

Design an A1 poster using InDesign

The guidelines below are based on using the Oxford Brookes University branding. The content section is relevant to any large format poster. Use a programme you are familiar with and one that will easily create a PDF. Remember to change the 'Document set up'. You need to select 'Custom' then type the dimensions given below. If A1 seems a daunting size to work with you could make your page A3. When it is printed you will need to ask for it to be printed A1 (200%).

DESIGN and LAYOUT

Poster size:

A1: 84.1cm x 59.4cm

A3: 42cm x 29.7cm

Remember to ask for it to be printed at A1 (200%)

A bit about BRANDING

If you are from Brookes you will need to use the green/pink box and the grey logo unless your project/poster is a joint venture with another institution/organisation. Once outside the box you have a free rein to design your poster as you wish as long as you use the font Helvetica Neue or Arial

FONTS

The University font is **Helvetica Neue 45-95** (not italics) if you don't have it, use **Arial Black** (Title) and **Arial Regular** (subhead and body text)

BOX COLOUR

Can be green **Pantone 383U** or pink **Pantone 226U**

LOGO COLOUR

grey **Pantone 432U**

Suggested green box FONT SIZING

For full A1 portrait size poster

Titles: 96pt Helvetica Neue 95 or **Arial Black**, colour: white)

(size will depend on length of title)

Leading: 94pt Tracking: -30

Subheading: 45pt Helvetica Neue 45 or Arial Regular, colour: white)

(should sit a bit below the heading)

Suggested green box FONT SIZING

For A3 portrait size poster

Titles: 54pt, (Helvetica Neue 95 or **Arial Black**, colour: white)

Leading: 47pt Tracking: -30

Subheading: 31pt (Helvetica Neue 45 or

Arial Regular, colour: white)

(should sit a bit below the heading)

CONTENT

LESS IS MORE

Only use main points for your poster:

- Introduction/Description
- Method/Statistics
- Conclusion/Summary

Have handouts with more information and references.

PHOTOS, ILLUSTRATIONS and DIAGRAMS

Remember a picture says a 1000 words so use some. Your images should support your text.

They help to break it up and provide colour but don't use too many.

Make sure your photos are a reasonably high resolution: 15cm x 10cm (1800px x 1200px) @ 300dpi (dots per inch).

Images taken from the internet (apart from possibly breaching copyright) are usually very small and poor quality.

So anything which is 3cm x 2cm (354px x 236px) @ 72dpi would be poor quality and appear blurred and pixellated.

WHITE SPACE is GOOD SPACE

Have enough space around your text and images. It will make your information easier to read.

Give yourself a good margin around the edge (Approx 2.5cm for A1 poster)

We have created A3 landscape and portrait poster templates in Powerpoint with the pink/green box and logo in place.

If you are from another organisation check whether you need to use your branding.

Key: pt: point (the desktop publishing point) = 72 points to the inch
dpi: dots per inch (printing term) = the more dots in an inch gives a sharper image
px: pixels (computer term) = little dots are what make up the images on computer displays

Portrait header

Title hangs from the horizontal frame edge beneath the logo. Long titles should flow down onto second line at this point

Subheading

OXFORD BROOKES UNIVERSITY

ROLE EMERGING OPPORTUNITIES FOR OT STUDENTS: A CASE OF RETHINKING AND REFOCUSING?

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RETHINK
Practice Education faces challenges to provide placements to prepare students for the future occupational therapy workforce. Evidence suggests that role emerging placements provide a stimulus for the development of **entrepreneurial skills** and creative thinking. How can we develop this area of practice education within our current resources to **provide role emerging opportunities for all students?**

REIMAGINE
Grasped opportunities across the three placements:
Professional Practice 1 - 6 weeks
One day in a role emerging setting
Professional Practice 2 - 10 weeks
2-3 days in a role emerging setting
Professional Practice 3 - 14 weeks
5-6 days in a role emerging setting
Outcomes
• Facilitated discussion/poster/assignment as part of the placement experience
• Evidence of learning for the practice educator

CARDS
CORE skills in Diverse Settings
• Students to identify core OT skills in diverse settings
• Promoting adaptability and a broader knowledge base
• Creating or strengthening links with local services
• Developing an **apprenticeship** within the profession

REFOCUS
While in other academic areas of placement are an established part of the practice education experience. Capture the learning opportunity aim to **re-direct thinking**. Students will be facilitated in identifying and applying how **core skills** could be used and developed in these diverse settings.

"Practice educators and students as facilitators and change agents"

FUTURE PLANS
From **September 2012** we will be piloting the new role emerging approach.
Students will investigate a **diversity of service provision** including voluntary and independent sector/health to practice. All students will explore the **application of core skills** such as:
• Evaluation
• Use of activity as a therapeutic tool
• Components of the OT process

References
1. Clouston T, Stewart L, Whelan S, Ray J, and Matheson E (2012) Problem based learning in health and social care. *2012 Oxford Wiley Blackwell*
2. College of Occupational Therapies (2008) Curriculum guidance for pre-registration education. London: COOT
3. Commission for Health Improvement (2008) *Fit for the future: Fit for the challenge of recovery and resilience*. In Clouston T, Stewart L, Whelan S, Ray J, Matheson E (2012) *Problem based learning in health and social care*. Oxford: Wiley Blackwell. 127-135.
4. Lumbard-Harris S (2012) The Student-Centered Model. *Journal of Occupational Therapy* 75(1) 280-285.
5. Ma H & Tai J (2002) Key components and implications of entrepreneurship: A case of Hong Kong. *Journal of Business Venturing* 17, 204-220.
6. Parker H (2008) *Challenging our own values*. *The British Journal of Occupational Therapy* 71, 423-432.
7. Smith ME and Brasher DM (2004) Effects of problem based learning on clinical reasoning in occupational therapy. *The American Journal of Occupational Therapy* 58, 333-336.

Image attributions
1. <http://www.flickr.com/photos/103227119@N00/>
2. <http://www.flickr.com/photos/robertdavid/540223445/>
3. <http://www.flickr.com/photos/robertdavid/4431105250/>

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Landscape header

OXFORD BROOKES UNIVERSITY

MA FILM STUDIES: POPULAR CINEMA

HOW CAN WE MAKE PROGRESS IN THE PHILOSOPHY OF WELFARE?

OXFORD BROOKES UNIVERSITY

Short title hangs from the horizontal frame edge beneath the Oxford Brookes logo.

Where a long title is required in a landscape framework, the title heading may hang from the top of the second line.