Peer Feedback Support Group

Resource Package

This resource package was created by students for student and aims to equip students on healthcare placements with the tools and support they need to facilitate and participate in peer feedback support groups.

This peer feedback support group concept was a student initiative project coordinated by occupational therapy students Begw Jones and Lucy Morris on their 3rd year critical evaluation placement at HEIW. Their educator Wendy Wilkson provided them with an excellent opportunity and platform to make a small change, which has had a big impact for student occupational therapy placement experiences.

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What Is A Peer Feedback Support Group?

A peer feedback support group is a protected one-hour session, that gives students the space to collaborate, learn and support each other during their practice placement. These sessions are either facilitated by your own peer group or by a more placement experienced peer (those in a different academic year). These peer feedback groups will occur on a weekly basis throughout the duration of your placement.

Why is peer feedback and support beneficial on Practice placement?

Peer feedback has been positively associated with cognitive, academic and professional development (Liu & Carless 2006). Our preliminary research which is also supported by existing academic literature suggests that peer feedback and support can improve students' confidence, self-efficacy, reflection skills, problem solving/decision making skills, abilities to give and received constructive feedback, resilience and self-managing skills (Vickerman 2009). These are important qualities to refine and develop throughout practice placement as a student and in the future in developing yourself personally and professionally (Hamid and Mahmoud 2010).

How to use the resource package in peer feedback support group sessions?

That is up to you! The pack is there to help support and guide your sessions, with the resources relevant to developing your personal and professional development. You can use as much of the resource that you believe is relevant to you and your peers. If you are unable to find a resource or tool in the pack, as a group or individually you can source your own. If you feel as a group that the extra resources, you find may be relevant and beneficial to other peer feedback support groups, then please share this with either your supporting tutor or your facilitating peer to share with other students.

To help guide your sessions we have formulated a suggested agenda for each week (according to the type of placement you are on). You do not have to strictly follow the set agenda, and these can be adapted to best suit you and your peers personal, professional and placement needs. If you do decide to adapt the agenda please remember that this is a protected hour that is designed to provide students with a positive platform to discuss, reflect, learn, collaborate and support each other during practice placement, and should not be used for other purposes.

Session Advice?

Who should facilitate the sessions?

If you don't have a designated experienced peer to facilitate the sessions, then it is your responsibility as a group to designate the role. Their role is to ensure the group is following their agenda and that everyone has had a time to speak and share their experiences in the sessions.

Should we take notes on the sessions?

It is up to you! However, it is recommended that you do as you can use it as evidence in your learning contract. How you record this information is for your group to decide. There is a template for note taking in the appendix (4) which you can use if you wish as a group. If you choose to use the template, you may want to choose a person who is responsible to take notes in the session and to then share it with the group.

What is the recommended virtual meeting etiquette?

How you run these meetings is entirely up to you, but we highly recommend that you follow some virtual meeting etiquette to ensure these sessions are effective and meaningful. Our virtual meeting etiquette recommendations are:

- Everyone who attends the sessions should have their camera on, unless there is a valid reason or extenuating circumstance e.g internet connection issues, faulty equipment, confidentiality risks etc.
- Everyone who attends the sessions should use their microphones to speak, unless there is a valid reason or extenuating circumstance. If a peer is unable to use their microphone, then they are encouraged to use the chat bar and have a designated person in the group to be responsible for reading this.
- Everyone is expected to engage in discussions and peer feedback as these sessions are aimed at developing your own personal and professional skills and supporting our peers.
- Always maintain confidentiality, especially when exploring specific cases on your placements e.g. no identifiable information.
- This group is an environment for sharing and supporting peers, therefore, please be open, kind and non-judgemental.
- Ensure professionalism is maintained throughout.

Support Contacts

Peer Feedback Support Group Contacts

If you have a group peer facilitator, they will provide you with their e-mail address for you to contact if you have any queries or questions regarding the sessions.

Cardiff University: Your supporting tutor/ halfway tutor will be available, and their e-mail will be shared with you on starting your placement.

You will need to make your educator aware of the allocated time agreed for you to attend the peer support sessions. Any queries you may have surrounding attending these sessions you can discuss with your educator.

If you need additional support, the student wellbeing service is available all year round and can be accessed via the Cardiff university website: Student support and wellbeing - Study - Cardiff University

Emergency/Urgent Concerns Contacts

Confidentiality will always need to be broken immediately in an emergency and if you have urgent concerns.

Emergency = if a student is at urgent risk of imminent life-threatening harm or injury to themselves by themselves, to another person/people, or from another person/people

Urgent Concerns = serious and urgent concern but the situation is not an Emergency

- Please never delay contacting the Emergency Services in the above circumstances.
- Call 999 and the University Security team on 029208 74444.
- Please stay with the person until the Emergency Services arrive if this is possible and you feel safe to do so.
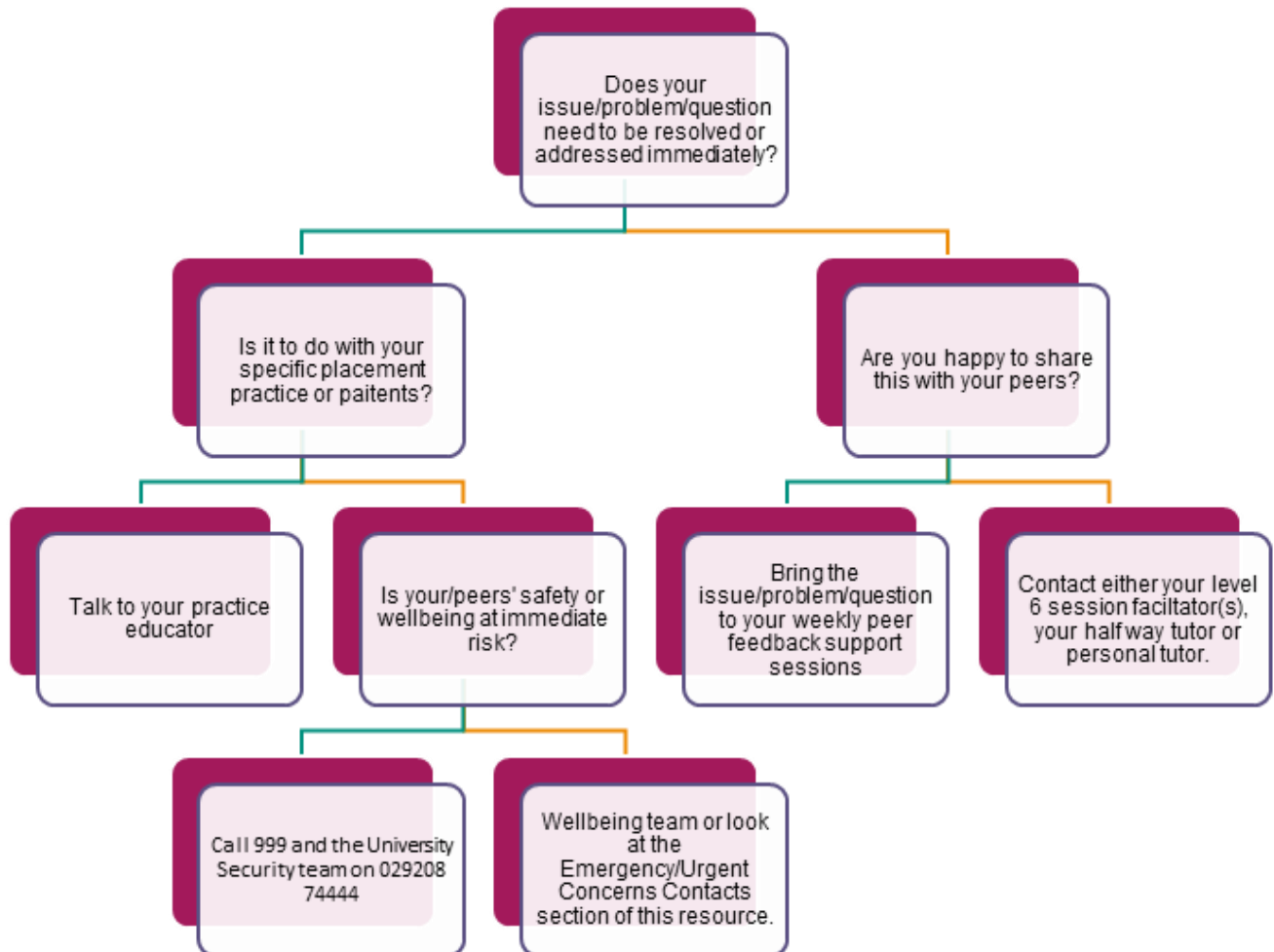- Search "Get urgent advice" on the Student Intranet for further guidance.

If the concern relates to the student's safety or behaviour in terms of their mental health / harming themselves or harming another person/people:

- Email the 'Concerned about a Student' inbox: concernedaboutastudent@cardiff.ac.uk
- Ring 029 22 518 888 and request a call back from a member of staff from the Student Intervention Team.

If the concern relates to the student's safety in terms of being harmed by another person / people:

- Email the 'Disclosure Response Team' inbox: disclosureresponseteam@cardiff.ac.uk
- Ring 029 22 518 888 and request a call back from a member of staff from the Disclosure Response Team.

Where Is The Best Place To Take Questions/Issues/Problems?

Does your issue/problem/question need to be resolved or addressed immediately?

Is it to do with your specific placement practice or paitents?

Are you happy to share this with your peers?

Talk to your practice educator

Is your/peers' safety or wellbeing at immediate risk?

Bring the issue/problem/question to your weekly peer feedback support sessions

Contact either your level 6 session faciltator(s), your half way tutor or personal tutor.

Call 999 and the University Security team on 029208 74444

Wellbeing team or look at the Emergency/Urgent Concerns Contacts section of this resource.

Yes

No

See the support contacts section for general relevant contact information. For contacts specific to you such as your educator, halfway tutor, personal tutor and level 6 facilitator(s); contact details will be provided to you prior to the peer feedback support groups starting.

Agendas

Level 4 – Assessment and Planning (Facilitated bi-weekly by an experienced peer)

(Appendix 1)

Level 5 – Planning

(Appendix 2)

Level 6 – Critical Evaluation

(Appendix 3)

Reflective Practice

Relevant academic books that explore what reflective practice is:
- Oelofsen, N. 2012. Developing reflective practice: a guide for students and practitioners of health and social care. Royal College of General Practitioners (available at Cardiff university library).

Rough guide to reflection: Online blog by a MSc Occupational therapy student that explores the different models of reflection out there, and which situations they're best geared towards;

- https://lifelonglearningwithot.wordpress.com/2016/05/02/different-models-of-reflection-using-them-to-help-me-reflect/

RCOT collection of recommended occupational therapy reflective practice resources: definition of reflective practice, journal articles, books and internet resources.
- Reflective practice - Royal College of Occupational Therapists www.rcot.co.uk › sites › default › files › August 2017 ... (google.com)

Reflection model templates:
Gibbs's Reflective Cycle (Gibbs, 1998)
- Gibbs Reflective Model Template (ncn.ie)

What? So What? Now What?
- service learning reflection questions what so what now what.pdf (hilbert.edu)
- cpdreflecttool.pdf (bda.uk.com)

Kolb-learning cycle (1984)
- Kolb-learning-cycle.pdf (leedsscp.org.uk)

Assessment/ outcome measures to measure your progress and aid reflection:

Coaching performance wheel
- Template- Coaching Performance Wheel (slideshare.net)
- How to -https://worldofwork.io/2019/07/coaching-wheels-life-and-work/

Communication

Relevant YouTube videos to improving your communication skills;
- o **David PJ Phillips 110 techniques of communication and public speaking:**
  https://www.youtube.com/watch?v=K0pxo-dS9Hc
- o **3 skills to compassionate communication:**
  https://www.youtube.com/watch?v=46bRW1pYgoY
- o **How miscommunication happens and how to avoid it:**
  https://www.youtube.com/watch?v=gCfzeONu3Mo

Strategies for communication within the workplace: This resource offers students effective strategies to adopt to better their communication skills in the workplace to ensure that there are no crossed wires or misunderstanding between two or more speakers.

- o [20 effective communication strategies for the workplace (perkbox.com)](#)

The importance of interpersonal skills- short course through the Open University that will help you to recognise the importance of interpersonal skills and how good communication can influence your working relationships:

- o [The importance of interpersonal skills - OpenLearn - Open University - Y159_1](#)

Elizabeth Fradd: Why communication and information matter; In this podcast, Elizabeth Fradd explores the importance of language and communication in delivering high-quality, patient-centred health care.
- o [Elizabeth Fradd: why communication and information matter | The King's Fund](#)

Non-Verbal

Written communication: This resource offers clear guidance as to how to approach written communication via e-mail. It includes how to address the recipient, what do's and don'ts when trying to get your message across via e-mail and how to capture the attention of the reader:

- o [How to Write a Formal Email with 6 Examples | Spark Blog (sparkmailapp.com)](#)

Importance of non-verbal communication: This worksheet introduces students to non-verbal communication. Looks at facial expressions, body movements and gestures, eye contact, touch, space and voice. Access the link to the resource on the webpage provided:

- o [Types of Non-verbal Communication and Body Language (busyteacher.org)](#)

Assertiveness workbook: Resource and workbook activities that help you develop your assertiveness:
- o https://www.cci.health.wa.gov.au/Resources/Looking-After-Yourself/Assertiveness

Active Listening

Relevant academic books that explore what active listening is:

- MacDonald, C. and Staniland, K. 2009. Clinical skills: the essence of caring. Maidenhead: Open University *(available at Cardiff university and hospital libraries).*

Active listening web resource: explores what is active listening, purpose, benefits, tips for practicing, examples and what the research says:

- https://www.verywellmind.com/what-is-active-listening-3024343#how-to-encourage-active-listening.

6 easy tips on how to actively listen: video based on the Samaritans guidelines for active listening, six easy tips on how to actively listen and support a friend or loved one while helping them thorough a difficult time:

- 6 Tips for Active Listening #LittleThings - YouTube

The Art of Listening in Virtual Teams: Management and leadership skills web source by Katy Lindsay exploring some of the ways people might need to adapt, and how to improve listening skills when working in a virtual team:

- https://www.aptimore.com/article/the-art-of-listening-in-virtual-teams/

List of communication and listening activities - collection of exercises and activities that encourage communication and listening skills to practice and develop:
- https://blog.trainerswarehouse.com/communication-exercises

Confidence

Building Self-Confidence: online article and video explains what self-confidence is and why it matters. It explores how to believe in yourself, and how to project this belief onto others so that you can be happier and more effective in your life and work:

- https://www.mindtools.com/selfconf.html

How to build your confidence and spark it in others: TED talk "Confidence is the necessary spark before everything that follows," says educator and activist Brittany Packnett. Brittany shares three ways to crack the code of confidence -- and her dream for a world where revolutionary confidence helps turn our most ambitious dreams into reality:

- https://www.youtube.com/watch?v=b5ZESpOAoIU

Raising low self-esteem: NHS mental health resource about what self-esteem is and what are the causes of low self-esteem. Including how low self-esteem might it affect us and offers tips as to how to have healthy self-esteem and reduce unhelpful thinking:

- Raising low self-esteem - NHS (www.nhs.uk)

Exercises to build self-esteem in adults: Positive psychology resource that provides worksheets and guidance on how to practice and build your self-esteem/overcome low self-esteem. It includes worksheets for children, young adults and adults.

- 18 Self-Esteem Worksheets and Activities for Teens and Adults (+PDFs) (positivepsychology.com)
- Self-Esteem-Sentence-Stems.pdf (positivepsychology.com)
- Self-Esteem-Journal-For-Adults-Worksheet_v1.pdf (positivepsychology.com)
- Core-Beliefs-Suitcases.pdf (positivepsychology.com)
- Assertive-Communication.pdf (positivepsychology.com)
- And more available on their website.

Wellbeing

What is Wellbeing: Short video by Multi Comfort UK that explores the meaning of wellbeing:
- What is wellbeing - YouTube

NHS 5 steps to mental wellbeing: NHS advice on the 5 steps you can take to improve mental health and wellbeing:
- 5 steps to mental wellbeing - NHS (www.nhs.uk)

How to Build Your Well-Being to Thrive TEDx talks: Psychologist Beth Cabrera proposes three choices about where to focus your time and attention to build greater well-being. Beth is passionate about helping organizations and individuals apply knowledge from the field of positive psychology to achieve greater success and wellbeing:
- How to Build Your Well-Being to Thrive | Dr. Beth Cabrera | TEDxGeorgeMasonU - YouTube

Unmind: wellbeing and associated courses: Unmind is a workplace mental health platform that aims to empower people to measure, understand, and improve their mental wellbeing using clinically backed digital tools: *(NHS e-mail access only)*
- https://nhs.unmind.com/signin?redirect=/home

Social Wellness Checklist: document created by the National Institute of Health with tips and checklist for connecting with others:
- Social Wellness Checklist (nih.gov)

Wellbeing pocket guides for newly qualified OTs': Resources created by The Elizabeth Casson Trust that aims to support the wellbeing of newly qualified OTs. The guide is designed to help you pause, reflect and work on aspects of your life which may be challenging:

- Wellbeing Pocket Guides for the Newly Qualified OT - Elizabeth Casson Trust

Resilience

Relevant academic books that explore confidence:
- Edmonstone, J. and Scowcroft, A. 2013. Personal resilience for healthcare staff: When the going gets tough. London: Radcliffe Publishing. (Available at Cardiff University)

Brains: Journey to Resilience: Video on the science behind our brains ability to develop resilience:
- [Brains: Journey to Resilience - YouTube](#)

E-BOOK – A mindful path to self-compassion
https://dl.uswr.ac.ir/bitstream/Hannan/130392/1/2009%20-%20The%20mindful%20path%20to%20self-compassion%20-%20Germer.pdf

How to be Mentally Tough - 5 Proven Ways to Build Resilience: explores resilience and mental toughness and the strategies to build these skills:
- [How to be Mentally Tough - 5 Proven Ways to Build Resilience - YouTube](#)

Sh*t happens. 8 lessons in resilience: Fiona Starr and Mike Solomon are clinical psychologists who have each experienced trauma in their personal lives. They discuss what they have learnt about being resilient, coping and thriving when times are tough:
- [Sh*t happens. 8 lessons in resilience | Dr Fiona Starr & Dr Mike Solomon | TEDxKingAlfredSchool - YouTube](#)

Unmind: wellbeing and associated courses: Unmind is a workplace mental health platform that aims to empower people to measure, understand, and improve their mental wellbeing using clinically backed digital tools. It Includes courses, activities and articles on resilience *(NHS e-mail access only)*
- [https://nhs.unmind.com/signin?redirect=/home](#)

Therapeutic Skills

Relevant academic books that explore therapeutic skills:
  o Duncan, E.A. ed., 2011. *Foundations for Practice in Occupational Therapy-E-BOOK*. Elsevier Health Sciences. *(available at Cardiff University library)*

RCOT website: a charity which acts as a professional body for occupational therapists (OTs) in the UK. Access to journals, standards, events, resources and everything else OT relevant:
  o [Royal College of Occupational Therapists - Rehabilitation is about living not existing (rcot.co.uk)](rcot.co.uk)

SO-OTT Cards playlist: A collection of student placement experience cards that covers therapeutic and softs skills and explores individual settings and service users they interact with. Create your own to reflect on your experiences or explore others existing cards:
  o https://ytydysgu.heiw.wales/go/fg3q61

Playlist of OT relevant TEDx/TED Talks: collection of videos by TED talks whose aim is to sharing knowledge that matters through short talks and presentations. Our goal is to inform and educate global audiences in an accessible way:
  o https://www.youtube.com/playlist?list=PLTkeZn8Dib6JhIlY6V3Gkf8oyTEJ7Cuif

WFOT | Occupational Narratives Database Project – sharing occupational stories from around the world: The occupational narratives project, is a collaboration between WFOT, occupational therapists, and occupational scientists across the world. The aim is to represent people in naturalistic, formal, and institutional settings from all backgrounds, ability levels, ages, socioeconomic and sociocultural backgrounds as they engage in everyday "doings":

  o [WFOT | Occupational Narratives Database Project – Sharing Occupational Stories from around the world](#)

Podcast
  o The royal college of occupation therapy podcast series by RCOT - podcast series covers a range of current topics relating to occupational therapy practice.
  o Occupied by Brock Cook - OT from Australia who interviews OT's from around the world every fortnight. He covers OT in general and has a keen interest in the topic of mental health within OT.
  o OT & Chill – discussions about all things occupational therapy.

Compassionate Leadership

Michael West and HEIW Compassionate leadership playlist: This recording of a live online event explores what practical changes are required now and over the next ten years to achieve cultural and continual improvement across the health and care system:

- https://leadershipportal.heiw.wales/repository/resource/8fc6bf90-6015-4217-9d54-1d8fcb956df9/en

Live compassionate leadership resources on Gwella: blogs, events, articles and videos about compassionate leadership on Gwella by HEIW:

- https://nhswalesleadershipportal.heiw.wales/

Self-leadership definition: article and short video by Andrew Bryant self-leadership that explores what self-leadership is:

- What is Self-Leadership?

We Cannot Lead Others Without First Leading From Within: TEDx talks short video by Lolly Daskal. The talk introduces you to your inherent ability to lead from within:

- We Cannot Lead Others Without First Leading From Within | Lolly Daskal | TEDxLincolnSquare - YouTube

Why Compassionate Leadership Matters in a Crisis | Professor Michael West and Suzie Bailey, The King's Fund: Online blog about why compassionate leadership matters in a crisis:

- Articles - Gwella HEIW Leadership Portal for Wales

Live compassionate leadership resources on Gwella: blogs, events, articles and videos about compassionate leadership on Gwella by HEIW:

- https://nhswalesleadershipportal.heiw.wales/

Constructive Peer Feedback

Constructive peer feedback resource: an online resource created by Cardiff university's occupational therapy department. This pack was created as an interactive and informative tool that aims to empower learners to explore and develop their abilities and skills. It aims to help students to understand how to provide and receive constructive peer feedback. This resource has a collection on reflective tools, videos and activities to practise these skills:

- o   https://xerte.cardiff.ac.uk/play_12736

Mind Tool – Giving Feedback: this online article and video will give you some tips on how you can give feedback constructively and effectively:

- o   Giving Feedback - Communication Skills Training from MindTools.com

Four Ways to Improve How You Receive Feedback: article that explores receiving feedback and suggests four ways to improve how you receive feedback from others:

- o   4 Ways to Improve How You Receive Feedback (happy.co.uk)

Virtual Working

Getting the most from remote working: top tips that will help you and your team get the most out of homeworking. PDF advice on top tips for; working remotely, managing remote teams, healthy remote working, effective online meetings, homeworking legal and contractual considerations and for further resources on remote working:

Getting the most from remote working | Guides | CIPD

How to Effectively Lead a Remote Team: short video on how to remotely manage a team and tips and tricks on how to do this effectively:

- o How to Effectively Lead a Remote Team (youtube.com)

Virtual etiquette; this resource offers guidance on what needs to be considered to host a virtual meeting as well as the new virtual etiquette that attendees need to consider when attending meetings:

- o Virtual Meeting Etiquette Guide for Hosts and Attendees (entrepreneur.com)

How to host a virtual meeting: this resource looks at everything you need to know about running effective remote meetings with distributed teams:

- o The ultimate guide to remote meetings in 2020 | Slack

Other

Organisation: advice given for students as to how you can become more organised:

- [How to be more organised in 9 easy steps - Save the Student](#)

Time management article and advice: article about how to effectively manage your time, examples on how to do this and about how to use the priority matrix:

- [Time Management Skills | SkillsYouNeed](#)

Planning/goal setting – SMART goals template: tool to create criteria to help improve the chances of succeeding in accomplishing a goal:

- [https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwjyhaych63tAhVGilwKHW-nAm8QFjAZegQIEBAC&url=https%3A%2F%2Fwww.smartsheet.com%2Ffile%2Fic-smart-goals-worksheet-template-8542dotx&usg=AOvVaw0OIvh_kp8BL4CPQyXPrOQ9](#)

Networking

NHS advice on networking: this website explores how NHS members of staff can engage and benefit from networking experiences:

- [https://www.healthcareers.nhs.uk/career-planning/developing-your-health-career/networking](#)

Opportunities to network with other healthcare students

- Complete and share SO-OTT cards - [https://ytydysgu.heiw.wales/go/fg3q61](#)
- Carly's student forum – link – CARLY IS SENDING US A LINK SOON!

1. Explain how the group will be run – read the peer feedback support group guidance (Page 3-4) and support section to the group in the resource package.
2. How is our first week going?
3. Where is everyone? (placement area, service user group and first impressions)
4. Any immediate challenges/positive experiences we are having?
5. Every week the sessions will begin with everyone stating, "3 good things". This can be achievements, experiences, future opportunities, or daily functioning e.g. waking up on time, participated in a discussion with colleagues.
6. Discuss the impact of virtual communication on platforms like teams and how as a group you can reduce the limitations of this form of communication and how as a group you can best support each other?
7. End session; everyone to locate placement paperwork for next week.

Session #2: Exploring placement paperwork
1. '3 good things'
2. How our week is going?
3. Any immediate challenges/positive experiences we are having?
4. Go through the learning contract paperwork
5. Are there any topics we would like to specifically explore next week or over the 8 weeks? (if so factor them into the 8 weeks if not already covered in agenda)
6. End session; everyone to attempt at least one learning need in the learning contract.

Session #3: Learning contract
1. '3 good things'
2. How our week is going?
3. Any immediate challenges/positive experiences we are having?
4. Learning contract discussion – read out and feedback on each other's learning needs.
5. Are there any topics we would like to specifically explore next week or over the 8 weeks? (if so factor them into the 8 weeks if not already covered in agenda)
6. End session; everyone to explore a reflection models and write a reflection on a topic or experience of your choice, this will help to initiate discussion and validate learning in the next meeting.

Session #4: Reflection models
1. '3 good things'
2. How our week is going?
3. Any immediate challenges/positive experiences we are having?
4. Reflection discussion –consider completing a performance wheel as a group which you can repeat at session week 8 by following the advice in the resource package.
5. Are there any topics you would like to specifically explore next week or over the 8 weeks? (if so factor them into the 8 weeks if not already covered in agenda)
6. End session; think about your current performance, personal and professional development and what you need to do in the next 4 weeks to meet your learning needs. This will help to initiate discussion and validate learning in the next meeting.

Session #5: Halfway reflection and action planning
1. '3 good things'
2. How our week is going?
3. Any immediate challenges/positive experiences we are having?
4. Reflect and discuss with the group on your own performance, personal and professional development and what you need to do to meet your learning needs – consider creating your own action plans for addressing these needs (SMART goals template available in resource package).
5. Are there any topics we would like to specifically explore next week or over the 8 weeks? (if so factor them into the 8 weeks if not already covered in agenda)
6. End session; explore the assessments used in their placement settings and why they use it. This will help to initiate discussion and validate learning in next meeting.

Session #6: Assessments
1. '3 good things'
2. How our week is going?
3. Any immediate challenges/positive experiences we are having?
4. Discussion on what type of assessments you use in your setting and why? Consider thinking about why you don't use any other assessment, or if there is one which you think could also be appropriate to implement within your placement setting?
5. Are there any topics they'd you would to specifically explore next week or over the 8 weeks?
6. End session; explore the importance of planning within the OT process to initiate discussion and validate learning in next meeting.

Session #7: Planning
1. '3 good things'
2. How our week is going?
3. Any immediate challenges/positive experiences we are having?
4. Discussion on the types/methods of planning your setting uses and why?
Consider challenges, similarities and differences in planning methods/ types.
5. Is there any topics they'd like to specifically explore next week or over the 8 weeks? ….
6. To end the session; everyone to explore the constructive peer feedback resource (link in resource package) to inform students on how to give and receive constructive peer feedback and validate learning in next meeting.

Session #8: Final session to link in all elements and provide an opportunity to practice.

1. '3 good things..'
2. How's your last week been?
3. Any immediate challenges/positive experiences we are having?
4. Give one person in the group feedback on their participation in the peer feedback support sessions (consider giving both positive and suggested areas for development – remember to be constructive)
5. If you completed the performance measure wheel as a group, now is the time to repeat this on the template and reflect on how far you have progressed as a group.
6. End session with a group reflection on the benefits of the peer feedback support sessions, anything you think should be improved for the next peer feedback sessions.

Appendix 2 - *Level 5 peer feedback support group agenda*

Intervention Placement Agenda

Session #1 outline: Getting to know each other and virtual working
Introduction to the group and members.
Look at the virtual meeting etiquette section on page 4 of this document. Consider these as ground rules, are there anything you would like to add?
Explain the nature of a peer support session and highlight todays agenda: getting to know each other to ensure we create a safe and compassionate environment for all.

1. Explain how the group will be run – read the peer feedback support group guidance (Page 3-4) and support section to the group in the resource package.
2. How is our first week going?
3. Where is everyone? (placement area, service user group and first impressions)
4. Any immediate challenges/positive experiences you are having
5. Every week the sessions will begin with everyone stating, "3 good things". This can be achievements, experiences, future opportunities, or daily functioning e.g. waking up on time, contributed in a discussion with colleagues.
6. Discuss the impact of virtual communication on platforms like teams and how as a group you can reduce the limitations of this form of communication and how as a group you can best support each other? ….
7. End session; everyone to locate placement paperwork for next week.

Session #2: Exploring placement paperwork/ learning contract
1. '3 good things'
2. How our week is going?
3. Any immediate challenges/positive experiences we are having?
4. Go through the learning contract paperwork, discuss and explore learning needs.
5. Is there any topics they'd like to specifically explore next week or over the 8 weeks? (if so factor them into the 8 weeks if not already covered in agenda?
6. End session; everyone attempts at least one learning need in the learning contract.

Session #3: Learning contract
1. '3 good things'
2. How our week is going?
3. Any immediate challenges/positive experiences we are having?
4. Share and discuss a learning need – read out and feedback on each other's learning needs.
5. Is there any topics we would like to specifically explore next week or over the 8 weeks? (if so factor them into the 8 weeks if not already covered in agenda)
6. End session; everyone to explore a reflection model and complete a reflection on a topic or experience of your choice. This will help to initiate a discussion and validate learning in the next meeting.

Session #4: Reflection models
1. '3 good things'
2. How our week is going?
3. Any immediate challenges/positive experiences they're having
5. Reflection discussion – consider completing a reflection or completing the performance wheel as a group which you can repeat at session week 8 by following the advice in the resource package.
6. Is there any topics they'd like to specifically explore next week or over the 8 weeks? (if so factor them into the 8 weeks if not already covered in agenda)
7. End session; think about your current performance, personal and professional development and what you need to do in the next 4 weeks to meet their learning needs. This is to help initiate discussion and validate learning in the next meeting.

Session #5: Halfway reflection and action planning
1. '3 good things'
2. How our week is going?
3. Any immediate challenges/positive experiences we are having?
4. Reflect and discuss with the group on your own performance, personal and professional development and what you need to do to meet our learning needs – consider creating your own action plans for addressing these needs (SMART goals template available in resource package)
5. Is there any topics they'd like to specifically explore next week or over the 8 weeks? (if so factor them into the 8 weeks if not already covered in agenda)
6. End session; the assessments used in their placement settings and why they use it. This is to help to initiate discussion and validate learning in the next meeting.

Session #6: Intervention
1. '3 good things.'
2. How our week is going?
3. Any immediate challenges/positive experiences we are having?
4. Discussion on what type of interventions you use in your setting and why? What did you have to do, how did you plan the assessment/ what did you need to prepare or arrange? How did you record your observations, how did you find leading this intervention?
5. Is there any topics you would like to specifically explore next week or over the 8 weeks?
6. End session; explore other relevant interventions in relation to your placement area to initiate discussion and validate learning in the next meeting.

Session #7: Intervention
1. '3 good things'
2. How our week is going?
3. Any immediate challenges/positive experiences we are having?
4. Continue discussions on the types/methods of intervention your setting uses and why? Think about if there is another intervention that you think could also be appropriate.
5. Consider challenges, similarities and differences in methods/ types and the those used by other professionals in your team.
6. To end the session, discuss and decide a topic you as a group would like to explore next week and decide how you will be validating your learning for this e.g. pre-reading, video to watch, activity or resource which needs to be completed prior to the next session.

Session #8: Explore and discuss your decided area of learning.

1. '3 good things'
2. How's your week been?
3. Any immediate challenges/positive experiences we are having?
4. Explore and discuss your area chosen area of learning.
5. End session; explore the constructive peer feedback resource (link in resource package) to inform students on how to give and receive constructive peer feedback and to validate learning in the next meeting.

Session #9: Peer feedback session.

1. '3 good things'
2. How's your week been?
3. Any immediate challenges/positive experiences we are having?
4. Give one person in the group feedback on their participation in the peer feedback support group (consider giving both positive and suggested areas for development – remember to be constructive)
5. End session; think about your own and the groups progression throughout these sessions and anything you think should be improved for future peer feedback sessions.

Session #10: Final session to link in all elements and provide an opportunity to practice.

1. '3 good things'
2. How's your last week been?
3. Any immediate challenges/positive experiences we are having?
4. If you completed the performance measure wheel or any outcome measures as a group, now is the time to repeat this on the template and reflect on how far you have progressed as a group.
5. End session with a group reflection on the benefits of the peer feedback support sessions, anything you think should be improved for the next peer feedback sessions. You may want to write this up and use it as evidence of your personal and professional development in your learning contract.

Apendix 3 -Level 6 peer feedback support group agenda

Critical Evaluation Placement Agenda

Session #1 outline: Getting to know each other and virtual working
Introduction to the group and members.
Look at the virtual meeting etiquette section on page 4 of this document. Consider these as ground rules, are there anything you would like to add?
Explain the nature of a peer support session and highlight todays agenda: getting to know each other to ensure we create a safe and compassionate environment for all.

1. Explain how the group will be run – read the peer feedback support group guidance (Page 3-4) and support section to the group in the resource package.
2. How is our first week going?
3. Where is everyone? (placement area, service user group and first impressions)
4. Any immediate challenges/positive experiences we are having?
5. Every week the sessions will begin with everyone stating, "3 good things". This can be achievements, experiences, future opportunities, or daily functioning e.g. waking up on time, contributed in a discussion with colleagues.
6. Discuss the impact of virtual communication on platforms like teams and how as a group we can reduce the limitations of this form of communication and how as a group we can best support each other?
7. End session with setting everyone the task to attempt writing a learning need.

Session #2: Learning contract
1. '3 good things'
2. How our week is going?
3. Any immediate challenges/positive experiences we are having?
4. Share a learning need Learning contract discussion – read out and feedback on each other's learning needs.
5. Decide on 5 topics we as a group would like to explore each week and how we will support and validate our learning? For guidance on appropriate topics to explore please refer to the resource pack. If your group chooses to explore a topic outside of the resource pack, keep record of your topics and the resource you used to evidence your reasoning.
6. End session; explore the constructive peer feedback resource (link in resource package) to inform students on how to give and receive constructive peer feedback and validate learning in next meeting.

Session #3: Peer feedback
1. '3 good things'
2. How our week is going?
3. Any immediate challenges/positive experiences we are having?
4. Explore and discuss the benefits engaging in peer feedback in relation to the placement experience. What does your group think they can do to ensure the peer feedback progress is effective and meaningful for everyone in the group.
5. Is there any topics we would like to specifically explore next week or over the 8 weeks? (if so factor them into the 8 weeks if not already covered in agenda)
6. To end the session, discuss and decide a topic we as a group would like to explore next week and decide how we will be validating our learning for this e.g. pre-reading, video to watch, activity or resource which needs to be completed prior to the next session.

Session #4: Your learning topics.
1. '3 good things'
2. How our week is going?
3. Any immediate challenges/positive experiences we are having?
4. Explore and discuss our area chosen area of learning.
5. End session with setting everyone the task to think about their current performance, personal and professional development and what we need to do in the next few weeks to meet our learning needs. This is to initiate discussion and validate learning in next meeting.

Session #5: Halfway reflection and action planning
2. '3 good things'
3. How our week is going?
4. Any immediate challenges/positive experiences we are having?
5. Reflect and discuss with the group on your own performance, personal and professional development and what we need to do to meet your learning needs – consider creating your own action plans for addressing these needs (SMART goals template available in resource package).

6. To end the session, discuss and decide a topic we as a group would like to explore next week and decide how we will be validating our learning for this e.g. pre-reading, video to watch, activity or resource which needs to be completed prior to the next session.

Session #6: Explore and discuss your decided area of learning.
1. '3 good things'
2. How our week is going?
3. Any immediate challenges/positive experiences we are having?
4. Explore and discuss your area chosen area of learning.
5. End session with discuss and decide a topic we as a group would like to explore next week and decide how we will be validating our learning for this e.g. pre-reading, video to watch, activity or resource which needs to be completed prior to the next session.

Session #7: Explore and discuss your decided area of learning.
1. ''3 good things'
2. How our week is going?
3. Any immediate challenges/positive experiences we are having?
4. Explore and discuss your area chosen area of learning.
5. End session with discuss and decide a topic we as a group would like to explore next week and decide how we will be validating our learning for this e.g. pre-reading, video to watch, activity or resource which needs to be completed prior to the next session.

Session #8: Explore and discuss your decided area of learning.
1. '3 good things'
2. How's your week been?
3. Any immediate challenges/positive experiences we are having?
4. Explore and discuss your area chosen area of learning.
5. End session with setting the group to think about your own and the groups progression throughout these sessions and anything we think should be improved for future peer feedback sessions.

Session #9: Explore and discuss your decided area of learning.
1. '3 good things'
2. How's your week been?
3. Any immediate challenges/positive experiences we are having?
4. Explore and discuss your area chosen area of learning.
5. End session; explore the constructive peer feedback resource (link in resource package) to inform students on how to give and receive constructive peer feedback and validate learning in next meeting.

Session #10 : Peer feedback.
1. '3 good things'
2. How's your week been?
3. Any immediate challenges/positive experiences we are having?
4. Give one person in the group feedback on their participation in the peer feedback support group (consider giving both positive and suggested areas for development – remember be constructive)
5. End session with setting the group to think about their own and the groups progression throughout these sessions and anything you think should be improved for future peer feedback sessions.

Session #11: Final session to link in all elements and provide an opportunity to practice.

1. '3 good things'
2. How's your last week been?
3. Any immediate challenges/positive experiences we are having?
4. If we completed the performance measure wheel or any outcome measures as a group, now is the time to repeat this on the template and reflect on how far we have progressed as a group.
5. End session with a group reflection on the benefits of the peer feedback support sessions, anything you think should be improved for the next peer feedback sessions. You may want to write this up and use it as evidence of your personal and professional development in your learning contract.

Appendix 4 - Peer Feedback Support Group Notes Template

Date of Session / Session no.	Focus of session	Comments	Any points to take forward to the next session	Attendees Initial

References

Hamid, Y. and Mahmood, S., 2010. Understanding constructive feedback: a commitment between teachers and students for academic and professional development. *J Pak Med Assoc 60*(3), pp.224-7.

Liu, N.F. and Carless, D., 2006. Peer feedback: the learning element of peer assessment. Teaching in Higher education 11(3), pp.279-290.

Vickerman, P. 2009. Student perspectives on formative peer assessment: an attempt to deepen learning?. *Assessment & Evaluation in Higher Education 34*(2), pp.221-230.