This **Pedagogical Merit Review (PMR) Form** is intended for use by **animal-based scientists** **involved in teaching or training** to provide pedagogical merit reviewers with details associated with your proposed project or program to determine if the live animal model proposed by the instructor is **essential** in support of the intended learning outcomes.

Please forward the completed form to the Animal Care Committee via ACC@uwo.ca with sufficient time (minimum three weeks prior to AUP submission) to permit the external review, which will be facilitated by the Pedagogical Merit Review Committee Chair. (**Note:** AUP review **cannot** be completed until the project is found to have pedagogical merit, as per the Policy POL-014).

*Adjust tables as you see fit.*

1. **AUP Holder Name** –
2. **Organization/Department Affiliation(s)** –
3. **Animal Use Protocol** associated with this project/program, as available –
4. **Course/Program Name & Number** –
5. **Program Context -** Disclose early, any information that will assist reviewers in understanding the context of the learning activity, e.g., importance of procedures, specialized location, animal model, etc. **–**
6. **Intended Learning Objectives –** List the learning objectives (*see: https://teaching.uwo.ca/curriculum/coursedesign/learning-outcomes.html* ) in a bulleted format to clearly specify the learning intentions for learners; Note: Begin each learning objective with an action word.

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| --- | --- |
| # | Learning Objective |
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |
| 6 |  |

1. **Assessment Methods** – ‘*Criteria, tests, and tools that assess learning outcomes’*
	1. Explain how learners will be evaluated on knowledge and/or skill acquisition involving animals, e.g. essays, quizzes, reports, task performance, etc.; and
	2. Associate the evaluation methods with the learning objectives to demonstrate how evaluation methods will ensure that the learning objectives have been met.

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| --- | --- |
| Learning Objective # from above | Assessment Methods Used |
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1. **Learning Activities – ‘***How will the learning objectives be achieved’*
	1. Ensure each learning activity is clearly described, if possible, associate activities back to the ‘Learning Objectives’ section to illustrate the linkage.
	2. Add an Introductory Phrase - Precede the list of learning objectives for each learning activity with the phrase: “By the end of this learning module/training event, participants will:”

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| --- | --- |
| Learning Objective # from above | Learning Activities |
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1. Animal/learner ratio and instructor/learner ratio –
2. **Learner Feedback –** If applicable, provide specific feedback from learner assessments and/or course evaluations regarding the benefit of animal-based teaching/training –

1. **Three Rs Replacement Alternatives** - Outline efforts made to identify Teaching/Training Replacement Alternatives (defined below) as per CCAC’s 3Rs Microsite[[1]](#footnote-2), including resources consulted.
	1. Associate your learning objectives with each alternative presented; reference the associated number(s) listed under the ‘Learning Objectives’ section.
	2. Address specific efforts made to seek out alternatives with reference to the Canadian Council on Animal Care’s [Three Rs and Ethics](https://www.ccac.ca/en/three-rs-and-ethics/the-three-rs.html) and [FAQs-Pedagogical Merit of Live Animal-based Teaching](https://www.ccac.ca/Documents/Standards/Policies/FAQ-Pedagogical_merit_of_live_animal-based_teaching.pdf); and then
	3. Explain why the replacement alternatives may not adequately achieve the specific learning objectives

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| --- | --- | --- |
| Learning Objective # from above | Efforts made to seek alternatives | Why alternatives may not adequately achieve the learning objective |
|  |  |  |
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1. Provide the rationale for the use of live animals as the **best** and **essential** model in support of learning outcomes.

1. CCAC’s 3R’s Microsite http://3rs.ccac.ca/en/about/ [↑](#footnote-ref-2)