

I. Standard Structure of a Course Syllabus

1. Title Page

1. Name of the university (JAIU).
 2. Name of the faculty / department.
 3. Course title (in Russian and, if necessary, in English).
 4. Field of study / educational program, level (bachelor's degree, "General Medicine," etc.).
 5. Course, semester, number of credits.
 6. Full name of the instructor(s), academic degree, position.
 7. Year.
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2. Course Description

- 2.1. Full and short course title.
 - 2.2. Code and name of the educational program.
 - 2.3. Cycle and module (core/specialized, clinical, etc.).
 - 2.4. Course load:
 1. credits;
 2. total hours;
 3. classroom hours (lectures / practicals / labs / clinical);
 4. independent study / independent research.
 - 2.5. Course, semester of study.
 - 2.6. Form of final assessment (exam / test / OSCE, etc.).
 - 2.7. Language of instruction.
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3. Course Objectives and Goals

- 3.1. **Objective** (1–2 clear statements).
 - 3.2. **Objectives** (theoretical, practical, clinical/applied, research).
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4. Place of the course in the curriculum structure

- 4.1. The course's relationship to the educational program and the modules to which it belongs.
- 4.2. **Prerequisites** (previous courses).
- 4.3. **Post-requisites** (subsequent courses/modules where the acquired knowledge is applied).

5. Planned learning outcomes

5.1. List of learning outcomes for the course (knowledge, skills, and competencies).

5.2. **Alignment of the course's learning outcomes with the educational program's outcomes and competencies** (summary table: CO → EPO/CP/IC).

6. Scope and structure of the course by activity type

Table by semester:

1. topics / sections;
 2. lectures (hours);
 3. practical / laboratory / clinical sessions;
 4. SRSP;
 5. independent study;
 6. Total hours / credits.
-

7. Course Content

7.1. **Lecture topics** (brief summaries for each topic).

7.2. **Topics of practical / laboratory / clinical sessions.**

7.3. **Types and topics of independent study assignments** (essays, problems, case studies, projects, etc.).

8. Teaching methods and educational technologies

1. traditional (lectures, discussions, problem-solving);
 2. active (case studies, PBL, TBL, simulations, role-playing);
 3. digital technologies (LMS eBilim, 3D anatomy, clinical databases, videos, etc.).
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9. Assessment and evaluation (grading system)

9.1. Types of assessment: ongoing, midterm, final (exam/OSCE).

9.2. Grading scale and formula (e.g., **20 + 20 + 60**):

1. ongoing assessment;
2. midterm assessment;

3. final assessment.
 - 9.3. **Assessment criteria** for major types of assignments (test, essay, case study, OSCE station, etc.).
 - 9.4. Conditions for admission to the exam (minimum passing score, attendance, etc.).

(For FOS: details may be provided in the Appendices.)

10. Academic integrity and student requirements

1. prohibition of plagiarism and cheating;
 2. Formatting of written assignments;
 3. rules of conduct in classes and exams;
 4. Consequences of violations.
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11. Teaching, Methodological, and Information Resources

- 11.1. **Required reading** (no older than 5–7 years, preferably 3–5 titles).
 - 11.2. **Supplementary reading.**
 - 11.3. **Electronic resources and databases** (ClinicalKey, UpToDate, eBilim, WHO websites, etc.).
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12. Appendices (as needed)

1. Appendix 1. Detailed thematic plan.
 2. Appendix 2. Assessment forms (examples of tests, clinical tasks, OSCE checklists, etc.).
 3. Appendix 3. Matrix: “Learning Outcomes – Types of Assessment – Assessment Tools.”
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II. Ready-made syllabus template (RPD) for JAIU

Below is text that can be copied directly into Word and used as a **standard template**.

1. Title Page

JALAL-ABAD INTERNATIONAL UNIVERSITY

Faculty: _____

Department: _____

COURSE SYLLABUS

for the course: " _____ "

(in English, if necessary): " "

Field of Study / Program: _____

Level: Bachelor's Specialist Master's

Course: ___ Semester: ___ Credits: ___

Final assessment format: _____

Instructor(s):

Full Name, Academic Degree, Position: _____

Contact information (email, office, office hours): _____

Year: 20__ / 20__ academic year

2. Course Description

2.1. Course title: _____

2.2. Code and name of the educational program: _____

2.3. Cycle / module: _____

2.4. Course load:

1. Credits: _____

2. Total hours: _____

3. Lectures: _____ hours

4. Practical / seminar / laboratory: _____ hours

5. Clinical / simulation (for medical students): _____ hours

6. Independent Study: _____ hours

7. Independent study / self-directed learning: _____ hours

2.5. Course: _____ Semester: _____

2.6. Form of final assessment: _____

2.7. Language of instruction: _____

3. Course Objectives and Goals

Course objective:

Briefly (1–2 sentences):

Objectives of the course:

- _____
- _____
- _____

(If necessary, divide into theoretical / practical / clinical.)

4. The course's place in the curriculum

Prerequisites:

(list the courses the student must complete before this one)

- _____
- _____

Post-requisites:

(courses/modules where the acquired knowledge is applied)

- _____
- _____

Brief description of the discipline's role in the educational program:

5. Planned learning outcomes for the course

Upon completion of the course, the student should:

Know:

- _____
- _____

Be able to:

- _____
- _____

Possess (skills):

- _____
- _____

Alignment with OP competencies (sample table)

No. Learning Outcome for the Course (LOC) Related OP Competencies (OK/IK/PK)

1	...	OK-, PK-
2	...	IK-, PK-

6. Scope and Structure of the Course by Type of Academic Work

Syllabus (example)

Topic No.	Topic title	Lectures (h)	Practical/Lab/Clinical (hours)	SRSP (h)	SRS (h)	Total (h)
1	...					
2	...					
...						
Total						

7. Course Content

7.1. Lecture Topics

Topic 1. _____ (briefly: what the lecture is about, key concepts).

Topic 2. _____

...

7.2. Topics of practical / laboratory / clinical sessions

Practical Session 1. _____ (objective, main questions, skills).

Practical session 2. _____

...

7.3. Types and content of independent study assignments / independent research projects

Type of assignment (essay, case study, project)	Topic / content	Scope / deadline	Report format
Essay	text, presentation, etc.
Case study	oral/written report

8. Work-based Learning (WBL)

8.1. Objectives of Work-Based Learning

Work-based learning is aimed at:

1. applying theoretical knowledge in a real professional environment;
 2. developing practical and clinical skills (for medical programs) / professional skills (for non-medical programs);
 3. developing communication, teamwork, and ethical competencies;
 4. developing professional identity and responsibility.
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8.2. Locations and Conditions

On-the-job training is conducted at:

1. for medical professionals: clinical departments of partner healthcare facilities, simulation centers, outpatient and inpatient units;
2. for non-medical educational programs: specialized organizations, companies, laboratories, IT companies, administrative structures, etc.

The list of facilities and departments is specified in the syllabus and cooperation agreements.

8.3. Types of Student Activities in the Workplace

Depending on the discipline's focus, the student performs the following (under the supervision of a mentor):

1. participation in rounds, review of clinical cases, and patient consultations;
2. performing simple diagnostic and therapeutic procedures (within permitted limits and under supervision);

3. maintaining medical records / work documentation (forms, logs, electronic systems);
 4. participation in the work of a multidisciplinary team;
 5. solving practical problems, case studies, and project assignments related to the actual processes of the institution/company.
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8.4. Roles and Responsibilities of the Mentor and Student

1. **Mentor (clinical supervisor / workplace mentor):**
 1. plans and coordinates the student's activities in the workplace;
 2. ensures oversight and safety of the tasks performed;
 3. observes, provides feedback, and participates in evaluation;
 4. signs the student's logbook/journal.
 2. **Student:**
 1. follows the institution's rules, safety requirements, and confidentiality protocols;
 2. performs assigned tasks within the scope of their competencies and authorization;
 3. keeps a journal/logbook, recording completed tasks, shifts, and cases;
 4. undergoes evaluation in a timely manner and discusses the results with the mentor.
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8.5. Scope and Format of Workplace-Based Learning

The scope of WBL for this discipline is:

1. ___ hours (including ___ shifts / on-call duties / field visits);
2. corresponds to ___ credits (if WBL is a separate component of the course credit).

To receive credit, the student must:

1. to complete at least ___% of the planned volume;
 2. document at least ___ clinical cases / tasks / projects (specify format: medical records, case studies, reports, etc.).
-

8.6. Documentation (logbook / journal)

Workplace learning outcomes are recorded in:

1. the student's individual logbook;

2. checklists for the completion of procedures/tasks;
3. observation forms (Mini-CEX, DOPS, etc., if available);
4. reports on the results of shifts/practical training.

A logbook completed and signed by the mentor is a mandatory requirement for admission to the final assessment for the discipline/module (if required by the Federal State Educational Standard).

8.7. Methods of Assessment in the Workplace

The following methods are used to assess WBL outcomes:

1. direct observation of the student's work;
2. Mini-CEX (Mini Clinical Evaluation Exercise) / similar forms;
3. DOPS (Direct Observation of Procedural Skills) – for procedural skills;
4. structured interview / case discussion with a mentor;
5. evaluation of the logbook, report, clinical case presentation, or project;
6. if necessary – elements of 360° assessment (feedback from the team, patients/clients).

The weight and contribution of the WBL assessment to the final grade for the course are specified in Section 9, “Assessment and Monitoring of Knowledge.”

8.8. Safety, Ethics, and Confidentiality Requirements

1. During workplace training, the student is required to strictly adhere to requirements regarding patient safety, occupational safety, infection control, and the confidentiality of personal data.
2. Any interventions are performed only under the supervision of a mentor and to the extent permitted by regulatory documents and local policies of the healthcare facility/organization.
3. Violation of safety and ethical requirements is considered a serious offense and may constitute grounds for exclusion from continuing workplace training and the final assessment.

8. Teaching Methods and Educational Technologies

The following methods and technologies are used in the course:

1. lectures with discussion elements;

2. solving situational problems / clinical cases;
3. simulation training (for medical professionals);
4. small-group work (TBL, PBL);
5. use of the eBilim LMS (online tests, assignments, forums);
6. multimedia resources (videos, 3D models, etc.).

8. Work-based learning (WBL)

7.
 - 8.1. Objectives of work-based learning.
 - 8.2. Locations and conditions (clinical sites / partner organizations / university departments).
 - 8.3. Student activities in the workplace.
 - 8.4. Roles and responsibilities of the mentor and student.
 - 8.5. Scope (hours, credits, number of shifts / cases / procedures).
 - 8.6. Documentation (logbook, journal, checklists).
 - 8.7. Methods of assessment in the workplace (Mini-CEX, DOPS, observation, mentor feedback, etc.).
 - 8.8. Requirements regarding safety, ethics, and confidentiality.

9. Assessment and monitoring of knowledge

9.1. Assessment structure (example)

Type of assessment	Weight in Final Grade
Ongoing assessment	20%
Midterm assessment	20%
Final assessment (exam/OSCE)	60%
Total	100%

9.2. Types of ongoing assessment

(tests, mini-cases, presentations, completion of independent study assignments, etc.)

- _____
- _____

9.3. Assessment criteria for main types of work

Briefly, what constitutes “excellent,” “good,” and “satisfactory” for:

- a test;
- clinical cases;
- OSCE stations;
- presentations, etc.

(Detailed criteria can be included in the Appendix.)

9.4. Requirements for admission to the final exam:

- minimum score for ongoing and midterm assessments: ___%;
 - attendance threshold: at least ___% of classes;
 - all required types of independent study assignments must be completed.
-

10. Academic Integrity and Student Requirements

1. Students are required to adhere to the principles of academic integrity (plagiarism, cheating, impersonation, etc., are prohibited).
 2. When completing written assignments, students must cite their sources.
 3. Violations of academic integrity are subject to disciplinary measures in accordance with the JAIU Academic Integrity Policy.
 4. During classes and exams, students are required to follow the rules of conduct established by the university.
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11. Teaching, Methodological, and Information Support

Primary Literature:

1. _____ (author, title, publisher, year).
2. _____
3. _____

Supplementary reading:

1. _____
2. _____

Electronic resources:

1. LMS eBilim: _____
2. Databases / platforms: _____
3. Official websites (WHO, professional associations, etc.): ___

12. Appendices

Appendix 1. Detailed thematic plan (by week).

Appendix 2. Examples of assessment materials (tests, case studies, OSCE stations).

Appendix 3. "Learning Outcomes – Assessment Tools" Matrix.

III. Alternatives and ways to simplify

1. **Abridged student syllabus** – retain sections 2–3–5–6–9–11 (3–4 pages) for eBilim and students.
 2. **Full RPD for the teaching committee** – use the entire structure, plus the detailed Appendices (FOS, matrices, rubrics).
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IV. Practical Action Plan

1. Take the template from Section II and insert it into Word as "Standard RPD/Syllabus Form for JAIU."
2. Add a header and document code (e.g., **SMK-FOS-01** or "Appendix to the Regulations on Credit Technology").
3. Approve it at the Methodological Council / Quality Council as a mandatory template.
4. Next, we can develop a **completed example** for a specific discipline (e.g., "Hygiene," "Medical Informatics," or "Decision Theory") to show instructors a sample.

It's great that you're adding this—it's a must-have for NAAR and WFME.

Let's create a neat, **separate section on work-based learning (WBL)** that can be inserted into a standard course outline/syllabus.

1. Where to insert it into the structure

Here's my suggestion:

1. After **Section 7. Course Content**
2. Before **Section 8. Teaching Methods and Educational Technologies**

Then the structure will be:

1. Course Content
 2. **Work-based learning (WBL)**
 3. Teaching Methods and Educational Technologies
 4. Assessment and Evaluation
 - ...
-

2. Section description for the standard structure

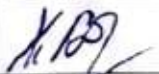
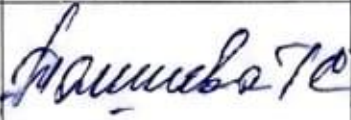







CHANGE LOG

Change No.	Basis for Amendment	Pages	Summary of the amendment	Revision	Signature	Date
1						
2						
3						

Edition: 1.000

Effective date: “ ” 20

APPROVAL SHEET

No	Position / Role	Full Name	Signature	Date
1	Developed by	Kanetova D.E.		29.12.25
2	Approved: head of the responsible department			29.12.25
3	Approved: Head of the Educational and Informational Department	Kanetova D.E.		29.12.25
4	Approved: leading specialist for quality	Kalmuratova A.		29.12.25
4	Approved: head of the legal affairs and human resources department / lawyer	Sydykova B.J.		29.12.25
5	Approved: vice-rector for academic affairs	Sadyrova N.A.		29.12.25
6	Approved: vice-rector for science, SR and GE	Asilova Z.A.		29.12.25
7	Endorsed / considered in the established manner	JASU Scientific Council		29.12.25.

