INDEPENDENT AGENCY FOR ACCREDITATION AND RATING
External Expert Commission

Addressed to
the IAAR
Accreditation Council

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

REPORT

on the results of the work of the external expert commission on the assessment of compliance with the criteria of the standards of programmatic accreditation of basic educational programs of higher professional education

6B07101 Technical operation of aircraft and engines
6B07109 Maintenance of ground radio electronic equipment of airports
7M07101 Aviation Engineering and Technology (Scientific and Pedagogical Master's degree)
6B07102 Technical operation of Avionics systems for aircraft
6B07118 Air traffic services and flight support

JSC "Academy of Civil Aviation"

March 18 - 20, 2026

Almaty, 2026

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(I) LIST OF DESIGNATIONS AND ABBREVIATIONS

AC	Academic Calendar
AC	Academic Council
AIS	Automated Information System
BD	Basic Disciplines
HAC	Higher Attestation Commission
UC	University Component
EW	Educational Work
HPE	Higher Professional Education
HEI	Higher Education Institution
SAC	State Attestation Commission
SES	State Educational Standard
SE	State Examination
DAA	Department of Academic Affairs
DET	Distance Education Technologies
DP/DT	Diploma Project / Diploma Thesis
DESW	Department of Educational and Social Work
FA	Final Attestation
FC	Final Control
ICT	Information and Communication Technologies
IT	Information Technologies
IEP	Individual Educational Plan
EC	Elective Component
CTT	Credit Transfer and Accumulation Technology
CED	Catalogue of Elective Disciplines
MSHE	Ministry of Science and Higher Education
SR	Scientific Research
SSR	Student Scientific Research
NQS	National Qualifications System

SQF	Sectoral Qualifications Framework
QMD	Quality Management Department
GED	General Education Disciplines
EP	Educational Programme
HPEI	Higher and Postgraduate Education Institution
MD	Major Disciplines
PS	Professional Standards
FT	Faculty
RSTL	Republican Scientific and Technical Library
RK	Republic of Kazakhstan
MC	Midterm Control
CWP	Curriculum Working Plan
QMS	Quality Management System
SSS	Student Scientific Society
SIW	Student Independent Work
SIWT	Student Independent Work with a Teacher
SCL	Student-Centred Learning
TEP	Typical Educational Plan
TVE	Technical and Vocational Education
TMC	Teaching and Methodological Complex
TMCD	Teaching and Methodological Complex of the Discipline
TMCS	Teaching and Methodological Complex of the Specialty
TMC	Teaching and Methodological Council
CSPYD	Centre for Social Support and Youth Development
CILS&M	Centre for Information and Library Services and Museum
ECTS	European Credit Transfer and Accumulation System

(II) INTRODUCTION

In accordance with Order No. 33-26-OD dated March 2.02.2026 of the Director General of the Independent Agency for Accreditation and Rating, from March 18 to March 20, 2026, an external expert commission assessed the compliance of the basic educational programs (EP) of higher professional education 6B07101 Technical operation of aircraft and engines, 6B07109 Maintenance of ground-based radio electronic equipment of airports, 7M07101 Aviation equipment and Technologies (Scientific and pedagogical Master's degree), 6B07102 Technical operation of avionics systems of aircraft, 6B07118 Air traffic services and air navigation support of flights of JSC Academy of Civil Aviation for compliance with the criteria of the standards of specialized accreditation of the educational program of higher and (or) postgraduate education (Republic of Kazakhstan) NAAR (No. 57-20-OD dated June 16, 2020).

The report of the External Expert Commission (EEC) contains an assessment of the submitted educational programs according to the criteria of the NAAR standards, recommendations of the EEC for further improvement of educational programs and parameters of the profile of educational programs.

Composition of the EEC:

Chairman of the IAAR EEC – Kosov Vladimir Nikolaevich, Doctor of Physico-Mathematical Sciences, Professor, Academician of the National Academy of Sciences, Kazakh National Pedagogical University named after Abai (Almaty, Republic of Kazakhstan).

The coordinator of the IAAR EEC - Gulfiya Nazirova, PhD in Economics, head of the project on institutional and specialized accreditation of universities.

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

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

IAAR expert, employer – Satybaldiev Farukh Rustambekovich, leasing company JSC "Kazakhstan Ijara Company"

IAAR expert, student – Nazirov Timur Yerlanovich, 1st year master's student at the International Educational Corporation, graduates of KNRTU KAI Kazan Aviation Institute named after A. N. Tupolev (Almaty, Kazakhstan)

IAAR expert – Abilmazhinov Ermek Tolegenovich, Doctor of Technical Sciences, Professor Shakarim University (Semey, Republic of Kazakhstan)

IAAR expert, employer – Burumbayev Azamat Serikovich Aktobe Transtelecom (Aktobe, Republic of Kazakhstan);

IAAR expert, student – Shadiyar Tauyekel, 3rd year student at Eötvös Loránd University (Budapest, Hungary)

IAAR expert – Medvedevs Aleksandrs Dr.Sc.Ing., Professor Chair of Aviation transport, Transport and Telecommunication Institute (Riga, Latvia)

IAAR expert – Ismail Esmagambet Esmagzamuly - Candidate of Technical Sciences, Professor, Academician of the International Academy of Informatization, Professor of the Department of Space Engineering at the Almaty University of Energy and Communications (Almaty, Kazakhstan)

IAAR expert, student – Bakirbaeva Anar Akylbaevna, 1st year doctoral student, Karaganda Technical University named after Abylkas Saginov (Karaganda, Republic of Kazakhstan)

IAAR expert – Asel Mergazinovna Zhandarbekova, Candidate of Technical Sciences, Kazakh Agrotechnical Research University named after S.Seifullin (Astana, Republic of Kazakhstan);

IAAR expert, student – Adelina Rakisheva, 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 Civil Aviation Academy is inextricably linked to the development of the aviation industry in the Republic of Kazakhstan. Several key stages can be identified in the establishment and development of the only higher education institution training civil aviation specialists in Kazakhstan and Central Asia.

1995 – The establishment of a higher education institution as a non-profit educational institution, the "Academy of Civil Aviation." The Academy was formed on the basis of the training and consulting center in Almaty, the Kiev Institute of Civil Aviation Engineers, which had been operating since 1962. This training and consulting center, in turn, was organized on the basis of the training detachment of the Kazakh Civil Aviation Administration.

In 1995, the Academy opened its first educational specialties:

- "Aviation engineering and technology";
- "Organization of transportation and transport management";
- "Flight operation of aircraft";
- "Economy".

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

2000 – Establishment of cooperation and entry of the Academy into the system of international interaction with the International Civil Aviation Organization, which facilitated the integration of educational programs into the international aviation space.

2001 – The Academy received state accreditation, which allowed it to train specialists and provide state educational grants and educational loans to students.

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

2004 – obtaining a state license to conduct educational activities in postgraduate education programs.

Thus, during this period, the Academy's institutional and educational base was formed, ensuring the training of qualified specialists for the aviation industry of Kazakhstan and the countries of Central Asia.

Over its 25-year history as an institution of higher and postgraduate education, the Academy has trained 7,018 highly qualified personnel for the civil aviation industry not only in Kazakhstan, but also in neighboring and distant countries.

Mission of the Academy: "Training of personnel in accordance with international aviation standards through the integration of education, science and production for the efficient and safe operation of air transport."

Vision - "International Center for Education and Science for the Training of Aviation Specialists."

Development strategy: Development documents: Development program of the Joint-Stock Company "Academy of Civil Aviation" for 2024-2029 (approved by the decision of the Board of Directors of JSC "Academy of Civil Aviation" dated March 5, 2024, Protocol No. 01-202)The main priority areas of the development strategy:

1. Improving the educational environment in accordance with the priorities of science and practice
2. Development of scientific research and entrepreneurial activities
3. Improving educational work and social policy
4. Infrastructure development and financial management

*Membership of the university in associations, communities, etc.*The Civil Aviation Academy has joined the ICAO global aviation personnel training system. By becoming a TRAINAIR PLUS member, the Civil Aviation Academy gains access to all ICAO programs. This will enable it to apply leading international methods and practices in training both existing professionals and

Academy students, establish broader connections with the international community of training organizations, and be recognized as an ICAO-recognized training organization.https://caa.edu.kz/news/408

Structure of the university. According to the presented organizational structure, the Academy of Civil Aviation, educational and research activities at the university are carried out by academic divisions under the leadership of vice-rectors, and the direct implementers are departments, research centers, and specialized departments.

Educational activities are carried out under the direction of the Vice-Rector for Academic Affairs. The following departments participate in the implementation of the educational process:

- Department of Academic Work – organizes the educational process, development and implementation of educational programs;
- Department of Student Support and Internationalization – provides academic mobility, student support and international cooperation;
- The Center for Information and Library Support provides the educational process with information and library resources;
- Aviation College – implements educational programs of secondary vocational education.

Direct training of students is carried out by departments, which are the main academic divisions of the academy:

- Department of Aircraft Flight Operation;
- Department of Aviation Engineering and Technology;
- Department of "Organization of Air Transport and Logistics"
- Department of Aviation English;
- Department of General Education Disciplines;
- military department.

Research activities are coordinated by the Vice-Rector for Research. The university comprises the following research departments:

- The Center for Scientific Research and Competence organizes and conducts scientific research projects, grant research and scientific developments;
- The Center for Scientific Achievements is engaged in the development of scientific potential, publication activity, and the implementation of research results.

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

- educational programs are developed and implemented;
- scientific research is being conducted;
- training of students, master's students and doctoral students is carried out;
- The results of scientific research are being 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 activities and the vice-rector for research activities, with the strategic management of the rector and the Academic Council.

The student body consists of 2,400 people, including: 2,333 bachelor's students, 76 master's students; 13 PhD students. The international student body includes 109 people.

Academic year	The form of education	Total students	Government-commissioned students	Students on a paid basis	Students studying in the official language	Number of international students
2021-2022	Full-time	1515	1115	400	322	6
	Distance	166	1	165	-	
TOTAL		**1681**	**1116**	**565**	**322**	6
2022-2023	Full-time	1358	967	391	229	15
	Distance	58	1	57	-	
TOTAL		**1416**	**968**	**448**	**229**	15
2023-2024	Full-time	1689	1190	499	431	20
	Distance	29	-	29	-	
TOTAL		**1718**	**1190**	**728**	**431**	20
2024-2025	Full-time	2008	1458	548	688	29
	Distance	8	8	-	-	
TOTAL		**2016**	**1466**	**548**	**688**	29
2025-2026	Full-time	2382	1724	658	687	39
	Distance	5	5	-	-	
TOTAL		**2387**	**1729**	**658**	**687**	109

International cooperation.

Cooperation with the Moscow State Technical University of Civil Aviation.

From 08.04.2024 to 24.04.2024, doctoral student Murat Zhiganbaev completed training under the program "Program for advanced training of specialized training of civil aviation managers and specialists holding positions related to ensuring flight safety in the direction of "Aerodrome, electrical, lighting and radio technical support of flights", 114 academic hours https://drive.google.com/drive/folders/1-WWCW4v8Y9sndjWdGI3WNgEzosXTVUFP.

To expand students' educational opportunities, develop academic mobility, and implement best international teaching practices, the Civil Aviation Academy is actively developing international cooperation.

Cooperation with Temasek Polytechnic.

In July 2024, a delegation from Temasek Polytechnic from Singapore arrived at the Academy to discuss the possibility of implementing joint projects in training personnel for civil aviation https://caa.edu.kz/news/449, https://www.instagram.com/p/C-9p2DZiafG/?img_index=3.

From January 13 to January 29, 2025, five UAV instructor-coordinators from the Academy's Project Office were sent to Temasek Polytechnic to undergo practical training under the unmanned aerial system operator training program https://drive.google.com/drive/folders/10Eo80Vv5f2jU1aYJ-xJqxmjB_iBvFTjN.

In January 2025, a delegation from the Civil Aviation Academy signed a memorandum of cooperation with Temasek Polytechnic (Singapore), one of Southeast Asia's leading educational institutions in technical and applied education. https://caa.edu.kz/news/524.

In October 2025, four students from Temasek Polytechnic (Singapore) arrived at the Academy as part of the academic mobility program to study in the fall semester of the 2025-2026 academic year. This program contributes to the development of a multicultural educational environment, enhances the Academy's international appeal, exchanges practice-oriented approaches to education, and strengthens its partnership with one of the leading polytechnic universities in the Asia-Pacific region. https://drive.google.com/drive/folders/16TUD92k-TAW-4afxu1BWgdEYeVNOrs45.

Developing international cooperation and practice-oriented training. To promote student-centered learning, expand international academic and professional mobility, and implement best practices in aviation training, the Civil Aviation Academy 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.

Following participation in the symposium, a preliminary agreement was reached to develop cooperation with ASE Group, one of the largest aircraft ground handling companies in Egypt, Morocco, and the United Arab Emirates. This partnership aims to create conditions for professional internships for Academy students and faculty at leading international airports in the region.

There are plans to develop academic mobility for students (https://caa.edu.kz/mezhdunarodnoe-sotrudnichestvo-360), and to introduce network forms of educational programs (including double degree and joint programs) jointly with leading Russian and foreign universities, such as Ufa University and TSI. (https://drive.google.com/drive/folders/1F2JH0M3qUKoBW4yIxu5wjmNBKoo8_cnHw, Appendix 9. Agreements with foreign universities)

Research work(R&D)

The Academy is actively conducting research, supported by grant and program-targeted funding. The following research projects are being implemented from 2023 to 2027:

№	Project name	Contest	Scientific supervisor	Amount of financing, tenge
1	Development of a training complex with an engineering support system for the technical operation of military and special aviation transport equipment	Competition for grant funding for scientific and (or) scientific and technical projects for 2023-2025	Koshekov K.T.	95 950 276
2	Development and implementation of unmanned technologies and an intelligent robotic pre-flight control system to improve safety in air transport	Competition for program-targeted financing for scientific, scientific and technical programs for 2025-2027 (Ministry of Higher Education of the Republic of Kazakhstan)	Koshekov A.K.	240 000 000
3	Development of methods for analyzing polluted atmospheric air	Competition for grant funding for	Lekerova F.L.	30 000 000

	emissions from air transport and other vehicles in the aerodrome environment	research by young scientists under the "Zhas Galym" project for 2025-2027		
4	Development of artificial intelligence algorithms for managing the operating modes of integrated groups of UAVs with VLC data transmission technology	Competition for grant funding for research by young scientists under the "Zhas Galym" project for 2024-2026	Keribaeva T.B.	29 958 867

*Accreditation and ratings.*The Academy annually takes part in national rankings of higher education institutions conducted by the accreditation agencies Independent Agency for Accreditation and Rating (IAAR), Independent Agency for Quality Assurance in Education (NAOKO), and the National Chamber of Entrepreneurs of the Republic of Kazakhstan "Atameken".

According to the Independent Ranking of Demand for Universities in the Republic of Kazakhstan, the Academy's ranking has shown positive dynamics: in 2020, the institution ranked 20th, while in 2022, it rose to 14th place.

According to the results of the ranking conducted by the Independent Agency for Accreditation and Rating, the Academy demonstrated high results across educational program groups: in 2022, educational programs in six groups took first place in the ranking. In 2023, the Academy became one of the leaders in the ranking, taking 13th place among Russian universities, with several educational programs also taking first places in their groups.

The Academy has shown steady growth in rankings of higher and postgraduate education institutions. In 2022, for the first time, the Academy entered the top ten technical universities in the IQAA-Ranking, conducted by the Independent Agency for Quality Assurance in Education, and in 2023, it took 9th place.

To further its participation in international and global rankings, the Academy is systematically working to improve the scientometric performance of its faculty, including increasing publication activity in international scientific journals indexed in leading databases, developing research projects, and expanding academic collaboration.

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

In accordance with the order of the Independent Agency for Accreditation and Rating No. 13-21-od dated January 22, 2021, from February 10 to 12, 2021, an external expert commission conducted an assessment of the conformity of the educational programs of the Civil Aviation Academy Joint Stock Company (hereinafter referred to as the Academy) in Almaty with the criteria of NAAR standards of specialized accreditation (No. 10-17-OD of February 24, 2017, fifth edition).

Composition of the previous EEC (2021):

1. **Chairman of the Commission**– Tamyarov Andrey Valerievich, 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**- Zavalei Maria Konstantinovna, Director of the Institute for Advanced Studies and Qualifications of the Educational Institution "Belarusian State Aviation Academy" (Republic of Belarus);

3. **Foreign expert**– Chorakaev Oleg Eduardovich, Associate Professor of the Department of Airport Operations and Information Technology, Federal State Budgetary Educational Institution of Higher Education "Ulyanovsk Institute of Civil Aviation named after Chief Marshal of Aviation 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 Fedorovna Sokolova, Associate Professor of the Department, Ulyanovsk State Technical University (Russian Federation);

6. **Foreign expert**– Pripadchev Aleksey Dmitrievich, Head of the Department of Aircraft, Orenburg State University (Russian Federation);

7. **Foreign expert**- Spesivtsev Andrey Valerievich, lecturer of the Department of Aircraft Operation, educational institution "Belarusian State Aviation Academy" (Republic of Belarus);

8. **Foreign expert**– Ilie Nuca, 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, NAO "Toraigyrov University", (Pavlodar);

10. **Expert**– Kegenbekov Zhandos Kadyrkhanovich, Candidate of Technical Sciences, Associate Professor, Dean of the Faculty of Engineering and Economic Sciences, Kazakh-German University (Almaty);

11. **Employer** – Leila Maratovna Zhansaeva, expert of the human capital development department, Regional Chamber of Entrepreneurs "Atameken" (Kokshetau);

12. **Student –**Bazarbek Amre, member of the Alliance of Students of Kazakhstan, 3rd year student of the Automation and Control program, L.N. Gumilyov Eurasian National University (Nur-Sultan);

13. **Observer from the Agency**– Saidulaeva Malika Akhyadovna, project manager IAAR (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 6B07109 Maintenance

of airport ground radioelectronic equipment, 6B07102 Technical operation of aircraft avionics systems, 6B07101 Technical operation of aircraft and engines - 5 years, 7M07101 Aviation engineering and technology (scientific and pedagogical master's program) - 3 years.

To implement the recommendations, the Academy developed an action plan. The results of the planned activities are reflected in the interim reports of JSC "Academy of Civil Aviation."

Post-monitoring control to assess the implementation of the IAAR EEC recommendations, formed based on the results of specialized accreditation of EPs 6B07101 Technical operation of aircraft and engines, 6B07109 Maintenance of ground-based radio-electronic equipment of airports, 7M07101 Aviation engineering and technology (scientific and pedagogical master's program), 6B07102 Technical operation of aircraft avionics systems, 6B07118 Air traffic services and air navigation support for flights The IAAR expert group conducted post-accreditation monitoring of the Civil Aviation Academy's activities in 2023 and 2025. Post-accreditation monitoring was conducted within the framework of the action plan for implementing the recommendations of the EEC and was carried out in accordance with the requirements of the Regulation on Post-accreditation Monitoring.

Results of post-accreditation monitoring: out of 18 recommendations, 13 have been 100% implemented, and 5 recommendations are at the implementation stage.

(V) DESCRIPTION OF THE VISIT OF THE EEC

The work of the external expert commission (EEC IAAR) was carried out on the basis of the approved Program of the visit of the expert commission for specialized accreditation of educational programs inJoint Stock Company "Academy of Civil Aviation"in the period fromMarch 18–20, 2026.

To obtain objective information on the quality of educational programs and the Academy's entire infrastructure and to clarify the content of self-evaluation reports, meetings were held with the Chairman of the Board - Rector, Board Members - Vice Rectors, heads of departments, department heads, faculty, students, and graduates. A total of 113 representatives of the Academy and other stakeholders participated in the meetings (Table 1).

Table 1 - Information on employees, students, graduates and employers who took part in meetings with the IAAR EEC:

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

During the tour, the EEC members were introduced to the state of the material and technical infrastructure of the Civil Aviation Academy. They were shown the classrooms, research and specialized laboratories, and administrative and socio-cultural infrastructure of the Academy. The classrooms, offices, laboratories, communications and computer equipment, and other facilities meet regulatory requirements, demonstrating the compliance of the infrastructure used in the implementation of the educational program with its specific requirements and confirmed by the

readiness certificates for the current academic year. We got acquainted with the B-737 NG training simulator, A 320 200, the alSim multifunctional simulator, a computer lab with Sayber software, an aviation safety laboratory, an X-ray image interpretation simulator, a REM-100M laboratory stand, a laboratory stand for "Stability of a longitudinally compressed rod", a laboratory stand for "Dynamic balancing of rotors", a laboratory stand "Hardness tester", a laboratory stand "Measuring the impact strength of a material", stands for measuring the hydraulic system, a chemistry room, a physics room, an electrical engineering room, a language lab, Yak40 aircraft, a metalworking workshop, a military department, a library, a dormitory and a gym.

According to the approved schedule of the educational process for the 2025-2026 academic year, experts attended the following classes: “Basics of Strength” (practical lesson) for 2nd year students of MX-24-5.

At the meeting of the IAAR EEC with the Academy's target groups, the mechanisms for implementing the university's policy were clarified and individual information presented in the university's self-assessment report was specified.

In accordance with the accreditation procedure, an online survey was conducted among 28 teachers and 39 students.

During the visit, the EEC members visited internship sites in a hybrid format and met with representatives of employer organizations that partner with the Academy in implementing educational programs. The internship sites represented included organizations from various sectors of the economy and the service sector, including Burundai Airport and Almaty International Airport.

To confirm the information presented in the Self-Assessment Report, external experts requested and analyzed the Academy's working documentation. The experts also examined the Academy's online presence through the university's official website. (https://caa.edu.kz/).

As part of the planned program of the visit, recommendations were prepared for improving the accredited educational programsJoint Stock Company "Academy of Civil Aviation", developed by the EEC based on the results of the examination, 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 Higher Education Institution (HEI) shall have a published Quality Assurance Policy that reflects the relationship between research, teaching, and learning.***

✔ ***The HEI shall demonstrate the effective functioning of its internal quality assurance system, which supports the implementation of the Quality Assurance Policy of the Educational Programme (EP).***

✔ ***The HEI shall demonstrate a clear definition of responsibilities for the business processes related to quality assurance of the Educational Programme (EP), including the distribution of functions among collegial governing bodies.***

✔ ***The management shall provide evidence of the transparency of the Educational Programme (EP) management mechanism, including planning, risk identification and management, and resource allocation.***

✔ ***The HEI shall demonstrate the effective functioning of mechanisms for developing and regularly reviewing the Educational Programme (EP) Development Plan, as well as monitoring its implementation.***

✔ ***The HEI shall ensure transparency in the development of the Educational Programme (EP) Development Plan by involving representatives of stakeholder groups, including employers, students, and faculty.***

✔ ***The management shall demonstrate the distinctiveness of the Educational Programme (EP) Development Plan and its alignment with national development priorities and the institutional development strategy.***

✔ ***The commitment to quality assurance shall extend to all activities carried out by contractors and partners (outsourced activities), including the implementation of joint and double-degree programmes, as well as academic mobility.***

✔ ***The HEI shall demonstrate innovation management within the Educational Programme (EP), including the analysis, evaluation, and implementation of innovative initiatives.***

✔ ***The management shall demonstrate its competence in the quality management of the Educational Programme (EP) by providing evidence of professional development through training programmes in educational management.***

✔ ***The Educational Programme (EP) management shall ensure that the progress achieved since the previous external quality***

Evidence

The Academy has officially approved and implemented a Quality Policy, which is part of its education quality assurance system. The document was reviewed and approved at the Board meeting on October 22, 2024 (Minutes No. 9) and approved by the Chairman of the Board - Rector. The Quality Policy of JSC "Academy of Civil Aviation" is a strategic document defining the main areas of development for the educational institution's quality management system. It reflects the Academy's mission and vision and establishes the fundamental principles for managing educational, scientific, and organizational activities.

The policy is aimed at training highly qualified specialists for the aviation industry, taking into account the requirements of international aviation safety standards and regulations. The document emphasizes the need to integrate modern educational technologies, scientific advances, and advanced management practices.

Particular attention is paid to ensuring the Academy's compliance with international quality standards, such as ISO 9001 and ISO 21001, as well as the requirements of international aviation organizations—the International Civil Aviation Organization, the European Union Aviation Safety Agency, and the International Air Transport Association. This demonstrates the Academy's commitment to ensuring a high level of specialist training and compliance with international aviation industry requirements.

The quality policy is aimed at continuously improving educational activities, developing scientific potential, strengthening international cooperation, and increasing the management efficiency and financial stability of the Academy.

The Academy's quality policy reflects a strategic focus on the development of science and its integration with educational activities. The organization's mission emphasizes the need to utilize cutting-edge achievements in education, science, and industry in the training of specialists. Furthermore, the development of science and commercialization, as well as enhancing scientific and innovative potential, are among the key areas of strategic management.*At the same time*The document is of a framework nature and does not disclose specific mechanisms for integrating scientific research into the educational process and student learning.

The Civil Aviation Academy's quality policy defines strategic guidelines for ensuring the quality of educational activities and provides for the operation of a quality management system based on the international standards ISO 9001 and ISO 21001. The document emphasizes the need for continuous improvement of the management system, modernization of educational programs, monitoring of stakeholder needs, and analysis and evaluation of performance.

In addition, the policy provides for regular measurement, monitoring and analysis of stakeholder needs, which is an important element of the internal quality assurance system for education.

At the same time, the document is of a strategic nature and defines the general principles and directions of quality assurance, but does not disclose in detail the structure and procedures for the functioning of the internal quality assurance system for educational programs.

At the Civil Aviation Academy, responsibility for the implementation and quality assurance of educational programs is distributed among various management levels and is codified in the internal document "Educational Program Management Standard." The document identifies key participants in the educational program quality assurance processes, including the department's faculty, the educational program director, and the department head, who monitor the implementation of the educational program development plan and analyze their results.

The functions of the collegial governing bodies are delineated through the consideration and discussion of issues related to the implementation and improvement of educational programs at meetings of the department, the Academic Council, and the Academic Council of the Academy. At these venues, monitoring results are analyzed, decisions are made on updating the content of educational programs, and adjusting curricula.

An important element of the quality assurance system is the participation of stakeholders—employers, students, and representatives of the academic community—in the discussion and development of educational programs. This promotes greater transparency in the management of educational programs and ensures that their improvement takes into account the needs of the labor market and the professional community.

To ensure the effective implementation of the educational program, a Development Plan for 2024–2029 has been developed. It is posted on the Academy's official website and complies with the Academy's educational and academic policies. The Development Plan is being developed in accordance with the principles of the Bologna Process, ensuring the educational program is focused on learning outcomes, academic mobility, and improving the quality of specialist training. To enhance the quality and competitiveness of graduates, employers representing the aviation industry are involved in the development and discussion of the Development Plan at department meetings, thereby aligning it with the needs of the labor market and the professional community.

An analysis of the Development Plan for Educational Program 6B07119 "Technical Operation of Aviation and Electronic Equipment" for 2024–2029 revealed that this document represents a strategic tool for managing the development of the educational program and is aimed at ensuring its compliance with the current requirements of the higher education system and the needs of the aviation industry. The document was developed in accordance with the Academy's internal regulations and is publicly available on the Academy's official information resources, including the official website of the Civil Aviation Academy (https://caa.edu.kz/), ensuring

planning transparency and stakeholder access to information on the educational program's development.

The plan's structure reflects key areas for the development of the educational program, including improving the content of academic disciplines, developing teaching and methodological support, strengthening human resources, modernizing the material and technical infrastructure, developing information and library resources, and enhancing scientific and innovative activities and international cooperation. This comprehensive approach meets modern requirements for managing the quality of educational programs and ensures the systematic development of all elements of the educational process.

An important aspect of the plan is its focus on updating the curriculum, taking into account changes in national educational policy, regulatory documents of the Ministry of Science and Higher Education of the Republic of Kazakhstan, and the requirements of employers in the aviation industry. The document includes measures to improve course content, implement a competency-based approach, and utilize modern educational technologies. These measures are aimed at developing graduates' professional competencies that meet the requirements of the aviation industry and international standards for training specialists in the technical operation of aviation and electronic equipment.

The plan places special emphasis on developing the educational program's human resources. Specifically, it includes measures to renew the department's staff, develop a talent pool, attract specialists from the manufacturing sector, and enhance the qualifications of faculty at the national and international levels. Furthermore, the plan calls for engaging international scholars to teach lecture courses and implement joint research projects, thereby facilitating the internationalization of the educational process and improving its quality.

The document prominently addresses the development of material, technical, and information infrastructure. The plan includes measures to modernize educational and laboratory facilities, develop the department's IT infrastructure, and integrate modern software products and information and communication technologies into the educational process. At the same time, attention is paid to the development of information and library resources, including the expansion of electronic educational resources, an educational portal, and an electronic library, which will improve the accessibility of educational and methodological materials for students and faculty.

A system for monitoring the effectiveness of the educational program's implementation is also included in the development plan. Specifically, it provides for the preparation of analytical materials on the state of the educational process, monitoring the quality of education, and reviewing the program's implementation results at the department and academy levels. These activities are aimed at the timely identification of problematic areas and the adoption of management decisions aimed at improving educational activities.

A key element of strategic planning is a SWOT analysis of the educational program, which identifies its strengths, weaknesses, opportunities, and potential threats. The program's strengths include the high level of qualifications of the faculty, the alignment of the program's content with national and industry qualification requirements, and student satisfaction with the quality of educational services. However, the document also notes certain limitations, including insufficient academic mobility for students and the lack of dual degree programs with international partner universities.

Additionally, the development plan included an analysis of potential risks to the educational program's implementation and proposed mitigation measures. Key risks include the accelerated development of aviation technologies, which may outpace updates to educational program content, a shortage of highly qualified instructors with practical experience operating modern aviation equipment, and a potential lack of logistical support for the educational process. Risk management measures include expanding collaboration with aviation industry companies, developing academic mobility, engaging practicing specialists in teaching, and regularly updating the department's laboratory facilities.

Overall, an analysis of the Educational Program Development Plan shows that the document forms the basis for the strategic development of the educational program and covers the main areas for improving the educational process.*At the same time*To improve the effectiveness of the plan's implementation, it is advisable to strengthen its analytical component by introducing quantitative performance indicators (KPIs), expanding 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.

Furthermore, program development plans must more fully reflect the individuality and uniqueness of each program. Specifically, it is important to clearly articulate the program's strategic development goals, taking into account its industry specificity, the department's research potential, partnerships with employers, international relations, and research and educational projects. The development plan should demonstrate the program's competitive advantages, how it will differ from similar programs offered at other universities in the Republic of Kazakhstan, and how its academic and professional relevance will be ensured.

It is also advisable to provide for regular monitoring of the implementation of educational program development plans, including periodic assessments of achieved results, analysis of the effectiveness of planned activities, and timely adjustments to program development goals and objectives. Such monitoring can be carried out at the department, institute, and academy level using measurable performance indicators.

An important element in improving educational program development planning processes is the increased participation of external and internal stakeholders—employers, graduates, students, representatives of professional associations, and industry organizations—in the development, review, and adjustment of educational program development plans. Their participation will allow for the consideration of current professional requirements, enhance the practical orientation of educational programs, and contribute to their competitiveness.

The results of interviews with target groups revealed that the involvement of external stakeholders and other interested parties in the development and review of educational program development plans is not yet sufficiently systematized and documented. The presented educational program development plans vary in structure and level of detail; in some cases, they are brief, do not always reflect the specifics of the educational program, and do not clearly reference the Academy's strategic documents on which they are based.

In this regard, it is recommended to standardize approaches to developing educational program development plans and develop uniform methodological recommendations or a template for the structure of a program development plan. This template includes: a link to the Academy's mission and strategy, an analysis of the current program status, identification of the program's competitive advantages and uniqueness, the establishment of measurable goals and development indicators, and a mechanism for regular monitoring and adjustment of the plan with stakeholder participation, thereby ensuring the transparency of planning processes. Implementing these approaches will enable the Academy to strengthen the strategic focus of educational program development and ensure their long-term sustainability.

The competence of the EP's management is confirmed by the participation of department heads in the development and implementation of the Academy's development strategy, the management of the education quality assurance system, and the high level of scientific qualifications of the faculty. The Academy's documents reflect measures to train managers in the requirements of the quality management system and the internal education quality assurance system, which ensures a unified approach to the management and development of educational programs.

Analytical part

An analysis of the presented materials shows that the Academy has developed an institutional framework for managing educational quality, including an approved quality policy, strategic development documents, and mechanisms for reviewing educational programs. The

quality policy and strategic documents define the general guidelines for the development of the Academy's educational, scientific, and innovative activities and are aimed at ensuring that educational programs meet current labor market requirements and international trends in higher education.

The adoption of a new development strategy demonstrates the Academy's commitment to strengthening the practical focus of its educational programs, expanding its innovation and research components, and taking a more systematic approach to risk management.

The submitted documents reflect certain elements of transparency in the educational program management mechanism, including development planning, participation of collegial bodies, and monitoring of educational program implementation. The document provides for the development and implementation of a program development plan, as well as regular monitoring of its implementation by the program director, department faculty, and department head. The results of this monitoring are reviewed at department and collegial governing body meetings, ensuring a certain level of transparency in management processes. Furthermore, the document emphasizes the availability of information on the implementation of educational programs and decisions of collegial bodies to stakeholders, thereby promoting the openness of the program management system.*At the same time*An analysis of the document reveals that it does not adequately detail the mechanisms for identifying and managing risks in the implementation of educational programs, nor the procedures for planning and allocating resources (human, logistical, and financial) necessary for the program's implementation. This may limit the full transparency of the educational program management mechanism. Furthermore, the presented materials provide limited coverage of the mechanisms for monitoring the implementation of the Development Plan, as well as the procedures for assessing risks and allocating resources necessary to achieve the planned development indicators of the educational program, which may reduce the transparency of the program's management mechanism.

The report reflects individual elements of the educational program leadership's competence in managing their implementation. Specifically, educational program leadership ensures the monitoring of the program development plan, stakeholder participation in the management of educational programs, and the consideration of improvement issues at department, Academic, and Scientific Council meetings, demonstrating the existence of management mechanisms for ensuring the quality of educational programs. Furthermore, educational program leadership coordinates the analysis of monitoring results, adjustments to the content of educational programs, and interactions with employers and students. The analysis also demonstrates that the competence of educational program leaders is confirmed by their participation in the management of the educational process and the quality assurance system.

Overall, the Academy has the necessary organizational and strategic prerequisites for the further development of its educational programs. However, improving the effectiveness of educational program management requires strengthening the strategic alignment of development plans, developing the management competencies of educational program managers, systematizing stakeholder participation mechanisms, and improving management tools for coordinating educational program development.

Strengths/Best Practices:

The strength of the educational program is the distinct individuality and uniqueness of its development plan, driven by its industry-specific specialization in aviation, which distinguishes it from programs offered by other universities. The program has no direct equivalents at the national level, which creates its competitive advantage and creates demand in the labor market. Furthermore, the program's development goals and priorities are aligned with state priorities for the development of the transport, logistics, and aviation industries, as well as the Academy's development strategy, ensuring the program's integrity and strategic focus.

Recommendations of the EEC for EPs 6B07101 Technical operation of aircraft and engines, 6B07109 Maintenance of ground-based radio-electronic equipment of airports, 7M07101 Aviation engineering and technology (scientific and pedagogical master's program), 6B07102 Technical operation of avionics systems of aircraft, 6B07118 Air traffic services and air navigation support of flights:

1. The university's leadership is recommended to develop uniform requirements for the structure of educational program development plans, ensuring that they reflect all key areas of the Academy's strategy (education quality, research, internationalization, digitalization, and interaction with industry). Update the development plans for all educational programs in accordance with the new strategy and strengthen their analytical component by introducing quantitative performance indicators (KPIs). Deadline: by the beginning of the 2026-2027 academic year.

2. The educational program's leadership is recommended to ensure the systematic involvement of stakeholders (employers, students, and faculty) in the development and updating of the program's development plan, with participation forms and interaction results documented. Strengthen coordination among all participants in the program's development and implementation, ensuring process transparency and continuity of program management. Deadline: by the beginning of the 2026–2027 academic year.

Conclusions of the EEC:

According to the standard "Management of the main educational program", 17 criteria are disclosed, of which: 1 criterion is strong, 13 criteria are satisfactory, 3 criteria require improvement.

6.2. The Information Management and Reporting Standard

✔ *The Higher Education Institution (HEI) shall demonstrate the effective functioning of a mechanism for collecting, analysing, and managing information through the use of modern information and communication technologies (ICT) and software solutions.*

✔ *The Educational Programme (EP) management shall demonstrate the systematic use of processed and reliable information to improve the internal quality assurance system.*

✔ *The management shall demonstrate the functioning of a reporting mechanism that includes the evaluation of the effectiveness of the Educational Programme (EP) and the performance of structural units within the quality assurance framework.*

✔ *The HEI shall define the frequency, forms, and methods for evaluating the management of the Educational Programme (EP), the activities of collegial governing bodies and structural units, as well as the implementation of research projects.*

✔ *The HEI shall demonstrate the implementation of mechanisms ensuring information security, including the designation of responsible persons for the accuracy and timeliness of information provided.*

✔ *The HEI shall demonstrate the involvement of students, staff, and faculty in the processes of information collection and analysis, as well as in decision-making based on the information obtained.*

✔ *The Educational Programme (EP) management shall demonstrate the existence of communication mechanisms with students, staff, and other stakeholders, including procedures for conflict resolution.*

✔ *The HEI shall measure the level of satisfaction of faculty, students, and administrative staff with the quality assurance of the Educational Programme (EP) and provide evidence of actions taken to address identified shortcomings.*

✔ *The information collected and analysed by the Higher Education Institution within the framework of the Educational Programme (EP) shall include:*

- *Key Performance Indicators (KPIs);*
- *student enrolment trends by mode and type of study;*
- *student academic performance, achievements, and attrition rates;*
- *student satisfaction with the quality of the Educational Programme (EP) and the learning experience at the HEI;*
- *availability of educational resources and student support services;*
- *graduate employment and career progression.*

✔ *The management shall ensure the effective functioning of a mechanism for informing stakeholders about any planned or implemented actions related to the Educational Programme (EP).*

✔ *The Educational Programme (EP) management shall facilitate access to all necessary information in the relevant fields of science.*

Evidence

The Academy's educational quality assurance system is based on a comprehensive mechanism for collecting, processing, and analyzing information, enabling regular monitoring of educational processes and informed management decision-making. This system includes a combination of information, organizational, and analytical tools aimed at ensuring the transparency of educational activities, improving management efficiency, and accommodating the needs of all stakeholders.

One of the key elements of the quality monitoring system is the implementation and use of modern information systems that form the Academy's unified digital educational environment. The Academy's official website, the Official Website of the Civil Aviation Academy (https://caa.edu.kz/), plays a vital role in ensuring the openness and accessibility of information. This resource contains regulatory documents, educational programs, academic policies,

information on scientific activities, international cooperation, and the Academy's key development areas. The website serves as a public platform for informing students, employees, employers, and other stakeholders about the Academy's activities.

The central element of educational management is the automated information system Platonus, widely used in universities across the Republic of Kazakhstan. This system provides digital support for the educational process, including the creation of individual student educational pathways, course registration, electronic journal maintenance, student academic achievement tracking, and interaction between students, faculty, and administration. The use of the Platonus automated information system enhances the transparency of academic processes, automates document flow, and effectively monitors the quality of education.

The Academy's electronic library and the digital resources of the library complex provide information and resource support for educational and research activities. Electronic educational resources and catalogs of scientific literature are accessible through the Academy's library portal (https://library.caa.edu.kz/), providing students and faculty with access to educational, scientific, and methodological materials, as well as international information databases.

To ensure transparency and efficiency in financial and economic management, the automated accounting system 1C:Accounting is used. This system is used for accounting and management records, generating financial statements, monitoring cash flows, and ensuring compliance with financial legislation.

An important aspect of the quality assurance system is identifying stakeholder requirements and expectations. Key stakeholders in educational activities include students, graduates, employers, faculty, and government and professional organizations. The needs and expectations of these groups are identified through an analysis of the external educational regulatory framework, as well as feedback received through joint activities with employers and partners. These activities include internships, scientific and practical seminars, professional meetings, roundtables, and joint educational projects.

To improve the adaptability of the quality management system, the Academy regularly analyzes its external and internal environments. The external analysis aims to identify changes in state educational policy, labor market requirements, development trends in the transportation and logistics industries, and assess the competitive landscape in higher education. The internal analysis assesses the effectiveness of educational programs, the level of resource provision, the quality of the educational process, and the performance of its structural divisions.

Internal process audits are an essential tool for monitoring the effectiveness of the quality management system. Internal audits assess the compliance of the Academy's departments with established regulatory requirements, internal regulations, and the Academy's academic policy, which is posted on the official website (https://caa.edu.kz/akademicheskaya-politika). Audit results are used to identify problem areas, assess risks, and develop corrective actions aimed at improving the effectiveness of educational activities.

A key element of the quality monitoring system is the regular assessment of stakeholder satisfaction with the Academy's educational services. To this end, the Academy conducts systematic sociological research and surveys of various groups involved in the educational process. Specifically, an annual graduate survey is conducted to assess the quality of the education received and its relevance to professional requirements. Employers are surveyed on the quality of graduate training every two years and aim to determine the extent to which graduates' competencies meet labor market needs.

In addition, an annual student survey is conducted on the quality of teaching, allowing us to assess the effectiveness of faculty, the content of educational programs, and the organization of the educational process. A parallel survey is conducted among faculty on the organization of the educational process, helping to identify problematic aspects of academic activities and formulate proposals for improvement. Additionally, thematic student surveys are conducted on various topics, including the functioning of student self-government, the social adaptation of first-year students, and the quality of student infrastructure.

The Center for Social Support and Youth Development of the Civil Aviation Academy plays an important role in ensuring effective communication between students and the Academy administration. Its activities are aimed at developing socially significant and professionally important qualities in students that allow them to take a leading position in the aviation industry, creating favorable conditions for the formation of a socially responsible personality, providing social support to students, involving young people in the social and cultural activities of the Academy, implementing the state youth policy program, representing and protecting the social and cultural interests of students. Information about the work of the center and services for students is also posted on the official website of the Academy (https://caa.edu.kz/departament-po-vospitatelnoy-i-socialnoy-rabote-278).

Final data on academic performance and attendance are reported at Academic Council meetings. Department reports present graphs of student performance and attendance analysis over several years, allowing for tracking the dynamics of course completion and identifying problem areas in the educational process. It is noted that a significant portion of students with academic arrears clear them by the beginning of the next academic year by repeating the courses. This practice demonstrates the functioning of ongoing monitoring mechanisms and the monitoring of learning outcomes.

The Academy ensures systematic information management and its use for monitoring and improving educational activities. A wide range of regulatory and governing documents governing the main areas of educational, scientific, and administrative activities is publicly available on the Academy's official website (https://caa.edu.kz/). These documents include academic policies, educational program regulations, educational process organization guidelines, internal quality standards, and other internal regulations. Publicly posting these materials ensures the transparency of the Academy's activities and promotes the systematic use of up-to-date and reliable information by all stakeholders.

An external expert review noted that the Academy's information resources contain analytical materials reflecting the effectiveness of implemented management decisions, as well as quantitative indicators characterizing the efficiency of educational and organizational activities. The use of such analytical reports fosters a data-driven management culture and enhances the validity of strategic decisions regarding the development of educational programs.

The Academy places particular emphasis on information security, including information constituting official or commercial secrets. This information is protected in accordance with the national legislation of the Republic of Kazakhstan, including the Civil Code of the Republic of Kazakhstan, the Criminal Code of the Republic of Kazakhstan, and the Labor Code of the Republic of Kazakhstan. In accordance with the Academy's internal regulations and the Rector's order, Academy employees are obligated to maintain confidentiality and not disclose information classified as official or commercial secrets, as well as to take the necessary measures to ensure its protection.

An important component of the quality assurance system is the active participation of employers and representatives of the professional community in the development of educational programs. Employers are represented on various collegial and advisory bodies of the Academy's governance, including the Civil Aviation Academy Alumni Association, the Civil Aviation Academy Board of Trustees, and the academic committees of the educational programs. The activities of these bodies are aimed at ensuring that educational programs meet labor market requirements, developing practice-oriented training, and developing graduates' professional competencies. Information on the activities of these bodies is also available on the Academy's official information resources.

A comprehensive system of academic and advisory support has been created for students. Students can seek advice from methodologists, advisors, academic group curators, and faculty. The effectiveness of this system is confirmed by student survey results, which demonstrate a high level of accessibility to academic support and communication between students and faculty.

The Academy communicates with students, staff, and other stakeholders through several information channels. The primary channel is the Academy's official website (https://caa.edu.kz/), which provides up-to-date information on key events, educational programs, research activities, and administrative procedures. Furthermore, the Academy actively utilizes various forms of professional and public engagement, including participation in educational services exhibitions, job fairs, scientific conferences, roundtables, forums, and other information and communication events.

Additional tools for engaging with external and internal stakeholders include annual Open Days, meetings with employers and alumni, and regular meetings between the Academy's management and students. The practice of in-person visits by department heads and the Academy administration also plays an important role, contributing to increased transparency in management processes and the development of effective feedback.

A key element of the Academy's unified information system is compliance with legal requirements regarding personal data protection. Students, staff, and faculty consent to the processing of their personal data when using the Academy's information systems. This information is recorded in the Academy's databases and confirmed by the terms of their employment or training contracts, which contain provisions regarding consent to the processing of personal data.

The creation and storage of students' personal information is carried out in the Platonus automated information system, which is used as the primary platform for managing the educational process. The system maintains an electronic "Student Personal Record" containing personal data, including identification information, previous education details, contact information, student status orders, and graduate employment information. This system ensures centralized information storage, improves the efficiency of academic data management, and ensures access to the necessary information for authorized employees.

Monitoring the implementation of educational program development plans is carried out through a multi-tiered system of internal control and reporting. This system includes annual reports from faculty on the implementation of individual work plans, annual reports from graduate departments and faculties, and an analysis of the implementation of educational program development plans at faculty council meetings. An internal audit of educational processes is also conducted, and educational program development issues are regularly discussed at meetings of the Academy's collegial governing bodies. The annual report of the academic committee on the relevant educational program plays a significant role in monitoring the quality of educational programs.

Compliance with legal requirements regarding personal data protection is also ensured through the Academy's HR policy. Upon employment, each employee, including faculty, must provide the HR department with signed consent to the collection and processing of personal data, as well as consent to its protection in accordance with the current legislation of the Republic of Kazakhstan.

The results of the faculty survey demonstrate a relatively high level of staff engagement in management and strategic decision-making at the academy. For example, when asked to assess the degree of faculty involvement in academy governance, 35.7% of respondents rated this indicator as "very good," while 53.6% rated it "good." These results confirm the existence of well-developed mechanisms for academic participation and attest to the development of a collegial governance model at the academy, based on the active participation of faculty in the strategic development of the educational institution.

The results of the student survey confirm the functioning of communication mechanisms between the administration and students. For example, 84.6% of students positively rate the accessibility and responsiveness of the administration, and 82.1% are satisfied with the availability of academic advising. Additionally, the results of the faculty survey show that 50% of instructors positively rate the level of feedback from the administration, demonstrating the existence of effective communication channels within the Academy.

Analytical part

The Academy has developed a functioning information management and reporting system based on digital platforms, regulatory frameworks, and multi-level monitoring of activities. The system encompasses key processes in the implementation of educational programs, including collecting academic data, analyzing learning outcomes, conducting internal audits, surveying stakeholders, and preparing reports at various management levels. The presence of digital educational management systems, regular review of analytical materials by collegial bodies, and a well-developed practice of surveying students, faculty, graduates, and employers demonstrate the Academy's systematic approach to providing feedback and monitoring the quality of the educational process.

At the same time, the analysis shows that the current reporting system is primarily focused on monitoring academic indicators and ongoing processes, while assessing the overall effectiveness of educational programs requires further development. To improve the effectiveness of educational program management, it is advisable to strengthen the analytical component of reporting, including the implementation of a system of measurable indicators for the effectiveness of educational programs and a more systematic use of monitoring results for management decision-making.

However, the presented materials largely reflect the academic performance of the educational process, while the reporting mechanism for educational programs requires a more comprehensive approach. To improve the effectiveness of educational program management, it is advisable to expand the reporting system by regularly assessing the effectiveness of educational programs as a whole, as well as the activities of the structural units involved in ensuring their quality. Such assessments should consider not only academic performance but also a broader range of characteristics reflecting the effectiveness of educational program implementation.

An important element in improving the educational program management system is the introduction of measurable criteria for the effectiveness and efficiency of educational programs. To this end, it is advisable to develop a system of key performance indicators (KPIs) that will enable regular monitoring and comparative evaluation of educational programs based on parameters such as graduate employment rates, academic performance and achievement of learning outcomes, student and employer satisfaction with the quality of training, student and faculty participation in research, academic mobility, participation in international projects and grants, faculty publication activity, and the level of involvement of external partners and employers in the educational program.

Based on these indicators, it is possible to develop an internal system for comparative evaluation of educational programs, which will allow us to identify programs with different levels of effectiveness, for example: highly effective educational programs, consistently effective educational programs, educational programs requiring development, as well as programs with low implementation effectiveness.

The implementation of such an evaluation system will ensure greater transparency in the management of educational programs, increase the accountability of their leaders for their performance, and create a constructive competitive environment between educational programs focused on achieving the Academy's strategic development indicators.

A key condition for the functioning of such a system is the development of incentive mechanisms for educational program directors, which could include incentive payments, support for scientific and educational initiatives, priority funding for the development of the most successful programs, and opportunities for professional and career growth. This will increase the interest of educational program directors in achieving the Academy's strategic goals and ensuring high-quality specialist training.

The mechanism for informing stakeholders about the results of analyses and corrective actions implemented also requires further improvement. Despite the existence of a well-developed survey and internal audit system, dissemination of analysis results and decisions to students, faculty, and other target groups is not yet fully systematic.

Overall, the presented system of surveys, monitoring, and internal audit demonstrates the existence of a functioning mechanism for receiving feedback from various stakeholder groups and can be considered a strength of the Academy's operations. However, to complete the full quality assurance cycle, which includes not only collecting and analyzing information but also communicating the results to all stakeholders, it would be advisable to strengthen the practice of informing educational process participants about corrective measures taken based on the surveys and analyses. During interviews with target groups, it was noted that survey results and information on management decisions are not always systematically communicated to students, faculty, and other stakeholders. Therefore, it is recommended to ensure broader dissemination of survey results, decisions, and corrective actions through the Academy's official information resources.

In this regard, it is advisable to strengthen the practice of public information and systematize the placement of analytical materials on the Academy’s official information resources.

Thus, the existing information management and reporting system can be considered as a developed institutional basis for quality assurance; however, further improvement should be aimed at expanding the assessment of the effectiveness of educational programs, increasing the transparency of management decisions, and more actively informing stakeholders about the results of monitoring and the measures taken to improve the quality of education.

Strengths/Best Practices:

are not observed.

Recommendations of the EEC for EPs 6B07101 Technical operation of aircraft and engines, 6B07109 Maintenance of ground-based radio-electronic equipment of airports, 7M07101 Aviation engineering and technology (scientific and pedagogical master's program), 6B07102 Technical operation of avionics systems of aircraft, 6B07118 Air traffic services and air navigation support of flights:

1. The university's management is recommended to ensure systematic communication to stakeholders about the results of education quality monitoring, publish annual reports on the academy's official website on the survey results, corrective measures taken, and improvements to the educational process, ensuring access to this information for students, faculty, and employers. This is to be done on an ongoing basis.

3. The responsible structural unit is recommended to systematize the placement of analytical materials on the official website of the Academy, createstructureda section that includes survey results, internal audit reports, analytical reviews of the quality of education andinformation on the corrective measures implemented, with regular updates. The deadline is at least once a year.

Conclusions of the EEC:

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

6.3. The standard "Development and approval of the educational program"

✔ *The Higher Education Institution (HEI) shall demonstrate the existence of a documented procedure for the design, approval, implementation, monitoring, and evaluation of the effectiveness of Educational Programmes (EPs) at the institutional level.*

✔ *The HEI shall demonstrate a collegial approach to the design and quality assurance of Educational Programmes (EPs), ensuring the participation of students, faculty, and other stakeholders.*

✔ *The management shall demonstrate that Educational Programmes (EPs) undergo external expert review.*

✔ *The management shall demonstrate that the content of the Educational Programme (EP) is aligned with its established objectives and intended learning outcomes, including:*

- *the design of the Educational Programme (EP) based on the student-centred approach to learning and teaching and the State Educational Standard of the Republic of Kazakhstan;*
- *a clearly defined programme structure based on the European Credit Transfer and Accumulation System (ECTS);*
- *the development of the Educational Programme (EP) content with due consideration of the volume of theoretical studies, research activities, and professional practice;*
- *the alignment of course content and intended learning outcomes with each other and with the relevant level of higher education (Bachelor's, Master's, or Doctoral), as defined by the National Qualifications System (NQS) and the Qualifications Framework of the European Higher Education Area (QF-EHEA);*
- *the justification of the contribution of each course to ensuring that every student achieves the intended learning outcomes;*
- *the development of procedures for assessing students' learning achievements, including final attestation.*

✔ *An important factor is the availability of opportunities for students to prepare for professional certification.*

✔ *The management shall demonstrate the existence of a graduate profile for the Educational Programme (EP), describing the intended learning outcomes and personal competencies of graduates.*

✔ *The management shall demonstrate the uniqueness of the Educational Programme (EP) and its positioning within the regional, national, and international education market.*

✔ *An important factor is the existence of double-degree and/or joint Educational Programmes (EPs) with foreign higher education institutions and evidence of their effective implementation.*

Evidence

The institutional procedure for developing, approving, implementing, and evaluating the effectiveness of the educational program is formalized, standardized, and applies to all cluster programs. The Academy has a standardized system for developing and managing educational programs. The basic regulatory document governing the development and implementation of educational programs at the Academy is the Academic Policy of the Civil Aviation Academy (as amended on April 25, 2024), which is publicly available on the Academy's official website (https://caa.edu.kz/akademicheskaya-politika). In particular, the key provisions defining the requirements for educational programs are set out in the section "Policy for the Implementation of Educational Programs" (clause 8), approved by the Chairman of the Management Board - Rector. This section of the academic policy establishes uniform institutional approaches to the development of educational programs and determines their structure, content, as well as the procedure for development, coordination, approval, and subsequent updating. The document regulates the requirements for the formation of learning objectives and outcomes, the structure of curricula, the content of disciplines, as well as mechanisms for taking into account the opinions of stakeholders, including employers and students. Also, to ensure the quality of educational programs and optimize their development processes, the Academy has developed the Rules for the Development and Design of Educational Programs AGAP-04-11 (https://clck.ru/33nLSE).

This regulatory document places particular emphasis on ensuring that educational programs meet current labor market requirements, national and international higher education standards, and the principles of student-centered learning. The procedures for coordinating and approving educational programs include the participation of collegial governing bodies, including academic committees and faculty councils, ensuring the transparency and validity of decisions. The

Academy's program content is developed based on state educational standards for higher professional education, a competency-based approach, and professional standards in accordance with industry qualification frameworks, international standards, and civil aviation legislation. The program development takes into account analytical data, including comparisons of programs offered at leading global educational institutions, the domestic and international labor markets, educational achievements, proposals for improvement, and recommendations from employers and students.

Coordination of educational programs (EPs) at the Academy is carried out at the level of graduating departments, where a key role is assigned to the heads of departments, who act as leaders (coordinators) of the EPs. Their activities are regulated by the provisions of the Academic Policy of the Civil Aviation Academy (as amended on April 25, 2024) (https://caa.edu.kz/akademicheskaya-politika), within the framework of which responsibility for the design, development and implementation of educational programs is determined.

Program directors ensure comprehensive management of the educational program's lifecycle, including developing its concept, defining learning objectives and outcomes, and organizing the implementation process. A key aspect of their work is ensuring that educational programs are focused on achieving stated learning outcomes in accordance with qualification requirements and professional standards. This is done by ensuring the mandatory involvement of all key stakeholders, including students, employers, representatives of the professional community, and faculty, in line with the principles of a stakeholder-oriented and student-centered approach.

When developing educational programs, a range of resource and organizational parameters is considered to ensure their high-quality implementation. These parameters include staffing, which requires the availability of qualified faculty with the appropriate academic and professional competencies; availability of information resources, including access to electronic educational platforms and library systems; a material and technical base appropriate to the specific needs of the educational programs; and the availability of internship sites and agreements with specialized organizations that ensure practice-oriented training for students.

Furthermore, information support for the educational process, implemented through digital platforms, including Platonus, is crucial, as is methodological support, including the development of educational and methodological discipline sets, syllabi, methodological recommendations, and other educational resources. A comprehensive approach to these parameters ensures that educational programs comply with established quality standards and the requirements of the modern labor market.

The content of educational programs is designed with flexibility and variability in mind, allowing students to develop individualized educational trajectories. This approach is implemented through discipline selection mechanisms, the development of individualized curricula, and the ability to adapt the educational process to students' academic and professional interests.

Educational programs are focused on achieving learning outcomes expressed in a competency framework. Their structure includes the development of general cultural (general educational), basic, and professional competencies, ensuring comprehensive preparation of graduates. This approach fosters not only professional knowledge and skills but also the development of universal competencies, including critical thinking, communication skills, and readiness for professional mobility in a dynamically developing economy and the transport and logistics industry.

The updating of educational programs (EP) at the Academy is systematic and continuous and is carried out as necessary, 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 modern trends in the development of society, science and the demands of the labor market.

Ensuring that educational programs meet the current needs of educational service consumers is achieved through the active involvement of stakeholders in their development and updating.

Specifically, representatives of companies, employers, graduates, and other stakeholders with practical experience and an understanding of professional requirements are involved in the development of elective course catalogs. This collaboration allows for the real needs of the industry to be taken into account and the content of educational programs to be oriented toward the development of in-demand competencies.

The development and updating of educational programs is carried out through partnerships with representatives of the manufacturing sector and the professional community. This process is implemented through various forms of communication and expert discussion, including roundtables, surveys, scientific and practical seminars, workshops, and consultations with employers. The results of these activities are analyzed and integrated into the content of educational programs, facilitating their adaptation to dynamically changing labor market conditions.

Monitoring and evaluation of the educational program is a system for collecting, summarizing, analyzing, and processing information on the state of the educational services delivery system and its key performance indicators, as well as making informed management decisions to achieve high-quality education and forecast the development of the Academy's educational services. Monitoring and evaluation of the educational program 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 made by employers and other stakeholders,
- Discussion of the educational program, recommendation for approval, approval procedure.

The Academy's graduate departments have developed and implemented graduate models for their educational programs. These models are an integral part of the modular educational program structure and reflect the training targets for specialists. The development of graduate models is carried out in accordance with the requirements of the Civil Aviation Academy's Academic Policy (as amended on April 25, 2024) (https://caa.edu.kz/akademicheskaya-politika), as well as the principles of competency-based and student-centered approaches.

Graduation models for accredited educational programs include a systematic list of competencies grouped into three key areas: general (universal), professional, and personal competencies. General competencies are aimed at developing the fundamental skills necessary for successful socialization and professional mobility of graduates, including communication, analytical, and digital skills. Professional competencies reflect the specific training provided within a specific educational program and are oriented toward performing professional tasks in the relevant industry—in this case, the technical operation of aviation and electronic equipment. Personal competencies ensure the development of individual qualities in students, such as responsibility, self-improvement, leadership, and adaptability to change.

The development of graduate models is a collaborative and multifaceted process. This process involves department faculty, employer representatives, graduates of educational programs, and the students themselves. This collaboration ensures that labor market demands, professional community expectations, and student learning needs are considered. Employer participation helps update professional competencies in line with industry standards, while student and graduate engagement helps incorporate practical experience gained from mastering educational programs and enhance their relevance.

Integrating graduate models into the structure of modular educational programs ensures a logical relationship between learning objectives, course content, and expected learning outcomes. This promotes greater transparency in the educational process, enables more effective monitoring of learning outcomes, and ensures that graduates' training meets the current demands of the labor market and professional practice.

The internal assessment of the quality of education includes an assessment of the quality of teaching by leading teachers and a social survey "The Teacher through the Eyes of a Student" among students.

The achievement of the cluster's objectives within the EP is monitored by monitoring the satisfaction of student and community needs, using tools such as surveys of students and employers as a feedback mechanism: the Student Questionnaire "Satisfaction with the Quality of the Organization of the Educational Process" and the Employer Questionnaire.

In order to ensure that the practical training (provided for by the curricula of the EP profiles of the cluster areas: educational, industrial, pre-graduation practical training (for bachelors) and scientific and pedagogical (for masters)) corresponds to the professional activities of future graduates, the departments conclude long-term and short-term contracts with industrial enterprises, private and public, organizations equipped with advanced equipment and technology, for the completion of all types of practical training.

The structure of the educational program corresponds to the bachelor's and master's degrees, the credit system is functional, and regulatory compliance is ensured. The educational program structure includes a general description, a graduate model, a list of competencies, curricula, course work programs, internship programs, and a final assessment system. The curricula are developed in accordance with the State Educational Standard (GOS). The organization of training based on academic credits ensures compliance with the ECTS structure. The programs include theoretical training, professional internship, student research (for master's students), and a final qualifying thesis.

The regulations governing educational programs stipulate the development of learning outcomes and their correlation with graduates' professional and universal competencies. The system of ongoing, midterm, and final assessment of students is governed by the Academy's regulatory documents and includes various forms of knowledge assessment, such as exams, tests, coursework, state examinations, and the defense of final qualification theses. These documents also establish the procedure for determining final grades, requirements for student eligibility for assessment, and uniform approaches to assessment procedures. Thus, the procedures for monitoring and assessing learning outcomes are formalized and applied uniformly across all educational programs in the cluster, ensuring the comparability of learning outcomes and the transparency of academic requirements.

According to student survey results, 76.9% of students are satisfied with the quality of their educational programs, and 87.2% are satisfied with the quality of their subject curricula. Meanwhile, the faculty survey shows that 60.7% of faculty rate the alignment of their educational program content with their academic and professional interests as "very good" and 39.3% as "good," demonstrating their professional commitment to the development and implementation of educational programs.

Analytical part

The Academy has a statutory system for developing, approving, implementing, and evaluating the effectiveness of educational programs. The procedures for developing and adjusting programs, developing curricula, organizing the educational process, and conducting various types of assessment are regulated by internal documents and comply with state educational standards. Educational programs have structured content and include a graduate model, learning outcomes, curricula, course and internship programs, and a student assessment system. Program quality is monitored through internal assessment mechanisms, department and institute self-assessments, analysis of learning outcomes, student and employer surveys, and external assessment procedures, including accreditation and the work of state certification commissions. Overall, the structure of educational programs complies with regulatory requirements, the credit-based system is functional, and the educational process is linked to practical training through a system of professional internships and interaction with employers.

At the same time, the analysis revealed that the practical implementation of certain elements of the educational program quality assurance system requires further improvement. Despite the existence of a regulatory framework governing stakeholder participation in the development and updating of educational programs, mechanisms for collegial interaction between students, employers, and other stakeholders are not implemented systematically enough and require clearer organizational regulations and documentary evidence.

The results of the analysis of the presented materials, as well as interviews with target groups, indicate that student participation in the development, discussion, and adjustment of educational programs is sporadic. During the interviews, students did not confirm their regular involvement in these processes, indicating the formal nature of the existing feedback mechanisms. This situation highlights the need to institutionalize student participation, including the development of clear procedures for their involvement, recording the results of discussions, and integrating student proposals into the content of educational programs.

Similar issues were identified in terms of interaction with external stakeholders. Despite the declared existence of industry councils and other forms of collaboration with employers, company representatives interviewed did not confirm their participation in the activities of these structures or in the development and evaluation of educational programs. This indicates insufficient practical interaction between the Academy and the professional community and calls for stronger partnership mechanisms with employers, including their regular participation in the development of educational programs, the compilation of elective course catalogs, and the assessment of learning outcomes.

The system of external evaluation of educational programs also requires additional attention. The materials submitted for external review are limited and do not cover all educational programs. In some cases, expert opinions are perfunctory, lacking a comprehensive analysis of the program content, an assessment of its compliance with modern professional requirements, or specific recommendations for improvement. The lack of meaningful expert feedback reduces the effectiveness of external quality assurance mechanisms.

In addition, the need was identified to strengthen the practice-oriented focus of educational programs, including through the integration of elements of professional certification, the development of dual training, expanded interaction with industry enterprises, and the introduction of modern practice-oriented educational technologies.

Thus, despite the existence of institutionally established mechanisms to ensure collegiality in the development of educational programs and external review, their practical implementation requires further development. The Academy should strengthen the systematic and regular involvement of students, employers, and other stakeholders in the development and updating of educational programs, ensure documentation of the results of such interaction, and organize a comprehensive external review of educational programs, producing analytical reports containing substantiated recommendations for their improvement.

Overall, the Academy has the necessary regulatory and organizational framework for managing educational programs. However, further improvement of the system is associated with increased stakeholder participation, the development of substantive external program evaluation, and the expansion of practice-oriented training components.

Strengths/Best Practices:

A key strength of the educational programs is their focus on preparing students for professional certification, which enhances their competitiveness and compliance with industry requirements. The program's content, course structure, and practice-oriented approach ensure the development of the competencies necessary for successful certification exams and subsequent professional development.

Recommendations of the EEC for EPs 6B07101 Technical operation of aircraft and engines, 6B07109 Maintenance of ground-based radio-electronic equipment of airports,

7M07101 Aviation engineering and technology (scientific and pedagogical master's program), 6B07102 Technical operation of avionics systems of aircraft, 6B07118 Air traffic services and air navigation support of flights:

1. The program management must ensure regular participation of students, faculty, employers, and other stakeholders in the discussion and updating of educational programs, with documentary evidence (meeting minutes, expert opinions, roundtable reports, participation in the development of the Program Development Plan) at least once a year. The deadline is annually.

3. The EP leadership must ensure the actual participation of enterprise representatives in the activities of industry councils and in the development and review of educational programs, with regular consideration of employer proposals regarding program content and the development of learning outcomes. Deadline: annually.

Conclusions of the EEC:

According to the standard "Development and approval of the educational program", 12 criteria are disclosed, of which: 1 criterion is strong, 11 criteria are satisfactory.

6.4. The standard "Continuous monitoring and periodic evaluation of the educational program"

✔ *The management shall demonstrate the existence of a documented procedure for the monitoring and periodic review of the Educational Programme (EP) to ensure the achievement of its objectives and the continuous improvement of its content.*

✔ *The management shall demonstrate the effectiveness of the monitoring and periodic review of the Educational Programme (EP).*

✔ *The monitoring and periodic review of the Educational Programme (EP) shall consider:*

✔ *the content of the programme in the context of the latest developments in science and technology relevant to the discipline;*

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

✔ *student workload, academic performance, and graduation rates;*

✔ *the effectiveness of procedures for assessing students' learning achievements;*

✔ *students' needs and their level of satisfaction;*

✔ *the alignment of the learning environment and support services with the objectives of the Educational Programme (EP).*

✔ *The management shall ensure that the structure and content of the Educational Programme (EP) are reviewed and updated in response to changes in the labour market, employers' requirements, societal needs, and the level of student satisfaction.*

✔ *The management shall provide evidence of the participation of students, employers, and other stakeholders in the review and revision of the Educational Programme (EP).*

✔ *The Higher Education Institution (HEI) shall ensure that all stakeholders are informed about any planned or implemented actions related to the Educational Programme (EP), including the publication of amendments made to the programme.*

Evidence

The Academy defines and consistently implements procedures for monitoring, periodically evaluating, and reviewing educational programs to ensure they achieve their goals and meet the needs of students and society. The Academy ensures the participation of students, employers, and other stakeholders in program evaluation and review.

The analysis of the monitoring procedures and periodic evaluation of the educational program is carried out on the basis of: an analysis of the curricula, the catalog of elective courses, individual student program plans, internal regulatory documents governing the implementation of educational programs, their monitoring and evaluation; minutes of collegial bodies and department meetings; interviews and questionnaires of students, faculty and stakeholders; and the results of observations of the activities of support services.

The basis for these procedures are:

- approval of new standard curricula for specialties;
- introduction of new professional standards;
- proposals from employers, formed based on the results of a survey or joint events with graduating departments;
- recommendations of the AC chairmen;
- the results of research activities of the Academy’s teaching staff in the field of special sciences and modern pedagogical research;
- changes in regulatory requirements for the development of the EP.

The quality of educational programs is assessed based on the analysis of curricula, the catalog of elective courses, teaching and methodological complexes, student and faculty surveys, and class attendance.

Various departments of the Academy conduct sociological surveys such as "Student Satisfaction with the Quality of Educational Services." The main goal is to assess student satisfaction with the results of their studies at the university, their attitudes toward various components of the academic education system, and to explore the strengths and weaknesses of the Academy's educational and training activities.

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

As part of external procedures, educational programs undergo program accreditation and external evaluation of individual program elements. In accordance with the Law on Education of the Republic of Kazakhstan, educational programs undergo voluntary accreditation by agencies included in the national register of accreditation bodies.

Improvement of educational programs includes the following procedures:

- Annual review of methodological support at the level of department meetings, faculty teaching and methodological councils, the Academic Planning Committee, and the academy teaching and methodological councils.
- Annual analysis and expansion of the CED with the involvement of employers.
- Maintaining feedback with stakeholders aimed at improving the educational program (round tables, final conferences on industrial practices, joint scientific and methodological seminars).
- Assessment of the quality of the EP by the main stakeholders:
- Annual internal audits to determine the compliance of the processes of planning, organization, monitoring and development of the quality of the educational institution with established requirements.
- Analysis of the results of external quality assurance procedures.
- Participation in the ranking of educational programs of universities conducted by the National Chamber of Entrepreneurs of the Republic of Kazakhstan "Atameken", IAAR, NAOKO, etc. (https://caa.edu.kz/akkreditaciya)

The program management conducts an annual review of the content of the curricula, modular educational programs, curricula, and the CED, taking into account changes in the educational labor market and the wishes of students and faculty. It also engages employers, students, and stakeholders in decision-making. As noted above, a thorough analysis of survey results and joint meetings enables effective decisions regarding changes to the program content and format. The catalog of elective courses for accredited programs is reviewed and expanded annually.

An important element of ensuring the quality of educational programs is the internal quality assessment system. This system includes a comprehensive assessment of teaching quality, conducted by the department's leading faculty members, and includes an analysis of the methodological support provided for the courses, the educational technologies used, and learning outcomes. An additional tool for internal quality control is the student survey "Teacher Through the Eyes of a Student," which assesses student satisfaction with the quality of teaching, the organization of the learning process, and interactions with faculty.

Monitoring the achievement of the cluster's educational program goals is accomplished through regular satisfaction analysis of key stakeholders—students, employers, and practical training participants. Various sociological research tools, including surveys, are used as a feedback mechanism. These include a student survey on "Satisfaction with the Quality of the Educational Process," a survey for employers, and a survey for students undergoing industrial or academic internships. Survey results help identify problematic aspects of the educational process, assess graduates' compliance with professional requirements, and formulate recommendations for improving educational programs.

Thus, ongoing monitoring and periodic assessment of the quality of the EP implementation are carried out systematically and include a comprehensive analysis of curricula, class schedules, individual student curricula, and internal regulatory documents governing the implementation of educational programs. Additionally, the satisfaction level of key stakeholders in the educational process—students and employers—is assessed based on survey results. Monitoring also includes an analysis of academic workload indicators, student academic performance, and the results of undergraduate and graduate quality assessments. The results are systematized in department reports and supported by relevant documentation, including minutes of department meetings, educational and methodological committees, and the Academic Council.

At the same time, the analysis shows that Monitoring and periodic evaluation of educational programs require further expansion, primarily in terms of analyzing the effectiveness of the methods used to assess students' academic achievements. Interviews and analysis of the materials provided revealed that traditional forms of knowledge assessment, such as testing, written exams, and oral responses, are predominantly used in the educational process. However, examples of alternative or innovative assessment methods focused on assessing students' practical skills and competencies are limited.

In this regard Monitoring of educational programs should include an analysis of the effectiveness of existing assessment systems, which makes it possible to determine to what extent the forms of control used actually reflect the degree of achievement of the stated learning outcomes and goals of educational programs. To this end, it would be appropriate to address this issue at the institutional level within the framework of internal quality assurance procedures, including discussions at educational and methodological councils, departments, and other collegial bodies, followed by adjustments to approaches to assessing students' academic achievements.

The results of current, midterm, and final assessments are communicated to students through their personal accounts in the Platonus information system. Coursework results are analyzed after each examination session and discussed at department meetings, as well as at Academic Council meetings. Regulatory documents governing student assessment procedures, as well as the principles of objectivity and transparency in the assessment process, are publicly available on the Academy's educational portal and are accessible to students.

The results of the final state certification are discussed at meetings of the department, the Institute's Academic Council, and the Academy's Academic Council in accordance with internal regulations, such as the "Regulations on the State Certification Commission" and the "Regulations on the Final Qualification Thesis." One of the key performance indicators for the core educational programs is the quality of graduate training and their employment rate in their field of study.

To regularly review and improve the curriculum, departments implementing educational programs organize various forms of stakeholder engagement. These include roundtables with representatives of the academic community, employers, and students, as well as discussions during Academic Committee meetings. Guest lectures, job fairs, and Career Days and Internships provide additional venues for exchanging opinions and receiving feedback.

At the same time, the analysis showed that The presented forms of interaction with stakeholders are largely advisory in nature and do not always confirm their systematic participation in the processes of reviewing and adjusting educational programsDuring the accreditation process, insufficient evidence was provided of the active participation of employers, students, and graduates in making specific decisions regarding changes to the content of educational programs, the development of learning outcomes, or the updating of curricula.

Furthermore, the participation of industry representatives and other stakeholders is most often manifested through participation in certification committees or individual academy events, which are rather episodic and formal in nature.specific examples of proposals from employers, students or graduates that would be reflected in changes to the content of educational programs are presented in a limited manner.

In this regard, the EEC notes that educational program management must strengthen the practical implementation of mechanisms for engaging students, employers, and other stakeholders

in curriculum revisions, as well as ensure documented evidence of their contribution to improving program content. This could include systematic stakeholder participation in working groups developing and updating the curriculum, discussing changes at industry councils, holding regular expert discussions of programs, and documenting stakeholder proposals in meeting minutes and analytical reports.

Public information activities are carried out in accordance with the Academy's regulatory documents governing the activities of departments and the responsibilities of staff. The primary goal of public information is to foster an objective understanding of the Academy and to increase awareness among applicants and their parents, the academic and scientific community, employers, and public organizations about the Academy's activities and its educational and scientific achievements through the use of online resources and other information channels.

Student survey results show that 87.2% of students are satisfied with the quality of teaching, and 79.5% note the promptness of faculty feedback on educational matters. Meanwhile, 60.7% of faculty members positively rate professional development opportunities, which indirectly confirms the functioning of mechanisms for monitoring and improving the educational process.

Analytical part

The Academy has established a regulatory and functioning system for monitoring and periodically evaluating educational programs. The procedures for developing, implementing, reviewing, and evaluating the effectiveness of the educational program are governed by internal regulations and implemented at the institutional level through the activities of departments and collegial governing bodies. The monitoring system includes analysis of curricula, learning outcomes, academic performance, and feedback from students and employers, as well as review of the educational program implementation results at department meetings, educational and methodological committees, and academic councils. Additional quality assurance tools include surveys of students and employers, analysis of practical training results, interaction with industrial partners, and monitoring of graduate employment.

At the same time, the analysis revealed that the practical implementation of certain elements of the educational program monitoring and evaluation system requires further development. Specifically, traditional knowledge assessment methods are predominantly used in the educational process, while the use of innovative and practice-oriented forms of learning assessment is limited. This requires expanding the range of assessment methods aimed at more comprehensively assessing the development of students' professional competencies.

Furthermore, mechanisms for student, employer, and graduate participation in curriculum revision are not implemented systematically enough. Despite various forms of stakeholder engagement, their participation is often advisory or ad hoc, and is not always accompanied by documented examples of influence on curriculum content updates.

Thus, the Academy has the necessary organizational and regulatory framework for monitoring and periodically evaluating educational programs. At the same time, *Further improvement of the system should be aimed at expanding practice-oriented methods for assessing learning outcomes, strengthening the systematic participation of stakeholders in the revision of educational programs, and increasing the evidence of their contribution to improving the content and quality of the educational process.*

Strengths/Best Practices:

are not observed.

Recommendations of the EEC for EPs 6B07101 Technical operation of aircraft and engines, 6B07109 Maintenance of ground-based radio-electronic equipment of airports, 7M07101 Aviation engineering and technology (scientific and pedagogical master's program), 6B07102 Technical operation of avionics systems of aircraft, 6B07118 Air traffic services and air navigation support of flights:

1. The educational program leadership is recommended to incorporate practice-oriented assessment methods (project assignments, case studies, portfolios, team projects, and practical cases) into the educational process, allowing for the assessment of students' professional competencies and ensuring their systematic application across the curriculum. Deadline: by the beginning of the 2026-2027 academic year.

2. The leadership of the EP is recommended to organize annual monitoring of the effectiveness of existing learning assessment systems, with discussion of the results at meetings of departments, educational and methodological councils, and collegial bodies of the Academy. Deadline: annually.

3. The management of the educational program must ensure the regular involvement of stakeholders in the discussion and updating of the content of educational programs (working groups, round tables, expert discussions)*with mandatory recording of proposals and decisions in the minutes of meetings*. Duration - annually.

Conclusions of the EEC:

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

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

✔ *The Educational Programme (EP) management shall ensure respect for and responsiveness to the diverse groups of students and their needs by providing flexible learning pathways.*

✔ *The management shall ensure that teaching is based on the latest achievements of international science and professional practice in the relevant field of study and that a variety of modern teaching and learning methods, as well as assessment methods, are used to achieve the objectives of the Educational Programme (EP).*

✔ *The management shall define mechanisms for balancing students' academic workload between theoretical studies and practical training, ensuring that every graduate successfully achieves the intended learning outcomes and the objectives of the Educational Programme (EP).*

✔ *An important factor is the availability of the institution's own research in the field of teaching methodology for the disciplines included in the Educational Programme (EP).*

✔ *The Higher Education Institution (HEI) shall ensure that the procedures for assessing learning outcomes are aligned with the intended learning outcomes and the objectives of the Educational Programme (EP).*

✔ *The Higher Education Institution (HEI) shall ensure consistency, transparency, and objectivity in the application of the mechanisms for assessing students' academic achievements.*

✔ *Assessors shall be competent in modern methods of learning outcomes assessment and shall regularly undertake professional development in this area.*

✔ *The Educational Programme (EP) management shall demonstrate the existence of a feedback system regarding the use of various teaching methods and learning outcomes assessment methods.*

✔ *The Educational Programme (EP) management shall demonstrate support for student autonomy while ensuring appropriate academic guidance and assistance from teaching staff.*

✔ *The Educational Programme (EP) management shall demonstrate the existence of a procedure for responding to students' complaints.*

Evidence

The academy's educational process is organized around the principles of student-centered learning, inclusiveness, and academic fairness. In accordance with education legislation, students have equal educational opportunities regardless of gender, nationality, language, social status, or health status.

Flexible educational paths are ensured by the credit system, the variable component of the educational program, and the opportunity to choose elective courses. Advisors and curators provide consultative support to students, helping them develop their individual educational paths and select courses based on their professional interests and labor market requirements. Taking into account students' varying learning abilities, instructors employ a variety of pedagogical approaches: ranking assignments by difficulty, forming mixed groups for classroom work, completing additional assignments, and conducting individual and group consultations.

The system of measures, rules, and procedures aimed at planning and managing educational activities, as well as the effective organization of the educational process, is institutionally enshrined in the Academic Policy of the Civil Aviation Academy (as amended on April 25, 2024) (https://caa.edu.kz/akademicheskaya-politika). This document serves as a fundamental regulatory act regulating the key principles for the implementation of educational programs, the organization of the educational process, and the mechanisms for ensuring the quality of education.

The academic policy defines unified approaches to implementing student-centered education, which addresses students' individual learning needs, creates flexible educational pathways, and actively engages them in the educational process. This approach places particular emphasis on developing student independence, fostering critical thinking, and creating conditions for academic and professional mobility.

The document also regulates educational planning procedures, including the development and updating of educational programs, the formation of curricula and catalogs of elective courses,

the organization of the educational process, and a system for monitoring and assessing learning outcomes. An important element is the establishment of transparent and objective assessment criteria, which ensures the comparability of learning outcomes and their alignment with stated educational goals.

Furthermore, the Academic Policy defines internal quality assurance mechanisms, including monitoring of educational programs, surveys of students and other stakeholders, and internal audit procedures. This allows the Academy to systematically monitor the effectiveness of educational activities and make timely adjustments.

The Academy operates a Center for Social Support and Youth Development (CSSYD). Its activities are aimed at developing socially significant and professionally sought-after qualities in students, ensuring their competitiveness and successful integration into the aviation industry. A key focus is creating a favorable educational and sociocultural environment that fosters the development of socially responsible individuals, providing comprehensive social support to students, and actively engaging them in the Academy's social and cultural life. An important focus is implementing state youth policy priorities and ensuring the representation and protection of students' social and cultural interests.

- To achieve the stated goals, the activities of the CSSYD are structured according to the following main areas and objectives:

- planning, organizing and monitoring educational and social work at the Academy, including coordination of events at the Students' House;

- development of student self-government mechanisms as a tool for increasing student involvement in the management of the academic environment;

- developing in students a sense of belonging to the Academy, civic responsibility, as well as the preservation and development of moral, cultural values and institutional traditions;

- conducting analytical, project and rehabilitation work, including psychological examination of students in order to identify the level of anxiety and motivation, as well as subsequent support;

- implementation of measures to protect and strengthen the health of students, ensure sanitary and epidemiological well-being and organize medical services.

The Academy implements a comprehensive student support system aimed at ensuring access to education and creating equal opportunities for all categories of students. Particular attention is paid to students with special educational needs, as well as socially vulnerable groups, including social orphans. Relevant support measures are regulated and presented on the Academy's official resources, including the Official Website of the Civil Aviation Academy (https://caa.edu.kz/e-orientation-276), where information about available forms of support and social assistance is posted.

As part of the student-centered approach, students are considered the central subject of the educational process, which determines the priority attention paid to their educational needs and interests when ensuring the quality of the educational process. To stimulate academic activity and support talented young people, the Academy provides financial incentives, including the Rector's Grant, aimed at supporting students with high academic achievements.

The Academy systematically creates favorable conditions for adaptation and successful completion of educational programs. During the orientation (adaptation) week, first-year students are introduced to the Academy's structure, departmental activities, internal regulations, and the organization of the educational process. Additionally, students are provided with a reference guide (https://clck.ru/38ZMZj), which is regularly updated to take into account changes in academic procedures and serves as a navigation tool in the educational environment.

Ensuring the accessibility and openness of information about educational activities is carried out through the official website of the Academy, where information about educational programs is posted (https://caa.edu.kz/obrazovatelnye-programmy-349), academic policy, and other regulatory documents. Course materials and other educational materials are available to students

through the Platonus automated information system, ensuring transparency of the educational process and constant access to necessary resources.

The Academy provides a stationary workstation for students with special educational needs in the reading room (a personal computer with special capabilities, a Wellamart 4699 desktop magnifying glass).

The Academy's website is adapted for visually impaired users using the "Low Vision Panel," which addresses issues with contrast and font size. It can be used to add features that meet the needs of people with disabilities—for example, the ability to customize the website's color display will help those with color blindness, and increasing the spacing between letters and lines.

The mechanism for assessing the knowledge, skills and qualities acquired by students during the course of their studies is reflected in the Academic Policy, the Rules for conducting midterm and final assessments (https://caa.edu.kz/akademicheskaya-politika , https://clck.ru/38VErs).

Educational programs are delivered using modern educational technologies and information resources. Information technology, electronic textbooks, video lectures, virtual labs, and the academy's educational portal are actively used in the educational process. A significant portion of the educational materials are available on educational platforms, providing students with access to modern educational resources.

The distribution of the academic workload between theoretical and practical training is reflected in the curricula of the educational programs. Practical training is ensured through students' participation in academic, industrial, and pre-graduation internships. Independent student work plays a significant role in the educational process.

Student assessment procedures include various forms of assessment, such as oral quizzes, written assignments, testing, and the defense of course projects and final theses. The final assessment of graduates' competencies is also carried out with the participation of employers as part of the state certification commission. The assessment, appeal, and mitigating circumstances procedures are regulated by the relevant Academy regulations, ensuring the transparency and objectivity of assessment.

If students fail to achieve their academic results within the established deadline, additional academic support mechanisms are available, including additional credits under the FX system, completing the summer and winter semesters, and repeating the course.

A student who disagrees with the final exam result may file an appeal in accordance with the Examination Session Regulations and the Academy's Regulations on Current Academic Performance Monitoring and Midterm Assessment of Students. The objectivity of student assessment is also ensured by entering scores into the Platonus automated information system, which allows for systematic monitoring of student performance and their academic achievements.

The Academy has a feedback system that includes regular surveys of students and faculty on the quality of the educational process. Anonymous student surveys are conducted, including the "Teacher as Seen by Students" survey. The results are analyzed at the department level and used to improve teaching methods. Advisors collect additional information on the quality of the educational process, compile student feedback, and share it with program leadership for decision-making.

The primary procedures for responding to student complaints include reviewing complaints by the department head, the program director, and at meetings of the Anti-Corruption and Professional Ethics Committee for Faculty. The Academy also operates a "Trust Box," through which students can express their opinions or file complaints. Students can also contact the Academy's rector directly by email. Complaints are received in writing or orally and are reviewed by the appropriate officials—faculty, department heads, program directors, and institute administration.

During the in-person meeting of the EEC, experts noted that, according to most of the criteria of this standard, the academy's activities are systematic and generally meet the IAAR requirements and criteria. However, the analysis identified certain aspects requiring further improvement.

Despite the use of modern laboratory equipment and the availability of a material and technical base that allows for the implementation of educational programs at a sufficiently high level, the EEC found that not all teachers fully utilize modern educational technologies and active teaching methods, such as problem-based lectures, case studies, project-based learning, business games, and other practice-oriented approaches.

The EEC also notes that modern methods of assessing learning outcomes aimed at comprehensively assessing the development of students' competencies, including portfolios, project assessment, formative assessment, rubrics, and other assessment tools, are used to a limited extent in the educational process.

Furthermore, experts identified the lack of a systematic feedback mechanism to analyze the effectiveness of teaching methods and learning assessments, as well as to use the results of such analysis for further improvement. The lack of regular monitoring and analysis of the use of modern pedagogical technologies can reduce the effectiveness of the educational process and limit the ability to achieve planned learning outcomes.

During interviews with faculty and students, the EEC members also did not receive sufficient evidence that assessors are systematically proficient in modern learning assessment methods and regularly receive advanced training in this area. Faculty were unable to provide specific examples of using modern assessment tools or completing specialized courses or training aimed at developing competencies in learning assessment.

Students also noted that traditional forms of knowledge assessment are mainly used in the educational process.In this regard, experts noted insufficient documented evidence of teachers' proficiency in modern assessment methods and systematic professional development in this area.

Interviews with students and an analysis of anonymous survey results revealed that students generally positively assess the quality of the educational process, the level of teaching, and the objectivity of assessment. According to the survey results, a significant proportion of students are satisfied with the quality of teaching (87.2% fully satisfied and 10.3% partially satisfied), the objectivity of academic assessment (74.4% fully satisfied and 17.9% partially satisfied), and the overall quality of the educational programs (76.9% fully satisfied and 20.5% partially satisfied).

During the interviews, students also made suggestions for further developing the Academy's educational environment. Specifically, they drew the Academy's leadership's attention to the need to expand international cooperation and academic mobility programs, including the development of grant-based exchange programs.

Most students rate teaching methods positively: 82.1% are satisfied with the teaching methods used, and 87.2% consider assessment objective and fair. At the same time, the results of the faculty survey show that 57.1% of faculty members report academic freedom in choosing teaching methods and implementing innovations, which creates the conditions for the development of student-centered learning.

Analytical part

The Academy has created conditions for implementing the principles of student-centered learning, ensuring flexible educational paths, and providing social support for students. The educational process is organized on a credit-based system, allowing for the choice of courses and the creation of individualized curricula. Academic support mechanisms are in place for students through advisors and curators, as well as a feedback system and procedures for responding to student inquiries and complaints. Student assessment procedures are regulated by the Academy's regulatory documents, and assessment results are recorded in the Platonus automated information system, ensuring transparency and tracking of academic results.

At the same time, the analysis revealed that certain aspects of the educational process require further development. Specifically, educational programs make limited use of their own research on modern pedagogical technologies and teaching methods aimed at developing students' practical and analytical competencies. A similar situation is observed in the use of modern learning assessment methods, while traditional forms of knowledge assessment are primarily used. Faculty

research on teaching methods is primarily experimental and localized and is not yet sufficiently integrated into the educational process.

Furthermore, interviews with teachers and students failed to provide convincing evidence of teachers' systematic mastery of modern learning assessment methods and regular professional development in this area. The system for analyzing the effectiveness of teaching methods and assessing learning outcomes, including the use of feedback mechanisms for improvement, requires further development.

Thus, the Academy as a whole ensures the implementation of key principles for organizing the educational process and the functioning of the system for assessing students' academic achievements. However, further development should be aimed at expanding the use of modern educational technologies and assessment methods, developing research in the field of teaching methods, and improving the qualifications of teachers in the field of assessing learning outcomes.

Strengths/Best Practices:

are not observed.

Recommendations of the EEC for EPs 6B07101 Technical operation of aircraft and engines, 6B07109 Maintenance of ground-based radio-electronic equipment of airports, 7M07101 Aviation engineering and technology (scientific and pedagogical master's program), 6B07102 Technical operation of avionics systems of aircraft, 6B07118 Air traffic services and air navigation support of flights:

1. University management is recommended to ensure that faculty regularly complete specialized courses and training on modern learning assessment methods and educational technologies, and to document the results of their professional development. This period begins in the 2026-2027 academic year.

2. The university's leadership is encouraged to encourage faculty to conduct scientific and methodological research on modern pedagogical technologies and learning outcomes assessment, with subsequent implementation of the findings in the educational process. Duration: 2026-2027 academic year.

Conclusions of the EEC:

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

6.6. The "Students" standard

✔ *The Higher Education Institution (HEI) shall demonstrate the implementation of its student admission policy and ensure the transparency of its admission procedures.*

✔ *The Educational Programme (EP) management shall demonstrate the implementation of dedicated orientation, adaptation, and support programmes for first-year students, international students, and incoming/outgoing mobility students.*

✔ *The Higher Education Institution (HEI) shall demonstrate that its practices comply with the Lisbon Recognition Convention, including the application of mechanisms for the recognition of students' academic mobility outcomes, as well as the recognition of formal and non-formal learning.*

✔ *The Higher Education Institution (HEI) shall cooperate with other educational institutions and the national centres of the European Network of Information Centres (ENIC) and the National Academic Recognition Information Centres (NARIC) to ensure comparable recognition of qualifications.*

✔ *The Higher Education Institution (HEI) shall provide opportunities for both incoming and outgoing student mobility within the Educational Programme (EP) and facilitate students' access to external scholarships and grants for study.*

✔ *The Higher Education Institution (HEI) shall encourage students to engage in self-directed learning and personal development beyond the core Educational Programme (EP), including extracurricular activities.*

✔ *An important factor is the existence of a mechanism to support gifted and talented students.*

✔ *The Higher Education Institution (HEI) shall provide students with internship and practical training placements, demonstrate procedures for supporting graduate employment, and maintain communication with alumni.*

✔ *The Educational Programme (EP) management shall demonstrate that programme graduates possess competencies that are relevant to the labour market.*

✔ *The Educational Programme (EP) management shall demonstrate the implementation of mechanisms for monitoring graduate employment and professional career development.*

✔ *An important factor is the existence of an active alumni association or alumni network.*

Evidence

The CAA has rules, published in advance on its official website and consistently applied, governing the admission of students to educational programs in accordance with current licenses and legal requirements.

An analysis of the admissions rules for the Civil Aviation Academy's undergraduate programs shows that the student recruitment process is regulated and complies with the current regulatory requirements of the higher education system of the Republic of Kazakhstan. The document defines transparent admissions requirements, applicant categories, the competitive selection process, and the list of required documents.

The admissions rules are based on the Academic Policy and aim to implement state educational policy, including the mechanism for distributing state educational grants and tuition-based tuition. Admission is carried out both through public funds and on a contractual basis, ensuring accessibility to education for various categories of applicants.

The key selection instrument is the Unified National Test (UNT), which sets minimum score thresholds (at least 60 points in core areas), as well as requirements for individual subjects. This demonstrates the existence of a standardized and objective mechanism for assessing applicants' academic preparedness.

Admissions policies provide for a differentiated approach to various categories of applicants, including college graduates, individuals with higher education, foreign citizens, and individuals who have completed military service. Special admissions requirements (such as interviews or shortened study periods) are provided for certain categories, reflecting the flexibility of the educational policy and its adaptation to various educational pathways.

Particular attention has been paid to the list of required documents and the admissions process. A clear list of documents has been established, including identification, educational

documents, medical certificates, UNT certificates, and other supporting documents. The deadlines for submitting documents and admissions (from June 20 to August 25) have also been established, ensuring transparency and predictability of the admissions campaign.

The rules also include provisions on the recognition of foreign educational documents, the obligation of graduates to work off state grants, and the possibility of using student loans. This demonstrates a comprehensive approach to admissions and consideration of both national and international aspects of educational activities.

However, the analysis reveals that, despite the procedures being sufficiently regulated, the document primarily reflects formal aspects of admissions (requirements, procedures, deadlines), while elements related to assessing applicants' motivation, their career orientation, and suitability for the chosen educational program are limited. This may be seen as a potential area for further improvement, particularly in terms of strengthening the student-centered approach during the admissions process.

All materials regarding admission to undergraduate programs are posted on the Academy's official website.

The number of students enrolled in accredited educational programs confirms the steady demand for these areas of training.

Code and name of the educational program	Total	Grant	Paid
BACHELOR'S DEGREE			
6B07101- Technical operation of aircraft and engines	**527**	416	111
6B07102- Technical operation of aircraft avionics systems	**115**	91	24
6B07109 - Maintenance of airport ground electronic equipment	**17**	12	5
MASTER'S DEGREE			
7M07101 Aviation equipment and technologies	26	26	

The regulation of the student life cycle is ensured through the coordinated activities of several structural units of the Academy of Civil Aviation (ACA).

Every year, the Academy organizes an Orientation Week for first-year students. During this period, students are introduced to the organizational structure of the Academy, its educational programmes, curricula, the organization of the educational process, and accommodation facilities in student dormitories. Information about the Academy's activities, fields of study, and educational programmes is disseminated on a continuous basis through the Academy's official website and social media platforms. Throughout the academic year, the Academy conducts career guidance activities, including Open Days for prospective applicants. Academic departments actively participate in career guidance by cooperating with secondary schools, enterprises, and industry partners, while also maintaining close relationships with Academy graduates.

The transfer and reinstatement of students between educational programmes are carried out in accordance with the Regulations on the Transfer, Reinstatement, and Expulsion of Students at the Academy of Civil Aviation.

International students and students participating in academic mobility programmes are administered by the Department of Student Support and Internationalization. Academic support for students is provided by the respective academic departments and institute directorates.

International academic mobility is implemented in accordance with the Regulations on the Organization of Academic Mobility.

The Academy of Civil Aviation actively promotes international cooperation. At present, the Academy cooperates with 30 partner organizations from 17 countries, including international organizations such as the United Nations (UN), demonstrating its significant role within the global academic community.

The practice-oriented nature of student training is ensured through an extensive network of industry partners. Students enrolled in the accredited educational programmes complete practical training and internships at leading aviation organizations and enterprises, including RSE "Kazaeronavigatsiya", JSC "Kazaviaspas", JSC Aircraft Repair Plant No. 405, RSE State Airline "Berkut", Air Astana JSC, Qazaq Air JSC, SCAT Airlines JSC, FlyArystan JSC, JSC Nursultan Nazarbayev International Airport, and JSC Almaty International Airport.

The Academy creates favourable conditions for the comprehensive development of students by encouraging their participation in scientific conferences, start-up projects, hackathons, and various youth initiatives. Students also have access to a wide range of extracurricular clubs that support their personal and professional development, including the Volunteer Club, English Speaking Club, Aspanair Ensemble, Literary Club, Comedy Club, AWay Dance Club, Engineering Club, and Art Club.

At the same time, one of the key factors contributing to sustainable interaction between the Academy and its graduates is the existence of an Alumni Association. Although such an association has been formally established, interviews with students, graduates, and employers did not provide sufficient evidence of their active participation in its activities. Representatives of the stakeholder groups were unable to confirm their engagement in the Association's work or participation in its events. Therefore, it may be concluded that the activities of the Alumni Association related to the accredited educational programmes remain largely formal in nature and require further development.

The results of the student survey indicate a generally favourable learning environment. Seventy-four point four percent (74.4%) of students positively assessed the relationships between students and faculty, while eighty-four point six percent (84.6%) expressed satisfaction with their academic workload and the requirements set by faculty. At the same time, some students indicated the need for further improvement of the student infrastructure, particularly with regard to recreational areas and facilities for extracurricular activities.

Analytical Part

The Academy of Civil Aviation (ACA) has established a regulated system for the admission, support, and guidance of students throughout all stages of their academic journey. Admission procedures, student transfer, reinstatement, and academic mobility are governed by institutional regulations and implemented through the Academy's digital information systems. ACA ensures the accessibility of educational services, promotes academic mobility, expands international cooperation, and provides practice-oriented education. Students enrolled in the educational programmes have the opportunity to develop individual learning pathways, participate in research activities, start-up initiatives, and various professionally oriented events.

At the same time, the analysis revealed that the mechanisms for systematic engagement with graduates require further development. Although an Alumni Association has been formally established, interviews with graduates and employers did not confirm their active participation in its activities or sufficient awareness of its functioning. This indicates that the potential of the Alumni Association as a mechanism for supporting educational programmes, strengthening feedback from the labour market, and fostering a professional alumni community has not yet been fully realized.

According to the results of the anonymous student survey, the following percentages of respondents indicated full satisfaction with the respective aspects of the educational environment:

Availability of student healthcare services – 74.4%

Quality of student healthcare services – 74.4%
Accessibility of library resources – 82.1%
Availability and quality of the University's learning resources – 82.1%
Accessibility of computer laboratories – 69.2%
Accessibility of Internet resources – 64.1%
Overall quality of educational programmes – 87.2%
Teaching methods in general – 82.1%
Timeliness of instructors' feedback regarding the educational process – 79.5%
Quality of teaching – 87.2%
Academic workload and academic requirements – 84.6%
Availability of student accommodation (dormitories) – 74.4%
Opportunities provided by the Academy for sports and extracurricular activities – 71.8%

The analysis of the survey results indicates that students are generally satisfied with the quality of the educational services provided by the Academy.

Strengths / Best Practices

No strengths or best practices were identified.

Recommendations of the EEC for EPs 6B07101 Technical operation of aircraft and engines, 6B07109 Maintenance of ground-based radio-electronic equipment of airports, 7M07101 Aviation engineering and technology (scientific and pedagogical master's program), 6B07102 Technical operation of avionics systems of aircraft, 6B07118 Air traffic services and air navigation support of flights:

1. The University management and the Educational Programme (EP) management should ensure the sustainable operation of the ACA Alumni Association by actively involving experienced industry professionals in delivering guest lectures and teaching programme modules and courses across all educational programmes. The Alumni Association should also support student start-ups and research and innovation projects, organize "Alumni Talks" as a platform for sharing graduates' professional success stories, develop mentoring initiatives, and implement other alumni engagement activities.
2. The University management is recommended to expand opportunities for both incoming and outgoing academic mobility by establishing additional cooperation agreements with national and international higher education institutions. It is also recommended to develop a comprehensive system of information and organizational support for students participating in mobility programmes and to strengthen support mechanisms for obtaining external scholarships and grants (including consultations, training sessions, and assistance with application preparation), with these mechanisms formally incorporated into the University's regulatory framework.

Conclusions of the External Expert Commission (EEC)

According to the "Students" Standard, 12 criteria were assessed, of which: 11 criteria were rated as Satisfactory; 1 criterion was rated as Requires Improvement.

6.7. Standard "Faculty"

✔ *The HEI demonstrates the implementation of an objective and transparent personnel policy to ensure the quality of the EP*

✔ *The EP management shall show the implementation of a personnel policy that includes recruitment, professional growth and staff development, ensuring the professional competence of the entire staff*

✔ *The HEI shall demonstrate that the quality of the faculty corresponds to the established qualification requirements, the institutional strategy, and the goals of the EP*

✔ *The EP management shall demonstrate the provision of adequate funding for the development of faculty*

✔ *The EP management shall demonstrate awareness of responsibility for its employees, including young lecturers, and the provision of favourable working conditions, career growth opportunities and professional development for them*

✔ *The EP management shall demonstrate the extensive use of information and communication technologies and software tools by faculty in the educational process (e.g. online learning, e-portfolios, MOOCs, etc.)*

✔ *The HEI shall demonstrate that its activities are aimed at developing academic mobility and attracting the best foreign and domestic lecturers*

✔ *The HEI shall involve specialists from relevant sectors of the economy who possess professional competencies corresponding to the requirements of the EP in teaching*

✔ *The HEI shall determine the contribution of the EP's faculty to the implementation of the country's strategy for institutional development, science and technology*

✔ *The management shall demonstrate the involvement of every lecturer, including visiting lecturers, in promoting a culture of quality and academic integrity at the HEI and in achieving the goals of the EP*

Evidence

The personnel policy of the Academy of Civil Aviation is the most important instrument of strategic human resource management and is aimed at ensuring that the Academy's human resources potential corresponds to its mission, goals and objectives. In order to develop its faculty and employees, the Academy has formed a systematic personnel policy that combines modern approaches, methods and tools of personnel management, taking into account best domestic and international practice.

The Academy's activity in the field of human resources development is aimed at transforming the role of the lecturer in the context of the transition to student-centred learning. This entails strengthening the functions of faculty as mentors, moderators of the educational process and active participants in shaping students' individual educational trajectories.

The personnel policy of JSC "Academy of Civil Aviation" is an integral part of the university's overall strategic policy and is governed by internal regulatory documents, including the Qualification Requirements for Faculty (AGAM8-07p). This document establishes the minimum qualification requirements for personnel involved in the educational process, including faculty, instructors and examiners.

The main purpose of this document is to build a highly qualified workforce capable of ensuring quality training of specialists for the aviation industry. In this regard, requirements have been defined for the level of education, professional experience, and pedagogical and scientific competencies of employees, which contributes to the development of their business and professional qualities, as well as to increasing the overall efficiency of the educational process.

The personnel policy is implemented across educational programmes and includes a set of measures for attracting, developing and retaining qualified personnel. In particular, it provides for recruitment mechanisms, including the engagement of visiting lecturers and industry practitioners, as well as systems for professional growth, professional development and career advancement of employees.

Academy employees are hired based on the results of a competitive selection process or on the basis of an employment contract, which defines the rights and obligations of the parties, working and pay conditions, and requirements for compliance with labour discipline and occupational safety.

The faculty of the graduating department currently numbers 25 people, including 1 Doctor of Science, 4 Candidates of Science, and 4 PhD holders.

Position title	Total	Number of faculty		
		full-time	Internal part-timer	External part-timer
Professor	3	2	1	
ACA Professor	2	1	1	
Associate Professor	2	1		1
ACA Associate Professor	6	4	2	
Senior Lecturer	21	16	4	1
Assistant Lecturer	3	1	2	
total	37	25	10	2

Faculty with practical experience are also involved in the educational process: Aldamzharov K.B., Bitenov A.B., Beisembayeva B.S., Bimagambetov M.A., Dushkin A.V., Yergaliyev D.S., Kim D.S.

ACA supports the professional growth and development of its staff. Promotion may occur upon demonstration of particular professionalism, activity, responsibility, diligence, organisational skills and discipline, on the recommendation of the department, institute or competitive selection committee.

Implementation of the Bachelor's EP is ensured by teaching staff with basic education corresponding to the profile of the discipline taught, who are systematically engaged in scientific and scientific-methodological activity.

ACA continuously implements a system of professional development for faculty. Professional development is carried out at least once every three years, and as needed, in the form of courses, trainings, internships, seminars and master classes.

The departments actively conduct research work, the results of which are implemented in the educational process and in enterprise practice. Over the past 5 years, the Academy has integrated the results of the following research work:

1. Aviation profiling course for aviation security specialists: Euro-Asia Air, Aktobe Airport, Almaty Airport, Nazarbayev Airport, Turkestan Airport, Air Astana;
2. Interactive software for technological processes of aviation equipment repair at Aircraft Repair Plant No. 405;
3. Application for the assembly and disassembly of a centrifugal oil pump for KarlsKrona LC AB.

A survey of faculty shows a high level of satisfaction with professional working conditions. For example, 60.7% of lecturers rate opportunities for professional development positively, and 57.1% note academic freedom in choosing teaching methods, and 50% consider the educational programmes to meet the requirements of the modern labour market. This confirms the existence of conditions for the professional growth of lecturers and the development of educational programmes.

Analytical part

ACA has established a comprehensive human resources management system based on the current legislation of the Republic of Kazakhstan, the Academy's strategic documents and internal regulatory acts. The personnel policy is aimed at providing educational programmes with qualified

faculty, developing employees' professional potential and maintaining the high quality of the educational process.

The procedures for the selection, competitive recruitment and promotion of faculty are transparent and governed by the relevant Academy regulations. Recruitment takes into account candidates' level of education, professional qualifications and practical experience. The Academy operates a system of competitive appointment to faculty positions, as well as mechanisms for engaging visiting lecturers and practitioner specialists, which contributes to the integration of academic knowledge and practical experience into the educational process.

The staffing of the accredited educational programmes corresponds to their profile and to the requirements of regulatory documents. Lecturers with academic degrees and significant experience in scientific and pedagogical activity are involved in the implementation of the educational programmes. For certain educational programmes, a high proportion of faculty hold academic degrees. Representatives of enterprises, organisations and foreign universities actively participate in the educational process, which contributes to the practice-oriented nature of the training, the development of academic mobility and the expansion of international cooperation.

The work of the Human Resources Management Centre contributes to the development of ACA's research potential by stimulating the participation of lecturers and students in research projects, publication activity and international research programmes, as well as the implementation of research results in the educational process.

The Academy operates a system of material and non-material incentives for employees, including a rating-based assessment of lecturers' performance, a system of key performance indicators, and the encouragement of research and publication activity.

ACA develops international cooperation and academic mobility, maintaining partnerships with foreign universities and scientific organisations. The implementation of international educational and research projects contributes to the exchange of experience, the development of lecturers' research potential, and the integration of the Academy into the international educational space. An analysis of the self-assessment report materials, as well as the results of interviews conducted with representatives of faculty, revealed insufficient evidence of lecturers' participation in academic mobility programmes. The documents submitted did not record specific examples of outgoing or incoming mobility of faculty, and there was no supporting material (agreements, reports, certificates, exchange programmes) or systematic indicators reflecting this area of activity.

During the interviews, lecturers likewise did not confirm regular participation in academic mobility, including internships, exchange programmes, or participation in foreign educational or research projects. This indicates that, despite the possible existence of a regulatory framework and declared opportunities, the practical implementation of academic mobility among faculty is either episodic in nature or is not adequately documented.

The lack of systematic data on lecturers' academic mobility may be regarded as a factor limiting the development of international cooperation, the transfer of modern educational technologies, and the improvement of the quality of educational programmes. In the context of the globalisation of higher education, academic mobility of faculty is an important tool for professional development, integration into the international academic and research space, and the renewal of teaching content.

In this regard, it would be advisable for the Academy to strengthen its work on developing academic mobility among lecturers, including:

- developing and implementing targeted academic mobility programmes for faculty;
- expanding the partner network with foreign universities and scientific organisations;
- ensuring documentary support and recording of mobility outcomes;
- including academic mobility indicators in the system for evaluating the performance of faculty.

The experts also note that, in the context of the globalisation and integration of educational processes, it is important to ensure that the Academy's lecturers are able to communicate freely in foreign languages, which helps improve interaction with international colleagues, participation in

international conferences, and the development and implementation of innovative educational practices. A programme to improve foreign language proficiency would help to:

- Increase the number of lecturers able to teach in foreign languages;
- Develop academic mobility by equipping lecturers with the skills to work in international academic and scientific communities;
- Improve the Academy's competitiveness on the international stage.

The implementation of such a programme would be consistent with the Academy's strategic goals for developing international relations and academic mobility.

Overall, the Academy's human resources potential ensures the implementation of educational programmes, the development of research activity, and the achievement of ACA's strategic goals aimed at improving the quality of education and strengthening the Academy's position in the national and international educational environment.

Strengths / best practice:

The active engagement of industry specialists with up-to-date professional competencies in teaching. The participation of practitioners ensures a practice-oriented character of training, the integration of real industry experience into the educational process, and the development of skills among students that are in demand on the labour market and fully consistent with the requirements of the educational programme.

EEC recommendations for the EPs 6B07101 Technical Operation of Aircraft and Engines, 6B07109 Maintenance of Ground Radio Electronic Equipment of Airports, 7M07101 Aviation Engineering and Technology (Scientific and Pedagogical Master's degree), 6B07102 Technical Operation of Avionics Systems for Aircraft, 6B07118 Air Traffic Services and Flight Support:

1. Develop and implement a comprehensive programme to improve lecturers' foreign language proficiency, and create a system for organising internships and academic mobility for faculty, by the beginning of the 2026-2027 academic year

Conclusions of the External Expert Commission (EEC):

Under the "Faculty" standard, 10 criteria were assessed, of which: 1 criterion was rated as Strong, 8 criteria were rated as Satisfactory, and 1 criterion was rated as Requires Improvement.

6.8. Standard "Educational Resources and Student Support Systems"

✔ *The HEI shall guarantee that educational resources, including the material and technical base, and infrastructure, correspond to the goals of the EP*

✔ *The HEI shall demonstrate that information resources correspond to the needs of the EP, including in the following areas:*

- technological support for students and faculty (e.g. online learning, modelling, databases, data analysis programmes) (a software package for solving technological tasks) master technologist

- library resources, including a collection of educational, methodological and scientific literature on general education, basic and profiling disciplines in paper and electronic form, periodicals, and access to scientific databases

- plagiarism screening of research work, theses and dissertations

- access to educational Internet resources

- the functioning of Wi-Fi on the territory of the HEI

✔ *The HEI shall demonstrate the existence of conditions for conducting research, publishing the results of the research work of faculty, employees and students, and integrating science and education*

✔ *The HEI shall show the practical implementation of measures to provide the EP with educational equipment and software analogous to that used in the relevant sectors of the economy*

✔ *The EP management shall demonstrate the existence of procedures to support various groups of students, including informing and advising them*

✔ *The EP management shall show the existence of conditions for a student's progress along an individual educational trajectory*

✔ *The HEI shall demonstrate that its infrastructure meets safety requirements*

Evidence

ACA guarantees that its educational resources, including the material and technical base and infrastructure, correspond to the goals of its educational programmes and to the requirements of the Regulation on Higher Professional Education Institutions of the Republic of Kazakhstan.

Qualitative renewal of the educational programmes at all three levels of study takes place on an ongoing basis, together with the strengthening of the material and technical base and consideration of achievements in the global academic and educational space.

The EP management ensures the existence and effective functioning of a system of individual assistance and advising for students on matters relating to the educational process. The task of credit-based learning technology is to develop students' capacity for self-organisation and self-education.

The educational process for the EP is fully provided with all necessary information sources: textbooks, study aids, methodological guides and materials on academic disciplines, active handout materials and guidance for independent work, electronic textbooks, and access to online educational resources.

The continuous improvement of material, technical and information resources is a factor in ensuring the quality of education of the EP.

An analysis of material and technical supply is carried out quarterly (and, if necessary, monthly) and at the end of the year, by comparing actual data with the state procurement plan. The analysis data is provided to the university's finance director. Twice a year (for the half-year and the year), a report is submitted to the Ministry of Industry and Infrastructure Development and to the Committee for State Procurement.

At a department meeting at the end of the academic year, an analysis is carried out of the resources available to the EP (classrooms, laboratories, computers, necessary equipment, teaching materials), and on the basis of this analysis a plan for the publication of teaching and methodological literature is drawn up, applications for state procurement are submitted, and enrolment of first-year students is planned.

The material, technical, library and information resources used to organise the training process are sufficient and correspond to the requirements of the educational programme being implemented, harmonised with international requirements.

The Academy has an electronic library (Kabis), through which any student, master's student, lecturer or employee can log in and read or download the literature they need on the discipline being studied. (http://bi.agakaz.kz/).

International scientific and practical conferences for students and young scientists are held annually. The publication activity of the Academy's faculty in the Web of Science and Scopus indexed databases is also increasing. More than 100 articles have been published in publications recommended by the Committee for Control in the Sphere of Education and Science of the MSHE RK.

The Academy has a reading room and an electronic resources room connected to the Internet. The Academy provides students and lecturers with free access to national and foreign databases.

The Academy's Library and Information Support Centre is a modern intellectual laboratory of knowledge, where reading traditions are combined with the technologies of the future, and information becomes a driving force of scientific progress and Kazakhstan's leadership in aviation.

The Information and Library Support Centre occupies an area of 410.32 sq.m^2. The service system includes a lending library, a reading room (a total of 50 seats in the library), an electronic room, a rare book collection, and a storage facility.

Indicators	**Unit of measurement**	**2025-2026 academic year**
Total library area	Sq.m	410.32 sq.m^2
Reading room	Sq.m	73.47 sq.m^2
Reading room, incl.	Sq.m	55.20 sq.m^2
Lending library	Sq.m	72.85 sq.m^2
Electronic library	Sq.m	48.98 sq.m^2
Rare book collection	Sq.m	17.98 sq.m^2
Book storage:	Sq.m	141.84 sq.m^2
Reading room seats	No.	50 seats

Information and Library Support Centre – Museum (ILSCM) is equipped with office equipment (scanner, printer); the number of computer equipment amounts to 20 units, of which 15 are automated user workstations with free access to the Internet.

The Academy has organised services to provide learning support, run by discipline lecturers, advisors, the head of department, and a medical service providing first aid for sudden illnesses, injuries and poisoning, which also carries out anti-epidemic measures in groups when infectious diseases are identified. Work is carried out to identify the needs of students from socially vulnerable groups on the basis of personal applications and supporting documents.

The Academy has a social website where all information on the university's activities as a whole, and separately by specialty, is posted (https://caa.edu.kz/).

The Academy has established and operates the following student social support services: student self-government bodies (KDM), a medical station, sports clubs, and a student services centre.

Computer classrooms are regularly monitored for the condition of communications and equipment. All classrooms have natural and artificial lighting.

Free Wi-Fi operates in the academic buildings and student dormitories.

For the purpose of checking students' research work for plagiarism in the EPs under review, the Academy has purchased a licence for the software "Strikeplagiarism.com" and Antiplagiat.ru

Professional practice.

For students to undertake professional practice/internships, cooperation agreements are in

place (the agreements were presented to the EEC experts); information on *active* agreements. Orders for undertaking practice were presented.

Table 2 - Practice location

№	Practice location	Basis (agreement, date of signing)
1	JSC "Almaty International Airport"	Agreement No. 21001, dated 21.01.2021
2	JSC Airline "SCAT"	Agreement No. 28/1, dated 06.05.2019
3	JSC Airline "Air Astana"	Supplementary agreement No. 35/6, dated 23.05.2014, (on extension of the agreement, dated 07.12.2020)

The agreements presented with partner enterprises, and visits to practice sites, confirmed the availability of a choice of locations for students' professional practice and all the conditions necessary for acquiring professional competencies.

Table 3 - Key indicators of the material and technical base of the educational process

Indicators	
Provision of teaching and laboratory equipment (%)	26 computers, 2 televisions, 5 stands
Number of medical stations	1
Number of catering facilities	1
Number of computer classrooms connected to the Internet	2
Number of buildings	1
Usable area of buildings (sq.m.)	10,609.9 sq.m
Total area of buildings (sq.m.)	16,069.8 sq.m
Number of own gyms	1
Usable area of gyms (sq.m.)	556.7 sq.m
Total area of gyms (sq.m.)	556.7 sq.m

Analytical part

The experts note the sufficiency of the material and technical base, resources and infrastructure of the departments to ensure the quality of training for students at various levels, and of the student support systems, including the competence of the personnel involved. The graduating departments of the EPs under review have a sufficient number of classrooms equipped with modern technical training aids, including teaching and research laboratories. The Commission notes the sufficiency of the learning environment created.

The EP uses an automated information management system for the educational process – the "Platonus" AIS; the student body is formed with the help of "Platonus" by EP, by form of study, and by group, and is reflected monthly in the movement of the student body.

Mandatory plagiarism screening is used to check research work, theses and dissertations.

The Academy has a good library collection; however, work to update the collection needs to be carried out on an ongoing basis.

According to the results of the student survey, 82.1% of students are fully 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 amounts to 82.1%.

The necessary and comprehensive safety conditions have been created for students and faculty in the academic buildings and dormitories. During interviews with students, it was revealed that Wi-Fi functions poorly on the territory of the dormitory.

The student survey showed positive results regarding the provision of teaching materials

during the learning process (81.2%), the work of the institution's financial and administrative services (76.9%), the accessibility of healthcare services (74.4%), and the university's existing educational resources (82.1%).

The experts note that the Academy has a very good material and technical infrastructure, and that the EP management has provided educational equipment and software analogous to that used in the relevant sectors of the economy

Strengths / best practice

A strength of the educational programmes is the full correspondence of educational resources, the material and technical base, and infrastructure to its goals and objectives. The classrooms, specialised laboratories and equipment used ensure the high-quality implementation of the educational process, contribute to the development of students' professional competencies, and meet modern industry requirements.

EEC recommendations for the EPs 6B07101 Technical Operation of Aircraft and Engines, 6B07109 Maintenance of Ground Radio Electronic Equipment of Airports, 7M07101 Aviation Engineering and Technology (Scientific and Pedagogical Master's degree), 6B07102 Technical Operation of Avionics Systems for Aircraft, 6B07118 Air Traffic Services and Flight Support:

1. It is recommended that the university management ensure stable, high-speed Wi-Fi operation across the entire territory of the Academy by modernising the network infrastructure, expanding coverage and increasing network bandwidth. It would also be advisable to introduce a system of regular monitoring of connection quality and prompt troubleshooting, taking into account the needs of students and faculty.

Conclusions of the External Expert Commission (EEC):

Under the "Educational Resources and Student Support Systems" standard, 13 criteria were assessed, of which: 1 criterion was rated as Strong, 11 criteria were rated as Satisfactory, and 1 criterion was rated as Requires Improvement.

6.9. Standard "Public Awareness"

✔ *The HEI shall demonstrate that its web resource reflects reliable, objective and up-to-date information covering all areas of activity within the EP*

✔ *Public awareness efforts shall include support for, and explanation of, national development programmes and the higher education system*

✔ *The HEI shall use a variety of methods of informing (including the media, web resources, information networks, etc.) the general public and interested parties*

✔ *The management shall ensure that the public is informed, taking into account the following EP indicators:*
- the goal and planned outcomes of the EP, the qualification awarded in accordance with the NQS, QF-EHEA
- information on the system for assessing students' academic achievements
- information on academic mobility programmes and other forms of cooperation with partner universities and employers
- information on opportunities for developing students' personal and professional competencies and for employment
- data reflecting the positioning of the EP in the educational services market (at the regional, national and international levels)

✔ *The HEI shall ensure the publication of audited financial statements broken down by EP on its own web resource*

✔ *An important factor is the publication, on open resources, of reliable information about faculty, broken down by individual*

✔ *An important factor is the publication of information about cooperation and interaction with partners, including scientific/consulting organisations, business and social partners, and other educational organisations*

✔ *The HEI shall ensure the publication of information and links to resources on the results of external evaluation*

Evidence

The transparency of ACA's activities, its information openness, sustained feedback with stakeholders, and compliance with modern requirements for the quality management of the educational process are ensured through the use of a variety of communication channels.

ACA pays significant attention to the systematic informing of the public and various target groups about its activities. The Academy's main information resource is its official website, on which reliable and up-to-date information for all stakeholder groups is posted. The web resource reflects various aspects of the academic, scientific, methodological and educational activities of the Academy and its departments, news, informational materials, as well as local and national regulatory documents in the field of education and science. The website's content is regularly updated and presented in four languages – Kyrgyz, Russian, English and German. The procedure for accessing the Academy's information resources and ensuring information security is governed by ACA's Information Security Policy.

An additional information tool is the corporate information system, the "Platonus" AIS. This system disseminates corporate information; some of the data is available to all employees and students, while access to certain sections requires user identification. Information about the Academy's activities is also disseminated through mass media and information portals, such as Facebook – for government bodies, the aviation industry, partner universities, foreign partners, and the media; Instagram – for prospective students and their parents, the media, communities and bloggers; Telegram – for alumni, aviation industry employees, and prospective students; TikTok – for senior and secondary school students; YouTube – for podcasts on aviation topics and discussions of socially significant issues.

The Academy's information activity is also aimed at supporting and promoting the national development programmes of the Republic of Kazakhstan. The Development Programme of JSC "Academy of Civil Aviation" for 2024-2029 is posted on the official website. Information about the goals, priorities and directions for implementing these programmes is communicated to the general public through the Academy's official web resource and news publications. Academy staff

actively participate in national and international projects, forums, conferences and scientific-practical events aimed at explaining national and international legal acts in the field of higher and postgraduate education, which also helps to inform the public about the Academy's role in developing the country's education system.

As part of the implementation of its educational programmes, the Academy ensures the publication of detailed information on the content of training, expected learning outcomes, qualifications awarded, forms of study and the assessment system. This information is published on the Academy's official website and on the pages of the departments involved in implementing the educational programmes. The "For Applicants" section contains information on the educational programmes offered, ensuring transparency of study conditions and accessibility of information for prospective applicants.

The public is informed through various communication channels, including the Academy's official website, educational portals, the social media accounts of the Academy and its departments, and the mass media.

Information about international cooperation is also actively disseminated through various information resources.

An important element of public awareness is the publication of information about opportunities for academic mobility, cooperation with partner universities and employers, and opportunities for professional development and graduate employment.

Information about accreditation results and other external quality assessment procedures is published on the Academy's official website and on the pages of the educational programmes.

The results of the student survey show that 79.5% of students are satisfied with the informational content of the Academy's website, and 82.1% are satisfied with information about admission rules and the features of the educational programmes. This demonstrates the functioning of the system for informing stakeholders about the Academy's activities and the educational programmes being implemented.

Analytical part

ACA demonstrates a systematic approach to informing the public and stakeholders about its activities, ensuring transparency of the educational process and openness of management. Information on the educational programmes implemented, learning outcomes, research activity, international cooperation and opportunities for students' professional development is regularly posted on the official website, educational platforms and department pages. The use of various communication channels, including web resources, information systems, social media and mass media, ensures the accessibility, relevance and reliability of the published information.

At the same time, the Academy demonstrates an active practice of public awareness through the participation of lecturers and students in national and international projects, scientific events, industry initiatives and national development programmes. Coverage of the results of educational, scientific and project activity in the information space helps raise the profile of the educational programmes, strengthen engagement with employers, government bodies and international partners, and build a positive image for the Academy. Overall, the information interaction system implemented ensures stakeholders' access to key information about the activities of the Academy and its educational programmes.

Strengths / best practice:

none observed.

EEC recommendations for the EPs 6B07101 Technical Operation of Aircraft and Engines, 6B07109 Maintenance of Ground Radio Electronic Equipment of Airports, 7M07101 Aviation Engineering and Technology (Scientific and Pedagogical Master's degree), 6B07102 Technical Operation of Avionics Systems for Aircraft, 6B07118 Air Traffic Services and Flight Support:

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Conclusions of the External Expert Commission (EEC):

Under the "Public Awareness" standard, 11 criteria were assessed, of which: all 11 criteria were rated as Satisfactory.

(VII) O
VERVIEW OF STRENGTHS / BEST PRACTICE FOR EACH STANDARD

1. For the "Educational Programme Management" standard:

A strength of the educational programme is the distinct individuality and uniqueness of its development plan, determined by its industry specialisation in aviation, which distinguishes it from programmes at other universities. The programme has no direct equivalents at the national level, which forms its competitive advantage and demand in the labour market. At the same time, the EP's development goals and priorities are aligned with the state's priorities for the development of the transport, logistics and aviation industry, as well as with the Academy's development strategy, ensuring the integrity and strategic focus of the programme.

2. For the "Information Management and Reporting" standard:

none observed.

3. For the "Development and Approval of the Educational Programme" standard:

A strength of the educational programmes is their focus on preparing students to pass professional certification, which increases their competitiveness and compliance with industry requirements. The content of the EP, the structure of its disciplines, and the practice-oriented approach ensure the development of the competencies necessary for successfully passing certification exams and for subsequent professional activity.

4. For the "Continuous Monitoring and Periodic Evaluation of the Educational Programme" standard:

none observed.

5. For the "Student-Centred Learning, Teaching and Assessment of Academic Performance" standard:

none observed.

6. For the "Students" standard:

none observed.

7. For the "Faculty" standard:

The active engagement of industry specialists with up-to-date professional competencies in teaching. The participation of practitioners ensures a practice-oriented character of training, the integration of real industry experience into the educational process, and the development of skills among students that are in demand on the labour market and fully consistent with the requirements of the educational programme.

8. For the "Educational Resources and Student Support Systems" standard:

A strength of the educational programmes is the full correspondence of educational resources, the material and technical base, and infrastructure to its goals and objectives. The classrooms, specialised laboratories and equipment used ensure the high-quality implementation of the educational process, contribute to the development of students' professional competencies, and meet modern industry requirements.

9. For the "Public Awareness" standard:

none observed.

OVERVIEW OF RECOMMENDATIONS FOR QUALITY IMPROVEMENT FOR EACH STANDARD

1. For the "Educational Programme Management" standard

1. It is recommended that the university management develop uniform requirements for the structure of EP development plans, ensuring that they reflect all key areas of the Academy's strategy (quality of education, research activity, internationalisation, digitalisation, and interaction with industry). Update the development plans of all EPs in accordance with the new strategy, and strengthen their analytical component by introducing quantitative performance indicators (KPIs). Deadline – by the start of the 2026-2027 academic year.

2. It is recommended that the EP management ensure the systematic involvement of stakeholders (employers, students, faculty) in the development and updating of the EP development plan, with the forms of participation and the results of interaction recorded in documented form. Strengthen the coordination of the activities of all participants in the development and implementation of the EP, ensuring transparency of processes and continuity of programme management. Deadline – by the start of the 2026-2027 academic year.

2. For the "Information Management and Reporting" standard

1. It is recommended that the university management ensure systematic informing of stakeholders about the results of monitoring the quality of education, and post annual reports on the Academy's official website on the results of surveys, corrective measures taken, and improvements to the educational process, ensuring access to this information for students, lecturers and employers. Deadline – ongoing.

3. It is recommended that the responsible structural unit systematise the posting of analytical materials on the Academy's official website, and create a structured section including survey results, internal audit reports, analytical reviews of education quality, and information on corrective measures implemented, with regular updates. Deadline – at least once a year.

3. For the "Development and Approval of the Educational Programme" standard

1. The EP management needs to ensure the regular participation of students, lecturers, employers and other stakeholders in discussing and updating the educational programmes, with documentary confirmation (meeting minutes, expert opinions, round-table reports, participation in developing the EP Development Plan) at least once a year. Deadline – annually.

3. The EP management needs to ensure the genuine participation of enterprise representatives in the activities of industry councils and in the procedures for developing and reviewing educational programmes, with regular consideration of employers' proposals regarding programme content and the shaping of learning outcomes. Deadline – annually.

4. For the "Continuous Monitoring and Periodic Evaluation of the Educational Programme" standard

1. It is recommended that the EP management include practice-oriented forms of assessment (project assignments, case methods, portfolios, team projects, practical cases) in the educational process, allowing the assessment of the development of students' professional competencies, and ensure their systematic application in the disciplines of the educational programmes. Deadline – by the start of the 2026-2027 academic year.

2. It is recommended that the EP management organise an annual monitoring of the effectiveness of the existing systems for assessing learning outcomes, with the results discussed at meetings of departments, academic and methodological councils, and collegial bodies of the Academy. Deadline – annually.

3. The EP management needs to ensure the regular involvement of stakeholders in discussing and updating the content of educational programmes (working groups, round tables, expert discussions), *with mandatory recording of proposals and decisions in meeting minutes*. Deadline

– annually.

5. For the "Student-Centred Learning, Teaching and Assessment of Academic Performance" standard

1. It is recommended that the university management ensure that lecturers regularly complete specialised courses and trainings on modern methods of assessing learning outcomes and educational technologies, and that the results of professional development be documented. Deadline – from the 2026-2027 academic year.

2. It is recommended that the university management encourage lecturers to conduct scientific and methodological research on modern pedagogical technologies and the assessment of learning outcomes, with the subsequent implementation of the results obtained in the educational process. Deadline – 2026-2027 academic year.

6. For the "Students" standard

1. The university management and the HEI management need to ensure the stable operation of the ACA Alumni Association, involving experienced practitioners to conduct guest lectures and teach modules/disciplines across all ACA EPs; supporting student start-ups and scientific-innovative projects; organising "alumni talks" – a platform for sharing the personal success stories of alumni who have achieved great success in their professional careers; mentoring, etc. Deadline – ongoing.

2. It is recommended that the university management expand opportunities for students' internal and external academic mobility by concluding new agreements with domestic and foreign universities, and also develop a system of informational and organisational support for students participating in mobility programmes. Strengthen support for students in obtaining external grants (consultations, trainings, help with preparing applications), with these mechanisms formally established. Deadline – ongoing.

7. For the "Faculty" standard

1. Develop and implement a comprehensive programme to improve lecturers' foreign language proficiency, and create a system for organising internships and academic mobility for faculty, by the beginning of the 2026-2027 academic year

8. For the "Educational Resources and Student Support Systems" standard

1. It is recommended that the university management ensure stable, high-speed Wi-Fi operation across the entire territory of the Academy by modernising the network infrastructure, expanding coverage and increasing network bandwidth. It would also be advisable to introduce a system of regular monitoring of connection quality and prompt troubleshooting, taking into account the needs of students and faculty.

9. For the "Public Awareness" standard

(VIII) OVERVIEW OF RECOMMENDATIONS FOR THE DEVELOPMENT OF THE EDUCATIONAL ORGANISATION

During the visit of the External Expert Commission to JSC "Academy of Civil Aviation", the Commission members did not formulate any recommendations for the development of the educational organisation that go beyond compliance with NAAR standards

(IX) RECOMMENDATION TO THE ACCREDITATION COUNCIL

The External Expert Commission unanimously decided to recommend to the Accreditation Council that the educational programmes of JSC "Academy of Civil Aviation" 6B07101 Technical Operation of Aircraft and Engines, 6B07109 Maintenance of Ground Radio Electronic Equipment of Airports, 7M07101 Aviation Engineering and Technology (Scientific and Pedagogical Master's degree), 6B07102 Technical Operation of Avionics Systems for Aircraft, 6B07118 Air Traffic Services and Flight Support – ***be accredited for a period of 5 (five) years***.

Appendix 1. Evaluation table "SPECIALIZED PROFILE PARAMETERS"

Conclusion of the External Expert Commission on the quality assessment of the EPs
6B07101 Technical Operation of Aircraft and Engines
6B07109 Maintenance of Ground Radio Electronic Equipment of Airports
7M07101 Aviation Engineering and Technology (Scientific and Pedagogical Master's degree)
6B07102 Technical Operation of Avionics Systems for Aircraft
6B07118 Air Traffic Services and Flight Support

o.	o.	Evaluation criteria	HEI position			
			tro ng	atis fact ory	equ ires imp rov em ent	nsati sfact ory
Standard "Educational Programme Management"						
1	1.	The University shall demonstrate the development of the EP's goal and development strategy based on an analysis of external and internal factors, with the wide involvement of diverse stakeholders		+		
2	2.	The quality assurance policy shall reflect the relationship between research, teaching and learning		+		
3	3.	The University demonstrates the development of a quality assurance culture		+		
4	4.	Commitment to quality assurance shall extend to any activity carried out by contractors and partners (outsourcing), including in the implementation of joint/double-degree education and academic mobility		+		
5	5.	The EP management ensures transparency in developing the EP development plan based on an analysis of its functioning, the university's actual positioning, and the orientation of its activities towards meeting the needs of the state, employers, stakeholders and students		+		
6	6.	The EP management demonstrates the functioning of mechanisms for forming and regularly reviewing the EP development plan and monitoring its implementation, assessing the achievement of learning goals, compliance with the needs of students, employers and society, and making decisions aimed at the continuous improvement of the EP		+		
7	7.	The EP management shall involve representatives of stakeholder groups, including employers, students and faculty, in developing the EP development plan			+	
8	8.	The EP management shall demonstrate the individuality and uniqueness of the EP development plan, its consistency with national development priorities and the educational organisation's development strategy	+			

9	9.	The University shall demonstrate a clear definition of those responsible for business processes within the EP, the distribution of staff duties, and the delineation of the functions of collegial bodies		+		
10	10.	The EP management ensures the coordination of the activities of all persons involved in developing and managing the EP, and its continuous implementation, while also involving all stakeholders in this process			+	
11	11.	The EP management shall ensure the transparency of the management system, the functioning of an internal quality assurance system that includes its design, management and monitoring, and the making of appropriate decisions		+		
12	12.	The EP management shall carry out risk management			+	
13	13.	The EP management shall ensure the participation of stakeholder representatives (employers, faculty, students) in the collegial bodies managing the educational programme, as well as their representativeness in decision-making on matters of EP management		+		
14	14.	The University shall demonstrate innovation management within the EP, including the analysis and implementation of innovative proposals		+		
15	15.	The EP management shall demonstrate its openness and accessibility to students, faculty, employers and other stakeholders		+		
16	16.	The EP management confirms completion of training in educational management programmes		+		
17	17.	The EP management shall strive to ensure that the progress achieved since the last external quality assurance procedure is taken into account when preparing for the next procedure		+		
		Total for the standard	**1**	**13**	**3**	
Standard "Information Management and Reporting"						
18	1.	The University shall ensure the functioning of a system for collecting, analysing and managing information based on modern information and communication technologies and software tools		+		
19	2.	The EP management demonstrates the systematic use of processed, adequate information to improve the internal quality assurance system		+		
20	3.	The EP management 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 performance		+		
21	4.	The University shall determine the frequency, forms and methods for evaluating EP management, the activities of collegial bodies and structural units, and senior management		+		
22	5.	The University shall demonstrate a mechanism for ensuring information security, including the designation of persons responsible for the accuracy and timeliness of information analysis and data provision		+		

23	6.	The University demonstrates the involvement of students, employees and faculty in the processes of collecting and analysing information, and in making decisions based on it		+		
24	7.	The EP management shall demonstrate the existence of communication mechanisms with students, employees and other stakeholders, including for resolving conflicts		+		
25	8.	The University shall ensure the measurement of the degree of satisfaction of the needs of faculty, employees and students within the EP, and shall demonstrate evidence that identified shortcomings have been addressed		+		
26	9.	The University shall assess the performance and effectiveness of its activities, including at the level of the EP		+		
		The information collected and analysed by the University within the EP shall take into account:				
27	10.	key performance indicators		+		
28	11.	the dynamics of the student body by form and type of study		+		
29	12.	the level of academic performance, student achievement and expulsion		+		
30	13.	student satisfaction with the implementation of the EP and the quality of teaching at the university		+		
31	14.	the accessibility of educational resources and support systems for students		+		
32	15.	the employment and career growth of graduates		+		
33	16.	Students, employees and faculty shall confirm their consent to the processing of personal data in documented form		+		
34	17.	The EP management shall help ensure that all necessary information is provided in the relevant fields of science		+		
Total for the standard			**0**	**17**	**0**	
Standard "Development and Approval of the Educational Programme"						
35	1.	The University shall demonstrate the existence of a documented procedure for developing the EP and its approval at the institutional level		+		
36	2.	The University shall demonstrate that the developed EP corresponds to the established goals and planned learning outcomes		+		
37	3.	The EP management shall determine the influence of disciplines and professional practice on the achievement of learning outcomes		+		
38	4.	The University may demonstrate the existence of an EP graduate model describing learning outcomes and personal qualities		+		
39	5.	The qualification awarded upon completion of the EP shall be clearly defined, explained, and correspond to a specific level of the NQS, QF-EHEA		+		
40	6.	The EP management shall demonstrate the modular structure of the programme, based on the European Credit Transfer and Accumulation System (ECTS), and shall ensure that the EP		+		

		and its modules (in terms of content and structure) correspond to the stated goals, with a focus on achieving the planned learning outcomes				
41	7.	The EP management shall ensure that the content of academic disciplines and learning outcomes correspond to each other and to the level of study (bachelor's, master's, doctoral)		+		
42	8.	The EP management shall demonstrate that external reviews of the EP are conducted		+		
43	9.	The EP management shall present evidence of the participation of students, faculty and other stakeholders in developing the EP and ensuring its quality		+		
44	10.	The EP management shall demonstrate the EP's positioning in the educational market (regional/national/international) and its uniqueness		+		
45	11.	An important factor is the possibility of preparing students for professional certification	+			
46	12.	An important factor is the existence of a double-degree EP and/or joint EPs with foreign universities		+		
		Total for the standard	**1**	**11**		
Standard "Continuous Monitoring and Periodic Evaluation of Educational Programmes"						
47	1.	The University shall ensure that the content and structure of the EP are reviewed to take into account changes in the labour market, employer requirements and social demand		+		
48	2.	The University shall demonstrate the existence of a documented procedure for monitoring and periodically evaluating the EP in order to achieve the EP's goal. The results of these procedures are aimed at the continuous improvement of the EP		+		
		Monitoring and periodic evaluation of the EP shall take into account:				
49	3.	the content of the programmes in the context of the latest advances in science and technology relevant to the specific discipline		+		
50	4.	changes in the needs of society and the professional environment		+		
51	5.	the workload, academic performance and graduation of students		+		
52	6.	the effectiveness of student assessment procedures		+		
53	7.	the needs and degree of satisfaction of students		+		
54	8.	the correspondence of the educational environment and the activities of support services to the goals of the EP		+		
55	9.	All stakeholders shall be informed of any planned or undertaken actions regarding the EP. All changes made to the EP shall be published			+	

56	10.	Support services shall identify the needs of different groups of students and their degree of satisfaction with the organisation of learning, teaching, assessment, and mastery of the EP as a whole		+		
		Total for the standard	**0**	**9**	**1**	
Standard "Student-Centred Learning, Teaching and Assessment of Academic Performance"						
57	1.	The EP management shall ensure respect for, and attention to, different groups of students and their needs, providing them with flexible learning paths		+		
58	2.	The EP management shall ensure that teaching is based on modern achievements of world science and practice in the field of study, using various modern teaching and assessment methods that ensure the achievement of the EP's goals, including competencies and skills for conducting research at the required level		+		
59	3.	The EP management shall determine the mechanisms for distributing students' study load between theory and practice within the EP, ensuring that every graduate masters the content and achieves the goals of the EP		+		
60	4.	An important factor is the existence of the EP's own research in the field of teaching methodology for its disciplines			+	
61	5.	The University shall ensure that the procedures for assessing learning outcomes correspond to the planned outcomes and goals of the EP		+		
62	6.	The University shall ensure the consistency, transparency and objectivity of the mechanism for assessing EP learning outcomes. The criteria and methods for assessing learning outcomes shall be published in advance		+		
63	7.	Assessors shall be proficient in modern methods of assessing learning outcomes and shall regularly upgrade their qualifications in this area		+		
64	8.	The EP management shall demonstrate the existence of a feedback system regarding the use of various teaching methods and assessment of learning outcomes		+		
65	9.	The EP management shall demonstrate support for student autonomy while simultaneously providing guidance and assistance from the lecturer		+		
66	10.	The EP management shall demonstrate the existence of a procedure for responding to student complaints		+		
		Total for the standard	**0**	**9**	**1**	
Standard "Students"						
67		The University shall demonstrate a policy for forming the student body and ensure the transparency of its procedures. The procedures governing the student life cycle (from admission to completion) shall be defined, approved and published		+		
68		The EP management shall provide for special adaptation and support programmes for newly admitted and international students		+		

69		The University shall demonstrate that its actions comply with the Lisbon Recognition Convention, including the existence and application of a mechanism for recognising the results of students' academic mobility, as well as the results of additional, formal and non-formal learning		+		
70		The University shall ensure the possibility of external and internal academic mobility for students, and shall also assist them in obtaining external grants for study			+	
71		The University shall actively encourage students towards self-education and development outside the main programme (extracurricular activities)		+		
72		An important factor is the existence of a mechanism to support gifted students		+		
73		The University shall demonstrate cooperation with other educational organisations and national centres of the "European Network of National Information Centres on Academic Recognition and Mobility / National Academic Recognition Information Centres" (ENIC/NARIC) for the purpose of ensuring the comparable recognition of qualifications		+		
74		The University shall provide students with practice placements and shall demonstrate a procedure for assisting graduate employment and maintaining contact with them		+		
75		The University shall demonstrate a procedure for issuing graduates with documents confirming the qualification obtained, including the learning outcomes achieved		+		
76		The EP management shall demonstrate that the programme's graduates possess skills that are in demand on the labour market, and that these skills are indeed in demand on the labour market		+		
77		The EP management shall demonstrate the existence of a mechanism for monitoring the employment and professional activity of graduates		+		
78		An important factor is the existence of an active alumni association		+		
		Total for the standard	**0**	**11**	**1**	
Standard "Faculty"						
79	1.	The University shall have an objective and transparent personnel policy at the EP level, including recruitment (including visiting faculty), professional growth and staff development, ensuring the professional competence of the entire staff		+		
80	2.	The University shall demonstrate that the quality composition of its faculty corresponds to the established qualification requirements, the university's strategy, and the goals of the EP		+		
81	3.	The EP management shall demonstrate the change in the role of the lecturer in connection with the transition to student-centred learning and teaching		+		

82	4.	The University shall provide opportunities for career growth and professional development for faculty, including young lecturers		+		
83	5.	The University shall involve specialists from relevant industries who possess professional competencies corresponding to the requirements of the EP in teaching	+			
84	6.	The University shall demonstrate the existence of a mechanism to motivate the professional and personal development of faculty		+		
85	7.	The University shall demonstrate the extensive use of information and communication technologies and software tools by faculty in the educational process (e.g. online learning, e-portfolios, MOOCs, etc.)		+		
86	8.	The University shall demonstrate that its activities are aimed at developing academic mobility, and attracting the best foreign and domestic lecturers			+	
87	9.	The University shall demonstrate the involvement of every lecturer in promoting a culture of quality and academic integrity at the university, and shall determine the contribution of faculty, including visiting staff, to achieving the goals of the EP		+		
88	10.	An important factor is the involvement of faculty in the development of the region's and the country's economy, education, science and culture		+		
		Total for the standard	**1**	**8**	**1**	
Standard "Educational Resources and Student Support Systems"						
89	1.	The University shall guarantee that educational resources, including material and technical resources, and infrastructure, correspond to the goals of the educational programme		+		
90	2.	The EP management shall demonstrate the existence of classrooms, laboratories and other facilities equipped with modern equipment and ensuring the achievement of the EP's goals	+			
		The University shall demonstrate that information resources correspond to the needs of the university and the EPs being implemented, including in the following areas:				
91	3.	technological support for students and faculty in accordance with the educational programmes (e.g. online learning, modelling, databases, data analysis programmes)		+		
92	4.	library resources, including a collection of educational, methodological and scientific literature on general education, basic and profiling disciplines in paper and electronic form, periodicals, and access to scientific databases		+		
93	5.	plagiarism screening of research work, theses and dissertations		+		
94	6.	access to educational Internet resources		+		
95	7.	the functioning of Wi-Fi on its territory			+	

96	8.	The University shall demonstrate that it creates conditions for conducting research, integrating science and education, and publishing the results of the research work of faculty, employees and students		+		
97	9.	The University shall strive to ensure that the educational equipment and software used for mastering the educational programmes are similar to those used in the relevant sectors of the economy		+		
98	10.	The EP management shall demonstrate the existence of procedures to support various groups of students, including informing and advising them		+		
99	11.	The EP management shall show the existence of conditions for a student's progress along an individual educational trajectory		+		
100	12.	The University shall take into account the needs of various groups of students (adults, working students, international students, and students with special educational needs)		+		
101	13	The University shall ensure that its infrastructure meets safety requirements		+		
		Total for the standard	**1**	**11**	**1**	
Standard "Public Awareness"						
102	1.	The information published by the University shall be accurate, objective, up-to-date, and shall reflect all areas of the University's activity within the educational programme		+		
103	2.	Public awareness efforts shall include support for, and explanation of, the country's national development programmes and the system of higher and postgraduate education		+		
104	3.	The university management shall use a variety of methods for disseminating information (including the media, web resources, information networks, etc.) to inform the general public and interested parties		+		
		The information published by the University about the educational programme shall be objective and up-to-date and shall include:				
105	4.	the goal and planned outcomes of the EP, the qualification awarded		+		
106	5.	information on the system for assessing students' academic achievements		+		
107	6.	information on academic mobility programmes and other forms of cooperation with partner universities and employers		+		
108	7.	information on opportunities for developing students' personal and professional competencies and for employment		+		
109	8.	data reflecting the positioning of the EP in the educational services market (at the regional, national and international levels)		+		

110	9.	An important factor is the publication, on open resources, of reliable information about faculty, broken down by individual		+		
111	10.	The University shall post information and links to external resources on the results of external evaluation procedures		+		
112	11.	An important factor is the posting of information about cooperation and interaction with partners, including scientific/consulting organisations, business partners, social partners and educational organisations		+		
Total for the standard			**0**	**11**	**0**	
TOTAL			**4**	**100**	**8**	

Appendix 2. THE PROGRAM OF THE VISIT TO THE EDUCATIONAL ORGANIZATION

СОГЛАСОВАНО
И.о. Председатель Правления – Ректор
АО «Академия Гражданской Авиации»
_____К. Жакупов
«____ » _____ 2026 г.

УТВЕРЖДАЮ
Генеральный директор НУ «Независимое агентство аккредитации и рейтинга»
_____ А.Жумагулова.
«____» _____2026 г.

ПРОГРАММА
ВИЗИТА ВНЕШНЕЙ ЭКСПЕРТНОЙ КОМИССИИ НЕЗАВИСИМОГО АГЕНТСТВА АККРЕДИТАЦИИ И РЕЙТИНГА (IAAR) ПО ПРОВЕДЕНИЮ СПЕЦИАЛИЗИРОВАННОЙ АККРЕДИТАЦИИ В АО «АКАДЕМИЯ ГРАЖДАНСКОЙ АВИАЦИИ»

Дата проведения визита: 18- 20 марта 2026 г.

1 кластер Специализированная аккредитация	1)6B07101 Техническая эксплуатация летательных аппаратов и двигателей 2)6B07109 Обслуживание наземного радиоэлектронного оборудования аэропортов 3)7M07101 Авиационная техника и технологии (научно-педагогическая магистратура) 4)6B07102 Техническая эксплуатация систем авионики летательных аппаратов 5)6B07118 Обслуживание воздушного движения и аэронавигационное обеспечение полетов
2 кластер Специализированная аккредитация	6)6B07110 Обеспечение авиационной безопасности 7)6B11305 Организация авиационных перевозок 8)7M07112 Летная эксплуатация летательных аппаратов и двигателей 9)7M11302 Организация перевозок, движения и эксплуатация транспорта
3 кластер Специализированная аккредитация	10)6B07116 Летная эксплуатация гражданских вертолётов (пилот) 11)6B11306 Логистика на транспорте 12)6B07115 Летная эксплуатация гражданских самолётов (пилот) 13)7M11301 Организация перевозок, движения и эксплуатация транспорта
4 кластер Первичная специализированная аккредитация	14)6B07122 Технология авиационных перевозок 15)7M11303 Логистика на транспорте (профильная магистратура) 16) 7M11304 Логистика на транспорте (научно-педагогическая магистратура)

Дата и время	Работа ВЭК с целевыми группами	Должность и Фамилия, Имя, Отчество участников целевых групп	Форма связи
17 марта 2026 года			
14.00-15.00	Предварительная встреча ВЭК *(обсуждение ключевых вопросов и программы визита)*	*Внешние эксперты IAAR*	Подключиться к конференции Zoom https://us02web.zoom.us/j/6813032588 Идентификатор конференции: 681 303 2588
По графику в течение дня	Заезд членов Внешней экспертной комиссии		
День 1-й: 18 марта 2026 года			
08.30-09.30	Трансфер из гостиницы в Академию	*Внешние эксперты IAAR, координатор ВУЗа*	Ауд. № В 305 Подключиться к конференции Zoom https://us02web.zoom.us/j/6813032588 Идентификатор конференции: 681 303 2588
09.30-09.45	Распределение ответственности экспертов, решение организационных вопросов	*Внешние эксперты IAAR*	Ауд. № В 305 Подключиться к конференции Zoom https://us02web.zoom.us/j/6813032588 Идентификатор конференции: 681 303 2588
09.45-10.20	Встреча с И.о. Председателя Правления - Ректора	Председатель Правления - Ректор АО Жакупов Кайрат Болатович	Ауд. № ADM 2 Подключиться к конференции Zoom https://us02web.zoom.us/j/6813032588 Идентификатор конференции: 681 303 2588
10.20-10.30	Технический перерыв	*Внешние эксперты IAAR*	
10.30-11.15	Встреча с Членами Правления-Проректорами	Проректор по научной деятельности - д.т.н. Кошеков Кайрат Темирбаевич; Проректор по цифровизации и инфраструктуре – Елеусинов Акимжан Бауржанович; Исполнительный директор – Нагайбаев Азамат Бакберсынович	Ауд. № В314 Подключиться к конференции Zoom https://us02web.zoom.us/j/6813032588 Идентификатор конференции: 681 303 2588

11.15-11.25	Технический перерыв		
11.25-12.05	Встреча с руководителями структурных подразделений ОО	1. Руководитель Центра управления персоналом – Еспенбетова Райгуль Жилкибаевна; 2. Руководитель PR службы - Турарбеккызы Зейнет; 3. Директор Центра качества и управление документацией – к.т.н. Асильбекова Индира Жаксыбаевна; 4. Комплаенс офицер – Тельтаев Бауржан Ержанович; 5. Директор департамента по академической работе - к.т.н. Шанлаяков Аркен Советжанович; 6. Начальник Центра методической работы – Молдыбаева Асель Анатольевна; 7. Руководитель Центра информационно-библиотечного обеспечения - Музей – Жусипбекова Сұлушаш; 8. Директор Департамента поддержки обучающихся и интернационализации – Бексеитова Гульмира Копшиловна; 9. Руководитель Центра рекрутинга и карьеры обучающихся – Абылкасымова Ботагоз Нургазиевна; 10. Руководителю Центра социальной поддержки и развития молодёжи - Джанзакова Динара Дюйсеновна; 11. Руководитель Центра информационных технологий и цифровизации - Чолпанбаев Даурен Ашимбаевич; 12. Руководитель Центра инфраструктурного развития - Турсынбаев Кайрат Сарсенбекович; 13. Финансовый директор – Корлусбаева Айнур Жумабековна; 14. Руководитель Центра государственных закупок - Адикова Акмарал; 15. Руководитель юридической службы – Қаржау Жамалбек 16. Директор Департамента по коммерциализации Рахматулла Сулеймен; 17. Руководитель Центра научных исследований и компетенций – Курбанов Якуб; 18. Руководитель Центр научных достижений – Қуанов Ерғанат	Ауд. № В314 Подключиться к конференции Zoom https://us02web.zoom.us/j/6813032588 Идентификатор конференции: 681 303 2588
12.05-12.10	Обмен мнениями членов внешней	*Внешние эксперты IAAR*	Ауд. № В314 Подключиться к конференции Zoom

	экспертной комиссии		https://us02web.zoom.us/j/6813032588 Идентификатор конференции: 681 303 2588
12.10-12.50	Встреча с заведующими кафедр и руководителями ОП аккредитуемых ОП	Заведующий кафедрой «Авиационная техника и технологии» - Битенов Алмас Баданович; Заведующая кафедрой «Организация авиационных перевозок и логистика» - к.т.н. Қонақбай Зарина Еркинбековна; Заведующий кафедрой «Летная эксплуатация летательных аппаратов и двигателей» - Оспанов Ербол Аблаевич; Руководитель образовательных программ кафедры «Авиационная техника и технологии» - Бейсембаева Бахытгуль Сагимжановна; Руководитель образовательных программ кафедры «Организация авиационных перевозок и логистика» - к.т.н. Гармаш Ольга Валерьевна; Руководитель образовательных программ кафедры «Летная эксплуатация летательных аппаратов и двигателей» - Тулеушева Рахила Жилкибаевна.	Ауд. № В314 Подключиться к конференции Zoom https://us02web.zoom.us/j/6813032588 Идентификатор конференции: 681 303 2588
12.50-13.00	Работа ВЭК	*Внешние эксперты IAAR*	Ауд. № В 305 Подключиться к конференции Zoom https://us02web.zoom.us/j/6813032588 Идентификатор конференции: 681 303 2588
13.00-14.00	**Обед**		
14.00-14.15	Работа ВЭК	*Внешние эксперты IAAR*	Ауд. № В 305 Подключиться к конференции Zoom https://us02web.zoom.us/j/6813032588 Идентификатор конференции: 681 303 2588
14.15-15.00	Встреча с ППС ОП	***Приложение 1***	Ауд. № В305 Подключиться к конференции Zoom https://us02web.zoom.us/j/6813032588 Идентификатор конференции: 681 303 2588
15.00-15.15	Технический перерыв	*Внешние эксперты IAAR*	

15.00-17.00	Анкетирование ППС (параллельно)	***Приложение 2***	Ссылка направляется на e-mail обучающегося персонально
15.15-16.00	Встреча с обучающимися (параллельно)	***Приложение 3***	Подключиться к конференции Zoom https://us02web.zoom.us/j/6813032588 Идентификатор конференции: 681 303 2588
16.00-18.00	Анкетирование обучающихся (параллельно)	***Приложение 4***	Ссылка направляется на e-mail ППС персонально
16.00-16.10	Обмен мнениями членов внешней экспертной комиссии	*Внешние эксперты IAAR*	Ауд. № B305 Подключиться к конференции Zoom https://us02web.zoom.us/j/6813032588 Идентификатор конференции: 681 303 2588
16.10-16.45	Встреча со стейкхолдерами (представителями баз практик и работодателями)	***Приложение 6***	Ауд. № B314 Подключиться к конференции Zoom https://us02web.zoom.us/j/6813032588 Идентификатор конференции: 681 303 2588
16.45-16.55	Технический перерыв	*Внешние эксперты IAAR*	
16.55-17.35	Интервью с выпускниками	*Приложение № 7*	Ауд. № B305 Подключиться к конференции Zoom https://us02web.zoom.us/j/6813032588 Идентификатор конференции: 681 303 2588
17.35-18.00	Работа ВЭК обсуждение итогов первого дня	*Внешние эксперты IAAR*	
18.30-19.30	Ужин	*Внешние эксперты IAAR*	
День 2-й: 19 марта 2026 г.			
08.30-09.30	Трансфер из гостиницы в Академию	*Внешние эксперты IAAR, координатор ВУЗа*	Гостиница-Академия
09.30-10.00	Работа ВЭК	*Внешние эксперты IAAR*	Ауд. № B 305 Подключиться к конференции Zoom https://us02web.zoom.us/j/6813032588 Идентификатор конференции: 681 303 2588
10.00-10.40	Визуальный осмотр ОП	***Приложение 7***	

	материально-технической и учебно-лабораторной базы (*только объекты по аккредитуемым ОП)*		
10.40-12.30	Работа с документами кафедр и посещение занятий ППС по расписанию	Документы должны быть загружены в облако по кластерам заранее, в случае необходимости, заведующие кафедрами будут приглашаться в онлайн комнату Zoom	Ауд. № В 305 Подключиться к конференции Zoom https://us02web.zoom.us/j/6813032588 Идентификатор конференции: 681 303 2588
12.30-14.00	**Обед**	*Внешние эксперты IAAR*	
14.00-16.00	Работа ВЭК. Обмен мнениями	*Внешние эксперты IAAR*	Ауд. № В 305 Подключиться к конференции Zoom https://us02web.zoom.us/j/6813032588 Идентификатор конференции: 681 303 2588
16.00-17.10	Выборочное посещение баз практик ОП	Внешние эксперты IAAR согласно маршрутному листу в ***Приложение 8***	*(Местонахождения баз практик в приложениях 14,15)*
17.10-17.30	Технический перерыв		
17.30-18.00	Работа ВЭК, обсуждение итогов второго дня и параметров профилей	*Внешние эксперты IAAR*	Ауд. № В 305 Подключиться к конференции Zoom https://us02web.zoom.us/j/6813032588 Идентификатор конференции: 681 303 2588 *(ведется запись)*
День 3-й: 20 марта 2026 г.			
09.30-12.30	Работа ВЭК, разработка и обсуждение рекомендаций	*Внешние эксперты IAAR*	Ауд. № В305 Подключиться к конференции Zoom https://us02web.zoom.us/j/6813032588 Идентификатор конференции: 681 303 2588
13.00-14.00	Обед		
15.00-15.20	Заключительная встреча ВЭК с руководством вуза		Ауд. № В305 Ауд № 200 Подключиться к конференции Zoom https://us02web.zoom.us/j/6813032588 Идентификатор конференции: 681 303 2588
15.30-17.00	Ужин	*Внешние эксперты IAAR*	

Appendix 3. RESULTS OF THE TEACHER SURVEY

Результаты анонимного анкетирования профессорско-преподавательского состава АО «Академия гражданской авиации»

1. Общее кол-во анкет: 28

2. Должность

Профессор	1 чел	3,6 %
Доцент	5 чел	17,9 %
Аға Оқытушы (Старший преподаватель)	16 чел	57,1 %
Оқытушы (Преподаватель)	3 чел	10,7 %
Зав. кафедрой	1 чел	3,6%
ассистент профессора	1 чел	3,6%
Еңбегі сіңген профессор	1 чел	3,6%

3 Ученая степень, ученое звание

ҚР еңбек сіңірген қайраткері (Заслуженный деятель РК)	0 чел	0%
Ғылым докторы (Доктор наук)	0 чел	0%
Ғылым кандидаты (Кандидат наук)	5 чел	17,9 %
Магистр	15 чел	53,6 %
PhD	4 чел	14,3 %
Профессор	0 чел	0 %
Доцент	1 чел	3,6 %
Нет (Жоқ)	5 чел	17,9%

4. Стаж работы

Менее 1 года	4 чел	14,3%
1 год – 5 лет	8 чел	28,6%
Свыше 5лет	16 чел.	57.1%

№	Вопросы	Очень хорошо	Хорошо	Относительно плохо	Плохо	Очень плохо	Не ответили
5	Насколько содержание образовательной программы отвечает вашим научным и профессиональным интересам и потребностям?	17 чел. (60,7%)	11 чел. (39,3%)	0 чел. (0%)	0 чел. (0%)	0 чел. (0%)	-
6	Как Вы оцениваете возможности, предоставляемые Вузом, для профессионального развития ППС	17 чел. (60,7%)	11 чел. (39,3%)	0 чел. (0%)	0 чел. (0%)	0 чел. (0%)	-
7	Как Вы оцениваете возможности, предоставляемые Вузом, для карьерного роста ППС	16 чел. (57,1%)	12 чел. (42,9%)	0 чел. (0%)	0 чел. (0%)	0 чел. (0%)	-
8	Как Вы оцениваете степень академической свободы ППС	13 чел. (46,4%)	15 чел. (53,6%)	0 чел. (0%)	0 чел. (0%)	0 чел. (0%)	-
	Насколько преподаватели могут использовать собственные						
9		18 чел. (64,3%)	10 чел. (35,7%)	0 чел. (0%)	0 чел. (0%)	0 чел. (0%)	-

10	• Методы	16 чел. (57,1%)	12 чел. (42,9%)	0 чел. (0%)	0 чел. (0%)	0 чел. (0%)	-
11	1. Инновации в процессе обучения	18 чел. (64,3%)	10 чел. (35,7%)	0 чел. (0%)	0 чел. (0%)	0 чел. (0%)	-
12	Как Вы оцениваете работу по организации медицинской помощи и профилактике заболеваний в вузе?	20 чел. (71,4%)	7 чел. (25%)	1 чел. (3,6%)	0 чел (0%)	0 чел (0%)	-
13	Как уделяется внимание руководством учебного заведения содержанию образовательной программы?	18 чел. (64,3%)	10 чел. (35,7%)	0 чел. (0%)	0 чел (0%)	0 чел (0%)	-
14	Как Вы оцениваете достаточность и доступность необходимой научной и учебной литературы в библиотеке?	16 чел. (57,1%)	11 чел. (39,3%)	1 чел. (3,6%)	0 чел (0%)	0 чел (0%)	-
15	Оцените уровень созданных условий, учитывающих потребности различных групп, обучающихся?	13 чел. (46,4%)	14 чел. (50%)	1 чел. (3,6%)	0 чел. (0%)	0 чел (0%)	-
	Оцените доступность руководства						
16	(II) Студентам	16 чел. (57,1%)	11 чел. (39,3%)	1 чел. (3,6%)	0 чел (0%)	0 чел (0%)	-
17	(III) Преподавателям	17 чел. (60,7%)	9 чел. (32,1%)	2 чел. (7,1%)	0 чел (0%)	0 чел (0%)	-
18	Оцените вовлеченность ППС в процесс принятия управленческих и стратегических решений	10 чел. (35,7%)	15 чел. (53.6%)	3 чел. (10,7%)	0 чел (0%)	0 чел (0%)	-
19	Как поощряется инновационная деятельность ППС?	14 чел. (34,1%)	26 чел. (63,4%)	1 чел. (2,4%)	0 чел (0%)	0 чел (0%)	-
20	Оцените уровень обратной связи ППС с руководством	14 чел. (50%)	12 чел. (42,9%)	2 чел. (7,1%)	0 чел. (0%)	0 чел. (0%)	-
22	Каков уровень стимулирования и привлечения молодых специалистов к образовательному процессу?	13 чел. (46,4%)	14 чел. (50%)	1 чел. (3,6%)	0 чел. (0%)	0 чел (0%)	-
21	Оцените созданные возможности для профессионального и личностного роста для каждого преподавателя и сотрудника	12 чел. (42,9%)	16 чел. (57,1%)	0 чел. (0%)	0 чел (0%)	0 чел (0%)	-
22	Оцените адекватность признания потенциала и способностей преподавателей	15 чел. (53,6%)	12 чел. (42,9%)	1 чел. (3,6%)	0 чел (0%)	0 чел. (0%)	-
	Каким образом поставлена работа						
23	(IV) По академической мобильности	10 чел. (35,7%)	16 чел. (57,1%)	2 чел. (7,1%)	0 чел. (0%)	0 чел. (0%)	-
24	(V) По повышению квалификации ППС	15 чел. (53,6%)	12 чел. (42,9%)	1 чел. (3,6%)	0 чел (0%)	0 чел. (0%)	-
	Оцените поддержку вуза и его руководства						
25	(VI) Научно-исследовательских начинаний ППС	14 чел. (50%)	13 чел. (46,4%)	1 чел. (3,6%)	0 чел. (08%)	0 чел. (0%)	-
26	(VII)Разработки новых образовательных программ/учебных дисциплин/методик	18 чел. (64,3%)	9 чел. (32,1%)	1 чел. (3,6%)	0 чел. (0%)	0 чел. (0%)	-
	Оцените уровень возможности у ППС совмещать преподавание						
27	(VIII) С научными исследованиями	12 чел. (42,9%)	14 чел. (50%)	2 чел. (7,1%)	0 чел. (0%)	0 чел (0%)	-
28	(IX) С практической деятельностью	10 чел. (35,7%)	15 чел. (53.6%)	3 чел. (10,7%)	0 чел. (0%)	0 чел (0%)	-

29	Оцените, насколько соответствуют знания студентов, получаемые в данном вузе, реалиям требований современного рынка труда	11 чел. (39,3%)	17 чел. (60,7%)	0 чел. (0%)	0 чел. (0%)	0 чел. (0%)	-
30	Как воспринимает руководство и администрация вуза критику в свой адрес?	8 чел. (28,7)	16 чел. (57,1 %)	3 чел. (10,7%)	1 чел. (3,6%)	0 чел. (0%)	-
31	Оцените насколько Ваша учебная нагрузка соответствует вашим ожиданиям и возможностям	10 чел. (35,7%)	13 чел. (46,4)	5 чел. (17,9 %)	0 чел. (0%)	0 чел. (0%)	-
32	Оцените направленность образовательных программ/учебных программ на формирование у обучающихся умений и навыков анализировать ситуацию и строить прогнозы	12 чел. (42,9%)	15 чел. (53,6%)	1 чел. (3,6%)	0 чел. (0%)	0 чел. (0%)	-
33	Оцените насколько образовательная программа по содержанию и качеству реализации соответствует ожиданиям рынка труда и работодателям	14 чел. (50%)	14 чел. (50%)	0 чел. (0%)	0 чел. (0%)	0 чел. (0%)	-

34. Почему Вы работаете именно в этом вузе?

- ✔ Мне нравится работать в АГА, так как я могу реализовывать себя в сфере образования и вносить вклад в подготовку специалистов для гражданской авиации.
- ✔ Талапты студенттер, мықты оқу орны
- ✔ Хороший коллектив и серьезные студенты
- ✔ нравиться
- ✔ Чтобы учить других, нужно самому постоянно учиться. Подготовка лекций, участие в конференциях и работа над грантовыми проектами (например, в рамках программ вроде «Болашак») заставляют всегда быть на острие современных технологий и трендов.
- ✔ нравится
- ✔ Хороший ВУЗ
- ✔ Моя стихиЯ
- ✔ Хотелось бы помочь обучающимся в данном вузе студентам применить полученные знания по английскому языку в их будущей профессиональной деятельности.
- ✔ Атмосфера академий, доброжелательные люди.
- ✔ Соотвествует моему образованию и возможностям
- ✔ Мен осы жоғары оқу орнын таңдадым, себебі бұл оқу орны білім беру сапасының жоғары деңгейімен, кәсіби оқытушылар құрамымен және ғылыми-зерттеу жұмыстарына қолайлы жағдайларымен ерекшеленеді. Сонымен қатар, мұнда өз білімімді әрі қарай дамытып, студенттерге сапалы білім беруге мүмкіндік бар деп есептеймін.
- ✔ большие возможности карьерного роста и дружелюбный коллектив
- ✔ Хотелось бы помочь студентам данной академии овладеть практическим знанием иностранного языка, который они могли использовать в своей будущей профессиональной деятельности.
- ✔ Да
- ✔ Люблю авиацию
- ✔ Я посвятила свою жизнь Авиации , в настоящее время делюсь опытом с подрастающим поколением .
- ✔ Хорошие условия труда
- ✔ Мне нравится
- ✔ Жоғары кәсібилік
- ✔ Ұнайды
- ✔ Перспективы развития ВУЗа как единственного отраслевого вуза, а также хорошие условия для работы и расзвития

35. Как часто проводятся в рамках Вашего курса мастер-классы и чтение тем с участием специалистов-практиков?

Өте жиі (очень часто)	5 чел.	17,9 %
Жиі (часто)	18 чел.	64,3 %

Кейде (иногда)	5 чел.	17,9%
Өте сирек (очень редко)	0 чел.	0 %
Мүлдем болмайды (никогда)	0 чел.	0%

36. Как часто участвуют в процессе обучения приглашенные со стороны преподаватели (отечественные и зарубежные)?

Өте жиі (очень часто)	4 чел.	14,3 %
Жиі (часто)	16 чел.	57,1 %
Кейде (иногда)	8 чел.	28,6%
Өте сирек (очень редко)	0 чел.	0%
Мүлдем болмайды (никогда)	0 чел.	0%

37. Как часто Вы сталкиваетесь в своей работе со следующими проблемами: (дайте, пожалуйста, ответ в каждой строке)

	Часто	**Иногда**	**Никогда**	**Нет ответа**
Недостаток учебных аудиторий	1 чел. (3,6 %)	10 чел. (35,7%)	17 чел. (60,7%)	-
Несбалансированность учебной нагрузки по семестрам	0 чел. (0%)	1 чел. (39,3 %)	17 чел. (60,7%)	-
Недоступность необходимой литературы в библиотеке	1 чел. (3,6%)	6 чел. (21,4%)	21 чел. (75%)	-
Переполненность учебных групп (слишком большое количество студентов в группе)	5 чел. (17,9%)	9 чел. (32,1%)	14 чел. (50%)	-
Неудобное расписание	1 чел. (3,6%)	12 чел. (42,9%)	15 чел. (53,6%)	-
Несоответствующие условия для занятий в аудиториях	0 чел. (0%)	9 чел. (32,1%)	19 чел. (67,9 %)	-
Отсутствие доступа к Интернету/слабый Интернет	3 чел. (10,7%)	17 чел. (60,7%)	11 чел. (39,3%)	-
Отсутствие у студентов интереса к обучению	0 чел. (0%)	17 чел. (60,7%)	11 чел. (39.3%)	-
Несвоевременное получение информации о мероприятиях	0 чел. (0%)	7 чел. (25 %)	21 чел. (75%)	-
Отсутствие технических средств в аудиториях	1 чел. (3,6%)	8 чел. (28,6%)	19 чел. (67,93 %)	-
Другие проблемы	Нет нет - Нет Отдельные процессы требуют оптимизации и совершенствования. Жоқ Недостаточная обеспеченность студентов учебной литературой Расписание составляется неудобное преподавателям и студентом, аргументируя положением в котором у преподавателя должны быть пары каждый день (хотя даже если 1 пара в день. □ Проблем нет □ не имеется □ —— □ Недостаточная оснащенность учебной литературы □ Ешқандац □ Бәрі жақсы □			

38. В жизни вуза много различных сторон и аспектов, которые так или иначе затрагивают каждого преподавателя и сотрудника. Оцените, насколько Вы удовлетворены:

Вопрос	**Полностью удовлетворен**	**Частично удовлетворен**	**Не удовлетворен**	**Затрудняюсь ответить**

Отношением руководства вуза к Вам	21 чел. (75%)	5 чел. (17,9%)	0 чел. (0%)	2 чел. (7,1 %)
Отношениями с непосредственным руководством	21 чел. (75%)	6 чел. (21,4%)	0 чел. (0%)	1 чел. (3,6 %)
Отношениями с коллегами на кафедре	27 чел. (96,4 %)	1 чел. (3,6%)	0 чел. (0%)	0 чел. (0%)
Участием в принятии управленческих решений	15 чел. (53,6%)	8 чел. (28,6%)	0 чел. (0%)	5 чел. (17,9%)
Отношениями со студентами	22 чел. (78,6%)	6 чел. (21,4%)	0 чел. (0%)	0 чел. (0%)
Признанием Ваших успехов и достижений со стороны администрации	16 чел. (57,1%)	6 чел. (21,4%)	1 чел. (3,6 %)	5 чел. (17,9%)
Поддержкой Ваших предложений и замечаний	17 чел. (60,7%)	7 чел. (25%)	0 чел. (0%)	4 чел. (14,3%)
Деятельностью администрации вуз	16 чел. (57,1%)	9 чел. (32,1%)	0 чел. (0%)	3 чел. (10,7 %)
Условиями оплаты труда	12 чел. (42,9%)	12 чел. (42,9%)	4 чел. (14,3%)	0 чел. (0%)
Условиями работы, перечнем и качеством услуг, оказываемых в вузе	19 чел. (67,9%)	7 чел. (25%)	1 чел. (3,6%)	1 чел. (3,6%)
Охраной труда и его безопасностью	21 чел. (75%)	4 чел. (14,3%)	0 чел. (0%)	3 чел. (10,7%)
Управлением изменениями в деятельности вуза	15 чел. (53,6 %)	8 чел. (28,6%)	0 чел. (0%)	5 чел. (17,9%)
Предоставлением социального пакета: отдых, санаторное лечение и др.	15 чел. (53,6%)	9 чел. (32,1%)	0 чел. (0%)	4 чел. (14,3 %)
Организацией и качеством питания в вузе	22 чел. (78,6%)	5 чел. (17,9%)	0 чел. (0%)	1 чел. (3,6%)
Организацией и качеством медицинского обслуживания	23 чел. (82,1%)	1 чел. (3,6%)	1 чел. (3,6%)	3 чел. (10,7%)

Appendix 4. RESULTS OF THE STUDENT SURVEY

Результаты анонимного анкетирования студентов
АО «Академия гражданской авиации»

Общее кол-во анкет: 39

Ер (мужской)	24 чел.	61,5%
Әйел (женский)	15 чел.	38,5 %

✔ Төмендегі жағдайларға көңіліңіздің қаншалықты толатындығын бағалаңыз: (Оцените, насколько Вы удовлетворены:)

Вопросы	Полностью удовлетворен	Частично удовлетворен	Частично не удовлетворён	Не удовлетворен	Затрудняюсь ответить
– Отношениями с деканатом	32 чел (82,1 %)	4 чел (10,3 %)	1 чел (2,6 %)	0чел (0 %)	2 чел (5,1 %)
– Уровнем доступности деканата	30 чел (76,9 %)	6 чел (15,4 %)	1 чел (2,6 %)	0чел (0 %)	2 чел (5,1 %)
– Уровнем доступности и отзывчивости руководства вуза	33 чел (84,6 %)	4 чел (10,3 %)	0 чел (0 %)	0 чел (0 %)	2 чел (5,1 %)
– Доступностью Вам академического консультирования	33 чел (84,6 %)	5 чел (12,8 %)	0 чел (0 %)	0 чел (0 %)	1 чел (2,6 %)
– Поддержкой учебными материалами в процессе обучения	32 чел (82,1 %)	7 чел (17,9 %)	0 чел (0 %)	0 чел (0 %)	0 чел (0 %)
– Доступностью консультирования по личным проблемам	32 чел (82,1 %)	6 чел (15,4 %)	0 чел (0 %)	0 чел (0 %)	1 чел (2,6 %)
– Отношениями между студентом и преподавателем	29 чел (74,4 %)	9 чел (23,1 %)	1 чел (2,6 %)	0 чел (0 %)	0 чел (0%)
– Финансовыми и административными службами учебного заведения	30 чел (76,9 %)	6 чел (15,4%)	2 чел (5,1%)	0 чел (0 %)	1 чел (2,6 %)
– Доступностью услуг здравоохранения	29 чел (74,4 %)	8 чел (20,5 %)	0 чел (0 %)	1 чел (2,6 %)	1 чел (2,6 %)
– Качеством медицинского обслуживания в вузе	29 чел (74,4 %)	9 чел (23,1 %)	0 чел (0 %)	0 чел (0 %)	1 чел (2,6%)
– Уровнем доступности библиотечных ресурсов	32 чел (82,1 %)	6 чел (15,4 %)	0 чел (0%)	0 чел (0 %)	1 чел (2,6 %)
– Качеством оказываемых услуг в библиотеках и читальных залах	32 чел (82,1 %)	6 чел (15,4 %)	0 чел (0 %)	0 чел (0 %)	1 чел (2,6 %)
– Удовлетворенностью существующими учебными ресурсами вуза	32 чел (82,1 %)	6 чел (15,4%)	0 чел (0 %)	0 чел (0 %)	1 чел (2,6 %)
– Доступностью компьютерных классов	27 чел (69,2 %)	9 чел (23,1%)	0 чел (0 %)	2 чел (5,1 %)	1 чел (2,6%)
– Доступностью и качеством интернет- ресурсов	25 чел (64,1 %)	13 чел (33,3 %)	0 чел (0%)	1 чел (2,6%)	0 чел (0%)

Вопросы	Полностью удовлетворен	Частично удовлетворен	Частично не удовлетворён	Не удовлетворен	Затрудняюсь ответить
– Содержанием и информационной наполненностью веб-сайта организаций образования в целом и факультетов (школы) в частности	31 чел (79,5%)	7 чел (17,9 %)	0 чел (0 %)	0 чел (0 %)	1 чел (2,6%)
– Учебными кабинетами, аудиториями для больших групп	30 чел (76,9%)	8 чел (20,5%)	1 чел (2,6 %)	0 чел (0%)	0 чел (0 %)
– Комнатами отдыха для студентов (если имеются)	24 чел (61,5 %)	7 чел (17,9 %)	1 чел (2,6%)	3 чел (7,7%)	4 чел (10,3 %)
– Ясностью процедуры для принятия дисциплинарных мер	27 чел (69,2%)	9 чел (23,1 %)	0 чел (0 %)	0 чел (0 %)	3 чел (7,7 %)
– Качеством образовательной программы в целом	30 чел (76,9%)	8 чел (20,5 %)	1 чел (2,6%)	0 чел (0 %)	0 чел (0 %)
– Качеством учебных программ в ОП	34 чел (87,2%)	4 чел (10,3 %)	0 чел (0%)	0 чел (0 %)	1 чел (2,6 %)
– Методами обучения в целом	32 чел (82,1 %)	6 чел (15,4 %)	1 чел (2,6%)	0 чел (0%)	0 чел (0 %)
– Быстротой реагирования на обратную связь от преподавателей касательно учебного процесса	31 чел (79,5%)	8 чел (20,5%)	0 чел (0 %)	0 чел (0 %)	0 чел (0 %)
– Качеством преподавания в целом	34 чел (87,2%)	4 чел (10,3 %)	1 чел (2,6%)	0 чел (0 %)	0 чел (0 %)
– Академической нагрузкой/требованиям к студенту	33 чел (84,6%)	4 чел (10,3 %)	1 чел (2,6%)	0 чел (0%)	1 чел (2,6%)
– Требованиями ППС к студенту	29 чел (74,4 %)	8 чел (20,5%)	1 чел (2,6 %)	0 чел (0%)	1 чел (2,6%)
– Информационной поддержкой и разъяснением перед поступлением в вуз правил поступления и стратегии образовательной программы (специальности)	32 чел (82,1%)	7 чел (17,9 %)	0 чел (0%)	0 чел (0 %)	0 чел (0%)
– Информированием требований для того, чтобы успешно окончить данную образовательную программу (специальность)	34 чел (87,2 %)	4 чел (10,3 %)	0 чел (0%)	1 чел (2,6 %)	0 чел (0%)
– Качеством экзаменационных материалов (тестами и экзаменационными вопросами и др.)	32 чел (82,1%)	6 чел (15,4%)	0 чел (0%)	0 чел (0 %)	1 чел (2,6%)
– Объективностью оценки знаний, умений и других учебных достижений	34 чел (87,2 %)	3 чел (7,7 %)	2 чел (5,1 %)	0 чел (0 %)	0 чел (0%)
– Имеющимися компьютерными классами	31 чел (79,5%)	7 чел (17,9 %)	0 чел (0%)	0 чел (0 %)	1 чел (2,6 %)
– Имеющимися научными лабораториями	31 чел (79,5%)	4 чел (10,3 %)	4 чел (10,3%)	0 чел (0 %)	0 чел (0 %)
– Объективностью и справедливостью преподавателей	34 чел (87,2%)	4 чел (10,3%)	1 чел (2,6 %)	0 чел (0 %)	0 чел (0%)
– Информированием студентов о курсах, образовательных программах и получаемой академической степени	34 чел (87,2%)	4 чел (10,3%)	0 чел (0 %)	0 чел (0 %)	1 чел (2,6 %)
– Обеспечением студентов общежитием	29 чел (74,4%)	7 чел (17,9%)	0 чел (0%)	0 чел (0 %)	3 чел (7,7 %)

2. Оцените, насколько Вы согласны:

Утверждение	Полное согласие	Согласен	Частично согласен	Не согласен	Полное несогласие	Не ответили
1. Программа курса была четко представлена	32 чел (82,1%)	6 чел (15,4%)	1 чел (2,6%)	0 чел (0 %)	0 чел (0 %)	-
2. Содержание курса хорошо структурировано	30 чел (76,9%)	7 чел (17,9 %)	2 чел (5,1%)	0 чел (0 %)	0 чел (0 %)	-
3. Ключевые термины достаточно объяснены	30 чел (76,9%)	7 чел (17,9 %)	2 чел (5,1%)	0 чел (0 %)	0 чел (0 %)	-
4. Предложенный преподавателем материал актуален и отражает последние достижения науки и практики	29 чел (74,4%)	9 чел (23,1 %)	1 чел (2,6%)	0 чел (0 %)	0 чел (0 %)	-
5. Преподаватель использует эффективные методы преподавания	28 чел (71,8%)	9 чел (23,1 %)	2 чел (5,1%)	0 чел (9 %)	0 чел (0 %)	-
6. Преподаватель владеет преподаваемым материалом	31 чел (79,5%)	6 чел (15,4 %)	0 чел (0%)	2 чел (5,1 %)	0 чел (0 %)	-
7. Изложение преподавателя понятно	28 чел (71,8%)	9 чел (23,1%)	1 чел (2,6%)	1 чел (2,6 %)	0 чел (0 %)	-
8. Преподаватель представляет материал в интересной форме	27 чел (69,2%)	10 чел (25,6 %)	1 чел (2,6%)	1 чел (2,6 %)	0 чел (0 %)	-
9. Объективностью оценивания знаний, навыков и других учебных достижений	29 чел (74,4%)	7 чел (17,9%)	3 чел (7,7%)	0 чел (0 %)	0 чел (0 %)	-
10. Своевременностью оценивания учебных достижений студентов	39 чел (76,9%)	5 чел (12,8%)	3 чел (7,7%)	1 чел (2,6 %)	0 чел (0 %)	-
11. Преподаватель удовлетворяет мои требования личностного развития и профессионального формирования	28 чел (71,8%)	8 чел (20,5%)	3 чел (7,7%)	0 чел (0 %)	0 чел (0 %)	-
12. Преподаватель стимулирует активность студентов	25 чел (64,1%)	10 чел (25,6%)	3 чел (7,7%)	1 чел (2,6 %)	0 чел (0 %)	-
13. Преподаватель стимулирует творческое мышление студентов	28 чел (71,8%)	9 чел (23,1%)	2 чел (5,1 %)	0 чел (0 %)	0 чел (0 %)	-
14. Внешний облик и манеры преподавателя адекватны	33 чел (84,6 %)	5 чел (12,8 %)	1 чел (2,6 %)	0 чел (0 %)	0 чел (0 %)	-
15. Преподаватель проявляет позитивное отношение к студентам	32 чел (82,1%)	5 чел (12,8 %)	1 чел (2,6 %)	0 чел (0 %)	0 чел (0 %)	-
16. Система оценивания учебных достижений (семинары, тесты, анкеты и др.) отражает содержание курса	31 чел (79,5%)	6 чел (15,4%)	2 чел (5,1 %)	0 чел (0 %)	0 чел (0 %)	-
17. Оценочные критерии, использованные преподавателем, понятны	32 чел (82,1 %)	6 чел (15,4%)	1 чел (2,6 %)	0 чел (0 %)	0 чел (0 %)	-
18. Преподаватель объективно оценивает достижения студентов	33 чел (84,6 %)	5 чел (12,8 %)	1 чел (2,6 %)	0 чел (0 %)	0 чел (0 %)	-
19. Преподаватель владеет профессиональным языком	31чел (79,5 %)	7 чел (17,9 %)	1 чел (2,6 %)	0 чел (0 %)	0 чел (0 %)	-
20. Организация образования обеспечивает достаточную возможность для занятий спортом и другим досугом	28 чел (71,8%)	8 чел (20,5%)	2 чел (5,1%)	0 чел (0 %)	1 чел (2,6 %)	-
21. Оснащения и оборудование для студентов являются безопасными, комфортными и современными	27 чел (69,2,7%)	10 чел (25,6 %)	1 чел (2,6 %)	0 чел (0 %)	1 чел (2,6 %)	-
22. Библиотека хорошо оснащена и имеет достаточно хорошую коллекцию книг	29 чел (74,4 %)	7 чел (17,9 %)	2 чел (5,1 %)	0 чел (0 %)	1 чел (2,6 %)	-
23. Равные возможности обеспечены всем обучающимся	29 чел (74,4%)	7 чел (17,9%)	1 чел (2,6 %)	1 чел (2,6 %)	1 чел (2,6 %)	-

3. Другие проблемы относительно качества преподавания (Басқа мәселелер):

- ✔ жоқ
- ✔ Нет проблем
- ✔ Нету
- ✔ нет
- ✔ Нет проблем

- ✔ Нет
- ✔ нету
- ✔ Иногда темп преподавания кажется слишком быстрым/медленным.
- ✔ Считаю, что таких критических проблем нету. Везде думаю есть и свои плюсы и минусы. Но и есть доступ поговорить с руководством, или с кафедрой , чтобы это решить и зафиксировать
- ✔ преподаватель Досжан Сабитович ИМБА
- ✔ Никаких проблем
- ✔ Проблемы отсутствуют
- ✔ -
- ✔ Жоқ