

### Novice to Expert scale

	<b>Knowledge</b>	<b>Standard of work</b>	<b>Autonomy</b>	<b>Coping with complexity</b>	<b>Perception of context</b>
<b>1 Novice</b>	Minimal, or 'textbook' knowledge unrelated to practice	Unlikely to be satisfactory unless closely supervised	Needs close supervision or instruction	Little or no conception of dealing with complexity	Tends to see actions in isolation
<b>2 Beginner</b>	Working knowledge of key aspects of practice	Straightforward tasks likely to be completed to an acceptable standard	Able to achieve some steps using own judgement, but supervision needed for overall task	Appreciates complex situations but only able to achieve partial resolution	Sees actions as a series of steps
<b>3 Competent</b>	Good working and background knowledge of area of practice	Fit for purpose, though may lack refinement	Able to achieve most tasks using own judgement	Copes with complex situations through deliberate analysis and planning	Sees actions at least partly in terms of longer-term goals
<b>4 Proficient</b>	Depth of understanding of discipline and area of practice	Fully acceptable standard achieved routinely	Able to take full responsibility for own work (and that of others where applicable)	Deals with complex situations holistically, decision-making more confident	Sees overall 'picture' and how individual actions fit within it
<b>5 Expert</b>	Authoritative knowledge of discipline and deep tacit understanding across area of practice	Excellence achieved with relative ease	Able to take responsibility for going beyond existing standards and creating own interpretations	Holistic grasp of complex situations, moves between intuitive and analytical approaches with ease	Sees overall 'picture' and alternative approaches; vision of what is possible

Adapted from the Dreyfus model of skills acquisition: Dreyfus, S E (1981) and Dreyfus, H L & Dreyfus, S E (1984).