

Indian Pharmaceutical Alliance

# **Validation of Analytical Procedures**

Sharad D. Mankumare, Ph.D., Director, Reference Standards Laboratory & Verification Program United States Pharmacopeia, India



## Disclaimer



Because USP text and publications may have legal implications in the U.S. and elsewhere, their language must stand on its own. The USP shall not provide an official ex post facto interpretation to one party, thereby placing other parties without that interpretation at a possible disadvantage. The requirements shall be uniformly and equally available to all parties.

In addition, USP shall not provide an official opinion as to whether a particular article does or does not comply with compendial requirements, except as part of an established USP verification or other conformity assessment program that is conducted separately from and independent of USP's standard-setting activities.

Certain commercial equipment, instruments or materials may be identified in this presentation to specify adequately the experimental procedure. Such identification does not imply approval, endorsement, or certification by USP of a particular brand or product, nor does it imply that the equipment, instrument or material is necessarily the best available for the purpose or that any other brand or product was judged to be unsatisfactory or inadequate.

This course material is USP Property. Duplication or distribution without USP's written permission is prohibited.

USP has tried to ensure the proper use and attribution of outside material included in these slides. If, inadvertently, an error or omission has occurred, please bring it to our attention. We will in good faith correct any error or omission that is brought to our attention. You may email us at: <a href="mailto:legal@usp.org">legal@usp.org</a>.



## Introduction

## **Purpose of Validation**



**USP Education** 

Validation of Analytical procedures are essential to prove that:

01

02

03

The method is acceptable for intended use such as evaluation of a known product for potency, and impurities

Identification of sources and Quantitation of potential errors w.r.t reliability and sustainability

Establish "Proof of Concept" that a procedure can be used for decision making throughout its life cycle

• Satisfy regulatory requirements

## Introduction

## **Challenges in Validation of Analytical Procedures**



- Almost from three decades, firms are carrying out validation activity by traditional way
- Despite best efforts, method failures during regular use and transfer
- Guidelines describe the use of appropriate statistical tools but there is limited information on **how** to use these tools effectively
- Variable approaches across industry to report results and conclusions which warrants queries/observations from agencies

The analyst needs to know whether the **results of measurement can be accepted with confidence** or, on the contrary, rejected because they are wrong. Also, it is more important for the researcher to know if he **can trust a newly developed procedure** and what are the criteria to ensure the validity of new procedure.

The application of statistical tools allow us to address all these points. USP Education



5

## Introduction



## **Validation Characteristics**

#### **Characteristics**

Validation characteristics to be selected according to type of method:

**USP Education** 

| Specificity  |
|--|
| Precision  |
| Accuracy   |
| Detection limit (LOD)                                  |
| Quantitation limit (LOQ)                               |
| Linearity  |
| Range  |
| Robustness (not part of the formal validation process) |
| Solution Stability                                     |
|  |

#### Precision



The precision of an analytical procedure expresses the **closeness of agreement** (degree of scatter) between a series of measurements obtained from **multiple sampling** of the **same homogeneous sample** under the prescribed conditions.



- Minimum 9 determination covering the specified range (3 conc./3 replicates); or
- Minimum 6 determinations at 100% of test concentration







#### **USP Education**

usp





**USP Education** 



10

#### Precision

# **ANOVA** Assumptions

Distribution should be normal

Independent observations

**Equivalent Variations** 

# Hypothesis set up

**Null Hypothesis** 

 $H_0$  = Population means are equal

Alternative Hypothesis

 $H_a$  = Population means are not equal





#### **Null Hypothesis**

 $H_0$  = Population means are equal

#### **Alternative Hypothesis**

 $H_a$  = Population means are not equal

*F*-test

 $F = \frac{\text{Between group variation}}{\text{Within group variation}}$ 

*F*-Crit > *F*-Cal ; Null Hypothesis

*F*-Crit < *F*-Cal ; Alternative Hypothesis

#### Precision

# Hypothesis set up

#### **Null Hypothesis**

 $H_0$  = Population means are equal

#### **Alternative Hypothesis**

 $H_a$  = Population means are not equal

## *p*-value

Significance value,  $\alpha = 0.05$ 

*p*-value > 0.05 ; Null Hypothesis

*p*-value < 0.05 ; Alternative Hypothesis

 $\alpha$  = It is the maximum acceptable level of risk for rejecting a true null hypothesis (Type I error)

The *p*-value represents the probability of incorrectly rejecting the null hypothesis when it is actually true (Type I error).

## Case Study-1 cont..

Interaction

Within

USP Education<sub>Total</sub>

#### **Anova: Two-Factor With Replication**



1

20

23

0.262504167

0.4768225

0.551

0.466727

0.2625042

16.892996

9.53645



#### **Overall repeatability=** 100\*(Sqrt 0.47/99.76)= 0.69%

F crit

4.351

4.351

4.351

14

#### Case Study-1 cont..

#### **Anova: Two-Factor With Replication**



| ANOVA               |           |    |                     |       |          |        |
|---------------------|-----------|----|---------------------|-------|----------|--------|
| Source of Variation | SS        | df | MS                  | F Cal | P-value  | F crit |
| Analyst             | 7.0742042 |    | 1 7.074204167       | 14.84 | 0.000995 | 4.351  |
| Instrument          | 0.0198375 |    | 1 0.0198375         | 0.042 | 0.840439 | 4.351  |
| Interaction         | 0.2625042 |    | 1 0.262504167       | 0.551 | 0.466727 | 4.351  |
| Within              | 9.53645   |    | 20 <b>0.4768225</b> |       |          |        |
| Total               | 16.892996 |    | 23                  |       |          |        |

#### **USP Education**

© 2018 USP

15

## Statistical analysis to estimate Precision



For an alternative procedure to be considered to have "comparable" precision to that of a current procedure, its precision **must not be worse** than that of the current procedure by an amount deemed important.

#### **Procedure:**

- Estimate the variance (s<sup>2</sup>) of each procedure
- Calculate a one-sided upper confidence interval for the ratio of (true) variances

 $Ratio = \frac{Variance \ of \ alternative \ procedure}{Variance \ of \ current \ procedure}$ 

#### **Conclusion:**

If the one-sided upper confidence bound limit **is less than this upper acceptable limit**, then the precision of the alternative procedure is considered acceptable.

#### **USP Education**

© 2018 USF

#### **Statistical analysis to estimate Precision**

Three different quantities of reference standard were weighted to correspond to three different percentages of the test concentrations: 50%, 100%, and 150%.

The value of  $\tau$  is 1000 mg/g for all three concentrations. The computed statistics from the validation data set include the sample mean (Y), the sample standard deviation (S), and the number of reportable values (n).

| Test<br>Concentration<br>(%) | Test<br>Solution | Reportable Value<br>(mg/g) |
|------------------------------|------------------|----------------------------|
| 50                           | 1                | 996.07                     |
| 50                           | 2                | 988.43                     |
| 50                           | 3                | 995.90                     |
| 100                          | 4                | 987.22                     |
| 100                          | 5                | 990.53                     |
| 100                          | 6                | 999.39                     |
| 150                          | 7                | 996.33                     |
| 150                          | 8                | 993.67                     |
| 150                          | 9                | 987.76                     |
| Sample me                    | an (Y)           | 992.81                     |
| Sample standard              | deviation (S)    | 4.44                       |

#### **USP Education**

usp

17

For the standard deviation, one is concerned with only the  $100(1 - \alpha)\%$  upper confidence bound since typically, it needs to be shown that the standard deviation is not too large.

 $U = S_{\sqrt{\frac{n-1}{\chi^2_{\alpha;n-1}}}}$ 

Where,  $U = \text{an upper } 100(1 - \alpha)\%$ confidence bound for  $\sigma$ 

S = Standard Deviation from Int. precision

n = number of reportable values

From the data:

If S = 4.44,  $\alpha = 0.05$  and n = 9,

then 
$$\chi^2_{0.05;8} = 2.73$$

$$U = 4.44 \sqrt{\frac{9-1}{2.73}} = 7.60 \text{ mg/g}.$$

#### **Conclusion:**

Suppose the pre-defined acceptance criterion for precision requires  $\sigma$  to be < 20 mg/g. The computed upper bound of 7.60 mg/g in equation represents the largest value we expect for  $\sigma$  with 95% confidence.

**7.60 mg/g is < 20 mg/g**, precision has been successfully validated with a confidence of 95%.

 $\alpha$  = Significance value (It is the maximum acceptable level of risk)

 $\chi^2_{0.05;8} = 2.73$  the value is obtained from the Chi square distribution table.

#### $\sigma$ = Standard deviation for population

#### **USP Education**

The **closeness** of the test result obtained by the method to a value that is accepted as conventionally **true value** or **as a Reference value**.



#### **Recommendations:**

Accuracy should be evaluated using a minimum 9 determinations over minimum 3 concentration levels (3 concentrations /3 replicates) from LOQ to 120% of specification.

#### **USP Education**

© 2018 USF

#### Assessment

Assessment of accuracy can be accomplished in a variety of ways -

- Evaluating the recovery of the analyte (% recovery) across the range of the assay,
- Evaluating the linearity of the relationship between amount found and amount added

The statistically preferred criterion is that In the confidence interval for the **slope** be contained in an interval around 1.0, or alternatively, that the slope be close to 1.0. either case, the interval or the definition of closeness should be specified in the validation protocol.

Note: An unbiased analysis has slope of 1 and an intercept of zero.



#### **General acceptance criteria**

The acceptance criteria for the recovery of the accuracy samples are usually based on an acceptable range for the mean

#### **Recovery of the accuracy samples:**

- > Assay : Between 98 to 102%
- > Impurities : Between 90 to 110%

USO

From linear regression of actual concentration (amount added) v/s estimated amount (amount found), then the acceptance criteria may be based on the slope and intercept.

#### > Assay :

- Slope between 0.98 to 1.02
- 95% CI should include 1

#### > Impurities :

- Slope between 0.9 to 1.1
- 95% CI should include 1

#### **USP Education**

USP <1010> and <1210> STATISTICAL TOOLS FOR PROCEDURE VALIDATION

## **Accuracy Case Study**

## Recovery of impurity 1:

| Amount added (mg) | Amound observed (mg) | Recovered |
|-------------------|----------------------|-----------|
| 24.35             | 24.70                | 101.4%    |
| 25.15             | 25.41                | 101.0%    |
| 25.15             | 25.17                | 100.1%    |
| 30.04             | 30.79                | 102.5%    |
| 29.74             | 30.18                | 101.5%    |
| 30.14             | 30.38                | 100.8%    |
| 35.33             | 35.70                | 101.0%    |
| 34.63             | 34.56                | 99.8%     |
| 36.73             | 37.01                | 100.8%    |
|                   | Mean:                | 101.0%    |
|                   | SD:                  | 0.7945    |

#### Typical acceptance criteria:

- Mean Recovery
- Individual recovery
- Regression analysis of known vs estimated
  - Slope within 0.9-1.1
  - 95% confidence interval of slope includes 1



## **Accuracy Case Study**

### Recovery of impurity 2:

| mount added (mg) | Amound observed (mg) | % Recovery |   |
|------------------|----------------------|------------|---|
| 24.35            | 24.70                | 101.43     |   |
| 25.15            | 23.92                | 95.11      | R |
| 25.15            | 25.17                | 100.08     |   |
| 30.04            | 30.79                | 102.50     |   |
| 29.74            | 28.82                | 96.91      |   |
| 30.14            | 30.38                | 100.80     |   |
| 35.33            | 33.90                | 95.95      |   |
| 34.63            | 33.10                | 95.58      |   |
| 36.73            | 35.12                | 95.63      |   |
|                  | Mean                 | 98.22      |   |

#### Typical acceptance criteria:

- Mean Recovery
- Individual recovery
- Regression analysis of known vs estimated
  - Slope within 0.9-1.1
  - 95% confidence interval of slope includes 1

#### **USP Education**



© 2018 USP

23

## **Statistical analysis to estimate Accuracy**



Comparison of the accuracy of procedures provides information useful in determining if the new procedure is equivalent, on the average, to the current procedure.

A simple method for making this comparison is by calculating a confidence interval for the difference in true means.

Difference = Mean of alternative procedure – Mean of current procedure

This approach is often referred to as TOST (two one sided t-test)

#### **Conclusion:**

If the confidence interval falls entirely within this acceptable range, then the two procedures can be considered equivalent.

#### **USP Education**

Ref: USP <1010> Analytical data- Interpretation and treatment and USP <1210> Statistical tools for procedure validation

## **Case Study-3 : Confidence Interval on Bias**

#### **Statistical analysis to estimate Accuracy**

Three different quantities of reference standard were weighted to correspond to three different percentages of the test concentrations: 50%, 100%, and 150%.

The value of  $\tau$  is 1000 mg/g for all three concentrations. The computed statistics from the validation data set include the sample mean (Y), the sample standard deviation (S), and the number of reportable values (n).

| Test<br>Concentration<br>(%) | Test<br>Solution | Reportable Value<br>(mg/g) |
|------------------------------|------------------|----------------------------|
| 50                           | 1                | 996.07                     |
| 50                           | 2                | 988.43                     |
| 50                           | 3                | 995.90                     |
| 100                          | 4                | 987.22                     |
| 100                          | 5                | 990.53                     |
| 100                          | 6                | 999.39                     |
| 150                          | 7                | 996.33                     |
| 150                          | 8                | 993.67                     |
| 150                          | 9                | 987.76                     |
| Sample me                    | an (Y)           | 992.81                     |
| Sample standard              | deviation (S)    | 4.44                       |

#### **USP Education**



## **Case Study-3 : Confidence Interval on Bias**

Set the confidence interval at 90% because it is equivalent to a 95% Two One-Sided Test (TOST)



A 100  $(1-2\alpha)$  % two-sided confidence interval for the bias ( $\beta$ ) is:

 $(\bar{Y} - \tau) \pm t_{1-\alpha;n-1} \frac{S}{\sqrt{n}}$ 

#### where,

- $\beta = 100(1 2\alpha)\%$  two-sided confidence interval of bias
- S =std dev from int. precision
- n = number of reportable values

 $t_{1-\alpha;n-1}$  = the percentile of a central t- distribution with area 1-  $\alpha$  to the left and n-1 degree of freedom

#### From the data:

If 
$$\tau$$
=1000, S=4.44,  $\overline{Y}$ =992.81

 $\alpha = 0.05 \text{ and } n = 9,$ 

then  $t_{0.95;8} = 1.860$ 

The 90% confidence interval on  $\beta$  is:  $(\bar{Y} - \tau) \pm t_{1-\alpha;n-1} \frac{S}{\sqrt{n}}$ (992.81 - 1000)  $\pm 1.86 \frac{4.44}{\sqrt{9}}$ [-9.94 to - 4.44] mg/g

#### **Conclusion:**

The accuracy requirement is validated if evidence demonstrates that the absolute value of  $\beta$  is NMT 15 mg/g.

Since the computed confidence interval from -9.94 to -4.44 mg/g falls entirely within the range from -15 to +15 mg/g, the bias criterion is satisfied.



The linearity of an analytical procedure is its ability to elicit test results that are **directly**, or by a well-defined mathematical transformation, **proportional to the concentration** of analyte in samples within a given range

#### **Typical concentrations:**

- For the assay of a drug substance or a finished (drug) product: normally from 80 to 120 percent of the test concentration
- For impurities, reporting level (LOQ) of impurity to 120% of the specification
- For content uniformity, covering a minimum of 70 to 130 percent of the test concentration
- For dissolution testing: +/-20 % over the specified range

Note: ICH recommends minimum of five (05) concentrations

## **Regression Plot**

The linear relationship between the analyte response and the corresponding concentration is evaluated by statistical or mathematical approach. One common procedure is the generation of **regression plot using the least squares method** and calculation of the correlation coefficient (*r*).

The acceptance criteria should balance scientific rigor with practical needs

- Minimum *r* and *r*<sup>2</sup> value- ≥ 0.99 up to ≥ 0.9999
- Y intercept- statistically insignificant, within n% of the response of the standard solution.





## **Regression Analysis**

#### The correlation coefficient (r)

The strength of the relationship is quantified by the Correlation Coefficient, or Pearson Correlation Coefficient. It can range from -1 to +1.

80



If there is no correlation, the coefficient is zero, or close to zero.

It is important to understand that the correlation coefficient is not a measure of linearity but rather a measure of how well the data fits the model.

#### **USP Education**

80



## **Regression Analysis**





It is equivalent to the ratio of the regression SS and total SS and thus is an expression of how much variability in the response is fitted by the regression.

$$r^2 = \frac{R}{2}$$

Where

- **Regression sum of squares** is the amount of variability in the response
- Total sum of squares is the sum of squares explained by the regression line + sum of squares not explained by the regression line i.e. residual sum of squares.

 $r^2$  = 0.969 means that 96.9% of variation in observed values is explained by the equation.

Ideally,  $r^2$  should be equal to one, which would indicate zero error.

## Significance of Intercept:



#### 95% confidence interval of intercept includes zero

**Option 1** 

**Option 2** 

#### Intercept: It is the value of y when x = 0

• If 95% confidence intervals includes zero, the true intercept can also be assumed to be zero and a single point calibration is justified.

#### % y-intercept should be statistically insignificant

An alternative approach is to express the intercept as a % of the analytical response at the target concentration for e.g. 100% concentration level in the assay.

- If the % intercept is not significant, then single point calibration may be used.
- If the % intercept value is not negligible, then multilevel calibration is normally used.

% intercept =  $\frac{y - intercept \times 100}{\text{Response at }100\%}$ 

General Limits:
> Assay : ± 2%
> Impurities : ± 5%

**USP Education** 

#### Homoscedasticity and Heteroscedasticity :

**Homoscedasticity** is the term for calibration data having about equal variability over the whole calibration range.

If the data's variability changes from one end of the range to the other the data is called to be **Heteroscedastic**.

In some cases, to attain linearity, the concentration and/or the measurement may be transformed.

The weighting factors used in the regression analysis may change when a transformation is applied.



32 © 2019 USP



Transformation may be performed to the response data as well as to the concentration data.



Common choices for a transformation of the response include, but not limited to,

- Log
- Natural Log
- Square root
- Reciprocal

#### **USP Education**

Ref: USP <1032> Design and Development of Biological assay

**Residuals:** 





## **Residual:**

The distance in the y-direction from the point to the regression line.

Deviation of an observed data point (y) from the corresponding predicted data point  $(\hat{y})$ 

Each residual :  $y - \hat{y}$ 

**USP Education** 

## **Regression analysis:**

| Sr. No | Conc. | Area |
|--------|-------|------|
|        | 0.050 | 1250 |
| 1      | 0.050 | 1260 |
|        | 0.050 | 1155 |
|        | 0.105 | 2625 |
| 2      | 0.105 | 2550 |
|        | 0.105 | 2700 |
|        | 0.120 | 3000 |
| 3      | 0.120 | 3150 |
|        | 0.120 | 3090 |
|        | 0.150 | 3750 |
| 4      | 0.150 | 3800 |
|        | 0.150 | 3755 |
|        | 0.175 | 4375 |
| 5      | 0.175 | 4402 |
|        | 0.175 | 4450 |
|        | 0.250 | 6250 |
| 6      | 0.250 | 6311 |
|        | 0.250 | 6288 |



#### **USP Education**

Ref: Graph is generated by using Minitab

## Case study- 4 cont..

#### SUMMARY OUTPUT

| Regression Statistics   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| Multiple R  | 0.999419737  |  |  |  |  |  |
| R Square  | 0.998839811  |  |  |  |  |  |
| Adjusted R Square   | 0.998767299  |  |  |  |  |  |
| Standard Error  | 56.67013031  |  |  |  |  |  |
| Observations  | 18   |  |  |  |  |  |
| Multiple R<br>R Square<br>Adjusted R Square<br>Standard Error<br>Observations | 0.999419737<br>0.998839811<br>0.998767299<br>56.67013031<br>18 |  |  |  |  |  |

#### ANOVA

|            | df | SS          | MS          | F           | Significance F |
|------------|----|-------------|-------------|-------------|----------------|
| Regression | 1  | 44238000.44 | 44238000.44 | 13774.85595 | 6.4499E-25     |
| Residual   | 16 | 51384.05872 | 3211.50367  |             |                |
| Total      | 17 | 44289384.5  |             |             |                |

|                      | Coefficients | Standard Error | t Stat      | P-value     | Lower 95%    | Upper 95%   |
|----------------------|--------------|----------------|-------------|-------------|--------------|-------------|
| Intercept            | -12.22610471 | 33.2736504     | -0.36744104 | 0.718105085 | -82.76309252 | 58.31088311 |
| X Variable 1 (slope) | 25247.47839  | 215.1168729    | 117.3663323 | 6.450E-25   | 24791.45099  | 25703.50579 |

#### Typical acceptance criteria:

- Valid calibration model e.g. r and r<sup>2</sup>
- Residual plots shows random scatter and no systematic trends
- 95% confidence interval of intercept includes zero

#### **USP Education**

USD

Equation (y=mx+c): 25247x -12.23 Intercept (c) = -12.23 (The value of y when x=0) Standard Error, (SE intercept) = 33.27 95% CI of SE (intercept)= -82.76 to 58.31 Slope (m) = 25247 Standard error (SE of slope) = 215.11 95% CI of SE (slope) = 24791 to 25703 Coefficient of determination (r<sup>2</sup>)=0.9988 Correlation coefficient (r)= 0.9994 (This will be between 0 to 1, the closure the value 1, the better the correlation) Regression SS = 44238000(Regression sum of squares is the amount of variability in the response) Residual SS = 51384(Residual sum of squares is the variability about regression line, the amount of uncertainty remains) Total SS = 44289384(The total sum of squares is the total amount of variability in the response)

36

## Case study – 4 cont..

#### **Regression analysis:**

**USP Education** 





- Normal probability plot: To verify the assumption that the residuals are normally distributed
- Histogram: To determine whether the data are skewed or whether outliers exist in the data
- Versus Fits: To verify the assumption that the residuals have a constant variance
- Versus Order: To verify the assumption that the residuals are uncorrelated with each other

37

# Questions



**Empowering a healthy tomorrow** 

# **Thank You**



**Empowering a healthy tomorrow**