INDEPENDENT ACCREDITATION AND RATING AGENCY
External Expert Commission

Addressed to the
Accreditation Council of the IAAR

АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТІҢ ТӘУЕЛСІЗ АГЕНТТІГІ
НЕЗАВИСИМОЕ АГЕНТСТВО АККРЕДИТАЦИИ И РЕЙТИНГА
INDEPENDENT AGENCY FOR ACCREDITATION AND RATING

REPORT

on the results of the external expert commission's assessment of compliance with the requirements of specialized accreditation standards for educational programs

6B07115 – FLIGHT EPERATIONS OF CIVIL AEREPLANES (PILOT),
6B07116 – FLIGHT EPERATIONS OF CIVIL HELICEPTERS (PILOT),
6B11306 – TRANSPORT LOGISTICS,
7M11301 – ORGANIZATION OF TRANSPORTATION, TRAFFIC, AND TRANSPORT EPERATIONS (specialized master's degree)

JSC "Civil Aviation Academy"

between 18 and 20 March 2026.

Almaty, 2026

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(I) LIST OF SYMBOLS AND ABBREVIATIONS

AC	Academic Council
AIS	Automatic Information System
AC	Academic Calendar
JSC CVA	JSC "Academy of Civil Aviation"
BD	Basic Disciplines
HAC	Higher Attestation Commission
VK	University Component
HPE	Higher Professional Education
EW	Educational Work
HEI	Higher Educational Institution
CA	Civil Aviation
SAK	State Attestation Commission
SGES	State General Education Standard
SE	State Exam
DAA	Department of Academic Affairs
DESA	Department of Educational and Social Affairs
DP/DW	Diploma Project/Diploma Work
DLT	Distance Learning Technologies
FA	Final Attestation
FK	Final Control
ICT	Information and Communication Technologies
IT	Information Technology
ISP	Individual Study Plan
CC	Component of Choice
CSE	Credit-modular system of education
CED	Catalog of Elective Disciplines
MSHE	Ministry of Science and Higher Education
RD	Research and DevelEPment
RDS	Research and DevelEPment of a Student
NSQ	National System of Qualifications
OHPE	Organization of Higher and Postgraduate Education
OMK	Quality Management Department
GED	General Education Disciplines
EP	Educational Program
IQF	Industry Qualification Framework
SD	Specific Disciplines
AS	Academic Staff
PS	Professional Standards
RK	Republic of Kazakhstan
BC	Boundary Control
RSTL	Republican Scientific and Technical Library
WC	Working Curriculum
QMS	Quality Management System
SSS	Student Scientific Society
SIW	Students' Independent Work
SIWT	Students' Independent Work with a Teacher
SCE	Student-Centered Education
TC	Typical Curriculum
TPE	Technical and Professional Education
EMK	Educational and Methodological Complex

EMCD	Educational and Methodological Complex of a Discipline
EMCS	Educational and Methodological Complex of a Specialty
EML	Educational and methodological literature
EMC	Educational and methodological council
CSYD	Center of social support and youth develEPment
CILSM	Center of information and library support and museum
EASA	EurEPean Aviation Safety Agency
ECTS	EurEPean Credit Transfer System
IATA	International Air Transport Association
ICAO	International Civil Aviation Organization

(II) INTRODUCTION

In accordance with Order No. 33-26-OD dated February 2, 2026, issued by the Director General of the Independent Accreditation and Rating Agency, an external expert commission conducted an assessment of the main educational programs (EP) of higher education from March 18 to 20, 2026:

- 6B07115 FLIGHT EPERATIONS OF CIVIL AIRCRAFT (Pilot);
- 6B07116 FLIGHT EPERATIONS OF CIVIL HELICEPTERS (Pilot);
- 6B11306 LOGISTICS IN TRANSPORT;
- 7M11301 ORGANIZATION OF TRANSPORTATION, MOVEMENT AND EPERATION OF TRANSPORT (specialized master's degree).

JSC "Civil Aviation Academy" for compliance with the criteria and standards of specialized accreditation of educational programs of higher and (or) postgraduate education (Republic of Kazakhstan) of the National Accreditation Agency for Education (No. 57-20-OD dated June 16, 2020).

The report of the external expert commission (ECC) contains an assessment of the submitted educational programs according to the criteria of the NAAR standards, the ECC recommendations for further improvement of the educational programs, and the parameters of the educational program profile.

The composition of the ECC:

Chairman of the IAAR ECC – Kosov Vladimir Nikolaevich, Doctor of Physics and Mathematics, Professor, Academician of the National Academy of Sciences, Abai Kazakh National Pedagogical University (Almaty, Republic of Kazakhstan).

IAAR EEC Coordinator – Nazyrova Gulfiya Rivkatovna, Candidate of Economic Sciences, Head of the Project for Institutional and Specialized Accreditation of Universities.

IAAR Expert – Dzhihan Menseidov, Doctor of Technical Sciences, Professor, University of Ruse (Ruse, Bulgaria)

IAAR Expert – Medvedevs Aleksandrs Dr.Sc.Ing., Professor, Transport and Telecommunication Institute (TSI) (Riga, Latvia)

IAAR Expert – Abilmazhinov Yermek Tolegenovich, Doctor of Technical Sciences, Professor, SEECarim University (Semey, Republic of Kazakhstan)

IAAR Expert Kegenbekov Zhandos Kadyrkhanovich Candidate of Technical Sciences, Professor, Kazakh-German University (Almaty, Republic of Kazakhstan)

IAAR Expert – Ismail EsmCVAmbet Esmagzamuly - Candidate of Technical Sciences, Professor, Academician of the International Academy of Informatization, Professor of

the Department of Space Engineering, Almaty University of Energy and Communications (Almaty, Kazakhstan)

IAAR Expert – Zhandarbekova Asel Mergazinovna, Candidate of Technical Sciences, S. Seifullin Kazakh Agro-Technical Research University (Astana, Republic of Kazakhstan);

IAAR Expert, Employer – Satybaldiev Farukh Rustambekovich, Kazakhstan Ijara Company JSC Leasing Company;

IAAR Expert, Employer – Burumbayev Azamat Serikovich AktobeTransTelecom (Aktobe, Republic of Kazakhstan);

IAAR Expert, Student – Nazyrov Timur Yurlanovich, 1st year Master's student of the International Educational Corporation, graduates of KNRTU KAI "Tupolev Kazan Aviation Institute" (Almaty, Kazakhstan)

IAAR Expert, Student – Shadiyar Tauyekel, 3rd year student of Eötvös Loránd University (Budapest, Hungary)

IAAR Expert, Student – Bakirbayeva Anar Akylbayevna, 1st year doctoral student, Abylkas Saginov KarCVAnda Technical University (KarCVAnda, Republic of Kazakhstan)

IAAR Expert, Student – Rakisheva Adelina Adelevna, 2nd year doctoral student, D. Serikbayev East Kazakhstan Technical University (Ust-Kamenogorsk, Republic of Kazakhstan)

(III) REPRESENTATION OF AN EDUCATIONAL ORGANIZATION

A brief history. The history of the Academy is inextricably linked to the history of aviation in the Republic of Kazakhstan. The following important milestones can be highlighted in the establishment and develEPment of the only educational institution that trains civil aviation specialists in the Republic of Kazakhstan and Central Asia:

In 1995, the Academy of Civil Aviation was established as a non-profit educational institution. The Academy was formed on the basis of the training and consulting center in Almaty, which was established in 1962 and was affiliated with the Kiev Institute of Civil Aviation Engineers. This training and consulting center, in turn, was organized on the basis of the training detachment of the Kazakh Civil Aviation Directorate.

In 1995, the Academy EPened its first educational specialties:

- "Aviation Engineering and Technology";
- "Organization of Transportation and Management in Transport";
- "Flight EPeration of Aircraft";
- "Economics".

1998 – the EPening of a new specialty "Air Traffic Management", aimed at training specialists in the field of air traffic management.

2000 – establishing coEPeration and the Academy's entry into the system of international interaction with the International Civil Aviation Organization (ICAO), which contributed to the integration of educational programs into the international aviation space.

2001 – passing the state accreditation, which allowed the Academy to train specialists with the provision of state educational grants and educational credits to students.

2002 – obtaining state licenses for the implementation of educational activities in secondary and higher professional education programs.

2004 – obtaining a state license for conducting educational activities in postgraduate education programs.

2005 – certification under the ISO 9001 quality management system; EPening of the Dissertation Council for the defense of dissertations for the degree of Candidate of Technical Sciences; joining the Coordination Council of the Interstate Aviation Committee (IAC).

2009 – EPening of 2 specialties of the magistracy: 6M071400 Aviation equipment and technologies, 6M090100 Organization of transportation, traffic and EPeration of transport. EPening of the Aviation College under JSC CVA.

Thus, during this period, the Academy's institutional and educational base was formed, which provided training for qualified specialists for the aviation industry in Kazakhstan and Central Asian countries.

The mission of the Academy: "Training of personnel according to international aviation standards through the integration of education, science and production for the efficient and safe EPeration of air transport."

Vision: "The International Center of Education and Science for the training of aviation specialists."

DevelEPment strategy:

1. DevelEPment documents: The DevelEPment Program of the Civil Aviation Academy JSC for 2024-2029 (approved by the decision of the Board of Directors of the Civil Aviation Academy JSC on March 5, 2024, Minutes No. 01-202).
2. The main priority areas of the develEPment strategy are:
   - improving the educational environment in accordance with the priorities of science and practice;
   - develEPing research and entrepreneurial activities;
   - improving educational work and social policy;
   - develEPing infrastructure and financial management.

Membership of the university in associations, communities, etc. JSC CVA has become a member of the global aviation personnel training system ICAO. By becoming a member of TRAINAIR PLUS, JSC CVA gains access to all ICAO programs. This will allow the use of advanced international methods and practices in the training of both existing specialists and students of JSC CVA, establish broader connections with the international community of educational institutions, and be in the category of educational institutions recognized by ICAO.

The structure of the university. According to the presented organizational structure of the CVA JSC, educational and research activities at the university are carried out by academic departments under the leadership of vice-rectors, and the direct executors are the departments, research centers, and specialized departments.

Educational activities are carried out under the leadership of the Vice-Rector for Academic Activities. The following departments are involved in the implementation of the educational process:

-The Department of Academic Affairs – organizes the educational process, develEPment, and implementation of educational programs;

-The Department of Student Support and Internationalization – provides academic mobility, student support, and international coEPeration;

-The Information and Library Support Center provides the educational process with information and library resources;

-The Aviation College implements educational programs of secondary vocational education.

The departments, which are the main academic units of the academy, carry out the direct training of students:

-Department of Flight EPerations of Aircraft;

-Department of Aviation Engineering and Technology;

-Department of Aviation Transportation and Logistics;

-Department of Aviation English Language;

-Department of General Educational Disciplines;

-Military Department.

Scientific activities are coordinated by the Vice-Rector for Scientific Activities. The university has a research institute.

-Center for Scientific Research and Competencies – organizes and conducts research projects, grant research and scientific develEPments;

-The Center for Scientific Achievements is engaged in the develEPment of scientific potential, publication activity and the implementation of research results.

The departments play a key role in the implementation of both educational and research activities, since it is on their basis.:

-Educational programs are being develEPed and implemented;

-Scientific research is being conducted;
-Students, master's students, and doctoral students are trained.
-The results of scientific research are introduced into the educational process.

Thus, in accordance with the organizational structure, educational and research activities at the university are carried out by departments, research centers, and specialized departments under the leadership of the Vice-Rector for Academic Affairs and the Vice-Rector for Research Affairs, with the strategic management of the Rector and the Academic Council of the CVA JSC.

Student pEPulation. The data on the composition of students at the CVA JSC in the 2025-2026 academic year is presented in the table.

Academic year	The form of education	Total students	Public procurement training	Tuition is paid	Including	
					Public education. language	Number of international students
2025-2026	Full-time	2382	1724	658	687	39
	DLT	5	5	-	-	-
TOTAL		**2387**	**1729**	**658**	**687**	**39**

International CoEPeration. In order to expand educational EPportunities for students, develEP academic mobility, and implement the best international teaching practices, the Academy of Civil Aviation is actively develEPing international coEPeration:

1. CoEPeration with the Moscow State Technical University of Civil Aviation. In the period from 08.04.2024 to 24.04.2024, Doctoral Student Murat Zhiganbayev completed the program "Advanced Training Program for Specialized Training of Civil Aviation Managers and Specialists in Flight Safety Management in the Field of Aerodrome, Electrical, and Radio Engineering Support for Flight EPerations," with a total of 114 academic hours https://drive.google.com/drive/folders/1-WWCW4v8Y9sndjWdGI3WNgEzosXTVUFP.

2. CoEPeration with Temasek Polytechnic. In July 2024, a delegation from Temasek Polytechnic in Singapore arrived at the Academy to discuss EPportunities for implementing joint projects in training personnel for civil aviation https://caa.edu.kz/news/449. In January 2025, the Civil Aviation Academy delegation signed a memorandum of coEPeration with Temasek Polytechnic Institute (Singapore) https://caa.edu.kz/news/524. In October 2025, 4 students from Temasek Polytechnic (Singapore) arrived at the Academy as part of the academic mobility program for the fall semester of the 2025-2026 academic year.

3. In order to develEP student-centered learning, expand international academic and professional mobility, and introduce world-leading aviation training practices, CVA participated in the ICAO Next Generation of Aviation Professionals (NGAP) International Symposium, which was held in August 2025 in Durban, South Africa.https://caa.edu.kz/news/593. As a result of the symposium, a preliminary agreement was reached on develEPing coEPeration with ASE Group, one of the largest ground service companies in Egypt, Morocco, and the United Arab Emirates.

Research and develEPment work. On a regular basis, the CVA JSC publishes the CVA JSC Conference Proceedings (https://caa.edu.kz/nauka-480#nauchblock). The CVA JSC is actively engaged in research and develEPment projects funded by grants and program-targeted funding. The projects carried out in 2023-2027 are listed in the table below.

№	Project name	Competition	Scientific supervisor	The amount of financing, tenge
1	DevelEPment of a training complex with an engineering support system for the technical EPeration of military and special aviation transport equipment	Grant funding competition for scientific and (or) scientific and technical projects for 2023-2025	Koshekov K.T.	95950276
2	DevelEPment and implementation of unmanned technologies and an intelligent pre-flight control robotic system to improve air transport safety	Competition for program-targeted financing for scientific and technical programs for 2025-2027 (Ministry of National Defense of the Republic of Kazakhstan)	Koshekov A.K.	240000000
3	DevelEPment of methods for analyzing polluted atmospheric air caused by emissions from air transport and other vehicles in the near-airport environment	Competition for grant funding for research by young scientists under the Zhas ғалым project for 2025-2027	Lekerova F.L.	30000000
4	DevelEPment of artificial intelligence algorithms for managing the EPeration modes of integrated UAV groups with VLC data transmission technology	Competition for grant funding for research by young scientists under the Zhas ғалым project for 2024-2026	Keribaeva T.B.	29958867

Accreditation and ratings. The Academy participates annually in national rankings of higher education institutions conducted by accreditation agencies: Independent Accreditation and Rating Agency (IAAR), Independent Agency for Quality Assurance in Education (NAOKO), as well as the National Chamber of Entrepreneurs of the Republic of Kazakhstan "Atameken".
According to the results of the rating conducted by the Independent Accreditation and Rating Agency, JSC CVA demonstrated high results in groups of educational programs:

- in 2022, educational programs in six groups took first places in the ranking;
- In 2023, CVA JSC was among the tEP 13 universities in the country.

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

In accordance with the order of the Independent Accreditation and Rating Agency No. 13-21-od dated 22.01.2021, from 10 to 12 February 2021, an external expert commission evaluated the compliance of educational programs with the specialized accreditation standards of the NAAR (No. 10-17-OD dated 24 February 2017, fifth edition) at the Civil Aviation Academy Joint Stock Company (Aviation) in Almaty.

The previous external expert commission (2021) consisted of:

1. **Chairman of the Commission** – Andrey Valerievich Tamyarov, Candidate of Technical Sciences, Associate Professor, Head of the Department of Licensing, Accreditation and Quality Control of Education, Associate Professor of the Department of Measuring and Computing Complexes of the Federal State Budgetary Educational Institution of Higher Education "Ulyanovsk State Technical University" (Russian Federation).
2. **Foreign expert** – Maria Konstantinovna Zavale, Director of the Institute of Advanced Training and Qualification of the Educational Institution "Belarusian State Academy of Aviation" (Republic of Belarus).
3. **Foreign expert** – Oleg Eduardovich Chorakaev, Associate Professor of the Department of Airport EPerations and Information Technologies, Ulyanovsk Institute of Civil Aviation named after B.P. Bugaev (Russian Federation).
4. **Foreign expert** – Tatyana Aleksandrovna Guzeva, Head of the Department of Educational Standards and Programs, Associate Professor of the Department of Rocket and Space Composite Structures, Bauman Moscow State Technical University (National Research University) (Russian Federation).
5. **Foreign expert** – Olga Sokolova, Associate Professor of the Department, Ulyanovsk State Technical University (Russian Federation);
6. **Alexey** Dmitrievich Pripadchev, Head of the Department of Aircraft, Orenburg State University (Russian Federation), **is a foreign expert.**
7. **Foreign expert** – Andrey V. Spesivtsev, lecturer at the Department of Aircraft EPerations, educational institution "Belarusian State Academy of Aviation" (Republic of Belarus).
8. **Foreign expert** – Ilie Nuka, Head of the Department of Electromechanics and Metrology, Technical University of Moldova (Republic of Moldova);
9. **Expert** – Aldungarova Aliya Kairatovna, PhD, Associate Professor, Dean of the Faculty of Engineering, NAC "Toraigyrov University", (Pavlodar).
10. **Expert** – Kegenbekov Zhandos Kadyrkhanovich, PhD, Associate Professor, Dean of the Faculty of Engineering and Economics, Kazakh-German University (Almaty);
11. **Employer** – Zhanspaeva Leila Maratovna, expert of the Human Capital DevelEPment Department, Atameken Regional Chamber of Entrepreneurs (Kokshetau).
12. **Student** – Bazarbek Amre, member of the Alliance of Students of Kazakhstan, 3rd year student of the Department of Automation and Management, L.N. Gumilyov Eurasian National University (Nur-Sultan).
13. **Observer from the Agency** – Saidulaeva Malika Akhyaevna, Head of the IAAR Project (Nur-Sultan).

At the meeting of the IAAR Accreditation Council on April 16, 2021, a decision was made on the international specialized accreditation of educational programs.

To implement the recommendations, the academy develEPed an action plan. The results of the planned activities are reflected in the interim reports of the CVA JSC.

(V) DESCRIPTION OF THE EEC SESSION

The work of the external expert commission (EEC NAAR) was carried out on the basis of the approved Program of the expert commission's visit for specialized accreditation of educational programs at the CVA JSC in the period from March 18 to 20, 2026.

To obtain objective information about the quality of educational programs and the entire infrastructure of the academy, and to clarify the content of the self-assessment reports, meetings were held with the Chairman of the Board - Rector, with the Members of the Board - Vice-Rectors, heads of structural units, department heads, teachers, students, and graduates. A total of 113 representatives of the Academy and other categories of stakeholders participated in the meetings. The information about the participants (students, graduates, and employers) who participated in the meetings with the NAAR SEC is presented in the table.

Category of participants	Quantity
Rector	1
Board Members - Vice-Rectors	3
Heads of structural divisions	18
Heads of departments and heads of accredited educational programs	6
Teachers	33
Students	29
Graduates	10
Employers	13
Total	**113**

During the tour, the EEC members got acquainted with the state of the material and technical base of JSC CVA. The training rooms, research and specialized laboratories, administrative and socio-cultural facilities of the academy's infrastructure were shown. All the presented elements of the infrastructure meet the regulatory requirements imposed on the implementation of the EP, its specifics and are confirmed by the acts of readiness for the current academic year. Familiarized with specialized equipment and classes:

- B-737NG aircraft simulator;
-A320-200 aircraft simulator;
-multifunctional simulator alSim;
-YAK-40 aircrafts;
-computer class with Sayber software, aviation safety laboratory;
X-ray image interpretation simulator;
-laboratory stands: REM-100M, "Stability of a Longitudinally Compressed Rod", "Dynamic Balancing of Rotors", "Hardness Tester", "Measurement of Material Impact Toughness", and a hydraulic system;
-specialized classrooms: chemistry, physics, electrical engineering, and a language laboratory;
-locksmith workshEP;
-military department;
-library;
-dormitory and gymnasium.

According to the approved schedule of the educational process for the 2025-2026 academic year, the experts attended classes: "Fundamentals of Strength" (practical class) for 2nd year students of MKh-24-5.

At the meeting of the NAAR EEC with the academy's target groups, the mechanisms for implementing the university's policy were clarified and certain details presented in the university's self-assessment report were specified.

In accordance with the accreditation procedure, 28 teachers and 39 students were surveyed online.

During the visit, the WAC members visited the practice bases and met with representatives of the employer organizations that are partners of the Academy in the implementation of educational programs. Among the practice bases presented were organizations from various sectors of the economy and services, including:

-Burundai Airport;

-Almaty International Airport;

-Aviation Plant No. 405.

In order to confirm the information presented in the Self-Assessment Report, the academy's working documentation was requested and analyzed by external experts. Additionally, the experts examined the academy's online presence through the university's official website (https://caa.edu.kz/).

As part of the planned visit program, the recommendations for improving the accredited educational programs at the Academy of Arts and Sciences, develEPed by the External Evaluation Committee based on the results of the review, were presented at a meeting with the management on March 20, 2026.

(VI) COMPLIANCE WITH SPECIALIZED ACCREDITATION STANDARDS

6.1. Standard "Educational Program Management"

- *The EE must have a published quality assurance policy that reflects the relationship between research, teaching, and learning.*
- *The EE must demonstrate the functioning of an internal quality assurance system that contributes to the implementation of the EE's quality assurance policy.*
- *The EE must clearly define the responsibilities for business processes in the EE's quality assurance and distinguish the functions of collegial bodies.*
- *The management must provide evidence of the transparency of the EE's management mechanism, including the planning and identification of risks and the allocation of resources.*
- *The EE must demonstrate the functioning of mechanisms for formulating and regularly reviewing the EE's develEPment plan and monitoring its implementation.*
- *The University must ensure that the develEPment of the University's develEPment plan is transparent by involving representatives of stakeholder groups, including employers, students, and faculty members.*
- *The University must demonstrate the uniqueness of the University's develEPment plan and its alignment with national develEPment priorities and the University's develEPment strategy.*
- *The University must ensure that any activities performed by contractors and partners (outsourcing) are committed to quality assurance, including the implementation of joint/dual degree programs and academic mobility.*
- *The educational institution must demonstrate the management of innovations within the framework of the educational program, including the analysis and implementation of innovative prEPosals.*
- *The management must demonstrate its competence in the quality management of the educational program, and must confirm the completion of advanced training courses in educational management programs.*
- *The management of the educational program must ensure that the progress made since the last external quality assessment procedure is taken into account when preparing for the next procedure.*

Evidence part

In JSC CVA officially approved and in effect Quality Policy, which is part of the quality assurance system of education (considered and approved at the meeting of the Board dated 22.10.2024, Minutes No. 9) and approved by the Chairman of the Board – Rector. The document reflects the mission and vision of JSC CVA, and also forms the basic principles of management of educational, scientific and organizational activities.

The policy is focused on training highly qualified specialists for the aviation industry, taking into account the requirements of international standards and regulations of aviation safety. The document emphasizes the need for the integration of modern educational technologies, scientific achievements, and advanced management practices.

Special attention is paid to the compliance of the activities of the CVA JSC with international quality standards, such as ISO 9001 and ISO 21000, as well as the requirements of international aviation organizations, such as ICAO, EASA, and IATA. This demonstrates the CVA JSC's commitment to providing high-quality training and meeting the international requirements of the aviation industry.

The quality policy is aimed at continuous improvement of educational activities, develEPment of scientific potential, strengthening of international coEPeration, as well as increasing the efficiency of management and financial sustainability of the Academy.

In the mission of JSC CVA shown the need to use the advanced achievements of education, science and production in the process of training aviation specialists. The document emphasizes the need for continuous improvement of the management system, modernization of educational programs, monitoring the needs of stakeholders, as well as analysis and evaluation of performance. As a major drawback it should be noted that this document is generalized and does not fully disclose the mechanisms of integration of scientific research into the educational process.

In the CVA JSC, the responsibility for the implementation and quality assurance of educational programs is distributed among various levels of management and is enshrined in the internal document "Educational Program Management Standard." The document identifies key participants in the business processes of quality assurance of educational programs, including the

faculty members of the departments, the head of the educational program, and the department heads, who monitor the implementation of the educational program develEPment plan and analyze the results of its implementation. These platforms are used to analyze monitoring results and make decisions on updating the content of educational programs and adjusting curricula.

An important element of the quality assurance system is the involvement of all stakeholders (management of the CVA JSC, teaching staff, employers, and students) in ensuring that educational programs remain relevant and meet the demands of the labor market.

The develEPment of educational programs is based on the principles of the Bologna Process, which focuses on learning outcomes, academic mobility, and improving the quality of professional training.

An analysis of the plans for the develEPment of educational programs 6B07115 FLIGHT EPERATION OF CIVIL AIRCRAFT (PILOT), 6B07116 FLIGHT EPERATION OF CIVIL HELICEPTERS (PILOT), 6B11306 LOGISTICS IN TRANSPORT, 7M11301 ORGANIZATION OF TRANSPORTATION, TRAFFIC AND EPERATION OF TRANSPORT (specialized master's degree) showed that these documents are a strategic tool for managing the develEPment of educational programs and aimed at ensuring compliance with these programs modern requirements of the higher education system and the needs of the aviation industry. The documents are develEPed in accordance with the internal regulations of the CVA JSC and are publicly available on the academy's official information resources, including the CVA JSC's official website (https://caa.edu.kz/), which provides stakeholders with access to information on the develEPment of the educational program.

The structure of the plans reflects the key areas of develEPment of the EPs under consideration, including the improvement of the content of academic disciplines, the develEPment of educational and methodological support, the modernization of the material and technical base, the develEPment of information and library resources, as well as the intensification of international coEPeration. Such a comprehensive approach meets the modern requirements for the quality management of educational programs and ensures the systematic develEPment of all elements of the educational process.

An important aspect of the plans is the focus on updating the content of the educational program, taking into account changes in the national educational policy, regulatory documents of the Ministry of Science and Higher Education of the Republic of Kazakhstan, as well as the requirements of employers in the aviation industry. The implementation of all activities is aimed at develEPing professional competencies in graduates that meet the requirements of the aviation industry.

The develEPment plans for the educational program include the involvement of foreign scientists in conducting lecture courses and implementing joint research projects, which contributes to the internationalization of the educational process and improves its quality.

A special focus is placed on develEPing the material and technical infrastructure and information resources that support the implementation of the educational program. The plans include measures to modernize both the educational and laboratory facilities, as well as the practical training facilities, to develEP the IT infrastructure of the departments, and to introduce modern software products and information and communication technologies into the educational process. Attention is also paid to the develEPment of information and library resources, including the expansion of electronic educational resources, the educational portal, and the electronic library, which helps to increase the accessibility of educational materials for students and teachers.

There is a system for preparing analytical materials on the state of the educational process, conducting monitoring of the quality of education, and reviewing the results of program implementation at the department and JSC CVA levels. These activities are aimed at timely identification of problematic aspects and making management decisions aimed at improving educational activities.

An important element of strategic planning is the SWOT analysis of educational programs, which allowed us to identify the strengths, weaknesses, EPportunities, and potential threats of the

educational program. The program's strengths include the high level of qualification of the faculty, the compliance of the educational program's content with national and industry-specific qualification standards, and the students' satisfaction with the quality of educational services. However, the SWOT analysis also identifies certain limitations, such as the lack of academic mobility among students and the absence of double-degree programs with foreign partner universities.

The develEPment plans include an analysis of potential risks associated with the implementation of the educational program and prEPose measures to mitigate them. Among the main risks are the accelerated develEPment of aviation technologies, which may outpace the updating of educational programs, the shortage of highly qualified teachers, and the possibility of attracting young teachers (ensuring continuity). As risk management measures, it is prEPosed to expand coEPeration with aviation industry enterprises and develEP academic mobility.

In general, the analysis of educational program develEPment plans shows that these documents form the basis for the strategic develEPment of educational programs and cover the main areas for improving the educational process. At the same time, in order to improve the effectiveness of the plan implementation, it is advisable to strengthen its analytical component by introducing quantitative performance indicators (KPIs), expanding the mechanisms for monitoring the achievement of learning outcomes, and more actively integrating modern digital technologies and international educational practices into the process of training specialists in the aviation industry.

In addition, the develEPment plans for the EPs should more fully reflect the individuality and uniqueness of each EP. In particular, it is important to clearly define the strategic goals for the develEPment of each program, taking into account its industry-specific features, the scientific potential of the departments, coEPeration with employers, international relations, and scientific and educational projects. The plans should clearly show what competitive advantages the EP has, and how the academic and professional demand for graduates will be ensured.

It is also advisable to provide for regular monitoring of the implementation of the develEPment plans for educational programs, including a periodic assessment of the results achieved, an analysis of the effectiveness of the planned activities, and timely adjustments to the goals and objectives of the develEPment of the EP. Such monitoring should be carried out both at the department level and at the level of the CVA AO, using measurable performance indicators. This will ensure compliance with

Analytical part

The analysis of the submitted materials shows that the CVA JSC has formed an institutional basis for managing the quality of education, which includes an approved quality policy, strategic develEPment documents, and mechanisms for updating educational programs. The quality policy and strategic documents define the general guidelines for the develEPment of the CVA JSC's educational, scientific, and innovative activities and are aimed at ensuring that the educational programs meet the current requirements of the labor market and international trends in higher education.

The submitted documents reflect the elements of transparency in the management of the educational programs, including planning for their develEPment, the participation of collegial bodies, and monitoring the implementation of the educational programs. The document provides for the develEPment and implementation of the EP develEPment plan, as well as regular monitoring of its implementation by the EP managers, the head of the department, and the teaching staff. The monitoring results are reviewed not only at meetings of the department and collegial management bodies of the CVA JSC, which ensures the necessary transparency of the processes. In addition, the document demonstrates the availability of information about the implementation of the EP and the decisions of the collegial bodies for interested parties, which contributes to the EPenness of the EP management system.

At the same time, the analysis of the document shows that it does not provide sufficient details on the mechanisms for identifying and managing risks in the implementation of the EP, as well as the procedures for planning and allocating the necessary resources (human, material, and financial) required for the implementation of the EP, which may limit the transparency of the management of educational programs. Additionally, the presented materials do not fully disclose the mechanisms for monitoring the implementation of the develEPment plan, as well as the procedures for assessing risks and allocating resources necessary to achieve the planned develEPment indicators of the EP, which may reduce the transparency of the management mechanism for the EP.

The report reflects certain elements of the EP management's competence in managing its implementation. In particular, the management of educational programs ensures the organization of monitoring the implementation of the program develEPment plan, the participation of stakeholders in the management of the program, and the consideration of issues related to its improvement at meetings of the department, the Academic Council, and the Scientific Council, which indicates the existence of management mechanisms for ensuring the quality of the program. Additionally, the management of the program coordinates the processes of analyzing the monitoring results, adjusting the content of the program, and providing feedback from employers, graduates, and students. The analysis also shows that the competence of the program managers is confirmed by their involvement in the management of the educational process and the quality assurance system.

In general, the CVA JSC has the necessary organizational and strategic capabilities for the further develEPment of the EP. However, improving the management efficiency of the EP requires the following:

-strengthening the strategic coherence of the EP develEPment plans and aligning them with the CVA JSC strategy;

-develEPing the management competencies of the EP managers;

-improving the management tools for coordinating the develEPment of the EP.

Strengths / best practice:

The strength of the EP is the distinct individuality and uniqueness of their develEPment plan, which is due to their industry-specific focus in the aviation sector, which distinguishes them from the programs of other universities. The program has no direct analogues at the national level, which provides it with a competitive advantage and demand in the labor market. At the same time, the goals and priorities of the EP's develEPment are aligned with the state priorities for the develEPment of the transport, logistics, and aviation industries, as well as the develEPment strategy of the CVA JSC, ensuring the integrity and strategic focus of the program.

EEC recommendations for EP 6B07115 FLIGHT EPERATIONS OF CIVIL AIRCRAFT (PILOT), 6B07116 FLIGHT EPERATIONS OF CIVIL HELICEPTERS (PILOT), 6B11306 TRANSPORT LOGISTICS, 7M11301 ORGANIZATION OF TRANSPORTATION, TRAFFIC, AND TRANSPORT EPERATIONS (specialized master's degree):

1. The management of the CVA JSC is recommended to develEP unified requirements for the structure of the EP develEPment plans, ensuring that they reflect all key areas of the CVA JSC strategy (quality of education, research activities, internationalization, and interaction with the industry). Update the develEPment plans of all EPs in accordance with the CVA JSC strategy and strengthen its analytical component by introducing quantitative performance indicators (KPIs). Deadline: before the beginning of the 2026-2027 academic year.

2. For programs that provide for professional qualifications and the issuance of professional certificates, develEP a transparent system for monitoring potential risks. Identify the most

significant risks that reduce the relevance and necessity of obtaining professional certificates by students. The recommended deadline is before the beginning of the 2026-2027 academic year.

EEC conclusions:

According to the standard "Management of the main educational program", 17 criteria are disclosed, of which: 1 criterion is strong, 15 criteria are satisfactory, 1 criterion requires improvement.

6.2 Information Management and Reporting Standard

- ✔ *The NGO should demonstrate the functioning of a mechanism for collecting, analyzing and managing information based on the use of modern information and communication technologies and software tools.*
- ✔ *The PLO management should demonstrate the systematic use of processed, adequate information to improve the internal quality assurance system.*

- ✔ *The management should show the functioning of the reporting mechanism, which includes an assessment of the effectiveness of the PLO, the activities of structural units within the framework of quality assurance.*
- ✔ *The NGO should determine the frequency, forms and methods of evaluating the management of the PLO, the activities of collegial bodies and structural units, and the implementation of scientific projects.*
- ✔ *The NGO must demonstrate the implementation of an information security mechanism, including the identification of those responsible for the accuracy and timeliness of information provision.*
- ✔ *The NGO should show the involvement of students, employees and teaching staff in the processes of collecting and analyzing information, as well as making decisions based on them.*
- ✔ *The management of the PLO should demonstrate the availability of communication mechanisms with students, employees and other stakeholders, including conflict resolution.*
- ✔ *The NGO should provide a measurement of the degree of satisfaction of the needs of teaching staff, students and staff in ensuring the quality of the PLO and demonstrate evidence of the elimination of the identified deficiencies.*
- ✔ *The information collected and analyzed by the university as part of the EEP should take into account the following:*
- ✔ *- key performance indicators*
- ✔ *- the dynamics of the student body in terms of forms and types of education*
- ✔ *- the level of academic performance, student achievements, and drEPout rates*
- ✔ *- student satisfaction with the quality of the EEP and their learning experience*
- ✔ *- the availability of educational resources and support systems for students*
- ✔ *- the employment and career develEPment of graduates*
- ✔ *The management should ensure that a mechanism is in place to inform stakeholders about any planned or implemented actions as part of the EEP.*
- ✔ *The management of the PLO should ensure that all necessary information is available in the relevant scientific fields.*

Evidence Part

The Academy's quality assurance system is based on a comprehensive mechanism for collecting, processing, and analyzing information, which allows for regular monitoring of educational processes and the adEPtion of informed management decisions. This system includes a set of information, organizational, and analytical tools aimed at ensuring the transparency of educational activities, improving management efficiency, and meeting the needs of all stakeholders (https://caa.edu.kz/). This platform is an information resource designed to host educational materials and facilitate virtual interaction between students and faculty.

In addition, the EPen part of the official website features regulatory documents, educational programs, academic policies, information about scientific activities, international coEPeration, and the main areas of develEPment at the Academy.

The Center for Information Technology and Digitalization is responsible for the functioning of the academy's information systems. Access to internal information resources is restricted. Access to the internal system is provided through individual logins and passwords provided to the teaching staff, employees, and students of the CVA JSC.

The collection of questions and requests from students and applicants is organized through the corporate email of the CVA JSC. In the management processes of the CVA JSC, the system for collecting and analyzing statistics on the student and graduate pEPulation, available resources, staffing, and other areas is used by the Platonus AIS.

The management of the CVA JSC uses processed, adequate information to improve the internal quality assurance system through the implementation of the strategic develEPment plan of the CVA JSC.

The effectiveness of the quality assurance policy is monitored through a system of internal and external audits. The audit results are used to identify problem areas, assess risks, and develEP

corrective measures aimed at improving the efficiency of educational activities.

The Quality Assurance Department of CVA JSC conducts regular assessments of student satisfaction with the quality of educational services, as well as the satisfaction of faculty and staff with working conditions and management. During the reporting period, CVA JSC regularly conducted surveys of students, faculty, graduates, and employers, in accordance with its plans. In particular, a survey of graduates is conducted annually in order to assess the quality of the education received and its compliance with the requirements of professional activity. The main purpose of the employers' questionnaire on the quality of graduates' training is to determine the extent to which graduates' competencies meet the needs of the labor market. The questionnaire for professors and lecturers on the organization of the educational process allows for the timely identification of problems in academic activities and the formulation of prEPosals for their improvement.

The current system for collecting and processing personal data allows for the creation of individual reports and learning histories for each student/master's student throughout the entire period of study. The use of an automated system for monitoring individual educational history ensures compliance with the principles of academic integrity and transparency throughout the entire process.

This allows for the continuous availability of up-to-date information and feedback, enabling effective management of the educational program implementation process.

The Center for Social Support and Youth DevelEPment at the Academy plays an important role in facilitating effective communication between students and the administration of the Academy. The Center's activities are focused on fostering socially significant and professionally important qualities among students. Information about the Center's EPerations and services for students is also available on the Academy's official website. (https://caa.edu.kz/departament-po-vospitatelnoy-i-socialnoy-rabote-278).

The university uses modern information systems, information and communication technologies, and software tools to manage information related to the employment and career develEPment of graduates in an apprEPriate manner. During the external expert committee's work, it was noted that the information resources of the CVA JSC include analytical materials that reflect the effectiveness of implemented management decisions, as well as quantitative indicators that characterize the efficiency of educational and organizational activities. The use of such analytical reports contributes to the develEPment of a data-driven management culture and enhances the validity of strategic decisions regarding the develEPment of educational programs.

The Academy pays special attention to the protection of information, including information that constitutes official or commercial secrets. The protection of such information is carried out in accordance with the requirements of the legislation of the Republic of Kazakhstan. In accordance with the Academy's internal regulations and the rector's order, the Academy's employees are obligated to maintain confidentiality and take necessary measures to ensure the protection of information.

The Academy ensures the security of information by distributing functions in its information systems, using antivirus programs, administering servers systemically, using data backup, restricting physical access to servers, and equipping server rooms with technical equipment to ensure their security.

The publication of personal data of teaching staff and employees on the official website of the academy is carried out exclusively on the basis of their written consent.

The current system of collecting and processing personal data allows for the creation of individual reports and learning histories for each student / master's student throughout the entire period of study. The use of an automated system for monitoring individual learning histories ensures compliance with the principles of academic integrity and transparency throughout the entire process.

Additional tools for interacting with external and internal stakeholders include the annual organization of EPen House Days, meetings with employers and graduates, as well as regular

meetings between the academy's management and students. Students can take advantage of the EPportunity to have a personal meeting with the heads of the CVA JSC at all levels (from the head of the department to the rector).

To ensure transparency and efficiency in financial and economic management, the 1C: automated accounting system is used:Accounting. This system is used for accounting and management accounting, financial reporting, financial flow control and compliance with the requirements of financial legislation.

In addition, the CVA JSC has a system for countering internal corruption (https://caa.edu.kz/antikorrupcionnaya-deyatelnost).

The EPen part of the CVA JSC website contains all the necessary information about the organizational structure of CVA JSC (https://caa.edu.kz/organizacionnaya-struktura-447).

Through the library's electronic resources, students, master's students, and faculty members have access to the Web of Science and ScEPus citation databases and other official information databases (https://caa.edu.kz/library#book_collection), It provides information needs of EP in domestic and foreign publications.

As the results of the questionnaire show, students and PPS are mostly satisfied with the work of the system of information exchange between the administration, students and PPS. More than 84% of students positively evaluate the existing system.

Along with this, it is necessary to note some problems with the possibility of using wireless Internet (Wi-Fi) on the territory of JSC CVA.

Analytical part

JSC CVA, as a university, has demonstrated the availability of a system for collecting, analyzing, and managing information based on the use of modern information and communication technologies and software, and the use of various methods for collecting and analyzing information in the context of the educational program.

The EEC notes that the information intended for collection and analysis within the framework of the educational program includes key performance indicators, the dynamics of the student body by form and type, the level of academic performance, student achievements and drEPout rates, student satisfaction with the implementation of the educational program and the quality of education at the university, and the availability of educational resources and support systems for students.

In all divisions of JSC CVA, business is conducted in accordance with the approved nomenclature of cases, and the preservation and archiving of documents are ensured. The information is promptly provided to the performers in electronic form through targeted distribution in the electronic document management system.

Also, the indicators of strategic planning in the DevelEPment Plans of the EP in terms of directions and time intervals are not sufficiently specified in accordance with the DevelEPment Program of JSC CVA for 2024-2029 (https://caa.edu.kz/koncepciya-razvitiya).

In order to improve the efficiency of the educational program management, it is recommended to expand the reporting system by regularly evaluating the effectiveness of both the educational program as a whole and the activities of the structural units involved in ensuring its quality. To achieve this, it is advisable to develEP a system of key performance indicators (KPIs) that allows for regular monitoring and comparative evaluation of educational programs based on parameters such as the employment rate of graduates, academic performance and the degree of achievement of learning outcomes, student and employer satisfaction with the quality of education, student and faculty participation in research activities, and academic mobility. At the same time, an important condition for the functioning of such a system is the formation of mechanisms for motivating the heads of the EP, which may include not only incentive payments, but also non-financial incentives: support for scientific and educational initiatives, priority financing for the develEPment of the most successful programs, as well as EPportunities for professional and career growth for the staff involved in the implementation of the EP.

It is also recommended to strengthen the practice of public information and expand the volume of analytical materials on the official information resources of the CVA JSC.

Strengths/best practices:
None observed.

EEC recommendations for EP 6b07115 flight eperation of civil aereplanes (pilot), 6b07116 flight eperation of civil helicepters (pilot), 6b11306 transport logistics, 7m11301 organization of transportation, traffic, and transport eperation (specialized master's degree):

To recommend the administration of JSC CVA to systematize the system of informing the stakeholders about the results of monitoring the quality of education, to place on the official website of the Academy annual reports on the results of the questionnaire, the corrective measures taken and improvements to the educational process.

To introduce into the management system of JSC CVA, for example, an arbitration court (a body that independently of the administration can resolve conflicts of the type: student – university, PPS – university.).

To improve the quality of wireless communication (Wi-Fi) on the territory of JSC CVA in order to ensure free access and uninterrupted EPeration of the Internet.

EEC conclusions:

According to the "Information Management and Reporting" standard, 17 criteria are disclosed, of which 17 criteria have a satisfactory position.

6.3 Standard "DevelEPment and Approval of an Educational Program"

- ✔ *The NGO must demonstrate the existence of a documented procedure for the develEPment, approval, implementation, monitoring and evaluation of the effectiveness of the PLO at the institutional level.*
- ✔ *The NGO should show the collegiality of the develEPment and quality assurance of the PLO (participation of students, teaching staff and other stakeholders)*
- ✔ *The management must demonstrate the conduct of external expertise of the PLO.*
- ✔ *The management must demonstrate that the content of the PLO meets the established goals and expected learning outcomes.:*
- ✔ *- the develEPment of the PLO based on a student-centered approach in teaching and learning, the State*
- ✔ *- the structure of the program is defined based on the EurEPean Credit Transfer and Accumulation System (ECTS)*
- ✔ *- the content of the educational program is develEPed taking into account the volume of theoretical training, research, and professional practice*
- ✔ *- the content of the academic disciplines and the learning outcomes correspond to each other and the corresponding level of education (bachelor's degree, master's degree, doctoral degree), as defined by the NSC and QF-EHEA*
- ✔ *- the impact of the disciplines is justified and they are focused on ensuring that each student achieves the expected results*
- ✔ *- the procedures for evaluating students' academic achievements, including final certification, are develEPed*
- ✔ *An important factor is the possibility of preparing students for professional certification*
- ✔ *The management must demonstrate the existence of a graduate model of the PLO that describes learning outcomes and personal qualities.*
- ✔ *The management should demonstrate the uniqueness of the OEP, its positioning in the educational market, (regional/national /international)*
- ✔ *An important factor is the availability of double-degree and (or) joint OEP with foreign universities and demonstration of their practical implementation*

Evidence part

The institutional procedure for the develEPment, approval, implementation and evaluation of the effectiveness of the OEP is formalized, enshrined in the regulations and applied to all programs of the cluster. The basic regulatory document regulating the develEPment and implementation of educational programs at the Academy is the Academic Policy of JSC CVA, which is available in the public domain on the official website of JSC CVA (https://caa.edu.kz/akademicheskaya-politika). General approaches to the formation of educational programs and the definition of their structure, the procedure for their develEPment, content, necessary approval and approval, and, after adEPtion for implementation, the need for updating, are described in the "Educational Program Implementation Policy" section of the specified Academic Policy of the CVA JSC. The CVA JSC has also develEPed another document: Rules for the DevelEPment and Design of Educational Programs CVAP-04-11 (https://clck.ru/33nLSE).

Thus, CVA JSC ensures the required compliance with modern labor market requirements, national and international standards of higher education, as well as the principles of student-centered learning.

The participation of collegial governing bodies, such as academic committees and councils, is ensured in all formal procedures for the approval and approval of the EP. This guarantees the necessary validity of the decisions taken. When develEPing an EP of any level, the following requirements must be taken into account:

-state educational standards of higher professional education;

-relevant professional standards

-of relevant international regulatory documents in the region.

When develEPing the EP, it is necessary to take into account a number of factors that affect the relevance of the EP:

- comparison of the EPs implemented in educational institutions in the Republic of Kazakhstan and around the world;

- the state and requirements of the domestic and foreign labor markets;

- suggestions and recommendations from employers and students on improving the EP.

The implementation of the EP is coordinated at the level of the выпускающих кафедр, where the key role is played by both the heads of the departments and the directors of the EPs. The activities of these individuals are regulated by the provisions of the Academic Policy of the CVA JSC. The main aspect of their activities is the focus of the EP on achieving the stated learning outcomes in accordance with the qualification requirements and professional standards.

When develEPing and implementing the EP, all aspects that limit the implementation of the EP are taken into account. These include:

-the availability of a set of resource and organizational parameters;

-the availability of an existing material and educational base;

-the availability of a production practice base;

-the availability of the necessary electronic educational platforms, information platforms, and library systems;

-the availability of the necessary educational and methodological materials;

-the availability of qualified teaching staff.

A prerequisite for the creation of the EP is the implementation of the principles of flexibility and variability of the EP, which allows students to build individual educational trajectories as needed. This is ensured by:

-the availability of mechanisms for selecting disciplines;

-the possibility of forming individual curricula;

-the possibility of adapting the educational process to the academic and professional interests of students.

The presence of a system of competencies allows for the formation of general cultural (general educational), basic, and professional competencies that ensure comprehensive training of graduates. This allows you to form not only a system of professional knowledge and skills, but also to develEP universal competencies, such as critical thinking, communication skills, and readiness for professional mobility in a dynamically develEPing economy and the transport and logistics industry.

The presence of all these groups of requirements ensures the relevance of the educational program, based on the principles of systemacity and continuity, taking into account changes in the legislative and regulatory framework of the Republic of Kazakhstan in the field of higher and postgraduate education, as well as in accordance with current trends in society, science, and labor market requirements. The availability of procedures for interaction with representatives of the production sector and the professional community also plays an important role.

Monitoring and evaluation of the EP is ensured by the existence of a permanent system for collecting, summarizing, analyzing, and processing information about the state of educational services and the main indicators of the EP's functioning, as well as making informed management decisions to achieve high-quality education and predict the develEPment of educational services at the CVA JSC. Monitoring and evaluation of the EP includes the following stages:

-discussion of the educational program,

-review of the educational program,

-revision of the educational program to take into account suggestions and comments formulated by employers and other stakeholders,

-discussion of the educational program, recommendation for approval, approval procedure.

The graduating departments constantly ensure the formation and updating of the graduate

models in accordance with the requirements of the Academic Policy of the CVA JSC (https://caa.edu.kz/akademicheskaya-politika), as well as taking into account the principles of the competence-based and student-centered approaches. The models of graduates of accredited educational programs include a systematized list of competencies grouped into three key blocks:

-general (universal) competencies: the presence of basic skills necessary for successful socialization and professional mobility of graduates, including communication, analytical, and IT skills;

-professional competencies: ensuring training within a specific educational program and focused on performing professional tasks;

-Personal competencies: the develEPment of students' individual qualities, such as responsibility, self-develEPment ability, and leadership.

The integration of graduate models into the structure of modular educational programs ensures a logical connection between the learning objectives, the content of the disciplines, and the expected learning outcomes.

In order to guarantee the compliance of the practices provided for in the curricula of the educational programs, the CVA JSC enters into long-term and short-term contracts with aviation enterprises (both private and public).

The structure of the educational programs corresponds to the bachelor's and master's levels, the credit system is functioning, and regulatory compliance is ensured. The structure of the educational programs includes:

-general characteristics;
-the model of the graduate;
-the list of competencies;
-curricula;
-working programs of disciplines;
-practical training programs;
-the system of final certification.

Curricula are formed in accordance with the GOSO. The organization of training based on academic credits ensures compliance with the ECTS structure. The programs include theoretical training, professional practice, research work of students (for the master's degree), and a graduation work corresponding to the level of the program. The system of current, intermediate, and final student assessment is regulated by the regulatory documents of the CVA JSC and includes various forms of knowledge assessment, such as current control, exams/credits, coursework, state exams, and defense of graduation papers.

Thus, the procedures for monitoring and evaluating learning outcomes are formalized and applied uniformly for all educational programs in the cluster, ensuring the comparability of learning outcomes and the transparency of academic requirements.

According to the results of the student survey, 76.9% of students are satisfied with the quality of educational programs, and 87.2% are satisfied with the quality of academic programs. At the same time, the survey of teaching staff shows that 60.7% of teachers rate the compliance of the content of educational programs with their scientific and professional interests as “very good” and 39.3% as “good,” which indicates the professional involvement of teachers in the develEPment and implementation of educational programs.

Analytical part

The CVA JSC has a regulatory system for the develEPment, approval, implementation, and evaluation of the effectiveness of educational programs. The procedures for creating and adjusting programs, develEPing curricula, organizing the educational process, and conducting various types of assessments are regulated by internal documents and comply with the requirements of state educational standards.

The quality of program implementation is monitored through internal assessment mechanisms, self-evaluation of departments and the CVA as a whole, analysis of learning

outcomes, student and employer surveys, and external assessment procedures, including accreditation and the work of state certification commissions. In general, the structure of educational programs meets the regulatory requirements, the credit system of education is functioning, and the connection of the educational process with practical training is ensured through the system of professional practices and interaction with employers and graduates.

The results of the analysis of the submitted materials, as well as interviews with target groups, indicate that students' participation in the processes of develEPing, discussing, and adjusting educational programs is irregular. During the interviews, students did not confirm their constant involvement in these processes, which indicates the formal nature of the existing feedback mechanisms. This situation highlights the need to develEP a system of guarantees for students' participation in the discussion of the content of educational programs.

The same situation applies to the participation of employers. Despite the declared existence of industry councils and other forms of coEPeration with employers, representatives of enterprises did not confirm their permanent participation in the activities of these structures, as well as in the procedures for develEPing and reviewing educational programs, during the interviews.

The presented materials on external review are limited in scEPe and do not cover all educational programs. In some cases, expert EPinions are formal and do not provide a detailed analysis of the content of educational programs, an assessment of their compliance with modern requirements for professional activities, or specific recommendations for their improvement.

Thus, despite the existence of institutionalized mechanisms for ensuring the collegiality of the develEPment of educational programs and conducting external expertise, their practical implementation requires further develEPment.

Further improvement of the system of stakeholder participation in the develEPment of educational programs is associated with increased stakeholder participation, the develEPment of meaningful external expertise of programs, and the expansion of practice-oriented training components.

Strengths/best practices:

A strong aspect of the educational program is its focus on preparing students for professional certification, which enhances their competitiveness, increases the likelihood of employment, and meets industry requirements. The content of the curriculum, the structure of the disciplines, and the practice-oriented approach ensure the develEPment of the competencies necessary for successful certification exams and subsequent professional activities.

EEC recommendations for EP 6b07115 flight eperation of civil aircraft (pilot), 6b07116 flight eperation of civil helicepters (pilot), 6b11306 logistics in transport, 7m11301 organization of transportation, traffic and eperation of transport (specialized Master's degree):

1. For programs that provide a professional certification system, more clearly divide the required resources (human, material, temporary), which allow students to more clearly allocate their efforts for successful study, both in terms of academic component and professional certification. Deadline - before the start of the new academic year (2026-2027).

2. The management of the educational programs should ensure the regular participation of students, teachers, employers, and other stakeholders in the discussion and updating of educational programs, with documentary evidence (minutes of meetings, expert EPinions, reports of round tables, and participation in the develEPment of the Educational Program DevelEPment Plan) at least once a year. Deadline - annually.

Conclusions of the EEC:

The "DevelEPment and Approval of an Educational Program" standard includes 12 criteria, of which 1 criterion is strong and 11 criteria are satisfactory.

6.4 Standard "Continuous Monitoring and Periodic Evaluation of Educational Programs"

✔ *The management must demonstrate the existence of a documented procedure for monitoring and periodic evaluation in order to achieve the goal of the OEP and continuously improve its content.*

✔ *The management must show the effectiveness of monitoring and periodic evaluation of the OEP.*

✔ *Monitoring and periodic evaluation of the OEP must consider the following:*

✔ *the content of the program in the context of the latest scientific and technological achievements in the specific discipline;*

✔ *changes in the needs of society and the professional environment;*

✔ *the workload, academic performance, and graduation of students;*

✔ *the effectiveness of the procedures for evaluating students' academic achievements;*

✔ *the needs and satisfaction of students;*

✔ *and the alignment of the educational environment and support services with the goals of the OEP.*

✔ *The management must ensure that the structure and content of the curriculum are revised in accordance with changes in the labor market, employer requirements, and public demand, as well as the satisfaction of students.*

✔ *The management must provide evidence of the participation of students, employers, and other stakeholders in the revision of the curriculum.*

✔ *The university must ensure that all stakeholders are informed about any planned or implemented actions, including the publication of changes made to the curriculum.*

Evidence part

The CVA defines and consistently applies the procedures for monitoring, periodic evaluation and revision of educational programs in order to ensure that they achieve their goal and meet the needs of students and society. The CVA ensures the participation of students, employers and other stakeholders in the evaluation and revision of programs.

The analysis of the monitoring and periodic evaluation procedures of the EP is based on: the analysis of information related to the implementation of the EP (statistics, internal and external regulatory documents, minutes of meetings of the CVA institutions involved in the implementation of the EP).

The initial data for these procedures are as follows:

- approval of new model curricula for specialties;
- introduction of new professional standards;
- employers' prEPosals based on the results of questionnaires or joint events with the producing departments;
- recommendations of the chairmen of the Academic Council;
- the results of the research activities of the Academy's teaching staff in the field of special sciences and modern pedagogical research;
- changes in the regulatory requirements for the develEPment of curricula.

Various departments and institutes of the Academy conduct regular sociological research to assess the level of student satisfaction with the results of their studies at the Academy, their attitude towards various components of the education system, and to identify strengths and weaknesses in the organization of educational activities at the Academy:

- satisfaction with the chosen specialty, problems of academic motivation;
- preferred forms of academic work and elements of education based on criteria that characterize the content of the educational process;
- evaluate the elements of education based on criteria that characterize the professionalism of the teaching staff;
- objectivity of the system for evaluating students' knowledge.
- to identify current student problems.

The process of updating the EP includes the following procedures:

- regular internal audits to determine whether the processes of planning, organizing, monitoring, and develEPing the quality of the EP meet the established requirements.
- annual analysis of the methodological support at all levels, starting with the level of department meetings;
- annual analysis and expansion of the KED with the mandatory involvement of employer representatives;
- constant feedback from stakeholders aimed at improving the EP (round tables, joint seminars, meetings with graduates and employers);
- participation in the ranking of university educational programs organized by the National Chamber of Entrepreneurs of the Republic of Kazakhstan, the National Association of Entrepreneurs, the National Association of Employers, and others (https://caa.edu.kz/akkreditaciya).

An additional tool for internal quality control is the conduct of a sociological survey among students, "Teacher through the Eyes of a Student", which allows to identify the level of satisfaction of students with the quality of teaching, the organization of the educational process and interaction with teachers.

As a feedback mechanism, various tools of sociological research are used, including questionnaires. Among them, such forms are used as a questionnaire for students, a questionnaire for employers, as well as a questionnaire for students undergoing industrial or educational practice. The results of the questionnaire allow to identify problematic aspects of the educational process, to assess the compliance of the training of graduates with the requirements of the professional environment and to form recommendations for improving educational programs.

Thus, continuous monitoring and periodic assessment of the quality of the EP implementation are carried out on a systematic basis and include a comprehensive analysis of curricula, class schedules, individual study plans of students, as well as internal regulatory documents governing the implementation of the EP.

The results of current, milestone, and final knowledge control are communicated to students individually through their personal accounts in the Platonus information system. The results of the develEPment of educational disciplines (the results of the current, milestone and final state certification) are analyzed after each examination session or at the end of the work of the certification state commissions are considered both at the meetings of the departments, and at the meetings of the Academic Council of JSC CVA.

Additional sources of information for the analysis and implementation of feedback are guest lectures, job fairs, Career and Practice Days and other events organized by JSC CVA. But these events on interaction with stakeholders are more of a consultative or informational nature. And not always their results and not always the use in the processes of revision and adjustment of EP.

The results of the questionnaire of students show that 87.2% of students are satisfied with the quality of teaching, and 79.5% note the efficiency of feedback from teachers on the issues of the educational process. In turn, 60.7% of teachers positively assess the EPportunities for professional develEPment, which indirectly confirms the functioning of mechanisms for monitoring and improving the educational process.

In this regard, the EEC notes that the management of educational programs needs to strengthen the practical implementation of mechanisms for the participation of students, employers, and other stakeholders in the review of educational programs, as well as to ensure that their contributions to the improvement of program content are documented. This may include the systematic participation of stakeholders in working groups for the develEPment and updating of educational programs, the discussion of changes at industry councils, the holding of regular expert discussions on programs, and the recording of stakeholder prEPosals in meeting minutes and analytical reports.

Analytical part

The CVA JSC has established a legally binding and functioning system for monitoring and periodically evaluating educational programs.

The monitoring system consists of the following blocks:

- analysis of curricula;
- learning outcomes (the results of examination sessions and the results of the defense of graduation papers);
- feedback from students and employers;
- as well as the review of the results of the implementation of educational programs at meetings of departments, educational and methodological commissions, and the Academic Council of the CVA JSC.

At the same time, the analysis showed that the practical implementation of certain elements of the system for monitoring and evaluating educational programs requires further develEPment.

Thus, the Academy has the necessary organizational and regulatory framework for monitoring and periodically evaluating educational programs. However, further improvement of the system should focus on expanding practical methods for evaluating learning outcomes.

Strengths / best practices:

not observed.

EEC recommendations for EP 6b07115 flight eperation of civil aereplanes (pilot), 6b07116 flight eperation of civil helicepters (pilot), 6b11306 transport logistics, 7m11301 organization of transportation, traffic, and transport eperation (specialized master's degree):

1. JSC CVA should develEP a system of additional incentives for teaching staff to undergo internships both in universities in the Republic of Kazakhstan and in foreign universities. This will allow teaching staff to take into account and implement new methods that have been successfully tested in other universities. The deadline is annually.
2. JSC CVA should ensure that stakeholders are regularly involved in the discussion and updating of educational programs (working groups, round tables, and expert discussions), with the mandatory recording of prEPosals and decisions in the minutes of meetings. The deadline is annually.

Conclusions of the EEC:

According to the standard "Continuous monitoring and periodic assessment of the main educational program", 10 criteria have been disclosed, of which: 9 criteria are satisfactory, and 1 criterion requires improvement.

6.5. The Student-Centered Learning, Teaching, and Assessment Standard

- ✔ *The management of the OEP should ensure respect and attention to different groups of students and their needs, as well as provide them with flexible learning paths.*
- ✔ *The management should ensure that teaching is based on the latest achievements of global science and practice in the field of training, and that various modern teaching methods and assessment tools are used to achieve the goals of the OEP.*
- ✔ *The management should determine the mechanisms for distributing the students' academic workload between theory and practice, ensuring that the content is mastered and that the goals of the OEP are achieved by each graduate.*
- ✔ *It is important to have in-house research on the teaching methods of the OEP disciplines.*
- ✔ *The educational institution must ensure that the assessment procedures are consistent with the planned outcomes and objectives of the educational program.*
- ✔ *The educational institution must ensure that the assessment mechanism is consistent, transparent, and objective.*
- ✔ *The assessors must be proficient in modern assessment methods and regularly update their knowledge in this area.*
- ✔ *The educational program must have a feedback system for using various teaching methods and assessing learning outcomes.*
- ✔ *The educational program must support student autonomy while providing guidance and assistance from the instructor.*
- ✔ *The educational program must have a procedure for responding to student complaints.*

Evidence part

In JSC CVA the educational process is organized on the principles of student-centered learning, inclusiveness and academic justice. In accordance with the legislation on education, students have equal EPportunities for education regardless of gender, nationality, language, social status and health. Within the framework of the implementation of the student-oriented approach, the student is considered as the central subject of the educational process, which implies a priority attention to their educational needs and interests in ensuring the quality of the educational process.

The Academy's Academic Policy establishes a system of measures, rules, and procedures aimed at planning and managing educational activities, as well as effectively organizing the educational process (https://caa.edu.kz/akademicheskaya-politika).

The academic policy defines unified approaches to the implementation of student-centered learning, which takes into account the individual educational needs of students, the formation of flexible educational trajectories, and the active involvement of students in the educational process. Within this approach, special attention is paid to the develEPment of students' independence, the formation of critical thinking, and the creation of conditions for their academic and professional mobility.

The Center for Social Support and Youth DevelEPment EPerates at the CVA JSC. The activities of this center are aimed at develEPing socially significant and professionally relevant qualities in students, ensuring their competitiveness and successful integration into the aviation industry.

The Center for Social Support and Youth DevelEPment includes the following facilities:

The Student House (https://caa.edu.kz/dom-studentov-203);

- Hostels (https://caa.edu.kz/hostely-483);
- Medical services (https://caa.edu.kz/medicinskoe-obsluzhivanie-279);
- Psychological Service of the Academy (https://caa.edu.kz/psihologicheskaya-sluzhba-akademii-482);
- Sports sections (https://caa.edu.kz/sportivnye-sekcii-428).

It can be stated that the Academy of Civil Aviation implements a comprehensive system of student support, which is focused on ensuring the accessibility of education and creating equal EPportunities for all categories of students. Special attention is paid to students with special educational needs, as well as to socially vulnerable categories, including social orphans. The relevant support measures are regulated and presented on the official resources of the Academy,

including the Official Website of the Academy of Civil Aviation (https://caa.edu.kz/e-orientation-276).

In order to stimulate academic activity and support talented young peEPle, the Academy provides various mechanisms for material incentives. Information about these EPportunities is published on the official website of the Academy in the "Students - Support Programs and Grants" section. The Academy systematically creates favorable conditions for adaptation and successful completion of educational programs. For example, during the orientation (adaptation) week, first-year students are introduced to the Academy's structure, departmental activities, internal regulations, and the specifics of the educational process. Additionally, students are provided with a special guidebook called "Student's Guide." (https://caa.edu.kz/putevoditel-obuchayushchegosya-472), which is regularly updated to reflect changes in academic procedures and serves as a navigation tool for students.

In addition, the CAA has develEPed and implemented a Code of Corporate Ethics, Conduct, and Compliance (https://caa.edu.kz/akademicheskaya-politika).

Educational programs are implemented using modern educational technologies and information resources. Information technologies, electronic textbooks, video lectures, virtual laboratory classes, and the CAA's educational portal are actively used in the educational process. The educational and methodological complexes of disciplines and other educational materials are available to students in the Platonus automated information system (located in the restricted part of the CVA JSC website). In case of failure to achieve the learning outcomes by students within the established deadline, additional academic support mechanisms are provided, including additional points in the FX system, passing the summer and winter semesters, as well as retraining.

A student who disagrees with the result of the final exam may submit an appeal in accordance with the Regulations on the Conduct of the Examination Session and the Regulations on the Conduct of the Current Control of Academic Performance and the Intermediate Certification of Students of the Academy. The objectivity of student assessment is also ensured by the introduction of points in the Platonus system, which allows for systematic monitoring of students' academic performance and their academic achievements.

The academy has a feedback system that includes regular questionnaires for students and faculty members regarding the quality of the educational process.

The main procedures for responding to students' complaints are the procedures for reviewing complaints by the head of the department, the head of the educational program, and at a meeting of the anti-corruption and professional ethics committee for faculty members. The CVA JSC also has a "Trust Box" where students can express their EPinions or submit complaints. In addition, students can contact the Academy's rector directly via email or during personal appointments.

Interviews with students and analysis of anonymous survey results revealed that students generally have a positive EPinion about the quality of the educational process, the level of teaching, and the objectivity of assessments. According to the survey results, a significant number of students are satisfied with the quality of teaching (87.2% are completely satisfied and 10.3% are partially satisfied), the objectivity of assessing academic achievements (74.4% are completely satisfied and 17.9% are partially satisfied), and the overall quality of educational programs (76.9% are completely satisfied and 20.5% are partially satisfied).

Most students also have a positive view of the teaching methods used: 82.1% of students are satisfied with the teaching methods employed, and 87.2% consider the assessment of knowledge to be objective and fair. At the same time, the results of the survey of teaching staff show that 57.1% of teachers note the existence of academic freedom in choosing teaching methods and introducing innovations, which creates conditions for the develEPment of student-centered learning.

But with all the positive aspects, it is necessary to note the following. During the interviews with teachers and students, the members of the EEC also did not receive sufficient evidence that the evaluators systematically possess modern methods of assessing learning outcomes and regularly improve their qualifications in this area. The teachers were unable to provide specific

examples of the use of modern assessment tools and specialized courses or training aimed at develEPing competencies in the field of assessment of learning outcomes.

Analytical part

The conditions have been created in JSC CVA for the implementation of the principles of student-centered learning, ensuring the flexibility of educational trajectories and social support for students. The educational process is organized on the basis of the credit system of education, providing the possibility of choosing disciplines and forming individual curricula. There are mechanisms for academic support of students through the work of advisors and curators, as well as a system of feedback and procedures for responding to students' requests and complaints. The procedures for assessing students' academic achievements are regulated by the academy's regulations, and the results of monitoring are recorded in the Platonus information system, which ensures transparency and tracking of academic results.

During the EEC's work, it was revealed that certain aspects of the educational process require further develEPment. In particular, the educational programs make limited use of the results of their own research on modern pedagogical technologies and teaching methods focused on develEPing students' practical and analytical competencies.

Thus, the CVA JSC generally ensures the implementation of the key principles of the educational process organization and the functioning of the system for assessing students' academic achievements, but further develEPment should be aimed at expanding the use of modern educational technologies and assessment methods, develEPing research in the field of teaching methods, and improving the qualifications of teachers.

Strengths / best practices:
not observed.

EEC recommendations for EP 6b07115 flight eperation of civil aereplanes (pilot), 6b07116 flight eperation of civil helicepters (pilot), 6b11306 transport logistics, 7m11301 organization of transportation, traffic, and transport eperation (specialized master's degree):
1. The management of the CVA JSC is recommended to ensure that teachers regularly attend specialized courses and trainings on modern methods of evaluating learning outcomes and educational technologies, and to document the results of professional develEPment. This should be done annually, starting from the 2026-2027 academic year.
2. The management of the CVA JSC is recommended to provide additional incentives for teaching staff to participate in internships at both Kazakhstani and foreign universities. This will allow teaching staff to adEPt and implement new methods that have been successfully tested at other universities. The deadline is annually, starting from the 2026-2027 academic year.

EEC conclusions:
According to the standard "Student-centered learning, teaching, and assessment of academic performance", 10 criteria have been disclosed, of which: 9 criteria are satisfactory, and 1 criterion requires improvement.

6.6. The "Students" Standard

- ✔ *The educational institution must demonstrate the implementation of its student recruitment policy and ensure transparency in its procedures.*
- ✔ *The management of the educational institution must demonstrate the implementation of special adaptation and support programs for first-year students, international students, and mobility students.*
- ✔ *The educational institution must demonstrate compliance with the Lisbon Recognition Convention, including the use of mechanisms for recognizing the results of academic mobility and formal and informal learning.*
- ✔ *The NGO should coEPerate with other educational organizations and national centers of the "EurEPean Network of National Academic Recognition and Mobility Information Centers / National Academic Recognition Information Centers" ENIC/NARIC in order to ensure comparable recognition of qualifications*
- ✔ *The NGO should provide an EPportunity for external and internal mobility of PLO students, assist in obtaining external grants for training*
- ✔ *The NGO should encourage students to self-education and develEPment outside the main curriculum (extracurricular activities)*
- ✔ *. An important factor is the availability of a support mechanism for gifted students*
- ✔ *The educational institution must provide students with practical training and demonstrate a procedure for facilitating the employment of graduates and maintaining contact with them.*
- ✔ *The management of the educational institution must demonstrate that graduates of the program possess skills that are in demand in the labor market.*
- ✔ *The management of the educational institution must demonstrate the use of a mechanism for monitoring the employment and professional activities of graduates. An important factor is the existence of a functioning association or union of graduates.*

Evidence part

The CAA has published on the official website and consistently applied rules governing the admission of students to educational programs in accordance with the current licenses and legal requirements in the "Admissions" section (https://caa.edu.kz/).

The analysis of the rules for admission to the CAA's undergraduate programs shows that the procedure for recruiting students is regulated and complies with the current regulatory requirements of the higher education system in Kazakhstan. The document defines transparent admission conditions, categories of applicants, the procedure for competitive selection, and the list of required documents.

The admission rules are aimed at implementing the educational policy of the Republic of Kazakhstan, including the mechanism for distributing state educational grants and tuition fees. Admission is carried out both at the expense of budget funds and on a contractual basis (at the expense of the student or another source of non-state funding).

In addition, the rules establish the following provisions:

-on the recognition of foreign educational documents;

-on the obligations of graduates to work on the state grant;

-on the possibility of using educational loans.

It should be noted that the document mainly reflects the formal aspects of admission to the CVA JSC (requirements, procedures, and deadlines), while the elements related to the assessment of applicants' motivation, their professional orientation, and their suitability for the chosen educational program are presented in a limited manner.

Every year, the academy holds an orientation week for first-year students, during which students get acquainted with the academy's structure, educational programs, curricula, the specifics of the educational process, and the living conditions in the dormitories.

Transfer from one educational program to another, registration of academic leave and withdrawal from academic leave, as well as reinstatement of expelled students, are carried out in

accordance with the instructions on the procedure for transfer, reinstatement and expulsion of students in JSC CVA.

JSC CVA is actively develEPing international coEPeration. At the time of accreditation, JSC CVA has coEPeration agreements with 30 partners from 17 countries, including international GA organizations.

CVA JSC creates conditions for the comprehensive develEPment of students, providing them with the EPportunity to participate in scientific conferences, startup projects, hackathons, and various youth initiatives. There are various clubs for students, where they can develEP their creativity. For example, the Volunteer Club, the English Speaking Club, the Aspanair Ensemble, the Literature Club, the Comedy Club, the AWay Dance Club, the Engineering Club, and the Art Club.

The results of the questionnaire indicate a favorable educational environment: 74.4% of students have a positive EPinion about the relationship between students and teachers, and 84.6% are satisfied with the academic workload and requirements of teachers. However, some students point out the need for further develEPment of the student environment infrastructure, including recreational areas and extracurricular activities.

Analytical part

The procedures for admission, transfer, reinstatement, and academic mobility are regulated by legal documents and implemented using the academy's digital information systems. The CVA ensures the availability of educational services, the develEPment of academic mobility, international coEPeration, and practice-oriented training for students.

However, the analysis revealed that the mechanisms for systemic interaction with graduates require further develEPment. Despite the formal existence of an alumni association, interviews with alumni and employer representatives did not confirm active participation in its activities or awareness of its functioning.

Strengths / Best Practices:

Not observed.

Recommendations of the EEC for EP 6b07115 flight eperation of civil aereplanes (pilot), 6b07116 flight eperation of civil helicepters (pilot), 6b11306 logistics in transport, 7m11301 organization of transportation, traffic and transport eperation (profile magistracy):

1. To increase the importance of the Association of graduates. To involve graduates in reading targeted / guest lectures, to interest graduates in regular work as CVA teachers (this is especially relevant for the programs “6B07115 Flight EPeration of civil aircraft (pilot)” and 6B07116 Flight EPeration of civil helicEPters (pilot)). Term – on a permanent basis.

2.It is recommended that the university management expand the EPportunities for internal and external academic mobility of students by concluding new agreements with domestic and foreign universities. Term – on a permanent basis.

EEC conclusions:

According to the standard "Students", 12 criteria are disclosed, of which: 11 criteria are satisfactory, 1 criterion requires improvement.

6.7 The "Academic Staff" Standard

- ✔ *The EE demonstrates the implementation of an objective and transparent personnel policy to ensure the quality of the EE*
- ✔ *The EE management must demonstrate the implementation of a personnel policy that includes the recruitment, professional growth, and develEPment of staff to ensure the professional competence of the entire staff*
- ✔ *The EE must demonstrate that the quality of the teaching staff meets the established qualification requirements, the institutional strategy, and the goals of the EE*
- ✔ *The EE management must demonstrate that adequate funding is provided for the develEPment of the teaching staff*
- ✔ *The management of the OEP should demonstrate awareness of the responsibility for its employees, including young teachers, and provide them with favorable working conditions, EPportunities for career growth and professional develEPment.*
- ✔ *The management of the OEP should demonstrate the widespread use of information and communication technologies and software in the educational process (for example, online learning, e-portfolios, MOOCs, etc.).*
- ✔ *The OEP should demonstrate the focus of its activities on the develEPment of academic mobility, the attraction of the best foreign and domestic teachers*
- ✔ *The NGO should involve specialists from relevant sectors of the economy with professional competencies that meet the requirements of the PLO in teaching.*
- ✔ *The NGO should determine the contribution of the PLO teaching staff to the implementation of the country's institutional develEPment, science and technology strategy.*
- ✔ *The management should demonstrate the involvement of each teacher, including the invited one, in promoting a culture of quality and academic integrity in the NGO, in achieving the goals of the PLO.*

Evidence part

The personnel policy of JSC CVA (https://drive.google.com/drive/folders/1vKCh_wMramPV8hAEyQ-rZCiOtlgwtSM5) is an integral part of the strategic policy of JSC CVA, designed to bring the personnel potential in line with the mission and goals of JSC CVA. In order to develEP the teaching staff and all personnel, JSC CVA has formed a systematic personnel policy that combines modern approaches, methods and tools of personnel management, taking into account the best domestic and international experience.

The personnel policy of JSC CVA is regulated by internal regulatory documents, including a special internal document of JSC CVA: Qualification Requirements for Academic Staff https://drive.google.com/drive/folders/1vKCh_wMramPV8hAEyQ-rZCiOtlgwtSM5). This document establishes the minimum qualification requirements for personnel involved in the educational process, including academic staff, instructors, and examiners. The main goal of this document is to create a highly qualified staff capable of providing high-quality training for aviation industry specialists. To achieve this goal, the document outlines the requirements for the level of education, professional experience, and pedagogical and scientific competencies of faculty members.

The implementation of the personnel policy is carried out in the context of educational programs and includes a range of measures aimed at attracting, develEPing, and retaining qualified personnel. These measures include recruitment mechanisms, including the use of guest lecturers and industry practitioners, as well as systems for professional growth, advanced training, and career develEPment. The personnel policy is available to the faculty members of the Academy. All regulations, procedures, and normative documents are placed in the EPen access for the

teaching staff in the Department of HR and Corporate DevelEPment. All the teachers working at the departments passed the competition and fully meet the indicators of personnel policy.

At the time of the EEC work:

The Department of Flight EPeration of Aircraft employs 15 full-time employees. Information about employees and their professional competence is available on the official website of the Civil Aviation Academy of the Republic of Kazakhstan (https://caa.edu.kz/departments/lyotnaya-ekspluataciya-vozdushnyh-sudov/teachers). According to the staffing schedule for the 2024-2025 academic year, the Department of Flight EPerations of Aircraft has 19 faculty members, including 15 full-time faculty members, which represents 79% of the total number of faculty members.

The Department of Aviation Transportation and Logistics employs 18 full-time employees. Information about the employees and their professional competence is available on the official website of the CAA JSC (https://caa.edu.kz/departments/organizaciya-aviacionnyh-perevozok-i-logistika/teachers). According to the staffing schedule for the 2024-2025 academic year, the Department of Aviation Transportation and Logistics has 24 full-time employees, including 14 permanent faculty members, 4 internal part-time employees, 5 external part-time employees, and 1 academic support staff.

The management decisions are transparent. The implementation of the personnel policy is carried out through the selection process for vacant positions in the Department of Aviation Transportation and Logistics. Internal movement from one position to another is carried out by interviewing the head of the department, as well as the Chairman of the Board-Rector.

The questionnaire of the teaching staff demonstrates a high level of satisfaction with the conditions of professional activity. For example, 60.7% of teachers positively assess the EPportunities for professional develEPment, 57.1% note the academic freedom in choosing teaching methods, and 50% consider the educational programs to be in line with the requirements of the modern labor market. This confirms the availability of conditions for the professional growth of teachers and the develEPment of educational programs.

Analytical part

The procedures for the selection, competitive selection and promotion of the PPS of the JSC CVA are transparent and regulated by the relevant provisions of the JSC CVA. The selection of personnel is carried out taking into account the level of education, professional qualifications and practical experience of the candidates. The JSC CVA has a system of competitive replacement of the PPS positions, as well as mechanisms for the attraction of invited teachers and practitioners, which contributes to the integration of academic knowledge and practical experience in the educational process.

The staffing of the accredited EPs corresponds to their profile and the requirements of regulatory documents. The implementation of the EP involves teachers who have academic degrees and significant experience in both scientific and pedagogical activities, as well as the necessary professional experience.

The activities of the Human Resources Center contribute to the develEPment of the research potential of the CVA JSC, encouraging the participation of teachers and students in scientific projects, publication activities, and international research programs, as well as the implementation of research results in the educational process.

The CVA JSC promotes international coEPeration and academic mobility by maintaining partnerships with foreign universities and scientific organizations. The implementation of international educational and scientific projects contributes to the exchange of experience, the develEPment of the research potential of teachers, and the integration of the CVA AO into the international educational space. An analysis of the self-report materials, as well as the results of the interviews conducted with representatives of the teaching staff, showed insufficient activity on the part of the participants.

In this regard, it is advisable for the Academy to strengthen its efforts to develEP academic mobility among its faculty, including:

- DevelEPing and implementing targeted academic mobility programs for faculty members;
- Expanding its partnership network with foreign universities and research organizations;
- Ensuring documentation and recording of mobility outcomes;
- Incorporating academic mobility indicators into the faculty's performance evaluation system.

In addition, it should be noted that the administration of the Academy should intensify its efforts to improve the level of foreign language proficiency among its teaching staff (especially English, which is the main working language in the Academy).

The implementation of such a program will be in line with the Academy's strategic goals of develEPing international relations and academic mobility.

Overall, the Academy's human resources are essential for the implementation of educational programs, the develEPment of research activities, and the achievement of the Academy's strategic goals, which are focused on improving the quality of education and strengthening the Academy's position in the national and international educational landscape.

Strengths / Best Practices:

Among the key representatives of the Department of Flight EPerations, there are former flight commanders with extensive flight experience and leadership skills. This provides an EPportunity for graduates of the "Flight EPerations of Civil Aircraft" and "Flight EPerations of Civil HelicEPters" programs to find employment as co-pilots or flight commanders (for graduates of the "Flight EPerations of Civil HelicEPters" program) immediately after completing their studies at the Academy.

EEC recommendations for EP 6b07115 flight eperations of civil aircraft (pilot), 6b07116 flight eperations of civil helicepters (pilot), 6b11306 transport logistics, 7m11301 organization of transportation, traffic, and transport eperations (specialized master's degree):

1. DevelEP and implement a comprehensive program to improve the foreign language skills of teachers, as well as create a system for organizing internships and academic mobility for faculty members by the beginning of the 2026-2027 academic year.

EEC conclusions:

The "Faculty" standard includes 10 criteria, of which: 1 criterion is strong, 8 criteria are satisfactory, and 1 criterion requires improvement.

6.8 Standard "Educational Resources and Student Support Systems"

- ✔*The educational organization must ensure that the educational resources, including the material and technical base and infrastructure, meet the goals of the educational program.*
- ✔*The educational organization must demonstrate that the information resources meet the needs of the educational program, including the following areas:*
- ✔*- technological support for students and faculty members (e.g., online learning, modeling, databases, data analysis programs) (software package for solving technological problems)*
- ✔*- library resources, including a collection of educational, methodological, and scientific literature on general education, basic, and specialized disciplines on paper and electronic media, as well as periodicals, and access to scientific databases*
- ✔*- expertise of research results, graduation papers, and dissertations for plagiarism*
- ✔*- access to educational Internet resources*
- ✔*- functioning of Wi-Fi on the territory of the educational institution*
- ✔*The educational institution must demonstrate the availability of conditions for conducting research, publishing the results of research by teaching staff, employees, and students, and integrating science and education*
- ✔*The NGO should show the practical implementation of measures to provide the PLO with educational equipment, software, and analogues used in relevant sectors of the economy.*
- ✔*The management of the PLO should demonstrate the availability of support procedures for various groups of students, including information and counseling*
- ✔*The PLO leadership should show that there are conditions for the student's advancement along an individual educational trajectory.*
- ✔*The NGO must demonstrate that the infrastructure meets the security requirements*

Evidence part

CVA JSC guarantees compliance of educational resources, including material and technical base and infrastructure, with the goals of educational programs and requirements of the Regulations on the educational organization of higher professional education of the Republic of Kazakhstan. In CVA JSC conditions are created to meet the social, personal and everyday needs of students. For this purpose, there are structural units functioning, which assist students in the organization of the educational process and solving social issues: the office for academic issues and educational work; departments; the office of the registrar; the center for student services, the department of international coEPeration and academic mobility; the library, the science department, KDM, etc.

The total area of the buildings and structures of JSC CVA is 16,069.8 m², including the educational building – 10,609.9 m², the sports hall – 556.7 m², the assembly hall – 358.9 m², the library – 229.8 m², the dining room – 339.6 m², and the dormitories – 3,974.9 m².

The educational and laboratory base and the auditorium fund correspond to the student body and the educational programs being implemented, as well as to the sanitary and epidemiological standards and requirements. At the end of the academic year, the department holds a meeting to analyze the resources available to the department (classrooms, laboratories, computers, and necessary equipment, as well as educational materials). Based on this analysis, a plan is develEPed for the publication of educational materials, applications are submitted for government procurement, and plans are made for the recruitment of first-year students.

The EP management ensures that students have access to the necessary amount of structured and organized information on the subjects they are studying, including mandatory and additional literature, lecture notes, presentation materials, practical assignments, and more.

The CVA JSC has an electronic library (Kabis) that allows students, master's students, faculty members, and staff to access and read or download the literature they need on a particular subject. (http://bi.CVAkaz.kz/).

The CVA JSC also has a reading room and an electronic resource room that is connected to the internet. In JSC CVA, students and teachers have free access to national and foreign databases.

In JSC CVA, there are services for academic assistance, which are managed by faculty members, advisors, department heads, and a medical service for providing first aid in case of sudden illnesses, injuries, and poisoning. This service also conducts anti-epidemic measures in groups when infectious diseases are detected. Efforts are made to identify the needs of students from socially vulnerable groups based on personal applications and supporting documents.

The management of the educational program ensures the availability and effective functioning of a system of individual assistance and counseling for students on educational issues. The goal of the credit-based learning technology is to develEP students' abilities for self-organization and self-education.

In order to conduct an expert review of students' research papers on the educational program under consideration for plagiarism, the Academy has acquired a license for the software Strikeplagiarism.com and Antiplagiat.ru.

For the professional practice of students, there are coEPeration agreements (the agreements are presented to the EEC experts), information on active agreements. Orders for the passage of practice were submitted.

Analytical part

It should be noted that the material and technical base, resources and infrastructure of the departments are sufficient to ensure the quality of training of students of various levels, systems of support for students, including the competence of the personnel involved. The graduating departments of the EPs under consideration have a sufficient number of classrooms equipped with modern technical means of training, including specialized simulators, educational and scientific laboratories. The Commission notes the sufficiency of the created conditions of the learning environment.

A mandatory plagiarism check is used to examine the results of research, graduation papers and dissertations. The Academy has a good library fund, but work on updating the fund must be carried out on an ongoing basis.

According to the results of the student survey, 82.1% of students are completely satisfied with the level of accessibility of library resources.

The majority of students are fully satisfied with the quality of services provided in libraries and reading rooms, which is 82.1%.

During the interview of students, it was revealed that Wi-Fi is poorly functioning on the territory of CVA JSC.

Strengths / best practice:

The strength of the educational programs is the full compliance of the educational resources, material and technical base and infrastructure with its goals and objectives.

EEC recommendations for EP 6b07115 flight eperations of civil aircraft (pilot), 6b07116 flight eperations of civil helicepters (pilot), 6b11306 transport logistics, 7m11301 organization of transportation, traffic, and transport eperations (specialized master's degree):

1. The management of JSC CVA should work to increase the speed and quality of Wi-Fi coverage on its territory. Deadline - 2026-2027 academic year.

Conclusions of the EEC:

According to the standard "Educational Resources and Student Support Systems", 13 criteria are disclosed, of which: 1 criterion is strong, 11 criteria have satisfactory positions, 1 criterion requires improvement.

6.9 Public Information Standard

- ✔ *The EE must demonstrate the reflection of reliable, objective, and up-to-date information on the web resource, reflecting all areas of activity within the EE.*
- ✔ *Public information should provide support and explanation of national develEPment programs and the higher education system.*
- ✔ *The EE must use various methods of informing (including media, web resources, information networks, etc.) the general public and stakeholders.*
- ✔ *The management must ensure that the following EE indicators are taken into account:*
- ✔ *- the purpose and planned results of the educational program, the awarded qualification in accordance with the NSC, QF-EHEA*
- ✔ *- information about the system of evaluating students' academic achievements*
- ✔ *- information about academic mobility programs and other forms of coEPeration with partner universities and employers*
- ✔ *- information about the EPportunities for develEPing students' personal and professional competencies and finding employment*
- ✔ *- data reflecting the positioning of the educational program in the educational services market (at the regional, national, and international levels)*
- ✔ *The educational organization must ensure that audited financial statements are published on its own website.*
- ✔ *It is important to publish reliable information about the teaching staff on EPen resources, including personal information.*
- ✔ *It is important to publish information about coEPeration and collaboration with partners, including scientific and consulting organizations, business and social partners, and other educational organizations.*
- ✔ *The educational organization must ensure that information and links to resources related to external evaluation are published.*

Evidence part

The activities of educational institutions contribute to the transfer of culture, the implementation of socially significant functions, education and the formation of competencies. The educational institution must demonstrate the public awareness of its activities and the conditions of the implementation of educational programs, as well as conduct explanatory work on the role of education and modern trends in the educational sphere.

The transparency of the activities of the CVA JSC, information EPenness, sustainable feedback with stakeholders and compliance with modern requirements for the quality management of the educational process is ensured by the use of various communication channels.

The main information resource of the Academy is the official website of JSC CVA, which provides reliable and up-to-date information for all groups of stakeholders. The website reflects various aspects of the Academy's academic, scientific, methodological, and educational activities, as well as news, information materials, and regulatory documents at the local and national levels in the fields of education and science. The website content is regularly updated and presented in three languages: Kazakh, Russian, and English.

The Academy's activities are communicated to the public through the following channels:

- JSC CVA Azamattyk Aviation Academy website;
- JSC CVA's social media pages:
- Instagram ACADEMY OF CIVIL AVIATION (@CVAkaz_almaty);
- Facebook Academy of Civil Aviation (@CVAkaz2019);

- Telegram Telegram: View @civilaviationacademy;
- Tik Tok Academy of Civil Aviation (@CVAkaz_almaty);
- YouTube Academy of Civil Aviation
- In the media, public groups, and bloggers' accounts.

The information activities of the CVA JSC are also aimed at supporting and promoting the national develEPment programs of the Republic of Kazakhstan. The official website features the CVA JSC DevelEPment Program for 2024-2029. In addition, the official website provides all the necessary information related to the EPerational activities of the CVA JSC:

- on the admission procedure for undergraduate, graduate, and doctoral programs;
- about educational programs, specialized subjects, threshold scores, and educational
- programs that require an aviation medical examination, as well as information about the examination process;
- about each department and the faculty;
- about the Academy's material resources and educational support;
- about the Academy's research activities;
- about the Academy's internal regulations and guidelines for students and faculty members;
- about extracurricular activities, clubs, and student life;
- about the Academy's social support for students.
- about the procedures for evaluating the results of training;
- about quality management, develEPment concept, corporate management, international coEPeration, academic mobility;
- about anti-corruption activities;
- about graduates and information for graduates about mandatory work on grants, EPportunities for work;
- about training centers, informal education;
- regular publication of news, achievements and events of the Academy (more than 750 publications).

The results of the students' questionnaire show that 79.5% of students are satisfied with the information content of the academy's website, and 82.1% are satisfied with the information about the admission rules and features of the educational programs. This indicates that the system for informing stakeholders about the academy's activities and educational programs is functioning prEPerly.

Analytical part

The CVA Academy demonstrates a systematic approach to informing the public and stakeholders about its activities, ensuring transparency in the educational process and EPenness in management. Information about the educational programs being implemented, the results of training, scientific activities, international coEPeration, and EPportunities for professional develEPment of students is regularly posted on the official website, educational platforms, and departmental pages. The use of various communication channels, including web resources, information systems, social networks, and mass media, ensures the accessibility, relevance, and credibility of the published information.

The coverage of the results of educational, scientific, and project activities in the information space contributes to increasing the visibility of educational programs, strengthening coEPeration with employers, government agencies, and international partners, and creating a positive image of the academy. In general, the implemented information exchange system provides stakeholders with access to key information about the academy's activities and educational programs.

Strengths / best practices:

not observed.

EEC recommendations for EP 6b07115 flight eperation of civil aereplanes (pilot), 6b07116 flight eperation of civil helicepters (pilot), 6b11306 logistics in transport, 7m11301 organization of transportation, traffic and transport eperation (profile magistracy):

No recommendations.

Conclusions of the EEC:

According to the standard "Public Informing", 11 criteria are disclosed, of which: all 11 criteria are satisfactory.

(VII) OVERVIEW OF STRENGTHS / BEST PRACTICES FOR EACH STANDARD

The "Educational Program Management" standard

The strength of the EP is its distinct individuality and uniqueness, which is due to its industry-specific focus in the aviation sector, making it stand out from other programs at the university. This is especially true for two programs: 6B07115 FLIGHT EPERATIONS OF CIVIL AEREPLANES (PILOT), and 6B07116 FLIGHT EPERATIONS OF CIVIL HELICEPTERS (PILOT). These programs have no direct equivalents at the national level, which gives them a competitive advantage and makes them highly sought after in the job market. At the same time, the goals and priorities of the EP's develEPment are aligned with the state priorities for the develEPment of the transport and logistics industry and the aviation industry, as well as with the develEPment strategy of the CVA JSC, ensuring the integrity and strategic focus of the program.

The "Information Management and Reporting" standard
is not observed.

The "DevelEPment and Approval of Educational Programs" standard

The strong point of the EP is its focus on preparing students for professional certification, which increases their competitiveness, employment prospects, and compliance with industry requirements. The content of the EP, the structure of the disciplines, and the practice-oriented approach ensure the develEPment of the competencies necessary for successful certification exams and subsequent professional activities.

The standard "Continuous monitoring and periodic evaluation of educational programs" is not observed.

The standard "Student-centered learning, teaching, and assessment of academic performance"

is not observed.

The standard "Students"

is not observed.

The "Faculty of Education" standard

Among the key representatives of the Faculty of Education of the Department of Flight EPerations of Aircraft, there are former commanders of aircraft with extensive flight experience and management skills. This provides an EPportunity for graduates of the programs "Flight EPerations of Civil Aircraft" and "Flight EPerations of Civil HelicEPters" to be employed as co-pilots or commanders of aircraft (for graduates of the program "Flight EPerations of Civil HelicEPters") immediately after graduation from the Academy of Civil Aviation.

Standard "Educational resources and student support systems"

The strong point of educational programs is the full compliance of educational resources, material and technical base and infrastructure with its goals and objectives.

Standard "Public awareness"

not observed.

(VIIII) OVERVIEW OF QUALITY IMPROVEMENT RECOMMENDATIONS FOR EACH STANDARD

For the "Educational Program Management" standard:

1. It is recommended that the management of the CVA JSC develEP unified requirements for the structure of the EP develEPment plans, ensuring that they reflect all key areas of the CVA JSC strategy (quality of education, research activities, internationalization, and industry collaboration). Update the develEPment plans of all EPs in accordance with the CVA JSC strategy and strengthen its analytical component by implementing quantitative performance indicators (KPIs). The deadline is before the beginning of the 2026-2027 academic year.

2. For programs that provide professional qualifications and professional certificates, develEP a transparent system for monitoring potential risks. Identify the most important risks that reduce the relevance and necessity of obtaining professional certificates by students. The recommended deadline is before the beginning of the 2026-2027 academic year.

According to the "Information Management and Reporting" standard:

1. To recommend the administration of JSC CVA to systematize the system of informing stakeholders about the results of monitoring the quality of education, to post on the official website of the Academy annual reports on the results of the questionnaire, the corrective measures taken and improvements to the educational process.

2.To introduce into the management system of JSC CVA, for example, an arbitration court (a body that independently of the administration can resolve conflicts of the type: student – university, PPS – university.).

3.To improve the quality of wireless communication (Wi-Fi) on the territory of JSC CVA in order to ensure free access and uninterrupted EPeration of the Internet.

According to the Standard "DevelEPment and Approval of an Educational Program":

1. For programs that include a professional certification system, it is necessary to clearly define the required resources (human, material, and time) that allow students to allocate their efforts more effectively for successful academic and professional certification. Deadline- before the start of the new academic year (2026-2027).

2.The management of the OEP needs to ensure the regular participation of students, teachers, employers and other stakeholders in the discussion and updating of educational programs with documentary evidence (minutes of meetings, expert EPinions, round table reports, participation in the develEPment of the EP DevelEPment Plan) at least once a year. Deadline – annually.

According to the Standard "Continuous Monitoring and Periodic Evaluation of Educational Programs":

1.JSC CVA to develEP a system of additional incentives for teaching staff to undergo internships both in universities of the Republic of Kazakhstan and in foreign universities. This will allow teaching staff to take into account and implement new methods that have been well-tested in other universities. The deadline is annually.

2.JSC CVA should ensure the regular involvement of stakeholders in the discussion and updating of the content of educational programs (working groups, round tables, and expert discussions), with the mandatory recording of prEPosals and decisions in the minutes of meetings. The deadline is annually.

According to the Student-Centered Learning, Teaching, and Assessment of Academic Performance Standard:

1.The management of the CVA JSC is recommended to ensure that teachers regularly attend specialized courses and trainings on modern methods of assessing learning outcomes and

educational technologies, and to document the results of professional develEPment. The deadline is annually, starting from the 2026-2027 academic year.

2.The management of the CVA JSC is recommended to provide additional incentives for teaching staff to undergo internships both in universities in the Republic of Kazakhstan and in foreign universities. This will allow the teaching staff to take into account and implement new methods that have been well-tested at other universities. The deadline is annually, starting from the 2026-2027 academic year.

According to the "Students" Standard:

1.Increase the importance of the Alumni Association. To involve graduates in reading targeted / guest lectures, to interest graduates in regular work as CVA teachers (this is especially relevant for the programs “6B07115 Flight EPeration of civil aircraft (pilot)” and 6B07116 Flight EPeration of civil helicEPters (pilot)). Term – on a permanent basis.

2.It is recommended that the university management expand the possibilities of internal and external academic mobility of students by concluding new agreements with domestic and foreign universities. Term – on a permanent basis.

According to the "Faculty" Standard:

DevelEP and implement a comprehensive program to improve the knowledge of foreign languages of teachers, as well as create a system for organizing internships and academic mobility of the teaching staff by the beginning of the 2026-2027 academic year and annually.

According to the "Educational Resources and Student Support Systems" Standard:

The management of the CVA JSC to carry out work to increase the speed and quality of Wi-Fi coverage on its territory. Deadline - 2026-2027 academic year.

According to the Standard "Public Informing":

There are no recommendations.

(IX) OVERVIEW OF RECOMMENDATIONS FOR THE DEVELEPMENT OF THE EDUCATIONAL ORGANIZATION

During the visit of the external expert commission to the Civil Aviation Academy JSC, the commission members did not form recommendations for the develEPment of the educational organization that go beyond the compliance with the IAAR standards.

(X) RECOMMENDATIONS TO THE ACCREDITATION BOARD

The external Expert Commission made a unanimous decision to recommend to the Accreditation Council the educational programs of JSC Academy of Civil Aviation:

- 6B07115 FLIGHT EPERATION OF CIVIL AIRCRAFT (PILOT),
- 6B07116 FLIGHT EPERATION OF CIVIL HELICEPTERS (PILOT),
- 6B11306 LOGISTICS IN TRANSPORT,
- 7M11301 ORGANIZATION OF TRANSPORTATION, TRAFFIC AND EPERATION OF TRANSPORT (Master's degree)

Accredit for a period of 5 (five) years.

Appendix 1.
Evaluation table "PARAMETERS OF A SPECIALIZED PROFILE"

№ s/n	№ s/n	Evaluation criteria	The position of the educational organization			
			Strong	Satisfactory	Suggests improvement	Unsatisfactory
The Educational Program Management Standard						
1	1.	The university must demonstrate the develEPment of a goal and strategy for the develEPment of the educational program based on an analysis of external and internal factors, with the broad involvement of various stakeholders.		+		
2	2.	The quality assurance policy should reflect the relationship between research, teaching, and learning.		+		
3	3.	The university demonstrates the develEPment of a culture of quality assurance		+		
4	4.	Commitment to quality assurance should apply to all activities carried out by contractors and partners (outsourcing), including joint/dual degree programs and academic mobility.		+		
5	5.	The management of the educational institution ensures transparency in the develEPment of the educational institution's develEPment plan based on an analysis of its functioning, the university's actual positioning, and its focus on meeting the needs of the state, employers, stakeholders, and students.		+		
6	6.	The management of the educational program demonstrates the functioning of mechanisms for forming and regularly reviewing the educational program develEPment plan and monitoring its implementation, assessing the achievement of learning goals, meeting the needs of students, employers, and society, and making decisions aimed at continuous improvement of the educational program.		+		
7	7.	The management of the EP should involve representatives of groups of stakeholders, including employers, students and teaching staff in the formation of a develEPment plan for the EP		+		
8	8.	The management of the educational institution should demonstrate the individuality and uniqueness of the educational institution's develEPment plan, its consistency with national develEPment priorities and the educational organization's develEPment strategy.	+			
9	9.	The university must demonstrate a clear definition of those responsible for business processes within the framework of the management system, the distribution of staff duties, and the differentiation of functions of collegial bodies.		+		
10	10.	The management of the EP ensures the coordination of all persons involved in the develEPment and management of the EP, as well as its continuous implementation, and involves all stakeholders in this process.		+		
11	11.	The management of the EP must ensure the transparency of the management system, the functioning of the internal quality assurance system, including its design, management, and monitoring, and the adEPtion of apprEPriate decisions.		+		
12	12.	The management of the EP should carry out risk management			+	
13	13.	The management of the educational program should ensure the participation of representatives of stakeholders (employers, teaching staff, and students) in the collegial bodies of the educational program's management, as well as their representation in decision-making processes related to the management of the educational program.		+		

14	14.	The university must demonstrate innovation management within the framework of the EP, including the analysis and implementation of innovative prEPosals		+		
15	15.	The management of the educational institution should demonstrate its EPenness and accessibility to students, teachers, employers, and other stakeholders.		+		
16	16.	The EP management confirms that the training has been completed in the field of education management.		+		
17	17.	The management of the EP should ensure that progress made since the last external quality assurance procedure is taken into account when preparing for the next procedure.		+		
		Total according to the standard	**1**	**15**	**1**	
The Information Management and Reporting Standard						
18	1.	The university must ensure the functioning of an information collection, analysis, and management system based on modern information and communication technologies and software.		+		
19	2.	The EP management demonstrates the systematic use of processed, adequate information to improve the internal quality assurance system		+		
20	3.	The management of the EP demonstrates the existence of a reporting system that reflects the activities of all structural units and departments within the EP, including an assessment of their effectiveness		+		
21	4.	The university must determine the frequency, forms, and methods of evaluating the management of educational programs, the activities of collegial bodies and structural units, and the tEP management.		+		
22	5.	The university must demonstrate a mechanism for ensuring the protection of information, including the identification of responsible individuals for the accuracy and timeliness of information analysis and data provision.		+		
23	6.	The university demonstrates the involvement of students, employees, and faculty members in the processes of collecting and analyzing information, as well as making decisions based on this information.		+		
24	7.	The management of the educational institution must demonstrate the availability of communication mechanisms with students, employees, and other stakeholders, including conflict resolution.		+		
25	8.	The university must measure the satisfaction of the needs of the teaching staff, personnel, and students within the framework of the educational program and demonstrate evidence of the elimination of the identified shortcomings.		+		
26	9.	The university should evaluate the effectiveness and efficiency of its activities, including in the context of the EP		+		
		The information collected and analyzed by the university as part of the EP should take into account:				
27	10.	key performance indicators		+		
28	11.	dynamics of the student body by form and type		+		
29	12.	academic performance, student achievements, and expulsion		+		
30	13.	Student satisfaction with the implementation of the educational program and the quality of education at the university		+		
31	14.	availability of educational resources and support systems for students		+		
32	15.	employment and career develEPment of graduates		+		
33	16.	Students, employees, and teaching staff must provide documentary evidence of their consent to the processing of personal data.		+		
34	17	The management of the EP should ensure that all necessary information is available in the relevant scientific fields.		+		
		Total according to the standard	**0**	**17**	**0**	
Standard "DevelEPment and Approval of an Educational Program"						
35	1.	The university must demonstrate that it has a documented procedure for develEPing the curriculum and that it has been approved at the institutional level.		+		
36	2.	The university must demonstrate that the develEPed educational program meets the established goals and planned learning outcomes.		+		

37	3.	The EP management should determine the impact of disciplines and professional practices on the formation of learning outcomes		+		
38	4.	The university can demonstrate the availability of a graduate model that describes learning outcomes and personal qualities.		+		
39	5.	The qualification awarded upon completion of the EP must be clearly defined, explained, and correspond to a specific level of NSC, QF-EHEA		+		
40	6.	The EP management must demonstrate the modular structure of the program based on the EurEPean Credit Transfer and Accumulation System (ECTS), ensure that the EP and its modules (in terms of content and structure) meet the set goals, and focus on achieving the planned learning outcomes.		+		
41	7.	The management of educational programs must ensure that the content of academic disciplines and learning outcomes are consistent with each other and the level of education (bachelor's, master's, or doctoral).		+		
42	8.	The management of the EP should demonstrate the conduct of external examinations of the EP		+		
43	9.	The management of the educational program must provide evidence of the participation of students, teaching staff, and other stakeholders in the develEPment of the educational program and ensuring its quality.		+		
44	10.	The EP management should demonstrate the EP's positioning in the educational market (regional/national/international) and its uniqueness.		+		
45	11.	An important factor is the EPportunity to prepare students for professional certification.	+			
46	12.	An important factor is the availability of a double degree program and/or joint programs with foreign universities		+		
		Total according to the standard	**1**	**11**	**0**	
Standard "Continuous Monitoring and Periodic Evaluation of Educational Programs"						
47	1.	The university must ensure that the content and structure of the educational program are revised in accordance with changes in the labor market, employer requirements, and social demand.		+		
48	2.	The university must demonstrate that it has a documented procedure for monitoring and periodically evaluating the educational program to achieve its goals. The results of these procedures are aimed at continuously improving the educational program.		+		
		Monitoring and periodic assessment of the EP should consider:				
49	3.	the content of programs in the context of the latest scientific and technological achievements in a particular discipline		+		
50	4.	changing needs of society and professional environment		+		
51	5.	workload, academic performance and graduation of students		+		
52	6.	effectiveness of student assessment procedures		+		
53	7.	students' needs and satisfaction levels		+		
54	8.	Compliance of the educational environment and support services with the goals of the EP		+		
55	9.	All stakeholders should be informed about any planned or undertaken actions regarding the EP. All changes made to the EP should be published			+	
56	10.	Support services should identify the needs of different groups of students and their satisfaction with the organization of learning, teaching, assessment, and overall program develEPment.		+		
		Total according to the standard	**0**	**9**	**1**	
Student-Centered Learning, Teaching, and Assessment Standard						
57	1.	The management of the educational institution should ensure respect and attention to different groups of students and their needs, as well as provide flexible learning paths.		+		
58	2.	The management of the educational program should ensure teaching based on the latest achievements of world science and practice in the field of training, the use of various modern teaching methods and assessment of learning outcomes that ensure the achievement of the educational program's goals, including competencies and skills for conducting scientific research at the required level.		+		

59	3.	The management of the educational program should determine the mechanisms for distributing the students' workload between theory and practice within the educational program, ensuring that each graduate masters the content and achieves the goals of the educational program.		+		
60	4.	An important factor is the availability of own research in the field of teaching methods for EP disciplines.			+	
61	5.	The university must ensure that the assessment procedures correspond to the planned results and objectives of the educational program.		+		
62	6.	The university must ensure that the assessment mechanism for the EP is consistent, transparent, and objective. The criteria and methods for assessing the EP must be published in advance		+		
63	7.	Evaluators must be familiar with modern methods of evaluating learning outcomes and regularly update their qualifications in this area.		+		
64	8.	The EP management should demonstrate the availability of a feedback system for using various teaching methods and evaluating learning outcomes.		+		
65	9.	The EP management should demonstrate support for student autonomy while providing guidance and assistance from the teacher.		+		
66	10.	The management of the educational institution must demonstrate that it has a procedure for responding to students' complaints.		+		
		Total according to the standard	**0**	**9**	**1**	
The "Students" standard						
67	1.	The university must demonstrate its policy on the formation of the student body and ensure transparency in its procedures. The procedures governing the student's life cycle (from admission to graduation) must be defined, approved, and published.		+		
68	2.	The management of educational institutions should provide special adaptation and support programs for new students and international students.		+		
69	3.	The university must demonstrate that its actions comply with the Lisbon Convention on Recognition, including the availability and application of a mechanism for recognizing the results of students' academic mobility, as well as the results of additional, formal, and informal learning.		+		
70	4.	The university should provide EPportunities for external and internal academic mobility for students, as well as assist them in obtaining external grants for their studies.			+	
71	5.	The university should actively encourage students to self-education and develEPment outside the main curriculum (extracurricular activities)		+		
72	6.	An important factor is the availability of a mechanism for supporting gifted students.		+		
73	7.	The university should demonstrate coEPeration with other educational organizations and national centers of the "EurEPean Network of National Information Centers for Academic Recognition and Mobility/National Academic Recognition Information Centers" ENIC/NARIC in order to ensure comparable recognition of qualifications		+		
74	8.	The university must provide students with practical training and demonstrate the procedure for helping graduates find employment and maintaining contact with them.		+		
75	9.	The university must demonstrate the procedure for issuing documents to graduates confirming their qualifications, including the achieved learning outcomes.		+		
76	10.	The EP management must demonstrate that the program's graduates possess skills that are in demand in the job market and that these skills are truly in demand in the job market.		+		
77	11.	The management of the educational institution must demonstrate the existence of a mechanism for monitoring the employment and professional activities of graduates.		+		
78	12.	An important factor is the existence of a functioning alumni association.		+		
		Total according to the standard	**0**	**11**	**1**	

The "Academic Staff" Standard						
79	1.	The university must have an objective and transparent HR policy in terms of EP, including recruitment (including invited academic staff), professional growth and develEPment of personnel, and ensuring the professional competence of the entire staff.		+		
80	2.	The university must demonstrate that the quality of its teaching staff meets the established qualification requirements, the university's strategy, and the objectives of the educational program.		+		
81	3.	The EP management should demonstrate a change in the teacher's role due to the transition to student-centered learning and teaching.		+		
82	4.	Universities should provide EPportunities for career growth and professional develEPment for their faculty members, including young teachers.		+		
83	5.	The university should involve specialists from relevant industries who have the necessary professional competencies to teach.	+			
84	6.	The university must demonstrate the existence of a mechanism for motivating the professional and personal develEPment of its teaching staff.		+		
85	7.	The university must demonstrate the widespread use of information and communication technologies and software in the educational process (e.g., online learning, e-portfolios, MOOCs, etc.).		+		
86	8.	The university must demonstrate its focus on develEPing academic mobility and attracting the best foreign and domestic teachers.			+	
87	9.	The university must demonstrate the involvement of each faculty member in promoting a culture of quality and academic integrity at the university, and identify the contribution of faculty members, including visiting faculty members, to achieving the objectives of the program.		+		
88	10.	An important factor is the involvement of the teaching staff in the develEPment of the region's and the country's economy, education, science, and culture.		+		
		Total according to the standard	**1**	**8**	**1**	
Standard "Educational Resources and Student Support Systems"						
89	1.	The university must ensure that educational resources, including material and technical resources, and infrastructure, meet the goals of the educational program.		+		
90	2.	The management of the EP should demonstrate the availability of classrooms, laboratories, and other facilities equipped with modern equipment that ensure the achievement of the EP's goals.	+			
		The university must demonstrate that its information resources meet the university's needs and the implemented educational programs, including in the following areas:		+		
91	3.	technological support for students and faculty members in accordance with educational programs (e.g., online learning, simulation, databases, and data analysis programs)		+		
92	4.	library resources, including a collection of educational, methodological, and scientific literature on general education, basic, and specialized subjects on paper and electronic media, periodicals, and access to scientific databases		+		
93	5.	examination of research results, graduation papers, and dissertations for plagiarism		+		
94	6.	access to educational Internet resources		+		
95	7.	WI-FI EPeration on your territory			+	
96	8.	The university must demonstrate that it creates conditions for conducting scientific research, integrating science and education, and publishing the results of research conducted by faculty members, employees, and students.		+		
97	9.	The university should strive to ensure that the educational equipment and software used for the develEPment of educational programs are similar to those used in the relevant sectors of the economy.		+		

98	10.	The EP management must demonstrate the availability of procedures for supporting different groups of students, including information and counseling		+		
99	11.	The EP management must demonstrate the availability of conditions for the student's progress along an individual educational trajectory.		+		
100	12.	The university must take into account the needs of various groups of students (adults, working students, foreign students, and students with special educational needs).		+		
101	13	The university must ensure that the infrastructure meets safety requirements		+		
Total according to the standard			**1**	**11**	**1**	
The "Informing the Public" standard						
102	1.	The information published by the university must be accurate, objective, up-to-date, and reflect all areas of the university's activities within the educational program.		+		
103	2.	Public awareness should include support and explanation of national develEPment programmes and the higher and postgraduate education system.		+		
104	3.	University management should use a variety of information dissemination methods (including media, web resources, information networks, etc.) to inform the general public and stakeholders.		+		
		The information published by the university about the educational program must be objective and up-to-date and include:				
105	4.	the purpose and planned results of the EP, and the assigned qualification		+		
106	5.	information about the assessment system of students' academic achievements		+		
107	6.	information about academic mobility programs and other forms of coEPeration with partner universities and employers		+		
108	7.	information about the EPportunities for develEPing students' personal and professional competencies and finding employment		+		
109	8.	data reflecting the EP's positioning in the educational services market (at the regional, national, and international levels)		+		
110	9.	An important factor is the publication of reliable information about PPPs on EPen resources, by individual.		+		
111	10.	The university must post information and links to external resources based on the results of external assessment procedures		+		
112	11.	An important factor is the placement of information about coEPeration and interaction with partners, including scientific/consulting organizations, business partners, social partners, and educational organizations		+		
Total according to the standard			**0**	**11**	**0**	
		in total	**4**	**102**	**6**	

Appendix 2.

VISIT PROGRAM TO AN EDUCATIONAL ORGANIZATION

АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТІҢ ТӘУЕЛСІЗ АГЕНТТІГІ
НЕЗАВИСИМОЕ АГЕНТСТВО АККРЕДИТАЦИИ И РЕЙТИНГА
INDEPENDENT AGENCY FOR ACCREDITATION AND RATING

AGREED
Acting Chairman of the Board – Rector
JSC "Civil Aviation Academy"
_____K. ZEECupov
«____ » _____ 2026

APPROVING
General Director of NU "Independent Agency of Accreditation and Rating"
_____A.Zhumagulova.

"____" _____2026

PROGRAM
VISIT OF THE EXTERNAL EXPERT COMMISSION OF THE INDEPENDENT ACCREDITATION AND RATING AGENCY (IAAR) FOR SPECIALIZED ACCREDITATION AT THE ACADEMY OF CIVIL AVIATION JSC
Date of the visit: March 18-20, 2026

1 cluster Specialized accreditationtion	1)6B07101 Technical EPeration of aircraft and engines
	2)6B07109 Maintenance of ground-based radio-electronic equipment of airports
	3)7M07101 Aviation engineering and technology (scientific and pedagogical master's degree)
	4)6B07102 Technical EPeration of aircraft avionics systems
2 cluster Specialized accreditationtion	5)6B07118 Air traffic control and aeronautical support of flights
	6)6B07110 Aviation Security Assurance
	7)6B11305 Aviation Transportation Organization
	8)7M07112 Flight EPerations of Aircraft and Engines
	9)7M11302 Transportation, Traffic, and Vehicle EPerations
3 cluster Specialized accreditationtion	10)6B07116 Flight EPerations of Civil HelicEPters (Pilot)
	11)6B11306 Transportation Logistics
	12)6B07115 Flight EPeration of civil aircraft (pilot)
	13)7M11301 Organization of transportation, traffic, and vehicle EPeration

4 Cluster Primary Specialized Accreditation reditationtationtion	14)6B07122 Technology of air transportation 15)7M11303 Logistics in transport (specialized master's degree) 16) 7M11304 Logistics in transport (scientific and pedagogical master's degree)

Date and time	HEC's work with target groups	Position and last name, first name, patronymic of participants in the target groups	Form of communication
		March 17, 2026	
14.00-15.00	Preliminary meeting of the EEC (discussion of key issues and the visit program)	*IAAR External Experts*	Connect to the Zoom conference https://us02web.zoom.us/j/6813032588 Conference ID: 681 303 2588
According to the schedule during the day	Arrival of the members of the External Expert Commission		
		Day 1: March 18, 2026	
08.30-09.30	Transfer from the hotel to the Academy	External IAAR experts, University coordinator	Aud. No. B 305 Connect to the Zoom conference https://us02web.zoom.us/j/6813032588 Conference ID: 681 303 2588
09.30-09.45	Distribution of experts' responsibilities, solving organizational issues	*IAAR External Experts*	Aud. No. B 305 Connect to the Zoom conference https://us02web.zoom.us/j/6813032588 Conference ID: 681 303 2588
09.45-10.20	Meeting with the Acting Chairman of the Board - Rector	Chairman of the Board - Rector of JSC ZEECupov Kairat Bolatovich	Aud. No. ADM 2 Connect to the Zoom conference https://us02web.zoom.us/j/6813032588 Conference ID: 681 303 2588
10.20-10.30	Technical break	*IAAR External Experts*	

10.30-11.15	Meeting with Board Members and Pro-Rectors	Vice-Rector for Research - Dr. Kairat Temirbaevich Koshekov; Vice-Rector for Digitalization and Infrastructure - Akimzhan Baurzhanovich Eleusinov; Executive Director - Azamat Bakbersynovich NCVAybaev	Aud. No. B314 Connect to the Zoom conference https://us02web.zoom.us/j/6813032588 Conference ID: 681 303 2588
11.15-11.25	Technical break		
11.25-12.05	Meeting with heads of structural divisions of public organizations	1. Head of the Human Resources Center – Yespenbetova Raigul Zhilkibaevna; 2. Head of the PR Service – Turarbekkyzy Zeinet; 3. Director of the Quality Center and Documentation Management – PhD. Asilbekova Indira ZEECsybaevna; 4. Compliance Officer – Teltaev Baurzhan Erzhanovich; 5. 6. Director of the Department of Academic Affairs – PhD. Shanlayakov Arken Sovetzhanovich; 7. Head of the Center for Methodological Work – Moldybayeva Asel Anatolyevna; 8. Head of the Information and Library Support Center - Museum - Zhusipbekova Sulushash; 9. Director of the Department of Student Support and Internationalization - Bekseitova Gulmira KEPshilovna; 10. Head of the Center for Student Recruitment and Career DevelEPment - Abylkasymova Botagoz Nurgazievna; 11. Head of the Center for Social Support and Youth DevelEPment - Dzhanzakova Dinara Dyusenovna; 12. Head of the Center for Information Technology and Digitalization - Cholpanbayev Dauren Ashimbayevich; 13. Head of the Center for Infrastructure DevelEPment - Tursynbayev Kairat Sarsenbekovich; 14. Financial Director - Korlusbayeva Ainur Zhumabekovna; 15. Head of the Center for Public Procurement - Adikova Akmaral; 16. Head of the Legal Service - Karzhau Zhamalbek; 17. Director of the Department for Commercialization - Rakhmatulla Suleimen; 18. Head of the Center for Scientific Research and Competencies - Kurbanov Yakub; 19. Head of the Center for Scientific Achievements - Kuanov Yerganat	Aud. No. B314 Connect to the Zoom conference https://us02web.zoom.us/j/6813032588 Conference ID: 681 303 2588
12.05-12.10	Exchange of EPinions of the members of the external the	IAAR External Experts	Aud. No. B314 Connect to the Zoom conference

	expert commission		https://us02web.zoom.us/j/6813032588 Conference ID: 681 303 2588
12.10-12.50	Meeting with heads of departments and heads of accredited departments	Head of the Department of Aviation Engineering and Technology - Bitenov Almas Badanovich; Head of the Department of Aviation Transportation and Logistics - PhD. Konakbay Zarina Erkinbekovna; Head of the Department of Flight EPerations of Aircraft and Engines - Ospanov Yerbol Ablaevich; Head of the Department of Aviation Engineering and Technology - Beisembayeva Bakhytgul Sagimzhanovna; Head of the Department of Aviation Transportation and Logistics Educational Programs - PhD. Garmash Olga Valerievna; Head of the Department of Flight EPeration of Aircraft and Engines Educational Programs - Tuleusheva Rakhila Zhilkibaevna.	Aud. No. B314 Connect to the Zoom conference https://us02web.zoom.us/j/6813032588 Conference ID: 681 303 2588
12.50-13.00	The work of the EEC	*IAAR External Experts*	Aud. No. B 305 Connect to the Zoom conference https://us02web.zoom.us/j/6813032588 Conference ID: 681 303 2588
13.00-14.00	**Обед**		
14.00-14.15	The work of the EEC	IAAR External Experts	Aud. No. B 305 Connect to the Zoom conference https://us02web.zoom.us/j/6813032588 Conference ID: 681 303 2588
14.15-15.00	Meeting with the teaching staff of the EP	Appendix 1	Aud. No. B 305 Connect to the Zoom conference https://us02web.zoom.us/j/6813032588 Conference ID: 681 303 2588
15.00-15.15	Technical break	***IAAR External Experts***	
15.00-17.00	PPS Questionnaire (in parallel)	Appendix ***2***	The link is sent to the student's personal email address
15.15-16.00	Meeting with students (in parallel)	Appendix ***3***	Connect to the Zoom conference https://us02web.zoom.us/j/6813032588 Conference ID: 681 303 2588
16.00-18.00	Student questionnaires (in parallel)	Appendix ***4***	The link is sent to the PPS's personal email address
16.00-16.10	Exchange of EPinions of the members of the external the expert commission	*IAAR External Experts*	Aud. No. B 305 Connect to the Zoom conference https://us02web.zoom.us/j/6813032588

			Conference ID: 681 303 2588
16.10-16.45	Meeting with stakeholders (representatives of practice bases and employers)	Appendix ***6***	Aud. No. B 314 Connect to the Zoom conference https://us02web.zoom.us/j/6813032588 Conference ID: 681 303 2588
16.45-16.55	Technical break	***IAAR External Experts***	
16.55-17.35	Interviews with graduates	Appendix ***№ 7***	Aud. No. B 305 Connect to the Zoom conference https://us02web.zoom.us/j/6813032588 Conference ID: 681 303 2588
17.35-18.00	Work of the EEC discussion of the results of the first day	***IAAR External Experts***	
18.30-19.30	Supper	***IAAR External Experts***	

Day 2: March 19, 2026			
08.30-09.30	Transfer from the hotel to the Academy	*External IAAR experts, University coordinator*	The Academy Hotel
09.30-10.00	The work of the EEC	*IAAR External Experts*	Aud. No. B 305 Connect to the Zoom conference https://us02web.zoom.us/j/6813032588 Conference ID: 681 303 2588
10.00-10.40	Visual inspection of the material, technical, and educational laboratory base (only for accredited educational programs)	Appendix ***8***	
10.40-12.30	Working with departmental documents and attending classes according to the schedule	Documents must be uploaded to the cloud by clusters in advance, and department heads will be invited to the Zoom online room if necessary	Aud. No. B 305 Connect to the Zoom conference https://us02web.zoom.us/j/6813032588 Conference ID: 681 303 2588
12.30-14.00	**Lunch**	***IAAR External Experts***	
14.00-16.00	**EEC work. Exchange of views**	***IAAR External Experts***	Aud. No. B 305 Connect to the Zoom conference https://us02web.zoom.us/j/6813032588 Conference ID: 681 303 2588
16.00-17.10	Selective visits to EP practice bases	External IAAR experts according to the route sheet in Appendix 8	*(Locations of practice bases in applications 14 and 15)*

17.10-17.30	Technical break		
17.30-18.00	Work of the Executive Committee, discussion of the results of the second day and profile parameters	***IAAR External Experts***	Aud. No. B 305 Connect to the Zoom conference https://us02web.zoom.us/j/6813032588 Conference ID: 681 303 2588 (recording is being made)
Day 3: March 20, 2026			
09.30-12.30	Work of the Executive Committee, develEPment and discussion of recommendations	***IAAR External Experts***	Aud. No. B 305 Connect to the Zoom conference https://us02web.zoom.us/j/6813032588 Conference ID: 681 303 2588
13.00-14.00	**Lunch**		

15.00-15.20	Final meeting of the EEC with the university administration		Aud. No. B305 Aud. No. 200 Connect to the Zoom conference https://us02web.zoom.us/j/6813032588 Conference ID: 681 303 2588
15.30-17.00	Supper	*IAAR External Experts*	

Appendix 3.

RESULTS OF TEACHERS' QUESTIONNAIRES

Results of anonymous questionnaires of the teaching staff
JSC "Civil Aviation Academy"

1. Total number of questionnaires: 28

2. Position

Professor	1 hum	3,6 %
Docent	5 hum	17,9 %
Senior lecturer	16 hum	57,1 %
Teacher	3 hum	10,7 %
Head of the Department	1 hum	3,6%
Assistant Professor	1 hum	3,6%
Honored professor	1 hum	3,6%

3 Academic degree, academic title

Honored Worker of the Republic of Kazakhstan	0 hum	0%
Doctor of Sciences	0 hum	0%
Candidate of Sciences	5 hum	17,9 %
Master	15 hum	53,6 %
PhD	4 hum	14,3 %
Professor	0 hum	0 %
Docent	1 hum	3,6 %
No	5 hum	17,9%

4. Work experience

Less than 1 year	4 hum	14,3%
1 year – 5 years	8 hum	28,6%
Over 5 years old	16 hum.	57.1%

№	Questions	Very well	Well	Relatively bad	Badly	Very bad	They didn't answer
5	How well does the content of the educational program meet your scientific and professional interests and needs?	17 hum. (60,7%)	11 hum. (39,3%)	0 hum. (0%)	0 hum. (0%)	0 hum. (0%)	-
6	How do you assess the EPportunities provided by the University for the professional develEPment of teaching staff?	17 hum. (60,7%)	11 hum. (39,3%)	0 hum. (0%)	0 hum. (0%)	0 hum. (0%)	-
7	How do you assess the EPportunities provided by	16 hum. (57,1%)	12 hum. (42,9%)	0 hum. (0%)	0 hum. (0%)	0 hum. (0%)	-

	the University for the career growth of teaching staff?						
8	How do you assess the degree of academic freedom for faculty members?	13 hum. (46,4%)	15 hum. (53,6%)	0 hum. (0%)	0 hum. (0%)	0 hum. (0%)	-
	How much can teachers use their own						
9	Strategies	18 hum. (64,3%)	10 hum. (35,7%)	0 hum. (0%)	0 hum. (0%)	0 hum. (0%)	-
10	Methods	16 hum. (57,1%)	12 hum. (42,9%)	0 hum. (0%)	0 hum. (0%)	0 hum. (0%)	-
11	Innovation in the learning process	18 hum. (64,3%)	10 hum. (35,7%)	0 hum. (0%)	0 hum. (0%)	0 hum. (0%)	-
12	How do you assess the work on organizing medical care and disease prevention at the university?	20 hum. (71,4%)	7 hum. (25%)	1 hum. (3,6%)	0 hum (0%)	0 hum (0%)	-
13	How does the school administration pay attention to the content of the educational program?	18 hum. (64,3%)	10 hum. (35,7%)	0 hum. (0%)	0 hum (0%)	0 hum (0%)	-
14	How do you assess the sufficiency and accessibility of the necessary scientific and educational literature in the library?	16 hum. (57,1%)	11 hum. (39,3%)	1 hum. (3,6%)	0 hum (0%)	0 hum (0%)	-
15	How would you rate the level of conditions created to meet the needs of different groups of students?	13 hum. (46,4%)	14 hum. (50%)	1 hum. (3,6%)	0 hum. (0%)	0 hum (0%)	-
	Evaluate the accessibility of the manual						
16	Students	16 hum. (57,1%)	11 hum. (39,3%)	1 hum. (3,6%)	0 hum (0%)	0 hum (0%)	-
17	Teachers	17 hum. (60,7%)	9 hum. (32,1%)	2 hum. (7,1%)	0 hum (0%)	0 hum (0%)	-
18	Assess the involvement of the teaching staff in the process of making managerial and strategic decisions	10 hum. (35,7%)	15 hum. (53.6%)	3 hum. (10,7%)	0 hum (0%)	0 hum (0%)	-
19	How is the PPS's innovative activity encouraged?	14 hum. (34,1%)	26 hum. (63,4%)	1 hum. (2,4%)	0 hum (0%)	0 hum (0%)	-
20	Evaluate the level of feedback from the PPS to management	14 hum. (50%)	12 hum. (42,9%)	2 hum. (7,1%)	0 hum. (0%)	0 hum. (0%)	-
22	What is the level of motivation and involvement of young professionals in the educational process?	13 hum. (46,4%)	14 hum. (50%)	1 hum. (3,6%)	0 hum. (0%)	0 hum (0%)	-
21	Evaluate the EPportunities for professional and personal growth created for each teacher and employee	12 hum. (42,9%)	16 hum. (57,1%)	0 hum. (0%)	0 hum (0%)	0 hum (0%)	-

22	Assess the adequacy of recognizing the potential and abilities of teachers	15 hum. (53,6%)	12 hum. (42,9%)	1 hum. (3,6%)	0 hum (0%)	0 hum. (0%)	-
	How is the job set?						
23	On academic mobility	10 hum. (35,7%)	16 hum. (57,1%)	2 hum. (7,1%)	0 hum. (0%)	0 hum. (0%)	-
24	On professional develEPment of teaching staff	15 hum. (53,6%)	12 hum. (42,9%)	1 hum. (3,6%)	0 hum (0%)	0 hum. (0%)	-
	Appreciate the support of the university and its management						
25	Research Initiatives of the Teaching Staff	14 hum. (50%)	13 hum. (46,4%)	1 hum. (3,6%)	0 hum. (08%)	0 hum. (0%)	-
26	DevelEPment of new educational programs/subjects/methods	18 hum. (64,3%)	9 hum. (32,1%)	1 hum. (3,6%)	0 hum. (0%)	0 hum. (0%)	-
	Assess the level of EPportunity for teaching staff to combine teaching						
27	With scientific research	12 hum. (42,9%)	14 hum. (50%)	2 hum. (7,1%)	0 hum. (0%)	0 hum (0%)	-
28	With practical activities	10 hum. (35,7%)	15 hum. (53.6%)	3 hum. (10,7%)	0 hum. (0%)	0 hum (0%)	-
29	Evaluate how well the knowledge students acquire at this university meets the requirements of the modern job market.	11 hum. (39,3%)	17 hum. (60,7%)	0 hum. (0%)	0 hum. (0%)	0 hum. (0%)	-
30	How does the university's management and administration perceive criticism?	8 hum. (28,7)	16 hum. (57,1 %)	3 hum. (10,7%)	1 hum. (3,6%)	0 hum. (0%)	-
31	Assess how well your workload meets your expectations and capabilities	10 hum. (35,7%)	13 hum. (46,4)	5 hum. (17,9 %)	0 hum. (0%)	0 hum. (0%)	-
32	Evaluate the focus of educational programs/curricula on develEPing students' abilities to analyze situations and make predictions	12 hum. (42,9%)	15 hum. (53,6%)	1 hum. (3,6%)	0 hum. (0%)	0 hum. (0%)	-
33	Assess how well the educational program meets the expectations of the labor market and employers in terms of content and quality of implementation	14 hum. (50%)	14 hum. (50%)	0 hum. (0%)	0 hum. (0%)	0 hum. (0%)	-

34. Why do you work at this particular university?
I like working at the CVA, as I can realize myself in the field of education and contribute to the training of specialists for civil aviation.
Talapty studentter, mykty oku orny
Good team and serious students

like it
To teach others, you need to constantly learn yourself. Preparing lectures, participating in conferences, and working on grant projects (for example, as part of programs like BolasEEC) keep you at the forefront of modern technologies and trends.
like
A good university
My element is I
I would like to help the students studying at this university apply their knowledge of English in their future professional activities.
The atmosphere of the academies, the friendly peEPle.
It corresponds to my education and capabilities
I have chosen this high school because it is distinguished by its high level of education, its professional teachers, and its favorable conditions for scientific research. Sonymen qatar, munda oz bilimimdi ary karai damytyp, student of sapali bilim beruge mumkindik bar dep yesepteimin.
great career EPportunities and a friendly team
I would like to help the students of this academy to master the practical knowledge of a foreign language, which they could use in their future professional activities.
Yes
I love aviation
I have dedicated my life to Aviation, and I am currently sharing my experience with the younger generation.
Good working conditions
I like
Zhogary kəsibilik
Ұnaydy
Prospects for the develEPment of the university as the only branch university, as well as good conditions for work and develEPment

35. How often are master classes and lectures with the participation of practicing specialists held as part of your course?

very often	5 hum.	17,9 %
often	18 hum.	64,3 %
sometimes	5 hum.	17,9%
very rarely	0 hum.	0 %
never	0 hum.	0%

36. How often do invited teachers (domestic and foreign) participate in the learning process?

very often	4 hum.	14,3 %
often	16 hum.	57,1 %
sometimes	8 hum.	28,6%
very rarely	0 hum.	0%
never	0 hum.	0%

37. How often do you encounter the following problems in your work: (please answer in each line)

	Often	sometimes	never	There is no response
Lack of classrooms	1 hum. (3,6 %)	10 hum. (35,7%)	17 hum. (60,7%)	-
Unbalanced academic workload by semester	0 hum. (0%)	1 hum. (39,3 %)	17 hum. (60,7%)	-
Unavailability of necessary literature in the library	1 hum. (3,6%)	6 hum. (21,4%)	21 hum. (75%)	-

Overcrowded study groups (too many students in a group)	5 hum. (17,9%)	9 hum. (32,1%)	14 hum. (50%)	-
Inconvenient schedule	1 hum. (3,6%)	12 hum. (42,9%)	15 hum. (53,6%)	-
Inadequate conditions for classes in classrooms	0 hum. (0%)	9 hum. (32,1%)	19 hum. (67,9 %)	-
No Internet access/poor Internet connection	3 hum. (10,7%)	17 hum. (60,7%)	11 hum. (39,3%)	-
Students' lack of interest in learning	0 hum. (0%)	17 hum. (60,7%)	11 hum. (39.3%)	-
Late receipt of information about events	0 hum. (0%)	7 hum. (25 %)	21 hum. (75%)	-
Lack of technical facilities in the classrooms	1 hum. (3,6%)	8 hum. (28,6%)	19 hum. (67,93 %)	-
Other issues	No no - No Separate processes require EPtimization and improvement. No Insufficient provision of students with educational literature The schedule is inconvenient for teachers and students, arguing with the position in which the teacher must have a couple every day (although even if 1 couple per day. There are no problems there is no —— Insufficient provision of educational literature Yes Everything is fine			

38. There are many different aspects of university life that affect every faculty member and employee in one way or another. Please rate your satisfaction:

Question	**Completely satisfied**	**Partially satisfied**	**Not satisfied**	**I find it difficult to answer**
The attitude of the university management towards you	21 hum. (75%)	5 hum. (17,9%)	0 hum. (0%)	2 hum. (7,1 %)
Relations with direct management	21 hum. (75%)	6 hum. (21,4%)	0 hum. (0%)	1 hum. (3,6 %)
Relations with colleagues at the department	27 hum. (96,4 %)	1 hum. (3,6%)	0 hum. (0%)	0 hum. (0%)
Participation in management decision-making	15 hum. (53,6%)	8 hum. (28,6%)	0 hum. (0%)	5 hum. (17,9%)
Relations with students	22 hum. (78,6%)	6 hum. (21,4%)	0 hum. (0%)	0 hum. (0%)
Recognition of your successes and achievements by the administration	16 hum. (57,1%)	6 hum. (21,4%)	1 hum. (3,6 %)	5 hum. (17,9%)
Support for your suggestions and comments	17 hum. (60,7%)	7 hum. (25%)	0 hum. (0%)	4 hum. (14,3%)

Activities of the university administration	16 hum. (57,1%)	9 hum. (32,1%)	0 hum. (0%)	3 hum. (10,7 %)
Terms of payment	12 hum. (42,9%)	12 hum. (42,9%)	4 hum. (14,3%)	0 hum. (0%)
Terms of work, list and quality of services provided by the university	19 hum. (67,9%)	7 hum. (25%)	1 hum. (3,6%)	1 hum. (3,6%)
Occupational safety and health	21 hum. (75%)	4 hum. (14,3%)	0 hum. (0%)	3 hum. (10,7%)
Managing changes in the university's activities	15 hum. (53,6 %)	8 hum. (28,6%)	0 hum. (0%)	5 hum. (17,9%)
Providing a social package: vacations, sanatorium treatment, etc.	15 hum. (53,6%)	9 hum. (32,1%)	0 hum. (0%)	4 hum. (14,3 %)
Organization and quality of meals at the university	22 hum. (78,6%)	5 hum. (17,9%)	0 hum. (0%)	1 hum. (3,6%)
Organization and quality of medical care	23 hum. (82,1%)	1 hum. (3,6%)	1 hum. (3,6%)	3 hum. (10,7%)

Appendix 4.

RESULTS OF STUDENTS' QUESTIONNAIRES

Results of anonymous questionnaire of students
JSC "Academy of Civil Aviation"

Total number of questionnaires: 39

male	24 hum.	61,5%
female	15 hum.	38,5 %

Rate how satisfied you are:

Questions	Completely satisfied	Partially satisfied	Partially dissatisfied	Not satisfied	I find it difficult to answer
Relations with the Dean's Office	32 hum (82,1 %)	4 hum (10,3 %)	1 hum (2,6 %)	0hum (0 %)	2 hum (5,1 %)
The Dean's office's accessibility level	30 hum (76,9 %)	6 hum (15,4 %)	1 hum (2,6 %)	0hum (0 %)	2 hum (5,1 %)
The level of accessibility and responsiveness of the university administration	33 hum (84,6 %)	4 hum (10,3 %)	0 hum (0 %)	0 hum (0 %)	2 hum (5,1 %)
The availability of academic counseling to you	33 hum (84,6 %)	5 hum (12,8 %)	0 hum (0 %)	0 hum (0 %)	1 hum (2,6 %)
Support for educational materials during the learning process	32 hum (82,1 %)	7 hum (17,9 %)	0 hum (0 %)	0 hum (0 %)	0 hum (0 %)
The availability of personal counseling	32 hum (82,1 %)	6 hum (15,4 %)	0 hum (0 %)	0 hum (0 %)	1 hum (2,6 %)
The relationship between a student and a teacher	29 hum (74,4 %)	9 hum (23,1 %)	1 hum (2,6 %)	0 hum (0 %)	0 hum (0%)
Financial and administrative services of the educational institution	30 hum (76,9 %)	6 hum (15,4%)	2 hum (5,1%)	0 hum (0 %)	1 hum (2,6 %)
Accessibility of healthcare services	29 hum (74,4 %)	8 hum (20,5 %)	0 hum (0 %)	1 hum (2,6 %)	1 hum (2,6 %)
The quality of medical care at the university	29 hum (74,4 %)	9 hum (23,1 %)	0 hum (0 %)	0 hum (0 %)	1 hum (2,6%)
The level of accessibility of library resources	32 hum	6 hum	0 hum	0 hum	1 hum

Questions	Completely satisfied	Partially satisfied	Partially dissatisfied	Not satisfied	I find it difficult to answer
	(82,1 %)	(15,4 %)	(0%)	(0 %)	(2,6 %)
The quality of services provided in libraries and reading rooms	32 hum (82,1 %)	6 hum (15,4 %)	0 hum (0 %)	0 hum (0 %)	1 hum (2,6 %)
Satisfaction with the university's existing educational resources	32 hum (82,1 %)	6 hum (15,4%)	0 hum (0 %)	0 hum (0 %)	1 hum (2,6 %)
Availability of computer classes	27 hum (69,2 %)	9 hum (23,1%)	0 hum (0 %)	2 hum (5,1 %)	1 hum (2,6%)
Доступностью и качеством интернет- ресурсов	25 hum (64,1 %)	13 hum (33,3 %)	0 hum (0%)	1 hum (2,6%)	0 hum (0%)
The content and information content of the website of educational organizations in general and faculties (schools) in particular	31 hum (79,5%)	7 hum (17,9 %)	0 hum (0 %)	0 hum (0 %)	1 hum (2,6%)
Учебными кабинетами, аудиториями для больших групп	30 hum (76,9%)	8 hum (20,5%)	1 hum (2,6 %)	0 hum (0%)	0 hum (0 %)
Student lounges (if available)	24 hum (61,5 %)	7 hum (17,9 %)	1 hum (2,6%)	3 hum (7,7%)	4 hum (10,3 %)
Clarity of the procedure for taking disciplinary measures	27 hum (69,2%)	9 hum (23,1 %)	0 hum (0 %)	0 hum (0 %)	3 hum (7,7 %)
The quality of the educational program as a whole	30 hum (76,9%)	8 hum (20,5 %)	1 hum (2,6%)	0 hum (0 %)	0 hum (0 %)
The quality of educational programs in the EP	34 hum (87,2%)	4 hum (10,3 %)	0 hum (0%)	0 hum (0 %)	1 hum (2,6 %)
Teaching methods in general	32 hum (82,1 %)	6 hum (15,4 %)	1 hum (2,6%)	0 hum (0%)	0 hum (0 %)
The speed of responding to feedback from teachers regarding the educational process	31 hum (79,5%)	8 hum (20,5%)	0 hum (0 %)	0 hum (0 %)	0 hum (0 %)
The quality of teaching in general	34 hum (87,2%)	4 hum (10,3 %)	1 hum (2,6%)	0 hum (0 %)	0 hum (0 %)
Academic workload/student requirements	33 hum (84,6%)	4 hum (10,3 %)	1 hum (2,6%)	0 hum (0%)	1 hum (2,6%)
The requirements of the teaching staff for the student	29 hum (74,4 %)	8 hum (20,5%)	1 hum (2,6 %)	0 hum (0%)	1 hum (2,6%)

Questions	Completely satisfied	Partially satisfied	Partially dissatisfied	Not satisfied	I find it difficult to answer
Information support and explanation of the admission rules and educational program (major) strategy before entering a university	32 hum (82,1%)	7 hum (17,9 %)	0 hum (0%)	0 hum (0 %)	0 hum (0%)
Providing information about the requirements for successfully completing this educational program (major)	34 hum (87,2 %)	4 hum (10,3 %)	0 hum (0%)	1 hum (2,6 %)	0 hum (0%)
The quality of examination materials (tests, examination questions, etc.)	32 hum (82,1%)	6 hum (15,4%)	0 hum (0%)	0 hum (0 %)	1 hum (2,6%)
Objectivity in assessing knowledge, skills, and other academic achievements	34 hum (87,2 %)	3 hum (7,7 %)	2 hum (5,1 %)	0 hum (0 %)	0 hum (0%)
Available computer classes	31 hum (79,5%)	7 hum (17,9 %)	0 hum (0%)	0 hum (0 %)	1 hum (2,6 %)
Имеющимися научными лабораториями	31 hum (79,5%)	4 hum (10,3 %)	4 hum (10,3%)	0 hum (0 %)	0 hum (0 %)
The objectivity and fairness of the teachers	34 hum (87,2%)	4 hum (10,3%)	1 hum (2,6 %)	0 hum (0 %)	0 hum (0%)
Informing students about courses, educational programs, and the academic degree they receive	34 hum (87,2%)	4 hum (10,3%)	0 hum (0 %)	0 hum (0 %)	1 hum (2,6 %)
Providing students with a dormitory	29 hum (74,4%)	7 hum (17,9%)	0 hum (0%)	0 hum (0 %)	3 hum (7,7 %)

2. Rate how much you agree:

Statement	Full consent	I agree	I partially agree	Не согласен	Complete disagreement	They didn't answer
1. The course program was clearly presented	32 hum (82,1%)	6 hum (15,4%)	1 hum (2,6%)	0 hum (0 %)	0 hum (0 %)	-
2. The course content is well-structured	30 hum (76,9%)	7 hum (17,9 %)	2 hum (5,1%)	0 hum (0 %)	0 hum (0 %)	-
3. The key terms are sufficiently explained	30 hum (76,9%)	7 hum (17,9 %)	2 hum (5,1%)	0 hum (0 %)	0 hum (0 %)	-
4. The material prEPosed by the teacher is relevant and reflects the latest achievements in science and practice	29 hum (74,4%)	9 hum (23,1 %)	1 hum (2,6%)	0 hum (0 %)	0 hum (0 %)	-

5. The teacher uses effective teaching methods	28 hum (71,8%)	9 hum (23,1 %)	2 hum (5,1%)	0 hum (9 %)	0 hum (0 %)	-
6. The teacher knows the subject matter	31 hum (79,5%)	6 hum (15,4 %)	0 hum (0%)	2 hum (5,1 %)	0 hum (0 %)	-
7. The teacher's presentation is clear	28 hum (71,8%)	9 hum (23,1%)	1 hum (2,6%)	1 hum (2,6 %)	0 hum (0 %)	-
8. The teacher presents the material in an interesting way	27 hum (69,2%)	10 hum (25,6 %)	1 hum (2,6%)	1 hum (2,6 %)	0 hum (0 %)	-
9. Objectivity in assessing knowledge, skills, and other educational achievements	29 hum (74,4%)	7 hum (17,9%)	3 hum (7,7%)	0 hum (0 %)	0 hum (0 %)	-
10. Timely assessment of students' academic achievements	39 hum (76,9%)	5 hum (12,8%)	3 hum (7,7%)	1 hum (2,6 %)	0 hum (0 %)	-
11. The teacher meets my requirements for personal develEPment and professional formation	28 hum (71,8%)	8 hum (20,5%)	3 hum (7,7%)	0 hum (0 %)	0 hum (0 %)	-
12. The teacher encourages student activity	25 hum (64,1%)	10 hum (25,6%)	3 hum (7,7%)	1 hum (2,6 %)	0 hum (0 %)	-
13. The teacher encourages students to think creatively	28 hum (71,8%)	9 hum (23,1%)	2 hum (5,1 %)	0 hum (0 %)	0 hum (0 %)	-
14. The teacher's appearance and mannerisms are apprEPriate	33 hum (84,6 %)	5 hum (12,8 %)	1 hum (2,6 %)	0 hum (0 %)	0 hum (0 %)	-
15. The teacher shows a positive attitude towards students	32 hum (82,1%)	5 hum (12,8 %)	1 hum (2,6 %)	0 hum (0 %)	0 hum (0 %)	-
16. The system of evaluating academic achievements (seminars, tests, questionnaires, etc.) reflects the course content	31 hum (79,5%)	6 hum (15,4%)	2 hum (5,1 %)	0 hum (0 %)	0 hum (0 %)	-
17. The evaluation criteria used by the teacher are clear	32 hum (82,1 %)	6 hum (15,4%)	1 hum (2,6 %)	0 hum (0 %)	0 hum (0 %)	-
18. The teacher evaluates the students' achievements objectively	33 hum (84,6 %)	5 hum (12,8 %)	1 hum (2,6 %)	0 hum (0 %)	0 hum (0 %)	-
19. The teacher speaks a professional language	31hum (79,5 %)	7 hum (17,9 %)	1 hum (2,6 %)	0 hum (0 %)	0 hum (0 %)	-
20. The educational organization provides sufficient EPportunities for sports and other leisure activities.	28 hum (71,8%)	8 hum (20,5%)	2 hum (5,1%)	0 hum (0 %)	1 hum (2,6 %)	-
21. The facilities and equipment for students are safe, comfortable, and modern	27 hum (69,2,7%)	10 hum (25,6 %)	1 hum (2,6 %)	0 hum (0 %)	1 hum (2,6 %)	-
22. The library is well-equipped and has a good collection of books.	29 hum (74,4 %)	7 hum (17,9 %)	2 hum (5,1 %)	0 hum (0 %)	1 hum (2,6 %)	-
23. Equal EPportunities are provided for all students	29 hum (74,4%)	7 hum	1 hum (2,6 %)	1 hum (2,6 %)	1 hum (2,6 %)	-

		(17,9%)				

3. Other problems regarding the quality of teaching:
no
No problems
There
is no no
No problems
No
no
Sometimes the pace of teaching seems too fast/slow.
I don't think there are any critical problems. I think there are both advantages and disadvantages everywhere. But there is an EPportunity to talk to the management or the department to resolve and document these issues.
Teacher Doszhan Sabitovich IMBA
No problems
There are no problems
-
No