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.O.Kadyrov

2025

OSH STATE UNIVERSITY

SECONDARY VOCATIONAL EDUCATION EDUCATIONAL STANDARDS

SPECIALTY: 060101 – "CURETIVE"

Qualification: MEDICAL ASSISTANT

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 **060101 CURATIVE** 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" 06, 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.Florensov Vladimir Vadimovich: Irkutsk State Medical University. Doctor of Medical Sciences. Professor

2. Mamasalieva Muminakhon Nadzhmiddinovna: Asaka Medical College named after Abu Ali Ibn Sina. Director.

3. Ainura Karimberdievna Sydykova: Irkutsk City Perinatal Center named after M.S. Malinovsky. Obstetrician-gynecologist.

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CHAPTER 1. GENERAL PROVISIONS

060101 CURATIVE The educational standard for training in the specialty of **"Work" was approved by the order of the rector of Osh State University.**

The educational standard for the educational program in the specialty **060101 CURATIVE was developed and approved at 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 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 Medical Practice Specialization BPS was developed with the participation of the following parties:

Chairwoman of the working group:

1. Amirova Chynara Sabirzhanovna - Head of the Medical Department of the Medical Service.

Members:

I. The composition of the Medical College:

2. Mamytova Gulya Asylbekovna – Chairperson of the Subject Cyclical Commission of Therapeutic Disciplines;
3. Arzieva Abibakhan Isakovna - Teacher of the Therapeutic Disciplines Subject Cycle Commission;
4. Mashrabova Akbermet Abdumalikovna - Teacher of the Therapeutic Disciplines Subject Cycle Commission;
5. Toktosunov Zhenishbek Zhyrgalbekovich - teacher of the subject cyclical commission of dental and surgical disciplines;

II. Domestic medical colleges;

6. Zhakypova Kyzzhibek Pamirbekovna – teacher of Osh Medical College, head of the National Medical College of the Republic of Kazakhstan;
7. Alimov Murzarakhim Asanovich – Head of the NKBBP of the Kyzyl-Kiya Medical College;
8. Amirakulova Aichurek Saparbaevna - Head of the Association of Therapy, Pediatrics and Obstetrics at the Medical College of the Kyrgyz-Uzbek International University named after B. Sydykova ;
9. Turdubaeva Buazhar Mamasalievna – teacher at Osh Medical College;
10. Tazhibaeva Gulnur Kalmamatovna - Head of the Department of Medical Work at the Kyzyl-Kiya Medical College;

III. Employers;

11. Saliev Raiymberdi Salievich - Deputy Director of the Batken Regional Hospital;
12. Fayzullaeva Gulira Akhunbekovna - Director of the Den Sooluk OS Medical Center;
13. Sultanov Mirbolot Latypzhanovich - Director of the Osh City Ambulance Service;
14. Omurzakova Zharkynai Maksatovna - Deputy Director for Medical Affairs of the Osh Interregional United Clinical Hospital;
15. Mamishev Tursun Khakimovich - Deputy Director of the Nariman Regional Hospital of the Kara-Suu District;

IV. From public sector employees:

16. Narmatova Elmira Baltabaevna – Director of the Osh Regional Center for Combating Blood-borne Viral Hepatitis and Human HIV;

17. Jeenbekova Mayramkan Ysmailovna – Director of the Osh Interregional Dermatological and Venereological Center;

18. Omurzakov Abdurakhman Tolonovich - Director of the Osh Regional Center for Psychiatry and Narcology;

19. Sakmamatov Konushbek Mamytovich - Director of the Osh Regional Center for Combating Tuberculosis;

20. Abdymomun Abdrakhmanov - Director of the Temporary Disability Center under the city of Karasuu.

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, Resolution No. 371 "On approval of the model of the state educational standard for 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 Sectoral Framework of Qualifications in the Kyrgyz Republic is based on the framework, professional standards, 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 ;
PCC – Subject Cycle Commission;
HOLP- health opportunities limited people ;
TAPI- treatment and prevention institution ;
HVE - higher 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;
TAPS- teaching and professorial staff;
OSCE - objective structured clinical exam;
SPAGCCC - socio-personal and general cultural competencies;
SC- selection course;
DSTEAAMS– developing science, technology, engineering, art, and math skills;
HIV - the human immunodeficiency virus.

SECTION 3. TERMS

Vocational education is a self-developed knowledge

The following terms and definitions are used in the transmission standard;

- **Academic honesty is** a set of values and principles that establish standards of behavior in the development of educational programs and the conduct of educational activities, including writing (tests, term papers, abstracts, dissertations), expressing one's position, and in relations between participants in the educational process.
- **academic freedom** - A set of powers granted to them 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 technologies and methods of teaching
- ***Basic curriculum*** – a catalog of disciplines for the full-time 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 internships
- ***Distance learning*** is 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 outcome*** - competence acquired as a result of training 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
- ***Self-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.
- ***Networked education form*** - 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*** – science , modern technology, engineering, art, mathematics.

CHAPTER 4. SCOPE OF APPLICATION

4.1. The educational standard (hereinafter referred to as the educational standard) sets out the requirements for the development and implementation of basic vocational education programs in the specialty **060101 Medical work .**

4.2. The educational programs of the BBS **060101 Medical work specialty establish the requirements for training a specialist, and upon completion of the program, the qualification of a paramedic in this specialty** is awarded.

4.3. The independently developed professional education standard for the implementation of educational technologies in preparation for the educational program in the specialty **060101 Medical work** 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 Training Center.

4.4. The main users of the BBS are:

- **060101 Medical work** specialty to the educational program The main educational programs of the educational institution are the basis for the development, implementation and teaching of organizational and methodological documents. Also, the teaching and professorial staff of the educational institution is responsible for assessing the quality of mastering the vocational education program, supplementing and updating it taking into account the achievements of science, technology and the socio-economic environment, and systematically monitoring the achieved learning results.
- Students of an educational organization for the effective implementation of educational activities in mastering the educational program in the specialty **060101 Medical work**
- The rector and vice-rectors of the educational organization, who are responsible for the quality of graduate training and the organization of the educational process within their competence, the educational and methodological association of the educational organization and its relevant sectoral committees, deans of faculties, directors of institutes and colleges, heads of departments, heads of departments, heads of the PCC and others
- Examination and state final certification commissions that assess the academic achievements and quality of education of graduates of educational organizations
- Employers in the relevant field of professional activity to determine the specialization (qualification) of graduates when hiring them
- organizations that fund university, including secondary vocational education
- 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 the BSE, the implementation of the educational program within this area of training is carried out in full-time secondary vocational education.

5.3. **060101 Medical work** is 210 credit units, regardless of the form of training, educational technologies used, and the student's individual curriculum.

5.4. The normal duration of full-time education, including vacations granted after passing the state final certification of the OKB on the basis of general education, is:

- on the basis of general education – 3 years 6 months
- The established regulatory period for mastering the educational program based on basic general education will be extended by 1 (one) year.

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

5.6. When organizing the learning process using credit education technology, the volume of each academic discipline is an 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.

5.7. The workload of all types of study work in the curricula is determined in academic ECTS credits. The annual workload for the full-time form of study of the NKBBP of vocational education is 60 credits and the workload per semester is 30 credits.

5.8. The educational organization grants the right to persons with 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 partial re-certification (re-crediting).

5.10. When the educational program is used online, regardless of the type of internship, it is not allowed to conduct (organize) the final state certification online. It is allowed only in exceptional cases.

5.11. 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 educational 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 (if any).

6.2. **objectives** of the basic educational program of secondary vocational education in the specialty **060101 Medical work** :

to teach Objective in the field :

- training specialists who are able to improve their knowledge by applying the achievements of science and technology, who are able to apply human moral, religious, cultural, and legal values in their respective roles in society and the workplace, and who are able to express their thoughts orally and in writing in the state and one foreign language

The goal of human education is:

- training of cultured, well-rounded specialists who can use modern technical equipment, work with medical documents, and maintain ethics and deontology.

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 knowledge and skills levels 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
- Ensuring that the educational program being implemented has sufficient resources and monitoring the effectiveness of their use
- Conducting 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, and to maintain 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. The educational organization (relevant structures of the educational organization) independently determines the set of disciplines (modules) and their content for each cycle of the educational program.

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 (relevant structures of the educational organization).

6.7. The degree of compulsory nature of disciplines, the sequence of their mastery and the division of labor intensity into groups "A", "B" and "C" are organized in accordance with the regulations on the organization of the educational process of the educational organization 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 professional 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.

- 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 required to complete all assignments provided for in the educational program of the educational organization within the specified 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 the full-time form of training, the volume of classroom lessons is not less than 35% of the total volume per week.

- 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.

SECTION 7. CHARACTERISTICS OF PROFESSIONAL ACTIVITY OF GRADUATES OF THE EDUCATIONAL PROGRAM 060101 MEDICAL WORK

The areas of professional activity of graduates of the educational program in the field of **medical work 060101** include the following:

- treatment preventive
- diagnostic
- rehabilitative
- sanitary-hygienic and epidemiological
- preventive
- legal and ethical
- drafting legal documents.

7.2. 060101 CURATIVE specialty *professional* **activities** of graduates of the educational program in **The objects** are :

- a dam organism
-the general population and certain segments of the population

-medical equipment and instruments

-medical-biological processes

-clinical and laboratory data

-medical documentation

- sanitary and epidemiological situation

- the work of healthcare organizations.

7.3. 060101 CURATIVEspecialty according to **Types of professional activities for which** graduates of the educational program will be prepared in the field of study with the award of **the Paramedic qualification:**
- medical-diagnostic

- medical and preventive.

7.4. A specialist with the qualification of **Paramedic** in the specialty **060101 Medical work is prepared to solve the following professional tasks** , depending on the type (types) of professional activity :

Treatment-diagnostic.

1. While working in FAPs and emergency departments located in rural areas, independently examine patients for temporary disability by providing them with medical and diagnostic assistance within the scope of their professional competence.
2. Providing medical assistance to patients in collaboration with a doctor when working in medical centers and emergency departments located in towns;
3. Providing medical care to patients under the direction of a doctor when working in a hospital, dispensary, outpatient clinic and other healthcare facilities
4. Determining physiological pregnancy, delivering the baby if necessary, assessing the baby's condition, and caring for the baby and the woman in labor
5. Providing medical assistance to the population in emergency situations, epidemic conditions, and mass killing centers
6. Participation in clinical examination of the population, carried out in order to detect the disease at an early stage
7. Providing home visits to residents in organizing and supporting treatment activities
8. Providing appropriate medical care.

Medical and preventive:

1. To observe sanitary-hygienic and sanitary-epidemiological regimes at the workplace in medical and preventive institutions; to organize their work in accordance with the regulatory documents of the health care system, taking into account the requirements of labor protection and safety equipment

2. Primary, secondary and tertiary prevention of diseases in the population (healthy people, patients, their family members and groups)
3. Providing sanitary and hygienic information to the population on strengthening and improving health
4. Promoting a healthy lifestyle, developing and implementing specific programs
5. Identifying and eliminating situations that pose a risk to patients' health
6. Providing sanitary and hygienic information.

CHAPTER 8. REQUIREMENTS FOR THE RESULTS OF THE ADAPTATION OF THE EDUCATIONAL PROGRAM 060101 MEDICAL WORK

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 communicatio n 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. 060101 CURATIVEspecialty Graduate of the educational program below **General professional competencies (GPC) must be possessed:**

	General professional competencies

GPC-1	Able to search, interpret, and use information necessary for professional and personal development while effectively performing professional duties.
GPC -2	Ability to use regulatory and legal documents, act with legal, psychological, and ethical responsibility in professional activities and in emergency situations.
GPC -3	They will be able to know the anatomical, physiological, characteristics and indicators of human life activity of any age in normal and pathological conditions, the structure of microorganisms, the infectious diseases caused by them, genetics and the prevention of hereditary diseases, responsibly approach their profession, comply with hygienic and sanitary requirements, and continuously improve their knowledge .
GPC -4	Use of information and communication technologies in professional activities.
GPC -5	To be able to provide first aid in a military environment, to know the rules of evacuation, to ensure sanitary and epidemiological safety, and to have basic skills in maintaining the health of soldiers.
GPC -6	Knowledge of the basic principles of patient care, compliance with sanitary and hygienic requirements, organization of medical care, and ability to apply the stages of the nursing process in practice.
GPC -7	Knowledge of the mechanism of action, indications for use, and contraindications of medications, the ability to correctly prescribe medication to a patient, calculate dosage, and prevent side effects.

8.3. 060101 – specialty " **CURATIVE"** A graduate with the qualification " **Paramedic " must have the following professional competencies (PC) for the type of professional activity:**

	Professional competencies in diagnosis and treatment
PC.1	While working in FAPs and emergency departments located in rural areas, provide medical and diagnostic assistance to patients within the scope of their professional competence and independently examine their temporary disability.
PC.2	Providing medical care to patients under the direction of a doctor when working in hospitals, dispensaries, outpatient clinics, emergency departments, and other healthcare facilities.
PC. 3	Determining physiological pregnancy, delivering the baby if necessary, assessing the baby's condition, and caring for the baby and the woman in labor.
PC. 4	Providing medical care to patients under the direction of a doctor when working in an infectious disease hospital, dispensary, outpatient clinic, and other healthcare facilities.

PC. 5	Participate in clinical examinations of the population to diagnose the disease in the early stages. Provide home visits to the population for organizational and treatment activities.
PC.6	Recognize the main symptoms of eye diseases, use the nursing process in providing ophthalmological care, and know the preventive measures for the organs of vision. Provide first aid for ear, nose, and throat diseases, assist in diagnosis, and carry out preventive measures.
PC.7	Ability to provide first aid in emergency and resuscitation settings, as well as nursing care and preventive measures for skin and genital diseases.
PC .8	Recognize the main symptoms of nervous system and mental illnesses, treat patients appropriately, provide nursing care, and provide rehabilitation assistance.
	Medical and preventive:
PC.9	To observe sanitary-hygienic and sanitary-epidemiological regimes at the workplace in medical and preventive institutions; to organize their work in accordance with the regulatory documents of the health care system, taking into account the requirements of labor protection and safety equipment .
PC. 10	Primary, secondary and tertiary prevention of diseases in the population (healthy individuals, patients, their family members and groups).
PC.11	Providing sanitary and hygienic information to the population on strengthening and improving health.
PC .12	Promoting a healthy lifestyle, developing and implementing specific programs.

CHAPTER 9. 060101 CURATIVE REQUIREMENTS FOR PROGRAM IMPLEMENTATION

9.1. Personnel requirements for the implementation of the educational program

9.1.1. General requirements for staffing the educational process:

- The implementation of the NKBBP for the preparation of the educational program should be provided with pedagogical personnel whose basic education and/or qualification is a secondary vocational nurse and whose education is not lower than a bachelor's, master's, or specialist's degree , corresponding to the direction of the discipline being taught, and who are systematically engaged in educational (scientific) and methodological activities.
- The share of full-time teachers in the total number of teachers of 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 30% of the teachers implementing the educational program must come from industry and/or related business sectors.
- Involvement of guest lectures from domestic and/or foreign leading experienced 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 in the vocational cycle, employees with more than 10 years of experience in production are taken into account.
- knowledge broadcast program implementer professorship composition must improve their professional qualifications in the relevant field once every three years, and their pedagogical qualifications once every five years.

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

9.2.1. Requirements for the literature fund:

- **060101 Medical work,** each student must be provided with access to databases and library funds created for the full list of disciplines of the educational program.
- The list of mandatory textbooks and methodological tools must be submitted in accordance with licensing requirements: for humanitarian and economic disciplines, published within the last 5 years, and for special and general education disciplines in natural and technical specialties, published within the last 10 years.
- The number of required textbooks and teaching aids must comply with the norm of 0.5 copies per student (compliance with licensing requirements);
- Students must be provided with educational literature and/or electronic literature necessary for the implementation of the educational program, in accordance with licensing requirements. Sources of educational information must meet modern requirements.
- The educational process should use regulatory legal acts, local acts, and materials from professional periodicals.

9.2.2. Requirements for electronic textbooks:

- Required and optional textbooks for each discipline (module) in the curriculum must be provided in the electronic library.
- The electronic library system should provide each student with access to the Internet and the school's digital platforms for using electronic textbooks (there should be enough seats in computer labs and methodological laboratories).
- Prompt exchange of information with domestic and foreign universities and organizations should be carried out in accordance 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.
- Students should have access to modern professional databases, information, query, and search systems.

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 (complexes) of each academic discipline (syllabus, assessment tools, etc.) must be posted on the educational institution's digital (electronic) platform before the start of the learning process.

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 m^2

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

Offices:

- Kyrgyz (Russian) language (posters and stands)
- public disciplines (posters and stands)
- foreign language (posters and stands)
- Latin (posters and stands)
- professional mathematics (posters and stands)
- computer science (posters and stands, computers)
- anatomy and physiology (posters and stands, human skeleton and its structural parts, dummies, phantoms)
- pharmacology (posters and stands, sets of medicines)
- treatment work (posters and stands, subjects of care by nosological units)
- Infectious diseases (posters and stands, dummies, objects for laboratory diagnostics)
- dermatovenereology (posters and stands, dummies, phantoms)
- physiotherapy (posters and stands, medical couches, devices, electrophoresis, amplipulse, KUF, inhalers)
- surgery (posters and stands, dummies, phantoms, demonstration aids, medical bandages, splints, surgical instruments, patient care items, suture material, tourniquets)
- Fundamentals of resuscitation (posters and stands, dummies, phantoms, demonstration tools, patient care items)
- therapy (posters and stands, tonometer, phonendoscope, pocket inhalers, peak flow meter, floor scales)
- 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)
- obstetrics and gynecology (posters and stands, demonstration tools, dummies and phantoms, obstetric pelvis, obstetric dolls, obstetric stethoscope, tazometer, centimeter tape, vaginal speculum)
- microbiology (posters and stands, visual aids, microscope)
- interactive whiteboard, projector
- computer class
- training center.

Across all clinical specialties:

1. 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 by nosological units, items for conducting laboratory tests).
2. 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).
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).
6. A room for watching video slides and thematic films (TV, computer with Internet connection).
7. Sports complex:
- gym
- a wide-profile open stadium
8. Halls:
- library, electronic library
- reading 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 provide on-the-job training aimed at the acquisition of general and professional knowledge and skills by the student at the enterprise level in order to provide practical training and consolidate professional knowledge and skills.

The NKBBP must develop and approve programs that include in-service training conducted at an enterprise or organization in relevant professional disciplines.

Students studying in the specialty **060101 Medical work undergo internships in educational and industrial medical institutions in semesters 1-2-3-4-5-6-7.**

9.4. Requirements for assessing the quality of education

9.4.1. Types of inspection:

Assessment of the quality of training of students and graduates should include their current, intermediate and 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 (approved by the Academic Council).

Mid-term certification of students is carried out each semester, and the results of the current certification for the semester in all disciplines/modules must be organized in accordance with the local acts of the educational organization.

9.4.2. Evaluation fund and evaluation criteria:

Bases and criteria for assessment tools should be developed, including standard tasks, tests, modular tests, and practical tasks that allow assessing the level of acquired competencies for current, intermediate, and final certification of students' individual achievements in accordance with the staged or final requirements of the educational program.

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 website for access by students.

9.5. Requirements for organizing internships.

9.5.1. General provisions on practice:

In the process of teaching 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 internships are conducted in production facilities in accordance with 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:

Internship

- training and practical training to acquire initial professional skills

Industrial practice

Training and industrial practice to obtain primary professional skills

Training and practical training in obstetrics patient care

Training and practical training in caring for patients with infection

Training and industrial practice as an ambulance and emergency paramedic

- training and practical training in providing care to **obstetric** patients should be organized in the obstetric departments of the educational organization's own medical clinic (if any), contracted state hospitals, and private medical clinics.

- training and practical training in the care of patients **with infections** should be organized in the infectious diseases departments of the educational organization's private medical clinic (if any), contracted state hospitals, and private medical clinics

-**as an ambulance and emergency paramedic**: work as part of an ambulance team, follow safety and ethical rules

- **in therapy, pediatrics and surgery** should be organized in the therapeutic, pediatric and surgical departments of the educational organization's private medical clinic (if any), contracted state hospitals, and private medical clinics.
- **Pre-qualification practice.**

9.5.3. Requirements for types of internships

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

Educational and industrial practices should be conducted in medical institutions to gain work experience, forming initial professional skills based on theoretical knowledge.

Industrial practice should be conducted in maternity hospitals, hospitals, family medicine centers, paramedical obstetric stations, infectious diseases hospitals, oncology hospitals, and children's hospitals, as well as in medical institutions for patient care.

Pre-qualification internship is considered the final stage of training and should be conducted in medical institutions, depending on the specialty, after students have fully mastered the theoretical and practical training program, in order to gain work experience in order to develop initial professional skills based on theoretical knowledge.

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

9.6. Final 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 state exam.

• Stage II – objective structured clinical test.

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 AN EDUCATIONAL PROGRAM

Block	Cycle	Directions	Disciplines	Credit allocation to groups			Distribution of hours			I academic year		2 academic year		3 academic year		...
				"A"	"B"	"C"	Total	Auditorium	SIW	1 semester	2 semester	3 semester	4 semester	5 semester	6 semester	..
Iblock	Cycle 1. General Education (24 credits)	Language and communication skills														
		National and universal values														
		Soft skills														
		STEM skills														
		Phisical education														
	Cycle 2. General vocational education	General professional disciplines														
	Cycle 3. Vocational education	Professional disciplines														
Block 2	Practical training and research (30-40 credits)															
Block 3	Final State exam (5 - 10 credits)															
Total labour intensity																

***Note**: The basic curriculum is developed according to this template using Annexes 1-5.*

The first block of the curriculum consists of 3 cycles, general education, general professional and vocational. The general education cycle has such directions as: communication skills, national and universal values, Soft skills, and STEM skills. Each direction offers at least 3 disciplines, the catalog of disciplines, which is determined by the educational organization. Students can independently choose the disciplines offered in the directions.

All academic disciplines are divided into the following three groups of disciplines for all cycles according to the degree of compulsory and sequence of assimilation, taking into account their logical interrelation:

"A" - the sequence of disciplines studied compulsorily and strictly in the specified semesters of the curriculum is observed;

"B" - a group of disciplines studied necessarily, but not necessarily in the sequence of semesters; the study of disciplines of this group is independently planned by the student in the specified semesters of academic years;

"C" - a catalog of elective disciplines (elective courses) is offered by the educational organization for the professional cycle, students choose one discipline from each catalog. One catalog must contain at least three related (interrelated) disciplines.

"C" - disciplines of this group allow the student to deepen the disciplines of the group 'A', gives the opportunity to acquire additional competencies in order to ensure the competitiveness of the graduate and taking into account scientific and technical achievements and labor market requirements.

"C" - disciplines of this group can be updated in each academic year taking into account scientific and technical achievements and labor market requirements.

Appendix 1

Distribution of total labor intensity of the basic curriculum of secondary vocational education

Structure of the educational program			Labor intensity (credits) of blocks of the educational program		
1 блок	Disciplines		«A»	«B»	«C»
			94-101credits		
	Cycles	**General education cycle**		12 credits	
		Professional cycle	82-91credits		
		General professional cycle education		15%-25%	6%-10%
		Professional education cycle	40%-50%	30%-35%	20%-25%
	Phisical education		72-120 h.		
Block 2	Practical training and research		15-20 credits		
Block 3	Final State exam		2-6 credits		
Total labour intensity			**Not more than 210 credits**		

Appedex 2

Distribution of total labor intensity of the basic curriculum of medical education

Structure of the educational program			Labor intensity (credits) of blocks of the educational program		
1 блок	Disciplines		«A»	«B»	«C»
			104-158 credits		
	Cycles	**General education cycle**	4 кредита	12 credits	
		Professional cycle	92-146 credits		
		General professional cycle education		15%-25%	6%-10%
		Professional education cycle	50%-60%	20%-25%	20%-25%
	Phisical education		72-120 h		
Block 2	Practical training and research		20-70 credits		
Block 3	Final State exam		2-6 credits		
Total labour intensity			**Not less than 210 credits**		

Appedex 3

Distribution by cycles and labor intensity of compulsory disciplines in the basic curricula of secondary vocational education

Block	Cycle	Directions	Disciplines	Credit allocation to groups			Distribution of hours			1 academic year		2 academic year		3 academic year	
				"A"	"B"	"C"	Total	Auditorium	SIW	1 semester	2 semester	3 semester	4 semester	5 semester	6 semester
I block	Cycle 1. General Education (24 credits)	Language and communication skills	Kyrgyz language/Russian language												
			4 catalog of disciplines. Foreign languages												
		National and universal values	1-2-3 catalogs of disciplines												
		Soft skills													
		STEM skills													
		Phisical education													
	Cycle 2. General vocational education	General professional disciplines													
	Cycle 3. Vocational education	Professional disciplines													
Block 2	Practical training and research (30-40 credits)														

Block 3	**Final State exam (5 - 10 credits)**												
Total labour intensity		**Not less than 210 credits**											

Appedex 4

Distribution by cycles and labor intensity of compulsory disciplines in the basic curricula of medical education

Block	**Cycle**	**Directions**	**Disciplines**	**Credit allocation to groups**			**Distribution of hours**			**1 academic year**		**2 academic year**		**3 academic year**	
				"A"	**"B"**	**"C"**	**Total**	**Auditorium**	**SIW**	**1 semester**	**2 semester**	**3 semester**	**4 semester**	**5 semester**	**6 semester**
Iblock	**Cycle 1. General Education (24 credits)**	Language and communication skills	Kyrgyz language/Russian language												
			4 catalog of disciplines. Foreign languages												
		National and universal values	1-2-3 catalogs of disciplines												
		Soft skills													
		STEM skills													
		Phisical education													

	Cycle 2. General vocational education	General professional disciplines													
	Cycle 3. Vocational education	Professional disciplines													
Block 2	Practical training and research (20-70 credits)														
Block 3	Final State exam														
Total labour intensity				Not less than 210 credits											

Appendix 5

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)	Kyrgyz language	3
		Russian language	
		english language	
		German language	
2nd catalog of disciplines	The direction of national and universal human values is developing.	History of the homeland, national values, and culture	3
		Ethics and faith	
		Environmental safety in the professional environment	
		Studying Manas...	
3rd catalog of disciplines	Soft skills	Project workshop	3
		Critical and design thinking	
		Medical psychology basics and entering the profession	
4th catalog of disciplines	STEM skills	Network mathematics	3
		Digital technologies in professional activities	

Коомдук тармактар тарабынан орто кесиптик билим берүүнүн стандартын иштеп чыккан жумушчу топтун курамы

№	Жумуш орду, кызматы	Ф.И.О	подпись
1	Ош облустук кан аркылуу жугуучу вирустук гепатит жана АИВ ке каршы күрөшүү борборунун директору	Нарматова Эльмира Балтабаевна	
2	Ош областтар аралык тери-венерологиялык борборунун директору	Жээнбекова Майрамкан Ысмаиловна	
3	Ош облустук психиатрия жана наркология борборунун директору	Өмүрзаков Абдурахман Төлөевич	
4	Ош облустук кургак үчукка каршы күрөшү борборунун директору	Сакмаматов Конушбек Мамытович	
5	Кара-Суу шаарына караштуу МСЭКтин директору	Абдрахманов Абдымомун	

Орто кесиптик билим берүү медициналык колледждин кызматкерлери тарабынан орто кесиптик билим берүүнүн стандартын иштеп чыккан жумушчу топтун курамы

№	Жумуш орду, кызматы	Ф.И.О	подпись
1	Терапиялык дисциплиналар предметтик циклдык комиссиясынын окутуучусу Дарылоо иши адистигинин НКББП төрайымы	Амирова Чынара Сабиржановна	
2	Терапиялык дисциплиналар предметтик циклдык комиссиясынын төрайымы	Мамытова Гуля Асылбековна	
3	Терапиялык дисциплиналар предметтик циклдык комиссиянын окутуучусу	Арзиева Абиба Исаковна	
4	Терапиялык дисциплиналар предметтик циклдык комиссиянын окутуучусу	Машрабова Акбермет Абдумаликовна	
5	Стоматология жана хирургиялык дисциплиналар предметтик циклдык комиссиянын окутуучусу	Токтосунов Женишбек Жыргалбекович	

Иш берүүчүлөр тарабынан орто кесиптик билим берүүнүн стандартын иштеп чыккан жумушчу топтун курамы

№	Жумуш орду, кызматы	Ф.И.О	подпись
1	Баткен областык аймактык ооруканасынын директорунун орун басары	Салиев Раимберди Салиевич	
2	«Ден соолук Ош» медициналык центринин директору	Файзуллаева Гулира Ахунбековна	
3	Ош шаардык тез жардам көрсөтүү кызматынын директору	Султанов Мирболот Латипжанович	
4	Ош областтар аралык бириккен клиникалык ооруканасынын директорунун дарылоо иштери боюнча орун басары	Омурзакова Жаркынай Максатовна	
5	Карасуу районунун Нариман аймактык ооруканасынын директорунун орун басары	Мамишев Турсун Хакимович	

Ата мекендик медициналык коллеждерден орто кесиптик билим берүүнүн стандартын иштеп чыккан жумушчу топтун курамы

№	Жумуш орду, кызматы	А. А.а	колу
1	Ош медициналык колледжинин окутуучусу	Жакыпова Кызжибек Памирбековна	
2	Кызыл-Кыя медициналык колледжинин НКББП жетекчиси	Алимов Мурзарахим Асанович	
3	Б.Сыдыкова атындагы КӨЭАУнин медициналык колледжинин Терапия Педиатрия жана Акушердик сабактар бирикмесинин башчысы	Амиракулова Айчүрөк Сапарбаевна	
4	Ош медициналык колледжинин окутуучусу	Турдубаева Бүажар Мамасалиевна	
5	Кызыл-Кыя медициналык колледжинин окутуучусу	Тажибаева Гульнур Калмаматовна	

Состав иностранных экспертов по разработке образовательных стандартов по специальности 060101 "Лечебное дело" медицинского колледжа Ошского государственного университета.

№	Ф.И.О	место работы	должность, ученая степень	подпись
1	Флоренсов Владимир Вадимович	Иркутский государственный медицинский университет	Доктор медицинских наук, профессор.	
2	Мамасаидова Мумтазхон Наджиддиновна	Лесгафтский медицинский колледж имени Абу Али Ибн Сины	Директор	
3	Стадыкова Айнура Карымбердиевна	ОГБУЗ Иркутский городской перинатальный центр имени Малиновского М.С	Врач акушер гинеколог	

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