**Pedagogical Merit Review  
Reviewer Form**

*In accordance with new CCAC guidelines, all animal-based teaching or training courses must have a formal pedagogical merit review to determine if animal-based methods are essential to meeting learning objectives and outcomes. The goal of this review is to determine if the live animal model proposed in the Course Information Form provided by the instructor is the best learning model in support of intended learning outcomes.* ***You will be evaluating if the involvement of live animals is essential, or if replacement alternatives could be used****.*

For detailed information on this process please see <https://ufv.ca/acc/scientific-and-pedagogical-merit/>

Reviewer comments must be documented and forwarded to the instructor to make changes before re-submitting the documents to the Animal Care Coordinator. If there is approval without changes please submit this form with the animal use protocol to [acc@ufv.ca](mailto:acc@ufv.ca) and copy [Garry.Fehr@ufv.ca](mailto:Garry.Fehr@ufv.ca).

**Course Title:** Click or tap here to enter text.

**Course Instructor(s):** Click or tap here to enter text.

**Animal Species:** Click or tap here to enter text.

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| --- | --- | --- | --- |
| **LEARNING OUTCOMES** | | | |
| Are the learning outcomes: | | | |
| **Specific:** are they clearly described and do they specify the involvement of animals? | | Yes  No | If no, explain:  Click or tap here to enter text. |
| **Measureable:** do they specify how well the learned behavior must be performed (accuracy, speed, quality)? | | Yes  No  N/A | If no, explain:  Click or tap here to enter text. |
| **Attainable and Realistic:** are they realistically achievable, given the composition, learning level, and needs of the student groups(s), and the teaching activities (what, where) proposed?  Are the animal/student ratio and instructor/student ratio appropriate to achieve the learning outcomes? | | Yes  No  Yes  No | If no, explain:  Click or tap here to enter text. |
| **Timely:** is the timing of the inclusion of animals in the teaching/training suitable for the projected timing of the intended learning outcomes(s)? | | Yes  No | If no, explain:  Click or tap here to enter text. |
| 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:  Click or tap here to enter text. |
| Does this course serve as a prerequisite for further study? | | Yes  No |  |
| Are the overall learning outcomes **SMART** (see a-d above) | | Yes  Yes | If no, explain:  Click or tap here to enter text. |
| **LEARNING ASSESSMENT METHODS** | | | |
| Are live animals involved in the assessment? | | Yes  No | If no, explain:  Click or tap here to enter text. |
| Are the learning assessment methods clear? | | Yes  No | If no, explain:  Click or tap here to enter text. |
| **LEARNING ACTIVITIES** | | | |
| Are the learning activities clear? | | Yes  No | If no, explain:  Click or tap here to enter text. |
| **CONSTRUTIVE CURRICULUM ALIGNMENT (see question 7 in the CCAC FAQs for examples:** [**https://www.ccac.ca/Documents/Standards/Policies/FAQ-Pedagogical\_merit\_of\_live\_animal-based\_teaching.pdf**](https://www.ccac.ca/Documents/Standards/Policies/FAQ-Pedagogical_merit_of_live_animal-based_teaching.pdf)**)** | | | |
| Do learning outcomes strongly align logically with learning assessment methods, and do both align with learning activities in support of the outcomes? | | Yes  No | If no, explain:  Click or tap here to enter text. |
| **REPLACEMENT ALTERNATIVES** | | | |
| Has the instructor made reasonable efforts to identify replacement alternatives? | | Yes  No | If 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 SMART learning outcomes, constructive curriculum alignment, and the necessity for these students to achieve stated learning outcomes at this point in their teaching/training experience, is the live animal proposed in this course the best model in support of learning outcomes, or could equivalent absolute or relative replacement alternatives be used?  BEST MODEL  ALTERNATE  Explain 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. lower sentient live vertebrate or cephalopod, 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 here to enter text.

*Please forward this form to the ACC coordinator and copy the AVP Research, Engagement, & Graduate Studies, who will forward it to the instructor and the animal care committee.*