


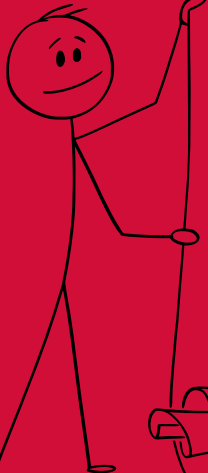




# HOW TO SET UP A PEER RESEARCH GROUP



**A step-by-step  
manual, co-produced  
by peer researchers  
with lived experience  
of being insecurely  
housed**

# PART 1: Setting up a Peer Research Group

This part of the manual is set out as a step-by-step guide to take you through the key issues to consider when setting up a peer research group. Each step is addressed separately and includes questions that we would encourage anyone to consider when going through this process.

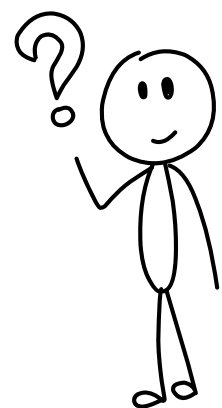
## Preparing and Planning

A key consideration when starting a peer research project is to think about your motivation.

Think about:

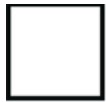
- Whether you are you looking to gain new insights, collaborate on a shared problem, empower your participants or work more collaboratively?
- How will you capture, facilitate and utilise unique insights and what purpose does gaining these serve?
- What are some gaps in traditional research, which peer research might reach?

**Is what you're getting worth the time / energy / emotion / resource commitment. Is there a safer, more thorough way? Do you have to trade some of these things off for others?**



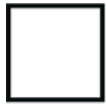
Once you're clear on your motivation and purpose for the project, there are some basic things you will need. On the next page is a checklist of things to consider. Much of it will be familiar to you if you have run workshops or group work before, but some things are specific to running a peer research project.

Feel free to personalise this list based on your specific context; consider it a starting point.



**Focus:** A general idea of the area of research and who you want to work with.

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**Budget:** In addition to staff and venue costs, peers and participants should be reimbursed for their time, as well as having a budget for basic stationery resources, IT equipment, and snacks.

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**Time:** Time to give to the group learning and process, and to provide support to the people involved in your project.

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**People:** At least two facilitators to run the peer research group sessions<sup>2</sup>. One person should always be on hand to step out and provide support if a peer needs private support. Facilitators with research and facilitation skills are recommended.

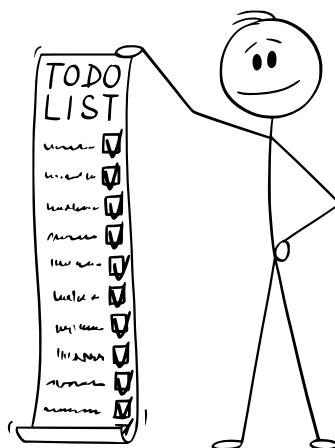
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**Policies:** You will need the relevant safeguarding policies and guidelines on research ethics, which should be clear and accessible to everyone involved in the project. See Appendix C for our lived experience reward policy.

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You may at this point decide that peer research is not for you, either because you are unable to provide the resources necessary to make this a safe experience, or perhaps you've found that regular research better suits your aims. If you do want to establish a peer research project, read on!



<sup>2</sup>Trust for London (2024) Safe ways of working with community partners and people with lived experience: Lessons from the Better Temporary Accommodation for Londoners initiative. London: Trust for London. Available at: [www.trustforlondon.org.uk](http://www.trustforlondon.org.uk) (Accessed: 16 September 2024).

## Recruitment

When planning peer research, meaningful involvement is key. You should think about how, and to what extent, you can involve people. Roles, level of involvement and responsibility should be clearly set out and agreed at the beginning of the project.

Some people may want to dive right in and play a big role, while others might prefer to help out now and again. Offering a flexible approach, and making sure nobody feels pressured or left out, is key.

Reflect on the specific demographics and communities you aim to engage. What insights and experiences can the community provide? Will this project be beneficial to peer researchers, or could it raise any ethical concerns? Additionally, be mindful of any barriers to participation, such as time constraints or accessibility challenges.

We have found smaller peer research groups work better, so carefully consider how many people to involve in your project including how much support you can provide.

Be aware of preconceptions and bias—your assumptions about community priorities and experiences may not be accurate. Create space for peer researchers to shape the research, ensuring their perspectives guide the process.

**People felt that the pre-meetings between each of them created a sense of safety, and knowing what to expect before arriving and having a familiar face there.**

**I liked that the group wasn't too large—it's the perfect size and easy to manage.**



## Initial One-to-One Meetings

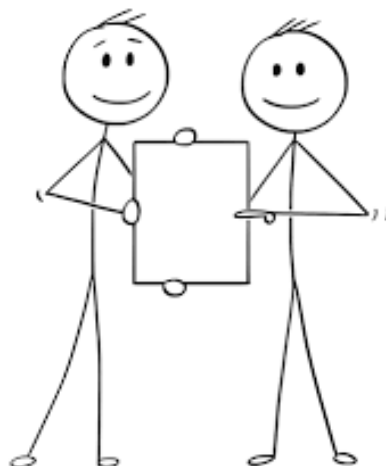
Initial one-to-one meetings give peers a chance to meet one of the team and feel a sense of connection to someone before entering the main group. For some peers, these pre-meetings play a key role in establishing a foundation of safety and comfort. For the facilitators, it can provide a chance to chat with the people who could be part of the project and assess if it feels like a good fit.

Each preliminary meeting will be shaped by the conversation and needs of the peer but could be guided by these rough aims:

- To strike up rapport and connection
- To find out what each person's goals and aspirations from being involved are
- To explain a bit more about the project and answer any questions
- To find out what accessibility needs there might be, and what would make the group feel more comfortable.
- To find out how people find group settings and what people need to feel safe in a group.

Think about:

- Who do you want to be involved? Which demographic are you aiming to work with? And why? Which organisations or community groups might be involved? If you can get specific (i.e., if you already know individuals who will be involved!), include that. What might be barriers to their participation?
- How many peer researchers are you planning to form your peer research group?
- If you are recruiting from a small community where people may already know each other, how will you manage relationships, confidentiality, and any potential conflicts?
- Who will do what on the project? Include everyone, from organisational admin to the peer researchers. Will peer researchers be involved in co-design from the start, or purely as participants? Will people be involved in just one aspect like gathering data, or analysis and dissemination, too?



## Lived Experience Payments

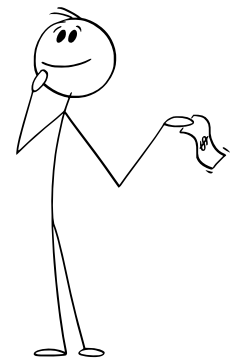
When considering payments for lived experience, it's crucial for organisations to ensure they have the financial capacity to provide fair and equitable pay. Without this, individuals may be excluded based on financial barriers rather than how valuable their contributions might be. Setting aside a specific budget can help create a more inclusive and representative involvement process.

### Expenses

Expenses refer to any reasonable costs incurred while participating in involvement work, which must be directly related to the tasks performed. Organisations should clearly outline which expenses will be covered and communicate this clearly to peers and participants.

Examples of covered expenses:

- Public transport and fuel
- Parking and taxi costs
- Childcare and personal assistance
- Translation or interpretation services
- Meals, subsistence, and accommodation for overnight stays
- Equipment costs



### Lived Experience Involvement

This type of involvement includes activities aimed at improving statutory services or research conducted with individuals who have lived experience. These activities are distinct from employment and are designed to enhance service delivery. Although payments for these contributions are considered earnings, they are not classified as employment and should not affect participants' benefit status.<sup>3,4</sup> However, we recommend that each participant checks for themselves how such contributions interfere with any benefits they may receive.

Think about:

- How will you pay or reimburse your peers and participants, and have you allocated a budget specifically for these payments, including potential expenses?

<sup>3</sup> The Social Change Agency (2023) Payment for Involvement Playbook. London: The Social Change Agency. Available at: <https://9184296.fs1.hubspotusercontent-na1.net/hubfs/9184296/Resources/Payment%20for%20Involvement%20Playbook/Payment%20for%20Involvement%20Playbook%20-%20The%20Social%20Change%20Agency.pdf> (Accessed: 16 September 2024).

<sup>4</sup> Trust for London. (2024) Safe ways of working with community partners and people with lived experience: Lessons from the Better Temporary Accommodation for Londoners initiative. London: Trust for London. Available at: [www.trustforlondon.org.uk](http://www.trustforlondon.org.uk) (Accessed: 16 September 2024).

## Being Wise with Time

**Ample time and space for people to talk through their trauma.**

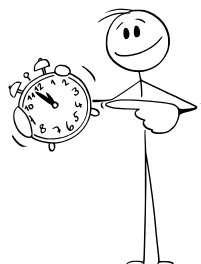
**Not everyone's time is worth the same, in general, use people's strengths, but be especially cognisant of the limits of using volunteers and peers. e.g...I'm not doing admin**

Research has shown that working slowly is often the most psychologically accessible and trauma-informed way of running a participatory group<sup>5</sup>, as it gives people time to build trust, process information, raise issues or worries privately if need be, and the opportunity to get some space from the work and return to it, reducing the risk of burnout or psychological overload.

Be as clear about the duration and frequency of meetings as you can, while providing flexibility to help suit your peers. Consider inclusive timings and adapt the format to accommodate different learning styles and commitments, ensuring an inclusive environment for all involved.<sup>6</sup>

Think about:

- Whether you planning to take days, weeks or months with your training?
- Whether you have the time and resources to structure meetings in a way that builds trust, accommodates different learning styles, and ensures psychological safety while preventing burnout?
- How will you make the most of the time you've got to build in time for reflection and space, as well as bonding and connection?



<sup>5</sup> McGeown, H. Et al. (2023). Trauma-informed co-production: Collaborating and combining expertise to improve access to primary care with women with complex needs. [online] Available at: <https://pubmed.ncbi.nlm.nih.gov/37430474/> [Accessed 23 Nov. 2023].

<sup>6</sup> Trust for London (2024) Safe ways of working with community partners and people with lived experience: Lessons frm the Better Temporary Accommodation for Londoners initiative. London: Trust for London. Available at: [www.trustforlondon.org.uk](http://www.trustforlondon.org.uk) (Accessed: 16 September 2024).

## Accessibility

Accessibility is more than simply physically accessing a space; it is about removing barriers and being adaptable to people's needs to ensure no one is excluded. Sometimes these barriers are not obvious to all. While developing this manual, we discovered the following types of accessibility:

### Logistical Accessibility

Consider logistical barriers people may have to attend. For example, when working with families, providing reliable childcare options is crucial to enabling attendance. Being close to childcare facilities can reduce travel time making it easier for parents to participate. Solutions that allow parents to stay near, or easily access, their children can also address a need for proximity and enhance comfort and involvement.

### Physical Accessibility

This is about making sure that everyone, no matter their physical abilities, can get around easily. Think wider doors, ramps, door openers, and accessible toilets. It is also important to consider how people will get to your venue. Depending on your peers or participants, being close to a bus stop and having access to disabled parking may be preferable. Within the venue, [ensuring enough space to walk around](#) with easy exit routes is key. We also recommend having a [safe breakout space](#) where individuals can take a break.

### Sensory Accessibility

Some people might have different ways of experiencing the world, including physical disabilities like being deaf or blind, or neurodivergence such as Autism Spectrum Condition or Attention Deficit Hyperactivity Disorder, which can include heightened sensory experiences. Sensory accessibility means considering things like sign language interpreters or Braille signs. It also could include [softer lighting](#) and a room that is away from sudden unexpected [noises](#). [Avoiding strong smells, such as from room diffusers or harsh cleaning products, and using non-scented pens](#) can also make the environment more comfortable for those sensitive to scents. [Providing sensory toys](#) can also be beneficial, offering a way for individuals to self-regulate and manage sensory input. Adjustments like the option to [open or close windows](#) can also help regulate sensory input.

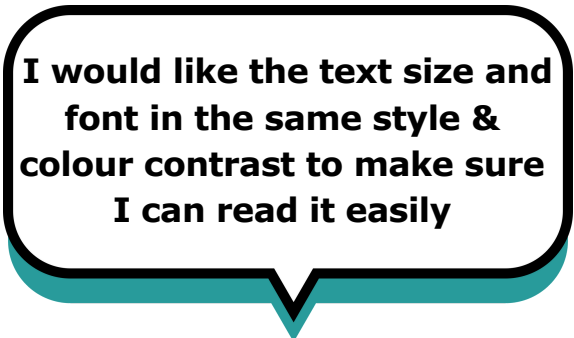


## Accessible Content

To make learning more accessible, it's important to use a **suitable text size, font and colour contrast**, which helps people with visual impairments or dyslexia read more easily. Using images and videos can also make content more engaging and cater to different learning styles. Providing alternative text for images ensures everyone can understand them, while clearly organising information and using straightforward language supports better understanding for everyone.



**Images and videos can be used to cater for different learning styles.**



**I would like the text size and font in the same style & colour contrast to make sure I can read it easily**

## Psychological Accessibility

This is about creating a welcoming and **safe space** for everyone and **taking care of mental health as well as physical health**. It involves supporting people emotionally, reducing stigma, and being **mindful of topics that might be triggering to some**. **Choosing spaces that do not feel like a service, but rather somewhere that feels comfortable and inviting**, was crucial to us.

## Digital Accessibility

Ensure digital accessibility by **providing materials in accessible formats, such as screen-readable documents and captions for videos**. Provide support for people who need assistance with digital tools and ensure all digital platforms are compatible with assistive technologies.

Think about:

- What kind of accessibility needs might there be in the group (peers, participants and facilitators)? Consider the list above, and write anything you know for sure (i.e. if you already have members recruited). If the peers have not been recruited yet, consider how you can include these questions as part of your recruitment.

Think about:

- How will you build space and time for reflection for facilitators into your project? Think about bringing it into the sessions, time outside of the sessions and the reflective practice and support your facilitators will engage in.

## Trauma-Informed Support


Below are some key grounding techniques and stress regulation exercises used to manage trauma:

- **Square Breathing:** Inhale, hold, exhale, and pause for four seconds each, helping to regulate the nervous system and reduce anxiety and stress.
- **Paintbrush Breathing:** A visualisation technique where you imagine "painting" with your breath, calming both the mind and body.
- **5-4-3-2-1 Technique:** A sensory grounding method where you identify 5 things you can see, 4 you can touch, 3 you can hear, 2 you can smell, and 1 you can taste, helping shift focus away from distressing thoughts.
- **Touch and Smell:** Engaging with sensory toys or calming scents such as essential oils can bring your awareness back to the present moment.

These techniques help reduce feelings of overwhelm, regulate emotional responses, and promote a sense of calm and control.<sup>8</sup>

## Check-In and Check-Out

Check-in and check-out are essential practices that serve as a temperature check of the groups, allowing everyone to voice their thoughts, feelings, and concerns at the beginning and end of each session. Check-in is a good time to share pronouns to foster a respectful and inclusive environment, promoting open communication, emotional well-being, and a sense of mutuality. Facilitators should also participate to encourage inclusivity. Check-ins help set the tone for the session, while check-outs provide an opportunity for reflection, ensuring everyone feels heard and fostering a sense of closure.



**Check in and outs  
are essential and  
work well**

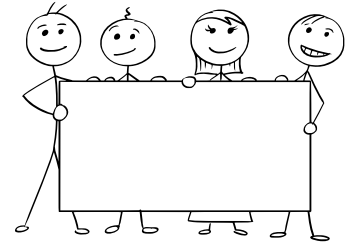
<sup>8</sup>RISE UK. (2024). Get set to move for your mental health with grounding techniques. Available at: <https://www.riseuk.org.uk/news/2024/get-set-to-move-for-your-mental-health-with-grounding-techniques> (Accessed: 28 March 2025)

## Co-Create a Group Agreement

Creating a 'Group Agreement' for working together, in the first session, covering behaviour, communication, accessibility, participation, content sharing and support needs, helps establish a **safe space**. This agreement can be displayed and evolve over time. While everyone shares responsibility for upholding the rules, facilitators play a key role in reminding the group, addressing breaches, and ensuring the rules foster a positive, inclusive dynamic. Facilitators should also monitor whether the rules continue to serve the group or need revisiting.



**Group agreement was helpful in sessions as well**



## Maintain a Safe Environment

Create and maintain a safe environment by including designated breakout spaces where anyone can retreat if they feel overwhelmed or need a break. These spaces should be private, calming, and accessible (including physically, psychologically and sensorily), providing a safe space for people to regain composure or seek support as needed.

## Flexible Engagement

Allow peer researchers the option to step back from the project including peer research sessions, events, interviews or focus groups if necessary, to respect people's boundaries and prevent people from being overwhelmed or causing re-traumatisation.

## Choice and Control

Empower peers by offering choices about the questions they answer and the topics they engage with. Allow everyone to set their own boundaries and express their comfort levels, including knowing their triggers and having control over their participation.

### Think about:

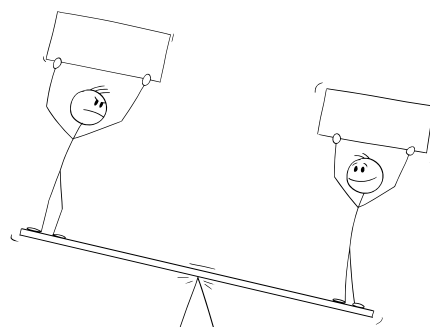
- If peer researchers decide they do not want contact with research participants, how will participants be supported in their involvement in the research process? Are facilitators available to sit with participants when they are completing the survey for example?
- What might be difficult topics for your peers and participants in this project? With this in mind, what kind of support will you realistically be able to offer?
- How to manage anonymity and confidentiality in small communities. Might the peer researchers know participants? If so, what steps can be taken to protect privacy and maintain trust?

## Ethics

It is essential to consider ethics in any research project, whether with peers or not. This section outlines the ethical principles to bear in mind if you are considering conducting peer research.

**We Don't dig deep! - Participants are more important than data.**

**Consent in research is an ongoing conversation. Establish a relationship to say that you are not okay with something.**



- **Transparency:** Be open and honest by clearly informing peers and any research participants about the research's intentions, scope, and their roles. Ensure they understand how their involvement will be used and its relevance to the overall project. Be upfront about the limitations, the way the project is funded, the length of time the funding goes on for, and about when the end of the project will be.<sup>9</sup> This transparency builds trust and supports informed consent.
- **Mutual Respect:** Interactions should be guided by a Trauma-Informed Approach, ensuring that everyone is treated with dignity, their boundaries are respected and their needs are addressed with sensitivity and care. Research relationships should be built with a commitment to ensuring that everyone acknowledges and listens to each other. Diverse perspectives, different forms of expertise and various ways of knowing, may hold equal importance in the research process.
- **Responsibility:** Be mindful of how your actions might impact others, even if your intentions are positive. It's helpful to be aware that trauma can influence participants and peers, and strive to minimise any unintentional negative impacts.

<sup>9</sup>Trust for London. (2024) Safe ways of working with community partners and people with lived experience: Lessons from the Better Temporary Accommodation for Londoners initiative. London: Trust for London. Available at: [www.trustforlondon.org.uk](http://www.trustforlondon.org.uk) (Accessed: 16 September 2024).

## Safety and Support

Conducting peer research involves navigating potentially difficult and triggering conversations, making it essential to prioritise support and safety.

**We're all aware of the difficult nature of the topics we may encounter, and have some awareness of our own issues, but outside of outreach work, few people will be prepared for what may actually arise from hearing someone's story**

### One-to-One's

Offering one-to-ones for peers and participants to share their thoughts and concerns provides a more personalised and private opportunity for reflection and feedback, where peers and participants can raise any concerns they wouldn't want to raise in front of the group. This also helps the facilitators support the wellbeing of everyone and pick up on potential issues early. Asking peers and participants to choose where they would like their one-to-ones to take place is a great way to tailor the support to their needs and build trust and accessibility. These can be arranged before, during or after a session or particular activity such as an event.

- **Pre-Session Support:** Facilitate pre-session meetings or consultations to help participants and peers prepare and address any concerns. This proactive approach supports their readiness and comfort, contributing to a more supportive and trauma-sensitive environment.<sup>7</sup>
- **Ongoing Support:** Provide real-time support during sessions by being attentive to peers' and participants' needs and responding to any signs of distress. Facilitators should provide Trauma-Informed Care to offer appropriate and compassionate support throughout the process. One facilitator should be on hand to step out of the room into a breakout space to offer 1:1 support if needed.
- **Post-Session Support:** Schedule individual meetings with peers and participants to process their experiences. This may include debriefing sessions, access to mental health resources, or referrals to support services. Ensure peers and participants receive ongoing assistance as needed and feedback on their experience.

### Facilitator Support

It is also important to provide facilitator support. Facilitating peer research can be emotionally, psychologically and intellectually demanding, with possible complex dynamics and challenges within the group. Reflecting on what happened in the sessions enhances the facilitators' well-being and enables them to refine their facilitation skills, leading to a healthier learning environment.

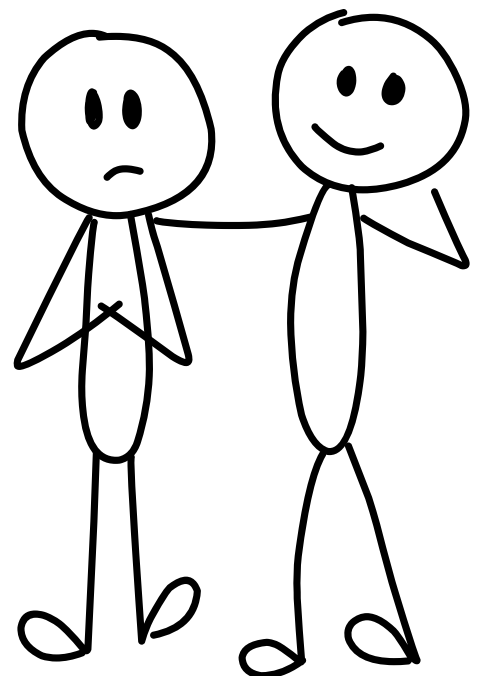
<sup>7</sup> Trust for London. (2024) Safe ways of working with community partners and people with lived experience: Lessons from the Better Temporary Accommodation for Londoners initiative. London: Trust for London. Available at: [www.trustforlondon.org.uk](http://www.trustforlondon.org.uk) (Accessed: 16 September 2024).

- **Safety:** Prioritise everyone's physical and emotional safety and implement practices that protect individuals from harm and distress. In cases of imminent serious harm or threat to life, seek immediate support or call emergency services, even if this requires breaching confidentiality. No research objective should ever come before the safety of those involved.
- **Beneficence:** Researchers should make sure that the benefits of the study outweigh the risks. The primary aim should be to improve the lives of the community, whether directly or indirectly while protecting their physical, mental, and social well-being. The environment should not only be trauma-informed but also conducive to healing and positive change.

**Feminist Participatory Research - the person being researched should be involved in the whole process from the start. Ask them what they need from this process, how does this benefit you so that everybody owns the project.**

### Suggestions for Ethical and Safe Research

- **Involve Participants Early:** Engage participants early in the research process to build trust and ensure their voices are heard in shaping the research. Consider the peer researchers researching on themselves.
- **Set Up an Ethics Committee:** Create a peer research ethics committee to oversee ethical standards and provide guidance on any difficult issues.
- **Train in Listening Skills:** Provide training to peer researchers on listening skills around how to hold the space, helping to create a safe, respectful, inclusive, and supportive environment.



## Knowledge Exchange – Non-Extractive Research

**Research is done with the participant, and not to the participant. Walk alongside the participant.**

**We think about how we can give back to participants.**

Peer research thrives on **conversations and relationships where there is a bit of give and take, rather than being authoritative or extractive**. This collaborative dynamic mirrors the essence of **storytelling and creativity**, where everyone involved contributes meaningfully to the process.

In peer research, both peers and facilitators learn from each other, fostering mutual growth. This approach enables peers to acquire useful skills, such as understanding research methods and ethics, which they may or may not have. At the same time, researchers gain valuable insights, ensuring that the research is relevant and applicable to the topic. Crucially, it's about **working with each other in creating solutions**. This helps empower individuals, honouring their autonomy and contributions.

Take the time to help peers appreciate the value of their input, building their confidence while creating an environment where open dialogue and exchange of ideas is encouraged. This **balanced give-and-take** approach ensures that both the research and the relationships involved are mutually beneficial.

Finally, consider what information and knowledge community projects require to engage effectively with decision-makers. Creating opportunities for further learning and skill development is key, ensuring that everyone involved can continue growing beyond the research itself.

Think about:

- What's in it for your peers and participants? What will they gain from their involvement?
- Think about what your output aims are. How will you credit your peers and participants or involve them at this stage?

## Facilitating the Group

### Social

In the first session, we recommend hosting a social event to create a welcoming and comfortable environment for everyone. This can take place at the beginning or end of the session, depending on your group's preference. The aim is to allow peers to get to know one another in a relaxed, informal setting. Doing so helps build rapport, ease any nervousness, and set a positive tone for future collaboration. By fostering a sense of community early on, peers are more likely to feel comfortable sharing ideas, asking questions, and fully engaging in the research process.

**Having an informal social first  
would have helped ease into the  
space and limit any conflict.**

### Before the Session

☐

A schedule of sorts (it can be fairly loose), including a break and clarity on who is facilitating which parts.

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☐

Details in line with your attendance policy: Can people opt in/out without telling you, or do you need to know numbers in advance?

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Session plan emailed to everyone with details of the venue

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**I liked knowing what the  
session was going to be about.  
- Having emails before to  
prepare the mind.**

**Flexibility to attend the sessions  
and leave the room when you  
want.**



## Session Agenda

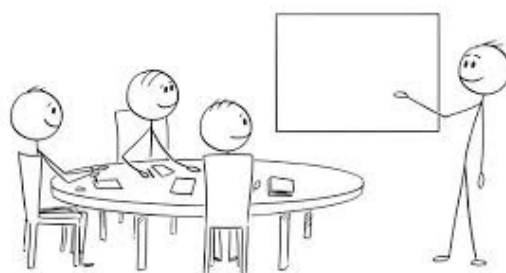
A session agenda is a key tool for facilitators and peers, helping to use the time wisely to keep everyone on track. Make it visible and engaging, such as a large, creative display at the front of the room. The agenda does not need to be rigid. Allow for flexibility in discussions or activities. However, having set times for breaks is important, even if peers are free to leave the room as needed.

## Space Holding

Space holding is the practice of creating and maintaining a respectful, inclusive, and accessible environment within a group. It involves the facilitators actively cultivating an atmosphere where everyone can openly share, express themselves, and engage in meaningful discussions without fear of judgement or disrespect. Crucially, space holding ensures that people feel **safe, held, and valued**, which is fundamental for promoting psychological safety and trust. Effective space-holding is essential in peer research to ensure that all voices are heard and respected throughout the process. Space holding formed the cornerstone of all our facilitation and was the key to effectively employing all the other methods.

## In-Person Sessions

- Arrive on time to set up the room.
- Set up a breakout space where people can retreat if needed, as peer research can sometimes be upsetting. Do you know where this is?
- Familiarise yourself with the venue, including accessible toilets, fire procedures and escapes, and key contacts.
- Provide refreshments: biscuits, snacks, tea, coffee, etc.
- Ensure availability of pens, pencils, flipcharts, paper, and post-it notes.
- Check that IT equipment is ready.
- Have an invoice sheet or petty cash on hand for reimbursing peers and participants if needed.
- Display a copy of the group agreement.
- Ensure you have a phone or another means of being contacted if necessary.



## Virtual Participation

- Offer virtual participation options for those who cannot attend in person or do not live locally.
- Choose venues with reliable Wi-Fi to ensure smooth online engagement.
- Provide materials in accessible formats, such as screen-readable documents and captioned videos.
- Support peers who may need assistance with digital tools and ensure all digital platforms are compatible with assistive technologies.

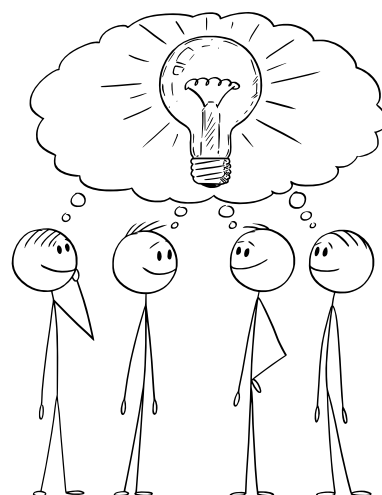
## Hybrid Sessions

- Assign one facilitator to manage online interactions while another supports with the facilitation of people in the room.
- Use note-taking and lesson plans that are visible both online and in person to ensure everyone is included and engaged.

**Remote working gives flexibility - [I] know [it's] not for everyone.**

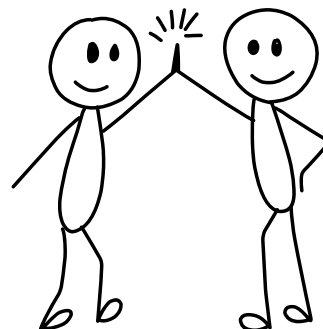
## Group Discussion

Group discussion is a collaborative conversation among people in which they exchange ideas, experiences and perspectives on a particular topic or research question. It enables peers to collectively explore and analyse issues and insights, and collaboratively form their conclusions. It's also a great way for group members to hear and consider opinions that might differ from their own. This includes ensuring that everyone gets a reasonable amount of time to talk and also that no-one is being overwhelmed with attention. Group discussions work best with facilitator-led timekeeping or prompts, or the facilitators can guide the participants in setting prompts for themselves.



## Working in Pairs

Pairwork can be great for focused discussions or collaborative tasks. This approach encourages deeper exploration of topics, provides an opportunity for peers to share with a smaller audience, and creates the chance for more meaningful interactions. Pairwork can enhance participation, break down barriers, and facilitate more in-depth conversations within the larger group setting. Facilitators can support pairwork by checking in during the process, asking how the pair are getting on, and reflecting on what they hear, as well as keeping time.



**It was great to  
work in pairs**

Think about:

- Who will facilitate the sessions and what skills and time do they bring to this work? For instance, have your facilitators run a group like this before, or will this be their first time?
- What facilitation skills or techniques have facilitators used before? What might work in the context and why?

### After each session:

☐

Send a brief recap email to everyone

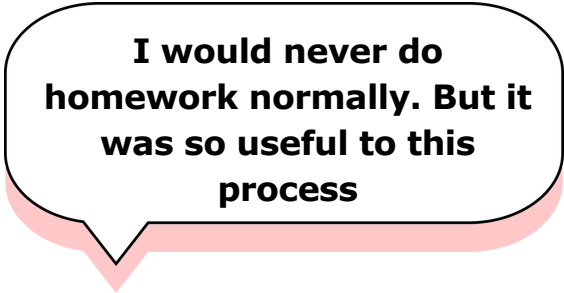
☐

Any follow-up needed with peers and/or participants or other facilitators in line with your group agreement, safeguarding policies or based on any conversations you have had with individuals

## **Paid Self-Led Tasks**

Allocating time for self-led tasks outside of your meeting time can deepen peers' understanding. Solitude helps some individuals to reflect better on their experiences, research findings, and the impact of their contributions, as well as giving people space to process discussions that have taken place in sessions.

Encouraging people to take ownership and value their reflections can lead to some profound personal insights,<sup>10</sup> as well as the cultivation of reflective practice that extends beyond the research project context. Additionally, by paying people for this time out of the room, you are acknowledging the value of peers and participants' time.



**I would never do  
homework normally. But it  
was so useful to this  
process**



**I like the homework  
aspect to give  
reflection time.**

<sup>10</sup> Mortari, L. (2015). Reflectivity in Research Practice: An Overview of Different Perspectives . International Journal of Qualitative Methods. [online] <https://doi.org/10.1177/1609406915618045>.

## Access more peer research insights and support

Thank you for accessing this section of the peer research manual. We hope it's been helpful. For further peer research resources and information please go to <https://www.justlife.org.uk/our-work/lived-experience/peer-research>





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