

Accreditation Report

Programme Accreditation of

Triagon Academy

**“Doctor of Business Administration (DBA),
“Doctor of Philosophy” (PhD),
“Master of Science in Leadership and Strategic Management” (M.Sc.),
“Master of Business Administration” (MBA),
“Doctor of Laws (LLD) in Business Law (Level 7),
“Bachelor of Science in Business Management” (B.Sc.),
“Bachelor of Science in Business Management (Top Up, 60 ECTS)” (B.Sc.),
“Bachelor of Science in Culinary Arts and Management” (B.Sc.),
“Master of Science (M.Sc.) in Project Studies”**

I Procedure

Date of contract: 24 February 2023

Date of the submission of self-assessment report: 01 March 2023

Date of site visit: 30 March 2023

Attendance by ACQUIN office: Dr. Jasmine Rudolph/Yulyia Balakshiy

Accreditation decision: 09 May 2023

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- **Martin Borg**, CEO Edualliance, Malta, Representative of the professional practice
- **Kenny Muscat**, University of Malta, PhD- Student Doctor of Philosophy, Representative of the students

The **Assessment Report** of the peer-review experts is **based on** the self-assessment report of the **TRIAGON ACADEMY** and extensive discussions with the **TRIAGON ACADEMY's** management, deans and/or heads of the departments, heads of study programmes, lecturers, staff representatives, students, and alumni.

The basis of the **Assessment Criteria** is part 1 of the “Standards and Guidelines for Quality Assurance in the European Higher Education Area” (ESG) in the current official version. For PhD study programmes the Salzburg Recommendations are considered additionally. At the same time the national context, particularly the national regulations regarding the establishment of study programmes, are taken into account.

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II Introduction

The experts would like to thank the representatives of the TRIAGON ACADEMY as well as students that they have taken part in the discussions and willingly shared information and their views during the site visit. The discussions are valuable not only for the assessment of the institution, but also for a better understanding of the legal and sociocultural context of the local higher education system.

Evaluation basis for the peer-review experts is the self-assessment report of the TRIAGON ACADEMY as well as intensive discussions during the site visit with the HEI management, deans and/or heads of the departments, heads of the study programmes, study programmes coordinators, teachers, lecturers, administrative staff, students, and graduates.

Main objective of the accreditation procedure is to assess the quality of the study programmes and compliance with the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG) and the "Salzburg Recommendations" for PhD-Programmes.

A group of experts was set up, which ensured that all areas relevant to the accreditation procedure (e.g. legal, structural, social etc. aspects) as well as the ESG and national criteria were considered. The peer-review experts include professors, representatives of the professional practice and the student representative. A certificate with the ACQUIN seal is awarded upon accreditation of the study programmes.

1 The Higher Education System in Malta

Higher education in Malta is regulated by the Education Act (Cap. 327). This Act sets the framework for the accreditation of institutions and the formal recognition of qualifications. It also outlines the role of the Ministry of Education, and the various Higher Education Institutions in Malta. In addition to this, the Education (Amendment) Act (Cap. 327 A) sets out the procedures for the establishment of private higher educational institutions and the accreditation of programs of study.

To ensure that the quality of higher education in Malta remains high, the government of Malta, through the amendment of the Education Act has launched the Malta Further and Higher Education Authority (MFHEA). Previously known as the National Commission for Further and Higher Education (NCFHE), the MFHEA is the regulatory body charged with higher education in Malta.

The Malta Qualification Framework (MQF) is a multi-level framework which is based on the European Qualifications Framework (EQF) and consists of eight levels. Each of these levels is associated with an award, such as a diploma, a bachelor's degree, a master's degree, or a

doctoral degree. In addition, the MQF also sets out the minimum requirements for entry into higher education and outlines the learning outcomes that must be achieved in order to obtain an academic qualification. Furthermore, the MQF also sets out the credit system which is used to assess the number of credits earned in each course and the overall amount of credits required for the completion of a particular qualification.

The MFHEA is responsible for the issuance of licences after successful accreditation to both public and private higher education institutions and to ensure that all higher education institutions in Malta adhere to the standards set out in the Malta Qualifications Framework (MQF).

The MFHEA also contributes to the development of higher education in Malta by providing advice and guidance to educational institutions and by conducting research into the quality and effectiveness of higher education in Malta through institutional as well as program accreditations and unannounced spot checks.

Private universities in Malta are governed by the following provisions of SUBSIDIARY LEGISLATION 607.03 - FURTHER AND HIGHER EDUCATION (LICENSING, ACCREDITATION AND QUALITY ASSURANCE) REGULATIONS, LEGAL NOTICE 296 of 2012, as amended by Legal Notice 150 of 2015 and Act II of 2020.

“47. First, only accredited higher education institutions which comply with the following shall be eligible to apply for university status in order to be eligible to obtain a licence of a university as defined in the Second Schedule:

- (a) The primary activities of the higher education institution are higher education, teaching, research, and dissemination of knowledge.
- (b) The higher education institution has academic staff, an academic library and stable research training or stable research and development activities of a high standard.
- (c) The higher education institution has representative bodies of staff and students.
- (d) The higher education institution has an organisation and infrastructure for providing higher education and undertaking research.
- (e) The higher education institution provides programmes which lead to national qualifications classified at a combination of either Malta Qualifications Framework levels 5, 6, or 7, or foreign qualifications at a comparable level, in at least four fields, and has independent competence in setting up the components of such programmes and an independent right to award degrees with respect to such programmes.
- (f) The higher education institution provides programmes which lead to national qualifications classified at Malta Qualifications Framework level 8, or a foreign qualification at a comparable level, and also has independent competence in setting up the components

of such programmes and an independent right to award degrees with respect to such programmes.

- (g) The higher education institution is affiliated with international networks in connection with higher education and, or research and participates in national and international cooperation in teaching and, or research.

Provided that an accredited Higher Educational Institute shall be eligible to apply for university status if the Commission considers that such application is in the national interest and in fulfilment of national policies, on the basis of a different combination of higher education qualifications other than those indicated in paragraphs (e) and (f).

Second, an application for university status shall be subject to an evaluation by a panel of external experts and such evaluation shall comply with the following:

- (a) It shall include consideration of any offshore activities of the applicant higher education institution which are required to meet relevant regulatory and reporting requirements in Malta.
- (b) where the evaluation by the expert panel makes a proposal to the Commission for or against the granting of university status, the report of the evaluation shall clearly state the reasons for this.”

2 Short profile of TRIAGON ACADEMY

TRIAGON was established with the intention to provide access to higher education and qualification, particularly for non-traditional learners, and to offer bachelor's to doctoral-level programs that are recognized in the European Union and beyond.

The principal objective of TRIAGON is to develop, provide access to and disseminate scientific knowledge through research, teaching and service to society. It carries out these tasks in a spirit of academic freedom and responsibility and it stimulates critical research and teaching, reflection, and debate on scientific, social, philosophical, and ethical questions.

To establish this type of higher educational institution in Malta TRIAGON completed a first institutional accreditation, as well as initial program accreditations, for several programs. At the end of 2018, upon successful completion of the accreditations, TRIAGON was licensed as a higher education institution by the Malta Further and Higher Education Authority (MFHEA), formerly NCFHE (National Commission for Further and Higher Education). The same authority subsequently granted licenses for a portfolio of management degree programs at levels 6, 7, and 8 of the Maltese and European Qualification Framework (MQF/EQF).

Since November 2018 TRIAGON has offered accredited academic teaching based on scientific research. Its objective is the development and integration of knowledge, skills and attitudes that will prepare its students to take responsibility in society. In this regard TRIAGON offers high-quality, innovative qualification programs in five different fields in a modern format that meet the needs of its main target groups and is committed to lifelong learning.

The first graduates were able to receive their certificates of completion as early as 2019. In recent years, the range of accredited degree programs has been continuously expanded and now includes a wide range of bachelor's and master's programs in the fields of management, sports science, psychology, applied languages and creative media. The portfolio is crowned with two doctoral programs, a Doctor of Business-Administration (DBA) and a Doctor of Philosophy (PhD).

From its very inception and the launch of its first study programs, TRIAGON has undergone consistent development. This applies to the number of students, the increase in faculty, and the recruitment of suitable administrative employees, who have been working from mobile offices and location-independently since the Covid19 pandemic.

A major consequence and reaction to the positive experiences during the pandemic is the conversion of the original semi-virtual study concept, with many on-site face-to-face events, to a fully online study format. Since the summer semester of 2022, teaching has taken place in a „virtual face-to-face study“ format. Teaching such as weekend lectures and workshops continue to be scheduled, but their implementation takes place virtually.

Since 2022 TRIAGON is a member of European Open Education (EOE), a charitable association whose members are accredited European universities that promote, among others, permeability in higher education. For the ongoing systematic development of teaching and continuing education, TRIAGON maintains an exchange with public and private educational institutions in Europe and around the world. In recent years, several strategic partnerships have also been established with major companies in the fields of business, sports, and education.

At TRIAGON, Quality Assurance is an essential component. In order to institutionalize the ongoing assurance and enhancement of quality in higher education, a high-end quality management system has been established for the teaching and service domain.

TRIAGON has constantly improved its governance and its operations and is now willing to undergo a process of an international accreditation as a university in accordance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), the Maltese law and the Bologna process.

TRIAGON has intentionally chosen an international accreditation agency that is a full member of ENQA to demonstrate that it meets the highest standards in the European Educational Area.

Academic Programs

TRIAGON offers 19 study programs at levels 6,7 and 8 within the Maltese and European Qualifications Framework (i.e., Bachelor, Master and Doctorate) in five different fields. All study programs were unconditionally accredited by the Malta Further and Higher Education (MFHEA). For example, in the field of management and law there is offered a Bachelor of Science in Business Management (with various specializations) as an undergraduate course. As post-graduate courses in the field of management TRIAGON provide a Master of Science in Leadership and Strategic Management, a Master of Business Administration (with various specializations), a Master of Science in Project Studies, a Doctor of Business Administration, and a Doctor of Philosophy (Ph.D.). The programs are generally offered in English and German. Detailed descriptions of the programs can be found on the TRIAGON website. Interested parties can also contact the Student Service at any time for further information. Further to this, all detailed information and statutes are available to students at any time on the learning platform.

Students

Currently, 760 students are enrolled at TRIAGON. They are distributed among the various bachelor's and master's programs as well as the two doctoral programs. The number of students has consistently grown to TRIAGON's satisfaction. But an institutional approval, as well as program accreditations by an accreditation agency with full membership status at ENCA and a good international reputation would have opened access to a much bigger market potential.

34% of the students are female, while the remaining 66% are male. As expected, the average age structure is rather high, with a mean of 33 years. They come from eight different countries throughout the European Union.

The COVID19 pandemic had a relatively strong impact on higher education in general. TRIAGON has successfully adapted to the situation with the conversion from the original semi-virtual study concept, with many face-to-face events, to a fully online study format. Since the summer semester of 2022, teaching has taken place in a „virtual face-to-face study“ format. Existing students are very pleased with TRIAGON's response, but since the epidemic began, prospective students appear to be more hesitant, and companies and people' willingness to invest in further education has dropped perceptibly.

TRIAGON has successfully maintained and expanded its operations under difficult conditions and is well situated for the post-pandemic period.

Staff

TRIAGON's team consists of 36 members, all of whom have many years of experience in higher education. 19 members are involved in teaching and research as well as in the academic management of TRIAGON and 17 employees in the administration. A total of 22.86 full time equivalents (FTE) are available to carry out the TRIAGON's services. Faculty and staff come from five different countries. The proportion of women in the team is 42%.

Eight individuals hold full university professorships. In addition, another one associate and five assistant professors and five lecturers are active at TRIAGON. The current student-teacher ratio is 38:1.

TRIAGON draws on an individual adjunct faculty who may hold university professorships as well as associate or assistant professorships. TRIAGON has two affiliated professorships.

In the administrative area, as previously explained, TRIAGON uses a specialized external service provider (e.g., IT services, library services). This makes it possible to cover a range of services, both quantitatively and qualitatively, that can otherwise only be provided by large universities. The expansion of TRIAGON's capacity through the service contract accounts for about 10 additional full time equivalents (FTE).

TRIAGON adopts a comprehensive human resource management approach that supports the recruitment, training, retention, and development of their employees. This approach is regularly discussed with external experts to make sure it is in line with industry standards and best practices. The respective regulation can be found in the Faculty and Staff Policy, and the Quality Assurance Handbook.

Furthermore, TRIAGON invests in their employees' continuous professional development by providing them with training and career development opportunities that allow them to develop the skills and knowledge required to succeed in their chosen roles. As a result, TRIAGON is able to retain top talent while also ensuring that their workforce is highly competent and up to date on the latest trends and technologies in their respective fields.

TRIAGON also ensures that their employees are treated fairly and equitably, promoting a diverse and inclusive workplace culture that values and respects individual differences. TRIAGON is well-positioned to meet both current and future human resource needs by prioritizing their employees' well-being and providing them with the resources they require.

3 General information on the study programmes

Bachelor of Science in Culinary Arts & Management

Location	TRIAGON Academy
Faculty/ department	Business Management
Standard period of study	3 years
Number of ECTS credits	180
Form of study	Full-time or part time Combination of distance learning and face-to-face communication
Tuition fee	9.980 € for 3 years

Bachelor of Science (B.Sc.) in Business Management Top-Up

Location	TRIAGON Academy
Faculty/ department	Business Management
Standard period of study	1 year
Number of ECTS credits	60
Number of study places	50
Number of students currently enrolled	30
Average number of graduates per year	Not applicable
Form of study	Full-time or part time Combination of distance learning and personal face-to-face communication
Tuition fee	7.480 € for one year

Bachelor of Science (B.Sc.) in Business Management

Location	TRIAGON Academy
Date of introduction	2018
Faculty/ department	Business Management
Standard period of study	3 years
Number of ECTS credits	180
Number of study places	250

Number of students currently enrolled	305
Form of study	Full-time or part time Combination of distance learning and personal face-to-face communication
Tuition fee	9.980 € for 3 years

Doctor of Business Administration

Location	TRIAGON Academy
Date of introduction	2018
Faculty/ department	Business Management
Standard period of study	3 years
Number of ECTS credits	180
Number of study places	50
Number of students currently enrolled	171
Form of study	Full-time or part time Combination of distance learning and personal face-to-face communication
Tuition fee	19.980 € for three years

Doctor of Laws in International Business Law

Location	TRIAGON Academy
Faculty/ department	Business Management
Standard period of study	1.5 years
Number of ECTS credits	90
Number of study places	25
Form of study	Full-time or part time Combination of distance learning and personal face-to-face communication
Tuition fee	7.920 € for three semesters

Master in Leadership & Strategic Management

Location	TRIAGON Academy
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Date of introduction	2018
Faculty/ department	Business Management
Standard period of study	1 year
Number of ECTS credits	90
Number of study places	50
Number of students currently enrolled	49
Average number of graduates per year	15
Form of study	Full-time or part time Combination of distance learning and personal face-to-face communication
Tuition fee	7.920 € for one year

Master of Business Administration

Location	TRIAGON Academy
Date of introduction	2020
Faculty/ department	Business Management
Standard period of study	3 semesters
Number of ECTS credits	90
Number of study places	50
Number of students currently enrolled	20
Average number of graduates per year	10
Form of study	Full-time or part time Combination of distance learning and personal face-to-face communication
Tuition fee	9.490 € for 3 semesters

Master of Science in Project Studies

Location	TRIAGON Academy
Date of introduction	2022
Faculty/ department	Business Management
Standard period of study	1.5 years

Number of ECTS credits	90
Number of study places	50
Number of students currently enrolled	0
Form of study	Full-time or part time Combination of distance learning and personal face-to-face communication
Tuition fee	7.770 € for 3 semesters

Doctor of Philosophy

Location	TRIAGON Academy
Date of introduction	2022
Faculty/ department	Business Management
Standard period of study	3 years
Number of study places	50
Number of students currently enrolled	2
Form of study	Full-time or part time Combination of distance learning and personal face-to-face communication
Tuition fee	24.980 € for 3 years

III Implementation and assessment of the criteria

1 ESG Standard 1.1: Policy for quality assurance

Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.

1.1 Implementation for all study programmes

TRIAGON has developed and established a comprehensive quality management system for the areas of teaching, research and service with the participation of all internal and external stakeholders in order to institutionalize the review, assurance and improvement of quality in these areas. In doing so, TRIAGON has systematically oriented itself to best practices. A central element of the quality management system is the Quality Management Handbook which contains the Policy for Quality Assurance. It defines the overall perspective of TRIAGON's quality assurance and focuses on the required long-term quality assurance and quality improvement.

This quality assurance strategy and the quality management system are summarized in TRIAGON's Quality Management Handbook and anchored in both the mission statement and the constitution. The Quality Management Handbook regulates all areas, all processes, and all responsibilities of the quality management as well as management mechanisms and decision-making structures. It contains a complete and coherent collection of regulations and procedures that ensure the realization of the strategic goals of the institution.

The quality assurance strategy specifically supports the implementation of strategic decisions and the measures required for their realization. This is systematically accompanied by the ongoing evaluation of all service areas and the consistent derivation of adjustment measures. This approach (plan, do check, act) ensures a continuous improvement of TRIAGON's activities and ensures a continuous adaptation to the developments in its environment and in the European Higher Education Area.

The anchoring of the understanding of quality in the mission statement, the participatory approach and the continuous involvement of all status groups are excellent prerequisites for further development of the quality culture that has already been created.

TRIAGON is aware that quality standards and procedures cannot be imposed „top down“. The shared understanding of quality, the implemented instruments and processes, and the clearly defined duties guarantee a tight quality management loop and support the institution's efforts to provide the highest quality in teaching, research, and service.

Consequently, quality measurement and control are always understood as instruments for continuous development and not as mere control of compliance with defined quality standards.

This internal quality assurance system is designed to ensure that TRIAGON's procedures and the programs it offers are 'fit for purpose' and conform to the conditions outlined in the latest published version of the National Quality Assurance Framework of Further and Higher Education and the Quality Assurance standards established by The Malta Further & Higher Education Authority.

The quality assurance system has been and will be applied and continuously developed during ongoing operations. It is evaluated and revised periodically to ensure its appropriateness, effectiveness, and functionality. The Scientific Advisory Board adds an external perspective. At regular meetings of the Scientific Advisory Board, aspects of the quality assurance system are discussed and corresponding suggestions for optimizing the system are offered and considered.

In addition, TRIAGON must undergo periodic provider and program quality audits (once every five years) conducted by the MFHEA for the purposes of confirming the license awarded (Subsidiary Law 607.03.) applying the relevant European and international standards, guidelines and criteria for external quality assurance, and respect for international treaties and agreements relevant to further and higher education provision, as ratified and endorsed by Malta.

1.2 Assessment for all study programmes

Quality assurance was a critical component of TRIAGON's academic strategy, as the institution was committed to providing high-quality education and support services to its students. To ensure that its academic programs and services met the highest standards of quality, TRIAGON had established a robust quality assurance framework.

The framework involved regular monitoring and evaluation of the institution's academic programs and services, as well as the implementation of continuous improvement initiatives. TRIAGON used a range of tools and techniques, such as student surveys, faculty evaluations, and academic audits, to assess the quality of its programs and services.

TRIAGON also had a rigorous process for program development and review, which involved input from faculty members, industry partners, and other stakeholders. This ensured that the institution's academic programs were up-to-date and relevant to the needs of the students and the industry.

Moreover, TRIAGON had established partnerships with other institutions, industry partners, and professional organizations, which helped to enhance the quality of its academic programs

and services. These partnerships provided opportunities for collaboration, knowledge sharing, and joint initiatives, which helped to keep TRIAGON at the forefront of the education industry.

Finally, TRIAGON had a strong commitment to transparency and accountability, which was evident in its regular reporting and dissemination of information about its academic programs and services. This helped to build trust and confidence among the institution's stakeholders, and it also helped to identify areas for improvement and further development.

Overall, TRIAGON's quality assurance framework was instrumental in ensuring that its academic programs and services met the highest standards of quality. This commitment to quality helped to enhance the institution's reputation, attract top talent, and provide students with the knowledge and skills they needed to succeed in their careers.

1.3 Conclusion

The criterion is **fulfilled**.

2 ESG Standard 1.2: Design and approval of programmes

Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.

2.1 Implementation

Bachelor of Science in Culinary Arts & Management

The Bachelor of Science (BSc) in Culinary Arts and Management is a multidisciplinary program that provides students with a comprehensive education in the culinary arts, as well as the skills and knowledge required to excel in management and business roles in the food and catering industry. This program is designed to meet the growing demand for highly trained culinary professionals who also possess business acumen. The curriculum has been designed to give students a solid foundation in both the culinary arts and business management. The culinary arts component of the program will teach students how to prepare a wide range of foods, including how to create dishes that are both aesthetically pleasing and nutritionally balanced. Food safety and hygiene, food presentation, menu planning, and recipe development will also be covered. The management component will concentrate on the business aspects of the food industry, such as accounting, marketing, human resources, and operations management. Students will learn about the various food industry business models, such as restaurants, catering companies, and food manufacturing. They will also learn about food service-

related legal and regulatory issues, as well as the principles of sustainable and ethical business practices.

The bachelor's degree in Culinary Arts and Management contains several skill-based courses requiring on-site training. These modules (Techniques of Cooking, Kitchen Skills Labs 1, 2, and 3, Baking and Pastry Arts, International Cuisine 1 and 2, and some modules of the specialisations) will be delivered in collaboration with the Institute of Tourism Studies (ITS) in Malta or with comparable institutions. The ITS is a public higher education institution that provides IT equipped lecture ready classrooms, state-of-the-art fully equipped kitchens and restaurants, a 150 m2 hall for conferences and social events, all located just 10 minutes away from TRIAGON's campus and 1km away from the Malta International Airport.

In addition, TRIAGON encourages students who are not already industry professionals to engage in internships and other practical industry placements that allow them to apply classroom knowledge in real-world settings and develop a professional network that will be invaluable when they enter the workforce.

Graduates of the program will be well prepared to pursue a variety of careers in the food industry, including roles as chefs, restaurant managers, food service directors, caterers, and food entrepreneurs. They will also be prepared to continue their education, such as obtaining a master's degree in business administration or enrolling in a specialized culinary program. Overall, the B.Sc. in Culinary Arts and Management provides a unique combination of practical culinary skills and business management knowledge.

The target audience is students who already have extensive experience in an industrial kitchen (e.g., cooks, chefs, or chef patrons) and want to formalize their knowledge and skills through this qualification while benefiting from prior learning recognition. These people are usually working or have other professional and personal obligations. As a result, this program is designed to allow this target audience to study while maintaining other commitments. Triagon shall use its web-enhanced didactical model to provide effective and efficient educational delivery that does not interfere with the traditional learning experience expected in such a study program.

The course is to be accredited for the first time and is scheduled to start in the winter semester 2023/24.

Bachelor of Science (B. Sc.) in Business Management Top-Up

A significant part of TRIAGON's vision and objective is to provide non-traditional students with study opportunities. Top-Up degrees can be an effective method for attaining this goal. Therefore, the appropriate target audience was identified as students who already possess a first

degree in business management or a related field at level 5 of the Malta Qualifications Framework (MQF)/European Qualifications Framework (EQF) and wish to advance their credentials to a bachelor's degree.

TRIAGON developed this application after consulting with all relevant stakeholders. The procedures outlined in the Quality Management Handbook were strictly adhered to. Due to TRIAGON's lack of suitable professors on staff, the program's development was delegated to an external expert in curriculum development in the field of law, who worked closely with the internal development team and the Quality Management Office to ensure that all pertinent requirements were met. The internal development team went above and beyond to ensure that the external expert interacted with, and considered, all relevant stakeholders, including TRIAGON students and students from other institutions.

Bachelor of Science (B.Sc.) in Business Management

Students obtaining their first academic degree in the field of management and economic studies are the target demographic for this program. It will equip them with the skills they need to pursue a variety of management-related careers, such as those in human resource management, organizational behavior, international management, and economics, including banking and finance. Students will encounter real-world business problems throughout, and the course will aid in their understanding and application of fundamental business ideas. It incorporates core cross-functional areas such as sales, marketing, operations, and finance and was created to reflect the multidimensional nature of business administration. Students participating in this program gain experience while being asked to analyze data, work in teams, and make managerial decisions. It also stimulates greater engagement with the academic content students are studying by bringing concepts to life. The course's emphasis on the information, and abilities, needed for the growth and support of start-ups and small enterprises is one of its main focuses. Students are supported in their efforts to monetize their discoveries and are encouraged to be innovative and entrepreneurial.

The course was accredited and implemented for the first time in November 2018. The current version of the application is a complete revision of the one that was previously accredited. All prior years' lessons from a variety of stakeholders have been considered, especially those deriving from student feedback. Other parties, such as the Scientific Advisory Board and the respective industry, have provided additional ideas.

Overall Triagon's Bachelor of Science in Business Management program has students with 5 different nationalities (German, Austrian, Swiss, Norwegian and Hungarian).

Doctor of Business Administration

The Doctor of Business Administration (DBA) is a terminal degree in the field of business that focuses on equipping business professionals with the advanced skills and knowledge essential to effectively manage complex business operations. This DBA program provides graduates with an in-depth understanding of various business theories, practices, and strategies, allowing them to apply this acquired knowledge and skills in a practical setting. For effective business management, the program emphasizes the development of advanced skills in research, analysis, problem-solving, and decision-making. Students will receive a solid theoretical foundation that will allow them to contribute to the development of new theories and the implementation of innovative business strategies.

The course was accredited and implemented for the first time in November 2018. The current version of the application is a complete revision of the one that was previously accredited. All prior years' lessons from a variety of stakeholders have been considered, especially those derived from student feedback. Other parties, such as the Scientific Advisory Board and the respective industry, also provided additional ideas.

The current student population contains 171 students with an average age of 39 years of age. The students are 71% male and 29% female. Overall the DBA Program of TRIAGON has students with 5 different nationalities (German, Austrian, Swiss, Maltese and Italian).

Doctor of Laws in International Business Law

The Triagon LL.D program is designed to provide students with the advanced knowledge and comprehension of international business law necessary for employment as legal scholars, researchers, policymakers, and other related professions. Students are given the chance to conduct original research in a particular field of international business law that has the potential to benefit both legal scholarship and practice. Students will have a thorough understanding of the specialized, or multidisciplinary, theoretical, and practical approaches at the forefront of international business law, as well as a systematic understanding of a wide range of theories and conceptual frameworks from the major disciplines. They will also have advanced knowledge of the legal procedures that allow for effective decision-making against various objectives in the field of international business law, as well as a thorough understanding of the legal processes from which these decisions derive.

This application was developed by TRIAGON, taking all relevant stakeholders into consideration. The procedures outlined in the Quality Management Handbook have been adhered to. The development team took extraordinary care to ensure that all pertinent stakeholders, including TRIAGON students and students from other institutions were taken into due consideration.

The course is to be accredited for the first time and is scheduled to start in the winter semester 2023/24.

Master in Leadership & Strategic Management

The Master of Science in Leadership and Strategic Management offers a personal and professional development pathway for practicing and aspiring managers to improve their knowledge of leadership and strategy. The concept of the Reflective Practitioner serves as the pedagogical foundation for the Master of Science in Leadership and Strategic Management. Students apply the course's theoretical content to their own experiences, and vice versa - critical thinking skills are developed throughout the course. The inclusion of work-based learning in the thesis stage of the course is a distinguishing feature.

Students will learn collaboratively through group activities organized in virtual face to face elements of the program, which will take place outside of formal teaching time. Mature, motivated students will be able to use this to develop their skills and learn outside of formal classes by reading, problem solving, and discussing with their peers.

The target group for this course consists of people who have already obtained their academic qualification at level 6 Malta Qualifications Framework (MQF)/ European Qualifications Framework (EQF) and want to advance in their personal careers. First professional experience of approximately two years in management or leadership is a strong advantage. Taking the course will provide graduates with a wide range of career opportunities in commercial international companies, public sector organizations, and the volunteer sector.

The course was accredited and implemented for the first time in November 2018. The course has been further developed since then. All lessons learned from previous years from a variety of stakeholders have been taken into account, particularly those from student feedback and suggestions from relevant industries. Our goal was to create new impulses for evidence-based management, as well as to strengthen the reflective learning cycle and the integrative view of the various resources and competencies required for long-term corporate success.

The current 49 active students are 29 years old on average. Our students come from five different countries (Germany, Austria, Switzerland, Malta, Belgium). 53% of the students are female and 47% of them are male.

Master of Business Administration

The program is designed for students with certain work experience who have already demonstrated their performance potential. The program enables them to assume greater responsibilities in businesses and institutions. This program provides participants with the opportunity to

improve qualifications and judgment skills relevant to their personal career by offering specific specializations. Students learn to manage and control their future responsibilities by concentrating on outcomes and making the best use of decision-relevant management information.

Upon completion of the course, our students are prepared for leadership roles that require not only industrial knowledge but also social competencies. Graduates with an interdisciplinary foundation of scientific knowledge will be able to work as managers in the private and public sectors, including commercial enterprises, service industry, banks and insurance agencies, manufacturing industry and public institutions and agencies.

The target demographic is students who wish to further a career in an area of Business Administration. Tri-agon will consider enrolling students who already possess a Malta Qualifications Framework (MQF)/ Euro-pean Qualifications Framework (EQF) level 6 full qualification in a non-business or management.

The course was implemented for the first time in November 2020. Since then, the course has been improved. All previous years' lessons from a variety of stakeholders, particularly student feedback and suggestions from relevant industries, have been considered. Our key objective was to provide even better support to students who begin their studies without a bachelor in the field of management and to increase the effectivity of the module "Applied Research Methods" in terms of the methods primarily required for the Master's thesis.

20 participants are currently enrolled in the program, 90% of which are under 40 years of age. Their average age is 32 years old. The student population consists of 55% female and 45% male students. Our current students are from Germany and Austria, and former students have come from Switzerland, Norway, and Hungary.

Master of Science in Project Studies

The Master of Science in Project studies is a multidisciplinary study program that allows students from various fields to further their academic development by getting a master's degree. After successfully completing the program, students will have a comprehensive understanding of project development theories and principles and an appreciation for how crucial project planning and implementation are to producing the best possible outcome. Students will track the evolution of theories in a methodical manner and identify the entrepreneurial components that can support sustainable growth.

The course was accredited and implemented for the first time in 2022. The current version of the application is a complete revision of the one that was accredited. All prior years' lessons from a variety of stakeholders have been considered.

Due to the program's recent introduction to the market, no students are currently enrolled. By a slight margin, the required number of students to begin the program for the winter semester of 2022–2023 was not reached. Based on the winter semester's students and the sizable number of fresh applications, Triagon is certain that the program will run for the first time in the summer semester of 2023.

Doctor of Philosophy

In order to maximize students' performance and decision-making skills in their chosen field, the PhD Program aims to help students to systematically comprehend the ideas and fundamentals underlying highly specialized issues: namely, depending on their area of study, arts, humanities, social sciences, sciences, or technologies. Students of this program will also be able to expand and reinterpret current knowledge to support quality scholarly research and to develop and independently perform research methodologies. Lastly, the participants of this program will be able to effectively communicate knowledge gained from their original research to a broad audience, including their peers and the public at both a national and international level.

The course was accredited and implemented for the first time in April 2022. The current version of the application is a complete revision of the one that was previously accredited. All prior lessons derived a variety of stakeholders have been considered. Especially of note, the feedback of the Scientific Advisory Board and the Doctoral Examination Committee, provided valuable ideas and assured further improvement of the program.

Due to the PhD program being introduced to the market very recently, only two students started developing their theses. An additional seven students are in the pre-application process, preparing their application forms and developing their research proposals. Some of these students have already completed their first interview with the Doctoral Examination Committee and are working on reviewing their initial drafts with a start date anticipated in the near future.

2.2 Assessment for all study programmes

Designing and approving programs at TRIAGON was a comprehensive process that involved multiple stakeholders and was focused on ensuring that the institution's academic programs were up-to-date, relevant, and aligned with the needs of the students and the industry.

The process began with a thorough analysis of the current academic landscape and an assessment of the institution's strengths and weaknesses. Based on this analysis, Triagon identified areas where it needed to develop or enhance its academic programs and services.

The institution then formed program development teams, comprising faculty members, subject matter experts, industry partners, and other stakeholders, to design and develop new programs or revise existing ones. These teams were responsible for identifying the learning outcomes, curriculum, and delivery methods for each program, as well as ensuring that the program met the needs of the students and the industry.

The programs were then subjected to a rigorous review process, which involved input from internal and external experts, and assessment against established standards and criteria. The reviews focused on ensuring that the programs were academically rigorous, relevant, and aligned with the institution's strategic objectives.

Once the programs were approved, they were implemented with the support of the institution's faculty and staff members. The implementation process involved designing and developing teaching materials, recruiting students, and providing support services to ensure that students had a positive and engaging learning experience.

Overall, TRIAGON's process for designing and approving programs was focused on ensuring that the institution provided high-quality academic programs that were relevant, up-to-date, and aligned with the needs of the students and the industry. The process involved multiple stakeholders, rigorous review and assessment, and ongoing support and development.

TRIAGON should draft and implement a systematic curriculum review plan for its study programmes, including the research component. The Relation between research and teaching should be done more closely: Research should be reflected in curriculum development plans.

The inclusion of the student input in the design of courses could be even more stronger.

TRIAGON should present the sharpening of the profiles of all degree programmes more clearly.

2.3 Assessment for cross-study specific programmes

“Bachelor of Science in Business Management” (B.Sc.), “Bachelor of Science in Business Management (Top Up, 60 ECTS)” (B.Sc.), “Master of Science in Leadership and Strategic Management” (M.Sc.), “Master of Business Administration” (MBA), “Master of Science (M.Sc.) in Project Studies:

In the opinion of the expert group, the Bachelor's and Master's degree programmes are appropriately and purposefully structured, relatively broadly based and comprehensive in terms of discipline. Therefore, the review panel comes to a positive overall impression.

The structure of the study programmes is consistently oriented towards the study and qualification objectives. The content of the modules is adequate in the view of the expert group and the sequence of the modules is coherent and follows a coherent internal logic.

The teaching and learning forms used vary sufficiently. The ratio of compulsory and elective courses is appropriate. The study contents justify the title of the degree programmes and the proportion of scientific methodology justifies the degree designations.

“Doctor of Business Administration (DBA) and “Doctor of Philosophy” (PhD):

The doctoral programmes are outlined as an integral part of TRIAGON`s institutional mission and strategy, explicitly pointing out “Humboldt approach” of linking academic teaching and research as the central elements of TRIAGON.

External stakeholders and students of TRIAGON`s doctoral programmes are involved in the programme designs by choice and indication of relevant research areas and research topics and by extended feedback and students evaluation of the programme management and supervision.

The main objectives of the doctoral programmes are clearly and sufficiently described in the course handbooks. They adequately reflect the requirements of the state of art doctoral research in terms of academic standards and ambitions as well as in terms of professional areas expectations and demands.

The curricula of the both doctoral programmes are clearly and pertinently structured and designed in order to achieve the objectives of TRIAGON`s overall mission and strategy as well as to enable students to fulfill the demanding expectations of their individual research projects.

Based on the discussion rounds conducted in the course of the accreditation procedure and on the documents provided by TRIAGON the faculty members are highly qualified and motivated to fulfill their tasks. The curricula of the doctoral programmes are concise, relevant and mature also in terms of flexible development, the faculty members are highly qualified and motivated, the administrative staff is competent and supportive and the overall research strategy and ambitions are impressive. TRIAGON encourages publications, provides the necessary infrastructure: 40% of worktime are for research; student support and evaluation procedures are part of the area of study and teaching.

Concerning the recruitment of the faculty members for the doctoral programmes, TRIAGON applies state of the art standards in terms of relevant academic background (at least doctoral degrees), publication record in indexed journals with the relevant impact factors, supervision experience and skills, and overall disciplinary research and instruction achievements.

The curricula of the doctoral programmes very pertinently enable demanding doctoral research individually by developing and improving research skills via methodological, methodical, content oriented and epistemologically reflective instruction and supervision. Both programmes emphasize the research ambition of TRIAGON and their students and thus clearly exceed the

more knowledge transfer based bachelor and master area. Students are regarded as active research partners.

Besides the curriculum based instruction, the majority of the workload is filled with the intensive work on the doctoral dissertation and publication efforts, accompanied by relevant real-time supervision and progress evaluation.

Students are encouraged and obliged to publish their research in peer academic journals and paper presentation and publication actively participate in academic conferences.

The research strategy of TRIAGON addresses students from a genuine international background and provides doctoral programmes which allow for international and global research ideas and research perspectives. The delivery of the programmes is comprised of intensive real time supervision, student care and very good infrastructural support (data and software support, online library, student administrative service: Students are advised to do supervised teaching, their foreign language skills are evaluated, and frequent discussions in groups and at conferences are mandatory.

The communication of the research programmes to the public should be intensified. The workload of the doctoral programmes should be regularly evaluated standardised in shorter cycles (i.e. per semester). The distinction between the “Doctor of Business Administration (DBA) and “Doctor of Philosophy” (PhD) should be made clearer and more transparent, and it should be evaluated whether there is interest on the part of the DBA students to transfer to the PhD.

2.4 Assessment for study-specific programmes

“Bachelor of Science in Culinary Arts and Management” (B.Sc.)

This programme supports the mission and goals of the TRIAGON to deliver programmes that are important to the community in which the programmes are being delivered ie. Malta. This programme meets a very specific need for Malta to be able to continue to develop its international reputation as a tourism destination of choice.

Industry plays a key role in the design and development of this programme and is heavily involved in both the initial construction of the curriculum as well as the ongoing maintenance and updating of the programme. Students are also regularly consulted to ensure the curriculum is meeting the needs of graduates, current and future students.

The Bachelor of Science (BSc) in Culinary Arts and Management is a multidisciplinary program designed to provide students with a comprehensive education in the culinary arts, and the skills and knowledge required to excel in management and business roles within the food and catering industry. This program is designed to meet the growing demand for highly trained culinary professionals who possess both practical skills and business acumen. The programme

contains an appropriate mix of industry based applied subjects teaching students the skills they will need upon graduation, as well as the management component of the program which focuses on the business aspects of the food industry, including (but not limited to) accounting, marketing, human resources, and operations management. This course structure is completely appropriate for a programme delivered at the bachelor level and is consistent with similar programmes globally.

The current structure of the curriculum allows for students to learn the practical skills required to work in the food and beverage industry as well as the management skills that graduates will need to be able to manage, own, or operate a business in the food and beverage sector. As discussed in the course handbook, overall the BSc in Culinary Arts and Management provides students with a unique combination of practical culinary skills and business management knowledge, optimally positioning them for success in a dynamic and growing industry.

Career opportunities have been defined and are adequate and consistent with similar global programmes.

Total ECTS are 60 for diploma, 120 for higher diploma and 180 for bachelor. This is consistent with other European institutions, and in line with other institutions globally.

Students undertake a series of supervised placement and practise hours which are normally undertaken within relevant subjects and range from between 30 to 60 hours each. These placements are supported by both the institution and the lecturer responsible for delivering the relevant subject. Whilst this may be different to other institutions which require blocks of placement within industry partners of six months or more, the placements undertaken in this programme are closely linked to relevant subjects and therefore ensure the students acquire the skills and knowledge required to be competent professionals. This is an entirely appropriate model for developing industry skills.

The combination of applied, practical and management subjects means that graduates will obtain the skills and knowledge to prepare them for a rapidly changing work environment.

TRIAGON has a comprehensive governance structure, including representation from within the organisation as well as relevant industry partners, to review study programmes and approve and or reject applications for new programmes or proposed changes to programmes.

“Doctor of Philosophy” (PhD)

The PhD-Programme of TRIAGON is comprised of a fairly innovative programme and their research approach, leaving great space of individual developments of the students research interests and research designs in terms of a kind of an independent research concept. Yet,

TRIAGON should make it more transparent which disciplines can be supervised in the doctoral programme.

“Doctor of Laws (LLD) in Business Law (Level 7):

The study programme “Doctor of Laws (LLD) in Business Law (Level 7) can only be assessed at this point in time on the basis of the files. The degree programme will be offered in the winter semester 2023/24.

TRIAGON's mission statement and overall strategy are very open. In this respect, the study programme fits in well. Should the institution, which is recommended, develop its profile in a more focused way, it should be examined whether the study programme corresponds to TRIAGON's goals in the long term.

The programme has been developed and implemented in accordance with the Standards for the Establishment of a New Programme and TRIAGON's Quality Management Manual.

The TRIAGON LL.D. programme is designed to provide students with advanced knowledge and understanding of international business law necessary for employment as legal scholars, researchers, policy makers and other related professions. The Triagon LL.D. programme is at Level 7 of the MQF and is structured accordingly in terms of its objectives and learning outcomes. The requirements are clearly outlined in the study and examination regulations for Bachelor's and Master's programmes.

Concrete occupational fields have not been defined. Occupational fields are indicated in which the acquired knowledge can be used.

As far as it is possible on paper, the workload is defined. The expert group welcomes and supports TRIAGON in monitoring the actual workload, when the students successfully start their studies.

The completion of a compulsory internship is not planned.

The Course Handbook for the TRIAGON LL.D. programme does not address the four Council of Europe lines for higher education in detail. Nevertheless, the four objectives are reflected in the curriculum.

It is recommended to inform students transparently about the MQF. In particular, it is strongly advised to explain in detail the distinction between Level 7 and 8 to students from German-speaking countries: Regarding the recognition of the programme the programme handbook shall specify that the “post-nominal” LLD shall be adopted for correctness sake.

2.5 Conclusion

The criterion is **fulfilled**.

3 ESG Standard 1.3: Student-centred learning, teaching, and assessment

Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach

3.1 Implementation

Student-centered teaching and learning are at the heart of TRIAGON's didactical model. Both play a crucial role in fostering students' motivation, self-reflection, and engagement with the learning process. TRIAGON places extremely high value to all components which ensure full compliance with the ESGs. Therefore, careful consideration is given to the design, delivery, and evaluation of TRIAGON's educational programs.

Learning outcomes are an essential part of the students' learning experience at TRIAGON. These help to provide structure and guides the learning process for both students and academic staff. From a practical point of view, TRIAGON perceives a learning outcome as a statement that specifies what a student should know, understand and to be able to do after completing a learning activity or a module. Composing appropriate learning outcomes is key to the higher education provision of TRIAGON as this allows and ensures that educational goals or objectives of a course are successfully met. Once developed and approved through accreditation procedures, learning outcomes are communicated to students so as to ensure that the learners are aware of the learning objectives.

Proper learning outcomes serve as a roadmap for both the student and the academic faculty, helping them to stay focused on the desired outcomes of the learning experience. TRIAGON defines learning outcomes with the intention of providing students with a sense of direction and purpose in their learning. When students are aware of what they are expected to learn and can measure their progress against the learning outcomes, they are more motivated to engage in the learning process.

From an academic point of view, learning outcomes inform TRIAGON's semester planning, module design, and assessment. It allows those delivering the learning to ensure that their instruction is relevant and up-to-date and to assess student learning, as well as to identify any areas of improvement needed for future lectures.

Academics at TRIAGON use learning outcomes to determine which teaching methods and resources are best suited to help students achieve the desired learnings. By doing so, academics ensure that the learning experience is tailored to meet the needs of the students – this is important as it falls in line with the institution’s vision and mission.

TRIAGON differentiates between teaching, learning, and assessment by emphasizing the importance of each step in the education process. Academics at TRIAGON are trained to perform well in all three areas during their onboarding as well as during the course of their affiliation with TRIAGON.

Teaching is the most visible part of the process, as the academics are responsible for providing students with the knowledge, skills, and techniques they need to succeed. Teaching includes activities such as lectures, discussions, demonstrations, role playing, and other activities that actively engage students. Teaching also includes providing feedback and guidance to students.

At TRIAGON, learning is considered as the process of acquiring knowledge, skills, and techniques. It includes active engagement in activities such as reading, practicing, discussing, and reflecting on what has been learned. Learning is a dynamic process that involves both student and academic participation.

At TRIAGON, each step of the teaching, learning, and assessment process is given equal importance. By emphasizing all three steps, TRIAGON strives to provide the best learning experience possible.

At TRIAGON, academics use a variety of methods and resources to ensure that students are actively engaged in the learning process. For example, academics use discussions and activities to help students explore a topic more deeply or use projects and presentations to help students apply the knowledge they have learned. TRIAGON academics encourage students to take an active role in their learning, to actively participate in class discussions and activities, practice and apply the knowledge they have learned, and seek feedback from their teachers. Online forums are a common activity typically used by academics as this serves not only to promote peer-to-peer interaction, but it also helps students employ critical and lateral thinking.

TRIAGON also places a strong emphasis on assessment. TRIAGON uses both summative and formative modes of assessment. Tests and quizzes, projects, presentations, and discussions are used to evaluate student understanding and mastery of the material. Feedback is used to help students assess their own progress and help teachers provide guidance. Assessment is important for gauging student progress and providing relevant feedback to academics and student.

TRIAGON has introduced comprehensive Assessment Regulations to promote fair, accurate, and meaningful assessments that support learning and to encourage students to identify their strengths and weaknesses, and to develop strategies to improve their performance. Academics offer well-designed, valid, and reliable assessments that accurately measure the students' knowledge and skills. All students are assessed on an equal footing, regardless of their background or circumstances. The Assessment Regulations include mitigation measures for disadvantaged learners.

By emphasizing the importance of teaching, learning, and assessment, TRIAGON provides a comprehensive and holistic approach to education. By equipping students with the knowledge, skills, and techniques they need to succeed, TRIAGON strives to provide the best learning experience possible.

TRIAGON is a forward-thinking educational institution that has embraced digital technology to enhance learning from its inception. It is important to note that TRIAGON was among the few higher education institutions in Malta whose educational operations were not impacted by the restrictions imposed due to COVID19 pandemic given the adequate implementation of a model which draws from an innovative digital learning approach. As part of its commitment to providing a high-quality and comprehensive education, TRIAGON is committed to continuously enhancing its level of digital technology to increase student engagement, facilitate collaboration, and promote a more comprehensive understanding of course material.

TRIAGON has incorporated digital learning tools into its teaching. These tools range from online live interaction to a fully-fledged virtual learning environment. These digital tools allow students to engage with course material in new and exciting ways. For example, online materials allow students to explore course material in more depth because they are able to study at their own pace and with their preferred learning styles.

In addition to this, TRIAGON has implemented digital collaboration tools that allow students to collaborate with each other in real-time. Through these tools, students can participate in group discussions, share ideas, and work together on projects. This encourages students to engage with each other, share knowledge, and work together to solve problems. It also allows students to gain valuable social skills, such as communication and teamwork.

Digital assessment tools also allow TRIAGON academics to assess and track student progress. These tools allow teachers to provide feedback to students in real-time, letting them know if they are on track or need to make adjustments. This helps to ensure that students are making steady progress and are not falling behind.

TRIAGON has implemented digital technology to improve communication between students and teachers. Through various platforms, such as Microsoft Teams, teachers can provide students with timely feedback, answer any questions they may have, and offer support. This helps to keep students engaged and motivated, as well as ensuring that they feel supported by their instructors. Overall,

TRIAGON has embraced digital technology to enhance learning. With the implementation of digital learning tools, collaboration tools, assessment tools, and communication tools, students are able to stay engaged and better understand course material. This ensures that students receive a high-quality education and are better prepared to succeed in their future endeavours.

TRIAGON is dedicated to providing a student-centered learning environment that ensures students reach their full potential. Respecting and attending to the diversity of students and their needs,

TRIAGON places a strong emphasis on individualized instruction. We recognize that each student has different learning needs, and we strive to meet these needs with tailored instruction. We use a variety of methods to assess each student's unique strengths and weaknesses and then design instruction that is likewise tailored to their individual needs. This includes providing additional support for students who require it, as well as introducing more challenging material for those who need and benefit from it.

In addition to individualized instruction, TRIAGON also promotes collaboration and peer-to-peer

learning. We understand that students often learn best when they work together, and we encourage them to do so. Our academics create opportunities for students to participate in group activities and projects that allow them to practice their skills and help each other. This collaborative approach allows students to take ownership of their own learning, as well as gain valuable insights from their peers.

Through its organisational structure TRIAGON provides a range of student support services to ensure that all students have available to them the resources they need to succeed. We have dedicated staff who are available to provide additional support to students who may be struggling academically or socially. Our staff also work closely with students to create individualized learning plans that can help students reach their academic goals. This holistic approach to providing a student-centered learning environment ensures all students reach their full potential.

TRIAGON has several systems in place to foster student feedback, including student-led surveys, open ended feedback forms, and a student representative who is the main contact point for students who wish to provide ad-hoc feedback to TRIAGON's management. Student-led

surveys are conducted on a regular basis in order to assess student satisfaction with the institution and its programs. These surveys are designed to be brief and direct, so as to make it easy for students to provide their opinions. The results of these surveys are then used to inform decisions about changes to the curriculum, policies, and other aspects of the institution.

Open-ended feedback forms are also available for students to provide more detailed feedback on specific aspects. These forms are available online and allow students to provide their opinions on specific topics such as course design, performance of academics during teaching of modules, and the overall atmosphere. These forms are then reviewed by the Executive Dean and the Director of Administration who communicate the overall feedback to the Senate – the latter then takes informed decisions about changes to the institution if and when it proves necessary.

TRIAGON also has a student representative on the senate that is a full member with voting rights. The student representative regularly meets other students and give them the opportunity to voice their opinions and offer suggestions – this feedback then is also raised during Senate meetings.

Student feedback is also considered key for curriculum development at TRIAGON, as it allows the institution to gain an understanding what students want and need from their education. By collecting feedback from students, TRIAGON gains a better understanding of what students are interested in and what topics they are struggling with. This information then is used to inform decisions about changes to the curriculum, such as adding more engaging material, more comprehensive instruction, and more active learning opportunities. Student feedback is also used by TRIAGON to help to identify areas where the curriculum is not meeting student needs. This information can then be used to make necessary improvements and ensure that the curriculum is providing students with the best possible learning experience. Student feedback is considered essential for the proper administration of TRIAGON, including but not limited to updating and adjusting policies and procedures, updating facilities, and improving the overall atmosphere of the institution as well as the online environment.

TRIAGON has appropriate procedures for dealing with students' complaints. A formal procedure for student appeals is in place, as is laid down in the Quality Management Handbook.

Quality assurance in teaching and learning at TRIAGON is an essential part of our commitment to providing high-quality education.

3.2 Assessment

Students at TRIAGON are exposed to various teaching and learning methods and these reflect the nature of the programme as well as the level. Students are assessed through individual and group assignments, examinations – although these are being used less following feedback from students, learning portfolios, research papers, case projects, dissertations, etc.

TRIAGON continuously evaluates and improves methods of teaching through student feedback. Lecturers engage in discussions with colleagues and with programme managers and explore other ways of teaching.

Students have sufficient possibilities to place complaints or suggestions for improvement regarding the approaches to teaching. They are made aware of the right to appeal results and to also provide feedback on each module. When students receive their grade by email they are reminded about this right. Students are continuously reminded that they have the right to appeal an assessment decision. When this happens, a second reviewer is appointed as per procedures at TRIAGON.

TRIAGON has established regulations and documents that clearly define criteria and methods of assessment, and these are accessible to students and staff.

Assessment procedures and regulations are clearly described and the examination process is transparent and workable, while promoting a reliable assessment. The internal verification process implemented at TRIAGON ensures valid and reliable assessment, where samples are taken to ensure standardisation, reliability and validity.

TRIAGON is encouraged to introduce specific personal development elements and employability skills into the curriculum of the study programmes offered at the academy. Furthermore, topics associated with the UN's Sustainable Development Goals should be introduced into each programme. TRIAGON supports the continuous professional development of staff, but professional development on pedagogy and teaching methods should be made more systematic and comprehensive. At TRIAGON, student-centered learning was a key component of the institution's educational philosophy. The institution was committed to providing a learning environment that was focused on the needs of the students, and that helped students achieve their learning outcomes in a way that was relevant and engaging.

To achieve this, TRIAGON designed its academic programs with a focus on student learning outcomes. Learning outcomes were defined as specific and measurable statements of what students should know, understand, and be able to do by the end of a course or program. These

outcomes were aligned with the institution's strategic objectives, as well as with the needs of the students and the industry.

TRIAGON's faculty members were responsible for designing courses and programs that were focused on achieving these learning outcomes. They used a range of teaching and learning methods, including lectures, discussions, case studies, group projects, and experiential learning, to ensure that students had a variety of opportunities to achieve the learning outcomes.

TRIAGON also provided a range of support services to help students achieve their learning outcomes. These included academic advising, tutoring, and counseling services, as well as technology support and access to online learning resources.

Overall, student-centered learning based on learning outcomes was a key feature of TRIAGON's educational philosophy. The institution was committed to providing a learning environment that was focused on the needs of the students, and that helped students achieve their learning outcomes in a way that was relevant and engaging. This approach helped TRIAGON to maintain its position as a leading academic institution and to provide students with the skills and knowledge they needed to succeed in their careers.

The following development notes are to be given to TRIAGON:

The review of learning outcomes and related learning content should be sustainably implemented as part of the quality cycle.

Topics related to the themes of the Sustainable Development Goals should be included in e study programme.

3.3 Conclusion

The criterion is **fulfilled**.

4 ESG Standard 1.4: Student admission, progression, recognition, and certification

Institutions should consistently apply pre-defined and published regulations covering all phases of the student “life cycle”, e.g. student admission, progression, recognition and certification.

4.1 Implementation

Bachelor of Science in Culinary Arts & Management

Student Admission

Applicants must meet the General Entry Requirements for admission, which include Matriculation Certificate and Secondary Education Certificate passes in English Language and Mathematics at Grade 5 or higher. Students must also demonstrate language proficiency in the

language of instruction at the B2 level, as defined by the CEFR. Students who do not meet all the requirements may enroll in additional preparatory courses.

Progression

TRIAGON has implemented processes and tools to collect, monitor and act on information regarding student progression. By tracking the student's progression with the UIS software tool, TRIAGON can ensure that students are meeting the minimum academic requirements needed to make satisfactory academic progress. This approach provides a reference for academic advisors who can help students plan their academic programs and to make informed decisions about studies.

Additionally, the progression of the students in each module is supported by the lecturers who undertake induction and debriefing sessions and provides support through email, Teams meetings, drop-in sessions and individual appointments.

Each module includes formative evaluations that are given at various points. Students will have the chance to enhance the quality of their ongoing work in response to structured guidance and ongoing feedback, not solely through the lecturer's or tutor's contributions but also through the peer review system provided throughout the course. Before submitting their final drafts, students can edit and improve their work by presenting drafts to instructors in seminars and workshops. Students are expected to show how the final submission incorporates formative criticism from earlier drafts.

Finally, TRIAGON gives students who choose to leave the program the option of earning a variety of exit degrees. Depending on how long they remain in the program, they can receive either a "Professional Certificate in Culinary Arts & Management" after earning at least 60 ECTS in the first year of study or a "Professional Diploma in Culinary Arts & Management" after earning at least 120 ECTS in the first two years of study.

Recognition

TRIAGON works to ensure students' academic advancement and mobility by promoting equal recognition of higher education credentials, study hours, and prior learning, including informal and non-formal learning. A credit transfer and prior learning recognition policy has been established.

Certification

Students who successfully complete the program receive certificates from TRIAGON. Among the certifications are a Bachelor's Degree Certificate, a Diploma Supplement, and a Transcript of Records. The Examination Regulations for Bachelor's and Master Programs detail the requirements.

Bachelor of Science (B. Sc.) in Business Management Top-Up

Student Admission

According to the Course Handbook, students enrolling in this program must have at least a qualification at MQF/EQF level 5 with 120 ECTS/ECVETS in Business Management or cognate area of study or equivalent experience in the sector.

Candidates can enroll in additional preparatory courses in the event they do not meet all the requirements.

Progression

TRIAGON has implemented processes and tools to collect, monitor and act on information on student progression. By tracking the student's progression with the UIS software tool, TRIAGON can ensure that students are meeting the minimum academic requirements needed to make satisfactory academic progress. This approach provides a reference for academic advisors who help students plan their academic programs and to make informed decisions about studies.

Additionally, the progression of the students each module is supported by the lecturers who undertake induction and debriefing sessions and provides support through email, Teams, drop-in sessions and individual appointments.

Each module includes formative evaluations that are given at various points. Students will have the chance to enhance the quality of their ongoing work in response to structured guidance and ongoing feedback, not just through the lecturer's or tutor's contribution but also through the peer review system provided throughout the course. Before submitting their final drafts, students can edit and improve their work by presenting drafts to instructors in seminars and workshops. Students are expected to show how the final submission incorporates formative criticism from earlier drafts.

Recognition

In order to ensure students' academic advancement and promote mobility, TRIAGON works for equal recognition of higher education credentials, study hours, and prior learning, including the acknowledgement of informal and non-formal learning. A policy for credit transfer and recognition of prior learning has been established.

Certification

Upon successful completion of the program, TRIAGON issues certificates to the students. Among the certifications are a Doctoral Degree Certificate, a Diploma Supplement, and a Transcript of Records. The requirements are outlined in the Examination Regulations for Bachelor and Master Programs.

Bachelor of Science (B.Sc.) in Business Management

Student Admission

According to the Course Handbook, Candidates must meet the General Entry Requirements for admission, which are the Matriculation Certificate and Secondary Education Certificate passes at Grade 5 or better in English Language and Mathematics. Moreover, students must provide proof of B2 level CEFR language fluency in the language of instruction.

Students can enroll in additional preparatory courses if they do not meet all the requirements.

Progression

TRIAGON has implemented processes and tools to collect, monitor and act on information on student progression. By tracking the student's progression with the UIS software tool, TRIAGON can ensure that students are meeting the minimum academic requirements needed to make satisfactory academic progress. This approach provides a reference for academic advisors who assist students in planning their academic programs and to make informed decisions about studies.

Additionally, the progression of the students in each module is supported by the lecturers who undertake induction and debriefing sessions and provides support through email, Teams, drop-in sessions and individual appointments.

Each module includes formative evaluations that are given at various junctures. Students will have the chance to enhance the quality of their ongoing work in response to structured guidance and ongoing feedback, not only through the lecturer's or tutor's contribution but also through the peer review system which is provided throughout the course. Before submitting their final drafts, students can edit and improve their work by presenting drafts to instructors in seminars and workshops. Students are expected to demonstrate how the final submission incorporates the formative criticism from earlier drafts.

Finally, TRIAGON gives students who choose to leave the program the option of earning a variety of exit degrees. Depending on how long they remain in the program, they can receive either a "Professional Certificate in Business Management" after earning at least 60 ECTS in the first year of study or a "Professional Diploma in Business Management" after earning at least 120 ECTS in the first two years of study.

Recognition

In order to ensure students' academic advancement and promote mobility, TRIAGON works for equal recognition of higher education credentials, study hours, and prior learning, including the acknowledgement of informal and non-formal learning. A policy for credit transfer and recognition of prior learning has been established.

Certification

Upon successful completion of the program, TRIAGON issues certificates to the students. Among the certifications are a Doctoral Degree Certificate, a Diploma Supplement, and a Transcript of Records. The requirements are outlined in the Examination Regulations for Bachelor and Master Programs.

Doctor of Business Administration

Student Admission

According to the Course Handbook, candidates must be able to competently perform in-depth research activities. The applicants must have a minimum of two years of business and management experience, in addition to an MBA or other business master's degree. To be considered, applicants must submit a 3,000 word proposal. They must demonstrate the capacity for independent research as is expected for level 8 MQF. Additionally, students must submit proof of their English language proficiency, which must be at least IELTS 6.0 (or equivalent) with a minimum of 5 in each component or English B2 in order to enroll (as defined by the CEFR). Further details about the procedures for admission at TRIAGON can be found in the Admission Regulations.

Progression

During the structured part of the program the participants receive in-depth training in research methodologies and skills. The combination of the learning platform Moodle and Microsoft Teams, allows all forms of virtual face-to-face communication thus making both one-on-one and group interactions between students and supervisors easy and convenient for everyone. In this phase of the program special emphasis is placed on encouraging group learning and peer learning by providing a variety of activities and platforms such as online forums, wikis, virtual classrooms, and meeting spaces.

When the DBA students start their personal thesis the majority of the student's work is to be done independently, although under strict supervision. TRIAGON assigns one or more supervisors who will keep in touch with participants on a regular basis and advising them of the requirements for progress and the successful completion of the DBA degree.

Recognition

In order to ensure students' academic advancement and to promote mobility, TRIAGON works for equal recognition of higher education credentials, study hours, and prior learning, including the acknowledgement of informal and non-formal learning. A policy for credit transfer and recognition of prior learning has been established.

Certification

Upon successful completion of the program, TRIAGON issues certificates to the students. Among the certifications are a Doctoral Degree Certificate, a Diploma Supplement, and a Transcript of Records. The requirements are outlined in the Examination Regulations for Doctoral Studies.

Doctor of Laws in International Business Law

Student Admission

According to the Course Handbook, a bachelor's degree or its equivalent in law, business management, or a related field of study from TRIAGON, or another internationally approved higher education institution is required to enter the program. Another avenue to qualify for admission into the LL.D. program is the acquisition of professional qualifications equivalent to the aforementioned bachelor's degree from a recognized institution and a minimum of two years of corporate experience. Lastly, candidates can qualify if they are at least 26 years old and hold a higher diploma, a diploma from a university or other accredited higher education institution or equivalent degree, that consists of at least 90 ECTS credits in a relevant field and receives a minimum of a Merit classification. Such applicants may be required to demonstrate, in participation of an interview with the Head of the respective School, that they are able to successfully follow the study program. Furthermore, all students are required to show proof of B2 proficiency in the language of instruction according to the CEFR.

Progression

TRIAGON has implemented processes and tools to collect, monitor and act on information of student progression. By tracking the student's progression with the UIS software tool, TRIAGON can ensure that students are meeting the minimum academic requirements required to attain satisfactory academic progress. This approach provides a reference for academic advisors who help students to plan their academic programs and to make informed decisions about the course of their studies.

To expand on this theme, the progression of the students in each module is supported by the dedicated lecturers who undertake the induction and debriefing sessions and provide support through email, proprietary Teams meetings, drop-in sessions and individual appointments.

Each module includes formative evaluations that are given at predesignated points. Students will be granted the opportunity to enhance the quality of their ongoing work in response to structured

guidance and ongoing feedback, not only through the lecturer's or tutor's contribution but also through the peer review system which is provided throughout the course. Before submitting their final drafts, students can edit and improve their work by presenting drafts to instructors for review in seminars and workshops. Students are expected to show how the final submission has incorporated formative criticism from earlier drafts.

Recognition

In order to ensure students' academic advancement and promote mobility, TRIAGON works for equal recognition of higher education credentials, study hours, and prior learning, including the acknowledgement of informal and non-formal learning. A policy for credit transfer and recognition of prior learning has been established.

Certification

Upon successful completion of the program, TRIAGON issues certificates to the students. Among the certifications are a LLD Certificate, a Diploma Supplement, and a Transcript of Records. The requirements are clearly outlined in the Examination Regulations for Bachelor and Master Programs.

Master in Leadership & Strategic Management

Student Admission

According to the Course Handbook candidates must have a bachelor's degree or its equivalent Level 6 regarding to MQF/ EQF in business administration, economics, or a related field from an accredited university. In general, after an individual counseling session, all students with a bachelor's degree can be accepted. Students must demonstrate English language proficiency at IELTS:6.0 or equivalents with a minimum of 5 in each component or English B2 as defined by the CEFR. Students with a low IELTS score will receive additional assistance, which will include an online Business English course, additional online resources, and individual tutoring.

Progression

TRIAGON has implemented processes and tools to collect, monitor and act on information regarding student progression. By tracking the student's progression with the UIS software tool, TRIAGON can ensure that students are meeting the minimum academic requirements

required to make satisfactory academic progress. This approach provides a reference for academic advisors who help students plan their academic programs and to make informed decisions about studies.

The course is taught in a face-to-face online format that promotes student-centered teaching and learning. It is aided by the availability of additional online resources (Online-Library) and the provision of an online learning environment that does not replace face-to-face interaction. The combination of Moodle and Microsoft Teams enables all forms of virtual face-to-face communication, making one-on-one and group interactions between students and supervisors simple and convenient for everyone. A special emphasis is placed on encouraging group and peer learning through the use of a variety of activities such as online forums, wikis, virtual classrooms, and meeting spaces. We call this web-enhanced face-to-face teaching.

The course will be delivered through a combination of tutor-led events and student-centered discussions. The course encourages self-reflection on a variety of topics and makes use of participant research groups to allow students to discuss their progress with their peers in a safe and supportive environment.

Overall, we pay close attention to individual supervision as to assist the students in meeting their academic objectives. Underperforming students receive special counseling and advice on how to improve their learning skills. In particular we take a systematic approach to guiding participants through their research process based on a written supervision agreement.

Recognition

TRIAGON works for equal recognition of higher education credentials, study hours, and prior learning, including recognition of informal and non-formal learning, to ensure students' academic advancement and promote mobility. A policy for credit transfer and prior learning recognition has been established.

Certification

TRIAGON awards certificates to students who successfully complete the program. A Master Degree Certificate, a Diploma Supplement, and a Transcript of Records are among the certifications. The requirements are outlined in the Examination Regulations.

Master of Business Administration

Student Admission

According to the Course Handbook, candidates must have either a Bachelor's Degree (at least second-class honors) and at least two years of managerial or executive experience (applicants with non-business degree may be required to take additional preparatory courses) or have equivalent professional qualifications from a recognized institution, as well as at least two years

of corporate experience or be aged 26 or older and have a higher diploma or a diploma from a university containing at least 90 ECTS credits in a related area with at least a merit classification, or equivalent qualifications. Such applicants will be required to demonstrate their ability to follow the course profitably during an interview. These applicants may also be required to successfully complete a preparatory program consisting of study-units worth up to 30 credits before enrolling as regular students in the course, dependent on the outcome of the interview.

Students must produce evidence of language proficiency at a C2 level referred to CEFR in the language of instruction. Language proficiency must be demonstrated through an independent testing agency, such as IELTS.

Progression

TRIAGON has implemented processes and tools to collect, monitor and act on information on student progression. By tracking the student's progression with the UIS software tool, TRIAGON can ensure that students are meeting the minimum academic requirements needed to make satisfactory academic progress. This approach provides a reference for academic advisors who assist students in planning their academic programs and to make informed decisions about their studies.

Additionally, the progression of the students each module is supported by the lecturers who undertake induction and debriefing sessions and provides support through email, Teams, drop-in sessions and individual appointments.

Each module includes formative evaluations that are given at various junctures. Students will have the opportunity to enhance the quality of their ongoing work in response to structured guidance and ongoing feedback, not only through the lecturer's or tutor's contribution but also through the peer review system which is provided throughout the course. Before submitting their final drafts, students can edit and improve their work by presenting drafts to instructors in seminars and workshops. Students are expected to demonstrate how the final submission incorporates the formative criticism from earlier drafts.

Finally, TRIAGON gives students who choose to leave the program the option of earning a variety of exit degrees. Depending on how long they remain in the program, they can receive either a "Post Graduate Certificate in Business Administration" after earning at least 30 ECTS in the first semester of study or a "Post Graduate Diploma in Business Administration" after earning at least 60 ECTS in the first two semester of study. Level 6 Malta Qualification Framework (MQF) applies to both exit degrees.

Recognition

TRIAGON promotes equal recognition of higher education credentials, study hours, and prior learning, including informal and non-formal learning, to ensure students' academic advancement and mobility. A policy for credit transfer and prior learning recognition has been established.

Certification

TRIAGON awards certificates to students who successfully complete the program. An MBA Degree Certificate, a Diploma Supplement, and a Transcript of Records are among the certifications. The requirements are outlined in the Examination Regulations for Bachelor and Master Programs.

Master of Science in Project Studies

Student Admission

Candidates must possess a Malta Qualifications Framework (MQF)/ European Qualifications Framework (EQF) level 6 full qualification in Science or Technology, Humanities, Social Sciences, or Economics (depending on the subject of study/project the learner chooses to focus on), as stated in the Course Handbook. Candidates who are not native English speakers must demonstrate English fluency, which is comparable to an IELTS score of 6.

Progression

TRIAGON has implemented processes and tools to collect, monitor and act on information on student progression. By tracking the student's progression with the UIS software tool, TRIAGON can ensure that students are meeting the minimum academic requirements needed to make satisfactory academic progress. This approach provides a reference for academic advisors who help students plan their academic programs and to make informed decisions about studies.

Additionally, the progression of the students in each module is supported by the lecturers who undertake induction and debriefing sessions, and provide support through email, Teams, drop-in sessions and individual appointments.

Each module includes formative evaluations that are given at various junctures. Students will have the opportunity to enhance the quality of their ongoing work in response to structured guidance and ongoing feedback, not just through the lecturer's or tutor's contribution but also through the peer review system which is provided throughout the course. Before submitting their final drafts, students can edit and improve their work by presenting drafts to instructors in seminars and workshops. Students are expected to show how the final submission incorporates this formative criticism from earlier drafts.

Finally, TRIAGON has introduced an exit degree that enables students who have completed 30 ECTS from the first three modules and desire to discontinue their studies to be granted a "Postgraduate Certificate in Project Studies".

Recognition

In order to ensure students' academic advancement and promote mobility, TRIAGON works for equal recognition of higher education credentials, study hours, and prior learning, including the acknowledgement of informal and non-formal learning. A policy for credit transfer and recognition of prior learning has been established.

Certification

Upon successful completion of the program, TRIAGON issues certificates to the students. Among the certifications are a Doctoral Degree Certificate, a Diploma Supplement, and a Transcript of Records. The requirements are outlined in the Examination Regulations for Bachelor and Master programs.

Doctor of Philosophy

Student Admission

In accordance with the Course Handbook , prospective students must have either a MQF/EQF level 7 full qualification in the arts, humanities, social sciences, science, or technology (depending on their field of study) obtained from a recognized college/institute/university or a First Class Honours degree obtained from a recognized university or pertinent articles published in reputable academic journals in the fields of the arts, humanities, social sciences, science, or technology, followed by an interview to determine the prospective students' suitability for doctoral studies.

Prospective candidates are required to submit the provided pre-application form as part of the recruitment process, and the Doctoral School Committee will assess it. This must have personal details (name and surname, nationality, country of residence and email address) and PhD program details (Area/s on which the research topic will be based, mode of study (FT/PT), proposed starting date and source of funding). Information about education and experience (CV, academic achievements such as scholarships or awards, any publication in referred and/or non-referred academic journals and professional experience including current occupation and how this may feed into study) as well as PhD research proposal (draft research proposal (2,000 words), reason/s for wanting to undertake a research degree, preliminary discussion on the research problem the student wishes to address in the thesis and resources required for the doctoral student to investigate the chosen topic).

Progression

TRIAGON has implemented processes and tools to collect, monitor and act on information on student progression. By tracking the student's progression with the UIS software tool, TRIAGON can ensure that students are meeting the minimum academic requirements needed to make satisfactory academic progress. This approach provides a reference for academic advisors who assist students in planning their academic programs and to make informed decisions about studies.

Students will record relevant actions in the Doctoral logbook to document their progress during their PhD program. The logbook will be shared with the doctoral committee and supervisor in order to evaluate the student's progress and confirm that all program-related learning objectives have been met.

TRIAGON assigns one or more supervisors to each participant for their independent learning, self-study, and supervision of the thesis. These supervisors will stay in constant contact with participants and advise them of the requirements for progress and successful completion of the PhD degree.

The students will also periodically compose progress reports to share with the supervisor, which the faculty of TRIAGON will discuss in order to ensure that the overall understanding of expectations has been satisfied.

Recognition

In order to ensure students' academic advancement and promote mobility, TRIAGON works for the equal recognition of higher education credentials, study hours, and prior learning, including the acknowledgement of informal and non-formal learning. A policy for credit transfer and recognition of prior learning has been established.

Certification

Upon successful completion of the program, TRIAGON issues certificates to the students. Among the certifications are a Doctoral Degree Certificate, a Diploma Supplement, and a Transcript of Records. The requirements are outlined in the Examination Regulations for Doctoral Studies.

4.2 Assessment for all study programmes

Student admission, progression, and certification at TRIAGON were carefully managed to ensure that the institution admitted qualified students, supported their progression through their programs, and awarded certifications that were recognized and respected by employers and other educational institutions.

The student admission process at TRIAGON involved a rigorous assessment of applicants' academic qualifications, as well as their personal and professional experience. This process was designed to ensure that the institution admitted students who were capable of succeeding in their programs and who had the potential to make a positive contribution to their respective fields.

Once admitted, students were supported through a range of services designed to help them progress through their programs. These services included academic advising, tutoring, and mentoring, as well as access to online learning resources and technology support.

TRIAGON also had a robust system for monitoring student progress and ensuring that students remained on track to complete their programs successfully. This system involved regular assessments of student performance, as well as opportunities for students to receive feedback from their instructors and peers.

Finally, TRIAGON's certification process was designed to ensure that students who successfully completed their programs were awarded certifications that were recognized and respected by employers and other educational institutions.

Overall, TRIAGON's approach to student admission, progression, and certification was focused on ensuring that students received a high-quality education that prepared them for success in their chosen fields. The institution was committed to admitting qualified students, supporting their progression through their programs, and awarding certifications that were widely recognized and respected. This approach helped TRIAGON to maintain its position as a leading academic institution and to provide students with the skills and knowledge they needed to succeed in their careers.

4.3 Conclusion

The criterion is **fulfilled**.

5 ESG Standard 1.5: Teaching staff

Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff

5.1 Implementation

Bachelor of Science in Culinary Arts & Management

The role of the teacher, according to the ESG Standard, is critical in providing a high-quality student experience and facilitating the acquisition of knowledge, competences, and skills. Student-centered learning and teaching are required due to the changing student population and increased emphasis on learning outcomes.

TRIAGON has established a transparent, fair, and equal process for recruiting, academic selection, and staff development. The Faculty and Staff policy outlines this procedure, which aims to ensure that only the most qualified and eligible candidates are chosen for available positions, as well as that they receive the necessary support and tools to be successful in those roles.

Depending on the module, the minimum qualification for involved instructors and supervisors varies. In general, it must have either a Master's degree in Culinary Arts, Hospitality Management, or the module-specific field, as well as a minimum of 5 years' experience in the respective field or a Bachelor's degree in management or the module-specific field, as well as at least 10 years of experience working as a manager or director in an industrial kitchen or the module-specific area. Furthermore, Teachers with a diploma in Culinary Arts and at least 20 years of experience working as a chef in a professional setting are eligible to participate in more practical modules. A master's degree and at least 5 years of experience working in the respective field are required for the modules "Food Safety, Sanitation, and Quality Management" and "Law & Ethics for Hospitality".

TRIAGON has already assigned a Program Manager identified possible professors fulfilling these requirements to ensure a smooth introduction into the market.

Bachelor of Science (B. Sc.) in Business Management Top-Up

As stated in the ESG Standard the teacher's role is essential in creating a high-quality student experience and enabling the acquisition of knowledge, competencies and skills. The diversifying student population and stronger focus on learning outcomes require student-centered learning and teaching.

TRIAGON implemented a transparent, fair, and equal recruiting, academic selection, and staff development process. This process is laid out in the Faculty and Staff policy which aims to ensure that only the most qualified and eligible candidates are selected for available positions and that they receive the support and tools they require to be successful in these roles.

TRIAGON's teaching staff is eminently well prepared for the Bachelor of Science in Business Management Top-Up program and is composed of an impressive mix of academically qualified instructors and authoritative figures from a variety of management-related professions.

Bachelor of Science (B.Sc.) in Business Management

As stated in the ESG Standard, the teacher's role is essential in creating a high-quality student experience and enabling the acquisition of knowledge, competencies and skills. The diversified student population and stronger focus on learning outcomes require student-centered learning and teaching. TRIAGON implemented a transparent, fair, and equal recruiting, academic selection, and staff development process. This process is clearly elucidated in the Faculty and

Staff policy which aims to ensure that only the most qualified and eligible candidates are selected for available positions and that they receive the support and tools they require to be successful in these roles.

The teaching staff at TRIAGON for the Bachelor of Science in Business Management program is composed of an impressive combination of academically qualified instructors and authoritative figures from the many management-related professions.

Doctor of Business Administration

As stated in the ESG Standard the teacher's role is essential in creating a high-quality student experience and enabling the acquisition of knowledge, competencies and skills. The diversified student population and stronger focus on learning outcomes require student-centered learning and teaching.

TRIAGON implemented a transparent, fair, and equal recruiting, academic selection, and staff development process. This process is clearly delineated in the Faculty and Staff policy which aims to ensure that only the most qualified and eligible candidates are selected for available positions and that they receive the support and tools they require to be successful in these roles.

The minimum qualification for involved instructors and supervisors is a terminal degree e.g., PhD in a relevant field, preferably with a research interest in the respective field.

Doctor of Laws in International Business Law

As explicitly stated in the ESG Standard, the teacher's role is deemed essential in creating a high-quality student experience and enabling the acquisition of knowledge, competencies, and skills. The diversified student population and a stronger focus on learning outcomes requires student-centered learning and teaching.

TRIAGON has implemented a transparent, fair, and equal recruiting, academic selection, and staff development process. This process is clearly delineated in the Faculty and Staff Policy which aims to ensure that only the most qualified and eligible candidates are selected for available positions and that they receive the support and tools they require to be successful in those roles.

The minimum qualification for involved instructors and supervisors is a doctoral degree in the area of International Business Law or a cognate area of study.

The Examination Board will approve all external supervisors, if they meet the criteria outlined in the Examination Regulations for Bachelor and Master Programs.

Master in Leadership & Strategic Management

According to the ESG Standard, the role of the teacher is critical in providing a high-quality student experience and facilitating the acquisition of knowledge, competencies, and skills. The changing student population and increased emphasis on learning outcomes necessitate such student-centered learning and teaching.

TRIAGON has established a transparent, fair, and equal process for recruiting, academic selection, and staff development. This procedure is outlined in the Faculty and Staff policy, and it aims to ensure that only the most qualified and eligible candidates are chosen for available positions, as well as that they receive the necessary support and tools to be successful in these roles.

The minimum qualification for involved instructors and supervisors is a doctoral degree in the area of management or a master's degree in the area of management plus practical experience of at least three years.

Master of Business Administration

According to the ESG Standard, the role of the teacher is critical in providing a high-quality student experience and facilitating the acquisition of knowledge, competencies, and skills. The evolving student population and increased emphasis on learning outcomes necessitate student-centered learning and teaching.

TRIAGON established a transparent, fair, and equal process for recruiting, academic selection, and staff development. This procedure is outlined in the Faculty and Staff policy, and it aims to ensure that only the most qualified and eligible candidates are chosen for available positions, as well as that they receive the necessary support and tools to be successful in these roles.

The minimum qualification for involved instructors and supervisors is a doctoral degree in the area of management or a master's degree in the area of management, in addition to practical experience of at least three years duration.

Master of Science in Project Studies

As stated in the ESG Standard the teacher's role is essential in creating a high-quality student experience and enabling the swift acquisition of knowledge, competencies and skills. The diversified student population and stronger focus on learning outcomes require student-centered learning and teaching.

TRIAGON has implemented a transparent, fair, and equal recruiting, academic selection, and staff development process. This process is laid out in the Faculty and Staff policy which aims to ensure that only the most qualified and eligible candidates are selected for available positions and that they receive the support and tools they require to be successful in these roles.

A professional or research-based doctorate (EQF/MQF level 8) in the humanities, social sciences, or economics, or a master's degree (MQF level 7) in those fields, along with at least five years of experience working in the same industry, are the minimum requirements for participating instructors and supervisors.

The Examination Board will approve all external supervisors, when they meet the criteria outlined in the Examination Regulations for Bachelor and Master Programs. External supervisors can be employed after the approval of the Examination Board, when they meet the criteria outlined in the Examination Regulations for Bachelor and Master Programs.

Doctor of Philosophy

As stated in the ESG Standard the teacher's role is essential in creating a high-quality student experience and enabling the acquisition of knowledge, competencies, and skills. The diversified student population and stronger focus on learning outcomes require student-centered learning and teaching.

TRIAGON implemented a transparent, fair, and equal recruiting, academic selection, and staff development process. This process is laid out in the Faculty and Staff policy which aims to ensure that only the most qualified and eligible candidates are selected for available positions and that they receive the support and tools they require to be successful in these roles.

A professor supervising in the PhD program must possess the following minimum qualifications: a doctorate (MQF level 8) in a relevant field or equivalent research credentials, authoring relevant publications, experience in supervising doctoral students, experience in lecturing at universities with a strong emphasis on practical competence, experience in using cutting-edge teaching methods, and a demonstrated ability to work in a team environment across disciplines.

The Doctoral Examination Committee will approve all external supervisors, when they meet the criteria outlined in the Examination Regulations for Doctoral Studies.

5.2 Assessment for all study programmes

The teaching staff at TRIAGON was composed of highly qualified and experienced professionals who were committed to providing students with a high-quality education. The institution's rigorous hiring process ensured that only the most qualified and experienced individuals were selected to join the teaching staff.

Once hired, teaching staff at TRIAGON received and support to ensure that they were able to deliver high-quality teaching and learning experiences.

TRIAGON's teaching staff was also committed to creating a learning environment that was engaging, interactive, and student-centered. They used a range of teaching and learning methods, including lectures, discussions, case studies, group projects, and experiential learning, to ensure that students had a variety of opportunities to engage with the material and to apply their learning in real-world situations.

In addition to their teaching responsibilities, TRIAGON's teaching staff was also actively involved in research and other scholarly activities. They were encouraged to engage in research and to publish their findings in leading academic journals, which helped to enhance the institution's reputation and to provide students with access to the latest research and knowledge in their respective fields.

Finally, TRIAGON's teaching staff was committed to providing students with individualized attention and support. They provided academic advising, mentoring, and tutoring services to help students succeed in their programs and to achieve their academic and professional goals.

Overall, the teaching staff at TRIAGON was composed of highly qualified and experienced professionals who were committed to providing students with a high-quality education. They created a learning environment that was engaging, interactive, and student-centered, and they were actively involved in research and other scholarly activities. Their commitment to excellence helped Triagon to maintain its position as a leading academic institution and to provide students with the skills and knowledge they needed to succeed in their careers.

The development of a programme for continuous professional development of academic staff in pedagogy and teaching methods should be made more systematic and comprehensive.

Triagon should consider increasing the resource budget for academic staff.

Triagon should always ensure that external lecturers are in line with the Academy's objectives and strategy.

5.3 Conclusion

The criterion is **fulfilled**.

6 ESG Standard 1.6: Learning resources and student support

Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.

6.1 Implementation

In the build-up phase TRIAGON was financed by own funds of the supporting company, through tuition fees, and third-party funding. In the long term, tuition revenue and research

project funding will become the main sources of funding. TRIAGON remains on a very solid financial footing despite the pandemic and has reached a level of financial stability and independence thanks to the founder's contributions to cover ongoing administrative expenses in the build-up phase.

TRIAGON's finances are always transparent and clearly understandable. The audited financial information is disclosed to the authorities only to the extent that it satisfies the demonstrated legal requirements.

With the employed business model and despite the institution's youth, financial data demonstrates that TRIAGON's finances are extremely self-sufficient and immensely sustainable. Nevertheless, the founder of TRIAGON has pledged to cover any losses that may occur. This ensures that TRIAGON always has the funds necessary for both teaching and research.

Facilities and Equipment

TRIAGON possesses the necessary technical infrastructure to offer a cutting-edge virtual work environment, which includes a virtual learning environment and Windows 365 as a digital environment for work and teaching and learning. TRIAGON provides all modern resources and virtual facilities as are required to assist student learning, such as an advanced online library supported by a qualified librarian. Moreover, TRIAGON also provides technical support for students, faculty and staff which has unquestionably proven its value especially under pandemic conditions.

This virtual study environment offers a flexibly adjustable framework that is suited to satisfy the needs of a diverse student population (such as mature, part-time, employed and international students as well as students with disabilities), allows flexible modes of learning and teaching and supports student-centered teaching and learning.

Since TRIAGON's inception, the learning platform has been regularly updated multiple times. The technical infrastructure is now updated on an almost weekly basis.

TRIAGON's internal quality assurance ensures that all resources are fit for purpose, accessible, and that students are informed about all services available.

All employees and contractual lecturers have access to the required hardware and software. The working conditions for faculty, staff, and students are state-of-the-art.

The requirements for work equipment, investments and consumables are budgeted from the bottom up, with employees notifying management of their needs. The Director of Administration consolidates these demands, agrees with management, and then discusses them with the Senate. All justified requirements have so far been accepted without any deductions.

The staff delivering support services is qualified and have opportunities to develop their competences.

TRIAGON resides in a renovated historical villa in Marsa, just ten minutes by car from the airport, five minutes from Valletta, and on the outskirts of a massive regional development project that includes the former Marsa power station and its surroundings.

The building was one of the first investments of the founder. It contains 12 workstations, some of which are occupied by full-time employees who typically work from the villa, such as the Head of Student Service, Examination Office colleagues, Director of Administration, Executive Dean, and President. Some workstations can be utilized with greater flexibility. Even prior to the pandemic, TRIAGON offered numerous opportunities for mobile work.

As Malta is a relatively small island it seemed inevitable to use technology to create an international and intercultural team with faculty and staff working from home, regardless of their location.

The TRIAGON teaching model is optimal for this approach. The completely virtual working environment allows the employees not only to carry out virtual teaching or virtual consultations from anywhere in the world, but also to remain closely connected with each other at all times. The new technical possibilities allow the employees a maximum of online collaboration.

This allows faculty and staff to reduce travel costs, reduce environmental impact, and use travel time for higher-value activities in research and teaching. Through the provided intranet and a fully virtual work environment, coworkers are not only able to perform virtual teaching from anywhere in the world but are also able to remain in constant contact with one another. Even simultaneous work on a joint paper is now feasible due to the advancements in technology.

The construction of a contemporary new structure adjacent to the historic villa is already underway. The architect's blueprints are accessible. The funding has been secured.

6.2 Assessment

TRIAGON's infrastructure for teaching and learning is appropriate and sufficient to achieve the qualification goals. MS Teams is used as a communications platform while Moodle is used for learning resources. Students are very satisfied with these platforms. TRIAGON also uses plagiarism software to ensure originality of the students' work.

Since TRIAGON is mainly targeting non-traditional students, it has equipped itself with the necessary support mechanisms to have cohorts of students with diverse backgrounds and learning styles. The institution's academic staff focus on student-centred learning and students are allowed to learn at their own pace.

TRIAGON offers various possibilities for further qualifications since it offers programmes at level 6, level 7 and level 8. Some students have progressed to a master's degree after finishing their bachelor's degree, while one of the DBA graduates who attended the students' meeting is now teaching students at the institution.

Sound human resources and financial management were critical components of TRIAGON's success, as they ensured that the institution's resources were used effectively and efficiently to achieve its strategic objectives.

Human resources management at TRIAGON involved attracting and retaining good talent, providing opportunities for professional growth and development, and creating a positive and engaging work environment. The institution had established policies and procedures for recruitment, selection, and performance management, which helped to ensure that faculty and staff members were selected based on their qualifications and experience and that their performance was regularly reviewed and evaluated.

Financial management at TRIAGON involved establishing clear financial policies and procedures, ensuring that financial resources were managed effectively and efficiently, and providing regular reporting and analysis of financial performance. The institution had a budgeting process that involved input from faculty and staff members, which helped to ensure that financial resources were allocated to strategic priorities and that the institution's financial performance was monitored regularly.

TRIAGON also had established policies and procedures for managing its financial resources, which helped to ensure that resources were used effectively and efficiently. The institution had implemented controls to prevent fraud and mismanagement of financial resources, and it had established an internal audit function that provided independent oversight of financial operations.

Overall, sound human resources and financial management were critical to TRIAGON's success, as they helped to attract and retain top talent, ensure that financial resources were used effectively and efficiently, and provide regular reporting and analysis of financial performance. These practices helped to ensure that TRIAGON could achieve its strategic objectives and maintain its position as a leading academic institution.

The improvement of the reporting structure for resource management is recommended, as it still has potential for optimisation.

6.3 Conclusion

The criterion is **fulfilled**.

7 ESG Standard 1.7: Information management

Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.

7.1 Implementation

TRIAGON puts an emphasis on timely, impartial, and targeted communication with all relevant stake holders. In this regard, both internal and external communication are governed by the mission statement's principles, which highlight the significance of transparency and open communication as a core value of TRIAGON.

In addition, constant communication contributes significantly to the successful implementation of the strategies, particularly TRIAGON's quality strategy, because it ensures that the quality objectives, processes, and outcomes are communicated regularly and openly to students, employees, and other stakeholders.

TRIAGON is committed to ensuring that all of its employees, students, and external stakeholders are properly aware of all regulatory changes and updates. This is a crucial component of establishing and continually enhancing the quality culture.

In order to meet this requirement, TRIAGON has a communication concept that clearly regulates who communicates what, to whom, and in what format. All due care is taken to make sure that communication is launched in a coordinated manner.

TRIAGON employs many techniques of gathering information. A customized university information software (UIS) provides access to credible data about student development, success, and drop-out rates and other critical performance metrics encompassing all aspects of the profile of the student population.

TRIAGON's internal quality assurance system is supported by efficient systems for collecting and analyzing data on study programs and other activities. The Quality Assurance Officer collects and analyses data regarding student satisfaction with their programs. This also applies to the graduating survey, which includes information regarding graduates' career paths.

The marketing team collects and analyses information regarding potential students' interests, needs, and decision-making criteria. The marketing team includes a marketing intelligence unit that collects information about the market and the competition as well as a data analytics unit.

TRIAGON considers it essential that students and staff play an active part in giving and analyzing information and to make informed decisions about action plans, while understanding what is working well and what needs attention.

The various employees are involved in the planning and implementation of communication based on their duties. For instance, the Quality Assurance unit is responsible for providing information regarding quality processes and outcomes. In addition, quality assurance procedures are accessible to the public on TRIAGON's website. In both instances, the fundamental documents are displayed in a highly accessible location.

Monthly faculty meetings are held at TRIAGON to facilitate communication among all faculty. There is a direct interchange of information regarding current topics, pedagogy, research, and quality development. The daily administrative staff meetings serve a similar purpose. Current issues of day-to-day business and questions of quality development are discussed in collaboration with administrative management.

Moreover, students are regularly and actively engaged in relevant topics via the learning platform.

7.2 Assessment

While TRIAGON is an academic institution with a good reputation for academic activity, there are areas where the institution could improve its public information to better communicate its values, goals, and achievements to the wider community.

One area where TRIAGON could improve its public information is in its communication of its social and environmental responsibilities. While the institution is committed to social and environmental sustainability, this commitment is not always clearly communicated to the wider community. By more effectively communicating its social and environmental initiatives, TRIAGON could enhance its reputation as a responsible and sustainable institution.

Another area where TRIAGON could improve its public information is in its communication of the diversity and inclusivity of its student body and staff. While the institution is committed to promoting diversity and inclusivity, this commitment is not always reflected in its public information. By more effectively communicating its diversity and inclusivity initiatives, TRIAGON could enhance its reputation as an institution that values and respects diversity.

Finally, TRIAGON could also improve its public information by providing more detailed and accessible information about its programs and services. While the institution's website and other marketing materials provide basic information about its programs and services, there is room for improvement in terms of providing more detailed and comprehensive information. By providing more detailed and accessible information, TRIAGON could better support prospective students and other stakeholders in making informed decisions about their education and careers.

Updating the website and social media platforms to show current activities is recommended.

Overall, while TRIAGON is a leading academic institution with a strong reputation for academic excellence, there are areas where the institution could improve its public information to better communicate its values, goals, and achievements to the wider community. By more effectively communicating its social and environmental responsibilities, its diversity and inclusivity initiatives, and its programs and services, TRIAGON could enhance its reputation and better support its stakeholders.

7.3 Conclusion

The criterion is **fulfilled**.

8 ESG Standard 1.8: Public information

Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.
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8.1 Implementation

TRIAGON releases information about its operations that is valuable for prospective and present students, alumni, other stakeholders, and the general public. TRIAGON discloses all relevant details about the institution, its personnel, and its partners. This information is always provided in an up-to-date, impartial and comprehensive manner.

TRIAGON provides full information about its services (study programs, continuing education programs, research and services) via its website. The information about the study programs includes the duration of the program, the number of ECTS credits, selection criteria, the intended learning outcomes, the qualifications they award, the teaching model, and assessment procedures used and the and the cost of the program. Detailed information, such as study and examination regulations, course handbooks or the General Examination Regulations, are made available by the Examinations Office via a separate section of the learning platform.

TRIAGON provides frequent information sessions to supplement its textual materials.

In addition, TRIAGON provides targeted information to external stakeholders and the general public via a range of information channels. A communication concept coordinates and outlines the communication measures. TRIAGON, for instance, tells the public about its operations, successes, and completed projects via press releases.

Interested parties are updated via multiple social media channels (Facebook, Instagram) and a newsletter about new offerings of education and training, research activities, and services, as well as current developments, new projects and cooperations, and current employment openings.

8.2 Assessment

While the institution has implemented various information management systems to manage this information, there are areas where it could improve its information management practices to better support its operations and strategic goals.

Finally, TRIAGON could also improve its information management by leveraging technology more effectively. The institution has implemented various information management systems, such as a student information system and a learning management system, to support its operations. However, there may be opportunities to optimize and integrate these systems to improve efficiency and streamline workflows. Additionally, Triagon could explore the use of emerging technologies, such as artificial intelligence and machine learning, to gain insights from its data and support its strategic goals.

There should be a linkage of information management to produce analytical reports on student performance and achievements (learning analytics).

Public information available to the broader public online should be extended and updated on a regular basis.

TRIAGON should describe the difference between consecutive master's programmes and executive programmes (e.g. MBA) more transparent in its external presentation.

For reasons of international recognition, TRIAGON should publish the degree programmes in the Anabin database.

Overall, while TRIAGON has implemented various information management systems to manage its significant amount of information, yet TRIAGON could enhance its information management practices and support its stakeholders more better.

8.3 Conclusion

The criterion is **fulfilled**.

9 ESG Standard 1.9: On-going monitoring and periodic review of programmes

Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.

9.1 Implementation

Institutions should monitor and periodically review their programs to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews

should lead to continuous improvement of the program. Any action planned or taken as a result should be communicated to all those concerned.

The study programmes are dynamic in nature and dynamic are the regulatory framework and the labor market. Consequently, TRIAGON programs are reviewed, renewed, and adapted not only to meet the quality assurance requirements but also to satisfy the needs of the students and the industry. Although the programs' review is an ongoing process, TRIAGON conducts a comprehensive review of its programs at least every five years.

There are several elements which TRIAGON uses for a program review, such as feedback from the student surveys, feedback from the Scientific Advisory Board, lecturers' modules self-review, suggestions from the Senat, external assessors' feedback and industry consultation.

The feedback obtained from the stakeholders, together with the necessary data collected during this exercise, is analyzed by a Programme Review Committee together with the Program Manager and the Executive Dean. The findings of this study indicate the need for program modification.

This process is an important aspect of TRIAGON's quality assurance system and serves to ensure that programs are of acceptable quality, appropriate academic and vocational standards and relevant to the needs of the industry. The whole exercise can be seen as the preparation for a program reaccreditation.

A TRIAGON program review includes the evaluation of the program's learning outcome, the changing needs of industry and society, the students expectations, needs and satisfaction in relation to the program, the students' actual workload, progression and completion, the effectiveness of procedures for assessment of students, the mode of learning and whether this is still adequate, the virtual learning environment and the support services and their fitness for purpose.

The Senate decides whether or not to conduct a study program review (SPR) and has the responsibility to set up Review Committees. It may determine that the internal Quality Assurance team for a program can function as such Committee. The composition of the Review Committee shall be determined by pragmatic factors, such as the number of programs to be evaluated.

The SPR Committee will study the current documents and collect and analyse new data. It is free to choose which sources to employ. The Review Committee submits a report that details shortcomings and merits of the study program as well as its curriculum and the individual modules. The Committee must officially transmit the results to the Senate, along with any required modifications. After internal consideration, the Senate must choose which proposed amendments to implement. The Executive Dean is responsible for revising and, if required, initiating

a new external accreditation process. The following statistic information shall be used from the current and previous year: Admissions, including ratio of applications to entrants, rise or fall of the number of application; Numbers of student and staff/student ratio; Student profile, including analysis by age, domicile, gender, full-time/part-time ratio, and disability; Progression dropout and graduation rates; Student achievement e.g. pattern of grades; and information regarding students' first employment destinations.

9.2 Assessment

Quality assurance was a critical component of Triagon's academic strategy, as the institution was committed to providing high-quality education and support services to its students. To ensure that its academic programs and services met the highest standards of quality, Triagon had established a robust quality assurance framework.

The framework involved regular monitoring and evaluation of the institution's academic programs and services, as well as the implementation of continuous improvement initiatives. TRIAGON used a range of tools and techniques, such as student surveys, faculty evaluations, and academic audits, to assess the quality of its programs and services.

TRIAGON also had a rigorous process for program development and review, which involved input from faculty members, industry partners, and other stakeholders. This ensured that the institution's academic programs were up-to-date and relevant to the needs of the students and the industry.

Moreover, TRIAGON had established partnerships with other institutions, industry partners, and professional organizations, which helped to enhance the quality of its academic programs and services. These partnerships provided opportunities for collaboration, knowledge sharing, and joint initiatives, which helped to keep Triagon at the forefront of the education industry.

Finally, TRIAGON had a strong commitment to transparency and accountability, which was evident in its regular reporting and dissemination of information about its academic programs and services. This helped to build trust and confidence among the institution's stakeholders, and it also helped to identify areas for improvement and further development.

Overall, TRIAGON's quality assurance framework was instrumental in ensuring that its academic programs and services met the highest standards of quality. This commitment to quality helped to enhance the institution's reputation, attract top talent, and provide students with the knowledge and skills they needed to succeed in their careers.

To ensure the ongoing quality of its programs, the institution conducts ongoing and periodic reviews of its courses. While these reviews have been effective in maintaining the quality of

the institution's programs, there are areas where the institution could improve its review processes to further enhance the quality of its courses.

One area where TRIAGON could improve its ongoing and periodic review processes is in its focus on student learning outcomes. While the institution has identified learning outcomes for its courses, there may be opportunities to further refine and clarify these outcomes to better align with the needs of students and the evolving demands of the job market. By ensuring that learning outcomes are clearly defined and aligned with student needs, Triagon could enhance the relevance and effectiveness of its programs.

Another area where TRIAGON could improve its review processes is in its use of data and analytics to inform decision-making. While the institution collects various data on its programs and student outcomes, there may be opportunities to leverage this data more effectively to identify areas for improvement and make data-driven decisions. By analyzing data on student outcomes, program quality, and workforce trends, TRIAGON could identify areas for improvement and make informed decisions about program revisions and updates.

Finally, TRIAGON could also improve its review processes by engaging more actively with external stakeholders. While the institution consults with various stakeholders, such as industry professionals and alumni, there may be opportunities to engage these stakeholders more proactively and systematically to gain insights and feedback on its programs. By engaging with external stakeholders, TRIAGON could better align its programs with industry needs and ensure that its graduates are well-prepared for the job market.

The updating of the Quality Manual should always be considered to reflect Triagon's current operations and activities.

Specific measures should be taken to increase student evaluation in terms of questionnaire response rates and to review how this information is used.

Overall, while TRIAGON conducts ongoing and periodic reviews of its courses to maintain the quality of its programs, there are areas where the institution could improve its review processes to further enhance the quality and relevance of its courses. By focusing on student learning outcomes, leveraging data and analytics, and engaging more actively with external stakeholders, TRIAGON could ensure that its programs meet the needs of students and the broader community even more and remain relevant in the fast-changing job market.

9.3 Conclusion

The criterion is **fulfilled**.

10 ESG Standard 1.10: Cyclical external quality assurance

Institutions should undergo external quality assurance in line with the ESG on a cyclical basis

10.1 Implementation

TRIAGON embraces the concept of Cyclical External Quality Assurance as a process of periodic external evaluation of the quality of higher education institutions as well as of academic programs. A successful accreditation by a recognized, independent accreditation agency enhances the credibility of an institution.

A valid accreditation from a recognized agency is a prerequisite in many countries for the formal recognition of degrees.

External evaluations assist TRIAGON to identify areas of strength and weakness and provides recommendations for improvement and ultimately assists TRIAGON to enhance the quality of the institution and the academic programs, research, and transfer.

TRIAGON sees quality assurance as a continuous process that does not end with the external feedback or report. Cyclical External Quality Assurance practice is valid element of the PDCA cycle. Consequently, an external accreditation documenting the progress made since the last external quality assurance activity is taken into consideration when preparing for the next activity.

10.2 Assessment

Triagon as an academic institution that is committed to providing high-quality educational programs to its students. To ensure that the quality of its programs remains high, the institution conducts ongoing and periodic reviews of its courses. While these reviews have been effective in maintaining the quality of the institution's programs, there is a need for the institution to conduct cyclical reviews by external experts to ensure that its programs remain relevant and of high quality.

External experts bring a fresh perspective and a wealth of experience that can help institutions to identify areas for improvement and to make informed decisions about program revisions and updates. By engaging external experts in cyclical reviews, Triagon could gain valuable insights into emerging trends in its fields of study, as well as best practices and innovations in pedagogy and program design. External experts could also provide feedback on the relevance and effectiveness of the institution's programs, as well as recommendations for improving the quality and impact of these programs.

In addition to the benefits of engaging external experts, cyclical reviews can also help to ensure that Triagon meets the standards of its accrediting bodies. Many accrediting bodies require

institutions to undergo periodic reviews by external experts to ensure that their programs meet the standards of the accrediting body. By conducting cyclical reviews by external experts, Triagon could ensure that it remains in compliance with the standards of its accrediting bodies and that its programs continue to meet the needs of its students and the broader community.

The introduction of a more rigorous annual quality assurance process should be considered.

Overall, while Triagon conducts ongoing and periodic reviews of its courses to maintain the quality of its programs, cyclical reviews by external experts are conducted as well. By engaging external experts in cyclical reviews, Triagon could gain valuable insights into emerging trends and best practices, as well as feedback on the relevance and effectiveness of its programs. Furthermore, cyclical reviews by external experts could help to ensure that the institution meets the standards of its accrediting bodies and that its programs remain of high quality and relevant to the needs of its students and the broader community.

10.3 Conclusion

The criterion is **fulfilled**.

IV Recommendation to the Accreditation Commission of ACQUIN

1 **Assessment of compliance the Standards and Guidelines in the Higher European Area (ESG) in the actual official version and the German Council of Science and Humanities (WR)**

The study programmes “**Doctor of Business Administration (DBA)**”, “**Doctor of Philosophy (PhD)**”, “**Master of Science in Leadership and Strategic Management (M.Sc.)**”, “**Master of Business Administration (MBA)**”, “**Doctor of Laws (LLD) in Business Law (Level 7)**”, “**Bachelor of Science in Business Management (B.Sc.)**”, “**Bachelor of Science in Business Management (Top Up, 60 ECTS) (B.Sc.)**”, “**Bachelor of Science in Culinary Arts and Management (B.Sc.)**”, “**Master of Science (M.Sc.) in Project Studies**” were assessed on the basis of the “Standards and Guidelines for Quality Assurance in the European Higher Education Area” (ESG), the Salzburg Recommendations (applicable for doctoral programmes).

The expert group concludes that the **ESG standards** 1.1 (Policy for quality assurance), 1.2 (Design and approval of programmes), 1.3 (Student-centred learning, teaching and assessment), 1.4 (Student admission, progression, recognition and certification), 1.5 (Teaching staff), 1.6 (Learning resources and student support), 1.7 (Information management), 1.8 (Public information), 1.9 (On-going monitoring and periodic review of programmes) and 1.10 (Cyclical external quality assurance) are **fulfilled**.

[The expert group concludes that the **Salzburg Recommendations** 1 (Research as the basis and the difference), 2 (Critical mass and critical diversity), 3 (Recruitment, admission and status), 4 (Supervision), 5 (Outcomes), 6 (Career development), 7 (Credits), 8 (Quality and accountability), 9 (Internationalisation), 10 (Funding) 11 (Autonomy), 12 (Legal framework) and 13 (Intersectoral collaboration) are **fulfilled**.

The assessment criteria are as follows:

Standard 1.1 Policy for quality assurance: Universities have a publicly accessible quality assurance strategy, which is part of their strategic management. This strategy is developed and implemented by internal stakeholder representatives through appropriate structures and processes, involving external stakeholders.

For PhD programmes additionally apply

- Salzburg Recommendation 8: Quality and accountability
- Salzburg Recommendation 12: Legal framework
- Salzburg Recommendation 13: Intersectoral collaboration

The criterion is **fulfilled**.

Standard 1.2 Design and approval of programmes: Universities have procedures for the design and approval of their courses. The courses are designed in such a way that their objectives, including the desired learning outcomes, can be achieved. The qualification obtained during a degree program is clearly defined and communicated; it refers to the corresponding level of the national qualifications framework for higher education and, consequently, the qualifications framework for the European Higher Education Area.

For PhD programmes additionally apply

- Salzburg Recommendation 11: Autonomy
- Salzburg Recommendation 1: Research as the basis and the difference
- Salzburg Recommendation 2: Critical mass and critical diversity
- Salzburg Recommendation 5: Outcomes
- Salzburg Recommendation 7: Credits
- Salzburg Recommendation 9: Internationalisation
- Salzburg Recommendation 6: Career development

The criterion is **fulfilled**.

Standard 1.3 Student-centred learning, teaching and assessment: Universities ensure that the courses offered are carried out in such a way as to encourage students to play an active role in the design of the learning process and that this approach is also taken into account when assessing students / examinations.

For PhD programmes additionally apply

- Salzburg Recommendation 4: Supervision

The criterion is **fulfilled**.

Standard 1.4 Student admission, progression, recognition and certification: Universities ensure that the courses offered are carried out in such a way as to encourage students to play an active role in the design of the learning process and that this approach is also taken into account when assessing students / examinations.

For PhD programmes additionally apply

- Salzburg Recommendation 3: Recruitment, recognition, and certification

The criterion is **fulfilled**.

Standard 1.5 Teaching staff: Universities ensure the competence of their teachers. They use fair and transparent procedures for the recruitment and further training of their employees.

The criterion is **fulfilled**.

Standard 1.6 Learning resources and student support: The university has adequate funding to finance study and teaching and ensure that there is always a sufficient and readily available range of learning and support available for their studies.

For PhD programmes additionally apply

- Salzburg Recommendation 10: Funding

The criterion is **fulfilled**.

Standard 1.7 Information management: Universities ensure that they collect, analyze and use the relevant data relevant to the successful conduct of studies and other activities.

The criterion is **fulfilled**.

Standard 1.8 Public information: Universities publish easily understandable, correct, objective, up-to-date and well-accessible information about their activities and courses of study.

The criterion is **fulfilled**.

Standard 1.9 On-going monitoring and periodic review of programmes: Universities are constantly monitoring their courses and regularly reviewing them to ensure that they achieve the goals set and meet the needs of students and society. The tests lead to a continuous improvement of the courses. All affected parties will be informed about any measures planned or resulting from this.

The criterion is **fulfilled**.

Standard 1.10 Cyclical external quality assurance: Universities regularly undergo external quality assurance procedures in accordance with the ESG.

The criterion is **fulfilled**.

2 Accreditation Recommendation

The peer-review experts recommend an **unconditional accreditation** of the study programmes “**Doctor of Business Administration (DBA)**”, “**Doctor of Philosophy**” (PhD), “**Master of Science in Leadership and Strategic Management**” (M.Sc.), “**Master of Business Administration**” (MBA), “**Doctor of Laws (LLD) in Business Law (Level 7)**”, “**Bachelor of Science in Business Management**” (B.Sc.), “**Bachelor of Science in Business Management (Top Up, 60 ECTS)**” (B.Sc.), “**Bachelor of Science in Culinary Arts and Management**” (B.Sc.), “**Master of Science (M.Sc.) in Project Studies**”.

The peer-review experts recommend the following **recommendations**:

General recommendations

1. The updating of the Quality Manual should always be considered to reflect Triagon's current operations and activities.
2. Triagon should draft and implement a systematic curriculum review plan for its study programmes, including the research component .
3. The Relation between research and teaching should be done more closely: Research should be reflected in curriculum development plans.
4. Triagon should present the sharpening of the profiles of all degree programmes more clearly.
5. The review of learning outcomes and related learning content should be sustainably implemented as part of the quality cycle.
6. Topics related to the themes of the Sustainable Development Goals should be included in every study programme.
7. The development of a programme for continuous professional development of academic staff in pedagogy and teaching methods should be made more systematic and comprehensive.
8. The improvement of the reporting structure for resource management is recommended, as it still has potential for optimisation
9. Triagon should always ensure that external lecturers are in line with the Academy's objectives and strategy.
10. Updating the website and social media platforms to show current activities is recommended.

11. Public information available to the broader public online should be extended and updated on a regular basis.
12. Triagon should describe the difference between consecutive master's programmes and executive programmes (e.g. MBA) more transparent in its external presentation.
13. For reasons of international recognition, Triagon should publish the degree programmes in the Anabin database.
14. There should be a linkage of information management to produce analytical reports on student performance and achievements (learning analytics).
15. Specific measures should be taken to increase evaluation by students in terms of the questionnaire response rates and review how this information is used.
16. The introduction of a more rigorous annual quality assurance process should be considered.

Cross-study recommendations for the study programmes “Doctor of Business Administration (DBA) and “Doctor of Philosophy” (PhD):

1. The workload of the doctoral programmes should be regularly evaluated standardised in shorter cycles.
2. The distinction between the “Doctor of Business Administration (DBA) and “Doctor of Philosophy” (PhD) should be made clearer and more transparent, and it should be evaluated whether there is interest on the part of the DBA students to transfer to the PhD.

Study-specific recommendation for the study programme “Doctor of Philosophy” (PhD):

1. Triagon should make it more transparent which disciplines can be supervised in the doctoral programme.

Study-specific recommendation for the study programme“ Doctor of Laws (LLD) in Business Law (Level 7)

1. Regarding the recognition of the programme the programme handbook shall specify that the “post-nominal” LLD shall be adopted for correctness sake.

V Decisions of the Accreditation Commission of ACQUIN

Based on the evaluation report of the expert group, the Accreditation Commission of ACQUIN decided on the 09 May 2023:

General recommendations:

- The updating of the Quality Manual should always be considered to reflect Triagon's current operations and activities.
- Triagon should draft and implement a systematic curriculum review plan for its study programmes, including the research component .
- The Relation between research and teaching should be done more closely: Research should be reflected in curriculum development plans.
- Triagon should present the sharpening of the profiles of all degree programmes more clearly.
- The review of learning outcomes and related learning content should be sustainably implemented as part of the quality cycle.
- Topics related to the themes of the Sustainable Development Goals should be included in every study programme.
- The development of a programme for continuous professional development of academic staff in pedagogy and teaching methods should be made more systematic and comprehensive.
- The improvement of the reporting structure for resource management is recommended, as it still has potential for optimisation
- Triagon should always ensure that external lecturers are in line with the Academy's objectives and strategy.
- Updating the website and social media platforms to show current activities is recommended.
- Public information available to the broader public online should be extended and updated on a regular basis.
- Triagon should describe the difference between consecutive master's programmes and executive programmes (e.g. MBA) more transparent in its external presentation.
- For reasons of international recognition, Triagon should publish the degree programmes in the Anabin database.
- There should be a linkage of information management to produce analytical reports on student performance and achievements (learning analytics).
- Specific measures should be taken to increase evaluation by students in terms of the questionnaire response rates and review how this information is used.

- The introduction of a more rigorous annual quality assurance process should be considered.

Doctor of Business Administration (DBA)

The study programme “Doctor of Business Administration” (DBA) is accredited without any conditions.

The accreditation is valid until 30. September 2029.

The following recommendations are given for the further development of the study programme:

- The workload of the doctoral programmes should be regularly evaluated standardised in shorter cycles.
- The distinction between the “Doctor of Business Administration (DBA) and “Doctor of Philosophy” (PhD) should be made clearer and more transparent, and it should be evaluated whether there is interest on the part of the DBA students to transfer to the PhD.

Doctor of Philosophy (PhD)

The study programme “Doctor of Philosophy” (PhD) is accredited without any conditions.

The accreditation is valid until 30. September 2029.

The following recommendations are given for the further development of the study programme:

- The workload of the doctoral programmes should be regularly evaluated standardised in shorter cycles.
- The distinction between the “Doctor of Business Administration (DBA) and “Doctor of Philosophy” (PhD) should be made clearer and more transparent, and it should be evaluated whether there is interest on the part of the DBA students to transfer to the PhD.
- Triagon should make it more transparent which disciplines can be supervised in the doctoral programme.

Master of Science in Leadership and Strategic Management (M.Sc.),

The study programme “Master of Science in Leadership and Strategic Management” (M.Sc.), is accredited without any conditions.

The accreditation is valid until 30. September 2028.

Master of Business Administration (MBA)

The study programme “Master of Business Administration” (MBA) is accredited without any conditions.

The accreditation is valid until 30. September 2029.

Doctor of Laws (LLD) in Business Law (Level 7)

The study programme “Doctor of Laws (LLD) in Business Law (Level 7)” is accredited without any conditions.

The accreditation is valid until 30. September 2029.

The following recommendations are given for the further development of the study programme:

- Regarding the recognition of the programme the programme handbook shall specify that the “post-nominal” LLD shall be adopted for correctness sake.

Bachelor of Science in Business Management (B.Sc.)

The study programme “Bachelor of Science in Business Management” (B.Sc.) is accredited without any conditions.

The accreditation is valid until 30. September 2029.

Bachelor of Science in Business Management (Top Up, 60 ECTS) (B.Sc.)

The study programme “Bachelor of Science in Business Management (Top Up, 60 ECTS)” (B.Sc.) is accredited without any conditions.

The accreditation is valid until 30. September 2029.

Bachelor of Science in Culinary Arts and Management (B.Sc.),

The study programme “Bachelor of Science in Culinary Arts and Management” (B.Sc.) is accredited without any conditions.

The accreditation is valid until 30. September 2029.

Master of Science (M.Sc.) in Project Studies

The study programme “Master of Science (M.Sc.) in Project Studies” is accredited without any conditions.

The accreditation is valid until 30. September 2029.