Leeds for Life website: Guide for Personal Tutors

(we welcome feedback via: leedsforlife@leeds.ac.uk)

Overview

1. The Leeds for Life website (www.leedsforlife.leeds.ac.uk) is accessed using the University username and password. Tutees are linked to their Personal Tutors by their School’s Banner administrator. Students see a link on the Portal.

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

   A. to support the University Personal Tutoring Policy (http://ses.leeds.ac.uk/info/21800/student_support/836/personal_tutoring), which requires three meetings each year with level 1 students and two meetings at each subsequent level, including taught PG.

   B. to provide access to a range of opportunities for students to develop their skills (page 5).

   C. to provide the student with a personal record of information, experience, skills and reflection (Page 6).

   D. to provide a customised version of LfL for TPG (Taught Postgraduate) students (Page 8)

A. To support Personal Tutoring, the website provides:

   i. A booking system linked to the tutor’s Outlook account enables tutors to make slots available to students for Personal Tutorials (see Appendix 1 for staff and student guidelines for the booking system)

   ii. Webforms for students to prepare for each meeting. They provide students with information they need to be aware of at the time of each Personal Tutorial and the opportunity to raise questions of their own. Tutees send the form to their Personal Tutor.

   iii. 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.

   iv. To access records for all personal tutees log on to LfL and choose ‘Tutees’.

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

   vi. To see an individual tutee’s record click on ‘View Profile’
The tutee’s profile provides the tutor with a view of each of their tutees’ record in the LfL website.

vii. Click on ‘View’ to see the form the tutee has completed for each meeting

viii. 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.
ix. The 'Tutor comments' tab displays all the comment boxes for tutors in the whole form. If you want to send a message to your tutee before your personal tutorial meeting, for example, you could click on this tab and immediately see the relevant section of the form.

x. The ‘Academic Summary’ tab displays the tutee’s academic summary, including whether or not they have completed the academic integrity tutorial.

x. Clicking on the ‘Attendance’ tab will take you directly to the section of the form where you can record your tutee’s attendance (or non-attendance) at the meeting.
xi. Forms are divided into sections each of which include ‘Yes/No questions’. These aim to provide information to the student before the tutorial to help them resolve key issues they may have, so that they only need bring outstanding queries to the meeting. In addition, a range of text boxes 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.

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

Year Two, Personal Tutorial Meeting 1: Planning for the year

1. Pre-Tutorial Feedback
You can use this box once you have submitted forms so that you can prepare for the meeting.

2. Post tutorial comments
Use this box to provide feedback to your tutor after the tutorial. This feedback will be shared with your tutor.

3. Student actions as they recorded them after the meeting:

4. Attendance Monitoring: Use only if your School records attendance at the type of meeting you are attending.
- Session starts please on:
  - October 2014
- The recorded attendance is:
  - Not recorded

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.

Actions recorded by the student after the meeting will appear here.

Record attendance (or non-attendance) here.

This sends data to the University’s attendance monitoring system.

xiii. 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 designed to work perfectly on mobile devices).
xiv. 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.

B. To provide access to a range of opportunities for students to develop their skills

i. The Opportunities database includes over 250 opportunities for students to develop their skills, through activities organised by their School (each has an administrator nominated to add and amend their School opportunities), the Volunteering Team, LUU and other Services across the University.

ii. 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.

iii. 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

iv. The Leeds Network gives students access to over 750 of our alumni who have volunteered to provide their career profile and to be contacted by students to help with career planning. Searches can be saved to capture new alumni.
C. to provide the student with a personal record of information, experience, skills and reflection:

i. 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).

ii. 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.

iii. 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.

My Skills

i. Students are able to record evidence of how they have developed each of the 13 (reduced from previous 19) LeedsforLife 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’.

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<th>My Modules</th>
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<th>Self Assessment</th>
<th>Reflection</th>
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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

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**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).”

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D. To provide 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:

i. **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.

ii. **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.

iii. **Useful Links**

A generic list is provided of key resources / services of particular interest to TPG students.

(please email leedsforlife@leeds.ac.uk with suggestions for any additional links that would be useful to all TPG students)
Appendix 1

Leeds for Life website: Guide to Personal Tutorial booking system

Overview

1. 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.

2. 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).

3. The LfL Calendar is linked to the tutor’s Outlook 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.

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

5. Staff are sent an email if a student cancels a tutorial appointment. This email has two purposes:
   a. It alerts the tutor that the student has cancelled a session.
   b. 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

6. Log-in to the LfL website

7. On the left of the page is the link to set up Personal Tutorial sessions.

8. 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.

Set up personal tutorial appointments

You can define text to use as the pre-tutorial message.
9. 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.

10. 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 will the meeting 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: (new in Oct 2014) eg to remind tutees of an important point to be discussed

11. A Pre-tutorial message can be sent to a cohort of tutees at the point you set up meetings for them.
12. 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:

13. 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.

14. 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.

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

16. 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.

   Personal tutorial sessions are available for you to book

   leedsforlife@leeds.ac.uk
   Send: Tue 19/08/2014 09:39
   To: tutors

   Your personal tutor has made sessions available. Please log on to Leeds for Life to book your personal tutorial.

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1 When cancelling a slot within a block, you are unable to re-create that slot as it clashes with the block as a whole. The only way to do this is to cancel the entire block first. Unfortunately this is a limitation of the existing booking system.
17. 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).

18. When your tutee books one of your sessions (See Student View section, below) you are sent an email notification:

19. Your Personal Tutorial sessions will be visible in your Outlook Calendar.

20. 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.
Leeds for Life website: Guide to Personal Tutorial booking system

Student View:

1. Students see the status of their Personal Tutorial meeting bookings in their LfL Dashboard.
   (with move to Office 365 in Summer 2014 appointments made via LfL should also appear in the Students Calendar, but we have not yet been able to test this ‘live’. It is however important to emphasise that Personal Tutorial bookings can only be made and managed in the LfL website)

2. 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’

3. Clicking on ‘Book Slot’ results in their booking being confirmed and it is now also added to their Dashboard (as shown in para 1, above, for Meeting 1)

4. 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 in para 1, above, for Meeting 2).