



MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2024-25
Module Code	CTM210
Module Title	Integrating Module
Module Organiser(s)	Alexander Perkins, Cheng Xu, Diana Elbourne, Nikolaos Pandis
Contact Email	CTsupport@lshtm.ac.uk
Faculty	Epidemiology and Population Health London School of Hygiene & Tropical Medicine
FHEQ Level	Level 7
Credit Value	CATS 30 ECTS 15
HECoS Code	100962 : 100473
Mode of Delivery	Distance Learning
Mode of Study	Directed self-study, through online materials via the Virtual Learning Environment
Language of Study	English
Pre-Requisites	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. Prior reading is not required before registering on this module.
Accreditation by Professional Statutory and Regulatory Body	Not currently accredited by any other body
Module Cap (Maximum number of students)	There is no cap on the number of students who can register for this distance learning module.
Target Audience	Compulsory module for all the students on DL MSc Clinical Trials.
Module Description	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.
Duration	Distance learning module studies begin on Tuesday 1 st October. Students may start their studies at any time once

	they gain access to Moodle and therefore the study materials, and work through the material until 1st September, the report submission deadline.
Last Revised (e.g. year changes approved)	March 2024

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

Module Aim and Intended Learning Outcomes

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

Module Intended Learning Outcomes
Upon successful completion of the module a student will be able to: <ol style="list-style-type: none"> integrate their learning across their 4 CTM1 core modules, their compulsory CTM2 module (CTM201) and also their optional CTM2 modules.

Indicative Syllabus

Session Content
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
Total	300	100

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	1

Resitting assessment

Resits will accord with the LSHTM's [Resits Policy](#)

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](#)