

GENERAL INFORMATION	
<b>Title</b>	<b>Special scholarships for Olympics (only for the 1<sup>st</sup> at Bachelor`s degree)</b>
<b>Key words</b>	Motivation, reward, good practice
<b>Objectives</b>	To assure the access of good students at a decent living in a big city To continue to motivate them to learn and assure them their appreciation
<b>Phase of studies</b> <i>(Choose all phases it applies)</i>	Access X Retain Graduation Transition to work-life X
<b>Type of degree</b> <i>(Choose all degrees it applies)</i>	Bachelor's X Graduate Master's
<b>Level</b> <i>(Choose all levels it applies)</i>	International National Institutional X Faculty Group Individual
<b>Name of the institution</b>	West University of Timisoara
<b>Location</b> <i>(City and country)</i>	Timisoara, Romania
<b>Target group/s</b>	Olympics (the 1 <sup>st</sup> at Bachelor`s degree)
<b>Stakeholders involved</b>	University senate members, administrative staff
<b>Description of the organisational process</b> <i>Actors, triggering evidence, campaigns, graph... (max. 300 words)</i>	<p>This policy in HE that is translated into practices at institutional level is a continuation of a policy given by Romania's Senate as a decisional forum which says that all students that have participated at an international phase of the Olympics and won the 1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup> place or a mention, have the right to be accepted at any university they want at a their budget places.</p> <p>Regarding the participation of young students at Olympics and the fact that you can find a Romanian student in almost any</p>

international group it is beneficially for them to be appreciated and rewarded.

In secondary education there are modest rewards for this kind of students and even if the Senate grants this advantage for the 1<sup>st</sup> year and West University of Timisoara grants their scholarships for 12 months it is ok for the student to accommodate with a new life and new necessities and also adulthood.

## A. FORMAL EVALUATION CRITERIA

<p><b>A1. ACCESS TO INFORMATION</b>  <i>Provide sources of information (URL, websites, literature, materials)</i></p>	<p>West University of Timisoara`s regulations of according scholarships</p> <p><a href="https://www.uvt.ro/files/a4cefbdda1264f7cd64966b554de1523be4bf9af/">https://www.uvt.ro/files/a4cefbdda1264f7cd64966b554de1523be4bf9af/</a></p>
<p><b>A2. TIMEFRAME</b>  <i>Since when has it been in use? What is its maturity level (initial, intermediate, advanced)? Describe if there is evidence of its duration in the long rung. (max. 70 words)</i></p>	<p>Permanent initiative and it is in maturity level.</p>
<p><b>A3. NUMBER OF STUDENTS</b>  <i>How many students are involved? Is the number representative considering the target group?</i></p>	<p>Depends on the number of students that manage to obtain excellent results at different national contests.</p>
<p><b>A4. SCALABILITY</b> (“volume”)  <i>Describe how it has been or can potentially be scaled up and practiced in a wider scale. Or, has it been or can it potentially be scaled down (e.g., from larger to smaller institutions)? (max. 70 words)</i></p>	<p>Being an institutional approach, the problem is not how to transfer it, but rather how to make it work at national level. This depends on the resources that Universities have from the state, because not all Universities have the chance to afford this scholarships.</p>
<p><b>A5. TRANSFERABILITY</b> (from one context to another)  <i>Describe how it has been or can potentially be transferred and applied to different (a) target groups, (b) institutions, and (c) societies. If possible, name also</i></p>	<p>It can be transferred to other target groups such as students that show great potential in other study field that do not have national competitions. This initiative is an excellent way to motivate students to engage in their studies and to meet different colleagues that have similar passions.</p>

<p><i>some practices that this initiative was developed from or has inspired to. (max. 70 words)</i></p>	
<p><b>A6. ASSESSMENT</b>  <i>Describe how it has been evaluated. How has it proved its relevance as the most effective way to achieve the objective? How it was successfully adopted? How it has had a positive impact on people? How the impact has been measured? Shortly describe how various forms of evaluations have been used in the assessment (A6.1 User evaluation, A6.2 Self-evaluation, A6.3 Peer evaluation, A6.4 External expert evaluation). Provide references, if possible. (max. 200 words)</i></p>	<p>Data about the relevance of this action is not publicly available <b>and</b> there is no information on the degree of according this scholarships. We can only assume that coming from their own budget the money for scholarships that are not given at the students simply because they're not Olympics and didn't won, come back at the University and are used in other purposes for the rest of the students. We can also say that among Olympics are students from the countryside that need this scholarship are lucky enough to have it.</p>
<p><b>A7. CONTACT</b>  <i>Who can be contacted so as to seek support and networks for implementing the practice (name, position, e-mail)?</i></p>	<p>University rectorate          secretariat@e-uvt.ro          cabinetrector@e-uvt.ro</p>

## B. CONTENT EVALUATION CRITERIA

<p>B1. SOCIAL JUSTICE PRINCIPLES (see Nelson &amp; Creagh, 2013)</p>				
<p><b>B1.1 Self-determination</b>  <i>Rate and Justify (max. 70 words)</i></p> <p><i>(how students have participated to its (a) design, (b) enactment and (c) evaluation and how they can (d) make informed decisions about the participation)</i></p>	<p><i>Very weakly</i></p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><i>Weakly</i></p> <p style="text-align: center;">X</p>	<p><i>Well</i></p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><i>Very well</i></p> <p style="text-align: center;"><input type="checkbox"/></p>
<p><b>B1.2 Rights</b></p>	<p><i>Very weakly</i></p>	<p><i>Weakly</i></p>	<p><i>Well</i></p>	<p><i>Very well</i></p>

<p><i>Rate and Justify (max. 70 words)</i></p> <p><i>(how it is assured that all participants are treated with dignity and respect. How have their individual cultural, social and knowledge systems been recognised and valued?)</i></p>	□	□	□	X
<p>No repercussions on cultural and social level have been identified. This type of programme has a positive impact, not only on financial level, but also it provides students with the opportunities to support themselves during their studies.</p>				
<p><b>B1.3 Access</b></p> <p><i>Rate and Justify (max. 70 words)</i></p> <p><i>(how it is assured that there is an active and impartial access to the resources (e.g., curriculum, learning, academic, social, cultural, support, and financial resources))</i></p>	<i>Very weakly</i> □	<i>Weakly</i> □	<i>Well</i> X	<i>Very well</i> □
<p>There are special procedures at university level in order to ensure that there is impartial access to this occasional social aid</p>				
<p><b>B1.4 Equity</b></p> <p><i>Rate and Justify (max. 70 words)</i></p> <p><i>(how if it openly demystifies and decodes dominant university cultures, processes, expectations and language for differently prepared cohorts)</i></p>	<i>Very weakly</i> □	<i>Weakly</i> □	<i>Well</i> □	<i>Very well</i> □
<p>Due to the fact that the Senate Chamber gave the law which allows first years student at Bachelor`s Degree, MA or PhD that have participated or won at international Olympics to have a budgeted place determinates high school students to learn for a better future of their own. At West University of Timisoara they have the right to be given to a scholarship of 500 RON which is very helpful and allows them in a big city. We cannot really talk about equity because this kind of aspect reflect only on the side of acces.</p>				
<p><b>B1.5 Participation</b></p> <p><i>Rate and Justify (max. 70 words)</i></p> <p><i>(how it has led to socially inclusive practices. How does it increase students' sense of belonging and connectedness?)</i></p>	<i>Very weakly</i> □	<i>Weakly</i> X	<i>Well</i> □	<i>Very well</i> □
<p>The participation to this type of scholarship is restricted to only those who have excellent results in a study field.</p>				
<p><b>B2. COLLABORATION</b></p>	<p>Between different department within university such as financial</p>			

<p><i>Describe what kind of collaboration there is between various stakeholders. (max. 70 words)</i></p>	<p>department and social department.</p>
<p><b>B3. STUDENT SATISFACTION</b> <i>Describe the student perception of this initiative. Is there evidence of their satisfaction? (see also A6.1) (max. 200 words)</i></p>	<p>There is no evidence regarding their satisfaction</p>
<p><b>B4. STUDENT WELLBEING</b> <i>How does it influence on students' (a) psychological, (b) social, (c) academic, and (d) physical wellbeing? What kind of evidence there is? (max. 200 words)</i></p>	<p>There is no evidence regarding their satisfaction but the scholarship has an impact at financial level.</p>
<p><b>C. FINAL REFLECTIONS</b> (based on the previous description of you good practice)</p>	
<p><b>Success factors</b> <i>What are the factors required for the successful implementation? (max. 200 words)</i></p>	<ul style="list-style-type: none"> <li>- Identification of international Olympics</li> <li>- Disseminating the information in various high schools</li> <li>- Encouraging 12<sup>th</sup> graders</li> </ul>
<p><b>Sustainability</b> <i>What is needed for the practice to sustain? What resources are required? How it contributes to environmental, economic or social sustainability? (max. 200 words)</i></p>	<p>This practice is essentially based on University's resources, but there should be some better resources to support this kind of students after their access to HE, because they are leaving our country due to the difficulties to finish HE due to financial issues or the thought that they are not appreciated in their home country. Resources can be found in the private field.</p>
<p><b>Challenges</b> <i>What are the constraints identified? How easy it is to learn and implement? (max. 200 words)</i></p>	<p>There are no constraints identified. If the success factors are followed and 12<sup>th</sup> graders know about this kind of scholarship it can be a plus for West University of Timisoara in attracting and rewarding young smart people.</p>

## Sources

Kunttu, K. 2005. The study ability model. The Finnish Student Health Service (FSHS). ([http://www.yths.fi/filebank/692-ENG\\_OPISELUKYKYMALLI\\_pdf.pdf](http://www.yths.fi/filebank/692-ENG_OPISELUKYKYMALLI_pdf.pdf))

Nelson, K & Creagh T. 2013. A Good Practice Guide: Safeguarding Student Learning Engagement. Queensland University of Technology. Brisbane, Australia. ([http://safeguardingstudentlearning.net/wp-content/uploads/2012/04/LTU\\_Good-practice-guide\\_eBook\\_20130320.pdf](http://safeguardingstudentlearning.net/wp-content/uploads/2012/04/LTU_Good-practice-guide_eBook_20130320.pdf))