



PREPARING TO TEACH (P2T) 2025-26

Contents

Introduction.....	3
Frequently asked questions.....	4
Overview	5
The programme.....	6
Additional sessions.....	7
Further reading and resources.....	8
Beyond Preparing to Teach – routes to professional recognition.....	9

Introduction

This brochure outlines the teaching and learning opportunities available to full- and part-time doctoral researchers during their doctoral studies at Reading. The introductory Preparing to Teach (P2T) programme has been designed to support doctoral researchers who contribute to teaching and learning activities in the University. This includes laboratory or computer classes, demonstrating, running problem-solving sessions, taking tutorial classes or seminars, giving lectures, performing assessments and providing feedback. Please note that in most instances on appointment to a teaching and learning position, doctoral researchers will be issued with a staff email account through which all Human Resources correspondence will be sent.

Please note that Preparing to Teach is an **introduction** to Teaching and Learning at the University and it is the School's responsibility to offer support and feedback on a student's individual teaching practice. The Centre for Quality Support and Development (CQSD), in collaboration with the Doctoral and Researcher College, run the Preparing to Teach programme three times a year. On completion, doctoral researchers will be able to print a certificate of attendance from the Doctoral and Researcher College Booking Pages on the [RISIS portal](#).

For the 2025/26 academic year, please note this course will be delivered via two different modes: remotely online, and Face to Face in a physical classroom (F2F). You can choose which delivery mode to sign up for, *either* online or F2F. The course content, activities and learning outcomes are identical, regardless of the delivery mode. The online option will run in October and May; the Face To Face option will run once only in February.

The online mode of P2T will be delivered with synchronous and asynchronous online delivery, via the Doctoral and Researcher College VLE, Blackboard. The course comprises two mornings of webinars and course material to be completed. Attendance on **both** consecutive mornings of the Preparing to Teach programme will count as one of the [Reading Researcher Development Programme](#) (RRDP) sessions during the course of your studies. **Alongside the synchronous sessions, you will also be expected to fully engage with and complete the asynchronous course materials. The in-person Face to Face mode of P2T takes one full day and comprises in-person workshops which take place on the London Road campus and again, attendance and engagement for the full day is a requirement.**

The RRDP offers a wide range of training sessions, development workshops and activities designed to help you to gain the skills you will need to carry out your research professionally and effectively, and to be successful in your on-going career. This brochure complements the Doctoral and Researcher College Training and Support Guide which can be found in [Blackboard](#). This guide outlines all the generic skills training provision available to you to help you carry out your research professionally and effectively.

Frequently asked questions

Who can attend?

All current doctoral researchers who contribute to teaching and learning activities in the University are eligible to attend the Preparing to Teach programme, irrespective of funding status or whether studying full- or part-time. Doctoral researchers who are based at Reading (on campus registration) will be given priority when requesting a place on the programme.

Will I have to pay a fee to attend a course?

All events are free of charge to current doctoral researchers.

Is the training compulsory or voluntary?

The University's policy is that all PGRs who engage in teaching duties should be appropriately trained. The normal expectation is that the majority of doctoral researchers engaged in supporting teaching and learning in the University should (and will want to) attend the Preparing to Teach programme. If Schools / Departments wish to replace this central provision by arranging their own training, they should inform the Dean of Postgraduate Research Studies and Researcher Development. The only exception to this is where PGRs are only going to perform demonstrating duties (i.e. no other teaching support), whereby Schools can provide in-house training without seeking approval.

Which courses shall I attend?

Doctoral researchers who sign up for the online delivery mode should attend **both** consecutive mornings of the full Preparing to Teach programme. Those who sign up for the Face to Face (in person) delivery mode in January should attend the full day on campus (at UoR London Road campus). On completion, students will be able to print a certificate of attendance from the RRDP Booking Pages on the RISIS portal.

How do I request a place on a course?

You can request a place on the Preparing to Teach programme via the RRDP booking pages on the RISIS portal.

Where is the training delivered?

Preparing to Teach sessions delivered by CQSD for this academic year 2025/26 in October and May will be online. P2T in February will be delivered in person at the UoR London Road campus.

Overview

The Preparing to Teach programme is delivered over two mornings online in October and will be repeated in May. The in-person option runs in February. **Please note that attendee numbers for each block of training will be capped** with the expectation that attendance at the two online mornings will be in the same block. The programme is suitable for doctoral researchers from across all research disciplines and all year groups who contribute to teaching and learning activities in the University. Academic Developers from CQSD deliver all the sessions. Numbers are capped to ensure an effective face to face or online student experience.

	Mode of delivery	Date	Time
Autumn	Online	Wednesday 15 th and Thursday 16 th October 2025	9.30 - 13:00 (online registration room open 9.15 - 9.30)*
Spring	In person	Wednesday 4 th February 2026	9:30 - 16:15 (Registration 9:15-9:30)
Summer	Online	Monday 11 th and Tuesday 12 th May 2026	9.30 - 13:00 (online registration room open 9.15 - 9.30)*

*Both days

Students can request a place on Preparing to Teach via the RRDP Booking pages on the RISIS portal. Students must attend *both consecutive mornings* of the online programme, to be eligible for a certificate of attendance.

The programme

The programme covers four key areas:

1. Introduction to Teaching and Learning at the University of Reading

This session introduces the Preparing to Teach one-day programme for doctoral students who teach at the University of Reading. We explore the wide variety of contexts in which teaching and learning can occur. Evidence-informed approaches to T&L are introduced, and we consider key concepts around how students learn. We introduce applicable active learning pedagogies and provide guidance around how to constructively align a teaching session.

2. Inclusive Teaching and Learning: Knowing your Students

There is no such thing as a typical student. This session highlights the importance of knowing your diverse cohort of learners in order to support them in the best ways possible, enabling them to thrive in an HE environment. We review key areas of essential information around signposting, setting boundaries, and classroom management; and together explore a range of strategies to support student learning effectively.

3. Effective Teaching Practice: Large and Small Groups

This session centres on how creating the optimal conditions for learning can affect performance and learning outcomes. Teaching and learning in a range of contexts and scenarios (labs, field work, tutoring) is considered. We examine the value of small group sessions and look at the role of session leaders, highlighting a range of techniques tutors can use to facilitate effective learning and overcome classroom challenges.

4. Assessment and Feedback

Assessment is a vital part of the learning process. This practical, hands-on session is an introduction to the University of Reading's approach to assessment and feedback. We consider different types and purposes of assessment in the learning cycle and explore the impact of formative assessment. We examine some of the broader issues around standardisation, inclusivity, GenAI, and understanding assessment criteria, and explore how effective feedback / feed forward can transform learning.

Additional session

The Technology Enhanced Learning (TEL) team deliver one additional course to support doctoral researchers with the use of technology to promote active learning in the classroom. The course will be delivered remotely as a webinar. Please request a place via the RRDP booking pages on the RISIS portal.

Enhancing classroom interaction and collaboration with Padlet and MS Forms (Webinar)

This practical session will introduce tools that enable active learning in the classroom and online. It will demonstrate Padlet for online and in-class collaboration, and Microsoft Forms for polling, and it will provide essential information for using these tools effectively with students in your T&L context. These applications are included with your university accounts and can be used with students without the restrictions of other popular, third-party teaching apps.

By the end of this session you will be able to:

- Effectively use Padlet to create inclusive, engaging activities for teaching and learning.
- Design and deploy interactive Microsoft Forms and quizzes to assess student understanding, including setup and deployment.
- Identify an additional range of Microsoft 365 tools and practical ideas to use with students.

Autumn delivery: 12:00 – 13:30 Wednesday 5 November 2025

Spring delivery: 12:00 - 13:30 Wednesday 11 February 2026

Summer delivery: 10:00 - 11.30 Monday 18 May 2026

Further reading and resources



Below is a brief list of suggested further reading to accompany *Preparing to Teach*. All volumes are available through the University of Reading library.

Ashwin, P. (2015). *Reflective Teaching in Higher Education* London: Bloomsbury Academic

Fry, H., Ketteridge, S. & Marshall, S. (2014). *A Handbook for Teaching & Learning in Higher Education* 4th Ed. London: Routledge

Race, P. (2009). *In at the Deep End: Starting to Teach in Higher Education* Leeds: Leeds Met Press

Race, P. (2015). *The Lecturer's Toolkit* 4th Ed. London: Routledge

Ramsden, P. (2003). *Learning to Teach in Higher Education* 2nd Ed. London: Routledge

You will also find it helpful to refer to the resources on the [CQSD website](#).

And look out for appropriate online courses, such as this recommended [MOOC](#) Contemporary Approaches to Teaching - hosted by the Council of Australasian University Leaders in Learning and Teaching (CAULLT) and led by A/Prof Agnes Bosanquet (Macquarie University) and A/Prof Marina Harvey.

Beyond Preparing to Teach - routes to professional recognition

A small number of doctoral researchers may want to build on the Preparing to Teach programme and gain professional recognition for their role as a teacher and/or supporter of learning. There are many benefits to gaining Associate Fellowship of Advance HE (AFHEA):

- It provides national recognition of your commitment to professionalism in teaching and learning in higher education
- It demonstrates that your practice is aligned with the [Professional Standards Framework \(PSF\)](#)
- It provides an indicator of professional identity for higher education practitioners, including the entitlement to use post-nominal letters AFHEA
- It is a portable asset that has global relevance

The CPD Route to AFHEA for PhD students with teaching responsibilities

Under the University of Reading's Advance HE accredited FLAIR Framework (Facilitating Learning and Teaching Achievement and Individual Recognition), those who have completed the Preparing to Teach programme may be eligible for our scheme to support PGRs in attaining AFHEA status.

Eligibility

To be eligible to enrol you will need to be able to demonstrate the required breadth and depth of teaching and learning (T&L) related activity drawn from your work in HE, specifically at the University of Reading. Enrolment on this route is via an expression of interest via an eligibility-based 'Application to Apply' process. This stage considers whether a candidate will have sufficient experience to be successful in a final application. You will need:

- A minimum of 20 hours delivering or supporting teaching and learning already completed*; 20 hours, across an academic year, is a minimum and not a threshold for success. Having 20 T&L hours completed does not guarantee an award will be made, simply that any less than this number would be insufficient.
- To provide support from your doctoral supervisor and Head of School (or equivalent)
- To attend the mandatory workshops (one Face to Face and two online)
- To ensure all T&L experience presented in the application is from within the last 3-5 years and within HE. We also ask that most T&L examples are drawn from your activity at UoR
- To be employed by or enrolled on an academic course at the University at the point of entry and completion

Due to the level of commitment required students in the writing-up phase of their doctoral studies (fourth year full-time or part-time equivalent) cannot apply.

Process

An expression of interest should be submitted to the Doctoral and Researcher College to be considered for selection. If accepted, you will be invited to a series of compulsory taught sessions. You will also have access to a suite of resources and guides and several group tutor sessions to support your application for professional recognition.

Details of the new scheme will be published on the Doctoral and Researcher College [Preparing to Teach webpage](#) in early 2026. Full details can be found on the [AFHEA pathway for doctoral researchers webpages](#)

*Lecturing, delivering seminars and workshops, marking, supervision, providing advice and support to less experienced doctoral researchers, demonstration, field trips, *etc.*