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Faculty: Medicine & Health

Nexus Priorities/Projects:

Primary: Assessment and Feedback Transformation (*Priority 1 – components 1.1, 1.2, 1.3, 1.4, 1.6*)

Secondary: AI Tools for Learning (*Priority 3*); Work-Integrated & Industry Relevant Learning (*Priority 4*)

Nexus Project or Role Purpose & Overview (per project or role)

Purpose: To enable the implementation of program-level assessment across faculties by translating institutional strategy into scalable, practice-oriented approaches that strengthen curriculum coherence, enhance feedback quality, and support longitudinal student learning progression, shifting assessment from fragmented tasks to integrated program-wide learning systems.

Project/role overview:

Translates UNSW's Assessment and Feedback Transformation agenda into faculty-level implementation through Program-Level Assessment. Working in the third space, operates at the intersection of institutional strategy and academic practice to enable program teams to redesign assessment systems across whole-of-degree programs. This work advances *Priority 1* (Assessment and Feedback Transformation) through:

- supporting adoption of program-level approaches to assessment (1.2)
- building staff capability through workshops, consultation, and resource development (1.3)
- enabling transition pathways toward program-level curriculum and assessment design (1.4)
- embedding competency-based assessment aligned with professional and accreditation standards (1.6)

Co-developer and practitioner of UNSW's Programmatic Assessment for Learning (2024) and Program-Level Assessment (2025) white papers and associated implementation toolkit, working in partnership with academic teams (e.g. Orientation and Mobility, Optometry and Vision Science) to embed these approaches in practice.

Also contributes to broader Nexus priorities through:

- AI Tools for Learning (*Priority 3*): reframing generative AI as a curriculum and assessment design challenge requiring program-level, system-based responses
- Work-Integrated & Industry Relevant Learning (*Priority 4*): advancing competency-based, program-level approaches to capability development aligned with professional practice
- Nexus Outreach Guild: supporting cross-faculty engagement, dissemination, and adoption of program-level assessment initiatives

Extends this work through sector-facing scholarship and innovative dissemination, including high-impact blogs and digital scholarship (e.g. Needed Now L&T blog ranked #6 all-time with 3.23k views; HERDSA Connect blog ranked #5 in the 2025 wrap), and recognition through a UNSW Vice-Chancellor's Award nomination (Drives Innovation, 2025).

Through creativity, adaptability, and collaboration, this work builds academic capacity to engage confidently with assessment reform, resulting in more coherent program design and improved student learning outcomes. It reflects a third space approach that empowers staff, amplifies diverse perspectives, and embeds sustainable change, positioning program-level assessment as a scalable, institutionally aligned model for curriculum transformation across faculties and contributing to national and international discourse.

Skills Developed:

- Program-level curriculum and assessment design
- Educational transformation and implementation
- Stakeholder engagement and academic-professional partnership (third space practice)
- Project and change management in complex institutional contexts
- Facilitation and academic capability development
- Technology-enhanced learning and digital education design
- Evidence-informed educational design and Scholarship of Teaching and Learning (SoTL)

Activities, Outputs and Outcomes (per project or role)

- Designed and facilitated program-level assessment mapping across courses and programs to identify duplication, gaps, and misalignment, enabling evidence-informed curriculum redesign and improved coherence across whole-of-degree assessment systems (1.1)
- Co-developed institutional Program-Level Assessment frameworks and implementation toolkit, translating strategic intent into scalable, practice-oriented resources that support staged adoption across faculties (1.2)
- Designed and delivered professional learning initiatives to build staff capability in program-level assessment design, fostering shared ownership of assessment reform and strengthening feedback-rich practices (1.3)
- Enabled program teams to redesign assessment systems aligned with program learning outcomes, competency development, and professional standards, supporting a shift toward longitudinal, programmatic approaches to assessment (1.4, 1.6)
- Contributed to faculty and institutional curriculum transformation by embedding program-level assessment as a scalable model, reducing assessment duplication, enhancing feedback quality, and improving student progression across programs.

Evidence of Impact (Implementation)

School/Faculty involvement	Courses/Programs Involved	Workshops delivered (n= 15+)	Collaborations
Medicine & Health Faculty (cross-school engagement, including Optometry & Vision Science)	Multiple programs engaged in staged program-level assessment readiness, curriculum mapping, and redesign initiatives, including early competency-based pilot planning in school of Optometry & Vision Science	15+ workshops, mapping sessions, consultations, and showcase events delivered across program, school, faculty, and cross-institutional forums (e.g. communities of practice, working groups, Education Festival), engaging 100+ staff	Faculty Education Leads, Academic Leads (Assessment), Nexus Fellows, educational developers, PVCE Education teams, and academic program teams

Implementation impact:

Enabled a staged transition toward program-level assessment across Medicine & Health, including early adoption of competency-based approaches within pilot programs (e.g. Orientation and Mobility; Optometry and Vision Science). This work has strengthened alignment between assessment, feedback, and program-level learning outcomes, reduced duplication in assessment design, and increased faculty engagement in curriculum redesign, contributing to more coherent program-wide assessment systems. These contributions are recognised by UNSW academic and institutional leaders, who describe this work as that of “an invaluable member of the Nexus team” and “an asset to the Faculty,” with acknowledged excellence in program-level and programmatic assessment.

Key implementation outputs:

- Institutional frameworks guiding program-level assessment implementation across faculties ([UNSW Program-Level Assessment White Paper \(2025\)](#); [Programmatic Assessment for Learning White Paper \(2024\)](#))
- [Program-Level Assessment Self-Assessment Rubric](#), a developmental diagnostic resource supporting reflective planning, readiness, and staged implementation
- Curriculum mapping outputs from pilot programs informing scalable, staged implementation pathways

Evidence of Impact (SoTL)

Disseminates program-level assessment, curriculum transformation, and third space practice through a coherent program of peer-reviewed publications, conference presentations, and sector-facing scholarship.

Presentations (n= 8+)	Grants / Funding (n=2)	Publications (n= 2)	Blogs (n= 8+)	Ethics applications (n= 4)
Multiple presentations across HERDSA, ASCILITE, ANZAHPE, ISSOTL, and international symposiums (2024–2025)	HERDSA Early Career Conference Grant (2025); ISSOTL Emerging Scholar Fund (2025)	ASCILITE 2024 and 2025 proceedings publications; additional manuscripts in development	Sector-facing blogs (UNSW Teaching Gateway, HERDSA Connect, Needed Now L&T) and Inside the Third Space podcast series	Approved and ongoing SoTL research on program-level assessment and third space practice



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

Publications

- Turnip, D. S., Khanna Pathak, P., & Castro de Jong, D. (2024). *Insights from co-designing an interdisciplinary programmatic approach for assessment transformations at a research-intensive university in Australia*. In ASCILITE 2024 Proceedings. <https://doi.org/10.14742/apubs.2024.1141>

Conference Presentations

- Turnip, D. S., Khanna Pathak, P., & Castro de Jong, D. (2025). *Future-proofing health professions education: A programmatic journey*. Poster presented at the Australian and New Zealand Association for Health Professional Educators (ANZAHPE) Conference, Perth, WA, Australia.
- Turnip, D. S., Khanna, P., & Castro de Jong, D. (2025). *Reshaping curricular and assessment practices with a programmatic approach: Why we need it right here, right now*. Presented at the Higher Education Research and Development Society of Australasia (HERDSA) Conference, Perth, WA, Australia.
- Khanna, P., Castro de Jong, D., & Turnip, D. S. (2025). *From chaos to clarity: Applying realist systems thinking in designing meaningful assessment systems*. Presented at the Higher Education Research and Development Society of Australasia (HERDSA) Conference, Perth, WA, Australia.
- Khanna, P., Castro de Jong, D., & Turnip, D. S. (2025). *Moving beyond student surveys as the primary indicator of teaching effectiveness: A programmatic and realist evaluation approach*. Presented at the Higher Education Research and Development Society of Australasia (HERDSA) Conference, Perth, WA, Australia.
- Oberstein, S., Khanna Pathak, P., Turnip, D. S., Walker, M., & Khuu, S. (2025). *Applying programmatic approach to curriculum redesign: A case study of an allied health postgraduate diploma*. Poster presented at the Higher Education Research and Development Society of Australasia (HERDSA) Conference, Perth, WA, Australia. Second place Best Poster award.
- Velan, G., & Turnip, D. S. (2025, September 19). *Program-level assessment: A catalyst for curriculum transformation at UNSW*. Presented at the Australasian Symposium on Programmatic Approaches to Assessment (online; co-led by Turnip as HERDSA Assessment Quality SIG 2025 Co-Chair; 400+ registrants). https://transformingassessment.com/events_19_september_2025.php
- Turnip, D. S., Polly, P., Castro de Jong, D., Cai, X., & Khanna, P. (2025). *Enriching SoTL through transdisciplinary approaches: A faculty-based case study in programmatic assessment*. Presented at the International Society for the Scholarship of Teaching and Learning (ISSOTL) Conference, Christchurch, New Zealand.

Blogs and Podcasts

- HERDSA Connect blog:
 - [Reflections in Ink: Capturing a HERDSA 2025 keynote through comic panels | herdsa.org.au](https://herdsa.org.au) (ranked #5 in the 2025 HERDSA Connect Blog Wrap) used AI-generated comics to translate a keynote into an accessible format, achieving strong engagement (1,488 LinkedIn impressions, reposts, and feature on HERDSA's official channel) and subsequently extended into practice through a co-presentation at the UNSW AI in Education Festival 2025.
- Needed Now L&T blog:
 - [Strengthening validity and trust in generalist degrees through program-level approaches to assessment: Possible or pipe dream?](#)
 - [Never waste a good crisis: Why higher education needs a unified approach to curriculum transformation in the AI era](#) (ranked #6 all-time on Needed Now L&T; 3.23k views, as of 07 October 2025)
- UNSW ESE community blog:
 - [Never waste a good crisis: Why higher education needs a unified approach to curriculum transformation in the AI era](#)
 - [Comparing apples and oranges: Transforming assessment at UNSW with Programmatic Assessment for Learning](#)
 - [The spark of collaboration: connecting expertise for institutional impact](#)
 - [Working in the blur: From transactional encounters to transformative partnerships](#)
 - [Blogging as scholarship: Turning ideas into impact](#)
- [Inside the third space podcast \(2024-2025\)](#)

Other Third Space & SoTL Contributions



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- Turnip, D. S. (2025). *Becoming third space: Co-designing SoTL through hybrid practice*. Pecha Kucha presented at the Australasian Society for Computers in Learning in Tertiary Education (ASCILITE) Conference, Adelaide, SA, Australia.
- Turnip, D. S., Dave, K., Tiffin, R., Littschwager, S., Ngo, L., Lai, R., Dickson-Deane, C., & Rout, S. (2025). *Beyond support: Third space professionals as scholars through structured mentoring*. Panel discussion presented at the Australasian Society for Computers in Learning in Tertiary Education (ASCILITE) Conference, Adelaide, SA, Australia.
- Vuong, R., & Turnip, D. S. (2025). *From the eyes of a third space witness: An autoethnographic account of gaps in multimedia pedagogy and translation into classrooms*. In *ASCILITE 2025 Proceedings*. Australasian Society for Computers in Learning in Tertiary Education. <https://doi.org/10.65106/apubs.2025.2701>
- Turnip, D. S., Xiating Cai, J., & Khan, Z. (2025). Partners in crime. Navigating the Third Space: Proceedings of the 2024 Third Space Symposium, 65. <https://doi.org/10.5281/zenodo.17845199>
- Turnip, D. S., Macaulay, M., McDougall, E., Harris, M., Danish, N., Thite, S., Xiating Cai, J., Khan, Z., Amarnath, A., Moray, C., & Lawrence, N. (2025). "Inside the third space" podcast series. Navigating the Third Space: Proceedings of the 2024 Third Space Symposium, 78–80. <https://doi.org/10.5281/zenodo.17845249>

Ethics applications

Ethics approvals supporting ongoing SoTL research on program-level assessment and third space practice:

- Nexus Project – Evolving Role, Identity and Contributions of Third Space Professionals: A Case Study from the Nexus Program (Approved)
- Nexus – Evaluating Institutional Readiness for Program-Level Assessment in Higher Education (Approved)
- Nexus – Stakeholder Perspectives on Program-Level Assessment Design and Implementation (In progress)
- SoTL – Navigating Programmatic Assessment for Learning in Orientation & Mobility Education (In progress)

