

Inclusivity? LSE's Outreach Program

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Introduction :

Research Questions: How inclusive, in terms of socio-economic background, is the work of the LSE Student Recruitment/Marketing division, in relation to the number of UK undergraduate students enrolling in the LSE each year? How does their work inform the perception of LSE to prospective students to choose the LSE as a university?

An institution with over 70% international students, LSE is recognized globally as a high-ranking educational institution.¹ However, understanding the experiences of local students, specifically students from lower socio-economic background, is important, as it shows how this global institution includes its national students. The focus on socio-economic background is essential as it is the biggest discriminator in the market for higher education presently.²

According to prior research in this field, the two main factors contributing to this trend are : (1) basic education differences and (2) asymmetrical information when it comes to how to access university and the benefits of further education. Our research focusses on LSE Marketing Division as they fundamentally affects the latter.

Inclusivity is the practice or policy of providing equal access to opportunities and resources or people who might otherwise be excluded or marginalized. Inclusivity is not solely defined by the number of offers extended to students from lower socio-economic backgrounds, but as the number of enrollments at the LSE as simply receiving an offer does not sufficiently bridge the socio-economic divide. Hence, we will focus on efforts made by the Marketing team in attracting students at the application process stage, rather than inclusivity during university life. Lastly, 'Inclusivity' of students across different social groups and the researchers encourage further study into those fields.

Methodology:

To understand the inclusivity of LSE's marketing team, we have taken a two-pronged approach. Firstly, we quantitatively measured the correlation between the presence of student requiters at schools and the school enrollment rate at LSE from 2010-2020. We categorized schools into state selective, state non-selective, and private, substituting students from state non-selective

¹ LSE. (2019, February 5). LSE 2030 Strategy. Retrieved from <https://www.lse.ac.uk/2030/assets/pdf/LSE-2030-full-text-as-approved-by-Council-Feb-FINAL.pdf>

² Higher Education Funding Council for England. 2010. "Trends in young participation in higher education: core results for England." Issues Paper.

schools as from relatively lower socio-economic groups.³ Secondly, to enhance this analysis, we interviewed 6 students from lower socio-economic backgrounds to understand their relationship with LSE Student marketing, how this impacted their enrollment and perception of LSE. Braun's and Clarke's Thematic Analysis was used to extract meaning and find patterned responses.⁴

Findings:

1. The aim of student recruitment and marketing is not to increase student numbers (as LSE is a selective school), but to attract students who fit the academic profile whilst simultaneously discourage students who do not fit this profile. This is evidenced by LSE's outreach initiatives stating that "LSE will maintain a clear focus on **quality rather than quantity**" as they can only successfully enroll 12,000 full-time students annually.⁵ Hence, while a direct correlation cannot be made with offer rates and marketing trends, correlation between enrollment rates and marketing trends provide a valuable insight. In this process, the way the LSE Marketing creates its brand image is crucial.
2. There is a high positive correlation between the number of student recruiters sent and the average number of students enrolled, implying that sending more student recruiters increases the number of students enrolled. Furthermore, it makes logical sense that more students on average per school enroll at state selective as they have pre-existing requirements, unlike independent schools which may exclusively take fees rather than running entrance exams to take the brightest students. This, however, shows a bias toward independent over state non-selective as they should theoretically both have similar numbers of students sent, so one of the determining factors in their difference must be the number of student recruiters sent. Following this logic, if more student marketing members visited state non-selective schools, it can attract students from lower socio-economic backgrounds as well.

³ Barr, N. A. 2012. *Economics of the Welfare State*. Fifth edition. Oxford: University Press.

⁴ Clarke, V., Braun, V., & Hayfield, N. (2015). Thematic analysis. *Qualitative psychology: A practical guide to research methods*, 222-248.

⁵ LSE. (2019, February 5). LSE 2030 Strategy. Retrieved from <https://www.lse.ac.uk/2030/assets/pdf/LSE-2030-full-text-as-approved-by-Council-Feb-FINAL.pdf>

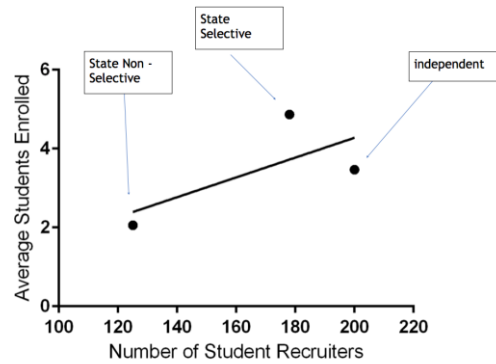


Image 1: Correlation between number of recruiters sent to school and enrollment at LSE

Y – Axis; average number of students enrolled per school, X - Axis ; number of student recruiters sent to each school type

3. The exception to the aforementioned rule is at state non-selective schools around London, as these students enroll at LSE as commuter students. Marketing events targeted at these students is more effective in comparison to the rest of the country.

4. Interviews reveal that UK students from lower socio-economic backgrounds have a perception of LSE ‘elitist’, corporate-focussed, full of high competitive high achieving students (who they are not on par with), and richer international students, which make them hesitant to apply. The primary categories their perception are depicted below:

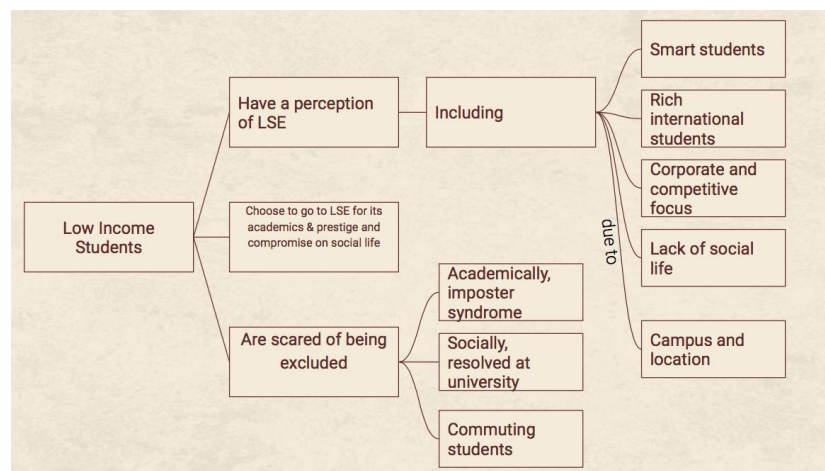


Image 2 : Perception of LSE by students of lower socio-economic background from UK

These perceptions are emphasized by LSE’s central location in London associated with wealth and its competitiveness to enter associated with elitism. Students now at the LSE chose their university largely due to the prestige associated with the institution and its academics, but compromise on social life.

These students are scared of being excluded academically and socially. The academic exclusion could be associated with imposter syndrome ongoing through the degree. Social exclusion however is often only a perception issue, and those students end up finding like-minded people at

the university. However, low-income students are more likely to be commuting students, and this can exclude them from social activities.

5. Efforts for inclusivity in marketing are being done and recognized by students. Personal interactions, such as student ambassadors, Offer Holder days on campus, speaking with students and teachers, and student voices are the most effective type of marketing. Marketing through social media isn't very impactful according to interviews.

Recommendations :

1. LSE Student Marketing should encourage the presence of LSE recruiters at state-schools in the UK by consistently contacting them to increase their presence in local schools. They should increase transparency on communication with state-school representatives and actively seek to increase participation in schools annually. One such way this can be achieved is by collaborating with other UoL institutions while approaching state-schools, to increase the probability of the presence of recruiters if more universities are involved.
2. LSE student marketing should tackle the perception of LSE as an international institution primarily for higher-socioeconomic students by encouraging promotional material which highlights stories of local students as well. This can be done by having more detailed information about commuter student narratives, and tips to adjust to multi-cultural environments while being a local student.
3. LSE Open Day events are successful for students around London, and hence they should increase the frequency of these events, and reduce the bureaucracy to receive funding for transportation and stay for students from lower socio-economic backgrounds.
4. Personal interaction with students is one of the best ways to create a positive impression of LSE, so Student Marketing and Widening Participation should increase the number of online avenues for interaction with student ambassadors.

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Appendix :

Table 1.1 : Thematic Analysis of Interviews with quotes

Low-income students	Have a perception of LSE	Including	Smart students, elitist	<ul style="list-style-type: none"> • “It just seems very like, I don't know if “classy” is the right word, but it's sort of, that you know, people are taking it seriously and I quite like that.” • “It's quite competitive to get into, you do need to be able to, you know, get the grades needed and I guess with that comes that same sort of like, stereotype of what, who's considered to be like smart” • “And also in terms of being smart because LSE is very like elitist, highly ranked like prestigious school, you kind of feel like you have to be very smart and self-assured in your intellect to do well.” • “Smart people, for sure, extremely intelligent people.” • “And I mean, I knew it was quite a good uni so that I would be surrounded by like a lot of smart people basically” • “But also, like, hard workers basically, like, I had to work really hard to get in, and I'm sure that other people have had too, as well. So yeah.” • “I think socially, like yeah, like, I I assumed that like, like, there would be people similar to me, like, who had like, like, obviously worked really hard to get in and stuff.”
			Rich international students	<ul style="list-style-type: none"> • “obviously there's a lot of international students” • “I was worried about not fitting in and just because I wasn't sure if it was going to be loads of people with a lot of money... “ • “And I also thought that there was gonna be like a really large asian, like, like an Asian community. Yeah, like a lot of international students. Which it's definitely true.” • “I also kind of heard that LSE is full of a lot of rich people, like we've got a lot of like middle class UK citizens or a lot of quite rich international students coming in.” • “Um I think it's just based on, so based on like, the word of mouth thing, it kind of seems the majority of that community is made up of like the rich international people. Or the very kind of more, more well off people I would say.” • “I think a little, a little bit. I would say there are definitely, there are definitely a lot of quite wealthy international students.” • “I won't lie, I think for sure, the privileged students, mostly international students, and I understand why. But um, I mean, they've got the brains and they've also got the funds. So that's always good.” • “I... I didn't expect there to be like loads of international students and like not, I thought that it would still be like a lot of like, UK students so that was like surprising to me as well.” • “I'm not, I wouldn't say that I'm the type of student that would attend the LSE. Like, from what I gathered, like a lot of people around me have been to like grammar schools, and maybe some even private schools and stuff like that, like whereas. I mean, I just went to like a public state school. And yeah, people who've probably, like, maybe come from like, slightly privileged backgrounds like, and obviously, like a lot of international students who, I guess must also come from, like, a bit of a privileged background, because I know it's really expensive for them to attend the school.”

			<p>Corporate focused and competitive university</p>	<ul style="list-style-type: none"> • “like a little bit of hum competitiveness, and.. I don’t want to say “stuck up”, but like that sort of, you know, like: you’re aware that you’re smart and...” • “when you apply to LSE you sort of assume like, people are gonna, maybe have like particular views” • “So before that I definitely thought it was going to be quite like corporate and professional. Maybe not a corporate but definitely very professional, I feel like people are going to be like kind of dressed up all the time, like little work men. [...] That a lot of the stuff that I thought, did end up being true. “ • “Then when I went to the Offer Holders day, I definitely got the very corporate vibe from it, but then I saw that the people on my course and the teachers were really nice as well. So that kind of lent itself more to anything that like: “Okay, the school itself, the uni sounds very corporate, business-y like vibes but my actual department and the people are very lovely”.” • “It’s a lot... A lot of it is more so... Yeah, it’s very strict, you have got a lot of, lots of exams.” • “A lot of them are also quite academic (societies), that... There’s quite a lot of academic focused societies.” • “Like I knew that was the London School of Economics, so I guess I had that Economics kind of watch. But even then, I was just like... This... This just doesn’t seem like ... It reminded me of... It’s probably a weird comparison because it’s not really similar, but Imperial University, that really science university. For some reason LSE gave me that same vibe, and because I’m not science student, so I knew I was never going to apply to Imperial or what. Those two universities just give me a similar vibe, like a certain kind of university. That’s kind of like, my mindset. [...] Only a certain group of people go to this university for like a certain reason: like you go to Imperial for science, you go to LSE for like an Economics, like finance career or whatnot” • “Okay, I guess, I can explain this in this sort of way. I’m like someone who’s very interested in like social issues right? LSE never gives me that vibe. A university like SOAS because they’re quite like left-wing, and they’re like very... That, they give me that social vibe. They give me that homy, I didn’t even apply to SOAS, but they give me a homy kind of vibe. LSE doesn’t feel like “Oh yeah, this is my home, this could be my home for the next few years”, that’s the kind of opposite I got before I actually visited.” • “A lot of like in the law department specifically, a lot of like events that they have, in terms of careers are targeted to that one sector... like and it’s usually corporate. And that’s like... I think that’s some of the vibe, one of the images people have of the LSE as well, it’s like “If you go here, you have to go somewhere in the corporate sector, whether it’s finance, corporate law,...”” • “The image I had like, I just thought that it would be like like super like business oriented like orientating people all around me like when I came in and yeah”
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		<p>Dissatisfied students due to lack of social life</p>	<ul style="list-style-type: none"> • “I’ve seen on like TikTok when people talk about like different types of unis, LSE is usually portrayed as either like, quite rich or just like unhappy students? But then I found that as soon as I got to LSE I was like, I get how people might think that” • “Not that I don’t fit, I just feel like everyone is feeling the same like, everyone feels very like, on their own in their room (laughs)” • “Um I definitely saw the student satisfaction was really low” • “You don’t hear a lot of like good fun stories about like social events or anything at LSE.” • “I don’t... Honestly I don’t feel like there is much of “uni community” at LSE. I think you can make your own friend group and you kind of stick with them. I... I never really got any sort of like “good uni student vibe”. Um, not that I... I don’t feel like the students themselves are necessarily kind of like icy or isolating or off putting or anything, it’s also just a... lack of opportunities to kind of interact with people.” • “Yeah, and I didn’t, I didn’t really have it out in my head to be like as much of their like social life uni as like say other unis like I know that for a lot of people is important to them when they go to uni for there to be like like different events and stuff and bars and like always the opportunity to like go out and stuff whereas with LSE like I didn’t really have that kind of notion about it at all.”
	<p>Due to</p>	<p>The competitiveness of the university</p>	<ul style="list-style-type: none"> • “it’s quite competitive to get into, you do need to be able to, you know, get the grades needed and I guess with that comes that same sort of like, stereotype of what, who’s considered to be like smart” • “A lot of my friends went to unis such as like Nottingham and stuff, and I guess because it’s less competitive than LSE you just assume that, like more people of different backgrounds are gonna be able to get in.” • “The whole Offer Holder booklet thing, and that gives you a really long read; but actually at one point, because they said that... So you know when you get your predicted grades for university and then you have to get these grades, a lot of universities there’s like a leeway, like say you’re predicted A*AA and that’s your offer, if you get an A*AB, they usually are more than... they usually might let you in anyways. With LSE I remember it really scared me, I remember seeing on that booklet they sent me that, this “There is no guarantee we’re going to still let you in if... you...” and that, it really scared me and that made me really think “Is this really where I wanna go, what if I don’t get the grades?” Yeah, so that was something that actually did scare me, because they literally put that in writing, and I was like “Wow, okay”.” • “I’m trying to but then but then I saw the requirements and that’s it. That’s a lot of grades” • “Like, for instance, like I, when I applied I, I was doing for A-levels and one of them was Italian and it’s my second language and like I mentioned it in my, my, what’s it called? In my application thing. And they, they’re like, offer to me was like, like, my upper grades like I had to get this but not including Italian. So I did kind of think like, oh, okay, like, they don’t really they don’t want to give anybody an easy leg up, I guess.”

		<p>The location and its campus</p>	<ul style="list-style-type: none"> • “But also in London, I think, it’s such like, it’s so expensive to live here that you just automatically assume anywhere in London it’s going to be like, you need enough money to live (laughs).” • “Hum I guess because, like, obviously, like one of my first time was like being on campus, I could see like, one of the new buildings being worked on and stuff; and you can sort of see everything has quite like a... It’s weird because it’s not like a proper campus, but at the same time it is because, like you’re right in the middle of London, and then you just walk in and you’ve got like all the LSE buildings and everything is very... You know, like the library is it crazy big, so I think that was my main like “Okay like LSE must have a lot of money”, but then also looking at like lead tables and stuff like it’s one of the top, so you sort of... I guess like my assumption is just that, because it is like doing quite well, and you can like visually see the things that are going on like that was my assumption (laughs).” • “And I was like, well, this building is really nice. Like, I wonder what happens in there. Then on the bus, it would say the London School of Economics, this was years ago. So that’s what I would say. And then I was like, Okay, cool. This is nice. I don’t know what happens in there, but it looks so bougie. *laughs*”
	<p>Choose to go to LSE for its academics & prestige and compromise on social life</p>	<ul style="list-style-type: none"> • “I focused on a lot was the, sort of, job opportunities that i’d be able to get after university” • “LSE had one of the, like, sort of top ratings overall” • “But it definitely was one of my top options, just because of its like Russell group status and and the job prospects afterwards, like the percentage of people that got a job. I did notice it had like a lower student satisfaction. But, for me, I sort of compromised that a little bit” • “I looked at the rankings [...] and I saw that LSE is quite highly ranked, so I think the main thing that made me choose it in the end was that they were like, they’re quite reputable.” • “because it’s like a Russell group university” • “But ultimately I did choose it based purely on prestige and said “Okay, I’ll have to compromise on that”. (a good student life)” • “Yeah I kind of compromised on it (the prospects of finding people you get along with), because ultimately, I was like “Well the reputation is good”. (Laughs)” • “And like also the reputation of the university and how much focus was put on academic stuff and also...” • “But I was like “You know this is um.. I really like this university and I think it’d be really stupid to reject it”, especially since I’d been putting a lot of work in to get the grades as well. So I was like “You know this university reflects what I’m... like I tried, I worked really hard to get into this university”” • “So I was just applying for like all the nice unis I’ve ever heard about in my life. And I was like, if they accept me that’s fun. I just want it to be accepted into the uni.” • “Smart people, for sure, extremely intelligent people. And I think that’s probably what I love the most about it. I just love being around people who are intelligent, because then I kind of learn alongside them. It’s just, it’s just environment. I love it.” • “Um, I think, for me, like going to a good uni was probably the most important factor, like one with like, a good reputation and like, good, like, job, like prospects for graduates or whatever. So, um, I thought, like, well, if I have to go, and I do want to, I want to get a degree, I might as well like, go to a like, as good as Uni as I can, basically.” • “So like, I guess the whole like, like partying and like, social life aspect of it, like, wasn’t that important to me?” • “I’d heard of it before but I was just looking for a good unis like to apply to in the first place.” • “We... I knew as well that like, like, they had the highest paid like graduates out of like every Uni in the UK, and it’s like number one for Social Sciences in the UK or something. So, I mean, I knew stuff about it like that. I don’t know if anybody around me really knew a lot of it either. Yeah, I think I think that was just my notion of it.” 	

	<p>Are scared of being excluded</p>	<p>Academically, due to imposter syndrome ongoing through the degree</p>	<ul style="list-style-type: none"> • “when I’m speaking to other people in my year, everyone sort of has that same like “Oh, I was really nervous before because I thought it was gonna be, like quite challenging”; and obviously it is challenging but everyone seems to be in the same sort of, boat;” • “Hum it’s weird cause when I got the offer, I was really like “Oh, I don’t think I’m gonna get in”, you know, like properly” • “when my teachers were like telling me “You know you should apply” I’m sort of like... Is that like imposter syndrome when you’re like “Oh there’s no way like...”?” • “I felt quite intimidated. I felt like I’m like a kind of average smart, like very working class student. Like you feel like you’re going to be very much like what is it? Small fish in a big pond? That was... that was scary. Then you kinda get imposter syndrome, because you think like “Am I... Am I smart enough to be here?”.(laughs)” • “I think originally I still had some imposter syndrome. It’s very much like “Am I...” it’s definitely “Am I smart enough to be here” kind of thing but at this point... But the more you interact with people, the more you realize that like everyone’s kind of struggling.” • “But then I just thought, LSE is just a bunch of smart people, it’s going to be very difficult to get into it. And so originally, I had made peace with not getting into the uni, because I knew that it was for like very, very, very smart people with A*s and stuff. So I was like, it’s fine If I don’t get it. I was only applying because I know I can’t even go anyway. So it’s just for fun.” • “So like, in so I guess academically? I’m not, I didn’t (thought I would fit in), I wasn’t sure that I would. Because like, I can’t say I’m super passionate about what I’m studying. So like, yeah, like I said, I wasn’t surprised to like, arrive and find that everybody was super invested. And like, I knew that I probably wouldn’t have been on like, the same wavelength as them.” • “and also like, I like I mean, like, I’ve sort of like struggled my way through this degree where like, I haven’t exactly found it easy. So like, I am constantly like working hard for it. So in terms of also like social life and time to myself, I don’t really have a lot of that either, like, let alone to like join a club.” • “And also, like, I don’t know if I’m imagining it, but it does seem like everybody around me like has it together and like, like, like they could like everybody’s doing right very well, then I’m there like, like, struggling to stay afloat. Like, I guess in that in terms of that, where like, I do feel like, I guess the way I can put it is like coming to LSE, has sort of made me feel like less smarter than I thought. So, yeah, I guess in terms of like, intelligence or something, I feel a little bit excluded. Or maybe I’m just imagining, I don’t know.”
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		<p>Socially, but this is resolved once at university</p>	<ul style="list-style-type: none"> • “One thing I was worried about was, sort of, like class background, whether it was gonna be, you know, like people have that image of like, you know, universities, like Oxford and Cambridge as being really stuck up; and I was thinking like “I hope LSE’s not the same”. But I think as soon as I came onto campus, and sort of, saw like the diversity of people and...” • “Hum before I actually got to meet people, I thought it was going to be intimidating but as soon as I came onto the campus and saw people I was definitely like ‘approachable’.” • “okay i’m gonna have to like, make sure I make friends with people”. And I do think it was gonna be a challenge at first” • ““Okay, this is like, maybe, if anything, easier to socialize than I thought”.” • “But a lot of the people who I’m friends with are on scholarships, so I see a lot more diversity than I would have originally thought.” • “I thought I would struggle... Yeah no, I thought I would struggle with that (meeting like-minded people socially). Because I feel like I don’t know how to, I don’t know how to go about that really. But then I feel like societies were a good one. I feel like if you have any interest in something, we have a decent range of societies.” • “I thought that would be quite hard going into university (finding like-minded people), because it seemed that... The idea was everyone was going to be really... Everyone kept telling me that everyone’s really academically focused, and they wouldn’t really have as much drive to kind of socialize or be like fun type students. So that was intimidating to go into as well. But, I definitely... I definitely struggled in first year to find more friends.” • “Um, like the general feel was better than I expected because I definitely thought it was going to be a lot more like... I don’t know what the word is, but when people are quite like standoffish. That’s... I found out that wasn’t really the case, they were a lot more people who just were genuine. People were just nicer than I thought it would be. But it was in terms of making friends, it was about what I expected because it was quite difficult. It takes quite a while to find people that you are actually properly get along with. more likely to be commuting students, which can further exclude them” • “So I did the LSE Choice Program, in year 12 to 13 and like, like I said I was never planning on applying to LSE I never thought it was a place for me, but when I did the Program.” • “One of the things I was the most scared about is they was a chance I’d be going there by myself, without knowing anyone because... I think I only had about... three people that got... three of my friends or people I knew had offers from LSE too.” • “But, one of the worries that I had was that you know “I’m gonna go by myself. This is going to be a completely fresh, new start. I’ll have to make friends all over again.”” • “I think it’s because I’ve always had an image of the certain students, like that go there, that it’s not people like me. Like I’m a Bengali Muslim Woman right? And I don’t... There’s not that many of us, like I mean there’s a lot more than I expected before I went; but before I knew that, there was like...” • “But also, I guess, mainly specifically like I’m Bengali, we’re quite heavily underrepresented in all institutions. You don’t... like especially in most of good universities so... That was one of the ones that was really like... I was scared that... because like you feel comfortable when you’re with people who are like you, have the same backgrounds as you, and I kind of, like had the vibe that LSE didn’t really have many of us over there. So that’s how I didn’t feel like it was that inclusive.” • “I didn’t want like, let the fact that it is... It’s still an intimidating university but... you know I’ve made friends here, I’ve had like a... obviously before the pandemic, so I had like a nice schedule, we had like a nice... We made like something. Like I made friends, I had like my group, and it was like... you know yeah, the university itself is intimidating but I’m not gonna let that affect my experience as a student, because at the end of the day, I’m paying to learn here, to make the best of my... everything that it offers. So it’s like, in classes I try my... like I want to participate, so I do try to like speak
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			<p>and stuff. Because it's like... if I paid I'm not gonna let something as this university or students are intimidating get in the way of that.”</p> <ul style="list-style-type: none">• “Honestly, I was quite scared that I wouldn't (fit in). Because I like had really bad anxiety about this kind of stuff so I was quite, really scared.”• “Yeah honestly, it was... I think it went a bit beyond that actually, it was just a lot surprising. LSE is really more inclusive than I thought it was.”• “but it was just I don't really get to see people from my kind of background. So it's like having to get used to that environment.”• “My first few weeks of LSE, I did feel quite excluded. [...] So I find it difficult to like, relate, I like, I was just kind if yeah, I was, I don't know, it was just a lot. So that was very stressful. And then it got to a point. I mean, I did try to make friends off of that. But there were times that even within the society, I still felt quite excluded. I just felt like, there's hardly anyone I can relate to age wise, like, background wise, because it's either your international or international or rich. I don't know. I can't relate to you. So it was quite, it was quite a challenge. But now it's gotten better. I've made some friends. And so I think socially, I'm very happy.”• “But socially, like, like, yeah, like, I, I guess I do fit in socially, because, like, I find people around me were like, sort of, like, similar hobbies and stuff to me. And also, like, have the same sort of like work and like social life balance as well. So yeah. Oh,”• “So yeah, like, it's not that often that like, I encounter people at LSE, who just went to like a state school, like, it's like a sort of like, little secret, like between us.”• “um, I would say is quite, quite inclusive, honestly, like, you obviously see loads of like, different people from different backgrounds.”
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		<p>Because they are more likely to be commuting students</p>	<ul style="list-style-type: none"> • “No, that was never an option for me (laughs). (halls) [...] I mean a part of it (feels like it limits your integration to the community activities). Like sometimes I worry that I haven't gotten the full uni experience,” • “because I think also what was important to me was that the uni was in London, so that because like, I know that it would be would have been cheaper for me to stay at home. So like, I knew that I wouldn't then be like living in a dorm or whatever, something like that. [...] Because like, I was gonna stay at home anyway. Okay.” • “I mean, I've obviously like, saved a lot of money. And like, I haven't had to take out a Maintenance Loan or anything. And I live like, just over an hour away from uni.” • “Yeah, that there are some parts but at the same time, like, obviously, then I haven't really had like that huge of a like, social life or have felt like that big of a, like part of a community at LSE because of that, but I did mainly go sort of just to get my degree, I guess.” • “So I actually haven't joined any at all because like, I did consider joining the netball one. But I know that like, they start they like, practice like sometimes like in the evening, so like, obviously, it will kind of be like rough for me to have to, like get the train home. Like quite late” • “Whereas like, I guess now with the whole, like, the COVID thing and like with everything being online, like I've joined the portrait class, because like now that I'm at home and I don't have like, two hours of journey taken up my day, I do actually have like, time for stuff like that.” • “Um, I guess, with the fact that I do live out and like, I can't really afford to spend that much time outside of the house, like in central London. I guess like that could be like, seen as sort of feeling excluded.” • “I don't really know, it's kind of like a tough one with like, living out because, like, obviously, like they they want people who live, like, who traveled to uni to be more included, but at the same time, like, like, is two hours taken out of my day? So in terms of that, I'm not sure.”
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