

## ***Procedures for Undertaking Pedagogical Merit Review***

**Procedure Number:** PROC-014

**Version Number:** 00

**Category:** Administrative

**Subject:** Steps to undertake pedagogical merit review of AUPs involving teaching/training elements

**Approving Authority:** Animal Care Committee

**Responsible Office:** Vice President (Research)

**Related Policy:** Pedagogical Merit Policy (POL-014)

**Approval Date:** July 12, 2018

**Effective Date:** January 1, 2019

**Revised:**

---

The Principal Investigator (PI) will:

- 1) in advance of submitting the related AUP to the ACC, and using the Pedagogical Merit Form (PMF) (APP1), provide in writing to the Merit Review Committee via the VPR Office the intended project's learning outcomes, learning assessment methods, learning activities, as well clear rationale for not replacing live animals with Teaching/Training Alternatives.

The Merit Review Committee / VPR Office will:

- 2) identify minimum two reviewers, and forward the PI's PMF and blank Pedagogical Merit Reviewer Form (PMRF) (APP2) to reviewers requesting form completion and submission within two weeks' time.

The Pedagogical Merit Reviewer(s) will:

- 3) within two weeks of Pedagogical Merit Form receipt, perform the review, and
- 4) submit the review(s) using the Pedagogical Merit Reviewer Form (PMRF) (APP2) to the Merit Review Committee via the VPR Office

The Merit Review Committee via the VPR Office will:

- 5) provide the PI with written pedagogical merit reviewer feedback
  - a) If no outstanding questions / concerns have been identified by the reviewer, forward the PMRF forms to the ACC via the ACC Coordinator
  - b) If outstanding questions / concerns have been identified by the reviewer, act as liaison between the PI and Merit Reviewer(s), and append related communications, as appropriate, to the PMRF(s) to be forwarded to the ACC via the ACC Coordinator

The ACC Coordinator will:

- 1) as requested by the PI, facilitate access to the required Pedagogical Merit Form (PMF) (APP1)

- 2) ensure that pedagogical merit reviews have been undertaken prior to forwarding Animal Use Protocol (AUP) forms to Animal Care Committee (ACC) reviewers for final ethical review and approval
  - 3) as applicable, forward any outstanding questions from the ACC to the Merit Review Committee
    - a) continue to act as the liaison between the ACC and the MRC until all outstanding concerns are resolved.
- 

**Revision History**

<b>Version</b>	<b>Date</b>	<b>Description of Changes</b>	<b>Author</b>
00	07-12-18	New procedure	LT

This **Pedagogical Merit Form** is intended for use by **animal-based scientists involved in teaching or training** in order to provide Pedagogical Merit Reviewers with details associated with your proposed project or program specific to determining if the live animal model proposed by the instructor is essential in support of intended learning outcomes.

Please forward the completed form to the Merit Review Committee via the Vice President (Research) Office at least three weeks in advance of the related AUP submission to the ACC.

- 
1. Principal Investigator Name – Click or tap here to enter text.
  2. Organization/Department Affiliation(s) – Click or tap here to enter text.
  3. Animal Use Protocol associated with this project/program, as available – Click or tap here to enter text.
  4. Course/Program Name & Number – Click or tap here to enter text.
  5. Intended Learning Outcomes –  
Click or tap here to enter text.
  6. Assessment Methods –  
Click or tap here to enter text.
  7. Learning Activities –  
Click or tap here to enter text.
  8. Animal/student ratio and instructor/student ratio – Click or tap here to enter text.
  9. Provide specific feedback from student assessments and/or course evaluations regarding the benefit of animal-based teaching/training –  
Click or tap here to enter text.
  10. Outline efforts made to identify Teaching/Training Replacement Alternatives (defined below) as per CCAC's 3Rs Microsite<sup>1</sup>, including resources consulted.  
Click or tap here to enter text.
  11. Provide the rationale for the use of live animals as the best and essential model in support of learning outcomes  
Click or tap here to enter text.

---

<sup>1</sup> CCAC's 3R's Microsite <http://3rs.ccac.ca/en/about/>

This **Pedagogical Merit Reviewer Form** is intended for **Pedagogical Merit Reviewers** who have agreed to review a proposed teaching or training project/program on behalf of the Merit Review Committee, Vice President (Research) Office, in accordance with the *Pedagogical Merit Policy* (POL-014). To assist you in the review process, please reference Canadian Council on Animal Care's "Frequently Asked Questions – pedagogical merit of live animal-based teaching and training"- Pedagogical Merit Review flow chart (Page 12)<sup>2</sup>.

Once completed, please forward within two weeks of receipt to the Merit Review Committee via the Vice President (Research) Office.

- 
1. Pedagogical Merit Reviewer Name – Click or tap here to enter text.
  2. Pedagogical Merit Reviewer Email – Click or tap here to enter text.
  3. Review Date – Click or tap here to enter text.
  4. I confirm that I meet CCAC's requirement for 'independence' from and 'expertise' relating to the project outlined below, as defined within the Pedagogical Merit Policy (POL-014)

- 
5. Principal Investigator Name – Click or tap here to enter text.
  6. Animal Use Protocol Number, if provided – Click or tap here to enter text.
  7. Course/Program Name & Number – Click or tap here to enter text.

---

### Teaching Training Program Assessment<sup>3</sup>

8. *Learning Outcomes* – Are the learning outcomes:
  - a. Specific – Are they clearly described and do they specify the involvement of animals?   
Yes  No  If No, explain: Click or tap here to enter text.
  - b. Measurable – Do they specify how well the learned behaviour must be performed (accuracy, speed, quality)?  Yes  No  If No, explain: Click or tap here to enter text.
  - c. Attainable & Realistic –
    - i. Are they realistically achievable, given the composition, learning level, and needs of the student group(s), and the teaching activities (what, where) proposed?  Yes  No  If No, explain: Click or tap here to enter text.

---

<sup>2</sup> Canadian Council on Animal Care (CCAC). FAQs- 27Feb2018. Retrieved from [https://www.ccac.ca/Documents/Standards/Policies/FAQ-Pedagogical\\_merit\\_of\\_live\\_animal-based\\_teaching.pdf](https://www.ccac.ca/Documents/Standards/Policies/FAQ-Pedagogical_merit_of_live_animal-based_teaching.pdf)

<sup>3</sup> CCAC. "Pedagogical Merit Review Form" 27Feb2018. Retrieved from [https://www.ccac.ca/Documents/Standards/Policies/Pedagogical\\_merit\\_of\\_live\\_animal-based\\_teaching.pdf](https://www.ccac.ca/Documents/Standards/Policies/Pedagogical_merit_of_live_animal-based_teaching.pdf)

**Teaching/Training Alternatives** – Replacements, either absolute (non-animal models) or relative (e.g. eggs, cell cultures, tissues, or species with significantly lower potential for pain perception) that may be used to teach or train others while maintaining learning outcomes

- ii. Are the animal/student ratio and instructor/student ratio appropriate to achieve the learning outcomes?  Yes  No If No, explain: Click or tap here to enter text.
  - d. Timely –
    - i. Is the timing of the inclusion of the animals in the teaching/training suitable for the projected timing of the intended learning outcome(s)?  Yes  No If No, explain: Click or tap here to enter text.
  - e. Are there clear benefits to involving animals in this course, at this point in time in the academic curriculum, to future study or career paths?  Yes  No If No, explain: Click or tap here to enter text.
  - f. Does this course serve as a prerequisite for further study?  Yes  No If No, explain: Click or tap here to enter text.
- 9. *Learning Assessment Methods* –
  - a. Are live animals involved in the assessment?  Yes  No If No, explain: Click or tap here to enter text.
  - b. Are the learning assessment methods clear and relevant?  Yes  No If No, explain: Click or tap here to enter text.
- 10. *Learning Activities* –
  - a. Are the learning activities clear and relevant?  Yes  No If No, explain: Click or tap here to enter text.
- 11. Do learning outcomes strongly and logically align with learning assessment methods, and do both align with learning activities in support of the outcomes?  
 Yes  No If No, explain: Click or tap here to enter text.
- 12. Has the instructor made reasonable and appropriate efforts to identify replacement alternatives?  
 Yes  No If No, explain: Click or tap here to enter text.
- 13. Based on SMART learning outcomes, constructive curriculum alignment, and the necessity for these students to achieve stated learning outcomes at this point in their learning experience, is the live animal proposed in this course/program the best model in support of learning outcomes, or could equivalent absolute or relative replacement alternatives be used?
  - a.  I agree that the use of live animals within the proposed teaching/training project/program is essential to achieve the learning outcomes, OR
  - b.  I believe that Teaching/Training Alternatives, as outlined below, would be more appropriate (please provide options):
    - i. Absolute Alternatives – Click or tap here to enter text.

**Teaching/Training Alternatives** – Replacements, either absolute (non-animal models) or relative (e.g. eggs, cell cultures, tissues, or species with significantly lower potential for pain perception) that may be used to teach or train others while maintaining learning outcomes



**Animal Care Committee**

APP2-Pedagogical Merit Reviewer Form

Procedure for undertaking pedagogical merit reviews PROC-014

Approval Date: 12JUL2018

Effective Date: 1JAN2019

ii. Relative Alternatives – Click or tap here to enter text.

14. Other Reviewer Comments - Click or tap here to enter text.

**Teaching/Training Alternatives** – Replacements, either absolute (non-animal models) or relative (e.g. eggs, cell cultures, tissues, or species with significantly lower potential for pain perception) that may be used to teach or train others while maintaining learning outcomes