

Scientific and Medical Expert Conclusion
№614 dated March 13, 2026
On the educational manual

Required parameter / evaluation criterion	Availability of information / compliance with the criterion and established requirements
Title of the manuscript	FUNDAMENTALS OF PROJECT ACTIVITY
Planned print run	30
Year of publication	2026
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Name of the educational program, including the code according to the Classification of fields of training for higher and postgraduate education, and the name of the discipline for which this publication has been prepared	Educational and Methodological Manual for Bachelor’s Degree Programs in the Field of Education 6B10 – “Healthcare”. The presented educational and methodological manual is intended for bachelor’s degree students studying the discipline “Project Activity”. The manual aims to provide learning materials that introduce students to the fundamentals, principles, and methodologies of project-based activity. Recommended for use in higher and/or postgraduate education institutions of the Republic of Kazakhstan as an educational and methodological manual for students enrolled in the field of study “Healthcare.” Discipline: Project Activity / Project-Based Learning in Healthcare
<i>Assessment of compliance with the requirements for structure and formatting</i> (in accordance with the Regulations on the procedure for awarding the stamp of the Educational and Methodological Association of the Republican Educational and Methodological Council)	
Title page and reverse side	This publication has been prepared in accordance with the methodological requirements for educational and scientific publications. <u>needs to be completed:</u> Recommended by the Educational and Methodological Association (EMA) in the field of training healthcare professionals as a textbook for students of healthcare education programs. Minutes № _____ dated “ ” _____ 2025.

	Recommended for use in higher and (or) postgraduate education institutions of the Republic of Kazakhstan as a Educational and Methodological Manual for students enrolled in the field of training “Healthcare.” Minutes of the meeting of the Educational and Methodological Association based at the NCJSC “Astana Medical University” No. _ dated _ 2026.
Abstract	<p>This educational and methodological manual is designed for bachelor’s degree students in the field of healthcare. It provides comprehensive theoretical and practical knowledge on project-based activity in medicine.</p> <p>The manual covers the fundamental concepts of project management, stages of project development, planning tools, and methods of evaluation. Special attention is given to the development of students’ research skills, teamwork abilities, and critical thinking.</p> <p>The publication supports the implementation of modern educational approaches, including project-based learning, and prepares students for practical work in healthcare by strengthening their ability to design, implement, and evaluate medical projects.</p>
List of abbreviations and glossary	<p>The textbook contains commonly used abbreviations and key concepts related to healthcare and project-based learning, including: DNA, RNA, CT, MRI, US, HEI, SKMA, LAIC, RMEL, EHC, as well as essential terms such as project, project activity, SMART principle, SWOT analysis, risk management, KPIs, Gantt chart, stakeholders, and project-based learning (PBL).</p> <p>The glossary provides clear definitions of fundamental concepts used in project management and medical education to support students’ understanding and practical application.</p> <p>The List of Abbreviations and Glossary fully comply with the requirements.</p>
Table of contents. Correspondence of the headings of the main parts of the text in the table of contents to the headings in the text and the standard curriculum of the discipline	<p>The table of contents fully corresponds to the structure of the main text and is developed in accordance with the standard curriculum of the discipline “Project Activity” for healthcare education programs (6B10 – Healthcare).</p> <p>The headings of chapters and subchapters accurately reflect the content of the textbook, including:</p> <ul style="list-style-type: none"> •Organization of Project Activities •Research Projects in Medicine •Assessment of Project Activities •Practical and Case-Based Tasks •Appendices, Test Questions, and References <p>This ensures consistency between the curriculum requirements and the educational material presented in the manual.</p>
Preface	<p>The textbook “Fundamentals of Project Activity” is designed to support students in mastering the principles and practical skills of project-based learning in healthcare. It introduces modern approaches to planning, implementing, and evaluating medical and research projects, helping students develop analytical thinking and teamwork skills.</p>

Introduction. Availability of a brief description of the purpose and objectives of the subject in the introduction	The introduction provides a brief overview of the purpose and objectives of the discipline. It explains the importance of project-based learning in medical education and highlights its role in developing clinical thinking, research competencies, and problem-solving skills among students. The main objective of the discipline is to familiarize students with the fundamentals of project management and to prepare them for independent work in designing and implementing healthcare-related projects.
Main body	The main body of the textbook is structured into three chapters: 1. Organization of Project Activities 2. Research Projects in Medicine 3. Assessment of Project Activities Each chapter covers theoretical foundations, practical methods, and applied tools such as SMART goals, SWOT analysis, Gantt charts, and evaluation criteria. The content is aligned with modern healthcare education standards and focuses on developing practical competencies in students.
Conclusion	The textbook concludes that mastering project activity is essential for modern medical education. It emphasizes that project-based learning develops students' professional competencies, research skills, critical thinking, and ability to work in teams. The knowledge gained from this discipline prepares future healthcare professionals to effectively solve real clinical and organizational problems, contribute to innovation in medicine, and improve the quality of healthcare services.
Bibliographic list (list of primary and additional literature)	The bibliographic list includes 28 primary sources and 24 additional sources and is properly structured in accordance with the requirements
Appendix	There are 4 attachments.
Requirements for volume: not less than 9 author's printed sheets for a textbook and 6 author's printed sheets for a study guide and practical manual.	The work is presented on 103 A4 pages, which corresponds to 6,4 printed sheets.
Volume of illustrative material (%)	The volume of illustrative material is correct and complies with the established requirements.
Rubrication of the main body (presence of hierarchical differentiation of content, logic and adequacy of structuring into chapters and sections)	The main body of the educational and methodological manual "Fundamentals of Project Activity" is structured in a clear hierarchical and logically consistent manner, ensuring systematic presentation of learning material. The content is divided into three main chapters, each of which is further subdivided into thematic sections and subsections that reflect the progressive development of competencies in project-based learning.
Compliance of supplementary and explanatory texts with their intended purpose	The supplementary and explanatory texts fully comply with their intended purpose, ensuring clarity, practical applicability, and effective support of the educational process.

Availability and quality of the glossary (new terms, terminological set from the educational content)	The glossary is available and of high quality, containing a comprehensive and relevant set of terms that fully correspond to the educational content and meet academic requirements.
Compliance of the text with grammatical, spelling, and punctuation norms of the language	The text generally complies with grammatical, spelling, and punctuation norms of the English language, with only minor editorial corrections required.
Compliance with printing requirements (tables, figures, font, spacing, typographic emphasis)	The document fully complies with printing requirements; formatting, layout, and typographic elements are presented at a high standard.
<i>Assessment of compliance with the requirements for content</i> <i>(in accordance with the Regulations on the procedure for granting the stamp of the Educational and Methodological Association of the Republican Educational and Methodological Council).</i>	
1. General requirements	
Compliance of the content of the educational publication with the goals and objectives defined in the State Compulsory Educational Standard (SCE), and in the educational program of higher or postgraduate education.	The content of the educational publication fully complies with the goals and objectives defined in the State Compulsory Educational Standard (SCE) and the educational program of higher or postgraduate education.
Compliance of the declared educational and methodological literature with the type of educational publication (textbook, study guide)	Yes, the declared educational and methodological literature complies with the type of educational publication.
Compliance of the structure and titles of the main sections of the educational publication with the course syllabus of the discipline	Yes, the structure and titles of the main sections of the educational publication comply with the course syllabus of the discipline.
Compliance of the volume of the educational publication with the standard curriculum, study plan, and course syllabus of the discipline	Yes, the volume of the educational publication complies with the standard curriculum, study plan, and course syllabus of the discipline.
2. Compliance of the content of the educational publication with the didactic principle of scientific validity	
Representation in the content of key theories, scientific principles and laws, and a system of definitions and terms in the studied discipline	Yes, the content adequately represents key theories, scientific principles and laws, as well as a system of definitions and terms in the studied discipline.
Correctness and appropriateness of terminology usage and its compliance with generally accepted scientific terminology	Yes, the terminology is used correctly and appropriately and complies with generally accepted scientific terminology.
Absence of non-scientific and unreliable facts, examples, and explanations in the content	Yes, the content is free from non-scientific and unreliable facts, examples, and explanations.

Presence in the content of information and scientific-cognitive data on advanced achievements of modern science, engineering, and technology in the relevant field of education.	Yes, the content includes information and scientific-cognitive data on advanced achievements of modern science, engineering, and technology in the relevant field of education.
3. Compliance of the educational information with the didactic principle of accessibility.	
Completeness and logical consistency of the presentation of the educational material	Yes, the presentation of the educational material is complete and logically consistent.
Appropriateness of use and clarity of all types of texts (main, supplementary, and explanatory texts)	Yes, the use and clarity of all types of texts (main, supplementary, and explanatory) are appropriate.
Conformity of the presentation and content of the educational material with the age-related physiological capabilities and developmental level of students, as well as their prior educational preparation.	Yes, the presentation and content of the educational material conform to the age-related physiological capabilities and developmental level of students, as well as their prior educational preparation.
Consideration of mental and physical health preservation requirements – absence of intellectual, moral, and physical overload for learners.	The content meets the requirements for mental and physical health preservation, with no signs of intellectual, moral, or physical overload for learners.
Presence of a system of tasks differentiated by level of difficulty.	Yes, the educational publication includes a system of tasks differentiated by level of difficulty.
Accessibility for independent study.	Yes, the content is accessible for independent study.
Consideration, in the presentation of new information, of students' actual ability to assimilate no more than 30 information-semantic units of text per lesson (definitions, concepts, ideas, and conclusions, usually expressed in one paragraph).	Yes, the presentation of new information takes into account students' actual ability to assimilate no more than 30 information-semantic units per lesson.
Compliance of the educational information with the principle of systematicity.	
Adherence to internal textual logic ensuring the interconnection of categories, concepts, and methods, and the formation of a coherent conceptual system within the educational publication.	Yes, the educational publication adheres to internal textual logic, ensuring the interconnection of categories, concepts, and methods and forming a coherent conceptual system.
Division of the educational publication into topics, and topics into sections and subsections,	Yes, the educational publication is appropriately divided into topics, and topics into sections and subsections, defining a clear organization of the lesson.

defining the organization of the lesson.	
Systematic recurrence of structural elements accompanying the instructional text	Yes, there is a systematic recurrence of structural elements accompanying the instructional text.
5. Compliance of the educational information with the principle of consistency and continuity	
Consideration of students' prior knowledge and experience.	Yes, the educational publication takes into account students' prior knowledge and experience.
Logical sequence of presentation ('from simple to complex', from description to analysis and synthesis, from statement to activity, evaluation, generalization, and conclusions).	Yes, the presentation follows a logical sequence ("from simple to complex," from description to analysis and synthesis, from statement to activity, evaluation, generalization, and conclusions).
Continuity in the presentation of the material with the content of textbooks and study guides of previously studied disciplines.	Yes, the presentation of the material ensures continuity with the content of textbooks and study guides of previously studied disciplines.
Ensuring intra-disciplinary connections between textbooks and study guides within the same discipline.	Yes, intra-disciplinary connections between textbooks and study guides within the same discipline are ensured.
Absence of unjustified duplication of educational material previously covered in other textbooks.	The educational publication contains no unjustified duplication of material previously covered in other textbooks.
Close connection with the content of textbooks in other disciplines and implementation of interdisciplinary links.	Yes, the content maintains a close connection with textbooks in other disciplines and ensures the implementation of interdisciplinary links.
6. Compliance of the educational information with the principle of consciousness and activity.	
Presence of motivational attitudes and clear formulation of learning objectives for students.	Yes, the educational publication contains motivational elements and clearly formulated learning objectives for students.
Availability of learning materials aimed at independent problem-solving and addressing questions that spark the learner's personal interest.	Yes, the educational publication includes learning materials aimed at independent problem-solving and addressing questions that stimulate learners' personal interest.
Availability of a system of questions, tasks, and exercises for mastering the techniques of analysis, synthesis, selection, and systematization of materials, including those based on Bloom's taxonomy	Yes, the educational publication includes a system of questions, tasks, and exercises for mastering analysis, synthesis, selection, and systematization skills.
Presence of systematic control (self-control), monitoring, assessment, and self-assessment of learning achievements.	Yes, the educational publication includes systematic control (self-control), monitoring, assessment, and self-assessment of learning achievements.

Availability of recommended reading lists and/or official educational websites that motivate learners to read more and facilitate their search for interesting literature.	Yes, the educational publication includes recommended reading lists and/or official educational websites that motivate learners to read more and support their search for relevant literature.
7. Compliance of educational information with the principle of visual clarity.	
Ensuring the activation of multi-channel perception of educational content.	Yes, the educational publication ensures the activation of multi-channel perception of educational content.
Availability of high-quality illustrative and graphical means to support the author's propositions.	Yes, the educational publication includes high-quality illustrative and graphical materials that support the author's propositions.
Compliance of the illustrative material with the nature of the discipline and the content of the educational publication	Yes, the illustrative material complies with the nature of the discipline and the content of the educational publication.
8. Compliance of educational information with the principle of the connection between theory and practice.	
Ensuring the connection of educational content with real-life conditions and situations.	Yes, the educational content ensures a connection with real-life conditions and situations.
Availability of applied, practice-oriented tasks	Yes, the educational publication includes applied, practice-oriented tasks.
Orientation of the content toward current processes of social and economic development.	Yes, the content is oriented toward current processes of social and economic development.
Orientation of educational information toward the development of information culture and competencies, as well as skills in searching for relevant information and making appropriate decisions.	Yes, the educational information is oriented toward the development of information culture and competencies, as well as skills in searching for relevant information and making appropriate decisions.
Originality of the manuscript text (%).	93%
Use of artificial intelligence (%).	0%

Expert Opinion:

The educational manual «Fundamentals of project activity» is recommended for approval.

Decision:

To approve the educational manual «Fundamentals of project activity», authorize its publication in print, and recommend it for the endorsement of the Educational and Methodological Association of the Republican Educational and Methodological Council in the field of «Healthcare».

Expert group:

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