



# Caring for animals aiming for better science

EU GUIDANCE ON THE IMPLEMENTATION OF DIRECTIVE 2010/63/EU ON PROTECTION OF ANIMALS USED FOR SCIENTIFIC PURPOSES

## EDUCATION & TRAINING FRAMEWORK – A CONTINUOUS PROCESS

### LEGAL REQUIREMENTS

#### ARTICLE 23 OF DIRECTIVE 2010/63/EU: COMPETENCE OF PERSONNEL

1. "Member States shall ensure that each breeder, supplier and user has sufficient staff on site.
2. The staff shall be adequately educated and trained before they perform any of the following functions:
  - (a) carrying out procedures on animals;
  - (b) designing procedures and projects;
  - (c) taking care of animals; or
  - (d) killing animals.

Persons carrying out the functions referred to in point (b) shall have received instruction in a scientific discipline relevant to the work being undertaken and shall have species-specific knowledge.

Staff carrying out functions referred to in points (a), (c) or (d) shall be supervised in the performance of their tasks until they have demonstrated the requisite competence.

Member States shall ensure, through authorisation or by other means, that the requirements laid down in this paragraph are fulfilled.

3. Member States shall publish, on the basis of the elements set out in Annex V, minimum requirements with regard to education and training and the requirements for obtaining, maintaining and demonstrating requisite competence for the functions set out in paragraph 2.
4. Non-binding guidelines at the level of the Union on the requirements laid down in paragraph 2 may be adopted in accordance with the advisory procedure referred to in Article 56(2)."

### THE EDUCATION AND TRAINING FRAMEWORK OBJECTIVES AND STRUCTURE

EU guidance (not binding) has been developed to respond to a need for harmonisation and a common framework to ensure competence and to facilitate free movement of personnel.

### MODULAR TRAINING AND LEARNING OUTCOMES

The Modular Training structure and Learning Outcomes approach is flexible. The learning outcomes deal with output rather than processes and help to define the skills and knowledge that module participants should be able to demonstrate by the time these learning outcomes are assessed at the end of module. Learning outcomes are the specific intentions of a training programme or module, written in specific terms.

### MODULAR STRUCTURE

The modules presented here include all those considered as the minimum training necessary before persons are allowed to carry out a Function (A to D, see below), and some additional modules required to perform specific tasks, for example surgery. Core Modules represent the basic theoretical training for all personnel performing any of the Functions A-D of Article 23. Function Specific (Prerequisite) Modules are required, in addition to the core modules to meet the minimum training needs for a specific function. Additional and Task Specific Modules – include modules that may be required for a particular task or for other functions under the Directive, e.g. project evaluator or designated veterinarian.

### ARTICLE 23(1) FUNCTIONS:

- A = person carrying out procedures on animals
- B = person designing procedures and projects
- C = person taking care of animals
- D = person killing animals

### TRAINING MODULES

Core Modules - Functions A, B, C & D	
1	National legislation
2	Ethics, animal welfare and the Three Rs (level 1)
3.1	Basic and appropriate biology – species specific (theory)
4	Animal care, health and management – species specific (theory)
5	Recognition of pain, suffering and distress – species specific
6.1	Humane methods of killing (theory)
Function Specific (Prerequisite) Modules - Function A	
3.2	Basic and appropriate biology – species specific (practical)
7	Minimally invasive procedures without anaesthesia – species specific (theory)
8	Minimally invasive procedures without anaesthesia – species specific (skills)
Function Specific (Prerequisite) Modules - Function B	
7	Minimally invasive procedures without anaesthesia – species specific (theory)
9	Ethics, animal welfare and the Three Rs (level 2)
10	Design of procedures and projects (level 1)
11	Design of procedures and projects (level 2)
Function Specific (Prerequisite) Modules - Function C	
3.2	Basic and appropriate biology – species specific (practical)
Function Specific (Prerequisite) Modules - Function D	
3.2	Basic and appropriate biology – species specific (practical)
6.2	Humane methods of killing (skills)
Alternatively	
6.3	Stand-alone Module for Function D (only)
Additional Task Specific Modules	
20	Anaesthesia for minor procedures
21	Advanced anaesthesia for surgical or prolonged procedures
22	Principles of surgery
23	Advanced animal husbandry, care and enrichment practices
24	Designated Veterinarian
25	Project Evaluator
Other Additional Modules	
50	Introduction to the local environment (establishment) for persons taking specific roles under the Directive
51	Information provision and retrieval

### EXAMPLE:

#### MODULE 5: RECOGNITION OF PAIN, SUFFERING AND DISTRESS – SPECIES SPECIFIC

This module prepares individuals to be able to identify normal condition and behaviour of experimental animals and enable them to differentiate between a normal animal and one which is showing signs of pain, suffering or distress which could be a result of factors including environment, husbandry or the effect of experimental protocols. It will also provide information regarding severity classifications, cumulative severity and the use of humane endpoints.

#### EXAMPLES OF LEARNING OUTCOMES FROM MODULE 5:

- 5.1. Recognise normal or desirable behaviour and appearance of the individuals in the context of species, environment and physiological status.
- 5.2. Recognise abnormal behaviour and signs of discomfort, pain, suffering, or distress, as well as signs of positive well-being and principles of how pain, suffering and distress can be managed.
- 5.3. Discuss factors to be considered and methods available for assessing and recording the welfare of animals e.g. score sheets.

**Learning Outcomes** help to define the knowledge and skills that course participants should be able to demonstrate by the time these learning outcomes are assessed.

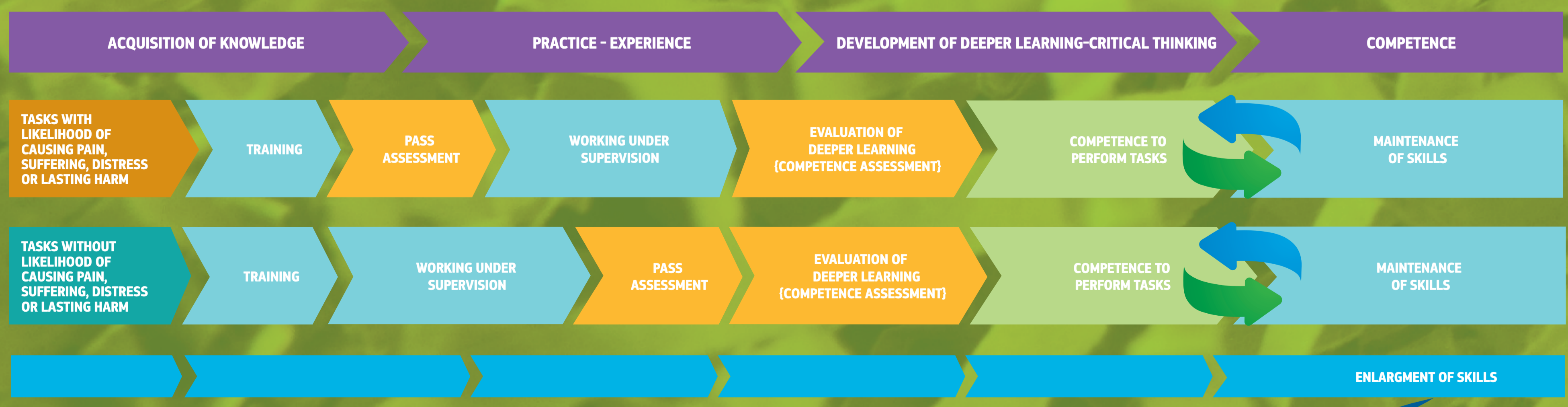
### WORKING UNDER SUPERVISION AND ASSESSMENT OF COMPETENCE

Satisfactory completion of a Training Course and attainment of Learning Outcomes are important steps, but these must be followed by a period of appropriate supervision until the requisite competence has been attained and assessed, and before the initial educational process can be considered to have been completed.

All establishments should have a robust framework within which training and supervision can take place, with clear standards that define competence in knowledge-based and practical skills with appropriate records to demonstrate this.

An EU E&T Platform continues to be developed to improve confidence in common training standards and assessment of training courses.

## EDUCATIONAL LEARNING PROCESS UNDER DIRECTIVE 2010/63/EU



Source: <http://ec.europa.eu/animals-in-science>