









General guidance for schools to support achievement

General recommendations	
	<ul style="list-style-type: none">• Be direct and explicit when communicating• Break tasks down – bitesize goals• Use a visual calendar with staggered deadlines and key completion dates• Encourage an uncluttered working environment to limit distractions – allow headphones to minimise distractions• Support the student to avoid over scheduling• Equal mix presentations and activities where possible.• Present material in different ways using visual aids, such as graphs, flow charts, mind-maps, video clips, music and pictures.• To avoid confusion, back up what you say in a lecture with the same written information or instructions.• Staple lecture notes together to avoid order confusion.• Provide written instructions as well as oral whenever possible• Provide glossaries, subject specific vocabulary and frequently used acronyms.• Introduce new topics by providing an overview first.• Use concrete examples to aid understanding.• Use anecdotal information and visual material to aid memory.• Give a course over view at the start of the academic year; a yearly calendar of when assignments are due, exams dates and when the reading week is, etc.
Handouts, PowerPoints and Written Information	
	<p>It is advisable to:</p> <ul style="list-style-type: none">• Provide PowerPoints at the beginning of a module or a week in advance of a lecture, to enable the student to prepare and print information.• Use san serif font e.g. Ariel, Lucinda Sans, Calibri.• Justify text to the left to provide even spacing between words which supports tracking.• Use a 12pt font with a minimum of 1.15 spacing for text/handouts.• Break down long pieces of text, using headings, bullet points and using BOLD to identify key words.• Number the slides to reduce order confusion when printed.• Use a pale coloured background, not white with black text.

	<ul style="list-style-type: none"> • Use a minimum of 24pt font for power points. • Make all material accessible so that students can change font, size, background colour etc. to suit their learning needs.
Assignments And Essay Questions	
	<ul style="list-style-type: none"> • Break assignments down into manageable chunks. • Use clear fonts for marking grids and learning outcomes. • Give specific guidelines, e.g. how many references/citations per point; word count for different sections.
Reading Lists	
	<p>Students benefit from clear reading lists:</p> <ul style="list-style-type: none"> • Use a sans serif font e.g. Ariel, Lucinda Sans, Calibri in 12pt font, with a minimum of 1.15 spacing. • Split into essential, extra and exceptional categories to enable slow readers to priorities their reading. • Use a line space between each reference to differentiate one reference from another.
Use Assistive Technology	
	<ul style="list-style-type: none"> • Allow the use of ipads in seminars to listen to written material if they struggle to read quickly (text to speech). • Information on podcasts is available at: www.southampton.ac.uk/isolutions/computing/elearn/podcast/ <p>Encourage your students to use apps:</p> <ul style="list-style-type: none"> • Inspiration for mind mapping. • Robobrainle.org to convert files to speech. • Zotero for referencing. • Pomodoro to support efficiency. • Quizlet and Study Shack to develop flashcards for revision.
Recording lectures and seminars	
	<p>Students will benefit from lectures being recorded:</p> <ul style="list-style-type: none"> • Allow students to record lectures /seminars on their own devices e.g. phones / laptops. It enables students to focus on the lecture content and gives time to process information. • Panopto is a video platform available in some lecture theatres and available at:

	www.southampton.ac.uk/isolutions/computing/elearn/panopto/
	Resources
	<ul style="list-style-type: none">• Study Skills resources are available at: www.southampton.ac.uk/edusupport/ldc/academicsskills• An interactive Study Skills Toolkit is available via Blackboard.

Further information for students and tutor support is available from:

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