Understanding the care you deliver is important; compassion demonstrates the positive delivery of care which is person centred, whilst recognising the extended demands on the role of the nurse, in the current, ever changing climate”. (Third year student).

“Delivering care compassionately requires professionalism; it empowers us as student nurses to question practice and challenge roles and behaviours; this ensures service users receive safe, effective and compassionately delivered care”. (First year student).

“The expression and demonstration of courage requires professionalism; it empowers us as student nurses to question practice and challenge roles and behaviours; this ensures service users receive safe, effective and compassionately delivered care”. (First year student).

“The development of effective verbal and non verbal communication skills enhances self awareness and knowledge and understanding in relation to compassionate care, leading to expert communicators”. (Third year student).

**Discussion**

- Whilst it cannot be claimed that this is a new approach to support, many staff peer support mechanisms have died out in the past due to lack of structure, ideas, facilitation, group skills, leadership or motivation (Bond & Holland 1998). The need to learn from mistakes of the past building up stronger structures for such support mechanisms is perhaps more important than ever given the findings of the Francis report (2010, 2013).
- The introduction of peer support at the beginning of a nurse’s career embeds this approach as an instinctive and accepted learning activity. As students begin to recognise the contradictions between learning in university and healthcare settings, peer learning and support offers a means of establishing personal and professional approaches for the delivery of person centred compassionate care (Figure 1).

**Evaluation and Recommendations**

- Participant evaluation established that the event format created a positive learning environment where (student) nurse disciplines co-worked to share ideas and experiences and provide multifaceted perspectives around their vision and the culture of compassionate care.
- In addition, participants offered an insightful ‘measure’ of differing and collective understanding around the concept and practice of compassionate care. Its value and the importance of effective implementation in meeting individual service user needs.
- We are now in the process of embedding this approach into our university wide ‘Peer Assisted Learning’ (PAL) strategy. We are exploring the opportunity for healthcare leaders and professionals to support this strategy.