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Introductory Note




The transition from school to University is a dramatic experience for most students. There are many times when academic progress is impeded and number of factors may be involved. Students may experience physical illness, family problems, bereavement or difficulties in personal relationships. The problem may be transient or long lasting. Moreover, the student may encounter difficulties with the University itself or discover that he or she has made the wrong choice of a programme. There may be considerable anxiety about the transition to University or about the standards of work students expect of themselves. A great many students who come to the Faculty have been high achievers and some will put themselves under tremendous pressure to try to continue to be at the top.

In order to assist students in their educational process and during their time with us, the Faculty has organized and adopted a Personal Tutorial System. Hence, on entry into the Faculty's programme, each student is assigned to a personal tutor, who is responsible to support the academic and personal development of the student. This will usually take place through regular planned meetings and a record file system.

Personal tutorial system has a vital role to play in enabling our students to gain the maximum benefit from their time with us. It is a key part of the wider Strategy for enhancing the high quality of the learning experience, which the Faculty aims to offer its students. In addition, tutorial meetings offer students the opportunity to reflect on their academic and personal development and hence exceed any possible burden in the future.

The Guide

The Personal Tutor Guideline is intended to for new personal tutors as well as a reference source for experienced personal tutors. It aims to provide personal tutors with:

-  understanding of the tutorial system and their role within it.
-  understanding kinds of problems that students are likely to present or encounter, and to suggest possible ways to dealing with them, by providing a practical advice to help staff respond effectively and appropriately. Where in some situations, it may be helpful or advisable to suggest to the student that they seek further help, and in other situations, it may be helpful for the personal tutor himself to consult with others.
-  awareness of the facilities and services provided by the University.



Please ensure you acquaint yourself with the information provided by this Handbook; failure to do so may have great effects on our students.

Mission Statement for personal tutoring @ PU Faculty of law

Since a student is the aim of teaching and learning process, and in order to provide students with the necessary help within the limited period of study, every student in entry on the Faculty's law programme at Philadelphia University, is appointed a personal tutor from the academic member staff in order to:

- **Empower** students to attain their personal and academic goals.
- **Provide** accurate information to students about completion of degree requirements and academic standards in a timely and efficient manner.
- **Serve** as an interface for the student to the myriad of services and support systems available at the University.

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:

- Supervising and following up the application of the personal tutoring procedures and instructions.
- Dividing the law students into tutorial groups and providing the personal tutors with a list of their names.
- Informing students with their personal tutors' names and their offices location.
- Preparing academic guidance guidelines in order to be handed to first year students.
- Working with the dean of the Faculty and the Study Plan Committee to issue a list of the proposed modules for each semester.
- Determining the most energetic personal tutor in the Faculty and nominate him/her for the prize of the best personal tutor in the University.
- Turning over to the Faculty's council all issues that hinder work of the committee it self.

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.

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.

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

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.

Specific Responsibilities of Personal Tutor

1. 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.

2. 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.

3. Helping students in the selection of appropriate modules

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?

4. 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.

5. Assist the student in periodic evaluation of his academic progress and discipline

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.

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.

6. 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.

7. 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.

8. 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.

9. 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 role, 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.

10. 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



Many of these issues are not cut and dried ones and will benefit from some kind of sharing and review, perhaps with a more experienced colleague.

Personal Tutors Agenda

4TH WEEK

• 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.

• Every personal tutor has to report these meetings addressed to the Academic Guidance Committee and delivers another copy to the Quality Committee.

• 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.

9TH WEEK

• 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**.

15TH WEEK

• Every Personal Tutors 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**.

Student Records File

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

Every record must contains the following:



- A timetable indicating when tutorial meetings are scheduled.
- Introductory information about the student (Student Curriculum vitae)
- Copy of all documents need for registration
- Copy of the student study plan according to his/her year of registration
- Copy of the proposed study plan
- Copy of the student emergent documents such as the incomplete exams forms, study postponing forms, absence etc.
- Minutes of personal tutor-student attended meetings
- Information on module marks and feedback from module leaders
- Personal tutor report about the student general performance

The Scope of the Personal Tutorial Role

Personal tutors should be guided by the principle that their primary aim is to support the tutee in their studies: the goal of pastoral care is therefore to help students resolve any personal difficulties, which are adversely affecting their progress.

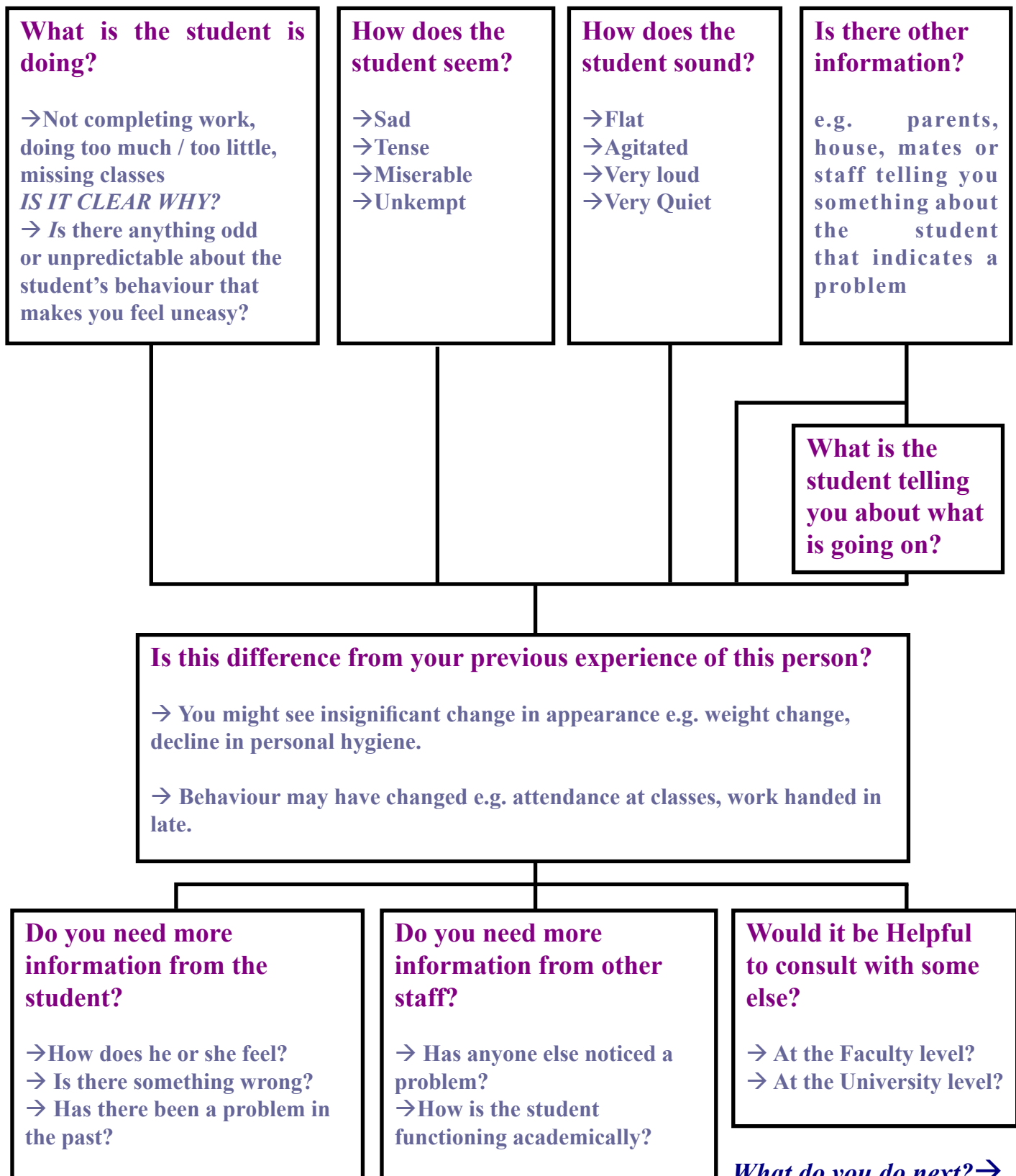
In case where a personal tutor can not solve a problem for a tutee. Then he/she should be prepared to listen, offer advice, refer to other sources of help, consult with colleagues etc, but there will be times when despite a personal tutor's best efforts, a student will not be able to successfully address their problems, and will drop out.

For the effectiveness of the Faculty personal tutorial system, personal tutors should be aware of their own limitations. The table below explains matters, which personal tutors must avoid, and it suggests alternative solutions:

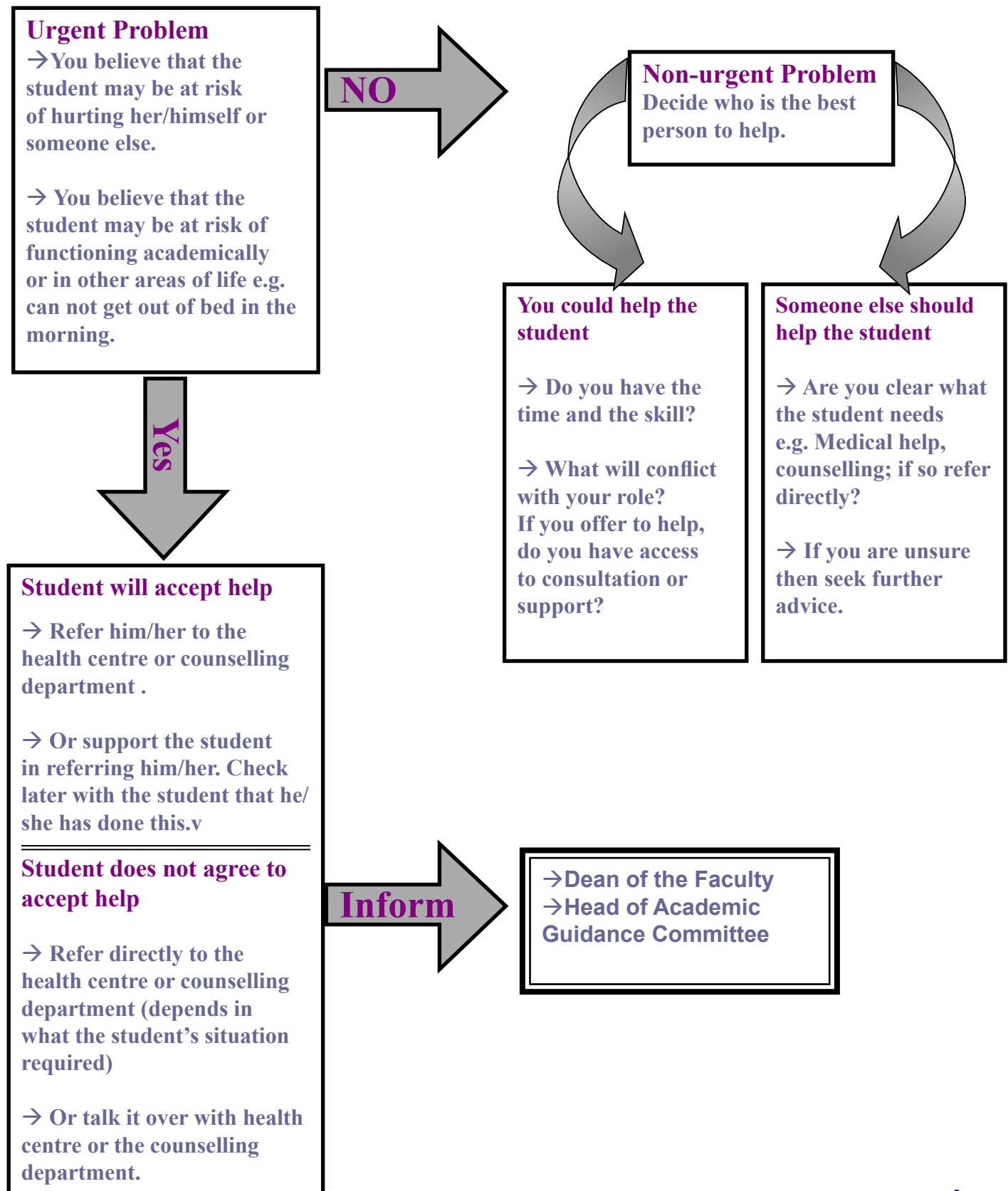
 What not to do	 What to do Instead
Make decisions for an tutee	Be a sympathetic listener and even offer various possible solutions to the student's Problem
Increase the native ability of an tutee	Encourage the maximum use of the ability that the student has
Reduce the academic or employment load adjustments be made	Make recommendations that such of a floundering advisee
Criticize a fellow Faculty member to a student that teacher is involved in the student's problem	Make a friendly approach to any teacher if
Betray a student's confidence on matters of a personal nature	Seek appropriate professional assistance in helping a student with minor personal or social adjustment problems
Attempt to handle cases of emotional disturbances, which fall outside the behavioral pattern of students adjudged reasonably normal	When complex problems arise concerning financial aid, mental or physical health, or personal-social counseling, Faculty should refer students to professional personnel.



How Do You Know there is a Problem? What to look for!

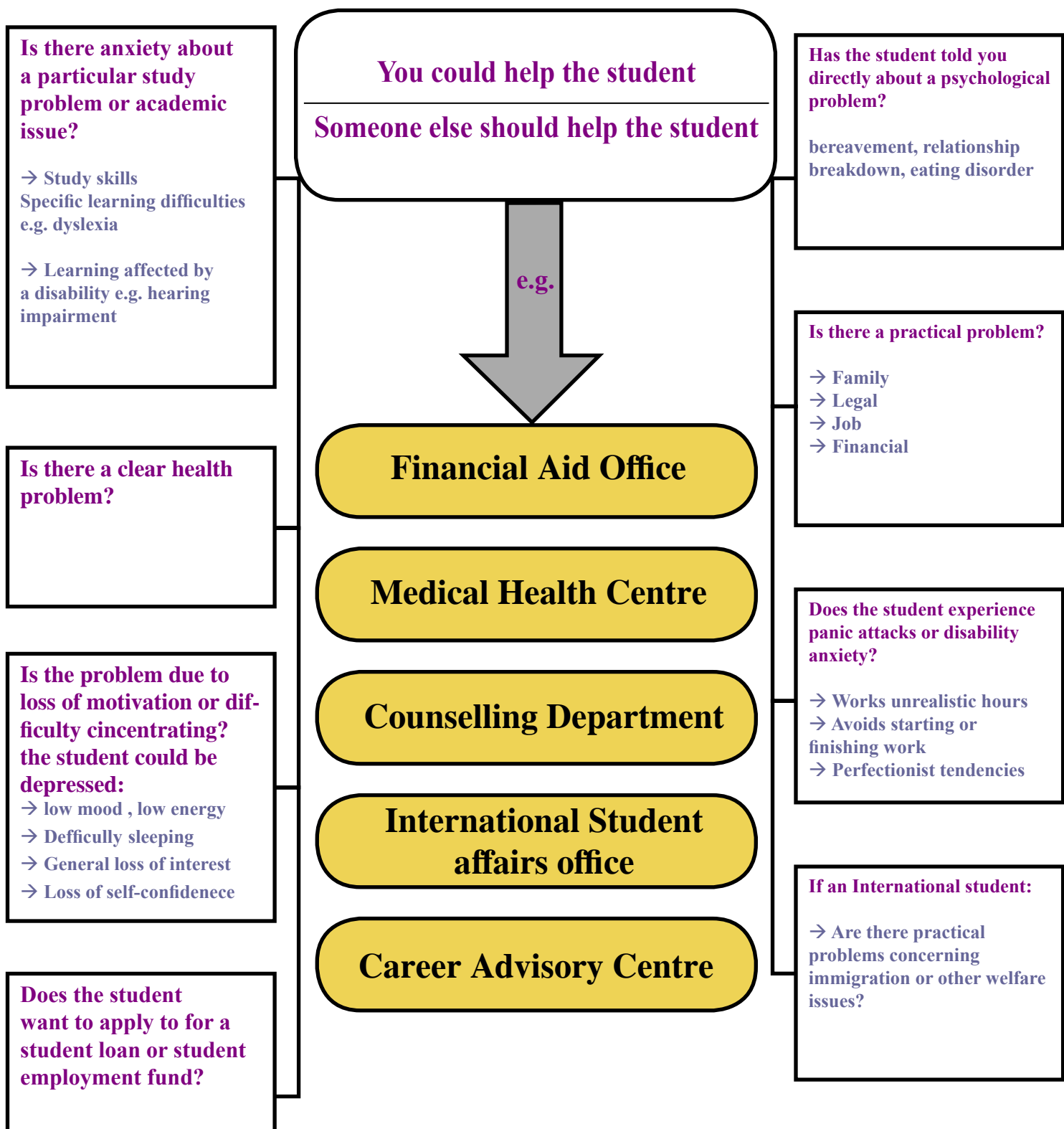


What Do You Do Next?

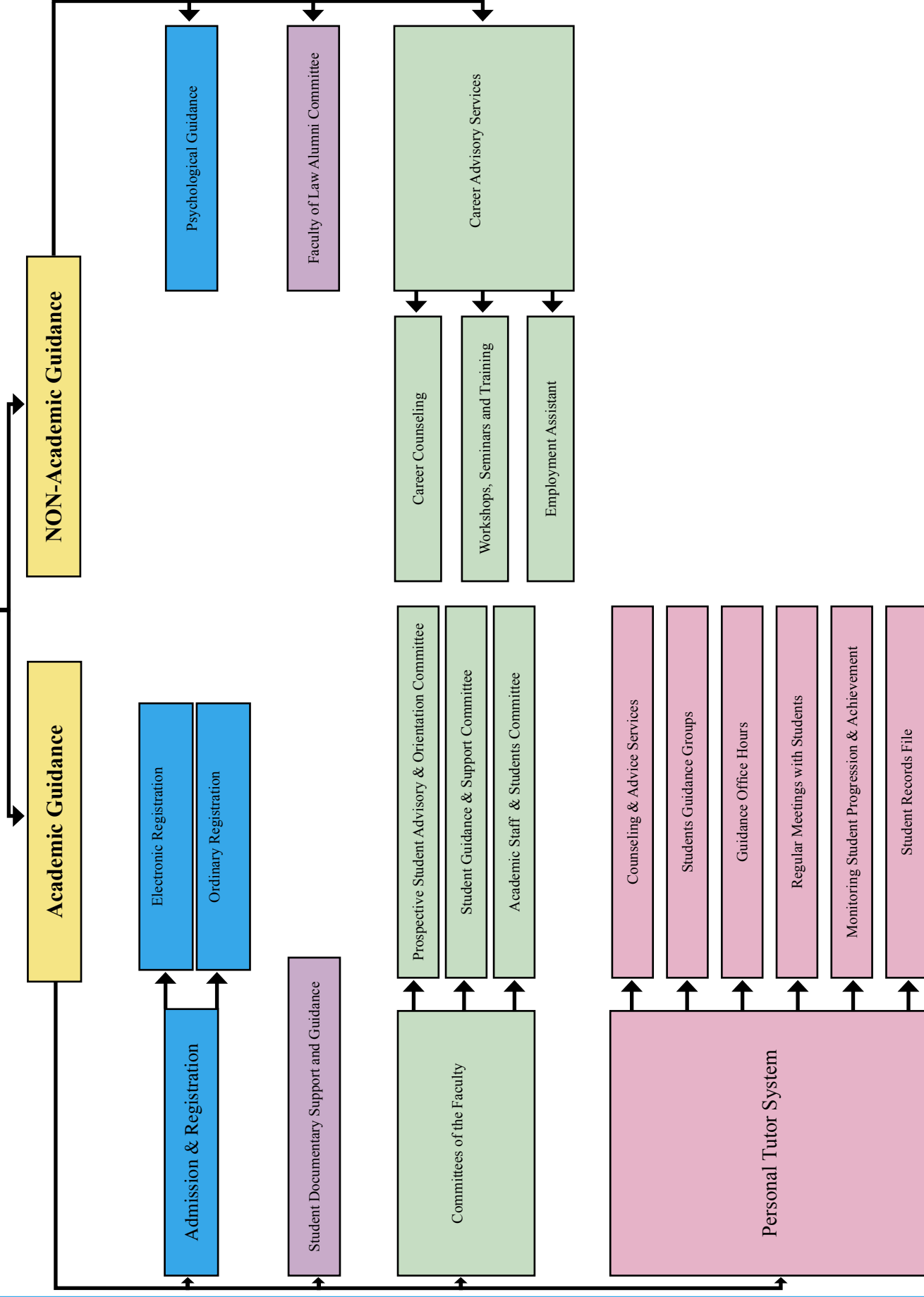


What Sort of Support Does The Student Need!! →

What Sort of Support Does The Student Need?



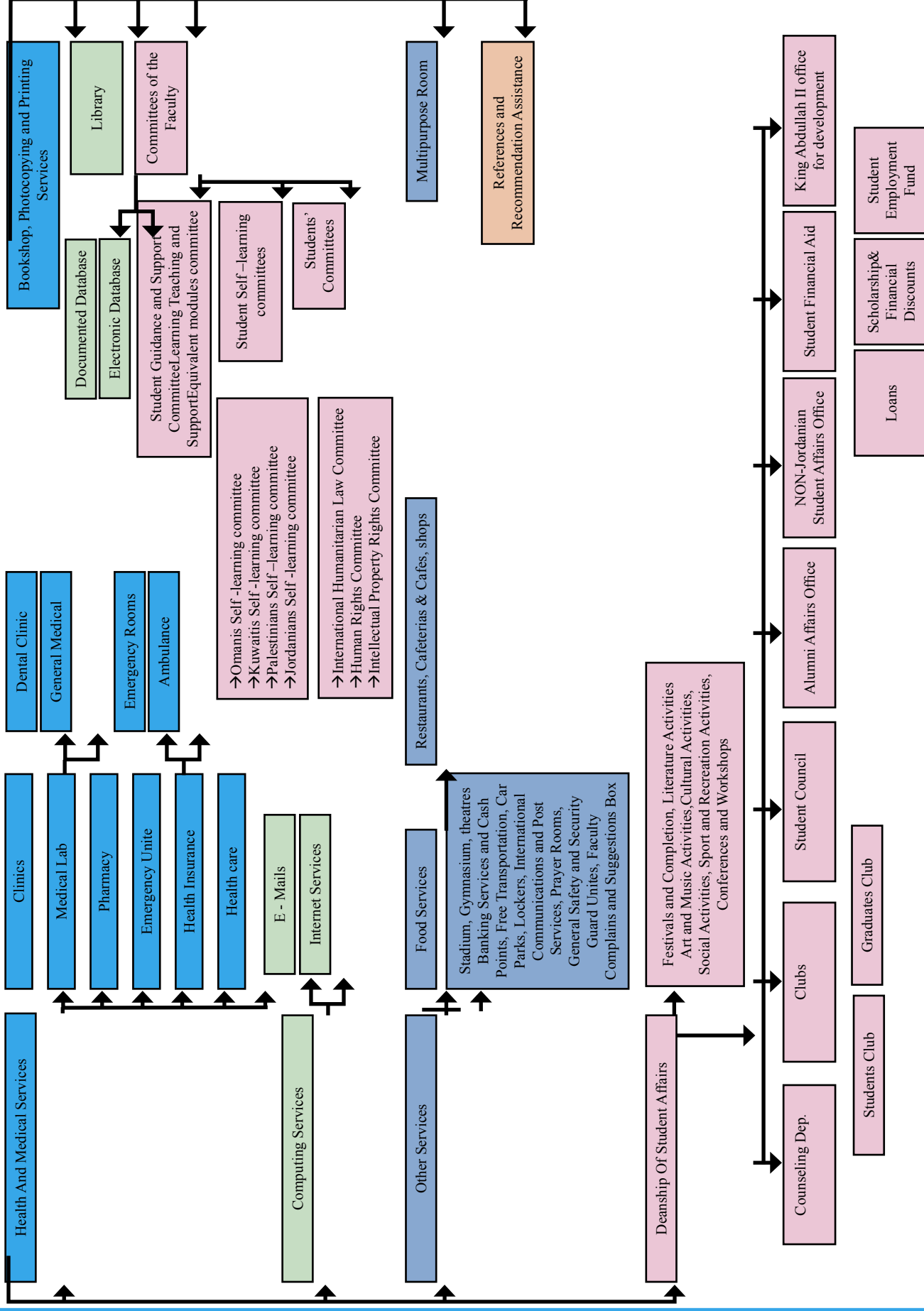
STUDENT GUIDANCE - SERVICES & FACILITIES



STUDENT SUPPORT – SERVICES & FACILITIES

Activities & Facilities

Academic Support



Key personnel within the Tutorial System

Department	Services & Facilities	Phone Ext.
Faculty of Law	Dean of the Faculty	374
	Deans' Assistant/	375
	Head of the Academic Guidance Committee	396
	Head of the library & learning resources committee	375
	Head of the Examination Committee	396
	Head of the Staff-students committee	384
	Head of the Law Alumni affairs Office	384
	Head of the study plan committee	397
	Head of the modules equivalency committee	384
	Head of the scientific research committee	384
	Head of the community services committee	396
	Head of the students' training committee	384
	Head of the legal aid and counseling committee	374
	Head of the disciplinary committee	396
	Security and public safety unit	396
	Student information office	209
	Students' Representative via the deans' secretary	380
Admission & Registration Department	Head of the Admission & registration department	318
	Law registrar officer	308
	New students registrar officer	550
Medical Health Center	Medical Lab	222
	Pharmacy	472
	Dental clinic	292
	Emergency Officer/ ambulance	474
	Health center	372
Computer Centre	Director	235
	General Networking & Technical Support	437
	Faculty Multipurpose Room Technical Support	437
Language Centre	Director of language Centre	354
	Information officer	289
Finance Department	Director	593
	Student Finance Office administrators	360/367

Department	Services & Facilities	Phone Ext.
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Deanship of Evening Study	Head of the deanship of evening study	283
	Information office	248
Deanship of student affairs	Dean of student affairs	444
	Dean's assistant	415
	Athletic & recreation supervisor	418
	Gymnasium	529
	Student Fund & scholarships Office	593
	Foreigner Students Office	485
	University's Alumni Office	485
	Social Counseling office	238
	Career Advisory Office	521
	Student Activities Office	424
	Cultural & Artistic activity	520
	King Abdullah II office for development	521
	Lockers assignments	382
	Telecommunications & Post office Services	424
Library	Acquisition Section	382
	Circulation Desk	377
	Electronic Library	232
	Reference & Periodicals Unit	398
	Organizing of Knowledge Section	379
	The Technical Services Section	377
	Information Services & Databases Section	232
	The Librarian Office	378/370

Other Useful Links	Head of the deanship of evening study	283
	Bookshop & photo copying	320
	Maintenance and services Department	246
	University Main cafeteria	249
	Banking services	259
	Transportation affairs office	233/491
	Public relation office	391
	University operator	9
	Security and guards unit	242
	Transportation affairs office	233/491
	University Liaison office in Amman	06/5698405
	Public relation office	391