



General guidance for schools to support achievement

	General recommendations
	• 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
	It is advisable to: • 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.

	• 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
	• 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
	Students benefit from clear reading lists: • 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
	• 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/ Encourage your students to use apps: • Inspiration for mind mapping. • Robobrain.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
	Students will benefit from lectures being recorded: • 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
	• Study Skills resources are available at: www.southampton.ac.uk/edusupport/ldc/academicskills • An interactive Study Skills Toolkit is available via Blackboard.

Further information for students and tutor support is available from:

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