

Triagon Academy

Recognition of Prior Learning and Credit Transfer Regulation

Version 2.0

Document Notice

This Regulation establishes Triagon Academy's institutional framework for the recognition of formal, non-formal, and informal prior learning and for Credit Transfer. It governs Recognition of Prior Learning for access to programmes of study and recognition towards completion of an award, including assessment, decision-making, evidence, guidance, quality assurance, appeals, transcript recording, data protection, and public information.

This Regulation shall be read together with the Constitution of Triagon Academy, programme specifications, admission requirements, assessment regulations, doctoral regulations, data-protection and information-management provisions, the institutional quality-assurance framework, and all applicable legal and regulatory requirements.

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Preamble

Triagon Academy recognises that knowledge, skills, competences, and autonomy may be acquired through formal education, professional practice, vocational education and training, independent learning, voluntary activity, and other non-formal or informal learning contexts. Recognition of Prior Learning supports lifelong learning, access to higher education, and fair progression between vocational, professional, and academic pathways.

Recognition is granted for learning outcomes demonstrably achieved by an individual, rather than for experience, seniority, employment history, or participation alone. Triagon Academy shall apply this Regulation in a manner that protects the academic standards, integrity, comparability, and public confidence of its awards.

§ 1 Purpose and Scope

(1) Subject matter

This Regulation establishes the framework by which Triagon Academy (hereinafter “Triagon”) recognises prior learning and transfers credits. It is intended to give effect to the applicable requirements and principles of the Malta Further and Higher Education Authority (MFHEA) concerning the Recognition of Prior Learning (RPL).

(2) Purpose

The purpose of this Regulation is to ensure that applications for Recognition of Prior Learning and Credit Transfer are considered through procedures that are reliable, transparent, consistent, fair, and appropriately documented. It enables eligible applicants and students to seek recognition of formal, non-formal, and informal learning for the purposes of admission to a programme of study or recognition of learning within a programme.

(Ŷ) Learning-outcome principle

Recognition under this Regulation is awarded for learning outcomes demonstrably achieved by the candidate, and not for experience, employment history, length of service, attendance, or participation alone. The source of the learning may be formal, non-formal, or informal, provided that the candidate supplies evidence sufficient to demonstrate the relevant learning outcomes at the required level.

(4) Institutional purpose

Triagon recognises that applicants may have developed substantial knowledge, skills, competence, and autonomy through professional practice, vocational education and training, independent learning, voluntary activity, or other learning contexts outside conventional academic pathways. Recognition of Prior Learning is therefore an important element of Triagon's commitment to lifelong learning, accessible higher education, and permeability between vocational, professional, and academic pathways.

RPL is available to all eligible applicants and students in accordance with this Regulation. In particular, it may support applicants whose learning has been developed substantially through relevant professional experience or through other non-traditional educational pathways.

(y) Forms and purposes of recognition

This Regulation governs Recognition of Prior Learning for two distinct purposes:

- RPL for Access, through which an applicant may demonstrate achievement of the learning required for admission to a programme where admission through RPL is permitted by the approved programme specification and applicable requirements; and
- Recognition for Certification, including Credit Transfer and Summative RPL, through which prior learning may be recognised towards the completion of a Triagon programme in accordance with the limits, procedures, and assessment requirements set out in this Regulation.

The detailed definitions, conditions, assessment requirements, and decision procedures for these purposes are set out in the following Sections.

(6) Relationship with other instruments

This Regulation shall be read together with the Constitution of Triagon Academy and all other applicable institutional statutes, regulations, by-laws, policies, programme specifications, and student information.

Nothing in this Regulation shall limit or override applicable law, binding requirements or decisions of the MFHEA, conditions attached to the approval or accreditation of a programme, or requirements applicable to regulated professions. Where an inconsistency arises, those applicable requirements and the Constitution of Triagon Academy shall prevail.

(ż) Commencement and MFHEA approval

Triagon shall not commence the provision of Recognition of Prior Learning services under this Regulation before it has obtained any approval required from the Malta Further and Higher Education Authority (MFHEA).

Triagon shall not represent itself publicly as an MFHEA-approved provider of Recognition of Prior Learning, or use any related MFHEA approval statement or logo, unless and until the relevant approval has been granted.

(8) Inclusive language

Words denoting one gender include all genders. References to a person include an individual, applicant, candidate, student, member of staff, assessor, decision-maker, or other person to whom the relevant provision applies.

§ 2 Scope

(1) Matters governed by this Regulation

This Regulation applies to Recognition of Prior Learning for access to a programme of study and to the recognition of prior learning towards completion of a programme of study. Recognition within a programme may result in exemption from a specified module or other separately credit-bearing and validated component of the relevant programme.

Credit Transfer and Summative RPL may be requested before enrolment or, where permitted by the applicable programme specification and academic calendar, during an ongoing programme of study.

(2) Two functions of Recognition of Prior Learning

This Regulation distinguishes between two functions of Recognition of Prior Learning:

- **Part A — RPL for Access**, through which an applicant may demonstrate that they have achieved the learning required for admission to a programme where admission through RPL is permitted by the approved programme specification and applicable requirements; and
- **Part B — Recognition for Certification**, comprising Credit Transfer and Summative RPL, through which prior learning may be recognised towards completion of a Triagon programme.

The procedures, assessment requirements, decision-making arrangements, and limits applicable to these functions are set out separately in this Regulation.

(Ŷ) Combined RPL claims

An applicant or student may make both an RPL for Access claim and a claim for Credit Transfer and/or Summative RPL. RPL for Access determines eligibility for admission and does not constitute recognised credit towards the relevant award.

All credit recognised through Credit Transfer and Summative RPL shall be aggregated when calculating the applicable programme-specific maximum volume of recognised credit.

Where a candidate makes both an RPL for Access claim and a claim for Credit Transfer and/or Summative RPL, the Credit Transfer and/or Summative RPL claim shall be subject to enhanced review by the Examination Board. The Board shall confirm that the combined outcome does not compromise the achievement of the programme learning outcomes, compliance with prerequisites and progression requirements, completion of compulsory components, or the academic integrity of the award.

(4) Programme-specific requirements

Recognition under this Regulation is subject to the approved programme specification, programme-specific admission requirements, module descriptors, assessment requirements, prerequisite arrangements, and any programme-specific restrictions or maximum limits set out in Annex ??.

Nothing in this Regulation requires Triagon to recognise prior learning where recognition would be inconsistent with the approved design, learning outcomes, assessment requirements, progression requirements, professional requirements, or academic integrity of the relevant programme or award.

§ Ŷ Definitions and Types of Recognition

(1) Recognition of Prior Learning

For the purposes of this Regulation, **Recognition of Prior Learning** (“RPL”) is the formal process through which Triagon identifies, assesses, quality assures, and recognises learning demonstrably achieved by an individual before their application or enrolment, or outside the relevant component of a Triagon programme.

RPL may be used for access to a programme or for recognition towards completion of an award. Recognition is based on demonstrated learning outcomes and not on experience, employment history, seniority, attendance, or participation alone.

(2) Formative RPL

Formative RPL is a process through which an individual identifies and reflects upon knowledge, skills, competences, and development needs for personal, educational, or career-development purposes. Formative RPL does not result in the recognition of credit, exemption from a programme component, or admission to a programme unless the individual subsequently makes a formal RPL claim under this Regulation.

(Ŷ) Summative RPL

Summative RPL is the formal assessment of prior non-formal and/or informal learning against the approved learning outcomes and assessment requirements of a specified validated component of a Triagon programme.

Where the required equivalence is established, Summative RPL results in the recognition of the relevant credit towards the award and, where applicable, exemption from the corresponding programme component. Summative RPL requires formal assessment in accordance with this Regulation.

(4) Credit Transfer

Credit Transfer (“CT”) is the recognition towards a Triagon award of credit or formally assessed learning previously achieved through another recognised programme, qualification, or formally assessed course of study.

Credit Transfer may be granted where the prior learning is demonstrated to be appropriately equivalent to the relevant Triagon component in respect of learning outcomes, level, volume, currency, authenticity,

and the nature of the assessment. Prior credit need not have been expressed in ECTS where Triagon can establish equivalence through reliable official information on workload, level, learning outcomes, and assessment.

(y) Applicant, student, and candidate

For the purposes of this Regulation:

- an **applicant** is a person seeking admission to a Triagon programme;
- a **student** is a person enrolled on a Triagon programme; and
- a **candidate** is an applicant or student who makes a claim for RPL, Credit Transfer, or Summative RPL under this Regulation.

(6) Learning outcomes and programme components

Learning outcomes are statements of the knowledge, skills, competences, autonomy, and other achievements that a learner is expected to demonstrate on successful completion of a programme or validated programme component.

A **module** is a separately assessable and credit-bearing component of a programme of study. A **validated component** is a module or another formally approved, separately credit-bearing unit within a programme.

An **exemption** is release from the requirement to complete a specified validated component because the relevant learning outcomes have been recognised through Credit Transfer or Summative RPL.

(ż) Recognised credit and exit award

Recognised credit is credit recorded towards completion of a Triagon award following a successful Credit Transfer or Summative RPL decision.

The **exit award** is the qualification for which the candidate is registered or seeks admission, and against whose total credit volume any applicable maximum volume of recognised credit is calculated.

(8) Assessment, assessor, and moderator

Assessment is the systematic evaluation of a candidate's evidence against the relevant learning outcomes, level, volume, and assessment requirements.

An **assessor** is a person authorised by Triagon to evaluate an RPL, Credit Transfer, or Summative RPL claim. A **moderator** is a suitably qualified person who reviews the assessment process, evidence, rationale, and proposed outcome in order to support the consistency, reliability, and academic integrity of recognition decisions.

(9) MQF, EQF, and ECTS

"MQF" means the Malta Qualifications Framework. "EQF" means the European Qualifications Framework. The relevant MQF and EQF level descriptors shall be used, where applicable, to determine the level, volume, depth, and complexity of the learning demonstrated.

For the purposes of this Regulation, one ECTS credit normally corresponds to 25 hours of total learner workload in accordance with the applicable ECTS framework. Workload alone does not establish equivalence; learning outcomes, level, assessment, and the other requirements of this Regulation remain decisive.

(1o) Recognition decision

A **recognition decision** is the formal written outcome of an RPL, Credit Transfer, or Summative RPL claim. A decision may grant recognition in full, grant recognition in part where the programme structure permits this, require additional evidence or assessment, or refuse recognition with reasons.

§ 4 Overarching Principles

Recognition is awarded for demonstrated learning. Triagon shall recognise prior learning only where a candidate has supplied sufficient, authentic, current, and relevant evidence that the required learning outcomes have been achieved at the appropriate level. RPL and Credit Transfer shall support access and lifelong learning while safeguarding the academic standards, integrity, and public confidence of Triagon awards.

(1) Learner-centred, fair, and respectful

Triagon shall apply RPL and Credit Transfer procedures in a learner-centred, fair, respectful, and non-discriminatory manner. Candidates shall receive clear information about eligibility, evidence requirements, assessment methods, fees, decisions, timescales, resubmission, and appeals.

Triagon shall respect the privacy and confidentiality of candidates and shall process personal data in accordance with applicable data-protection law and institutional requirements.

(2) Equality, diversity, accessibility, and flexibility

Triagon shall take account of equality, diversity, disability, accessibility, language, and individual circumstances when designing and applying RPL and Credit Transfer procedures. Reasonable adjustments may be made where appropriate, provided that they do not compromise the learning outcomes, academic standards, authenticity of evidence, or integrity of the assessment.

RPL procedures shall be sufficiently flexible to recognise learning acquired through a range of formal, non-formal, and informal contexts, while remaining proportionate to the level and volume of the claim.

(Ŷ) Recognition of learning, not experience alone

RPL and Credit Transfer shall be based on learning outcomes demonstrably achieved by the candidate. Professional experience, duration of employment, seniority, attendance, participation, job title, or personal assertion shall not in themselves establish entitlement to recognition.

Evidence shall demonstrate the knowledge, skills, competences, autonomy, and other relevant learning outcomes required for the purpose of the claim.

(4) Level, volume, and depth

Triagon shall use the relevant MQF and, where appropriate, EQF descriptors to determine the level, volume, depth, complexity, and autonomy of learning demonstrated through an RPL claim.

In evaluating Credit Transfer and Summative RPL, Triagon shall consider the compatibility of the prior learning with the relevant Triagon component, including its learning outcomes, level, volume, currency, nature, and assessment requirements.

(y) Reliability, transparency, and consistency

Triagon shall apply documented procedures, standardised records, appropriately qualified assessors, moderation arrangements, and decision-making processes to support reliability, transparency, consistency, and academic integrity.

Recognition decisions shall be reasoned, recorded, communicated in writing, and capable of review through the procedures established by this Regulation.

(6) Appropriate assessment

Summative RPL shall always involve formal assessment. The assessment method shall be appropriate to the relevant learning outcomes and shall be sufficient to establish the authenticity, sufficiency, currency, and level of the candidate's learning.

Credit Transfer shall be assessed through documented comparison of prior formally assessed learning with the relevant Triagon requirements. Triagon may require additional evidence or assessment where the documentation available is insufficient to establish equivalence.

(z) Parity of esteem

Where prior learning has been assessed and recognised as equivalent, it shall be treated as having equivalent academic value for the specific purpose for which recognition is granted.

Recognition does not require identical prior content, delivery mode, provider, or assessment format. It requires adequate equivalence to the relevant Triagon learning outcomes and assessment requirements, subject to the provisions of this Regulation concerning transcript recording, grades, progression, prerequisites, and award classification.

(8) Independence, impartiality, and conflicts of interest

Triagon shall organise guidance, assessment, moderation, and final decision-making in a manner that safeguards independence, impartiality, and the management of actual, potential, or perceived conflicts of interest.

A person who has provided substantial support to a candidate in preparing an RPL claim shall not be the sole assessor or final decision-maker for that claim. Any conflict of interest shall be declared, recorded, and managed in accordance with Triagon's applicable institutional procedures.

(9) Quality assurance and continuous improvement

RPL and Credit Transfer shall be subject to internal quality assurance, monitoring, moderation, review, and improvement. Triagon shall maintain records sufficient to support institutional oversight, external quality assurance, and regulatory review.

Triagon shall use relevant evidence, including decision patterns, appeal outcomes, processing times, assessor and moderator feedback, candidate feedback, and student progression data, to identify risks, assure consistency, and improve the operation of this Regulation.

(10) Compliance with applicable requirements

Triagon shall apply this Regulation in accordance with applicable law, binding requirements and decisions of the MFHEA, programme-accreditation conditions, professional or statutory requirements, and the Constitution of Triagon Academy.

§ y Part A — RPL for Access

RPL for Access is an alternative evidential route to admission. It enables an applicant to demonstrate that they have achieved the learning required for admission where this route is permitted by the approved programme specification and applicable requirements. It does not award credit towards a Triagon qualification, confer a formal qualification, or create a professional licence, registration, warrant, protected title, or right to practise.

(1) Purpose and application

RPL for Access provides an alternative means through which an applicant may demonstrate achievement of the knowledge, skills, competences, autonomy, and other learning required for admission to a Triagon programme.

RPL for Access may be used only where admission through RPL is permitted by the approved programme specification and is consistent with applicable law, binding requirements or decisions of the Malta Further and Higher Education Authority (MFHEA), programme-accreditation conditions, and any relevant statutory, professional, or regulatory requirements.

RPL for Access does not constitute recognised credit towards the relevant award. It does not itself confer a formal qualification or entitlement beyond the admission decision to which it relates.

(2) Sources of evidence

An RPL for Access claim may be supported by formal, non-formal, and informal learning, including relevant vocational qualifications, professional practice, work-based learning, independent learning, voluntary activity, authenticated work products, professional development, and other learning experiences.

The type, level, duration, or title of a prior qualification, employment role, or period of professional experience does not by itself establish entitlement to admission. Admission through RPL may be granted only where the candidate demonstrates the learning required for entry to the relevant programme.

(Ÿ) Programme-specific admission requirements

The applicable programme specification and published admission requirements shall identify the standard requirements for admission and, where applicable, the availability of RPL for Access.

RPL for Access shall be assessed against the relevant programme entry requirements and shall not be used to waive requirements that are mandatory under applicable law, binding MFHEA requirements, programme-accreditation conditions, or statutory or professional requirements.

(4) Level verification

Triagon shall assess RPL for Access claims against the relevant Malta Qualifications Framework (MQF) descriptors and, where appropriate, the European Qualifications Framework (EQF) descriptors, together with the programme-specific entry learning expectations.

The assessment shall consider the level, breadth, depth, complexity, relevance, currency, and autonomy of the learning demonstrated. It shall address, as applicable, knowledge, skills, competence and autonomy, and any other threshold requirements specified for admission to the relevant programme.

The assessment record shall identify the evidence relied upon, the relevant MQF and programme-entry reference points, the assessor's judgement, and a written rationale for concluding whether the required level of learning has or has not been demonstrated.

(y) Evidence required

A candidate seeking admission through RPL shall submit a competence portfolio using the format specified by Triagon. Unless an alternative evidential format is approved as a reasonable adjustment or is otherwise appropriate to the claim, the portfolio shall include:

- an up-to-date curriculum vitae;
- copies of relevant qualifications, transcripts, certificates, or other official records where available;
- references or confirmations relevant to professional roles, duties, and responsibilities, where applicable;
- authenticated work samples, project documentation, publications, professional outputs, or other supporting evidence where available; and
- a reflective account mapping the candidate's learning and evidence against the relevant programme-entry requirements and MQF descriptors.

The reflective account shall normally be between 1,000 and 1,500 words, unless Triagon approves a proportionate alternative format. Employer references, statements of service, job titles, or confirmation of employment are corroborative evidence and are not normally sufficient on their own to demonstrate the required learning outcomes.

(6) Assessment methods

An authorised assessor shall evaluate the candidate's portfolio and conduct a structured interview or other appropriate assessment. The assessment method shall be proportionate to the level, nature, volume, and complexity of the claim and sufficient to establish the authenticity, currency, relevance, and level of the learning demonstrated.

Where documentary evidence and a structured interview do not provide sufficient assurance, Triagon may require additional evidence or assessment. This may include a written analytical task, case analysis, discipline-specific challenge task, structured viva voce, practical demonstration, authenticated portfolio of work, or other suitable method.

Triagon may verify qualifications, references, employment claims, work samples, and other evidence with the issuing body, referee, employer, or other relevant source, subject to applicable data-protection requirements.

(ž) Access-assessment outcomes

Following assessment, the authorised decision-maker may:

- grant admission through RPL;
- require further evidence or additional assessment before a decision is made;
- refuse admission through RPL, with information about alternative routes where appropriate; or
- grant admission subject to academically justified preparatory conditions, where such conditions are permitted by the approved programme specification and do not circumvent mandatory entry requirements.

Every outcome shall be communicated in writing, with reasons and information about any available resubmission or appeal route.

(8) Assessment and moderation of access claims

RPL for Access claims shall be assessed by an authorised assessor with relevant subject expertise and knowledge of the applicable MQF level and programme-entry requirements.

Routine claims within an approved access route may be determined on the basis of a documented assessment by one authorised assessor, subject to Triagon's quality-assurance sampling and verification arrangements.

Independent academic moderation shall be required where an RPL for Access claim:

- substitutes for the normal completed entry qualification;
- concerns admission to a master's, doctoral, regulated-profession, or otherwise high-risk programme;
- is borderline, complex, exceptional, disputed, or based substantially on non-formal or informal learning;
- involves a material difference between the formal level of the evidence presented and the level required for admission;
- is referred for moderation by the assessor, School Director, Executive Dean, Examination Board, or Quality Assurance Officer;
- is made together with a claim for Credit Transfer and/or Summative RPL; or
- gives rise to an actual, potential, or perceived conflict of interest.

The moderator shall be an appropriately qualified academic who has not acted as the sole assessor or provided substantial support to the candidate in preparing the claim. The moderation outcome, including any disagreement and its resolution, shall be documented.

A procedural or administrative check may be undertaken in addition to academic assessment and moderation. Such a check does not substitute for an independent academic assessment or moderation.

(9) Decision-making authority

The final decision on admission through RPL shall be made by the person or body authorised under Triagon's Admissions Policy and governance arrangements.

Where independent academic moderation is required, admission through RPL may be granted only where the assessment and moderation outcomes support the conclusion that the applicant has demonstrated the learning required for admission. Any unresolved academic disagreement shall be referred to the Executive Dean or another authorised academic decision-maker who has not previously assessed or moderated the claim.

(10) Regulated professions and mandatory requirements

RPL for Access concerns academic admission only. It does not confer a professional licence, registration, warrant, protected title, fitness-to-practise determination, or right to practise.

Where applicable law, a competent authority, professional body, programme-accreditation condition, or programme specification prescribes particular qualifications, supervised practice, placements, practice hours, assessments, or other requirements, those requirements shall prevail.

The availability and scope of RPL for Access in programmes associated with regulated professions or mandatory practice requirements shall be stated in the relevant programme documentation and, where applicable, in Annex ??.

§ 6 Part B — Recognition for Certification

Recognition towards an award is based on demonstrated equivalence. Credit Transfer and Summative RPL may result in recognised credit and exemption from a specified validated component only where the candidate demonstrates adequate equivalence to the relevant Triagon learning outcomes, level, volume, currency, and assessment requirements. Recognition is not automatic and the applicable maximum is a ceiling, not an entitlement.

(1) Purpose and recognition routes

Recognition for Certification concerns the recognition of prior learning towards completion of a Triagon award. It may result in recognised credit and exemption from a specified validated and separately credit-bearing component of the target programme.

Triagon recognises two routes:

- **Credit Transfer**, for formally assessed learning previously achieved through a recognised qualification, programme, or validated course of study; and
- **Summative RPL**, for prior non-formal and/or informal learning that is formally assessed against the approved learning outcomes and assessment requirements of a specified Triagon component.

Credit Transfer and Summative RPL are subject to the same institutional governance, aggregate maximum limits, recording requirements, quality-assurance arrangements, and final decision-making processes. Their evidential and assessment requirements differ according to the source and status of the prior learning.

(2) Basis of recognition

Recognition shall be based on the demonstrated compatibility of the candidate's prior learning with the relevant Triagon component. The assessment shall focus on learning outcomes rather than on identical course titles, content, delivery mode, provider, or prior learning context.

In determining equivalence, Triagon shall consider, as applicable:

- the nature, content, breadth, depth, and complexity of the learning outcomes;
- the MQF and, where appropriate, EQF level of the learning;
- the volume of learning, including ECTS credit or reliable official information on learner workload;
- the assessment methods through which the prior learning was established;
- the authenticity, sufficiency, relevance, and currency of the evidence;
- prerequisite and progression requirements; and
- any professional, statutory, regulatory, or programme-specific requirements.

Learning may have been acquired through vocational, professional, academic, work-based, non-formal, or informal contexts. The source of the learning shall not in itself determine the outcome of a claim. Recognition shall be granted only where the relevant equivalence has been demonstrated.

(3) Credit Transfer

Credit Transfer may be granted for formally assessed learning previously achieved through a recognised qualification, programme, or validated course of study where sufficient official documentation demonstrates the required equivalence.

The candidate shall normally provide an official transcript, certificate, or other official record of achievement, together with module descriptions, learning outcomes, assessment information, level information, workload or credit information, and any other evidence required to establish equivalence.

Where prior learning is not expressed in ECTS, Triagon may consider reliable official information concerning workload, level, learning outcomes, assessment, and status of the provider or qualification in determining equivalence.

(4) Summative RPL

Summative RPL may be granted where a candidate demonstrates, through formal assessment, that prior non-formal and/or informal learning is equivalent to the approved learning outcomes and assessment requirements of a specified Triagon component.

The assessment method shall be appropriate to the learning outcomes to be recognised and may include an authenticated portfolio, structured viva voce, written analytical task, challenge examination, practical demonstration, observed performance, case-based assessment, professional discussion, project or work-product evaluation, or a combination of such methods.

Where equivalence is established, the candidate shall receive recognised credit towards the Triagon award and exemption from the corresponding validated component, subject to the limits and conditions of this Regulation.

(y) Recognition at a different formal level

A difference between the formal level of a prior qualification and the level of the relevant Triagon component does not automatically preclude recognition.

Recognition towards a higher-level Triagon component may be granted only where the evidence demonstrates achievement of all threshold learning outcomes at the level, complexity, autonomy, and assessment standard required by that component. Such cases require an explicit written rationale and independent academic moderation.

(6) Maximum volume of recognised credit

The total volume of credit recognised through Credit Transfer and Summative RPL shall not exceed 50% of the ECTS required for the relevant exit award, subject to any lower programme-specific limit specified in Annex ??.

RPL for Access does not constitute recognised credit towards an award and shall not be included in calculating this maximum. The maximum is a ceiling and does not create an entitlement to recognition.

No Triagon qualification may be awarded solely through Credit Transfer and/or Summative RPL.

(ž) Recognisable unit

Recognition shall normally be granted only for a validated, separately credit-bearing component of the target programme.

Recognition for part of a module may be granted only where the programme formally provides separately credit-bearing sub-components and the relevant learning outcomes, assessment requirements, credit value, and progression implications can be independently identified and recorded.

(8) Programme-specific limits and restrictions

A programme may apply a maximum volume of recognised credit lower than 50% where this is justified by its approved design, distinctive learning outcomes, assessment requirements, progression structure, professional requirements, or the academic integrity of the award.

Annex ?? shall specify, for each programme to which a lower maximum or restriction applies:

- the applicable maximum volume of recognised credit, expressed in ECTS and as a percentage of the exit award where appropriate;
- any validated components that are eligible for recognition;
- any components for which recognition is unavailable or restricted; and
- the academic rationale for the limit or restriction.

A restriction or exclusion shall be based on learning outcomes, assessment requirements, professional or statutory requirements, progression functions, research-governance requirements, or the distinctive

academic purpose of the component. A limit or restriction shall not create an automatic entitlement to recognition or a blanket assumption that prior learning cannot be recognised.

(9) Dissertations, capstones, and integrative components

Where a programme requires a dissertation, thesis, clinical or practice capstone, final major project, defence, or equivalent integrative component, Annex ?? shall specify whether and to what extent that component is ineligible for recognition.

A component may be excluded from recognition where its learning outcomes require the candidate to undertake, develop, apply, or demonstrate learning within the specific Triagon programme pathway, including in relation to research ethics, professional practice, project development, supervision, progression, or the final assessment of the award.

(10) Application and completeness check

A candidate shall submit an application for Credit Transfer and/or Summative RPL using the prescribed form within the published deadline. The application shall identify the target programme and each validated component for which recognition is sought and shall include the evidence required under this Regulation.

The Examination Office shall acknowledge receipt and check whether the application is complete. Where information or documentation is missing, the candidate shall normally be given a reasonable period to complete the application, provided that this remains academically and administratively feasible in relation to the relevant intake, module sequence, registration, progression, and assessment arrangements.

An application submitted after the published deadline may be considered only where Triagon determines that doing so is academically and administratively feasible and does not compromise the integrity of programme delivery, assessment, progression, or decision-making.

(11) Indicative enquiries

Triagon may provide an indicative, non-binding view on potential recognition before an application is submitted. Such a view does not constitute an assessment, decision, offer of recognition, or guarantee of an outcome.

A binding recognition decision shall be made only through the formal application process and on the basis of complete evidence, documented academic assessment, any required moderation, and a decision of the Examination Board.

(12) Academic assessment and additional verification

An authorised assessor with relevant subject expertise shall assess the claim and prepare a documented mapping of the candidate's evidence against the relevant Triagon learning outcomes, level, volume, assessment requirements, prerequisites, and any programme-specific restrictions.

Where documentary evidence is insufficient to establish equivalence, Triagon may require supplementary evidence or additional assessment. For Summative RPL, the formal assessment method shall be recorded together with the evidence, assessment criteria, outcome, and rationale.

Triagon may verify qualifications, transcripts, module descriptions, certificates, references, work products, and other evidence with the issuing body, provider, employer, referee, or other relevant source, subject to applicable data-protection requirements.

(1Ŷ) Independent academic moderation

Independent academic moderation shall be required for:

- all Summative RPL claims;
- claims involving recognition towards a higher-level Triagon component;
- claims involving a substantial, complex, exceptional, borderline, or disputed volume or nature of recognition;
- claims involving a restricted component or a programme-specific exception;
- combined RPL-for-Access and Recognition-for-Certification claims; and
- claims referred for moderation by the assessor, School Director, Executive Dean, Examination Board, or Quality Assurance Officer.

The moderator shall be appropriately qualified and independent of the sole assessment of the claim. The moderation record shall confirm, challenge, or amend the proposed outcome and shall document any disagreement and its resolution.

(14) Examination Board decision

The Examination Board shall make the formal decision on every Credit Transfer and Summative RPL application on the basis of the documented application, academic assessment, moderation record where required, and applicable programme-specific provisions.

The Board shall confirm that the recognition decision is consistent with this Regulation, the approved programme specification, the applicable maximum volume of recognised credit, prerequisites and progression requirements, and the academic integrity of the award.

Where a candidate has made both an RPL-for-Access claim and a claim for Credit Transfer and/or Summative RPL, the Examination Board shall conduct enhanced review of the recognition claim. The Board shall confirm that the combined outcome does not compromise achievement of programme learning outcomes, completion of compulsory components, progression requirements, or the integrity of the exit award.

A person who acted as the sole assessor, provided substantial support to the candidate, or has an actual, potential, or perceived conflict of interest shall not participate in the final decision. Any prior involvement and its management shall be declared and recorded in the Board's minutes.

(1y) Communication and recording

The Examination Office shall communicate the Examination Board's decision to the candidate in writing. The decision shall state the components and credit recognised, any conditions or restrictions, the principal reasons for the outcome, and the applicable resubmission and appeal arrangements.

Triagon shall retain the application, evidence, assessment record, moderation record where applicable, Board decision, and communication record in accordance with its data-protection, records-management, quality-assurance, and audit requirements.

§ 2 Evidence Criteria and Admissible Forms of Evidence

Evidence must demonstrate the claimed learning. Evidence shall be relevant to the specified learning outcomes, sufficient for the level and volume of the claim, demonstrably authentic, and appropriately current. The form of evidence and any additional assessment shall be proportionate to the nature, complexity, and academic risk of the recognition sought.

(1) Evidence criteria

Triagon shall assess evidence submitted in support of an RPL, Credit Transfer, or Summative RPL claim against the following criteria:

- **Acceptability:** the evidence is relevant to the specified learning outcomes, programme-entry requirements, or validated component for which recognition is sought;
- **Sufficiency:** the evidence is adequate in breadth, depth, level, quality, and detail to demonstrate the learning claimed, including all relevant threshold learning outcomes and, where appropriate, evidence of reflection and application;
- **Authenticity:** the evidence can reasonably be established as the candidate's own work, learning, achievement, or professional contribution; and
- **Currency:** the evidence demonstrates learning that remains current and relevant to the discipline, profession, programme, or component concerned.

The weight given to each criterion and the evidence required shall be proportionate to the level, volume, nature, and complexity of the claim.

(2) Currency of prior learning

The appropriate recency of evidence shall depend on the relevant field, discipline, profession, learning outcome, and purpose of the claim. Evidence from an earlier period may be accepted where the candidate demonstrates that the relevant knowledge, skills, competences, and professional practice have been maintained and updated through continuing professional development, subsequent study, relevant practice, current work, research, or other reliable evidence.

Where learning is subject to rapid disciplinary, technological, legal, regulatory, clinical, or professional change, Triagon may require more recent evidence or additional assessment.

(Ÿ) Admissible evidence

Evidence may include, as appropriate to the claim:

- official transcripts, certificates, awards, qualification records, and module descriptions;
- micro-credentials, verified online-learning records, online certifications, digital badges, and secure digital credentials;
- e-portfolios, reflective accounts, learning journals, and documented professional-development records;
- authenticated work samples, project documentation, reports, publications, presentations, designs, creative outputs, or professional artefacts;
- workplace evidence, including role descriptions, references, witness testimony, professional appraisals, and verified records of duties and responsibilities;
- evidence of voluntary activity, independent learning, professional practice, research, training, or other non-formal and informal learning; and
- other material that is relevant, sufficient, authentic, current, and capable of verification.

The list is not exhaustive. The admissibility and weight of evidence shall depend on the learning outcomes, discipline, professional context, assessment requirements, and academic level of the claim.

(4) Assessment methods

A structured interview, presentation, professional discussion, written analytical task, challenge examination, case analysis, viva voce, practical demonstration, observed performance, or other assessment activity may be used to test, authenticate, clarify, or supplement evidence.

Such activities are assessment methods and do not, by themselves, replace the requirement for a documented evidence base where this is necessary to establish the claimed learning. The assessment method shall be appropriate to the learning outcomes and sufficient to support a reliable academic judgement.

(y) Authenticity, verification, and academic integrity

Candidates shall make a declaration that the evidence submitted is accurate and authentic, identify any material prepared jointly with others, and disclose any third-party assistance that is relevant to the claim.

Where applicable, candidates shall also disclose the use of artificial intelligence tools in the preparation of portfolios, reflective accounts, work samples, or other submitted material, in accordance with Triagon's Policy on the Use of Artificial Intelligence.

Triagon may verify qualifications, transcripts, certificates, digital credentials, references, employment claims, work products, and other evidence with issuing bodies, employers, referees, service providers, or other relevant sources, subject to applicable data-protection requirements.

(6) Language and translation

Evidence shall normally be submitted in English or German. Where evidence is submitted in another language, Triagon may require a reliable translation where this is necessary to assess its authenticity, content, level, or relevance.

Triagon may require a certified translation, authenticated copy, original document, or other form of verification where this is reasonably necessary. Where suitably competent staff are available, Triagon may accept and assess documents in another language without requiring a certified translation.

§ 8 Guidance, Support, and Responsibilities

(1) Guidance and support

Triagon shall provide candidates with clear, accessible, and proportionate guidance concerning eligibility, evidence requirements, application routes, fees, assessment methods, decision-making, resubmission, and appeals.

Guidance may be provided by staff with appropriate knowledge of the relevant programme, RPL process, and candidate-support requirements. Guidance shall help candidates understand how to identify and present evidence of learning without compromising the independence, authenticity, or academic integrity of the claim.

(2) Boundary between guidance and assessment

A member of staff providing guidance may explain procedures, evidence requirements, assessment criteria, and possible sources of evidence. They may assist a candidate to understand how to organise and submit their own evidence.

A supporting member of staff shall not create, substantially edit, select, curate, or draft a candidate's evidence, reflective account, portfolio, or other submission on the candidate's behalf. A person who has provided substantial support to a candidate shall not act as the sole assessor, academic moderator, or final decision-maker for that candidate's claim.

(Ÿ) Competence and authorisation of RPL personnel

Triagon shall appoint only suitably qualified and authorised persons to provide RPL guidance, undertake RPL assessment, conduct academic moderation, or make recognition decisions under this Regulation.

An authorised RPL assessor shall:

- possess subject expertise relevant to the programme, component, and learning outcomes under consideration;
- understand the relevant MQF level, programme-entry requirements, module learning outcomes, and assessment requirements;
- have completed Triagon's required training in Recognition of Prior Learning, evidence evaluation, academic integrity, equality and reasonable adjustments, data protection, and conflicts of interest; and
- participate in such calibration, review, and continuing professional development activities as Triagon requires.

An academic moderator shall satisfy the applicable requirements for an RPL assessor and shall be sufficiently independent of the original assessment to provide an objective academic review.

The detailed criteria, evidence of competence, authorisation process, training requirements, calibration arrangements, and maintenance of the register of authorised RPL personnel shall be specified in the controlled RPL Procedures Manual. The RPL Procedures Manual shall support implementation of this Regulation and shall not derogate from, reduce, or override any requirement established by this Regulation.

(4) Independence and conflicts of interest

Triagon shall organise support, assessment, moderation, and decision-making in a manner that safeguards independence, impartiality, consistency, and academic integrity.

In a small institution, a person may undertake more than one role only where this does not compromise independence, impartiality, or the integrity of the decision. A sole assessor shall not act as moderator for the same claim.

Any actual, potential, or perceived conflict of interest shall be declared, recorded, and managed before the relevant person participates in the process. Where an appropriate degree of independence or subject expertise cannot be secured internally, Triagon shall appoint an appropriately qualified external academic or professional specialist.

(y) Responsibilities

The principal roles and responsibilities under this Regulation are as follows:

Role	Principal responsibilities
Examination Office / Student Service	Receives applications; acknowledges receipt; checks completeness and published deadlines; maintains administrative records; coordinates communication with candidates; records approved recognition outcomes; and makes transcript entries in accordance with this Regulation. The Examination Office does not make academic recognition assessments.
School Director	Ensures appropriate allocation of authorised subject assessors; oversees the operation of routine RPL-for-Access processes within the School; may act as an assessor where authorised, suitably subject competent, and independent; and refers complex, high-risk, or disputed matters for moderation or escalation.
Authorised RPL Assessor	Assesses evidence against the relevant programme-entry requirements or target learning outcomes; conducts or arranges appropriate assessment activities; prepares the documented mapping and academic rationale; recommends an outcome; and identifies cases requiring moderation, additional evidence, or escalation.

Role	Principal responsibilities
Independent Academic Moderator	Undertakes independent academic moderation where required; reviews evidence, assessment method, learning-outcome mapping, rationale, and proposed outcome; records the moderation result; and documents any disagreement and its resolution.
Executive Dean	Provides academic oversight of complex or escalated matters; resolves unresolved academic disagreement where authorised to do so; supports consistency of standards across Schools; and may appoint or approve an appropriate independent academic specialist where required.
Examination Board	Makes the formal decision on Credit Transfer and Summative RPL claims; ensures that decisions comply with this Regulation, programme requirements, and applicable limits; conducts enhanced review of combined access and certification claims; and provides academic oversight of decision consistency.
Director of Administration	Has overall administrative responsibility for the effective implementation, resourcing, recordkeeping, and procedural compliance of the RPL process. A procedural review by the Director of Administration does not substitute for academic assessment or academic moderation.
Quality Assurance Officer	Conducts annual monitoring and review; oversees sampling and evaluation of process compliance; reviews trends, risks, appeals, and outcomes; reports findings and recommendations; and tracks agreed improvement actions.
Academic Quality Officer	Supports internal quality assurance, calibration activities, maintenance of moderation records, analysis of recognition outcomes, and implementation of approved quality-improvement actions.

§ 9 Fees

(1) Published fee arrangements

Any fee for an RPL-for-Access, Credit Transfer, or Summative RPL application shall be published in advance in the applicable Triagon Fee Schedule and communicated to the candidate before a chargeable application is submitted.

The Fee Schedule may distinguish between administrative processing, academic assessment, supplementary assessment, resubmission, and other proportionate services. It shall state the applicable amount, payment conditions, and any circumstances in which a fee may be refunded, waived, or carried forward.

(2) Principles governing fees

Fees shall be transparent, proportionate to the activity required, applied consistently, and designed so as not to deter eligible candidates from making legitimate claims for recognition.

The fee structure shall not create an incentive for candidates to repeat learning unnecessarily or for Triagon to favour a particular recognition outcome. Fees are payable for the application and assessment process and do not constitute payment for a guaranteed recognition outcome.

(Ŷ) Tuition adjustments

Where approved recognition results in a reduction of the tuition payable for a programme, the method for calculating that reduction shall be published in the applicable Fee Schedule and study contract.

Subject to any transparently published application, assessment, or administrative fee, a candidate granted recognised credit shall not be charged tuition for programme components from which they have been formally exempted.

§ 1o Communication, Resubmission, and Appeals

(1) Communication of outcomes

Triagon shall communicate an RPL, Credit Transfer, or Summative RPL decision to the candidate in writing within the published indicative timeframe. Where a case is complex, requires verification from a third party, requires additional assessment, or cannot reasonably be concluded within that timeframe, Triagon shall inform the candidate of the reason for the delay and the revised anticipated timeframe.

The written outcome shall state, as applicable:

- whether admission through RPL has been granted, refused, or remains subject to further evidence or assessment;
- the validated components, ECTS credit, and exemption granted through Credit Transfer and/or Summative RPL;
- any conditions, restrictions, preparatory requirements, or implications for programme commencement, registration, progression, or the next available intake;
- the principal reasons for the decision;
- any opportunity for resubmission or additional assessment; and
- the available appeal procedure and applicable deadline.

(2) Resubmission and additional evidence

Where the evidence submitted is incomplete or insufficient but the claim may reasonably be capable of substantiation, Triagon may invite the candidate to submit additional evidence or undertake further assessment.

Triagon shall specify the additional evidence or assessment required, the deadline, any applicable fee, and the likely implications for admission, enrolment, module registration, progression, or the next available intake.

A resubmission is not an automatic entitlement to recognition. It shall be assessed in accordance with this Regulation and the applicable programme requirements.

(Y) Right of appeal

A candidate may submit a written appeal against an RPL, Credit Transfer, or Summative RPL decision within 30 calendar days of receiving the written notification of the decision.

An appeal may be considered on one or more of the following grounds:

- a material procedural error or failure to apply this Regulation or an applicable programme requirement;
- a material administrative error;
- actual or reasonably perceived bias, discrimination, or unmanaged conflict of interest;
- failure to consider material evidence that was submitted with the claim;
- an academic judgement that is demonstrably unreasonable in light of the documented evidence, learning-outcome mapping, or applicable requirements; or
- material new evidence that could not reasonably have been supplied before the original decision.

An appeal is not normally a further opportunity to submit evidence that was reasonably available but not submitted with the original application, except where Triagon determines that fairness requires otherwise.

(4) Appeal determination

An appeal shall be determined by a person or body authorised under Triagon's Admissions Policy, academic appeals arrangements, or other applicable institutional procedure.

No person who provided substantial candidate support or participated in the original assessment, moderation, recommendation, or decision shall determine the appeal.

The appeal decision-maker may dismiss the appeal, uphold it in whole or in part, remit the claim for fresh assessment or moderation, require correction of a procedural error, or amend the decision where the evidence and applicable requirements clearly justify that outcome.

Triagon shall communicate the reasoned appeal outcome in writing within the published indicative timeframe. The outcome shall state any further internal review route, where applicable.

§ 11 Recording of Recognised Credit

(1) Formal recording

Triagon shall formally record every successful Credit Transfer and Summative RPL decision in the candidate's academic record and, where applicable, in the Transcript of Records.

The academic record shall identify the target programme component, recognised credit volume, recognition route, date of decision, and any relevant progression or prerequisite implications. The detailed evidence, learning-outcome mapping, assessor rationale, moderation record, and third-party informa-

tion shall be retained in the confidential RPL case file and shall not normally be included in the Transcript of Records.

(2) Transcript notation

Recognised credit shall be shown in the Transcript of Records using a clear notation, normally:

- **CT** for Credit Transfer; and
- **RPL** for Summative Recognition of Prior Learning.

The transcript shall normally identify the Triagon component to which the recognition relates and the ECTS volume recognised. It shall not normally include employer names, detailed work history, confidential work products, personal references, detailed external-module information, or other evidential details that are unnecessary for the academic record.

(Y) Grades and award classification

Recognised credit shall normally contribute to the credit requirement for the award but shall not carry a Triagon numerical or letter grade and shall not contribute to the calculation of grade-point average, classification, distinction, merit, honours, or equivalent award outcome.

A different treatment may apply only where an approved programme-specific regulation expressly provides a transparent and academically defensible method for the transfer or conversion of grades.

(4) Prevention of duplicate recognition

Triagon shall take reasonable steps to prevent the same prior learning from being recognised more than once towards the same Triagon award. Candidates shall declare prior recognition relevant to the claim and shall provide any information reasonably required to support this check.

§ 12 Data Protection and Confidentiality

(1) Lawful and transparent processing

Triagon shall process personal data in connection with RPL, Credit Transfer, and Summative RPL in accordance with applicable data-protection law, including the General Data Protection Regulation, the Data Protection Act, and applicable Maltese education-sector data-protection requirements.

Candidates shall receive an appropriate privacy notice explaining the purposes of processing, categories of personal data, applicable lawful basis or bases, recipients or categories of recipients, retention periods, data-subject rights, and relevant contact arrangements.

(2) Consent and withdrawal

Where Triagon relies on consent for a specific processing activity, consent shall be obtained and recorded in accordance with applicable law. A candidate may withdraw consent in accordance with applicable law.

Withdrawal of consent does not affect the lawfulness of processing undertaken before withdrawal and does not require deletion of information where Triagon has another lawful basis for processing or a legal,

regulatory, academic integrity, complaints-handling, appeals, records-management, or audit-retention obligation.

(Ŷ) Access, confidentiality, and security

Access to RPL records shall be limited to persons whose duties require access to the information and who are subject to appropriate confidentiality, information-security, and data-protection obligations.

Triagon shall apply appropriate organisational and technical measures to protect RPL evidence and records against unauthorised access, loss, alteration, disclosure, or destruction. Access rights shall be proportionate to the role of the person concerned.

(4) Special-category data

Candidates should avoid submitting special-category personal data unless it is necessary for the claim or required in order to request a reasonable adjustment.

Where special-category data are necessary, Triagon shall process them only in accordance with an applicable condition under data-protection law and shall apply enhanced access, confidentiality, security, and retention controls as appropriate.

(ŷ) Retention, anonymisation, and statistical use

Triagon shall retain RPL records only for as long as necessary for the purposes for which they are processed and in accordance with its applicable retention schedule, legal and regulatory obligations, academic-integrity requirements, appeals arrangements, quality assurance, and audit needs.

RPL data used for monitoring, reporting, research, or statistics shall be anonymised or, where anonymisation is not reasonably practicable, pseudonymised and processed subject to purpose limitation, data minimisation, and appropriate safeguards.

§ 1Ŷ Monitoring, Review, and Quality Assurance

(1) Institutional oversight

Triagon shall subject individual recognition decisions and the overall RPL process to internal and external quality-assurance arrangements equivalent in rigour to those applied to its other academic systems, programmes, assessments, and awards.

The Quality Assurance Officer shall conduct an annual review of the operation of this Regulation. The review shall include proportionate sampling of RPL for Access, Credit Transfer, and Summative RPL cases and shall consider compliance with this Regulation, consistency of academic judgement, evidence standards, assessment practice, moderation, recordkeeping, communication, and appeals.

(2) Calibration and consistency assurance

Triagon shall operate periodic calibration and consistency-assurance activities for authorised RPL assessors and academic moderators. These activities may include anonymised benchmark cases, review of borderline or complex claims, discussion of assessment standards, review of moderation outcomes, and identification of training or procedural improvements.

The outcomes of calibration activities shall be documented and used to inform staff development, the RPL Procedures Manual, assessment instruments, programme-specific guidance, and quality-improvement actions.

(3) Monitoring information

Triagon shall maintain an RPL register and compile monitoring information, proportionate to the volume of cases, including:

- the number of applications, decisions, approvals, partial approvals, resubmissions, and refusals;
- the route of recognition, distinguishing RPL for Access, Credit Transfer, and Summative RPL;
- combined RPL-for-Access and Recognition-for-Certification cases;
- the volume of credit requested and recognised, including distribution by programme;
- processing times, verification delays, and recurring evidence gaps;
- cases requiring moderation, the nature of moderation outcomes, and material assessor or moderator disagreement;
- complaints, appeals, appeal grounds, and appeal outcomes;
- relevant equality, diversity, and accessibility information where lawful, proportionate, and sufficiently aggregated to protect privacy; and
- subsequent progression, retention, and completion outcomes of candidates admitted through RPL or granted recognised credit, where data volume permits meaningful analysis.

(4) Reporting and improvement

The Quality Assurance Officer shall report the findings of the annual review to the President and to the Senate or other authorised academic-governance body.

The report shall identify good practice, risks, trends, non-compliance, required corrective action, responsible persons, target dates, and arrangements for monitoring completion. Any amendment to this Regulation, its annexes, or the RPL Procedures Manual shall be controlled, approved through the appropriate governance route, documented, and tracked.

§ 14 Publication and Transparency

(1) Public information

Triagon shall make clear, accurate, accessible, and up-to-date information on RPL and Credit Transfer publicly available through its website and other appropriate candidate-information channels.

The published information shall include, as applicable:

- this Regulation and its public annexes;
- the scope and eligibility of RPL for Access, Credit Transfer, and Summative RPL;
- programme-specific maximum limits, restrictions, and non-recognisable components;
- application routes, forms, deadlines, evidence requirements, and indicative timescales;
- applicable fees or a clear link to the current Fee Schedule;
- candidate guidance, resubmission arrangements, and appeal information;
- the relevant privacy information; and
- any statement of MFHEA approval only where and once Triagon is authorised to make that statement.

(2) Controlled internal information

Triagon may maintain controlled internal versions of assessment instruments, moderation templates, benchmark cases, calibration materials, and operational guidance where publication would compromise assessment integrity, confidentiality, security, or the effective operation of quality-assurance processes.

Controlled internal materials shall remain consistent with this Regulation and shall not restrict candidate rights or impose substantive requirements that have not been appropriately communicated.



Annex A — Application Form for RPL, Credit Transfer, and Summative RPL

Status and interpretation

Annex A forms part of this Regulation and contains the controlled application form for RPL for Access, Credit Transfer, and Summative RPL. In the event of any inconsistency between the form and the operative provisions of this Regulation, the operative provisions of this Regulation shall prevail.





Application Form for Credit Transfer

Use this form to apply for exemption from modules of a Triagon programme through the recognition of prior learning. There are two routes: Credit Transfer (transfer of ECTS credits already awarded formally as part of a qualification) and Summative RPL (award of ECTS credits for learning acquired through relevant work experience or other non-formal and informal learning). Please complete all sections relevant to your claim and submit the form, together with the supporting documentation, to the Examination Office at examination-office@triagon.mt as early as possible and before the date of enrolment on the chosen programme.

1 Applicant Details

Full name	
Address	
Email	
Telephone	
Student number (if already enrolled)	

2 Target Programme of Study

Programme title	
Intended year / intake of entry	

3 Type of Claim

Please indicate the route(s) under which you are applying. You may select both where your claim covers both formally certificated learning and learning acquired through experience. Complete the corresponding sections and supporting-documentation checklist for each route selected.

- ☐ Credit Transfer — recognition of ECTS credits already awarded formally as part of a qualification (Section 4A).
- ☐ Summative RPL — award of ECTS credits for learning acquired through relevant work experience or other non-formal / informal learning (Section 4B).



4 Details of the Claim

How claims are assessed. All claims are assessed on the basis of the matching of learning outcomes, not the identity of course content. Each item of evidence is assessed against four criteria: Acceptability (the evidence matches the learning outcomes of the target programme); Sufficiency (the evidence is sufficient in breadth and depth, including reflection); Authenticity (the evidence is clearly the candidate's own work); and Currency (the evidence reflects current practice — the relevant recency depends on the field; older evidence is admissible where you demonstrate the continuous updating of your competences). The smallest recognisable unit is one module of the target programme.

4A Credit Transfer

Are you applying for Credit Transfer?	☐ Yes ☐ No — if Yes, complete Section 4A; if No, continue to Section 4B.
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Number of ECTS credits for which Credit Transfer is sought	
Module(s) at Triagon against which the credits would count	

Prior qualification(s) on which the Credit Transfer claim is based:

Institution (title, department/school, full address)	Qualification obtained, incl. EQF/MQF level and ECTS	Dates of attendance

4B Summative RPL

Are you applying for Summative RPL?	☐ Yes ☐ No — if Yes, complete Section 4B; if No, continue to Section 5.
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Number of ECTS credits sought	
Module(s) at Triagon for which exemption is sought	

Basis of the claim — relevant work experience and non-formal / informal learning:

Organisation / context and role	Nature of the learning and outcomes demonstrated	Period / dates



5 Supporting Documentation

The applicant is responsible for ensuring that all evidence and supporting material is submitted in English or German. Translations must be certified, and original documents must be available on request.

5A For Credit Transfer claims

Official, authorised academic transcript(s), including details of the institution's marking scheme	☐ Yes ☐ No
Curriculum details of the subjects studied (programme specification, module descriptions or course syllabus)	☐ Yes ☐ No
Evidence of the ECTS credit volume and EQF/MQF level of the prior qualification	☐ Yes ☐ No

5B For Summative RPL claims

Professional portfolio and up-to-date curriculum vitae	☐ Yes ☐ No
Letters of reference from previous and current employers	☐ Yes ☐ No
Short reflective account mapping the experience onto the learning outcomes claimed	☐ Yes ☐ No
Further evidence as appropriate (e.g. micro-credentials, work samples, certifications, digital badges)	☐ Yes ☐ No

Applications and supporting documentation should be received by the Examination Office (examination-office@triagon.mt) as early as possible and before the date of enrolment on the chosen programme. Incomplete or late applications are not processed. Applications are duly considered and you will be notified of the outcome in writing, as soon as practicable and before the start of any relevant modules. The decision on the application is taken by the Examination Board.

6 Declaration and Data-Protection Consent

I confirm that the information given in this application is accurate and complete, and that the evidence submitted is my own work. I consent to the processing of the personal data contained in this application and its supporting documents for the purpose of assessing my RPL / Credit Transfer claim, in accordance with the Data Protection Act (Chapter 586), S.L. 586.07 and the GDPR. I understand that I may withdraw this consent in writing at any time, whereupon the processing concerned will be discontinued.

Signature of applicant	
Date	

**7 For Office Use Only — Examination Office / Examination Board**

Volume of ECTS to be transferred / recognised	
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Decision and feedback to the applicant (e.g. modules exempted, any conditions, or — where the claim is not accepted — the stated reasons):

Date application received	
Date applicant notified	
Examination Board decision	
Signature (Examination Office)	

Annex B — Process Diagrams

Status and interpretation

The diagrams in this Annex summarise the principal stages of the Recognition of Prior Learning process. They shall be read together with this Regulation. In the event of any inconsistency, the operative provisions of this Regulation shall prevail.

Figure B.1 — RPL for Access

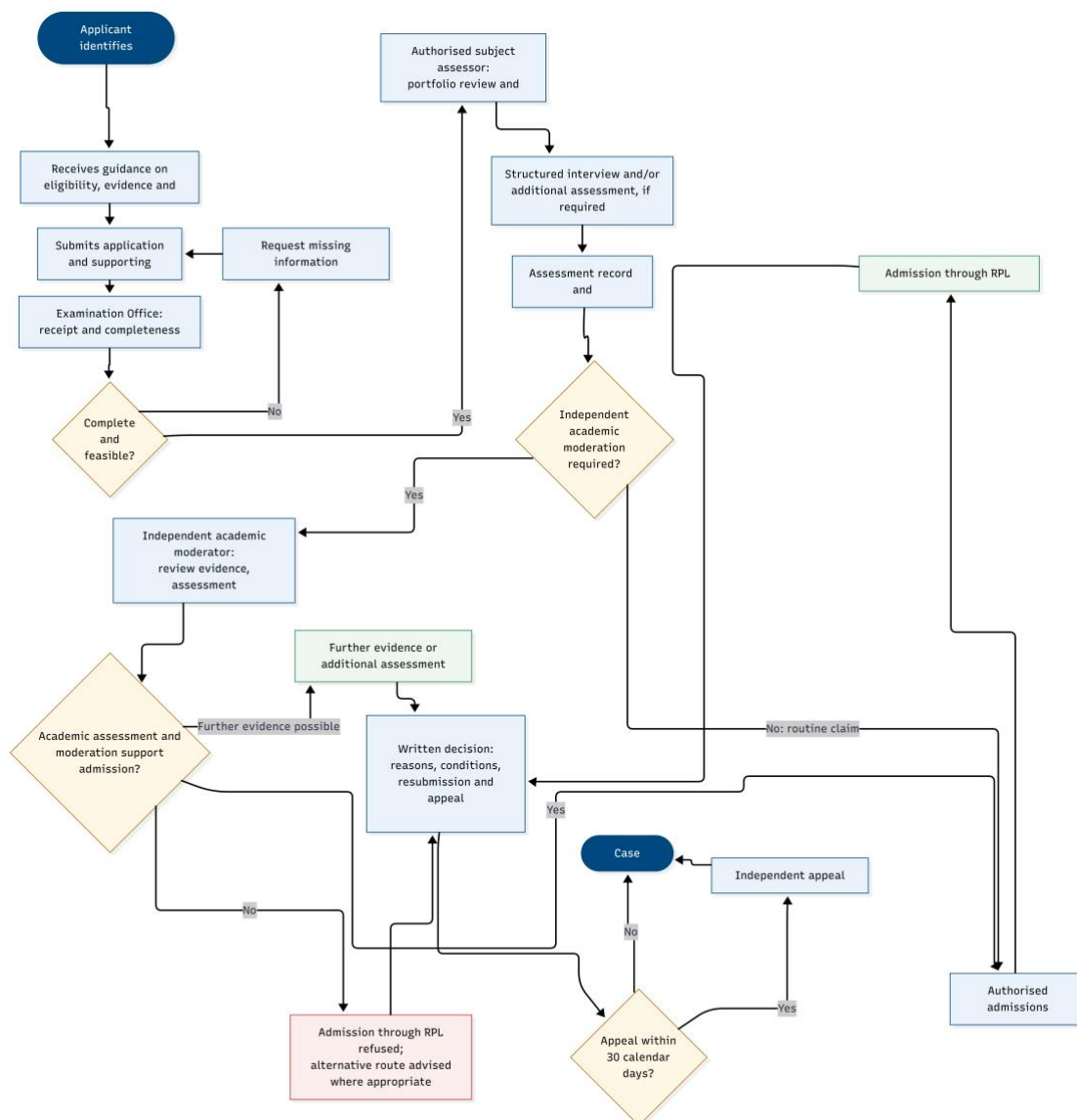
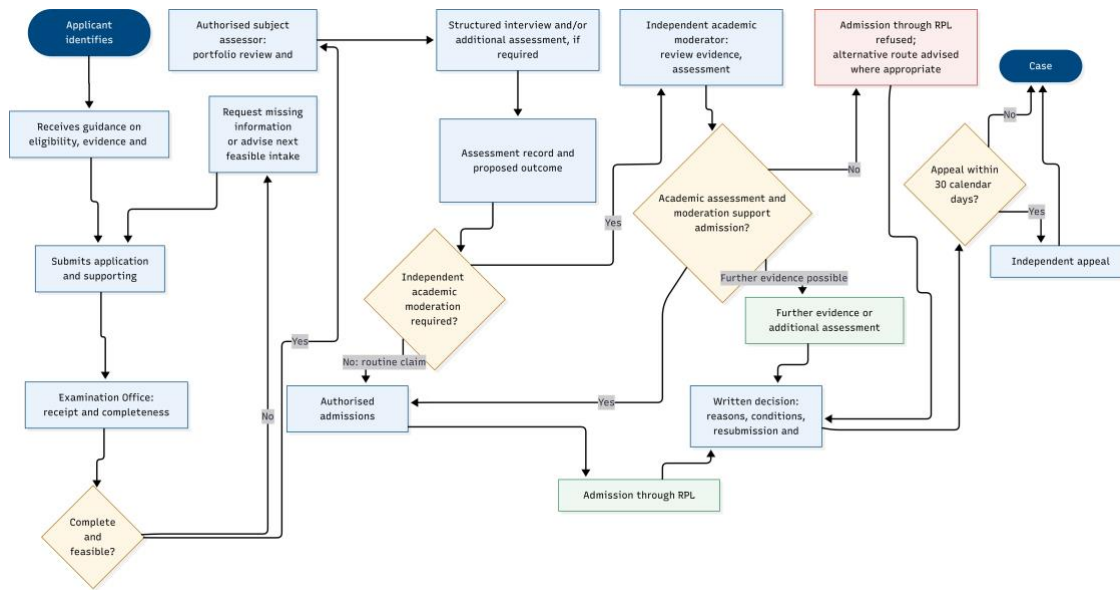


Figure 1: Process for Recognition of Prior Learning for Access

Note: Independent academic moderation is required for claims that substitute for a normal completed entry qualification; concern master's, doctoral, regulated-profession, or otherwise high-risk entry; are complex, borderline, exceptional, disputed, or substantially based on non-formal or informal learning; involve a material level difference; are combined with a claim for Credit Transfer and/or Summative RPL; are referred for moderation; or give rise to a conflict-of-interest concern.



Figure B.2 – Recognition for Certification**Figure 2: Process for Credit Transfer and Summative Recognition of Prior Learning**

Note: Credit Transfer and Summative RPL are aggregated when calculating the applicable maximum volume of recognised credit. RPL for Access does not constitute recognised credit towards the exit award. Summative RPL and other specified high-risk claims require independent academic moderation. Combined RPL-for-Access and Recognition-for-Certification cases require enhanced review by the Examination Board.

Annex C — Assessment and Moderation Record

Status and interpretation

Annex C forms part of this Regulation and contains the controlled Assessment and Moderation Record for RPL for Access and, where applicable, Credit Transfer and Summative RPL claims. In the event of any inconsistency between the form and the operative provisions of this Regulation, the operative provisions of this Regulation shall prevail.





RPL for Access — Assessment Sheet

Master's admission via recognised professional experience · MQF/EQF Level 6

1 Interview Context

Candidate		Target programme	
Date / time		Location / format	
Interview panel		Distribution	

2 Assessment along the three MQF axes (Level 6)

Principle: RPL is awarded for the learning demonstrated, not for experience alone; what is decisive is evidence of the Level 6 learning outcomes achieved, assessed as a reasoned overall judgement across the three axes.

Knowledge	MQF Level 6 reference — Advanced, critically reflective specialist knowledge, with an in-depth understanding of the foundations and interrelationships of the field and some aspects at its forefront. <i>Guiding questions:</i> Does the candidate show advanced, critically reflective specialist knowledge? An in-depth grasp of the field's foundations and interrelationships? Familiarity with current developments at the forefront of the field?	☐ Met ☐ Not yet met
	<i>Rationale — evidence demonstrated:</i>	
Skills	MQF Level 6 reference — Advanced skills to develop solutions to specific problems within the field. <i>Guiding questions:</i> Does the candidate independently develop solutions to field-specific problems? Select and justify appropriate methods? Evidence this with concrete examples from practice?	☐ Met ☐ Not yet met
	<i>Rationale — evidence demonstrated:</i>	
Competence / Autonomy	MQF Level 6 reference — Responsibility for decisions in complex, unpredictable working contexts; management of one's own professional development. <i>Guiding questions:</i> Does the candidate take responsibility for decisions in complex, unpredictable contexts? Manage and direct their own professional development? Reflect critically on their own practice?	☐ Met ☐ Not yet met
	<i>Rationale — evidence demonstrated:</i>	

3 Overall Conclusion

Reasoned overall assessment and recommendation on admission:

Outcome: ☐ Admission recommended ☐ Further verification required ☐ Not recommended

4 Decision — Two-Vote Principle

For master's access via a replaced prior qualification, both votes must be positive. The second vote confirms either the subject-related judgement or compliance with the procedure and completeness of the evidence.

First vote — School Director Or nominated qualified staff, on the basis of portfolio and interview. ☐ Positive ☐ Negative Name: Signature / date:	Second vote (a) Executive Dean / subject specialist, or (b) Director of Administration (procedure & completeness). ☐ Positive ☐ Negative Name: Signature / date:
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Annex D — Programme-Specific Limits and Restrictions on Recognised Credit

Status and interpretation

Annex D forms part of this Regulation and sets out the programme-specific limits and restrictions applicable to Credit Transfer and Summative Recognition of Prior Learning. The aggregate volume of recognised credit shall not exceed the maximum permitted by this Regulation or any lower programme-specific limit set out in this Annex.





Appendix D — Programme-Specific Credit Transfer Upper Limits

Recognition of Prior Learning (RPL) and Credit Transfer Regulation

This Appendix records the programme-specific upper limits for Credit Transfer (CT), as provided for in Section 6.2 of the Regulation. The standard upper limit is 50% of the ECTS required to complete a programme. The programmes listed below apply a reduced limit, or exclude CT altogether. "Usually 0%" indicates that Credit Transfer is, as a rule, not granted for the programme concerned. Any exception in an individual case must be documented and justified in accordance with Section 6.2. Deviations above 50% require a Senate resolution and MFHEA approval and are not currently in effect.

No.	Programme	RPL limit	Rationale
1	Bachelor of Science (B.Sc.) in Business Management top-up	Usually 0%	- The programme is already maximally shortened. - It focusses on the planning and implementation of an individual project. The modules can therefore not be replaced by conventional (theoretical) taught modules.
2	Bachelor of Science (B.Sc.) in Sports Science top-up	Usually 0%	- The programme is already maximally shortened. - It focusses on the planning and implementation of an individual project. The modules can therefore not be replaced by conventional (theoretical) taught modules.
3	Bachelor of Science (B.Sc.) in Creative Media (Top Up)	Usually 0%	- The programme is already maximally shortened. - It focusses on the planning and implementation of an individual project. The modules can therefore not be replaced by conventional (theoretical) taught modules.
4	Bachelor's Degree in Music (Top Up)	Usually 0%	- The programme is already maximally shortened. - It focusses on the planning and implementation of an individual project. The modules can therefore not be replaced by conventional (theoretical) taught modules.
5	Bachelor's Degree in Performing Arts (Top Up)	Usually 0%	- The programme is already maximally shortened. - It focusses on the planning and implementation of an individual project. The modules can therefore not be replaced by conventional (theoretical) taught modules.
6	Doctor of Business Administration	Usually 16,7%	- The doctoral dissertation already accounts for two-thirds of the programme's workload. - The DBA programme is designed to provide structured preparation for the dissertation. The 'Research Methods Toolkit' and 'Organisational Analysis and Research' modules are essential components of the programme. - If a student has already achieved Level 8 in these areas, the PhD is the appropriate programme.
7	Doctor of Psychology	Usually 20%	- The doctoral dissertation already accounts for two-thirds of the programme's workload. - The D.Psych programme is designed to provide structured preparation for the dissertation. The 'Practice-based Advanced Research', 'Advanced Qualitative Research Methods' and 'Advanced Quantitative Research Methods' modules are essential components of the programme. - If a student has already achieved Level 8 in these areas, the PhD is the appropriate programme.