Doctors and medical students are increasingly expected to learn to teach, yet it is often not clear in practice precisely what this means or how it can be achieved. The facilitator will draw on the existing literature, original research findings and experiences of faculty development and peer assisted learning, to help participants critically reflect on different conceptions of teaching and their implications; various brief and systematic approaches to faculty development; and an approach to defining, addressing, recording and rewarding faculty development for fully-qualified doctors which is being implemented in Scotland. Participants will then consider issues around medical students learning to teach, ways to implement peer assisted learning activities, and an example of how learning to teach is being embedded as a core component for all students in an undergraduate medical curriculum. The workshop will be interactive, with plenty of opportunity for questions and discussion.