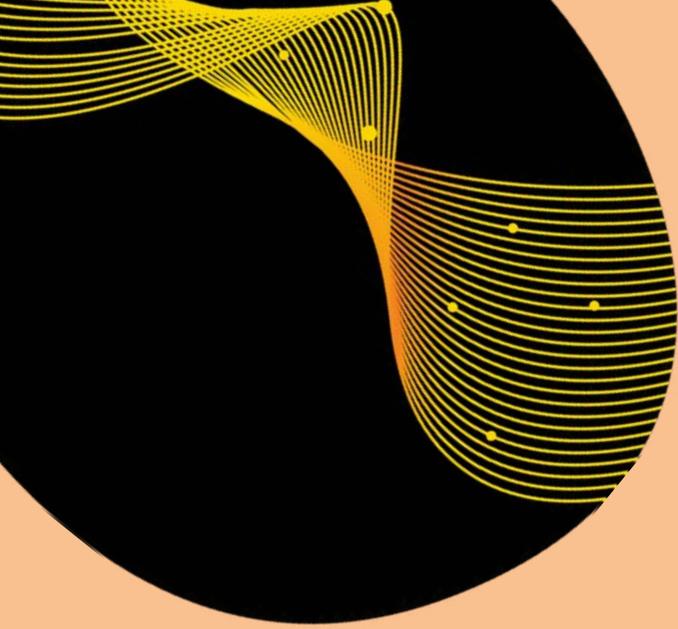


Nexus Program

Transforming Education
Annual Report 2024



UNSW respectfully acknowledges the Bidjigal clan of the Dharawal Nation, alongside the Biripai, Dharug, Gadigal, Gumbaynggirr, Ngunnawal and Wiradjuri peoples, on whose unceded lands we are privileged to learn, teach and work. We honour the Elders of these Nations, past and present, and recognise the broader Nations with whom we walk together. UNSW acknowledges the enduring connection of Aboriginal and Torres Strait Islander peoples to culture, community and Country.

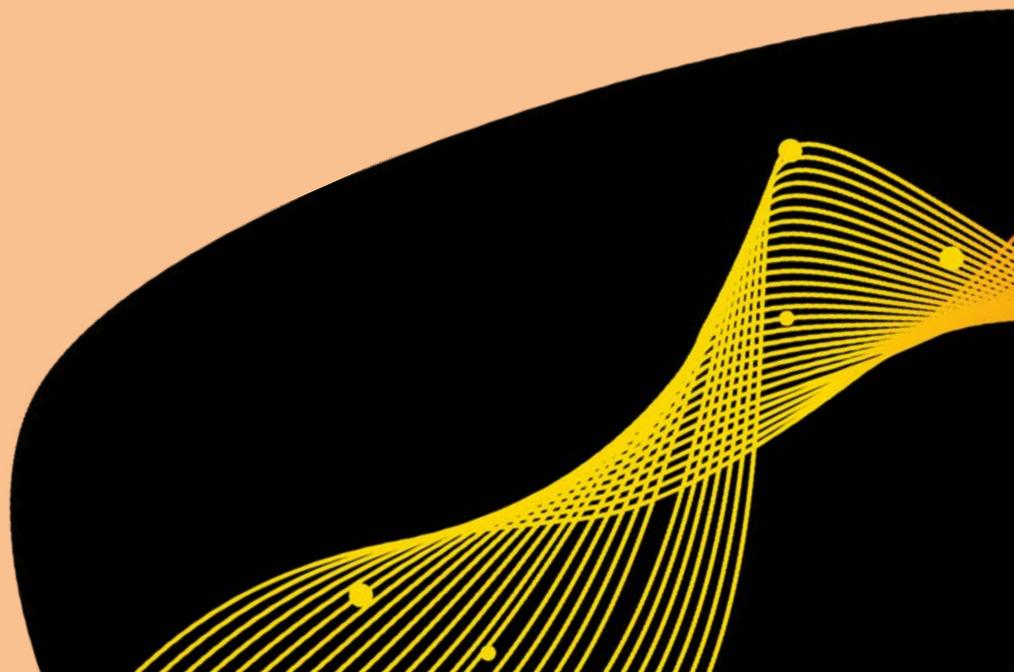


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Executive Summary

2024 marked the inaugural year of the Nexus Program – an ambitious, university-wide initiative designed to transform the student experience and teaching practice at UNSW through collaboration, innovation, and strategic alignment. As a foundational year, Nexus focused on building the community, establishing team capacity, and forging strong networks across all seven Faculties, 43 Schools, and central divisions. This groundwork was essential to ensure the program is well-positioned to drive meaningful impact on the student experience and our teaching practice in the years ahead.

Throughout the year, Nexus trialled new ways of working, connecting academic and professional staff across disciplines and divisions to co-design solutions that respond to evolving educational challenges. The program's six themes – Assessment & Feedback, Belonging & Wellbeing, Learning Technologies & Digital Literacy, Work-Integrated & Industry Relevant Learning, Societal Impact, and Diversity & Inclusion – provided a strategic framework for guiding project selection and aligning efforts with UNSW's broader educational goals.

By fostering a culture of collaboration and experimentation, Nexus laid the foundation for scalable, future-focused initiatives that will enhance learning, strengthen inclusion, and prepare students for a rapidly changing world. As UNSW launches its new Strategy: *Progress for All*, Nexus stands ready to be a key enabler, empowering educators and shaping a more connected, responsive, and impactful educational environment.

Program Leadership Messages

I am delighted to present the **Nexus Program Annual Report for 2024** – a milestone year for UNSW as we marked our 75th anniversary and looked ahead to the launch of our new Strategy: *Progress for All*.

The six Nexus themes strongly align with the priorities of the new strategy. Each theme – Assessment & Feedback, Belonging & Wellbeing, Learning Technologies & Digital Literacy, Work-Integrated & Industry Relevant Learning, Societal Impact and Diversity & Inclusion – reflects a key dimension of the student experience and educational excellence at UNSW.

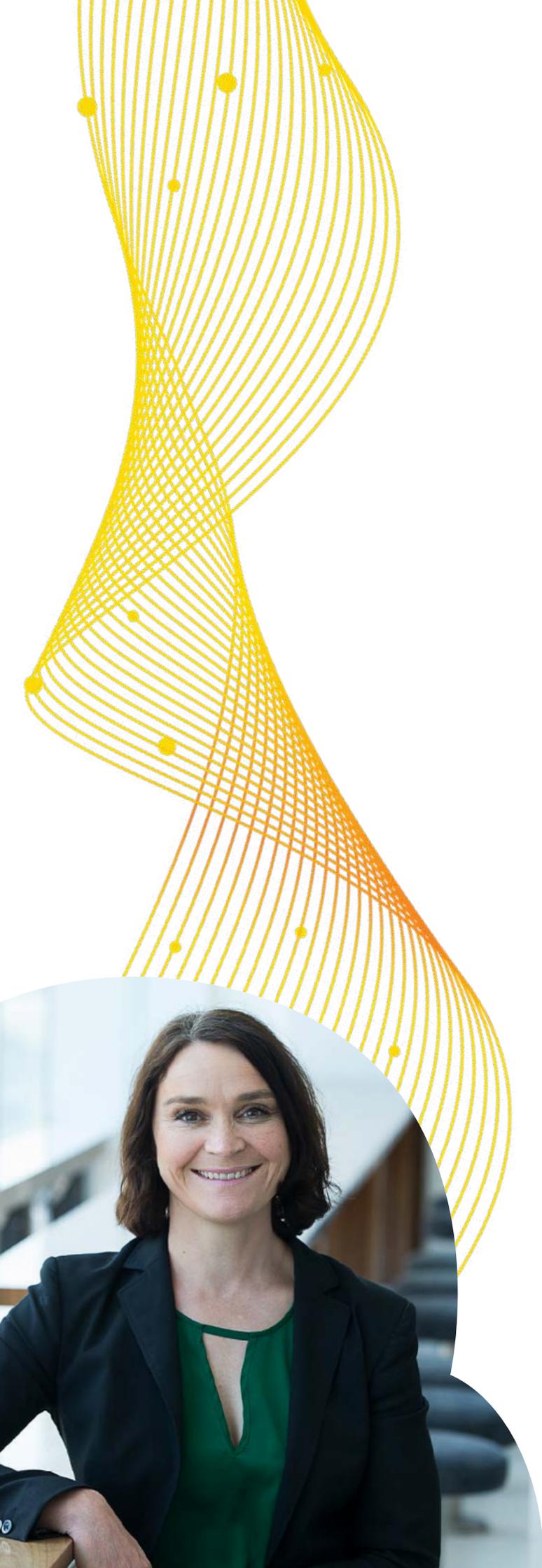
As a flagship initiative, the Nexus Program plays a vital role in connecting these University-wide strategic goals with the work of academic and professional staff in our Faculties and Schools – those at the forefront of delivering transformative learning and teaching. Nexus is also a vehicle to amplify the amazing ideas and practices of our academic staff.

As you read the report, I encourage you to reflect on the efforts and impact of our UNSW staff who are bringing the Nexus Program to life, translating its themes into meaningful action across the University to deliver an outstanding student experience.

Professor Sarah Maddison

Deputy Vice-Chancellor,
Education & Student Experience





In 2024, the Nexus Program, a university-wide initiative that connects central teams, Faculties and Schools to collaboratively advance strategic teaching and learning priorities, marked a significant milestone as it completed its first full year. This inaugural Annual Report celebrates a year of remarkable progress and impact, showcasing how Nexus has evolved from “Project X” into a promising institutional connector at UNSW.

More than simply adding exceptional education-focused staff and educational developers, Nexus has demonstrated its unique value by bridging central teams, Faculties, and Schools to foster collaboration, innovation, and shared purpose around our six strategic themes. This integrative role has enabled the successful local translation of university-wide priorities into meaningful, discipline-responsive initiatives.

Throughout the year, Nexus cultivated vibrant communities of practice through workshops, showcases, and cross-Faculty collaborations aligned with our themes. These efforts supported over 100 initiatives aimed at enhancing the student experience from diverse angles, e.g. projects focused on embedding numeracy skills, improving the first-year experience, supporting student wellbeing in the classroom, mapping AI literacy, integrating the Sustainable Development Goals (SDGs), and scaling oral assessments.

A standout achievement was Nexus’s instrumental role in piloting the Education Innovation Incubator – an important node in UNSW’s innovation ecosystem to develop scalable, high-impact educational innovations. This initiative exemplifies the program’s commitment to empowering educators and driving future-focused change.

As we reflect on this foundational year, Nexus is not only delivering tangible outcomes but is also shaping a more connected, responsive, and innovative educational environment at UNSW. We look forward to building on this momentum for the remainder of the program, as we advance our new strategy, Progress for All.

Professor Christine Mathies
Pro Vice-Chancellor,
Education

It is a pleasure to share the 2024 Annual Report for the Nexus Program – a year that saw the UNSW education community come together in new and inspiring ways.

As the inaugural year of the program, 2024 was dedicated to building the foundations of the Nexus community. We focused on establishing team capacity, forging strong networks across Faculties, Schools, and central divisions. This included piloting collaborative models that unite academic and professional expertise to support strategic educational priorities. These efforts have laid the groundwork for the impact we aim to deliver in the years ahead – impact that will be felt in classrooms, curricula, and the everyday experiences of our students.

A defining feature of 2024 has been the way Nexus has elevated the collaborative relationship between third space professionals and academics, bringing together expertise from both domains to co-design and deliver impactful educational initiatives and strengthen communities of practice. This model of collaboration is not only shaping change within UNSW but also contributing to broader sector conversations about the future of higher education.

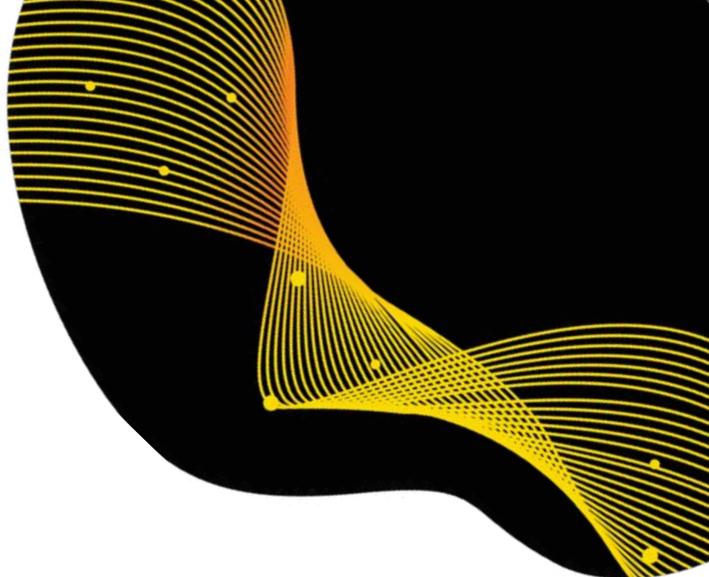
Through co-design workshops, strategic partnerships, and vibrant communities of practice, Nexus is embedding inclusive and agile approaches that support a more resilient and future-ready education system.

As we look ahead, I'm excited by the momentum we've built and the community we've grown. Thank you to everyone who has contributed to this journey; your work is shaping a stronger, more collaborative UNSW.

Associate Professor Anne Galea
Director, Nexus Program



What Is Nexus?



At UNSW, delivering a world-class student experience is one of our highest priorities. We are committed to ensuring that our students learn from academics who are not only leaders in their fields, but also passionate, skilled educators dedicated to continually improving their teaching practice.

In recent years, the higher education landscape has continued to evolve at a rapid pace. Universities are navigating increasingly complex challenges - from the rise of generative artificial intelligence to shifting student expectations and the growing demand for flexible, inclusive learning environments. The pace of change, combined with the diversity of disciplines across UNSW, can make it difficult for any one part of the university to respond effectively on its own. Nexus plays a vital role in connecting all parts of the University to bridge that gap and support a collective response.

The Nexus Program is an ambitious and innovative strategic initiative designed to strengthen the connection between university-wide educational innovation and local teaching practice. It brings together academic and professional staff across UNSW to collaboratively implement new approaches that enhance the student experience and support teaching excellence.

Nexus embeds dedicated Education Focussed academics and Educational Developers within Faculties and Schools, enabling tailored implementation of UNSW's strategic priorities and initiatives. Nexus staff act as translational bridges - amplifying local innovations, adapting central strategies to diverse disciplinary contexts, and ensuring feedback flows both ways to inform continuous improvement.

Through this embedded, cross-institutional model, Nexus fosters a shared culture of educational excellence and ensures that all students benefit from the best of what UNSW has to offer.

Mission and long-term vision

UNSW will continue to adapt to social and technological changes affecting education and the student experience, while upholding academic integrity and delivering on UNSW graduate attributes.

Nexus contributes to this vision by:

- Empowering educators to confidently solve local challenges and apply innovation in their teaching and assessment.
- Building strong partnerships between Divisions and Faculties, grounded in trust, transparency, and shared goals.
- Creating a university-wide ecosystem where educational excellence is continuously developed, shared, and sustained.

Strategic objectives

Nexus enables a whole-of-institution approach to educational excellence, while respecting discipline-specific autonomy. It does this by:

- Enhancing the student experience through consistent, high-quality teaching practices.
- Supporting academics to adopt and embed new technologies, pedagogies, and assessment strategies.
- Facilitating the implementation of university-wide initiatives at the Faculty and School level.
- Amplifying the reach and impact of local innovation across the university.
- Defining, sharing, and scaling cutting-edge educational practices across UNSW.
- Establishing feedback mechanisms to inform and improve future educational innovations.

Program structure

The Nexus Program is embedded across UNSW through a distributed model that ensures both local relevance and university-wide impact. Each School hosts a Nexus Fellow, an Education Focussed academic who leads the implementation of innovative teaching practices. In each Faculty, a Senior Nexus Educational Developer (NEd Dev) coordinates a team of NEd Devs, supporting the translation of strategic initiatives into Faculty contexts. This network is supported by a central Program Team within the PVCE, which provides strategic direction, coordination, and evaluation to ensure alignment with institutional priorities.

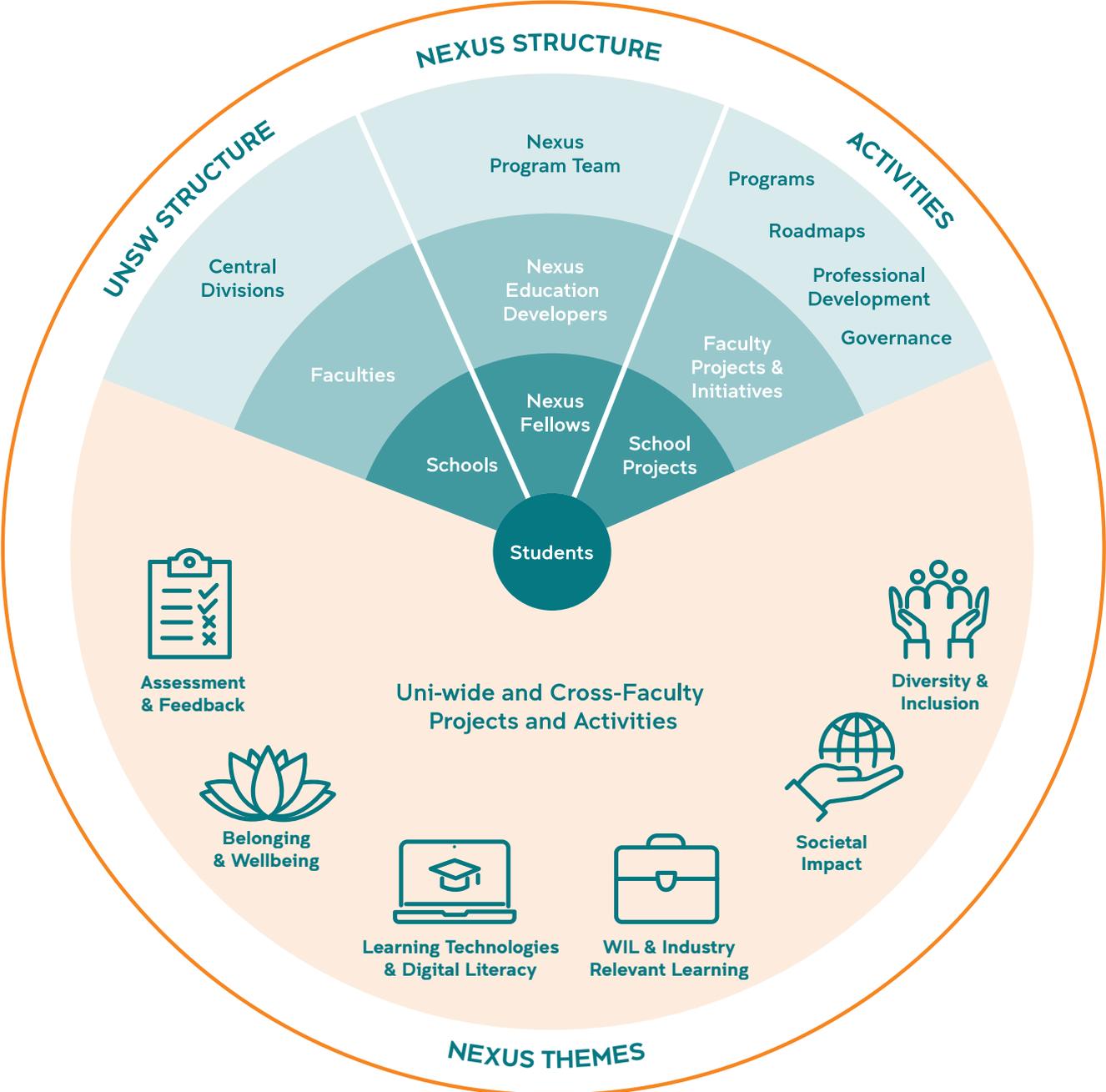
Alignment with University-wide goals and strategies

The Nexus priorities were co-created between the Deputy Vice-Chancellor, Education and Student Experience and Faculties through the development of Faculty Implementation Plans aligned with university-wide themes. The Nexus Program's work was guided by six deliberately broad Themes - Assessment and Feedback Transformation, AI tools for learning, Belonging, Wellbeing, Equity, Diversity & Inclusion, and Educational Excellence - which together define the educational experience we aspire to at UNSW.

These themes are brought to life through Nexus, where they shape the real experiences of students in classrooms across the university. Nexus ensures that strategic priorities are translated into meaningful, discipline-specific innovations that enhance learning and teaching at every level.



Priorities & Activities



The Nexus Program is centred around six themes that have shaped the focus of Nexus activities and guided project selection across all levels of the university. They align closely with UNSW’s broader priorities and Faculty-level priorities, while also enabling coordinated efforts across key university portfolios. The diagram above visualises how these themes extend across institutional structures, Nexus initiatives, and collaborative efforts across Faculties and Divisions, highlighting the integrative design of the program and its capacity to drive coordinated, student-centred change.

Priorities & Activities

Six Nexus Themes

1. Assessment & Feedback

- Assessment and feedback FOR learning and OF learning.
- The transformation of assessment and feedback practices in UNSW's undergraduate and postgraduate courses, including volume and quality of assessments and their integrity, and feedback for student learning.
- Reimagine UNSW's approach to assessment that engages with GenAI, building student and staff capability with GenAI tools in learning & teaching.

2. Belonging & Wellbeing

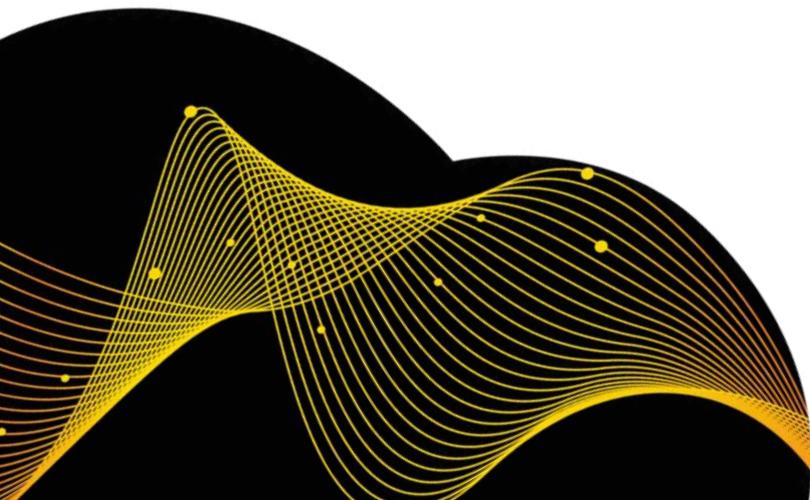
- Belonging as it relates to the best practice 'belonging pedagogy' in undergraduate and postgraduate course development, design and delivery to increase our students' sense of belonging to their peers, their discipline and to UNSW.
- Wellbeing activities that promote student mental health and wellbeing, allowing all students to flourish and have a positive student experience.

3. Learning Technologies & Digital Literacy

- Delivering a world class student and staff digital experience.
- Exploring how we can elevate the digital learning experience of students and utilise the affordances of technology, including AI, to innovate.
- Defining strategies for how we educate students to engage with technology and prepare them with the skills to utilise it in real-world contexts.

4. WIL & Industry Relevant Learning

- Produce in-demand graduates optimally prepared for the evolving workplace.
- Work Integrated Learning (WIL) strengthens students work readiness skills and enhances employability through integrating the theory of academic learning with its application in practice as part of a program of study. Industry and community partners are key to the success of WIL and UNSW engages with partners from all sectors.
- Industry-Relevant Learning includes any contact points with industry that do not constitute WIL. This might include guest lectures, field trips, study tours, through to co-designed courses and programs of study.



5. Societal Impact

- Empowering our students to drive positive impact today.
- Societal impact encompasses the ability to improve the world by progressing environmental sustainability and resilience, social cohesion and wellbeing, and economic prosperity for all.
- Nexus will focus on how we can enable and embed the United Nations Sustainable Development Goals (SDG) into our degree programs as one framework that can be used to reach our goals in Societal Impact.

6. Diversity & Inclusion

- Supporting students from all backgrounds to learn and succeed their way.
- UNSW strives to develop student access and support activities, ensuring we nurture students of high potential regardless of their background.
- Universal Design for Learning (UDL) will be embedded in UNSW courses, acknowledging the diversity of learning styles and needs students with different abilities, from diverse cultural and socio-economic backgrounds, mature age students and international students.

Theme Selection

The six Nexus themes were strategically selected to reflect key objectives that support meaningful and lasting improvements to the student experience, and build on the fantastic work already underway at UNSW. Every Nexus project - whether at the School, Faculty, or university-wide level - aligns with one or more themes, creating a cohesive framework for impact. Supporting mechanisms, outreach activities, and showcase events have also been shaped by these themes, as reflected in the structure and content of this annual report. Each theme encompasses diverse areas of focus that respond directly to student feedback, targeting aspects of university life identified as most in need of enhancement, and that will lead to the greatest improvement in student experience. Notably, the themes of Assessment and Feedback Transformation and Belonging and Wellbeing are deliberately aligned with two of the five workstreams of the Student Experience (SX) Program, reinforcing a shared commitment to student-centred change, at both the discipline and university-wide level. Through close collaboration between SX and Nexus teams, the Nexus community is being harnessed to support local delivery of these priorities. Importantly, all six themes represent sustainable areas for ongoing development, ensuring their relevance and impact well into the future.

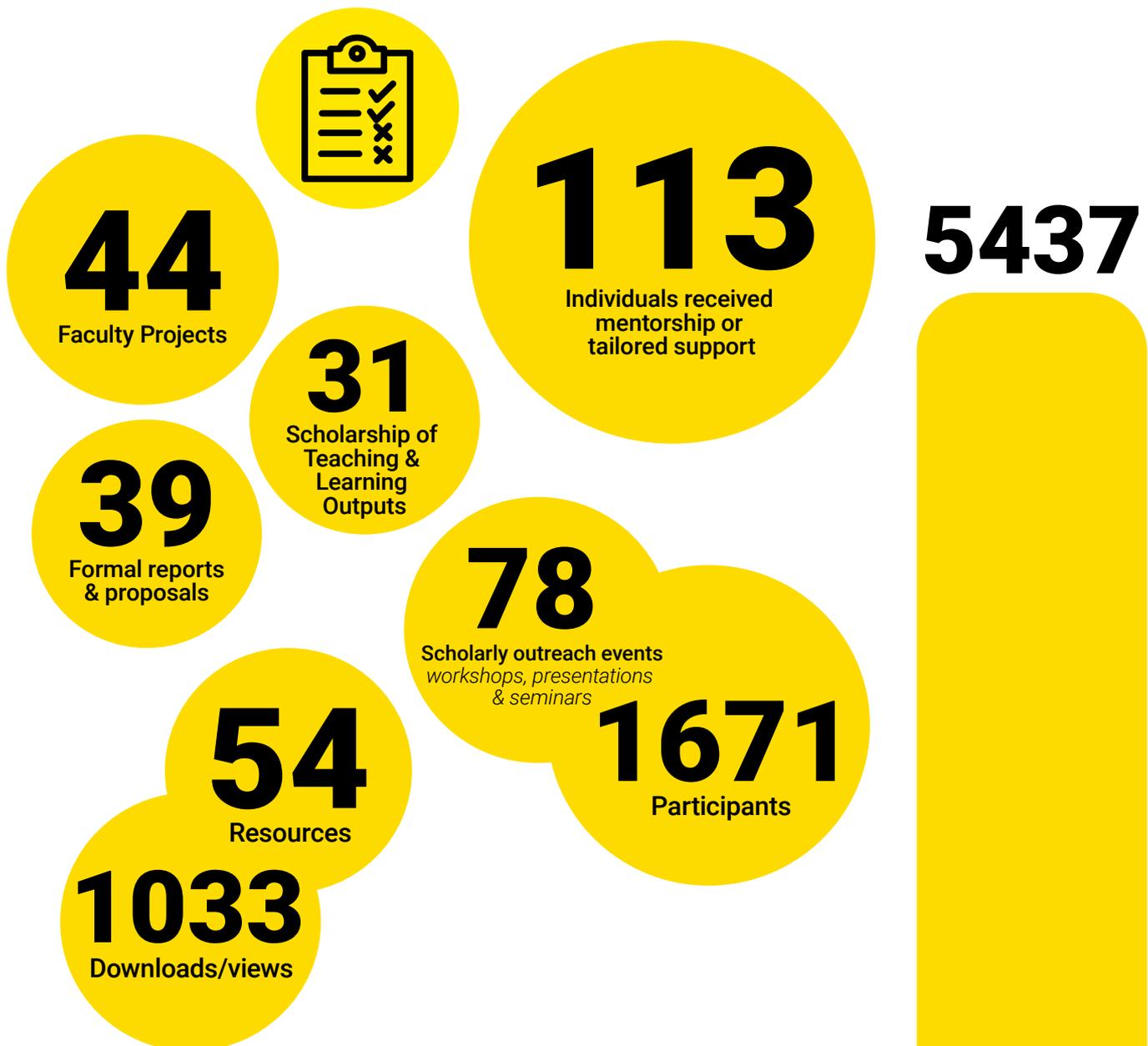


Delivering on our Themes: 2024 Achievements

This section showcases 2024 Program achievements aligned with the six Program Themes. Each initiative featured here is tagged to reflect its mode of delivery - whether Nexus Led (driven by Nexus individuals or teams), Nexus Supported (enabled through collaboration with Nexus team members), or Nexus Partnership (delivered through cross-Faculty and/or divisional collaboration) - highlighting the breadth and collective impact of the program.



Assessment & Feedback



Throughout 2024, 118 Nexus Projects emerged from Faculties in response to the institution-wide goals of the 6 Nexus themes. Of those, 44 projects (37%) were reported as contributing to the **Assessment and Feedback** Nexus theme, including those aligned with the Student Experience Program's assessment and feedback workstream deliverables. Nexus further strengthened assessment and feedback practices across UNSW by fostering scholarship, delivering professional development, creating practical resources, mentoring staff, and supporting strategic transformation at the Faculty level.

413
2024

students trialled competency-based grading in a new first year science capstone course.

5437
2025

students will be trialling competency-based grading across 25 different courses and all 7 UNSW Faculties throughout 2025.

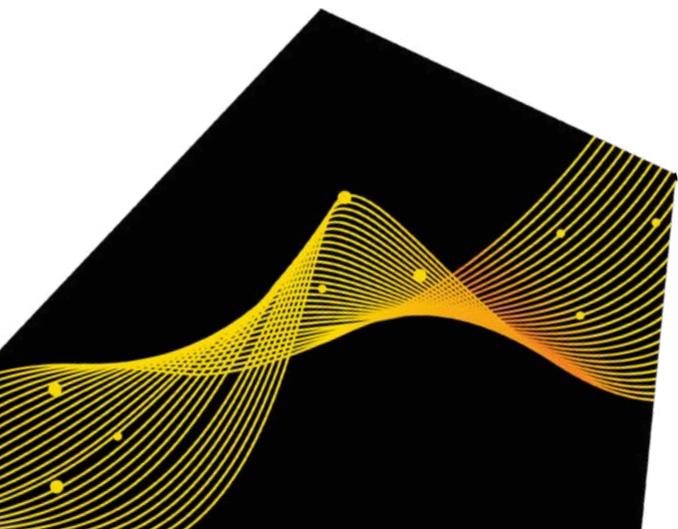


Transforming Assessment and Feedback: A Collaborative Journey

As a delivery partner for the Student Experience Program's Assessment and Feedback workstream, the Nexus Program plays a pivotal role in translating strategic vision into tangible outcomes. Together, they drive a transformation in assessment and feedback practices across the university – reducing overassessment, embracing innovative approaches, and enhancing the quality and relevance of feedback. This collaboration is especially vital in navigating the evolving educational landscape shaped by generative AI, ensuring assessments remain meaningful, manageable, and valid. The following highlights and stories of impact showcase a diverse range of initiatives and achievements that reflect our shared commitment to improving the student and staff experience through thoughtful, future-focused assessment design.

Advancing Assessment and Feedback: 2024 Highlights

In its inaugural year, the Nexus Program played a central role in advancing assessment and feedback transformation across UNSW. Nexus staff were instrumental in shaping university-wide initiatives – chairing and contributing to SX working groups, co-developing Early Discovery A&F Reports and the Dimensions of Effective Assessment and Feedback framework, and supporting the rollout of the Program-Level Approach to Assessment. Nexus also led the integration of AI into assessment practices, providing expert advice to UNSW's Assessment Assurance Working Group and helping inform the UNSW AI Action Plan. At the Faculty and School level, Nexus Fellows and Educational Developers drove change by developing AI-enabled tools to support assessment design, including rubric development and decision-making resources, and by leading professional development that built staff capability in equitable and effective assessment practices. Through cross-Faculty collaboration, Nexus enabled the formation of transdisciplinary clusters to tackle shared challenges, accelerating institutional progress and fostering innovation. The program also contributed significantly to the SX Assessment and Feedback workshop series, delivering hundreds of hours of professional development across diverse forums. Another highlight in collaboration with SX was Nexus's contribution to the development and implementation of competency-based grading course pilots, offering students clearer pathways to demonstrate learning outcomes and build real-world capabilities.



Mapping AI literacy, assessment security and assurance of learning through a programmatic lens (Art, Design & Architecture)

NEXUS LED

Nexus Fellow: Dr Mark Ian Jones; Nexus Education Developers: David Lawry (lead), Ling Bai, Meredith Macaulay; ADA Education Developers: Jillian James (lead), Dean Utian, Natalya Oliveira, Aves Parsemain

Art and Design Fellow Mark Ian Jones developed a highly influential project that has gone on to shape how UNSW is responding to the integration of AI in programs and adapting assessment to assure learning in this emerging context. The project examined how AI can become part of the way we teach and learn at UNSW, considering both the ethical and practical implications of the use of AI on Design programs. 57 courses, 225+ learning outcomes and 200+ assessments were analysed with a focus on maintaining integrity of learning while incorporating AI related skills. The impact of AI on assessment was visualised with heat maps helping to inform decisions about the opportunities and vulnerabilities in the program. This initiative stands out as a strong example of professional and academic partnership, where a substantial portion of the program mapping was a collaborative effort involving both Nexus Educational Developers and Educational Developers from the ADA Educational Development team, combining expertise to ensure the mapping was pedagogically sound and contextually relevant. The project became a model informing the universities Program-level Approach to assessment and AI action plan. As part of the project Mark had been involved in developing and delivering university wide professional development offered program to convenors. He has also engaged in scholarly advocacy through blogs on the topic and presented the model representing the university at conferences such as the sector wide HERDSA conference.



Elevating Rubric Practice: Mapping and Capability Building (UNSW Canberra)

NEXUS LED

Nexus Fellow: Chris Campbell; Nexus Education Developer: Janene Harman; Cross-Faculty Nexus Fellow Collaborators: Cherie Lucas, Helena Pacitti, Mark Ian Jones

UNSW Canberra mapped how academics use rubrics for assessment lead-in, completion and marking, and build staff professional capability in this area. Along with course mapping to identify the use of rubrics, the project focussed on development and facilitation of a series of professional development sessions for Faculty academics on rubrics design and use in relation to assessment and the use of rubrics using LMS tools. The project was also a focus at the Teaching and Learning Day. Online resources were created to showcase Faculty rubrics exemplars and provide information on rubric use. The project gained positive feedback from attendees including 40 teaching staff participants in 2024 with future workshops in 2025, the sessions created greater awareness around rubric use and rubric creation, and application of rubrics as a part of the marking and feedback process. Courses will be reviewed again in 2025 to gauge rubrics use and map whether there has been greater uptake of rubric use across the Faculty. This project then worked together with a cross-Faculty group comprised of Cherie Lucas, Chris Campbell, Helena Pacitti and Mark Ian Jones to deliver workshops on using AI to design rubrics reaching 130 participants across UNSW Faculties/Schools.

Tackling Overassessment: Mapping Volume and Timing for Sustainable Reform (Business School)

NEXUS LED

Nexus Fellow: Chuljin Park

Students experience a significant volume of assessment throughout their program, leading to high levels of anxiety and additional pressure to complete assessments quickly. In addition, workloads for staff are increased by the volume of assessments. Challenges include a high use of nested assessment, assessment timing with periods where many assessments accumulate at the same time across courses.

This project will continue to conduct thorough reviews of the volume and timing of assessment across all programs to provide a holistic understanding of where student and staff pressure points may reside. The review of assessment volume and timing has thus far provided valuable insights into addressing overassessment and

improving program alignment. The mapping of undergraduate and postgraduate courses within School of Management & Governance has identified overlaps and gaps, informing thematic clarity and consistency. Data from the initiative will help to ensure evidence-based development of university-wide and Business-specific best practice guides to support assessment refinements. An MVP self-assessment tool has been developed to empower educators to easily evaluate workloads, laying the foundation for sustainable reforms that enhance assessment quality, reduce pressure points, and promote equitable learning experiences. The initiative has also fostered collaborative discussions on enhancing educational quality in the School and Faculty.



Developing Data informed Coherent, Industry-Relevant Assessment Redesign with 'Mappy' (Engineering)

NEXUS LED

*Led by the Engineering Nexus Team; Mappy software
Nexus Fellow lead: Fiacre Rougieux; Cross-Faculty
Nexus Fellow Adopters and Partners: Patsie Polly,
Diana Turnip, Dhanushi Abeygunawardena, Jon Cai,
Priya Khanna Pathak*

The Curriculum Spine Project aims to create a more coherent, connected, and industry-relevant learning experience by redesigning key assessments across core courses within the School of Photovoltaic and Renewable Energy Engineering to form a unifying project. This spine addresses challenges such as the lack of scaffolding in skills development, gaps in practical knowledge, and low student engagement. Embedding an evolving, real-world challenge throughout the curriculum, improves continuity between courses, provides consistent feedback on student progression, and culminates in a practical prototype evaluated in an industry-like scenario. The project fostered collaboration, elevated practical skills, and enhanced student motivation inside the Faculty of Engineering and across the university. In the School of Photovoltaic and Renewable Energy Engineering, the project supported academics to align courses programmatically, whilst reducing redundancy and improving assessment strategies. Its impact on educator's experience beyond the Faculty included improved educator confidence in using tools for competency and SDG mapping and positive feedback on workshops and methods for SDG mapping in partnership with Civil Engineering and ADA. In addition, the project also had an impact on educator's skills across the university by enhancing educators' ability to use mapping frameworks and increasing capacity to integrate feedback from domain experts into mapping tools and frameworks.

One of the most important outputs of this project in 2024 was the development of the Mappy software for curriculum mapping that is now being used across several faculties within the University. Mappy software makes curriculum mapping easier for programs, particularly in engineering, medicine, and science. Mappy integrates the mapping of assessment, curriculum items, can evaluate themes such as SDGs and helps to make curriculum mapping more scalable and informed based in data available in UNSW systems. Its intuitive interface and visualisation tools have empowered staff to more easily identify gaps and overlaps in curriculum design, and will readily enable students to better understand how their learning connects across courses and aligns with graduate outcomes. The project's impact has gone beyond the university by sharing these tools and methods publicly, including at major international conferences such as WEEF and AAEE where the work received Best Presentation Award.

Advancing Competency-Based Assessment: Sharing Practice and Building Momentum (Science, Law & Justice)

NEXUS LED

Nexus Fellows: Elizabeth Angstmann, Helen Gibbon

Awarding marks has long been a hallmark of traditional higher education, yet competency-based grading offers a transformative shift toward a learning-centered philosophy. This approach fosters deeper student engagement, particularly in first-year and work-integrated learning courses. Existing practices in Science courses were leveraged to promote broader adoption across disciplines, resulting in substantial impact at Faculty, university, and national levels. By early 2025, several foundational courses—including SCIF1001, PHYS1110, and CHEM1001—had transitioned to competency-based grading, marking a significant pedagogical evolution.

The initiative was championed across UNSW through the Teaching Gateway, blog posts, and a series of presentations and workshops led by Professor Elizabeth Angstmann and Associate Professor Helen Gibbon, co-chairs of the Competency Assessment and Grading Working Group. National interest continues to grow, with Elizabeth receiving a prestigious fellowship from the Australian Council of Deans of Science to showcase UNSW's leadership in this space. The shift is actively reshaping assessment practices, with over 24 courses—including first-year law—adopting the model in 2025. Early survey data reveals strong student support, highlighting increased enjoyment of learning, reduced stress, and more collaborative peer relationships. This work is now informing UNSW's new Assessment Policy, positioning the university at the forefront of assessment innovation.



Belonging & Wellbeing

In 2024, the **Belonging and Wellbeing** theme inspired widespread engagement across the Nexus Program, with around one-third of Faculty-led projects contributing to initiatives that foster inclusive, supportive, and connected learning environments. These efforts aligned closely with the Student Experience Program's Belonging and Onboarding goals, reflecting a shared commitment to enhancing the student journey at UNSW.



39
Faculty Projects

13
Formal reports & proposals

15
Scholarship of Teaching & Learning Outputs

16
Individuals received mentorship or tailored support

300+
students participated in the School of BEES Pancake Breakfasts, a community-building initiative that brought students and staff together in a relaxed setting to strengthen belonging and encourage open feedback

1132
students engaged with new community building tools through Science's SciConnect platform

47
Scholarly outreach events
workshops, presentations & seminars

1402
Participants



Fostering Belonging and Wellbeing: Nexus in Partnership with the Student Experience (SX) Program

The SX Program and the Nexus Program have worked in close partnership to advance the SX Belonging and Onboarding workstream, translating strategic goals into meaningful, classroom-based initiatives that enhance student connection and wellbeing. While the SX Program focuses on broader onboarding and peer engagement moments, Nexus complements this by embedding belonging into classroom experiences and academic touchpoints. Through collaborative efforts across all Faculties and central portfolios, Nexus has supported the implementation of SX recommendations while also driving innovative teaching practices that foster community, inclusion, and wellbeing.

Belonging and Wellbeing: 2024 Highlights

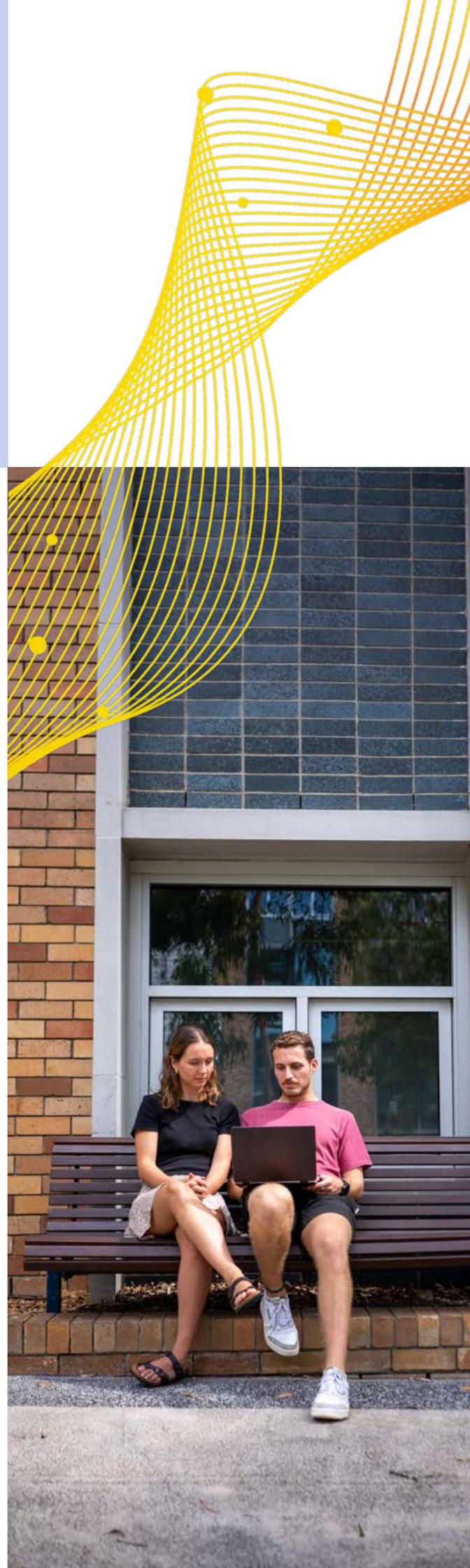
In 2024, the partnership of Nexus and SX strengthened student belonging and wellbeing through tailored, student-informed initiatives, a deeper understanding of the diverse student profiles across faculties, and staff capability building. By working closely with faculties and education-focused teams, Nexus laid the groundwork to create inclusive learning environments and a culture of inclusion and care that will continue to evolve in 2025.

Strengthening First-Year Belonging Through Transition Pedagogy (Arts, Design & Architecture)

NEXUS LED

Nexus Fellow: Dr Tara McLennan; Nexus Education Developers: Oscar Lin, Meredith Macaulay, David Lawry, Ling Bai

The School of Arts and Media introduced a sustainable, scalable first-year experience program tailored to undergraduate Media students, which translates to adaptable models for other programs and their unique needs. The First Year Student Experience program has four key initiatives for educators and students – workshops, mentoring pilots for 250 students, student-led representation models, and improved digital course communication strategies. The principles of transition pedagogy are integrated into these initiatives with a focus on interrelational belonging in the learning community. Early feedback indicates increased student engagement and improved perceptions of educator approachability, particularly in four large Media courses using tailored Moodle packs. Educators report greater awareness of first-year needs and stronger capacity to build inclusive classroom communities, laying the groundwork for broader adoption across the School. Insights and learnings from this initiative are now being shared more broadly across the Faculty through professional development sessions and resource distribution, supporting wider implementation of transition pedagogy and fostering a culture of inclusive practice.



Building Community in Biomedical Engineering: Listening to the Student Voice (Engineering)

NEXUS LED

Nexus Fellow: Rita Prestigiacomio

A 2023 gap analysis revealed that Biomedical Engineering students often struggle to develop a strong sense of identity within their program until later in their studies. By this time, they may have already established strong affiliations with other Engineering disciplines, hindering their sense of belonging and identity within their program. This disconnect not only affects students socially but also professionally, as they may miss out on valuable networking opportunities and collaborations unique to Biomedical Engineering.

In response, this project surveyed students across three terms to better understand the barriers to early integration and sense of belonging. This yielded valuable insights into the lived experiences of current Biomedical Engineering students and provided recommendations for program enhancement to better support student integration and actionable strategies for improvement which are being implemented in 2025. By understanding students' needs and perspectives, the project has laid the groundwork for creating a more connected community that supports students' sense of belonging and professional growth within the Biomedical Engineering program.

Inclusive Classrooms and Connected Learning: Enhancing Engagement in Health Education (Medicine & Health)

NEXUS LED

The Medicine & Health Nexus Team

In the Faculty of Medicine & Health, Nexus-supported initiatives have advanced inclusive and student-centred learning through curriculum innovation and educator development. Redesigned the Academic Practice course (PHCM9100) aligned to academic integrity, Sustainable Development Goals (SDGs) research, accommodating UDL, embedding ethical use of GenAI, reflective practice; and connection to peers and UNSW alumni through LinkedIn and a focus on belonging-focused pedagogy (with 100% positive student feedback on the redesign and approach to teaching). A comprehensive review and redesign of teaching methods led to new strategies for team-based learning, student ambassador models, and inclusive classroom practices. These efforts have strengthened educator capacity, improved student engagement, and fostered a more connected and supportive learning environment across health and public health education programs.



Belonging, Wellbeing and Professional Identities (Medicine & Health)

NEXUS LED

The Medicine & Health Nexus Team

This project identified an opportunity to improve the sense of belonging in clinical and laboratory-based programs, through the development of purposeful educational activities that are meaningful, oriented to learning, and focused on skills relevant to their program. It also created opportunities for students to engage with professional communities early in their studies, introducing concepts of belonging and identity development as part of their journey at UNSW.

The project mapped educational activities that develop team bonding and teamwork skills and contribute to professional identity development. The project was connected to participation in an ongoing research project looking at a co-designed tool to assess interprofessional education, as well as participation in the Interprofessional Education Committee at the Randwick Precinct. The project developed and trialed a workshop on team bonding and foundational skills to improve student wellbeing and engagement. The project also explored integration of belonging activities (e.g. teamwork skills) into assessment practices (e.g. badging, student peer assessments).

The outcomes of this project included integration of Technology Enhanced Learning and Teaching (TELT) into interprofessional education initiatives to enhance interdisciplinary collaboration, and enable students to learn with, about and from each other. Interprofessional education was strengthened via AI-supported tools and collaborations with engineering teams. The project also progressed development of an online platform for interprofessional education spoken interactions.



Empowering Educators to Enhance the Student Experience (Law & Justice)

NEXUS LED

Nexus Fellow: Simon Kozlina in collaboration with the Law & Justice Nexus Team

This project supported educators in refining their teaching through opt-in consultations with Nexus, involving course reviews, feedback sessions, and follow-up recommendations. Engaging seven convenors and teaching teams, the initiative fostered reflection, recognised excellence, and encouraged practical improvements in course design. Educators reported increased confidence, a stronger sense of contribution to Faculty-wide enhancement, and renewed enthusiasm for inclusive and student-focused teaching practices—laying the groundwork for broader engagement and impact.

Economics: Enhancing Student Engagement through Onboarding and Peer Support (Business School)

NEXUS LED

Nexus Fellow: Scott French

The School of Economics has taken proactive steps to foster student belonging and engagement through the launch of the Bachelor of Economics Onboarding and Mentoring Programs. These initiatives align with university-wide onboarding efforts and were informed by a comprehensive mapping of existing belonging activities and resources available to Economics students. The Peer Mentoring Program, though modest in uptake in its first year, demonstrated strong impact – 100% of participants reported high satisfaction, with sessions often extending beyond their scheduled time and receiving an average satisfaction rating of 4.8 out of 5. These outcomes highlight the value of personalised, supportive student-staff interactions in building a sense of connection and community. Insights gathered from the program are guiding future enhancements, including strategies to increase student awareness and participation, and the potential development of a postgraduate mentoring initiative. By embedding belonging-focused practices into the student lifecycle, Economics is contributing to a more inclusive and engaged academic environment.



Learning Technologies & Digital Literacy



30

Faculty Projects

192

Individuals received mentorship or tailored support

25

Scholarship of Teaching & Learning Outputs

15

Formal reports & proposals

Improved student engagement, understanding, and overall experience reported in response to the introduction of new AI-powered tools for learning across Faculties

76

Scholarly outreach events
workshops, presentations & seminars

1451

Participants

79078

Downloads/views

71

Resources

In 2024, the **Learning Technologies and Digital Literacy** theme saw strong engagement across the Nexus Program, with one third of the Faculty-led projects contributing to this priority area exploring AI-related opportunities and challenges. This focus also sparked a wave of scholarly outreach and resource development, supporting UNSW's strategic advancement of digital capabilities and AI literacy.



Harnessing Technology for Future-Focused Learning

The Learning Technologies and Digital Literacy theme of the Nexus Program reflects UNSW's strategic commitment to delivering a world-class digital experience for students and staff. In 2024, this work was profoundly shaped by the disruptive rise of generative AI, which is rapidly redefining the landscape of higher education. While AI has introduced complex challenges – particularly around academic integrity and assessment design – it has also unlocked unprecedented opportunities to personalise learning, enhance teaching, and prepare students for an AI-integrated workforce.

Nexus initiatives under this theme have played a pivotal role in supporting the implementation of the UNSW AI Action Plan, piloting innovative uses of AI in the classroom and for curriculum development and fostering digital literacy across disciplines. The following highlights showcase how Nexus-supported collaborations are driving meaningful change, empowering educators, supporting students, and shaping the future of learning at UNSW.

Learning Technologies and Digital Literacy: 2024 Highlights

A major milestone was the launch of the EdTech Innovation Incubator, a cross-Faculty and divisional initiative designed to empower educators to turn emerging ideas – especially those involving AI – into scalable, student-focused solutions. This was complemented by the formation of the Nexus AI Advisory Group, which brought together leading educators to guide institutional responses to AI. In collaboration with UNSW's Assessment Assurance Working Group, the advisory group developed a diagnostic tool to assess the AI vulnerability of assessments, directly supporting the UNSW AI Action Plan and helping ensure the integrity and future-readiness of assessment practices.

Faculty-Wide Engagement with AI: The ADA AI Initiative

NEXUS SUPPORTED

Nexus Education Developers: Ling Bai, David Lawrey, Oscar Lin, Meredith Macaulay; Nexus Fellows: Catherine Evans, Valerie Combe-Germes, Mark Ian Jones, Sharon Aris; and the ADA Educational Development Team

This initiative supported each School within the Faculty of Arts, Design & Architecture (ADA) to proactively design discipline-specific approaches to Generative AI (GenAI). Through 14 GenAI-focused workshops attended by 255 academic staff, and bespoke training sessions tailored to individual Schools, the initiative built foundational understanding and confidence in using GenAI tools. Online resources hosted on the Faculty SharePoint received over 500 views, further extending reach and accessibility.

Ongoing collaboration with School-based AI working groups, supported by the ADA EdDev Leadership Liaison model, enabled tailored support aligned with each School's readiness. This approach led to the adoption of realistic ECOS AI levels – most notably in the School of Social Sciences – and a widespread increase in staff comfort with GenAI. The initiative exemplifies strong cross-team collaboration, with Nexus Education Developers working closely with the ADA Educational Development team to lead and support AI-related workshops and co-develop teaching and learning resources focused on GenAI. Nexus Fellows played a variety of key roles: those in leadership positions within their Schools were pivotal in initiating local-level AI working groups, while other Fellows contributed by gathering and sharing discipline-specific resources and support materials. The initiative has positioned ADA as a leader in responsible and context-aware AI integration in education.



White Hat AI Hacking of Assessments: Strengthening Assessment Integrity through AI Literacy (Engineering)

NEXUS LED

Engineering Nexus Team: Fiacre Rougieux, Swapneel Thite, Giordana Orsini, Ghislain Bournival, Sasha Vassar, Morgan Harris, Khalegh Barati, Nasrin Danish; PVCE Nexus Fellow: Benjamin Phipps

This project strengthens assurance of learning by improving assessment design in response to the rise of Generative AI (GenAI). It supports academics in developing sustainable, evidence-based assessment practices that uphold integrity and foster deep learning. By embedding AI considerations into assessment review and curriculum design, the project helps build AI literacy and capability among both staff and students.

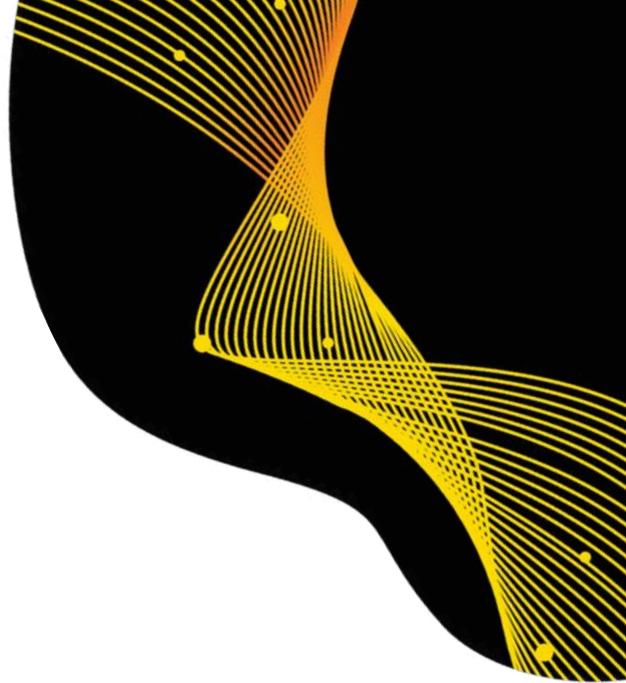
Phase 1, delivered in 2024, focused on course- and discipline-specific assessment redesign using an ethical AI hacking methodology. Assessments were analysed for susceptibility to GenAI misuse, including comparisons between AI-generated and student work and examination of assessment criteria in relation to learning outcomes. These insights informed a series of co-design workshops where academics received dedicated support and time to make targeted, practical, and lasting improvements to their assessments. Participants reported that the workshops were highly effective in easing the pressures of assessment redesign, and many have since applied the approach to other subjects and recommended it to colleagues.

The impact of Phase 1 has been significant. The Faculty of Engineering intends to incorporate the methodology into course review procedures to support continuous improvement in assessment design. The co-design approach has also been embedded into the University's online AI learning modules to extend its reach. The project has fostered cross-disciplinary collaboration, led to a partnership with Microsoft to explore automation of the methodology, and gained international recognition through conference presentations, including a Best Presentation Award.

Phase 2, taking place in 2025 and 2026, expands the focus to building AI literacy and capability for both students and academics. It explores how key stakeholders, including students, course convenors, academic peers, educational developers, and industry partners, can be meaningfully involved in the development of AI-integrated assessment and learning practices. This phase aims to deepen understanding of how GenAI is shaping professional and educational contexts, and to co-create approaches that are pedagogically sound, ethically grounded, and aligned with real-world expectations.

Together, the two phases provide a practical and scalable approach to building AI literacy and capability among both staff and students, equipping them to navigate and contribute to an AI-enabled future in education and engineering practice.





Enhancing Assessment Design and Staff Capability (Science)

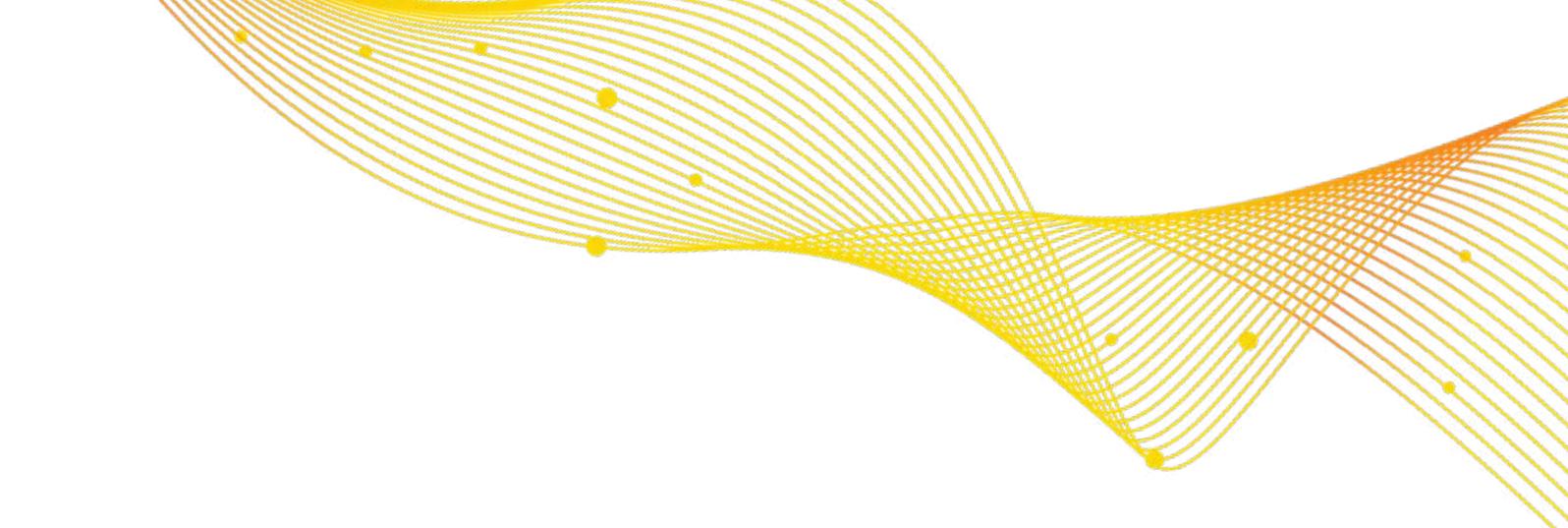
NEXUS LED

*Nexus Fellow: Helena Pacitti; Cross-Faculty
Nexus Fellow Collaborators: Cherie Lucas, Mark
Ian Jones, Chris Campbell*

This project strengthens staff capability in using AI tools to design more effective assessment rubrics and reduce vulnerabilities to AI misuse. In 2024, it delivered a suite of professional development activities, including eight AI-focused training sessions, two Lightning Workshops, and a specialised session for the School of Population Health. Supporting resources included four instructional videos and a module for UNSW's AI online staff training designed to help staff confidently integrate AI into assessment design. These efforts have equipped educators with practical strategies to enhance assessment integrity and harness AI's potential to improve learning outcomes.

Designed by Nexus Fellow Helena Pacitti (Psychology), the project began with a pilot of a student-facing rubric learning activity in PSYC1022, aimed at improving students' understanding of assessment criteria and reducing AI-related vulnerabilities. Building on this foundation, Dr Pacitti collaborated with cross-Faculty Nexus colleagues – Dr Mark Ian Jones (ADA), Dr Cherie Lucas (Medicine & Health), and Dr Chris Campbell (Canberra) – to extend the project's reach and impact. Together, the team published three collaborative blog posts and presented their work at key academic events, including Faculty retreats, the AI in Education Festival, and national and international conferences such as HERDSA 2025. By combining hands-on training | training with scholarly engagement, the project has advanced AI literacy and improved assessment design across the Science Faculty and UNSW.





EdTech Innovation Incubator: Empowering Educators to Shape the Future of Learning (Cross-Faculty/PVCE)

NEXUS PARTNERSHIP

PVCE: Simon McIntyre, Jennifer McAleer, Amanda Yeung, Dinesh Paikeday, Erica Leonor, Nikki Hayes; Nexus: Yenni Tim, Samadhi Driscoll, Anne Galea; UNSW Founders - Nina Juhl; ADA Innovation Hub - Emma Peters, Rogaya Alkaff, Michaela Turner; Business Innovation Academy - Tam Nguyen, Tini Mathies; IT - Michelle Davey, Brad Jones, Farrukh Iqbal, Pradeep Thakur; Legal - Sharmila Shearing, Johanna Hetherington; IT Innovation Enablement Team - Christian Wood, Caroline Hungerford, Alicia Dudek; UPP (Data) - Paula Matthewson, Tahlia Gordon, Amanda Tjie, Chloe Vitasovich

“

It's not always easy going outside our comfort zones but it has been great to explore the possibilities and follow this development process. Now to get these made - I want to see these all advance!”

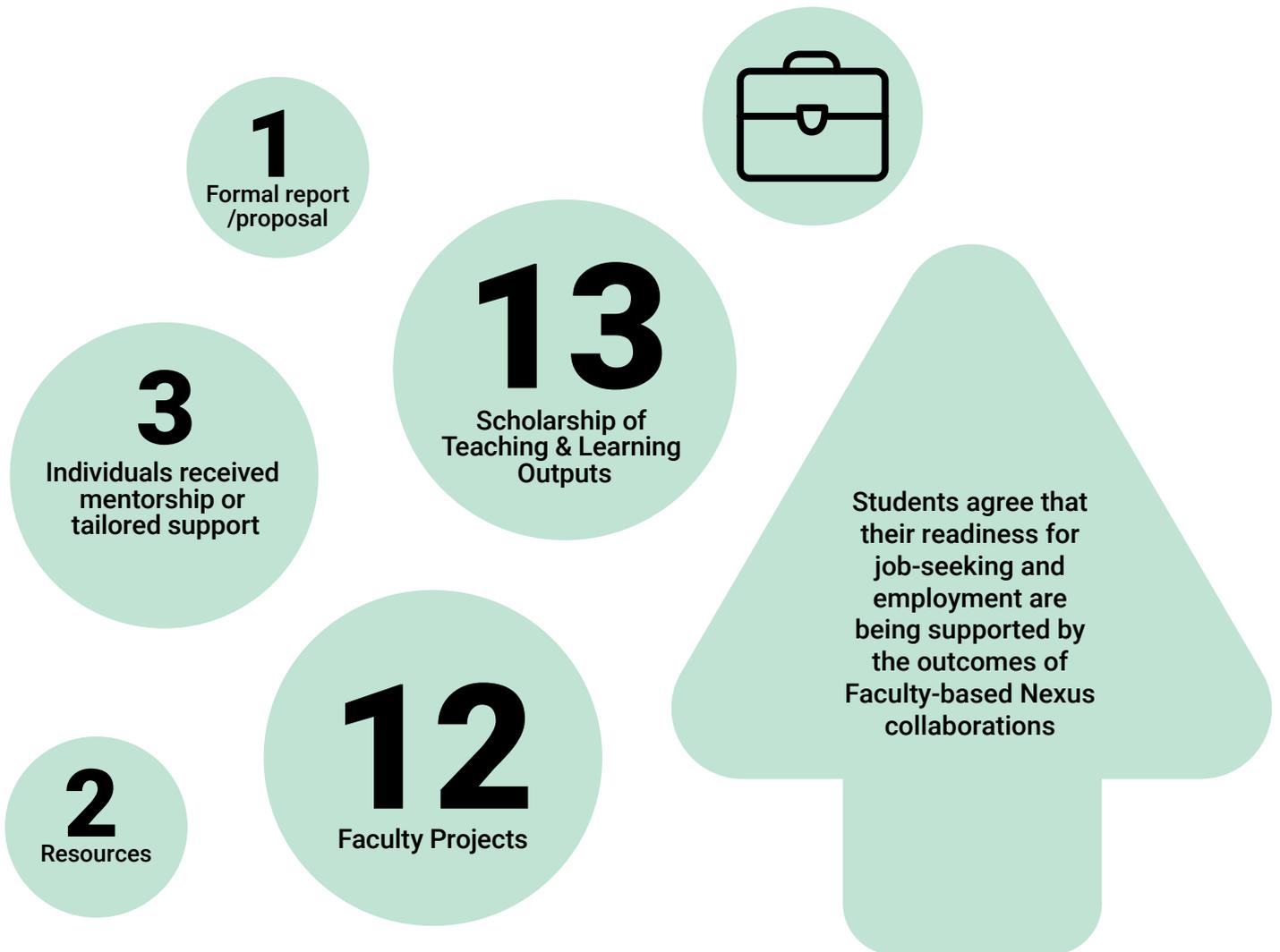
*Dr. Sharon Aris, Nexus Fellow,
School of Social Science, ADA*

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In 2024, the Nexus Program partnered with PVCE to launch UNSW's first EdTech Innovation Incubator, a flagship initiative designed to transform bold ideas into scalable, student-focused solutions. The six-week model was inspired through consultation with stakeholders from UNSW Innovation Ecosystem: including UNSW Founders, IT, ADA Innovation Hub, Legal, UPP and Business Innovation Academy. Serving as a testbed for a permanent educational innovation incubator, the inaugural pilot brought together 15 Nexus Fellows and Educational Developers from across Faculties, guiding them through a structured journey of design thinking, mentorship, and user testing, underpinned by the Triple Diamond innovation framework and UNSW's broader innovation ecosystem.

The program culminated in a showcase event where participants presented their concepts to peers and a panel of PVCE and IT leaders. Standout projects included Riley: Your Personalised Feedback Coach by Dr. Mark Ian Jones and Dr. Sharon Aris, which reimagines feedback delivery and won both the People's Choice and Future Impact Awards. Dr. May Lim's innovative use of CoPilot to enhance group assessment, was also recognised with a Future Impact Award for its immediate potential to improve student collaboration and feedback. Beyond individual innovations, the Incubator fostered cross-Faculty collaboration, reduced duplication, and cultivated a growth mindset among participants. Its impact extended beyond the pilot, laying the groundwork for a permanent incubator model and advancing UNSW's leadership in AI-enhanced education. While challenges remain – such as finalising EdTech governance and scaling support – the Incubator has established a strong foundation for future experimentation, innovation, and transformation in digital learning.

Work-Integrated and Industry Relevant Learning

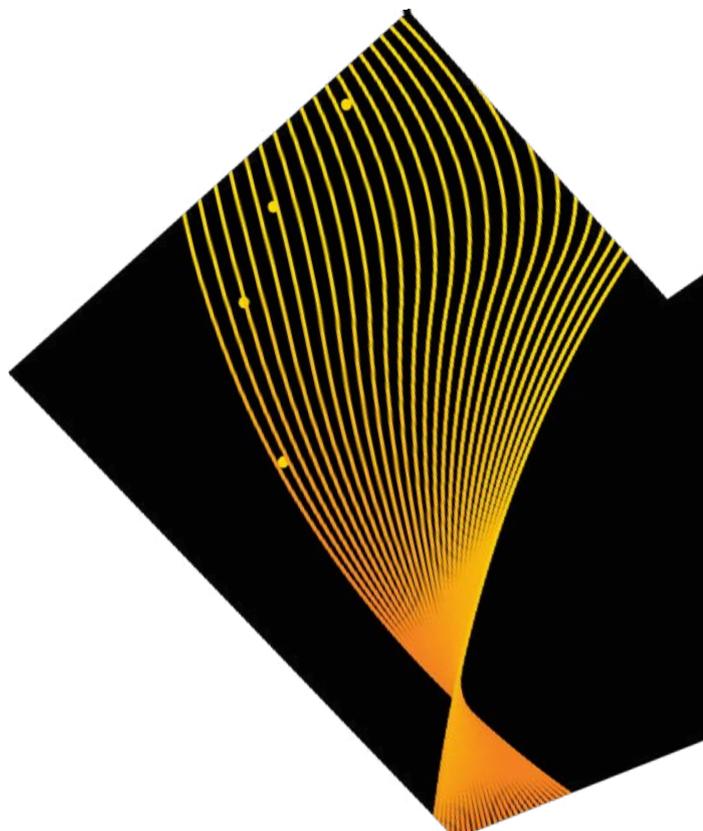


In 2024, Nexus began laying the groundwork to strengthen **Work-Integrated and Industry-Relevant Learning** across UNSW, with a number of Faculty-led initiatives exploring authentic, workplace-connected teaching practices. While outputs are still emerging, early efforts in mentoring, resource development, and collaboration have helped build momentum and capability, positioning Nexus to support more consistent and scalable approaches in the years ahead.



Bridging Learning and the World of Work

The Work Integrated Learning (WIL) and Industry-Relevant Learning theme of the Nexus Program reflects UNSW's commitment to preparing students for career success in a rapidly evolving professional landscape. Supported by our sector-leading graduate employment outcomes, Nexus initiatives amplified efforts to embed real-world relevance into the curriculum through WIL placements, industry relevant co-designed courses, and industry engagement. The work of Nexus teams not only supported Faculty-level goals, but also built momentum for scalable, sustainable approaches to preparing students for the evolving world of work.



Business: Delivering Quality WIL and Industry-Relevant Learning at Scale

NEXUS LED & NEXUS SUPPORTED

Business Nexus Team in Collaboration with Faculty and University-wide WIL leads and stakeholders

Following UNSW's recognition as AFR's "Most Employable University" for the fifth consecutive year, the Business School has continued to strengthen its approach to industry-partnered learning. This initiative focused on enhancing the quality and scalability of both WIL and non-WIL experiences, addressing challenges in assessment design, curriculum integration, and breadth of student choice.

Key outcomes included the revision of several Business School WIL courses, development of the WIL Assessment Guide, and integration of real-world learning into courses such as FINS3610 Private Credit, FINS3611 Impact Investing, FINS3612 Valuation, FINS3614 Asset Management - which are primarily taught by industry speakers - and Sandbox electives. These courses featured guest speakers and authentic industry engagement, enriching student learning and professional readiness. The initiative also supported co-curricular programs like the Girls in Business (GIB) Camp and facilitated workshops and roundtables to share best practices.

By aligning academic objectives with industry needs and leveraging existing partnerships, this work has laid the foundation for scalable, high-quality industry-partnered learning across the Faculty and beyond.



Enhancing quality and efficiency in clinical placements (Medicine & Health)

NEXUS LED

The Medicine and Health Faculty Nexus Team

The Work Integrated Learning (WIL) and clinical placement initiatives aimed to enhance the quality and efficiency of experiential learning at UNSW, as the Faculty of Medicine & Health has introduced new programs with substantial clinical placement requirements while existing placements are facing increasing pressure. Increased efficiencies in delivering clinical placements were needed to ensure high-quality and impactful experiences for students as program enrolments grow and/or placement competition increases.

The initiative identifies opportunities for efficient shared practices from medicine, optometry and health sciences. The development of the Workplace Based Assessment (WBA) app, aligned with ePortfolio projects, modernises assessment processes and improves the evaluation of clinical placements. The Clinical/accreditation WIL placement Working Group and collaboration with the WIL Community of Practice (CoP) ensure a cohesive approach to engaging students and aligning WIL with industry needs. The HERDSA 2024 WIL workshop provided opportunities to share best practices and strengthen interdisciplinary collaboration. These initiatives support UNSW's commitment to delivering meaningful, industry-relevant learning experiences.



SimConverse: Enhancing Clinical and Laboratory-Based Learning through Virtual Patients and Diagnostic Tools (Medicine & Health)

NEXUS LED

Nexus Fellow: Silas Taylor

There is an exciting opportunity to elevate clinical and laboratory-based assessment practices by harnessing AI and digital technologies. The challenge lies in careful selection of suitable products that drive learning, integrate into the curriculum, and are sustainable. This project led by Nexus Fellow Silas Taylor reviewed current strategies for clinical and laboratory-based assessments across the Faculty, including current use of AI or suitability for integration of AI. This included exploring opportunities for the use of virtual patients through the platform SimConverse for formative clinical assessment and other tools as appropriate. SimConverse uses AI-powered clinical virtual patient scenarios to enhance clinical and practical oral assessments in Medicine, with 18 approved scenarios and development for Year 3 evaluations in 2025. The SimConverse project illustrates how AI-powered tools, like virtual

patient communication skills platforms, but also similar technology like clinical reasoning bots and diagnostic models, can enhance practical assessments. Such use will foster deeper student engagement and competency development. The integration of AI-driven learning tools like diagnostic models and clinical reasoning bots, and the virtual patient SimConverse project, showcases innovation in clinical and practical assessments, directly benefiting the Medicine and Health programs. This initiative strengthens institutional capacity by fostering best practices, supporting course convenors, and promoting scholarly contributions to AI in education. Its impact lies in advancing the ethical, effective use of AI, ensuring a positive student experience and future-ready education.

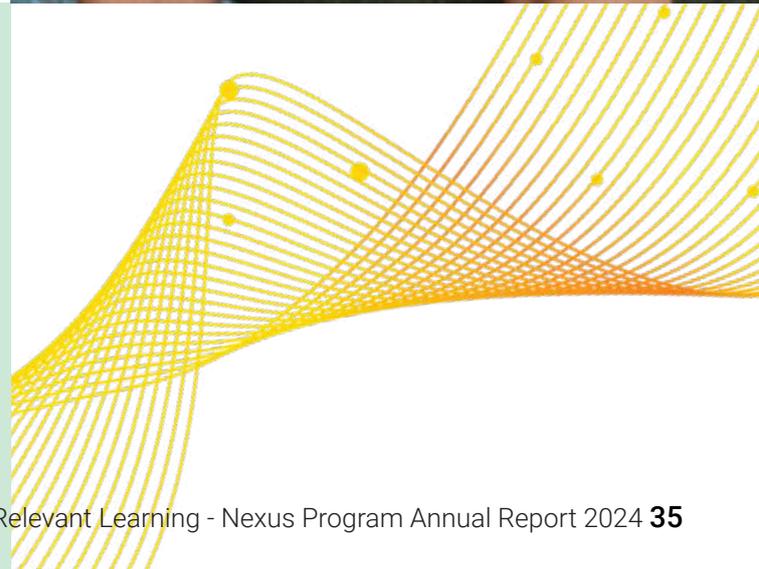
Strengthening WIL Assessment Practices (Science)

NEXUS LED

Nexus Education Developers: Camile Moray, Agneetha Amarnath, Dipta Effendi; in collaboration with the Science Education Partnerships Team

The Science Nexus Education Development team partnered with the Science Education Partnerships group and School WIL Leads to refine portfolio assessment activities across all WIL units, focusing on the integration of professional and employability skill development. Updated resources were introduced, including competency-aligned rubrics, guidance on the use of GenAI in job application contexts, and access to the Vieple video interview platform to support realistic interview preparation. Educators reported a positive experience, and most students indicated that the portfolio assessments effectively supported their readiness for employment and job-seeking. Students also largely agreed that the provided materials and instructions were clear and useful in completing their assessments.

The Nexus team showcased this assessment enhancement initiative at ACSME 2024, highlighting it as a model of WIL pedagogy and successful collaboration between academic and professional staff.



Societal Impact

In 2024, the **Societal Impact** theme gained traction across the Nexus Program, with early efforts focused on embedding the UN Sustainable Development Goals (SDGs) into teaching and learning. These initiatives, along with the establishment of dedicated teams and partnerships, have laid a strong foundation for Nexus to contribute meaningfully to UNSW's *Progress for All* Strategy, particularly the Societal Impact Project goals in 2025 -2026.



8
Faculty Projects

1
Formal report /proposals

3
Resources

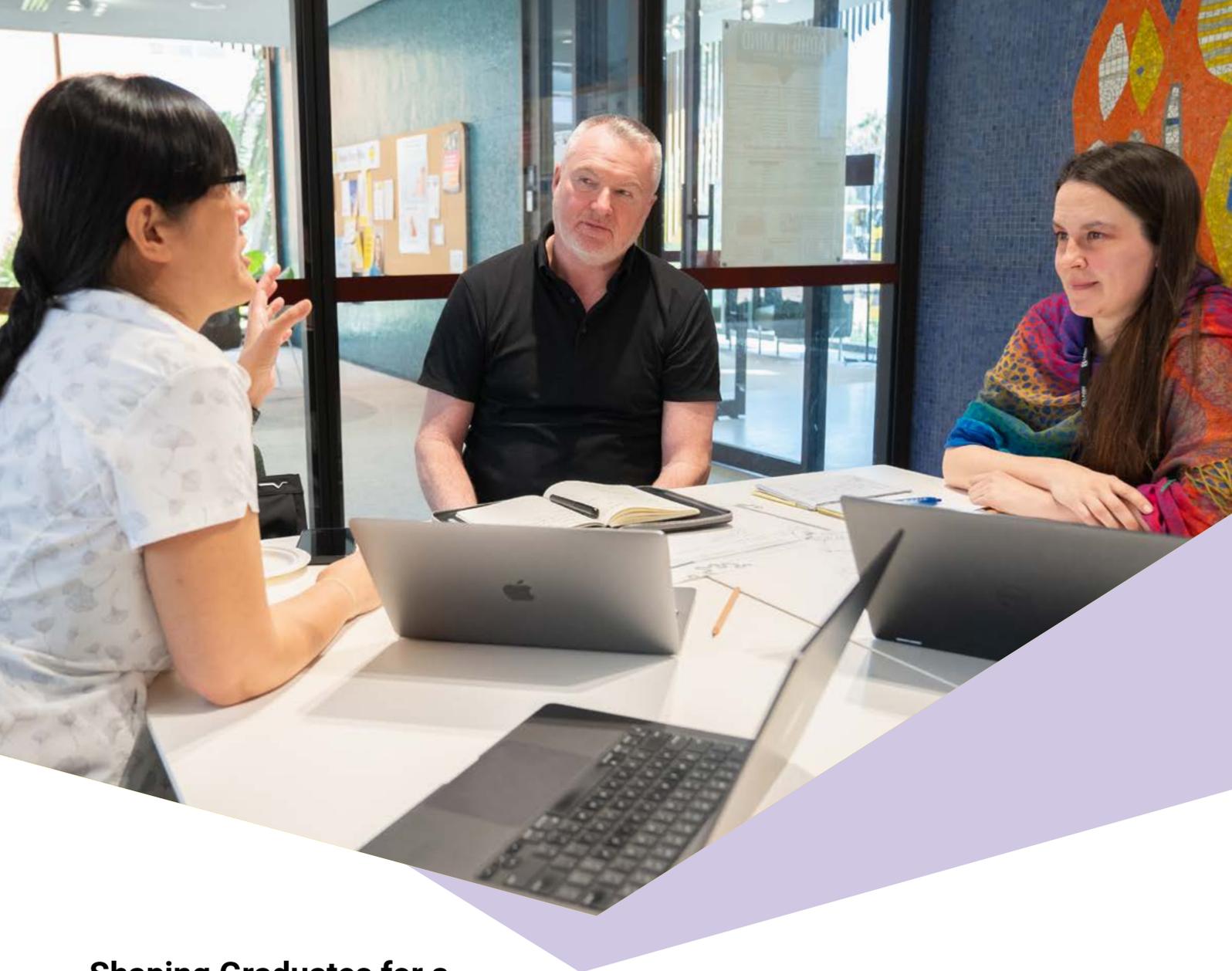
154
Downloads /views

1
Scholarship of Teaching & Learning Output

110
Participants

3
Scholarly outreach events
workshops, presentations & seminars

900
first-year students engaged with new content on societal impact and sustainable development goals



Shaping Graduates for a Better World

Societal Impact is at the heart of the UNSW Progress for all Strategy, and Nexus plays a central role in shaping how societal impact is embedded in our educational model. In collaboration with the Division for Education and Student Experience and the Division for Societal Impact, Equity and Engagement, Nexus is laying the groundwork for transdisciplinary societal impact challenge projects coursework programs. This involves surfacing existing current educational practice and course offerings, exploring internal and external models for implementing societal impact challenge projects across the university, and identifying opportunities

for interdisciplinary integration. Through partnerships with divisional teams, Faculties, communities of practice and external stakeholders, Nexus aims to connect efforts, share knowledge and avoid duplication – ensuring a cohesive and transformative approach to societal impact in education. In 2024, the Nexus Program supported UNSW's commitment to societal impact by helping educators embed societal impact and Sustainable Development Goals (SDGs) into teaching and learning. Through cross-disciplinary collaboration and communities of practice, Nexus laid the foundation for scalable impact-oriented education models.

Addressing Societal Impact in Business at UNSW

NEXUS LED & NEXUS SUPPORTED

Business Nexus Team in Collaboration with Faculty stakeholders & UNSW Canberra

Societal Impact is central to UNSW's educational strategy yet integrating these principles in a systematic and meaningful way across programs remains a challenge. In order to prepare students to have a positive social impact the Business School is actively leveraging research expertise and cross-faculty collaboration to develop approaches to societal impact in degrees. Recent initiatives include:

Faculty Curriculum Mapping: Nexus and non-Nexus Educational Staff Developers in the Business School collaborated to produce a report on current approaches to sustainability and identified opportunities to further embed societal impact areas in Business programs. The work leveraged the development of UNSW Canberra's AI semantic mapping work to assess how SDGs are embedded across Business courses.

The School of Information Systems and Technology Management (ISTM) has built global partnerships, including with Nanyang Technological University in Singapore through the Global Sandbox Alliance, to co-develop frameworks for impact-driven education. Locally, a multidisciplinary pilot project, unites ISTM and Centre for Social Impact (CSI) courses with OOXii, a social enterprise aimed at bringing accessible vision testing and glasses kits one step closer to the 1 billion people worldwide who are vision-impaired due to lack of access to glasses. This initiative empowers students to co-create solutions with real-world impact.

David Colwell (Nexus Fellow) in the School of Banking and Finance conducted a mapping analysis that revealed that 70% of courses align with Program Learning Outcomes 5 (Responsible Business Practice) or 7 (Global and Cultural Competence). Courses like Sustainable Investments (FINS3644) and Impact Investing (FINS3611) exemplify how societal impact can be deeply integrated into disciplinary learning, offering students practical tools to address global challenges.

Yenni Tim (Nexus Fellow) in The School of Information Systems and Technology Management (ISTM) has built global partnerships, including with Nanyang Technological University in Singapore through the Global Sandbox Alliance, to co-develop frameworks for impact-driven education. Locally, a multidisciplinary pilot project, unites ISTM and Centre for Social Impact (CSI) courses with OOXii, a social enterprise aimed at bringing accessible vision testing and glasses kits one step closer to the 1 billion people worldwide who are vision-impaired due to lack of access to glasses. This initiative empowers students to co-create solutions with real-world impact.



Embedding and Mapping of the Sustainable Development Goals into Courses at UNSW Canberra

NEXUS LED

UNSW Canberra Nexus Team in collaboration with other Faculty and University-wide stakeholders

Nexus staff in collaboration with colleagues at UNSW Canberra have been working together to map how SDGs are embedded across the curriculum building on initial mapping of SDGs across both undergraduate and postgraduate courses in the School of Engineering and Technology and School of Business. As well as collaboration with other Faculties and involvement in sector forums on the embedding of SDGs such as the SDSN/ACTS mainstreaming education for SDGs a network of those interested in embedding SDGs from across the country (and NZ). More information on this approach can be found in a journal article 'Measuring sustainable development goals (SDGs) in higher education through semantic matching'.



Diversity & Inclusion



27

Faculty Projects

3

Formal reports
& proposals

23

Individuals received
mentorship or
tailored support

2

Resources

2800+

students in the Gateway Equity
cohort supported by Nexus led
and Nexus supported initiatives
throughout 2024

In 2024, the **Diversity and Inclusion** theme was reflected across 27 Faculty-led Nexus projects, each contributing directly or indirectly to the program's overarching goals of fostering equitable and inclusive learning environments. Many initiatives focused on supporting students from UNSW's Gateway Equity Target cohorts, helping to build more responsive, accessible, and empowering educational experiences.



Supporting Diversity and Inclusion in Learning

The Nexus Program's work under the Diversity and Inclusion theme is focused on ensuring more equitable participation for all students. In 2024, the Nexus Program advanced more inclusive learning environments by supporting students from diverse backgrounds to learn in ways that reflect their individual needs and strengths. Key initiatives included classroom-based support aligned with UNSW's Gateway Equity Target (GET) Program, and the integration of Universal Design for Learning (UDL) principles into curriculum design. These efforts directly enhance flexibility, accessibility, and equity in teaching, helping all students – particularly those from equity cohorts – engage and succeed. Nexus's work aligns with UNSW's Equity, Diversity & Inclusion (EDI) and Widening Participation strategies, reinforcing our commitment to developing learning environments where every student can thrive.

Strengthening Equity through Strategic Collaboration

In 2024, the Nexus Program deepened its commitment to diversity and inclusion by fostering strong partnerships across the University. Working closely with the UNSW-wide Student Success Working Group (SSWG) and Faculty Gateway Equity Target (GET) representatives, Nexus helped shape a collaborative model for supporting students from equity cohorts. These efforts ensured that Nexus contributed meaningfully to academic support recommendations tailored to the needs of GET students. Nexus also played a key role in university-wide initiatives, including the Academic Language & Literacy Embedding (ALL-E) Project and the Inclusive Teaching Gateway, helping to advance inclusive teaching practices and language support across disciplines. These contributions reflect Nexus's strategic role in embedding equity into the fabric of UNSW's educational environment.

The Numeracy Project – a GET Initiative

NEXUS PARTNERSHIP

*A cross-Faculty collaboration between
Nexus and Non-Nexus Staff*

The Numeracy Project is a standout example of collaboration between Nexus and non-Nexus staff, connecting subject matter experts across UNSW to support students' success. The project is Co-Chaired by Dr Peter Neal (Senior Lecturer in the School of Chemical Engineering and Faculty GET Representative) and Dr Ramesh Walpola (Pharmacy Academic Lead), and project managed by Zainab Anver (Project Manager, Nexus and Gateway Equity Targets) under the sponsorship of PVC-E Christine Mathies. It is supported by a number of Nexus Fellows primarily Laure Helme-Guizon (Nexus Fellow for Maths and Stats), but also including Jasper Hsieh (Education), Alan McCarthy (Maths and Stats), Atefeh Zamani (Maths and Stats).

The project focuses on developing an approach to evaluate students' numerical proficiency at commencement and providing targeted support including embedding numeracy and mathematical support within first-year courses. The academic supports are designed considering the needs of students from equity backgrounds identified through the Gateway Equity Target (GET) Program however can be accessed by all students.

This approach ensures that all students without assumed mathematics knowledge can build the skills needed to thrive. The project objectives align with UNSW's Progress for All strategy and national recommendations from the Australian Universities Accord.

Key achievements include

- Analysis of over 1.1 million student performance records (2015–2024) to identify predictors of numeracy-related academic challenges and inform early intervention strategies.
- Development of diagnostic tools deployed in Term 1 at UNSW College and Term 2 in MATH1131, with broader rollout planned for Term 3.
- Students who completed the diagnostic received tailored feedback and access to support resources, helping them address gaps early and improve confidence and performance in numeracy-related coursework.

Faculty Spotlight: Science

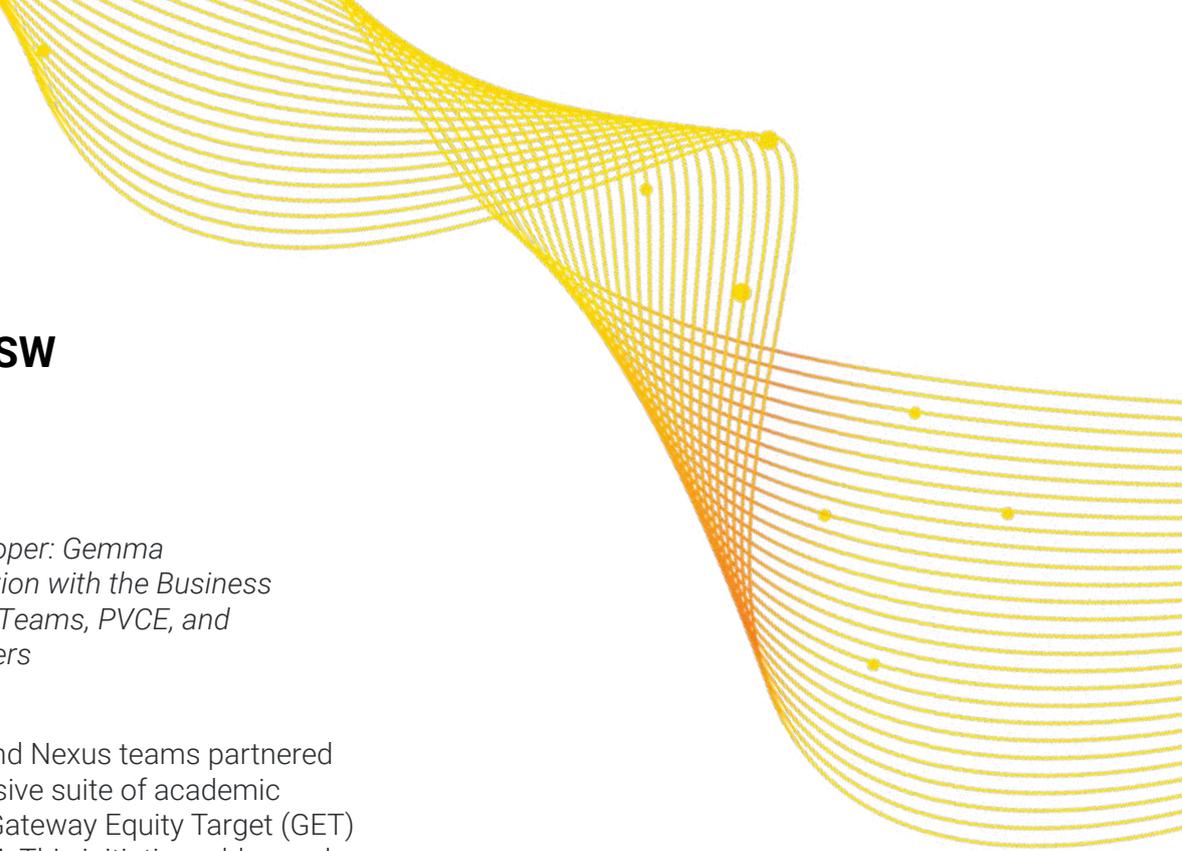
NEXUS LED

Nexus Fellow: Laure Helme-Guizon

As part of the university-wide Numeracy Project, the Science Faculty made a significant contribution by identifying and addressing gaps in foundational mathematics knowledge among first-year students. Led by Nexus Science Fellow, Laure Helme-Guizon, this work involved a detailed gap analysis of assumed mathematical knowledge across key disciplines – including Science, Engineering, Business, Economics, and Aviation – mapped against over 50 high school mathematics topics.

To support students more effectively, Laure conducted a comprehensive audit of existing numeracy resources, including self-paced exercises, drop-in centre materials, lecture recordings, and worked example videos. These were organised into a searchable database hosted on Moodle, enabling lecturers to easily embed targeted support into their courses. This initiative has already improved visibility and access to support materials, helping students address skill gaps early and build confidence in numeracy-related coursework. Future plans include enhancing how these resources are signposted and integrated, ensuring students can find and use the help they need, when they need it.





Supporting the GET Cohort in Business at UNSW

NEXUS LED

Nexus Education Developer: Gemma Thompson in collaboration with the Business School Nexus and GET Teams, PVCE, and other related stakeholders

The Business School and Nexus teams partnered to deliver a comprehensive suite of academic support resources for Gateway Equity Target (GET) cohort students in 2024. This initiative addressed a critical need: ensuring students from equity backgrounds have access to tailored, embedded support that helps them succeed from their first year.

The collaboration brought together expertise from across the university. Led by the Business School GET team and supported by Nexus, the project involved mapping academic literacy needs, embedding foundational skills into first-year courses, and coordinating targeted revision and support sessions. Nexus Education Developer, Gemma Thompson, played a central role in mapping academic literacy support across Term 2 Integrated First Year (IFY) courses, working closely with IFY Academic Course Convenors to identify where students would benefit most from course-embedded workshops.

This mapping informed the Academic Language & Literacies Embedding (ALL-E) Project, developed in collaboration with Thomas Ruf (IFY Program Lead) and Owen Wilson (PVCE Academic Literacies Manager). Together, they designed and delivered six tailored workshops across Term 2 and Term 3, covering essential skills such as reflective writing, business report writing, critical reading, and academic integrity. These workshops were embedded into key IFY courses including COMM1100, COMM1120, COMM1150, COMM1170, COMM1180, and COMM1190.

In addition to workshops, self-study modules on academic literacy (ACE) and academic integrity were embedded into multiple courses, providing flexible, on-demand support for students. Exam revision sessions were also delivered across all IFY courses, with additional sessions underway for non-exam courses and other programs.

Beyond academic skills, the initiative fostered a holistic support ecosystem that also embedded the Numeracy support showcased earlier. Nexus collaborated with Business EDI and the Career Accelerator and Student Engagement team to produce term-based reports capturing all GET-related activities, ensuring transparency and alignment with Faculty leadership. These efforts also led to a review of the Educational Resource Access Scheme, with a new pilot planned for 2025.

Importantly, these initiatives had a direct impact on students. By embedding support into the curriculum and offering targeted resources, students from equity backgrounds were better equipped to meet academic expectations, build confidence, and engage meaningfully with their studies. The collaborative model between Nexus and the Business School serves as a blueprint for how cross-unit partnerships can drive inclusive, student-centred change.

Summary of 2024 Program Achievements

This section presents a summary of program-wide achievements from 2024 that reflect broader contributions to the Nexus Program's strategic objectives, including outputs not previously detailed in earlier theme-based reporting.

Enhancing the student experience through consistent, high-quality teaching practices

- By the end of 2024, UNSW saw an overall increase in student satisfaction with feedback, as measured by our internal myExperience term-wise student surveys. The overall student experience also saw an improvement, as evidenced by an increase in QILT Student Experience Survey (SES) results. Nexus teams are motivated by these positive trends as the Program continues to drive meaningful impacts on student learning in 2025.
- Nexus Fellows are being recognised for their impactful contributions to educational excellence, stepping into leadership roles, achieving academic promotions, and actively shaping university-wide initiatives through their strategic involvement in key committees and working groups.

Supporting academics to adopt and embed new technologies, pedagogies, and assessment strategies

- UNSW educators are embracing scholarly teaching practices, with over 4,900 participants engaged in 223 Nexus workshops, presentations, and events, and more than 80,000 views/downloads of 138 Nexus educational resources, demonstrating a strong culture of sharing and embedding best practices, also reflected by 85–90% of Nexus Fellows reporting meaningful impact in their teaching.
- Nexus staff are empowered through targeted professional development opportunities that build confidence and capability in areas such as project management, change leadership, and influencing skills, ensuring they are well equipped to lead educational innovation and change across UNSW.

Facilitating the implementation of university-wide initiatives at the Faculty and School level

- The Nexus Program expanded UNSW' educational capacity through the recruitment of 64 new teaching-focused academic and professional roles, fostering collaboration and driving innovation across Schools and Faculties to enhance the student learning experience.
- The Nexus Program is driving impactful cross-Faculty collaboration, uniting diverse expertise to deliver university-wide improvements in education and the student experience, while also contributing specialist support to strategic initiatives such as the Numeracy Project and Student Experience Program Assessment and Feedback working groups.

Amplifying the reach and impact of local innovation across the university

- The Nexus Program is amplifying grassroots innovation and, in 2024, supported 10 locally developed Faculty initiatives that were successfully scaled and implemented across Faculties and the University to enhance education and the student experience, with AI-related projects emerging as a key area of shared focus and impact. For example, Engineering's White Hat AI Hacking Project looking at how AI-vulnerabilities in assessments are being identified and addressed is being assessed for its suitability in routine course review procedures. And in Medicine and Health, the Course Convenor Toolkit for AI Use and Academic Integrity, first introduced within a single School, has been adopted university-wide to guide ethical AI implementation in teaching and assessment.

Overall working on this project with the Nexus Good Oral Assessment Team improved my confidence on the reliability of oral assessments. It also allowed me to have a tangible analysis of the effectiveness of the exam.... I would not have been able to focus on the quality of the assessment and have a clearer path for improvement without the help of the Nexus team.... BTW, the students' reviews came in very positive. First time I get 100% agree!

*Dr Ivan Perez-Wurfl, Senior Lecturer,
School of Photovoltaic and
Renewable Energy Engineering.*

Defining and sharing cutting-edge educational practices across UNSW and beyond

- UNSW is significantly advancing the Scholarship of Teaching and Learning (SoTL), with Nexus Fellows producing 99 SoTL outputs across five key themes in 2024 - nearly doubling annual SoTL publications by 2026 - thanks to targeted support, expert-led initiatives like the SoTL Grant Scheme and UNSW SoTL Series, and a collaborative approach to ethics and educational excellence. To support the development of this work Prof. Patsie Polly and Dr Benjamin Phipps worked with the Division of Research to improve University-wide pathways for the evaluation of SoTL projects including changes to the way applications are categorised in the system and the addition of panel members with SoTL expertise to improve evaluation and maintain a rigorous but efficient research ethics process. Training in research ethics and SoTL skills has also been undertaken with the development of a SoTL Series led by Dr Anna Rowe, Educational Excellence in collaboration with Dr Benjamin Phipps and Meredith MacAuley.

Establishing feedback mechanisms to inform and improve future educational innovations

- The Nexus Program is strengthening local expertise and communication around strategic education and student experience initiatives, empowering educators to share insights and drive meaningful improvements through active engagement with feedback and collaboration mechanisms across Faculties. 78% of Nexus Fellows indicated that their role in the Nexus Program improved their School's knowledge and communication of strategic education and student experience programs.



Celebrating the Third Space: Nexus Education Developers

In 2025, the Nexus Program proudly launched the Third Space Community, a vibrant and growing network of 37 education professionals spanning Nexus, Faculties, central units, and campuses. This initiative has cultivated a powerful sense of awareness and belonging, creating a shared identity for those working at the intersection of academic and professional domains.

The Nexus Education Developers have been instrumental in shaping this community, demonstrating exceptional leadership and innovation. Their work has gained significant visibility through high-profile presentations, including a panel at the UNSW Education Festival, contributions to ACSME 2024/2025, and participation in the ASCILITE Slowposium. Their voices have also resonated through the Inside the Third Space Podcast and the Educational Research Journal Club, amplifying the impact of third space thinking across the sector.

In the realm of Scholarship of Teaching and Learning (SoTL), the team is advancing research that explores the experiences of both Nexus and non-Nexus third space professionals. This work-in-progress promises to deepen understanding and recognition of the unique contributions these roles make to higher education.

The achievements of the Nexus Education Developers exemplify the transformative potential of third space leadership. Their dedication continues to inspire and shape the future of education at UNSW and beyond.



Looking Ahead

Strategic Alignment

UNSW is committed to delivering excellent education and an outstanding student experience. The new UNSW Strategy: *Progress for All*, launched early in 2025, emphasises an inclusive and impact-driven approach to education – one that embraces co-design, interdisciplinary learning, and evolving technologies like generative AI.

The Nexus Program directly contributes to the delivery of Pillar 1 of *Progress for All*, which focuses on empowering current and future generations through accessible, high-quality education. It also aligns strongly with UNSW's four societal impact themes, acting as a critical enabler of transformation in how education is designed, delivered and experienced. The unique strength of Nexus is that it brings the whole university together - Faculties, Schools, and Divisions - in shared pursuit of strategic impact. The program creates a connected, collaborative environment that amplifies local innovation and aligns it with university-wide goals.

The six Nexus themes were intentionally designed to be broad, flexible and future-facing. They focus on the core elements required in a modern education - ensuring they remain relevant as technologies evolve, learner needs shift, and new priorities emerge. As UNSW's Strategy moves from planning into delivery, Nexus remains a key vehicle for realising its ambitions. It enables work that addresses the needs of today's students, while also preparing for the learners, graduates, and societal partners of tomorrow.



Nexus Priorities for 2025-2026

In 2025, a foundational year of UNSW Strategy: *Progress for All*, we've reaffirmed the focus areas within each of the six Nexus themes as core deliverables for the remainder of the program, as UNSW embarks on its first strategy triennium and the transition to a new academic calendar. These priorities guide our work through to the end of 2026:

Assessment & Feedback

In partnership with the SX Program, Nexus will support the shift to a program-level approach to assessment and competency-based assessment and grading, as well as drive course-level improvements to assessment and feedback. It will do this by building staff capability, and developing tailored resources and exemplars.

Belonging & Wellbeing

In partnership with the SX Program, Nexus will contribute to the development, pilot and evaluation of classroom activities to nurture belonging, and longer-term strategies for embedding and maintaining best practices in increasing student sense of belonging.

Learning Technologies & Digital Literacy

Nexus will support the implementation of the AI Action Plan by supporting AI tools for learning in UNSW programs. This includes contextualising and embedding AI into our programs and courses; enabling staff by supporting capability uplift and sustainable AI processes; and driving program-level AI integration that ensures UNSW graduates are AI-capable. student capability in AI.

WIL & Industry Relevant Learning

Nexus will contribute to strengthening WIL and industry relevant learning opportunities and student employability through a range of targeted activities activities which align with UNSW's Unified Employability Framework..

Societal Impact

Nexus will contribute to developing scalable models for societal impact challenge projects by analysing existing courses with challenge-based projects, identifying effective transdisciplinary teaching strategies, and validating and refining pedagogical approaches.

Diversity & Inclusion

Nexus will support the implementation of Universal Design for Learning to enhance the learning experience for UNSW students, including providing discipline-specific guidelines and staff professional development.

Across these themes, Nexus Fellows and Educational Developers have led and contributed to a wide range of impactful initiatives. This work has built strong momentum over the life of the program and continues to align with and complement activities across the University.

Notably, strategic areas of focus are newly emerging within the Societal Impact and WIL & Industry Relevant Learning themes. This presents an exciting opportunity for the Nexus community to co-create new approaches that will further amplify our collective impact.

Appendices

2024 projects and Nexus teams by Faculty

Arts, Design & Architecture

Faculty Projects

- ADA Indigenous Initiative
- ADA EDI Initiative
- ADA Student Experience
- ADA PD Framework
- ADA PD Faculty-wide Training Suite
- ADA PD School-based Custom Training Suite
- ADA AI Engagement Initiative
- ADA70
- ADA Pathways to Education
- ADA WIL Initiative

School-Level Projects

- AI in Creative Contexts – School of Art & Design
- Curriculum Change, Phase 1 – Built Environment
- Hybrid Teaching: Best Practices and Effective Pedagogies – School of Education
- First Year Media Student Experience Program – School of Arts & Media
- Assessed Class Participation via Artefacts – School of Humanities & Languages
- Learning and Teaching Ecosystem – School of Social Sciences
- SOSS Student Journeys – School of Social Sciences

Nexus Fellows 2024

- A/Prof. Catherine Evans - Built Environment
- Dr. Jasper Hsieh - Education
- Dr. Mark Ian Jones - Art & Design
- Dr. Sharon Aris - Social Sciences
- Dr Valerie Combe-Germes - Humanities & Languages
- Dr. Yingli Sun - Humanities & Languages
- Dr Tara McLennan – Arts and Media

Nexus Education Developers 2024

- Ling Bai
- David Lawrey
- Oscar Lin (Senior Nexus Education Developer)
- Meredith MacAulay

Business School

Faculty Projects

- Collaboration: Effective Communication for Success
- Innovation: Learning and Assessment with AI
- Innovation: Accelerating New Ideas and Increasing Adoption
- Assessment: Overassessment and Assessment Timing
- Assessment: Improve Quality of Assessment and Feedback
- Educational Technology: Simplify the EdTech Ecosystem
- Belonging and Wellbeing: Enhancing Learner Engagement
- Diversity and Inclusion: Supporting the GET Cohort
- Delivering Quality WIL and Industry-Relevant Learning at Scale
- Addressing Societal Impact

School-Level Projects

- AATX Education Strategy & AI Playbooks – School of Accounting, Audit and Taxation
- AGSM Student Experience & Data-Informed Improvements – Australian Graduate School of Management
- B&F Student Experience & Industry Engagement – School of Banking & Finance
- ECON Peer Mentoring & Belonging Initiatives – School of Economics
- ISTM Innovation Academy & Responsible Digital Innovation – School of Information Systems & Technology Management
- SoMG Program Redesign & VR Integration – School of Management & Governance

Nexus Fellows 2024

- Dr. David Colwell - Banking & Finance
- Dr. Andrew Dymock - Accounting, Audit & Tax
- Dr. Scott French – Economics
- Dr. Jennifer Lai - Marketing
- Dr. Chuljin Park - Management & Governance
- Mr Colin Priest - Risk & Actuarial Studies
- Ms. Minnie Singh-Murphy - AGSM MBA Programs
- A/Prof. Yenni Tim - Info Sys & Tech Management

Nexus Education Developers 2024

- Mike Bogle
- Natalie Cairns (Senior Nexus Education Developer)
- Niall Shirgaonkar
- Joshua Tan
- Gemma Thompson

UNSW Canberra

Faculty Projects

- Designing AI Resilient Assessment
- Assessment Best Practice – Design
- Assessment Best Practice – Rubrics
- Post Graduate Retention and Belonging
- Supporting Our Unique Undergraduate Student Cohort
- Societal Impact: Embedding and Mapping of the SDGs

Nexus Fellows 2024

- Dr. Chris Campbell - Professional Studies
- Dr. Natalie Cujes - School of Business
- Dr. Shabnam Kasra Kermanshahi - Systems and Computing
- Dr. Gavin Mount - Humanities and Social Sciences
- Dr. Simon Murphy - Science

Nexus Education Developers 2024

- Janene Harman (Senior Nexus Education Developer)

Engineering

Faculty Projects

- Faculty Induction Program (ENGTIP)
- Students' Feedback to Improve Teaching and Learning
- White Hat AI Hacking of Assessments

- Digitising Paper Assessments Using ExamScan
- Interactive Oral Assessment
- Curriculum Spine Project
- Engagement with Professional Practice Integrated Curriculum Framework (EPPIC)

School-Level Projects

- Context-Aware Personalised Feedback Generator – School of Photovoltaic and Renewable Energy Engineering (SPREE)
- Assessment of Individual Students Through Group Work – School of Minerals and Energy Resources Engineering (MERE)
- Students' Wellbeing and Belonging Through the Lens of Students' Experience – Graduate School of Biomedical Engineering (GSBme)
- Tutor Training and Induction – School of Computer Science and Engineering (CSE)
- Enhancing Student Attendance in Large Engineering Courses Using AI – School of Civil and Environmental Engineering (CVEN)
- External Engagement Tracking Tool – School of Mechanical and Manufacturing Engineering (MME)

Nexus Fellows 2024

- Dr. Khalegh Barati - Civil & Environmental Engineering
- Dr. Ghislain Bournival - Minerals & Energy Resources
- Dr. May Lim - Chemical Engineering
- Dr. Rita Prestigiaco - Grad. Biomedical Engineering
- Dr. Fiacre Rougieux – Photovoltaic and Renewable Energy Engineering
- Dr. Wade Smith - Mechanical & Manufacturing Engineering
- Dr. Sasha Vassar - Computer Science & Engineering
- Dr. Arash Khatamianfar – School of Electrical Engineering and Telecommunications

Nexus Education Developers 2024

- Nasrin Danish
- Ernest Tse
- Morgan Harris
- Ellie McDougall
- Giordana Orsini Florez (Senior Nexus Education Developer)
- Fiona Honeyman (Senior Nexus Education Developer)
- Dr. Swapneel Thite

Law & Justice

Faculty Projects

- Assessment Reform: Reducing Overassessment
- Assessment Reform: Improving Assessment and Feedback Quality
- Assessment Reform: Reimagining Assessment in the LLB and JD Programs
- Improving Student Belonging and Wellbeing by Supporting Teacher Engagement and Professional Practice
- Flexible and Semi-Formal Methods for Peer Review of Teaching and Courses
- Mentoring and Professional Development in Education-Related
- Review of Support Materials for Teaching Fellows in Core Courses
- Retention and Recruitment of Teaching Fellows
- Improving the Student Experience of Class Participation
- Embedding Wellbeing in the Law and Justice Programs
- Education Support Services: Resources and Consultations
- Mapping Faculty Strategies: AI Integration in Education
- Professional Development for Pedagogical Innovation
- Student Experience in Digital Assessment

Cross-Faculty Projects (Law & Justice Participation)

- Competency Assessment and Grading Working Group (SX Program)
- Programmatic Assessment Working Group (SX Program)
- Feedback Working Group (SX Program)

Nexus Fellows 2024

- Dr Simon Kozlina – Private & Commercial Law
- A/Prof. Helen Gibbon – Law Society & Criminology
- Ms Brenda Tronson - Law Society & Criminology
- A/Prof. Chantal Bostock - Management & Governance

Nexus Education Developers 2024

- Michael Stapleton (Senior Nexus Education Developer)
- Sean Maloney
- Myriam Boisseau

Medicine and Health

Faculty Projects

- Ensuring Academic Integrity of Written Authentic Assessment Tasks within the Context of AI
- Re-envisioning Clinical and Laboratory-Based (Practical) Assessment in M&H that Integrates or Leverages AI
- Re-envisioning Assessment in M&H
- Programmatic Assessment
- M&H Feedback Practices – Acting on Student Feedback
- M&H Feedback Practices – Feedback Literacy
- Learner Classroom Engagement and Belonging
- Belonging: Interprofessional Education and Development of Professional Identities
- Embedding Academic Skills for First Year Courses
- Streamline and Improve Consistency in Ed-Tech for Better User Experience
- Educator Support and Resource Development
- Enhancing Quality and Efficiency in Clinical Placements

Medicine and Health School-Level Projects

- Co-designing / Revamping Academic Practice PHCM9100 in the SPH – School of Public Health

Cross-Faculty Project (Medicine & Health Participation)

- Interactive Oral Assessment – Collaborative with Engineering, Law, and ADA Faculties

Nexus Fellows 2024

- Dr. Cherie Lucas - Population Health
- Prof. Patsie Polly - Pathology
- A/Prof Priya Khanna Pathak - Population Health
- Dr. Kathleen Watt – Optometry and Vision Science
- Dr. Sharon Oberstein - Optometry and Vision Science
- A/Prof Sieu Khuu - Optometry and Vision Science
- A/Prof Silas Taylor - The Office of Medical Education
- Dr. Daniela Castro de Jong - Health Sciences

Nexus Education Developers 2024

- Jon Cai (Senior Nexus Education Developer)
- Zara Khan
- Diana Turnip

Science

Faculty Projects

- Reframing Major Assessment Rubrics Across UG and PG Programs to Address AI and Improve SX – Psychology (PSYC)
- AI in Science Education
- Science Assessment Review and Uplift
- Improving Feedback Literacy – Faculty of Science
- Evaluating Competency-Based Assessment in Science – Physics (PHYS)
- Expanding the Usage of Digital Assessment and Technology in MATSCI Courses – Materials Science (MATSCI)
- Frameworks for Curriculum, Skill, Teaching Maps and Reviews
- SciConnect and SCIF0000 – Faculty of Science
- Belonging in the Classroom – Phys
- Improving ENG Student Experience in MATH and PHYS – Cross-Faculty (Science & Engineering)
- Better Alignment and Connection with Stakeholders in Terms of Content – Mathematics & Statistics (MATH)
- SCIF1000/1001 Development – Biological, Earth and Environmental Sciences (BEES)
- Enhancing Support for Gateway Students
- Enhancing the ELP Experience for Staff and Students
- GET Ready CHEM – Chemistry (CHEM)
- Adapt MATHS Course Offerings and Increase Support to At-Risk First Year Students – MATH
- Assumed Knowledge and Course/Program Preparedness Assessment – MATH
- EdTech Elevate
- Better Alignment with Stakeholders in Terms of Programming Languages – MATH
- GenAI Upskill
- WIL Assessment Practices
- WIL Accessibility
- Incorporating Employability Skills/Literacies
- Program Design, Delivery and Innovation – Aviation (AVIA)
- Out-of-Field Mathematics Teacher Training Program – MATH

School-Level Projects

- Teaching Review and Redesign – Biotechnology and Biomolecular Sciences (BABS)
- Review of Curriculum and Assessment – BEES
- Student-Led Wellbeing and Belonging Initiatives – BEES
- Teaching Showcase – BEES
- Curriculum Mapping – MATSCI and PHYS
- Engagement in Problem Solving Workshops – PHYS
- Generating Rubrics with AI – PSYC
- Alignment with EdTech Roadmap – PSYC
- Postgraduate Course Design and Delivery – AVIA
- Developing Verbal Communication Skills in Online PG Courses – AVIA
- Alignment and Consolidation of Core Programmatic Concepts and Themes – AVIA
- Active Integration of SDGs into Teaching Portfolio Content and Assessment – AVIA
- Improvement of Communications and Processes for ELPs – AVIA

Nexus Fellows 2024

- Dr. Dhanushi Abeygunawardena - Biotechnology & Biomolecular Sciences
- Dr. Hayley Bates – Biological, Earth & Environmental Sciences
- Dr. Siobhan Wills - Chemistry
- Dr. Jeffrey Black - Chemistry
- Prof. Elizabeth Angstmann - Physics
- Dr. Silvia Behar Harpaz - Physics
- Dr. Vanessa Huron - Aviation
- Dr. Helena Pacitti – Psychology
- Dr. Laure Helme-Guizon – Mathematics & Statistics
- Dr. Alan McCarthy - Mathematics & Statistics
- Dr. Caitlin Healy - Materials Science & Engineering

Nexus Education Developers 2024

- Agneetha Amarnath
- Dipta Effendi
- Neil Lawrence
- Camile Moray (Senior Nexus Education Developer)

2024 Publications

Book Chapter

Aris, S 2024, 'Critical reflection and critical social work: Describing disciplinary values and knowledge', in N Tilakaratna & E Szenes (eds), *Demystifying critical reflection*, Routledge, London, pp. 64–81. (Nexus: Sharon Aris)

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Kosman, B.A., Castro de Jong, D., Knight-Agarwal, C.R., Chipchase, L.S. & Etxebarria, N., 2024. 'The benefits of virtual learning abroad programs for higher education students: A phenomenological research study', *Nurse Education Today*, 136. (Nexus: Daniela Castro de Jong)

Kosman, BA, Knight-Agarwal, CR, Castro de Jong, D, Chipchase, L & Etxebarria, N 2024, 'International work-integrated learning programs: Understanding why in-country partners participate', *International Journal of Work-Integrated Learning*, vol. 25, no. 3, pp. 337–349. (Nexus: Daniela Castro de Jong)

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Rogers, S.L., Van Winkle, L., Michels, N., Lucas, C., Ziada, H., Da Silva, E.J., Jotangia, A., Gabriellson, S., Gustafsson, S. & Priddis, L., 2024. 'Further development of the reflective practice questionnaire', *PeerJ*, 12. (Nexus: Cherie Lucas) ol. 29, no. 2, pp. 238–254. (Nexus: Chris Campbell)

For more Nexus Scholarship of Teaching and Learning outputs and engagements throughout 2024, visit the 'Our Work' drop-down menu in the Nexus Program SharePoint: <https://unsw.sharepoint.com/sites/Nexus-Program>

Nexus Governance

Student Experience Program and Nexus Program Steering Committee

Sarah Maddison, Project Sponsor and Steering Committee Chair
Alex Steel, Acting PVCE, Business Owner
Christine Mathies, PVCE, Business Owner
Anne Simmons, Provost
Vlado Perkovic, Provost
Chrissy Burns, Chief Information Officer
Libby Stratford, Chief Financial Officer
Deena Amorelli, Chief Human Resources Officer
Claire Annesley, Dean, Art, Design & Architecture
Stephen Foster, Dean, Engineering
Julien Epps, Dean, Engineering
Andrew Lynch, Dean, Law & Justice
Adrienne Torda, Interim Dean, Medicine & Health
Cheryl Jones, Dean, Medicine & Health
Sven Rogge, Dean, Science
Chris Styles, Dean, Business
Frederik Anseel, Dean, Business
Emma Sparks, Rector, UNSW Canberra
Anne Galea, Nexus Director (Non-Voting Member)
Katherine Karras, Student Experience Program & Change Manager (Non-Voting Member)

Contributing Advisory and Working Groups

Nexus Program also acknowledges the following Advisory and Working Groups which contributed to Program outcomes:

Nexus Advisory Committee
Nexus AI Advisory Group
Improving Assessment Working Group
Assessment Feedback Working Group
Competency Assessment Working Group
Programmatic Assessment for Learning Working Group
Assessment Assurance Working Group
Student Success Working Group



Nexus Program Team 2024 (PVC Education Portfolio)

Anne Galea, Director, Nexus
Samadhi Driscoll, Program Lead
Kate Hack, Senior Project Officer
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Zainab Rifaath Anver, Project Manager
(Nexus/GET)
Benjamin Phipps, Nexus Fellow (PVCE)

Additional Acknowledgements

Former Nexus Program Leadership Team:
Professor Alex Steel – former Acting Pro Vice-Chancellor Education and Student Experience, Program Business Owner (2024)
Emeritus Professor Louise Lutze-Mann – former Pro Vice-Chancellor Education and Student Experience, and Acting Deputy Vice-Chancellor Education and Student Experience, Program Business Owner/Sponsor (2024)

Other Nexus Annual Report 2024 Contributors:
Lucy Arthur – Nexus Program and Change Manager 2025
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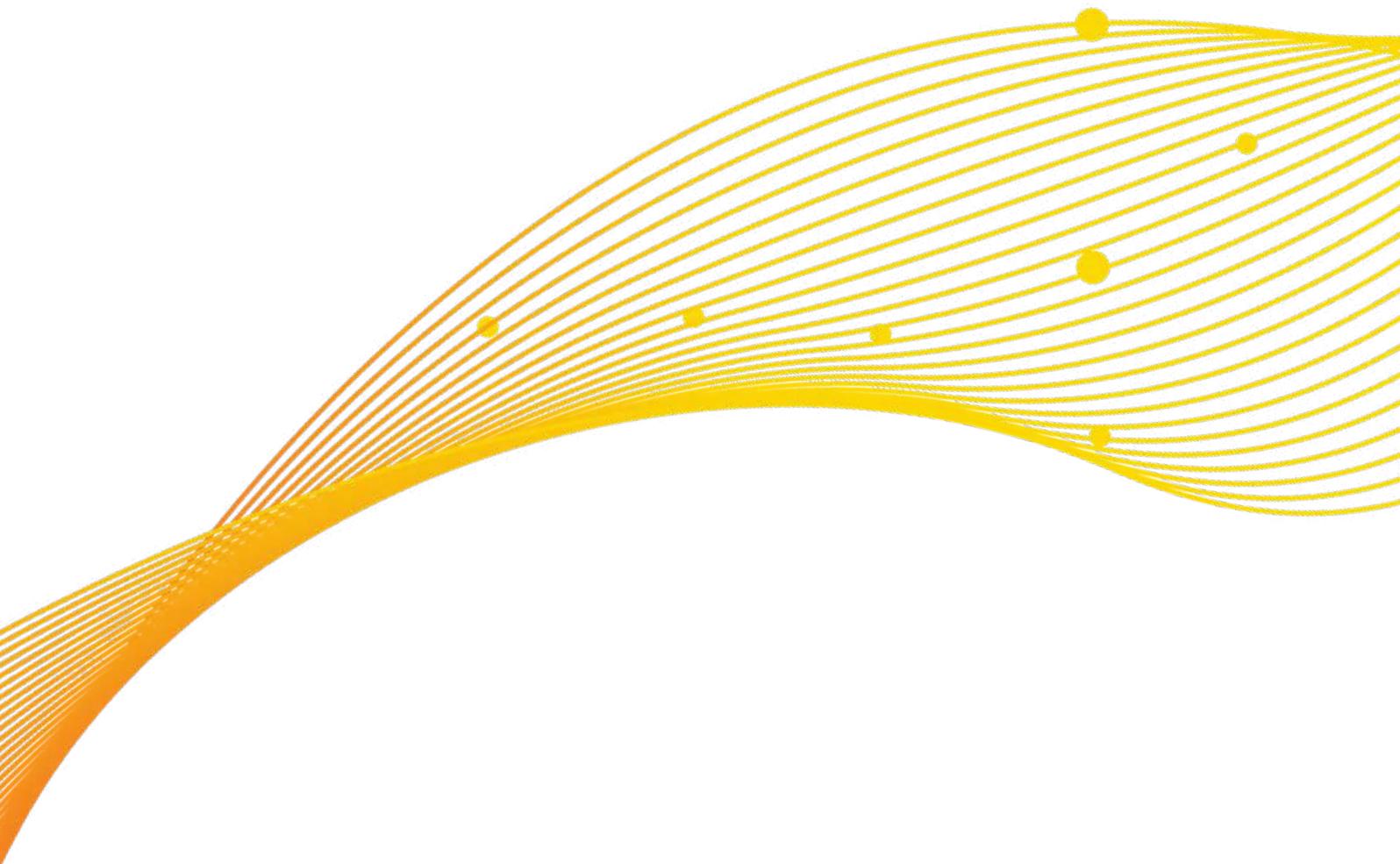
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