A Guide for Personal Tutors

Overview

The Leeds for Life website is accessed using your University username and password. Tutees are linked to their Personal Tutors by their School’s Banner administrator. Students see a link Leeds for Life website from the Portal and the Leeds App.

The Leeds for Life (LfL) website has been developed:

1. to support the University Personal Tutoring Policy, which requires three meetings each year with level 1 students, and two meetings at each subsequent level, including Taught Postgraduate (TPG)
2. to provide access to a range of opportunities for students to develop their skills
3. to provide the student with a personal record of information, experience, skills and reflection (Page 6)
4. to provide a customised version of LfL for TPG students.

1. What does the LfL website provide in support of Personal Tutoring

- a booking system which is linked to the Personal Tutor’s Outlook account and enables tutors to make slots available to students for their Personal Tutorials (refer to Appendix 1 for staff and student guidelines for the booking system)

- individual Webforms which students complete for each meeting. These provide students with the information that they need to be aware of at the time of each Personal Tutorial, and the opportunity to raise questions of their own. Tutees complete the Webforms online and submit to their Personal Tutor.

- Personal Tutors receive an email confirmation that their tutees have sent them a completed webform, and that email provides a link into the LfL website so that the content of the form can be reviewed.
As a Personal Tutor, to access records for all your personal tutees, log on to LfL and choose ‘Tutees’.

There are a range of search tools for finding, viewing and emailing tutees

To see an individual tutee’s record click on ‘View Profile’

Your tutees’ profile provides you with a view of each of your tutees’ record in the LfL website – as demonstrated by the following screen shots:

Access to the Tutee’s webforms

You can arrange (via the Booking System) and record ‘Ad-hoc’ meetings – these are meetings which the Personal Tutor can arrange if necessary (eg to follow-up a particular point from the tutorial), but outside of the Personal Tutorial schedule. There are no forms to prepare for meetings, but there is a form to record the outcome.

Ad-Hoc Meetings
*Leeds for Life Higher Education Achievement Record*

*The Leeds for Life Higher Education Achievement Record (LFL HEAR) provides a comprehensive account of your achievements as a student at the University of Leeds. Once all your marks are confirmed, they will be incorporated into the official LFL HEAR which will be presented to you with your degree certificate.*

Name: Demo Student
Identification No: DUMMY0012
Programme: History of Photography

### 2013/14 Academic Year

<table>
<thead>
<tr>
<th>Module</th>
<th>Title</th>
<th>Status</th>
<th>Semester</th>
<th>Credits</th>
<th>Mark</th>
<th>Restic</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEM0001</td>
<td></td>
<td>RE</td>
<td>Semester 1 &amp; 2</td>
<td>30</td>
<td>65</td>
<td></td>
</tr>
<tr>
<td>DEM0002</td>
<td></td>
<td>RE</td>
<td>Semester 1 &amp; 2</td>
<td>30</td>
<td>40</td>
<td>49</td>
</tr>
<tr>
<td>DEM0004</td>
<td></td>
<td>RE</td>
<td>Semester 1 &amp; 2</td>
<td>60</td>
<td>67</td>
<td></td>
</tr>
</tbody>
</table>

(*) Please note that module marks shown with an asterisk are pending marks.

### Skills

My Skills enable students to record evidence of how they have developed each of the Leeds for Life skills, and to write and reflect on an action plan. Because modules are tagged with the skills they aim to develop they are automatically linked to each skill as a source of evidence a student can draw on. Opportunities students have saved in ‘My Opportunities’ are linked in this way according to their skill tags.

<table>
<thead>
<tr>
<th></th>
<th>My Modules</th>
<th>My Opportunities</th>
<th>Self Assessment</th>
<th>Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Team working</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Leadership</td>
<td></td>
<td></td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Creative problem</td>
<td></td>
<td></td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Commercial</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Flexibility</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Initiative</td>
<td></td>
<td>3</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Planning &amp;</td>
<td></td>
<td>3</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Analytical</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Research skills</td>
<td></td>
<td>3</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Critical thinking</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Independent</td>
<td></td>
<td>3</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Time management</td>
<td></td>
<td>3</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>
You can also view all your upcoming/previous Personal Tutorial meetings:

Chronological record of Tutees' personal development timeline

Discovery modules tutees have selected as a 'shortlist' for further consideration/discussion with personal tutor or reference at online enrolment

Click on ‘View’ to see the form the tutee has completed for each meeting
At the top of each form there are tabs to help you navigate to different sections of the form quickly:

- The ‘Agenda’ tab displays the standard agenda for the meeting – you / your School may have additional things to discuss depending on the time of year or the personal circumstances of your tutee.

Year One, Personal Tutorial Meeting 1: Welcome and Introductions (Beginning of Semester One)

Student: Demo Student

<table>
<thead>
<tr>
<th>Agenda</th>
<th>Tutor comments</th>
<th>Academic Summary</th>
<th>Attendance</th>
</tr>
</thead>
</table>

- Discuss and confirm module choice/registration and advise as necessary;
- If not already explained in Induction week, explain PT system – how it supports students in normal course of academic personal and professional development; how referral role works to help support student through particular difficulties; how PT is student’s first point of contact within Department/School
- Explain that effective personal tutoring is a partnership between tutor and tutee where the tutor must also fulfill certain responsibilities
- Introduce or remind students of the range of student support and development opportunities at UoL (e.g. The Leeds for Life website/ Skills@Library/ Library training sessions) / UoL / Careers Centre / Welfare Services

- The ‘Tutor comments’ tab displays all the comment boxes for tutors in the whole form. If you had sent a message to your tutees before your personal tutorial meeting, for example, you could click on this tab and immediately see the relevant section of the form. You will see where you can record your comments and record attendance.
- The ‘Academic Summary’ tab displays the tutee’s academic summary, including whether or not they have completed the academic integrity tutorial.

<table>
<thead>
<tr>
<th>Module</th>
<th>Title</th>
<th>Status</th>
<th>Semester 1 82</th>
<th>Credits</th>
<th>Mark</th>
<th>Resit</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEM0001</td>
<td></td>
<td>RE</td>
<td></td>
<td>30</td>
<td>65</td>
<td></td>
</tr>
<tr>
<td>DEM0002</td>
<td></td>
<td>RE</td>
<td>Semester 1 82</td>
<td>30</td>
<td>40</td>
<td>49</td>
</tr>
<tr>
<td>DEM0004</td>
<td></td>
<td>RE</td>
<td>Semester 1 82</td>
<td>60</td>
<td>47</td>
<td></td>
</tr>
</tbody>
</table>

- The ‘Attendance’ tab displays the section of the form where you can record your tutee’s attendance (or non-attendance) at the meeting. This data is passed directly to the University’s Attendance Monitoring System.

Forms are divided into sections as follows:

- About You
  - Becoming a student at the University of Leeds
  - Life as a student
  - Developing your employability
  - Personal tutorial meeting
- Tutor comments
- Student actions
Your tutees should navigate through the forms, completing each section (and saving as a draft, or submitting to their Personal Tutor) before the Personal Tutorial meeting takes place.

Each form includes ‘Yes/No questions’ (A, below), which aim to provide information to the student before Personal Tutorial meeting takes place, to help them resolve some issues themselves - by visiting the links provided (B, below) - so that they only need bring outstanding queries to their Personal Tutorial meetings.

In addition, a range of text boxes (C, below) enable tutees to respond to set questions and to note topics/issues/ideas they want to discuss at the meeting.

The questions and text box prompts change for each meeting to reflect issues faced and topics of interest at that point in the year/the tutee’s programme of study.

The first form, ‘About You’ enables the Tutee to provide some basic information to their Personal Tutor, and to become familiar with using the forms.
### (A) Yes/No questions

**Becoming a student at the University of Leeds**

1. Have you registered?
   - Yes
   - No

2. Have you enrolled on all of your modules for this session?
   - Yes
   - No

3. Have you visited the Broadening pages of the Leeds for Life website?
   - Yes
   - No

4. Did you attend the introductory sessions and induction events?
   - Yes
   - No

5. Are you aware of Skills@Library and how it can help with your academic writing, study skills and preparing for exams?
   - Yes
   - No

### (B) Visit the links provided

**Becoming a student at the University of Leeds**

1. Have you registered?
   - Yes
   - No

   If you have completed the registration process ([http://www.leeds.ac.uk/studentsguide/](http://www.leeds.ac.uk/studentsguide/)) you should be able to collect your student ID card allowing you access to University facilities such as computing and the library.

2. Have you enrolled on all of your modules for this session?
   - Yes
   - No

   For information on module enrolment see the guidelines at [http://www.leeds.ac.uk/student服务中心/index.html](http://www.leeds.ac.uk/student服务中心/index.html) or contact Student Administration in the Student Services Centre (email enrolment@leeds.ac.uk) or talk to your Student Education Service Team.

3. Have you visited the Broadening pages of the Leeds for Life website?
   - Yes
   - No

### (C) A range of text boxes which allow free text

**Life as a student**

1. Are you happy with your accommodation?
   - Yes
   - No

2. Have you looked at the help@leeds website?
   - Yes
   - No

3. Do you know how to contact your course and school representatives?
   - Yes
   - No

4. Have you enrolled with a medical practice?
   - Yes
   - No

5. Are you aware of the local guidelines on health & safety and any implications for your programme?
   - Yes
   - No

6. Use the space below to note any issues about becoming a university student that you wish to discuss with your personal tutor.

   Don't forget there is a lot of information and advice on all kinds of issues on the Help@Leeds website ([http://help.leeds.ac.uk/](http://help.leeds.ac.uk/))
Including, for example, ‘developing your employability’

Developing your employability

1. Use the space below to tell your personal tutor about your current thoughts on a future career. Which career readiness statement did you choose when you registered? Which sectors or organisations interest you? What can you do to progress your career ideas? It’s never too early to visit the Careers Centre to discuss your career planning (http://careersweb.leeds.ac.uk/kfh/yourcareer_planning)

2. Take a look at the ‘Leeds for Life skills’. Where are your strengths? Can you evidence these skills using examples from your previous study, work, travel, or other experience? Use any skills to record evidence of your strengths and develop an action plan to address your weaknesses or enhance skills that are a priority for you.

3. Which of the Leeds for Life skills are ones that you must need to develop for your academic, personal and professional development? Can you identify opportunities to help you develop these skills?

The ‘Tutor Comments’ button opens up the section for Personal Tutor interaction:

Tutor comments: Name: Demo Student

1. Pre-Tutorial Message
   You can use this box to give feedback on the submitted form or to remind your tutee to prepare for the tutorial, e.g. to bring their most recent marked essay or their draft CV. This feedback will be shared with your tutee when you press the ‘Submit to tutee’ button. The form will not be locked until you submit post-tutorial feedback.

2. Post-Tutorial Comments
   Use this box to provide feedback to your tutee after the tutorial. This feedback will be shared with your tutee when you press the ‘Submit to tutee’ button, at which point the form will be locked.

Personal Tutors can send one ‘Pre-tutorial’ message to the Tutee as soon as the webform arrives, e.g. to let them know they should bring something to the meeting.

Record your Personal Tutorial feedback here

You can save as a draft or submit to your Tutee.

Student actions

1. Student actions as they recorded them after the meeting.

Actions recorded by the student following the Personal Tutorial will appear here

Your Tutee can save as a draft or submit to you as their Personal Tutor.
Warnings have been added to remind tutors that when the form is submitted to their tutee the form is locked from further editing.

You should record attendance / non-attendance in this section

The webforms provide a reference point for the Personal Tutorial. Ideally the form would be open on-screen at the meeting (the website has been specifically re-designed to work on mobile devices).

The Personal Tutoring record follows the student when a Personal Tutor changes, but can be seen by previous Personal Tutors as an aid to giving references. The record in LfL is available to graduates (to update) and their Personal Tutors (as a source of information for references) for 5 years beyond graduation.

2. Access to a range of opportunities for students to develop their skills

The Opportunities database includes over 200 opportunities for students to develop their skills, through activities organised by their School (each should have an administrator nominated to add and amend their School opportunities), the Volunteering Team, LUU and other Services across the University.
The **Broadening** section of the website provides an explanation of the 10 Discovery Themes, details of each of the 1000+ discovery modules and the option to create a ‘shortlist’ of modules (visible to tutors at the bottom of the tutees profile), eg for discussion with tutors or as a reference for online enrolment.

### About Broadening

As a student at the University of Leeds, you will engage with a broad education which challenges, complements and reinforces the value of your degree subject. Broadening develops skills and intellectual flexibility which benefit your education whilst at university, and will enable you to compete and contribute in the workplace and wider society after graduation.

To enable you to take advantage of the breadth of expertise at Leeds, we have developed interdisciplinary Discovery Themes. During your programme of study you will either explore the Themes as part of your programme (ie through your core and optional modules) or by taking discovery modules. Watch the video, produced by LSTV - a student-run society - to find out more about broadening, the Discovery Themes and the opportunities they offer.

#### How can I broaden my programme at Leeds?

The opportunity to broaden your studies beyond your core discipline, as represented by the Discovery Themes, is integrated into many programmes of study within the available combinations of compulsory and optional modules.

In other programmes of study you will use this website to explore the Discovery Themes to identify discovery modules to add to your compulsory and optional modules.

---

The **Leeds for Life Foundation** provides students with a range of opportunities to compete for University funding for student-led projects to develop their skills and benefit others, eg

#### What is the Foundation?

If you have an idea for a project which will develop your skills and benefit others, the Leeds for Life Foundation could help with a cash grant to make it happen. With joint funding from the Alumni Footsteps Fund and the Santander Group, the Foundation has been set up to help fund projects that reflect the enthusiasm, creativity and initiative of our students. You might want to seek out new challenges, to experience new environments and cultures, and make a positive difference to the lives of other people. The Foundation would especially welcome applications from students initiating new projects.

### Available funding

- **Leeds for Life Foundation Grant**
  - The deadline for funding in Semester 1 will be 2nd November 2016
  - Design your own Leeds for Life project for you or your group to develop your skills whilst also benefitting others.
  - There are two calls for projects each year, at the beginning of term 1 and term 2.
  - The deadline for the next round of applications will be and November 2016.
  - For further information about the Leeds for Life Foundation, please email the Leeds for Life team: leedslifefoundation@leeds.ac.uk

  - **APPLY NOW** **SUPPORT INFORMATION**

- **Travel Writing**
  - The deadline for entries in academic year 2016/17 will be 31st January 2017
  - The Sue & Ravenscroft Prize, of £1,000, was instituted in 1999 by Sue & Ravenscroft Ltd, Robe Makers, in order to mark the occasion of their tercentenary. The prize is awarded for a report of student travel during the long vacation.
  - There are no application forms. Entries should be emailed to the Leeds for Life Foundation leedslifefoundation@leeds.ac.uk in the Learning Enhancement Office.
The Leeds Network gives students access to over 900 of our alumni who have volunteered to provide their career profile and, in the majority of cases, to be contacted by students to help with career planning. Searches can be saved to capture new alumni.

Welcome to the Leeds Network

The Leeds Network is an online career networking service. It allows you to read career profiles and to get in touch directly with Leeds graduates (alumni) working in a diverse range of professions and organisations to ask career-related questions.

927 Profiles to view
803 Alumni to contact

Don't forget to read the Leeds Network FAQ which gives tips on getting the best from the Network.

Search the Leeds Network
My Saved Searches

Keyword

e.g. degree subject, organisation name, profession, Profile ID

Course

School / Department

Select some options...

Type of work

Select some options...

Employment Sectors

Select some options...

Countries

Select some options...

Self employed

Search the Leeds Network
My Saved Searches

Keyword

manager

Course

Employment Sectors

Select some options...

School / Department

Select some options...

Countries

Select some options...

Type of work

Select some options...

Self employed

Search

241 Profiles sorted by Company Name

Accedia
Senior Account Manager
World in Public Relations
Sector: Public Relations
Course: German Language and Literature
Graduated: 2007

Accenture
Consultant
World: Consultancy
Sector: Consultancy / Business Services
Course: Psychology
Graduated: 2008

Saved profiles & Contacted Alumni

You have 10 contacts remaining this month.
You have saved profiles.

Sort results by: 

Search

Search

Saved Profiles & Contacted Alumni

Search the Leeds Network
Saved Profiles & Contacted Alumni
The **Language Exchange** gives users the opportunity to contact fellow students and staff who speak other languages in order to improve their conversation skills, practice listening and speaking, and to learn more about other cultures. Users are asked to offer their own native language skills and knowledge in return.

Students and staff can create a profile and are then matched with other users. A [User Guide](#) can be accessed once users are logged in.
3. Provides students with a personal record of information, experience, skills and reflection

The **Personal Development Timeline** is a chronological record of information / activity generated by the LfL website (eg, links to completed webforms); the University (eg, the ‘Career Readiness’ statement selected by the student at registration); and by the student (links to useful websites, notes of meetings, reflections on skills gained or contacts made through saved ‘My Opportunities’ they have taken).
The **Academic Summary** lists confirmed module marks drawn from the Banner record, along with school prizes and University validated achievements that together comprise the Leeds for Life HEAR (Higher Education Achievement Record) which is presented alongside the degree certificate on graduation.

---

### My Skills

Students are able to record evidence of how they have developed each of the 13 Leeds for Life skills and to write, and reflect on, an action plan for each skill. Where modules they have taken have been tagged as developing these skills they are automatically linked to each skill as a source of evidence a student can draw on. Likewise for opportunities the student has in ‘My Opportunities’.

Students have the opportunity to write an action plan to develop each skill, and can keep a log of reflections on their progress. Personal Tutors can see the ‘My Skills’ record as part of the Tutee profile.
Students have the opportunity to write an action plan to develop each skill, and can keep a log of reflections on their progress. Personal Tutors can see the ‘My Skills’ record as part of the Tutee profile.

Click here to see the Profile and scroll down to ‘Skills’

Then click here to see the detail for each skill

This shows the student view (the tutor sees a more compact view) which includes the guidance they are given on how to use the tool

Guidance to Students

“Reflect on how important this skill is to you (this may change as your course or career plans change) and how confident you are about being able to demonstrate this skill. What evidence do you have that you could show or describe to someone else?”

“How confident are you that you can demonstrate and evidence this skill? (you can move the slider back and forth each time you reflect on a skill).”
All students can provide up to three members of university staff with read-only access to the information they have in Leeds for Life (except for personal tutoring forms).

Students have sole control over adding and removing email addresses.

The Student edits their profile then types in or pastes-in up to 3 email addresses (must be @leeds.ac.uk)
4. A customised version of LfL for TPG students

TPG students see a different version of the LfL website. The key functions of the site are exactly as they are for UG students (personal tutoring, Leeds Network, Opportunities database, My Skills etc) but some wording on the site has been changed to reflect the different level of understanding and experience of TPG students.

New functionality has been developed which is available only to TPG students, as follows:

**Postgraduate Achievement Record**
TPG students can add a record of anything they have done (conference presentation, training, etc) as an ‘Achievement’ on their Timeline. They can then choose whether or not to add it to their Postgraduate Achievement Record.

Approved module marks are automatically included in the PAR and this combined record can be viewed or downloaded to share with advisors or employers. NB this is a personal record for the student, it is not an official University document.

**Shared profile**- Students can add up to three members of staff, eg project supervisors, careers advisors, who can then look online at their LfL record.

**Useful Links** - A generic list is provided of key resources / services of particular interest to TPG students. (please email leedsfornlife@leeds.ac.uk with suggestions for any additional links that would be useful to all TPG students)
Leeds for Life website: Guide to Personal Tutorial booking system

The system has been designed to provide a simple online tool for staff to make time slots available for Personal Tutorials and for their tutees to book these slots. Meetings can be set up for the whole year in one go.

All operations take place within the Leeds for Life (LfL) website, which in effect acts as the meeting organiser via Outlook. Emails are sent to staff and students to accept meetings (and when either cancels a meeting).

The LfL Calendar is linked to the Personal Tutor’s Outlook Calendar (there is no similar integration with the student’s calendar) so that information on existing appointments can be drawn into the LfL Calendar. Within the LfL Calendar staff can therefore see times committed to existing activities, which time slots they have made available for Personal Tutorials and which slots have been booked by students.

Students are sent an email confirming the appointment once they have booked a slot.

Staff are sent an email if a student cancels a tutorial appointment. This email has two purposes:

- It alerts the tutor that the student has cancelled a session
- It enables the tutor to accept that change in their Outlook Calendar and to delete that session in the LfL Calendar (that must be done so that the system will accept a new booking from that student).

Process

1. Log-in to the LfL website
2. On the left of the page is the link to set up Personal Tutorial sessions
3. Click on ‘Set up Meetings’ to open the page on which you will allocate the times that you want to make available to your tutees for Personal Tutorials.

Note - Existing appointments from your Outlook Calendar will be shaded grey. Any existing Personal Tutorials will be shown in pink.

You can therefore see any free time that you have for Personal Tutorials

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3
3:00 - 5:00 (1st Years, Meeting 1)
You can now set the following parameters for your meetings, either as individual meetings or as a set.

**Date:** the date you want to make slots available to your tutees  
**Lengths:** the time you want to allocate to each meeting  
**Start / Finish:** the time you want to make available for a (set of) meeting(s).

If you are just scheduling one meeting you do not need to set a Finish time, the system uses the ‘Lengths’ to fix the finish time. If you want to arrange a set of meetings, eg for a whole morning, you do need to set a ‘Finish’ time.

NB: if you do not select the Mins, the system assumes you want to start/finish on the hour.

**Open to** - specify which of your tutees (by year) will be offered these time slots  
**For** - specify which of the meetings of the year these time slots are to be used for (any of the 3 meetings for level 1 students or 2 for each subsequent year, including TPG)  
**Location** - specify where the meeting will take place (or tbc and you can add this via your Outlook Calendar later)  
**Recurrence** - specify if/for how many weeks you want to repeat this pattern of meetings  
**Pre-tutorial message** - eg, to remind all your tutees of an important point to be discussed  
A **Pre-tutorial message** can be sent to a cohort of tutees at the point you set up meetings for them.

When you have set the parameters, press and the system will now update your LfL Calendar and your Outlook Calendar – this updating via integration with Outlook takes a little time, so you will see the timer:
If you want to check the slots you have made available, select the ‘Month View’ for the appropriate month, and you will see them in pink in each day.

Clicking on any time slot will enable you to see the details, of either an individual time slot, or a set of slots within a wider envelope.

This is also the way, at any time, to cancel a specific slot (click on the bin) or to cancel all of them.

Any tutees who have booked a slot will receive an email asking them to book another meeting – tutees have this same option, in which case their tutor will be sent an email.

Repeat the process to set up Personal Tutorial sessions for the rest of the year.

Each time you set up a time slot you will be sent a copy of the email the system sends to your tutees, so that you have an email record that the meetings times were made available.

You can easily preview the list of invited students before meeting arrangements are confirmed, to ensure they are the correct group.
Meetings for ineligible students are greyed-out to indicate they cannot be selected.

You have confirmation of which students have been invited to each group of meetings.

Each time you set up a session in LfL, it become visible to your tutees and LfL will send you an email Outlook meeting request, which you must accept in order to accept the meeting in your Outlook Calendar (University IT policy prevents the LfL system from automatically adding appointments to your Calendar).

You will receive confirmation of which students have been invited to each group of meetings.

**Personal tutorial sessions are available for you to book**

leedsforlife@leeds.ac.uk

Sent: Tue 19/08/2014 08:39

To: fitts

Your personal tutor has made sessions available. Please log on to Leeds for Life to book your personal tutorial.
When your tutee books one of your sessions (See Student View section, below) you are sent an email notification:

- **Tutorial slot appointment awaiting your acceptance**
- **Tutorial slot you have accepted, but has not yet been booked by a tutee**
Your Personal Tutorial sessions will be visible in your Outlook Calendar.

It is important to note that once you have accepted a Personal Tutorial in Outlook it can only be managed from within the Calendar view in the LfL website, ie that is where you must go to set up, cancel or amend. Changes you make only in your Outlook Calendar will not be reflected either in LfL or in communications with your tutees.

The next page shows the main elements of the student view of this process.
Guide to Personal Tutorial booking system: Student View

Students see the status of their Personal Tutorial meeting bookings in their LfL Dashboard (with the move to Office 365, appointments made via LfL should also appear in the Students Calendar). It is however important to emphasise that Personal Tutorial bookings can only be made and managed in the LfL website and that there is no integration with the tutee's calendar in terms of free/busy time.

To book a tutorial, a student clicks on ‘Book’ and they see the time slots their tutor has made available; when they select one they are invited to ‘Book Slot’

Clicking on ‘Book Slot’ results in their booking being confirmed and it is now also added to their Dashboard, as shown above. The tutee has the option at any time to cancel the meeting by clicking on the bin. The Student Dashboard will then show that the student needs to book a meeting (as shown above, for Meeting 2).
LeedsforLife: Access for All Staff

a) An overview of the key information and functionality provided by the Leeds for Life website is on open access at https://leedsforlife.leeds.ac.uk/

b) All staff can now log in to the website (using their standard usernames and passwords) and explore the full functionality of the site, eg the Opportunities database and the Leeds Network.

c) Functionality which support the personal tutoring process is of course restricted to personal tutors.

d) All students can now edit their Leeds for Life profile to share their full Leeds for Life record with up to three members of staff, by simply adding their email addresses.

Advisor access

You can add up to three members of staff who you can share your LeedsforLife information with. For example your Careers advisor.

[EDIT]

LeedsforLife: wish list

If you have any suggestions for further development of the Leeds for Life website please send them to leedsforlife@leeds.ac.uk.

www.leedsforlife.leeds.ac.uk

August 2017