

This **Pedagogical Merit Reviewer Form** is intended for **Pedagogical Merit Reviewers** who have agreed to review a proposed teaching or training project/program as requested by the Pedagogical Merit Review Committee Chair, in accordance with the *Pedagogical Merit Review Policy* (POL-014).

Note: Use this form for teaching/training that is **not prescribed or mandated by a third party**, e.g., Undergraduate course.

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)¹.

Once completed, please forward **within two weeks of receipt** to the Pedagogical Merit Review Committee Chair via the PMR Committee's online repository.

PMR Reviewer Information

1. Pedagogical Merit Reviewer Name –
2. Pedagogical Merit Reviewer Email –
3. Review Date –
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) Yes

AUP Information

5. AUP Holder's Name –
6. Animal Use Protocol Number, if provided –
7. Course/Program Name & Number –

Teaching Training Program Assessment²

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:
 - b. Measurable – Do they specify how well the learned behaviour must be performed (accuracy, speed, quality)?
Yes No
If No, explain:
 - i. Attainable and Realistic – Are they realistically achievable, given the composition, learning level, and needs of the student group(s), and the teaching

¹ Canadian Council on Animal Care (CCAC). FAQs- 03MAY2024 Retrieved from https://www.ccac.ca/Documents/Standards/Policies/FAQ-Pedagogical_merit_of_live_animal-based_teaching.pdf

² CCAC. "Pedagogical Merit Review Form" 03MAY2024 Retrieved from https://www.ccac.ca/Documents/Standards/Policies/Pedagogical_merit_of_live_animal-based_teaching.pdf



- activities (what, where) proposed? Yes No
If No, explain:
- ii. Are the animal/student ratio and instructor/student ratio appropriate to achieve the learning outcomes? Yes No
If No, explain:
- c. 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:
- ci. 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:
- cii. Does this course serve as a prerequisite for further study? Yes No
If No, explain:
9. *Learning Assessment Methods* –
- a. Are live animals involved in the assessment? Yes No
If No, explain:
- b. Are the learning assessment methods clear and relevant? Yes No
If No, explain:
10. *Learning Activities* – Are the learning activities clear and relevant? Yes No
If No, explain:
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:



12. Has the instructor made reasonable and appropriate efforts to identify replacement alternatives? Yes No
If No, explain:

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 –
 - ii. Relative Alternatives –

14. Other Reviewer Comments -