UNSW operates a continuous improvement approach to quality assurance and improvement of learning and teaching that involves continuous cycles of:

1) Strategic planning and budgeting

In keeping with UNSW's overarching aim for learning and teaching "to provide an outstanding student experience by ensuring the quality of our curricula, teaching, and infrastructure for learning and teaching" (Strategy from 2015 - 2025), the university has articulated goals and priorities for the enhancement of learning and teaching in six broad areas, detailed on the Strategic Goals and Priorities page.

2) Strategy implementation

The Pro Vice-Chancellor (Education) Portfolio, Faculties and other organisational units:

- review and revise their own strategic and operational plans to ensure that their goals, strategies and desired outcomes align with the revised UNSW LTEM
- implement these revised plans.

3) Performance monitoring

At institution level the quality of learning and teaching is monitored through:

- the annual Faculty Review of Learning and Teaching (FRLT) process.

At Faculty/School/program level the quality of learning and teaching is monitored using:

- the annual Faculty Review of Learning and Teaching (FRLT) process
- quinquennial cycles of Academic Program Reviews and
- External Accreditation Processes (where required).

At individual/course level the quality of learning and teaching is monitored through:

- annual Performance Review and Development discussions between individual staff and their supervisors
utilising feedback from students (e.g. myExperience survey reports) or peers (e.g. Peer Review processes).

Central to monitoring and review of UNSW's performance in learning and teaching are UNSW's Core Learning and Teaching Indicators (UNSW CLTIs).

4) Performance development

Priorities for staff and institutional development in relation to learning and teaching are identified during each of the processes used to monitor and review performance in learning and teaching described above.

Needs relating to the development of individual staff, along with proposed strategies and timelines for development, and progress towards realising these developmental needs, are discussed and documented during annual Performance Review and Development meetings.

Institutional, Faculty, School or program development needs are identified during the annual FRLT Process. Goals, desired outcomes and strategies for development, along with assessment of progress towards realising such goals, are articulated as part of a Faculty's Review of Learning and Teaching (FRLT) Portfolio.