Peer-teaching has always been important in medical education, and there is a substantial body of evidence for the potential benefits for peer tutors, tutees and the institution. There are, however, many challenges to realising these benefits, such ensuring all students or trainees can participate, all peer tutors are adequately trained and supported, and content is aligned to the curriculum. At The University of Edinburgh, as part of our efforts to ensure all medical students learn to teach, it is now compulsory for fourth year students to participate in some form of peer-teaching and then write a satisfactory reflective report about their experiences and insights gained. Along with an overview of the literature and principles of peer-teaching, and some practical examples from our experiences in Edinburgh, workshop participants will discuss the challenges to peer-teaching they have encountered, and share practical strategies and approaches for addressing them.