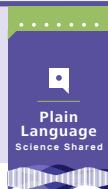


Quality control checklist for plain language summaries (PLS) of publications

Peer-reviewed conference abstracts or journal publications

POWERING
PATIENT VOICES



How to use this checklist

Accuracy

1	Does the PLS accurately reflect the main findings of the research?	Yes	No
		<input type="checkbox"/>	<input type="checkbox"/>

Content

2	Does the PLS contain the following key items?		
•	Plain language title	<input type="checkbox"/>	<input type="checkbox"/>
•	Original scientific title	<input type="checkbox"/>	<input type="checkbox"/>
•	Date of PLS approval	<input type="checkbox"/>	<input type="checkbox"/>
•	Purpose of summary	<input type="checkbox"/>	<input type="checkbox"/>
•	Key study identifiers (eg, registration number, study acronym)	<input type="checkbox"/>	<input type="checkbox"/>
•	Study start date	<input type="checkbox"/>	<input type="checkbox"/>
•	Study end date (or estimated end date for ongoing studies)	<input type="checkbox"/>	<input type="checkbox"/>
•	Drug approval status (for indication studied, discuss geographic differences if applicable)	<input type="checkbox"/>	<input type="checkbox"/>
•	Limitation of PLS (eg, only 1 study, other studies may have different results)	<input type="checkbox"/>	<input type="checkbox"/>
•	Link to original scientific publication, with access status specified (eg, open access)	<input type="checkbox"/>	<input type="checkbox"/>
•	Brand name of drug (more familiar to patients; no promotional branding elements should be used)	<input type="checkbox"/>	<input type="checkbox"/>
•	Phonetics aid (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>
•	Study location (main regions, not all study sites)	<input type="checkbox"/>	<input type="checkbox"/>
•	Background to study (eg, brief descriptor of disease, drug, study)	<input type="checkbox"/>	<input type="checkbox"/>
•	Simple timeline visual to indicate stage of drug development	<input type="checkbox"/>	<input type="checkbox"/>
•	Key demographics for study participants (eg, number, age, sex, disease type)	<input type="checkbox"/>	<input type="checkbox"/>
•	Primary endpoint result	<input type="checkbox"/>	<input type="checkbox"/>
•	Secondary endpoints most relevant to patients (eg, quality of life, tolerability), patient-centred outcomes	<input type="checkbox"/>	<input type="checkbox"/>
•	Neutral conclusion	<input type="checkbox"/>	<input type="checkbox"/>
•	Plans for future studies	<input type="checkbox"/>	<input type="checkbox"/>
•	Shared decision-making prompt (eg, support patient/HCP discussion of PLS)	<input type="checkbox"/>	<input type="checkbox"/>

- | | Yes | No |
|--|-----|----|
| • Thank you to study participants | | |
| • Sponsor name and contact details | | |
| • Links to additional information (eg, clinical trial registry, patient education resources; no links to any promotional sources eg, drug website) | | |
| • Disclosures for writing support and funding source | | |

Plain language principles

3 Does the PLS follow plain language principles for writing? For example:

- | | | |
|---|--|--|
| • Active voice | | |
| • Descriptive question headers to encourage active reading | | |
| • Short sentences (average length: 16 words) | | |
| • Simple words and phrases | | |
| • Familiar words (avoid jargon) | | |
| • Plain language descriptions given for all technical terms | | |
| • Appropriate tone for the content: friendly and conversational, with sensitivity for emotive topics (avoid patronising/labelling terms, 'sufferer', 'failed treatment', 'asthmatic') | | |
| • Simple, purposeful formatting to guide the reader through: avoid all capitals, underlining, and italics | | |
| • Information, split out into short bullets or numbered lists | | |

4 Does the PLS follow principles for numeracy literacy? For example:

- | | | |
|---|--|--|
| • Include only essential numbers | | |
| • Help the reader interpret the data – give meaning and context | | |
| • Use whole numbers | | |
| • Use consistent denominators and time frames | | |

5 Does the PLS follow principles for plain language graphic design? For example:

- | | | |
|--|--|--|
| • Maximise white space to enhance visual appeal | | |
| • Use visual hierarchy (headings, subheadings) and different font weights and sizes to direct attention | | |
| • Use graphical elements (eg, arrows, boxes, shading) to highlight key points, guide readers through and connect related information | | |
| • Font size of 12pt or larger | | |
| • High contrast between text and background and between different colours used in visuals | | |
| • Avoid use of 'graphic junk' – every image used should have a purpose | | |

Assessment

6 Has the PLS been created with, or reviewed by, a patient able to represent the primary target audience for the PLS?

--	--

7 Has a **valid** readability tool been used to assess the PLS?

Caution: Free tools within MS Word may not provide valid readability results; readability tools do not assess all document suitability elements

--	--

8 Has a document suitability tool been used to assess the PLS?

--	--

9 Have available journal or congress guidelines been followed?

--	--