Learning about teaching: support for your academic practice

We offer the following programmes to meet academics’ and researchers’ continuing professional development needs, according to their level of experience and involvement in teaching. The pathways are also shown in the diagram overleaf.

**Postgraduate and postdoctoral researchers**

*Preparation for Learning and Teaching at Oxford (PLTO)* is a half or full day seminar hosted in your faculty, department or division (local practices vary). It introduces participants to practical aspects of teaching their own subject area at Oxford. In some divisions, attendance at a PLTO seminar is a prerequisite to undertaking teaching at Oxford.

*Developing Learning and Teaching (DLT)* is a programme of support for early teaching experiences at Oxford. The programme varies to suit academic practices in each division, but common elements include: being mentored by an academic in your discipline area; reading a small amount of educational literature; and teaching observation or evaluation. Participants may choose to complete a portfolio for accreditation.

**Newly appointed academics; postdoctoral researchers with teaching experience**

*Teaching Fellowship Preparation (TFP)* is a short, part-time course for early career academics, typically with one to five years of teaching experience and relatively new to Oxford. You will undertake key reading and written assignments and attend 3 - 4 days of seminars (held outside term time) over two terms. The programme enables you to consider different perspectives on student learning, work with peers to develop your teaching skills and experiment with new ways of working. Successful submission of the teaching portfolio leads to the Fellowship of the Higher Education Academy.

**Established academics**

The *Postgraduate Diploma in Learning and Teaching in Higher Education (PGDipLATHE)* is a University of Oxford qualification offered by the Learning Institute and accredited by the Education Department. It is available to experienced academic staff in the collegiate University. During this one year course participants work with colleagues to enhance their own teaching, to study and apply educational literature and to analyse and propose enhancements to courses, programmes and policies in their own settings.

Participants should have at least three years of teaching experience in universities and be involved in or anticipating a leadership role in teaching (e.g. curriculum development, course convenor, serving on a curricular review panel).

**Departments or colleges: teaching consultation or workshop**

Educational development consultants in the Learning Institute offer customised seminars to departments or colleges who wish to focus on developing specific aspects of learning and teaching. For example, seminar topics have included *Formative assessment and feedback, Supervising DPhil students and Examining DPhil students*. We can also advise on aspects of new courses or on innovations and changes to existing courses.