TSUULL POLICY PAPER
ON YOUNG PEOPLE AND POVERTY

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a decent and autonomous young adult life
during their study period.

Introduction

The specific vulnerabilities that are experienced by young people and lead them into poverty are complex and originate from a wide range of factors. Distinguishing the causes from the effects is a difficult task. Youth poverty is, namely, not only a matter of resources but also a lack of opportunities. Young people can be subject to inequality of access to resources, rights and opportunities, which is often linked to multiple discrimination, in particular relating to socio-economic and family background, migrant background, sexual orientation, gender identity, ethnic origin, religion, belief or disability. This can prevent them from achieving their full potential, adversely affecting their health, inhibiting their professional and personal development, education and their general well-being.

Poverty is a problem of a global scale. In many cases, it prevents people from meeting their very basic needs, such as access to drinking water, food and shelter. Therefore, in order to tackle youth poverty and social exclusion more efficiently, notably more efforts and policy responses need to target this vulnerable transition phase to an autonomous adult life. Youth organisations themselves have always played a role in improving the lives of young people, through non-formal education, skills building in volunteering, keeping governments accountable, and inclusion through active citizenship. However, youth organisations and civil society in general cannot take the sole responsibility for tackling the problem. We need specific policies that are able to structurally tackle the problem, decreasing inequalities and promoting youth autonomy through employment and social inclusion policies.

In the field of education, a key need is to provide free access to education at all levels, in addition to grants to cover living costs, so that young people can become autonomous at an earlier age and to promote equal access to education for all. Working towards this, scholarships and other types of financial support should be available to everyone, not depend on parental means-testing and should not force young people to take up side jobs or even full-time jobs in order to make ends meet. Young people should be given a possibility to lead a decent and autonomous young adult life during their study period. Scholarships and other types of support should also include sufficient support for extra costs, such as those of educational materials, accessible housing, costs connected to practical engagements as a part of a curriculum, or travel for people from rural areas. Furthermore, financial incentives for staying in elementary education could be provided to children or their families.

A. Purpose of this document

1. This document sets out Alisher Navo'i Tashkent State University of Uzbek Language and Literature Admissions Policy.
2. It describes the principles and processes followed by the University to select and admit new students who fall in the bottom 20% of household income group.
3. This Policy covers applications for all levels of study and in all faculties of the University.

B. The University's recruitment and admissions aims

1. The work of the University in recruiting and admitting new students supports the goals and ambitions set out in its Mission Statement and Strategy .

2. Our aim is to:
a attract the most talented students *living below the poverty threshold receiving minimum income benefits*, irrespective of background, and prepare them to be confident citizens and potential leaders in an increasingly globalised work environment.
b *provide free accommodation on campus*, full tuition fee waivers, books and other academic material, laptops, health insurance, immigration services, monthly stipends **students who fall in the bottom 20% of household income group**.
c *provide free tutoring support* (Uzbek language and literature, Programming, Foreign Languages); Academic Advising, Coaching & Counselling, Mentorship, Career Advising, Summer Leadership Programs.

3. Further, we aim to:
a attract applicants who enjoy the challenge of forward thinking, the excitement of research-led teaching, and the high standards of learning and teaching which we set ourselves but not able to attend because of financial shortages;
b recruit students from a wide range of backgrounds who we believe have the potential and motivation to succeed on our challenging programmes and who can make a valuable contribution to University life;
c foster a diverse global learning community in which our students will meet people from different cultures, thereby enhancing their skills of critical reasoning, teamwork and communication, and thus preparing them for successful participation in their chosen careers and roles.

4. The University is committed to providing an admissions process that ensures fairness, transparency and equal opportunities within the legal framework of Uzbekistan.

The University welcomes applications from candidates regardless of their background and aims to eliminate discrimination on the grounds of gender, race, nationality, ethnic or national origin, sexual orientation, political beliefs, religious beliefs or practices, disability, marital status, family circumstances, parental/carer status, spent criminal convictions, age, or any other inappropriate ground.

C. Applicants with a disability and/or additional support needs

1. The University welcomes applications from candidates with a disability or additional support needs. Such applicants will be considered against the same criteria as all other candidates following the process outlined in section **B** of this policy.
2. In the event that a candidate with a disability or additional support needs is deemed qualified and eligible for an offer of a place, the University's Student Disability and Wellbeing staff will contact the applicant to discuss the additional support the applicant is likely to require in order to manage their circumstances. Applicants should be aware that in cases requiring physical works, it may not be possible to implement such adjustments in time for the beginning of the academic year for which the application has been made.
3. Where the needs of the applicant are complex, the University may issue an offer based on academic and other eligibility criteria, which remains subject to investigation as to whether suitable adjustments can be implemented. Notwithstanding any offer made based on academic and other eligibility criteria, in the unlikely event that the University decides that the adjustments required to support the applicant could not reasonably be made, the University reserves the right not to make such adjustments. In such a case, the University will contact the applicant directly to confirm this decision.
4. Further information for TSUULL additional support needs may be found online at https://tsuull.uz/en/content/donation-program-tsuull-now

D. Consideration of occupational health assessments

1. The University has a responsibility to the general public and to individuals. It therefore reserves the right to deny admission to applicants who are unable to supply a satisfactory occupational health assessment for those programmes that require such an assessment as a condition of entry.
2. Where such an applicant is deemed unacceptable as a result of an occupational health assessment, feedback will be provided to the candidate to this effect. All information provided by an applicant relating to their occupational health assessment remains confidential between the applicant and the designated occupational health assessor.

E. Assessment and selection

a Admission to the University of Southampton is a competitive process with the University receiving many more applications than it has places available.
b In the interests of fairness and transparency, all applications are assessed on their own merits, in competition with each other, and according to the relevant criteria for the programme applied to, by designated staff of the University.
c Wherever possible, the University aims to acknowledge receipt of applications within 24 hours.
d Admissions Controllers/Tutors (or their authorised nominees) for all programmes (excluding Medicine) will take into account all of the information provided on the application form in order to assess the application against the relevant criteria. This assessment will normally include, but not be limited to, existing academic achievements and the context in which they have been achieved, any predicted academic

achievements, English language proficiency, the applicant's personal statement and/or research proposal, and academic/professional references.

e Admissions Controllers/Tutors (or their authorised nominees) for Medicine will apply the selection criteria set out in the Selection Procedure and Policy for the Faculty of Medicine.

f Admissions Controllers/Tutors may request examples of candidates' written work, may also choose to interview candidates, and may also set admissions tests in order further to assess their suitability for the programme applied to. In the case of applicants for research degrees, such an interview may additionally be used to discuss in detail the applicant's suitability for their chosen project.

g Admissions Controllers/Tutors (or their authorised nominees), when assessing applications for research degrees, will only make an offer to an applicant where a suitable supervisor/supervisory team can be identified for the full period of enrolment (taking account of any study leave or other temporary absence which are already known to the University).

h The University permits faculties to recognise credit gained from other institutions or from experiential learning and to exempt suitably qualified applicants from modules of study in their chosen programme if it is deemed to be of equivalent standard. Faculties are therefore encouraged to include details of any opportunities for progression from workbased learning pathways in their information to applicants. For further information https://tsuull.uz/en/content/legal-and-regulatory-document-transfer-education\

i Admissions Controllers/Tutors (or their authorised nominees) will seek to ensure that applicants are not disadvantaged by participating in the selection process.

j Admissions Controllers/Tutors (or their authorised nominees) may, at their discretion and in accordance with the relevant criteria, make a candidate an offer for a different programme to the one applied to. Such decisions may be made where it is determined that the applicant would be better suited to the alternative programme, or where the applicant has already covered some of the content of the programme originally applied to.

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