

# Novosti na področju Kontinuiranega strokovnega izobraževanja oseb, ki so neposredno ali posredno vpletene v delo s poskusnimi živalmi

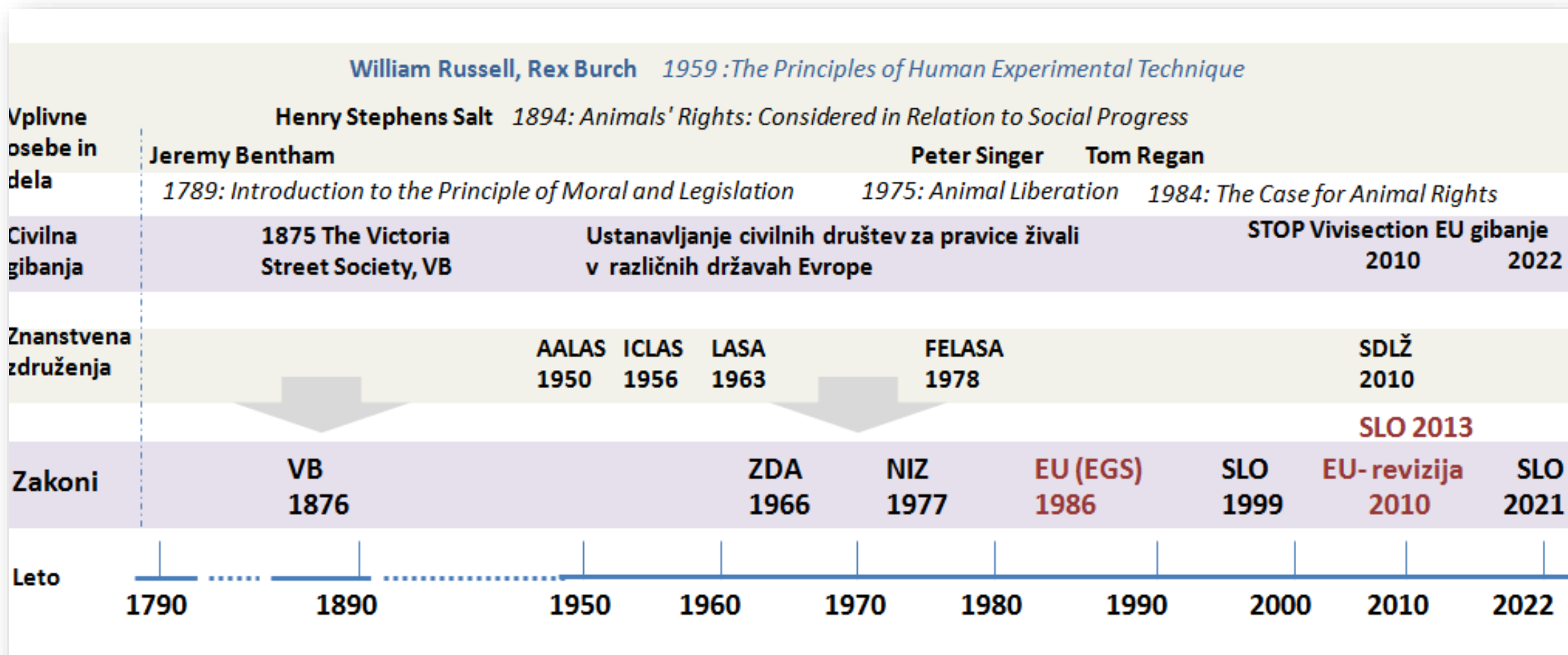
Laboratory Animal Science (LAS);  
Functions, tasks, roles, CPD, PDP

Martina Perše

Ljubljana, 24.02.2026



# Laboratory Animal Science



Ethics

NAMs

Pharmacology

Genetics

Biology

Microbiology

Veterinary

Laboratory  
Animal Science

ARRIVE

PREPARE

LAG-R

OBSERVE

Legislation

Research Quality

Animal Welfare

Education, Training, Continuous Professional Development

# Basic education and training

1986

**Directive 86/609/EEC, Convention ETS 123**

- **appropriate education and training** for persons working with live vertebrate animals for scientific purposes

**FELASA recommendations on the education and training of persons working with laboratory animals:**

- persons **taking care** of animals (**Category A**) and persons **directing** animal experiments (**Category C**).  
Lab Anim. 1995 Apr;29(2):121-31.
- specialists** in laboratory animal science (**Category D**).  
Lab Anim. 1999 Jan;33(1):1-15.
- persons **carrying out** animal experiments (**Category B**).  
Lab Anim. 2000 Jul;34(3):229-35.

**FELASA recommendations on the education and training of persons working with laboratory animals: Categories A and C**

Re  
Sci  
by  
FELASA  
WORKING PARTY REPORT  
**FELASA recommendations for the education and training of persons carrying out animal experiments (Category B)**

App  
anir  
ETS  
FI  
thos  
excl  
anir  
Cat  
Repor  
Scien  
Carry  
FELASA  
WORKING PARTY REPORT  
**FELASA guidelines for education of specialists in laboratory animal science (Category D)**  
Report of the Federation of Laboratory Animal Science Associations Working Group on Education of Specialists (Category D) accepted by the FELASA Board of Management  
FELASA  
FELASA Working Group on Education of Specialists: T. Nevalainen (Convenor), E. Berge, P. Gallix, B. Jilge, E. Melloni, P. Thomann, B. Waynforth & L. F. M. van Zutphen  
FELASA, BCM Box 2989, London WC1N 3XX, UK

WORKING PARTY REPORT  
**FELASA recommendations for the accreditation of laboratory animal science education and training**  
Report of the Federation of European Laboratory Animal Science Associations Working Group on Accreditation of Laboratory Animal Science Education and Training

**The Accreditation Board of Laboratory Animal Education and Training.**  
Lab Anim. 2002; 36(4):373-7.

# Directive 2010/63/EU

## Functions, tasks and roles

- Function A : carrying out procedures on animals
- Function B: designing procedure and projects
- Function C: taking care of animals
- Function D: killing animals
  
- person responsible for the welfare and care of animals
- person responsible for information, training and competence
- a designated veterinarian
- a member of animal welfare body
- a project evaluator
- an inspector

<file:///C:/Users/Martina/Downloads/AP%2004%20The%20use%20of%20e-modules%20in%20training%20of%20OCAs.pdf>

Function in Directive 2010/63/EU	Former FELASA category
A	B
B	C
C	A
D	-

## Caring for animals aiming for better science

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


EDUCATION AND TRAINING  
FRAMEWORK

Environment

# Accreditation

 Check for updates



Laboratory Animals  
2018, Vol. 53(2) 137-147  
© The Author(s) 2018  
Article reuse guidelines:  
sagepub.com/journals-  
permissions  
DOI: 10.1177/0023677218788105  
journals.sagepub.com/home/lan  


Working Party Report

## FELASA accreditation of education and training courses in laboratory animal science according to the Directive 2010/63/EU

Marcel Gyger<sup>1</sup>, Manuel Berdoy<sup>2</sup>, Ismene Dontas<sup>3</sup>,  
Martine Kolf-Clauw<sup>4</sup>, Ana Isabel Santos<sup>5</sup> and Mats Sjöquist<sup>6</sup>

### Abstract

This document describes how the Federation of European Laboratory Animal Science Associations (FELASA) accreditation addresses both the Directive 2010/63/EU and the related European Commission guidance document.

**The four EU Functions and beyond:** FELASA accredits courses that fulfil the requirements of Functions A, B, C and D as defined by EU Directive, Article 23, as well as for designated veterinarians and specialists in laboratory animal science.

**Modularity and mobility:** Cohesive courses for Functions and for very specific topics are accredited, but flexibility and mobility are possible: a researcher can start his/her training with one FELASA accredited course and complete other modules with another. A course organizer will deliver a FELASA certificate relating to the successfully completed modules.

**Accreditation process:** The process consists of two major steps: (1) a review of full course documentation provided by the applicant will lead, if successful, to FELASA accreditation. The course is posted on the FELASA website as 'FELASA accredited' and the course provider can deliver FELASA certificates upon successful completion of the course; (2) successful accreditation is followed by an on-site course audit. In the case of a negative outcome of the audit, FELASA accreditation is withdrawn, the course is deleted from the list of FELASA accredited courses and FELASA certificates cannot be issued. To ensure that quality is maintained, continuation of accreditation requires regular revalidation.

### Keywords

education, training, Directive 2010/63/EU, accreditation, mobility

## Courses accredited under the FELASA "Functions' system"

Functions Modules Species	Country City	Institution Course Language	Course Organiser Contact Details	Felasa ID Approval Yr
A + B + C 20, 21, 22, 23 M, R, ZF	 Belgium Antwerp	Univ Antwerpen English	C Van Ginneken, M Eyckman <a href="mailto:decanaat.fbde@uantwerpen.be">decanaat.fbde@uantwerpen.be</a>	F037/13 2020
A + B + D n.a. M, R	 Denmark Copenhagen	Univ Copenhagen English	K Abelson <a href="mailto:klasab@sund.ku.dk">klasab@sund.ku.dk</a>	F032/10
Designated Vet 24, 50 n.a.	 Denmark Copenhagen	Univ Copenhagen English	A Hansen <a href="mailto:akh@sund.ku.dk">akh@sund.ku.dk</a>	F054/15 2015
A + B n.a. M, R, RB	 Egypt Cairo	EG-LAS and Cairo University English	Khadiga Gaafar, Sohair Fahmy <a href="mailto:khadigagaafar@hotmail.com">khadigagaafar@hotmail.com</a> ; <a href="mailto:sohairfahmy@gmail.com">sohairfahmy@gmail.com</a>	075/24 2024
A + B + D 20, 22 M, R	 Finland Helsinki	Univ Helsinki English and Eng/Finnish	N Kemppinen <a href="mailto:niina.kemppinen@helsinki.fi">niina.kemppinen@helsinki.fi</a>	F025/08 2015
A + B + D n.a. M, R	 Finland Kuopio	Univ of Eastern Finland English	K Ökva <a href="mailto:koe-elainkeskus@uef.fi">koe-elainkeskus@uef.fi</a>	F029/10 2017
A + B + D 20, 21, 22 M, R, F	 Finland Turku	Univ Turku Finnish, English	Emrah Yatkin <a href="mailto:emryat@utu.fi">emryat@utu.fi</a>	F080/24 2024
A + B + C + D n.a. n.a.	 France Montpellier	Univ Montpellier French	D. Arnaud <a href="mailto:jacques-damien.arnaud@umontpellier.fr">jacques-damien.arnaud@umontpellier.fr</a>	F063/18 2018
A + B + C + D n.a.	 France Toulouse	Toulouse Vet School French	N. Bourges Abella <a href="mailto:nathalie.bourges@envt.fr">nathalie.bourges@envt.fr</a>	F011/05 2016

MODULES		FUNCTIONS				
Module number and content which should be completed	Species specific	Function A	Function B	Function C	Function D	D -standalone module)
1. National legislation		C	C	C	C	
2. Ethics, animal welfare & the “Three Rs” (level 1)		C	C	C	C	
3.1. Basic and appropriate biology – (theory)	Y	C	C	C	C	
3.2. Basic and appropriate biology – (skills)	Y	F		F	F	
4. Animal care, health and management – (theory)	Y	C	C	C	C	
5. Recognition of pain, suffering and distress	Y	C	C	C	C	
6.1. Humane methods of killing (theory)	Y	C	C	C	C	
6.2. Humane methods of killing (skills)	Y	T		T	F	
6.3. Humane methods of killing (alternative stand-alone module))	Y					C
7. Minimally invasive procedures without anaesthesia - (theory)	Y	F	F			
8. Minimally invasive procedures without anaesthesia – (skills)	Y	F				
9. Ethics, animal welfare and the “Three Rs” (level 2)			F			
10. Design of procedures and projects (level 1)		T	F			
11. Design of procedures and projects (level 2)			F			
12. Implementation of the severity assessment framework		F	F	F		
20. Anaesthesia for minor procedures		T	T			
21. Advanced anaesthesia for surgical or prolonged procedures		T	T			
22. Principles of surgery		T	T			
23. Advanced animal husbandry, care and enrichment practices				T		
50. Introduction to the local environment (establishment) for persons taking specific roles under the Directive		E	E	E	E	E
51. Information provision and retrieval			A			
52. Searching for (existing) non-animal alternatives			A			
60. Developing in vitro methods and approaches for scientific and regulatory use			A			

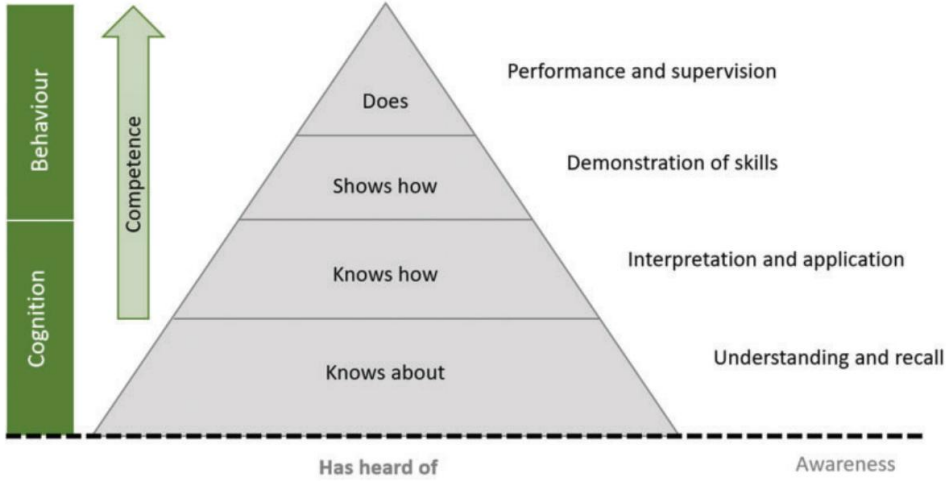
## Modular training for each function

(Y=Yes; C=Core; F=function specific; T=task specific; E=establishment specific, expected; A=advised)

MODULES		ROLES							
Module number and content which should be completed		Species Specific	Project evaluator	Designated veterinarian	Person responsible for care and welfare	Person responsible for training and competence	Competence assessor	Person responsible for information	Inspector
1. Legislation			P	P	P	P	P	A	P
2. Ethics, animal welfare & the “Three Rs” (level 1)			P	P	P	P	P		P
3.1. Basic and appropriate biology (theory)		Y		T	P		T		P
3.2. Basic and appropriate biology (skills)		Y		T	P		T		P
4. Animal care, health and management (theory)		Y		T	P		T		P
5. Recognition of pain, suffering and distress		Y		T	P		T		P
6.1. Humane methods of killing (theory)		Y		P	P		T		P
6.2. Humane methods of killing (skills)		Y		T	T		T		
7. Minimally invasive procedures without anaesthesia (theory)		Y		T	P		T		P
8. Minimally invasive procedures without anaesthesia (skills)		Y		T	P		T		
9. Ethics, animal welfare and the “Three Rs” (level 2)			P	P	P		T		P
10. Design of projects and procedures (level 1)			P	A	A		T		P
11. Design of procedures and projects (level 2)				P			T		P
12. Implementation of the severity assessment framework			P	P	P				P
20. Anaesthesia for minor procedures				*	T		T		T
21. Anaesthesia, advanced e.g. for surgical procedures				*	T		T		T
22. Principles of surgery				*	T		T		T
23. Animals husbandry, care and enrichment practices					P		T		
24. Designated veterinarian				R					
25. Project evaluator			R						
26. Inspector									R
27. Competence assessor						P	R		
50. Introduction to the local environment				P	P	P	P	P	
51. information provision and retrieval								P	

Table 3: Modular training for each role (Y=Yes; A=Advised; P=Pre-requisite; R=Role specific; T=Task specific)

Criteria	Accreditation	Approval	Acceptance
By whom	Independent accrediting body  FELASA	Member State/regional authority or regional/local regulatory body delegated by them	Member State/regional authority  Or regional/local regulatory body delegated by them  Or regional/local regulatory body  Or other non-regulatory body  Or Art 24(2)(c) person
Process for evaluating courses	Adheres to described process for accreditation in education and training framework	Adheres to described process for approval in education and training framework	Process for acceptance not standardised
Course/module formally recognised	Yes	Yes	Optional
Course provider issues a certificate	Yes	Yes	Optional
External review of criteria below done before course starts	Yes	Yes	Optional
Site visit to ongoing course (may be remote)	Yes	Optional	Optional
Course/ module criteria			
Programme demonstrates that all relevant modules are covered	Yes	Yes	Optional
Material demonstrates all learning outcomes of the covered modules are addressed	Yes	Yes	Optional
Assessment methodology is appropriate	Yes	Yes	Optional
Certificate clearly identifies all required elements	Yes	Yes	Optional
Process exists for checking internal quality determination and improvement	Yes	Optional	Optional



**Level 0**  
(Trainee)

**Level 1**  
(Animal caretaker)  
E&T Framework modules:  
1, 2, 3.1, 3.2, 4, 5, 6.1, 6.2

**Level 2**  
(Animal technician)  
All as for Level 1, plus  
E&T Framework modules: 7, 8  
Additional modules (if relevant):  
20, 21, 22

**Level 3**  
(Senior animal caretaker,  
technician or animal technologist)  
All as for Level 2, plus  
E&T Framework modules: 20, 21, 23  
Additional modules (if relevant):  
9, 10, 22, 50

**Level 4**  
(Advanced animal  
technician, advanced  
animal technologist)  
All as for Level 3, plus  
E&T Framework modules:  
9, 10, 50  
Additional modules (if relevant):  
11, 22

Level 0  
Function C  
Function D

Level 1

Level 2  
Function A

Level 3

Level 4

Laboratory Animals  
Volume 57, Issue 6, December 2023, Pages 599-610  
© The Author(s) 2023, Article Reuse Guidelines  
<https://doi.org/10.1177/00236772231175550>

Sage Journals

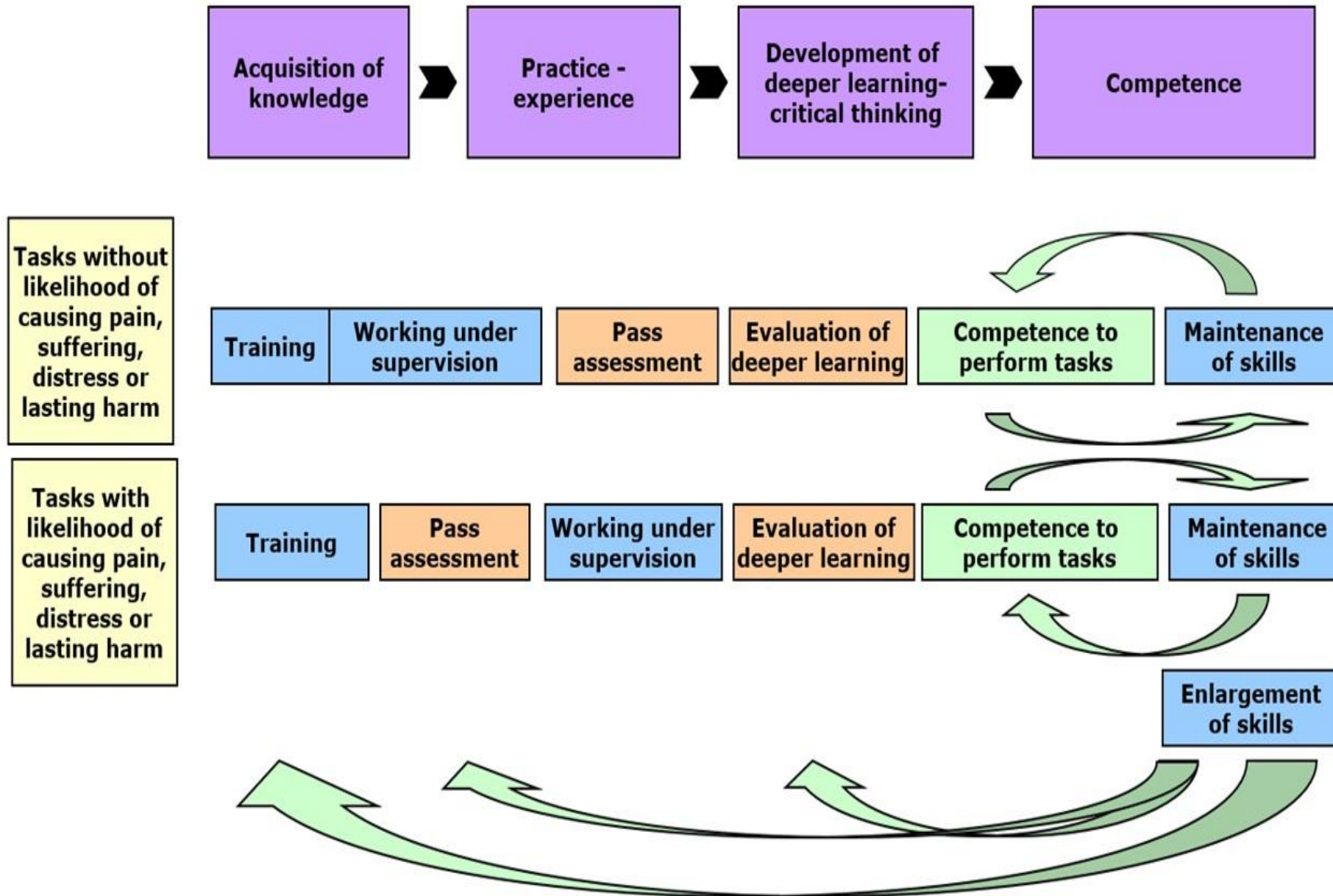
Working Party Report



**Harmonisation of education, training and continuing professional development for laboratory animal caretakers, technicians and technologists: Report of the FELASA-EFAT Working Group**

Klas SP Abelson <sup>1,\*</sup>, Charlie Chambers <sup>2</sup>, Teresa De La Cueva <sup>3</sup>, Glyn Fisher <sup>2</sup>, Penny Hawkins <sup>4</sup>, Vasileios Ntafis <sup>5</sup>, Paul F Pohlig <sup>6,7</sup>, T Pim Rooymans <sup>8</sup>, and Ana I Santos <sup>9</sup>

Figure 1: Educational learning process under the Directive



## 10. Recording of education and training

There are three templates identifying three defined training record sections:

- (a) modular training;
- (b) supervision and further training records during skills development;
- (c) continued professional development section (see later).

A training record may be accompanied by a CV, job description and responsibilities.



**Table 10: Record of procedures performed under supervision and competence**

Name:

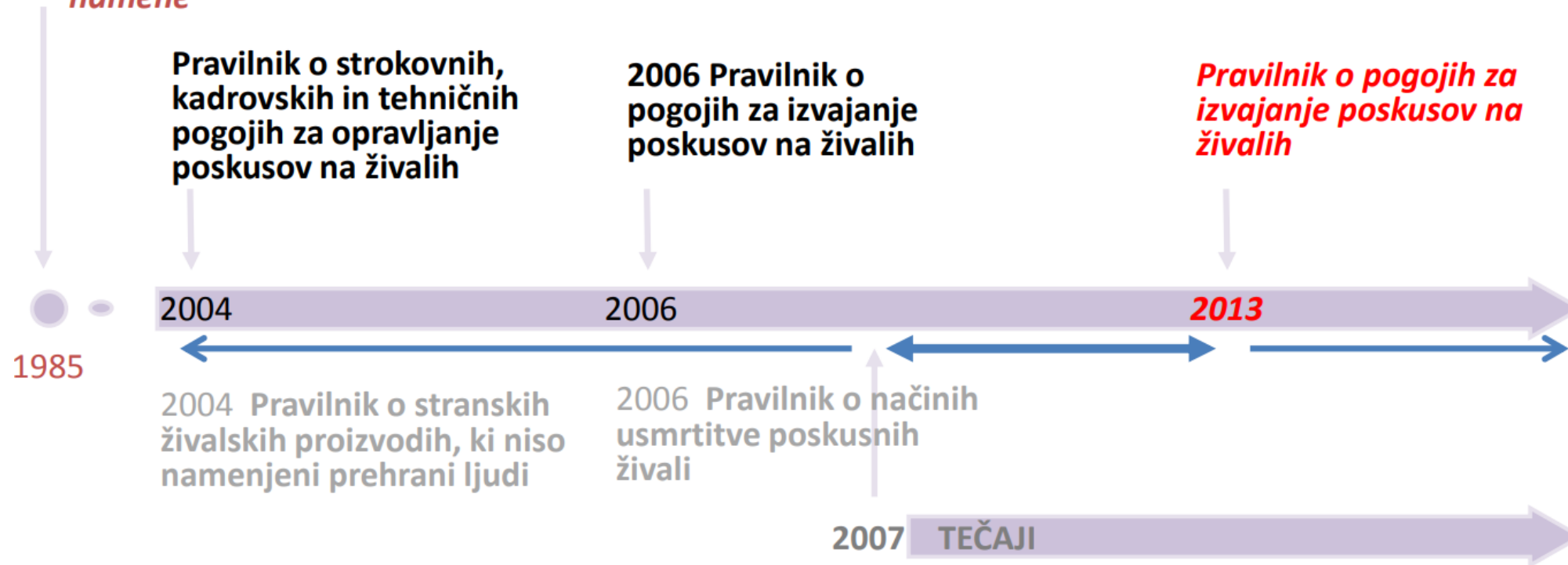
## Procedures/Skills Training and Supervision Record

Procedure	Species	Trainee under supervision			Competence achieved			Trainer status achieved			
		Date	Level of supervision	Trainee (initials)	Trainer/supervisor (initials)	Date	Trainee (initials)	Competence assessor (initials)	Date	Trainee (initials)	Trainer (initials)

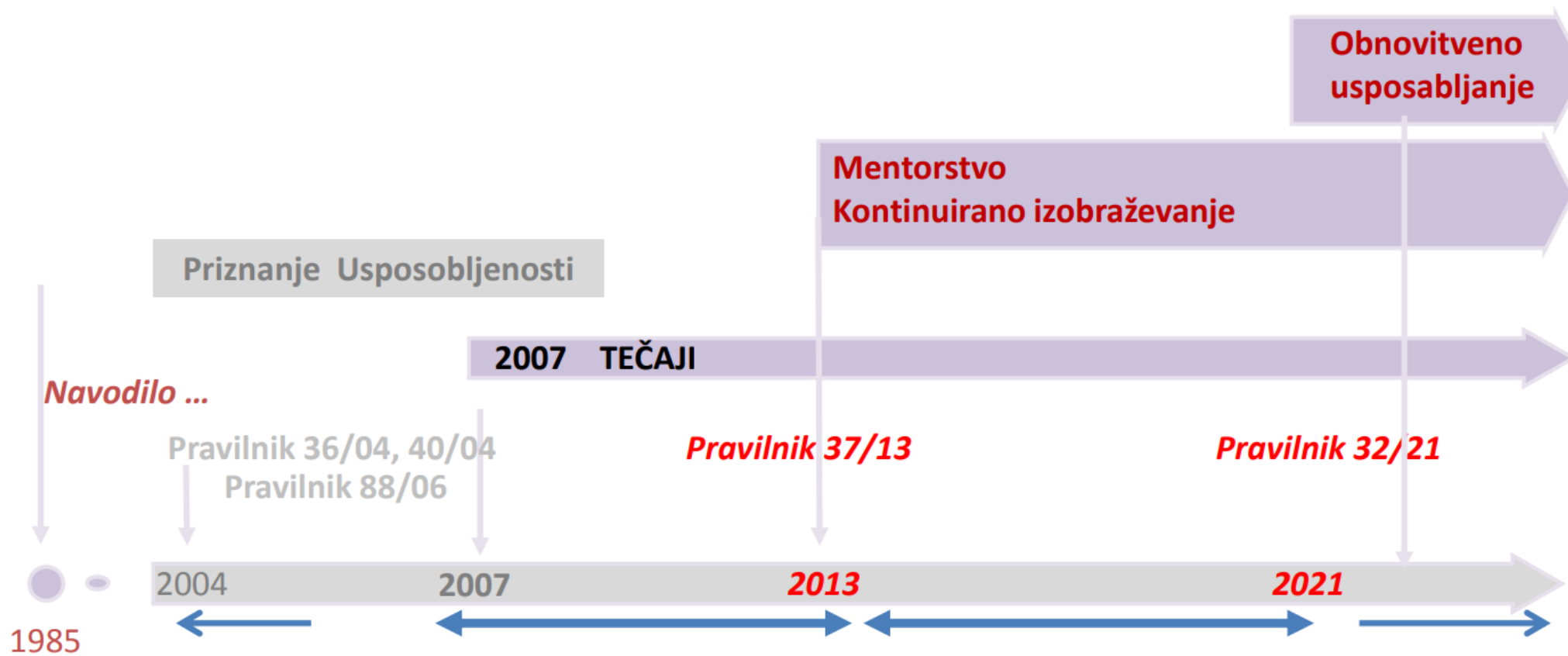
- 4 – Supervisor present when the procedure takes place providing direct supervision and advice
- 3 – Supervisor aware when procedures are taking place and available for rapid intervention if required (i.e. in the vicinity of the procedure)
- 2 – Supervisor aware when procedures are taking place and available to attend to provide advice if required (i.e. in the vicinity of the establishment)
- 1 – Supervisor aware when procedures are taking place and available for discussion to provide advice if necessary (e.g. by telephone)
- 0 – No supervision required

## Zakonodaja v Sloveniji

*Navodilo o pogojih za izdajo dovoljenja za poskuse na živalih v znanstveno raziskovalne namene*



# Uradni List RS 32/21



## Predpisani obrazci in postopek za:

- delo pod mentorstvom
- usposobljenost
- kontinuirano usposabljanje

Uradni List RS 32/21

# Obr. M

Evidenca usposobljenosti

Nenehno dopolnjevanje -  
**Ažurnost**

**Vsak posameznik** dolžan voditi zase z vsemi podatki in prilogami, ki jih obrazec v drobnem tisku navaja

# Obr. K

Določitev mentorja

**Izpolni mentor** in skupaj z vso potrebno dokumentacijo, ki jo navaja obrazec v drobnem tisku, pošlje **Strokovnjaku**

# Obr. L

Mnenje o usposobljenosti kandidata

**Izpolni mentor** in skupaj z vso potrebno dokumentacijo, ki jo navaja obrazec v drobnem tisku, pošlje **Strokovnjaku**

**Odloči Komisija za dobrobit živali s sklepom**

**Evidenčni list glede usposobljenosti za delo z živalmi, vzrejenimi za uporabo v postopkih**

<b>1. Osnovni podatki:</b>	
Ime in priimek ter izobrazba <sup>1</sup> :	
Organizacija in mesto redne zaposlitve:	
<b>a) Osnovno usposabljanje</b>	
Številka potrdila in datum zaključka osnovnega usposabljanja ter organizator usposabljanja <sup>2</sup> :	
Navedite funkcijo za katero ste se usposabljali (ustrezno obkrožite, lahko izberete več možnosti):	<ul style="list-style-type: none"> <li>a) oskrbovalec</li> <li>b) oseba, ki žival usmrti</li> <li>c) izvajalec</li> <li>d) vodja</li> <li>e) strokovnjak za dobrobit živali</li> <li>f) imenovani veterinar</li> </ul>
<b>b) Delo pod mentorstvom<sup>3</sup></b>	
Ime in priimek mentorja ter datum in št. mnenja o opravljenem mentorstvu (mnenje je priloga obrazca):	
Navedite funkcijo za katero ste se usposabljali (ustrezno obkrožite, lahko izberete več možnosti):	<ul style="list-style-type: none"> <li>a) oskrbovalec</li> <li>b) oseba, ki žival usmrti</li> <li>c) izvajalec</li> <li>d) strokovnjak za dobrobit živali</li> <li>e) imenovani veterinar</li> <li><b>f) usposabljanje pred letom 2013</b></li> </ul>
<b>c) Delovne izkušnje<sup>3</sup></b>	
Številke odločb (dovoljenja, priglasitve) dela z živalmi:	

## Pr2 obrazec M

	d) strokovnjak za dobrobit živali e) imenovani veterinar <b>f) usposabljanje pred letom 2013</b>
<b>c) Delovne izkušnje<sup>3</sup></b>	
Številke odločb (dovoljenja, priglasitve) dela z živalmi:	
<b>d) Mentorstvo<sup>3</sup></b>	
Imena in priimki uspešno usposobljenih kandidatov	
<b>e) Obnovitveno usposabljanje<sup>3</sup></b>	
Številka potrdila in datum opravljenega obnovitvenega usposabljanja ter organizator usposabljanja:	
<b>f) Kontinuirano usposabljanje<sup>3</sup></b>	
- strokovne ali znanstvene publikacije s področja znanosti o laboratorijskih živalih (štejejo le publikacije, katerih glavni cilj je bil doprinos k dobrobiti živali v raziskavah) – predstavlja max 10%, za ostalo je potrebno izobraževanje	
- datum, kraj, naslov izobraževanja ter organizator (delavnice, tečaji, znanstveni dogodki z osrednjo tematiko s področja znanosti o laboratorijskih živalih, webinarji); potrdila o udeležbi so obvezna priloga obrazca	

<sup>1</sup> Izobrazba v skladu s 15. členom pravilnika

<sup>2</sup> Usposabljanje v skladu s 16. členom tega pravilnika oz. priznanje o osnovni usposobljenosti za osebe, ki so opravile usposabljanje v drugi državi članici EU ali tretji državi.

<sup>3</sup> Seznam se redno dopolnjuje.

Univerza v Ljubljani, Medicinska fakulteta, UL RS 32/21,

Pr2 obrazec K

## Določitev mentorja za delo pod nadzorom

*Mentor izpolnjen in podpisan obrazec v dveh izvodih skupaj s prilogami odda strokovnjaku za dobrobit živali. Strokovnjak dodeli številko dokumenta in navede datum prejema obrazca (v glavi dokumenta).*

Št. dokumenta (izpolni Strokovnjak):

Datum prejema (izpolni Strokovnjak):

### 1. Organizacija, v kateri se izvaja delo pod mentorstvom

Vrsta organizacije (ustrezno obkrožite; lahko izberete več možnosti):

- a) uporabniška
- b) vzrejna
- c) izvajalec

Številka odločbe o odobritvi organizacije in datum izdaje:

### 2. Mentor

Ime in priimek ter izobrazba<sup>1</sup> mentorja:

Številka dovoljenja, v okviru katerega izvajate mentorstvo za izvajalca ali osebo, ki žival usmrti (npr. št. odločbe za projekt, št. odločbe za priglasitev)<sup>2</sup>.

Ime in priimek vodje projekta oziroma vlagatelja odločbe v primeru priglasitve, v okviru katerega izvajate mentorstvo za izvajalca ali osebo, ki žival usmrti<sup>2</sup>.

### 3. Kandidat:

**3. Kandidat:**Ime in priimek ter izobrazba<sup>1</sup> kandidata:

Organizacija in mesto redne zaposlitve kandidata:

**a) Podatki o osnovnem usposabljanju**Številka potrdila o osnovnem usposabljanju kandidata, datum ter organizacija usposabljanja<sup>3</sup>:

Vrsta opravljenega osnovnega usposabljanja (ustrezno obkrožite, lahko izberete več možnosti):

- a) oskrbovalec
- b) oseba, ki žival usmrti
- c) izvajalec
- d) vodja
- e) strokovnjak za dobrobit živali
- f) imenovani veterinar

**b) Podatki o namenu usposabljanja pod mentorstvom**

Navedite, za katero funkcijo usposabljate kandidata (ustrezno obkrožite, lahko izberete več možnosti):

- g) oskrbovalec
- h) oseba, ki žival usmrti
- i) izvajalec
- j) strokovnjak za dobrobit živali
- k) imenovani veterinar

Navedite po alinejah, za katere postopke (vrste tehnik ter ravnanj z živalmi v postopkih) boste kandidata usposabljali in **priložite merila ocenjevanja za navedene postopke**<sup>4</sup>

<sup>1</sup> Izobrazba v skladu s 15. členom tega pravilnika.

<sup>2</sup> Če osebo usposabljate v okviru dela v vzrejni organizaciji, okence pustite prazno.

<sup>3</sup> Usposabljanje v skladu s 16. členom tega pravilnika oz. priznanje o osnovni usposobljenosti za osebe, ki so opravile usposabljanje v drugi državi članici EU ali tretji državi.

<sup>4</sup> Za **pripravo meril ocenjevanja za postopke** naj vam bo v pomoč Delovni dokument o okviru izobraževanja in usposabljanja [https://ec.europa.eu/environment/chemicals/lab\\_animals/pdf/guidance/education\\_training/sl.pdf](https://ec.europa.eu/environment/chemicals/lab_animals/pdf/guidance/education_training/sl.pdf), bodite pozorni na primere, ki so navedeni na str. 86-95, ki naj vam služijo kot vzorec

<b>Izjava mentorja:</b> menim, da izpolnjujem pogoje za mentorja v skladu s 19. členom tega pravilnika (prilagam obrazec M)	<b>Izjava vodje:</b> soglašam, da se ga/jo imenuje za mentorja usposabljanja
Kraj in datum: Podpis mentorja:	Kraj in datum: Podpis vodje:

**Izjava strokovnjaka za dobrobit živali\***

- a) predlagana oseba izpolnjuje pogoje za mentorja in se imenuje za mentorja usposabljanja
- b) predlagana oseba ne izpolnjuje pogojev za mentorja\*\*

Kraj in datum:

Podpis strokovnjaka za dobrobit živali:

\*V primeru, da je mentor strokovnjak za dobrobit živali, o tem odloči namestnik strokovnjaka za dobrobit živali.

\*\* v kolikor strokovnjak oceni, da mentor ne izpolnjuje predpisanih pogojev, se lahko mentor pritoži Komisiji za dobrobit živali, ki dokončno odloči o zadevi

# Pr2 obrazec L1

## Dnevnik kandidata

Praktično usposabljanje je trajalo od \_\_\_\_\_ do \_\_\_\_\_.

datum	Kratek opis dela pod mentorstvom	Stopnja nadzora* in podpis mentorja

\*Nadzor je mogoče razdeliti na pet stopenj:

**4** – mentor je prisoten, ko se izvaja postopek, ter zagotavlja neposreden nadzor in nasvete.

**3** – mentor je seznanjen s tem, da se izvajajo postopki, in je na voljo za hitro posredovanje, če bi bilo to potrebno (tj. v bližini izvajanja postopkov).

**2** – mentor je seznanjen s tem, da se izvajajo postopki, in je na voljo, da pride svetovat, če bi bilo to potrebno (tj. v bližini organizacije).

**1** – mentor je seznanjen s tem, da se izvajajo postopki, in je na voljo za pogovor z namenom svetovanja, če bi bilo to potrebno (npr. po telefonu).

**0** – Nadzor ni potreben.

Kraj in datum:

Kandidat (ime, priimek):

## Mnenje mentorja o usposobljenosti kandidata za delo pod mentorstvom

*Mentor izpolnjen in podpisan obrazec v dveh izvodih skupaj s prilogami odda strokovnjaku za dobrobit živali. Strokovnjak dodeli številko dokumenta in navede datum prejema obrazca (v glavi dokumenta) in zaprosi Komisijo za dobrobit živali za obravnavo mnenja. Komisija za dobrobit živali odloči in izda sklep, ki ga posreduje strokovnjaku. Strokovnjak dopolni spodnji del obrazca glede na sklep in en izvod posreduje mentorju, drugega pa shrani v svoj arhiv.*

Št. dokumenta (izpolni Strokovnjak):

Datum prejema (izpolni Strokovnjak):

# Pr2 obrazec L

### 1. Mentor\*

Številka dokumenta »Določitev mentorja« in datum:

Ime in priimek ter izobrazba mentorja:

### 2. Kandidat\*

Ime in priimek ter izobrazba kandidata:

\*podatki so identični podatkom iz obrazca L

### 3. Podatki o delu pod mentorstvom

Datum začetka in konca praktičnega usposabljanja kandidata:

**Vrste tehnik** ter ravnanja z živalmi v postopkih, za katere je kandidat usposobljen:

- a) Na kratko **opišite proces usposabljanja in opredelite število živali**, na katerih je kandidat izvajal postopke v času dela pod mentorstvom (max. 1000 znakov) in
- b) **Priložite dnevnik kandidata in oceno mentorja<sup>1</sup>**

<sup>1</sup> **Za pripravo ocene za postopke naj vam bo v pomoč Delovni dokument** o okviru izobraževanja in usposabljanja [https://ec.europa.eu/environment/chemicals/lab\\_animals/pdf/guidance/education\\_training/sl.pdf](https://ec.europa.eu/environment/chemicals/lab_animals/pdf/guidance/education_training/sl.pdf), bodite pozorni na primere, ki so navedeni na str. 96-97, ki naj vam služijo kot vzorec

4. Ocena kandidata o njegovem odnosu in odgovornosti do živali v raziskavah v času dela pod mentorstvom.

Ocenjena lastnost kandidata	Ocena (1-5)	V alinejah navedite vsaj 1 vendar ne več kot 3 konkretne primere, ki po vašem mnenju izkazujejo ocenjeno lastnost kandidata.
Odgovornost in zanesljivost pri delu z živalmi.		
Upoštevanje in dosledno sledenje protokolom dela z živalmi v postopkih.		
Vzdrževanje in zagotavljanje minimalnih higienskih in mikrobioloških standardov.		
Skrb za počutje živali.		
Prizadevanje za izboljšanje dobrobiti živali v postopkih in/ali reji.		

Pr2 obrazec L

Mentor oceni kandidata za posamezno lastnost z oceno od 1-5, kjer je 1-neprimerno, 2-zadostno itd. in na kratko navede konkreten primer, ki ga je v času usposabljanja opazil pri kandidatu. Gre za povprečno oceno v času celotnega trajanja dela pod mentorstvom, zato je zaželeno, da pri opisu konkretnih primerov navedete tudi izboljšave. **Brez navedbe konkretnega primera je ocena brezpredmetna in mnenje neustrezno za pridobitev soglasja s strani Komisije za dobrobit živali.**

Kraj in datum:

Mentor:

Spodnji del tega obrazca dopolni strokovnjak za dobrobit živali glede na sklep, ki ga prejme od Komisije za dobrobit živali (kopija sklepa Komisije za dobrobit živali je priloga tega obrazca)

**Spodnji del tega obrazca dopolni strokovnjak za dobrobit živali glede na sklep, ki ga prejme od Komisije za dobrobit živali (kopija sklepa Komisije za dobrobit živali je priloga tega obrazca)**

Številka in datum izdaje sklepa Komisije za dobrobit živali:

Mnenje Komisije za dobrobit živali je po preučitvi mnenja mentorja in priložene dokumentacije (obkrožite ustrezno trditev):

- a) Kandidat je usposobljen za samostojno delo z živalmi za navedene tehnike
- b) Kandidat se mora še nadalje usposablјati pod mentorstvom
- c) Kandidat ni primeren za delo z živalmi

Kraj in datum:

Strokovnjak za dobrobit živali:

**Priloge: priloge so zaupne narave**

- **Dokumentacija** o izvajanju omenjenega postopka v projektu za čas usposabljanja, iz katere je razvidno usposabljanje kandidata (evidenca o izvajanju projekta obrazec iz Priloge 5 tega pravilnika za osebo, ki se usposablja za izvajalca in dnevnik kandidata).

- **Sklep komisije za dobrobit živali** o mnenju mentorja in usposobljenosti kandidata



Federation of European Laboratory Animal Science Associations

## **Guidelines for Continuing Education for Persons Involved in Animal Experiments – Recommendations of a FELASA Working Group**

- ✓ Persons working with animals should **have and maintain state of the art knowledge and skills**
- ✓ CPD should be available and organised in a **flexible way**
- ✓ CPD starts when a person starts working with animals and continue through the working career
- ✓ CPD scheme is based on the award of **credits over a certain period of time** (up to 5 years)
  
- ✓ **1 hour = 1 credit**
  - ❖ persons **taking care** of animals - **5 credits per year**
  - ❖ persons **carrying out** animal experiments - **10 credits per year**
  - ❖ persons **designing** animal experiments – **15 credits per year**
  - ❖ **specialists** in laboratory animal science - **20 credits per year**

# CPD

?

?

?

# Working Group – CPD Framework



[Home](#) [Resources](#) [Education Guidance](#) [News](#) [About](#) [Contact](#)

## EDUCATION & TRAINING PLATFORM FOR LABORATORY ANIMAL SCIENCE

ETPLAS is a non-profit European organization dedicated to raising and harmonizing education & training standards in Laboratory Animal Science.

E-learning Modules



- ❖ a simple system easily adapted to any system already in place
- ❖ hours/credits

Laboratory Animals

OnlineFirst, December 9, 2025

© The Author(s) 2025, Article Reuse Guidelines

<https://doi.org/10.1177/00236772251361598>

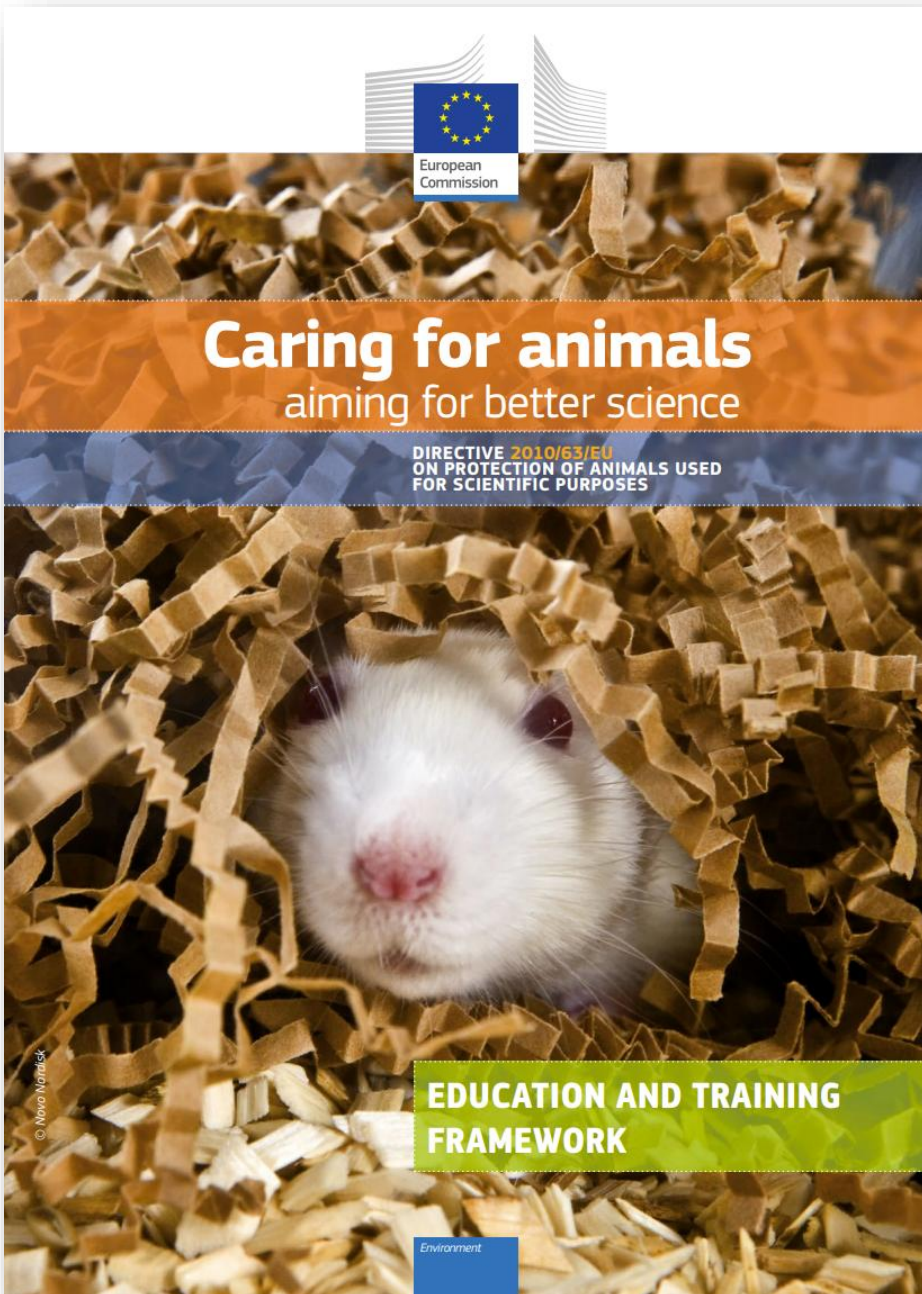
Sage Journals

*FELASA Proceedings*



## **FELASA recommendations for continuing professional development for professionals involved in animal research**

**Magda João Castelhana-Carlos**  <sup>1,2</sup>, **Marcel Gyger**  <sup>3</sup>, **Chris Van Ginneken** <sup>4</sup>, **Mats Sjöquist** <sup>5</sup>, **Philippe Bugnon** <sup>6</sup>, and **Ana Isabel Santos**  <sup>7</sup>



**National Competent Authorities for the implementation of Directive 2010/63/EU on the protection of animals used for scientific purposes**

**A working document on the development of a common education and training framework to fulfil the requirements under the Directive**

*- Replacing consensus document of 19-20 February 2014 -*

Brussels, 14-15 May 2025/12-13 November 2025

**E&T Framework for NCPs**

<b>Basic education and training in laboratory animal science</b>	Initial education and training required to acquire a function, role or to perform specified tasks in laboratory animal science. (E&T Framework)
------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------

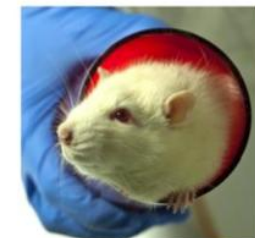
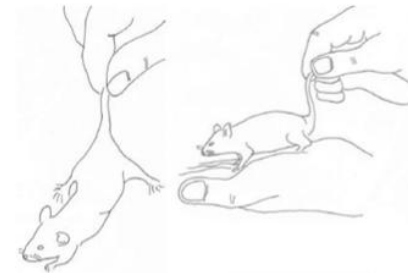
<b>Competence</b>	<p>The attitude, knowledge and practical skills necessary to be able to independently care for animals, or to carry out procedures or other entrustable professional activities to an agreed standard without causing unnecessary harms. (E&amp;T Framework)</p> <p>The demonstration of deep knowledge and skills of laboratory animal science standards in a culture of care perspective and, at the same time, showing awareness of ethics and sensitivity to societal interests (FELASA).</p>
-------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<b>Continuing professional development</b>	<p>The process of life-long learning, needed to perform to a high standard over time. This is a requirement aiming at ensuring that all those involved in the use and care of animals remain competent and up-to-date on new developments in the field. (E&amp;T Framework)</p> <p>Any type of learning undertaken to develop and/or increase knowledge and understanding, on a subject area or professional skill. In the context of the present document, CPD starts when competence is achieved and is specific to an individual (aligned with a PDP), must be documented and focused on laboratory animal sciences and work related with laboratory animals (FELASA).</p>
--------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

# Basic E&T vs CPD

- ❖ the initial education to obtain a certificate of competence for functions A, B, C, D
- ❖ Any education designed to **regain competence after its loss**
- ❖ **Change of species** – complete appropriate modules - basic education

- ❖ the development of a **new technique** which **replaces an existing technique**, the training in this new technique is considered as CPD
- ❖ **the tunnel technique** for handling mice is considered CPD if the researcher learned the tail-gripping technique in basic training

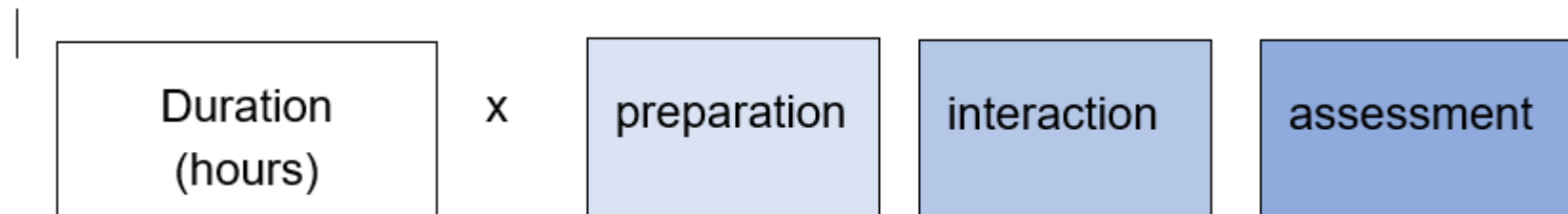


# CPD framework

- ❖ a simple system easily adapted to any system already in place
- ❖ Hours/credits

## Factor of multiplication

The multiplication factor depends on several parameters



**Table 14: Examples of theoretical activities with multiplication factors**

Type of activity	Content	Multiplication factor
In-person laboratory animal course	Theoretical lectures on the quality of performing animal science or species-specific courses (for example breeding efficiency, health monitoring or laboratory animal pathology) – <b>with interaction</b> with peers/presenters (e.g. working group,) and/or <b>assessment</b> .	2
	Theoretical lectures on the quality of performing animal science or species-specific courses (for example breeding efficiency, health monitoring or laboratory animal pathology) – <b>without interaction</b> with peers/presenters and/or without assessment.	1
Online LAS course or LAS_webinar	Online module (with the presence of the person responsible for educational and training activities/-speakers)/webinars <b>with interaction</b> such as with breakout rooms, problem solving component and/or <b>assessment</b> .	2
	Online course (with the presence of the person responsible for training activities/speakers) <b>without interaction or assessment</b> .	1
E-learning/online pre-recorded lectures	Online module dedicated to self-learning / webinar dedicated to self-learning <b>with assessment</b> .	1
	Online module dedicated to self-learning/webinar without presence of the speakers/ <b>without interaction and/or assessment</b> .	0.5
Other laboratory animal science-related theoretical activities/lectures	Examples include topics such as culture of care, animal ethics, the “Three Rs”, communication skills, related legislation (e.g. live animal transport) and science communication <b>with interaction or assessment</b> .	1
	<b>Without</b> interaction and/or assessment.	0.5

**Table 15: Examples of acquiring practical skills after basic training is completed (with multiplication factors)**

Modified to clarify that this applies to CPD and not to basic education and training.

Type of activity	Content	Multiplication factor
In-person laboratory animal science training course	<b>Hands-on training</b> (accredited/established training programme) <b>to learn a new technique/(s). An assessment</b> is carried out to enable the person to use/deploy the technique under supervision following the course.	2
Training event on replacement techniques/methods	Learning to <b>work with</b> non-animal methods/new approach methods in an activity <b>with assessment</b> .	2
	Learning to work with non-animal methods/new approach methods in an activity <b>without assessment</b> .	1
In-house practical training	<b>Hands-on training</b> with an expert to learn or refine a technique <b>with assessment</b> .	2
	Hands-on training <b>to refine a technique</b> learned during basic training.	1
Training to become competent in education and training	Training to become <b>a trainer</b> oneself requires in-depth training to be able to share knowledge and skills with others.	2

**Table 16: Examples of site-visits**

Type of activity	Content	Multiplication factor
Site-visit	Site-visit <b>to acquire new knowledge</b> and/or skills <b>to improve current practices</b> with <b>active participation and assessment</b> and/or reporting back to home facility.	2
	Site-visit to acquire new knowledge/skills to improve current practices with active participation <b>without assessment</b> .	1
	Site visit to acquire new knowledge /skills to improve practices <b>without active participation</b> .	0.5

**Table 17: Examples of participation in LAS and “Three Rs”-related events**

Type of activity	Content	Multiplication factor
<b>Congresses, courses, conferences and other “Three Rs” or training events</b>	Delivery of an <b>oral or a poster-presentation</b> on a laboratory animal science or “Three Rs”-related topic in an event or a course.  <b>Time allocated: time for the presentation + twice that time for preparation.</b>  In case of repeated presentations with no updates, <b>only the first presentation</b> counts as continued professional development.	1
	In case of <b>repeated presentations requiring significant update</b> , the time taken to make necessary updates (up to duration of presentation).	0.5
	Events relevant to laboratory animal science and the “Three Rs” <b>with passive attendance</b> at oral presentations of various topics, workshops, poster sessions.	0.5
	<b>“Three Rs” meetings and workshops</b>	Participating in a <b>meeting or workshop on new knowledge</b> related to the “Three Rs” <b>with interaction.</b>
Participating in a meeting on new knowledge related to the “Three Rs” <b>without interaction.</b>		0.5

**Table 18: Examples of participation in the work of animal welfare body**

Type of activity	Content	Multiplication factor
Delivering presentations at in-house events/animal welfare body meetings	<u>Preparing and presenting new updates or developments</u> relevant to laboratory animal science, the “Three Rs” or local regulations at animal welfare body meetings.	1
	<b>Attending animal welfare body meetings on new updates or developments</b> relevant to laboratory animal science, the “Three Rs” or local regulation without interaction.	0.5
Non-member participation in the animal welfare body work	<b>Voluntary active participation in specific tasks/projects</b> of animal welfare body without being a permanent member.	1

**Table 19: Examples of participation in the work of LAS associations**

Subjects	Chair of a board/committee	Board/committee member	Working group chair or member
National or international laboratory animal science association(s)	max 20% of continued professional development ( <u>combining activities in tables 18-20</u> )		

**Table 20: Examples of activities related to scientific journals**

<b>Subjects</b>	<b>International or national journals dedicated to laboratory animal science and/or the “Three Rs”</b>
<b>Member of editorial board</b>	<p>max 20% of continued professional development  <u>(combining activities in tables 18-20)</u></p>
<b>Peer-reviewer of articles on the “Three Rs” and laboratory animal science-related topics</b>	
<b>Publication of peer-reviewed articles on “Three Rs” methods/techniques and laboratory animal science-related topics impacting on the “Three Rs”</b>	

**Table 21: Example of activities related to animal welfare body work**

<b>Member of an animal welfare body</b>	<b>Active participation in the work of animal welfare body</b>	<b>max 20% of continued professional development (combining activities in tables 18-20)</b>
-----------------------------------------	----------------------------------------------------------------	-------------------------------------------------------------------------------------------------

## Evidence of continued professional development

CPD is a legal obligation

CPD record demonstrates compliance with legal requirements

CPD need to be transparently and accurately evidenced and recorded

# Certificate of attendance

Robert Smith  
Unique identifier

has successfully completed the following course  
at the University of NoWhere

**Workshop x**  
**Title of the course**


Date of completion of the course  
01/02/2050

Duration  
6 hours of course / 3 hours homework  
multiplication factor: 1  
(according to ETPLAS guidelines on CPD 2024)

**duration of acquisition of knowledge: 9 hours**

This course has been approved by the competent authorities of the region of  
as continuing education (CPD) (Approval nr.: 23/0008a) – National directive on

**Course organiser**  
David Johnson  
Head of education at University of NoWhere  
David.Johnson@UNOW.eu

NoWhere / 01/02/2050  


Robert Smith / Unique identifier  
Workshop 23 / How to reduce the surplus animals with a efficient breeding strategy?  
Date of completion of the course: 01/02/2050



## Learning objectives

Learning objective 1	Learning objective 5
Learning objective 2	Learning objective 6
Learning objective 3	Learning objective 7
Learning objective 4	Learning objective 8


## Content of the course

Topic 1 / ev. speaker	Topic 5 / ev. speaker
Topic 2 / ev. speaker	Topic 6 / ev. speaker
Topic 3 / ev. speaker	Topic 7 / ev. speaker
Topic 4 / ev. speaker	Topic 8 / ev. speaker

## Assessment of the transfer of knowledge

Type of assessment – exam  
Grade (if necessary) or passed  
Date of the assessment

**Course organiser**  
David Johnson  
Head of education at University of NoWhere  
David.Johnson@UNOW.eu

NoWhere / 01/02/2050  


# Elements of evidence of CPD

- (a) **name of the staff member** who completed the continued professional development activity and unique identifier (may be date of birth);
- (b) **type of activity and the subject matter:** The specific category or nature of the activity undertaken;
- (c) **duration in hours:** the total time spent on the activity;
- (d) **date of activity:** if the activity spans over multiple days, the date of completion should be specified;
- (e) **continued professional development activity provider:** e.g. association, institution, company;
- (f) **assessment details:** whether an assessment was conducted and the type of assessment;
- (g) **preparation requirements:** whether any preparatory work was part of the activity;
- (h) **post-activity work:** whether any homework or follow-up tasks, such as a report, were completed and should be counted as part of the activity;
- (i) **animal species:** where relevant.

Figure 10: CPD record

Annual CPD portfolio Year

Staff member name:  Date of birth

**Role / Task / Function (A, B, C, D) incl. renewal**

Date of start	Date of end	

**CPD records**

Signature

Named person under Article 24(1)(c)

Activity name and type of activity	Providing organisation	Content	Format of CPD evidence	Completion date	Time (hours)	Weighted CPD	Specie(s) if applicable

**Development Plan for the next year**

Type of activity	Specie(s) if applicable	Duration

This Development Plan summarizes the proposals made by Article 24 (1)(c) named person in collaboration with the staff member, aligning with his/her role, tasks.

**Portfolio** Personal registry of acquired competence in procedures and of continuing professional development.

**Continuing Professional Development (CPD)**

Any type of learning undertaken to develop and/or increase knowledge and understanding, on a subject area or professional skill. In the context of the present document, **CPD starts when competence is achieved and is specific to an individual (aligned with a PDP)**, must be documented and focused on laboratory animal sciences and work related with laboratory animals.

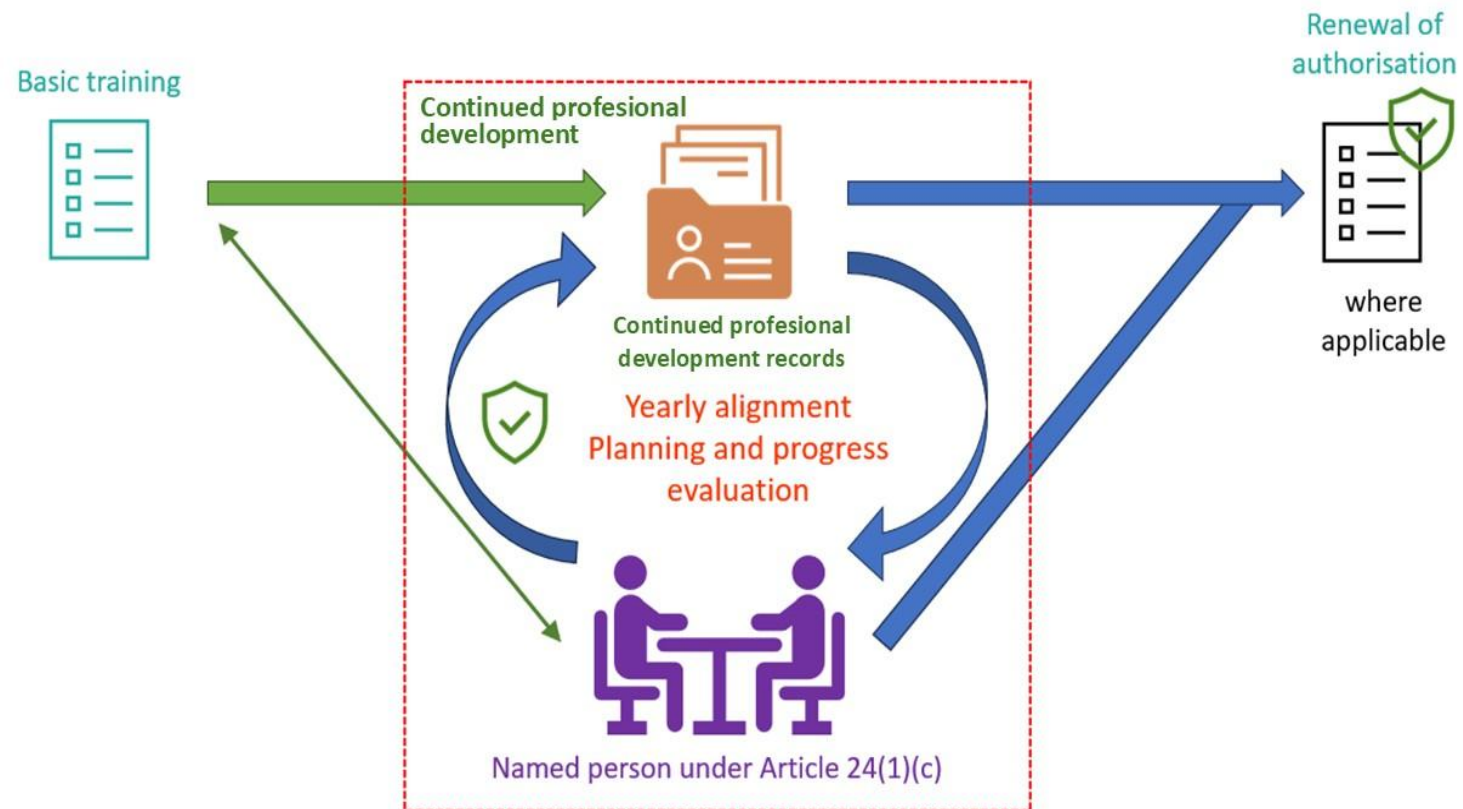
**Professional Development Plan (PDP)**

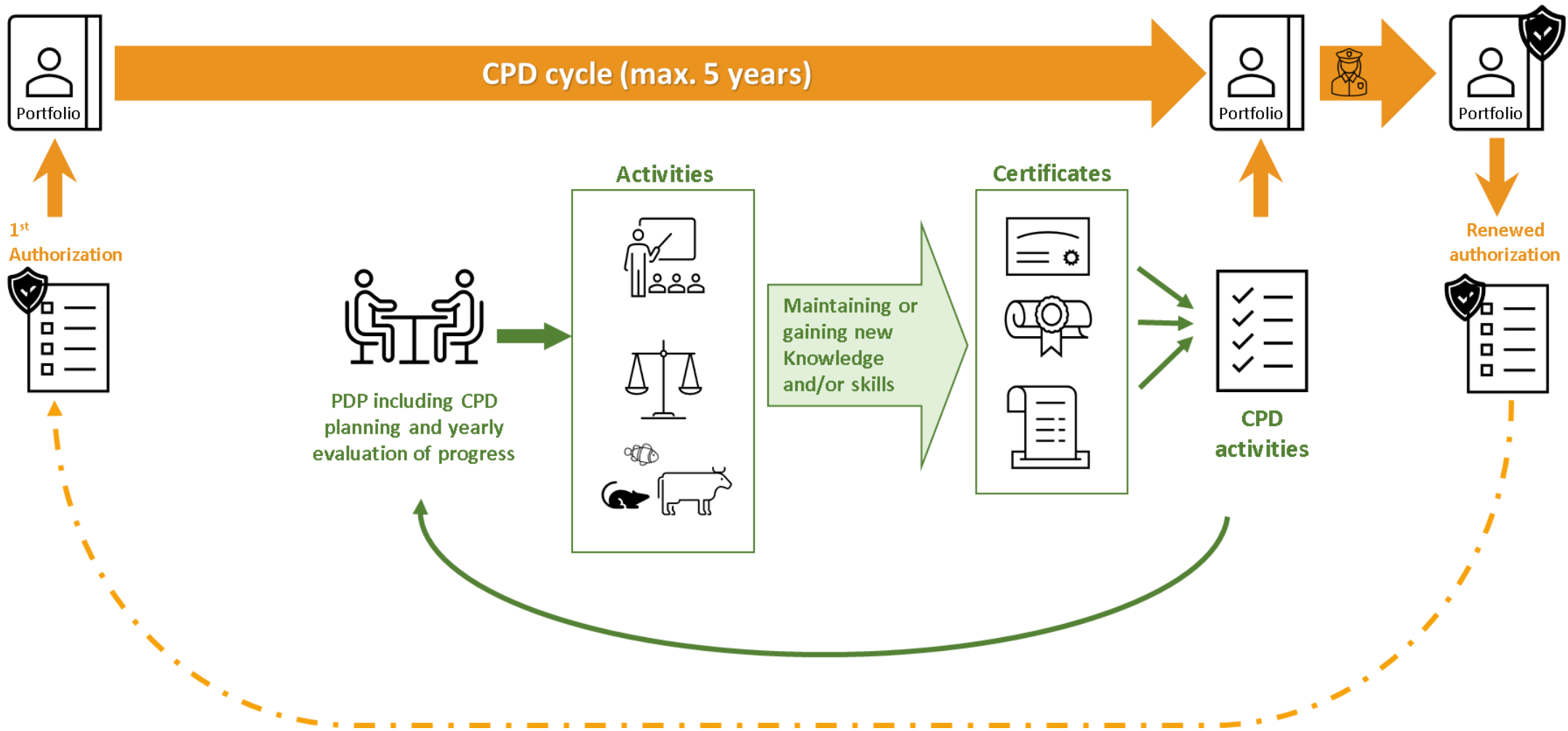
**Individual plan** that comprises the definition of the development area, sets development objectives, identifies behaviours to develop, plans actions for progress and establishes completion dates.

**Individual CPD portfolio and plan**

# Person(s) responsible for Training and Competence (Directive 2010/63/EU) = The Named Training and Competency Officer (UK)

responsible for ensuring that the staff are **adequately educated, competent** and continuously trained and that they **are supervised** : article 24:1c of Directive.





<p>Portfolio</p>	<p>A portfolio is a systematic collection of learner’s work that represents activities, accomplishments, and achievements over a specific period in one or more areas of the curriculum, programme, or plan. In this context we refer to an assessment portfolio that contains documents supporting what was learned and reflective comments on how these align with the personal development plan. (FELASA)</p>
------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## FELASA recommendations for continuing professional development for professionals involved in animal research

### Annex I

#### *CPD portfolio*

In all tables lines should be added according to the needs

Name \_\_\_\_\_

#### 1. List of roles, tasks and/or job

Role/Task/ Job <sup>§</sup>	Institution	Date of start	Date of end

<sup>§</sup>Include Competence assessor (Article 23 (2)); person responsible for the welfare and care (Article 24(1)(a)); person responsible for information (Article 24 (1)(b)); Person(s) Responsible for Training and Competence (Article 24(1)(c)); designated veterinarian (Article 25); member of animal welfare body (Article 26); inspector (Article 34), project evaluator (Article 38), and job or position (e.g. researcher; animal welfare body member; technician; animal caretaker; etc.).

#### 2. ‘Personal Authorisation’

Functions <sup>#</sup>	(a)	(b)	(c)	(d)	Specie(s)
Date of 1 <sup>st</sup> authorisation					
Renewal date					

<sup>#</sup>According to Article 23(2) of the Directive 2010/63/EU.

## FELASA recommendations for continuing professional development for professionals involved in animal research

### 3. Personal Development Plan (PDP) Summary

Meeting date	Areas for further development	Area number*	Professional's signature	Signature of the Responsible for Training and Competence**
--------------	-------------------------------	--------------	--------------------------	------------------------------------------------------------

\*Add sequential numbers that will be used in Table 4 (below) to allow correspondences between areas of the development plan and the CPD activities.

\*\*One signature representing the Person(s) Responsible for Training and Competence (Art.24(1)(c)).

### 4. List of Continuing Professional Development (CPD) activities

Activity name	Format	Date	Time (h)	CPD weighted time (h)	Specie/s (if applicable)	Area number*	Brief Description***	Signature of the Responsible for Training and Competence**
---------------	--------	------	----------	-----------------------	--------------------------	--------------	----------------------	------------------------------------------------------------

\*Refer to the numbers in Table 3 to show which areas of the development plan correspond to the CPD activities

\*\*One signature representing the Person(s) Responsible for Training and Competence (Art.24(1)(c)).

\*\*\*Give a short description of the activity and explain why it is of value for your professional responsibilities – corresponding contribution to your personal development. Please state the relation (if any) to or benefit regarding the 3Rs and the animals you work with.

*„ the real test of CPD is not whether you attended a particular course or read a particular book; nor is it to supply evidence to meet your professional institute's membership criteria. It is whether your CPD actually improves your professional competence and adds to the achievement of your personal career objectives“*

**Tabela 1.** Predpisane zahteve glede usposabljanja, usposobljenosti ter izobrazbe za posamezno funkcijo.

FUNKCIJA	IZOBRAZBA (najmanjše zahteve)	USPOSABLJANJE			
		osnovno	mentorstvo#	kontinuirano	obnovitveno
Usmrtitev	srednješolska	30 ur	vsaj 6 m	2 uri/ leto	na 10 let
Oskrbovalec	srednješolska	30 ur	vsaj 6 m	2 uri/ leto	na 10 let
Izvajalec	vsaj prva stopnja*	40 ur	vsaj 6 m	3 ure/ leto	na 10 let
Vodja	<b>doktorat znanosti</b> **	80 ur	ni potrebno	5 ur/ leto	na 10 let
Strokovnjak za dobrobit živali	vsaj druga stopnja veterine, medicine, biologije, zootehnike	80 ur	vsaj 6 m	7 ur/ leto	na 10 let
Imenovani Veterinar	dr. vet. med.	80 ur	vsaj 6 m	7 ur/ leto	na 10 let
Ocenjevalec projekta (EK)	strokovnjak s področja	0	ni potrebno	0	ni potrebno

\* s področja veterinarstva, medicine, biologije, farmacije, biokemije, zootehnike

\*\* iz znanstvenega področja, povezanega z delom, ki ga izvajajo, in morajo imeti specifično znanje na področju zadevne živalske vrste

# opravlja pod nadzorom/mentorstvom vsaj 6 mesecev oziroma dokler ne izkaže zahtevane strokovne usposobljenosti



**MF**

UNIVERSITY  
OF LJUBLJANA

Faculty of  
Medicine

# Thank you

Martina Perše

[martina.perse@mf.uni-lj.si](mailto:martina.perse@mf.uni-lj.si)