



# Induction for AWERB members

**2nd edition**

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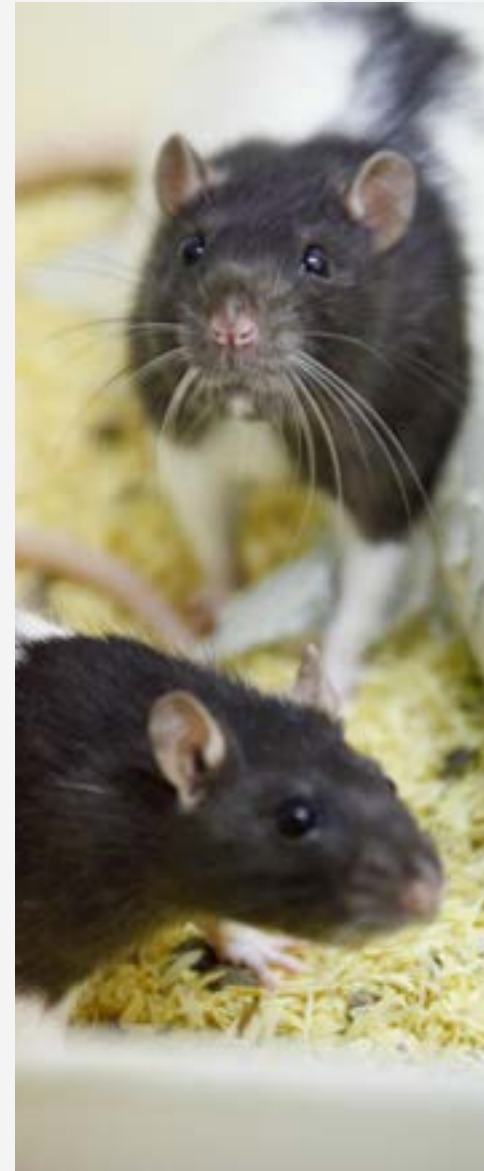
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## Glossary

<b>ASPA</b>	Animals (Scientific Procedures) Act
<b>AWERB</b>	Animal Welfare and Ethical Review Body
<b>HOLC</b>	Home Office Liaison Officer
<b>IAT</b>	Institute of Animal Technology
<b>LASA</b>	Laboratory Animal Science Association
<b>LAVA</b>	Laboratory Animal Veterinary Association
<b>NACWO</b>	Named Animal Care and Welfare Officer
<b>NIO</b>	Named Information Officer
<b>NTCO</b>	Named Training and Competency Officer
<b>NVS</b>	Named Veterinary Surgeon
<b>RSPCA</b>	Royal Society for the Prevention of Cruelty to Animals



# INTRODUCTION

## Appropriate induction is key to supporting the participants in an establishment's AWERB.

This is highlighted in the [RSPCA/LASA Guiding Principles on Good Practice for AWERBs](#) (3rd edition 2015, p.46) and its importance has been reinforced by [AWERB-UK](#).

The Home Office [Guidance for Training and Continuous Professional Development under the Animals \(Scientific Procedures\) Act 1986](#) also recommends that establishments provide a 'local [training] module' to 'allow people fulfilling key roles to understand their own role within the local structure and how they personally contribute and work with others' (see Appendix). Membership of the AWERB is a 'key role', so AWERB members should have the opportunity to attend the local module. Similarly, the European Commission's [Working Document on Animal Welfare Bodies and National Committees](#) states that members of Animal Welfare Bodies 'should receive appropriate individual induction training and continuous professional development (CPD)'.

To ensure a well-run, efficient and effective AWERB, all establishments should provide induction for their members. This document provides ideas for processes ([section 1](#)), topics ([section 2](#)) and resources ([section 3](#)).

The topics are set out as a self-assessment checklist for prospective and existing AWERB members.

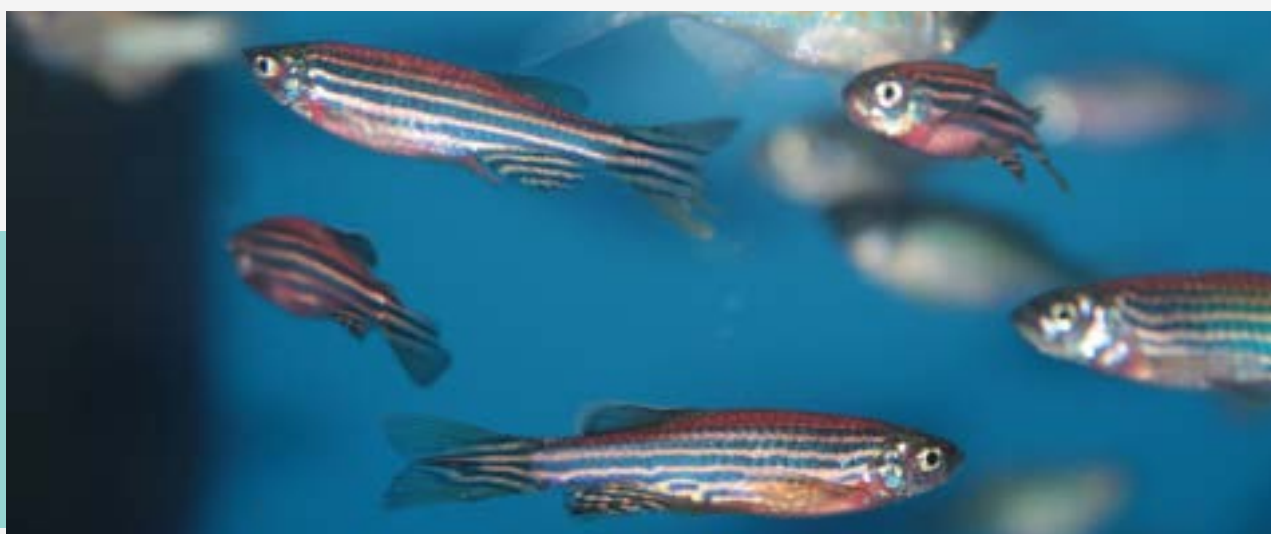


# 1. INDUCTION PROCESSES

**The process of induction to the AWERB should be tailored not only to an individual establishment, but also to the needs of different categories of participant.**

At a basic level (e.g. for those who have not undertaken Home Office modular training), providing information about the local AWERB, and the establishment's culture and processes is helpful (**Table 1**), along with generic information on the AWERB and ASPA (**Table 2**) and a list of useful resources (**Part 3**). This sort of factual information should be easy to provide, especially if the establishment has set up the local training module recommended by the Home Office as part of the induction process for 'people fulfilling key roles'. However, prospective members should not be expected, or expect, to be immediately familiar with it or understand it all in a short time-frame. The learning process needs to be continuous, not just a one-off induction event. This is a requirement for similar committees in other fields, for example medical ethics committees.

Some form of induction to the AWERB would also be useful for those responsible for providing it with resources and for those whose work comes under its auspices, for example personal and project licensees. If they have a better understanding of the AWERB's purpose, and processes, they are more likely to become engaged and supportive. Materials developed for new AWERB members are therefore likely to have wider application within establishments.



# USEFUL INDUCTION ACTIVITIES

## Resources - documents and webpages

- **RSPCA/LASA Guiding Principles on Good Practice for AWERBs** - \*This should be a prerequisite for every prospective and existing AWERB member
- **RSPCA Lay Members' Resource Book**
- **Establishment's AWERB handbook, terms of reference, or policy/process documents**
- The RSPCA **ethical review website** and **AWERB Directory**

## Interactions and visits

- Personal introductions/one-to-one meetings with the Chair and other key AWERB members such as the NVS, NACWO, NIO, NTCO, and HOLC
- A buddy system in which a new member is paired with an existing member
- A tour of the animal facilities with opportunities to interact with staff, including animal technologists and scientists

## Training courses and events

- Establishment local training/induction module
- Licensee training modules L and E1 (regardless of whether they will become a licensee)
- RSPCA Lay Members' Forum
- AWERB-UK meetings convened by the RSPCA with LASA, LAVA and the IAT



## 2. INDUCTION TOPICS

The following tables set out a series of self-directed questions about AWERB-related knowledge and skills, with associated information and links to resources. Members can work through the questions alone or with help from experienced staff. There is a lot of advice and information, so the intention is not for people to go through it all at once.

**Table 1** covers easily accessible general information (e.g. about the ASPA, the roles of the AWERB, the Home Office and the Animals in Science Committee). **Table 2** relates to the functioning of the AWERB within individual establishments. Most of the information referred to should be made available in-house so the information and links need to be filled in locally. This includes:

- in-house links to the local AWERB terms of reference and any existing minutes or other relevant information;
- information on the scientific work of the establishment;
- information on how the AWERB fits within the organisation of the establishment and what the lines of communication, reporting and accountability are between different internal bodies, and external bodies where relevant;
- an overview of the establishment's values, perspectives and resources and how it is developing its Culture of Care;
- introductions to the Chair, Named Persons and other AWERB members.

**Table 3** addresses more personal questions for members to think through.

**Do not expect to become completely familiar with all of this before you join the AWERB; there will be a learning process as you attend meetings and talk to people.** You will need to be prepared to take in, assimilate and reflect on local values, perspectives and resources - and also be prepared to help shape these.



## 2. INDUCTION TOPICS: Understanding the AWERB in general

**Table 1: Understanding the functions of the AWERB in general**

### Self assessment questions

### Where and how to get the relevant information

Do I know the purpose of the AWERB and its tasks?

- A brief list of the Home Office requirements can be found in the section on AWERBs in the Home Office **Guidance on the Operation of the Animals Scientific Procedures Act 1986** (pp. 88-89).
- Use the **RSPCA/LASA Guiding Principles on Good Practice for AWERBs** document to find more detail about each of the specific AWERB tasks, along with advice on how they should be implemented. This document also addresses the AWERB's aims, tasks and membership in general in the section on Home Office requirements (pp. 5-7).
- If you are a Named Person or licensee, you should have attended the local module, including this learning outcome: 'Relate the tasks of the AWERB and describe your role in contributing to these tasks'. You could ask for a refresher, or to attend the Module if you have not already done so.
- If you are not a Named Person or licensee, ask to attend the local module.

Do I have sufficient understanding of the Animals (Scientific Procedures) Act (ASPA) and how it is implemented?

- See Appendix 1 of the **RSPCA Lay Members' Resource Book** (pp. 50-54) for a summary of UK law on the use of animals in experiments and how the law is administered.
- The law is complicated so, depending on your role, it may take time to become familiar with its details. Use the Home Office **Guidance on the Operation of the Animals Scientific Procedures Act 1986** to look up specific points as they arise.
- Consider attending legislation and ethics training modules (modules L and E1) to gain insight into the requirements of the legislation, particularly if training is available at your institution. Contact the Named Training and Competency Officer (NTCO) for suggestions about training opportunities.

## 2. INDUCTION TOPICS: Understanding the AWERB in general

Table 1 continued: Understanding the functions of the AWERB in general

### Self assessment questions

### Where and how to get the relevant information

Do I understand how the roles of the AWERB and the Home Office Inspectorate relate to each other, particularly with respect to the review of project licences?

- The roles of the Home Office Inspectorate are explained in the Home Office **Guidance on the Operation of the Animals Scientific Procedures, Act 1986** (pp. 90-93).
- For project review, you can find information on how the Inspectorate considers the harm/benefit assessment explained in the Home Office **Advice note on harm/benefit analysis**.
- Note that the AWERB's role regarding project review is to 'advise the establishment licence holder whether to support project proposals, primarily considering such proposals from a local perspective and bringing local knowledge and expertise to bear.' The AWERB should not 'duplicate or try to "second guess" the Home Office inspector's views', which are formed 'within the national legal policy framework and take account of issues beyond the scope of the local establishment' (**RSPCA/LASA Guiding Principles** p.10, point 3).

Do I understand the role of the national Animals in Science Committee particularly with respect to AWERBs?

- Check out the roles of the Animals in Science Committee (ASC) outlined on the **ASC website**, and the Committee's relationship with the AWERB is explained in the **RSPCA/LASA Guiding Principles** (p. 7).
- Ask about the AWERB Hub Network and find out which region your AWERB belongs to and whether you can participate in meetings.

Do I have clear expectations of what should be achieved by the AWERB?

- See the **RSPCA/LASA Guiding Principles** 'Ten top tips for a successful AWERB' (pp. 9-14), which sets out achievable expectations and advice for all AWERBs. Note that the way in which AWERBs address their tasks will vary between different establishments, depending on the contexts in which they are operating.



## 2. INDUCTION TOPICS: Knowing your own AWERB

**Table 2: Knowledge of your own establishment's AWERB**

### Self assessment questions

### Where and how to get the relevant information

Do I know who else is on the AWERB, what their roles are and how to contact them?

- Ask your establishment's Home Office Liaison Contact (HOLC), AWERB administrator or Chair to put you in touch with other AWERB participants. Try to meet with as many as possible face to face, to hear about their roles.
- Ask for a list of 'Named People' and others who have specific duties required by and defined in the Animals (Scientific Procedures) Act.

Have I received Terms of Reference for the AWERB, and a timetable of meetings?

- All AWERBs should have Terms of Reference (ToR) so ask the HOLC or AWERB administrator for a copy. The ToR should be useful to find out more about how your AWERB is organised, its goals and procedures. Also check whether the HOLC can provide any further information about how the tasks in the ToR are addressed and discharged.
- Ask the HOLC or AWERB administrator or Chair for a list of dates, times and venues for forthcoming AWERB meetings.

Do I know about the establishment's own animal use, for example species, numbers, purposes, severity of procedures?

- See whether your establishment has a web page that sets out the nature of animal use in the establishment, particularly if it has signed up to the **Concordat on Openness**.
- Ask the Named Veterinary Surgeon (NVS) and the Named Animal Care and Welfare Officer (NACWO) - in a large organisation there may be several people in these roles. The Named Information Officer (NIO) and NTCO are also useful sources of information as is the HOLC.
- Talking to some of the project or personal licensees will provide practical examples of the nature of animal use in the establishment.
- Ask for a visit to the animal facility to meet key colleagues and see some animal work in progress.

## 2. INDUCTION TOPICS: Knowing your own AWERB

Table 2 continued: Knowledge of your own establishment's AWERB

Self assessment questions	Where and how to get the relevant information
Do I know how the AWERB carries out all of its tasks?	<ul style="list-style-type: none"><li>• You cannot expect to know everything about how the AWERB's tasks are addressed straight away, but there are several things you can do to help develop your knowledge:</li><li>• Talk to existing members particularly the HOLC, NIO, NVS, NACWO and the AWERB Chair.</li><li>• Ask whether you can sit in on a few AWERB meetings before actually becoming a member; this may or may not be possible depending on your establishment's approach to openness/confidentiality.</li><li>• Read through AWERB documents, minutes of meetings etc.</li></ul>
Do I know how much additional work will be required e.g. for reading and commenting on project licences or other internal documents?	<ul style="list-style-type: none"><li>• The HOLC or AWERB administrator should be able to give you an idea of this, but it is a good idea to talk to other long-standing members as well to hear about their experiences.</li></ul>
Do I know what the lines of communication are between the AWERB and other internal groups or individuals within the organisation?	<ul style="list-style-type: none"><li>• Check whether your AWERB's Terms of Reference include a list of the groups or individuals with which it communicates, a diagram or description of the lines of communication and the broader management/organisational structure within which the AWERB sits. The establishment should have produced an organogram to help deliver its local training module for Named Persons, so you could ask for this.</li><li>• If the relevant information is missing from the ToR, ask the HOLC, AWERB administrator or Chair to explain the links (and suggest that it is included in the ToR or other AWERB information).</li><li>• More generally, read the table on page 15 of the <b>RSPCA Lay Members' Resource Book</b>, which lists examples of other activities that might influence work of the AWERB - and consider any possible impacts.</li></ul>

## 2. INDUCTION TOPICS: Knowing your own AWERB

Table 2 continued: Knowledge of your own establishment's AWERB

### Self assessment questions

### Where and how to get the relevant information

Am I familiar with the concept of a Culture of Care and how the AWERB and the establishment more widely develop and maintain it?

- Read pages 56-58 in **RSPCA/LASA Guiding Principles**, which provide a definition of 'culture of care' and a list of features that help to foster that culture.
- See the RSPCA information sheet for AWERB members on **Promoting a Culture of Care**.
- Consider the examples of activities that can help in developing a Culture of Care in the above two resources; find out whether your AWERB/establishment does, or could, implement them along with any other ideas you might have.

Do I understand the establishment's 'local' values, perspectives and resources?

This question is linked to the one above, as all three features (values, perspectives, and resources) can contribute to a Culture of Care. Bear in mind the following:

- Local values should both create and fully embrace the Culture of Care – and in some establishments, these values might lead to a decision not to carry out certain types of work, (over and above those that are already prohibited in law), nor to exceed certain levels of severity .
- Bringing a range of perspectives and relevant expertise to bear on all topics considered by the AWERB will inevitably lead to more informed, balanced decision-making.
- Critical evaluation of local resources should also play a vital role in decision-making, as the standards of local facilities and expertise can impact greatly on both animal welfare and science.

## 2. INDUCTION TOPICS: Personal contributions

**Table 3: Personal factors**

### Self assessment questions

Questions to consider when invited to join an AWERB and to reflect on throughout your membership

### Points to consider

- What particular **strength or skill** do I bring to the AWERB?
- Do I have a clear idea of **what I want to achieve** and what I can achieve through my membership?
- Does participation in the AWERB compromise **my personal principles or values** or create any conflict of interests?
- Am I prepared to **accept** that the AWERB as a whole may arrive at decisions that I do not agree with? Can I deal with this satisfactorily?
- Do I have **sufficient time and energy** to play an active role in the AWERB?
- Am I prepared to **speak up** in meetings and be **questioning yet constructive**?
- Am I prepared to **visit the animal facilities** and **see procedures being carried out**?
- Does my management (where relevant) believe the AWERB is sufficiently important that they support my membership, e.g. by adding it into my objectives/performance review?

# 3. INDUCTION RESOURCES AND REFERENCES

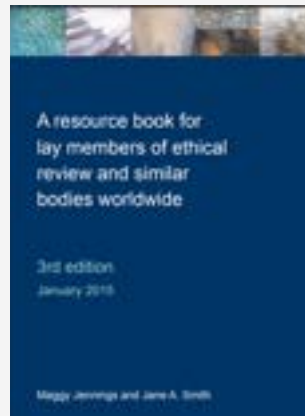
## The AWERB and ethical review

The **RSPCA/LASA Guiding Principles on Good Practice for AWERBs** provides a brief, clear overview of all the tasks of the AWERB and good practice for meeting these.



The **RSPCA Lay Members' Resource Book**: what you need to know about your AWERB and how to participate effectively, including making ethical judgements:

*(NB although the title refers to lay members, the content is relevant to all member categories)*



The **AWERB as a 'forum for discussion'** focuses on this task, setting out current practice, suggestions for progressing this and action points.



A wider discussion of ethical review as a process: the **RSPCA ethical review webpages**.



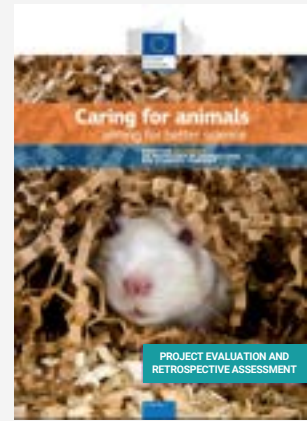
The **RSPCA AWERB Directory** webpages.



## European Commission guidance

The European Commission working document on Animal Welfare Bodies and National Committees to fulfil the requirements under the Directive is also helpful.

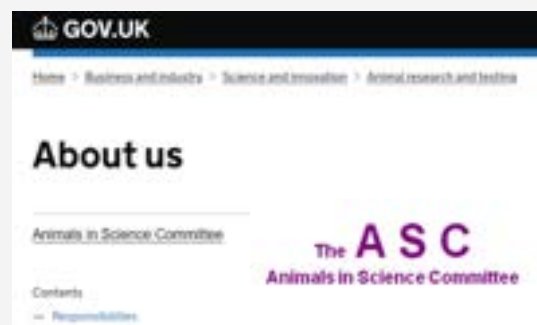
See also the European Commission working document on Project Evaluation and Retrospective Assessment.



## Animals (Scientific Procedures) Act (ASPA)

The legislation and its Codes Of Practice and Advisory Notes: The Animals in Science Regulation Unit (ASRU) page.

What the Animals in Science Committee does, and its reports.

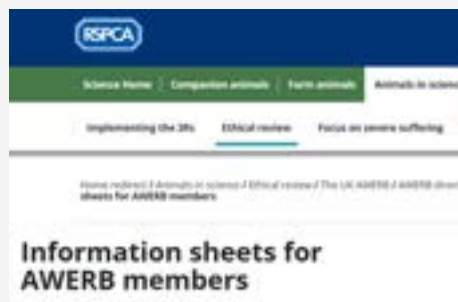


## The 3Rs - Replacement, Reduction, Refinement

Helpful and interactive resources on all 3Rs, from the NC3Rs.

Information sheets on various topics of interest for AWERB members, from the RSPCA.

Accessible publications on a range of 3Rs topics from LASA.





# APPENDIX

## Extracts from the Home Office Guidance for Training and CPD under ASPA

### Recommendations for the local module (p.23)

We recommend that each establishment should prepare a local module incorporating information on the local management structure relating to animal use, the names of people fulfilling the key roles, including those of named persons, and their related tasks. It should describe how each of the local key people (including the named roles) contributes to the welfare of animals, high quality science and implementation of the 3Rs. Information on the roles and processes of the local AWERB and how the local culture of care is promoted should be included.

This will allow people fulfilling key roles to understand their own role within the local structure and how they personally contribute and work with others. We recommend that this module is completed by each of the named persons including licensees and should form part of the induction process for all those working with animals or in allied roles.

### Introduction to the local environment (establishment) for persons taking specific roles under ASPA (p.61)

This Module provides the necessary understanding of the local structure, key roles and their related tasks as well as appreciation of how these contribute to the welfare of animals, good science, implementation of the 3Rs and the establishment of the Culture of Care.

Learning Outcomes Trainees should be able to:

1. Discuss how the scope and the spirit of UK legislation and guidelines pertain to the care and use of animals for scientific purposes in your establishment.
2. Describe the local organogram and your role within it.
3. Distinguish the roles, responsibilities and interactions of those working under ASPA within the establishment.
4. Relate the tasks of the Animal Welfare Ethical Review Body and describe your role in contributing to these tasks.
5. Analyse ways in which your role can contribute towards the promotion and implementation and dissemination of the 3Rs at your establishment.
6. Discuss the importance of proactive approach to, and mechanisms of communication, as a tool to promote the 3Rs and the culture of care.




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