

Criteria	Level A	Level B	Level C	Level D	Level E
Learning Needs <i>Personal Identified Stated</i>	No statement	Statement of learning needs No evidence of how needs determined	Learning needs identified (needs not wants) A variety of topics considered (eg clinical, communication, ethical, managerial...) Some selection and prioritisation.	Detailed statement of prioritised learning needs Arise from several sources (eg self, practice, local, national...) Most have evidence of their origin	Detailed and insightful statement of learning needs. Carefully selected from wide variety of topics and sources All have good evidence of origin . (eg: actions from previous plan, PUN, audit, appraisal, MCQ, peer review...)
Learning Plan <i>Appropriate Achievable Matches Needs</i>	No plan	Learning plan Does not cover all learning needs Methods scantily covered Plan may be difficult to achieve	Learning plan achievable & relevant. Learning methods appropriate for needs (eg: skill need: practical training..., knowledge need: books, lectures..., understanding needs: discussion, groups...)	Plan is detailed and achievable Variety of appropriate learning methods should provide thorough cover of most aspects of each topic	Detailed and thoughtful plan Contexts and methods carefully tailored to maximise learning opportunities
Assessment Plan <i>Appropriate Objective Matches Plan</i>	No plan	Plan is simplistic and vague Endpoints and standards are unclear	Assessment methods appropriate Should indicate satisfactory completion of plan. Limited use is made of target dates, standards, objective or external assessment	Assessments proposed match the learning needs well (eg: skill: practical assessment... knowledge: MCQ, MEQ..., understanding: peer review, teach,...). Some targets and standards set Some objective assessments planned	Wide range of assessments planned Should provide comprehensive coverage of the learning. Objective and independent assessments are included Standards set and target dates explicit
Records <i>Detailed Log Supporting Evidence</i>	No records	Simple log with little detail Few references Some omissions	Record complete and consistent Some supporting evidence: (references, extracts, notes, certificates, dates...)	Detailed log Good supporting evidence in most cases.	Detailed log Pertinent supporting evidence, much of which is externally validated.
Understanding <i>Reflection Objective Evidence</i>	No evidence of learning	Some statements about extent to which learning needs met.	Statement of extent to which learning needs met for each topic. Some discussion about what has been learned and what is yet to be learned	Detailed personal assessment of what has been learned and what is yet to be learned Some supporting evidence presented (exams, assessments, reflections, guidelines, teaching...)	Comprehensive, insightful personal assessment of what has been learned and what is yet to be learned Succinct and relevant supporting evidence
Performance <i>Assessed Improved</i>	No assessment of performance	Attempt to assess performance in a few areas	Some assessments of performance Limited improvements shown	Formal review of performance for each major topic (audit, case reports, peer review, appraisal, written reflection....)	All areas subject to performance review Several significant improvements

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