

## **Information for course tutors: E-learning module EU-60: “Developing Reliable and Relevant *In Vitro* Methods and Approaches for Scientific Purposes and Regulatory Use”**

Welcome to this instruction guide for course tutors. This document aims to provide information on the content of this eModule, and give some recommendations for course tutors regarding its integration within courses.

This instruction guide is sub-divided as follows:

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### 3) In-depth explanation lesson by lesson

#### 1) Module content

This module provides guidance to *in vitro* test method developers and others interested in improving the speed and efficiency with which new methods or approaches are developed, tested, optimised and approved by regulatory bodies. A self-assessment survey is available at the beginning of the module for users to rate their understanding of the contents covered by the module. Furthermore, a knowledge assessment based on case study exercises is provided at the end of the module for users to test the knowledge gained on the contents of the module. The module consists of 4 parts (Figure 1): 1) Context and needs for reliable and relevant *in vitro* methods 2) Method development and implementation based on Good In Vitro Method Practices (GIVIMP), 3) Demonstrating the scientific validity of a new method or approach and 4) knowledge assessment.

### Target audience and prior knowledge required

The target audience consists of *in vitro* method developers, industry toxicologists, regulators, university students, biology teachers, established scientists new to the *in vitro* field, and providers of training on new approach methodologies or more generally anyone interested in learning more about the development and regulatory acceptance of non-animal testing methods.

No specific previous knowledge is required. However, a basic understanding of cell culture techniques and general familiarity with established *in vitro* methods would be helpful.

		Learning Objectives
Introduction	Lessons 1-2	<ul style="list-style-type: none"> <li>Introduction to the course</li> <li>Review your understanding</li> </ul>
PART 1: Reliable and Relevant <i>In Vitro</i> Methods	Lessons 3-7	<ul style="list-style-type: none"> <li>Describe the various drivers for developing reliable and relevant non-animal methods or approaches</li> <li>Identify the European Union (EU) directives, regulations and guidance documents that require the use of alternatives to animal testing in different sectors</li> <li>Describe examples of existing non-animal methods or approaches that can replace, reduce, or complement the use of animals</li> <li>Describe the different steps, from test method development, optimization, validation and peer review to regulatory implementation</li> </ul>
PART 2: Method Development and Implementation Based on Good <i>In Vitro</i> Method Practices (GIVIMP)	Lessons 8-11	<ul style="list-style-type: none"> <li>Summarize the aims of GIVIMP</li> <li>Describe how and where GIVIMP can be used</li> <li>Define the roles and responsibilities of the various actors in the <i>in vitro</i> method lifecycle</li> </ul>
	Lesson 12-14	<ul style="list-style-type: none"> <li>Explain the importance of cell and tissue sourcing, authentication and documentation</li> <li>Consider quarantine procedures, contaminant screening and safe handling practices for test systems</li> </ul>
	Lesson 15-16	<ul style="list-style-type: none"> <li>Determine the appropriate reference/control items for a method</li> <li>Define the appropriate acceptance criteria for method performance and results</li> </ul>
	Lesson 17-18	<ul style="list-style-type: none"> <li>Define how to prepare test items</li> <li>Explain the effects of solubility, stability, and interference of the test item with media components or test system</li> <li>Define the applicability, limitations, and uncertainties of a method</li> <li>Identify critical elements that may have an impact on the method</li> </ul>
	Lesson 19-20	<ul style="list-style-type: none"> <li>Determine the proper level of detail in a standard operating procedure for an <i>in vitro</i> method</li> <li>Apply the concept of quality risk assessment to <i>in vitro</i> method use</li> </ul>
PART 3: Demonstrating the Scientific Validity of a New Method or Approach	Lesson 21-24	<ul style="list-style-type: none"> <li>Determine the level of calibration, testing or validation needed for the apparatus and equipment used to perform the method</li> <li>Recommend experimental design and logistical considerations for in-house validation</li> <li>Evaluate the intra-laboratory reproducibility and preliminary performance of a method, such as linearity, accuracy and precision, sensitivity and specificity</li> <li>Compare options for training activities and identify those that are critical for the quality of the <i>in vitro</i> method</li> <li>Decide when a method requires optimization or is ready for transfer and further validation</li> </ul>
		Lesson 25-29
PART 4: Knowledge Assessment	Lesson 30	<ul style="list-style-type: none"> <li>Knowledge assessment</li> </ul>
GLOSSARY	Lesson 31	<ul style="list-style-type: none"> <li>Glossary</li> </ul>

**Figure 1:** Learning objectives per parts and lessons.

### Benefits of this eModule

The eModule provides background on the need for and drivers of the development of *in vitro* test methods, provides practical explanation of the development recommendations documented in the OECD GIVIMP guidance, and introduces the concept of validation. The module presents the information in a dynamic format by combining text, built-in exercises, and videos. With a duration of approximately 6h and 4-part structure, it can easily be added to courses as homework or be used within a lecture or lecture series on the topic.

Many learning objectives are well fitted to provide sufficient information and understanding to participants without requiring further interaction in class. For those interested to gain further information, the eModule can be relied upon to cover the background information so that further training activities can concentrate on specific issues and technologies.

### *Limitations of this eModule*

The development of *in vitro* methods is very specific to the technology and biological systems used; therefore, it is not possible to provide in-depth guidance on the considerations for design of a specific method. The module provides points to consider and suggests general processes for designing a robust new *in vitro* method. Additionally, the GIVIMP document itself is very lengthy and not all concepts within the document are covered in this eModule.

### 2) How to use this eModule? – Some recommendations

*Q&A: how to use the eModule*

#### **Do I need to complete this module myself before integrating it in one of my classes/courses?**

Yes, we would highly recommend you to follow the course yourself and identify if it indeed fits the content and/or the scope of your course. Besides, it will help you to interact with students on the different topics covered across the eModule.

#### **Where can I find reference material or additional material in the eModule?**

All references and further readings are provided at the end of each lesson. They comprise scientific articles, sections of books, websites, and videos. Clicking on any link will open a new window, from which you can download or visualise the additional material.

To note: the collection of references and further reading was created during 2020-2021 and was checked in May 2021.

#### **What are the sources identified in part 2 and how should they be used?**

Since part 2 provides training on the OECD GIVIMP document, the chapter and subpart of that document where the material presented in the lesson comes from has been identified. It may be helpful to read those sections of the GIVIMP document for a more thorough understanding of the content presented within the lesson.

#### **What may I expect from the additional materials?**

The references and further readings at the end of each lesson are resources that provide additional details and more information on the topics discussed within the lesson. The lesson can be reviewed and completed without reading the additional materials, but they do enrich the content of the lesson. It is not necessary to review the references and further reading to complete the assessment in part 4.

#### **Can I divide the module in several parts?**

Yes, you can. The course has been divided into 4 parts. Each part can be done independently. However, some lessons within part 2 belong together and should be done in the order in which

they appear, to sustain coherence. If you would like to divide the module into several sessions or focus only on some parts/lessons, we would advise that Parts 1 and 3 could be used together. Part 2 could be used as stand-alone material. To successfully complete the knowledge assessment in part 4, all previous lessons must be completed.

### **What part should be followed or prepared by interactive sessions with my students?**

All lessons are designed to stand alone, but the references and further reading section of each lesson can provide ideas for further and related interactive sessions with students. Examples directly applicable to the students' existing knowledge can be selected for discussion within class to supplement lesson 18, which discusses assessment of method limitations, risks and uncertainties. Similarly, lesson 23 "Assessing method performance using in-house validation" could be supplemented with in class discussion of methods relevant to the work the students are currently performing.

#### *3) In-depth explanation lesson by lesson*

Lesson 1: Introduction to the course, background, and learning objectives

Lesson 2: Review your understanding

- A small survey to rate students' first knowledge and understanding of the topic addressed in this course

#### **PART 1: Context and Needs for Reliable and Relevant *In Vitro* Methods**

Lesson 3: An introduction to part 1

- Learning objectives for part 1

Lesson 4: Drivers for developing reliable and relevant non-animal methods or approaches

- Explanation of the different types of drivers of NAM development, i.e. scientific, regulatory, economic, and ethical

Lesson 5: Legislation that calls for the use of alternatives to animal testing

- Discussion of the EU Directive 2010/63/EU

- Examples of other EU legislation and guidance on the use of alternatives for different sectors (e.g. cosmetics, chemicals, mixtures, biocides, medicinal products)

- Information in the broader international acceptance of scientifically valid test methods

Lesson 6: Examples of alternative approaches to animal testing

- Discussion on Adverse Outcome Pathways (AOP)s, Integrated Approaches to Testing and Assessment (IATA), and Defined Approaches to Testing and Assessment (DA)s

- Video on the use of new methods in risk assessment

Lesson 7: The process from developing a method to its regulatory implementation

- Describes the process for gaining regulatory acceptance of a new method
- Explains why scientific validation of test methods and approaches is useful
- Provides the minimum elements required to start a validation study

## PART 2: Method Development and Implementation Based on Good In Vitro Method Practices (GIVIMP)

### Lesson 8: An Introduction to part 2

- Background on this part of the module and learning objectives for part 2

### Lesson 9: Aims of GIVIMP

- Discusses why GIVIMP was created
- Video introduction to GIVIMP
- Purpose of GIVIMP

### Lesson 10: How and where to use GIVIMP

- Recommendations for how to use the GIVIMP document

### Lesson 11: GIVIMP users

- Outline the groups that can benefit from using GIVIMP specific to method development
- Video testimonials of users on the GIVIMP document

### Lesson 12: Test system characterisation and documentation

- Discussed documentation needed concerning the test system used
- Provides guidance on considerations for test systems modified in a proprietary way

### Lesson 13: Quarantine and contaminant screening the test systems

- Shares how to handle newly acquired test systems
- Video showing cell culture techniques in a laboratory
- Protections against contamination for laboratory staff and the laboratory environment

### Lesson 14: Considerations for handling test systems

- Handling techniques for preserving test system quality and integrity
- Suggestions for preservation for future use

### Lesson 15: Selection and use of reference/control items

- How to determine the appropriate reference and control items for your method

### Lesson 16: Define appropriate acceptance criteria

- How to determine if a method performs consistently

### Lesson 17: Test item preparation and concentration range

- Ways to handle materials to be tested in the method
- Information on potential interferences with test items

#### Lesson 18: Assessment of method limitations, risks and uncertainties

- Information on elements in test method design that could have unintentional effects on the data
- Determining limitations of the method

#### Lesson 19: Preparation of standard operating procedures

- How to provide others with instructions for performing the method
- How to ensure the method is of high quality
- When to start documenting the steps for performing the method

#### Lesson 20: Determine the proper level of detail in a standard operating procedure

- How to know if an SOP is detailed enough

#### Lesson 21: Maintaining and calibrating equipment

- Controls to put in place for equipment used in a method

#### Lesson 22: Staff training and development

- How to promote correct performance of the method

#### Lesson 23: Assessing method performance using in-house validation

- What to do after method optimization
- Explanation of in-house validation
- Suggestion of things to analyse in an in-house validation
- How to share the method with others

#### Lesson 24: Reporting

- Documenting method information for manuscript publication or validation assessment by regulatory authorities

### PART 3: Demonstrating the Scientific Validity of a New Method or Approach

#### Lesson 25: An introduction to part 3

- Learning objectives for part 3

#### Lesson 26: What is a scientifically valid test method or approach

- Explanation of when a test method or approach is considered valid
- Description of the information needed to demonstrate the scientific validity of a test method

Lesson 27: Information requirements to demonstrate the reliability and relevance of a method

- Outline of information required to complete the seven modules of the modular approach to validation

Lesson 28: Principles and study designs to assess the scientific validity of a test method

- Conditions to take into account when planning a validation study

- How to plan a validation study

- Possible designs for a validation study

Lesson 29: Understanding the principles of OECD test guidelines and guidance documents

- Requirements for OECD Test Guideline Programme consideration for a test method or approach

- Explanation of the OECD mutual acceptance of data (MAD) and its applicability

PART 4: Knowledge Assessment

Lesson 30:

- Knowledge assessment based on case study exercises

Lesson 31: Glossary

- Glossary of terms used throughout the eModule

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We hope that this document provided you with enough information to fully comprehend the content and scope of this eModule. We sincerely wish you best of luck in your teaching activities and thank you for considering our eModule.