Model Approach for Risk-Based Monitoring

Module 4: Risk Management

Trainer Guide
Model Approach for Risk-Based Monitoring

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Getting Started

About This Guide

What’s the purpose of this guide?
This trainer guide provides a master reference document to help you prepare for and deliver the Model Approach for Risk-Based Monitoring training program.

What you will find in this guide?
This trainer guide is a comprehensive package that contains

- checklists of necessary materials and equipment
- presentation scripts and key points to cover, and
- instructions for managing exercises, case studies, and other instructional activities regardless of delivery method (in-person classroom, webinar or a blended classroom environment).

How is this guide organized?
Refer to the introductory materials: About this Guide within the Trainer Guide for Module 1 for further details on how this guide is organized, graphical cues and overall program information.
Risk Management

Goal
The goal of this module is to further address risk management and how to define critical Risk Indicators and Thresholds in decision making. This module will also talk about risk mitigation plans, activities, and risk response.

Time
90 minutes

Overview
This module is a combination of presentation of material and facilitated “challenge” exercises for the participants.

This module uses questions, discussions and case scenario exercises to assess and facilitate participant learning.

Materials Needed
- Participant Workbook (one per participant)
- Flipcharts & Markers (one per every 2 tables – for face-to-face sessions)
- Multi-Colored Index Cards labeled as follows (one per person for face-to-face sessions):
  - Red – one side marked with a large F and one with an A
  - Green – one side marked with a large T and one with a B
  - Yellow – one side marked with a large C and one with MEDIUM
  - Orange – one side marked with a large D and one with HIGH
  - Blue – one side marked with a large LOW
- Regular index cards with scenario assignments (per table for face-to-face sessions)
  - Three index cards with the Critical Data / Processes from Activity 1
  - 5 index cards each with Scenario 1, Scenario 2, Scenario 3 written on them
Page left intentionally blank
Module 4: Introduction

Welcome to Module 4

A core concept of the Risk-based Monitoring (RBM) Methodology involves using what we’ve learned from assessing the risk of the clinical trial in order to manage the potential risks in a timely and integrated manner.

This module will focus on the use of Risk Indicators and Thresholds in designing risk mitigation plans and assuring issues are identified and resolved in a timely manner. Learners will have the opportunity to apply some of the tools and concepts from the TransCelerate RBM methodology to hands on activities during this section of the course.
IMPORTANT NOTE

Not all participants will be required to take all five modules of this program. Remind the participants that they will be participating in the modules as appropriate to them.
Module 4: Introduction

Course Program Overview

The course information will be broken down into five distinct modules. While information may overlap, the intent is to individually explore the concepts, tools and implementation of evaluating risk and implementing management and monitoring techniques. Each module will consist of three to four key objectives, broken into lessons.

The modules are as follows:

Module 1 - Introduction to Risk-Based Monitoring (RBM).

In this module we will introduce the concept of RBM, how it varies from traditional monitoring approaches and why the industry is focusing on implementing this methodology. We will also introduce you to definitions and assumptions underlying the TransCelerate Position Paper: Risk-Based Monitoring Methodology that was published May, 2013.

Module 2 - Methodology and Team Members.

The focus of module 2 will be to further explore the TransCelerate Methodology, introduce the RBM toolkit, discuss RBM team responsibilities within a company, and describe the on-site, off-site, and central monitoring activities in study oversight.

Module 3 - Risk Assessment.

In module 3 we will be focusing on how to identify and quantify risk and will address one of the key measurement tools, the RACT, in detail.

Module 4 - Risk Management.

Module 4 will further address risk management and how to define critical Risk Indicators and Thresholds in decision-making. We will also talk about risk mitigation plans, activities, and risk response.

Module 5 - Transitions.

The focus of the final module is on the application and considerations of RBM plan implementation. In this section we will address a practical approach to implementation and management, as well as how to transition projects, protocols and sites into the RBM model.
Module 4: Introduction

Slide 4

Module 4 Objectives

Upon completion of this module, learners will be able to...

1. Define and utilize Risk Indicators and Thresholds in decision-making
2. Discuss implementation of risk mitigation plans
3. Describe how to conduct monitoring activities in the RBM model
4. Describe appropriate responses to potential issues and risks throughout the study

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Direct participants to the Participant Workbook

Module Objectives

Review the module objectives as indicated on this slide.
Module 4: Introduction

Slide 5

Risk-Based Monitoring (RBM) Methodology - High Level Process and Associated Tools

1. Risk Assessments
   - Complete Risk Assessment Categorization Template (RACT)

2. Critical Variables
   - Includes Critical Data and Processes
   - Define at the Program Level
   - Reassess at the Protocol Level

3. Risk Plan
   - Develop Integrated Quality and Risk Management Plan (IQRMP)
   - Define Central, Off-site, and On-site Monitoring Activities and other risk mitigation activities in Functional Plans (e.g. Monitoring Plan, Data Plan)

4. Monitoring Execution
   - Execute Monitoring Activities

Direct participants to the Participant Workbook

Where are we in the Process?

Before we get started, let’s check in with our high-level process diagram for the TransCelerate RBM Methodology, as shown here.

Our discussion of Risk Indicators and Thresholds takes us into Step 3 of the process. You will also see that risk mitigation planning occurs in Step 3 and is implemented in step 4.
Module 4: Introduction

Slide 6

Risk Management - Definition

Defined by ICH as:
The systematic application of quality management policies, procedures, and practices to the tasks of assessing, controlling, communicating, and reviewing risks

Definition of Risk Management

The International Conference on Harmonization of Technical Requirements for Registration of Pharmaceuticals for Human Use, known as ICH, defines risk management in Topic Q9 as [read slide].

Assessment of risk is accomplished in the RBM methodology through identification of Critical Data and Processes and completion of the Risk Assessment Categorization Tool (RACT).

Controlling, communicating, and reviewing risks will be the topic of this module as we talk about Risk Indicators, Thresholds, action plans and risk mitigation.
Objective One Introduction

Let’s start by reviewing the concepts of Risk Indicators and Thresholds. These add substantial value to personnel as they make decisions about data and information obtained through monitoring of a clinical trial.
Risk Indicators and Thresholds in Decision-Making

Slide 8

Risk Management Components of the RBM Methodology – Risk Indicators

- What are our risks?
  - RACT

- What helps us detect risk?
  - Risk Indicators

- When will we know to take action?
  - Thresholds

- How will we respond?
  - Planned Actions

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Direct participants to the Participant Workbook
Risk Indicators and Thresholds in Decision-Making

Risk Indicators

This process flow will serve as our “roadmap” as we learn about risk management activities in the RBM methodology.

As we just mentioned, in the RBM methodology, first we identify our risks through the process of risk assessment. Then, we move into further evaluating the protocol to answer three key questions:

1. Now that we know what our risks are, what helps us to detect that risk? Risk indicators are established to allow us to detect potential problems or risks in the study.

2. At what point in the study will we know there is a potential problem requiring action? Establishing Thresholds for our Risk Indicators helps us to establish expectations and sets a trigger point for action.

3. How will we respond when a Threshold is reached and/or a potential problem is found? Actions are designed to appropriately respond to data and information that indicates a possible problem.

Let’s look at the topic of Risk Indicators first and see how they can help us to detect risks to our study.
Direct participants to the Participant Workbook

Terminology Review

Take a minute to review the definition of a Risk Indicator (from the TransCelerate position paper) which was reviewed in the introductory module of this course.

Risk Indicators can be thought of as variables defined through risk assessments that need to be tracked to indicate whether there is a danger of an actual issue occurring.

Risk Indicators are variables assessed by comparison across a program, study, country, and/or site. All Risk Indicators are considered to have underlying influence on the quality of a study.
Risk Indicators and Thresholds in Decision-Making

Slide 10

Discussion Point

When?  Who?  Where?

Group Discussion – When? Who? Where?

Facilitate a discussion among participants to answer the questions of:

- When Risk indicators are identified,
- Who is involved in the identification and
- Where risk indicators are documented?

Facilitating the Activity

Classroom Workshop Participants (face-to-face)

Facilitate a group discussion calling upon volunteers in the audience or via round robin if no participants are volunteering.
Risk Indicators and Thresholds in Decision-Making

*Webinar Workshop Participants (online)*

Facilitate a group discussion calling upon volunteers (raising their hands through the webinar feature) or via round robin if no participants are volunteering.

**Discussion Debrief**

**When are Risk Indicators identified?**
During study planning and before functional risk mitigation plans are finalized

**Who is involved in identifying Risk Indicators?**
This should be a cross-functional process involving many of the same roles and team members as participated in the RACT completion

**Where are Risk Indicators documented?**
In the Integrated Quality Risk Management Plan (IQRMP)
Risk Indicators and Thresholds in Decision-Making

Steps to Identify Risk Indicators

1. Review the Critical Data/Processes and RACT
2. Identify the monitoring approach to detect potential problems
3. Identify the data or information the monitoring approach will provide for the Risk Indicator

Risk Indicators are best monitored through either central or off-site monitoring. This allows for more timely identification of potential problems and issue resolution. Not every risk can be detected through central or off-site monitoring; if information is not available through remote monitoring, it may require on-site review.

3. Next, identify the data or information the monitoring approach will provide for the Risk Indicator.
An investigational product (IP) is known to be associated with elevated liver enzymes (ALT and AST) in some subjects. Therefore, all protocols for this IP require investigators to perform re-tests whenever the ALT or AST values from the central lab are ≥ 2 times the upper limit of normal (ULN).

Identify the following (as relevant to the information above):

1. Critical Process
2. Monitoring approach
3. Data/information obtained

Group Challenge Activity

Let’s work through an example together to see how these steps are applied. For this example, let’s focus on the Critical Process that relates to subject safety and the safety profile of the product.

IMPORTANT NOTE

The answer key is on the next slide and may be hidden if you choose not to use it.
Risk Indicators and Thresholds in Decision-Making

Facilitating the Activity

Allow 5 minutes for this activity.

Classroom OR Webinar Workshop Participants (face-to-face OR online)

Ask a participant to read the study design description aloud. Once read, facilitate a group discussion and consensus on what the correct list of Critical Data/Processes should be from these objectives. For Classroom training – write these on a flipchart; for Webinar training – write them on a whiteboard.

Group Challenge - Answer Key

1. Identify the Critical Process - compliance with re-testing requirements for elevated ALT/AST
2. Identify the monitoring approach - central (through reports provided by central laboratory vendor)
3. Identify data/information obtained - missing re-tests when ALT/AST > 2 x ULN

Risk Indicator = comparison across sites for number of missing required re-tests (i.e., when ALT/AST > 2 x ULN)

Group Challenge – Debrief

Answer is shown on the slide.
Risk Indicators and Thresholds in Decision-Making

Slide 14

### Risk Indicator Categories and Examples

<table>
<thead>
<tr>
<th>Category</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety</td>
<td>Outliers/trends in number of adverse events per subject visit/site</td>
</tr>
<tr>
<td>IP</td>
<td>Incidence of temperature excursions</td>
</tr>
<tr>
<td>Recruitment/Discontinuation</td>
<td>Number of screen failures compared to average across sites</td>
</tr>
<tr>
<td>Issue Management</td>
<td>Number of deviations per subject visit/site compared to average across sites</td>
</tr>
<tr>
<td>Data Quality</td>
<td>Abnormal trend or lack of variability in data</td>
</tr>
<tr>
<td>On-Site Workload</td>
<td>Amount of data outstanding for verification or review</td>
</tr>
<tr>
<td>Essential Documents</td>
<td>Number of overdue or missing documents</td>
</tr>
<tr>
<td>Staffing, Facilities, Supplies</td>
<td>Staff turn-over</td>
</tr>
</tbody>
</table>

Direct participants to the Participant Workbook

Make the following key points:

- There is no requirement that every Risk Indicator in the TransCelerate paper has to be implemented for every clinical trial.
- These are suggested Risk Indicators that can be applied where appropriate to the risks and Critical Variables for a particular protocol.
Risk Indicators and Thresholds in Decision-Making

Risk Indicator Categories

TransCelerate created a collection of Risk Indicators, provided in the position paper, which are intended to be monitored in an ongoing fashion either centrally or through off-site activities.

This table may serve as a valuable resource to facilitate discussions within the team and identification of Risk Indicators.

Here you see 8 TransCelerate categories and an example for each of a potential Risk Indicator.

**IMPORTANT NOTE**

For each example on the right side, highlight the potential risk that this Indicator would allow us to detect.

For example – the first one is “outliers/trends in number of adverse events per subject visit/site.”

- This Risk Indicator would allow you to detect sites that have a low number of AEs (compared to other sites); potential under-reporting would result in a risk to the overall safety profile of the product.
- Alternatively, a site with a comparatively high number of AEs could indicate a risk to subject safety at that site.

Slides #15-20 provide details on all the Risk Indicator categories provided in the TransCelerate paper and can be used if in depth review is desired.
### Safety

<table>
<thead>
<tr>
<th>Suspected Unexpected Serious Adverse Reactions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concerns regarding processing of safety information</td>
</tr>
<tr>
<td>• PI/designee receipt/accessing of safety documents</td>
</tr>
<tr>
<td>• Timeliness of reporting of safety information to site’s local IRB/IEC (as applicable)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Adverse Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Outliers / trends in number of adverse events per subject visit/site</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Serious Adverse Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Outliers / trends in number of serious adverse events per subject visit/site</td>
</tr>
<tr>
<td>• Timeliness of reporting</td>
</tr>
<tr>
<td>• Incidence of potentially unreported SAEs based on information from data review</td>
</tr>
</tbody>
</table>

---

**IMPORTANT NOTE**

This slide is hidden but available for those who want to review the TransCelerate position paper Risk Indicators in detail. Read and discuss content on the slide with participants.
Risk Indicators and Thresholds in Decision-Making

Slide 16

Investigational Product (IP)

<table>
<thead>
<tr>
<th>Investigational Product</th>
<th>Concerns regarding accountability, dosing, administration, or compliance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Receipt at site</td>
</tr>
<tr>
<td></td>
<td>• Dispensation, including bar code scan errors</td>
</tr>
<tr>
<td></td>
<td>• Compliance</td>
</tr>
<tr>
<td></td>
<td>• Number of IP interruptions compared to average across sites</td>
</tr>
<tr>
<td></td>
<td>• Incidence of temperature excursions</td>
</tr>
</tbody>
</table>

IMPORTANT NOTE

This slide is hidden but available for those who want to review the TransCelerate position paper Risk Indicators in detail. Read and discuss content on the slide with participants.
### Risk Indicators and Thresholds in Decision-Making

#### Slide 17

<table>
<thead>
<tr>
<th>Subject Recruitment and Discontinuation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject Recruitment</strong></td>
</tr>
<tr>
<td>Outliers in screen failure rate / enrollment rate</td>
</tr>
<tr>
<td>• Number of screen failures compared to average across sites – protocol dependent</td>
</tr>
<tr>
<td>• Planned versus actual enrollment</td>
</tr>
<tr>
<td>• Inconsistent recruitment</td>
</tr>
<tr>
<td><strong>Subject Discontinuation</strong></td>
</tr>
<tr>
<td>Outliers / trends in ratio of subjects discontinued to subjects randomized</td>
</tr>
<tr>
<td>• Reason for discontinuation</td>
</tr>
</tbody>
</table>

**IMPORTANT NOTE**

This slide is hidden but available for those who want to review the TransCelerate position paper Risk Indicators in detail. Read and discuss content on the slide with participants.
## Risk Indicators and Thresholds in Decision-Making

### Slide 18

#### Issue Management

<table>
<thead>
<tr>
<th></th>
<th>Protocol Compliance</th>
<th>General Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issue Management</td>
<td>Outliers / trends in number or type of deviations</td>
<td>Concerns about number and/or severity of Issues</td>
</tr>
<tr>
<td></td>
<td>• Number of deviations (e.g. per subject visit/site and</td>
<td>• Number of issues (overall, by category, by severity)</td>
</tr>
<tr>
<td></td>
<td>compared to average across sites)</td>
<td>• Number unresolved issues</td>
</tr>
<tr>
<td></td>
<td>• Type of deviations (e.g. significant/non-significant)</td>
<td></td>
</tr>
</tbody>
</table>

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**IMPORTANT NOTE**

This slide is hidden but available for those who want to review the TransCelerate position paper Risk Indicators in detail. Read and discuss content on the slide with participants.
### Data Quality

<table>
<thead>
<tr>
<th>Abnormal Trends in Data</th>
<th>CRF Completion</th>
<th>Discrepancy Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abnormal trend or lack of variability in data, for example</td>
<td>Concerns about overdue data entry, number of incomplete pages</td>
<td>Concerns about:</td>
</tr>
<tr>
<td>• Duplicates</td>
<td>• Visit date to CRF completion date</td>
<td>• Number of queries</td>
</tr>
<tr>
<td>• Visits</td>
<td>• Missing pages</td>
<td>• Number overdue queries</td>
</tr>
<tr>
<td>• Risk score too low for high enrolling site</td>
<td>• Timeliness of eCRF Approval (PI)</td>
<td>• Number of queries requiring re-addressing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Query response time</td>
</tr>
</tbody>
</table>

### IMPORTANT NOTE

This slide is hidden but available for those who want to review the TransCelerate position paper Risk Indicators in detail. Read and discuss content on the slide with participants.
## Risk Indicators and Thresholds in Decision-Making

### Slide 2

**On-site Workload-Based Triggers, Essential Documents and Staffing, Facilities and Supplies**

<table>
<thead>
<tr>
<th>On-site Workload-Based Triggers</th>
<th>Workload-Based Triggers Per Monitoring Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Amount of data pending SDV or review requirements On-site</td>
</tr>
</tbody>
</table>

**Essential Documents**
- Concerns about processing or storage of essential documents
  - Number of overdue or missing documents (e.g. IRB approval of protocol amendment)
  - Number of documents

**Staffing, Facilities, and Supplies**
- Concerns about staffing or supplies / equipment
  - Amount staff turn-over
  - Staff training needs
  - Inappropriate delegation of responsibilities
  - Adequacy, maintenance, calibration, storage of supplies/equipment

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**IMPORTANT NOTE**

This slide is hidden but available for those who want to review the TransCelerate position paper Risk Indicators in detail. Read and discuss content on the slide with participants.
Risk Indicators and Thresholds in Decision-Making

Slide 21

Activity #1 – Identifying Risk Indicators

Locate Activity #1 in your participant workbook and complete the exercise as directed by the instructor.

IMPORTANT NOTE

This activity will be completed through review of a sample protocol synopsis. Instructions for the activity are provided separately in the participant workbook.

Recognizing that some organizations may prefer to use an internal protocol synopsis to make the activity more applicable to the specific work environment, you may replace the activity with a specific one for your organization as applicable.

Direct participants to the Participant Workbook
Risk Indicators and Thresholds in Decision-Making

Challenge Yourself Activity

Next, let’s give you an opportunity to put the concepts reviewed thus far into action through a hands-on activity.

Direct learners to open the instructions and sample protocol synopsis in their participant workbook.

Facilitating the Activity

Allow 20 minutes for this activity

Capture your notes here.

Review activity instructions (as provided in the facilitation notes by workshop type below as well as the participant guide for additional instructions). Capture any specific notes regarding the activity below.
Risk Indicators and Thresholds in Decision-Making

Classroom Workshop Participants (face-to-face)

Allow learners to work in their table teams. After reviewing the protocol synopsis, instruct them to complete, as a team, the worksheet for critical data and critical processes. Once complete, have each team flipchart their team’s results. After all teams complete, each team can then report their findings in a 2 min presentation back to the full group.

Place a Card on the tables prior to the class start with the Critical Data / Processes that will be assigned to that table to assist in facilitating the activity and assign 1 – 3 per table.

Webinar Workshop Participants (online)

Ask learners to work independently. After reviewing the protocol synopsis, instruct them to complete, independently, the worksheet for critical data and critical processes. Once complete, open a new whiteboard on the webinar room with one side labeled Critical Data and one labeled Critical Processes. Ask the learners to begin writing their answers up on the board, not duplicating answers that their colleagues have written.

Assign each individual to 1 – 3 Critical Data / Processes by alphabet (last names from A – H work on first four I P work on second four; Q – Z work on last three).

Challenge Debrief

Using the flipchart or white boarded answers, facilitate a discussion to ensure that the participants have included all elements from the answer key.

IMPORTANT NOTE

Answer key for activity is available in APPENDIX A of this trainer guide.
Where are we now?

Returning to our “roadmap” from earlier in the module, we have now completed identification of the Risk Indicators.

Now that we know how to detect risks, we are ready to ask the second question – what range or value do we expect from the Risk Indicators?

Setting Thresholds allows us to evaluate data and information to determine when there is a potential problem that requires action.
Threshold Terminology Review

Take a minute to review the definition of a Threshold (from the TransCelerate position paper) which was reviewed in the introductory module of this course.

Thresholds are set in order to clearly understand when the data/information from our Risk Indicators is inconsistent with the data we expect from a quality perspective.
Risk Indicators and Thresholds in Decision-Making

How to Set a Threshold

- Start with an expected value
- Consider the risk if expected value isn’t met
- Set Threshold in accordance with risk
Risk Indicators and Thresholds in Decision-Making

Setting a Threshold

In setting Thresholds for each Risk Indicator, the first step is generally to determine an expected value (a rate, number, percentage, or range of values).

Next, we need to consider how high the risk to the study will be if the expected value isn’t met. This could occur in several ways – the data is either lower or higher than the expected value, or varies from the expected value by a range or percentage.

This example shows there is often an inverse relationship between Thresholds and risks. So, if the risk from missing the expected value is high, your Threshold should be set relatively low. This indicates a lower tolerance or acceptance of variation from the expected value. Conversely, we might be willing to accept a higher Threshold or more variance if the risk to the study is low.

Thresholds can be adjusted depending on the needs of the study to be either more stringent (such as for Risk Indicators impacting subject safety or the primary objective) or less stringent (such as for Risk Indicators considered to have low or with minimal impact for a given study).
Risk Indicators and Thresholds in Decision-Making

Slide 25

Group Challenge – Study Background

You are working on a hypertension study. The protocol requires 3 serial systolic and diastolic blood pressure (BP) measurements to be conducted at every study visit. Therefore, consistency in BP measurements has been identified as a Critical Process with a high risk level.

The Risk Indicator has been identified as “variation in serial systolic and/or diastolic BP measurements at each study visit.”

Group Challenge Activity

Let’s work through an example together to see how to apply the identification of an appropriate Threshold.

IMPORTANT NOTE

This is the background information; the challenge is on the next page.
Risk Indicators and Thresholds in Decision-Making

Slide 26

Group Challenge – Identify the Threshold

Which of the following reflects the most appropriate approach to setting the Threshold for this Risk Indicator (select only one)?

A. Set the Threshold at a medium level since the risk is medium (no more than 15% average variation in serial BP measurements)

B. Set the Threshold at a low level since the risk is high (i.e., no more than 4% average variation in serial BP measurements)

C. Set the Threshold at a high level since the risk is low (no more than 30% average variation in serial BP measurements per site)

IMPORTANT NOTE

The answer key is on the next slide and may be hidden if you choose not to use it

Facilitating the Activity

Classroom Workshop Participants (face-to-face)

Ask participants to use the colored / labeled index cards at their table and hold up their answer choice(s). This will allow you to see quickly what the majority of the room responds with.

- A = Red (write an A on the back of the red index card with an F on it)
- B = Green (write a B on the back of the green index card with a T on it)
- C = Yellow with a C written on it
Risk Indicators and Thresholds in Decision-Making

_Webinar Workshop Participants (online)_

If possible, utilize your polling options within your webinar provider. Create a poll and pull it up within the meeting room, ask participants to vote on their answer.

Ensure that you allow multiple correct answers when creating the poll.

You can also use additional capabilities within your webinar provider such as status icons, or the chat features.

You may choose to show the slide with the correct answer highlighted.

_Debrief: Challenge Yourself Activity_

Answer Key and explanation:

A. Set the Threshold at a medium level since the risk is medium (no more than 15% average variation in serial BP measurements) - not the best answer because the risk was identified as high; Threshold should therefore be relatively low.

B. Set the Threshold at a low level since the risk is high (i.e., no more than 4% average variation in serial BP measurements) – very low Threshold because risk is high.

C. Set the Threshold at a high level since the risk is low (no more than 30% average variation in serial BP measurements per site) – Threshold is set too high for such a high impact Risk Indicator.
Risk Indicators and Thresholds in Decision-Making

Slide 28

Threshold Levels

Different Threshold levels may be set
– Drives different response levels
– A visual, color-coded system may be used

<table>
<thead>
<tr>
<th>Threshold Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
</tr>
<tr>
<td>Medium</td>
</tr>
<tr>
<td>Low</td>
</tr>
<tr>
<td>Warning range</td>
</tr>
<tr>
<td>Awareness range</td>
</tr>
<tr>
<td>Acceptable range</td>
</tr>
</tbody>
</table>

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Direct participants to the Participant Workbook
Risk Indicators and Thresholds in Decision-Making

Threshold Levels

Different levels of Thresholds may be set for a specific Risk Indicator. This practice can facilitate directing our response activities in accordance with the level of perceived risk.

An example shown here involves three different levels (high, medium, and low) and shows how they can be conceptualized.

- A Risk Indicator in the high range reflects a warning and would require more immediate attention than an item coded as Medium or Low.
- The medium range provides more of an awareness of a potential problem.
- A Risk Indicator in the low range may be considered more acceptable in terms of risk and possibly require no action.

The TransCelerate position paper recommends that a Risk Indicator system or tool be used to help display information that will help track the indicators, such as a color coded alert system on a dashboard.

For example, a high alert would be color coded as red and would require more immediate attention than an item coded as medium in yellow. The system used should be able to provide the right level of information to the functional team member performing a monitoring activity, for example, a person with study-level responsibilities should be able to assess risk across all sites for a given protocol.

If such a dashboard is not available, at a minimum, the Risk Indicator system or tool should be able to display information as follows:

- allows comparison of subject-level data across a site,
- allows comparison of a site against its peer sites within a country or within a protocol,
- allows comparison of one country to another,
- allows comparison of data across protocols, and
- facilitates the detection of problems that require further investigation.
Risk Indicators and Thresholds in Decision-Making

Direct participants to the Participant Workbook

Companion Guide to Risk Indicators

You may remember the Companion Guide to Risk Indicators from our previous discussions of the RBM Toolkit.

This guide can be used to facilitate consistency among team members in applying Risk Indicators and Thresholds for decision-making and responding to risks. Notice how the left column on the screen illustrates the application of three different levels of Thresholds to the specific Risk Indicator of Adverse Event collection/reporting. We will examine the right hand column a bit later when we review setting actions for Thresholds.

Now, let’s give you an opportunity to practice working with setting Thresholds.
Risk Indicators and Thresholds in Decision-Making

Slide 4

Activity #2 – Setting Thresholds

Locate Activity #2 in your participant workbook and complete the exercise as directed by the instructor.

IMPORTANT NOTE

Direct participants to the Participant Workbook

This activity will be completed through review of a sample protocol synopsis. Instructions for the activity are provided separately in the participant workbook.

Recognizing that some organizations may prefer to use an internal protocol synopsis to make the activity more applicable to the specific work environment, you may replace the activity with a specific one for your organization as applicable.
Risk Indicators and Thresholds in Decision-Making

Challenge Yourself Activity
Direct learners to open the instructions and sample protocol synopsis in their participant workbook.

Facilitating the Activity
Allow 10 minutes for this activity

Capture your notes here.
Review activity instructions (as provided in the facilitation notes by workshop type below as well as the participant guide for additional instructions). Capture any specific notes regarding the activity below.
Risk Indicators and Thresholds in Decision-Making

**Classroom Workshop Participants (face-to-face)**

Allow learners to work in their table teams. After reviewing the protocol synopsis, instruct them to complete, as a team, the worksheet for critical data and critical processes. Once complete, have each team flipchart their team’s results. After all teams complete, each team can then report their findings in a 2 minute presentation back to the full group.

**Webinar Workshop Participants (online)**

Ask learners to work independently. After reviewing the protocol synopsis, instruct them to complete, independently, the worksheet for critical data and critical processes. Once complete, open a new whiteboard on the webinar room with one side labeled Critical Data and one labeled Critical Processes. Ask the learners to begin writing their answers up on the board, not duplicating answers that their colleagues have written.

**Challenge Debrief**

Using the flipchart or white boarded answers, facilitate a discussion to ensure that the participants have included all elements from the answer key.

**IMPORTANT NOTE**

Answer key for activity is available in APPENDIX A of this trainer guide.
Risk Indicators and Thresholds in Decision-Making

Slide 31

Discussion Point

- What are our risks?
- What helps us detect risk?
- When will we know to take action?
- What comes next?

What’s left in the Roadmap?

We’ve identified our Risk Indicators and set our Thresholds. What’s left in our “road map”?

Discussion

Facilitate a discussion among participants to answer the questions of:

- What’s left in our road map?

Key points of the discussion are around what do we do with the data we collect and the expected values we’ve set?
Risk Indicators and Thresholds in Decision-Making

**IMPORTANT NOTE**
The answer key is on the next slide

Facilitating the Activity

**Classroom Workshop Participants (face-to-face)**
Facilitate a group discussion calling upon volunteers in the audience or via round robin if no participants are volunteering.

**Webinar Workshop Participants (online)**
Facilitate a group discussion calling upon volunteers (raising their hands through the webinar feature) or via round robin if no participants are volunteering.
Risk Indicators and Thresholds in Decision-Making

Risk Management Components of the RBM Methodology - Actions

What are our risks?
- RACT

What helps us detect risk?
- Risk Indicators

When will we know to take action?
- Thresholds

How will we respond?
- Planned Actions

Model Approach for Risk-Based Monitoring
Risk Indicators and Thresholds in Decision-Making

How will we respond?

Now we are ready to answer the last of our 3 questions: How will we respond when a Threshold is reached and/or a potential problem is found?

Actions are designed to appropriately respond to data and information that indicate a possible problem. Let’s take a closer look at planning actions designed to respond to Risk Indicators and Thresholds.
Risk Indicators and Thresholds in Decision-Making

Slide 33

**Actions: Responses to Thresholds**

- Possibly no action needed beyond ongoing monitoring
- Continue central and/or off-site monitoring
  - Assess other data remotely
  - Contact site to get additional information
- Contact site to get additional information
  - Collect site documentation
  - Visit site to review documentation not available remotely

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Direct participants to the Participant Workbook
Risk Indicators and Thresholds in Decision-Making

Responses to Thresholds

When a given Threshold is reached, a decision needs to be made regarding the appropriate action to take. The timing of our actions in response to Thresholds also often depends upon the Threshold level.

Therefore, more immediate action may be necessary for a “High” Threshold level in comparison to a “Medium” level.

At the “Low” or “green” level, often no additional actions beyond ongoing comprehensive monitoring will be needed.

At the “Medium” or “yellow” Threshold level, the choice of action, depending on the issue, may simply be to continue Central or Off-site Monitoring for potential trends.

Examples of additional actions for a “Medium” Threshold level include:

• Assess other types of data remotely – for example, if a site’s AE rate is lower than expected, one could review EDC off-site to identify any changes in subject concomitant medications. These could represent potential AEs.
• Contact the site to gather additional information – for example, discuss how the site collects and assesses potential AEs and confirm the site has qualified individuals involved in AE management.

In response to a “High” Threshold level, many of the same actions as identified above may be taken but in a more immediate timeframe. Additionally, these actions may be taken:

• Collect site documentation – for example, one could ask to review a copy of the site’s SOP for AE management if one exists.
• Visit the site to assess documentation that is only available on-site and cannot be made available remotely through electronic means – for example, this may be necessary to review subject medical records to confirm there are no unreported or missed AEs.
Risk Indicators and Thresholds in Decision-Making

Slide 34

Sample Decision Tree for Responding to Thresholds

- Assess other data remotely
- Contact site to get additional info
- Resolved?
  - Yes: Stop
  - No: Resolved?
    - Yes: Stop
    - No: Arrange to address at on-site visit

Direct participants to the Participant Workbook

Sample Decision Tree

In some situations, it may be useful for an action plan to make use of a decision tree. This would guide team members through the various steps of investigation when a particular Threshold is reached. A sample of this approach is provided here.

IMPORTANT NOTE

Squares/rectangles represent action plans and diamonds represent decision points.
Group Challenge

For a placebo-controlled rheumatoid arthritis study, the following Risk Indicator and high level Threshold have been set (see table below).

Identify the appropriate action(s) if this Threshold is met.

<table>
<thead>
<tr>
<th>Risk Indicator</th>
<th>Threshold</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject discontinuation due to lack of efficacy</td>
<td>&gt; 20% discontinuation rate for lack of efficacy across the study</td>
</tr>
</tbody>
</table>

Group Challenge Activity

Let’s work through an example together to see how to determine an appropriate action for Thresholds. It has been determined that a high rate of subject discontinuations due to lack of efficacy (presumably in those subjects assigned placebo) could jeopardize the statistical analysis and study endpoints. What actions could possibly be taken in response to data showing the Threshold has been reached?

IMPORTANT NOTE

The answer key is on the next slide and may be hidden if you choose not to use it (may not be all inclusive)
Risk Indicators and Thresholds in Decision-Making

Facilitating the Activity

Allow 5 minutes for this activity

*Classroom OR Webinar Workshop Participants (face-to-face OR online)*

Ask a participant to read the information aloud. Once read, facilitate a group discussion and consensus on what the appropriate action(s) should be if this Threshold is met.

Flipchart or document in whiteboard the class responses.

**Slide 36**

**Group Challenge – Answer Key**

<table>
<thead>
<tr>
<th>Risk Indicator</th>
<th>Threshold</th>
<th>Action(s)</th>
</tr>
</thead>
</table>
| Subject discontinuation due to lack of efficacy | > 20% discontinuation rate for lack of efficacy across the study | 1. Evaluate site-level discontinuation rates to determine if rate is higher at some sites than others  
2. Off-site review of data to confirm reason for discontinuation = lack of efficacy  
3. Contact sites to confirm subjects are receiving appropriate rescue medication |

**Group Challenge Activity Debrief**

Answer key (may not be all inclusive)
Again, let’s remember that Companion Guide to Risk Indicators in the RBM Toolkit can serve as a resource in identifying actions in response to Thresholds. Notice how the right column on the screen defines the actions that are needed in response to the three different levels of Thresholds for this Risk Indicator (adverse event reporting).

Now, let’s give you an opportunity to practice developing action plans when Thresholds are met.
Risk Indicators and Thresholds in Decision-Making

Slide 38

Activity #3 — Developing Action Plans

Locate Activity #3 in your participant workbook and complete the exercise as directed by the instructor.

IMPORTANT NOTE

This activity will be completed through review of a sample protocol synopsis. Instructions for the activity are provided separately in the participant workbook.

Recognizing that some organizations may prefer to use an internal protocol synopsis to make the activity more applicable to the specific work environment, you may replace the activity with a specific one for your organization as applicable.
Risk Indicators and Thresholds in Decision-Making

**Challenge Yourself Activity**
Direct learners to open the instructions and sample protocol synopsis in their participant workbook.

**Facilitating the Activity**
Allow 10 minutes for this activity

**Capture your notes here.**
Review activity instructions (as provided in the facilitation notes by workshop type below as well as the participant guide for additional instructions). Capture any specific notes regarding the activity below.
Risk Indicators and Thresholds in Decision-Making

Classroom Workshop Participants (face-to-face)

Allow learners to work in their table teams. After reviewing the protocol synopsis, instruct them to complete, as a team, the worksheet for critical data and critical processes. Once complete, have each team flipchart their team’s results. After all teams complete, each team can then report their findings in a 2 minute presentation back to the full group.

Webinar Workshop Participants (online)

Ask learners to work independently. Once complete, open a new whiteboard on the webinar room with the worksheet available to be filled in. Ask the learners to begin writing their answers up on the board, not duplicating answers that their colleagues have written.

Challenge Debrief

Using the flipchart or white boarded answers, facilitate a discussion to ensure that the participants have included all elements from the answer key.

IMPORTANT NOTE

Answer key for activity is available in APPENDIX A of this trainer guide.
Implementation of Risk Mitigation Plans

Module 4: Objective 2

IMPLEMENTATION OF RISK MITIGATION PLANS

Introduction
Our objective in this section is to describe risk mitigation plans and how they are implemented throughout the conduct of the clinical trial.
Implementation of Risk Mitigation Plans

What is a Risk Mitigation Plan?

- Documented plan
- Assigns responsibility
- Actions taken to prevent or decrease the probability of a risk becoming an issue
Implementation of Risk Mitigation Plans

What is a Risk Mitigation Plan?

Risk Mitigation is an element of risk management and is simply defined as a plan which assigns responsibility and defines the actions taken to prevent or decrease the probability of a risk becoming an issue.

In the RBM methodology, completion of the RACT helps to document risk mitigation by identifying the functional plans that are involved for each risk category.

The responsible functional plans are then incorporated into the Integrated Quality Risk Management Plan or IQRMP.

The IQRMP and its associated risk mitigation plans define the actions that each function will take to proactively identify, assess, and manage risk throughout the life of the clinical trial.
Implementation of Risk Mitigation Plans

Discussion Point:
Data Management Plan and Risk Mitigation

- Describes procedures for
  - Data collection
  - Data review
  - Data query and resolution

Discussion
Facilitate a discussion among participants about how a Data Management Plan represents risk mitigation.

Key points of the discussion are provided in the debrief below.

Facilitating the Activity

Classroom Workshop Participants (face-to-face)
Facilitate a group discussion calling upon volunteers in the audience or via round robin if no participants are volunteering.

Webinar Workshop Participants (online)
Facilitate a group discussion calling upon volunteers (raising their hands through the webinar feature) or via round robin if no participants are volunteering.
Implementation of Risk Mitigation Plans

Discussion Debrief

Traditionally, Data Management Plans describe the procedures and responsible personnel involved in data collection, data review, and data query and resolution.

So, how do these plans fit into our concept of risk mitigation? Data collection: Timely data collection and data entry is a critical factor in successfully implementing the RBM methodology to allow for “real-time” review of potential risks. So, data management teams may mitigate this risk by setting Risk Indicators, Thresholds, and action plans related to timely data collection/entry by sites.

Data review: Expectations may be set for timely and ongoing (preferably continuous) data review cycles to ensure risks are detected in a timely manner. Also, the use of programmed edit checks for Critical Data or to assess Risk Indicators can be a component of risk mitigation.

Data query and resolution: Reviews may occur to determine if certain data points have a higher than average query rate. If so, the risk may be mitigated by the following:

1. Determine if the query is firing correctly
2. Determine impact of the query – is it resulting in delays in ability to review Critical Data?
3. Determine extent of query problem – are all sites across the study impacted or only certain sites?
4. Review eCRF completion instructions to determine if appropriate guidance was given to sites.

Risk mitigation can also be managed through other data systems such as importing data from a lab directly into an IVRS system to avoid transcription errors or setting lab alerts for values that meet specified criteria.
Implementation of Risk Mitigation Plans

Discussion Point:
Safety Plan and Risk Mitigation

- Ongoing review of safety data
- Expediting communications for certain events
- Evaluating incidence and severity against existing product information
- Thresholds for stopping the study

Discussion
Facilitate a discussion among participants about how the Safety Plan relates to risk mitigation.

Key points of the discussion are provided in the debrief below.

Facilitating the Activity

Classroom Workshop Participants (face-to-face)
Facilitate a group discussion calling upon volunteers in the audience or via round robin if no participants are volunteering.

Webinar Workshop Participants (online)
Facilitate a group discussion calling upon volunteers (raising their hands through the webinar feature) or via round robin if no participants are volunteering.
Implementation of Risk Mitigation Plans

Discussion Debrief

Safety or pharmacovigilance plans describe how pharmacovigilance/drug safety functional areas will manage safety risks related to a product.

These activities involve ongoing review of emerging safety data from all studies being conducted for the product. Additionally, drug safety personnel ensure that investigators, regulatory authorities, and potentially ethics committees are updated as required when new safety information becomes available.

So, how are safety plans critical for mitigating risks that arise from safety risks related to the product?

Safety plans should establish the processes and assign responsibility for ongoing review of all safety data coming in from clinical trials being conducted. Reports of serious adverse events (SAEs), for example, should receive expedited review by safety personnel as they represent a higher level of risk to subject safety.

Communication may need to be expedited for certain adverse events based upon their rate of occurrence. The incidence and severity of adverse events is evaluated against the existing product information allowing the identification of an increase in the expected rate that requires further investigation. For example, in a dry eye study, if ocular hypertension is occurring in 40% of study subjects but was only seen at a rate of 20% in previous studies, the safety plan would detail how this safety signal will be further evaluated.

For significant safety data, the safety plan may possibly establish a Threshold at which the study would need to be stopped. This may become part of the charter for a Data Safety Monitoring Committee where appropriate.
Implementation of Risk Mitigation Plans

Discussion Point:
Monitoring Plan (MP) and Risk Mitigation

- Defines the baseline monitoring approach
- Details Central, Off-site, and On-site monitoring activities
- Describes changes to monitoring based on
  - Stage of study
  - Response to risk
  - Response to issues

Discussion

Facilitate a discussion among participants about how components of the MP represent risk mitigation

Key points of the discussion are provided in the debrief below.

Facilitating the Activity

Classroom Workshop Participants (face-to-face)

Facilitate a group discussion calling upon volunteers in the audience or via round robin if no participants are volunteering.

Webinar Workshop Participants (online)

Facilitate a group discussion calling upon volunteers (raising their hands through the webinar feature) or via round robin if no participants are volunteering.
Implementation of Risk Mitigation Plans

Discussion Debrief

The trial-specific Monitoring Plan is a plan within the IQRMP, typically created by the clinical monitoring or clinical operations group.

The MP should guide Monitors beginning after site activation until close-out.

What do we mean by “baseline monitoring approach”? This is an aspect of the MP which defines the level of monitoring across sites and the processes for monitoring (i.e., central, off-site, and/or on-site) that reflect the appropriate level of monitoring in response to the identified risks (Critical Data, Critical Processes, and the RACT).

How does detailing the monitoring activities conducted centrally, off-site, and on-site reflect risk mitigation? It assigns responsibility (who will do what) and defines the process (how will they do it) by which we will detect risks, measure their impact, and take actions to minimize their impact.

Finally, how and why would changes in our baseline monitoring approach or activities be required? For example, if the Overall Risk Level of the study decreases at a certain stage, such as moving from active enrollment/treatment stage to subject follow-up stage, the extent of activities such as SDR and/or SDV may change.

The monitoring approach and/or activities may also change if Thresholds are reached in various Risk Indicators or if other compliance/quality issues are identified at the site or study level.
Module 4: Objective 3

**MONITORING ACTIVITIES IN THE RBM MODEL**

**Introduction to this Lesson**

Let’s spend some time reviewing the monitoring activities defined in the TransCelerate RBM methodology.

This will include a discussion of Source Data Verification (SDV), Source Data Review (SDR), and the baseline monitoring approach, and modifying the monitoring approach in response to issues or risks in the study.
Looking once more at the high-level process diagram for the RBM Methodology, our discussion of how monitoring activities are conducted in the TransCelerate RBM methodology resides in step 4 – where we are executing monitoring activities for the trial.
Monitoring Activities in the RBM Model

Key Ideas – Monitoring in the RBM Methodology

• Monitoring defined by risks

• Ongoing Central and/or Off-site monitoring activities

• Triggered On-site monitoring

• Monitoring is cross-functional

Monitoring in the RBM Methodology

The concept of comprehensive monitoring within the TransCelerate RBM methodology involves 4 key ideas:

• The baseline monitoring activities are defined by the program and study-specific risks
• Ongoing central and/or off-site monitoring activities provide a foundation to ensure timely and adequate monitoring
• On-site monitoring activities are triggered by Risk Indicators and Thresholds
• Monitoring involves everyone, not only Clinical Research Associates/Monitors

Additionally, two key terms related to monitoring are clarified in the TransCelerate position paper – Source Data Verification and Source Data Review. Let’s look at these two terms and how they are defined and applied in the RBM methodology.
SDV

Commonly known as ‘transcription checking’, SDV is the process by which data within the site’s original source documentation are compared to data within the CRF (or other data collection systems) (and *vice versa*).

SDV is performed on Critical Data only and decisions about the amount of SDV are based upon the risk assessment process and outcomes.

Make the following key points:

- SDV involves 1:1 verification - its purpose is to confirm that the data were transcribed accurately (i.e. data from source matches data in the CRF or other system and *vice versa*).
Monitoring Activities in the RBM Model

Source Data Review (SDR)

- Reviewing source documents for important areas where there is no associated CRF data field
- Monitoring the site’s Critical Processes
- Not a two-way review of Source to CRF
- Amount of review varies by risk
Monitoring Activities in the RBM Model

SDR

SDR mainly involves reviewing key pieces of source documents for areas where there is no associated CRF data field.

SDR is sometimes performed by reviewing source documents and other records in their entirety – like reading a book that tells the story of the subject’s participation in the study.

Let’s consider a few examples of SDR.

- Let’s assume that the CRF only includes the lab test name and the result (e.g. blood glucose value of 105 mg/dl). Whereas SDV is verifying that the blood glucose value shown on the local lab report is accurately entered into the CRF (i.e. value of 105 in the CRF matches the value in the source and vice versa), SDR might involve reviewing the source to check that the patient was fasting for the glucose test (if fasting was required per protocol).

Let’s think about another example involving weight measurement.

- Whereas SDV is verifying the source weight measurement is accurately entered into the CRF (i.e. CRF matches the source and vice versa), SDR might involve checking how the weight was obtained (e.g. with shoes on or off, using the same scale across visits) to determine if the protocol requirements for obtaining the weight were followed.

Make the following key points:

- SDR provides a means of reviewing the processes by which the data were collected - including protocol compliance, PK collection, ICF process, investigator involvement and delegation, etc. This can provide additional assurance of data integrity.
Why Distinguish SDV and SDR?

- Address different risks
- Answer different questions
- Use according to needs
Monitoring Activities in the RBM Model

Why SDV vs. SDR?

Transcription errors identified by SDV are typically infrequent, insignificant, and do not lead to study data being unusable. This was supported by the retrospective analysis of monitoring and SDV conducted by TransCelerate.

In contrast, issues with compliance (i.e. protocol violations) are one of the reasons for study data being excluded from the final efficacy analysis.

These types of errors are more readily identified through SDR. So, the two activities address different risks in study conduct and can help sponsors get answers to different questions about site performance. Therefore, different levels of SDV and SDR can be used according to the study-specific needs to address risks.
Monitoring Activities in the RBM Model

Slide 50

Challenge Yourself – SDV and SDR

Which monitoring activity (SDV or SDR) would more readily identify each of the following? (choose only one – SDV or SDR)

A. Subject’s date of birth (DOB) in medical records doesn’t match DOB in case report form (CRF)
B. An unqualified site employee is performing a critical study task
C. Incorrect blood pressure value is recorded in CRF
D. Abnormal lab results are not being assessed for clinical significance
E. Incorrect version of the informed consent document is being used

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Direct participants to the Participant Workbook

Challenge Yourself Activity

So, let’s ensure you understand the difference between SDV and SDR and the information/data that can be identified through each activity. [Read slide]
Provide instructions per the Facilitation guidance following.

IMPORTANT NOTE

Answers are on following slide.

Facilitating the Activity
Monitoring Activities in the RBM Model

Classroom Workshop Participants (face-to-face)

Read each of the items (A – E) one at a time. After each, Ask participants stand up and move to the right side of the room if they think the activity is SDV and to stand up and move to the left side of the room if it is SDR.

Webinar Workshop Participants (online)

Read each of the items (A – E) one at a time. After each, Ask participants use their status icons (raise hand, smiley face, etc.) to indicate their choice. Alternatively, you can have learners’ text in their choice via chat box.

Challenge Yourself – SDV and SDR Answer Key

Which monitoring activity (SDV or SDR) would more readily identify each of the following? (choose only one – SDV or SDR)

A. Subject’s date of birth (DOB) in medical records doesn’t match DOB in case report form (CRF) – **SDV**
B. An unqualified site employee is performing a critical study task - **SDR**
C. Incorrect blood pressure value is recorded in CRF - **SDV**
D. Abnormal lab results are not being assessed for clinical significance - **SDR**
E. Incorrect version of the informed consent document is being used - **SDR**
Overall Risk Level and Baseline Monitoring Approach

<table>
<thead>
<tr>
<th>Monitoring Activity</th>
<th>High Risk</th>
<th>Medium Risk</th>
<th>Low Risk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Validation and Review of Data (Central/Off-site)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>SDV of Critical Data for 1st Randomized Subject</td>
<td>&gt;75 - 100%</td>
<td>&gt;50 - 75%</td>
<td>0 - 50%</td>
</tr>
<tr>
<td>SDV of Critical Data for Subsequent Randomized Subjects</td>
<td>&gt;15 - 25%</td>
<td>&gt;5 - 15%</td>
<td>0 - 5%</td>
</tr>
<tr>
<td>SDR of Critical Data for 1st Randomized Subject</td>
<td>&gt;75 - 100%</td>
<td>&gt;25 - 75%</td>
<td>0 - 25%</td>
</tr>
<tr>
<td>SDR of Critical Data for Subsequent Randomized Subjects</td>
<td>&gt;25 - 40%</td>
<td>&gt;10 - 25%</td>
<td>0 - 10%</td>
</tr>
<tr>
<td>Informed Consent Review</td>
<td>&gt;75 - 100%</td>
<td>&gt;50 - 75%</td>
<td>20 - 50%</td>
</tr>
</tbody>
</table>

Overall Risk Level & Baseline Monitoring Approach

An Overall Risk Level for each trial is derived from the completion of the RACT and can be used to determine the baseline monitoring approach.

This table from the TransCelerate position paper illustrates how the study’s Overall Risk Level impacts some of the common monitoring activities. These ranges are recommendations; higher or lower percentages can be applied for a given study or site. SDV and/or SDR can be increased in response to issues and risks identified at the site, country/region, or study level. Any such increases, however, should be temporary and implemented in a targeted manner.

IMPORTANT NOTE

Review the monitoring activities and point out how the sampling percentage changes based on whether the Overall Risk Level for the study is high, medium, or low.
Monitoring Activities in the RBM Model

Adjustments to Baseline Monitoring Approach

- Reduced SDV/SDR when site’s subjects enter follow-up stage
- Frequent central monitoring for safety data when subjects in treatment stage
- Take action in response to Thresholds (e.g., increase SDV for oncology site with no reported AEs)
- Amend protocol to add safety evaluation if new risk identified

Adjustments

As mentioned previously, it is acceptable to assign differing Overall Risk Levels for various stages of the study.

For example, the Overall Risk Level may be high during a site’s active enrollment but then be set as low as the site’s subjects enter follow-up. The type, amount, and location of monitoring activities may also vary accordingly.

Results from monitoring (Central, Off-site, or On-site) may guide specific interventions and require a change in the risk level and/or approach.

For example, if an oncology site is identified as an outlier with no reported adverse events, the sponsor could consider increasing SDV of subject visits for that site.
Monitoring Activities in the RBM Model

Slide 54

**Discussion Point**

Can you name two situations that would require a change in the baseline monitoring approach or activities?

**Discussion**

Facilitate a discussion among participants about possible situations that would require a change in the baseline monitoring approach. Key points of the discussion are provided in the debrief below.

**Facilitating the Activity**

*Classroom Workshop Participants (face-to-face)*

Facilitate a group discussion calling upon volunteers in the audience or via round robin if no participants are volunteering.

*Webinar Workshop Participants (online)*

Facilitate a group discussion calling upon volunteers (raising their hands through the webinar feature) or via round robin if no participants are volunteering.
Monitoring Activities in the RBM Model

Discussion Debrief

As part of the Risk Mitigation Plan the following elements may be considered for adjustment of the baseline monitoring approach:

- Protocol amendments, especially for a substantial amendment, may impact ICFs, inclusion/exclusion criteria, safety, and relabeling of study medication
- Changes at the investigative site such as relocation or significant change in site personnel
- The occurrence of quality issues such as protocol deviations, deviation from inclusion/exclusion criteria, unreported or inappropriate reporting of SAEs
- Thresholds being reached for Risk Indicators (example: AE rate identified through central monitoring appears below or above average for rest of the study)
  - Additional issues for consideration may include a high recruitment rate, inadequate PI oversight, lack of follow-up, or outstanding issues that have not been resolved
Module 4: Objective 4

RESPONSES TO POTENTIAL ISSUES AND RISKS THROUGHOUT THE STUDY

Objective 4

Our final topic for this module is to summarize our responsibility to appropriately respond to potential issues and risks identified or encountered throughout the study.
Where are we?

Finally, let’s take one last look at the high-level process diagram for the TransCelerate RBM Methodology.

Our last topic of discussion, responding to issues and risks, occurs within step 4.
Responses to Potential Issues and Risks

Slide 57

Steps in Issue/Risk Response

1. Identify issue/risk
2. Determine cause
3. Implement solution(s)
4. Evaluate effectiveness

Direct participants to the Participant Workbook
Responses to Potential Issues and Risks

Steps

A four step process is commonly used in site and study management for responding to issues or risks occurring in clinical trials. Let’s briefly review these steps.

1. **First, the issue or risk is identified.** In the RBM methodology, this is facilitated by the identification of Critical Data/Processes, the completion of the RACT, and the development and application of various components of the IQRMP.

2. The second step involves what is often called **root cause analysis**, which means thoroughly investigating the issue/risk to clearly identify the underlying cause of the problem.

3. The third step requires that **appropriate solution(s) to the identified root causes be applied** – at the site, study, country, and/or program level. These solutions could include both immediate corrective actions and more long-term preventive actions.

4. Finally, we should ensure that we **evaluate the effectiveness of the solutions in preventing recurrence of the problems**. This can often be accomplished through ongoing central and/or off-site monitoring.

Make the following key points:

- While not specifically covered in the TransCelerate position paper, the concept of root cause analysis is supported by regulatory authorities and can be considered part of quality risk management. Also, many of the actions we design for responding to Thresholds help to move us toward understanding the root cause(s).
Responses to Potential Issues and Risks

**Slide 58**

**Group Challenge**

Reminder: An investigational product (IP) is known to be associated with elevated liver enzymes (ALT and AST) in some subjects. Therefore, all protocols for this IP require investigators to perform re-tests whenever the ALT or AST values from the central lab are $\geq 2$ times the upper limit of normal (ULN).

**Risk Indicator = comparison across sites for number of missing required re-tests (i.e., when ALT/AST $\geq 2 \times$ ULN)**

**Group Challenge Activity**

Let’s take another look at the previous group challenge involving IP with a known association for elevated liver enzymes and its Risk Indicator (as shown on the slide). Let’s use this scenario to illustrate how one would respond to issues/risks identified for this Critical Process.

**IMPORTANT NOTE**

Additional information and questions are provided on the next slide.
Responses to Potential Issues and Risks

Group Challenge – Potential Issue/Risk

Central lab data is analyzed and shows:
- The average number of missing required re-tests/active site = 6.7
- The average incidence of elevated ALT/AST values requiring re-test/active site = 10.3
- At six of the twenty active sites, the average number of missing required re-tests is at least 15% higher than the overall average of 6.7

What are the potential issues/risks we can identify from this data?

Group Challenge – additional information

So, we previously determined that we would monitor through a central approach, using reports provided by the central laboratory vendor. We have analyzed the central lab data as follows [read bullet points]

Facilitate the discussion of potential issues/risks, guiding participants to determine if the data indicates only site-level risks, only study-level risks, or both. Focus only on identifying the risks at this point, not on root cause(s) and/or solutions.

Facilitating the Activity

Allow 5 minutes for this activity
Responses to Potential Issues and Risks

**Classroom OR Webinar Workshop Participants (face-to-face OR online)**

Ask a participant to read the information aloud. Once read, facilitate a group discussion and consensus on what the appropriate action(s) should be if this Threshold is met.

Flipchart or document in whiteboard the class responses.

---

**Group Challenge – Issues/Risks Answer Key**

Identify issue/risk

- High overall average rate of missing required re-tests
  - 6.7 missed out of 10.3 incidence
- 6 sites have higher than average number of missing required re-tests

**What are the possible causes of these potential issues/risks?**

---

**Group Discussion Debrief**

So, two potential issues or risks include a high overall rate for the study of missing required re-tests. On average, each site has 10.3 ALT/AST results that would require re-testing. On average, 6.7 missed re-tests occur per site. So, this can be thought of as a study-level issue/risk.

Then, we have a potential site-level issue/risk with the 6 “outlier” sites that have a higher than average number of missing required re-tests. Our next step is to think about and identify possible root cause(s) of the issues we’ve identified.
Responses to Potential Issues and Risks

Group Challenge – additional information
Now that we have identified issues and risks, let’s discuss the possible root causes of the potential issues/risks identified. Lead participants to clearly identify the potential root causes in order to identify possible solutions.

Facilitating the Activity
Allow 5 minutes for this activity

Classroom OR Webinar Workshop Participants (face-to-face OR online)
Ask participants to read the information. Once read, facilitate a group discussion and consensus on what the appropriate action(s) should be if this Threshold is met.

Flipchart or document in whiteboard the class responses.

Slide 61

Group Challenge – Root Causes Answer Key

Identify issue/risk

Determine cause

- Unclear expectations
- Reporting issues
- Subject compliance
- Training gap

What are the possible solutions to address the issues/risks?
Responses to Potential Issues and Risks

Group Discussion Debrief

Some possible root causes for the issues we’ve identified are provided here. Let’s look at them more closely.

- Perhaps the protocol or other communication with sites has not provided clear expectations for the required re-testing. Maybe the protocol doesn’t specify how quickly the re-test should be performed after the elevated ALT/AST results are received.
- There could be reporting issues with the central lab vendor. For example, maybe it is unclear from the lab report that the ALT/AST results are elevated (if, for example, the normal ranges aren’t printed on the lab report).
- Perhaps sites are struggling with getting subjects to comply with the re-testing requirements. Returning to the clinic for re-testing may be extremely difficult for subjects, for example due to work schedules, if the subject population is physically disabled, or if transportation to the clinic is problematic.
- Finally, there may truly be a training gap in which investigative site personnel were not trained properly on the re-testing requirements for the ALT/AST elevations.

Group Challenge – additional information

Now that we have identified possible root causes let’s discuss possible solutions.

Facilitating the Activity

Allow 5 minutes for this activity.

Classroom OR Webinar Workshop Participants (face-to-face OR online)

Ask participants to read the information. Once read, facilitate a group discussion and consensus on what the appropriate action(s) should be if this Threshold is met.

Flipchart or document in whiteboard the class responses.
Responses to Potential Issues and Risks

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Group Challenge – Solutions Answer Key

1. Identify issue/risk
2. Determine causes
3. Implement solution(s)

- Decision tree tool for re-testing
- Lab reports to include “re-test flag”
- Subject travel stipend for re-test visits
- Training materials

Group Discussion Debrief

Some possible solutions are provided here.

- To address the potential lack of clarity in protocol expectations, a re-testing decision tree tool could be developed and provided to all sites. Review and training on the use of this tool could take place remotely through teleconference.

- To address the potential laboratory reporting root cause, a “re-test flag” could be incorporated into the laboratory report that would clearly identify for investigators those ALT/AST results that require re-testing.

- To address the potential subject compliance factor, perhaps a subject travel stipend could be incorporated to off-set transportation costs. This would, of course, need to be reviewed and approved by the institutional review board/ethics committee and incorporated through an informed consent revision.

- Finally, to address potential training gaps, training materials could be developed to be presented remotely to sites through teleconference.
Monitoring for Effectiveness

The final step in our process flow is to evaluate the effectiveness of the solutions we implement.

For our group challenge example, this would involve continuing to monitor the Risk Indicator for the study overall with a goal of reducing the average number of missing required re-tests/site. We would also hope to see a reduction in the average number of missing required re-tests for the 6 “outlier” sites.
### Communication and Risk Management

The Integrated Quality Risk Management Plan (IQRMP), recommended in the TransCelerate RBM methodology, includes these two potential elements that may be used to communicate, track, and monitor issues and risks throughout the study.

<table>
<thead>
<tr>
<th>Communication Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describes the pathway for communicating and escalating issues</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Risk Management Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>A tool used by the cross-functional team to track and monitor risk management, including the progress and actions relating to identified risks</td>
</tr>
</tbody>
</table>

**IMPORTANT NOTE**

These are provided as optional for discussion. These may or may not be used by your project teams and/or organizations.
Responses to Potential Issues and Risks

Slide 65

Activity #4 — Responding to Risks

Locate Activity #4 in your participant workbook and complete the exercise as directed by the instructor.

IMPORTANT NOTE

This activity will be completed through review of a sample protocol synopsis. Instructions for the activity are provided separately in the participant workbook.

Recognizing that some organizations may prefer to use an internal protocol synopsis to make the activity more applicable to the specific work environment, you may replace the activity with a specific one for your organization as applicable.

Challenge Yourself Activity

Direct learners to open the instructions and sample protocol synopsis in their participant workbook.
Responses to Potential Issues and Risks

Capture your notes here.

Review activity instructions (as provided in the facilitation notes by workshop type below as well as the participant guide for additional instructions). Capture any specific notes regarding the activity below.
Responses to Potential Issues and Risks

Facilitating the Activity

Allow 20 minutes for this activity

Assign scenarios to teams/individuals prior to the class.

Classroom Workshop Participants (face-to-face)

Allow learners to work in their table teams.

Assign each table team to one of the three scenarios by providing an index card with the scenario name on the card prior to the class on their table.

Once they have completed their scenario(s), have each team flipchart their team’s results. After all teams complete, each team can then report their findings in a 2 minute presentation back to the full group.

Webinar Workshop Participants (online)

Ask learners to work independently.

Assign each individual to one of the three scenarios by alphabet (last names from A – H work on scenario 1; I – P work on scenario 2; Q – Z work on scenario 3).

Once complete. Conduct a verbal debrief of the answers.

Challenge Debrief

Using the flipchart or white boarded answers, facilitate a discussion to ensure that the participants have included all elements from the answer key.

IMPORTANT NOTE

Answer key for activity is available in APPENDIX A of this trainer guide.
Module 4: Summary

Module 4 Summary

- Risk Indicators and Thresholds
- Risk mitigation plans
- Monitoring activities in the RBM model
- Responding to issues and risks

Direct participants to the Participant Workbook

Module Summary

In summarizing this module, we have covered several key practices and concepts related to the TransCelerate RBM methodology.

- We reviewed the use of Risk Indicators and Thresholds for decision-making in clinical trials.
- We discussed the implementation of risk mitigation plans for minimizing the impact of potential risks in our trials.
- We described the monitoring activities conducted in the RBM model including clarification of SDV and SDR activities, establishing a baseline monitoring approach, and modifying monitoring approaches and activities.
- Finally, we reviewed how potential risks and issues can be managed throughout the study by applying appropriate response plans and actions.
Module 4: Summary

Slide 87

Questions

Any questions?
Transition

Transition to Module 5 if all courses are provided at same time

IMPORTANT NOTE

Not all participants will attend all modules within this program.

If multiple modules are being conducted in one day, take a break for 15 – 30 minutes between modules.
## APPENDIX A: Activity #1 - 3 Answer Key

<table>
<thead>
<tr>
<th>Critical Data/Process</th>
<th>Risk Level</th>
<th>Monitoring Approach</th>
<th>Risk Indicator (Specific Issue)</th>
<th>Threshold</th>
<th>Action or Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>VAS, MSC, and/or EEC-QOL at V3</td>
<td>High</td>
<td>Central</td>
<td>Rate of missed endpoint assessments at V3</td>
<td>&gt;10% of subjects at the site</td>
<td>Contact site to discuss; evaluate root cause (sufficient personnel, equipment issues, etc.)</td>
</tr>
<tr>
<td>Vital signs at V3</td>
<td>Medium</td>
<td>Central</td>
<td>Rate of missed vital signs at V3</td>
<td>&gt;25% of expected assessments missed</td>
<td>Contact site to discuss; evaluate root cause (sufficient personnel, equipment issues, etc.)</td>
</tr>
<tr>
<td>Adverse event collection, and documentation</td>
<td>Low</td>
<td>Central</td>
<td>Outlier in number of reported AEs per subject visit</td>
<td>15% or more variation (higher or lower) from average reported AE rate</td>
<td>Contact site to discuss AE process, documentation, delegation, etc.</td>
</tr>
<tr>
<td>SAE collection, and documentation</td>
<td>Low</td>
<td>Off-site</td>
<td>Unreported SAE</td>
<td>Single incidence</td>
<td>Contact site to investigate why the potential SAE was not reported; trigger on-site monitoring; temporarily expand % of SDV; conduct retraining</td>
</tr>
<tr>
<td>Informed consent</td>
<td>High</td>
<td>On-site</td>
<td>Rate of failure to obtain adequate informed consent</td>
<td>Single incidence</td>
<td>Contact site to discuss consent process, documentation, delegation, etc.; temporarily increase % of ICF review</td>
</tr>
<tr>
<td>Correct application of subject eligibility criteria</td>
<td>Medium</td>
<td>Off-site</td>
<td>Number of eligibility violations</td>
<td>Single incidence</td>
<td>Contact site to discuss eligibility review process and authorization/delegation; temporarily increase % of SDR to evaluate adequacy of documentation</td>
</tr>
<tr>
<td>Correct operations and reliable functioning of EEC</td>
<td>High</td>
<td>Off-site</td>
<td>Reports of EEC malfunctioning or problems</td>
<td>Single incidence</td>
<td>Contact site to obtain and review QC reports (if available), ask if other equipment is available; evaluate continued acceptability of site's participation</td>
</tr>
</tbody>
</table>
## APPENDIX A: Activity #1 - 3 Answer Key

<table>
<thead>
<tr>
<th>Critical Data/Process</th>
<th>Risk Level</th>
<th>Monitoring Approach</th>
<th>Risk Indicator (Specific Issue)</th>
<th>Threshold</th>
<th>Action or Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correct operations and reliable functioning of hardware for subject-reported data</td>
<td>High</td>
<td>Off-site</td>
<td>Failure rate for electronic equipment</td>
<td>&gt;10% of tablet computers at any one site reported as malfunctioning</td>
<td>Escalate to vendor; secure replacement equipment for site ASAP</td>
</tr>
<tr>
<td>Correct programming of software for subject-reported data and eligibility reports</td>
<td>High</td>
<td>Central</td>
<td>Number of screen fail/V3 dosing fail subjects who actually met criteria</td>
<td>Single incidence</td>
<td>Escalate to vendor to investigate programming error; compare eligibility report provided to sites with sponsor data transmitted from equipment</td>
</tr>
<tr>
<td>Correct interpretation of eligibility reports from electronic subject reporting</td>
<td>High</td>
<td>Central</td>
<td>Number of eligibility violations for MSC and/or VAS</td>
<td>Single incidence</td>
<td>Contact site to discuss process and delegation for review of eligibility reports; compare site’s eligibility report with sponsor data transmitted from equipment</td>
</tr>
<tr>
<td>Preservation of the blind</td>
<td>Low</td>
<td>Off-site</td>
<td>Inadvertent unblinding event</td>
<td>Single incidence</td>
<td>Escalate to appropriate department/vendor for investigation</td>
</tr>
<tr>
<td>Enrollment, screen failure, and completion rates and timelines</td>
<td>High</td>
<td>Central</td>
<td>Trends in screen failure rate</td>
<td>&gt;30% more/less than average SF rate across sites</td>
<td>Verify screen failure data are accurate Contact site to discuss subject selection processes. Review eligibility reports to determine if there is a trend indicating certain eligibility criteria are proving problematic</td>
</tr>
<tr>
<td>Enrollment, screen failure, and completion rates and timelines</td>
<td>High</td>
<td>Central</td>
<td>Trends in V3 dosing failure rate</td>
<td>&gt;30% V3 dosing failure rate at 2 or more sites</td>
<td>Contact site to discuss subject selection processes. Review eligibility reports to confirm site is applying criteria correctly</td>
</tr>
<tr>
<td>Enrollment, screen failure, and completion rates and timelines</td>
<td>High</td>
<td>Central</td>
<td>Rate of subject discontinuations</td>
<td>&gt;20% at any site</td>
<td>Contact site and query other sites in regards to root causes, concerns, and possible solutions</td>
</tr>
</tbody>
</table>
APPENDIX B: Activity #4 Answer Key

TransCelerate Risk-Based Monitoring (RBM) Training Initiative Module 4/Risk Management Hands-on Activity 4 Answer Key

Activity #4 - Scenario #1:
The weekly report obtained through the Electronic Data Capture (EDC) system provides the following current screen failure rates for the ten (10) active sites on the study:

<table>
<thead>
<tr>
<th>Site Number</th>
<th>Screen Failure Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>001</td>
<td>22%</td>
</tr>
<tr>
<td>002</td>
<td>45%</td>
</tr>
<tr>
<td>003</td>
<td>20%</td>
</tr>
<tr>
<td>004</td>
<td>22%</td>
</tr>
<tr>
<td>005</td>
<td>36%</td>
</tr>
<tr>
<td>006</td>
<td>3%</td>
</tr>
<tr>
<td>007</td>
<td>20%</td>
</tr>
<tr>
<td>008</td>
<td>40%</td>
</tr>
<tr>
<td>009</td>
<td>22%</td>
</tr>
<tr>
<td>010</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Average Across Sites</strong></td>
<td><strong>25%</strong></td>
</tr>
</tbody>
</table>

1. Does the data provided involve any of the identified Risk Indicators? Yes
   
   a. If yes, name the Risk Indicator of interest in this data:
      
      **Trends in screen failure rate**

2. If a Risk Indicator is involved (i.e., the answer to question #1 is yes), does the data indicate that the “warning range” or “red light” Threshold has been reached?
   
   **Yes, Threshold is > 30% more/less Screen Failure rate than the average across sites. This data shows 4 outlier sites which have at least 30% more/less than the average Screen Failure rate - #002, #005, #006 and #008.**
APPENDIX B: Activity #4 Answer Key

3. If the “warning range” or “red light” Threshold has been reached (i.e., the answer to question #2 is yes), describe the necessary actions to be taken to further investigate and/or appropriately manage the issue:
   - Verify screen failure data are accurate
   - Contact sites to discuss subject selection processes
   - Review eligibility reports to determine if there is a trend indicating certain entry criteria are proving problematic

Activity #4 - Scenario #2:
While performing off-site monitoring activities, the following protocol deviation was noted for Site #006:
Visit 3 for subject 013/KPG was performed 9 days following this subject’s qualifying Visit 2a. The protocol requires Visit 3 to occur “a minimum of 3 days but no more than 7 days following the qualifying Visit 2a or Visit 2b.” There is a comment entered into EDC stating “The visit was late due to patient’s hospitalization from a motor vehicle accident.”
The safety database does not include an adverse event that relates to the motor vehicle accident or hospitalization.
   - Does the data provided involve any of the identified Risk Indicators? Yes
     a. If yes, name the Risk Indicator of interest in this data: Unreported SAE
   - If a Risk Indicator is involved (i.e., the answer to question #1 is yes), does the data indicate that the “warning range” or “red light” Threshold has been reached? Yes, Threshold is a single incidence.
   - If the “warning range” or “red light” Threshold has been reached (i.e., the answer to question #2 is yes), describe the necessary actions to be taken to further investigate and/or appropriately manage the issue:
     - Contact site to investigate why the potential SAE was not reported (for example, confirm the comment about the hospitalization is accurate; is there a delay in reporting the SAE because the study
APPENDIX B: Activity #4 Answer Key

coordinator is awaiting the Investigator’s evaluation, etc.)

- Trigger on-site monitoring
- Temporarily expand % of SDV
- Conduct retraining

Activity #4 - Scenario #3:
The study manager receives a call from the study coordinator at Site #010 in regards to problems with the tablet computers used for the VAS, MSC, and EEC-QOL assessments. The study coordinator states that 5 subjects are at the clinic for their Visit 2a today and 2 of the 5 tablet computers provided to the site cannot be initialized. The computers “lock up” when the study coordinator selects the “Initialize a new subject” option. She has rebooted these 3 tablet computers but this has not corrected the problem.

1. Does the data provided involve any of the identified Risk Indicators? Yes
   a. If yes, name the Risk Indicator of interest in this data:
      Failure rate for electronic equipment

2. If a Risk Indicator is involved (i.e., the answer to question #1 is yes), does the data indicate that the “warning range” or “red light” Threshold has been reached? Yes, Threshold is >10% of tablet computers at any one site reported as malfunctioning

3. If the “warning range” or “red light” Threshold has been reached (i.e., the answer to question #2 is yes), describe the necessary actions to be taken to further investigate and/or appropriately manage the issue:
   - Escalate to vendor
   - Secure replacement equipment for site ASAP