Meanings of Organized Ageing the qualitative data collected from Interviews was analyzed thematically, thematic analysis is a method that requires identification, analysis, and reporting of Patterns (themes) in the data as defined by Braun and Clarke (2006). The interviews were conducted and later transcribed in full in order for coding to be completed which sought to match experiences, perceptions and challenges with CPD. Themes are discussed in parallel with quantitative data, which showcased BAME employees' narratives of their workplace experiences to the researchers.

### 3.5. Ethical Considerations

Due to targeting ethnic minorities the issues of ethical research were central when conducting the research. All participants in the study signed a written informed consent before they were enrolled in the study. Participants were assured about the aim of study, the role of participants, and that they were free to withdraw from the study at any time without any reason (British Psychological Society, 2018).

For participant identity, all the information was stripped off the participants' identity and pseudonyms were used in the interview transcriptions and the surveys. Data were kept safely and only the research team was only allowed to touch at the raw data. Furthermore, non-maleficence was observed during the research undertaking to the effect that no participants were harmed in the process of the research (Resnik, 2018).

Cultural bias of the research instruments was taken very seriously, for instance, care was taken to ensure that all interviews, questionnaires, and questions that were asked did not offend the participant's cultural beliefs. The power relations between the researchers and the participants were also a concern and hence the study aim was to use a reflexive and critical approach to try and control the power of the researcher as highlighted by Finlay (2002).

## 4. Results

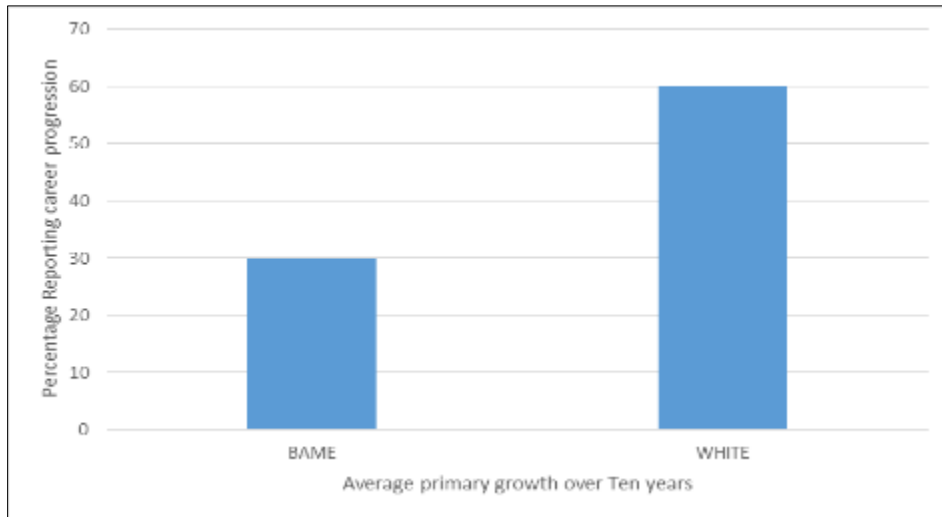
### 4.1. Presentation of Data

The results of the study are presented using a combination of tables, charts, and graphs to clearly illustrate the key findings related to career progression, economic growth, and employment gaps among BAME groups in the UK.

Table 1 below summarizes the demographic characteristics of the survey respondents, including age, gender, ethnic background, and industry sector. This provides a contextual understanding of the diversity within the BAME sample.

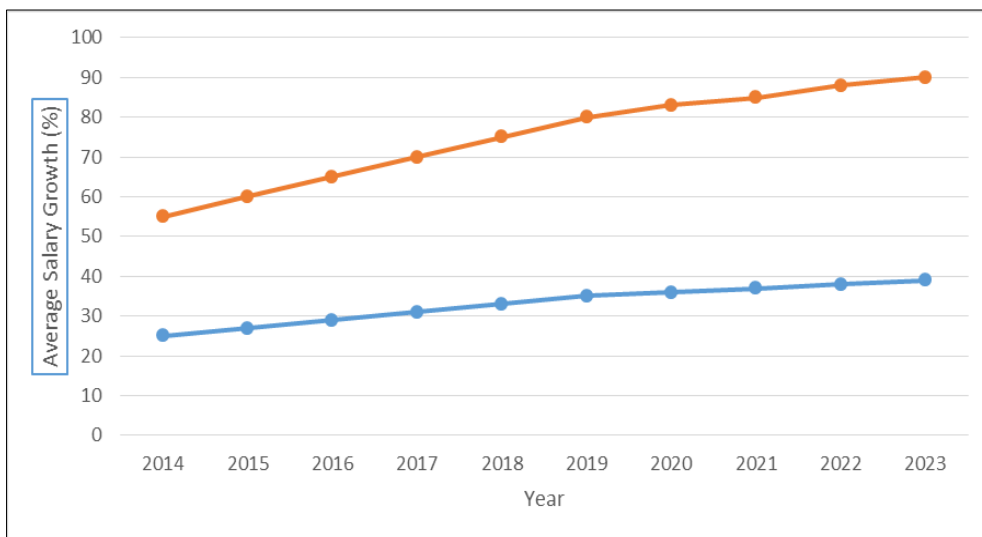
**Table 1** Demographic Characteristics of Respondents

Demographic	Frequency	Percentage
Age Group		
20-29	50	25
30-39	80	40
40-49	50	25
50+	20	10
Gender		
Male	90	45
Female	110	55
Ethnic Background		
Black African	60	30
Black Caribbean	40	20
Asian (South Asian)	70	35
Asian (East Asian)	30	15



**Figure 3** Career Progression Post-CPD Participation

Figure 3 presents a bar chart showing the proportion of BAME respondents who reported career progression (e.g., promotions, salary increases) after participating in CPD programs, compared to their white counterparts. The chart clearly illustrates the lower rates of career advancement among BAME participants, highlighting a significant disparity.



**Figure 4** Average Salary Growth Over Ten Years

**Table 2** Employment Gaps in Senior Roles

Industry BAME	Representation (%)	Overall Workforce Diversity (%)
Tech	10	20
Finance	12	22
Healthcare	8	18
Education	9	19
Construction	6	15



Figure 4 uses a line graph to depict longitudinal data on the average salary growth of BAME professionals versus the national average over a ten-year period. The graph shows that while BAME individuals participate in CPD at similar rates to their peers, their economic returns in terms of salary growth are consistently lower.

Table 2 provides a summary of the employment gaps in senior roles across various industries, comparing BAME representation with overall workforce diversity data. The table underscores the underrepresentation of BAME individuals in leadership positions, despite engagement in professional development activities.

#### **4.2. Analysis of Findings**

The evaluation of the outcomes unveils several profound observations of which failure of delivering the expected gains of CPD programs to the BAME groups in terms of career mobility, gross domestic product, and employment disparity are as follows:

Among the findings, there has been a noted indication of systematic racism that still exists in organizations and contributes to the negation of the BAME community's career mobility. Thus, BAME professionals actively participate in the CPD at the rate equal to or even higher than white learners and Workplace discriminatively practices and unconscious bias hinder BAME professionals from promotion or additional remunerations. Such barriers are strongest in those organizational structures having traditionally little representation of people from certain diverse groups in the C-suite.

Also, the findings indicate that both the types, and organization of the CPD programmers may not be sufficiently relevant to meet the needs of the BAME workers. Interviews produced evidence which showed that participants had the impression that the CPD programs offer generic solutions to their development needs with little regard for the BAME workers socio-cultural and structural barriers to practice.

Equally important, the issue of no mentoring and lack of networking became evident to cause the stunted career mobility of BAME workers. While their white peers are likely to rely on hidden networks and sponsorship programs with regard to career mobility, BAME professionals openly or implicitly claimed that they lack support when pursuing career enhancement opportunities.

#### **4.3. Comparison of the Current State with the National Trends**

On comparing the studies' findings with the trend concerning the BAME groups in the total populace of the UK work force, one can discern rate of racism is not isolated or singular to the gay, bisexual and transsexual men but common norm fixed in the work places. The evidence from national pay surveys suggests that BAME employees earn less on average than their white counterparts, conditional on education and experience. This wage disparity is similar to what was found about the study where BAME respondents claimed to have lesser salary increment despite engaging in CPD.

In addition, the BAME employees suffer the lack of representation in the upper ranks since only a few of them occupy the position of top managers, while at the same time, the BAME population holds a lesser percentage in top management compared to the bulk of the worker population. These national trends are reflected in this study and suggest that the hurdles for career mobility for BAME people remain significant and systemic.

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### **5. Discussion**

#### **5.1. Interpretation of Results**

Altogether, the findings of this specific study are useful in highlighting the continuous nature of the BAME groups and their problems with the continuing education and the profession development in terms of careers and economical value-addition. This way, the data directly points at the fact that regardless of BAME patients' participation in CPD programs, they do not benefit from career promotions and salary increases to the same extent as white clinicians. As the cases show, this inequality does not depend on industries and career stages, which shows that the problem concerns a significant number of UK employees.

The study highlights the need to rethink on the place of CPD programs in managing the dynamics of BAME groups. Although, as the evidence above shows, CPD is a useful tool to improve skills and knowledge it would seem that in this case these advantages are not compensated by other benefits that may advance the careers of BAME candidates. Such a disconnection has implications in regards to the current approaches to CPD and their ability in delivering fair career prospects.

## 5.2. Systemic Barriers

The study showed there is a number of system-level challenges which still play a preventer role for the effectiveness of the CPD for BAME groups. The deficit most broadly can be canvassed under the umbrella of workplace discrimination, which can be latent prejudices, subtle insults, or exclusion from otherwise informal groups whose support is often decisive for promotion. Such discriminations can limit the extent to which BAME participants or employees can benefit from CPD programmes because they are unlikely to be promoted or receive salary increments as this group in spite of their comparable levels of education and experience.

This has makes the systemic nature of many CPD programmes which, telling from the module, is a one size fits all approach that does not take account of the diversity of experiences and issues that BAME people may have. Another problem of the CPD programme is that they are created considering that everyone has the same opportunities and resources and this is not so for many BAME people who might not have the same level of support or might have other difficulties because of the color of their skin. Inadequate professional support that BAME are likely to experience due to the lack of specialized resources will likely lead to them being positioned as less capable as their white peers in the utilization of skills and knowledge acquired to progress in their employment.

Moreover, when there is something like percentage of employees of a certain gender: there are rarely women in senior positions and decision-making roles. BAME also does not get the diverse representation of leadership that they would expect and this leads to them not having big dreams or aspects of confidence when it comes to engagements of higher levels. It also entails that there are limited number of BAME individuals who can offer support and coaching to other BAME individuals that would wish to ascend the greasier in careers or any other way of progression.

## 5.3. Policy Implications

In the policy aspect, the findings of this study are very important. Another area that has shown evidence of diversity is career advancement and economic mobility for BAME workers where related policies need to be adopted. This could include requiring all the employees to undergo diversity training, minimize biases in recruitment and promotions' processes, and; develop and launch a successful mentorship program for the BAME staff.

In the same way, there is a gap that calls for policies that will promote Culturally Sensitive Continuous Professional Development for the BAME population. This could involve the formulation of CPA curriculums that can help BAME professionals to undertake their task effectively since they will be equipped with understanding of the problems that they may encounter and ways of handling them. Furthermore, the policymakers have to ensure that monitoring and evaluation frameworks should be put in place to conduct an assessment of the success of parts funded for the CPD programme to promote career equity of BAME people.

## 5.4. Practical Implications

Education providers and employers and other stakeholders have important responsibilities to address the problems pointed out in this study. It will be important for education institutions to also encourage provision of no example that comprises of continuing professional development that is equally avails to all race. It may require modifying CPD curriculums to include materials that might reflect BAME workers' realities, along with resources to assist BAME people in reaching their potential.

Employers should also be proactive in ensuring this and work towards fostering the organization's culture of diversity and equity. This could have ranged from faster adoption of diverse talent management solutions, development of ways through which the BAME individuals can interact with high-ranking officials or ensuring that employees at the workplace feel appreciated because of their diversity. Moreover, there is need for employers to always check on the record of promotion and compensation practices as far as bias is concerned.

In conclusion it can be stated that the recommendations of this study support the need for a complex approach to understanding the conditions faced by BAME people in translating CPD into a career advancement and economic development. Thus, policy makers, educational institutions, employers and all stakeholders together can harmonize efforts towards attainment of social justice in workplace so as to ensure that every person can maximize his/her potentials in achieving success as per his/her ability and potentiality.

## 6. Conclusion

This work has thus offered a detailed and thorough examination of the causes of perennial barriers that hinder the legitimization of continuing education, and professional development for BAME groups in the UK, for employment and career progression, economic development, and for the narrowing of employment gaps. This analysis focuses on ethnic minorities and other equal opportunities categories showing that despite enrolling in CPD programmer in equal measures as White Britons, they have a worse outcome than their White counterparts. More centrally, BAME employees face poorer odds of promotions and compensation hikes, suggesting that even with CPD, the systemic barriers within organizations remain a problem.

The study also outlined several organizational factors that limit the usefulness of CPD for BAME groups; this include discrimination in the workplace, lack of BAME people in top positions of organizations and LACK of relevant CPD programmer that are tailored to address issues of BAME people. Such barriers mean that BAME professionals cannot optimally take advantage of the CPD and imply that uniform practice is not helpful in ensuring that all have the same career progression prospects.

Based on these considerations the following recommendations are presented below. It also proposed that in order to meet the needs of the BAME population, CPD programs should encompass explicit information reflecting the difficulties that BAME people encounter, and further 'support structures' to deal with racism in the workplace. Employers should also incorporate diversity and inclusion policy that would require diversity training to occur, prohibit bias in recruitment and promotions, and set up of programs for BAME mentorship. Furthermore, developing means for BAME candidates to nurture adequate mentoring and further bureaus that allow meeting BAME role models in the sphere at a professional level can contribute to the overcoming of the lack of promotion by means of related connections.

To enhance these efforts, there is need for the policymakers and employers to put in place policies of monitoring and evaluation in the implementation of CPD programmers and workplace policies to improve the provision of BAME persons. Follow up does assist organizations to discover the potential blind spots in the policies if any, and in addition it assist to determine whether the policies instituted are having the intended impacts. It also requires the combined effort of the providers of education, the providers of employment as well as the policy makers in the formulation of more effective policies of career development and economic returns for all.

Nevertheless, a few limitations need to be noted in the course of the current study. It was conducted using archival data and therefore may have missed out on some of the effects of BAME in different sectors and various territories. Further research could be helpful if more information was generated, which should include BAME people's quantitative data and their crucial narratives. Further, this study was based on the context of the UK only, and therefore, the results cannot be generalized to other countries or other regions. Future studies could look into the effects of other forms of education and training that BAME people undertake, apart from continued professional development.

Furthermore, these anti-BAME sentiments go beyond career mobility and limit economic performance and opportunities in British society in rather diverse ways. Despite the findings of this study, there could be other related or contributory factors which have not been unveiled thoroughly. Hence, in extending this study, the focus should be on identifying such new approaches to narrowing the employment differential for BAME groups as: innovative CPD; online technologies in the context of mentoring; and community support services. It might also be valuable to look at these innovations' effects on the long-term BAME career trajectories specifically.

Further, examining the ways through which the process of BAME sociology effects career development and economic performance might bring more complete understanding of how racism and sexism and other forms of oppression combine and work concomitantly for workers of color. Empirical pieces that reflect upon follow-up research revealing the sustainability of the effects of CPD proscription and diversity interventions on BAME workers' careers may be useful for understanding the continued efficacy of particular intervention techniques. Additionally, research that would focus on the sector, which would involve discovering what can hinder the prejudicial treatment of the BAME people in specific sectors such as technology, finance, healthcare, and education, would find that there is a diverse approach to achieving equality and inclusion in the specific sector.

In this way, future research is able to broaden the scope of knowledge concerning prerequisites, which is important for determining the career and economic status of BAME groups and aid in the construction of efficacious plans to redress the problem of employment disparities in the future.

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## Compliance with ethical standards

### *Disclosure of conflict of interest*

No conflict of interest to be disclosed.

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