# Training plan University Teaching Qualification

### Department of Pharmaceutical Sciences, Faculty of Science, Utrecht University

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| To obtain a basic teaching qualification (BKO), you must meet the criteria as described in the Basic Teaching Qualification Regulations. In general, a number of specific activities will have to take place. It is advisable to make a training plan and submit it to the BKO/SKO committee. A training plan gives direction to your educational activities. An approved training plan is a prerequisite for the compulsory didactic course for BKO candidates that is provided by Onderwijsadvies & Training (O&T) of the Utrecht University. |

## GENERAL

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| Personal information | |
| name |  |
| appointed at (division) |  |
| size of current appointment | total ………. FTE  of which ………. % education |
| start of current appointment |  |
| previous academic education |  |

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| Organisation and planning | |
| tutor |  |
| intended end date BKO programme |  |
| comments |  |

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| Teaching development | |
| The BKO course for pharmacy teachers | o has been followed, in ………………………  o will be followed, in ………………. |
| other teaching development activities | description: …………………………………………….  o has been followed in ………………..  o will be followed in ………………… |
| comments |  |

**TEACHING EXPERIENCE**

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| You have obtained sufficient teaching experience at the end of the BKO programme with at least three different teaching methods, including working with (small) groups and individual counselling. |

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| Teaching experience obtained during the current appointment | | | |
|  | | **course** | **explanation** |
| lectures | |  |  |
| teaching groups of 10-30 students (e.g. problem-based education, case-based learning, tutorial) | |  |  |
| Education to groups of 3-6 students (e.g. project-based education) | |  |  |
| practical guidance (laboratory work, compounding) | |  |  |
| individual guidance (e.g. bachelor thesis, tutorate) | |  | |
| other education: give a brief summary | |  | |
| Teaching experience obtained elsewhere | | | |
| *Academic teaching*  Sort previously obtained teaching experiences according to teaching method (lecture, tutorial, PBL, etc.). State the year and the personal responsibility you had in these teaching activities. |  | | |
| *Other teaching experiences*  Give a brief summary |  | | |

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| Planned teaching activities | | |
|  | **course** | **explanation** |
| lectures |  |  |
| teaching groups of 10-30 students (e.g. problem-based education, case-based learning, tutorial) |  |  |
| Education to groups of 3-6 students (e.g. project-based education) |  |  |
| practical guidance (laboratory work, compounding) |  |  |
| individual guidance (e.g. bachelor thesis, tutorate) |  | |
| other education: give a brief summary |  | |

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| Experience with assessments (in the past or planned) | | |
|  | **course** | **explanation** |
| written assessment |  |  |
| oral assessment |  |  |
| Assessment or reports, reviews etc. |  |  |
| other test forms |  |  |
| comments |  | |

**EVALUATION AND VISITATION**

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| You have conducted (before and) during the BKO programme a minimum of three student evaluations for different types of teaching activities. You have also visited teaching activities, carried out by colleagues and have written a short report about these visits. You have received feedback from fellow teachers about your teaching in the class room. |

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| Evaluations and visitation (already performed) | | |
|  | **course** | **explanation** |
| student evaluations |  |  |
| visitations of own teaching by colleagues |  |  |
| observations of teaching of others |  |  |
| comments |  | |

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| --- | --- | --- |
| Evaluations and visitation (planned) | | |
|  | **course** | **explanation** |
| student evaluations |  |  |
| visitations of own teaching by colleagues |  |  |
| observations of teaching of others |  |  |
| comments |  | |

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| **QUESTIONS**  1. What are your personal learning objectives during the BKO programme?  2. How will you carry out the student evaluations and visitations and how will you use them in your self-evaluation/reflection? |

**REFLECTION AND VISION**

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| You are capable of writing a constructive self-reflection at the end of the BKO programme. For this, you will use student evaluations and assessments by colleagues.  At the end of the programme you are able to formulate a vision about teaching. This could include, among others, the best use of different types of teaching, the academic content of teaching and your own substantive contribution to teaching. |

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| Date |  |
| Signature candidate |  |
| Signature tutor[[1]](#footnote-1) |  |
| Signature (co)promotor[[2]](#footnote-2) |  |

1. The tutor is not the immediate superior of the candidate. [↑](#footnote-ref-1)
2. The (co)promotor sings this form for approval if the candidate is a PhD-student. [↑](#footnote-ref-2)