

EU-Directive 2010/63/EU – Education and Training Framework

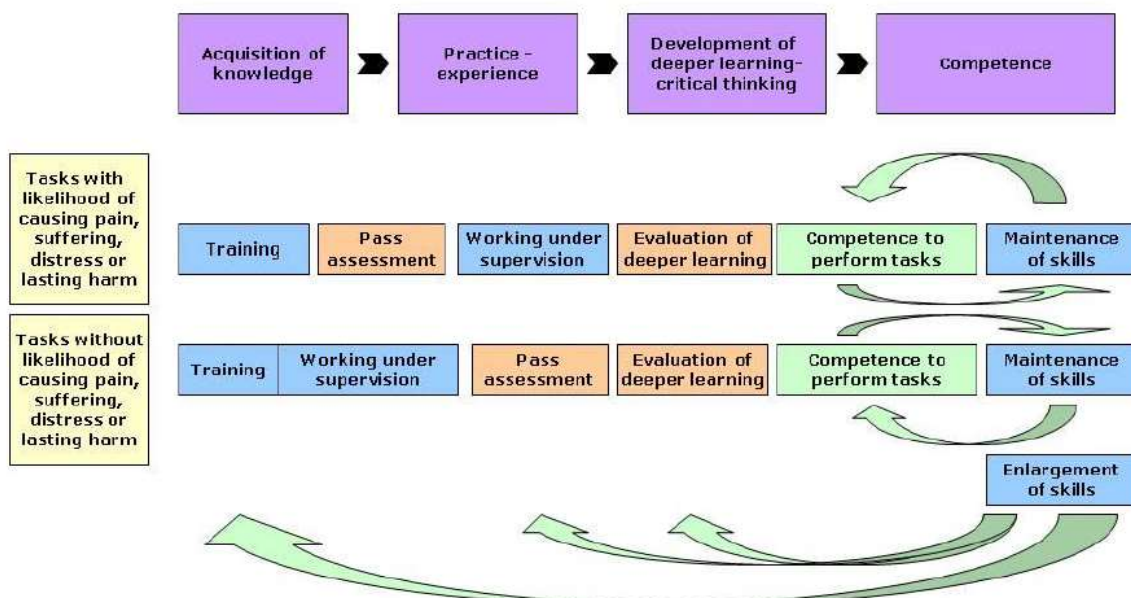
In the EU-Directive 4 different functions of persons involved in animal experimentation are defined:

- A) Carrying out procedures on animals
- B) Designing procedures and projects
- C) Taking care of animals
- D) Killing animals

These functions are not identical to the “old” Felasa functions. The old „Felasa B” certificate would now comply with a module A course.

A successful participation in a course qualifying for one of the functions does not mean that the participant has been educated to full competence already. The certificate only certifies that specific learning outcomes were taught and are fulfilled by the participant in an adequate manner. After a successful participation, there is still need for further training on site with close supervision to deepen the understanding and to ensure an appropriate standard.

EDUCATIONAL LEARNING PROCESS UNDER DIRECTIVE 2010/63/EU



Structure of training

The structure of the courses is a modular structure. The participants can take their required modules independent of time and place. By this, a constant training for growing qualification is possible without taking complete courses with partially overlapping contents. A person performing animal experiments does not necessarily need to know how to kill animals. In case in later experiments the person has to kill animals, he/she can take the required modules without repeating all core modules. When changing animal species the person only has to visit species-specific modules.

A course comprehensive to the EU Framework consists of

- Core modules,
- Function specific modules and
- Task specific modules.

Module	Name	Function A (carrying out procedures)	Function B (Designing)	Function C (taking care)	Function D (Killing)
1	National legislation	Core modules – required for all functions			
2	Ethics, animal welfare and the Three Rs (level 1)				
3.1	Basic and appropriate biology – species specific (theory)				
3.2	Basic and appropriate biology – species specific (practical)				
4	Animal care, health and management – species specific (theory)	Core modules – required for all functions			
5	Recognition of pain, suffering and distress - species specific				
6.1	Humane methods of killing (theory)				
6.2	Humane methods of killing (skills)				
6.3	Humane methods of killing - Alternative stand-alone Module for Function D				
7	Minimally invasive procedures without anaesthesia – species specific (theory)				
8	Minimally invasive procedures without anaesthesia – species specific (skills)				
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)				

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				
50	Introduction to the local environment (establishment) for persons taking specific roles under the Directive				
51	Information provision and retrieval				

Learning outcomes

In the guidance document on the education and training framework for persons involved in animal experimentation the EU defined specific learning outcomes for the single modules that the participant has to fulfil after successfully participating in the module. As the speed of learning is individual for different people, the length of the modules is no longer defined (in contrast to the old Felasa courses with 40 h required training). Thus, training can be much faster or longer depending on the person. By certifying the specific module, the participant gets a proof that he/she has reached the specific learning outcomes of the certified module

Some examples of learning outcomes of module 1 and 2

(Further learning outcomes for the other modules see https://ec.europa.eu/environment/chemicals/lab_animals/pdf/guidance/education_training/en.pdf)

Module 1:

- Identify and describe the national and EU laws and guidance, which regulate the scientific use of animals and in particular the activities of those carrying out scientific procedures involving them.
- Identify and describe related animal welfare legislation.
- Describe the authorisation that is needed before acting as user, breeder or supplier of laboratory animals and especially the authorisation required for projects and where applicable individuals.
- List sources of information and support that are available (regarding national legislation).
- Describe the role of the personnel mentioned in Article 24, 25 and 26 (breeder, supplier, user, designated veterinarian, animal welfare body), and their statutory duties and other responsibilities under the National Legislation.
- Describe the roles and responsibilities of the local animal welfare bodies and the national committee for the protection of animals used for scientific purposes.
- Indicate who is responsible for compliance at an establishment and how this responsibility may be exercised (e.g. through the local AWB).
- Describe when a procedure becomes regulated under National legislation (minimum threshold of pain, suffering, distress or lasting harm).
- Indicate who bears primary responsibility for the animals undergoing procedures.
- List which species, including respective stages of development that are included in the scope of the Directive / National law.

- Indicate the circumstances in which animals under the scope of the Directive should be humanely killed or removed from the study to receive veterinary treatment.
- Describe the legislative controls over the killing of animals bred or used for scientific procedures

Module 2:

- 2.1. Describe the differing views, within society, relating to the scientific uses of animals and recognise the need to respect these.
- 2.2. Describe the responsibility of humans when working with research animals and recognise the importance of having a respectful and humane attitude towards working with animals in research.
- 2.3. Identify ethical and animal welfare issues in their own work and be aware and able to reflect on the consequences of their own actions.
- 2.4. Recognise that compliance with ethical principles may contribute to the long-term trust and acceptance in scientific research from the general public.
- 2.5. Describe how the law is based on an ethical framework, which requires 1), weighing the harms and benefits of projects (the harm/benefit assessment) 2) applying the Three Rs to minimise the harm, maximise benefits and 3) promote good animal welfare practices.
- 2.6. Describe and discuss the importance of the Three Rs as a guiding principle in the use of animals in scientific procedures.
- 2.7. Explain the Five Freedoms and how these apply to laboratory species
- 2.8. Describe the concept of harms to animals including avoidable and unavoidable suffering, direct, contingent and cumulative suffering
- 2.9. Describe the severity classification system, and give examples of each category. Describe cumulative severity and the effect this may have on the severity classification.
- 2.10. Describe the regulations regarding re-use of animals.
- 2.11. Describe the importance of good animal welfare including its effect on scientific outcomes as well as for societal and moral reasons.
- 2.12. Describe the need for a culture of care and the individual's role in contributing to this.
- 2.13. Describe relevant sources of information relating to ethics, animal welfare and the implementation of the Three Rs.
- 2.14. Be aware of different search tools (e.g. EURL ECVAM Search Guide, Go3Rs) and methods of search (e.g. Systematic reviews, meta analysis).