

AGREED

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association of Osh State University,
chairman of the coordination council,
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“05” 07 2025

**Rector of Osh State University, professor
K.G.Kozhobekov**

“05” 2025



OSH STATE UNIVERSITY

**SECONDARY VOCATIONAL EDUCATION EDUCATIONAL
STANDARDS**

SPECIALTY : 0601 02 – “ Obstetrics ”

Qualification: MIDWIFE

Osh – 2025

Osh state university educational and methodological of the association Branch committee on medical education areas at the meeting, 2025 " 14 " may , with protocol No. 7 **060102 Obstetrics** specialty according to middle professional knowledge educational standard of delivery considered.

Osh state University teaching and methodical of the association Coordination advice by approved . The 2025 academic year proposed for approval by the Academic Council of Osh State University " 30 " June , protocol No. 9 . Approved by order No. 3426 of the rector of Osh State University .

The following foreign experts have provided opinions on the educational standards.

1. Yuldasheva Gulbahor Makhmudzhanovna- head of the Department of Obstetrics and Gynecology of the Andijan Medical College of Public Health named after Abu- Ali ibn Sina.
2. Khamraeva Lutfikhon Alimkhanovna- teacher of the Abu-Ali ibn Sina Public Health Kasansai Medical College, obstetrician-gynecologist.
3. Abbasova Marhabo Erkinovna -teacher of the Abu-Ali ibn Sina Asakin Medical College of Public Health, obstetrician-gynecologist.

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CHAPTER 1. GENERAL PROVISIONS

The basic educational standard for training in the specialty **060102 Obstetrics** was approved by order of the rector of Osh State University.

060102 Obstetrics specialty *The educational standard of the basic science program* was independently developed and approved by Osh State University, taking into account the requirements of secondary vocational education.

Thanks to the special status of OshMU, it allowed absolutely free writing when developing educational standards.

The educational standard developed independently at Osh State University (hereinafter referred to as the educational standard) is aligned with state educational standards, has a unified structure of requirements for secondary vocational education, and allows them to fulfill their functions in terms of ensuring the unity and quality of education, objectivity of control, and also establishes specific requirements for the development of the educational program being implemented.

The requirements for the conditions and results of mastering basic vocational education programs in this educational standard are not lower than the corresponding requirements of the State Secondary Vocational Education Standards.

The BBS for the specialty of obstetrics was developed with the participation of the following parties:

Chairwoman of the working group: Mamasait kyzy Janara - head of the NKBBP of the obstetrics specialty;

Members: From the Medical College:

1. Arzimatova Baktygul Karimberdievna - teacher of the subject cyclical commission of obstetrics and pediatrics.
2. Shakabaeva Sabira Abdyganyevna is a teacher of the subject cyclical commission for obstetrics and pediatrics.
3. Sulaimanova Gulsana Abdibaitovna - Lecturer at the Ozgen International Medical College ; Toigel 's daughter Aich Lecturer at Ozgen International Medical College ;

From domestic colleges:

4. Shadybekova Eliza Keneshbekovna – teacher at Osh Medical College;
5. Kulanbaeva Nurila Sagynbekovna – teacher at Osh Medical College;
6. Abdurakhmanov Marat Omurbekovich – Lecturer at Kyzyl Kiya Medical College;
7. Tazhibaeva Gulnura Kalmamatovna – teacher at Kyzyl Kiya Medical College;
8. Kubatova Buapiza Kubatovna - teacher at the Kyzyl Kiya Medical College;

Employers:

9. Begmatova Damira Sharabidinovna – Director of the Kara Suu Regional Hospital;
10. Asanova Asylkan Zhamshitbekovna - Head of the Maternity Hospital of the Osh Regional Clinical Hospital;
11. Kaarov Sultan Islambekovich - Director of Kadamjai Rural Development Center;
12. Turgunbaev Zhenish Abtamyevich - Head of the Maternity Hospital of the Osh City Clinical Hospital;
13. Kadyrov Zhyrgal Ibrahimovich is the director of the Kyzyl Kiya ZDPB.

From foreign universities:

14. Bublikova Irina Vladimirovna - Director of St. Petersburg Medical College;

15. Khisamutdinova Zuhra Anfasovna - Director of Kazan Medical College;
16. Asanalieva Elmira Choibekovna - Director of Tokmok Medical College;
17. Ismailov Muhiddin Abduvalievich - Director of the "Ishtikan" Medical College in the Samarkand region of the Republic of Uzbekistan ;
18. Mansurbek Tukhtasinov is the director of Andijan Technical College.

This Educational Standard is in accordance with the Decree of the President of the Kyrgyz Republic No. 243 “On measures to increase the potential and competitiveness of secondary vocational education organizations of the Kyrgyz Republic” dated July 18, 2022, Resolutions of the Cabinet of Ministers of the Kyrgyz Republic No. 654 “On amendments to certain decisions of the Government of the Kyrgyz Republic on granting a special status to state secondary educational institutions”, Resolutions of the Cabinet of Ministers of the Kyrgyz Republic No. 45 “On amendments to certain resolutions of the Government of the Kyrgyz Republic and the Cabinet of Ministers of the Kyrgyz Republic on granting a special status to state higher educational institutions”, the Law “On Education” adopted on August 11, 2023 , No. 371 “ On approval of the model of the state educational standard of primary, secondary and higher vocational education of the Kyrgyz Republic ” dated July 8, 2024 , the National Qualifications System, the National Qualifications Framework, the European Qualifications System, the Framework of Qualifications It is based on industry frameworks, professional standards, and complies with the Charter of Osh State University and regulatory and local documents in force at the time of approval of the educational standard.

The procedure for developing, approving and amending this educational standard is regulated by the Regulation on the development, approval and amendment of educational standards at Osh State University.

CHAPTER 2. ABBREVIATIONS

SES- state educational standard;
ES - educational standard;
SCC - subject cycle commission;
HOLP- health opportunities limited people;
TAPI - treatment and prevention institution;
HVE - high vocational education;
BVEP- basic vocational education program;
GPC - general professional competence
PC - professional competencies;
GC - general competencies;
LO - learning outcomes;
SVE - secondary vocational education;
EAMA- educational and methodological association;
TPS- teacher - professor staff;
STEM (Science, Technology, Engineering and Mathematics) Scientific, technical, engineering and mathematical disciplines integration.

SECTION 3. TERMS

The following terms and definitions are used in this independently developed educational standard for secondary vocational education.

- **basic curriculum** – a catalog of disciplines for the full period of study that prepares a student for a profession in a direction or specialty (hereinafter referred to as the curriculum). The curriculum includes a mandatory component (basic and higher education (specialized)), regulates the number of credits allocated for the study of mandatory disciplines and disciplines of students' choice, establishes the duration and types of practice;
- **distance learning** - a form of independent learning (distance learning) using information technologies;
- **online form of education** - distance education using information technologies in real time;
- **competence** – social requirements (norms) set in advance in preparing a student (students) for education, necessary for the effective productive activity of a particular industry;
- **credit** - a conventional measure of labor intensity in a basic vocational education program;
- **basic educational program** - a set of educational and methodological documentation regulating the purpose, expected results, content and organization of the educational process for the preparation of a corresponding specialty;
- **learning outcomes** - competencies acquired as a result of learning in the main educational program/module;
- **Credit technology of learning** - learning based on the student's choice and independent planning of the sequence of studying disciplines with the accumulation of credits;
- **independently developed competencies** – competencies introduced by the developers of the standard;
- **semester curriculum** - a curriculum that serves to organize the educational process in a specific academic period (including calculating the labor intensity of teachers' teaching activities during the semester);
- **Student's Individual Study Plan (SSP)** - defines the student's study program for the semester, which is based on the academic disciplines offered for the semester;
- **elective disciplines** - academic disciplines that reflect the individual preparation of a student, included in the elective component within the framework of credits established by educational organizations, taking into account the characteristics of socio-economic development and the needs of a particular region;
- **a form of networked education** - the implementation of an educational program by several educational organizations;
- **current regulations** - regulations in force at the time of the development of this Regulation;
- effective communication and self-organization (self-discipline), creative and critical approach to non-standard situations;
- **STEAM skills** – modern technology, equipment, engineering, information use and management.
- **Academic honesty** is a set of values and principles that establish standards of behavior in the mastering of educational programs and conducting educational activities, including writing assignments (tests, term papers, abstracts, dissertations), expressing one's position, and in relationships between participants in the educational process.

- **academic freedom** - A set of powers granted to students and teachers to organize the content of education in elective disciplines, additional types of training, and educational activities in order to create conditions for the creative development of students and teachers and use innovative technologies and methods of teaching.

SECTION 4. SCOPE OF APPLICATION

- 4.1. The educational standard of secondary vocational education is **060102 Obstetrics** A set of requirements for the development and implementation of basic vocational education programs in the specialty is presented.
- 4.2. Educational standard **060102 Obstetrics** establishes the requirements for training a specialist in the educational programs of the specialty, and upon its completion, the qualification " **Obstetrician** " is awarded in the specified specialty.
- 4.3. **060102 Obstetrics** The independently developed secondary vocational education standard for the implementation of educational technologies in preparation for the educational program in the specialty serves as the basis for the development of basic curricula, working programs of academic disciplines, practices, and state final certification programs within the framework of the National Vocational Education and Training Commission.
- 4.4. The main users of the educational standard are:
 - **060102 Obstetrics** by specialty to the educational program The main educational programs of the training are the basis of organizational and methodological documents for the development, implementation and teaching of secondary vocational education programs. Also, the teaching and professorial staff of the educational organization in order to assess the quality of mastering the secondary vocational education program, supplement and update it taking into account the achievements of science, technology and the socio-economic environment, and systematically monitor the achieved learning results;
 - **060102 Obstetrics** students of an educational organization for the effective implementation of learning activities in mastering the educational program in their specialty;
 - The rector and vice-rectors of the educational organization, the Educational and Methodological Association (sectoral committee), deans of faculties, directors of institutes and colleges, heads of departments, heads of departments, heads of PCCs, and others, who are responsible for the quality of graduate training and the organization of the educational process within their competence;
 - examination and state final certification commissions that assess the academic achievements and quality of education of graduates;
 - Employers in the relevant field of professional activity to determine the specialization (qualification) of graduates when hiring them;
 - organizations that finance secondary vocational education, including universities ;
 - authorized organizations that carry out accreditation of educational programs in the field of education;
 - representatives of state executive bodies responsible for ensuring compliance with the law and supervision in the education system, and implementing quality control in the field of secondary vocational education;
 - applicants to choose specialties.

CHAPTER 5. REGULATORY PERIOD AND LABOR CAPACITY FOR CURRICULUM ADJUSTMENT

5.1. Requirements for the level of education of applicants. An applicant must have one of the following documents when applying:

- certificate of basic general education;
- certificate of general secondary education;
- diploma of secondary vocational education;
- a diploma of primary vocational education (if a document of basic or general secondary education is available).

5.2. In accordance with this educational standard, the secondary vocational education program is implemented in the form of full-time study.

5.2.060102 **Obstetrics** educational program for training in the specialty

The total workload is 180 credit units, regardless of the form of training, educational technologies used, and the student's individual curriculum, including accelerated learning.

5.3. The normal duration of full-time education is based on general secondary education.

, including vacations granted after passing the state final certification of the OKB - 2 years and 10 months (the established regulatory period for mastering the educational program on the basis of basic general education is extended by 1 (one) year).

5.4. Standards for the duration of education according to the student's individual curriculum determined on the basis of the academic policy of the organization and regulatory documents on the organization of the educational process.

5.5. In organizing the learning process using credit educational technology, each

The volume of an academic discipline is the integer number of academic credits. 1 academic credit is equal to 30 academic hours. The duration of an academic hour is set within 45 minutes.

5.6. The intensity of all types of learning activities in the curriculum is academic.

ECTS credits are used. The annual workload for full-time study at the NBBP of secondary vocational education is 60 credits and the workload per semester is 30 credits.

5.8. The educational organization grants the right to persons with primary vocational education, secondary vocational education or higher vocational education of the relevant profile to master the educational program according to accelerated programs, taking into account the recognition of previous knowledge and learning outcomes. The results of learning in certain previously mastered disciplines and/or certain types of on-the-job training are determined by the results of full or incomplete re-certification (re-crediting).

5.9. In the case of an educational program using part-time, full-time (evening), online and distance learning formats, regardless of the types of internships, it is not allowed to conduct (organize) the final state certification in online and distance learning formats.

5.10. When implementing a general secondary education program integrated into a secondary vocational education program (11th grade program), a document (certificate) on general secondary education is not issued; grades on general secondary education taught in college are recorded in the document (diploma) on secondary vocational education.

SECTION 6. REQUIREMENTS FOR THE DEVELOPMENT AND IMPLEMENTATION OF THE BASIC EDUCATION PROGRAM

6.1. The educational organization independently develops educational programs for secondary vocational education, taking into account the needs of the labor market. The basic vocational education program is developed on the basis of the educational standard for the specialty, the national framework of qualifications, industry/sectoral frameworks of qualifications and professional standards.

6.2. The purpose of the basic educational program of secondary vocational education in the specialty 060102 Obstetrics:

- training specialists capable of providing timely and high-quality obstetric and gynecological care to pregnant women, women in labor, and gynecological patients in the **field** of education.

-in the field of education, educating students in politeness, determination, patience, responsibility, communication skills, dedication to their work, humanity, and neatness.

6.3 The relevant structures of the educational organization are in the fields of science, culture, economy,

The National Curriculum for Higher Education shall be updated at least once every 5 (five) years, taking into account the development of technology, equipment and the social environment, in accordance with the proposals of interested parties. The updating of educational programs includes the following:

- develop a strategy to ensure the quality of graduate training;
- Periodic monitoring of educational programs;
- develop objective procedures for assessing the levels of knowledge and skills of students, as well as the competencies of graduates, based on the requirements for the competence of graduates agreed with the employer;
- ensuring the quality and competence of the teaching staff;
- providing the implemented educational program with sufficient resources and monitoring the effectiveness of their use;
- Conduct regular self-assessments against the minimum accreditation requirements established by the Cabinet of Ministers of the Kyrgyz Republic;
- to inform the public about the results of its work, plans, and innovations.

6.4. The educational organization implementing the educational program is obliged to:

- to create a socio-cultural environment;
- to create the necessary conditions for the comprehensive development and socialization of the individual, as well as for maintaining the health of students;
- to promote the development of educational/extracurricular components of the educational process, including the development of self-government, and the participation of students in the activities of public organizations, sports and creative clubs, and scientific student societies.

6.5. Disciplines (modules) relevant to each cycle of the educational program

The set and their capacity are determined independently by the educational organization (relevant structures).

6.6. The set of disciplines of the NBBP should include a mandatory (basic) and an elective part. Elective courses are offered for the professional cycle, and the catalog of disciplines for it is determined by the educational organization.

6.7. The division of disciplines into groups according to the degree of mandatory nature and the sequence of their mastery is organized in accordance with the legal and regulatory acts of the Kyrgyz

Republic on education, the regulations of the educational organization on the organization of the educational process, and the appendices to this Model.

6.8. The educational institution is obliged to ensure that students have access to the NBBP courses (disciplines, modules), conduct introductory courses, and determine the student's elective courses and preferences through a survey to create an individual learning trajectory . The student creates his/her own individual study plan with the participation of an academic consultant provided by the educational institution.

6.9. When creating a NBBP, the educational organization is obliged to familiarize students with their rights and obligations, explain that the disciplines chosen by students are mandatory for them, and their total workload should not be less than that provided for in the curriculum.

6.10. An educational organization is obliged to take into account gender equality policies, ensure social inclusion, and develop digitalization when developing and implementing educational programs.

6.11. General requirements for the rights and obligations of students in the implementation of the educational program:

- Students have the right to choose specific disciplines within the scope of the study time allocated for mastering the disciplines of their choice within the framework of the educational program of higher vocational education;

- When creating their own personal educational trajectory, the student has the right to receive advice from the educational organization on the choice of disciplines and their impact on their future profession/specialty;

- In order to achieve results in mastering the educational program in the area of competence development, students have the right to develop student self-government, participate in the activities of public organizations, sports and creative clubs, and scientific student societies;

- Students are obliged to complete all tasks provided for in the educational program of the educational organization within the established time frame;

- The student's workload, including all types of classroom and extracurricular (independent) learning activities, is set at no less than 38 hours per week. The maximum weekly workload is set by the educational organization;

- In full-time bachelor's/specialist training, the volume of classroom lessons per week is not less than 35% of the total volume;

- The total length of the vacation period during the academic year should be 7-10 weeks, including at least two weeks in the winter, depending on the academic year.

6.12. When implementing the educational program, the number of students in the 1st stream of practical, laboratory and seminar classes must be at least 12 people.

SECTION 7 060102 OBSTETRICS SPECIALTY CHARACTERISTICS OF PROFESSIONAL ACTIVITY OF GRADUATES OF THE EDUCATIONAL PROGRAM

7.1.060102 Obstetrics The areas of professional activity of graduates of the educational program in the specialty include:

- qualified obstetric and gynecological care;
- medical - social;
- medical documentation.

7.2.060102Obstetrics specialty *professional activities* of graduates of the educational program in
The objects are :

- healthy population (infants, women of different ages, pregnant women);
- medical equipment, devices, medicines;
- primary labor collectives.

7.3. **060102 Obstetrics** specialty according to **Types of professional activities** of graduates who have been awarded the qualification "Obstetrician " :

- diagnosis and treatment of diseases (obstetrics and gynecology);
- disease prevention;
- medico-social;
- restoration activities.
- organizational and managerial activities.

7.4. **060102 Obstetrics** *A specialist who has been awarded the qualification " Obstetrician"* in the specialty **is ready to solve the following professional tasks** , depending on the type (types) of professional activity :

Diagnosis and treatment (obstetrics and gynecology) :

- *Provide* obstetric and gynecological care to pregnant women, women in labor, postpartum women , and gynecological patients, as prescribed by a doctor , in conjunction with the department doctor , during an obstetrician - gynecologist consultation during admission to the outpatient clinic , and at home ;
- Providing medical care under the supervision of an obstetrician - gynecologist during physiological and pathological births and in the postpartum period , assessing the condition of the newborn , caring for him , and providing first aid to infants when necessary ;
- care for newborns and mothers after childbirth ;
- Providing pre - hospital emergency medical care for acute illnesses and accidents, depending on the profile of the work .

Disease prevention activities:

- implementation of measures to preserve women's reproductive function and family planning , and prevent diseases ;
- pregnant women, postpartum women, and gynecological providing care and treatment to patients at home ;
- Conduct preventive examinations to identify gynecological diseases in women (together with a doctor or independently) ;
- Identify physical, mental, social, and cultural risk factors for the health of the patient, family, and community , taking into account the patient's circumstances and lifestyle ;

Medical and social activities:

- Conducting health care and sanitary and hygienic education for patients and their family members ;
- Educating the patient , family , and loved ones about disease prevention and health maintenance measures ;
- develop and implement healthy lifestyle programs and evaluate their results ;
- publishing sanitary bulletins and booklets , showing films , holding discussions and lectures .

Recovery activities:

- Conducting rehabilitation activities and sanatorium-resort treatment among women who have undergone surgery or have chronic gynecological diseases;
- the use of physiotherapy and alternative methods of therapy (reflexology, herbal medicine, spa factors) among women;

- mastering the types of physiotherapy procedures.

Organizational and managerial activities:

- Application of the basic principles of organization and management of medical care in medical institutions and their structural divisions.

CHAPTER 8. 010602 OBSTETRICS SPECIALTY REQUIREMENTS FOR THE RESULTS OF EDUCATIONAL PROGRAM ADJUSTMENT

8.1. As a result of mastering the educational program, the graduate will have the following **general competencies: (JK)** should be formed.

Directions	Competencies	Learning Outcome (LO)
Language and communication skills	PC-1: Makes public presentations; chooses the style and type of his speech and presents it, expresses and substantiates his opinion correctly, accurately in written and oral form, presents the results of research in a professional environment in Kyrgyz, Russian and foreign languages.	ON-1: They communicate in three languages: Conducts speech activities in a professional environment at the B2 level in Kyrgyz and Russian, and at the B1 level in one of the foreign languages.
National and universal human values	PC-2: Critically analyzes and evaluates personal and civic relations in their professional activities, initiates and implements ideas aimed at improving the philosophy of statehood, civic identity, patriotism, and universal human and national values. capable of providing.	ON-2: Respects universal human and national values, preserves personal and national identity, is able to care for their development and dissemination, and has a personal and civic responsibility towards the interests of the state and the social environment.
Soft skills	PC-3: Generates new ideas and is able to adapt to innovations and unexpected situations in the external environment with creative thinking; Thinks analytically and acts critically when organizing projects and conducting business.	ON-3: Able to generate ideas and think critically, integrate and analyze other points of view, think argumentatively and constructively in a professional environment, self-manage in non-standard situations in business, and use psychological stability and research skills.
STEM skills	LC-4: Can use digital media texts, infographics, basic mathematical, engineering, scientific principles, and adapt to new trends in various business areas of the digital and creative economy;	ON-4: Uses modern information and telecommunications technologies and mathematical methods, and is flexible in responding to trends in the technical, digital, and creative economy.

8.2. **060102 Obstetrics** by specialty A graduate of the educational program will have the following **general professional qualifications: competencies (JCC)** must have:

Competency number	General professional competencies
GPC 1	Professional tasks to perform effectively and to develop professionally and personally Able to search , interpret , and use the information needed for .
GPC 2	Takes responsibility for the work of team members (subordinates), their on-the-job learning, and their performance efficiency.
GPC 3	Able to manage their own personal and professional development and adapt to changing working conditions and technological developments in professional activities .
GPC 4	Willing to work with small teams in organizational and managerial tasks.
GPC -5	Ability to solve professional problems, make decisions, take initiative, and act responsibly in standard and non-standard emergency situations.

8.3.060102 obstetrics by specialty A graduate with the qualification “MIDWIFER” can perform the following professional activities in accordance with the type of professional activity: to competencies (CC) must have:

**Professional competencies in diagnosis and treatment
(obstetrics and gynecology)**

Competency number	Professional competencies in diagnosis and treatment
PC1	Able to provide obstetric care during physiological pregnancy, childbirth and the postpartum period based on clinical protocols. Able to perform emergency care in obstetric pathology. Able to assist the doctor in performing surgical manipulations during childbirth (in the restoration of 1-2 degree of rupture of the cervix, assist the obstetrician in accordance with the duties assigned to him). Able to provide the patient with clear, accessible information about medical interventions.
PC 2	They can perform initial examinations of newborn babies, assess and care for them, and train parents on how to care for them.
PC 3	Able to diagnose and provide pre-hospital care to pregnant women, and care for women with obstetric and extragenital pathologies in the postpartum period, in case of complications of pregnancy. Able to provide pre-hospital care in case of acute diseases, accidents, emergencies, epidemic conditions, and gynecological emergency care.
PC 4	Able to independently perform diagnostic procedures within the scope of professional duties. Able to provide pre-operative and postoperative care.
PC 5	Able to identify physical and mental abnormalities in a child's development , provide care for children under the guidance of a physician , and conduct treatment , diagnostic , and preventive measures .

Professional competencies in disease prevention activities

PC 6	They can observe pregnant women , provide care for postpartum women , prepare pregnant women physically and psychoprophylactically for childbirth , and advise pregnant women on the prevention of complications during pregnancy , childbirth , and the postpartum period .
PC 7	can undergo preventive measures under the guidance of a physician .
PC 8	Conducts preventive examinations , assists in medical examinations of women , and provides diagnostic and timely preventive care to gynecological patients .
PC 9	It can organize activities to prevent dental diseases and conduct daily oral health examinations for pregnant women.

Professional **competencies in the field of medical and social activity**

PC 10	May advise patients on maternal and child health issues and provide information to patients about medical care .
PC 11	In collaboration with other organizations, it can inform and teach the population about first aid methods .
PC 12	Maintains sanitary-hygienic and anti-epidemic regimes in healthcare institutions and conducts sanitary-hygienic education activities for the population .
PC 13	Infectious and non-infectious diseases It can organize preventive measures and conduct sanitary education among the population .

In restoration activities professional competencies

PC 14	It can teach patients and family members self - care and self - care skills in the postoperative period .
PC15	Physiotherapy methods according to their own rules I do n't have a ticket .
PC16	Knowledge of the anatomical and physiological characteristics of the patient , care for the patient and his family , and self - care in maintaining and improving health at any age can learn .

Professional competencies in organizational and managerial activities

CC 17	May participate in the development of information materials and clinical mortality studies (CMS) programs to reduce maternal and perinatal morbidity and mortality.
PC18	Has knowledge about the rights and obligations of subjects, the provision of medical care, and the legal status of a medical worker.
PC 19	In professional activities, computer technologies, application programs (1C, Medicine, SAD / SAM) and knows how to use mobile applications effectively.

CHAPTER 9. 060102 OBSTETRICS SPECIALTY EDUCATION REQUIREMENTS FOR PROGRAM IMPLEMENTATION

9.1. Staffing requirements for implementing the educational program

9.1.1. General requirements for staffing the educational process

The implementation of the NKBBP for the preparation of educational programs should be provided by pedagogical personnel with basic education and/or qualifications not lower than bachelor's, master's and specialist's degrees, corresponding to the direction of the discipline being taught, and systematically engaged in educational (scientific) and methodological activities.

The share of full-time teachers in the total number of teachers in the educational program It should not be less than 70% .

The teacher/student ratio should not exceed 1:12.

9.1.2. Requirements for staffing the educational process in accordance with the specifics of the educational direction:

- at least 25% of the teachers implementing the educational program must come from industry and/or related business sectors;
- Involvement of guest lectures by experienced domestic and/or foreign teachers (using online or offline learning formats) at least once during the academic year in the implementation of the educational program;
- when assessing the quality of teachers of the vocational cycle, production workers with more than 10 years of experience are taken into account;
- Teachers must improve their pedagogical and professional qualifications at least once every 5 years .

9.2. Requirements for educational, methodological and informational support of the educational process

9.2.1. Requirements for the literature fund

When implementing the educational program **of the specialty 060102 Midwifery**, each discipline must be provided with mandatory (core) and additional textbooks, teaching and methodological materials. Mandatory (core) literature should be 0.5 copies per student.

The list of mandatory (core) and additional textbooks should be submitted within the last 5 years for humanitarian and economic disciplines and within the last 10 years for natural and technical disciplines.

The educational process should use regulatory legal acts, local acts, and materials from professional periodicals.

9.2.2. Requirements for electronic textbooks

The educational organization is obliged to create an electronic library system and provide access to electronic versions of textbooks and teaching materials for all disciplines of the educational program.

For learners, the electronic library system should have access to educational literature, teaching and methodological materials, and search systems at all times.

Prompt exchange of information with domestic and foreign universities and organizations should be carried out in compliance with the requirements of the legislation of the Kyrgyz Republic

on intellectual property and international treaties of the Kyrgyz Republic in the field of intellectual property.

9.2.3. Requirements for placing electronic forms of educational and methodological materials (complexes) on the relevant digital platforms of the educational institution

The teaching and methodological materials of each academic discipline (complexes: discipline work program, syllabus, materials for theoretical and practical/seminar/laboratory lessons, assessment tools and assessment criteria) must be developed and placed on appropriate digital (electronic) platforms before the start of the educational process .

Electronic forms of educational and methodological materials (complexes) should be available to learners at all times.

9.3. Requirements for the material and technical support of the educational process

An educational organization implementing the basic vocational education program of secondary vocational education must have a material and technical base that ensures the implementation of all types of laboratory, disciplinary and interdisciplinary training, practical training of students, provided for in the curriculum, and complies with current sanitary and fire safety rules and regulations.

The implementation of the basic vocational education program in the specialty should ensure that the student performs laboratory and practical work, including practical tasks using personal computers, as a mandatory component. The usable area for 1 student should be at least 3 m².

9.3.1. Special rooms (laboratory, language, computer, virtual, multimedia, etc.)

Offices:

1. Kyrgyz (Russian) language (posters and stands).
2. Public disciplines (posters and stands).
2. Foreign language (posters and stands).
1. Latin (posters and stands).
3. Professional mathematics (posters and stands).
4. Informatics (posters and stands, computers).
5. Legal support for professional activities (posters and stands) .
6. Entrepreneurship and management in healthcare (posters and stands).
7. Family medicine (posters and stands).
8. Nervous and psychological diseases (posters and stands).
9. Life safety and disaster medicine (posters and stands).
10. Anatomy and physiology (posters and stands, human skeleton and its structural parts, dummies, phantoms).
11. Pharmacology (posters and stands, sets of drugs).
12. Fundamentals of nursing (posters and stands, subjects of care by nosological units).
13. Infectious diseases (posters and stands, mannequins, objects for laboratory diagnostics).
14. Dermatovenereology (posters and stands, dummies, phantoms).
15. Physiotherapy (posters and stands, medical couches, devices: electrophoresis, amplipulse, KUF, inhalers).
16. Surgery (posters and stands, dummies, phantoms, demonstration tools, medical bandages, splints, surgical instruments, patient care items, suture material, tourniquets).
17. Fundamentals of resuscitation (posters and stands, dummies, phantoms, visual aids, patient care items).

18. Therapy (posters and stands, tonometer, phonendoscope, pocket inhalers, peak flow meter, floor scales).
19. Pediatrics (posters and stands, dolls, height measuring device, incubator, electronic medical scale, changing table, items for caring for newborns and older children, demonstration tools, dummies and phantoms).
20. Obstetrics and gynecology (posters and stands, demonstration tools, dummies and phantoms, obstetric pelvis, obstetric dolls, obstetric stethoscope, tazometer, centimeter tape, vaginal speculum).
21. Microbiology (posters and stands, visual aids, microscope)
22. Interactive whiteboard, projector
23. Computer class.

24. Training Center. Across all clinical specialties:

1. Obstetrics and gynecology block (gynecological chair, screen, couch, phantoms, dummies, obstetric pelvis, obstetric dolls, obstetric stethoscope, pelvic bone gauge, centimeter tape, vaginal speculum, uterine probe, forceps, forceps, abortion forceps, needle holder, suture materials, tripod, instrument stand, vasoconstrictor, special uniform of an obstetrician-gynecologist, disposable bag for a woman in labor, baby changing table, bag for a newborn baby).
2. Nursing block (posters and stands, medical documents, dummies, phantoms, a set of tools for providing pre-hospital care, equipment for various manipulations, a set for performing simple physiotherapy procedures, medical couches, items for care in nosological units, items for conducting laboratory tests).
3. Pediatrics with children's infections (dolls, phantoms, dummies, height gauge, electronic medical scales, vertical height gauge and scales, bath for bathing, changing table, items for caring for newborns and older children, incubator, Ambu oxygen mask, tonometer, phonendoscope, demonstration tools, dummies and phantoms).
4. Therapy (dummies, phantoms, tonometer, phonendoscope, pocket inhalers, peak flow meter, medical scales, height measuring device, glucometer, care items, portable ECG device, medical couches)
5. Surgical block with the basics of resuscitation (posters and stands, dummies, phantoms, demonstration tools, medical gauze, splints, small operating block: surgical tools, suture materials, hemostatic bandages, medical couches, blood group determination kit, surgical patient care items, IVL kit).

25. A room for watching video slides and thematic films (TV, computer with Internet connection) .

26. Sports complex:

- gym,
- a wide-profile open stadium.

27. Halls:

- library;
- Study room with Internet access;
- electronic library;
- ceremonial meeting hall - 1
- first aid station - 1
- kitchen – 1

9.3.2. Conditions for training at the production base (on-the-job training):

The educational organization must ensure that the relevant parts of classroom lessons (practical/laboratory lessons) are taught on a production basis at enterprises in order to strengthen the student's professional knowledge and skills.

At an enterprise or organization in the relevant professional disciplines of the NKBBP of teaching programs should be developed and approved.

9.4. Requirements for assessing the quality of education

9.4.1. Types of inspection:

Assessment of the quality of training of learners and graduates should include the following.

- current inspection;
- midterm exam;
- semester exam;
- Practical assessment;
- final state certification.

Current certification of students is carried out during the academic semester based on the assessment system established by the educational organization implementing the educational program.

9.4.2. Evaluation fund and evaluation criteria:

A base of assessment tools and criteria should be developed for current, intermediate, and final certification of students' individual achievements, including standard tasks, tests, modular tests, and practical tasks that allow assessing the level of acquired competencies.

According to the types of testing for each discipline, assessment tools and assessment criteria are developed before the start of the learning process and must be posted on the school's digital platforms to be accessible to learners .

9.5. Requirements for organizing internships

9.5.1 . General provisions on practice

In the teaching of educational programs , internships for students are considered a form of the learning process that forms professional competencies in the preparation of a specialist. Each student is obliged to undergo (perform) the types of internships specified by the educational organization.

The educational organization must ensure that industrial practice is conducted in production facilities and organizations, depending on the direction and specialty of vocational education.

9.5.2. The following types of internships are conducted in preparation for the educational program of secondary vocational education:

1. Training and industrial practices:

- training and practical training to obtain initial professional skills in the basics of nursing ;
- training and practical training to gain professional skills as a nurse caring for therapeutic and surgical patients ;
- Training and practical training to acquire initial professional skills as a maternity nurse in caring for newborns ;
- training and practical training in the specialty ;

2. Pre-qualification practice.

9.5.3. Requirements for types of practice.

The main types of internships at the college are determined in accordance with the curricula of the specialties. The main ones are clinical and pre-qualification internships.

Training and industrial practices:

Training and practical training to obtain initial professional skills in the basics of nursing

To develop professional skills and gain work experience, patients are cared for in maternity hospitals, hospitals, family medicine centers, paramedical obstetric centers, infectious diseases hospitals, and children's hospitals . It is held in medical institutions . During the internship, students will learn how to work with medical equipment, filling out medical paperwork, observing hygienic and sanitary epidemiological standards, preparing and processing disinfectant solutions , and caring for patients It is obligatory to learn .

Training and practical training to gain professional skills as a nurse caring for therapeutic and surgical patients .

This type of practice is carried out in the departments of therapy and surgery in territorial , city and regional hospitals . During the internship, students are required to learn how to assess the general condition of the patient , monitor them , provide pre- and postoperative care , maintain safety , recognize wounds , monitor drainage systems , and sterilize and store instruments .

Training and practical training to acquire initial professional skills as a maternity nurse in caring for newborns .

The main practical skills of midwives in caring for newborns are in the maternity ward of the maternity hospital , in the postpartum ward , and in the neonatal intensive care units . In this type of practice , trainees are required to learn how to safely receive a newborn baby after birth , conduct neonatal assessment (with the Apgar scale) , provide primary medical care , vaccination techniques and their safety, assist in mother-infant bonding (correct breastfeeding stages) , and provide hygienic care for the baby (washing, cleaning) .

Training and practical training in the specialty .

A type of internship that is completed before the qualification is awarded . It consolidates the theoretical knowledge required for obtaining the specialty of midwifery with practical skills and gains experience in real clinical conditions . Internship is carried out in antenatal clinics , maternity wards , postpartum wards and gynecology departments . The journey is interrupted .

Learners in this type of practice They are obliged to develop the skills of receiving and providing medical supervision to pregnant women , participating in the birth process and receiving the newborn , mastering the methods of caring for newborns and women in labor , developing the skills of identifying high - risk pregnancies and referring them to a doctor in a timely manner , and learning and performing the correct maintenance of medical documentation (history , diaries , registration journals) .

Pre-qualification practice. It is considered the final stage of training and should be carried out only in production organizations (regional maternity hospitals , city and regional maternity hospitals, tertiary maternity hospitals) depending on the specialty, after students have fully mastered the theoretical and practical training program.

Learners in this type of practice Must be able to provide obstetric care independently (under supervision), demonstrate skills in working with medical equipment, and demonstrate professionalism in teamwork.

The educational institution is obliged to provide the necessary documents (contracts) for conducting the above types of internships.

9.6. Summary certification

Requirements for the comprehensive final state exam and justification for the distribution of workload (number of credits):

Final state certification of students should be carried out after completing the full course of study. The types of state certification exams and the procedure for their organization should be determined by the educational organization in accordance with the regulatory legal acts of the Kyrgyz Republic and the educational organization regulating the conduct of final state certification of graduates.

A graduate who has no academic debt and has completed the full course of study provided for in the curriculum should be allowed to take the final state certification.

9.6.1. Requirements for the comprehensive final state certification and justification for the distribution of academic workload (number of credits)

Final state certification of graduates should be conducted in the form of a comprehensive state interdisciplinary exam in the specialty, which provides for the assessment of theoretical and practical professional training of a graduate in this specialty based on state requirements for the minimum content and level of training.

The final state certification should consist of two stages:

- Stage I – testing (held in video-recorded testing centers);
- Stage II – objective structured clinical The exam will be conducted in specially designated classes with video recording.

The comprehensive final state exam assesses the student's knowledge, theoretical and practical skills, clinical work experience, and must include at least 3 credits of coursework to prepare for tests, practical skills, and situational tasks.

The final grade should be based on the average results of the 2nd stage of the state final certification.

CHAPTER 10. SAMPLE OF THE BASIC CURRICULUM OF THE EDUCATIONAL PROGRAM

Blocks	Cycles	Cycle directions	Disciplines	Grouping of loans			Division of hours			1st year of school		2nd year of study		3rd year of school		4th year of school	
				"A"	"B"	"C"	All	Audit.	SOI	1st	2nd	3rd	4th	5th	6th	7th	8th
Block 1	1st cycle. General education (12 credits)	Language and communication skills															
		National and universal human values															
		STEM skills															
		Physical education															
	2nd cycle. General vocational education	General professional disciplines															
	3rd cycle. Vocational education	Professional disciplines															
Block 2	Internships																
Block 3	State final certification																
The overall labor intensity of the educational program				At least 180 credits													

Note: The core curriculum will be developed according to this template using Appendices 1-3.

The first block of the curriculum consists of 3 cycles: general education cycle , general vocational education cycle, and vocational education cycle.

The general education cycle is divided into areas (catalog of disciplines) called “Language and communicative skills”, “National and universal human values”, “Soft skills”, “STEM skills”. At least 3 disciplines are offered for each area, and the catalog of disciplines is determined by the educational organization. Students can independently choose the disciplines offered for the areas.

The academic disciplines of all cycles of the basic curriculum are divided into groups "A", "B", and "C" according to the degree of compulsory nature and the sequence of mastering the content :

mandatory to study in the semester specified in the basic curriculum, in which the sequence of disciplines is maintained .

"B" - the sequence of disciplines does not matter, they are mandatory. Students study the disciplines in this group independently, planning them in any semesters for the specified academic years.

The student can choose the disciplines in group “C” from the catalog at his/her own discretion. The semesters of the disciplines in this group must be clearly indicated in the curriculum. A catalog of disciplines is offered for group “C” and students can choose only one discipline from each catalog. Disciplines in one catalog must be related.

Group "C" students It allows students to deepen their knowledge of the disciplines in group "A" of the basic curriculum , acquire additional competencies to ensure the competitiveness of graduates, taking into account the requirements of the labor market and scientific and technological achievements.

Disciplines in group "C" may be updated each academic year, taking into account the requirements of the labor market and scientific and technological achievements.

Distribution of the total workload of the core curriculum

Structure of the educational program		Workload (credits) of educational program blocks				
	Discipline	"A"	"B"	"C"		
				104-1 58 kr edit		
1-b lock	Cycle	General education disciplines		12 credits		
		Professional cycle		92- 146 kr edits		
		General professional disciplines		15%-25%	6%-10%	
		Professional disciplines		50%-60%	30%-25%	20%-25%
Physical education		72-120 hours				
2nd place	Practice	20-70 kr edit				
3-b lock	Final state certification	2-6 kr edit				
Overall workload of the educational program		180 not less than credit				

Appendix 2

Distribution of compulsory disciplines in the basic curricula by cycles and workload

Blocks	Cycles	Cycle directions	Disciplines	Grouping of loans			Division of hours			1st year of school		2nd year of study		3rd year of school		
				"A"	"B"	"C"	All	Audit.	SOI	1st semester	2nd semester	3rd semester	4th semester	5th semester	6th semester	
Block 1	1st cycle. General education (12 credits)	Language and communication skills	Kyrgyz language													
			Russian language													
			Foreign language (catalog)													
		National and universal human values	Catalog discipline No.													
	STEM skills	Catalog discipline No.														
	Physical education															
2nd cycle. General vocational education	General professional disciplines															
3rd cycle. Vocational education	Professional disciplines															
Block 2	Internships (15-20 credits)															
Block 3	State final certification (2-6 credits)															
The overall labor intensity of the educational program										At least 180 credits						

Catalog of core curriculum disciplines

Note : Disciplines in the "discipline catalog" of the general education cycle are selected by the student .

Catalog no	Catalog direction	Names of disciplines in the catalog	Loan amount
1st catalog of disciplines	Language and communication skills (foreign languages)	english language	4
		Chinese language	
		Korean language	
		German language	
2nd catalog of disciplines	National and universal human values orientation to weave	History of the homeland, national values, and culture	4
		Ethics and faith	
		Environmental safety in the professional environment	
		Studying Manas ...	
3rd catalog of disciplines	Soft skills	Project workshop	
		Critical and design thinking	
		Medical psychology basics and entering the profession	
4th catalog of disciplines	STEM skills	Network mathematics	4
		Digital technologies in professional activities	

Osh State University Medical College, specialty 060102 Obstetrics

The following foreign experts have provided their opinions on the educational standard.

Nö	Place of work, service	Signature	Name
1	Head of the Department of Obstetrics and Gynecology of the Andijan Medical College of Public Health named after Abu-Allim Sina		Yuldasheva Gulbahor Makhmudzhanovna
2	Teacher of the Abu-Allim Sina Public Health Kasansal Medical College, obstetrician-gynecologist		Khamraeva Lutfikhon Alimkhanovna
3	Teacher of the Abu-Allim Sina Asakli Medical College of Public Health, obstetrician-gynecologist		Abbasova Marhabo Erkinovna

From the Medical College

Nö	Place of work, service	Signature	Name
1	Teacher of the subject cyclical commission of obstetrics and pediatrics.		Arzimatova Daktygul Karimberdievna
2	Teacher of the subject cyclical commission for obstetrics and pediatrics.		Shakabaeva Sabira Abdjyanyevna
3	Lecturer at the UZGEN International Medical College		Sulaimanova Oulsan abdlhaitovna
4	Lecturer at the UZGEN International Medical College		Toigeldi kyzy Aychurek

From domestic colleges

Nö	Place of work, service	Signature	Name
1	Teacher at Osh Medical College		Shadybekova Eliza Keneshbekovna
2	Teacher of Osh Medical College		Kulanbaeva Nurila Sagynbekovna
3	Teacher of Kyzyl Kiya Medical College		Abdurakhmanov Marat Omurbekovich
4	Teacher of Kyzyl Kiya Medical College		Tozhibayeva Gulnara Kalmamatovna
5	Teacher of Kyzyl Kiya Medical College		Kubatova Buapiza Kubatovna

Employers

Nö	Place of work, service	Signature	Name
1	Director of the Kadamzhai Regional Hospital		Kasarov Sultan Islambekovich
2	Director of the Kyzyl Kiya Regional Hospital		Kadyrov Zhyrgal Ibragimovich
3	Director of the Kara Suu Regional Hospital		Begmatova Damira Sharabidinovna
4	Head of the Maternity Hospital of the Osh City Clinical Hospital		Turgunbaev Zhenish Battamevich
5	Head of the Maternity Hospital of the Osh Regional Interregional Hospital		Asanova Asyikan Zhamshitbekovna

From foreign universities

Nö	Place of work, service	Signature	Name
1	Director of the St. Petersburg Medical College		Bublikova Inna Vladimirovna
2	Director of the Kazan Medical College		Khisamutdinova Zuhra Anfasovna
3	Director of the Tokmok Medical College		Asanaliyeva Elmira Choibekovna
4	Director of the Ishikan Medical College of the Samarkand Region of the Republic of Uzbekistan		Ismailov Mukhiddin Abdualievich
5	Director of the Andijan Technical College		Mansurbek Tukhtasinov

Chairman of the working group- is the head of the Basic Vocational Education Program in the obstetrics specialty Mamasait kyzy Janara