

MINISTRY OF SCIENCE, HIGHER EDUCATION AND INNOVATIONS OF THE KYRGYZ
REPUBLIC

SCIENTIFIC-EDUCATIONAL AND PRODUCTION COMPLEX
“JALAL-ABAD STATE UNIVERSITY NAMED AFTER B. OSMONOV”

The Regulation is submitted for
consideration and approval by
the Academic Council of Jalal-
Abad State University

Protocol № 5
dated “31” 01 2025

Approved by
Rector of Jalal-Abad State University
named after B. Osmonov
professor

“03” 02 2025



REGULATION ON THE MAIN EDUCATIONAL PROGRAM OF HIGHER
AND SECONDARY VOCATIONAL EDUCATION.

Amendments and additions were made to Protocol No. 1 of the Jamu Academic
Council dated September 1, 2025.

Jalal-Abad - 2025

1. General Provisions

This Regulation has been developed in accordance with the Law of the Kyrgyz Republic “On Education” dated August 11, 2023; the State Educational Standards for Higher and Secondary Vocational Education; the Charter of the Scientific, Educational, and Production Complex “B. Osmonov Jalal-Abad State University”; the Resolution of the Cabinet of Ministers of the Kyrgyz Republic No. 258 dated May 22, 2024 “On Certain Issues in the Field of Higher and Secondary Vocational Education”; the Resolution of the Cabinet of Ministers No. 590 dated September 24, 2024 “On the Approval of Regulatory Legal Acts Governing the Activities of Higher Vocational Education Institutions”; the Resolution No. 329 dated June 10, 2025 “On the Approval of Regulatory Legal Acts in the Field of Higher and Secondary Vocational Education”; and the Resolution No. 371 dated July 8, 2024 “On the Approval of the Model of the State Educational Standard for Primary, Secondary, and Higher Vocational Education of the Kyrgyz Republic.”

1. This Regulation is also based on the relevant local normative documents developed at Jalal-Abad State University (JASU). This Regulation defines the procedure, purpose, and objectives for the development, approval, and implementation of the **Main Educational Program (MEP)** for higher and secondary vocational education at **B. Osmonov Jalal-Abad State University** (hereinafter – *the University*).

1.1. The Main Educational Program (MEP) is a set of normative and methodological documents that determine the goals, content, organization, and learning outcomes of the educational process.

1.2. Purpose and Objectives of the Educational Program

The goal of the **Main Educational Program (MEP)** is to train specialists who possess modern knowledge, professional competencies, and practical skills, in accordance with the requirements of the labor market and the development of science and technology.

The main objectives of implementing the MEP are as follows:

- To ensure a high quality of education;
- To form competencies according to the chosen specialization;
- To develop practice-oriented learning and ensure students’ academic mobility;
- To promote the integration of education and science;
- To plan and organize **Work-Based Learning (WBL)** activities.

The implementation of the MEP is based on the following principles:

- Competency-based approach;
- Integration of education and production;
- Lifelong learning and professional development;
- Focus on learning outcomes and quality.

The Program is developed according to the specifics of each specialty and complies with the legislative acts of the Kyrgyz Republic in the field of education, the State Educational Standard, and the internal regulations of higher (or secondary vocational) education institutions.

1.3. Development of the MEP

The **Main Educational Program (MEP)** is developed based on the corresponding **Educational Standard** (hereinafter referred to as *HVE ES* or *SVE ES*) for each respective field (specialty).

1.4. Approval Procedure

The Main Educational Program is developed independently for each field (specialty) of study, reviewed at a meeting of the **Academic Council**, and approved by the **Rector of Jalal-Abad State University (JAU)**.

1.5. Amendments and Additions

Any amendments and additions to the approved MEP shall be made in the same procedure as its initial approval.

1.6. Program Leadership

The **Head of the Educational Program** is appointed by the order of the Rector of JAU from among the specialists in the corresponding field (specialty) who hold an academic degree and/or academic title, and/or are leading professionals with experience in organizing scientific-pedagogical, methodological, and practical activities.

1.7. Responsibility for Documentation

The responsibility for developing the complete set of documents included in the MEP is assigned to the **Program Head**, while the responsibility for the **Curriculum** lies with the **Head of the Department** or the **Chairperson of the Cyclic Commission**.

2. General Information about the Program

This section shall include the following information:

- Program title and qualification awarded;
- Level of education (Secondary Vocational or Higher Vocational);
- Duration of the program (in years, semesters, and credits);
- Main purpose of the program — preparation of students for professional activities.

2.1. Standards and Normative Base

- State Educational Standards (including those developed at Jalal-Abad State University);
- Quality assessment criteria;
- Professional Competencies (PC), General Competencies (GC), and General Professional Competencies (GPC).

2.3. Learning Outcomes (LO)

- Learning Outcomes describe what personal qualities, general professional, and professional skills the graduate in a given specialty will possess.
- The learning outcomes of each discipline are developed in alignment with the specialist training objectives and are described separately.
- Learning Outcomes are presented in the **RO (Results/Outcomes)** format, linked to and derived from the aggregate of **PC**, **GC**, and **GPC**.

2.4. Content and Disciplines (Modules / Courses)

The Program consists of the following structural components:

1. **Core Professional Disciplines (PC)**
 - Formation of core professional knowledge and skills.
2. **General, General Professional, and Professional Competencies (GC, GPC, PC)**
 - Development of communication skills, teamwork abilities, and professional ethics.
3. **Integrated and Practical Components in Teaching (IPC / Practical Training)**
 - Laboratory, individual, and production practices.
 - Practical formation and application of professional competencies.
4. **Catalog of Disciplines in the Basic and Elective Curriculum**
 - Courses selected according to the student's individual interests and professional orientation.

2.5. Educational and Methodological Support

The implementation of the Program is ensured by:

- Study guides, educational and methodological materials, electronic resources, and laboratory equipment;
- Systems designed to ensure the quality, accessibility, and effectiveness of the educational process.

2.6. Assessment and Attestation

The assessment of students' academic achievements includes:

- **Midterm and Final Assessments:** tests, essays, practical and laboratory works;

- **Final Attestation:** state examination, qualification examination, and defense of the diploma work (thesis).

2.7. Current Qualification and Development Opportunities

The Program provides opportunities for:

- Employment in relevant professional fields upon graduation;
- Continuation of higher education at subsequent levels;
- Professional growth, retraining, and lifelong learning.

3. Procedure for Implementing the Educational Program

3.1. The Main Educational Program (MEP) is implemented by the University's academic departments based on curricula and academic calendars approved by the Academic Department.

3.2. The educational process may be organized in **full-time**, **part-time (extramural)**, or **distance learning** formats.

3.3. Students' practical training is conducted at the University and in organizations, enterprises, and institutions that have concluded cooperation agreements with the University.

4. Rights and Responsibilities of MEP Users and Participants in the Educational Process

4.1. **MEP Users** include: the administration of JASU, academic and teaching staff, students, state attestation and examination commissions, departments, colleges, educational management bodies, employers, and institutions responsible for accreditation and quality assurance in higher and secondary vocational education.

4.2. **Students** have the right to receive quality education, access educational and methodological materials, and participate in the development and improvement of the content of the educational program.

4.3. **Teachers** are obliged to implement the educational program at a high scientific and methodological level, adhere to academic ethics, and ensure the quality of the teaching process.

5. Characteristics of the Professional Activity of the MEP Graduate by Field (Specialty)

5.1. Scope of the Graduate's Professional Activity

The professional activity of the graduate is carried out in accordance with their specialty and field of study.

The scope of activity is determined by the practical application of the graduate's acquired knowledge, skills, and competencies in relevant sectors of the economy, education, science, and production.

5.2. Main Areas of Professional Activity

Graduates of the Program may carry out their professional activities in the following areas:

• Institutions and Enterprises:

State and private sectors related to the specialty, including laboratories, factories, companies, and industrial enterprises.

• Public and Social Organizations:

Providing professional consulting, implementing projects, and organizing social and community programs.

• Education and Science:

Conducting scientific research, participating in teaching processes, and engaging in methodological and academic development activities.

• Information and Communication Sphere:

Applying information technologies, managing data and documentation, and ensuring effective information exchange.

5.3. Objects of Professional Activity

- Technologies, machinery, and equipment.
- Data, analytical materials, and statistical indicators.
- Documents, reports, and projects.
- Clients, communities, and end users.

5.4. Conditions of Professional Activity

- In compliance with professional standards and safety regulations.
- Opportunities for both teamwork and independent work are provided.
- Availability of a material and technical base that meets modern educational and industrial requirements.
- Possibility of applying new informational and innovative technologies.

5.5. Characteristic Features of Professional Activity

- Integration of competencies and practical skills.
 - Requirement for analytical and creative thinking.
 - Responsibility and adherence to professional ethics.
 - Maintenance of multidimensional interaction within the professional environment.
- The graduate's sphere of professional activity represents a broad and diverse field in which acquired knowledge and skills are practically applied across various institutions and organizations.

6. Competencies Acquired upon Completion of the Program

Graduates mastering the Main Educational Program (MEP) will acquire the following competencies:

1. Professional and General Knowledge

- Mastery of theoretical and practical knowledge relevant to the specialty.
- Ability to apply up-to-date scientific and technological information.

2. Communication and Social Competencies

- Capacity for clear, accurate, and effective professional communication.
- Ability to work both in teams and in multidisciplinary environments.

3. Critical Thinking and Decision-Making

- Competence in analyzing professional issues and making sound decisions.
- Ability to conduct scientific research and practical activities.

4. Professional Ethics and Responsibility

- Awareness of personal and professional responsibility.
- Adherence to high ethical and professional standards.

5. Self-Development and Lifelong Learning

- Understanding the importance of continuous education.
- Readiness to acquire new knowledge and skills independently.

6. Digital and Technical Competencies (if applicable)

- Ability to use modern technologies and software tools.
- Skills in analyzing and interpreting digital data.

7. Requirements for the Implementation of the Program

To ensure the effective implementation of the Main Educational Program (MEP), the following conditions must be met:

7.1. Personnel Requirements

- Teaching staff and industrial training instructors must possess appropriate professional education, practical experience, and pedagogical competencies.

- Continuous professional development and interaction with industrial partners must be maintained for all teaching personnel.

7.2. Material and Technical Requirements

- Classrooms, laboratories, and workshops must be equipped in accordance with modern standards.
- Adequate provision of computer equipment, internet access, and multimedia tools must be ensured.
- Real or simulated (virtual) environments must be created for conducting production and practical training.

7.3. Informational and Methodological Requirements

- The library collection must include sufficient educational, methodological, and informational literature.
- Electronic educational resources, digital platforms, and online courses must be actively used in the learning process.
- Educational and methodological complexes, curricula, and syllabi must be developed in accordance with the State Educational Standard and regularly updated.

7.3. Information and Methodological Conditions

- The library collection must be sufficiently stocked with relevant academic, methodological, and informational literature.
- Electronic educational resources, digital platforms, and online courses are actively utilized in the educational process.
- Educational and methodological complexes, curricula, and programs are developed in accordance with the State Educational Standard and are regularly updated.

7.4. Conditions for Production Practice and Workplace Training

- Workplace training and production practice constitute an integral part of the Vocational Education and Training (VET) program.
- Memorandums or agreements are concluded with employers, production enterprises, and relevant organizations to ensure workplace training opportunities.
- During the period of production practice and workplace training, students acquire and consolidate professional skills in real or simulated work environments.
- The participation, assessment, and feedback process during training are jointly organized by employers and designated mentors.
- The results of workplace training are evaluated in correlation with the learning outcomes of the VET program.

7.5. Social and Safety Conditions

- The occupational safety, health, and rights of students and teaching staff are ensured throughout the educational process.
- Safety briefings and instructions are provided during both study and practice periods.
- A favorable socio-psychological climate is maintained to promote effective learning and teaching.

8. Rules for Drafting the Core Educational Program (CEP)

8.1. Defining the Program Goal and Profile

- **Program Goal:** Determine the competencies that the graduate must acquire (general, professional, and interdisciplinary).
- **Program Profile:** Define the field of study or specialty, the educational level (higher or secondary vocational), and the form of study (full-time, part-time, or distance).
- Ensure full compliance with the State Educational Standards of the Kyrgyz Republic.

8.2. Labor Market Analysis

- Identify the competencies demanded in the current and prospective labor market.
- Establish communication and cooperation with enterprises, organizations, and institutions where students undertake practical training.
- Ensure that the knowledge and skills provided by the program correspond to the evolving needs of the market.

8.3. Defining Learning Outcomes

- Each learning outcome must be coded and classified according to **Bloom's Taxonomy** or the **National Qualifications Framework (NQF)**.
- Learning outcomes should clearly describe measurable knowledge, skills, and competencies.

8.4. Structuring the Educational Program

Curriculum (Study Plan) Includes:

- Basic cycle disciplines (general education and general professional courses);
- Professional cycle disciplines;
- Practice and internship modules;
- Final assessment (state certification or final attestation).

For each component:

- Specify the number of hours or credits;
- Define the content, learning objectives, topics, forms of assessment, and recommended literature.

8.5. Forms and Methods of Instruction

- Forms of study: full-time, part-time, or distance education.
- Teaching methods: lectures, seminars, practical and laboratory classes, project-based learning, and case-study methods.
- Integration of **Work-Based Learning (WBL)** and dual education principles is encouraged.

8.6. Forms and Methods of Assessment

- **Current (Formative) Assessment:** tests, assignments, practical tasks.
- **Interim (Mid-term) Assessment:** pass/fail exams, course projects, or reports.
- **Final (Summative) Assessment:** state examination or thesis/diploma defense.
- Each learning outcome must correspond to an appropriate form of assessment, ensuring validity and reliability of evaluation.

8.7. Methodological Support

- Working programs of disciplines, methodological guidelines, textbooks, laboratory manuals.
- Digital and printed materials for both instructors and students.
- Access to educational platforms and institutional electronic repositories is ensured.

9. Documents Included in the Basic Educational Program (BEP)

The Basic Educational Program (BEP) includes a set of documents that define the structure, content, and implementation procedures of the educational process. These documents ensure compliance with state educational standards and the university's internal regulations.

The BEP includes the following:

- Title page (*Appendix 1*);
- Matrix of competencies (*Appendix 2*);
- Curriculum (*Appendix 3*) and Academic Calendar (*Appendix 4*);
- Working programs of disciplines;
- Practical training programs (*Appendix 5*);
- Fund of assessment tools (*Appendix 6*);
- Methodological materials;
- Practical training and Work-Based Learning (WBL) programs (*Appendix 7*);

- Innovative teaching and learning technologies;
- Qualification requirements and assessment criteria;
- Annotations of disciplines in the curriculum for both basic and elective components (*Appendix 8 — Basic Program Annotation*).

9.1. Professional Standards and Labor Market Documents

- Professional standards and documents of the **National Qualifications Framework (NQF)** for the respective specialty;
- Agreements concluded with employers and institutions of practical training;
- Regulatory and normative materials for production practice and Work-Based Learning (WBL).

9.2. Scientific and Information Resources

- Scientific, methodological, informational, and digital resources used in the development and implementation of the BEP;
- Access to electronic educational platforms, databases, and online learning materials.

These documents collectively determine the content and structure of the **Main Educational Programs (NBEPs)**, ensuring their **quality, coherence, and legal validity**.

9.3. Individual Study Plan

Each student develops and follows an **Individual Study Plan (ISP)** that outlines the sequence of disciplines, practical training components, and assessment forms according to their chosen specialty and learning trajectory.

10. Assessment of the Quality of Educational Program Mastery

10.1. The quality of mastering the Main Educational Program (MEP) is evaluated through **current, interim, and final assessments**.

10.2. Forms of knowledge and skills assessment include:

- testing and oral examination (interview);
- supervision and evaluation of coursework, projects, and practical assignments;
- state certification (final attestation).

10.3. The overall quality of the educational program is also evaluated through:

- results of institutional and program accreditation,
- feedback from graduates and employers,
- and monitoring of graduate employment and professional success.

11. Requirements for the Final State Certification (FSC)

The **Final State Certification (FSC)** is a formal comprehensive assessment aimed at evaluating the graduate's acquired **knowledge, competencies, and practical skills** within the framework of the National Vocational Education Program (NVEP).

11.1. Purpose of the State Final Attestation (SFA)

- To assess the student's level of professional knowledge, competencies, and skills in the chosen specialty;
- To ensure the quality and effectiveness of education in accordance with the requirements of the **State Educational Standard (SES)** or **National Basic Curriculum (NBC)**;
- To determine the student's readiness for independent professional activity.

11.2. Key Requirements for the State Final Attestation (SFA)

1. The student must successfully complete all components of the educational program (lectures, seminars, laboratory classes, and practical training).
2. The student must fully complete the required number of credit hours established by the curriculum.
3. The completion of all modules, coursework, and practical assignments specified in the **Individual Study Plan** must be documented.

4. The student must pass all forms of final assessment — practical and theoretical examinations, coursework, or a diploma (graduation) thesis — to demonstrate their acquired competencies and professional preparedness.

11.3. State Final Attestation (SFA) Program

The **State Final Attestation (SFA)** program is developed in accordance with the **National Basic Curriculum (NBC)** / **State Educational Standard (SES)** and includes the following components:

- **Theoretical Component:**
Written tests, essay assignments, and theoretical questions on the core subjects of the specialty.
- **Practical Component:**
Execution of laboratory work, production tasks, and demonstration of practical competencies in real or simulated environments.
- **Diploma (Individual Scientific/Practical) Project:**
Defense of a research paper, design project, or analytical report related to the student's field of study.
- **Competency Assessment:**
Documentation and evaluation of the student's achievements across all professional and general competencies specified in the NBC / SES.

11.4. Assessment and Certification

- The results of the **State Final Attestation (SFA)** are determined based on the student's overall academic performance and demonstrated competencies.
- Assessment criteria are approved in advance by the Academic Council and communicated to students prior to the certification.
- Students who successfully pass all components of the SFA are awarded a **qualification document** (diploma, certificate, or equivalent), confirming their readiness for professional activity.

12. Evaluation Criteria for Main Educational Programs by Specialty (Field of Study)

12.1. Purpose of Internal Evaluation

The purpose of the internal evaluation is to determine the compliance of each **Educational Program (EEP)** with:

- the requirements of the **State Educational Standard (SES)**;
- the expectations of **employers and the labor market**;
- and the **internal quality assurance standards** of the Higher Education Institution (HEI).

Evaluation Scale

Score Description

5-Excellent, 4- Good, 3- Satisfactory, 2- Insufficient, 1- Poor

I. Conceptual and Goal-Oriented Block — 20 points

№	Criterion	Explanation	Max. Points
1	Alignment of the EEP goals and objectives with the strategic mission of the HEI	The program's objectives reflect the institution's mission, strategy, and educational priorities.	5
2	Relevance and innovative character of the program	Considers current scientific, technological, and labor-market trends, including digitalization.	5

3	Alignment of learning outcomes with state and professional standards	Learning outcomes are specific, measurable, achievable, and based on higher-order Bloom's taxonomy verbs.	5
4	Employer and professional community participation in program development	Existence of cooperation agreements, expert feedback, and stakeholder participation.	5
II. Content Block — 25 points			
5	Structure and logic of the program	Presence of modules, coherent sequence of disciplines, and balance of theory and practice.	5
6	Quality of working programs (syllabi)	Compliance with general (GC), general professional (GPC), and professional (PC) competencies and current standards.	5
7	Scientific and methodological support	Availability of textbooks, author's courses, and teaching materials.	5
8	Practical orientation	Inclusion of simulations, case studies, and internship bases.	5
9	Interdisciplinary links and variability	Availability of elective disciplines, cross-disciplinary projects, and flexible curriculum options.	5
III. Organizational and Resource Block — 20 points			
10	Staffing	Qualification of teachers, share of academic staff with scientific degrees, continuous professional development.	5
11	Material and technical base	Modern laboratories, simulation centers, and IT infrastructure.	5
12	Electronic educational environment	LMS platforms, distance learning tools, digital educational resources.	5
13	Social and academic support for students	Tutoring, mentoring, advising, and counseling systems.	5
IV. Evaluation and Performance Block — 20 points			
14	Fund of Assessment Tools (FOS)	Availability and quality of assessment instruments; transparency of criteria.	5
15	Level of students' competence development	Results of midterm and final attestation, learning outcomes achieved.	5
16	Graduate performance and employability	Employment rate, employer feedback, and graduate participation in professional events.	5
17	Quality assurance procedures	Existence of internal audit, accreditation, and self-evaluation mechanisms.	5
V. Innovation and Development Block — 15 points			
18	Innovative teaching methods	Use of simulation, problem-based, blended, and project-based learning.	5
19	Student research activity	Participation in grants, publications, and conferences.	5
20	Program improvement and renewal system	Continuous analysis and updating of modules based on stakeholder feedback.	5

Total: 100 points

- 90–100 points - The OOP fully meets international and national best practices
- 75–89 points High quality level
- 60–74 points Satisfactory level
- < 60 points Program improvement required

- **12.2. Educational programs are subject to internal and external review.**

REFERENCES, ELECTRONIC RESOURCES

**MINISTRY OF SCIENCE, HIGHER EDUCATION, AND INNOVATION OF THE
KYRGYZ REPUBLIC**

**SCIENTIFIC AND EDUCATIONAL PRODUCTION COMPLEX
“JALAL-ABAD STATE UNIVERSITY NAMED AFTER B. OSMONOV”**

**The Regulation was reviewed and
submitted for approval
by the Academic Council of
Jalal-Abad State University.
Protocol № _____
“ ____ ” _____ 2025**

**Approved
Rector of Jalal-Abad State University
named after B. Osmonov,
Doctor of Technical Sciences, Professor
_____ K. Usenov
“ ____ ” _____ 2025**

**Regulation on the Main Educational Program of Higher and
Secondary Vocational Education.
Direction (specialty):**

Training profile

(qualification): academic

degree: form of study

Jalal-Abad 2025

Matric RO specialty 050303 Foreign language

№	Discipline	LO-1	LO-2	LO-3	LO-4	LO-5	LO-6	LO-7	LO-8	LO-9	LO-10	LO-11	LO-12	LO-13	LO-14
1	Kyrgyz language and literature	+													

Matrix RO and competence in specialty 050303 Foreign language

№	Learning outcomes	Competence
1.	LO -1	GC -1, GC -3, GC -4, GC -5, GC -9, GC -14 , GPC -1-2
2.	LO -2	GC -5, GC -7, GC -1, GPC -2-3 ,
3.	LO -3	GC -1, GC -2, GC -13 , GPC -4
4.	LO -4	GC -7, GC -8, GPC -5
5.	LO -5	GC -5, GC -6, GC -7, GC -9, GPC -6
6.	LO -6	PC -1, PC -4, PC -12
7.	LO -7	PC -1, PC -4, PC -12
8.	LO -8	PC -3, PC -3, PC -5, PC -6, PC -7, PC -8, PC -11, PC -14, PC -15
9.	LO -9	PC -4, PC -6, PC -12, PC -14, PC -16
10.	LO -10	PC -4, PC -12, PC -16
11.	LO -11	PC -2, PC -7, PC -8, PC -12, PC -14, PC -15, PC -16
12.	LO -12	PC -7, PC -8, PC -11
13.	LO -13	PC -1, PC -2, PC -3, PC -6, PC -12, ПК-15, ПК-16
14.	LO -14	PC -11, PC -12

The matrix of discipline and competencies.

The general fundamental cycle

[illegible]

General professional cycle

		GPC -1	GPC -2	GPC -3	GPC -4	GPC -5	GPC -6	- GPC 7	GPC -8	GPC -9
№	NAME OF THE DISCIPLINE									
1	Fundamentals of scientific research	+		+						
2	Fundamentals of entrepreneurship	+		+	+					+
3				+						+

Professional cycle

[illegible]