

GENERAL ASSESSMENT CRITERIA

Score & Skill Level	Personal Practice Indicators	Communicative Competence and Effect on Supervisory/Instructional Ability	Comfort Zones & Focus when Operating Autonomously
1 - 2 Novice	Has a minimum ability and an incomplete understanding. Requires close and constant supervision/instruction to ensure practice is accurate and safe.	Unconscious Incompetence – this learner is not yet aware of the skill sets required or the depth of their lack of proficiency.	Operating in the stress zone when autonomous. Internally focused with minimal environmental awareness.
3 - 4 Beginner	Has a basic working understanding, tends to see actions as a series of linear steps, can complete simple tasks without close supervision, but practice needs to be closely monitored to ensure accuracy and safety. Mistakes are frequent and repetitive requiring supervision for correction.	Conscious Incompetence – this learner is aware of the skill sets required, and aware of their relative lack of proficiency.	Operating in the stretch zone with easy tasks and at risk of being put into the fear zone with any complex tasks even when supervised. Focus is internal with poor environmental awareness.
5 - 6 Competent	A competent performer has a good working and background understanding. The participant can complete work independently in normal parameters to a standard that is acceptable, though performance lacks refinement. Mistakes are commonplace but self-corrected inefficiently. Supervision is advised.	Conscious Competence – this learner is able to perform all skill sets to an acceptable level, but this requires effort and concentration. They will be aware of their lack of ability for more challenging tasks and rely on supervisors.	Operating within their stretch zone within normal operating parameters, at risk of being put into the fear zone when operating outside of normal parameters without supervision. Focus is largely internal, but with reasonable environmental awareness.
7 - 8 Proficient	A proficient performer has a deep working understanding. Routinely achieves a high level of performance but makes small mistakes which are promptly self-corrected when operating outside of normal parameters.	Unconscious Competence for operations within normal parameters, allowing a high degree of mental capacity allowing them to supervise/instruct to an acceptable/good standard. Outside of normal parameters this practitioner falls into conscious competence where spare mental capacity is reduced and a slight decline in supervisory/instructional abilities is observed.	Operating within their comfort zones in normal practice, allowing their focus to be external, facilitating good environmental awareness and good supervisory skillsets. Outside of normal parameters, they will be in their stretch zone and supervisory skills reduced.
9 - 10 Expert	An expert performer rarely makes a mistake and has an authoritative understanding of all the components, and how to tune them for the demands of the environment and task. Deals with routine automatically and adapts easily outside of normal parameters.	Unconscious Competence – this experts practice is engrained and comes automatically, leaving an uncompromised degree of mental capacity to allow them to supervise/instruct to the highest level.	Operating within their comfort zone even when operating outside of normal parameters allowing their focus to remain external for excellent environmental awareness and supervisory skillsets.

Normal Parameters takes a broad definition of satisfying all/most of the following:

- Familiar venues
- Specifically designed training venues/structures (that lack operational reality)
- Environmental conditions favourable for training (dry, warm, light, lack of wind)
- Familiar workgroup (same training, techniques, procedures)
- Familiar equipment
- Good wellbeing (fed, hydrated, rested, physical health, mental health)

Pass Marks:

All Courses:

Learners are required to score a minimum of 5 across all assessment areas to be deemed competent

Instructors & Supervisors:

Learners are required to score a minimum of 7 across all assessment areas to be deemed competent

Assessment scores are awarded holistically for all skillsets within the assessment area, with a negative bias towards the weakest skillset in that area. This allows for singular minor shortcomings not to determine the assessment result, and will instead be mentioned in feedback and raised as action plans. All feedback and action plans are shared with your organisation.

This Assessment Criteria framework is a tool intended to aid in the assessors judgement of a learners competence based on their observations. Reliance on a singular measure is insufficient, and discrepancies will be observed due to inaccurate self-reflection of learners own ability, or by exhibiting overconfidence in ones abilities. Assessors decisions are always final. If a learner has concerns over assessment parity at any point during a course, they should raise this at the office at first opportunity so a prompt resolution can be found.