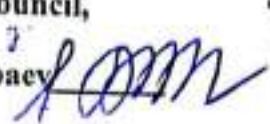


**AGREED**

Educational and methodological  
association of Osh State University,  
chairman of the coordination council,  
Associate professor R.N.Arapbaev

“05” 07 2025



**APPROVED**

Rector of Osh State University, professor  
K.G. Kozhoh

“ ” 2025



**OSH STATE UNIVERSITY**

**EDUCATIONAL STANDARDS OF SECONDARY VOCATIONAL  
EDUCATION**

**SPECIALTY: 060109 – «NURSING»**

**QUALIFICATION: NURSE**

OSH- 2025

At the meeting of the Branch Committee on Medical Education of the Educational and Methodological Association of Osh State University, the educational standard of secondary vocational education in the specialty of nursing 060109 the protocol " 7 " No 14 05 2025 was considered.

Approved by the Coordination Council of the Educational and Methodological Association of Osh State University, Protocol " 9 " for 2025 " 30 " 06 , No \_\_\_ proposed for approval by the Academic Council of Osh State University. Approved by the No 3426 order of the Rector of Osh State University.

**The standard of education was obtained from the following foreign experts.**

1. Antipov Grigory Vyacheslavovich - Head of an international educational holding company «Gaudeamus»
2. Dzhansegirov Serik Maksimovich - Director candidate medical sciences SCE on the REM of the Taldy Korgan Higher Medical College of the Republic of Kazakhstan;
3. A.V. Volodin- Director Candidate of Medical Sciences, Associate Professor, Orenburg Regional Medical College, Russia, Orenburg region.

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## CHAPTER 1. General position

**060109** The educational standard of training in the specialty of nursing was approved by the order of the rector of Osh State University.

**060109** The educational standard of the nursing specialty curriculum was developed and approved at Osh State University, taking into account the requirements of secondary vocational education.

The educational standard developed at Osh State University (the educational standard) is equivalent to the state educational standards, has a single structure of requirements for secondary vocational education and allows them to perform their functions in ensuring the unity and quality of education, objectivity of control, as well as establishes specific requirements for the development of the educational program being implemented.

The requirements for this educational standard, the conditions and results of mastering basic vocational education programs are not inferior to the relevant requirements of the State Secondary Vocational Education Standards.

**A nursing's educational standard has been developed with the participation of the following parties:**

### **Chairman of the Working Group:**

1. Tolonbaeva Gulzat Tolubaevna - Head of the NKBP of the Medical Woman's Office.

### **Members:**

#### **I. The College of Medicine shall:**

2. Seitova Gulshayr Toksonovna - Chairperson of the Subject Cycle Commission on the Basics of Nursing;

3. Shamshieva Nurgul Kubatbekovna - Lecturer of the Subject Cycle Commission on the Basics of Nursing;

4. Abdikerimov Kubat Kudaiberdievich - lecturer at Uzgen International Medical College;

5. Ailchinova Nazira Urkumbaevna - Lecturer at Uzgen International Medical College.

#### **II. Domestic Medical Colleges;**

6. Aldazhanova Saule Khuseinovna - Deputy Director for Academic Affairs, Tokmok Medical College;

7. Subanbaeva Asel Subanbekovna - lecturer at the Bishkek Medical College;

8. Mamytbekova Gulsayra Ishenalievna - teacher of Naryn Medical College;

9. Mairikeeva Saliyabu Asanbayevna - lecturer in nursing at Jalal-Abad Medical College;

10. Kyrgyzbaeva Bubunisa Khabibillaevna - Head of the Nursing Department of Kyzyl-Kiya Medical College.

#### **III. Employers;**

11. Tagaikulova Abiyla Kuchkachevna - Chief Nurse of Myrza-Ake Rural Hospital;

12. Nurzhanova Gulzat Kadyrbekovna - senior nurse of Uzgen Housing and Communal Hospital;

Karagulova Ykibal Rysbayevna - Deputy Director for Nursing, Osh Regional Hospital;

Arzibaeva Tursunai Tulonovna - Deputy Director for Nursing, Osh Regional Children's Clinical Hospital;

Abduraimova Zhanna Sulaimanovna - Chief Nurse of the Osh City Clinical Hospital.

#### **IV. Employees of foreign universities (colleges):**

16. Tairov Askarali Suleymanovich - Russian Federation Sukholozhsky Branch of Medical Coll. okutuuch;

17. Dzhansengirov Serik Maksimovich - Director of the Taldy Korgan Higher Medical College of the Republic of Kazakhstan;

18. Dyumina M.Y. - Doctor of the Course of the State Hospital "KGBSMP";

19. Daria Shakin - Lecturer in Nursing at Sinop University Medical College, Turkey;

20. Karshiboeva Maksuda Tugalovna - Republic of Uzbekistan, Jizzakh region. Principal of Gallaral Medical College.

This educational standard is approved by the Decree of the President of the Kyrgyz Republic of July 18, 2022 No. 243 "On measures to increase the potential and competitiveness of secondary vocational educational organizations of the Kyrgyz Republic", the Cabinet of Ministers of the Kyrgyz Republic of November 21, 2022 No. 654 "On amending some resolutions of the Government of the Kyrgyz Republic on granting special status to state secondary educational institutions", February 5, 2024 No. 45 Resolutions "On amending some resolutions of the Government of the Kyrgyz Republic, the Cabinet of Ministers of the Kyrgyz Republic on granting special status to state higher educational institutions", the Law "On Education" of August 11, 2023, July 8, 2024 No. 371 "On approval of the model of the state educational standard of primary, secondary and higher vocational education of the Kyrgyz Republic", the Ministry of Qualifications in the Kyrgyz Republic national qualifications framework, European qualifications system, industry qualification frameworks, professional standards, complies with the Charter of Osh State University and current regulatory and local documents when the educational standard is approved.

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

**MBBS** is the state education standard;

**BBS** is an educational standard;

**PCC** – subject cyclical commission;

**DMCHA** - people with disabilities;

**DPU** - Preventive Treatment Institution;

**Higher Professional Education**;

**NCBP** - Basic Vocational Education Program;

**GCC** - general professional competence

**QC** - professional competencies;

**LC-general** completions;

**ON-Learning** Outcomes;

**OKBB** - secondary vocational education;

**UB** is an educational and methodological association;

**OPK** - Teaching and Professorial Staff

**USCS** - objectively structured clinical exam

**TC** - Elective Rate;

**STEAM skills** – development of science, modern technology, engineering, art, and mathematics skills.

## CHAPTER 3. TERMS

The following terms and definitions are used in the self-developed standard of secondary vocational education.

- **Basic curriculum** – a catalog of disciplines in the curriculum that prepare a student for a career in a field or specialty (hereinafter the curriculum). The curriculum includes a compulsory component (basic and university (specialized)), regulates the number of credits allocated for teaching compulsory disciplines and disciplines of students' choice, establishes the terms and types of practice;
- **Distance form of education** - a form of self-education (distance learning) with the help of information technologies;

- **Online form of education** - distance (remote) education in real time with the help of information technology;
- **Competence** – pre-set social requirements (norms) in preparing a student (students) for education, necessary for the effective productive activity of a particular industry;
- **Credit** - a conditional measure of wages in a basic vocational education program;
- **Basic education program** – a set of educational and methodological documentation that regulates the purpose, expected results, content and organization of the educational process to prepare a coherent direction;
- **Learning outcomes** - competence gained as a result of training in the core curriculum / module;
- **Credit technology of teaching** – instruction based on the student's choice with the accumulation of credits and self-planning of the sequence of study of disciplines;
- **Independently developed competencies** – competencies introduced by the developers of the standard;
- **Semester curriculum** - a curriculum that serves to organize the learning process during a certain academic period (including the calculation of the teaching capacity of teachers during the semester);
- **Student's Personalized Learning Plan (SJOP)** - defines the student's curriculum for the semester, which is based on the disciplines offered for the semester;
- **Elective disciplines** - academic disciplines reflecting the student's individual preparation, included in the selection component within the framework of credits established by educational institutions, taking into account the peculiarities of socio-economic development and the needs of a particular region;
- **Network form of education** – implementation of the educational program by several educational institutions;
- **Current internal regulations** - internal regulations in force at the time of the implementation of this regulation;
- Effective communication and self-organization (self-discipline), thinking creatively and critically in non-standard situations;
- **STEAM Skills** – Science, Modern Technology, Engineering, Art, Data
- Use and management.
- **Academic honesty is** a set of values and principles that establish standards of behavior in the development of educational programs and in the conduct of educational activities, including the performance of written work (tests, coursework, essays, dissertations), in the expression of one's position and in relations between participants in the educational process.
- **Academic freedom is** a set of powers vested in students and teachers to organize the content of education, additional types of training and educational activities in elective disciplines in order to create conditions for the creative development of students and teachers and to use innovative teaching technologies and methods.

## CHAPTER 4. APPLICATION

4.1. The Education Standard (hereinafter referred to as the Education Standard – SIS) sets out a set of requirements for the development and implementation of secondary vocational education 060109 basic professional education programs in the nursing specialty.

4.2. The CBS 060109 establishes the requirements for the training of a specialist in the educational programs of the specialty of , as a result of which the qualification of a nurse in this specialty is assigned.

4.3. The standard of secondary vocational education, independently developed for the implementation of educational technologies in preparation for the educational program in the 060109 Nursing

specialty, serves as the basis for the development of basic curricula, working programs of academic disciplines, practices and programs of state final certification under the supervision of the NKSBP.

4.4. The main users of the BSA are:

- **Organizational** and methodological documents in the development, implementation and training of basic educational programs for preparation for the educational program in the **060109 Nursing** specialty. As well as assessment of the quality of mastering the secondary vocational education program, supplementation, updating and systematic monitoring of the results of the training achieved, taking into account the achievements of science, technology and the socio-economic environment the teaching and teaching staff of the educational institution;
- **Students of an** educational institution for the effective implementation of educational activities in mastering the educational program in the **060109 specialty of nursing**;
- Rectors and vice-rectors of educational institutions, educational associations of educational organizations and its relevant industry committees, deans of faculties, directors of institutes and colleges, heads of departments, heads of departments, heads of departments, heads of PCCs and others, who are responsible for the quality of graduate training, the organization of the educational process, within their competence;
- examination and state final certification commissions that assess the educational achievements, quality of education of graduates of educational institutions;
- Employers in the relevant field of professional activity to determine the specialty (qualification) of graduates in recruitment;
- institutions that finance universities, including secondary vocational education;
- Authorized organizations that carry out accreditation of educational programs in the field of education;
- Representatives of the state executive authorities that ensure the observance and supervision of the rule of law in the education system, carry out quality control in the field of secondary vocational education;
- applicants for the selection of specialties.

## **CHAPTER 5. DEADLINE AND LABOR INTENSITY OF MASTERING THE EDUCATIONAL PROGRAM**

5.1. Requirements for the level of education of applicants. At the time of application, the applicant must have one of the following documents:

- Certificate of basic general education;
- Certificate of general secondary education;
- Diploma of secondary vocational education;
- Diploma of primary vocational education (if there is a document on basic or general secondary education).

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

5.3. The total salary of the **060109 nursing** education program is 180 credit units, regardless of the form of study, the educational technologies used, and the student's individual curriculum.

5.4. The normal period of education for full-time education on the basis of general secondary education, including holidays issued after the state final certification of the OKB on the basis of general secondary education - 2 years 10 months (the established statutory period of mastering the educational program on the basis of basic general education is extended by 1 (one) year).

5.5. The norms of the period of education according to the student's individual curriculum are determined on the basis of the academic policy of the educational organization and regulations on the organization of the educational process.

5.6. The volume of each academic discipline in the organization of the educational process using credit education technology is the whole number of academic credits. 1 academic credit is equal to 30 academic hours. The duration of an academic hour is set at 45 minutes.

5.7. The capacity of all types of academic work in the curricula is determined by academic ECTS credits. For the full-time form of secondary vocational education, the annual salary is 60 credits and the semester tuition is 30 credits.

5.8. The educational organization grants persons with secondary vocational education or higher professional education of the relevant profile the right to master the educational program under accelerated programs, taking into account the recognition of previous knowledge and learning results. Determines the results of training in some previously mastered disciplines and/or some types of workplace training as a result of full or partial recertification (re-test).

5.10. When the educational program is applied in online form, it is not allowed to conduct (organize) the final state certification in an online form, regardless of the type of practice. It is permissible only when the situation arises.

5.11. In the implementation of the general secondary education program integrated into the secondary vocational education program (11th grade program), a document (certificate) on general secondary education is not issued, grades of general secondary education taught at the college are recorded in the document on secondary vocational education (diploma).

## CHAPTER 6. REQUIREMENTS FOR THE DEVELOPMENT AND IMPLEMENTATION OF A BASIC VOCATIONAL EDUCATION PROGRAM

6.1. The educational organization independently develops educational programs of secondary vocational education, taking into account the needs of the labor market. The basic vocational education program is developed on the basis of the specialized education standard, the National Framework of Qualifications, the sectoral/sectoral framework of qualifications and professional standards.

**Secondary vocational education purpose of the NKBP in the specialty of 060109 nursing work:**

- **Education:** Providing patients and their families with safe, qualified, ethical nursing care and rehabilitative care, preventive health care, family planning, and public health counseling and training.

- **The goal of personality education:** to educate students in politeness, determination, patience, responsibility, communication skills, responsible performance of their work, humanity, tolerance, neatness.

6.2. The relevant structures of the educational organization, taking into account the development of science, culture, economy, technology, technology and the social environment, renew the NSSP at least once every 3 (three) years, in accordance with the proposals of interested parties. Curricula updates include:

- develop a strategy to ensure the quality of graduate training;
- periodic monitoring of educational programs;
- development of objective procedures for assessing the knowledge and knowledge levels, skills, competencies of graduates on the basis of the requirements for the competence of graduates agreed with the employer;
- ensuring the quality and competence of the teaching staff;
- ensure that the educational program is provided with sufficient resources and monitors the effectiveness of their use;
- Regular self-assessment of the minimum accreditation requirements established by the Cabinet of Ministers of the Kyrgyz Republic;
- to inform the public about the results, plans, and innovations of its activities.

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

- to create a socio-cultural environment;

- to create the necessary conditions for the all-round development and socialization of the individual, to maintain the health of students;
  - to promote the development of educational/extracurricular components of the educational process, including the development of self-government, the participation of students in the activities of public organizations, sports and creative clubs, scientific student societies.
- 6.4. The set of disciplines (modules) of the NKSBP and their labor intensity are determined by the relevant structures of the educational organization (institutes, colleges) in the volume established for each cycle of disciplines. The set of disciplines (modules) and their labor intensity are determined in accordance with the appendices of this Standard, depending on the specifics of each direction/specialty.
- 6.5. Each cycle of NCBP disciplines must include a compulsory (basic) and elective part. Elective courses are offered only for the professional cycle and a catalog of disciplines for elective courses is compiled by the educational institution.
- 6.6. The division into groups according to the degree of obligation of disciplines and the sequence of their mastering is carried out in accordance with the provisions of the Kyrgyz Republic and educational organizations on the organization of the educational process, internal regulations.
- 6.7. The educational organization is obliged to ensure the availability of NKPP training courses (disciplines, modules) to students, to conduct introductory courses, to determine through a survey the selected courses and desires of the learner in order to form an individual learning trajectory. The educational institution draws up its own individual curriculum with the participation of an academic consultant provided by the educational organization.
- 6.8. When forming the NKBP, the educational organization is obliged to familiarize students with their rights and obligations, explain that the disciplines chosen by the students are mandatory for them, and their total salary should not be less than that provided for in the curriculum.
- 6.9. In the development and implementation of the educational program, the educational organization is obliged to take into account the policy of gender equality, ensure social inclusion, as well as develop digitalization.
- 6.10. General requirements for the rights and obligations of students in the implementation of the educational program:
- Within the framework of the educational program of secondary vocational education, students have the right to choose specific disciplines within the scope of the study time allocated for the development of academic disciplines at the choice of students;
  - when forming their own educational trajectory, the student has the right to receive advice from the educational institution on the selection of disciplines and their impact on future specialty;
  - In order to achieve results in mastering the educational program in terms of competence development, students have the right to develop student self-government, participate in the activities of public organizations, sports and creative clubs, scientific student societies;
  - Students are required to complete all tasks provided for by the educational program of the educational institution within a specified time frame;
  - The amount of the student's study load is set at least 44-54 hours a week, including all types of classroom and extracurricular (independent) learning activities;
  - The maximum amount of the workload is set by the educational institution per week;
  - In the training of a specialist in the full-time form of training, the volume of classroom lessons per week is at least 35% of the total volume per week;
  - The total length of the school year vacation period should be 7-10 weeks, including at least two weeks in winter, depending on the period of study.
  - In the implementation of the educational program, there should be at least 8 students in practical, laboratory, seminar classes.

## CHAPTER 7. CHARACTERISTICS OF THE PROFESSIONAL ACTIVITY OF GRADUATES OF THE 060109 NURSING EDUCATION PROGRAM

### 7.1. Areas of professional activity of graduates of the 060109 nursing education program.

- Health care - maintaining and ensuring the health of the population, improving the quality of life of patients through the provision of qualified nursing care, carrying out preventive work with the population, organizing the work of nursing personnel;
- Social services – rehabilitation, care for people in need.

### 7.2. Objects of professional activity of graduates of the educational program of 060109 nursing:

- patients;
- individual, family, population;
- nursing and support staff of health organizations (human resources management, professional development);
- a set of tools and technologies (management of material resources, document management) aimed at creating conditions for health care, prevention, nursing care and monitoring.

### 7.3. Types of professional activities in the field of training for graduates of the 060109 nursing are trained by the graduates of the medical profession with the qualification of a nurse:

- Diagnosis and treatment of diseases;
- Disease prevention;
- sanitary and educational;  
Rehabilitation activities;
- organizational and administrative activities.

### 7.4. 060109 A nurse specialist who is qualified by the specialty of a medical woman is ready to solve the following professional tasks in accordance with the type (types) of professional activity:

#### Diagnosis and treatment.

- Participation in the provision of medical and diagnostic care to patients of different ages in hospitals, military hospitals and within the framework of nursing care at home;
- assessing the patient's condition and providing first aid in acute illnesses and accidents;
- Activities of anti-epidemic regimes in sanitary and hygienic compliance and health organizations;
- Activities in the preparation of regulatory medical documents;

#### Disease prevention activities:

- training of patients and their families in health care, self-care, providing a safe inpatient environment;
- carrying out preventive and anti-epidemic activities aimed at preventing the occurrence of diseases;
- Implementation of dispensary observation of the population;
- To teach pregnant women in clinical care and patronage, pregnancy, maternity and postpartum care with physical and preventive preparation for childbirth.

#### Sanitary and educational activities:

- developing and implementing wellness programs and evaluating their outcomes;
- Sanitary education among adults, children, their relatives and medical personnel in order to form a healthy lifestyle.

#### Rehabilitation activities.

- carrying out rehabilitation activities and sanatorium-resort treatment among adults, adolescents and children who have undergone somatic illness, injury or surgery;
- the use of physiotherapy, physiotherapy, and alternative therapies (reflexology, herbal remedies, and rehabilitation) in adults, adolescents, and children in need of rehabilitation;
- performing a variety of physiotherapy procedures, mastering massage techniques.

#### Organizational and management activities:

- application of the basic principles of organization and management of medical care in medical institutions and their subdivisions.

## CHAPTER 8. 060109 REQUIREMENTS FOR THE RESULTS OF THE NURSING EDUCATION PROGRAM

8.1. As a result of mastering the educational program, the graduates should develop the following **general competencies (GCs)**.

Uncategorized	Competence	Learning Outcomes (ON)
<b>Language and Communication Skills</b>	LC-1: Will give public talks; Chooses a style, type of speech and describes it, correctly expresses and proves his opinion in written and oral form, presents the results of the study in the professional field in Kyrgyz, Russian and foreign languages.	ON-1: Speaks in three languages: at the B2 level in Kyrgyz and Russian, and at the B1 level in one foreign language.
<b>National and universal human values</b>	LC-2: Critically analyzes and evaluates personal-civil relations in his professional activities, is able to initiate and ensure the implementation of ideas aimed at the development of the philosophy of statehood, civic identity, patriotism, universal humanity and national values.	ON-2: Respects, develops and disseminates universal human and national values, respects the interests of the state and the social sphere while maintaining a personal and civic identity.
<b>Soft skills</b>	LC-3: Generate new ideas and adapt to innovations and contingencies in the external environment with creative thinking;  Can think analytically and think critically when organizing and running projects.	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 business situations, apply psychological stability and investigative skills.
<b>STEM Skills</b>	LC-4: Digital media can use texts, infographics, basic mathematical, engineering, and scientific principles, and adapt to new trends in various business areas of the digital and creative economy;	ON-4: Applies modern information and telecommunication technologies and mathematical methods, adapts to trends in technical, digital and creative economy.

8.2.060109 A graduate of the nursing education program must possess the following **general professional competencies (GPS)**:

<b>General professional competencies</b>	
<b>GPC 1</b>	Seeks, interprets, and uses information necessary for professional and personal development in the effective performance of professional tasks.
<b>GPC 2</b>	Is able to apply regulatory law in his or her professional activities and work with psychological and ethical responsibility.
<b>GPC 3</b>	In normal and pathological conditions, a person of any age can be able to learn the anatomical, physiological, features and indicators of life activity, to develop the basics of microbiology, the prevention of genetic diseases, to develop a responsible attitude to psychological and healthy life, to develop continuous knowledge.
<b>GPC 4</b>	Using medical-Latin terms, he administers medicines in accordance with the rules.
<b>GPC 5</b>	Military readiness in the event of a life safety and medical disaster, such as an emergency, can work responsibly by solving professional issues, making decisions, and taking initiatives.
<b>GPC 6</b>	Nurses apply the rules for prescribing, taking, storing, administering and distributing medications to patients.

**8.3. 060109 – A graduate who has the qualification of "Medical Woman/Woman" in the specialty "Medical Woman" must have professional competencies (CC) in the diagnosis and treatment of the following diseases for the type of professional activity:**

<b>Professional competencies in diagnosis and treatment of diseases</b>	
<b>PC 1</b>	In diagnosing the disease, it provides the patient with understandable information and explains the essence of the medical intervention.
<b>PC 2</b>	The patient can receive medical and diagnostic care in the hospital, ICU, or at home.
<b>PC 3</b>	Performs nursing procedures and manipulations with rules.
<b>PC 4</b>	During the treatment and diagnostic process, the rules for the use of equipment, medical devices can be observed.
<b>PC 5</b>	Fills out medical records.
<b>PC 6</b>	Palliative care can be provided.
<b>PC 7</b>	In emergency situations, in acute conditions, in case of injuries, accidents, the pre-doctor provides first aid.
<b>PC 8</b>	Teaches physical and preventive childbirth care and clinical care of pregnant women, pregnancy, maternity and postpartum care.
<b>Professional competencies in disease prevention</b>	
<b>PC-9</b>	Organizes activities for the prevention of contagious, non-communicable diseases and carries out anti-epidemic activities.
<b>PC-10</b>	Provides dispensary observation of the population.
<b>Professional competencies in sanitary and educational activities</b>	
<b>PC-11</b>	Maintains sanitary-hygienic and anti-epidemic regimes in health institutions, carries out sanitary and hygienic education of the population.

PC-12	Teaches the patient and his family how to maintain health, care and vigilance at any age.
<b>Professional competencies in reconstruction activities</b>	
PC-13	Provides rehabilitation activities and sanatorium-resort treatment to patients;
PC-14	Performs a variety of physiotherapy procedures and exercises.
<b>Professional competencies in organizational and management activities</b>	
PC-15	Performs organizational and management skills with small teams.
KK-16	Competent in applying action, entrepreneurship, and management in health care settings to nursing.

## **CHAPTER 9. 060109 REQUIREMENTS FOR THE CONDITIONS FOR THE IMPLEMENTATION OF THE MEDICAL NURSE EDUCATION PROGRAM**

### **9.1. Personnel requirements for the implementation of the educational program**

#### **9.1.1. General requirements for staffing the educational process:**

- implementation of the NKBP for the preparation of the educational program, it is necessary to provide pedagogical personnel whose basic education and/or qualifications are not lower than bachelor's, master's, specialties and specialists, who correspond to the direction of the discipline of teaching and are systematically engaged in educational (scientific) and methodological activities;
- the proportion of full-time teachers in relation to the total number of teachers in the educational program should not be less than 70%;

#### **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 be from the manufacturing and/or relevant business sectors;
- participation in the implementation of the educational program at least once a year by leading domestic and/or foreign teachers (using online or offline learning forms) in guest lectures;
- When assessing the quality composition of teachers of the professional cycle, employees with more than 10 years of experience in production are taken into account;
- The teaching staff implementing the educational program must improve its professional qualification in the relevant field once every three years, and once every five years - pedagogical qualifications.
  - professional disciplines should be trained by a highly educated specialist with at least 5 years of experience in production.

### **9.2. Requirements for educational, methodical and information support of the educational process**

#### **9.2.1. Requirements for the literature fund:**

- **060109** In the implementation of the nursing education program, each student's databases and a library created on a complete list of disciplines of the educational program should be provided with a fund;
- Compulsory (basic) and additional textbooks and methodological textbooks for each discipline should be provided.
- mandatory textbooks and teaching aids must meet the limit of 0.5 copies per student;
- In the educational process, the educational institution is obliged to provide materials of regulations, local acts, professional periodicals.

#### **9.2.2. Requirements for electronic training:**

An educational institution is obliged to provide a modern electronic library system and electronic library platforms, educational and methodological databases available to students. Modern professional databases, information query and search systems should be available to students.

The e-library system should also provide a framework for the use of e-learning through the Internet even when it is outside of the educational institution

For each discipline (module) in the curriculum, mandatory (basic) and additional textbooks must be provided in electronic form.

### **9.2.3. Requirements for placing electronic forms of educational materials (complexes) on the relevant digital platforms of the university:**

Educational materials (complexes) of each academic discipline in the educational program (theoretical materials, workshops, syllabus, assessment tools, etc.) should be placed on the digital (electronic) platform of the university before the start of the educational process. Educational materials (complexes) should be available to students at all times.

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

The educational organization implementing the basic vocational education program of vocational secondary education must have a material and technical base that meets the current sanitary and fire rules and regulations, providing for all types of laboratory, disciplinary and practical training of students provided for in the curriculum. The usable area for one student should be at least 3m<sup>2</sup>.

#### **9.3.1. Special classrooms (laboratory, lingophone, computer, virtual, multimedia, etc.).**

Cabinet may refer to:

1. Kyrgyz (Russian) language (posters and stands).
2. Social disciplines (posters and stands).
2. Foreign language (posters and stands).
1. Latin (posters and stands).
3. Professional Mathematics (posters and stands).
4. Computer Science (posters and stands, computers).
5. Anatomy and physiology (posters and stands, the human skeleton and its structural parts, dummies, phantoms).
6. Pharmacology (posters and stands, a set of medicines).
7. Basics of nursing (posters and stands, items of care for nosological units).
8. Infectious diseases (posters and stands, dummies, objects for laboratory diagnostics).
9. Dermatovenereology (posters and stands, dummies, phantoms).
10. Physiotherapy (posters and stands, medical couches, devices: electrophoresis, amplipulses, Kuf, inhalers).
11. Surgery (posters and stands, dummies, phantoms, visual aids, medical bandages, umbrellas, surgical instruments, patient care items, sewing material, blood-stopping bandages).
12. Basics of resuscitation (posters, stands, dummies, phantoms, visual aids, objects for caring for the patient).
13. Therapy (posters and stands, tonometer, phonendoscope, pocket inhalers, peak flowmeter, floor scales).
14. Pediatrics (posters and stands, dolls, height gauges, incubators, electronic medical scales, baby wrapping tables, newborn and adult care items, visual aids, dummies and phantoms).
15. Obstetrics and gynecology (posters and stands, visual aids, dummies and phantoms, obstetric hips, obstetric dolls, obstetric stethoscope, tazomer, centimeter film, penile mirror).
16. Microbiology (posters and stands, visual aids, microscope)
17. Interactive whiteboard, projector
18. Computer class.
19. Training Center:

**For all clinical specialties:**

20. Nursing block (posters and stands, medical documents, dummies, phantoms, a set of tools for pre-medical care, equipment for various manipulations, a set for simple physiological procedures, medical couches, care items for nosological units, items for laboratory research).

21. Obstetrics and gynecology unit (gynecological chair, screen, couch, phantoms, dummies, obstetric hips, obstetric dolls, obstetric stethoscope, hip measurements, centimeter tape, vaginal mirror, uterine probe, tweezers, cornsang, abortsang, needle holder, sewing materials, tripod, tool stand, vasocan, special OB/GYN uniform, disposable bag for a woman in labor, a table for a baby wrapper, a bag for a newborn).

22. Pediatrics with pediatric infections (dolls, phantoms, dummies, tall meters, electronic medical scales, vertical height meters and scales, bathtub, baby wrapping table, items for caring for newborn babies and older children, incubator, Ambu oxygen sheet, tonometer, phonendoscope, visual aids, dummies and phantoms).

23. Therapy (dummies, phantoms, tonometer, phonendoscope, pocket inhalers, peak flowmeter, medical scales, height meter, glucometer, care items, portable ECG machine, medical couches)

24. Surgical block with the basics of resuscitation (posters and stands, dummies, phantoms, visual aids, medical ducks, phantoms, small surgical blocks: surgical instruments, suture materials, blood stopping bandages, medical couches, blood group determination kit, items for caring for surgical patients, ventilator kit).

#### **26. Sports complex:**

- gym,
- A wide-profile outdoor stadium.

#### **27. Halls:**

- library, electronic library;
- a reading room with Internet access;
- electronic library;
- hall of the solemn meeting - 1;
- first-aid post - 1;
- kitchen - 1.

#### **9.3.2. Terms of training at the production base (training in production):**

The educational institution must provide compulsory training in practical lessons in certain professional disciplines, on-the-job training on a production basis.

Must develop and approve NCBP programs that include on-site training in the relevant professional disciplines at the enterprise or organization.

#### **Elements of training at a manufacturing enterprise:**

The mentor teaches the young specialist all the necessary skills and knowledge. They know how to use medical devices, equipment, observe safety and hygiene rules, and comply with regulations and orders. He has direct contact with patients, sees with his eyes, and performs hand-held exercises.

On-the-job training (dual) prepares prospective nurses for work in manufacturing.

#### **9.4. Requirements for assessing the quality of knowledge**

##### **9.4.1. Types of inspections:**

When assessing the quality of education and graduate training, there should be the following types of checks:

- current inspection;
- intermediate checks;
- final certification;
- practical evaluation;
- final state certification.

Current, intermediate assessments of students are carried out during the academic semester on the basis of a grading system established by the educational institution implementing the educational program.

#### 9.4.2. Valuation funds fund and evaluation criteria:

In order to ensure that the individual achievements of learners meet the phased or final requirements of the educational program, bases and criteria for assessment tools should be developed, including standard tasks, test papers, modular tests and practical tasks that allow assessing the level of competencies acquired, for continuous, intermediate and final certification.

For each discipline, assessment tools and evaluation criteria are developed before the start of the learning process and must be posted on the university's digital platforms to make them accessible to students.

#### 9.5. Requirements for the organization of practice.

##### 9.5.1. General provisions on practice:

In the teaching of educational programs, practices for students are considered as a form of learning process that develops professional competencies in the training of specialists. Each student is obliged to undergo (perform) the types of practice provided by the educational institution. An educational institution should ensure that industrial practice is carried out in industrial institutions in accordance with the direction and specialty of vocational education.

##### 9.5.2. The following types of practice are carried out in preparation for the educational program of secondary vocational education:

- **Educational and production practice.**
  - "Educational and industrial practice for obtaining primary professional skills on the basics of nursing";
  - "nursing care in obstetric and palliative care";
  - "Patient Services and Care in Mental and Family Medicine";
  - "patient care in therapy, surgery, and pediatrics";
- **Pre-qualification practice.**

##### 9.5.3. Requirements for types of practice

The areas of the main types of college internships are determined according to the curriculum of the specialists. The main ones are training and pre-qualification practice.

###### **Educational and production practice**

*Educational and industrial practice to acquire initial professional skills on the basics of nursing.* In this type of practice, students must learn the observance of sanitary and hygienic rules, the preparation of non-infectious solutions, work with medical equipment, the principles of operation of medical institutions and their interaction with other departments

###### *Nursing in obstetric and palliative care is an educational and productive practice.*

In this type of practice, it is necessary to master the skills of caring for patients in maternity hospitals, hospitals, family medicine centers, paramedic obstetric stations, oncological hospitals, as well as organize work in the nursing process.

###### **Professional skills acquired during internship:**

Admission of pregnant women to the maternity hospital, measurement of blood pressure, body temperature, respiration, vascular disease. **Must learn emergency nursing, preparing patients for instrumental examination, creating a safe environment for the patient, providing psychological support to patients, teaching nursing care to patients and their families, teamwork, and problem-solving skills.**

*Patient care and care in infectious and family medicine.* This type of practice allows you to develop patient care skills in infectious diseases and family medicine.

###### **Professional skills acquired during internship:**

In the Department of Infectious Diseases, he is responsible for the safety of working with patients, follows the doctor's prescription accurately, fills out paperwork, provides services to patients in family medical centers, conducts dispensary registration of patients, and must learn how to conduct a medical examination of the population.

**Educational and productive practice of caring for patients in therapy, surgery and pediatrics.** This type of practice focuses on caring for patients in therapy, surgery, and pediatrics.

###### **Professional skills acquired during internship:**

In the Department of Internal Medicine, it is responsible for caring for patients, conducting the treatment process, performing medical procedures, monitoring the condition of patients and providing psychological support, preparing patients for surgery, care during and after surgery, ensuring safety, ensuring the hygiene of children, preventing infection, psychological support and explanation to parents.

**Pre-qualification practice** is the final stage of training and it should be carried out by students in medical institutions in order to acquire practical experience in medical institutions in order to acquire initial professional skills on the basis of theoretical knowledge in accordance with the specialty, after fully mastering the theoretical, practical program of training.

- The pre-qualification practice as a nurse is the final stage of training that allows students to acquire the practical skills and knowledge they need. It is usually done after mastering theoretical and practical disciplines

**The main goals and objectives of the pre-qualification practice of a medical woman:**

- Acquisition of practical skills;
- Gain hands-on experience;
- Preparing for the Future Job;
- Practicing skills in a specific environment;
- Security.

The educational institution is obliged to provide the documents necessary for the above types of practice.

#### **9.6. Final certification.**

**Requirements for the state competition with complex results and grounds for the distribution of wages (number of credits):**

Final state certification of students must be carried out after the completion of the full training course. The types of state certification exams and the procedure for their organization should be determined by the educational organization in accordance with the regulations of the Kyrgyz Republic and the educational organization that govern the final state certification of graduates.

A graduate who does not owe academic debt and has completed a full course of study provided for in the curriculum should be allowed for state certification.

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

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

The final state certification should consist of two stages:

- Stage I – testing (conducted in testing centers with video recordings);
- Stage II – objectively structured clinical trial, conducted in specially separated classrooms with video recording.

The comprehensive state exam assesses the student's knowledge, theoretical and practical skills, clinical experience, and must have at least 3 credits of study load to prepare for tests, practical skills and emergency assignments.

The final assessment should be based on the average result of the 2nd stage of state final certification.

CHAPTER 10. SAMPLE BASIC CURRICULUM OF THE EDUCATIONAL PROGRAM

Blocks	Cycles	Cycle Directions	Disciplines	Distribution of loans by groups			Clock separation			In the 1st academic year	In the 2nd academic year	In the 3rd academic year	In the 4th academic year											
				"A"	"B"	"C"	Everybody	Audit.	LOVE	1st Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7	Semester 8								
Block 1	Cycle 1. General Education (12 credits)	Language and Communication Skills	Kyrgyz language Russian Foreign Language (directory)																					
				National and universal human values	Catalogue of Disciplines																			
					STEM Skills	Catalogue of Disciplines																		
					Physical education																			
Block 2	Cycle 2. General vocational education	General professional disciplines																						
				3-cycle. Vocational education	Business disciplines																			
						Practices																		
3-block	State Final Attestation																							
Total Salary of the Education Program				Not less than 180 credits																				

Distribution of the total salary of the basic curriculum for secondary vocational medical education

Structure of the educational program		Labor capacity of educational program blocks (credit)			
Disciplines		"A"	"B"	"C"	
Block 1	Cycles	General education disciplines	104-158 credit	12 credits	
		Scots Gaelic	92-146 credit		
		General professional disciplines	15%-25%	6%-10%	
	Physical education	Business disciplines	50%-60%	20%-25%	20%-25%
		Practice	72-120 hours	20-70 credit	
Block 2	Final state attestation	2-4 credits			
Total Salary of the Education Program		Not less than 180 credits			

**Cycles of compulsory disciplines in the basic curricula of secondary vocational medical education  
Distribution and Labor Capacity**

Blocks	Cycles	Cycle Directions	Disciplines	Distribution of loans by groups			Clock separation			In the 1st academic year		In the 2nd academic year		In the 3rd academic year		
				"A"	"B"	"C"	Everybody	Audit.	LOVE	1st semester	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	
Block 1	Cycle 1. General Education (12 credits)	Language and Communication Skills	National and universal human values		4											
				Soft Skills												
					STEM Skills	4										
						Physical education										
Block 2	Cycle 2. General vocational education	General professional disciplines	Business disciplines													
				Cycle 3. Vocational education												
					Practices (20-70 credits)											
Block 3	State Final Certification (2-6 credits)															
Total Salary of the Education Program										Not less than 180 credits						

## Catalog of Basic Curriculum Disciplines

*Note: Disciplines in the "Discipline Catalog" of the General Education Cycle are selected by the student.*

Directory number	Directory direction	Titles of disciplines in the catalog	Amount of credit
Catalogue 1 of disciplines	Language and communication skills (foreign languages)	English language	4
		German	
		Korean	
		Chinese	
Catalogue 2 of the disciplines	National and Universal Values	Homeland history, national values and culture	4
		Telugu	
		Environmental safety in medicine	
		Manas Recognition...	
		Project Workshop	
Catalogue 3 of disciplines	Soft Skills	Critical and Design Thinking	
		Fundamentals of Medical Psychology and Career	
		Network mathematics	
Catalogue 4 of the disciplines	STEM Skills	Digital Technologies in Professional Activities	4

**Состав рабочей группы по разработке образовательных стандартов специальности 060109 медицинской сестры медицинского колледжа ОшГУ.**

**Состав медицинского колледжа:**

№	Рабочее место, должность	Подпись	Ф.И.О
1	Руководитель ОПОП по специальности Сестринское дело		Толонбаева Гулзат Толубаевна
2	Председатель предметной цикловой комиссии по основам сестринского дела		Сейтова Гулшайыр Токсоновна
3	Преподаватель предметной цикловой комиссии по основам сестринского дела		Шамшиева Нургуль Кубатбековна
4	Преподаватель Узгенского международного медицинского колледжа		Абдикеримов Кубатбек Кудайбердиевич
5	Преподаватель Узгенского международного медицинского колледжа;		Анличинова Назира Уркумбаевна

**Состав рабочей группы работодателей:**



№	Рабочее место, должность	Подпись	Ф.И.О
1	Главная медсестра Мырза-Акинского ЦОВП;		Тагайкулова Абниёла Кучкачовна.
2	Главная медсестра Узгенского ЦОВП;		Нуржанова Гулзат Кадырбековна.
3	Главная медсестра Ошской межобластной объединенной клинической больницы;		Карагулова Ыкыбал Рысбаевна.
4	Ошская межобластная детская клиническая больница, заместитель директора по сестринскому делу;		Арзибаева Турсунай Толоновна.
5	Главная медсестра Ошской городской клинической больницы.		Абдураимова Жанна Сулаймановна.

**Состав рабочей группы по разработке образовательных стандартов специальности 060109 медицинской сестры медицинского колледжа ОшГУ.**

**Состав ответственного медицинского колледжа:**

№	Рабочее место, должность	Подпись	Ф.И.О
1	Заместитель по учебной работе Токмокского медицинского колледжа;		Алдажанова Сауле Хусениовна
2	Преподаватель Бишкекского медицинского колледжа;		Субанбаева Асель Субанбековна
3	Преподаватель Нарынского медицинского колледжа;		Мамытбекова Гулсайра Ишеналиевна
4	Преподаватель по специальности сестринское дело Жалал-Абадского медицинского колледжа;		Майрикеева Салыябу Асанбаевна
5	Председатель цикла сестринского дела Кызыл-Кийского медицинского колледжа.		Кыргызбаева Бубуниса Хабибшпаевна

Состав рабочей группы, разработавший стандарт среднего профессионального образования сотрудниками зарубежных вузов (колледжей).

№	Рабочее место, должность.	Подпись	Ф.И.О
1	Государственное бюджетное профессиональное образовательное учреждение РФ. Свердловский областной медицинский колледж. Преподаватель.		Гаиров Аскарали Сулейманович
2	Республика Казахстан. Талдыкорганский высший медицинский колледж. Директор.		Джансенгиров Серик Максимович
3	Областное бюджетное учреждение здравоохранения РФ. Курская городская клиническая больница скорой медицинской помощи. Врач.		Дромина М.Ю.
4	Медицинский колледж при университете Синоп Турция. Преподаватель по специальности «сестринское дело».		Дарья Шагин
5	Республика Узбекистан. Джизакская область, Галларалский медицинский колледж. Директор.		Каршибоева Максуда Тугаловна.