

Expedited Pedagogical Merit Review Form – Merit Reviewer

Expedited Pedagogical Merit of Animal Based Teaching

A number of elements factor into deciding if animal-based teaching or training has pedagogical merit. For the purposes of the [*CCAC policy: Pedagogical merit of live animal-based teaching and training*](https://www.ccac.ca/Documents/Standards/Policies/Pedagogical_merit_of_live_animal-based_teaching.pdf) (CCAC, 2016), the goal of this review is to determine if the live animal model proposed by the instructor is the best learning model in support of intended learning outcomes. In other words, is the involvement of live animals essential, or can replacement alternatives, either absolute (i.e., non-animal model such as a mannequin or computer model) or relative (i.e., eggs, cell cultures, tissues, or animals suggested to have a lower potential for pain perception based on expert interpretation of scientific evidence, such as some invertebrates), be used. **For certain competency-based teaching or training activities where the intended learning outcomes are prescribed or mandated by a third party such as a ministry of education, an institutional researcher/personnel training program or an accreditation or certification body, an expedited review process is available.** For more information on expedited pedagogical merit review, see question 8 of the [*CCAC frequently asked questions: Pedagogical merit of live animal-based teaching and training*](https://www.ccac.ca/Documents/Standards/Policies/FAQ-Pedagogical_merit_of_live_animal-based_teaching.pdf).

Please answer the following questions and document your conclusion. **In order to perform the review, learning activities must be provided by the instructor.**

# Please complete all sections below and email the completed form to [buacc@brandonu.ca](mailto:buacc@brandonu.ca). All boxes in the form below (MS-Word file) will expand as necessary. Questions about the form should be directed to [buacc@brandonu.ca](mailto:buacc@brandonu.ca).

# This form is in accordance with the *CCAC Policy Statement on: Pedagogical Merit of Live Animal-based Teaching and Training (2016)* and based on the *CCAC Pedagogical Merit Peer Review Sample Form for Reviewers.*

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| COURSE NUMBER AND NAME: |  |
| INSTRUCTOR(S): |  |
| NAME OF ORGANIZATION MANDATING SKILLS: |  |
| Reference to specific intended learning outcome mandated by prescribing organization or by practical training syllabus in institution |  |

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| --- | --- | --- |
| LEARNING ACTIVITIES: | | |
| Are the learning activities provided by the instructor clear? | Yes No | If No, explain: |
| REPLACEMENT ALTERNATIVES | | |
| Has the instructor made reasonable efforts to identify replacement alternatives? | Yes No | If No, explain: |
| Which resources were consulted? |  | |
| BEST LEARNING MODEL AND REPLACEMENT ALTERNATIVES | | |
| Based on the availability and suitability of equivalent absolute or relative replacement alternatives is the live animal proposed in this course the best model in support of learning outcomes?   Yes  No Explain choice: | | |
| If a replacement alternative would be more appropriate, provide options below:   Absolute (e.g. computer simulation, model):  Relative (e.g. tissue, eggs, invertebrate): | | |
| CONCLUSION | | |
| With regard to meeting prescribed learning outcomes, the proposed live animal model is: | ESSENTIAL (has pedagogical merit) NOT ESSENTIAL (no pedagogical merit) | |

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| --- | --- |
| Reviewer Name: |  |
| Date: |  |