

Session plan Module 7: Spelling and the Personal Development Plan

Group: _____

Tutor: _____

Location: _____

Aims

- To explore different ways to improve spelling
- To become familiar with the paperwork and process for the Personal Development Plan.

Outcomes

Increase understanding of the principles and processes of personal development planning.

Participants will:

- Consider what spelling means
- Develop proof reading skills
- Be aware of methods to help you improve spelling
- Complete a Personal Development Plan

Activity and time	Tutor activity	Learner activity	References
Recall the previous module activity 5 minutes	• Show Module 7 presentation slides 1 and 2 and identify the key points of learning from the previous module.	• Recall previous activities.	SLr/L2.1 KSF LI Core 1,2
Aims and outcomes of Module 7 5 minutes	• Outline the aims and outcomes of module 7 by showing slides 3-4 .	• Understand the aims and outcomes of the module.	SLlr/L2.1

Activity and time	Tutor activity	Learner activity	References
<p>What does spelling mean to you? 10 minutes</p>	<ul style="list-style-type: none"> Facilitate discussion on what spelling means. Write comments on flipchart. Encourage the group to define spelling. 	<ul style="list-style-type: none"> Paired activity Give feedback. 	<p>SLd/L2 KSF L1 Core 1,2</p>
<p>Memory and Learning 20 minutes</p>	<ul style="list-style-type: none"> Distribute Activity sheet I: Memory and learning. Ask participants to work individually to complete the sheet. When taking feedback, discuss and compare responses in the group. Explain that we all remember things in different ways i.e. we have different learning styles. 	<ul style="list-style-type: none"> Complete individual activity Give feedback. 	<p>Ww/L2 SLlr/L2 SLc/L2 SLd/L2</p>
<p>Spelling strategies 20 minutes</p>	<ul style="list-style-type: none"> Linking in to the previous activity, talk through Handout I: Spelling strategies. Discuss each strategy. In groups, ask participants to identify at least four words from the list on the handout and to choose an appropriate strategy to learn the word. They should try to create one mnemonic. Encourage participants to use coloured pens and to be creative in their approaches. Take feedback. 	<ul style="list-style-type: none"> Engage in discussion Paired/group activity Give feedback. 	<p>SLd/L2.1 Ww/L2.1 KSF L1 Core 1, 2, 4, 5</p>

Activity and time	Tutor activity	Learner activity	References
<p>Proof Reading – The Skills Gap 30 minutes</p>	<ul style="list-style-type: none"> • Facilitate discussion on proof reading and why is important. • Show slides 5 and 6 and discuss. • Give out Activity sheet 2: The Skills Gap and ask participants to complete in pairs. • Once the errors in the text have been identified they should transfer these to the spelling grid and suggest ways to learn or remember the words. • Take feedback. • Distribute Handout 2: Common mistakes when proofreading as a reference sheet for participants. 	<ul style="list-style-type: none"> • Paired activity – identifying spelling errors and completing spelling grid. • Give feedback 	<p>Wt/L2.7 Rs/L2.1 KSF LI Core 1,2,3,5,6</p>
<p>Break 15 minutes</p>			

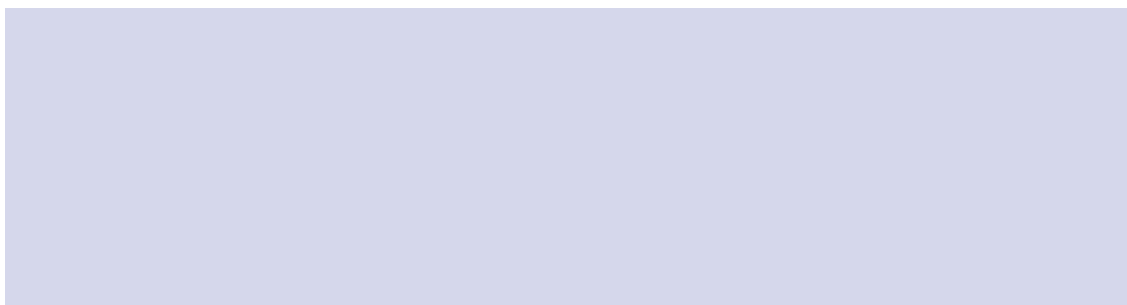
Activity and time	Tutor activity	Learner activity	References
<p>Personal Development Plan 30 minutes</p>	<ul style="list-style-type: none"> • Explain to participants that you are going to look at the PDP paperwork. • Distribute Activity sheet 3: PDP paperwork (two copies each). • Show slide 7 to help clarify the purpose of the paperwork. • Participants to work in small groups of 3 or 4 to complete the sheet for the core dimension of communication. • Refer participants back to Activity 2 in Module 6 (Form 1) and focus on 'areas for development'. • If there is time in the session, participants may wish to continue with the rest of the form and the other core dimensions. Participants may wish to complete the activity at home. 	<ul style="list-style-type: none"> • Listen and respond • Group activity – complete PDP paperwork form • Give feedback 	<p>SLlr/2.1 SLc/L2.1 SLd/L2.1 Wt/L2.2-3 KSF LI Core 1, 2, 3, 4, 5, 6</p>

Activity and time	Tutor activity	Learner activity	References
KSF quiz game 15 minutes	<ul style="list-style-type: none"> • Split class into two groups. • Give each group a set of cards (KSF quiz cards). • Each group to take turns taking a card, reading it aloud and answering the question. • Participants must give reasons why they make their choices with some explanations. • Give a point for a correct answer and allocate two points for a detailed answer (see Teacher resource: KSF quiz answer sheet) • Encourage discussion. • Correct answers to be marked up on flipchart and the winning team is the one with the most points. 	<ul style="list-style-type: none"> • Listen and respond • Speak to communicate. 	SLlr/L2.1 Slc/L2.1 Sld/L2.1, 4 KSF LI Core 1,2,3, 4,5, 6
Practice test questions 20 minutes	<ul style="list-style-type: none"> • Give out Activity sheet 4: Spot the spelling mistakes and find the right word. • Explain this is a similar format to the test questions. • Ask participants to complete individually. • Take feedback, go through answers and discuss. 	<ul style="list-style-type: none"> • Individual activity • Read and respond. 	Wt/L2.7 KSF LI Core 1, 2, 3, 4, 5, 6
Review 5 minutes	<ul style="list-style-type: none"> • Show slide 8 and review the knowledge and skills that have been developed through out the session. 	<ul style="list-style-type: none"> • Identify the key learning points of the session. 	
Outline of next module 5 minutes	<ul style="list-style-type: none"> • Show slide 9 and identify what skills and knowledge will be looked at the following week. 	<ul style="list-style-type: none"> • Learn about the key points of the next module. 	

Resources/aids

- Module 7 PowerPoint presentation/OHP slides
- Handouts: Handout 1: Spelling strategies; Handout 2: Common mistakes when proofreading.
- Activity sheets: Activity sheet 1: Memory and learning; Activity sheet 2: The Skills Gap; Activity sheet 3: PDP paperwork; Activity sheet 4: Spot the spelling mistakes and find the right word.
- KSF quiz cards
- Teacher resource: KSF quiz answer sheet
- Dictionary and thesaurus
- Coloured pens
- Highlighter pens
- Flipchart and markers

Assessment evaluation



Individual learning planning

Participant	Skills	Activity/ Resources	Evaluation (where next?)

Activity summary and guidance sheet

Module 7

Begin by welcoming the group. Thank everyone for their attendance and their input so far. Introduce Module 7: Spelling and the Personal Development Plan.

Show **Module 7 presentation slides 1 and 2** and recall the key knowledge and skills developed in the last module. Outline the aims and outcomes of the unit by showing **presentation slides 3 and 4**.

Each participant will need examples of evidence collected over the previous modules.

What does spelling mean to you?

Ask participants to think about spelling and what it means to them. e.g. how they feel about spelling, cope with poor spelling, situations etc. Write up participants comments on the board and discuss the comments as a group. Ask participants to come up with a definition of spelling and discuss.

Memory and Learning

Distribute **Activity sheet 1: Memory and Learning** and ask participants to work individually to complete the sheet. Discuss and compare responses in the group. Discuss the methods the participants use to remember the information. Explain that we all remember things in different ways i.e. we have different learning styles.

Spelling strategies

Linking in to the previous activity, talk through **Handout 1: Spelling strategies** and explain that there are a variety of techniques which could be used to help improve spelling. Discuss each strategy and link to learning styles. Ask participants to identify a least four words on the list and choose an appropriate strategy to learn the word. They should try to create one mnemonic. Supply them with coloured pens and any other resources they may wish to use (flipchart paper) and encourage them to be as creative as possible in their approaches.

Proofreading - The Skills Gap

Introduce the idea of proofreading and explore why proofreading is important in the context of work documentation – you and your organisation appear more professional. Also explore the issue of accountability – if a mistake is made when writing out patient notes, for example in noting medication, then the ramifications may be very serious. Show **slides 5 and 6** and discuss. Give out **Activity sheet 2: The Skills Gap** and ask participants to work in pairs to identify and highlight the spelling errors. Encourage participants to check the spellings by using a dictionary, tutor or class mate. Once the errors in the text have been identified they should be transferred to the spelling grid and participants can then suggest ways to learn or remember the words. Distribute **Handout 2: Common mistakes when proofreading** handout and read through with participants. Ask them for examples of mistakes they make that proofreading may rectify – often people will admit they are just too rushed or can't be bothered to proofread. Ensure participants understand the term homophones and write up some examples on the flipchart.

Personal Development Plan

Explain to the learners that you are going to look at the PDP paperwork. Distribute **Activity sheet 3: PDP paperwork**. Participants will need two copies each. Explain the various headings and ensure everyone understands the language used. Show **slide 7** to help clarify the purpose of the paperwork. Encourage feedback and identify any participants who may be finding some of the concepts difficult. As a small group activity of 3-4, complete the paperwork for the core dimension of Communication. Ask participants to give examples of what they could include/how they could answer each question. Refer participants back to **Activity 2** in **Module 6** and focus on 'areas for development'. If there is time in the session, participants may wish to continue with the rest of the form and the other core dimensions or they may wish to complete the activity at home.

KSF quiz game

Split class into two groups. Give each group a set of cards. The cards can be photocopied onto card and guillotined. It may be useful to laminate the cards if they are to be used frequently. Split the cards between the groups. They should set them face down.

Each group to take turns taking a card, reading it aloud and answering the question. Participants must give reasons why they make their choices. Encourage discussion between members of the group and they must come to a consensus before answering the question. Draw a scoresheet on the flipchart – perhaps each group can assign themselves a name – and assign one mark for correct answers. Suggested answers can be found in the **Teacher resource: KSF quiz answer sheet**. Assign two marks if you think the group answered the question particularly well. The winning team is the one with the most points.

Practice test questions

Give out **Activity sheet 4: Spot the spelling mistakes and find the right word**. Explain this is a similar format to the test questions. The questions have been selected to reinforce the learning in the module in that they contain a number of questions relating to spelling and vocabulary. Give the participants 20 minutes to complete the questions and take feedback, noting any areas of difficulty.

Review and outline of next module

Show **slides 8 and 9**. These slides encourage the participants to reflect on their learning and ensure that all participants are clear about the key aspects of the module. Explain what will be done in Module 8. Ask participants if they have any questions.



MOVE ON in the NHS
Module 7: Spelling and The Personal Development Plan



get on at work In the Last Module

- The principles and process of appraisal
- Communication skills needed for the review meeting
- The difference between fact and opinion



get on at work Aims

- To explore different ways to improve spelling
- To become familiar with the paperwork and process for the Personal Development Plan



get on at work **Outcomes**

Participants will :

- Consider what spelling means
- Develop proofreading skills
- Be aware of methods to help improve spelling
- Complete a Personal Development Plan



get on at work **Proofreading**

- Writing needs to be checked carefully for mistakes.
- There may be errors relating to spelling, punctuation and meaning.
- Proofreading can be difficult because we often read what we think we have written rather than what is exactly there.



get on at work **Proofreading tips**

- Don't read for meaning, spelling and punctuation at the same time.
- Take one sentence at a time and read it slowly. Look out for missing words or extra words.
- If you can, ask someone else to read it through for you.
- If you can, leave what you have written for a while before proofreading. You may notice more because it will be like reading it for the first time.



get on at work **PDP**

The Personal Development Plan (PDP) takes the form of a written statement of intention that sets out:

- the stage you are currently at (**can do**)
- where you would like to be (**will do**)
- the steps you need to get there (**how to**)
- the support that will be required



get on at work **What Have We Learnt?**

- Considered what spelling means
- Defined spelling
- Developed proof reading skills
- Explored methods to help improve spelling
- Completed a Personal Development Plan



get on at work **Next Module**

- Employee responsibility in PDP
- Planning and writing a formal letter and a newspaper article



Activity sheet 1: Memory and learning

How do you:

Remember your phone number?	
Remember someone's name after you have just met them?	
Remember a journey which you take often?	
Remember where you put your keys?	
Remember where you parked your car at the shopping centre?	

- Do you find **looking** at the word helpful?
- Or **saying** the word out loud?
- Or **touching** the separate letters in the word?
- Or **writing** the word down?
- Orany other way?

Handout 1: Spelling strategies

There are a variety of techniques you could use to help improve spelling. These depend for their effectiveness on the types of word and also your preferred learning style e.g. are you a visual learner who responds to visual clues or an auditory learner who responds to verbal prompts?

Look at the following strategies and decide which one (or ones) may work for you:

1. **Look – say – cover – write – check**

The strategy involves five steps:

Look – read the word

Say – pronounce the word and then follow the letters as you say them

Cover – cover the word and repeat the spelling

Write – write the word and repeat the letters as you write

Check – check the spelling. Try again if incorrect

2. **Mnemonics – use memory aids to fix a spelling:**

- diarrhoea – diarrhoea is a really running heap of endless amounts!

3. **Syllabification – breaking a word down into bits which can be spoken**

- psychiatric = psy – chi – at – ric = 4 syllables

4. **Spelling rules**

- i before e except after c when the sound is ee
- when you add full to a word, use one l – help/helpful, hope/hopeful

5. Say the word out loud

Change the way you say the word to emphasise the bit that you want to remember. Say the bits of the word the way that they appear.

- Wednesday can be split into three chunks = Wed – nes – day

6. Prefixes and suffixes

Take a root word and add different prefixes and suffixes to see how many real words you can make from one word.

- Symptom = symptoms, symptomatic, asymptomatic, asymptomatic, symptomatology

8. Use a dictionary to check writing

9. Proofreading – check for personal errors

**Now try out some of these strategies on the words below:
(Try to create at least one mnemonic)**

diagnosis

general practitioner

preventative

asthma

counselling

dyslexia

referral

vaccinations

supervision

hygiene

therapy

Activity sheet 2: The Skills Gap

Find the spelling errors in the following passage. There are six in all. Use these spellings to complete the spelling grid.

These days, employers mind the skills gap

Helene Mulholland

The findings of the latest national employer skills survey found 11% of people across the public and private sector had a "skills gap" that hampered their performance. The biggest cause was high staff turnover, which meant they had less opportunity to accrue experience.

The government's determination to improve the skills deficit in the public sector is partly a result of a battery of reforms it has introduced over the past five years. The benefit to these workers is a more exciting and challenging role than they might have once had. Nurses are now increasingly doing jobs once carried out by doctors, healthcare assistants do many traditional nursing jobs while fire officers take on new fire prevention roles.

Health, as is often the case, has led the way in introducing greater opportunities for staff mobility and performance. The new pay system, Agenda for Change, is structurally designed to motivate staff to continually develop. It introduces a "skills eskalator" which will allow staff to develop new skills appropriate to the workplace, through a developed training package called the "skills and knowledge framework" (KSF).

Gill Rose, from NHS Employers, says each NHS post will have a KSF profile to identify the skills they need to do their job. The scheme does not require more investment in training, just a better use of money to ensure those at the bottom of the NHS employment ladder get their share of career development. "The incentive to staff is obvious," she says. "The benefit for managers is it will be easier for your workforce to do the job."

Extract from The Guardian, Wednesday September 28, 2005

Spelling Grid:

Wrong Spelling	Correct Spelling	Why it was wrong and how can you learn or remember it

Answer: Activity sheet 2

These days, employers mind the skills gap

Helene Mulholland

The findings of the latest national employer skills survey found 11% of people across the public and private sector had a "skills gap" that hampered their performance. The biggest cause was high staff turnover, which meant they had less opportunity to **accrue** experience.

The government's determination to improve the skills deficit in the public sector is partly a result of a battery of reforms it has introduced over the past five years. The benefit to these workers is a more exciting and **challenging** role than they might have once had. Nurses are now increasingly doing jobs once carried out by doctors, healthcare assistants do many **traditional** nursing jobs while fire officers take on new fire prevention roles.

Health, as is often the case, has led the way in introducing greater opportunities for staff mobility and performance. The new pay system, Agenda for Change, is structurally **designed** to motivate staff to continually develop. It introduces a "skills **escalator**" which will allow staff to develop new skills appropriate to the workplace, through a developed training package called the "skills and knowledge framework" (KSF).

Gill Rose, from NHS Employers, says each NHS post will have a KSF profile to identify the skills they need to do their job. The **scheme** does not require more investment in training, just a better use of money to ensure those at the bottom of the NHS employment ladder get their share of career development. "The incentive to staff is obvious," she says. "The benefit for managers is it will be easier for your workforce to do the job."

Extract from The Guardian, Wednesday September 28, 2005

Handout 2: Common mistakes when proofreading

Here are some common mistakes to look out for when proofreading your work:

1. **Putting the wrong word in the wrong place - especially when using homophones.**

Homophones are words which sound the same (or similar) but have different spellings and meanings.

The doctors have left there notes in the staff room X

The doctors have left their notes in the staff room ✓

Other common homophone pairs to watch out for are *of* and *off*; *to* and *too*; and *which* and *witch*.

2. **Leaving letters out, especially in the middle of words.** Many words contain silent letters, or letters that are not sounded clearly when you speak quickly e.g. LISEN for LISTEN or FEBUARY for FEBRUARY

3. **Mistakes when adding an ending, or suffix, to a root word.** It's easy to make mistakes especially when adding the -ing suffix.

The auxiliary staff are makeing good progress. X

The auxiliary staff are making good progress. ✓

It's important to remember the rules for adding the -ing suffix to root words that end in 'e' or a short vowel followed by a consonant.

Make + -ing = making (drop the final 'e')

shut + ing = shutting (double the final consonant)

4. **Using a small i as a pronoun.** A pronoun is a word that stands in place of a proper noun such as Sheila or John. Remember that whenever I is a word on its own, you should use a capital letter.

e.g. Max and I went to the handover meeting.

5. **Missing words out altogether.** Most people think much faster than they can write, so it's easy to leave out small words such as *a*, *the*, *and*, *it*, and *in*. Careful proofreading can help you spot this type of mistake.

Activity sheet 3: Personal Development Plan

OPTIONAL

FORM 2 PERSONAL DEVELOPMENT PLAN

Relevant Dimensions	What is the development need/interest?	What will I do to develop myself?	How will I know I have done this?	What is the date for planned completion?	What support do I need & where will I get it?	What are the barriers & how can I overcome them?

Signature of individual Date Name of individual

Signature of reviewer Date Name of reviewer

Teacher resource: KSF quiz cards

Card 1

The NHS KSF is a performance-related pay system.

True or false?

Card 2

The NHS has six core dimensions.

True or false?

Can you name them?

Card 3

a) The 24 specific dimensions only refer to clinical staff.

True or false?

b) How many specific dimensions will most people's post outlines have?

Card 4

Your organisation can write its own dimensions if it doesn't think the KSF is appropriate.

True or false?

Card 5

You and your line manager will use the post outline to inform your learning and development.

True or false?

Card 6

Everyone will have to do a set number of courses each year.

True or false?

Card 7

The foundation gateway always takes place immediately after you're appointed to a pay band.

True or false?

Card 8

Give one purpose of the NHS KSF.

Card 9

Which dimensions will definitely appear in your NHS KSF outline?

Card 10

What does a level title do?

Card 11

What has happened under Agenda for Change?

Answer: KSF quiz cards

1. False. The KSF is not a pay or an appraisal system. It's a framework of the skills and knowledge that you need to do your job effectively.
2. True. The six core dimensions are Communication, Personal and people development, Health, safety and security, Service improvement, Quality, and Equality and diversity. They are so important that everyone in the NHS has them in their post outlines.
3. False. The specific dimensions range from Transport and logistics to Information processing to Protection of health and wellbeing. Most people's post outlines will have between three and six specific dimensions.
4. False. The KSF is a broad framework which ensures equal treatment for all staff across the whole NHS. The framework is generic so it may not use the same terminology as you use every day, but the skills and knowledge should be common to all. It's part of a national agreement which has been carefully negotiated. If an organisation consistently has problems using the NHS KSF, staff groups can alert the Staff Council to the problem.
5. True. At your Personal Development Review meeting, you and your manager will discuss the skills and knowledge you need to do your job based on the dimensions in your post outline. You'll then jointly agree a Personal Development Plan (PDP) with your learning and development needs.
6. False. There are opportunities for on-the-job learning, off-the-job learning with other people and individual off-the-job learning – for example, e-learning. The type of learning and development you do depends on your preferred learning style.
7. False. The foundation gateway takes place within the first 12 months of joining a new pay band. It relates to the knowledge and skills that need to be applied to a post from the beginning – together with the provision of planned learning and development for the following year.
8. There are four possible answers:
 - A Develop the knowledge and skills of staff to improve services
 - B Support the effective learning and development of individuals and teams
 - C Support the development of individuals in the post in which they are employed so that they can be effective at work
 - D Promote equality for and diversity of all staff.
9. The core dimensions.
10. It describes how knowledge and skills need to be applied.
11. Most NHS staff have switched to a common pay spine, where jobs are allocated to specific pay bands covering a number of pay points.

Activity sheet 5: Spot the spelling mistakes and find the right word

Peter began working as a volunteer with elderly people suffering from senile dementia within the community when he was an adolescent.

During the last two years he has worked as a domiciliary care assistant, helping clients with personal hygiene including bathing, dressing and using the toilet. He has also been responsible for household care and shopping.

He has a professional attitude towards caring for the health of his clients and takes into account the importance of their intellectual, emotional and social well-being as well as their physical health.

In the future, Peter would like to be part of a specialist team ensuring that the elderly receive effective care provision in an environment that promotes self-esteem without discrimination.

The following words have been spelt incorrectly. Choose the correct spelling by ticking the box:

1. community

- A community
- B communitty
- C comunitti
- D communitie

2. adolescent

- A adolescent
- B addolesent
- C adolescent
- D adollescent

3. domiciliary

- A domisilliary
- B domisiliarie
- C domiciliary
- D domisciliary

4. proffesional

- A professionnall
- B profesional
- C proffesional
- D professional

5. inteleshal

- A intellectual
- B inteleshal
- C intelleeshual
- D inteleshual

6. discriminishun

- A discrimmination
- B discrimination
- C discriminishun
- D discrimmination

Questions 7 to 11 are about the following draft document.

Are you interested in working in a busy hotel? Do you enjoy meeting new people? Are you friendly and hard working. We _____ looking for the right person to work as a receptionist in our lively, family-run hotel. Your duties will include welcoming guests and answering their questions. You will also be taking telephone bookings and dealing with enquiries about the hotel. Experience of working in a hotel is not essential but we need someone who enjoys meeting the public and _____ good communication skills. If you would like further details, please apply to Mr Bob Jones, Station hotel, Richmond Road, Exton, EX15 8AH.

line 1
line 2
line 3
line 4
line 5
line 6
line 7
line 8
line 9

7. There is a spelling mistake on

- A line 1
- B line 4
- C line 5
- D line 6

8. A word has been left out on line 2. Is it

- A is
- B were
- C was
- D are

9. A question mark needs to be used instead of a full stop on

- A line 2
- B line 4
- C line 5
- D line 7

10. There is a word missing on line 7. It should be

- A as
- B have
- C has
- D had

11. The word 'hotel' needs a capital letter on

- A line 1
- B line 3
- C line 6
- D line 8

John Simmonds, Manager line 1
The Sports Centre line 2
Canterbury line 3
Kent, CT8 7PE line 4

Mrs Sue Hedges line 5
32 Cathedral Lane line 6
Canterbury line 7
Kent CT5 2HP line 8

Dear Sue line 9

Unfortunately, as you are aware, there has been problems with some line 10
customers at the centre. These problems include: line 11

- The drinks machine has been vandalised. line 12
- Shouting and swearing in the coffee bar. line 13
- Fighting outside the centre. line 14
- Using the sports facilities without paying. line 15

All staff are reminded that security is the responsibility of everyone. line 16

If you see anyone acting in a manner which causes you concern, you line 17
must report this to the security office immediately. line 18

There is no doubt that disruptive behaviour must be dealt with line 19
immediately. This type of behaviour puts people off using our centre and line 20
undermines all the hard work done by the staff in the last year. line 21

I know I can count on your support, can't I. line 22

Please come and see me if you have any questions. line 23

Yours sincerely line 24

John Simmonds line 25

12. A question mark is missing on

- A line 11
- B line 19
- C line 22
- D line 23

13. There is a grammatical error on

- A line 10
- B line 15
- C line 17
- D line 18

14. There is a spelling mistake on

- A line 10
- B line 13
- C line 15
- D line 19

15. The correct spelling of the word “immedietely” on line 20 should be

- A immediety
- B immediateley
- C immediately
- D imediately

16. Which of these statements from the document is a complete sentence?

- A The drinks machine has been vandalised.
- B Shouting and swearing in the coffee bar.
- C Fighting outside the centre.
- D Using the sports facilities without paying.

Answers: practice test questions

- 1. A
- 2. C
- 3. C
- 4. D
- 5. A
- 6. B
- 7. C
- 8. D
- 9. A
- 10. C
- 11. D
- 12. C
- 13. A
- 14. A
- 15. C
- 16. A