**Leanne Compton:** Hello, my name is Leanne Compton and I'm the Curriculum Manager for Design and Technologies at the Victorian Curriculum and Assessment Authority. The VCAA has developed a series of on demand videos for teachers of product design and technology with a focus on how to teach and assess this study in 2021. This video is related to authentication. I'd like to introduce you to Simon van Dillen, who is the state reviewer of the study, and Simon will take you through this presentation. Thanks Simon.

**Simon Van Dillen:** Thanks Leanne, and thank you everyone, and welcome. Thank you for taking the time to watch this video, and hopefully in regards to the authentication we can answer any questions that you have over the next few minutes or so. And I know your students will certainly be thankful for the time that you've taken.

First slide is around the IP statement there. So the VCAA authentication documents, the details of authentication requirements and administration arrangements for SATs is updated annually and is published in the VCE and VCAL administrative handbooks, and for this year is the handbook for 2021. The authentication record form is on pages 18 to 21, of the ‘VCE Product Design and Technologies: Administrative Information for School-based Assessment in 2021’. It is to be used to record information of each student, and maybe made, sorry, it must be made available to the VCAA on request. So you may be required to submit it.

Okay, so the School assessed Tasks, I know some of this information you already know but we have a lot of new teachers to the study each year so the School-assessed Task, the nature of the task we have for our Unit 3 Outcome 3 is a folio, for Unit 4 Outcome 2 is production work accompanied by a folio. And we have a functional product as part of that as well. And Unit 4 Outcome 3 is the folio. So that's how the nature of the task the students would undertake.

Okay, so why authenticate the SAT? I think that's a really important question to understand. So as specified in the administrative, in the assessment administrative handbook, it is important to ensure that undue assistance is not provided to students while undertaking the assessment task. So it's really clear to make sure that it's fair that the students who are undertaking the task it's fair for all students and not one student is receiving, I guess undue assistance compared to another. And teachers must be aware of the following seven requirements for authentication of the product design and technology SAT.

Requirement one, the product created for the product design and technology SAT Unit 4 Outcomes 2 and 3 is based on the design folio completed in Unit 3 Outcome 3, which documents the product design process used while working as a designer to meet the needs of the end-user. So we can't have two separate tasks. It needs to be to authenticate that what they've designed in Unit 3 is what they've produced in
Unit 4. Sorry to go back to that point, too. It's to have, so that a student may have produced a design a particular product, and this is how they've seen it. And then next thing, when they come to Unit 4 they've created something totally different might be of greater quality, might be more creative and innovative. And then how has this come about. So we can't authenticate that work is the student's.

Requirement two, students must work on their own design and production work. It is not a group project. Teachers must sign, sorry must sight and monitor the development and documentation of the students' work on a regular basis. So we can't have a group project. You can't have students working as a team. It is very hard to authenticate what level of work each student has done in that. It has to be an individual project. Then the 2021 VCE Product and Technology SAT Authentication record form must be completed at appropriate stages to monitor the students work-in-progress of authentication purposes. This form must be available if requested by the VCAA. So similar to what I've said earlier, completing the form as you're going through.

Requirement three, undue assistance may occur during the designing folio and or production process and teachers need to be vigilant. Okay, undue assistance. Students are encouraged to research all aspects of their proposed product in detail, but the work undertaken in their design folio and production must be their own. So students making clear that the work that they're putting in there is all their own work. During the planning stages, teachers must make it clear to the students that written documentation and visual representations required as part of the design folio form the basis for authentication of their work. So you must make it clear to your students from the start that you will be on a regular basis assessing, authenticating their work and seeing their work and seeing them do their work.

Requirement four, all use of external support and/or equipment must be planned and documented in the student's design folio. If work has been outsourced, the student must document this thoroughly. So just point here is students can outsource parts of their design or their product. So not their design part of their product. So as they're making it, they may have through the design process, understood that this particular process or particular technique that they want to use is the best but they don't have the resources at the school or due to safety reasons, they may not be able to do that particular process but they now it'll get the best outcome for their final product. They can still do this as long as they've documented that they're not trying to claim it as their own work throughout. So, and teachers must certify that such supports does not constitute overdue assistance. So a student, and I guess that comes when the students, when you're marking as well, that the student that, you know that particular process, isn't the only process that's used to make the product that the students actually been one that has made the majority of the product and has used a little bit of outside or outsource some of it to make, to help with the final product or the quality of the final product. All resources materials and assistance must be acknowledged in the 2021 Product Design and Technology Authentication record form. So as you're going through and filling that out you're talking with the student about that and putting those in.

Requirement five, during the production process, teachers must sight and monitor the development and documentation of student's work on a regular basis. And we know that this happens in most cases all the time because the students are doing their work in class. It's the one where I guess, a case where a student wants to work on it at home and then comes in and the products looks totally different, or the quality is at a higher level, or it's got clearly something different there. That's why you need to make sure that you're monitoring that through the process, that it doesn't disappear as as it goes along. Teachers are reminded that it is not appropriate to provide 'detailed advice on, corrections to, or actual reworking of students' drafts or production or folios'. And so to be very careful here, we expect students to work individually. This means that you need to have taught the student the skill or the knowledge and same when it comes to the folio, but for teachers to make corrections to the point where they're rewriting a student's work, that's not appropriate, it's no longer the student's work and you could not authenticate that. So for drafts, educators or teachers are allowed to make recommendations and be able to provide support but it's still up to the student on how they go about using that feedback. And it's not up to the educator to actually do that for them.

Requirement six, application of skills, particularly those related to the safe use of tools, equipment and machinery and application of production processes should be documented on the 2021 Product Design and Technology Authentication record form. Appropriate documentation must be included if students have used plant items requiring students safe use tests or restricted plant items. It is extremely important for this one, that that is documented. That the students have had the appropriate training, the appropriate level of education, appropriate experience to be using any of that restrictive plant. Under the appropriate supervision that's occurred during that time that this has been documented as you're going through.

Requirement seven, photographs taken during the production process must be true and accurate representations of students' work. Should be recorded in the final submission of the comment section of the authentication record form. Photos must be dated. This assists in ensuring that the product can be authenticated as a realisation of the design folio developed by the student. And also ensures that the student isn't receiving undue assistance. This in turn and it shows that the assessment is equitable. So photos are a really great way, especially the student is doing things offsite and working on their product, not at school where you're visually seeing it, that you got photos, video recordings. It doesn't have to be photos, but of course with video recordings, it gives evidence. That's just to show evidence that they've actually produced the work. So the authentication record form should be, filled out throughout the process, through the whole process of the SAT. In particular teachers should make ongoing notes and observations of each student during the production of the SAT. Important that both the teacher and the student to initial the authentication record form. It's really important that the student agrees with what you're saying. And as you've gone through Authentication request form, the form provides teachers with the opportunity to present written information that may be requested in a School-based Assessment Audit. As the production work of the SAT occurs over a period of time. It can also assist the teacher in keeping up records for themselves and where the students at. Teachers may find it useful when writing comments, useful to refer back to comments when assessing the four criteria that relates to production work. And being able to, especially with larger classes, being able to look and go, how did this student go about these particular criteria. How well did they work on those. The criteria that relate to production work are those criteria is five, six and seven of the SAT assessment SATs. Those criteria notes that you take can help in assessing those students at those points. And especially too, when you're cross marking your group of students, you can then be using those criteria, you can use those notes that you've taken and those other people that you're cross-marking with are actually being able to read those and look at the way that you've assessed and has assessed together. So it's true and fair.

Just an example here, what the authentication record form looks like and I've just got criteria one here. The date you have observed these, the indicators happening. So all the indicators there, and any comments that you want to put authentication, comments or issues. You can then write them as you're going through and the student and the teacher initials those.

So to help with this as well on where there will be SAT FAQ webinar. So to help with this information, the VCAA are running some information webinars. This will be held on Monday the 22nd of February from 3:45 pm to 5:00 pm. And the idea of this webinar is to give feedback on questions that teachers may have after having watched these series of videos. So if you got any questions or information or clarification that you'd like to be covered during this webinar, please send an email to Leanne Compton before Wednesday, the 17th of February to ensure that the information and the questions that you have are a part of that Q and A session that it's going to be held.

And any further information that you like please contact our Curriculum Manager, Dr. Leanne Compton and thank you for watching.

Dr Leanne Compton, Curriculum Manager - Design and Technologies, tel: 9059 5145, email: **Leanne.Compton@education.vic.gov.au**

[Copyright Victorian Curriculum and Assessment Authority 2021](https://www.vcaa.vic.edu.au/Footer/Pages/Copyright.aspx)