

T Level Technical Qualification in Education and Early Years (Level 3)

Employer set project (ESP)

Assisting Teaching

Task 4 – pro-formas

T Level Technical Qualification in Education and Early Years

Employer set project (ESP)

Assisting Teaching

Pro-formas

Task 4 – reflective account

Contents

Contents.....	2
Task 4: Pro-forma D – reflective account (Kolb)	3
Document information	5
Change history record.....	5

Task 4: Pro-forma D – reflective account (Kolb)

Note: the space provided below is **not** indicative of length of response required. Consideration should be given to the time limit stated in the Project Brief.

The four stages of **Kolb's experiential learning cycle** have been identified in the chart below. Use the four stages of Kolb's experiential learning cycle and the prompts below to complete your overall reflection on the tasks completed in this ESP.

As part of this task you may wish to refer back to the work you completed in task 2 (c) (reflection upon peer feedback). You must ensure that this work is not simply duplicated but rather built upon and expanded. Any work that is simply duplicated from task 2 (c) will not be marked.

Concrete experience: briefly describe the tasks you completed.

Consider:

- your intervention plan
- your planned activity
- your contributions to the peer discussion, digital presentation and tutor questions
- how you felt during the different tasks

Reflective observation of a new experience: include both positive and negative experiences of the tasks completed in your evaluation including anything which affected the quality of your tasks.

Consider:

- the effectiveness of your communication
- the quality of your contributions to peer and tutor questions
- the quality of your plans in supporting the intended outcomes

Abstract conceptualisation: justify what went well and what did not go to plan, make recommendations for future improvement.

Consider:

- your communication skills
- your contribution to the discussion and tutor questions
- the quality of your plans
- the extent to which feedback informed changes to your plans

Active experimentation: summarise how you could use your reflections to improve your future practice. Your response must address the following points:

- How, and why, you will develop your knowledge, planning skills and collaborative working in your future practice.
- How undertaking continuing professional development (CPD) contributes to keeping your own knowledge and skills current.
- How developmental feedback could improve your own professional performance.
- Identify one example of self-directed learning you could undertake to improve your future practice

Any other notes:

Document information

Copyright in this document belongs to, and is used under licence from, the Institute for Apprenticeships and Technical Education, © 2025.

‘T-LEVELS’ is a registered trade mark of the Department for Education.

‘T Level’ is a registered trade mark of the Institute for Apprenticeships and Technical Education.

‘Institute for Apprenticeships & Technical Education’ and logo are registered trade marks of the Institute for Apprenticeships and Technical Education.

The T Level Technical Qualification is a qualification approved and managed by the Institute for Apprenticeships and Technical Education.

NCFE is authorised by the Institute for Apprenticeships and Technical Education to develop and deliver this Technical Qualification.

‘CACHE’ is a registered trade mark of NCFE.

Owner: Head of Assessment Solutions.

Change history record

Version	Description of change	Approval	Date of issue
v1.0	First published version	09 May 2025	09 June 2025
v1.1	Reference to 'early support plan' within 'Concrete experience' table heading amended to 'intervention plan'.	05 August 2025	15 August 2025