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**PHILADELPHIA UNIVERSITY**  
Faculty of Law

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**QUALITY  
MANAGEMENT  
HANDBOOK**

**Philadelphia-University  
Faculty of Law  
2004-2005**

**Quality Management Handbook  
For the Academic Year  
2004-2005**



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# **Introduction**

## **Mission of the University**

As a distinguished academic institution, Philadelphia University commits itself into being a full partner in the development of the Jordanian society in particular, as well as of other societies at regional and global levels. The role of science, technology, information and communication is becoming ever more vital to the well being of humanity. In the upcoming few years, this role is bound to become a decisive engine of growth. High-quality relevant education, supported by problem- oriented, inter-disciplinary and inter – institutional research, are the only means of leading any society into becoming an active and productive factor of human progress in general.

The speed of globalization and the collapse of cultural and economic barriers require modern education, e-learning and hardcore systems to be used in a way, where they will promote democratic orientation, human rights, unfettered freedom of thought and greater creativity to the younger individuals of society. Whereas the rapid development of knowledge, science and technology widen the cultural divide between generations and society, modern approaches to education and lifelong interactive learning will be indispensable in counteracting the affects of this trend. Carrying a revered name of a major city of the Decapolies on the Kings Road, with deep routes in history, being the link of old civilizations, Philadelphia is committed to moving forward, using the twin engines of quality and modernity along the information highway. It seeks to create a strong link between knowledge, learning and modern civilization.

The keyword is proper, fast – developing and morally charged education. Young men and women are the vehicle that propels societies into a future fuelled by education. Philadelphia and its sister institutions can be instrumental in bringing this about.

## **Mission of the Faculty of Law**

The Faculty's most basic and vital aim is to produce a generation that will have both the basic theoretical knowledge in the different branches of law and the critical and analytical skills of the legal and judicial applications. All this is achieved in an educational environment that encourages scientific research and fosters the sources of legal knowledge with the help of the latest technologies. In this way, the Faculty builds the character of the students, their self-confidence and spirit of communication with others; this team spirit, will allow the students to actively participate in and influence objectively the legal system and profession, as well as the society as a whole under all possible conditions.

## PROGRAMME SPECIFICATIONS TEMPLATE

<b>1. Awarding Institution /Body</b>	<b>Philadelphia University</b>
<b>2. Teaching Institution</b>	<b>Philadelphia University</b>
<b>3. University Department/Centre</b>	<b>Faculty of Law</b>
<b>4. External Accreditation</b>	- JHEAC (The Jordanian Higher Education Accreditation council 2004) -JBA ( Jordanian Bar Association)
<b>5. Title of Final Award</b>	<b>BA in Law</b>
<b>6. Programme Title</b>	<b>Law</b>
<b>7. Modes of Attendance offered</b>	<b>Credit Hours System</b>
<b>8. Date of production/revision of this form</b>	<b>August 2005</b>
<p>9. Programme Aims:</p> <p>The programme aims to:</p> <ol style="list-style-type: none"> <li>1- Provide students with basic and advanced knowledge of the branches of Jordanian law and its varied sources.</li> <li>2- Enable students to develop their intellectual and practical skills and develop their capacity to learn.</li> <li>3- Prepare students for the legal profession and develop their self-confidence and their problem solving abilities.</li> <li>4- Prepare students, who are qualified, to receive professional legal training and enable them to perform work and legal services required by the job market.</li> <li>5- Develop the abilities of students in undertaking legal theoretical and applied research, utilize the varied sources of knowledge, and to marshal and benefit from data and information.</li> <li>6- Produce graduates who will be able to contribute and take active part in a variety of legal services and academic activities.</li> <li>7- Enable students to adapt and instill a spirit of connectivity with others and quickly respond to changes.</li> <li>8- Enable students to develop written and oral communication skills, encourage them to work effectively both in a single and team spirit, and to benefit from modern techniques.</li> </ol>	
<p><b>10. Learning Outcomes, Teaching, Learning and Assessment Methods:</b></p> <p>The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas (A, B, C, D). The categories of the general learning outcomes ( A, B, C, D) and the individual learning outcomes, which are relevant to each course unit, are identified in the individual course unit syllabus.</p>	
<b>A</b>	<b>Knowledge and Understanding skills</b>
A1	Express the basic concepts, principles values and elements of the legal system in general, and the branches of the Jordanian law in particular, in terms of its sources and its historical development.
A2	Demonstrate advanced knowledge of the basic principles of Jordanian legislation and their judicial applications.
A3	Elucidate the Jordanian juridical organization, its institutions, procedures and specializations.
A4	Elucidate topics in the social, economic, political and international fields related to law.
A5	Illustrate the constitutions of local and international institutions and quarters that are relevant to the field of law.
A6	An exposition of the methods and paradigms of legal academic research and the sources of legal knowledge.
<b>Teaching and Learning Methods</b>	
<ul style="list-style-type: none"> <li>• Outcome (A1) is acquired through the delivery of theoretical lectures in the classroom and</li> </ul>	

by urging students to read a particular book related to the module, in addition to assigning research tasks and/or library reports, especially at the level of the freshman year.

- Outcome (A2) is attained through the delivery of theoretical lectures in the classroom, by directing students to read a particular book related to the module, and assigning library tasks and/or research papers and carom exercises, at the second and third level of study.
- The two outcomes (A3-A4) are attained by guiding the students to read specific references and relevant legislative texts and their judicial applications; through classroom dialogue and discussion, by solving classroom and library exercises, and a research paper, in addition to holding special lectures and discussions with the participation of persons, who are not employed by the faculty and are involved in the legal profession. These methods are exercised at the level of the second until the fourth year of the academic programme.
- Outcome (A5) is attained by directing the students to read particular references and illustrative pamphlets related to each topic, in addition to opening classroom discussions and dialogues, and participating in seminars and lectures undertaken by visiting lecturers, in addition to organizing field visits.
- Outcome (A6) is attained by providing students with guides and/or written directions, while expecting from them to write research and working papers for the modules that are specified in the faculty's specialization requirements; additionally, students at the fourth academic year of study, are asked to allocate a portion of their classroom hours within the graduation research project module.

### **Assessment methods**

- Outcome (A1) is assessed through the main ideas questions, within the context of the written examinations, which account for 80%- 90% of the grade of that examination at the first academic year, in addition to an evaluation of the standard of the research papers and/or the reports, at a ratio of 5%- 10% of the total grade.
- Outcome (A2) is evaluated through the main ideas questions within the framework of the written examinations. This accounts for a 60% of the grade of that examination at the first and the second year of the study programme. Moreover, the evaluation is made by the marking of written assignments and exercises, which count for a 5%- 10% of the total grade and by the standard of the research paper, which counts for another 5%- 10% of the total grade.
- Evaluation of outcome (A3) is done for the second until the fourth academic year, through main ideas questions, which count for a (40-60%) of the total of the written examinations grade in the specialization. The degree of awareness and logical contribution to the classroom dialogue and discussion counts for a 5%, the exercise solving and assignments 5%, and the evaluation of the standard of the research paper 5%- 10%.
- Evaluation of outcome (A4) is done using the main ideas questions, which account for a 40-60% of the total of the written examinations grade in the modules of procedural law.
- Evaluation of outcome (A5) through library assignments and/or research papers (10%). The level of effective participation in classroom discussions and reports on field visits and special lectures 5% of the total grade.
- Evaluation of outcome (A6) based on the standard of the research papers, reports and library assignments, which usually count for a 5-10% of the total grade, in addition to an evaluation of the extent to which a student demonstrates knowledge of the principles and methods of legal research, and the scientific/academic methodology, concerning the graduation research module.

### **B Thinking Skills(Intellectual Skills)**

B1	Applying specialized theoretical knowledge to mental, practical, and/or presumed issues that are simple or complex.
B2	Diagnose and analyze material facts and legal behavior and actions, and their legal classification
B3	Analyze, interpret and evaluate the legislative texts and administrative and international decisions, judicial interpretations, jurisprudential and theoretical opinions, and other issues relevant to law.
B4	Deduce rules from the varied sources of law, and identify logical solutions bolstered by legal evidences for presumed cases.



B5	Develop legal argumentation and deal in an ideal manner with varied logical assumptions in the light of specific circumstances.
B6	Develop a critical mental faculty concerning specific discussions, and choose the logical solution amongst several alternative ones.
<b>Teaching and Learning Methods</b>	
<ul style="list-style-type: none"> <li>The outcomes (B1, B4) are attained by initiating classroom dialogues and discussions, with every student as an individual and in groups, regarding assumed issues, and by solving written exercises for cases related to the specialization modules. Moreover by directing students to read a particular source and various legal texts along with their judicial applications.</li> <li>Outcomes (B2, B3) are presented through delivery of theoretical lectures, and guiding students to read a particular reference and legal texts along with their judicial applications, in addition to holding special lectures and discussions with the participation of individuals from outside the faculty, who practice the legal profession and are experts in the field. Moreover, by anticipating from students, either in groups or individually, to prepare a research paper, which is presented for group discussion, and by assigning classroom and/or library tasks and exercises.</li> <li>Outcomes (B5, B6) are attained by having classroom discussions and written exercises, and encouraging the students to exhibit their mental abilities in induction and commenting on legislative texts and judicial rulings. Students are expected to have a mature and logical participation in classroom dialogues, and to offer logical solutions to issues that are presented for discussion and/or present issues and topics that involve several solutions and/or opinions for group discussion and commenting on them, and finding suitable solutions, in addition to exercise in solving assignments and/or a research papers, which are discussed in groups.</li> </ul>	
<b>Assessment methods</b>	
<ul style="list-style-type: none"> <li>In valuating outcomes (B1-B6) there is a basic reliance on mental skills questions within the framework of written examinations, which usually account for a 40%-50% of the grade of that examination in the specialization modules.</li> <li>Moreover, in evaluating outcomes (B1-B4) (intangible evaluation) the following is taken into consideration: the extent of the students' mature and logical participation in classroom discussions, the level of their mental capability and aptitude in presenting research and engaging themselves in classroom activity, and their ability to manifest their applied and theoretical skills. Usually, (5-10%) of the total grade is allocated to these, coupled with solving exercises and library assignments (5-10%).</li> <li>Outcomes (B5,B6) are evaluated based on the standard of the research paper (10%), and the ability of the students to participate logically in discussions, and to defend their position, and to be persuasive, within the circles of discussing reports and research papers.</li> <li></li> </ul>	
<b>C</b>	<b>Subject-specific skills (Practical Skills)</b>
C1	Research law through its varied sources in order to derive data that bolster knowledge and be able to find logical solutions to real or presumed problems, to present and classify them based on their level of importance.
C2	Utilize legal, educational, printed and electronic sources of legal knowledge, and benefit from them in various ways.
C3	Prepare researches and working papers and legal articles in accordance with scientific legal methodology.
C4	Use computer skills and information communication networks, such as the internet.
C5	Formulate contracts, agreements, memoranda, pleadings and varied legal documents in accordance with legal terms in form and substance.
C6	Perform the role in legal activity and in compliance with the ethics of the profession, the judicial activity and procedures in an oral and written manner, and in an extemporaneous and/or studied manner.
<b>Teaching and Learning Methods</b>	

- (C1, C2, C3) outcomes are attained through written and explanatory guides, and by training students on how to use the sources of legal knowledge, asking them to prepare a research paper in most of the specialization modules according to the faculty requirements, in addition to exercise in solving assignments within a hall that has legal or library sources of knowledge.
- The (C4) outcome is attained through both theoretical and practical lectures for the two modules of computer practice within the compulsory university modules, in addition to urging students to use the electronic sources of law, and to utilize the computer in order to find data that bolster knowledge, which is necessary for solving exercises and accomplishing assignments. By obliging them to prepare a research paper, and by encouraging and guiding the students to use the faculty's site on the university's electronic web, and their email in order to receive or send assignments and exercises.
- Outcome (C5) is attained at the third and fourth year of study, through delivery of theoretical and applied lectures on how to express in writing, following formal rules both legal and linguistic, and by assuming varied circumstances needed to be solved, while directing students to read a particular source and relevant legislative texts. Students are also asked to form groups in order to carry out assignments, written exercises, and to formulate pleadings and contracts, and to have group discussions about them.
- Outcome (C6) is attained through theoretical and applied lectures and virtual trials and through simulated contractual negotiations. Additionally, the faculty holds lectures and special discussions with the participation of persons practicing successfully the legal profession, who are not employed by the faculty. Moreover, students at the fourth academic year of study, are assigned exercises and library tasks or research papers, within the context of procedural law modules; they are asked to perform the roles of a simulated court trial and follow the ethics of the profession within the framework of the judicial application.

### **Assessment methods**

- The assessment of the outcomes of applied skills basically relies on the intangible evaluation of the performance of students in solving exercises, their performance in the classroom and at library assignments both oral and written. Moreover, the outcome (C1, C2, C3) is assessed based on the standard of the research paper, which counts for a 10% of the total evaluation in the specialization modules. The library assignments and/or exercise solving cover a 5-10% of the overall evaluation of the specialization modules.
- Outcome (C4) is evaluated based on applied examinations in the two computer skills modules.
- The two outcomes (C5-C6) are evaluated based on the applied skills questions within the framework of the semester written examinations, at a ratio of (60-80%) of the written examinations grade in the modules of procedural law. The solving of exercises, classroom assignments and library activity count for a 10%. Moreover, in evaluating outcome (C6) the standard of role performance, legal application and judicial activity, and the standard of pleadings and memoranda are taken into consideration within the framework of judicial applications module- (80%) of the overall evaluation.

<b>D</b>	<b>Other skills relevant to employability and personal development (Transferable Skills)</b>
D1	Utilizing modern technical skills and using electronic data according to the best and most up to date means.
D2	Effectively communicating with others in an independent and collective manner, and having the ability to work in a team spirit.
D3	Using the Arabic and English languages to express legal terms.
D4	Being abreast of legislation, judicial opinions and varied jurisprudential expositions.
D5	To interact with issues related to both, the local and the international community, and their institutions.
D6	Previous preparation for undertaking tasks, time management with precision and responsibility. The assessment of personal capabilities, and form and benefit from feedback.

## Teaching and Learning Methods

- Attaining outcome (D1) through theoretical and practical lectures in special modules.
- Attaining outcome (D2) through research projects and joint assignments, presenting the research paper and discussing it within a group, participating in class lessons, and encouraging students to take part in joint extracurricular activities, to attend seminars and conferences, and to establish forums focusing on themes that are of a common interest to students.
- Outcome (D3) is attained through delivery of theoretical and applied lectures in a written and oral form within the framework of modules particular to the Arabic and English language, within the compulsory university and specialization modules- both compulsory and optional, and by asking students to perform written exercises and prepare a research paper in most of the specialization modules.
- Outcome (D4) is attained through theoretical and representational lectures, and through introducing the students to the sources of legal knowledge, and the methods of using them and keeping up to date with them, within the framework of their research paper and written exercises assignments.
- Outcome (D5) is attained by encouraging students' discussions regarding the local and the international community issues, and involving them with responsibilities in the society.
- Outcome (D6) is achieved through informing the student about the results of their evaluation and the progress of their performance- and discussing with them- and involving a number of students in research work and/or exercises, and by distributing roles among them. Giving students the opportunities to deliver lectures on the themes of the module, presenting the joint research paper and/or individual paper, and performing the roles of the virtual trial.

## Assessment methods

- Outcome (D1) is evaluated based on the written and practical examinations for particular modules.
- Outcome (D2) is evaluated based on the degree of contribution of the student to group activities and his/her participation in class discussions, which usually counts for a (5%) of the overall evaluation, in addition to the level of the presentation of the research paper, defense and persuasiveness in dialogue, for which a 10% of the overall grade is allocated.
- Outcome (D3) is evaluated based on written examinations, exercise solving and library assignments.
- Outcome (D4) is evaluated through gauging the standard of the research paper and measuring the student's reliance on modern sources in documentation and deriving information.
- Outcome (D5) is valuated through essays and the level of students discussions
- Outcomes (D6) are evaluated based on the standard of the research paper and/or group library assignments, the standard of role performance, and the requirements for conducting discussions or research, where a ratio of the overall mark is allocated (insofar as the research paper), in addition to the capability of the student in performing the roles of the virtual (simulated) trial.

Please note that this specification provides a concise summary of the main features of the programme and the learning outcome that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities provided. More detailed information on the learning outcome, content and teaching, learning and assessment methods of each module can be found in the Undergraduate Handbook of the faculty.

## 11. Programme Structures and requirements, levels, modules, credits, and awards:

### 11.1: Programme requirements, levels, credits, and awards:

The programme is offered to students who passed their Tawjihi exam of the arts, commercial and scientific branches with a minimum average of 55%. It is a 4 year programme offered in both a Day and an Evening study mode, where the American course system is applied. The Faculty awards the degree upon completion of 132 credit hours. An award is organized into four consecutive levels. The modules of the 1<sup>st</sup> level are split into first and second years of study and all are compulsory according to the University Requirements (UR) and Faculty Requirements (FR). Level 2 modules are taken in the second and third years of study. Level 3 modules are taken in the third and fourth year. Level 4 modules are taken in the fourth year; level 2, 3 and 4 modules are compulsory specialization requirements and Compulsory ancillary requirements, where the elective modules are taken in the third and fourth year.

Each year study is split into two consecutive semesters (first and second), where students should take 5 - 6 modules (4 modules at least) in each semester. An optional semester (summer semester) is also provided, during which, the students cannot take more than 3 modules. There are 16 study weeks in the consecutive semesters, and 8 study weeks in the optional semester (summer semester), each study week consists of 3 study hours.

For the Bachelor's of law, students should complete at least 44 (modules) each one counting for three credit hours, and be able to pass them with an average mark not less than 60%, and in a period not less than three years. Moreover, students should not exceed the seven years of study distributed across seven levels of study in accordance with the credit hours system. Module credit is awarded upon successful completion of their modules with a minimum 50% grade.

The credit hours of the curriculum are distributed among the compulsory university modules, which constitute 20.45% of the overall credit hours. These include 18.8% compulsory modules that aim to achieve personal and knowledge skills, and other modules whose choice is left to the student from amongst the humanities specialization modules, excluding the law specialization (2.27%), and compulsory faculty modules (15.91%), which represent the core modules of the main branches of law, and compulsory specialization modules (52.27%), which represent the specialization modules in the various fields of law: civil law, commercial law, personal status law, international law, constitutional law, administrative law, penal law, financial law, procedural law- distributed over three levels of the study. Also, specialization requirements that revolve around Islamic law and jurisprudence (6.81%), and specialization optional requirements modules (4.54%) that fulfill the wishes of the student to take modules and legal subjects that are modern and/or related to law.

The Teaching and Assessment Matrix is enclosed below.

Progression from one level of study to another requires that students should have studied all, Prerequisites of the following year's modules. And the total average of modules studied (whether successfully or not) should be at least 60%.

## 11.2: Compulsory requirements Modules

Module Number	Module Title	Prerequisite	First Year	Module Number	Module Title	Prerequisite
10111	Introduction To Law	.....	Second Semester	410112	Sources of Obligation	410111
20151	Political Systems & Constitutional Law	.....		330270	Principles of Commercial Law	410111
20141	Public International Law 1	.....		420171	Criminal Law (General Part)	410111
10101	Computer Skills 1	.....		420161	Administrative Law 1	410111
10101	Arabic Skills 1	.....		710102	Computer Skills 2	710101
30101	English Skills 1	130099		130102	English Skills 2	130101
Module Number	Module Title	Prerequisite	Second Year	Module Number	Module Title	Prerequisite
10213	Effects of Obligations	410112	Second Semester	420272	Crimes against Persons	420171
20252	Jordanian Constitution	420151		410222	Companies & Bankruptcy	330270
20142	Public International Law2	420141		410232	Legal Terminology in English	410111
10233	Introduction to Islamic Jurisprudence	.....		420243	International organizations	420141
11133	Civilization & Thoughts 1	.....		420281	Public Finance & Taxation	.....
Module Number	Module Title	Prerequisite	Third Year	Module Number	Module Title	Prerequisite
10314	Nominated Contracts	410213	Second Semester	420391	Law of Civil Procedures	410213
20262	Administrative Law 2	420161		410315	Labor Law	410112
20273	Crimes against Property	420171		410323	Commercial Papers & Banking Transactions	330270
20244	Humanitarian International Law	420141		410339	Personal Statutes " Inheritance & Wills "	410233
10334	Personal Statutes" Marriage & Divorce	410233		.....	University elective module	.....
Module Number	Module Title	Prerequisite	Fourth Year	Module Number	Module Title	Prerequisite
120363	Administrative Judicature	420262	Second Semester	410416	Real Rights	410314
110492	Evidence & Procedural Law	410391		410417	Private International Law	410314
120493	Law of Criminal Procedures	420273		410494	Judicial Applications	410391
120444	Graduation Projects	100 credit hours		410424	Maritime Law	330270
.....	Elective specialization module	.....		.....	Elective specialization module	.....

### 11.3: Elective Specialization Requirements Modules:

Module Number	Module Title	Prerequisite
410236	Environment Protection Law	410111
410237	History of Law	410111
410318	Social Security Law	410315
410318	Copyrights and Associated Rights	410213
410320	Electronic Transactions Law	410112
410325	Insurance Law	410314
410330	Commercial and Industrial Property	410330
410331	International Trade Law	410331
410336	Personal Statutes for Non-Muslims	410233
410436	Principles of Jurisprudence	410233
420253	Nationality	410111
420335	Principle of Legal Drafting	.....
420475	Forensic Medicine	420493
420464	Local Administration Law	420262
420474	Science of Crime and Penalty	420272
420476	Crimes against State Security	420171

### 12. Support for students and their learning

- The Faculty of Law has an orientation programme to introduce study skills at the beginning of every semester.
- Every student receives at the beginning of each semester a Student Handbook and Module Guidelines.
- Library (conventional and electronic) facilities and study skills packages are available.
- The staff/student ratio for teaching is 1:30.
- The Computer lab is fully equipped with PCs and Internet access.
- All students have personal tutors whose role is to assess and advise them on their personal problems and provide pastoral guidance as well as academic support.
- All students have access to the teaching and learning support services offering assistance and guidance in various matters.

### 13. Admissions' Criteria

For every candidate to be eligible to enroll in the Law Programme he/she must be able to satisfy the general admissions' requirements of Philadelphia University and of the Faculty of Law in the following ways:

- To achieve a minimum average of 55% on the Tawjihi exam (or its equivalent)
- Submit an application for admission, official transcripts and appropriate application fees.

### 14. Key sources of information about the programme( Box File 6)

The following reference points were used in designing the programme:

- Jordanian Higher Education Specific Accreditation Norms (JHESAN) for law
- The experiences and expertise of the faculties of law of the Jordanian, Arab and international universities.

- The requirements and needs of the local and regional job market such as the conditions for registering graduates in the register of trainee lawyers at the Jordanian Bar Association.
- Consulting the opinions of outside parties related to the law program such as business owners, practicing lawyers, ministry of justice, the Jordanian judicial council at the local level, and relevant foreign parties such as foreign universities and professional associations.
- The aspirations and aims of students from studying.
- The educational policy of the university, and the standards and norms of the specialized university committees such as the study plan committee and the scientific committee.
- Staff experience and Reports
- QAA Law Benchmark Statement 2000.
- External advise

## 15. Teaching and Assessment Matrix

Table below shows the Teaching and Assessment Matrix that lists the modules' numbers and titles, their teaching and assessment strategies, and the assessment weights, where FR and SR denote Faculty Requirements and Specialization Requirements, respectively. Note that all modules (in both tables) are of 3 credit hours which are equivalent to 3 class contact lectures, lab tutorials, and so on per week. This information is available in the Modules Handbook.

Table (1) Teaching and Assessment Matrix for Faculty Requirements and Specialization Requirements Modules

Module Number and Title	Lectures		Laboratory and/or Field visits		Tutorial		Assignment, Exercises		Essays, Role Playing or Other Marks%	Total	
	Hours/ Semester	%Exam Marks	Hours/ Semester	Lab % work Marks	Hours/ Semester	%Contribution Marks	Hours/ Semester	Marks%		Hours/ Semester	Assessment Marks
<b>410111</b> Introduction To Law	38	90	---	---	5	5	---	---	5	48	100%
<b>410112</b> Sources of Obligation	38	80	5	--	5	5	3	10	5	48	100%
<b>330270</b> Principles of Commercial Law	38	80	5	---	5	5	---	5	10	48	100%
<b>420141</b> Public International Law (1)	43	90	---	---	5	5	---	---	5	48	100%
<b>420151</b> Political Systems & Constitutional Law	38	80	---	---	10	10	---	---	10	48	100%
<b>420161</b> Administrative Law (1)	40	80	3	---	5	5	---	---	15	48	100%
<b>420171</b> Criminal Law (General Part)	40	80	3	---	5	5	---	5	10	48	100%



Module Number and Title	Lectures		Laboratory and/or Field visits		Tutorial		Assignment, Exercises		Essays, Role Playing or Other Marks%	Total	
	Hours/ Semester	% Exam Marks	Hours/ Semester	Lab % work Marks	Hours/ Semester	% Contribution Marks	Hours/ Semester	Marks %		Hours/ Semester	Assessment Marks
<b>410213</b> Effects of Obligations	38	80	5	---	5	5	.....	.....	15	48	100%
<b>410222</b> Companies & Bankruptcy	38	80	5	---	5	5	---	5	10	48	100%
<b>410232</b> Legal Terminologies in English	38	80	---	---	10	5	10	15	---	48	100%
<b>420242</b> Public International Law (2)	38	80	2	---	5	5	---	5	10	48	100%
420243 International Organizations	43	90	5	---	---	---	---	---	10	48	100%
<b>420244</b> Humanitarian International Law	40	80	3	---	5	5	---	5	10	48	100%
420252 Jordanian Constitution	44	90	1	---	3	5	---	---	5	48	100%
<b>420262</b> Administrative Law (2)	39	80	4	---	5	5	---	---	15	48	100%
<b>420272</b> Crimes against Persons	40	80	3	---	5	5	---	10	5	48	100%
<b>420273</b> Crimes against Property	40	80	3	---	5	5	---	10	5	48	100%

Module Number and Title	Lectures		Laboratory and/or Field visits		Tutorial		Assignment, Exercises		Essays, Role Playing or Other Marks%	Total	
	Hours/ Semester	% Exam Marks	Hours/ Semester	Lab % work Marks	Hours/ Semester	% Contribution Marks	Hours/ Semester	Marks%		Hours/ Semester	Assessment Marks
<b>420281</b> Public Finance & Taxes	37	80	3	---	5	5	3	10	5	48	100%
<b>410233</b> Introduction to Islamic Jurisprudence	41	80	---	---	5	5	2	5	10	48	100%
<b>410314</b> Nominated Contracts	36	80	3	---	5	5	4	10	---	48	100%
<b>410315</b> Labor Law	30	80	10	---	4	5	4	10	5	48	100%
<b>410323</b> Commercial Papers & Banking Transactions	35	80	5	---	4	5	4	10	5	48	100%
<b>420391</b> Law of Civil Procedures	39	80	5	---	---	---	4	10	10	48	100%
<b>420363</b> Administrative Judicature	36	80	5	---	5	5	2	5	10	48	100%
<b>410334</b> Personal Statutes" Marriage & Divorce	36	80	5	---	5	5	2	5	10	48	100%
<b>410339</b> Personal Statutes " Inheritance & Wills	28	80	---	---	5	5	15	10	5	48	100%

Module Number and Title	Lectures		Laboratory and/or Field visits		Tutorial		Assignment, Exercises		Essays, Role Playing or Other Marks%	Total	
	Hours/ Semester	% Exam Marks	Hours/ Semester	Lab % work Marks	Hours/ Semester	% Contribution Marks	Hours/ Semester	Marks%		Hours/ Semester	Assessment Marks
410416 Real Rights	36	80	5	5	5	5	2	5	5	48	100%
410417 Private International Law	36	80	3	---	5	5	4	10	5	48	100%
410424 Maritime Law	39	80	2	---	5	5	2	5	10	48	100%
410492 Evidence & Procedural Law	29	80	5	---	10	5	4	10	5	48	100%
420493 Law of Criminal Procedures	33	80	5	---	5	5	5	5	10	48	100%
410494 Judicial Applications	38	80	3	---	5	5	2	5	10	48	100%
420444 Graduation Projects	9	---	---	---	---	---	---	---	100*	48	100%

- Graduation Projects module is assessed based on the paper research assessment form ( see annex D/6).

## 16. Learning Outcomes Matrix:

Table below shows the Learning Outcomes Matrix for Faculty requirements compulsory (FR), Compulsory specialization requirements and Compulsory ancillary requirements that lists the modules numbers and title, and their learning outcomes, where A1-A6, B1-B6, C1-C6 and D1-D6 denote issues related to learning outcomes A, B, C, and D.

Module Number and Module Title	Knowledge and Understanding Skills						Thinking skills						Subject-specific Skills						Other skills relevant to employability and personal development					
	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6
<b>410111</b> Introduction to Law	√				√				√		√			√								√		
<b>410112</b> Sources of Obligation	√	√		√			√					√	√											
<b>330270</b> Principles of Commercial Law	√	√		√	√		√	√			√		√	√	√		√			√				
<b>420141</b> Public International Law (1)	√			√	√			√			√	√	√		√								√	
<b>420151</b> Political Systems & Constitutional Law	√			√	√						√	√	√		√								√	
<b>420161</b> Administrative Law (1)	√		√	√									√		√									
<b>420171</b> Criminal Law (General Part)	√			√				√	√			√	√	√	√								√	

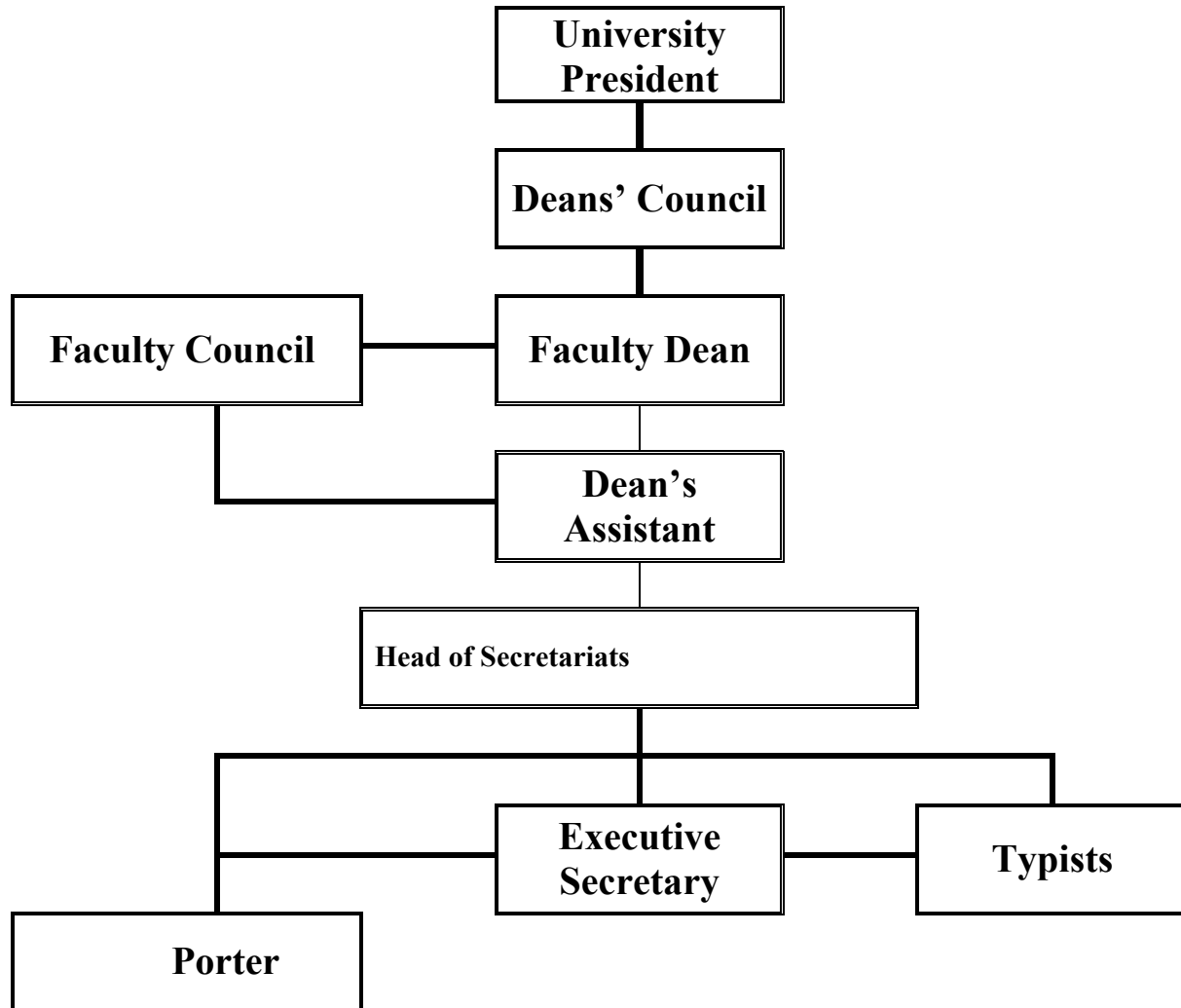
Module Number and Module Title	Knowledge and Understanding Skills						Thinking skills						Subject-specific Skills						Other skills relevant to employability and personal development					
	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6
410213 Effects of Obligations		√			√		√		√	√			√	√	√									
410222 Companies & Bankruptcy	√		√	√	√		√			√			√	√			√			√				√
410232 Legal Terminologies in English	√																√				√			
420242 Public International Law (2)	√	√		√								√	√											√
420243 International Organizations				√	√							√	√											√
420244 Humanitarian International Law	√				√				√		√	√			√									√
420252 Jordanian Constitution	√	√		√	√			√	√			√			√									√
420262 Administrative Law (2)	√	√	√				√					√	√											
420272 Crimes against Persons		√		√			√	√	√	√			√		√							√		
420273 Crimes against Property		√		√			√	√	√	√			√		√							√		

Module Number and Module Title	Knowledge and Understanding Skills						Thinking skills						Subject-specific Skills						Other skills relevant to employability and personal development					
	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6
<b>420281</b> Public Finance & Taxes	√	√		√	√		√		√	√			√		√							√		
<b>410233</b> Introduction to Islamic Jurisprudence	√			√		√			√	√	√	√		√	√									
<b>410314</b> Nominated Contracts		√					√	√					√				√			√				
<b>410315</b> Labor Law		√		√			√		√	√			√	√	√								√	
<b>410323</b> Commercial Papers & Banking Transactions		√		√			√	√		√			√		√		√			√				√
<b>420391</b> Law of Civil Procedures		√			√		√						√	√			√	√		√	√			√
<b>420363</b> Administrative Judicature	√	√					√		√		√	√	√							√	√			√
<b>410334</b> Personal Statutes" Marriage & Divorce	√	√		√			√	√	√		√	√	√		√								√	
<b>410339</b> Personal Statutes " Inheritance & Wills		√		√			√			√			√				√			√				√

Module Number and Module Title	Knowledge and Understanding Skills						Thinking skills						Subject-specific Skills						Other skills relevant to employability and personal development						
	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6	
410416 Real Rights		√					√	√	√	√		√	√		√										
410417 Private International Law		√	√				√	√		√	√		√	√					√			√		√	
410424 Maritime Law		√		√			√		√	√			√			√			√						
410492 Evidence & Procedural Law		√	√		√		√		√	√		√	√	√	√			√		√	√			√	
420493 Law of Criminal Procedures		√	√		√		√						√	√				√	√		√	√			√
410494 Judicial Applications		√	√		√		√		√	√	√		√		√			√						√	
420444 Graduation Projects						√					√	√	√	√	√	√			√		√			√	

## Administrative Infrastructure

The authority, which is responsible for administering academic activities in the University, is the University Deans Council (UDC), which is presided over by the University President. On the Faculty level, it is the Faculty Council (FC) that is responsible for major administrative tasks, and is assisted in this by the Dean and his assistant and a number of employees, who are responsible for particular tasks



according to specialization.

### Procedures:

- Teaching staff administrative procedures
- Administrative procedures for managerial staff
- Students' administrative procedures
- General administrative procedures

### Tasks:

- Dean's tasks
- Dean's assistant tasks
- Tasks of head of secretariat
- Executive secretary's tasks
- Typists tasks
- Porter's tasks



## **Curriculum Design, Content And Organization**

The Faculty has taken into consideration in designing and organizing the study program for the law specialization several local and international criteria and standards:

- The standards for accreditation of the law specialization of the higher accreditation council at the Ministry of Higher Education and Scientific Research.
- The expertise and experiences of Jordanian, regional and international faculties of law.
- The requirements and needs of the local and regional job market.
- The experiences of faculty members and the opinions of parties related to the legal field such as the lawyers' association, the judicial council and the Ministry of Justice.
- The aims of students from studying.
- The university's academic policy.
- Good practices and experiences that are applied in similar programs at foreign academic institutions.
- International frames of references that are adopted and accredited by international quality and accreditation agencies.

Moreover, the design and organization of the program are harmonious with the aims and mission of the university, and the Jordanian higher education strategy, in a manner that achieves the educational aims and outputs in a consecutive and successive manner, and the fulfillment of the needs of the local and regional job market, such being through:

- The modules and divisions of the study plan,
- Distribution of the program according to four study levels in a successive and consecutive manner,
- Put in place an appropriate educational (academic) strategy,
- Make available varied sources of education and learning,
- Make available supporting educational facilities and services,
- Assist the university and the faculty to develop the experiences and expertise of members of faculty and scientific research,
- Encourage students insofar as self-learning and participation in curricular and extra-curricular activities.

The program imparts deep knowledge, cognitive and applied skills in the fields of objective legal knowledge and basic procedural legal knowledge, and includes a practical component (element) to a satisfactory degree, which develops the students' personal skills, in addition to special modules that achieve professional and supporting outputs in the specialization such as judicial applications, research skills, problem-solving and special international topics.

The program's study plan is characterized by comprehensiveness insofar as the fields of legal knowledge, and in a successive manner, according to the depth of the study and the standard of the students, in addition to flexibility in building the study plan and its inclusion of requirements whose selection is left up to the students. The Faculty reviews and evaluates the study plant in a continuous manner with the participation of concerned parties such as the lawyers' association, the judicial council, graduates of the faculty, and the opinions of faculty members and higher education (graduate studies) faculties.

The Faculty undertakes to making available a specialized and qualified faculty cadre which combines varied teaching and professional experiences, which ensures an enrichment of the modules, in addition to the varied and suitable sources of educational and learning sources, and their facilities supporting the educational process.

The Faculty gives care to having a comprehensive study program, and its ability to accomplish educational outcomes, and the aims and mission of the faculty and the university, and in particular, a focus on the following:

- Development of the cognitive aspect and creative thought of the students,
- Development of applied skills and problem solving,
- Development of the students' ability to carry out research using the sources of legal knowledge- and being abreast of it,
- Development of learning and research skills in the law field,
- Involve the students and make them interact with the issues of the local community,
- Development of the personal skills of the students,
- Development of communication skills and interaction with the other,
- Encourage the students to benefit from information technology.

### **Program structure:**

The law program covers the following main law themes (topics):

The following table shows the main topics of the program:

It is worth mentioning that The study plan curriculum is responsible for designing and organizing and modifying the content of the study plan of the faculty.

### **First: Formation of the committee:**

Pursuant to the stipulation of Article (5/J) of the instructions pertaining to the standards of the general accreditation of private universities for the year 2002 issued in pursuance of Clause A of Article 9 of the Higher Education and Scientific Research temporary (provisional) Law No. 41 for the year 2001 the Faculty Council shall undertake to form the study plan committee at the beginning of every academic year.

### **Second: Tasks of the Committee:**

The Study Plan Committee shall carry out the tasks relating to the preparation, amendment, evaluation and overseeing its implementation including the following main tasks:

- 1) Lay down the aims of the study plan and the outcomes of education.
- 2) Specify the skills of education and learning and draw up the plans for their achievement.
- 3) Put in place the syllabi plans for the faculty's required specialization modules in the study plan.
- 4) Prepare a description of the Faculty's required modules and specialization requirements- both optional and compulsory.
- 5) Propose a study plan project and/or amend the components and division of the study plan, and prepare syllabi for the proposed modules.
- 6) Conduct a poll of the requirements and needs of the job market and the skills that must be present in the law degree graduates.
- 7) Evaluate the components of the study plan and the aims and outcome of the program by the students and graduates and the concerned quarters.
- 8) Prepare the semester course schedule and refer it to the Faculty Dean.

Third: Work procedures of the Study Plan Committee: The study plan committee shall perform the following:

- **In respect of the aims and outcomes of the program:**

- 1) Define the aims of the law specialization program and its general outcomes.
- 2) Prepare a plan for the distribution of the program outcomes across the study plan modules.
- 3) Prepare a strategy for the achievement of the aims and outcomes of the program.

- **In respect of the description of the Faculty and specialization module requirements:**

- 1) Prepare the description of the modules from among the faculty and specialization requirements.
- 2) Oversee the drawing up of a syllabus for every module.
- 3) Review the description of the modules of the Faculty and specialization requirements and to request the professors, each according to his specialization, to review the description and outcomes of the modules and the methods of teaching and learning, and the standards of evaluation and modernizing the latter.
- 4) Giving codes to the modules.

- **Regarding review and evaluation:**

- 1) Review the study plan and carry out any alteration thereto on a regular basis at least every five years in accordance with the following procedures:
  - a) Poll the opinions of the quarters concerned with the law program including the specialization graduates, business owners, and the needs and requirements of the job market, and the study of similar programs at national, regional and international law faculties.
  - b) Prepare a detailed description of the components of the study plan, and particularly a description of the modules and their outcomes, and the methods of teaching and evaluation within the framework of a syllabus for each module whose addition and/or alteration is proposed.
  - c) Evaluation of the proposed plan and/or modules proposed by specialized law professors and/or professional quarters and/or academic quarters.
  - d) The Study Plan Committee shall present the proposed amendment format while providing justifications to the Faculty Council in order to proceed with the necessary procedures.
- 2) Undertake diverse polls and/or interviews and/or correspondence with the concerned quarters in order to evaluate the aims and outcomes of the program and the components of the study plan on a regular basis.
- 3) Conduct a poll of the students' and graduates' opinions of the components of the study plan and the aims and outcomes of the program.

- **Regarding the report of the Faculty presented to the Accreditation Council at the Ministry of Higher Education and Scientific Research:**

- 1) Endeavor to apply the standards of the law specialization regarding the study plan.
- 2) Prepare the Faculty report for the Accreditation Council at the Ministry of Higher Education and Scientific Research.

3) Study the decisions of the Accreditation Council in respect of the components of the study plan, and carry out all that is necessary in accordance with the recommendations of the Faculty Council.

• **Regarding offering the modules of the study schedule:**

1) The Study Plan Committee, in the course of the seventh course of the study, will conduct a poll on the wishes of the students regarding the modules that they wish to register for in the subsequent semester, and determine the remaining modules.. for purposes of completing the graduation requirements in accordance with the guidance plan.

2) The results of the poll will be studied and a vision for the modules schedule that are to be offered in the following semester will be formulated.

3) The experimental vision for the students will be announced for purposes of getting feedback.

4) The Committee shall study any comments on the study program, and will prepare the final version of the program and then refer it to the Faculty Dean for purposes of coordination with the Admissions and Registration Department, and will announce it to the students.

5) The Faculty Dean may carry out any alterations to the condition of the sections and the numbers of students, and to open new sections and/or cancel proposed sections.

## TEACHING, LEARNING AND ASSESSMENT

There are adopted strategies for teaching, learning, and assessment regularly reviewed by the Faculty to make knowledge work through accessible programs of teaching and learning. It aims to support student in developing the knowledge, understanding, specialized practical professional skills, cognitive skills and transferable skills that will enable them to fulfill their intellectual and personal potential, in order to prepare qualified students to participate in society and to enter the market. It also aims to attract and retain highly educated and specialized academic staff, which will be actively engaged in teaching and research.

This is in addition to encouraging the academic research carried out by the faculty members and supporting the publication of their research work, as well as benefiting from their intellectual contribution insofar as enriching the content of courses, which fosters the educational process and being abreast of developments in the legal field

### Teaching & Learning Modes and Programs

#### a-Modes:

The faculty adopts the following teaching and learning modes based on the nature of the module and the outcome requiring presentation:

- Urge the students to read specific legal (legislative) texts and/or textbooks.
- The faculty has prepared the content of the program modules electronically, which is presented through PowerPoint and projectors. This content is available to the students at the faculty's electronic Internet site.
- Tutorials
- Seminars
- Essays
- Assignments
- Role playing and Moot Court Trials. Two moot court trials are organized for the students in every academic semester. The teaching staff can use the moot court hall. In that case, he must follow the following procedures:
  - 1) The teaching staff shall fill out the form particularly to using the simulated court hall. The mentioned form includes all the information on the use of the hall.
  - 2) The form shall be submitted to the Faculty Dean for signing and approval.
  - 3) At the specified time the module instructor will be given the hall key for the specified use, and then the key shall be returned.
- Invite persons who are specialists and/or professionals to deliver lectures and to have discussions with the students.

The Students Training Committee has set up the following steps for hosting an outside lecturer:

  - 1) The seminars and training committee/the Academic Committee shall, at the beginning of every academic semester, formulate a preliminary schedule for outside lecturers who are to be guests in the course of the academic semester, such being upon consulting the modules' instructors.
  - 2) The schedule shall be circulated amongst members of the teaching staff upon obtaining the approval of the Faculty Dean.
  - 3) Each teaching staff member shall coordinate in order to host the guest lecturer particular to his module, while the teaching staff member

undertakes to conduct the necessary correspondence in cases requiring sending letters relating to approval of hosting an outside lecturer.

- 4) On the specified day the teaching staff member shall receive the outside guest lecturer and offer him hospitality.
- 5) The teaching staff member shall introduce the guest lecturer to the students, and then open the way for the guest lecturer to deliver a lecture on the specified topic which had been previously agreed upon.
- 6) At the end of the lecture the students shall be given the opportunity to question the guest lecturer and to comment on the subject of the lecture.
- 7) The forms particular to hosting a guest lecturer shall be filled out by the module instructor and the guest lecturer, and a number of students.

- Field visits to local quarters who are involved in the legal field. the student training committee shall at the beginning of every academic semester, draw up a preliminary schedule for the field visits program to be made in the course of the semester, such being upon consulting the modules' instructors. After that the schedule shall be circulated among the teaching staff members after obtaining the approval of the Faculty Dean.

It is worth mentioning that each teaching staff member shall coordinate regarding the field visit he intends to make with his students, and carry out the necessary correspondence in cases requiring sending letters for obtaining permission. in addition to that , the time and place for meeting shall be specified, so as to proceed to the place to be visited

After undertaking the visit the participating students shall be returned to the University, transportation to and from the University are available after submitting a list of the names of students participating in the visit to the chief of the transport section, who shall in turn specify the appropriate means of transport that is capable of accommodating the participating students.

The forms specific to making a field visit must be filled out by the supervising instructor, the institution being visited and a number of students.

- Multipurpose Room, which is used as a lecture room, and a hall supporting self-learning. Moreover, the students are assigned exercises and cases, and are left on their own to know the answers through researching the legislative and judicial encyclopedias that are available within the room and the law library.

When one of the teaching staff members wishes to utilize the multi-purpose room, he should undertake the following measures: -

- 1) The professor should fill out the form particularly to the use of the multi-purpose hall (form No. 8). The form includes all the information on using the hall.
- 2) The form shall be submitted to the Faculty Dean for signing and approval.
- 3) At the specified time the professor shall proceed with the students to the hall where the hall will be vacated for purposes of the specified subject.

#### **b- Assessment of Modes**

Traditional and electronic lectures given by teaching staff and visiting specialists are delivered to encourage the students to acquire subject-specific skills and thinking skills. Moreover, the faculty, insofar as the majority of the specialization modules, invites a person specializing in the subject of the course to deliver a lecture and/or conduct discussions. Most of the specialization modules include exercise solving assignments, through which we develop students for research skills in the legal field, and the ability to solve problems and how to present them.

Students are urged to follow the recent developments in law, judicial decisions and the use of learning resources. Likewise, tutorials and moot court trials make possible effective student participation in dialogues, discussions and teamwork, as well as building of the student's personal abilities and confidence. This would also foster interaction with others in a team spirit. Through the moot court trial students acquire the ethics of the legal profession and carry out the appropriate role, assume responsibility, and possess the skill in formulating judicial rulings based on the provisions of the procedural law

The faculty adopts various modes of evaluation as follows:

- Written exams.

The exam committee has set up the following The examination procedures which must be followed.

- 1) The module instructor shall formulate the exam questions and have them typed, while specifying the marking scheme.
- 2) The instructor shall deliver copies of the question paper to the chairman of the Exams Committee.
- 3) The chairman of the exams committee shall present the questions paper to the internal examiner (see the Internal examiner procedures).
- 4) The internal examiner shall express an opinion of the questions in order to determine their suitability for the students, and the extent of the capability of questions to measure the specified educational outcomes, and the extent of the suitability of the questions in terms of the capabilities of the students, the time available for the exam and the precision of the allocation of marks.
- 5) The exam paper shall be returned to the module instructor for purposes of studying the suggestions, and to adopt the most important thereof, in order for the instructor to incorporate the appropriate amendments.
- 6) The exam paper shall be photocopied according to the number of students in the course.
- 7) The exam shall be carried out at the specified time and on the form specified by the Quality Assurance Committee.
- 8) The module instructor shall correct the answers of the students within a reasonable period of time, and then return the exam papers to the students corrected and commented on based on the standard examination answer form.
- 9) Every instructor- after distributing the corrected exam papers- undertakes to review the questions and standard answers with the students, and shall give the clear answer and show the errors in the answers and the method of distributing the marks.
- 10) Each professor undertakes to retain a part of the students' answers as a sample to be dispatched to the external examiner.
  - Standard of researches and reports.
  - Solving classroom and library exercises and assignments.
  - Standard of role performance and delivery (based on the nature of the module).
  - Degree of contribution and effective and intelligent participation in classroom dialogues and discussions.

The Faculty applies the procedures of written exams .The requirements for passing every module is a mark of 50%, and until a student fulfills the graduation requirements, he/she must get a cumulative average grade of 60% at a minimum. A specific form for examinations is adopted to measure all educational outcomes for every module . There is also a specific pattern for ideal answers , as well as to the form of evaluating the research paper . and others for the evaluation of the exercises' answers . Usually a sample of the students' answers (10%-20%) is sent to the external examiner attached with the questions form and the module syllabus for reevaluation.

## **Student progression and Achievement**

### **3. General Regulation Governing Undergraduate Honours Degree of Law Bachelor**

#### **1. Introduction**

Monitoring student progression and achievement is an essential part of ensuring that we are achieving our teaching and learning aims and outcomes, at the programme level and at the module level we must not only 'get it right' but also be able to show that we do so.

We need to ensure that students are doing the right thing at the right time. They must enrol on the correct modules for their programmes, meeting all the necessary prerequisites. Should they fail to gain credit in a module, they must take the correct form of resit or repeat assessment at the correct time. It is important that students understand what is expected of them, both within programmes and within modules. To this end we must make it absolutely clear that students have to play a role in monitoring their own progression and achievement. The Student Handbook is one of the main ways in which we ensure that students are properly informed.

Personal Tutors (Academic Advisors) have a major role to play in monitoring student progression. The School is currently finalizing an electronic programme for academic guidance as well as to a student academic and personal record file system, which will assist in this monitoring.

#### **2. Admission Policy**

- The Ministry of Education organises and runs an exam system (Tawjehe Exam) the “Jordanian General Secondary Certificate Exam”. The admission and entry requirements at private universities are determined by the Council of Higher Education and Scientific Research, according to which, for a student to be accepted in either the Day or the Evening programme, he/she must obtain an average of 55 % or above in the General Secondary Certificate Exam, or its equivalent for non-Jordanian students, in one of the following streams: Scientific, Literary, Commercial (a student has to study additional subjects before being admitted to the Tawjihi exam) or Legal ( Islamic Shari’a).
- Jordanian students who achieve an average of 50% (up to 54.9) may be accepted two years after the date they undertake the Tawjihi exam. As for Non-Jordanian, they must be granted with an exemption by the Council of Higher Education and Scientific Research.
- For Bridging purposes (transfer from a community college to the Faculty of law at Philadelphia University), the student has to achieve an average of 68 % in the Comprehensive Certificate Exam. Those, who get less than 68 and above 60%, may be accepted two years after the date they sit for the comprehensive exam.
- To be considered for admission to the Program, prospective students must provide the following documents:
  1. Authenticated Transcript of the General Secondary Certificate Exam (Tawjihi) in both languages; Arabic and English.
  2. A copy of Birth Certificate, Passport or Civil status Identity Card
  3. Authenticated Transcript of the Comprehensive Exam Certificate for those who wish to bridge from a college to the University.
  4. Certificate of Good Conduct.
  5. Non-Liability document from former University
  6. Two personal photographs 4\*6 cm.



1. An undergraduate award may be conferred only upon students who have matriculated as prescribed by Ordinance, have followed the module of study and have achieved the assessment requirements prescribed by the relevant Regulations for the award.
2. Students shall pursue their module of study continuously, unless the University Council shall determine otherwise in a particular case on the grounds of illness or other good cause.
3. Modules of study shall extend over a period not less than the equivalent of full-time attendance, including vacations, for three academic years for the Law Faculty.
4. An applicant for admission to a module of study may be permitted to import specific academic credit for prior certificate learning and/or prior experiential learning, subject to the conditions prescribed in the Regulation Governing Undergraduate Awards and to any which may be prescribed in the Regulations for that particular module of study.
5. A student may change from one module of study to another only on conditions approved by the Registrar in the beginning of the first/second semester of each academic year on the following conditions:
  - 5.a. The student should not be dismissed previously from the department he wishes to register in it.
  - 5.b. His/her average in the Tawjehe exam should be in the range of averages accepted by the department at the year of admission in the University or the year he/she that applied for change.
  - 5.c. There is a vacancy available in the desired department.
6. The names of students who have successfully achieved the conditions for the conferment of an award shall be published in such form as to distinguish the main subject or subjects covered by the award.
7. No award shall be conferred on students who, otherwise eligible, have not fully discharged their financial obligations to the University.
8. The Honours Degree of Bachelor may be conferred on students who have successfully completed the relevant module of study with accumulated average of at least 60%.
9. The student should not exceed the period allowed in the Regulation Governing Undergraduate Awards.
10. The Student should attend in the University continuously the last three semesters prior to his/her graduation.

#### **4. Law Programme Structure**

The Law programme is designed within a structured credit framework, which is intended to place an increasing intellectual demand upon the students as they undertake learning at the higher levels. Students are, therefore, expected to plan their programme of study so that they progress through the levels. It is, however, the student's right to vary the pace and direction of their studies within the limits identified by the Programme Specification, and guided by the recommendations of the university's system for academic guidance which will help them to assess the benefits and risks of different strategies. These strategies include the pursuit of the different themes or lines of progression within a programme at different rates, and progression along routes recognised as being in the students' best, overall interest in the context of their individual life circumstances.

#### **5. Progression to an award**

A student is considered to progress from year to year by gaining at least 30 credit hours for per year. In order to graduate, students must accumulate 132 credit hours<sup>1</sup>. Students must achieve a mark of 50% in a module to be awarded the credit hours for it, and they must maintain an average mark of 60% over all modules taken in order to remain in the programme. Failing students are subject to

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<sup>1</sup> The minimum credit hours required to gain a Bachelor Degree in Law is 132 credit hours.

probation. In such case the admission and registration department shall notify the student of this case in written form on his latest address available to the university.

A student under probation has to work on the removal of the reasons for this probation in a period not to exceed 4 academic semesters (the summer term is not counted) after the semester in which he was put under probation. If however, the student could not remove the reasons, which led to such probation, he/her will be expelled from the faculty of his major.

The main indicator of progression that the faculty uses is the successful completion rate, i.e. the number and percentage of students gaining credit hours and hence, moving to the next grade level, and thereafter to graduation in a timely manner. The table below indicates the minimum number of credits and the levels at which they must be achieved, that apply to undergraduate law degree:

<b>Level 1</b>	<b>First Year</b>	<b>(0 - 29) Credit Hours</b>
<b>Level 2</b>	<b>Second Year</b>	<b>30 - 59) Credit Hours</b>
<b>Level 3</b>	<b>Third Year</b>	<b>(60 - 89) Credit Hours</b>
<b>Level 4</b>	<b>Fourth Year</b>	<b>(90 - 132) Credit Hours</b>

## **6. Monitoring Student Progression**

The monitoring of student progression on their Academic level is maintained by the system in which all students have a personal tutor (Academic advisor) throughout their period of study. The personal tutor is treated as the primary locus of responsibility for individual student progress.

### **Personal Tutor Agenda**

#### **In the 4<sup>th</sup> week of each academic semester:**

1. Every personal tutor arranges a meeting with students who were assigned to him/her to receive their notes, concerns and get acquainted with their problems. The meeting should take place within a period not exceed the end of the fifth week.
2. Every personal tutor has to report these meetings addressed to the Academic Guidance Committee and delivers another copy to the Quality Committee.
3. Every personal tutor has to deliver his/her reports about students he/she advises to course lecturer, for the purpose of monitoring students' with low GPA. These reports include the concerns and the problems that students are facing.

#### **In the 9<sup>th</sup> week of each academic semester:**

Every personal tutor arrange a meeting with students who performed poorly in the first examination, in order to record their views, notes and concerns, as well as knowing the reasons behind their low achievement in the examination. Afterwards, Personal Tutor writes a report about each student and returns it to the lecturer of the course, and keeps a copy of these reports in the Student Records File.

#### **In the 4<sup>th</sup> week of each academic semester:**

Every personal tutor arrange a meeting with students who performed poorly in the second examination, in order to record their views, notes and concerns, as well as knowing the reasons behind their low achievement in the examination. Afterwards, each Personal Tutor writes a report about each student and returns it to the lecturer of the course, and keeps a copy of these reports in the Student Records File

## **7. Completion for an award**

The Bachelor degree in Law is awarded to a student after completing requirements:

- Passing all modules included in the study plan for obtaining the Bachelor degree in Law and getting accumulated average of not less than 60% in all modules that students has studied.
- Not exceeding the period allowed in the Regulation Governing Undergraduate Awards.

- Attending in the University continuously the last three semesters prior to his/her graduation even if it is a summer semester, bearing in mind that the period of postponement is not included..

## **8. Duration of Study**

1. The academic year consists of two compulsory academic semesters, the duration of which is 16 weeks including the examinations period. In addition to an optional summer semester of 8 weeks.
2. The maximum limit for the study duration to gain a Bachelor Degree in Law is 7 years.
3. It is inadmissible for a law student to obtain the first university degree in a period less than 3 years.
4. The minimum time for the credit hours achieved by the student shall be 12 credit hours for each semester, while the maximum shall be 18 credit hours. However, the maximum may reach 21 credit hours if the following two conditions are fulfilled:

A. if a student's cumulative grade point average is not less than 80% percent

B. if a student's graduation depends on allowing him/her to study 21 credit hours according to the situation in the semester he is going to graduate in.

5. The student is allowed with the consent of the faculty's dean to register for several hours beneath the minimum indicated in Point 2, provided it will not be less than 9 credit hours. It is also allowed for the student to go on studying several credit hours that are less than the minimum because of his/her withdraw from some modules in special justified cases approved by the faculty's dean and through taking into account what is stipulated in Article 13/B of the university regulations and instructions guideline.

4. The maximum limit of credit hours that a student may register in the summer term should not exceed 9 credit hours. However, it is permissible that that maximum reaches 12 credit hours in the situation where the student's graduation in that semester is dependent in allowing him to do so, with the consent of the faculty's dean.

## **9. Attendance General Regulations**

1. Attendance is mandatory for all the modules a student registers in. a module instructor has to record absence and attendance in each lecture in special schedules.
2. A student should not be absent for more than 15% percent of the lectures determined for each module.
3. A module instructor is to inform about any student whose absent exceeded 15% of the total module lectures to the head of the faculty to take suitable decision concerning him.
4. If a student is absent for more than 15% percent of the total module's the decreed module lectures without a medical or compelling excuse which is accepted by the dean of the faculty, the student will be prohibited from taking the final examinations of the module and the student grade will be considered to be the minimum limit of the module i.e. 35%, and so the student has to register again for that module is considered one of the compulsory modules (University or Faculty compulsory requirements). In all circumstances, this result shall be included in the computation of the accumulated and semester grades of that student.
5. The Module instructor shall convey to the dean of the faculty the names of students who are disentitled to attend the final exam because of their absence. Consequently, the dean reports their names to the admission and registration department, which shall record the minimum grade limit for that module.

In the situation where a student is absent for more than 15% percent of the total decreed module lectures and the absence is due to compelling reasons e.g. illness or emergency which is acceptable to the dean of the faculty, such absence of the student should not exceed the ratio of 25%, the student shall be considered as withdrawn from that module and shall be subject to the provisions of dropping, unless the student already withdraw from the module during the period stipulated in Article 13/B of the university regulations and instructions guideline. A written note should be sent to the head of the admission and registration department for his knowledge.

## **10. Assessment**

### **Final Grade**

Final grade is calculated out of 100 for each module and to the nearest whole number. The final grade for each module is the sum of the final exam in addition to the grade of coursework. Final exam is set once for each module at the end of the term. It should be written and comprehensive for the decreed module (a 50 percent of the final grade is allocated to it). Final exam could include practical and oral tests or reports, for which a certain percentage is allocated. Final exam papers are not returned to students. The module instructor must hands in these papers to the competent academic department during duration of 48 hours from the date of holding the final exam of that module.

Tables (transcript) of final grades for each module are sent with all details to the faculty for checking and submission to the dean of the faculty to secure their approval by the school council in addition of no more than 72 hours from the end of examinations. After that, they are sent to the admission and registration department. Results are not to be declared before sending them to admission and registration department.

### **Coursework**

Coursework for each module consists of two written tests at least. Students are informed of these tests a week t least before their setting provided that the first exam should be set before the end of seventh week from the beginning of each semester, first and second and the sixth week if the summer term.

The exam papers shall be returned to the students within a maximum period of one week from the date of setting the tests (72 hours for the summer term), after being corrected. Coursework might include in addition to the two exam tests, oral tests or reports or research papers, in full or in part which shall be returned to the students after being corrected. The Faculty Council has the right to decide how to assess these modules provided that this will be announced to students at the beginning of the academic semester.

### **Module instructor**

Every module instructor informs his/her students at the beginning of each term about his/her way of evaluating the students' examinations in the said module. A module instructor is also responsible for correcting his/her exam papers checking grades and listing them in special schedules and tables.

### **Appeal against module grade**

A student is permitted to request the revising of his final examination paper by filling a special form delivered to the dean of the faculty in a maximum period of one week after results are announced for a fee of two Jordanian Dinars.

A revision of the final examination paper is restricted to the material error in calculating the total of the grades or not correcting questions or a part thereof. A committee consisting of the faculty dean, head of the department and the module instructor shall review the examination paper.

### **Cumulative Average (Grade Point Average)**

- The minimum pass grade for each module is 50% and the lowest for the final grade of the module is 35%.
- The accumulated average is the total of all grades of pass or fail until the date of counting that average. Grades of modules in which a student gets the term (incomplete) are calculated in the accumulated average when the term is removed.
- Semester average is the total average of all modules in which a student studied in that semester.
- Accumulated average are classified according to the estimation illustrated in the following table:

<b>Cumulative Average</b>	<b>Rate</b>
84-100 %	Excellent
76-83.9 %	Very Good
68-75.9 %	Good
60-67.9 %	Satisfactory Pass

## **11. Responsibilities of Students**

Students have certain responsibilities, which help ensure that the student's academic goals are met. Therefore Students are expected to:

- They should ensure that they are prepared for the programme in that they satisfy its stated prerequisite and undertake any required preliminary study.
- To be familiar with general university policies, procedures, and requirements.
- Attend scheduled activities arranged for their benefit; such as lectures, seminars, and practical classes. They are expected to observe common courtesies to teaching and ancillary staff, including advance information if they are unable to attend, or have to be late for a scheduled activity. If they are prevented by illness from attending a scheduled activity, they should inform the staff concerned as soon as practicable.
- Assume responsibility for engaging in an appropriate style and quantity of study to complete the module successfully. A student who recognizes the need for guidance in these matters should approach his/her personal tutor who will advise on the facilities available for future counseling if necessary.
- Meet agreed deadlines for assigned work. If they are unable to meet an agreed deadline, they should inform staff in advance but should not assume that the deadline will be negotiated.
- To gather relevant decision-making information, and accept responsibility for decisions.
- To keep your personal tutor informed about changes in your academic progress, modules selection, and academic and career goals.
- To be familiar with the requirements of your major and to keep up to date with changes.
- To understand that your personal tutor can suggest, recommend, remind you of rules and regulations, but that you have the primary responsibility for meeting program and degree requirements.
- To keep your personal tutor informed in a timely fashion when personal issues arise that interfere with academic progress, so that:
  - Your personal tutor can refer you to the appropriate campus resources that can help you.
  - Your personal tutor has enough facts about your situation to be able to assess your academic progress fairly.

## **Student support and guidance**

### **1. Introduction**

In order to reflect the University's concerns for student support, in a framework promoting transfer of responsibility to students for management of their own life and study, and in the context of increasing student numbers, the faculty has implemented a system to guidance and support its students which is both responsive and flexible.

### **2. The Academic Guidance Committee**

At the beginning of every academic semester, the academic guidance committee is formed according to a decision by the Faculty's council, who nominates the head of the committee as well as the members and their tasks and responsibilities, which can be summarized in general as follows:

- a- Supervising and following up the application of procedures and instructions of procedures and instructions of the academic supervision .
- b- Helping the supervisors to fulfil a university academic atmosphere and to build a study plan .
- c- Dividing the students of law into groups and providing the supervisors with lists of their names and a suitable time-table of supervision.
- d- Informing students with their supervisors names .
- e- Following up the process of supervision especially :-
  - 1- Providing students with forms of course registration,addition and with drawal .
  - 2- Providing students with study-plans and supervision forms every year .
  - 3- Providing students with a list of launched courses teacher's name,times of lectures and examination,and following up the numbers of students in every section .
  - 4- Preparing supervising packages for student of the first level .
- f- Following up the role of supervisors in helping their students and solving their problems in registration and progression,preparing files for students.
- g- Working with the dean and the course-plan committee to issue a list of the launched courses according to students needs .
- h- Informing students with the deadline of registration and withdrawal and advising them with the suitable times of registration .
- i- Informing students with their trachers office-hours in order to get hilp .
- j- Choosing the most energetic supervisor to be nominated for the prize of the best supervisor at the university .
- k- Preparing statistical and explanatory tables about the students status and degree of progress .

- l- Turing over to the Faculty Council or the Dean all issue that the supervision committee can not settle .

Making students in a permanent touch with all academic issues they are concerned with: university instructions, the faculty guide-book, students guide-book, the administrative and academic framework of the faculty, the faculty committees, the instruction of the registration department among others.

### **3. Personal Tutorial System**

#### **3.1 Structure of the Faculty Personal Tutorial System**

The Personal Tutor is generally a member of the Faculty who has been assigned to the role or who has responded favorably to an invitation to serve as an advisor for academic and non-academic matters.

The personal tutor system is based on scheduled tutorial meetings, normally on a one-to-one basis, between personal tutors and their tutees. The minimum requirement is for three such meetings per term. Meetings are timed by personal tutors and according to the Faculty needs to coincide with key points in the academic term, such as examination results.

Each meeting is structured and recorded through Student's Records File, which are used to set a brief record of what was discussed.

#### **3.2 Appointment of Personal Tutor**

The role of personal tutor is a compulsory part of the work of all academic staff. The contractual position regarding the duty hours of a tutor arise from academic staff contracts with the university, which normally require members of staff to become tutors if so needed and to work such hours as are necessary to carry out the duties associated with the post. Because of the personal nature of the relationship between a tutor and his or her tutees, a tutor in some senses is never 'off duty', and should be prepared to respond to urgent student problems at any reasonable time. This does not mean however that one has to provide the care personally 24 hours a day.

Therefore, a tutor is unlikely to go far wrong in practice if tutees are:

- made aware of routine times when a tutor is available
- made aware of arrangements for cover during periods of tutor absence
- made aware of the other services available within the University which back up the tutorial system and how to access them in case of emergency or urgency.

In the event that a student or a personal tutor finds that the relationship has become unsatisfactory, re-allocation should be requested and will be actioned without question promptly. Moreover, a personal tutor who wishes to reduce his/her tutorial load, or even to cease being a personal tutor either permanently or temporarily, should discuss the matter in the first instance with the Head of the Students Academic Guidance Committee, who may contact the Dean of the Faculty to discuss the matter where it is necessary.

However, with Faculty current staff/student ratio (1:30), it is the norm that each member of academic staff will serve as personal tutor for a significant part of his or her career in the University.

#### **3.4 General Responsibilities of Personal Tutor**

- ▶ To acquaint him/her self with the services that are available within the University and to understand how the various processes and procedures function, which student may need to use.
- ▶ To maintain adequate office hours throughout the semester.

- ▶ To provide a personal contact for the student within what might otherwise feel like a large anonymous institution.
- ▶ To liaise between the student and the programme tutors and use whatever structures are
  - **Helping students in the selection of appropriate modules** available to seek improvements.
- ▶ To offer advice, guidance or assistance to student when it is within your competence.
- ▶ To recognize when the assistance required is beyond your competence.
- ▶ To refer students, when necessary, to the student counseling service.
- ▶ To help students review and reflect on their own progress and identify ways of improving it.
- ▶ To pick up informal feedback on the programme, and determines whether the programme is providing what the student needs.
- ▶ To encourage their students to make use of the Career Advisory office and to think about career planning as early as possible.

### 3.5 Specific Responsibilities of Personal Tutor:

- **The maintenance of regular contact with each tutee through scheduled tutorial meetings.**

The conventional setting for a personal tutorial whether group or individual is the tutor's room. There is of course no reason why you should not hold at least some meetings elsewhere eg. Lecture room.

The purpose of such meetings is to monitor the student's academic progress and identify any difficulties, which may have arisen, to encourage them to reflect on and review their own development, and where appropriate to assist them in planning the next stage of their degree programme. To make this work effectively, every personal tutor must have a weekly timetable of available office hours posted on his office door, which may allow to students to book a time to see their personal tutor.

- **Providing Accurate Information**

What students want most out of a personal tutor is accurate information. This includes answering the questions the student knows to ask and the questions the student does not know to ask. Hence, every personal tutor must be knowledgeable and up-to-date on matters concerning:

- University policies and procedures, and to understand how the various processes and procedures function, which student may need to use.
- Faculty of law curriculum requirements as well as general education and graduation requirements of the University.
- Ordinary and electronic registration procedures.
- Mechanics of adding and dropping modules; changing majors; transferring from one University, Faculty, to another; evaluating transfer credit or modules; petitioning for grade changes; interpreting grade point average computations.

This may be accomplished through a consideration of the following:

- Student's Academic Status (student's year level, student's accumulated average)



- Is the module required to graduate?
- Does the student meet the pre-requisites for the module?
- Is the overall schedule balanced?

Where the module instructor notice unexplained or persistent student absences, or work handed in late, or that student's work of persistently poor quality or that student performed poorly in examinations or any other matters of student discipline. Then the student will be in the first instance be advised by the module's instructor.

#### ▪ Giving support to tutees

The pastoral care of tutees is an important part of the tutor's role. It is valuable for students to know that their tutor will 'be there' for them, as a listening ear, giving encouragement etc, as well as dealing with specific issues as and when they arise.

##### ▪ Assist the student in periodic evaluation of his academic progress and discipline

If the problem persists, the instructor of the module has to notify the personal tutor of that his/her tutee's behaviour or progress is giving cause for concern. Accordingly, the personal tutor should endeavour to see the student, to ascertain whether there are any underlying problems, which need to be addressed, and to help the student to sort out any personal problems that may underlie the academic ones. Where it is appropriate, the personal tutor may contact other members of academic staff, or refers student to the appropriate source of support within the University.

##### ▪ Liaison with other members of academic staff

The personal tutor has a co-ordinating role and should communicate with colleagues who have some influence on or interest in the student's development, e.g. through teaching, marking modular assignments, dealing with examination matters etc. This is both to keep themselves informed about their tutees and where appropriate (with due regard to confidentiality) to pass on relevant information to colleagues.

##### ▪ Documenting tutorial support

Making a record file for every tutee with a serial number containing all information about the tutee, and ensure that the student records file is available and that the sufficient documentation exists to enable tracking the student's progression and achievements through his/her period of study. This documentation serves several purpose e.g. it facilitates continuity of tutorial support, and provides material for writing references as well as determining student's academic status etc.

##### ▪ Maintaining awareness of other sources of support within the University

The personal tutor is often the first port of call, especially in a student's early days or if a problem arises. Whilst personal tutors are not expected to be a repository of all knowledge, they should be able to act as a gateway to the rest of the University. For this reason, personal tutors need to maintain awareness of the existence and responsibilities of other members of the University whose knowledge, assistance or advice may be sought or to whom a student may need to be referred.

#### ▪ Recognizing that each student has different abilities, interests, aspirations, needs, experiences and problems

#### • Foreign students

As parts aim to maintain a cosmopolitan community of staff and students, and prove contact with an international community of scholars, the Faculty cultivates an international rile, with many students

coming from abroad to study on its programme currently. The numbers of foreign students make up 47% percent of the Faculty's student body. Most of the international student adapting to their new environment is frequently much more difficult than for those from Jordan, as they may well experience varying degrees of Cultural difference within the academic environment (the descriptive label for the stress process which is common in adjusting to new customs, language, people and activities).

In addition, many older foreign students have considerable family and community responsibilities. It is therefore useful for you as a personal tutor to identify some of the problems that international students might encounter through their time of study, as well as keeping an eye out for those in trouble suffering, in order to take the appropriate action where it is needed.

#### ◆ Evening Study Students

The Faculty has taken into consideration that its programme meets a range of individuals' goals and interests of pursuing their studies. Therefore, the law programme offers flexible attendance through daytime and evening time. Evening study students contributes almost 24% per cent of the total number of the Faculty's students. The majority of them in full-time employment, who pay their fees from their own resources. At times the demands of their jobs prevent them from giving as much attention to their studies as they would wish. The responsibility of a home and quite often a family may also cause problems to them.

However, as the evening study students are often consider they are getting a second chance to pursue their education, they are nearly always highly committed, hard working and responsive and consequently stimulating to teach. Our academic staff experience has shown that they do at least as well and usually better than Daytime study students.

#### ▪ To respect tutee's rights to confidentiality

The issue of confidentiality with regard to students' personal information is complex. Sensitive personal information (medical conditions and personal problems) obviously requires a higher level of confidentiality, and tutees should be able to assume that tutors will respect their wishes unless there is a requirement to disclose. Personal tutors may wish to involve others. It can be difficult to help a student without seeking advice or action from someone else in the University who is better placed to help.

There are certain circumstances in which tutors should disclose information. These include:

- if there is a significant and immediate risk to the health and safety of the student or of others.
- if a student breaks into the e-mails of another, hacks, infects systems with a virus, or engages in similar behaviour harmful to University community members.

### 3.6 Personal Tutor Agenda

#### **In the 4<sup>th</sup> week of each academic semester:**

1. Every personal tutor arranges a meeting with students who were assigned to him/her to receive their notes, concerns and get acquainted with their problems. The meeting should take place within a period not exceed the end of the fifth week.
2. Every personal tutor has to report these meetings addressed to the Academic Guidance Committee and delivers another copy to the Quality Committee.
3. Every personal tutor has to deliver his/her reports about students he/she advises to course lecturer, for the purpose of monitoring students' with low GPA. These reports include the concerns and the problems that students are facing.

#### **In the 9<sup>th</sup> week of each academic semester:**

Every personal tutor arrange a meeting with students who performed poorly in the first examination, in order to record their views, notes and concerns, as well as knowing the reasons behind their low achievement in the examination. Afterwards, Personal Tutor writes a report about each student and returns it to the lecturer of the course, and keeps a copy of these reports in the Student Records File.

### **In the 4<sup>th</sup> week of each academic semester:**

Every personal tutor arrange a meeting with students who performed poorly in the second examination, in order to record their views, notes and concerns, as well as knowing the reasons behind their low achievement in the examination. Afterwards, each Personal Tutor writes a report about each student and returns it to the lecturer of the course, and keeps a copy of these reports in the Student Records File

## **4. Student Academic & Personal records File & Academic Guidance Computerized Programme**

Student Records File are basically a simple record of the meetings which take place between each student and their personal tutor, however, they also have the potential to form a set of documentation which can be useful to the student and the tutor in the following ways;

- To provide the Faculty with a complete record of student academic performance, so that student's progress can be followed throughout his/her period of study and hence determines student's future needs.
- Encouraging students to take more responsibility for their own learning.
- Ensuring that each student receives a minimum amount of tutorial support.
- Provides material for writing references

**The Faculty starts using recently an electronic programme that allows personal tutors to view the following data from their own PCs:**

### **1- Information related to student:**

- a- Student's study plan e.g. list of the university requirements (compulsory& elective modules) and the faculty requirements (compulsory& elective modules)
- b- Student's current registration status e.g. regular student, withdraw, postpone
- c- Mode of study i.e. Daytime or Evening Study Programme
- d- Modules that have already been studied and student's grades on each module
- e- Student grade point average according to each semester, academic year and level of study
- f- Current modules under study
- g- Any holds that may exist on student academic record
- h- Total number of failed credit hours and passed credit hours according to each semester and academic year
- i- Total Number of credits hours that were transferred with students to our institution from other institutions
- j- Student current level of study

**2- Information related to all modules that are available on each semester** e.g. Module title, module code, modules timetables/ instructor of the module/ module credit hours/ module's prerequisite/ Open Class Search (If a class section a student want to take is cancelled or full).

### **Advantages of the programme**

- a- **Helping students in the selection of the appropriate modules**
- b- **Tracking and monitoring student progression from semester to another in terms of modules taken and grades achieved, and hence, keeping abreast of any identified needs for improvement.**

## **5. Meetings with Students**

After the admission and registration takes place at the beginning of each academic semester, two consecutive orientation meetings are held; one for the current students of the Faculty and the other for the new students. In the latter meeting, students are introduced to their programme of study, at which staff members welcome the new students and guide them through the student handbook, and draw their attention and emphasize immediately important information and discuss salient aspects of the degree programme, and what students need to know in order to navigate their course. As for our annual On-

going meeting with the current students of the Faculty, a seminar is designed to stress the necessary basic legal education survival, reinforce positive study habits, and help students continue to improve critical writing and analytical skills. Students in both meetings are encouraged to raise questions and voice concerns.

#### **6. Documentary Support & Guidance**

The Faculty of law gives its prospective students an information pack, which includes a wide variety of information brochures and pamphlets that provide guidance and a full range of information related to the Faculty's academic and administrative procedures, as well as to available services and facilities on both the Faculty and the University level.

#### **7. Feedback from Students**

We value feedback from our students as a means of keeping abreast of any identified needs for change or improvement. For this reason, the academic guidance committee distributes questionnaires among students and offices of concern to measure the academic guidance process at the faculty.

#### **8. Career Advisory Services**

In order to prepare students for the future job and satisfy the needs of labour market and employers, the faculty does the following in this respect:

- Holds meetings attended by students and employers to create new work opportunities or to discuss the needs of labour-market
- Helping students to follow up their higher studies especially when the government informs the university that there are some vacancies or scholarships.
- The faculty of law in cooperation of the university alumni committee formed a committee to be in continual contact with graduates and offer them the help they need.
- The monetary fund of king Abdullah II for Vocational Counseling has been established in accordance with the wish of his majesty King Abdullah II in order to offer artistic consultation and vocational counseling to enhance the opportunity of marketing graduates.
- The faculty holds specialized seminars and attended by experts of the public and private sectors to train the students of the faculty how to create work opportunities after their graduation.

#### **9. Pastoral & Welfare Support**

To complete the other side of students' personality and prepare him/her to take a leading role in the community, the deanship of student affairs was established, in order to sponsor extracurricular activities including social, cultural and sport competitions. It operates several festivals, scientific and arts clubs where students practice their hobbies. Whilst at University a student may face non-academic issues where he/she needs some expert help or guidance, hence, psychological and social counseling and guidance is available to students.

# QUALITY MANAGEMENT

## Strategy

The quality management strategy of the law programme works on varied and specialized levels:

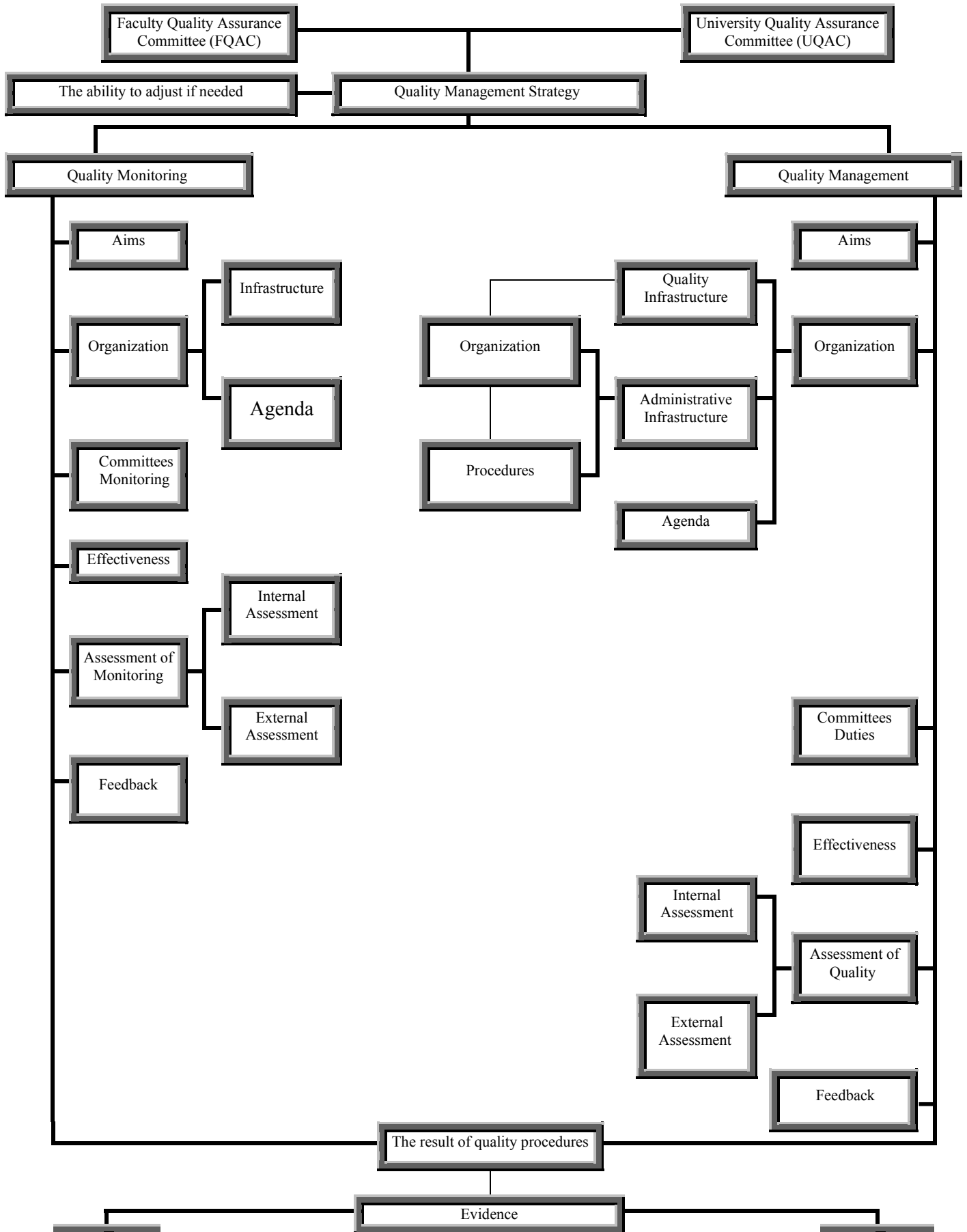
First level: the University administration policy toward taking the initiative in quality management and commitment to apply the quality standards in education. The administrative reference, which works on this level, is the University Quality Assurance Committee (UQAC).

Second level: the Faculty administration policy toward the commitment for teaching the law programme according to the quality standards through a specialized committee Faculty Quality Assurance Committee (FQAC) which is responsible for applying the quality standards including planning and forming the general policies. The FQAC is supported by many committees and administrative units .

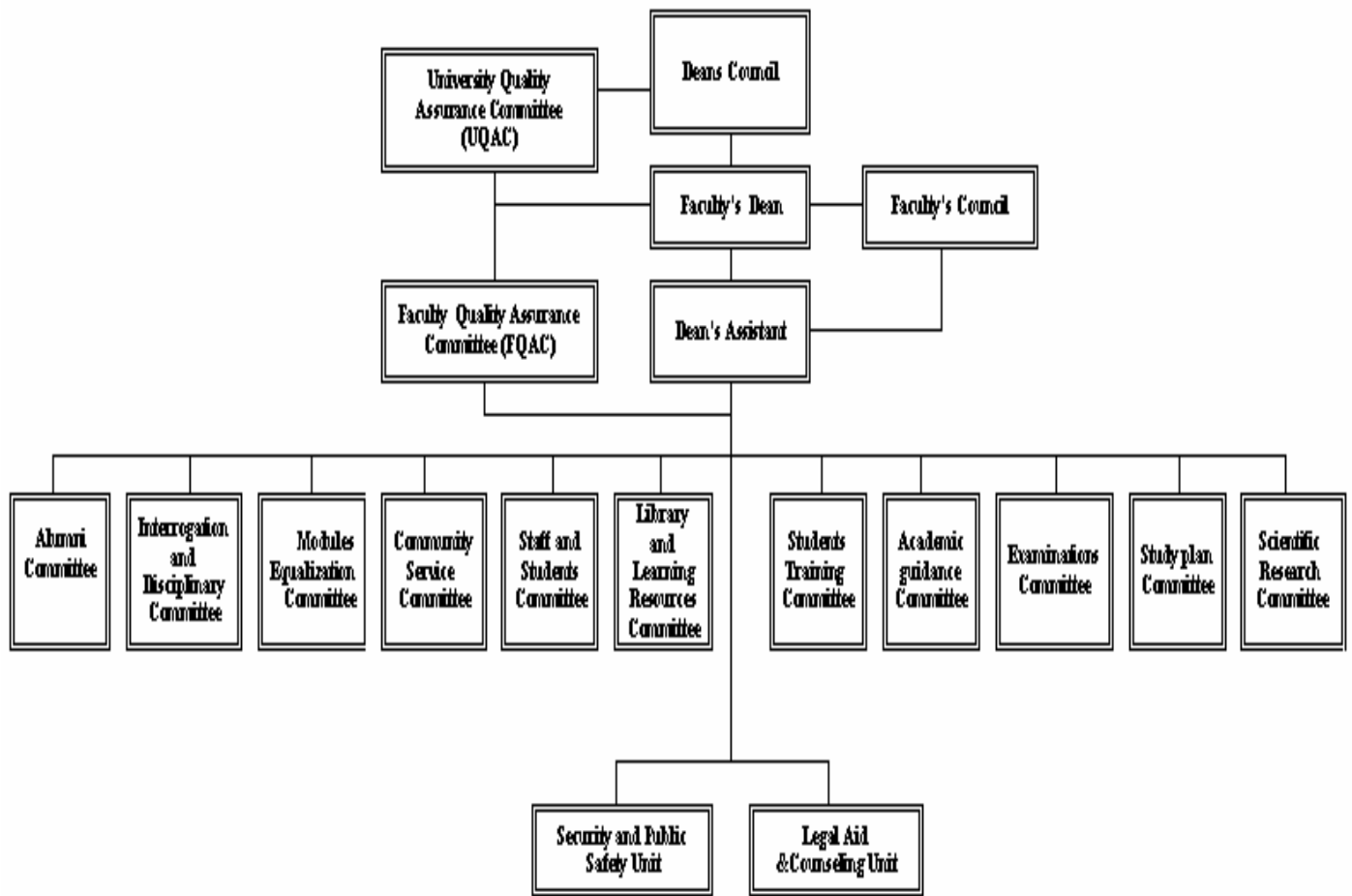
The Faculty members are expected to commit to the specified procedures and to work within the framework set by the Faculty in addition to keep updated with the aims and objectives of the programme and to have the knowledge of the national policy and the University regulations.

1. The course continuation review is implemented according to the following process: Each Module supervised by a coordinator who arrange meetings with the lecturers and students representatives. At the end of the semester , the coordinator provides the (FSC)with a report contains the relevant suggestions and improvements to his/her concerning module .the (FSC) regroupes these reports and propose the review of the programme according to these reports .
2. The FQAC collect feedbacks about the programme through students questionnaires and staff-students meetings. Afterwards feedbacks are analyzed, and recommendations are delivered to relevant committees.
3. The peer observation : Every lecturer is internally reviewed by other member staff in the modules he delivers, and receive a copy of the Peer Review Report. The module coordinator also –according to this report – propose some improvements if it is necessary and submit the report to the (FQAC) which is responsible for the general per review monitoring .
4. Staff Development and training is managed and enhanced as follows : Every new staff member follows the new staff induction process , which is enacted at two levels: University level, and Faculty level. The University organizes a general training session at the beginning of each semester , where the general fundamentals of teaching and learning process are presented. Hence, the university has established a specialized center i.e. Training & Development Centre .

The Faculty also organizes law training programmes and coordinates the participation of the Faculty members in law seminars, conferences and activities, in addition to providing them with the brochures, guidelines that explain the teaching programmes, procedures and regulations of the Faculty. As for the administrative staff, varied training programmes are provided in the secretariat, office management and computer applications, English language etc



### Quality Management Structure



Weakness points

Recommendations

Strength points

## COMMITTEES

	Committees and Units	Code
1-	Faculty's Quality Assurance Committee	FQAC
2-	Faculty's Examinations Committee	FEC
3-	Faculty's Students Training committee	FSTC
4-	Faculty's Disciplinary Committee	FDC
5-	Faculty's Staff & Students Committee	FSSC
6-	Faculty's Library and Learning Resources Committee	FLLRC
7-	Faculty's Scientific Research Committee	FSRC
8-	Faculty's Courses Equivalency Committee	FCEC
9-	Faculty's Academic Guidance Committee	FAGC
10	Faculty's Study Plan Committee	FSPC
11-	Faculty's Community Services Committee	FCSC
12-	Faculty's Alumni Committee	FAC
13-	Security and Public Safety Unit	SPU
14-	Legal Aid & Counseling Unit	LCU

**Quality Assurance Committee:** Is concerned with the Faculty procedures in managing the educational process and sets the plans and strategies to upgrade quality of teaching, learning, evaluation and data analysis.

**Library and Learning Resources Committee:** Is concerned with the library and other learning resource. The committee also reviews and collects data to draw up plans and strategies in the aim of improving and enhancing the quantity of these resources.

**Scientific Committee:** is concerned with the academic programme and modules, and in adjusting the upgrading of those modules. The committee also supervises lectures, seminars, and conferences and participates in reviewing the recruitment needs of the Faculty, and sets the strategy for teaching, learning and assessment.

**Examinations Committee:** is concerned with the setting, administration, and the follow-up of the exams, and the internal and external examiner procedures.

**Study Plan Committee:** is concerned with the upgrading and the evaluation of the study plan. The committee also introduces new proposals and models, and updates the models description.

**Academic Guidance Committee:** is concerned with the planning of the guidance process, the organization and improvement of the procedures, attending to students' problems, monitoring students' academic performance and offering help and guidance where necessary.

**Staff and Students' Committee:** is concerned with the students' feedback concerning the teaching



process and its procedures, presents the viewpoints of the students and opens up communication channels between the teaching staff and the students.

**Faculty Alumni Committee**: is concerned with graduates' affairs and the necessary procedures to keep in touch with them.

## QUALITY MANAGEMENT AGENDA

The Faculty has formed the ( FQAC) that sets the general agenda for managing the quality , in addition to the agenda of the sub-committees , lecturers , tutors and coordinators , in an effort to apply the quality procedure. A number of sub-committees assist the (FQAC) to reach its target through the specified framework implied in the general agenda .

### **A week before study commences, the following matters are done:**

1. Name and review the faculty's committees
2. Name committees' members
3. Name modules' coordinators

➤ **The Examination Committee** sets the dates for the first and second examination, receives the dates of the final exams from the university. Afterwards, the committee schedules the entire exams' dates in a table. And sent a copy of it to modules' coordinators.

➤ **Module Coordinators** carry out the following tasks:

1. Hold a meetings with the teachers of the same modules (if there is more than one class for the same module in the semester) for the following purposes:
  - A- Review module description, its aims and educational outputs for the purpose of development and modernization.
  - B- Specify the topics that should be taught and define their methods of assessment
  - C- Assign a book to the subject
  - D- Specify research topics that are expected to be assigned to students
  - E- Specify student exercises and assignments
  - F- Prepare the syllabus, for the purpose of distributing it to students during the first week of study
2. Prepare a special file to keep related module material. The Quality Committee during the weeks of study is obliged to ensure the readiness of these files.

- **Library and Learning Resources Committee performs the following:**

1. Conduct a review to ensure that books set for different modules are available to all students.
2. Conduct a general review of guidelines and publications that are related to educational sources.

### **First week**

- **The Quality Assurance Committee holds a meeting for the following purposes:**
1. Read the report that is related to quality management for the previous term.
  2. Conduct a general review of the procedures of quality management and reinforcement and recommend amendments to ensure the continuity of improvement and development of these procedures.

**- The Examination Committee performs the following tasks:**

1. Name the internal examiners, and deliver a copy of it to modules' coordinators and the Quality assurance Committee of the faculty
2. Name the external examiners, this task should be finished before the end of the second week, and a copy is delivered to modules' coordinators and another one to the Quality Assurance Committee of the faculty.
3. Ensure that special samples for previous term final examination, which were received from modules' coordinators are ready, to be delivered to external examiners.
4. Ensure that the Quality Committee received a copy of the External Examiner Evaluation report.

**- Every Lecturer shall perform the following tasks:**

1. Distribute the syllabus to students
2. Fill- in the guidance & office hours form, and hangs it on the office door.
3. Send a copy of the form mentioned in the previous point to the academic advisory committee.
4. Prepare a program for field visits that are expected to take place during the term, and deliver a copy to the training and seminar committee as well as to the Quality Committee.
5. Fill-in the multi purpose room form, which contains information regarding the day and time the room is needed, and the tasks that lecturer intends to perform, and deliver a copy of which, to the training and seminar committee as well as to the Quality Committees.
6. Fill-in the form for the use of the moot courtroom, and the tasks that will be performed in it, and deliver copies to the training and seminar committee and to the Quality Committee.
7. Carry out free elections inside the lecture hall to choose a student representative for that particular module.
8. Fill-in the module representative form, and keep a copy in the module file and deliver another one to the staff and students committee.
9. Prepare a list of other colleagues, who will visit the class and assess the lecturer's performance, in addition to setting the date of the visit and deliver a copy to the Quality Committee.

## **Second Week**

**- The Student Training Committee** prepares an approximate timetable for field visits and external lectures according to the forms they received from teachers, and delivers a copy to the Quality Committee.

**- The Academic Guidance Committee** asks Personal Tutors to categorize students who are included in the program, in order to give special attention to students with poor academic performance.

**- The Quality Committee** conducts a general review of the following:

1. Guidebooks and introductory pamphlets from the Faculty.
2. The Faculty's electronic website.
3. Learning, teaching and assessment procedures.
4. Academic guidance procedures.
5. Faculty's Programme Study plan.
6. Educational resources
7. Facilities, administrative and academic support

8. The committee undertakes this review with period of time not to exceed the end of the fifth week of study

- **The Examination Committee** completes setting the dates of the exams, naming external examiners for each module and delivers copies to modules' coordinators and to the Quality Committee.

### **Third Week**

- **The Library and Learning Resources Committee carries out a general review of the following**

1. Provide legal educational resources like books, magazines and Arabic and English periodicals.
2. Provide electronic educational legal sources including electronic websites as well as legal and judicial programs
3. Provide other educational material, and determine their suitability for the program
4. Present the committee's recommendations for the purpose of modernization and development, purchasing books, references, and periodicals and subscribe to electronic websites.
5. Prepare a full report and provide the Quality Committee with a copy; the report should include the following:
  - a. The strategy followed in providing educational resources
  - b. The mechanism which is followed in modernizing and developing educational resources
  - c. The mechanism that is followed in encouraging students to use these resources

- **The Study Plan Committee** surveys students who are expected to graduate at the end of the term about the study plan and their performance, and it then presents its recommendations to the quality committee as well as to the scientific committee.

- The Guidance Committee **holds an open meeting with the new students for the purpose of guidance and getting acquainted.**

- **All Committee** conducts a general review of the academic guidance applications and presents its recommendations to the Quality Committee.

### **Fourth Week**

- **Each Personal Tutor** arrange a meeting with the students who were assigned to him/her, to take notes of their concerns, get to know their problems, write reports to the academic guidance committee, and deliver a copy to the Quality Committee. This meeting should take place before the end of the fifth week of study.

- **Each Personal Tutor** delivers a report to lecturers about students' condition; these reports contain problems student encounter, and their marks for the purposes of monitoring their academic performance.

- **Each Lecturer** holds a meeting with the students' representative, to take his notes and concerns and present copies of the minutes of the meeting to the student/Staff and Quality Committees

### **Fifth Week**

- **The Quality Committee** conducts a special survey regarding the guidance process, in order to obtain students' concerns, write a report of the matter and deliver it to the guidance committee, and distribute it to Personal Tutors.

- **The Staff - Students Committee** holds a meeting with students' representatives and members of the administrative and teaching staff.
- **Each Lecturer** delivers the questions of the first exam to the module coordinator, who then provides a copy of the questions to the examination committee. This copy is then transferred to internal examiners who write their reports about how far the questions are suited to the students' levels, and whether the allotment of marks is sufficient or not. The examination committee writes a summary about these reports and delivers a copy to the coordinators who note the stated remarks.

### Sixth Week

Conduct the first examination.

### Seventh Week

- **The Study plan Committee** performs the following tasks:
  1. Talk to Personal Tutors about students who are expected to graduate by the next term to determine the required modules for their graduation.
  2. Put forward a vision about the modules that will be studied over the coming term, allocate teachers for these modules and put forward an experimental schedule for the courses to be offered.
- **The Quality Committee** shall review the activities of the modules' coordinators that are contained in the files.

### Eighth Week

- **Each lecturer** prepares reports about students who achieved poor marks in the first exam, and send these reports to their Personal Tutors and keep a copy in the module file.
- **The Study Plan Committee** announces the experimental timetable of the proposed modules for the next term, and defines these modules.

### Ninth Week

- **Personal Tutors** arrange a meeting with students with poor academic performance, to record their views, notes and concerns, as well as knowing the reasons behind their law poor progression and achievement in the exams. Personal Tutors then write a report about each student and return it to the module tutor, and keep a copy of these reports in the students' Records Files.
- **Lectures** keep copies of the personal tutors reports regarding students' performance, and take them into consideration.
- **Modules' Coordinators** provide the examinations committee with the following:
  1. A copy of the first exam questions.
  2. Sample answer, and score distribution.
  3. Sample of corrected students' answers, which should not exceed 10% of the total exam papers.

These papers are delivered to the examinations committee to be sent to external examiners

- **The Study plan Committee** considers the experimental timetable of new modules for the coming term, and prepares and announces the final study program for that term.

### Tenth Week

- **The Examinations Committee** delivers the coordinator's samples to the external examiners; writes a report about them and provides the Quality Committee with a copy of the report.
- The scientific committee performs the following tasks:
  1. Conduct a general review to determine whether the Faculty needs new teaching staff for the coming term, and presents its recommendations to the Faculty's council; then delivers a copy of the recommendations to the Quality Committee.
  2. Conduct a study to see whether the Faculty cadre (academic or administrative) is in need of training courses.

### Eleventh Week

- **Each Lecturer** delivers the second exam's questions to the module coordinator, who transfers these questions to the examination committee.
- **The Examinations Committee** delivers the questions of each module to its internal examiner; then it receives the reports of the internal examiner about these questions and returns them to the coordinator to take notes.

### Twelfth Week

- Conduct the final examination

### Thirteenth Week

- **The Study Plan Committee** reviews module description and presents its reports pertaining to amendments- if any- to the scientific committee, and provides the Quality Committee with a copy of the report.

### Fourteenth Week

- **Module Coordinators** provide the examinations committee with the following:
  1. A copy of the questions sheet of the second exam
  2. Sample answers, and score distribution
  3. Sample of students' corrected answers, which should not exceed 10% of the total exam papers; these are then delivered to the examinations committee, which sends them to internal examiners.
- **Lecturers** hold a second meeting with the students' representative to record his remarks, present a report to the student/Staff committee, and deliver a copy of the report to the Quality Committee.
- **Lecturers** write reports about students with poor academic performance in the second exam, send these reports to the assigned personal tutor and keep a copy in the module file.

-**The Examination Committee** puts forward and announces the invigilators of the final examination.

- **The Quality Committee** reviews and follows up the work of coordinators in the module files.

### Fifteenth Week

- **The Examinations Committee** delivers the coordinators' samples to the external examiner, writes a report about the matter and provides the Quality Committee with a copy of the report.
- **The Module Coordinator** in cooperation with lecturers prepares the questions of the final exam and delivers them to the examinations committee, which forwards them to the module's internal examiner. The internal examiner writes his report about the questions and returns them to the examinations committee, which in its turn sends them to the coordinator to study the internal examiner's remarks.
- **Personal Tutors** meet students with poor academic performance, and record their comments and identify the reason behind students the poor scores in the exam. Afterwards, personal tutors write reports about each student and return them to the subject lecturer.
- **Lecturers** keep a copy of the personal tutors reports and take note of their remarks about the students.

### **Sixteenth Week**

Conduct the final examination

In the two weeks after the final exam the following commitments have to be observed:

**A. Module Coordinators** should be bound to deliver to the examinations committee the following:

1. A copy of the final exam questions.
2. Sample answers, and scores distribution.
3. They corrected student answers, which should not exceed 10% of the total corrected papers.

**B. Each Module Coordinator** undertakes the following:

1. Ensure his module file is ready, and contains all relevant documents.
  3. Deliver the whole file to the Quality Committee.
- **The Examinations Committee** delivers the files of the coordinators to the external examiner.

## **Sub-Agenda for the Committees**

### **Quality Assurance Committee Agenda**

#### **First Week**

**- The Quality Committee shall hold a meeting for the following purposes:**

2. General review of the procedures of quality management and their reinforcement, and recommend amendments, which guarantee the continuation of improvement and development of these procedures.

#### **Second Week:**

The Quality Committee of the Faculty undertakes a general review of the following:

1. Guidelines and newsletters issued by the Faculty
2. Faculty's website.
3. Procedures of teaching, learning and evaluation.
4. Academic guidance procedures.
5. Faculty's Programme Study Plan.
6. Learning resources.
7. Facilitate and support of academic process and administration.
8. Forms used at the Faculty.

This review must be completed at the end of the fifth week at the most.

#### **Fifth Week:**

**-The Quality Committee** formulates a special questionnaire in order to obtain the views of the students on the guidance process, and then write a report in this regard to be sent to the guidance (advisory) committee and circulated among personal tutors.

#### **Seventh Week:**

**- The Quality Committee** reviews the works of the coordinators regarding Modules' files.

### **Library and Learning Resources Committee Agenda**

In the week before the start of teaching:

**-The Library and Learning Resources Committee** undertakes the following:

- 1- Conduct a review to ensure that the assigned books for each subject are available to all students.
  - a. - Review all guides and publications related to educational resources.

#### **Third Week**

**The Library and Learning Resources Committee** conducts a general review of the following:

1. The availability of legal educational resources at the office, such as books, magazines and Arabic and English periodicals.
2. The availability of legal electronic educational resources such as, electronic, legal and judicial software programs.

3. The availability of other educational resources and the extent of their suitability to achieve the outputs of the program.
4. Present the committee's recommendation for the purposes of modernization and development, and the purchase of reference books and periodical and subscription to electronic websites.
5. Prepare a whole report on the foregoing, and provide the Quality Committee with a copy of it. The report should include the following:
  - a- the strategy followed in providing educational resources.
  - b- the mechanism that is used in modernizing and developing education resources.
  - c- the mechanism that is used to encourage students to use these resources.

### **Staff and Student Committee Agenda**

#### **Fifth Week:**

-**The Staff & Students Committee** holds a meeting with the representatives of the students and teaching staff.

### **Examinations Committee Agenda**

-**The Exams Committee** sets the 1<sup>st</sup> and 2<sup>nd</sup> exams and receives the final dates of the exams from the University, and then enters them into a table, a copy of which is given to modules coordinator. It also makes sure that the examination procedures, which are set by this committee, are followed. this committee works as the following agenda :

#### **First Week:**

**The Exams Committee undertakes the following:**

1. Naming the internal examiners for the subjects and giving a copy of the names to the coordinators and to the Quality Assurance Committee.
2. Naming the external examiners for each module and informing it to the Coordinators and the quality assurance committee. This must be done with a maximum period of time that not exceeds the end of the second week.
3. Ensuring that the samples of the previous term final examination, which were given by the modules coordinator, are sent to the external examiners and drawing up a report in this regard. Similarly, the samples and the report (minutes) are to be sent to the Quality Assurance Committee.
4. After the Exam Committee receives the report of the external examiners, it also draws up a report and sends it to the Quality Committee.

#### **Second Week:**

**The Exams Committee** names the external examiners of every module and notifies the Quality Assurance Committee to that effect.

#### **Tenth Week:**



**The Exams Committee** sends the samples it received from the coordinators to the external examiners, and sends its overall to the Quality Assurance Committee.

#### **Eleventh Week:**

**The Exams Committee** sends the questions of every module to the internal examiners, and a report is sent back to the coordinators.

#### **Fourteenth Week:**

**The Exams Committee** draws up and announces a table for the supervision of the final exams.

#### **Fifteenth Week:**

**The Exams Committee** sends the samples received by the coordinators to the external examiners, writes a report that it has done so and sends a copy to the Quality Committee.

- **The Exams Committee** sends these papers received by the coordinators to the external examiners.

### **Scientific Committee Agenda**

#### **Tenth Week**

**The Scientific Research Committee** performs the following tasks:

1. Conducts a general review to identify the Faculty's needs of teaching cadre for the next term and presents its recommendations to the Faculty, and then delivers a copy of these recommendations to the Quality Committee.
2. Conducts a study to find out the Faculty cadre's needs (administrative or academic) of training courses.

### **Students Training Committee Agenda**

#### **Second Week**

**The Students Training Committee** draws up an approximate timetable for field trips and external lectures, and delivers a copy of the timetable to the Quality Committee.

### **Academic Guidance Committee Agenda**

#### **Second Week**

- **The Academic Guidance Committee** asks counselors to categorize students who are included in the guidance program, in order to give attention to students with poor academic performance.

#### **Third Week**

1. The Guidance Committee holds an open meeting with new students for introduction and guidance purposes
4. The committee conducts a general review of academic guidance forms and presents its recommendations and amendments to the Quality Committee.

## **Study Plan Committee Agenda**

### **Third Week**

- **The Study Plan Committee** carries out a comprehensive survey of students who are expected to graduate at the end of the term regarding the study plan and students' performance, and then it presents its recommendations to the scientific and Quality Committees

### **Seventh Week**

- **The Study Plan Committee** performs the following tasks:

1. Consult with Personal Tutors of those students who are expected to graduate by the coming term to determine modules, which are required for their graduation.
2. Put forward a vision about modules that would be offered in the coming term, determine the teachers of these modules and suggest a tentative program for the modules to be offered.

### **Eighth Week**

- **The Study Plan Committee** announces the subjects' experimental program for the coming term with the names of the teachers.

### **Ninth Week**

- **The Study Plan Committee** takes note of the subjects' experimental program for the coming term, and prepares and announces the final study program for that term.

### **Thirteenth Week**

- **The Study Plan Committee** reviews the subjects' description suggests amendments in a report–if any- to the Scientific Committee and provides the Quality Committee with a copy of the report.

In case of having to change some of the component of the study plan , the following procedures must be followed:

- 1) The study plan committee shall poll the opinions of quarters concerned with the law program including the specialization graduates, business owners and the requirements and needs of the job market, and study programs that are similar at national, regional and international law schools.
- 2) In case there are proposals on adding or dropping or changing a course the Study Plan Committee shall prepare a detailed description of the syllabus that includes its description, aims, outcomes, the methods of teaching and learning, and the evaluation particular to it.

- 3) The description of the course whose addition or changing is proposed shall be presented to the specialized law professors, alongside academic and professional quarters for purposes of expressing an opinion- which shall be sought.
- 4) The Study Plan Committee shall prepare the proposed format while giving justification, and then presenting the format to the Faculty Council in order to take the necessary measures.
- 5) The proposals shall be presented to the Study Plan Committee at the University for adoption.
- 6) After adopting the alterations, they will be sent to the Faculty, and the plan will be changed according to those amendments.

## **Teachers (Lecturers) Agenda**

### **First Week**

#### **Teachers of any course conduct the following tasks:**

1. Distribute the syllabus to their students.
2. Fill in the office and guidance hours form, and deliver a copy of the form to the Academic Guidance Committee
3. Prepare a schedule for student field trips that are expected to take place during the term and deliver a copy to the quality and training and seminar committees.
4. Prepare a schedule of external lectures, which are expected to take place during the term, and deliver a copy to the quality and training and seminar committees.
5. Fill in the form for the multi purpose room; explain the need for using it, the activities that will be conducted in it with an expected timetable, and deliver a copy to the Training and Quality Committees.
6. Fill the form particular to the moot court room to explain the course's need for its use, and the activities to be undertaken by the teacher and the expected timetable. The teachers shall then deliver a copy to the quality and training committees.
7. Conduct free elections inside the teaching halls to choose a student representative for the subject, fill in a special application of the subject representative, keep a copy in the subject file and deliver one to the student and teachers' committee
8. Present a list of teaching colleagues' names, which will visit the class to assess the lecturer's performance, in addition to determining the time of the visit. The committee then delivers a copy of the list to the Quality Committee.

### **Fourth Week**

**Each lecturer** holds the first meeting with the students' representative to take notes and presents a copy of the meeting's minutes to the Student and Teachers' Committee and to the Quality Committee.

### **Fifth Week**

**Each lecturer** delivers the questions of the first exam to the modules' coordinator, who provides the examinations committee with a copy of the questions. The committee transfers the questions to internal examiners for comments about the suitability of the exams to the students' level and scores' distribution. The Exams Committee writes a summary of these reports and sends a copy to the coordinators who note the received remarks.

### **Sixth Week**

Conduct the first examination.

### **Eighth Week**

**Each lecturer** writes reports about students, who performed poorly in the first exam, and delivers a copy of these reports to the personal tutors and keeps a copy in the course file.

### **Ninth Week**

**Each lecturer** keeps a copy of the personal tutor's reports in the course file, and takes the personal tutors' notes and concerns regarding the students into consideration.

### **Eleventh Week**

**Each lecturer** delivers the second exam questions to the course coordinator who transfers them to the Exam Committee

### **Twelfth Week**

Conduct the second examination

### **Fourteenth Week**

**Each lecturer** holds a second meeting with the students' representative to receive his comments, and presents a report to the students and teachers committee and Quality Committee.

**Each lecturer** writes reports about students who scored badly in the second exam, sends a copy of these reports to their personal tutors, and keeps a copy in the course file.

### **Fifteenth Week**

**Each lecturer** keeps a copy of the personal tutors' reports, and gives his/her notes to the personal tutor's about the students.

### **Sixteenth Week**

Conduct the final exam

## **Personal Tutor Agenda**

### **Fourth Week**

- **Each Personal Tutor** arranges a meeting with students who were assigned to him/her to receive their notes, concerns and get acquainted with their problems. Personal tutor then writes a report about these meetings addressed to the Academic Guidance Committee and delivers a copy to the Quality Committee. The meeting should take place before the end of the fifth week.
- **Each Personal Tutor** delivers his/her reports about students he/she advises to teachers. These reports include the problems that face students, and the average scores of these students for the purpose of monitoring students' progression and achievement.

### **Ninth Week**

**Each Personal Tutor arranges** a meeting with students who performed poorly in the exam, and receive their comments, and determines the causes of their low scores. Afterwards, each personal tutor writes a report about each student, and returns it to the course teacher, and keeps a copy of the report in the Student Guidance File Record.

### **Fifteenth Week**

**Each Personal Tutor** meets with students with poor academic performance, to obtain their comments, and determine the cause of their low marks. The Personal Tutor then writes a report about each student, returns it to the course teacher, and keeps a copy in the student guidance file record.

## **Coordinators' Agenda**

### **- First Semester**

#### **- Modules' coordinators performs the following tasks:**

1. Holds a meeting with teachers of the same subject, for these purposes:
  - A- To review the module's description, its goals and educational outputs for the purpose of development and modernization.
  - B- Define the topics to be taught in the course and its general features.
  - C- Determine the assigned book for the course.
  - D- Determine research topics that will be required from students.
  - E- Determine assignments and exercises, which are required from students.
  - F- Prepare the syllabus, and distribute it to students during the first week of the term
2. Prepare the Modules' file, so as to keep documents particular to the course, provided that the files' readiness will be followed up by the Quality Committee during the weeks of the academic term.

### **Ninth Week**

#### **Modules' coordinators provides the Exams Committee with the following:**

1. A copy of the first exam questions.
2. Sample answer, and scores' distribution.
3. Sample of student corrected answers sheet, which should not exceed 10% of the total papers. These are then delivered to the Exams Committee, which forwards them to the external examiners.

### **Fourteenth Week**

#### **Modules' coordinator provides the Exams Committee with the following:**

1. A copy of the second exam questions.
2. Sample answer, and score distribution.
3. Sample of students' corrected answers, which should not exceed 10% of the total papers. These are then delivered to the examination committee, which forwards them to the internal examiners

### **Fifteenth Week**

**Modules' coordinator** in cooperation with the teachers of the same subject prepares the final exam questions, delivers them to the examinations committee, which forwards them to the internal examiner. The examination committee returns these questions along with the internal examiners report to the coordinators, who take note of the examiner's remarks.

During the coming two weeks the following matters should be observed:

A. Each module coordinator provides the examination committee with the following items:

1. Copy of questions of the final exams.
2. Sample answer and score distribution.
3. Corrected students' answers that should not exceed 10% of all corrected papers.

B. Each module coordinator will adhere to the following:

1. Ensure the readiness of the subject file which he coordinates, and make sure this file contains all the required documents
2. Deliver the whole file to the Quality Committee.

# Monitoring and Evaluation

The aim of the monitoring of quality management is to guarantee the fitness and effectiveness of the quality management in improving the quality of learning and teaching within the Faculty. The monitoring process also aims at the continuous improvement of the quality management procedure. The Faculty prepared special agendas to achieve the monitoring stated goals.

The Quality Assurance Committee controls the special procedures to apply quality measures, in addition to collecting and analyzing information, getting feedback and evaluating these procedures both internally and externally through the following:

## **1. Internal Evaluation which includes:**

### **a- Student Evaluation**

Obtaining student's evaluation of the study programme through surveying the existing students, graduates and students who are about to graduate (questionnaires). In addition to carrying out direct meetings with them , representative students minutes .

### **b- Staff Evaluation**

This evaluation is acquired through surveying academic staff ( questionnaires ), in addition to their reports.

### **c- Internal Examiner Reports**

The exam is tested by an internal examiner prior to giving it to students. The internal examiner comments on the exam's questions and marking schemes, and reports his/her Feedback to the lecturer.

### **d- Library use Report**

library provides the FLLRC with monthly report about law students visits to it, the number of these visits and the learning resources they used .

### **e- Coordinators Reports**

At the end of each module , coordinator must fill a report , which outlines the proposal of improvements concerning the module syllabus, teaching and learning methods, as well as to assessment, etc.

### **f- Faculty Annual Reports**

Each lecturer prepares an annual evaluation report about his achievements and comments. Hence, the Faculty puts forward its annual report, which includes a number of evaluation points and the Faculty needs and plans.

### **g- Statistical Reports of Student's Results**

Every lecturer presents after the end of his course a statistical report on the results of the student as well as the percentages of passing and failure, including the analysis of the course achievements in the model.

## **2.2 External Evaluation, which includes:**

### **a- Accrediting Bodies Evaluation**

This evaluation is made by the Council of Accreditation in the Ministry of Higher Education and Scientific Research to show the extent of the programme conformity with the conditions of accreditation.

### **b- Employers and Professional Institutions Evaluation**

The views of employers and professional establishments are taken into account to see how far the legal academic programme satisfies the legal job market.

### **c- External Examiner Reports**

The Faculty adopts the External Examiners System, according to which the Faculty sends out the examination sheets, standard answers, and samples of the students answers to be evaluated by an external examiner who comments on them by filing a specific report.

### **d- Peer Evaluation Reports**

Every lecturer is evaluated by inviting one of the academic staff of the Faculty or any other specialized person to his lecture, to evaluate the lecturer's performance and competency. The peer fills a special report and return it back to the Faculty



# Monitoring

## **Annual Monitoring:**

The monitoring process is considered important for evaluating whether the law program offered by the Faculty has been effectively implemented, and whether it has achieved the success expected of it. Moreover, monitoring constitutes a process of critical self-evaluation which sheds a light on the method for developing the program in the future, where it would be built and gradually reformed through continuous evaluation. Also, monitoring offers a genuine opportunity for the working team to implement the program with a view to focusing on the elements that have an impact on the success of the program and laying down future plans.

## **The general aims of monitoring are:**

- 1) Evaluate what was imparted to the law students in information and expertise insofar as the syllabus, teaching and learning, evaluation, learning resources and academic counseling.
- 2) Evaluation of the students' assimilation of educational outcomes in accordance with international academic standards and norms in teaching law.
- 3) Monitor the inclinations for developing the program in order to put in place the appropriate forms for managing and improving the program.
- 4) Formulate the appropriate strategy for the development of the program during subsequent years.
- 5) Monitor all aspects of deviation in the program in order to effect the necessary rectification.

## **Responsibility for monitoring (who conducts monitoring):**

The responsibility for monitoring the program is in principle that of the Faculty's Quality Assurance Committee, which performs all measures of internal monitoring. Moreover, each one of the members participating in the program should bear a part of the responsibility of monitoring within the scope allocated to him, and this becomes manifest based on the position (location) of the member in the program and the extent of his involvement in the committees, and the activities and tasks required for implementing the program effectively and accurately.

## **The matters subject to monitoring (what do we monitor):**

The responsibility of the members of the team working in the program (teaching staff members) is to monitor the progress and suitability of each course in the program during the previous year and to make comments on it, while the Quality Assurance Committee at the Faculty will undertake comprehensive monitoring in order to ensure that that program has been effectively implemented in all its details, and the University Quality Assurance Committee will monitor the general aspects of the program insofar as the effectiveness of the administration of the program.

## **How does monitoring take place:**

- 1) The Quality Assurance Committee during the academic year will receive the following:
  - a) The polls conducted by the various committees whether insofar as polling (questionnaires) the students or the professors or external quarters.
  - b) The minutes of the interviews with students, professors and persons specializing in the program and in quality management.
  - c) Reports of the committees and the minutes of the meetings.
  - d) Reports of the coordinators, advisers and the reports of the visiting colleagues.
- 2) The Quality Assurance Committee shall be given the following: -
  - a) The statistical reports on the results of the students
  - b) Reports of the internal examiners
  - c) Reports of the external examiners

- d) The reports issued by the quarters concerned with the program
- 3) The committee shall define the detailed points (matters) to be subject to evaluation and which will be included in the six aspects of the program.
- 4) The committee shall specify the synopsis of the evaluation and monitoring for each point based on available information and based on the information that has been perused.
- 5) The committee shall recommend the appropriate measure that must be taken in light of the evaluation that has been specified.
- 6) The committee shall specify the quarter that must shoulder the responsibility for undertaking the necessary procedure.
- 7) The committee shall, in light of the facts, specify the necessary time for completing the appropriate procedure.
- 8) The reports shall be sent to the Faculty Council within the framework of the comprehensive report that the Quality Assurance Committee will submit to the Council.
- 9) Upon recommending to the Council the appropriate procedures they shall be circulated among all the committees in order to embark on implementing them.
- 10) An annual monitoring report shall be prepared which includes a synopsis of the six aspects and the procedures taken, and the developments that have taken place as a result of the monitoring reports.
- 11) All the monitoring procedures will begin as of the end of the second semester of the academic year, and shall continue until the beginnings of the first semester of the following academic year.
- 12) Attached with the monitoring report shall be a sample of the documents on which the report was based.

## **Internal Monitoring Procedures**

- 1) The Quality Assurance Committee shall receive the following during the academic year:
  - a) The polls that the various committees conducted, whether targeting students or professors or external quarters.
  - b) Minutes of the interviews with students, professors and individuals specializing in the program and quality management.
  - c) Reports of the committees and minutes of the meetings.
  - d) Reports of the coordinators, advisers and the reports of the visiting colleague.
  
- 2) The Quality Assurance Committee shall review the following: -
  - a) The statistical reports of the results of the students.
  - b) Reports of the internal examiners.
  - c) Reports of the external examiners.
  - d) Reports issued by the quarters concerned with the program.
  
- 3) The committee shall determine the detailed points (matters) which will be subject to evaluation, and that are embedded in the six aspects of the program.
- 4) The committee shall determine the synopsis of the evaluation and monitoring for each point based on the information available to it, and based on the information that it reviewed and perused.
- 5) The committee shall recommend the procedure that must be followed in light of the evaluation reached.
- 6) The committee shall specify the quarter that must shoulder the responsibility for carrying out the appropriate procedure.
- 7) The committee shall, in light of the facts, specify the period required for completing the recommended procedure.
- 8) The reports are to be referred to the Faculty Council within the framework of the comprehensive report that the Quality Assurance Committee will submit to the Council.
- 9) After entrusting the Council with the appropriate procedures, they shall be circulated among all the committees in order to initiate their execution.
- 10) An annual monitoring report shall be prepared which shall include a synopsis of the evaluation of the six aspects, the measures that have been taken and the developments that occurred as a consequence of the monitoring reports.
- 11) All the monitoring procedures shall start as of the end of the second semester of the academic year and shall continue until the beginnings of the first semester of the following academic year. Attached with the monitoring report shall be a sample of the documents on which the report was based.

# MONITORING AGENDA

## First and Second Weeks

- **The Scientific Committee** monitors scientific activities in the Faculty and provides the Quality Committee with a final report about these activities.
- **Library and Learning Resources Committee** controls self-learning facilities, provides educational resources, and provides the Quality Committee with a final report about these resources.
- **The examinations committee** monitors the final exams of the previous term and provides the Quality Committee with a final report about these exams. It also delivers the reports and comments of internal and external examiners to the Quality Committee.

## Third and Fourth Weeks

- **The Guidance Committee** oversees registration and academic guidance, and provides the Quality Committee with a final report about the guidance process.
- **Quality Committee** monitors the extent of adherence to quality measures in the following areas:
  2. Committees' adherence to the tasks entrusted to them.
  3. Coordinators' commitments to keeping courses' files.
  4. Commitment to the quality assurance procedures at the faculty in general and at all levels.

The committee presents a detailed report regarding its monitoring process to the faculty council.

- **The Faculty Council** holds a meeting to discuss and analyze the report of the Quality Committee and comes up with the suitable recommendations.

## Fifth & Sixth Weeks

- **The Faculty Council** returns the final report to the Quality Committee along with its recommendations and comments.
- In response to the faculty's council recommendations, the Quality Committee drafts a final report about quality procedures.
- The faculty's council presents the final report of the Quality Committee to the university's quality control office.

## Seventh & Eighth Weeks

- **The Examinations Committee** monitors the first exam and term activities, and provides the Quality Committee with a final report about the first exam.
- **The Scientific Committee** monitors scientific activities and provides the Quality Committee with a report about these activities.
- **The Guidance Committee** monitors student personal tutors' reports, arranges meetings with students and personal tutors, gets feedback from students and provides the Quality Committee with reports.

## Ninth & Tenth Weeks

- **The Staff and Students Committee** monitors the educational process, gets feedback from students about the first exam and provides the Quality Committee with reports.
- **The Students Training Committee** monitors matters that are related to training and seminars and provides a report to the Quality Committee.
- **The Community Service Committee** presents reports about social activities and local community services to the Quality Committee.
- **The Staff and Students Committee** monitors the activities of student bodies and presents its recommendations about these bodies in a special report.

### **Eleventh & Twelfth Weeks**

**Library and Learning Resources Committee** monitors educational resources and self learning facilities and provides the Quality Committee with its reports

### **Thirteenth & Fourteenth Weeks**

- **The Scientific Committee** monitors scientific activities and provides the Quality Committee with its reports
- **The Examinations Committee** oversees the first and second exams and provides the Quality Committee with a final report about these exams.
- **The Quality Committee** monitors adherence to quality procedures in the following fields:
  1. Committees' adherence to the tasks entrusted to them.
  2. Coordinators' commitments to maintaining modules' files.
  3. Commitment to the quality and excellence procedures at the faculty in general and at all levels.

The committee presents a detailed report about its monitoring activity to the faculty board.

**The Faculty Council** holds a meeting to discuss and analyze the report of the Quality Committee and comes up with the suitable recommendations.

### **Fifteenth & Sixteenth Weeks**

- **The Faculty Council** returns the final report to the Quality Committee along with its recommendations and comments.
- In response to the faculty's council recommendations, the Quality Committee drafts a final report about quality procedures.
- **The Faculty Council** presents the final report of the Quality Committee to the university's quality control office.

## **PROCEDURES AND FORMS**

### **Procedures For Appointing Teaching Staff Members**

- 1) In case of the presence of vacancies for teaching positions at the Faculty then the Faculty Council shall recommend to the Council of Deans concerning its need for new teaching staff members and to specify the needed specializations.
- 2) The vacant positions shall be announced, and the necessary qualifications that must be present will be specified for those wishing to apply for those positions, while also specifying the required documents.
- 3) The presidency secretariat will begin to accept applications and keep them with all the documents, such being after ascertaining the presence of the required conditions.
- 4) The applications shall be referred to the director of teaching staff affairs for purposes of evaluation and determining their compatibility with the requirements.
- 5) The complete applications, the documents and the requirements are to be transferred to the Faculty.
- 6) These applications are to be presented for discussion in the department meeting relevant to the required specializations, whereby the department shall convey its recommendations to the Faculty Council.
- 7) The applications and the specialized department recommendations shall be discussed in the Faculty Council session.
- 8) The recommendations of the Faculty Council shall be presented to the recruitments and promotions committee of the University.
- 9) In the event of the approval of the recruitments and promotions committee the approval shall be referred to the Council of Deans.
- 10) In case of the approval of the Council of Deans of the appointment (recruitment) the signatures shall be given and the required original documents shall be submitted.
- 11) The new teaching staff member will be given a University ID.
- 12) The new teaching staff member will be given a health insurance card in case he wishes to benefit from the health insurance services.

### **Staff Member Introduction Procedures**

After the appointment of a faculty member and the signing of contracts the new staff member shall embark on his work at the beginning of the academic year and around two weeks prior to the start of teaching, so as to allow the University to undertake the procedures for introducing the new staff member to the University.

The said procedures include:

First: Give to the staff member all the guidebooks and bulletins issued by the University and faculty, which contain full information and details that the teaching staff member needs to be familiar with.

Second: To join the program prepared by the Training and Development Center for new teaching staff at the outset of each academic year, which includes the following courses:

- University education: bases and psychological principles
- Educational modes at Philadelphia University
- Planning for university teaching
- Training in thinking for students in the university stage
- Opportunities for funding research

- Modern techniques in university teaching
- Using the electronic library in scientific research
- Statistics and experimentation through the internet
- Evaluation of teaching and learning in university teaching

It is worth mentioning that The University has established this center to provide the Faculties members and staff with the training programmes aiming at enhancing their knowledge and academic performance.

The Training and Development Center started its work at the beginning of the academic year 2002/2003 under the supervision of a special council, which consists of a representative from each faculty i.e. dean's assistant and two external or internal specialists assigned by the University President. The mission and objectives of the center are:

- To develop planning, teaching, evaluation, research and communication skills of the lecturers and faculty members.
- To develop and encourage the use of multi-media tools in education.
- To provide the learning resources, software, support services and laboratories in coordination with the faculties' deans and University administration.
- To develop the faculty members capabilities especially in English Language and computing skills, and to develop the ability to research and study for faculty members.
- To develop performance evaluation forms, especially in the following issues:
  - a- Lecturer Self-evaluation form
  - b- Lecturer Evaluation by the academic section.
  - c- Peer Evaluation form
  - d- Lecturer Evaluation by the students.
  - e- Lecturer Evaluation by the graduate students.
  - f--Academic Guidance Evaluation form.
  - g- Learning Resources Evaluation form.

The Training and Development Center has issued a number of brochures presenting the center's mission, objectives, and work frame, activities and training programmes' curriculum. Furthermore, the center organizes a number of training courses for the staff members such as:

- The University Education: basics and psychological principles
- Students' learning patterns in Philadelphia University
- The planning process for undergraduate education.
- Training on how to think, for university students
- Financial support opportunities of the academic research.
- Modern technology in university education.
- E-library usage in academic research.
- Statistics and testing using the Internet.
- Education quality management; process and procedure.
- Introductory course for non-Jordanian faculty members.

- International Computer Driving License (ICDL).
- Front Page 2000 training course.
- PowerPoint Presentations training course.
- English Language training courses, different levels.
- Academic sections management.
- Using the exams results as a feedback for the academic performance.
- The design of learning and teaching processes.
- Electronic communications.
- Preparing academic research for Internet publishes.
- Computing skills training courses.
- The channels of financial support for the academic research.

Third: The introductory tour in the University, which includes an introduction to all the faculties and centers affiliated with the University.

Fourth: Introductory tour in the library and its contents insofar as books, periodicals, law journals etc. and the method for using the electronic library.

Fifth: After the teaching staff member settles in his position he shall be informed of all the courses and seminars to be held by the University in the faculties across the academic year, and particular to the teaching staff.

Sixth: The teaching staff member shall be notified of all the seminars and conferences held at the University and outside of it, and to delegate him to participate in them in case they are compatible with his specialization.



## Peer Review instructions

1. The full-time lecturer should have taught, is or should specialized in the course he/she is going to be assessed in.
2. The Lecturer should have peer Review once a semester at least.
3. A time- table of the peer Review is designed then distributed among the teaching staff two weeks before the limited time

Criterion	1 <b>Low</b>	2	3	4	5 <b>High</b>
Degree of clarity of lecture objective					
Teaching methods used and how appropriate					
Lecturer utilization of lecture time					
Lecturers ability to relate lecture to real life situations through examples					
Depth and breadth of lecture concepts through discussion of modern ideas					
Lecturer use of learning resources available in the library including e-materials (internet, CDs, e-learning)					
Language clarity and appropriateness					
Supporting the lecture with technical terms and English Concepts					

4. The two parties of the peer Review are committed to time and place of the peer Review. If any party has any emergency, the committee should be informed two days before the peer Review at least. The committee than will have enough time to take the suitable procedure.

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<b>Peer Visit Report</b>
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Degree of consistency and sequence of lecture topics					
Lecturers ability to encourage students to participate					

Lecture Topic:
Lecture Time:

Term:	Academic year:
Module No:	Module Title:

No. of Students:	Instructor Name:
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<b>Day of visit:</b>	<b>Date of visit:</b> / /	<b>Time of visit:</b>
Visitor Name:	Signature	

## **Procedures Regulating questionnaires**

The Faculty of Law believes that students, members of the faculty and all other relevant parties concerned, should participate in the formulation of the curricula, and in the educational process in all of its components and derivatives. The framework for this participation shall be defined by a number of methods including questionnaires, and which shall be applied, in accordance with a series of specific procedures, which include the following:

### ***A. Mechanism for drawing questionnaires:***

- The committee entrusted with quality and quality assurance, shall define the issues over which the questionnaire shall be conducted. It shall formulate the contents of the required questionnaires, after consultation with the committees concerned with the substance and themes of the questionnaires and, their submission to the Faculty Council for adoption.

### ***B- Contents of Questionnaire:***

Every questionnaire must include the following:

1. Target/ Objective of questionnaire
2. Subject of questionnaire
3. Targeted categories in the questionnaire
4. Information on meaning of the questionnaire
5. Questions and options (choices)

### ***C- Mechanism for conducting questionnaire:***

- 1- Observe timing for conducting questionnaire, in accordance with the Faculty agenda and or/the need.
- 2- The need for participation of all categories of students, in their various phases of study, while taking into account their nationalities and, in accordance with needs. Also, students attending morning as well as evening classes (studies) and, or / business sector quarters.
- 3- After filling out the questionnaire, the committee in charge shall collect the questionnaires and, prepare them for study and analysis.

### ***D- Analysis of Questionnaire:***

The questionnaire papers shall be forwarded to a specialized technical quarter, in order to analyze the results, under the supervision of members of the appointed committee.

### ***E- Dealing with the results of the questionnaire:***

- the committee concerned shall forward the results of the questionnaire to the committee on quality and quality control, which, in turn, shall forward them to the Faculty Council for deliberation and, the adoption of the appropriate recommendations.
- The necessity of declaring the results of the questionnaire to the students and/or the quarters engaged in it.

**Faculty of Law**

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**Questionnaire No. 1**  
**An Internal Evaluation of Academic Resources**

Date :

**Specific for Students**

First : Aim of the Questionnaire

The questionnaire aims at exploring students' opinions about the availability and variation of academic resources at the university and the faculty ; and whether they meet the objectives and the outputs of the programme .

Second : Groups to fill in the questionnaire

Juniors , sophomores and seniors

Third : How to fill in the questionnaire :

1. Put a tick ✓ in the particular space .
2. Any extra information can be added .
3. Encircle the question if :
  - a. It is not clear .
  - b. You do not want to answer it .
  - c. You do not know the answer .

Fourth : Information particular to the person who fills in the questionnaire  
( Information is optional )

Full name : \_\_\_\_\_

Permanent address : \_\_\_\_\_

Permanent residence : \_\_\_\_\_

City : \_\_\_\_\_ P.O Box \_\_\_\_\_ Zip code : \_\_\_\_\_

Telephone No. : \_\_\_\_\_ E-mail : \_\_\_\_\_

Job : \_\_\_\_\_ Job address : \_\_\_\_\_





### ***First: The aim of formulating a regulation for the external examiner***

The regulation pertaining to the external examiner, which the faculty of law has been formulating, aims:

#### ***Procedures Pertaining to Regulation Of The External Examiner***

- 1- To ensure the availability of meticulous and trustworthy criteria, through which to conduct a just and equal evaluation of the performance of students in the examinations.
- 2- To ensure continuity in improving and developing criteria for evaluating the performance of the students, where the external examiner alerts -wherever possible- to the points of weakness and deviation in the regulation governing evaluation of the students.
- 3- To make basic reference to a neutral external quarter, working independently of the providers of the program, which would bestow a higher degree of credibility and trust on the evaluation criteria and, which are regarded as an important part of the program.

### ***Second: Mechanism for selecting external examiner:***

The selection of an external examiner, for each branch of law, within the program, shall be carried out through proposals in writing to be presented by the examination committee to the council of the faculty of law, during a period not to exceed the end of the second week, from the start of the first term of the academic year. This shall be done after the examination committee had consulted the persons whose names had been nominated in those proposals and, in oral consultation with the coordinators of the material, whereupon the council shall study those proposals and deliberate on them, before their adoption. The Dean of the faculty shall, subsequently send the necessary letters informing the external examiners of their selection as external examiners, for each of the branches in the curricula of the program. Subsequent to that, a copy depicting the contents of the program and, a brief on the overall program, shall be sent to every external examiner.

A condition for selecting an external examiner shall be contingent on taking into account the following:

- The need for the external examiner to be employed at an educational establishment, having the same specialization and level which the faculty of law offers, or higher.
- That the external examiner shall have obtained an academic level not less than the degrees possessed by the professors whose work was to be evaluated; or; that he shall have acquired long experience in the field of teaching law, in addition to having assumed some administrative posts at law faculties.
- That he shall be committed to carrying out the evaluation, in accordance with the schedule, in effect, at the law faculty, in as far as procedures and timing are concerned.

### ***Third: the responsibilities and jurisdictions of the external examiner:***

The responsibilities of the external examiner shall be restricted to an evaluation of the final examination of the students, where he would be provided with a sample of 10% to 20% of the student papers in the final examination, in order that he may review his evaluation of the examination, from the aspects of questions, standard answers, distribution of grades, extent of accuracy in the evaluation, and, the granting of grades, in addition to a copy of the latest syllabus.

As for the jurisdiction of the external examiner in his reevaluation, it shall include:

- A curve by an extent of degrees below that of the grades granted to the student, in which case a review shall be carried out with the teacher of the module, by the dean of the faculty and, the coordinator of the material, after reviewing the standard answer, and comparing it with the answer of the student.

- Curve by more than 5 grades from the grade granted to the student, in which case, the grade shall be reevaluated by the faculty dean and, the coordinator of the material, in the presence of the external examiner. This shall be done after reviewing the standard answer and, comparing it with the grade of the student and, in all circumstances, the persons mentioned above, may take a decision adopting the grade specified by the external examiner. But, such an amendment cannot be made individually by the external examiner, in order to safeguard the individuality and the judgment of the teacher of the module.

***Four: procedures pertaining to reevaluation by the external examiner:***

During the two weeks following the end of the academic term, the examination committee shall:

- Receive samples of the work of the students (10%-20%), attached to a sample of the questions and, a standard model answer, together with the distribution of grades from the coordinators of the material and, an acknowledgement of such receipt, in writing.

- Sending samples of answers received to the external examiners, during the same period, by mail or by hand, and to authenticate such receipt in writing, provided that the sample shall be accompanied by a model (standard) form of the report by the external examiner, designated by the faculty.

- The external examiner shall be granted a period of one month for sending the answer and, expressing his opinion regarding the samples which had been sent to him. The external examiner shall fill out a standard form of an external examiner's report, attached to the papers which had been sent to him for evaluation and return the papers in their totality.

- In case a reply had not been received from the external examiner, during the specified period, he shall be granted a grace period of ten days, after contacting him by the chairman of the examination committee. If the extension period had not been observed, the papers shall be returned for deliberation at the faculty council.

- In case an external examiner wished to send an additional confidential (secret) report, he shall address such report in writing to the faculty dean directly or, through the electronic mail prescribed on the model report of the external examiner.

- All the reports incoming from the external examiners inside the examination committee shall be discussed, and the module instructors will be given short briefs on them, which include the comments and amendments deemed suitable by the committee.

- In addition to undertaking a reevaluation of the mark (grade) given to the student according to the criteria set forth in the foregoing paragraphs, the external examiner has the jurisdiction (right) to express his opinion on a number of other points, including:

a) The quality level of the examination insofar as the method of presenting the questions, and their compatibility with the aims and outputs of the module, and its suitability to the standard of the students.

b) Reference to the points of weakness and strength of the examination in general.

c) Reference to the fairness of allocated marks, in terms of the questions, in addition to offering comments on the number of questions and the extent that they reflect and cover the syllabus.

d) Reference to any errors in correcting the examinations, whether material or objective errors.

Final evaluation and general comments

**External Examiner Report**





**PART I: Information**

1. Evaluated Exam Information:
Academic Year:
Semester:
Module Title:
Type of Exam: <input type="checkbox"/> First <input type="checkbox"/> Second <input type="checkbox"/> Final
Attached Documents: Exam sheet/ standard Answers and scheme (syllabus 10% of Examination papers/ Copy of Mark)
<b>Information in Box (1) to be filled by the module Instructor</b>

2. External Examiner Information:
Name of External Examiner:
Specialization:
Academic Rank:
Institution:
Institution Address:
Address for Correspondence:
E-Mail:

**Information in Box (2) to be filled by the External Examiner**

**PART II: Evaluation**

Please comment on all the following areas:

<b>1- Quality of Exam</b>
The curriculum of the programme:
Aims/ Teaching Outcomes:
Questions' conformity to the Aims' of the programmes:
Questions conformity to Teaching outcomes:
Relevance of Question Weighting:
Questions' Presentation
Questions' Appropriateness to the students level:
Questions' Appropriateness to assess outcomes:
Quality of teaching and learning methods, which may be indicated by student performance
The standards of students performance in relation to their peers in comparable courses:
The standards elements of exams compared with the same module exams in other educational institutions:
Recommendations

<b>2- Marking Scheme:</b>
Appropriateness of marking scheme:

Errors in marking:
Comments about marking scheme:

<b>Students Achievement</b>
Students' progress and level of achievement (Based on students' answers)
Student's Achievement (teaching outcomes) (Through students answers)

<b>Final Evaluation (General)</b>

### **PART III: GUIDELINES**

1- Please return the report within one month from time of receiving it. After completing it, the report will be circulated among the Faculty's staff and students, and among relevant committees.
2- External Examiner who wishes to obtain an Electronic copy of the report, please contact us at the following address  <a href="http://www.Philadelphia.edu.jo/asp.law">www.Philadelphia.edu.jo/asp.law</a>
3- External Examiner who wishes to write an additional confidential report about an important point, please do so, and attach it with this report, after putting it in a separate sealed envelope, or send it to the dean of the faculty to the following email address: <a href="mailto:G-sabbarini@philadelphia.edu.jo">G-sabbarini@philadelphia.edu.jo</a>

Name of External Examiner:
Signature: _____ Date: _____

## **The procedures and regulation pertaining to the internal examiner**

### ***First: Aim of the regulation pertaining to the internal examiner:***

The aims of the internal examiner regulation is:

- 1- To ensure meticulous and trustworthy criteria, prior to conducting examinations, to assess the performance of the students.
- 2- To make available background feedback from the internal examiner, regarding the quality of the examination, its fairness and its compatibility with the level of the students, before conducting the examination.
- 3- Ensuring continuity in improvement and development in the criteria applied in the evaluation of the academic performance of the students.
- 4- Ensuring the extent of the accuracy and the suitability of the examination, for measuring the outputs defined for the module and the subject of the examination.

### ***Second: The mechanism for selecting the internal examiner:***

The selection of the internal examiner for each module in the curricula, shall be made by the examination committee, and its decision shall be final, without interference from the teacher of the subject matter, whose examination was being assessed.

This selection shall be made at the beginning of the first term of the academic year, and the examination committee shall inform the internal examiner of the modules, for the evaluation of which they had been selected.

In the selection of the internal examiner, the following conditions must be observed:

- That he shall be employed in the same college (faculty) as a full-time teacher, and, if he was working as part-time teacher, it is a condition that he shall have been affiliated to the faculty, in such capacity for at least three years.
- That the rank of the internal examiner should not be lower than the rank of the teacher who formulated the questions of the examination, or that he should have acquired long experience in teaching the same specialization.
- That the internal examiner shall be from the same specialization/branch of law, to which the module of the evaluation examination, belongs.
- That he shall abide by the same evaluation procedures, in accordance with the schedule prescribed and applied by the faculty, as far as procedures and the time-element are concerned.

### ***Third: Responsibilities and jurisdictions of the internal examiner:***

The responsibilities of the internal examiner shall be confined to the evaluation of the first and the second examination on the module topic, where the examination committee shall furnish him with the question papers, addressed to the students, together with a copy of the standard form of the internal examiners' report, prior to holding the examination. The internal examiner shall be obligated to study these questions and, to fill out the standard report, which shall be forwarded to the teacher of the module. (provider of the questions).

As for the jurisdictions of the internal examiner, in evaluating the prescribed examination, they include the following:

- a- To express opinion regarding the extent of the appropriateness of the questions, in comparison with the learning abilities of the students and, their applied skills.
- b- The extent of the suitability of the questions, for measuring the designed aims from the material, and, its links, direct or indirect with these objectives and outputs.
- c- The extent of the accuracy in allocating grades (marks) to the questions asked.

- d- The extent of the suitability of the time allotted for answering the questions, the difficulty of the questions and, the size of required answers.
- e- General evaluation and observations.

On all the aforementioned items, the internal examiner may render observations and introduce amendments, after consultation with the internal examiner, and in the presence of the teacher of the module and, the chairman of the examination committee. However, it is not permissible for the internal examiner, individually, to introduce amendments, in order to safeguard the special position of the teacher of the course and, his relations with his student body.

***Four: Procedure for evaluating the examination by the internal examiner:***

- 1- The examination committee shall receive the papers containing the questions, for the first examination, from the teachers, in the fifth week preceding the holding of the examination week. The act of receiving the questions shall be collective, and, in accordance with written minutes. The questions shall be in carefully sealed envelopes.
- 2- The internal examiner shall conduct a review of the examination paper, within 48 hours from receiving the envelope addressed to him, and shall return it to the examination committee, accompanied by the report of the internal examiner, after filling it out in the proper manner.
- 3- The chairman of the examination committee shall return the papers to the teachers of the module, with a copy of the report, with a view to enabling him to take cognizance of the observations contained in the report. In case of non-compliance with the said observations, the matter shall be resolved by discussion of the observations with the teacher of the course and, the internal examiner and, in the presence of the chairman of the examination committee.
- 4- In case of the non-compliance of the internal examiner to return the papers, within the specified period of time, he shall be informed, orally, by the chairman of the examination committee to return the papers. He shall be given 12 additional hours, and if he should fail to do so within the additional hours, the papers shall be returned for discussion at the Faculty Council.
- 5- The same procedures shall be followed in the evaluation of the second examination, taking into consideration that the delivery of the papers containing the exam questions, shall be made to the chairman of the examination committee, in the eleventh week of the academic term.
- 6- The examination committee shall present a comprehensive overview of all the observations and the amendments, which shall be distributed to all teachers of the modules.

## Report of Internal Examiner

<b>Term:</b>	<b>Academic year:</b>	
<b>Module No:</b>	<b>Module Title:</b>	<b>Instructor Name</b>

Items of Assessment	Very Appropriate	Appropriate	Neutral	Inappropriate	Inappropriate at all
Consistency of questions with the Module objectives					
Consistency of question with module outcomes.					
Assessment of students applied & conceptual abilities					
Questions' Marks distribution					
Time allowed for answer					

<b>Remark:</b>	

<b>(Overall Evaluation):</b>	

Date	Signature	Name of Internal Examiner

## **Exams Procedures**

- 1) The module instructor shall formulate the exam questions and have them typed, while specifying the marking scheme.
- 2) The instructor shall deliver copies of the question paper to the chairman of the Exams Committee.
- 3) The chairman of the exams committee shall present the questions paper to the internal examiner (see the Internal examiner procedures).
- 4) The internal examiner shall express an opinion of the questions in order to determine their suitability for the students, and the extent of the capability of questions to measure the specified educational outcomes, and the extent of the suitability of the questions in terms of the capabilities of the students, the time available for the exam and the precision of the allocation of marks.
- 5) The exam paper shall be returned to the module instructor for purposes of studying the suggestions, and to adopt the most important thereof, in order for the instructor to incorporate the appropriate amendments.
- 6) The exam paper shall be photocopied according to the number of students in the course.
- 7) The exam shall be carried out at the specified time and on the form specified by the Quality Assurance Committee.
- 8) The module instructor shall correct the answers of the students within a reasonable period of time, and then return the exam papers to the students corrected and commented on based on the standard examination answer form.
- 9) Every instructor- after distributing the corrected exam papers- undertakes to review the questions and standard answers with the students, and shall give the clear answer and show the errors in the answers and the method of distributing the marks.
- 10) Each professor undertakes to retain a part of the students' answers as a sample to be dispatched to the external examiner.

## **Procedures for reviewing the mark**

In case a student wishes to object to the result which he obtained, he must personally refer to the module instructor- insofar as the first and second exams; as for the final exam it is incumbent on the student to:

- 1) Fill out a form specified for objecting to the final exam mark.
- 2) Pay a token fee in the amount of two dinars.
- 3) Submit the petition attached with a receipt voucher to the Faculty Dean.
- 4) The Faculty Dean shall form a committee for correcting once again the exam paper and the student's answers, and to calculate the marks.
- 5) After the committee completes its task it shall fill out a special form in order to determine the result of the new evaluation.
- 6) The student shall be informed of the reevaluation.

<b>Examination Sheet</b>

**PART 1:**  
**A: Information**

Student No:	Student Name:	
	Term:	Academic year:
Instructor Name:	Module No:	Module Title:
Time:	Date: / /	Day:

Examination	
<input type="checkbox"/> First	Mark ( )
<input type="checkbox"/> Second	Mark ( )
<input type="checkbox"/> Final	Mark ( )

**B –Guidelines**

1. The exam consists of two parts and the total mark is ( )
2. Each question has its own mark next to it.
3. The answer must be written clearly.
4. The relevant question number must be written next to the answer
5. Students are not allowed to talk or cheat during the exam. In such a case they will be subject to a penalty

**C- Students' Comments about the Questions (If any)**

1.
2.
3.



## **PART II**

### **FIRST Category: Main points of the topic. (        )**

The aim of these questions is to assess the main knowledge and skills of the student and determine the minimum mark acquirement.

**Q1**

**Q2**

### **SECOND Category: practical applications and analysis skills (        )**

The aim of these questions is to assess the students' ability to analyze and comprehend information in addition to their ability to apply this information in order to solve practical problems.

**Q1**

**Q2**

### **THIRD Category: Unfamiliar problems solving (        )**

The aim of these questions is to assess the students' ability to use the information they learned to solve unfamiliar problems, which appear in everyday life, and measure the degree of their intelligence by focusing on the way they deal with this problem.

**Q1**

**Q2**

## Standard Answer and Marks Scheme

	Term:	Academic year:
Instructor Name:	Module No:	Module Title:
Time:	Date: / /	Day:

Examination	
<input type="checkbox"/> First	Mark (     )
<input type="checkbox"/> Second	Mark (     )
<input type="checkbox"/> Final	Mark (     )

### Questions:

	MARK
Questions 1:	
Questions 2:	
Questions 3:	
Questions 4:	
Questions 5:	

Note :( If the Number of the Questions exceed the number of rows provided in the above given table, Please add additional rows)

### Standard Answer:

Standard Answer requirements Q (1)	MARK
Standard Answer requirements Q (2)	MARK
Standard Answer requirements Q (3)	MARK
Standard Answer requirements Q (4)	MARK
Standard Answer requirements Q (5)	MARK

Day:

Date:

Module Instructor Signature:

## **Field Visit procedures**

- a. The Seminars and Training Committee/Scientific Committee shall, at the beginning of every academic semester, draw up a preliminary schedule for the field visits program to be made in the course of the semester, such being upon consulting the modules' instructors.
- b. The schedule shall be circulated among the teaching staff members after obtaining the approval of the Faculty Dean.
- c. Each teaching staff member shall coordinate regarding the field visit he intends to make with his students, and carry out the necessary correspondence in cases requiring sending letters for obtaining permission.
- d. Transportation from the University is requested after submitting a list of the names of students participating in the visit to the chief of the transport section, who shall in turn specify the appropriate means of transport that is capable of accommodating the participating students.
- e. The time and place for meeting shall be specified, so as to proceed to the place to be visited.
- f. After undertaking the visit the participating students shall be returned to the University.
- g. The forms specific to making a field visit must be filled out by the supervising instructor, the institution being visited and a number of students.



## **Procedures For Utilization Of A Multi-Purpose Room**

When one of the teaching staff members wishes to utilize the multi-purpose room, he should undertake the following measures: -

- 4) The professor should fill out the form particularly to the use of the multi-purpose hall (form No. 8). The form includes all the information on using the hall.
- 5) The form shall be submitted to the Faculty Dean for signing and approval.
- 6) At the specified time the professor shall proceed with the students to the hall where the hall will be vacated for purposes of the specified subject.

## **Procedures for using the hall of the moot court room (trial)**

When one of the teaching staff members wishes to use the simulated trial hall, he should follow the following procedures: -

- 4) The professor shall fill out the form particularly to using the simulated court hall (form No. 7). The mentioned form includes all the information on the use of the hall.
- 5) The form shall be submitted to the Faculty Dean for signing and approval.
- 6) At the specified time the module instructor will be given the hall key for the specified use, and then the key shall be returned.

## **Procedures for hosting an outside lecturer**

- a.           The seminars and training committee/the Academic Committee shall, at the beginning of every academic semester, formulate a preliminary schedule for outside lecturers who are to be guests in the course of the academic semester, such being upon consulting the modules' instructors.
- b.           The schedule shall be circulated amongst members of the teaching staff upon obtaining the approval of the Faculty Dean.
- c.           Each teaching staff member shall coordinate in order to host the guest lecturer particular to his module, while the teaching staff member undertakes to conduct the necessary correspondence in cases requiring sending letters relating to approval of hosting an outside lecturer.
- d.           On the specified day the teaching staff member shall receive the outside guest lecturer and offer him hospitality.
- e.           The teaching staff member shall introduce the guest lecturer to the students, and then open the way for the guest lecturer to deliver a lecture on the specified topic which had been previously agreed upon.
- f.           At the end of the lecture the students shall be given the opportunity to question the guest lecturer and to comment on the subject of the lecture.
- g.           The forms particular to hosting a guest lecturer shall be filled out by the module instructor and the guest lecturer, and a number of students.

## Statistical Report of Students Results

Semester:		Academic year:	
Module No:		Module Title:	
(No. Of Absent Students)( )	No. Of Withdrawal Student s) ( )	(No. Of Registered Students)( )	

Percentage	No Students	Mark
		-90-100
		89-90
		70-79
		60-69
		50-50
		50

Results Analysis	
	Highest Mark
	Lowest Mark
	Average of Marks

40						
38						
36						
34						
32						
30						
28						
26						
24						
22						
20						
18						
16						
14						
12						
10						
8						
6						
4						
2						
	50	50-59	60-69	70-79	80-89	90-100

Date	Signature	Module's Instructor
Date	Signature	Module's Coordinator



## Module Teaching Strategy

Module No:	Module Title:
Module Type:	Module Level:
Module Instructor:	Module coordinator:

### **First: Teaching Methods**

<u>1- Theoretical Lectures:</u>
<u>2- Seminars, Tutorials:</u>
<u>3- Home Works and Practice:</u>
<u>4- Research and Reports:</u>
<u>5- Students' Research Presentation:</u>
<u>6- Group Workshops (all students):</u>
<u>7- Group Workshops (2-5students):</u>
<u>8- Field Visits:</u>
<u>9- External Lectures:</u>
<u>10-Conferences and Forums:</u>

### **Second: Teaching Materials**

<u>1- Multi Purpose Room:</u>
<u>2- Moot Courtroom:</u>
<u>3- Library:</u>
<u>4- E- library:</u>
<u>5- Presentation Equipment:</u>
<u>6- Computers:</u>
<u>7- Communication (Internet, e-mail):</u>

Module No:	Module Title:
Module Type:	Module Level:

Module Self -Study Strategy

Module Instructor:	Module Coordinator:
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Self- Study Resources:

1- <u>Library</u> : (research papers, self study):
2- <u>E- library</u> : (legal websites):
3- <u>University / Faculty website</u> :
4- <u>Self Study Groups/Committee</u> (students):
5- <u>Drop – in – Center</u> :
6- <u>Free Lectures</u> (multi purpose room, moot court room, library):
7- <u>Homework and Exercises</u> :
<u>Internet Homework</u> : -8

## Module Assessment strategy

Module No:	Module Title:
Module type:	Module Level:
Module Instructor:	Module Coordinator:

### **Modes of Assessment:**

<p>1- <u>1-Exams:</u></p> <p>A- Written exams:</p> <p>B- Open exams (open book open code):</p> <p>C- Oral exams:</p> <p>D- Quizzes:</p> <p>E- Unseen exams:</p> <p>F- Internet exams:</p>
<p><u>2- Research papers and reports level:</u></p>
<p><u>3- Research and reports presentation:</u></p>
<p><u>4- Homework, coursework and practice:</u></p>
<p><u>5- Participation (seminars debates):</u></p>
<p><u>6- Groups' workshops level: (all students)</u></p>
<p><u>7- Groups' workshops: (2-5 students)</u></p>

*Module Syllabus*

Module Title:	Module No:
Pre-requisite:	Co - requisite:
Module level:	Module Type:
Credit Hours:	Module's lecture time :

Instructor Name	Academic rank	Office Phone	Office Number	E-mail

Office hours	Special educational guidance	Guidance	Search

Module coordinator Name	Academic rank	Office phone	Office number	E-mail

Module Description :

Module Aims :

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8

Learning Outcomes:

Knowledge and understanding, intellectual skills, practical skills and transferable skills

At the end of this module, a student will be able to:

- 1
- 2
- 3
- 4
- 5

Practical Training: )Depends on module practices)

Teaching Methods:

Lectures, seminars, tutorials, researches and reports with a maximum of 1500 words.

Modes of Assessment :

		Score	Date
Exams	First exam (written)		
	Second exam (written)		
	Final exam (written)		
How much is the student involved in seminars and discussions			
Researches and reports			
Assignments, quizzes			
Total			

Module Outline

This module consists of (48) hours allocated into (16) weeks, (3) hours a week, divided as follows:

Week	Date	Subject	Notes
1st			
2 <sup>nd</sup>			
3d			
4th			
5th			
6th			
7th			
8th			
9th			
10th			
11th			
12th			
13th			
14th			
15th			
16th			

Reading List

A -Text books / title /authors / editors /publisher

B -Additional reference /title /authors / editors / publisher

- 1
- 2

Student will be expected to give the same attention to these references as given to the textbook.

C -Legal journals and magazines

- 1
- 2
- 3

D -Useful Websites

- 1
- 2
- 3

Attendance Policy:

Article 8 of the university’s regulation states that Lecturers’ attendance is obligatory. However, a student is allowed maximum of 15% absentia of the total module hours. A student who exceeds the previous percentage will be deprived of the module unless an academic excuse is found. In this case he will be treated as if he withdraws from the module.

Module policy requests :

The instructor of the Module is the last person to enter the lecture room and the first to leave from it. Therefore, students will not be permitted to attend the lecture room after the lecture time starts. Cell phones or beepers are not allowed to be on in the lecture room unless are on a silent alarm. If you receive a cell phone call in the lecture, please leave the lecturer room to carry on your conversation out of courtesy for fellow students. However, you have to bear in mind that you will not be able returned back to the lecture.

Expected Workload:

On average a student is expect to spend at least( ) hours per week of studying for this module.

Important dates and holidays :

DAY	DATE	SUBJECT	NOTES

## **Investigation procedures in case of student violations (contraventions)**

In the event of catching any violation committed by the student following are the procedures to be followed: -

- 1) The instructor (professor) who catches a student performing a wrongdoing shall write a report on the specified form (Form No. 39/a), and shall explain the event and enclose any documents that prove the event. The report shall be submitted to the Faculty Dean.
- 2) The Faculty Dean shall refer the report to the investigation committee for purposes of doing what is necessary regarding the report.
- 3) The student will be summoned and a date will be set regarding the violation attributed to him.
- 4) When the student is present he shall fill out a special form with his statement on the events attributed to him (form No. 39/b) and he shall sign it.
- 5) Subsequently, the committee shall question the student and write the questions and answers on the form specified for the investigation (form No. 39/c), and then sign the report along with the student.
- 6) The committee shall issue its decision regarding the violation attributed to the student within the framework of the University instructions and according to the appropriate disciplinary action, while the committee shall fill out the form particular to the decision of the committee (form No. 39/d).
- 7) The decision shall be referred to the Faculty Dean, who will in turn refer it to the students' affairs deanship.
- 8) The student shall be informed of the decisions issued by the investigation committee.
- 9) The students may object to some of the decisions according to the instructions, while some other decisions are not amenable to objection (see: instructions for disciplining students).

1) After the student completes 100 credit hours he may register for the graduation project module, and after registering this module and obtaining the approval of the adviser and registrar the procedures will begin according to the following: -

1) The student shall attend lectures of the module instructor whose aim is to explain the manner of writing a deep legal research work, the method of documentation and data collection, and sound legal formulation.

2) The student shall fill out a form particular to the proposed graduation project (form No. 23/a), whereby three proposed titles for the research project will be designated.

3) The module instructor will select the appropriate title from the proposed titles after consulting the Faculty Dean.

4) After selecting the research title the Faculty Dean shall choose the supervisor of the research based on the research topic. The dean shall address a letter specific to entrusting an instructor with supervising a research paper and on a specific form (Form No. 23/b).

5) After the student completes writing the research work and presents it to the supervisor, the latter shall recommend the approval of defending the research paper on the special form (form No. 23/c), and shall address a letter to the Faculty Dean.

6) The dean shall form a committee for the defense of the thesis provided that the committee comprises three instructors one of whom is the research supervisor. The time of the defense shall be specified completely, while the instructors who were selected and the student will be informed through a special form (form No. 23/d).

7) On the day of the oral defense the student will defend his research project in one of the halls of the Faculty, such being after announcing the defense and inviting the students and professors to attend it. After carrying out the discussion the discussants shall fill out the form particular to evaluating the graduation project completely (form No. 23/e).

8) The research graduation project evaluation form will be submitted to the module instructor who shall derive a mark for the student and create a file particular to the graduation project of the student.

9) The student will be informed of the result after its adoption by the Faculty Council.



# Health and Safety in the University

The University has a Health & Safety Committee, which comprises representatives of all services within the University. It is the responsibility of this committee to investigate complaints and potential hazards, to examine the cause of all accidents and to carry out periodic inspections of all the Faculty. At registration, every student will be required to assent to the Faculty code of behavior, which relates to health and safety.

## 1. Buildings

The Faculty building is generally open between 08.00 and 19.30 (Sunday – Thursday). In accordance with University policy, smoking is prohibited throughout all buildings.

## 2. Emergency Evacuation

It is the responsibility of every individual to familiarize themselves with the Faculty's building and be aware of the fire exits.

- After evacuation of any building, please assemble well away from the building, and do not block any exits.

- Do not return to any building until authorized to do so.

## 3. Fire Action

Fire Action notices are located at, or adjacent to, fire alarm actuation points, and all staff and students should make them acquainted with this routine.

## 4. Operating the Fire Alarm

The manual fire alarm system can be activated by breaking the glass in the red contact boxes sited at strategic points throughout the premises.

## 5. Use of Fire Appliances

Fire appliances are sited at strategic points throughout the Faculty to deal with fires. Fires should only be tackled provided there is no personal danger and after the alarm has been set off.

## 6. Action when the Alarm Rings

On hearing the intermittent alarm, everyone should prepare themselves to leave the building.

On hearing the continuous alarm, they should evacuate the building immediately by the nearest exit.