



HM Government

T-LEVELS

T Level Technical Qualification in Education and Early Years QN: 610/5748/4

Employer set project (ESP)

Assisting Teaching

Task 4 – pro-formas

v2.0: Specimen assessment material (SAM)
30 April 2026

T Level Technical Qualification in Education and Early Years

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Assisting Teaching

Pro-formas

Task 4 – reflective account

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Task 4: Pro-forma D – reflective account (Boud, Keogh and Walker)

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 three stages of **Boud, Keogh and Walker’s reflective model** have been identified in the chart below. Use the three stages of Boud, Keogh and Walker’s reflective model 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.

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
- the feedback you received in the peer discussion
- how you felt during the different tasks.

Reflective process: 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 discussion and tutor questions
- the quality of your plans in supporting the intended outcomes
- the extent to which feedback informed changes to your plans.

Outcomes: 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:

Change history record (CHR)

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 'Experience' table heading amended to 'intervention plan'.	05 August 2025	15 August 2025
v2.0	Minor updates to SPaG and abbreviations Logos updated on front page Copyright information updated	N/a	30 April 2026

SAMPLE

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