

Catherine Evans

Nexus Fellow

Faculty: Arts, Design and Architecture

School: Built Environment

Nexus Project: Curriculum Change in the School of Built Environment

Nexus Priorities: Assessment and Feedback

Nexus Project or Role Purpose & Overview

Purpose:

The BE Curriculum Change project is designed to improve myExperience outcomes in the School of Built Environment by shifting our students' experience and perceptions of assessment and feedback, and by reducing pressure points in the feedback and assessment cycle for both staff and students in the School.

Project/role overview:

In my (.4 EFT) role as Nexus Fellow, I work closely with the ADA Education Developers (Dean Utian, Ling Bai, Natalya Oliveira) to design, test, and implement a range of tools, resources, and workshops related to enhancing assessment and feedback practices and outcomes in the School. The role complements my role as Deputy Head of School (Learning and Teaching).

Skills Applied:

Team leadership; curriculum design, mentoring, change agency, quantitative and qualitative analysis, editorial skills, workshop design and delivery.

Activities, Outputs and Outcomes for this project

New methods, new tools, new data insights:

- Using a programmatic approach to assessment, and in collaboration with the ADA Education Developers, collated and analysed myExperience data of select BE programs and streams. Analysed CLOs against assessment briefs at the course level to assess coherence and alignment in select programs and streams. Collectively, this work highlighted issues and opportunities inherent in the assessment design of BE design studios, a signature pedagogy in the School.
- ADA Education Developer Natalya Oliveira designed a Power-Bi dashboard to document and analyse assessment structures in each program in the School. The dashboard allows ready visual access to assessment structure at the course, cohort, program and school level. This dashboard is being implemented in BE programs in T2 2026.
- Two BE courses piloted Competency-based assessment in 2025. Insights were shared at a BE School meeting; expanded uptake of CBA/ungraded assessment will be integrated into Academic Calendar project from 2027 onward.

Capacity building for academic staff:

- Co-designed with education developers BE bespoke workshops and support material targeting key aspects of the assessment and feedback cycle, including writing assessment briefs, assessment criteria and rubrics, feedback strategies.
- Collaborated with the ADA Educational Developers to conduct a School level audit of Moodle course pages to improve coherence, consistency and accessibility for students. This work included the preparation and sharing of School specific guidance for Moodle. A key outcome achieved is that student satisfaction with course resources has improved over the last year.
- Worked with Educational Developers and School manager to design a BE Sharepoint site, to facilitate access for BE staff to bespoke assessment and feedback workshops and support material.
- Chair the BE AI Working Group. Members include BE academic staff and ADA Educational Developers. Collaborated to develop assessment typology specific to BE pedagogies, a methodology for assessing risk in BE assessments, and developed Power BI dashboard with capacity to analyse opportunities and vulnerabilities in relation to AI in assessments, and to make recommendations for amending assessments to reduce AI related risks. Dashboard is being launched across BE in T1/T2 2026.

Evidence of Impact (Implementation)

School/Faculty involvement	Courses/Programs	Workshops delivered	Collaborations
----------------------------	------------------	---------------------	----------------

Evidence of Impact (SoTL)

Presentations	Publications (n=)	Blogs (n=)	Ethics applications (n=)
---------------	--------------------	-------------	--------------------------

Relevant Links/Education (Research/SoTL/Resources) Output List

UNSW
SYDNEY