SYLLABUS
Fall semester 2025-2026 academic year
educational program "Basic Epidemiology" for
6B10105 students in the specialty of Public Health

ID and name of course	Independent work of the student (SIW)	Number of credits			General number of credits	Independent work of the student under the guidance of a teacher (SIWT)
		Lectures (L)	Practical classes (S.)	Lab. classes (LC)		
BE2208	4	15	90	-		6

ACADEMIC INFORMATION ABOUT THE COURSE

Learning Format	Cycle, component	Lecture types	Types of practical classes	Form and platform final control
Offline		yes		Case study
Lecturer - (s)	Farida Iskakova			
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Assistant - (s)				
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ACADEMIC COURSE PRESENTATION

To form the competencies of bachelor's students in biostatistics as a science of Public Health. To form the competencies of bachelor's students in Epidemiology as a science of Public Health.	1. To demonstrate knowledge and understanding of the principles of Epidemiology as a science in Public Health.	1.1 Explain the principles and core functions of Epidemiology in Public Health. 1.2. Use the principles of Epidemiology to assess Population Health.
	2. To distinguish concepts of causality in epidemiology.	2.1. Define the cause of communicable and non-communicable diseases.
		2.2. Give the characteristics of the disease's cause.
	3. Demonstrate skills to estimate Population Health.	3.1 Summarize the Data and measure the frequencies of the disease.
		3.2 Display of Public Health Data in tables and graphs.
	4. To demonstrate knowledge and skills in understanding the hierarchy and design of epidemiologic studies.	4.1 Critically appraise Observational Descriptive study using scientific original articles (case report, case-series, ecological, cross-sectional studies).
		4.2 Critically appraise Observational Analytical studies using scientific original articles (case-control, cohort studies).
		4.3 Critically appraise Randomized and non-randomized clinical trials using original scientific papers.
	5.1 Write an overview of Tuberculosis Surveillance in the county (Afghanistan, Kazakhstan).	5.1 Write an overview of Tuberculosis Surveillance in the county (Afghanistan, Kazakhstan).
	5.2 Write a plan for investigating an infectious disease outbreak in a city.	5.2 Write a plan for investigating an outbreak in a city.
Prerequisites	Public Health	
Postrequisites	Biostatistics	
Learning Resources	Literature: main, additional. 1. Gordis, Leon, Epidemiology, 5th Edition, W.B. Saunders Company, 2013. 2. Bonita 3. Principles of Epidemiology in Public Health. CDC. -2014. 4. Essentials of Epidemiology in Public Health. Third Edition. -2016.-526 p. 5. USMLE: Epidemiology. 6. Medical Statistics at a Glance Workbook. Front Cover. Aviva Petrie, Caroline Sabin. John Wiley &	

	Sons, 2013 - Medical - 120 p. Research infrastructure 1. Microsoft Excell Manual// chrome-extension:/ /adminfinance.umw.edu/tess/files/2013/06/Excel-Manual1.pdf 2. SPSS Survival Manual, 6th edition. Julie Pallant – 2016 Internet resources 1. KazNU Library 2. MOOC / video lectures, etc. 3.www.who.org 4. www.cdc.gov 5. https://pubmed.ncbi.nlm.nih.gov/ Software (optionally) 1. IBM SPSS – 26 version 2. Excel program

Academic course policy	**Academic values: Integration of science and education.** The research work of students, undergraduates, and doctoral students is a deepening of the educational process. It is organized directly at the university's laboratories, scientific and design departments, and student scientific and technical associations. The work of independent students at all levels of education is aimed at developing research skills and competencies based on obtaining new knowledge using modern research and information technologies. A research university teacher integrates the results of scientific activities into the topics of lectures and seminars (practical) classes, laboratory classes, and the tasks of the SSWT and SSW, which are reflected in the syllabus and are responsible for the relevance of the topics of training sessions and assignments. **Attendance.** The deadline for each task is indicated in the calendar (schedule) for the implementation of the course; failure to meet deadlines results in loss of points. **Academic honesty.** Practical/laboratory classes, such as SIW, help develop the student's independence, critical thinking, and creativity. Plagiarism, forgery, cheat sheets, and cheating at all stages of completing tasks are unacceptable. Compliance with academic honesty during theoretical training and exams, in addition to the central policies, is regulated by "Regulations on checking students' text documents for borrowings". Documents are available on the main page of IS Univer. **Basic principles of inclusive education.** The university's educational environment is conceived as a safe place where there is always support and an equal attitude from the teacher to all students and students to each other, regardless of gender, race/ethnicity, religious beliefs, socio-economic status, physical health of the student, etc. All people need the support and friendship of peers and fellow students. For all students, progress is more about what they can do than what they can't. Diversity enhances all aspects of life. All students, especially those with disabilities, can receive counseling assistance by phone/e/mail *iskakovaf@gmail.com* or via WhatsApp via video link in MS Teams, *enter a permanent link to the meeting.* **Integration of MOOC (massive open online course).** In the case of integrating MOOCs into the course, all students need to register for the MOOC. The deadlines for passing MOOC modules must be strictly observed by the course study schedule. **ATTENTION!** The deadline for each task is indicated in the calendar (schedule) for the implementation of the course content, as well as in the MOOC. Failure to meet deadlines results in loss of points.

INFORMATION ABOUT TEACHING, LEARNING, AND ASSESSMENT

Score-rating letter system of assessment of accounting for educational achievements

Grade	Digital equivalent points	points, % content	Assessment according to the traditional system
A	4.0	95-100	Great
A-	3.67	90-94	
B+	3.33	85-89	Fine

Assessment Methods

Criteria-based assessment is the process of correlating actual learning outcomes with expected learning outcomes based on clearly defined criteria. Based on formative and summative assessments.

Formative assessment is a type of assessment that is carried out in the course of daily learning activities. It is the current measure of progress. Provides an operational relationship between the student and the teacher. It enables you to assess the student's capabilities, identify areas of difficulty, assist in achieving optimal results, and make timely adjustments to the educational process for the teacher. The performance of tasks and the activity of work in the classroom during lectures, seminars, and practical exercises (discussions, quizzes, debates, round tables, laboratory work, etc.) are evaluated. Acquired knowledge and competencies are assessed.

Summative assessment is a type of assessment carried out upon completion of the study of the section by the program of the course. Conducted 3-4 times per semester when performing SIW. This assessment evaluates mastery of the expected learning outcomes as described. Enables you to assess and adjust the course's level of mastery over a specific period. Learning outcomes are evaluated.

B	3.0	80-84		**Formative and summative assessment** 1. Activity in discussions of the topic in classes 2. Work in practical classes 3. Independent work 4. Design and creative activity 5. Final control (exam)	**Points % content** **1. 10** **2. 10** **3. 10** **4. 30** **5. 40**
B-	2.67	75-79		Activity in discussions of topics in classes	10
C+	2.33	70-74		Work in practical classes	10
C	2.0	65-69	Satisfactorily	Independent work	10
C-	1.67	60-64		Design and creative activity	30
D+	1.33	55-59	Unsatisfactory	Final control (exam)	40
D	1.0	50-54		TOTAL	100

Calendar (schedule) for the implementation of the course content. Methods of teaching and learning.

A week	Topic name	Number of hours	Max. ball
	MODULE 1. INTRODUCTION TO EPIDEMIOLOGY		
1	L.1. Introduction to Epidemiology	1	
	S.1. Introduction to Epidemiology	3	6
2	L.2. History and Evolution of Epidemiology	1	
	S. 2. History and Evolution of Epidemiology.	3	6
	SIWT 1. Control work, tests, individual/group projects, essays, situational tasks, testing, portfolio, etc., at the teacher's choice. An estimated 25-30% of the total points are for foreign control. Consultations on the implementation of SIW 1. ATTENTION. Number of SIWT (6-7), SIW (2-5) for 15 weeks.		
3	L.3. Concepts of Epidemiology: Causation, Epidemiological Triad.	1	
	S.3. Concepts of Epidemiology: Causation, Epidemiological Triad.	3	6
	SIWT 1.		
4	L. Summarize Data and Display Public Health Data.	1	
	S. Summarize Data and Displaying Public Health Data	3	6
	SIW 1. Choose one health problem and describe it using epidemiological questions. What? Where? When? Who? Why? and How?	9	25
5	L. Measures of Disease Frequency. Sources of Health-Related Data.	1	
	S. Measures of Disease Frequency. Sources of Health-Related Data.	3	6
	SIWT 3.		
6	L. Compare Disease Frequency. Standardization.	1	
	S. Comparison of Disease Frequency. Standardization	3	7
7	L. Public Health Surveillance.	1	
	S. Public Health Surveillance.	3	7
	SIW 2.		25
8	L. Design of Epidemiological Studies	1	
	S. Observational descriptive studies.	3	
	Midterm control 1 (tests)		100
	MODULE 2. EPIDEMIOLOGICAL STUDIES		
9	L.12. Observational analytic studies.	1	
	S. 12. Observational, analytic, case-control, and cohort studies.	3	7
	SIWT T 4. Consultation on the implementation of SIW 4		
10	L.13. Experimental studies.	1	
	S. 13. Experimental studies: Clinical trial. Randomized controlled trial.	3	7
	SIW 3.		25
11	L.11. Diagnostic and Screening Test.	1	
	S.11. Diagnostic and Screening Test.	3	7
	SIWT 5. Consultation on the implementation of SIW 4		
12	L.7. Basics of Epidemiology of Infectious Diseases	1	
	S.7. Epidemiology of Infectious diseases.	3	7
13	L. Epidemiology of Non-communicable Diseases.	1	
	S. Epidemiology of Non-communicable Diseases.	3	
14	L. Outbreak Investigation.	1	
	S. Outbreak Investigation.	3	7
	SIW 4.		25
15	L.8. Preventive and prophylaxis methods.	1	
	S. 8. Preventive and prophylaxis methods.	3	8
	SIWT 6.		
Midterm control 2 (tests)			**100**
Final control (exam)			**100**
TOTAL for the course			**100**

Dean _____ **S.B. Kalmahanov**

Chairman of the Academic Committee
on the quality of teaching and learning _____

Head of Department _____ **A.E. Ualiyeva**

Lecturer _____ **F.A. Iskakova**

RUBRICATOR OF THE SUMMATIVE ASSESSMENT

CRITERIA EVALUATION OF LEARNING OUTCOMES

Task name (points, % content from 100% MC, copy from the calendar (graphics) implementation of the content of the training course, methods of teaching and learning

Criterion	**"Excellent"** **Max. weight in %**	**"Good"** **Max. weight in %**	**"Satisfactory"** **Max. weight in %**	**"Unsatisfactory"** **Max. weight in %**
	95- 100 %	80-94%	64-79%	<63%

Criterion	**"Excellent"** 20-25%	**"Good"** 15-20%	**"Satisfactory"** 10-15%	**"Unsatisfactory"** 0-10%

THEMATIC PLAN AND CONTENT OF PRACTICAL STUDIES

№	Topic	Content	Resources
	2	3	4
1	Introduction to Epidemiology: Definition. Core	Basic concepts and areas of application. Theories of causality and probability. epidemiological triad. Factors related to the infectious agent, the environment, and the susceptible individual. The concept of the epidemic process and ways of transmission of infection. Epidemiological approach. Fundamentals of surveillance. Population, sentinel, and syndromic surveillance. Mini presentation. CBL Case study.	1. Gordis, Leon, Epidemiology, 5th Edition, W.B. Saunders Company, 2013, p. 20-54, 55-61, 61-78 2. Principles of Epidemiology in Public Health Practice, 3d Edition, CDC, US Department of Public Health, 2012. Lesson 1-4. 3. High-Yield Biostatistics, Epidemiology, & Public Health, 4th Edition, p.86-96 4. Kaplan USMLE, Lecture Notes, Behavioral Sciences and Social Science, 2017, p.3-10 5. An Introduction to Epidemiology. Wolfgang Ahrens, Klaus Krickeberg, Iris Pigeot, p.3-20 6. CDC materials https://www.cdc.gov/csels/dsepd/ss1978/lesson5/section2.html
2	Epidemiological Study Design.	Epidemiological methods: descriptive, analytical, and experimental. Case reports (clinical cases), case series (series of cases); ecological, cross-sectional studies, case-control, cohort study. Randomized and non-randomized clinical trials. Measures, bias, and confounders. Advantages and limitations of epidemiological methods. Diagnostic and screening tests.	1. Kaplan USMLE, Lecture Notes, Behavioral Sciences and Social Science, 2017, p.11-14, 17-24 2. Gordis, Leon, Epidemiology, 5th Edition, W.B. Saunders Company, 2013, p.197-232, p.158-194, p.235-247, p.250-280, p.282-296, 346-367 3. An Introduction to Epidemiology. Wolfgang Ahrens, Klaus Krickeberg, Iris Peugeot, p. 29-35

		Sensitivity and specificity. Likelihood ratio. Predictive value (negative and positive). The use of epidemiological methods in clinical medicine. Glossary. Mini presentation. CBL - Case study.	4. High-Yield Biostatistics, Epidemiology, & Public Health, 4th Edition, p.57-71, 82-92 5. Wolfgang, A. Handbook of Epidemiology. 5 vol.//Ahrens Wolfgang, Peugeot Iris. - 2 ed.- Springer Reference, 2014, p.187-388
3	Epidemiology of communicable and	Epidemiology of infectious diseases. Occurrence, mechanism, and ways of transmission of contagious diseases. Epidemiological classification of infectious diseases. Standard case definition: presumptive, probable, and confirmed cases. Outbreak investigation. Stages of investigation. Anti-epidemic and preventive measures are in focus of infection. Glossary. Epidemiology of chronic non-communicable diseases: cardiovascular, oncological diseases, COPD, and diabetes. Causes and conditions for the occurrence and spread of HND. Measurement of risks, prevalence rates, outcomes, and treatment effectiveness. Epidemiology of dental diseases. Glossary. Mini presentation. CBL. Case study.	1. High-Yield Biostatistics, Epidemiology, & Public Health, 4th Edition, p.96-100 2. Gordis, Leon, Epidemiology, 5th Edition, W.B. Saunders Company, 2013, p. 54-56, p.328-335 3. Wolfgang, A. Handbook of Epidemiology. 5 vol.//Ahrens Wolfgang, Peugeot Iris. - 2 ed.- Springer Reference, 2014, v.5 4. Cancer Epidemiology: Principles and Methods. Isabel dos Santos Silva. WHO. -1999.-437 p. 5. Communicable disease control in emergencies. A field manual. Edited by M.A. Connolly . 2005.-194 p.
4	5 stages of Evidence-Based Medicine. Search and critical analysis of published research.	Principles of Evidence-Based Medicine. The history of the development of Evidence-Based Medicine. World development experience. The value of Evidence-Based Medicine for clinical practice. 5 stages of evidence-based medicine. Formulation and transformation of a clinical problem into a question using the PICOT principle. Finding and identifying the best evidence to answer. Evaluation of the quality and reliability of evidence. Implementation of the results of a critical assessment in clinical practice and evaluation of the results of the work done (audit). Glossary. Select appropriate resources and search for evidence. Medline/PubMed, Cochrane Collaboration Database, Cochrane Library, EMBASE. Search strategy: keywords, logical operators (Boolean Operators), phrases (Phrase Search), by author (Author Search), by journal title (Journal Search), subject headings (MeSH). Operations with search results. Mini presentation. CBL Case study.	1. Fundamentals of Evidence-Based Medicine, K Prasad, 2013, 1-7 p, Chapter 2, 19-25 p 2. Essential Evidence-based medicine, D. Mayer, 2010, 9-18 p 3. Evidence-Based Answers to Clinical Questions for Busy Clinicians Workbook- 2009.-26p. 4. Essentials of Evidence-based Clinical Practice. Second Edition. -2008.-349 p. 5. Medline/PubMed, Cochrane Collaboration Database, Cochrane Library, EMBASE

5	Systematic review and meta-analysis. Evaluation of clinical protocols and recommendations. GRADE.	Studies summarizing other studies: a systematic review and meta-analysis. Stages of creating a systematic review. Stages of meta-analysis. Options for presenting meta-analysis results in a systematic review. Search strategy for systematic reviews. Assessing the quality of systematic reviews using the AGREE system. Evaluation of clinical guidelines. Recommendation classes: I, II, II-a, II-b, III. Glossary. Mini presentation. CBL - case studies.	1. Literature Reviews in Social Work. Robin Kiteley and Christine Stogdon.- 2014.-20 p. 2. APPRAISAL OF GUIDELINES FOR RESEARCH & EVALUATION II. The AGREE Next Steps Consortium. - May 2009.-52 p.
6	Research proposal**.** Create and share a questionnaire**.**	Conceptualization stage of health services research. Select and formulate a research problem. Theories and appropriate theoretical frameworks in health research. Types of research reviews (e.g., information synthesis, literature reviews, and meta-analysis) and their purposes. General categories in research review.	1. Fundamentals of Evidence-Based Medicine, K Prasad, 2013, 27-31 p, 109-112 p 2. Essential Evidence-based medicine, D Mayer, 2010, 367-377 p 3. Evidence-based medicine, Dermot P.B. McGovern et al., 2005, 62-76 p 4. How to read a paper. T. Greenhalgh. -2003.-240 p. 5. Evidence-Based Answers to Clinical Questions for Busy Clinicians Workbook. - 2009.-26p.
7	Measurement in Epidemiology. Frequencies, rates, ratios.	Counts, frequencies, rates, and ratios. Measuring disease incidence, prevalence, and mortality rates. Calculation and interpretation of indicators of morbidity, prevalence, and mortality of the population. Visual presentation of epidemiological data. Registration of cases. Data collection system. Analysis, interpretation, and presentation of surveillance data. Glossary. Mini presentation. CBL Case study.	1. Epi Info. -176 p. 2. Gordis, Leon, Epidemiology, 5th Edition, W.B. Saunders Company, 2013, p.55-61, p.371-376 3. Principles of Epidemiology in Public Health Practice, 3d Edition, CDC, US Department of Public Health, 2012. Lesson 5. 4. CAPABILITY 13: Public Health Surveillance and Epidemiological Investigation. Public Health Preparedness Capabilities:
8	Summarizing data: Properties and methods of Frequency Distributions. Measures of Central Location and Spread.	Data, database. Mean, median, and mode. Central location, types. Types of variables. Types of distribution, descriptive statistics. Databases (Excel, SPSS).	1. Fundamentals of Biostatistics. Seventh Edition. Rosner. - 2016.-856 p. 2. Primer of Biostatistics. Seventh Edition. Stanton A. Glantz, Ph.D., 2009.- 297p. 3. Medical Statistics at a Glance Workbook. Front Cover. Aviva Petrie, Caroline Sabin. John Wiley & Sons, 2013 - Medical - 120 p. 4. SPSS Survival Manual, 6th edition. Julie Pallant - 2016
9	Types of statistical hypotheses. Hypothesis testing. P-value. Standard error and confidence interval.	Types of statistical hypotheses. Hypothesis testing. P-value. Standard error and confidence interval.	1. Fundamentals of Biostatistics. Seventh Edition. Rosner. - 2016.-856 p. 2. Primer of Biostatistics. Seventh Edition. Stanton A. Glantz, Ph.D., 2009.- 297p. 3. Medical Statistics at a Glance Workbook. Front Cover. Aviva Petrie, Caroline Sabin. John Wiley & Sons, 2013 - Medical - 120 p. 4. SPSS Survival Manual, 6th edition. Julie Pallant - 2016

10	Biostatistics: Descriptive statistics. Databases (Excel, SPSS).		
11	Introduction to analytical statistics. Methods for analyzing qualitative variables, independent and related samples (Chi-square test. Fisher's exact test (McNemar's test).	Methods for the analysis of qualitative variables, independent and related samples (Chi-square test., Fisher's exact test, McNemar's test).	1. Fundamentals of Biostatistics. Seventh Edition. Rosner. - 2016.-856 p. 2. Primer of Biostatistics. Seventh Edition. Stanton A. Glantz, Ph.D., 2009.- 297p. 3. Medical Statistics at a Glance Workbook. Front Cover. Aviva Petrie, Caroline Sabin. John Wiley & Sons, 2013 - Medical - 120 p. 4. SPSS Survival Manual, 6th edition. Julie Pallant - 2016
12	Parametric Tests (T-tests, ANOVA).	One-sample t-test, Two-sample t-test, Paired t-test, and One-way ANOVA.	1. Fundamentals of Biostatistics. Seventh Edition. Rosner. - 2016.-856 p. 2. Primer of Biostatistics. Seventh Edition. Stanton A. Glantz, Ph.D., 2009.- 297p. 3. Medical Statistics at a Glance Workbook. Front Cover. Aviva Petrie, Caroline Sabin. John Wiley & Sons, 2013 - Medical - 120 p. 4. SPSS Survival Manual, 6th edition. Julie Pallant - 2016
13	Non-parametric Tests (Mann-Whitney U-test, Wilcoxon U-test, Kruskal-Wallis Test, Friedman Test).	Mann-Whitney U-test, Wilcoxon U-test, Kruskal-Wallis Test, Friedman Test.	1. Fundamentals of Biostatistics. Seventh Edition. Rosner. - 2016.-856 p. 2. Primer of Biostatistics. Seventh Edition. Stanton A. Glantz, Ph.D., 2009.- 297p. 3. Medical Statistics at a Glance Workbook. Front Cover. Aviva Petrie, Caroline Sabin. John Wiley & Sons, 2013 - Medical - 120 p. 4. SPSS Survival Manual, 6th edition. Julie Pallant - 2016
14	Correlation (Pearson and Spearman) and regression. Survival analysis Log-rank test.	Correlation. Pearson's correlation coefficient. Spearman's rank correlation coefficient. The sensitivity of the correlation coefficient. Survival curve.	1. Fundamentals of Biostatistics. Seventh Edition. Rosner. - 2016.-856 p. 2. Primer of Biostatistics. Seventh Edition. Stanton A. Glantz, Ph.D., 2009.- 297p. 3. Medical Statistics at a Glance Workbook. Front Cover. Aviva Petrie, Caroline Sabin. John Wiley & Sons, 2013 - Medical - 120 p. 4. SPSS Survival Manual, 6th edition. Julie Pallant - 2016
15	Presentation of research work in a thesis	Planning and organization of scientific research. Definition of the research topic, aim, and objectives. Formulation of Hypothesis. Definition of research methods. Developing a questionnaire/patient card. Data collection. Enter data in the SPSS database. Choosing statistical tests and data analysis. Creating tables, forming conclusions. Graphical representation of data. Preparing a presentation.	1. Radaev V.V. How to organize and present a research project: 75 simple rules. - M.: SU-HSE: INFRA-M, 2011 - 203 p. 2. Ospan E. Academic writing: the basics of writing a research paper., Almaty, 2020.-231 p.

	№	Criterion (point-rating assessment)	10	8	6	4	2
			excellent	above average	acceptable	requires correction	excellent above unacceptable
Oral questioning, discussion	1	Basic knowledge of Epidemiology, Evidence-based Medicine, and Biostatistics.	Complete assimilation of the program material. Demonstrated original thinking. Independently used additional literature.	Demonstrated standard thinking with complete mastery of program material.	Mastering of the material with non-principled inaccuracies in answers.	Learning the basics, understanding your mistakes, and being willing to correct them.	Fundamental errors: Constantly confused in answers, did not work through the core literature.
	2	Knowledge of research design in Epidemiology.					
	3	Knowledge of the epidemiology of communicable and non-communicable diseases.					
	4	Knowledge of searching and critically analyzing publications.					
	5	Organization of research.					
	6	Knowledge and skills of descriptive and inferential methods of Biostatistics.					
	7	Knowledge and skills of academic writing.					
	8	Solving Test Tasks - 20 tests, 1 test - 1 point	**20**	**16-18**	**11-15**	**6-10**	**1-5**
	9	Group communication skills and professional attitude (especially when using IMO)	Contact and productive team member	Contractual and productive team member, although prefers individual work work	Combines team and individual work	Tends to be individualistic	individual

Point-rating assessment of the student's independent work under the guidance of a teacher (maximum, 50 points)

№	Evaluation criteria	10 points	8 points	6 points	4 points
1.	Completeness and accuracy.	Completes the assignment completely. Applies critical thinking and analysis skills in completing the assignment. Effective	Completes the task with some inaccuracies. Shows standardized thinking and reasoning. Applies analysis skills. Good presentation of	The task was completed with significant errors. Understands his/her mistakes and is ready to correct them. Weak analysis skills.	Failure to complete the assignment. Does not show scientific thinking and practical skills. Weak skills in analyzing and presenting the
2.	Critical thinking				
3.	Analytical skills				
4	Presentation of the assignment				

CS. - creative assignment (maximum 90 points) + bonuses for the English language

		20	**15**	**10**	**5**

1	Relevance of the problem	Very high	High	Sufficiently high	Not high
2	Informativeness				
3	Credibility				
4	Logicality and consistency				
5	Literature analysis				
6	Practical relevance				
8	Applicability in future practice				
9	Presentation				
10	Plagiarism check				
bonus	* - for Kazakh/Russian groups - English language; for groups studying in English - performing the task in Russian or Kazakh language				

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