**Expedited Pedagogical Merit Review Form for Reviewers**

**Use of Animals in Teaching and Training**

Yukon University adheres to the requirements of the Canadian Council on Animal Care (CCAC). All animal-based teaching and training projects are required to undergo pedagogical merit review, by at least two independent experts in pedagogy and/or replacement alternatives prior to the review by the animal care committee.

A number of elements factor into deciding if animal-based teaching or training has pedagogical merit. 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 (non-animal model such as a mannequin or computer model) or relative (such as eggs, cell cultures, tissues, or animals that current expert peer advice and interpretation of scientific evidence indicate have a significantly lower potential for pain perception, 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 if available (more details available in 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 outcomes, learning assessment methods, and learning activities must be provided by the instructor.** As a reviewer you will assess if intended learning outcomes align with learning assessment methods, and if both align with learning activities in support of the intended outcomes.

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| **Course/teaching activity title:** | Click or tap here to enter text. |
| **Course number:**  | Click or tap here to enter text. |
| **Course Instructor:** | Click or tap here to enter text. |
| **Name of organization mandating skills:** | Click or tap here to enter text. |
| **Reference to specific intended learning outcome mandated by prescribing organization or by practical training syllabus in institution** | Click or tap here to enter text. |

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| **Learning Activities** |
| 1. Are the learning activities clearly described and do they specify the involvement of animals?
 | [ ]  Yes [ ]  NoIf No, explain: Click or tap here to enter text. |
| **Replacement Alternatives**  |
| Has the instructor made reasonable efforts to identify replacement alternatives?  | [ ]  Yes [ ]  NoIf No, explain: Click or tap here to enter text. |
| Which resources were consulted? |  Click or tap here to enter text. |
| **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 [ ]  NoExplain choice: Click or tap here to enter text. |
| If a replacement alternative would be more appropriate, provide options below:**Absolute** (e.g., computer simulation, model): Click or tap here to enter text.**Relative** (e.g., tissue, eggs, invertebrate):Click or tap here to enter text. |
|  |
| **Conclusion** |
| With regard to meeting learning outcomes, the proposed live animal model is:  | [ ]  Essential (has pedagogical merit)[ ]  Not Essential (no pedagogical merit) |

**Reviewer name:** Click or tap here to enter text.

**Date:** Click or tap to enter a date.

**Please forward the completed form to the Research Ethics Office by email to** **vwalker@yukonu.ca** **. The Research Ethics Office will forward this information to research services, the instructor and the Animal Care Committee.**