Triagon Academy – Follow-up report

External quality assurance audit carried out between 21 and 23 January 2025

Institution	Triagon Academy Ltd., Villa Violette, Triq San Bernard, Marsa MRS 1331, Malta
Licence	Malta Further and Higher Education Authority, licence number 2018-021
EQA audit	Site visit conducted between 21 and 23 January 2025
EQA report	Final Triagon Academy EQA Report
Recommendations addressed	Seven key recommendations (KR1 to KR7) and four recommendations for improvement (R1 to R4)
Follow-up report prepared by	Quality Assurance Officer, on behalf of the Senate
Date of this report	16th of September 2026

STANDARD 1: STANDARDS FOR INTERNAL QUALITY ASSURANCE	
JUDGEMENT: Triagon Academy meets the requirements of Standard 1.	
Recommendation (as per EQA Report)	**Take-up and Implementation of Recommendation**
R1: When the time comes for updating the Policy (and Handbook) for QA, Triagon Academy could explicitly address the question if and how quality is playing a different role and having a different meaning for the target group of non-traditional students.	Accepted and implemented. The Policy for Quality Assurance and the Quality Management Handbook were both revised during 2025/2026 and approved by the Senate with effect from 1 September 2026. Both documents now address the institution's target group expressly. The Policy records that quality assurance exists to guarantee an equitable and effective learning experience for students who are predominantly mature, in full-time employment and returning to study after a break, and that the recognition of prior and professional learning is part of the quality framework rather than an exception to it. The revision was extended beyond the two documents named in the recommendation. The Student Handbook was rewritten in full and now describes the institution as it actually operates: wholly online, admitting on the basis of professional experience as well as formal

	qualifications, and serving a student body whose average age is 37.4 years. The evaluation instruments were reviewed in the same exercise, and the module evaluation criteria now include the clarity of online assessment instructions and of guidance on artificial intelligence, both of which bear directly on this student group. Evidence: Policy for Quality Assurance (revised); Quality Management Handbook (revised); Student Handbook; Senate resolution approving the amended policy. Verification: internal audit QA-005/2026, Standard 1, scheduled in the third quality cycle of 2026.

STANDARD 2: INSTITUTIONAL PROBITY	
JUDGEMENT: Triagon Academy requires improvement to meet Standard 2.	
Recommendation (as per EQA Report)	**Take-up and Implementation of Recommendation**
KR1: Triagon Academy Ltd should provide full financial statements for the years to 2023; a detailed set of Management Accounts for 2024; and a full forecast for the coming year to further attest to its ongoing operations, within 6 months from the date of publication of this report.	Accepted. Responsibility was assigned to the Director of Administration. A full financial forecast has been prepared and is set out in the Business Plan 2026-2028, which models income, expenditure, staffing and the growth path over the planning period and is aligned to the Strategic Development Plan. Financial resources are allocated through a documented budgeting process tied to the strategic priorities, and the Board of Trustees monitors the budget and the institution's financial performance. Evidence: financial statements to 2023; management accounts for 2024; financial forecast within the Business Plan 2026-2028; Strategic Development Plan; minutes of the Board of Trustees recording financial oversight. Verification: internal audit QA-001/2026, Standard 2, scheduled in the second quality cycle of 2026.

STANDARD 3: DESIGN AND APPROVAL OF PROGRAMMES	
JUDGEMENT: Triagon Academy meets the requirements of Standard 3.	
Recommendation (as per EQA Report)	**Take-up and Implementation of Recommendation**
No recommendations.	No recommendation was made under this Standard. The panel identified as good practice that the institution ensures a consistent quality of education in new programmes through its guidelines for programme design. The institution has nonetheless strengthened its arrangements. The Programme Initiation, Design, Implementation and Review process was adopted during the period, superseding the Curriculum Review Process of December 2022. It sets out seven stages and forty-eight numbered steps, with a responsibility matrix assigning decision, responsibility and implementation roles across eighteen functions. Two independent review points were introduced. The Internal Quality Assurance Board now reviews the project outline before it is submitted to the Senate, and reviews the programme design before the Senate decides on accreditation. No programme reaches either Senate decision without that scrutiny. A Programme Termination Policy was also adopted for the first time, distinguishing non-launch, suspension of intake and termination, and guaranteeing that a student enrolled at the date intake is suspended may complete the programme and receive the award for which they enrolled. Evidence: Programme Initiation, Design, Implementation and Review; Internal Quality Assurance Board Terms of Reference; Programme Termination Policy; programme descriptors for all accredited programmes.

STANDARD 4: STUDENT-CENTRED LEARNING, TEACHING AND ASSESSMENT
JUDGEMENT: Triagon Academy meets the requirements of Standard 4.

Recommendation (as per EQA Report)	Take-up and Implementation of Recommendation
KR2: Triagon Academy should, within 12 months from the date of publication of this report, consider possibilities for increasing participation of students in student feedback surveys.	Accepted and in progress. The matter is treated as a standing priority rather than a single action, because participation is the principal constraint on the value of the evaluation data. Measures taken. The student satisfaction survey was redesigned: thirty statements across eleven areas, each with a defined response scale, replacing an instrument that previously offered respondents no means of answering. Surveys are administered through the survey platform and are anonymous. The evaluation timetable was aligned to the teaching cycle so that students are asked while a module is fresh. Evaluation results and the resulting improvement measures are published to students on the learning platform, so that participation can be seen to have an effect. Measures planned. A statement on anonymity and data protection is to be added to the student satisfaction survey before it is next issued. Participation rates are to be reported by cohort at each cycle, so that low-returning cohorts can be approached directly through the student representative. Position at the date of this report. Module evaluation returned an institutional result of 1.68 on a five-point scale where 1.00 is the best result, against a benchmark of 1.80. Evidence: Student Satisfaction Survey (2026 instrument); module and service evaluation reports; alumni tracer study 2026; Quality Assurance Enhancement Plan. Verification: internal audits QA-002/2026 and QA-006/2026, Standard 4, scheduled in the second and fourth quality cycles of 2026.

STANDARD 5: STUDENT ADMISSION, PROGRESSION, RECOGNITION AND CERTIFICATION

JUDGEMENT: Triagon Academy meets the requirements of Standard 5.

Recommendation (as per EQA Report)	Take-up and Implementation of Recommendation
No recommendations.	No recommendation was made under this Standard. The institution has nonetheless revised the documentation supporting it. The Student Handbook was rewritten in full, and now sets out admission and recognition of prior learning, enrolment, the student record, progression, mitigating circumstances, resits and retakes, certification, and the routes for complaint and appeal. The previous edition dated from 2018 and described arrangements that had been superseded. Recognition of prior learning continues to be governed by the Recognition of Prior Learning and Credit Transfer Policy, and certification through the University Information System, from which students may download a certificate of enrolment and their digital student identification. Evidence: Student Handbook (2026 edition); Admissions Policy; Recognition of Prior Learning and Credit Transfer Policy.

STANDARD 6: TEACHING STAFF	
JUDGEMENT: Triagon Academy meets the requirements of Standard 6.	
Recommendation (as per EQA Report)	**Take-up and Implementation of Recommendation**
KR3: Triagon Academy should, within 18 months from the date of publication of this report, consider development and implementation of policies that would lead to more coordinated research activities and, in consequence, to improved research results. This should include more visible research-related expectations in the workload of the academic staff.	Accepted and implemented. Two instruments address the recommendation. Coordination of research. Research is organised in clusters so that capacity is concentrated rather than dispersed. The clusters address management intelligence systems, strategic business intelligence, creative and explainable artificial intelligence, the European economy for sports, applied creativity and innovation, artificial intelligence in retail, and sustainability, healthcare and societal wellbeing. Each is led by a member of the professorial staff. Research ethics are governed by the Research Projects

	Ethics Policy and clearance is granted by the Research Project Ethics Board, established during the period under review. Research expectations in workload and career progression. The Regulation on the Appointment and Promotion of Academic Staff was adopted during the period. It establishes the ranks of Lecturer, Senior Lecturer, Assistant Professor, Associate Professor and Full Professor, together with the external category of Adjunct Professor, and sets out weighted assessment criteria and a minimum weighted score for each rank. Research and publications carry a weighting of 25 per cent at each of the three professorial ranks. Research expectations are therefore no longer implicit: they determine whether an academic progresses. An Academic Workload Policy forms part of the policy set approved and records research-related expectations in workload terms. Evidence: Regulation on the Appointment and Promotion of Academic Staff; Academic Workload Policy; Research Strategy 2026-2028; Research Projects Ethics Policy and Procedure; Research Project Ethics Board terms of reference; research cluster records. Verification: internal audit QA-003/2026, Standard 6, scheduled in the third quality cycle of 2026.
KR4: Triagon Academy should, within 12 months from the date of publication of this report, introduce more, and make effective use of, systematic CPD opportunities for its academic staff, amongst others focused on the development of supervision skills.	Accepted and implemented. A Continuing Professional Development Policy was adopted and approved with effect from 1 September 2026. It applies to all academic staff, whether employed, adjunct or freelance. The Policy sets an annual minimum, requires induction training for all new staff covering the quality management system, online delivery, artificial intelligence governance and regulatory expectations, and specifies development in digital pedagogy, assessment literacy including AI-aware assessment design, academic integrity, curriculum design, and research, scholarship and supervision. It requires a CPD plan and log, evidence in the form of certificates, attendance records and reflective

	notes, review of participation at annual performance evaluation, and the sharing of training materials through the institutional repository so that individual learning becomes institutional learning. Supervision skills are addressed specifically, which is the element the panel identified. This is reinforced by the Teaching and Administrative Staff Performance Benchmarks, adopted during the period, which consolidate for the first time the standards expected of teaching staff, the evidence used to assess them and the action required at each performance band. Evidence: Continuing Professional Development Policy; Teaching and Administrative Staff Performance Benchmarks; appointment training records; records of the semester exchange of experience; Service Point for Teachers resources on the virtual learning environment. Verification: internal audit QA-003/2026, Standard 6, scheduled in the third quality cycle of 2026.

STANDARD 7: LEARNING RESOURCES AND STUDENT SUPPORT	
JUDGEMENT: Triagon Academy meets the requirements of Standard 7.	
Recommendation (as per EQA Report)	**Take-up and Implementation of Recommendation**
KR5: Triagon Academy should, within 12 months from the date of publication of this report, introduce more, and make effective use of, systematic CPD opportunities for its administrative staff.	Accepted and implemented. The Continuing Professional Development Policy applies to administrative and professional services staff as well as to academic staff, and sets objectives specific to them: digital skills and proficiency with institutional systems; student-support competencies including online orientation and digital communication; understanding of regulatory and quality assurance requirements; data handling, learning analytics and GDPR-compliant practice; and operational excellence in an online learning environment. A formal training plan is required, together with a CPD log and documentary evidence, and

	participation is reviewed at annual performance evaluation. Responsibility for the plan rests with the Director of Administration. Evidence: Continuing Professional Development Policy; training plan for administrative staff; CPD records maintained by the HR function. Verification: internal audit QA-008/2026, Standard 7, scheduled in the fourth quality cycle of 2026.
R2: Given the intention of the management for further increase of the student numbers and study programmes, Triagon Academy could increase the number of full-time administrative officers.	Accepted and in progress. This recommendation is being implemented in phases. At the date of this report two additional full-timers have been employed.The position is monitored as a key performance indicator and is reported to the Senate through the Operational Plan and Report. Further recruitment is underway and is planned within the staffing provision of the Business Plan 2026-2028. Progress will be reported in the annual monitoring report to the Senate. Evidence: Business Plan 2026-2028 (staffing plan); Operational Plan and Report; indicator annex to the Strategic Development Plan. Verification: reported through the institutional performance indicators

STANDARD 8: INFORMATION MANAGEMENT	
JUDGEMENT: Triagon Academy meets the requirements of Standard 8.	
Recommendation (as per EQA Report)	**Take-up and Implementation of Recommendation**
No recommendations.	No recommendation was made under this Standard. The institution has nonetheless strengthened its arrangements. The Code of Ethics and Conduct was revised and now addresses integrity, accountability, information management, data protection and privacy, and student and institutional records, supported by separate procedures for its implementation and for the handling of alleged breaches. Those

	procedures establish the reporting routes, the protection of persons raising concerns, the initial assessment and referral of a concern, the ad hoc Ethics Panel, the outcomes available, and an annual anonymised report to the Senate. An Inventory of Library, Hardware and Software was compiled for the first time, recording the systems used for teaching, for student records, for library provision and for administration, together with their hosting arrangements. Evidence: Code of Ethics and Conduct; Code of Ethics implementation and breach-handling procedures; Data Protection Policy; Guidelines for Research Data Management; Inventory of Library, Hardware and Software.

STANDARD 9: PUBLIC INFORMATION	
JUDGEMENT: Triagon Academy meets the requirements of Standard 9.	
Recommendation (as per EQA Report)	**Take-up and Implementation of Recommendation**
KR6: Triagon Academy should, within 6 months from the date of publication of this report, update both versions of the website (English and German versions) to ensure that the same information is accessible to all target audiences.	Accepted and Implemented. Responsibility was assigned to the Director of Administration, who is accountable under the Quality Management Handbook for ensuring that published information is complete and current. A comparative review of the English and German versions was carried out, page by page, to identify content present in one language and absent from the other. The programme catalogue, the policies page and the accreditation page were brought into alignment, and the review is repeated as part of the annual review of published information. Evidence: comparative review of the two website versions; the institutional website; Quality Management Handbook provisions on public information. Verification: internal audit QA-004/2026, Standard 9, scheduled in the third quality cycle of 2026.

R3: Triagon Academy's website could contain more information about important events, student life and extracurricular activities.	Accepted and in progress. Content on institutional events, student life and activities beyond the curriculum is being developed. The institution notes that its student body is wholly online, geographically dispersed across sixteen countries and predominantly in full-time employment, so student life takes a different form from that of a campus institution. The content being developed reflects what actually exists: the online community and cohort activities, the student representative and how to reach them, graduation, alumni activity, and the institution's engagement with the community in Marsa. Evidence: the institutional website; Student, Graduate and Alumni Engagement Policy; records of community engagement. Verification: internal audit QA-004/2026, Standard 9, scheduled in the third quality cycle of 2026.

STANDARD 10: ON-GOING MONITORING AND PERIODIC REVIEW OF PROGRAMMES	
JUDGEMENT: Triagon Academy requires improvement to meet Standard 10.	
Recommendation (as per EQA Report)	**Take-up and Implementation of Recommendation**
KR7: Triagon Academy should design a process to aggregate the results of monitoring at the level of programmes, and add a holistic look at programme level in order to identify potential strong examples or weak points. In this process, stakeholder input should be used. This process should be designed and adopted within 18 months from the date of publication of this report.	Accepted and implemented. This is the recommendation to which the institution has given the greatest attention, the Standard having been judged to require improvement. A process has been designed and adopted. The Programme Initiation, Design, Implementation and Review process, which supersedes the Curriculum Review Process of December 2022, provides for continuous monitoring and for a comprehensive review of each programme at least every five years. Section 11 of that process assigns the periodic review to the Internal Quality Assurance Board, which replaces the Programme Review Committee established by the superseded policy, and requires the Board to study the current documentation, collect and analyse new data, and submit a report setting

	out the shortcomings and merits of the programme, its curriculum and its individual modules, together with any required modifications, to the Senate. Aggregation at programme level. Stage 7 of the process brings the evidence for a programme together in one place: the evaluations of every module within it, the expert evaluation conducted each semester by the Programme Manager, the service evaluation, progression and completion data, and the alumni tracer study. A dedicated step, 7.3, requires the Internal Quality Assurance Board to review that aggregated evidence and to record conditions and recommendations with the responsible function, the expected evidence and the deadline. The holistic view the panel sought is therefore a defined step with a named owner, not an inference drawn from module-level data. Stakeholder input. The process requires the involvement of students, faculty, employees and external stakeholders at the outline stage, and student representatives are recorded in the responsibility matrix as participants in the review steps. The Quality Assurance Officer discusses evaluation results with student representatives and with cohorts showing notable results before improvement measures are settled. A Programme QI Action Plan Procedure has been adopted to record the measures arising from a review, the responsible function, the expected evidence and the deadline, so that the effect of the measures can be tested at the following cycle. Evidence: Programme Initiation, Design, Implementation and Review, sections 7 and 11 and the responsibility matrix; Internal Quality Assurance Board Terms of Reference; Programme QI Action Plan Procedure; programme self-assessment reports; alumni tracer study 2026. Verification: internal audit QA-007/2026, Standard 10, scheduled in the fourth quality cycle of 2026, with continued development of

	the aggregation process scheduled in the first cycle of 2027.

STANDARD 11: CYCLICAL EXTERNAL QUALITY ASSURANCE	
JUDGEMENT: Triagon Academy meets the requirements of Standard 11.	
Recommendation (as per EQA Report)	**Take-up and Implementation of Recommendation**
R4: In future Self-Assessment Reports, Triagon Academy could provide more concrete examples to show the implementation of the written policies.	Accepted and implemented in the current Self-Assessment Report. A Register of Evidence has been compiled, structured on the Standards for Accreditation and assigning a unique identifier to every item of evidence. Each assessment in the Self-Assessment Report now closes with a reference to the identifiers that evidence it, so that a reader can move directly from an assertion to the document that supports it. The Report has also been rewritten to show implementation rather than describe intent. Worked examples are given throughout: the responsibility matrix for the programme process, with its forty-eight numbered steps across eighteen functions; the staff-to-student and supervisor-to-candidate ratios, calculated and stated; the evaluation results against the institutional benchmark; a completed case handled under the Code of Ethics and Conduct; and the records of the two School Directorships filled during the period. The institution has also adopted the practice of recording, in the Self-Assessment Report itself, the matters that remain unresolved, with the action in hand against each. The administrative capacity ratio at Standard 2, the undefined students-per-lecturer indicator at Standard 1 and the doctoral supervision ratio at Standard 10 are each stated in the Report rather than left for a panel to identify. Evidence: Register of Evidence; Self-Assessment Report for institutional accreditation; Quality Assurance Enhancement Plan.

	Verification: reviewed as part of the preparation of the current Self-Assessment Report.