








This resource is an output from a Collaborative Enhancement Project supported and funded by QAA Membership. The project is led by The Careers Group of the University of London in partnership with City University of London, King's College London and the Centre for Online and Distance Education at the University of London. Find out more about [Collaborative Enhancement Projects on the QAA website](#).



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## Toolkit Proforma

<b>Title of Tool</b>
Peer-assisted learning: Co-creation with students
<b>Category of content (Planning, Delivery, Evaluation)</b>
Delivery
<b>Summary – max. 100 words</b>
<p>This tool supports students engaging in groupwork as part of careers education to learn about their strengths and development areas from peers. The tool focuses on the role of feedback in professional life, whilst surfacing the challenges of approaching feedback conversations inclusively.</p> <p>The activities help students to:</p> <ol style="list-style-type: none"> <li>1) Prepare to deliver inclusive feedback</li> <li>2) Audit feedback for unconscious bias</li> <li>3) Use key principles and a model to hold inclusive feedback conversations.</li> </ol> <p>When used in combination, the exercises and content equate to circa 100 mins of delivery across 2x 50-minute sessions. Educators may wish to tailor content according to time available.</p>
<b>Learning For/About/Through</b>
<b>Learning Outcome(s)/What is the change expected?</b>
<ul style="list-style-type: none"> <li>- Explore the challenges and opportunities presented by feedback processes in a workplace context.</li> <li>- Prepare to deliver inclusive feedback, using a model to structure the conversation.</li> <li>- Audit planned feedback for unconscious bias and individual communication preferences and make adaptations accordingly.</li> <li>- Participate in a feedback exercise with peers to identify and evaluate personal strengths and development areas.</li> </ul>

In-Person	Online	Hybrid	Small Cohort (<25)	Medium Cohort (25-75)	Large Cohort (>75)	Fixed learning space	Flexible learning space	Synchronous	Asynchronous
									

<b>Core Content (max. 1000 words)</b>
<b>Required resources</b>
<ul style="list-style-type: none"> <li>- Pre-prepared slide deck, tailored to student needs. Educators may want to review the example deck or create their own.</li> <li>- Copies of accompanying worksheets for students (suggestion: online and paper options for accessibility). Example worksheets provided with tool: Feedback Grid Template, Know Your Unconscious Biases Quiz and answer sheets .</li> <li>- Live feedback delivery exercise (part two below): Consider seeking assistance from colleagues to facilitate each group feedback circle and maintain a safe space (depending on the learning needs of the students, available staff resources, and cohort size).</li> <li>- An accurate timekeeping method.</li> </ul>

### **Preparation in advance for educator**

- Review the core subject matter, including 360-degree feedback, the Stop, Start, Continue model, types of unconscious bias and how these impact feedback conversations.

### **Preparation in advance for students**

- Consider setting pre-reading or activities (e.g., from relevant resources below or other sources)
- Student groups may benefit from time to consider and prepare the feedback exercise in advance. Educators could also ask student groups to decide in advance which group member is leading the feedback delivery for each colleague, as this will save time in class. For some groups, it may be preferable to give them access to the Feedback Grid Template in advance of the session, to enable them to gain familiarity with the format and start their feedback preparation ahead of time.

### **Prerequisites for this to have impact, if relevant**

It will be vital to create a safe space in-session to ensure that students are: a) aware that the subject matter is sensitive and b) that it may surface their own lived experiences or those of others in their group. It will be important to remind the group to listen actively to one-another, challenge respectfully, share only where they feel comfortable to do so and support others who choose to share. Please see our safe spaces tool for further suggestions. Educators may also wish to implement a learning gain tool to assess how the activity was received and whether learning outcomes have been met.

### **Step by step approach**

#### **Topic Introduction**

- Introduce the learning outcomes (see slide two of the example deck). Educators may wish to use suggested outcomes or tailor their own.
- Present preliminary information on why feedback is an important workplace activity and the associated challenges. See slides 3 and 4 in the example deck.
- Explain that later in the session, students will be delivering live feedback to their peers. See slide five. This will help students prepare for the trajectory of the session.
- Introduce definitions for 360-degree feedback and the Stop, Start, Continue model (or any other feedback model used). See slides 6 and 7.

### **Part One Session:**

#### **Feedback preparation phase**

- Ensure students have access to an individual feedback grid worksheet. Educators may wish to use the example worksheet or create one for their own context. Educators may wish to give students particular criteria to reflect on (see green criteria boxes 1-5 on our example worksheet) – e.g., institution-led graduate attributes.
- Give the students a set amount of quiet reflection time (suggestion – minimum 4 minutes) to prepare initial feedback points to deliver to their peers. See slides 9 and 10 for suggested instructions. In time-constrained situations, educators may wish to ask students to allocate each team peer a specific group member who will be leading their feedback and asking each group member to record their main reflections about their allocated peer, and a smaller number of reflections about the other group members. This is how the example worksheet is set up. Educators with more time available may wish to allow each student to reflect more fully on each of their peers and adapt or create an alternative feedback grid accordingly.

### **Surfacing unconscious bias, style preferences and best practice approaches**

- Introduce the concept of unconscious bias. Example slides 11 and 12 use a video and quote, but again, educators may wish to tailor this introduction to students' learning needs.
- Use the example Unconscious Bias Quiz to explore further (if time allows).
- Quiz instructions: Give the students a minimum of 4 minutes to work in groups or individually to match the names of the biases to their corresponding definitions on the worksheet. Educators should then bring the wider group back together to explore the correct answers (see example quiz answer sheet). Example slides 14 to 16 in the deck contain step-by-step reveals and can be used to discuss the correct answers.

- Educators should consider presenting content to help students link the distinct types of unconscious bias with the feedback delivery context. This will help students consider whether the feedback they prepared in their initial reflections needs amending. Educators may wish to pose open questions to surface this – see example slides 17 and 18.
- Consider introducing a show-of-hands exercise to ask students whether they prefer a direct or indirect style of feedback when they are the recipient. Ask them to note the responses of their group peers. See slide twenty for an example.
- Introduce overarching best-practice principles for giving feedback – see example slide twenty-one.

#### **Feedback audit**

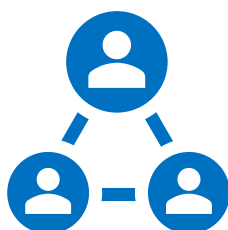
- Provide time (circa 5 mins) for students to reflect again on their initial feedback notes, identify any areas where bias might be an issue, and make any amendments (e.g., using the audit sections on the feedback grid handout). Educators may wish to use example slide twenty-two to introduce this exercise.
- Explore the recipient role in feedback conversations – see example slide twenty-three.
- Summarise what has been covered in part one– see example slide twenty-four.

#### **Part Two Session:**

##### **Feedback delivery – live 360 session**

- Reiterate guiding feedback principles at the start of the session and remind students of confidentiality and respect towards others in their group. See example slide twenty-six.
- Educators may wish to introduce co-facilitation colleagues and allocate them to individual student groups (if it is judged that this will support the students further and staff resource is available).
- Introduce the exercise structure – see example slide twenty-seven.
- Start the exercise and monitor timings, interjecting to let students know when they need to rotate roles.
- Following conclusion of the rotational feedback exercise, provide discussion time for students to reflect on their learning about their strengths and development areas, implications for career planning, challenges they may have faced during the exercise and their overall experience of the activity- see example slide twenty-eight.
- Close the session with opportunities for questions.

#### **Graphic - what image is being associated with this tool, if applicable**



#### **Links to Relevant Resources (both within the toolkit and outside)**

[Giving Feedback: 5 Elements of a More Inclusive Approach](#)  
[Mind Tools: Feedback Models and Techniques](#)  
[Strategies for More Inclusive and Effective Feedback](#)  
[How to Give Feedback Across Cultures](#)  
[Tangled in Tightrope Bias](#)  
[How can HR Identify and Overcome Affinity Bias in Hiring and the Workplace?](#)  
[What is Confirmation Bias?](#)  
[Why is Addressing Biases in the Performance Review Important?](#)  
[Harvard University: Project Implicit](#)

