

# UBC ANIMAL CARE COMMITTEE POLICY 021

## Pedagogical Merit Review

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### PURPOSE

The purpose of this policy is to set out the requirements that ensure that all animal-based teaching and training conducted at The University of British Columbia (UBC) and affiliated research institutes, centres and hospitals undergoes pedagogical merit review.

### BACKGROUND

Since animals used for educational purposes are not being used to discover, prove, or develop new ideas or techniques, but rather to demonstrate principles and facts that are already well-known, animals must only be used for teaching and training when: (1) the activity is deemed to have pedagogical merit and (2) when the educational goals of the course that rely on the use of animals cannot be conveyed effectively in any alternative manner. As such, the Canadian Council on Animal Care (CCAC) policy on pedagogical merit of live animal-based teaching and training (May 2016) requires that CCAC certified institutions that conduct animals-based teaching or training must have a formal pedagogical merit review process.

### SCOPE

This policy applies to all animal-based teaching and training activities at UBC that require an Animal Use Protocol (AUP), including teaching in an academic setting, institutional training, and testing of procedural competency, as well as non-degree/diploma/certificate credit courses (e.g. professional development or continuing education workshops). This policy does not apply to the teaching or training of individuals within a research laboratory (e.g. training a graduate student as part of thesis development).

### POLICY STATEMENTS

1. All teaching and training involving animals must undergo a peer review of pedagogical merit by at least two reviewers who are independent of the ACC.
2. An AUP must be reviewed and approved by the ACC before the animal-based teaching or training can commence. The ACC will not itself review the AUP for pedagogical merit, and will not see the pedagogical merit reviewers' comments.
3. All procedures using animals during teaching and training must be fully described in the AUP.
4. Painful experiments or multiple invasive procedures on an unanaesthetized or repeatedly anaesthetized individual animal, conducted solely for the instruction of students or for the demonstration of established scientific knowledge, is not permitted.

## **RESPONSIBILITIES AND PROCEDURES FOR PEDAGOGICAL MERIT REVIEW**

The Associate Vice President Research and Innovation (AVPRI) is responsible for establishing and maintaining a Merit Review Committee and ensuring that pedagogical merit review is conducted in accordance with CCAC policy.

The Merit Review Committee is responsible for reviewing the pedagogical merit of animal use in teaching or training. The Merit Review Committee is composed of reviewers who collectively have the expertise to assess the pedagogy of animal use in teaching and training. To assure that the pedagogical merit review is at arm's length from the course instructor, the course, and the ACC, the following terms and conditions are required:

1. Reviewers must be external to the course/laboratory for which the protocol will be undertaken, and must not be directly or indirectly involved in the course/laboratory design or implementation.
2. Reviewers have appropriate expertise in a relevant field, discipline, or sub-discipline to adequately review the proposal.
3. Reviewers cannot be a member of the ACC or any ACC subcommittee.
4. Reviewers must disclose potential or perceived conflict of interest with a course instructor or course/laboratory to the Associate Director of Research Services.

The course instructor is responsible for performing and documenting their search strategy for replacement alternatives to animals in their course. As part of this search strategy, the course instructor must consult with a UBC Clinical Veterinarian on possible replacement alternatives. The course instructor must complete and submit an AUP for the proposed teaching or training activity on the UBC Research Information Systems (RISe). As part of the AUP submission, the course instructor will complete the Pedagogical Merit Review section of the application (section 4.1, see Appendix 1). This information, along with the AUP, will be provided to the reviewers to facilitate their review.

The ACC Manager is responsible for identifying protocols that require pedagogical merit review and directing them to the Associate Director of Research Services, who will select a minimum of two reviewers from the Merit Review Committee.

The assigned reviewers will evaluate pedagogical merit of the application based upon the information presented in section 4.1. Each reviewer completes a Pedagogical Merit Reviewer Form on RISe (See Appendix 2) and states whether the animal-based activity has pedagogical merit or not. Reviewers are free to request additional information from the course instructor, through the Associate Director of Research Services, before rendering a final decision. Reviewer comments and recommendations are forwarded to the AVPRI for a final decision. A

third review may be sought if there is a disagreement between the first two reviewers. The final decision on pedagogical merit will be recorded on RISE.

The ACC will review the ethics of the AUP as per the UBC ACC terms of reference and render a final decision on the AUP once pedagogical merit is approved.

**REFERENCE**

1. CCAC Policy: Pedagogical merit of live animal-based teaching and training
2. CCAC Frequently Asked Questions: Pedagogical merit of live animal-based teaching and training

<b>AUTHOR: Policy Subcommittee</b>		<b>Date Approved: February 8, 2013</b>	
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## Appendix 1

### Pedagogical Merit Review Form Section 4.1 in RISE AUP

#### Guidance Notes for Section 4.1:

In accordance with 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. Your request for using animals in a course will undergo an internal peer review to determine its pedagogical merit. Please complete the questions 4.1.1. to 4.1.6.

#### Questions to be answered by the course instructor

- 4.1.1 Briefly describe the work involving animals. Specify if this is a demonstration or a hands-on activity. What are the educational objectives and learning outcomes of the animal-based work?
- 4.1.2 How will you evaluate if a student has met the learning objective associated with the use of animals?
- 4.1.3 Do students have the appropriate skills and knowledge to participate and benefit from the animal-based teaching in this course? Please explain.  
What is the ratio of student(s) per animal?  
What is the ratio of student(s) to instructional staff?
- 4.1.4 Are alternatives available (software, simulations, etc.) that could replace the use of animals and achieve the learning outcomes? Please describe the search strategy used to identify alternatives. If alternatives are available, please justify why they cannot be used.
- 4.1.5 Describe how the ethics and responsibilities associated with animal use at UBC will be addressed.
- 4.1.6 Describe how you will be gathering student feedback on the effectiveness of using animals to achieve the educational goals? Please attached any relevant documentation (e.g. evaluation forms).

## Appendix 2

### Pedagogical Merit Reviewer Form Reviewer section RISE AUP

#### Guidance Notes:

In accordance with 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. Thank you for agreeing to review the pedagogical merit of using animals in this course. Please review the information provided by the Instructor, complete this form, and submit the form back within 10 days of receiving it.

**Questions asked of the reviewer.** In each case the reviewer answers yes or no and provides comments to justify the answer.

- 1.1 Is the work involving animals described in sufficient detail so that you understand what is being done?
- 1.2 Are the educational objectives clear?
2. Is there an appropriate system in place to evaluate if students have met the learning objectives?
- 3.1 Is the skill level and knowledge of the students in the course appropriately aligned with the course content?
- 3.2 Is the ratio of student per animal appropriate?
- 3.3 Is there an adequate number of instructors/teaching assistants to properly supervise the animal-based activity?
- 4.1 Has the instructor performed an adequate search for animal replacements?
- 4.2 Is there sufficient justification given for the use of animals in this course?
5. Has the instructor outlined how the ethics and responsibilities associated with animal use at UBC will be addressed?
6. Is there appropriate use of student feedback to evaluate the benefits of using animals in this course?

Final Recommendation choices are:

1. Teaching proposal has pedagogical merit;
2. Proposal use of animals does not have sufficient pedagogical merit for approval;
3. More information is required to evaluate this proposal.