

Appendix 2

Pedagogical Merit Reviewer Form for Animal-Based Teaching and Training Activities

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](#) (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](#).

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

Course number and name, or other identifier:	<input type="text"/>	
Instructor(s):	<input type="text"/>	
Name of organization mandating skills (check box)	<input type="checkbox"/> Canadian Veterinary Medical Association <input type="checkbox"/> Alberta Veterinary Medical Association <input type="checkbox"/> Other - Specify: _____	
Reference to specific intended learning outcome mandated by prescribing organization or by practical training syllabus in institution	<input type="text"/>	
Learning Activities		
Are the learning activities provided by the instructor clear?	<input type="checkbox"/> YES <input type="checkbox"/> NO	If No, explain: <input type="text"/>

Replacement Alternatives		
Has the instructor made reasonable efforts to identify replacement alternatives?	<input type="checkbox"/> YES <input type="checkbox"/> NO	If No, explain: <div style="background-color: #e0e0e0; height: 20px; width: 100%;"></div>
Which resources were consulted?	<div style="background-color: #e0e0e0; height: 20px; width: 100%;"></div>	
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? <input type="checkbox"/> Yes <input type="checkbox"/> No Explain choice: <div style="background-color: #e0e0e0; height: 20px; width: 100%;"></div>		
If a replacement alternative would be more appropriate, provide options below: Absolute (e.g., computer simulation, model): <div style="background-color: #e0e0e0; height: 20px; width: 100%;"></div> Relative (e.g., tissue, eggs, invertebrate): <div style="background-color: #e0e0e0; height: 20px; width: 100%;"></div>		
Conclusion		
With regard to meeting prescribed learning outcomes, the proposed live animal model is:	<input type="checkbox"/> ESSENTIAL (has pedagogical merit) <input type="checkbox"/> NOT ESSENTIAL (no pedagogical merit)	

Reviewer name:

Date: