Development of the Academic Policy of Universities in Kazakhstan Through the Strategy of Authentic Assessment of Students' Educational Achievements

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Abstract

This chapter explores the strategy of authentic assessment of students' educational achievements and its role in the implementation of the academic policy of universities. The research upon which it is based includes a text analysis of the rhetoric of the academic policy of 4 universities in Kazakhstan and several regulatory documents on assessment. We studied the strategy of authentic assessment at the University of Westminster in the UK. The results of the study point to the need to expand and modernize the conceptual apparatus, improve, and revise the principles and strategies of assessment at the universities of Kazakhstan. It also determines the constraints on the transition to authentic assessment.

Keywords: *Authentic Assessment, Academic Policy, Educational Achievements of Students, Educational Strategy, Quality of Education.*

Introduction

In the 21st century, universities are concerned with questions such as: what skills are needed and most relevant for a person in the 21st century? How can we harmonize these skills and competencies with the student's academic knowledge and society's values? How will one prepare graduates for the realities of the 21st century? Finally, how can we ensure valid assessment of certain skills and competencies? Kazakhstan, as a country participating in the Bologna Process, cannot remain on the side of global processes in the field of education. Its constant search for solutions explains this. The Republic, as a post-colonial country, is at the stage of formation and decolonization of the national education system. The study of best practices in world universities, education reforms, and ongoing projects aimed at improving the quality of education reveals an active search for the most efficient model for developing competitive specialists. A key element of the preparation of highly qualified graduates is the assessment system, as found in the regulatory documents of the education sector. According to the Kazakhstan National Qualifications Framework, adopted in 2021: "While learning outcomes have been used in professional standards, systematic application in learning, teaching, and assessment remains lacking. The methodological links between professional and educational standards, programs, and assessment should be strengthened" (National Qualifications Framework - Kazakhstan, 2021). The updated State Educational Standard of 2022 also implies the need to apply updated methods and means for assessing students' educational achievements based on a competency-based approach (State Educational Standard, 2022).

For the development of educational programs, professional standards are the most relevant guidelines. To assess students' educational achievements, it is important to establish goals, evaluation strategies, and methods based on them. Matching the requirements of professional standards with learning outcomes, as well as strategies and methods for adequate assessment of students' competencies and skills, is an increasingly crucial task for universities in Kazakhstan. However, Kazakhstani universities remain

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traditional in their approach to knowledge in modern times; they still rely on traditional methods. There are a number of obstacles to moving to a designed assessment system, which should be addressed by departmental organizations and university management.

Studying the normative documents on assessment and academic policies of universities, we came to the conclusion that, based on the constructive experience of the world's leading universities, the assessment system needs to be modernised and improved. The term "authentic assessment" was coined in the 1990s as a result of research into pedagogical measurement tools. Scientists around the world have been discussing authentic assessment since then. Nowadays, authentic assessment is widely used in practice-oriented and student-oriented learning models and refers to "true, real, genuine assessment", or "assessment of the real achievements of students", which is a combination of all the achievements and manifestations of the student both educationally and non-educationally. Solving real professional problems in realistic conditions improves students' preparation for a rapidly changing world.

The use of authentic assessment for universities in Kazakhstan is a new approach for evaluating students' educational achievements (Mansoor et al., 2020). Modernizing the assessment system requires studying constructive foreign experiences and finding ways to adapt to our country's higher education system harmoniously.

The purpose of this chaptert is to study the experience of implementing an authentic assessment strategy at the University of Westminster. It will also identify possible ways to introduce it into the academic policy of higher education institutions in Kazakhstan.

Project Objectives

consider scientific definitions of authentic assessment; its role in ensuring the quality of education and the implementation of the academic policy of universities;

to study the regulatory and legal acts in the field of higher education in Kazakhstan, to identify the constraining factors for the transition to more effective assessment strategies;

to conduct a thematic analysis of the rhetoric of the existing academic policy of 4 universities in Kazakhstan;

conduct a survey among students and teaching staff in order to determine the degree of satisfaction with the existing assessment system at the Sarsen Amanzholov East Kazakhstan University and the Lev Gumilyov Eurasian National University;

to study the role of authentic assessment within the academic policy of the University of Westminster.

to give general recommendations for the further implementation of authentic assessment strategies in the academic policy of universities in Kazakhstan.

Resources and Methods of Inquiry

The project was prepared as part of our research internship at the University of Bath's School of Management under the program "Leadership in the management of higher education". Materials and data presented at the lectures influenced the topic selection and the development of the main ideas of the project. Visits to Arts University Bournemouth, University College London, London Metropolitan University, Brunel University, the Universities of Bristol and Oxford, and Falmouth University, as well as meetings with colleagues from these universities, contributed to the study.

As part of the project, a systematic review of the literature was conducted. Aiming to ensure quality education and implement academic policies in universities, this study analyzed and determined the role that authentic assessment plays. As part of the study, we examined 30 articles published between 1989 and 2022 (Darling-Hammond, et al., 1995; Denman, 1995; Wiggens, 1989; 1996; Newman, et al., 1996; Ridley and

Stern, 1998; Gulikers, et al., 2004; Gulikers, et al., 2005; Herrington, A. and Herrington J., 2006; Thuy and Dall'Alba, 2014; Brown, 2011; Brown and Sambell, 2019; Brown and Sambell, 2020; Lenggahing, Saputri, 2017; Sokhanvar, et al.,, Ashford-Rowe, et al., 2014; Boud, et al., 2021; Lasse X Jensen et al., 2022).

Data were obtained from the scientometric databases Mendeley, Taylor and Scopus in English-language journals. Keywords included: authentic assessment, academic policy, educational strategy, authentic assessment and learning, authentic assessment and feedback. An analysis of the literature allowed me to identify the characteristic features of authentic assessment and its key role in measuring the academic achievements of students. The next step was a review of the normative documents of the education sector of the Republic of Kazakhstan. These includedthe National Qualification Framework - Kazakhstan (2021), the State Educational Standard (2022), and Model Rules for Ongoing Monitoring of Progress, Intermediate and Final Certification of Students (2008). We were looking for answers to the following questions: what competences does the state expect from graduates? How do normative documents help universities in the development of the assessment system? What are the barriers to moving towards authentic assessment?

The next stage involved analyzing the rhetoric of four universities' academic policies. Analyzing texts is intended to identify concepts, methods, forms, and evaluation strategies. Coding words in academic politics allowed me to recognize their meaning according to the text, and identify the main themes. Generalized themes were interpreted.

To investigate the level of satisfaction with the existing assessment system and attitudes towards assessment methods and forms in universities, we conducted a survey of 150 respondents (students and teachers) using the Google Forms online service.

100 students and 50 teachers participated in the survey. Survey responses were collected by EKU and ENU Internal Quality Assurance Departments. A group of university leaders previously agreed on the survey's questions and methods. In preparing the questions, we sought information from both teachers' and students' perspectives. A separate questionnaire of 7 questions was developed for each category of respondents. In relation to the assessment system, open and closed questions were included in the questionnaires. The results of the survey were interpreted by me after the results were gathered.

The final part of the study examined the University of Westminster's overall strategy, educational strategy, assessment policy, and feedback. The purpose of this stage was to study the features and algorithms for the implementation of authentic assessment at the university. When studying the experience of the University of Westminster, the presentations of the Director of the Center for Innovation in Education and Training (CETI) Dr. Andy Pitchford, together with the Director of Curriculum Development Dr. Tony Burke were useful.

New Assessment Strategy: Authentic Assessment

A university's evaluation strategy, academic policy, development strategy, and mission are all interrelated with education quality. Assessment functions in general, and students' educational activities, in particular, take on new meanings. The concept of "authentic assessment" has changed the very understanding of the purpose and essence of the assessment procedure (Kaldybay., et al, 2024; Sanat., et al, 2022;). Science research dating back to the 1990s influenced the development of a new philosophy and assessment strategy. Despite the passage of time, this issue continues to draw scientific attention.

There are different interpretations of authentic assessment in school and higher education (e.g. Darling-Hammond, Ancess, & Falk, 1995; Denman, 1995; Herrington, A. & Herrington, J. 1998; Newmann, Marks, & Gamoran, 1996; Ridley & Stern, 1998; Wiggins, 1989).

As defined by Gulikers, Bastianes, & Kirschner (2004), authentic assessment requires students to use the same competencies or combinations of knowledge, skills, and attitudes they would use in a critical professional situation.

According to Ashford-Rowe, authentic assessment should be challenging:

The outcome of an authentic assessment should be in the form of a performance or product (outcome);

Authentic assessment design should ensure transfer of knowledge;

Metacognition as a component of authentic assessment;

The importance of a requirement to ensure accuracy in assessment performance;

The role of the assessment environment and the tools used to deliver the assessment task;

The importance of formally designing in an opportunity to discuss and provide feedback;

The value of collaboration (Ashford-Rowe, et al., 2014).

Authentic assessment is viewed by some scholars as a tool for developing and forming a student's personality. For example, Thuy T. Vu & Gloria Dall'Alba reveal the ontological essence of authentic assessment: "... assessment can help students to form and establish themselves in the world. A genuine evaluation does not have an end in itself but rather aims to enable students to grow into the person they aspire to become. The assessment process helps students develop their understanding of other people and things in the world, as well as their ways of representing themselves in the world. Students can prepare themselves for a changing world by engaging in authentic assessment activities".

Summarizing the studied literature, the following conclusions can be drawn: the purpose of authentic assessment is the development of the student's personality and professional competencies in real-life conditions; authentic assessment is carried out with the participation of employers and external experts; in the process of practice-personality-oriented learning and assessment, the student's value orientations and the structure of their beliefs are taken into account, on the basis of which their "internal model of the world" is formed; teacher-student relationships are built on the principles of cooperation and freedom of choice. For HEIs to achieve their mission, these aspects of authentic assessment are more critical. Authentic assessment strategies allow us to give an objective assessment of the university's efforts to achieve learning outcomes and the quality of educational programs, ultimately resulting in the implementation of the mission of the university.

In order for an assessment strategy to be changed or adapted, it must be integrated with teaching and learning methods.

Authentic assessment of the achievement of results is a very complex process, associated not only with teaching but also with the study of the opinions of students and employers. Therefore, along with teaching, authentic assessment and feedback should be identified as key points in the academic policy of universities. Even at the stage of designing an educational program, it is necessary to provide strategies, methods, and means of authentic assessment, teaching, and feedback.

Autonomy of Universities and Regulatory Documents of the Assessment

Assessment, teaching and feedback play significant roles in building skills in the 21st century. The experience of leading universities shows that autonomy is essential in ensuring quality of education, therefore increasing their competitiveness. Universities in Kazakhstan have been provided with academic freedom since 2018, however, a complete transition of universities to a new assessment strategy has not yet occurred. The reason for this is the limiting factors that we have analysed in the next part of the report.

The Law of the Republic of Kazakhstan *On Amendments and Additions to Certain Legislative Acts of the Republic of Kazakhstan on the Issues of Expanding the Academic and Managerial Independence of Higher Education Institutions* states that universities are required to comply with the requirements of the Model Rules in the assessment

procedure, approved by the Minister of Education and Science of the Republic of Kazakhstan in 2008. Additionally, more changes had been introduced in 2017 and 2020. The Model Rules regulate the system for assessing the educational achievements of students (hereinafter referred to as the Model Rules) and are mandatory for all educational institutions, regardless of the form of ownership. In other words, while remaining within the framework of the Model Rules, universities do not have absolute freedom in choosing assessment strategies and methods.

The analysis of the text of the Model Rules showed several shortcomings that hinder the transition to the new assessment strategies: 1) academic knowledge of students is alone the object of evaluation and control; 2) the function and role of evaluation are treated only as a mean to monitor academic achievements; 3) the role of assessment in learning and reflection of students is not included; 4) the conceptual apparatus does not contain new terms and definitions in the field of the assessment procedures. The changes introduced in 2017 and 2020 did not expand the conceptual apparatus. This is evidenced by the list of the conceptual apparatus of standard rules given in Table 1. (From the main terms of the Model Rules for Higher Education).

Table 1. The Conceptual Apparatus of the Model Rules for Conducting Ongoing Monitoring of Progress, Intermediate and Final Certification of Students

No	Term	Definition according to the Model Rules No. 125 approved by order of the Ministry of Education and Science of the Republic of Kazakhstan dated March 18, 2008	Definition according to the amendments No. 373 by order of the Ministry of Education and Science of the Republic of Kazakhstan dated September 28, 2020
1	Final Certification	final certification of students is a procedure carried out in order to determine the degree of mastering the volume of academic subjects, academic disciplines and (or) modules provided by the state compulsory standard of the corresponding level of education;	final certification of students is a procedure carried out in order to determine the degree of mastering the volume of academic subjects, academic disciplines and (or) modules provided by the state compulsory standard of the corresponding level of education;
2	Current control	current control of students' progress is conducted in a form of systematic test of students' knowledge, held by the teacher in the current classes in accordance with the curriculum of the discipline and (or) module;	current control of students' progress is conducted in a form of systematic test of students' knowledge, held by the teacher in the current classes in accordance with the curriculum of the discipline and (or) module;
3	Interim certification		interim certification of students is a procedure carried out in order to assess the quality of students' learning of the content of a part or the

			entire volume of one academic subject, one academic discipline and (or) module, as well as professional modules within one qualification after completing their study;
4	Thesis	thesis (project) - final qualifying work, independent creative work of students enrolled in training programs for skilled workers and mid-level specialists, applied bachelor's degree;	thesis (project) - final qualifying work, independent creative work of students enrolled in training programs for skilled workers and mid-level specialists, applied bachelor's degree;
5	point-grading letter system for assessing educational achievements	point-grading letter system for assessing educational achievements - a system for assessing the level of educational achievements in points corresponding to the internationally accepted letter system with a digital equivalent and allowing one to set the rating of students.	point-grading letter system for assessing educational achievements - a system for assessing the level of educational achievements in points corresponding to the internationally accepted letter system with a digital equivalent and allowing one to set the rating of students.
6	educational achievements (knowledge, abilities, skills and competencies)	No definition	No definition
7	Credit	No definition	No definition
8	Grading test	No definition	No definition

Text analysis shows contradictions in the regulation of assessment procedures. According to the document, the university's academic policy determines the method of organizing and conducting current, intermediate monitoring of progress and final certification of students. Yet, in the text of the Model Rules there are clauses limiting the independence of universities in the choice of forms and methods of assessment. Here are a few examples:

"Current control is performed in the form of mandatory tests (written assignments, abstracts) provided by the curriculum in disciplines and (or) modules which do not include practical and seminar classes."

"The current monitoring of the progress of students using distance learning technologies (hereinafter referred to as DET) is carried out through 1) direct communication between a student and a teacher online using telecommunications or offline; 2) automated testing complexes; 3) verification of individual assignments (issuance of assignments by e-mail to students, instant messengers)";

"When conducting intermediate certification using DET, the following forms are used: 1) automated test systems with the possibility of limiting the time to complete the task; 2) implementation of an individual

project (online, offline); 3) implementation of a practical, creative task (online, offline); 4) passing an exam online (or in written form), etc.

Universities determine the policy, forms, and methods of assessment, but must remain within the framework of the Model Rules. This is one of the constraining factors in the transition of universities to the new assessment strategies. Based on the above, we conclude that the Model Rules need to be revised and improved to reflect new assessment knowledge and best practices of international universities. To follow the principles of student-centered learning, it is necessary to harmonize the document with the International Education Quality Standards of the Bologna Process.

The next point is the increase in the efficiency of advanced training of graduates in the pedagogical direction. According to the Ministry of Education and Science (the current Ministry of Education), from 2021 graduates of universities and organizations of technical and vocational, post-secondary educational institutions should be employed after completing a National Qualification Test (hereinafter referred to as NQT). Students of all universities undergo NQT. Testing takes place in 2 blocks:

- the content of the academic subject;
- pedagogy, teaching methods.

This innovation of the Ministry increases the burden on graduate students. This is evidenced by the survey data, which we present in the 'Questions and their results' section. Students in the 4th year of the bachelor's degree in pedagogy write graduation papers, prepare for the final certification, and also prepare for the NQT; this fact is a stressful factor for both students and teachers.

Universities pay a lot of attention and time to prepare for NQT. The results of the NQT serves as an indicator of graduates' successful learning of educational programs for the Ministry of Education in Kazakhstan. It should be noted that, during the implementation of the NQT, the opinions of neither students nor teachers were considered.

Since 2016, general education schools in Kazakhstan have switched to formative and summative assessments of students' educational achievements. This is a significant reason to move to an authentic assessment of the skills and competencies of future teachers. Teachers should be able to provide feedback to a student and their parents after conducting formative and (or) summative assessments, as it is one of the critical competencies of teachers. In this regard, it is necessary to include the use of authentic assessment strategies, the involvement of students in the assessment process, and the introduction of the disciplines of pedagogical evaluation, pedagogical diagnostics, criteria-based assessment, pedagogical quality, and so forth, in the educational programs of the pedagogical direction.

The implementation of an authentic assessment strategy focused on the improvement of the quality of training is necessary. However, there is a clear contradiction between the requirements of the National Qualification Framework - Kazakhstan, Typical Qualification Characteristics of Teachers, and the State Standard for the Sphere of Education, which is focused on control of knowledge via NQT. As a result, pedagogical universities struggle with a dilemma about the priority of standardized assessment of knowledge and the introduction of strategies for authentic assessment of the skills and competence of their graduates. In her book 'What Matters Most in Student Assessment Systems: Key Points' (2012), Clark argues that "One-time assessments can have a shock effect and initiate discussions about the quality of education". Governments must face the problem of the necessity to build and put in place systems that can track and support students' progress and achievements. And this is the only way to make assessment programs work to their full potential" (ibid).

Despite some constraining factors, there are certain steps to modernize the assessment system in higher education. So, since 2021, an international team of teachers from 16 universities, employees of the Ministry of Education and Science of the Republic of Kazakhstan, Nazarbayev University, and 2 universities in Finland has been working on the project called "Strengthening the Capacity of Teacher Education". As

part of the project, studying international experience and creating a new model of the assessment system has begun. The project will continue till 2026 and academic staff of Kazakhstani universities are actively involved in it. As participants in this project, we believe that it has significant potential to change the entire evaluation procedure.

Analysis of Survey Results

In order to assess the academic achievements of students in September 2024, we conducted a survey among teachers and postgraduate students of Sarsen Amanzholov East Kazakhstan University and Lev Gumilev Eurasian National University. The survey was designed to determine respondents' attitudes towards control and evaluation, as well as the objectivity of evaluation procedures. As well as determining how systematically they are utilized, it was also possible todetermine how objectively the assessment of students' knowledge, skills, and abilities is conducted.

The syllabuses of university courses indicate the terms, forms of control and assessment of student learning. As a result, teachers usually refer to these documents and focus primarily on the final types of control.

According to the survey of teachers, written answers to examination questions (35%), tests (32%), and oral examinations (23%), respectively, are the most widely used forms of assessment. Current control mainly relies on written verification (control work) and oral questioning. Methods of assessment that are innovative such as case studies, portfolios, essays, and so forth, are rarely used. It is common for teachers to request only the reproduction of the education material in the exam, which is the exact repetition of the content of the teaching materials. In response to the question: "Are you satisfied with the existing system of monitoring and evaluating the learning process?" 35% of students gave a negative answer.

The introduction of NQT has a negative impact on students in pedagogical areas. A number of students express their dissatisfaction with the increased workload. They also complain about a lack of time for preparing graduation papers and final certification. They also experience stress during preparation for and during testing. The most common responses of students were: "teachers assess subjectively", "assessments of teachers do not coincide with the opinions of the students themselves", and "assessments do not determine professional skills and competencies". Such responses lead me to believe that there are no clearly justified criteria for organizing evaluation activities. Responses to the questionnaire indicate that the monitoring and evaluation system needs to be improved. In response to the clarifying question: "How would you propose to improve the control system?" - Students offer:

application of innovative methods of monitoring and evaluation;

achieve objectivity of assessment;

take into account the activity and diligence of students;

combine mutual control and self-control.

The results of the survey suggest is that there appears to be strong support amongst students and teachers for the modernization of the system. Educators who are already using student-centered technology agree that students' abilities and skills need to be assessed differently. Furthermore, they emphasize the importance of not only knowledge, facts and concepts, but also the ability to recreate these knowledge in real life, and the importance of receiving positive feedback.

Thematic Analysis of The Rhetoric of the Academic Policy of Higher Education Institutions of Kazakhstan

The academic policy of the university is the fundamental document regulating the educational strategy of the university. As part of the project we analyzed the academic policies of 4 universities in Kazakhstan, namely the Lev Gumilyov Eurasian National University (hereinafter - ENU), Al-Farabi Kazakh National University (hereinafter - KazNU), Sarsen Amanzholov East Kazakhstan University (hereinafter - EKU)

and Ilyas Zhansugurov Zhetysu University (hereinafter - ZhGU). The academic policy of each university is published on the official websites of the universities. ZhGU, in addition to the Academic Policy, has a separate document defining the policy for assessing learning outcomes ("Policy for assessing learning outcomes VND-ZU-09-18"). We also analysed this document in gathering data for the report.

The results of the text analysis showed that the conceptual apparatus from the Model Rules is used in the rhetoric of the academic policy of universities. When describing the current system of university assessment, keywords include current progress control, milestone progress control, control of educational achievements, attestation, intermediate certification, final certification, assessment of students' knowledge, assessment of learning outcomes, final control, control cut, and so forth. Judging by the vocabulary in HE policy, the understanding of assessment as a tool for monitoring educational achievements and testing students prevails. Assessment is not treated as a tool and way to support student learning.

In the rhetoric of these documents, the terms "authentic assessment" and "authentic assessment strategy" are not used. In the text of the "Policy for assessing learning outcomes" of ZhGU, this term is also absent, however, it is noted that one of the principles of assessment is authenticity, that is, a reflection of the potential conditions for the student's future professional activity. It should be noted that the academic policy of this university deeply and broadly considers the functions of evaluation, evaluation criteria, and other issues related to evaluation.

Our analysis of the academic policies of these four universities revealed the following problems related to assessment:

The academic policy of universities is characterized by a contradiction between expected competencies and methods and forms of assessment;

There is no request for feedback from students and employers;

There are no mechanisms for involving students in the process of developing content for authentic (or other type) assessment and the assessment process itself;

There is no autonomy for teachers and students to go beyond the given forms of assessment.

A comparison of the graduate model and competencies with the accepted forms and methods of assessment at universities shows a contradiction between the expected result and assessment. For example, shown below (See Table 2), the model of a graduate of the Lev Gumilyov Eurasian National University is called "Model 7A" and outlines 7 universal qualities of a graduate. The graduate model approved in 2021 is published on the official website of the university. The graduate model is a set of universal qualities of graduates of three levels of education (bachelor's, master's, Phd), which are achieved by completing their studies at the university.

Table 2. Model Of a Graduate of The Lev Gumilyov Eurasian National University

Qualities of graduate	Skills and abilities, professional Competencies
Academic	has fundamental scientific and professional training. Demonstrates efficiency, meets the needs of modernity, direct utility to production, knows how to set modern professional goals and achieves them, has deep scientific knowledge in the industry, methods of scientific research and experimental research
Administrative	possesses management skills, team leadership, knows the basics and specifics of professional management, can tolerate social, ethnic, confessional and cultural differences, and also shows leadership qualities in solving important problems

Autonomous	knows how to make a fundamentally correct decision based on knowledge of management regulations, stress is stable and not afraid of outside pressure, knows how to take personal responsibility for decisions and situations made
Active	demonstrates initiative and indifferent attitude to life, activity in professional and any other activities. Has a strong social responsibility, is flexible, has communication skills and demonstrates a willingness to innovate
Analytic	able to reason logically, has the skills of mental or real dismemberment of the whole into its constituent parts, sees relationships and parallels, can make predictions and critical analysis, research and create a product of the professional sphere
Adaptive	possesses the ability to adapt to the requirements and criteria existing in society due to knowledge of the norms and values of this society, knows how to work in a team, knows how to find new opportunities, is ready for various types of activities in the face of new challenges of our time, is in demand in the labor market
Attractive	knows how to rally like-minded people around him, express attractive ideas for development and creation in the field of activity, is attractive due to professional and scientific literacy

According to Model 7A, university graduates should have a group of skills and competencies that show and prove their personal and professional qualities as academic, administrative, analytical, autonous, active, adaptable, attractive. The formation of this model is achieved through the competence of ENU graduates, which is presented in Table 3. "Competencies of the ENU graduate". (Table copied from the Academic Policy of the University).

Table 3. "Competencies of the ENU Graduate 1"

№	Competencies	Aim
1.	Language	For productive collaborative and open work in multinational groups and extra-cultural frameworks
2.	Entrepreneurial	To form knowledge in the field of theory and practice of entrepreneurship and create thier own business
3.	Interdisciplinary	To work effectively in interdisciplinary (interprofessional) conditions and develop a broad perspective, but the author's vision and a more contextual and systemic form of mutual understanding
4.	Universal (basic competencies)	The ability of the student to solve professional problems on the basis of universal, intellectual, communicative, emotional and volitional qualities (knowledge, skills, abilities, properties and abilities).
5.	General professional competencies	The ability of a student to solve professional problems based on integrated knowledge, skills and experience, as well as personal qualities that allow him to effectively carry out professional activities
6.	Special professional competencies	The ability of the student to solve professional problems in the chosen field of activity on the basis of specific knowledge, skills and abilities.

Notes: Academic policy of the Lev Gumilyov Eurasian National University, 2021, p 9

The expected competencies are comparable with the forms and methods of assessment prescribed in the Academic Policy of the university. In paragraph 5.4. "Assessment and control of knowledge": "procedures for assessing the level of knowledge correspond to their purpose (formed competencies, current control, intermediate and final certification"; "are based on the criteria adopted at the university (forms of exams - testing, written, combined)" (Academic policy of the Lev Gumilyov Eurasian National University, 2021, p 9).

From the title of paragraph 5.4 the assessment system at the university is aimed at measuring and controlling knowledge. The use of written exams does not make it possible to measure the abovementioned competencies of an ENU graduate. Thus, it is apparent that the forms and methods of assessment do not correspond to the expected results of the training.

The academic policy of other universities is also characterized by a contradiction between the expected competencies and the applied methods and forms of assessment. One of the reasons for the contradiction is the use of limited forms and methods of evaluation. In higher education institutions oral surveys are used in the organization of current control. Intermediate and final control is carried out in the form of an exam. In the final types of control, a written answer to examination tickets, test and oral forms of control are mainly used. For example, in EKU intermediate certification (examinations) are held in written, oral forms, as well as in the form of computer testing; The Assessment and Feedback Policy of ZhGU states that interim assessment is carried out in written, oral and combined forms, as well as in the form of a differentiated test and computer testing. In KazNU, the forms and methods of assessment are relatively wider than in other universities. The university uses colloquia, test surveys, written tests, assessment of students' participation in disputes, round tables, business games, and solving situational problems. This university has introduced a midterm examination, which assesses the results of students' progress in the period from the 6th to the 10th week. It is noteworthy that in academic policy there is a framework assessment scale, which is aimed at determining the level of theoretical knowledge, the performance of certain tasks and the literacy of the presentation of the material, which allows a more holistic assessment of the learning outcomes of each student.

The standardized assessment procedures adopted at universities (tests, comprehensive tests, oral surveys, exams) do not allow assessing the skills and abilities of students. The lack of a task system for authentic assessment is a limitation for the development of the most important behavioral skills and competencies that are in demand today in the labor market and in everyday life. Thus, the university assessment strategies aimed at the knowledge approach do not reveal the level of achieved skills and competencies, and the personal qualities of students.

The next point is the lack of a request for feedback from students and employers. There is also no clear mechanism for involving students and employers in the process of developing content (tasks, criteria) for authentic (or other type) assessment and in the assessment process itself.

According to studies, (Boud, et al., 2021; Darling-Hammond and Snyder, 2000; Brown and Sambell, 2019; Brown and Sambell, Brown and Sambell, 2020; Shaikhova, et al.,2024) the involvement of employers and students in the development of content for authentic assessment, in the assessment process improves the quality of assessment, and therefore improves learning outcomes. As during the development of content and during the assessment process, students and employers can hear or see, observe activities; assess the quality of the product; get answers to questions; and simulate life situations. Unfortunately, the lack of a clear mechanism for involving students and employers in the development of content for authentic (or other type) assessment and in the process of assessment, reduces the possibility of holistically determining the competencies of students and measuring the effectiveness of the educational program.

The strict framework of forms, methods of assessment and conducting intermediate and final certification in the academic policy of universities indicates the lack of autonomy for teachers and students in choosing the forms and methods of assessment.

An analysis of the rhetoric of academic policy and normative documents on assessment shows the need to expand and modernize the conceptual apparatus, improve and revise the principles and strategies of assessment. Universities need to move from academic assessment (testing, tests, theoretical questions on exams, etc.) to quasi-professional ones (solving professional case-problems, project activities, portfolios, etc.).

Improving the assessment system requires systematic research to study international experience in authentic assessment and to develop an authentic assessment model.

International Experience of The Implementation of Authentic Assessment

Research on UK university practices provides an opportunity to understand the role of authentic assessment strategies in ensuring the quality of education.

According to the Academic Strategy of the University of Westminster, the entire educational process should be practice-oriented, active, problem-oriented, and socially involved. Therefore, the assessment system as part of the entire educational process has the same characteristics (Westminster Academic Strategy, 2020).

The "Evaluation and Feedback Policy for 2021-2026" notes that, in order to achieve the goals and objectives of the educational strategy, the university uses a variety of authentic and comprehensive assessment tools. An analysis of the General Strategy for 2021-2026, the Academic Strategy for 2020-2023, and the Assessment and Feedback Policy for 2021-2026 of the university allows us to highlight the following principles for the implementation of authentic assessment at the university:

Consistency: Authentic evaluation of the results of students' academic achievements is consistent with the goals, results of the educational program, the attributes (model) of the graduate, and the mission of the university during the stage of developing the educational program (module). In addition, the assessment policy is consistent with the Academic Rules and Guidelines for Quality Assurance and Improvement, as well as the external regulatory requirements of the Quality Assurance Agency (QAA) (Quality Code; Scope of Statement), the Office for Students (OfS). The effectiveness of assessment and the educational program is determined through constant monitoring.

Adequacy: Module planning begins with the definition of learning outcomes and the selection of appropriate methods of authentic assessment. Assessment also corresponds to the levels of education. Thus, authentic assessment is the core of the structure of the educational programs of the university.

Activities: Learning outcomes and assessment methods are no longer determined solely by the content of disciplines at the university, which were traditionally determined by the framework of teaching, learning and assessment. Assessment is used to evaluate whether the student has demonstrated the achievement of the learning outcomes. Thus, learning and assessment as part of learning are built on the activation of the thought processes and critical thinking of students.

Student-centeredness: Grading provides an equal opportunity for each student to demonstrate their achievement. Assessment has been transformed from a performance monitoring tool into a learning tool.

Diversity: A variety of authentic assessment methods are used. The choice of one or more methods of authentic assessment depends on the specifics of each educational program and the level of an academic degree, considering the opinions of students and employers, as well as the professional context (real-life situations).

Involvement: Employers and students themselves are actively involved in the development of authentic assessment content and in the assessment process. Students actively participate in the development and implementation of assessment tasks based on real-life situations, and in the assessment process itself.

The creation of authentic tasks is a systematic and complex joint work of teachers, students, and employers. It is based on a deep study of problematic situations in the workplace, professional scenarios, and social challenges. Only this approach makes it possible to determine what competencies and skills students have received. It also helps to determine how much the university has helped students to form and be successful in a changing world.

The experience of the University of Westminster shows that, for the successful implementation and use of authentic assessment, it is necessary to change the very philosophy of assessment and adhere to the basic principles in the development and creation of fundamental documents of the university.

Conclusion

In the academic policy of universities, authentic assessment plays a central role in determining the effectiveness and quality of university educational services. This strategy for assessing the educational achievements of students is new for universities in Kazakhstan. Many universities still adhere to traditional knowledge-based methods. The lack of academic independence of universities and the obsolescence of regulatory documents on assessment are limiting factors in the transition to a system of assessing skills and competencies. Universities are guided by "Standard Rules for Conducting Monitoring of Student Progress, Intermediate and Final Certification", which have significant drawbacks. Students' academic knowledge is the object of measurement and control; assessment is viewed only as a tool for knowledge control; the role of assessment in students' learning and reflection is not described; there are no new terms or definitions in the conceptual apparatus that relate to assessment.

The National Qualification Testing (NQT) was introduced in 2021 by the Ministry of Education and Science as a means of monitoring graduate knowledge in specific academic fields, contradicting the requirements of the National Qualification Framework - Kazakhstan, Typical Qualification Characteristics of Teachers, State Standard.

Universities' academic policies exhibit a number of shortcomings: a conflict between expectations and assessment methods; limited assessment methods and forms; a lack of feedback from employers and students; a clear mechanism for involving students in the process of developing authentic assessment tasks and criteria for authentic assessment; teachers and students do not have the autonomy to go beyond the given assessments.

A survey conducted at Kazakhstani universities revealed that 35% of respondents were not satisfied with the existing assessment system. This indicates a need to modernize the assessment system.

An analysis of the academic policy of universities shows a number of shortcomings: a contradiction between expected competencies and assessment methods; limited forms and methods of assessment; lack of request for feedback from students and employers; lack of a clear mechanism for involving students in the process of developing tasks for authentic assessment and criteria for authentic assessment; lack of autonomy for teachers and students to move beyond the given forms of assessment.

Having studied the example of the University of Westminster, we conclude that there is an opportunity to start considering the modernization of assessment strategies in universities in Kazakhstan. This will enable implementation of basic principles of authentic assessment. This requires Kazakhstani universities to be given complete academic freedom and work systematically to addres the following areas:

modernization and harmonization of normative documents regulating the system of evaluation of educational achievements of students with the quality standards of education of international accreditation organizations;

studying the experience of the world's leading universities and conducting scientific and methodological research on the problems of authentic assessment;

defining the strategy of authentic assessment as a key point in the academic policy of universities and regulating the mechanisms for implementing the strategy of authentic assessment in the educational process of universities;

modernizing and improving teaching and learning methods, taking into account the specifics of authentic assessment; development and use of a framework of assessment criteria that identify personal and professional competencies and skills, taking into account the level of education and the specifics of educational programs; development of innovative content for authentic assessment;

determination of mechanisms for involving external experts and employers in the process of authentic assessment for each educational program; strengthening the role of the student in the process of their own learning, increasing responsibility for the results and developing the skills of "self-assessment";

development of the competencies of teachers, which involves the use of various forms of control and evaluation, monitoring of the individual academic progress of the student and the widespread use of authentic assessment.

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