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| Preparing and Reviewing Posters |
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# When are posters Used

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| * Posters are useful tools for conveying research and practice to a wider audience. They may be used nationally and internationally for Meetings and Conferences and in General, Specialist or Clinical fields. * Posters can be used at Open days, Fundraisers; to inform the general public or attract staff or students. * The advantages of using a poster include its use for conveying data; it attracts the interest of viewers and provides the opportunity for discussion. At a conference if you are a nervous speaker or English is not your first language it can provide confidence in conveying your research. * The disadvantages of a poster include it is time consuming and costly to make. * For the consumer there is an ability to be selective about the posters you read. Reading a poster gives the consumer time to think about the content and often it gives an opportunity to meet the presenter and ask questions. |

# WhY are you compiling a Poster

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| * Compiling a poster is an opportunity for you to communicate the results of your work. * A poster advertises you; your work and your Department/ Institution. * Be proactive and identify yourself by using a photo on poster, presenter badge, add poster number to badge. * To be remembered, be the first name on poster give your email address and consider handouts or poster reprints. |

# 3. what makes a good poster

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| * Identify your audience (expert, patients, fundraisers) and list what they will find interesting or relevant in your topic. * It is important to grab attention; be informative and provide a memorable message. ‘An unattractive poster with high scientific merit risked being overlooked on first impression’ Smith PEM et al (2004) J R Soc Med 97:340. * The content should include Authors; Aims; Methods; Results; Conclusions and References. Identify the most interesting aspects of your research, discuss these findings and relate it to your clinical experience. * Important aspects to consider are the visual impact; title; layout and readability. * It is best to choose a landscape layout with three columns, if in portrait use two columns. * The title is the first thing viewers will read. Keep it short but ensure it captures the essence of the poster. Choose wording carefully and remove redundant words as they take up space.   Example “An Investigation Into The Contributory Factors That Improve Pelvic Girdle Pain For Pregnant Women in Northampton Foundation Trust”. To “Factors that Improve Pelvic Girdle Pain”   * Font should be clear and size should be 26-30 to enhance readability at 1m. * Ensure the poster flows logically and make your poster interesting using diagrams, charts or tables as they can simplify information. * If using pictures ensure they are of good quality, relevant to the poster and that you have permission to use them and are not breaching copyright. * In the text and terminology avoid acronyms and jargon; do not assume knowledge. Always ask yourself - do they need to know this piece of information in order to understand my message? |
| * Ensure all references are correct. * Do not forget to acknowledge your sponsors. |

# 4. assessing Posters

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| * Look at posters critically assessing the visual impact. * Is the title short, punchy but informative? * Is it clear who the authors are and is there "Corporate Visual Identity"? * Is the layout visually pleasing and is it easy to follow the sequence? * Is it readable is the print size, font etc. appropriate? * Does the poster fulfil its purpose, is the Introduction useful and are the Aims clear? * Are the Methods appropriately presented? * Do the Results use tables, graphs and figures well and is it easy for the reader to understand the data? * Are there relevant conclusions? * If discussing with the author are they informed; motivated and engaged with their poster? |
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| POGP 2016  **Example of Poster Assessment**   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Name:**  **Poster Title:** | | | | | | | | | | | **Assessment criteria** | High quality indicators - may include the following | | Assessment | | | | | | Poor quality indicators - may include the following | | Excellent | | Very Good | Good | Satisfactory | Unsatisfactory | |  |  | | **5** | | **4** | **3** | **2** | **1** |  | | **Overall appearance** | Visually pleasing to view clear separate areas. Light background colour, no gradient to fill, 2-3 dark font colours | |  | |  |  |  |  | Cluttered and sloppy appearance. Gives impression of a solid mass of text and graphics or scattered and disconnected pieces | | **Balance** | The text, pictures and graphics are relevant and fully explain the project | |  | |  |  |  |  | Too much text or not enough text to explain graphics | | **Font** | Easy to read at 2 metres, font consistent. No referencing, spelling or terminology errors | |  | |  |  |  |  | Text too small to view. Errors in referencing, spelling or terminology. | | **Organisation and flow** | Explicit numbering used or columns with logical flow from top to bottom and left to right | |  | |  |  |  |  | Difficult to negotiate the poster | | **Project objective** | Explicit heading of objective/aim | |  | |  |  |  |  | Implicit objective | | **Body of project** | Clear presentation of subheadings of project such as method, discussion etc | |  | |  |  |  |  | Poor use of subheadings, block text used | | **Knowledge and understanding** | Excellent understanding of underpinning theory. Well focused and structured approach. Excellent use of resources. | |  | |  |  |  |  | Minimal evidence of ability to manipulate concepts principles that underpin project. | | **Application of theory to practice** | Outstanding approach to practice. Sustained level of argument throughout of theory/practice links. Sound application of theory to practice. | |  | |  |  |  |  | Minimal or poor evidence of the links between theory and practice | | **Analysis** | Detailed analysis & critical exploration of theory practice relationship. | |  | |  |  |  |  | Material dealt with in a more descriptive than analytical way | | **Synthesis** | Evidence of reflection. High level of integration showing originality, independent thinking. | |  | |  |  |  |  | Minimal or no evidence of reflection. | | **Author identification** | Author identification complete with affiliations and contact details | |  | |  |  |  |  | Absent | |  | | | | | | | | | | | **Marker’s name and signature** | |  | | **Mark awarded:** | | | | | | |

