



Eliminating barriers to postgraduate research study in the West Midlands



BIRMINGHAM CITY
University

OUTPUT 11 EQUITY, DIVERSITY & INCLUSION: EVALUATING POLICIES, TRAINING & BEST PRACTICES

THAT'S ME!

ELIMINATING BARRIERS TO
POSTGRADUATE RESEARCH STUDY
IN THE WEST MIDLANDS

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EXECUTIVE SUMMARY

This report explores the current provision of Equity, Diversity, and Inclusion (EDI) policies and training at Birmingham City University (BCU), with an emphasis on support for Global Majority (GM) students as part of the **That's Me!** project. It integrates a review of institutional documents, existing literature, and qualitative data gathered through interviews with seven Postgraduate Researchers (PGRs) and two academic staff members. The findings reveal three overarching themes:

1. **Representation and Belonging:** inclusion depends on more than demographics, influenced by life stage, cultural identity, power, and recognition opportunities. Symbolic diversity alone is insufficient without structural engagement.
2. **Grounding EDI in Practice:** there is need to integrate EDI into daily academic life through collective responsibility, lived experience, and curriculum reform, rather than bureaucratic processes.
3. **PGR experience and Intersecting Identities:** overlapping identities deepen exclusion, especially when institutional frameworks do not reflect that complexity.

Overall, the report identifies both strengths and areas for development within current practice and provides a set of evidence-informed recommendations to enhance EDI provision in ways that are structurally responsive, intellectually honest, and grounded in the lived realities of Global Majority students and staff.