



## MODULE SPECIFICATION

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| <b>Academic Year (student cohort covered by specification)</b>     | 2024-25  |
| <b>Module Code</b>   | CTM210   |
| <b>Module Title</b>  | Integrating Module   |
| <b>Module Organiser(s)</b>   | Alexander Perkins, Cheng Xu, Nikolaos Pandis (DMO)   |
| <b>Contact Email</b>   | <a href="mailto:CTsupport@lshtm.ac.uk">CTsupport@lshtm.ac.uk</a>   |
| <b>Faculty</b>   | <a href="#">Epidemiology and Population Health</a><br>London School of Hygiene & Tropical Medicine   |
| <b>FHEQ Level</b>  | Level 7  |
| <b>Credit Value</b>  | <b>CATS</b> 30<br><b>ECTS</b> 15   |
| <b>HECoS Code</b>  | 100962 : 100473  |
| <b>Mode of Delivery</b>  | Distance Learning  |
| <b>Mode of Study</b>   | Directed self-study, through online materials via the Virtual Learning Environment   |
| <b>Language of Study</b>   | English  |
| <b>Pre-Requisites</b>  | It is expected that students studying CTM210 will have taken the last of the written examinations or other assessments for the MSc in Clinical Trials, or be taking them in the current academic year.<br>Prior reading is not required before registering on this module. |
| <b>Accreditation by Professional Statutory and Regulatory Body</b> | Not currently accredited by any other body   |
| <b>Module Cap (Maximum number of students)</b>                     | There is no cap on the number of students who can register for this distance learning module.  |
| <b>Target Audience</b>   | Compulsory module for all the students on DL MSc Clinical Trials.  |
| <b>Module Description</b>  | The module allows students studying different clinical trials modules to apply this range of their learning to different scenarios including, for the Integrating Report, a specific trial.  |
| <b>Duration</b>  | Distance learning module studies begin on Tuesday 1 <sup>st</sup> October. Students may start their studies at any time once they gain access to Moodle and therefore the study  |

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|  | materials, and work through the material until 1st September, the report submission deadline. |
| <b>Last Revised (e.g. year changes approved)</b> | March 2024  |

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| <b>Programme(s)</b>  | <b>Status</b> |
| This module is linked to the following programme(s)                      |               |
| MSc Clinical Trials (Distance Learning - University of London Worldwide) | Compulsory    |

## Module Aim and Intended Learning Outcomes

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| <b>Overall aim of the module</b>   |
| The overall module aim is to: <ul style="list-style-type: none"> <li>allow students to integrate material from the different Clinical Trials modules.</li> </ul> |

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| <b>Module Intended Learning Outcomes</b>  |
| Upon successful completion of the module a student will be able to: <ol style="list-style-type: none"> <li><i>Synthesise and apply knowledge from the 4 CTM1 core modules to demonstrate a holistic understanding of foundational concepts and principles governing clinical trials practice</i></li> <li><i>Innovate and solve complex real-world trial-related problems by: <ol style="list-style-type: none"> <li><i>using relevant theories from across the CTM1 and CTM2 modules</i></li> <li><i>using the skills and knowledge acquired across the CTM1 and CTM2 modules</i></li> </ol> </i></li> <li><i>Demonstrate ability to connect and integrate interdisciplinary knowledge from CTM1 and CTM2 modules</i></li> </ol> |

## Indicative Syllabus

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| <b>Session Content</b>   |
| Unlike other Clinical Trials modules, CTM210 has no specific new study material but draws on the 4 CTM1 core modules, the compulsory CTM2 module (CTM201) and also the students' chosen optional CTM2 modules. |

## Teaching and Learning

### Notional Learning Hours

| Type of Learning Time  | Number of Hours | Expressed as Percentage (%) |
|------------------------|-----------------|-----------------------------|
| Directed self-study    | 120             | 40                          |
| Self-directed learning | 60              | 20                          |

|                                 |            |            |
|---------------------------------|------------|------------|
| Assessment, review and revision | 120        | 40         |
| <b>Total</b>                    | <b>300</b> | <b>100</b> |

### Teaching and Learning Strategy

Learning is self-directed against a detailed set of learning outcomes using the materials provided.

To support their self-directed learning, students are strongly encouraged to:

- post questions for tutors or fellow students and participate in the module-specific discussion board forums available on Moodle.
- submit a Tutor Marked Formative Assignment (TMFA), for which personalised written feedback is available. Students are provided with written feedback on submitted TMFAs.
- work through the Self Assessed Formative Assignment (SAFA), for which self-assessment tools are provided. This is not compulsory and does not contribute to the overall module grade.
- join real-time tutorials via Collaborate, available on Moodle, to obtain additional tutor support: at least three tutorials are available.
- make use of LSHTM online library resources.
- make use of Examiners' Reports which include previous Integrating Report questions and specimen answers.

## Assessment

### Assessment Strategy

The assessment strategy for CTM210 is designed to support progressive student learning through optional formative assessments, which can be self-assessed (SAFA) or tutor-marked with feedback (TMFA), and an integrating report (IR). The FAs use scenario-based questions to build skills, and encourage students to engage with the CT study materials. They encourage M-level thinking through questions which challenge students to consult study materials and to reflect and problem-solve. They support attainment of the ILOs by testing across the range of learning outcomes. The IR is designed to test whether students are going beyond reiteration of the materials, and using M-level skills of criticality, and wider reflection. The word limit gives sufficient text allowance to demonstrate these skills within a succinct and focused writing style. For all CTM210 assessments the application of key learning to scenario-based questions encourages students to develop the skill of using their learning to respond to real-life problems encountered in many aspects of trials. On this module, two past IR papers with specimen answers, are also available for practice and self-assessment.

## Summative Assessment

| Assessment Type     | Assessment Length (i.e. Word Count, Length of presentation in minutes)                                    | Weighting (%) | Intended Module Learning Outcomes Tested |
|---------------------|---|---------------|--|
| Assessed assignment | The Integrating Report has a maximum word length of 7500 words (3 questions with maximum 2500 words each) | 100           | All                                      |

## Resitting assessment

Resits will accord with [Chapter 8a](#) of the LSHTM Academic Manual.

## Resources

### Essential resources

The following materials are provided to students after registration for this module once a year in October:

- Online study materials from CTM101, CTM102, CTM103, CTM104 and CTM201.
- Updated study materials for CT modules studied previously
- Reading lists for all CT modules.

In addition to the materials above, students are given access to the LSHTM Virtual Learning Environment, Moodle (for online discussions forums etc.) and the LSHTM online library resources.

## Teaching for Disabilities and Learning Differences

The module-specific site on Moodle provides students with access to the module learning materials and online reading list (containing both essential and recommended readings), and additional resources including supplementary exercises and optional lecture recordings (where appropriate). All materials posted up on Moodle areas, including computer-based sessions, have been made accessible where possible. The LSHTM Moodle has been made accessible to the widest possible audience, using a VLE that allows for up to 300% zoom, permits navigation via keyboard and use of speech recognition software, and that allows listening through a screen reader.

For students with special needs, reasonable adjustments and support can be arranged – details and how to request support can be found on the University of London website at [Inclusive practice access arrangements](#)