1. **Title of the module**

LABS515 Critical Thinking in Clinical Trials

1. **School or partner institution which will be responsible for management of the module**

Centre for Higher and Degree Apprenticeships

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 5

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTs)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Flexible delivery model

Autumn and/or Spring and/or Summer

1. **Prerequisite and co-requisite modules**

N/A

1. **The programmes of study to which the module contributes**

BSc (Hons) in Applied Bioscience

FdSc in Applied Bioscience

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Understand the well-established principles associated with drug discovery.

8.2 Demonstrate critical understanding of the well-established principles when deciding whether to pursue a target in drug discovery.

8.3 Understand the impact of molecular biology on drug discovery, biomarkers in pre-clinical and clinical studies, and the impact of technology.

8.4 Critically analyse relevant recently published papers and articles on drug development.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Develop and demonstrate an ability to work and communicate effectively with others.

9.2 Analyse, evaluate and correctly interpret data

9.3 Present and communicate data effectively

9.4 Obtain and use information from a variety of sources as part of self-directed learning.

9.5 Manage their time and use their organisation skills within the context of self-directed learning.

1. **A synopsis of the curriculum**

The module looks at critical thinking in relation to clinical trials, including drug discovery and development. It looks at the principles and concepts in deciding whether to pursue a target in drug discovery, the impact of molecular biology on drug discovery, biomarkers in pre-clinical and clinical studies, and the impact of technology (such as high throughput screening). It also looks at how to critically analyse relevant recently published papers and articles on drug development.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Black, B. (2012) A to Z of Critical Thinking. Continum.

Browne, M., and Keeley, S.M. (2015) Asking the Right Questions, a Guide to Critical Thinking. Pearson education limited, eleventh edition.

1. **Learning and teaching methods**

Blended distance learning:

 Contact Hours: 100 hours

 Private Study Time: 50 hours

 Total Learning Time: 150 hours

1. **Assessment methods**
	1. Main assessment methods

Two coursework assignments (essays; 750 words each)

Weighting:

Essay assignment 1 50%

Essay assignment 2 50%

The pass mark for each individual assessment is 40%.  All assessments must be passed in order to pass the module.

13.2 Reassessment methods

Like for like

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| **Private Study** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Teaching | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |
| Work based experience |  |  | **x** |  | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Essay 1 (750 words) | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** |
| Essay 2 (750 words) | **x** |  |  | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The School/Collaborative Partner recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Blended distance learning – delivered from Medway and Canterbury campus

1. **Internationalisation**

The ability to analyse, evaluate, and compare arguments, results, and techniques and develop different points of view in the drug development industry is important for international scientific discovery and development. Therefore, with regards to the intended learning outcomes, in particular 8.2 and 8.4, the target learning outcomes within this module are applicable worldwide as part of the universal principles of clinical trials and drug discovery.

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 05/10/20 | Minor | Sep 20 | 13 | No |
|  |  |  |  |  |