QUALITY HANDBOOK

ISAL | INSTITUTO SUPERIOR DE ADMINISTRAÇÃO E LÍNGUAS

FUNCHAL, JUNHO DE 2017

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CHAPTER 1 – ABOUT THE HANDBOOK

1.1. Promulgation by the Director-General

ISAL's Director-General promulgates this handbook, which establishes the Quality Policy and strategic guidelines for the Internal Quality Assurance System (IQAS).

1.2. Presentation of the Quality Handbook

With the Quality Handbook, ISAL intends to provide its students, teaching and non-teaching staff, regulators, other stakeholders, and the community with a document that shows the commitment, to develop, implement and continuously improve an IQAS, aligned with ISAL's strategy and in accordance with the following applicable requirements:

- Auditing Handbook of Internal Quality Assurance Systems in A3ES Higher Education Institutions;
- Applicable legal requirements
- Regulatory requirements
- ISAL Statutes
- Requirements established in the IQAS handbook and associated processes
- Requirements of students and other stakeholders

1.3. Control of the Quality Handbook

The Director-General and Vice-Director are responsible for ensuring the revision and updating of the Quality Handbook.

After approval, it is the Vice-Director's responsibility to ensure that the updated version of the Quality Handbook is published on the ISAL website and intranet.

The original of the Handbook is kept in the custody of the Vice-Director General.

The changes to the handbook are briefly described in the following table:

Version	Date	Amendment History
0	23/06/2017	Initial Version of the Handbook

1.4. Handbook Structure

This handbook is organized by chapters, as follows:

Chapter 1 – About the Handbook

Chapter 2 – About ISAL

Chapter 3 – About the Internal Quality Assurance System

1.5. List of acronyms and abbreviations

ISAL	Instituto Superior de Administração e Línguas (Higher Institute of Administration and Languages)
CENIL	Centro de Línguas, Lda (Language Center, Ltd)
IQAS	Internal Quality Assurance System

CHAPTER 2 – ABOUT ISAL

2.1. History of the Higher Institute of Administration and Languages

ISAL, owned by CENIL - Centro de Línguas, Lda., as a higher education institution started its activity in the Autonomous Region of Madeira in the '80s as a non-integrated Private Polytechnic Higher Education Institution. ISAL's founding entity is CENIL - Centro de Línguas, Lda.

Initially, ISAL developed higher education courses, granting the degree of Bachelor in the areas of Management and Tourism. Later, it was the turn of the courses of "Hotel Organization and Management" and "Accounting and Finance". To this day, ISAL is composed of an organic unit.

To achieve the purposes for which it was proposed, ISAL proceeded to the acquisition of new facilities conducive to the proper development of actions framed in higher education. These facilities were inaugurated in 2004 and represented the first phase of the investment.

The year 2005 was a landmark, as ISAL received authorization for its first undergraduate course in Tourism (B.Sc.).

In 2006 ISAL grew with a new area, the postgraduate courses. In that year a postgraduate course in Hotel Management was developed, and thanks to its success, ISAL annually launches several new postgraduate courses in key areas, always with the aim of responding to the needs of the region, namely: "Management", "Management of Health Services and Social Institutions", "Human Resources Management", "Banking, Insurance and Financial Markets", "Management and Public Policies", "Management Control and Financial Analysis", "Auditing", among others.

With the Bologna process in operation, in the 2007/08 academic year, ISAL began to develop four undergraduate courses: "Business Management", "Hotel Organization and Management", "Accounting and Finance" and "Tourism".

ISAL invested in TSC - Technological Specialization Courses. These courses oriented towards areas of need in the region had 7 Editions in "Administrative Management of Human Resources", 4 Editions in "Environmental Tourism Techniques" and 1 Edition in "Commercial Management". The TSC in "Management Secretariat and Business Communication" was also part of ISAL's offer.

Currently, ISAL has seven Higher Professional Technical Courses registered, namely:

- Administrative Management of Human Resources
- Commercial and Marketing Management
- Tourism Information and Animation
- Financial Management and Accounting
- Hotel Management and Accommodation
- Organization and Event Management
- Management of small and medium-sized enterprises and Entrepreneurship

To achieve its objectives, ISAL has an imperative need to make heavy investments in infrastructure. Thus, in 2015, ISAL acquired complementary facilities to the existing ones, which represent the 2nd phase. This new space allowed all the activity to be centralized in the facilities, the creation of ISAL Auditorium, the allocation of a room just for council meetings and others that may prove necessary, as well as more classrooms with different particularities. In addition, the surrounding space for students has been expanded and improved, as well as others that are fundamental to ISAL.

As a primary objective, in addition to high quality training, ISAL aims, through the knowledge transmitted, a more direct and consistent connection to the labor market and the real needs of students and the Autonomous Region of Madeira.

ISAL currently offers three undergraduate courses, appropriate to Bologna, namely:

- Business Management
- Tourism
- Hotel Organization and Management

It also offers several postgraduate courses, specialization courses, and short courses and other training in the field of life-long learning.

Since its creation, ISAL has had only one organic unit.

2.2. ISAL Mission and objectives

ISAL's mission is to train professionals of excellence in the fields of management and tourism, combining know-how to the needs of students and the region, as well as the universality of knowledge.

Our mission is closely related to an offer geared to the economic and social needs of the local region, which combined with its polytechnic nature (the know-how)

translates into a high rate of employability. Linked to this success is the Employment Hub - which we have welcomed into our facilities from the very beginning, and which acts as a bridge between the economic and business fabric of the region, and our students.

ISAL's vision is:

- To be an Institution recognized for its quality in the different dimensions of its activity: teaching, knowledge transfer and research.
- To be a higher institute of reference, consolidating itself as a strong Higher Education Institution, with a qualified university community.
- To improve the quality of life and working conditions of the university community, with the improvement and expansion of infrastructure and material and technological resources also being our vision.

ISAL's objectives, according to its Statutes, published in the DR (National Official Journal), 2nd Series, No. 214 of November 4, 2009, are as follows:

- To train managers and senior technical staff, scientifically and technically prepared for the exercise of functions in the company and other organizations;
- To promote the permanent improvement of managers and technical staff of companies and other organizations, through the design and implementation of short- and long-term courses and training programs in companies and other organizations, prepared according to their real and specific needs;
- To carry out fundamental and applied research in the fields of management and tourism sciences and techniques;
- To disseminate scientific knowledge and innovation related to management;
- Provide services to the community and support development;
- Promote cooperation and cultural, scientific and technical exchange with similar institutions, national and foreign ones;
- To contribute, within the scope of tourism management, to international cooperation and to bringing peoples closer together;

Respond to the training or improvement of the technical staff and managers of the company or other organization, in the fields of management and tourism.

2.3. ISAL Assignments

To achieve the objectives stated above, ISAL has adopted the following guidelines:

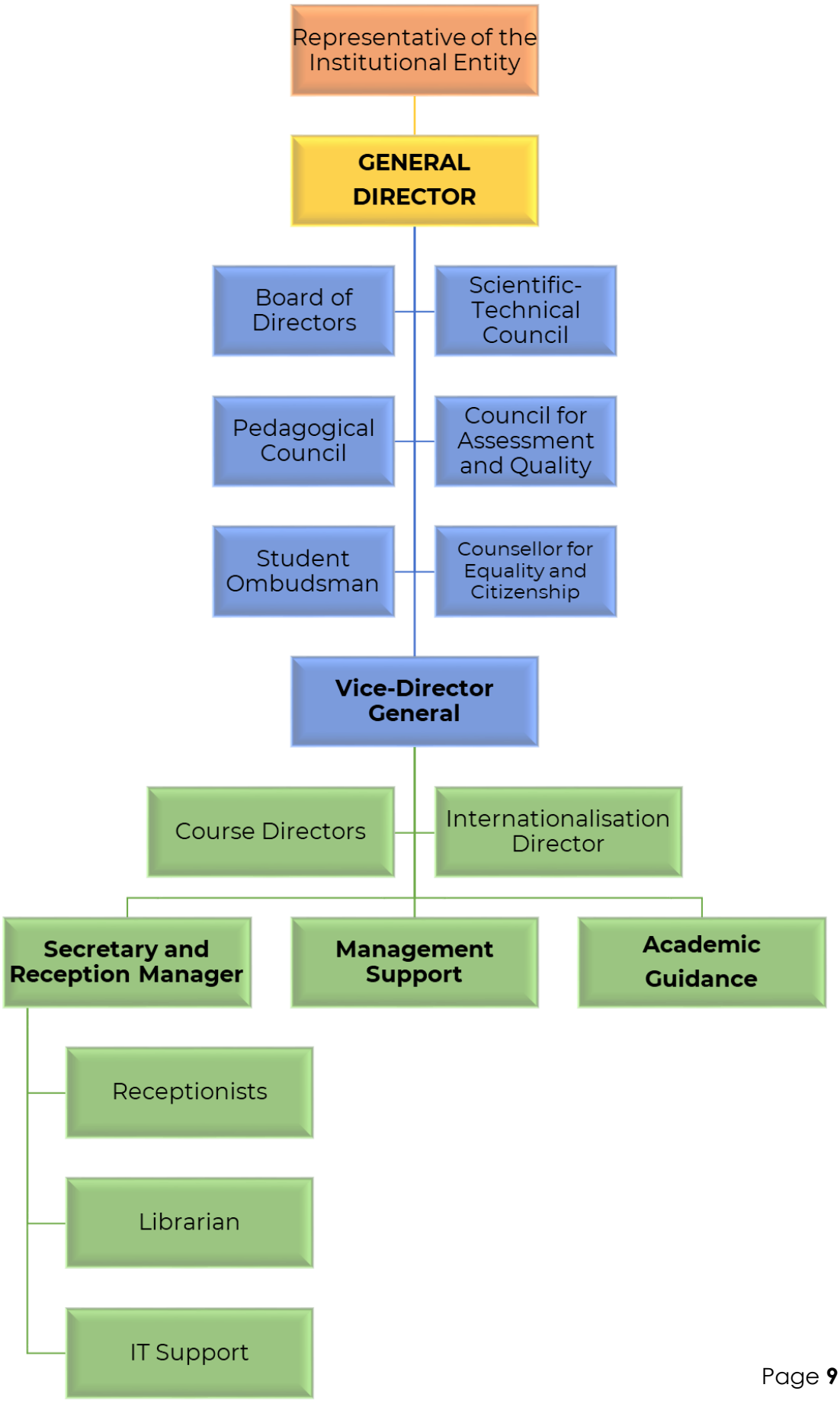
- The constant improvement of its activity in the fields of research, teaching and permanent training in management and tourism, in order to deepen and consolidate its nature of higher school of management and tourism, in direct and dynamic connection with businesses and other organizations;
- The human, scientific and technical preparation of its students and other participants in training actions and courses, developing in them the spirit of innovation and openness towards change and the ability to interpret and intervene critically in the community where the company or organization to which they will provide their activity is inserted.

The study plans, the object of the course units and the course programs, as well as the teaching methods and techniques used, are designed by ISAL, and ISAL assumes full responsibility for them, with both teachers and students enjoying intellectual freedom in the teaching and learning processes.

The program of training and cultural initiatives is defined by ISAL, through a culture of sustainability, based on innovative practices that promote efficiency, competitiveness, participation, cohesion, complementarity of knowledge and that values openness to society and an active policy of knowledge transfer and innovation.

It is on the Technical-Scientific and Pedagogical bodies of ISAL that lies the primary responsibility for the exercise and defense of its scientific, pedagogical, and cultural autonomy.

2.4. Organizational Structure



2.5. Competencies of ISAL Bodies

2.5.1. *Board of Directors*

O Conselho de Direção é o órgão colegial de direção-geral e de coordenação The Board of Directors is the collegiate body of general direction and coordination of ISAL activities.

According to ISAL Statutes, art. 13, the Board of Directors has as its own, the competence of managing the functioning of ISAL. It is the responsibility of the Board of Directors the following:

a) To design and propose to the founding body; the development policy measures for ISAL;

b) To prepare the regulations and norms of ISAL functioning;

c) To prepare the annual and multi-annual activity plans for ISAL and the corresponding budgets, submitting them to the founding body; and to the Technical-Scientific Council;

d) To promote the preparation of ISAL activity programs, approve them and submit them to the approval of the founding body;;

e) To ensure the conditions for attending the courses taught at ISAL, in accordance with the rules contained in ISAL statutes;

f) To define the staffing of ISAL and propose the admissions of staff that may be considered necessary;

g) To manage ISAL staff, including the performance appraisal, as well as the exercise of disciplinary action, by delegation of the founding body;

h) To proceed to the evaluation of methods, techniques and processes used in ISAL activity;

i) To promote and propose the signing of agreements and protocols of collaboration and exchange with schools and other entities, national or foreign;

j) To promote colloquia, conferences or seminars on subjects of interest to companies and other organizations;

k) In general, to deliberate on all matters that are related to ISAL's operation and that are not of the competence of another body

l) To take the necessary measures to ensure the quality of teaching and research at the institution;

m) To submit to the different Councils all issues that need the respective opinion/approval.

2.5.2. Director-General

The Director-General is the singular body of executive management and general coordination of all ISAL activity, who is responsible for ensuring, monitoring and permanently controlling its operation

In addition to other responsibilities that may be assigned to the Director-General, there are the following functions:

a) To ensure the representation of ISAL before other entities;

b) To preside over the Board of Directors, with a casting vote

c) To promote the application of the guidelines and the execution of the deliberations of the different Boards and deliberate in emergency situations when it is not possible to hear them

d) To take the initiatives and adopt the procedures necessary for the smooth running of ISAL activities

e) To handle matters related to ISAL functioning and make the articulation between the Institute's governing bodies and the instituting entity

f) To propose to the Board of Directors the necessary and convenient measures for the Institute's good functioning

g) To promote cooperation and coordination among the Institute's various bodies and services

h) To ensure the observance of laws, statutes and regulations;

i) To perform the other functions prescribed by law and the statutes;

j) To communicate all necessary data to the responsible ministry.

2.5.3. *Technical-Scientific Council*

The Technical- Scientific Council is the Institute's body that promotes and evaluates scientific activity.

The Technical-Scientific Council is responsible for:

a) Establishing the general scientific guidelines to be pursued by the Institute in the fields of teaching and research;

b) Deliberating on the structure of future study cycles, their duration, operation over time and study plans;

c) Approving the regulations for courses, transfers, assessments, year transition, and precedence

d) Deliberating on processes for validating and crediting studies/competences, in the cases expressly provided for by law;

e) Deliberating on the distribution of teaching service;

f) Performing the other acts provided by law regarding the teaching and research career and the recruitment of teaching and research staff

g) Proposing or pronouncing on the concession of honorific titles or distinctions

h) Proposing or pronouncing on the institution of school prizes;

i) Proposing or pronouncing on the establishment of international agreements and partnerships;

j) Proposing the composition of juries for academic tests and competitions,

k) Proposing the definition of the Departments that shall operate at ISAL;

l) Giving its opinion on the permanent training activities to be carried out by the Institute;

m) Appraising the scientific value of studies carried out by ISAL;

n) Giving its opinion on matters submitted to it by the Board of Directors or the Pedagogical Council under the terms of the law;

o) Giving its opinion on the Institute's internal regulations; p) Give its opinion on the annual activities plan and school time management plan;

2.5.4. *Technical-Pedagogical Council*

The Pedagogical Council is responsible for:

a) Deliberating on learning evaluation methods, processes and criteria

b) Promoting the conduction of regular surveys on the pedagogical performance of the organic unit or institution, and their analysis and disclosure

c) Promoting the assessment of the teaching performance of the faculty by them and by the students, and its analysis and disclosure

d) Giving its opinion on the results of the teaching-learning process taught at ISAL;

e) Determining the effects of the students' absences and punctuality;

f) Assessing the pedagogical action of the teachers and trainers and the pedagogical value of internships, study visits, texts or other study elements distributed to the students and proposing the necessary measures

g) Proposing to the Board of Directors and the Technical-Scientific Council the promotion of pedagogical training actions;

h) Giving its opinion about all the matters of pedagogical or disciplinary nature that its President or the Board of Directors and the Technical- Scientific Council decide to submit for its approval;

i) Monitoring and coordinating the activity of the Department Directors;

j) Guiding pedagogical activities, promoting cooperation between teachers and students in order to ensure an adequate level of teaching and convenient training for students;

k) Organizing, in collaboration with the Board of Directors and the Technical-Scientific Council, conferences, studies or seminars of educational or scientific interest for the Institute;

l) Approving the regulations for evaluating the students' performance;

m) Giving its opinion on the prescriptions regime;

n) Giving its opinion on the creation of study cycles and on the plans of the study cycles taught;

o) Pronouncing on the institution of school prizes;

p) Giving its opinion on the academic calendar and examination schedules of the organic unit or institution;

q) Exercising any other powers conferred by law or the statutes.

2.5.5. *Council for Assessment and Quality*

The Council for Assessment and Quality is the ISAL body responsible for establishing the mechanisms for constant self-evaluation of the Institute's performance, as well as of the scientific and pedagogical activities subject to the assessment and accreditation system, and it must ensure compliance with them.

The Council for Assessment and Quality is composed of:

(a) ISAL Director-General, who may delegate in the Advisor;

b) The Course Directors

c) A representative of the non-teaching staff

d) A representative of the Students' Association, to be designated by the Association.

The Council for Assessment and Quality is responsible for the strategic definition of the institutional assessment and quality policies to be pursued by the Institute, namely:

a) Coordinating all self-evaluation and external evaluation processes of the Institute's performance, as well as of the scientific and pedagogical activities;

b) Drawing up a multi-annual plan indicating the functional areas to be evaluated

c) Proposing evaluation norms to be applied and defining quality standards;

d) Indicating and scheduling the proficiency levels that each quality standard should reach;

e) Analyzing the evaluation processes carried out and preparing the respective evaluation reports;

f) Propose measures to correct weaknesses that have been identified.

2.5.6. *Student Support Officer*

The Student Support Officer is a teacher whose action is developed in articulation with the student association and with the institution's bodies and services, namely with the Pedagogical and Direction Councils. This officer is a teacher appointed or dismissed by the Director-General for a renewable period of two academic years.

The Student Support Officer is responsible for:

a) Analyzing the students' complaints and address to the ISAL bodies the he or she considers necessary;

b) Seeking to settle conflicts between students, or between students and other members, ISAL bodies or services

c) Making, on its own initiative, generic recommendations to the ISAL bodies in order to safeguard the interests of students in the fields of academic activity;

d) Addressing to ISAL Director-General the recommendations related to ISAL services that he or she considers appropriate for the improvement of administrative action and the promotion of students' interests;

e) Recommending to the ISAL Director-General the carrying out of inquiries and the inspection activities he or she considers necessary for the regularity of the institution's operation

f) Issuing opinions on matters within the scope of its function.

The Student Support Officer's recommendations are of mandatory consideration by the bodies and services of ISAL, which shall inform him/her in due time of the respective follow-up.

2.5.7. Competencies of the Non-teaching Staff

The competencies of the non-teaching staff are documented by function in Job Description documents.

2.6. Areas of Intervention of the Services

ISAL activity is supported by the following services, all of them reporting directly to the Director-General.

a) Information and Public Relations Service

It is the one in charge of promoting, developing and handling the relations between ISAL and the community in which it is inserted, namely:

- The relations and Agreements between ISAL and other institutions, national and foreign ones (Institutional Relations);
- The relations with its alumni in order to guide and accompany them in their insertion in the labor market;
- The promotion of ISAL activities (Advertising and Marketing).

b) Academic Services

Academic Services are all those that provide technical support to the activity of ISAL's scientific and pedagogical bodies. They include:

- The Documentation Center and Library;
- The IT Center

c) Administrative and Auxiliary Services

The Administrative and Auxiliary Services are responsible for the execution of administrative and auxiliary support tasks to ISAL's activity.

Chapter 3 - About ISAL Internal Quality Assurance System

3.1. Scope

ISAL Internal Quality Assurance System includes all the activities, being implemented under the scope of:

"Education in Management and Tourism, Research, Development and Internationalization.

3.2. Quality Policy

ISAL has established the following quality policy, consistent with its statutes, which provides a framework for the definition of annual quality objectives:

- To ensure compliance with legal, regulatory, statutory requirements, as well as those established in the internal quality assurance system
- To consolidate and deepen the quality of the educational offer, with the commitment of orienting it to the needs of the market
- To provide the development of the students' integral, scientific, technical, and civic formation, promoting their insertion in the work force
- To develop qualitatively and quantitatively the research activities aiming at the socio-economic impact for the Autonomous Region of Madeira
- To foster a close collaboration with all stakeholders and with the community in general
- To reinforce and broaden the international cooperation activities and their impact on RAM
- To upgrade the academic and professional qualifications of the teaching staff and promote the development and updating of skills of all professionals.

This quality policy is disseminated on the intranet and on the ISAL website.

The Quality Policy is reviewed annually, being updated whenever there are changes in context, external or internal to ISAL, that justify it. Simultaneously the objectives will

be revised, to permanently translate the principles established in the stated quality policy.

3.3. Quality Objectives

Quality objectives are defined annually, which are unfolded into processes that integrate the IQAS, functions and professionals involved in them.

The objectives are disseminated via intranet and monitored regularly, through a set of indicators, whose results are analyzed at least every six months, in order to identify any trends and trigger improvement actions.

3.4. Organizational Structure for Quality

The articulation between the integrated quality system and the governance and management bodies of ISAL is led by the Director-General of ISAL, the highest authority, supported by the Council for Assessment and Quality, a consultative body dedicated to planning and monitoring the implementation of the quality policy and objectives.

ISAL has its own Council for Assessment and Quality, briefly described in chapter 2 of this handbook, which is responsible for coordinating all the Institute's self-assessment and external performance assessment processes, as well as its Scientific and Pedagogical activities.

The person responsible for the implementation of quality assurance mechanisms is the Director-General, as Chairman of the Council for Evaluation and Quality.

The hierarchical framework of the Council for Assessment and Quality is documented in Chapter 2 of this handbook.

The responsibilities of the Board, Bodies and Councils are documented in the ISAL statutes and regulations.

The functional contents of the non-teaching staff are documented in job descriptions, which determine the responsibilities, authorities and competencies required by the holders for the exercise of their functions.

3.5. Stakeholder Involvement

Within the scope of the IQAS, ISAL identified the stakeholders and their needs, expectations and requirements, which were considered at the level of the processes that make up the System, in order to ensure its effectiveness through the satisfaction of all stakeholders.

3.5.1. *Characterization of the External Context*

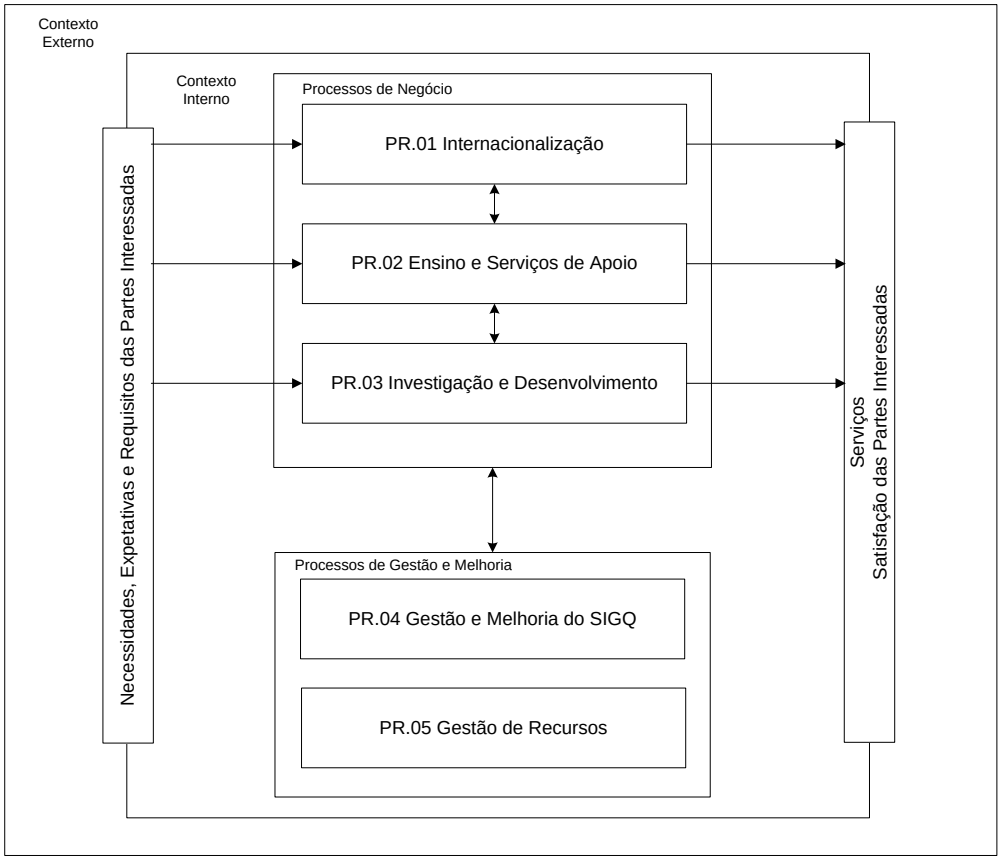
Stakeholder	Needs, Expectations and Requirements		
	Education and support services	**Research and Development**	**Internationalization**
Internship partners and employers	Skills matched to internship and employment needs	Research results with socioeconomic impact on internship companies	---
Institutional partners (Regional Government, Banks, ACIF – Madeira Chamber of Commerce and Industry)	Skills matched to internship and employment needs	Research results with socioeconomic impact on the Autonomous Region of Madeira	International promotion of the Autonomous Region of Madeira
APESP (Association of Private HEI)	Development of private education	Research development in private education	International promotion of the Portuguese private education
Regulators	Compliance with applicable legal requirements	Research development	---
Students	Teaching outcomes appropriate to local, national, EU and non-EU market needs Employability Adequacy of the infrastructure, resources, and support services	Projects of recognized value	Potential mobility in Erasmus or equivalent programs
Competing Institutions	Benchmarking of educational offer and results	Benchmarking of projects and their impact	---
Madeira Employment Institute Institute for Qualification	Promotion of student employment via ISAL Employment Hub	---	---
Local citizens	Contribution to the employability of the region	Research results with socioeconomic impact on the Autonomous Region of Madeira	International promotion of the Autonomous Region of Madeira

3.5.2 Characterization of the Internal Context

Stakeholder	Needs, Expectations and Requirements		
	Education and support services	**Research and Development**	**Internationalization**
Faculty	Fulfillment of programs and objectives Student achievement Satisfaction of students and other stakeholders	Contribution to research and development activities, curricular appreciation, contribution to the economic and social development of the region	International Promotion of ISAL Mobility Potential
Non-teaching staff	Satisfaction of students and other stakeholders	Projection and recognition of research and development activities.	International Promotion of ISAL Mobility Potential

3.6. ISAL Network of Processes

ISAL network of processes describes in a graphic way the interaction between the business processes, oriented to the accomplishment of ISAL's mission, and the IQAS management and improvement processes, which support the former:



3.7. Summary description of processes

Process	Scope
Teaching and Support Services	Definition and updating of training provision Teaching programming, monitoring, and evaluation Provision of student support services
Internationalization	Promotion and definition of collaboration protocols
Research and Development	Definition of collaboration protocols, development of research projects
IQAS Management and Upgrade	Annual activity plan Management of institutional and community collaboration Carrying out and following up on internal audits Handling of non-conformities and improvement actions
Human Resources	Internal and External Communication Infrastructure Management Human Resource Management

In accordance with the framework of the Agency for Assessment and Accreditation of Higher Education, the following is a summary of the activities undertaken in response to the criteria of the framework for auditing internal quality assurance systems.

3.8. Definition and quality assurance of the training provision

3.8.1. *Creation of the educational provision*

The creation of new study cycles results from the identification of a need or opportunity. It may be an innovative proposal, complementary or not to other study cycles already available at ISAL, or it may consist in the reformulation of an existing study cycle, in order to improve it.

In this process, the relevance of the study cycle is evaluated, taking into consideration the benchmarking activities with national and international higher education institutions, as well as the contribution of ISAL's internal and external partners, obtained through the different forms of participation. In some cases, it may be requested that individuals in the scientific area of the study cycle be asked their opinion regarding the creation of the study cycle.

The proposal for the creation of a new study cycle may be presented by the Organic Unit, through a group of faculty members or by the person responsible for the study cycle.

The creation, alteration and extinguishing of study cycles is subject to the applicable rules and legislation and is also internally regulated in the ISAL statutes.

After a favorable decision of accreditation by A3ES, the registration with DGES is requested and the curricular structure and study plan are published in Diário da República, according to the applicable legislation.

3.8.2. *Updating of the training provision*

The processes of updating and review of study cycles are based on the assessment of their functioning and aim at the implementation of improvement measures.

The procedures for the collection of information, monitoring and periodic evaluation of the study cycle also include surveys of students, teachers and graduates. The results of these surveys are analyzed by the Council for Assessment and Quality, as well as by the Board of Directors, the Pedagogical Council, and the Technical-Scientific Council.

The annual course report is presented by the course director and appreciated by the Technical-Scientific Council, Pedagogical Council and Council for Assessment and Quality.

This report lists corrective and improvement measures proposed for the following school year. These measures may include the revision of the study plan, and the course coordinator, in articulation with the Scientific-Pedagogical Commission of the Course, should justify the changes and prepare the proposal for the alteration of the study cycle.

The proposal for alteration to the study cycle is subject to the opinion of the Technical-Scientific and Pedagogical Councils, and the student associations are also heard.

The implementation of changes to the elements that characterize a study cycle is subject to registration with the DGES and publication in Diário da República, in cases where they do not change its objectives.

In cases where the objectives are changed, the implementation of the changes is subject to an accreditation process under the terms established by A3ES and subsequent registration at the DGES, according to the applicable legislation.

Internally, the Director-General of the Institute sets the rules to be followed for the organization of the process, namely by defining deadlines to implement the changes so that they come into force in the following academic year.

In the decision to extinguish or suspend a study cycle, the scientific-pedagogical functioning of the course, its adequacy and articulation with the local, national and international context, the demand for the study cycle and financial viability are considered. It is up to the Director General of the Institute the decision to "approve the creation, suspension and extinction of courses" (article 44 of the Statutes), after hearing the opinion of the Academic Council.

The non-accreditation or the revocation of accreditation, under the terms defined in article 60 of decree-law no. 115/2013, of 07 August, has as a legal consequence the termination of the authorization for its operation.

3.8.2.1. Non-degree courses

At ISAL, non-degree courses include postgraduate, higher technical and professional courses, among others. The operation of these courses is also the responsibility of the Director-General of the Institute, who has the decision to "approve the creation, suspension and extinction of courses", according to the strategy defined by the Academic Council (art. 46 of the statutes), with the possibility of hearing the scientific and pedagogical bodies.

At ISAL, non-degree courses include postgraduate, higher technical and professional courses, among others. The operation of these courses is also the responsibility of the Director General of the Institute, who has the decision to "approve the creation, suspension and extinction of courses", according to the strategy defined by the Academic Council (art. 46 of the statutes), with the possibility of hearing the scientific and pedagogical bodies.

The proposal for the creation of a postgraduate course starts from the initiative of groups of professors or of the departments/scientific areas. The proposal includes the coordinator of the study cycle, the study plan with the legally required information and a financial viability study.

In this process, the relevance of the proposed training is evaluated, being relevant the contributions of ISAL's internal and external partners that may be obtained through the different forms of participation.

The competence for the approval/creation of postgraduate courses lies with the Board of Directors, after hearing the Technical-Scientific Council and the Pedagogical Council under the terms of paragraph m) of No. 1 of Article 69 of the Statutes. The Technical- Scientific Council of the OU may also be heard.

After the completion of each training cycle, the teachers responsible for the postgraduate course analyze the operation and the results, using the evaluation of the trainees to decide on possible changes to the course.

The proposal for changing the study plan is made by the scientific coordinator of the Postgraduate course, after its conclusion.

The entry into operation of a professional technical higher education course requires prior registration in the Directorate General for Higher Education, as provided for in Decree Law No. 43/2014 of 18 March, and the decision on this request is the responsibility of the Director-General of Higher Education.

The order granting the registration of the creation of a professional technical higher education course is published in the 2nd series of the Diário da República.

These courses require the consultation of local partners, namely employers and sector regulators.

3.8.3. Quality Assurance of the Training Provision

The learning objectives of the various curricular units are defined by the teacher in charge taking into account the respective syllabuses, and the course coordinator is responsible for ensuring that they contribute to the training objectives defined in the course.

The course unit sheets include all the information concerning the course, namely working hours, credits, syllabus, learning objectives and teaching/learning and assessment methodologies, bibliography, as well as the correspondence between them. The UC sheets are approved by the Pedagogical and Technical-Scientific Councils.

On ISAL's website it is possible to access information about all the courses taught, with objectives, curricular structure, study plan and entrance conditions.

For foreign students there is a website in English which aims to provide information about the courses taught at the Institute, as well as useful information that can help students prepare their stay in the country, in the region and at ISAL.

The regulations concerning teaching and students are available on ISAL website at http://www.isal.pt/Cursos/RegulamentoseRelat%C3%B3rios.aspx.

3.8.4. Quality assurance of learning and student support

In ISAL Statutes, all aspects related to student assessment are regulated.

There is a section dedicated to the assessment of knowledge in the 1st cycle, which covers areas such as: assessment periods, types of assessment tests, use of support material and improvement of classification.

The aforementioned regulations also contain the rules for 1st cycle internships, particularly with regard to assessment, as well as for dissertation, project or internship course units.

Also defined are the conditions for exam consultation, complaints and appeals, as well as special arrangements applicable to students with special educational needs, part-time or others and their implications in the assessment process.

Regarding particular aspects of each course, the coordination of the learning assessment process (type of assessment and scheduling) is done by the

Pedagogical and Technical-Scientific Councils, and the assessment methodologies should ensure the teaching/learning objectives of the course.

The programming of activities during the course (teaching and scheduling of the different types of classes, study visits, open classes, etc.) is done by the teacher responsible for the curricular unit under the guidance of the course director who is responsible for ensuring its proper functioning.

The evaluation of the students' workload and effort is a fundamental aspect, which is listened to in the semester surveys and which has been the subject of institutional and extra-institutional recommendations and guidelines.

The evaluation methodologies and respective weightings, as well as the relationship between these and the learning objectives, are described in the UC sheet. The teachers of each CU are responsible for presenting the assessment methodologies and respective scheduling and weightings at the beginning of the academic period.

The assessment map is formally published, within the deadlines provided for in the Regulation "ISAL Statute", by displaying it at ISAL, and disseminating it via intranet, in the student's reserved area. The map contains the dates, and hours of the exams, as well as the rooms reserved for the purpose.

To ensure that the assessment of students is carried out according to previously defined criteria, regulations and procedures, there are specific questions on this topic in the pedagogical surveys to students, seeking to assess whether the assessment methods were appropriate, whether they were in accordance with what was defined in the program, whether they were disclosed in time and whether they were sufficiently explicit.

The learning resources that are considered essential or compulsory are described on each course sheet. These resources may consist of bibliography, materials for practical use, software, among others.

The aim is that the fundamental resources are available at ISAL for the use of the students.

This availability may consist in the use of physical spaces endowed with specific equipment and resources.

3.8.4.1. Participation in Bodies

For the decisions of maintenance, updating and renewal of the training offer, in addition to the guidelines, recommendations and legal standards, the contributions of all internal and external partners are relevant.

The representation in bodies is a direct way to participate in defining and ensuring the quality of the training offer, according to the competences of the respective bodies.

3.8.4.2. Response to survey

The surveys represent a privileged way to access information about needs and expectations as well as to evaluate satisfaction.

At ISAL, the Pedagogical Council is responsible for the surveys on pedagogical performance, which play a key role in the processes of quality assurance of the training provision.

The Pedagogical Council is responsible for promoting regular surveys on the pedagogical performance of the OU and for their analysis and dissemination, as well as for promoting the evaluation of the pedagogical performance of teachers, by teachers and students, and for their analysis and dissemination.

At ISAL there are three surveys that follow a very similar model in all the OUs:

- Student Survey;
- Faculty survey;
- Survey to the head of the course unit.

Additionally, there are specific questionnaires that evaluate, for example, the internship/project curricular units.

The biannual student questionnaire evaluates, among others, the following aspects:

- Perception about the UC (monitoring and workload);
- Contribution to the acquisition/development of skills and knowledge;
- Operation of the CU;
- Teaching performance.

Also for each semester, the teachers must answer the following questionnaires:

- Faculty questionnaire, which focuses on: student evaluation; UC operation; faculty self-evaluation;
- Questionnaire for those responsible for the curricular unit, applied at the end of each semester, concerning: workload and operation of the CU; summary table with strengths, weaknesses and aspects to be improved.

The surveys are made available through the platform, which can be accessed from any computer with internet connection. The system informs the user that the surveys are available for response and issues reminders until the process is completed.

The results of these surveys are also accessible through the distance learning platform, with different levels of information reservation, according to the user's profile.

The analysis of the results of the pedagogical surveys is one of the mandatory items to be included in the annual course evaluation report.

3.8.4.2. Enrolled students

The students who enroll annually in ISAL are asked for various data, especially of a socioeconomic nature and to contextualize the demand for the study cycle.

3.8.4.4. Foreign Students

The questionnaire applied at the end of the mobility period, qualitatively assesses the mobility office, the program coordinator; the teachers; the students' association; the social services; the mobility from the social, knowledge and curriculum building point of view.

These are additional procedures for monitoring, evaluating, and improving the teaching and learning process:

- The evaluation of the teaching staff, through the ISAL Teachers' Performance Evaluation Regulation, according to the applicable legislation;
- The opinions/deliberations/recommendations/appreciations of the Technical-Scientific Council and the Pedagogical Council;
- Meetings of the Scientific-Pedagogical Committees at the beginning and end of each semester;
- The follow-up of the objectives, tasks, and goals established in the strategic plan;
- The analysis of the study cycles' employability;
- The analysis of internationalization/mobility.

3.9. Procedures for the selection and recruitment of students

ISAL actively promotes the dissemination of its educational offer and develops several actions to attract students, namely:

- Brochures, pamphlets and other advertising material;
- Dissemination in the media;
- Direct dissemination in several high schools in the Autonomous Region of Madeira;
- Open day;

- Guidance Counselor's Day;
- Presence in employment and training events and fairs;
- Presence in community events;
- Participation in international events;
- Others.

The definition of the training provision fits in the Institute's strategy for education and training and contemplates the consultation of potential students, employers and graduates, through the methods of participation already listed.

The application process is governed by the legal norms applicable to each type of training.

The access and admission of students to the 1st cycle of higher education is carried out in accordance with the applicable regulations.

3.10. Entry examinations

The rules to be followed by higher education institutions regarding the entry examinations are regulated by the National Commission for Access to Higher Education (NCAHE).

The proposed lists of entry examinations for each course, as well as the weighting to be used in the formula for calculating the application score and the minimum values for the application score are sent to the Pedagogical and Technical-Scientific Councils of the Institute, to be communicated in due time to the NCAHE and published on the website. The list of entrance examinations is set by the NCAHE, under proposal of the higher education institutions.

3.11. Establishment of vacancies

The vacancies for the courses are established annually by the legally and statutorily competent bodies of the institution, under the terms of the legislation, and communicated to the Directorate General for Higher Education, accompanied by the respective justification, within the period defined annually by an order of the Director-General for Higher Education.

The DGES publishes the number of vacancies established annually for the undergraduate study cycles.

This setting is subject to the limits resulting from the legal criteria defined for the operation of education institutions and for the accreditation of study cycles, including any limits that may have been set in the accreditation act, as well as in public education, to the general guidelines established by the supervisory minister, taking into consideration, namely, the rationalization of the training

offer, the national policy for human resources training and the available resources.

3.12. Social support to students

The part-time student regime allows a student to perform between 18 ECTS and 30 ECTS per academic year, while the undergraduate study plans foresee 60 ECTS per academic year. This regime thus allows students to be more flexible in their studies in case of financial or other needs.

The Single Course Units are a simple modality in the higher education study cycles of ISAL, and they can be provided either to students enrolled in another higher education study cycle or by other interested parties. This allows, namely, to make their path more flexible, because they can enroll in additional and complementary course units, developing other skills. If one needs to phase in your access to higher education for social reasons, this modality allows an effective and practical response. ISAL students have access to several national and regional scholarships, such as:

- Scholarship from the General Directorate for Higher Education;
- Scholarship from Fundação Marítimo Centenário;
- Scholarship ANA;
- Municipal Scholarships;
- Merit Scholarship.

These scholarships help the students to carry out their studies, with the possibility, also, of making their path more flexible.

3.10. Assessment of the integration and evolution of professionals

With the aim of monitoring the integration of graduates into working life, according to the strategic plan "create the observatory of the insertion of graduates in working life", a survey of ISAL graduates was developed which aims to characterize their professional situation, assessing the adequacy of the skills of the training received and satisfaction with the course attended.

ISAL has an Alumni network that aims to promote and disseminate initiatives that strengthen ties between ISAL and its former students. It allows to increase the network of contacts and knowledge, participate in various events, access the disclosure of professional opportunities and be informed of the latest news and training proposals of ISAL and also,

- Be a link with companies and other institutions, disclosing their job offers and professional internships;

- Promote the link between the Student, the Institute and the Business and Institutional Community;
- Develop training and information actions in order to facilitate the professional integration;
- Promote agreements and collaboration protocols within the scope of job offers and professional internships.

3.14. Complaint handling procedure

There are several ways in which students can make complaints and suggestions about the quality of the teaching process:

(a) Contact with the course director, who is primarily responsible for the proper functioning of the course;

b) Contact with the students representing the course in the Pedagogical Council;

c) Direct contact with Institute bodies or via e-mail;

e) Using the satisfaction surveys or suggestion boxes of the Institute's services;

f) Through the student support officer, who is responsible for:

- Examining the complaints of the students and, if he/she considers that they are justified,
- Making pertinent recommendations to the competent bodies to attend to them;
- Making generic recommendations with a view to safeguarding the interests of students, particularly in the field of pedagogical activity and school social action;
- Proposing the implementation of inspection activities to services whose activities are geared to students and other services about which there are doubts as to the regularity of operation.

The handling of complaints follows the provisions of process PR.04 - Management and Improvement of the IQAS.

3.15. Guided Research and High-Level Professional Development

ISAL has a research center - NIISAL, which is a space for research and public intervention in the fields of Management and Tourism.

NIISAL has the following activities:

- Preparation of scientific papers and their submission for publication in national and international journals;
- Elaboration of other publications, namely books, book chapters, working-papers;
- Participation and presentation of papers in national and international conferences and meetings;
- Organization of seminars, lectures and conferences;
- Intervention in the media;

Research at ISAL has as priority the regional development, the establishment and development of projects, groups, lines of research and research centers in partnership with other Institutions of Higher Education, namely with Escola Superior S. José de Cluny.

In ISAL's network of processes, the articulation between teaching and research processes is evident.

3.16. Quality Assurance in Interinstitutional and Community Collaboration

When defining the training provision, the feedback from ISAL's external partners is evaluated.

In the context of the Higher Technical Professional Courses, local partners are also consulted, namely employers and sector regulators.

The inter-institutional and community collaboration is evaluated annually, within the scope of the annual review of the IQAS, and possible action plans may be defined in terms of quality objectives.

3.17. Quality Assurance Procedures in Internationalization

The Bologna Process, the creation of the ECTS, and the International Student legislation, were great instruments to boost internationalization, especially mobility.

ISAL has accepted this challenge of globalization and internationalization in order to strengthen its institutional capacity, to enhance its regional prestige, to contribute to the social and economic development of the Autonomous Region of Madeira and the country, to foster the sharing of knowledge, to promote global and intercultural citizenship, and fundamentally with the vision of perfecting its curricula/unit programs and improving academic quality.

ISAL's internationalization strategies are based on

- Mobility of faculty, students and non-teaching staff;

- Admission of international students

- Creation of international partnerships for research and mobility.

To facilitate the internationalization process ISAL has all its degrees bilingual.

3.17.1. European Internacionalization - Erasmus

European internationalization is based on the Erasmus+ program.

ISAL has as policy the promotion of European awareness and internationalization among its students, teachers and non-teaching staff.

Every year it carries out dissemination actions, promotes the dissemination of the program through the exhibition of its activities and through testimonials.

ISAL has shown a positive evolution in recent years and an increase in mobility is expected, especially among incoming students. Outgoing mobility depends on the grants awarded by the National Agency Erasmus+ Education and Training.

ISAL established in 2016 its first international event "Erasmus+ Staff Training Week", whose objective is the exchange of good practices related to the Erasmus+ Program, as well as the cultural dissemination of the Autonomous Region of Madeira among other European Education Institutions, cultural, social and pedagogical exchange, being able to simultaneously create favorable conditions for mobility among teachers and students from all over Europe, as well as the creation of cooperation projects. This event had 12 participants from several European Universities.

3.17.2. Non-EU Internationalization

Likewise, ISAL has started an internationalization policy towards non-EU countries, namely Portuguese-speaking countries.

ISAL chose Brazil as its first form of non-EU internationalization both for cultural and historical reasons, but also for the ease of language and similarity in teaching.

ISAL is currently making efforts towards the mobility of students and non-teaching staff in the non-EU space.

3.18. Human Resource Management

3.18.1. Recruitment

The recruitment of teaching staff occurs by invitation or self-proposal of the candidate.

The analysis and evaluation of the qualifications and competences of the teaching staff for the performance of their functions is ensured by the Technical-Scientific Council. Initially, the evaluation is carried out through an interview and the analysis of the Curriculum Vitae of the candidate teacher. If the requirements considered fundamental are met, the Technical-Scientific Council decides whether to approve the recruitment of the teacher.

The recruitment of non-teaching staff is ensured by the Board of Directors, whose need arises from the occasional rotation of professionals and the development of ISAL; including an initial analysis of the curriculum, followed by an interview, with preference given to former ISAL students.

The process of integration of non-teaching professionals is ensured through an integration plan, which establishes the contents to be disclosed for the exercise of functions and respective evidence of knowledge acquisition.

3.18.2. Performance Appraisal

The evaluation of the teaching staff's performance is carried out by the Pedagogical Council and it includes:

- The self-assessment of the lecturer, by Course Unit
- The results of the students' satisfaction, by Course Unit

Every three years, the teaching staff is also evaluated according to the Teaching Staff Evaluation Regulation.

The evaluation of the non-teaching staff is carried out through an evaluation of competencies, whose results are combined with an evaluation of the potential of each one. This evaluation is carried out every calendar year, in January, where individual objectives are established and communicated.

The performance of the faculty members is also evaluated by the students of the study cycle, by means of specific instruments, in which the following indicators are contemplated:

- organization/planning of the teaching sessions of a collective nature;
- clear exposition of the syllabus contents;
- stimulation of critical thinking/personal research;
- clarification of doubts presented;
- rigor and objectivity in the evaluation process;
- attendance / punctuality;

fulfillment of the curricular unit program; etc.

3.18.3. Life-long Training

Proposed by the faculty, training needs may be presented to the Vice-Director ISAL's activity is supported by the following services:

- Information and Public Relations Service;
- Academic Services;
- Administrative Services;
- Auxiliary Services.

The Information and Public Relations Service is responsible for promoting, developing and handling relations between ISAL and the community in which it operates.

ISAL has the following student support services:

- Academic Services are all those that provide technical support to the activity of ISAL's scientific and pedagogical bodies. They include:
  - The Documentation Center and Library;
  - The IT Center

Em termos de infraestruturas, o ISAL dispõe de instalações próprias, modernas e adequadas à atividade, designadamente:

The Administrative and Auxiliary Services are responsible for carrying out administrative and auxiliary support tasks to ISAL's activity.

ISAL has an Academic Guidance Office, which provides students with personalized monitoring for decision-making in curricular and extracurricular components (volunteering, seminar attendance) and possibilities of career development and advancement.

In terms of infrastructure, ISAL has its own facilities, modern and adequate to the activity, namely:

- Auditorium, open to the community;
- Computer room;

- Theoretical rooms, in a total of 10
- Garden / social areas / study areas
- Facilities adapted for students with special needs

It also has a parking lot for employees.

The entire building has an excellent Wi-Fi network.

ISAL maintains an up-to-date floor plan of the facilities and an inventory of all installed equipment.

Equipment and facilities subject to preventive maintenance are included in the infrastructure maintenance plan, approved by the Director-General, which is monitored annually. The IT infrastructure is controlled through a policy of backups, data security and access control.

The adequacy of the infrastructures and support services is evaluated annually, through the results of the satisfaction of teachers and students, as well as the self-assessment undertaken within the annual monitoring of results or meetings of the Pedagogical Council.

The follow-up of any needs and improvements identified is ensured in subsequent meetings of the Pedagogical Council.

ISAL has a policy of reinvesting the results, both in terms of human resources and infrastructure.

3.20. Information Systems

ISAL has a website (www.isal.pt) permanently updated and developed with the objective of being a communication platform aimed at potential students, alumni and other stakeholders.

ISAL has mechanisms implemented for the collection, processing and analysis of information aimed at the various stakeholders.
Included in these mechanisms is the annual assessment of qualitative and quantitative information related to:

- The degree of compliance with the strategic plan and the annual plan;
- The degree of achievement of the established objectives;
- The efficiency of administrative and financial management;
- The evolution of the assets and financial situation and the sustainability of the institution;
- The movement of teaching and non-teaching staff;

- The evolution of admissions and attendance of the study cycles taught;
- The academic degrees and diplomas awarded and the employability of its graduates;
- The internationalization of the institution and the number of foreign students;
- The provision of external services and the partnerships established;
- The self-assessment and external assessment procedures and their results

In addition to the annual evaluation, information is also analyzed at the following levels:

- Annual activity plan
- Annual activity report
- Strategic plan
- Evaluation report by course unit (teacher)
- Analysis of student surveys (biannual) within the scope of meetings of the Technical- Scientific and Pedagogical Councils

The information system also includes the results of internal audits to IQAS as well as the A3ES external evaluation reports and decisions.

3.21. Communication

ISAL established the following communication plan, which sets the requirements for the disclosure of public, periodic, updated, impartial and objective information:

What to communicate	Frequency	Format/Support	Addressees
Mission and objectives of the institution	After review	▪ Statutes (objectives) ▪ Website ▪ IQAS Manual ▪ Strategic Plan	▪ All stakeholders (students, teaching and non-teaching staff, regulators, community, and others)
Strategic Plan	Five-year	▪ ISAL Website	▪ All stakeholders
Statutes and Regulations	After review (internal or legal need)	▪ Diário da República ▪ ISAL Website	▪ All stakeholders
Training provision	Every academic year, preferably by the end of January for the following year	▪ ISAL Website ▪ Marketing materials available at ISAL facilities	▪ Potential students ▪ Community in general
Learning objectives and qualifications conferred	Whenever there are changes (internal or legal need)	▪ Information Guide on ISAL Website ISAL Website	▪ Potential students ▪ Community in general
Employability prospects, in relation to each course	Annual (from 3 to 6 months after the end of the academic year)	▪ ISAL Website on Employability	▪ Potential students ▪ Community in general
Qualification of the faulty and their contractual regime	Biannual (ISAL website) Annual (PRIES)	▪ ISAL Website on Faculty ▪ PRIES Platform	▪ Regulators ▪ Community in general
Policies for student access and orientation	Whenever there are changes	▪ ISAL Website on Applications	▪ Potential students ▪ Community in general
Course planning (study plans)	Whenever there are changes (internal or legal need)	▪ ISAL Website ▪ Information Guide on ISAL Website ▪ Marketing Materials	▪ Students ▪ Potential students ▪ Community in general
Teaching, learning, and student assessment methodologies	Whenever there are changes (internal or legal need)	▪ ISAL Website on Schooling and Evaluation Regimes and Exams	▪ Students ▪ Potential students ▪ Community in general

What to communicate	Frequency	Format/Support	Addressees
Mobility opportunities	Whenever there are changes	▪ ISAL Website on Erasmus and International ▪ Marketing Materials	▪ Potential students ▪ Students ▪ Faculty ▪ Non-teaching staff ▪ Partner universities ▪ Community in general
Student rights and duties	Annual	▪ ISAL website on institutional download (tuition and fees) ▪ Statutes ▪ Student Guide, delivered at the beginning of the year and available at the facilities	▪ Potential students ▪ Students ▪ Faculty ▪ Non-teaching staff
School social action services (scholarships)	Whenever there are changes	▪ ISAL website on Undergraduate Degrees/ Scholarships ▪ ISAL website on Regulation of Support to students with special educational needs	▪ Potential students ▪ Final-year students ▪ Recent Graduates ▪ Employees
Mechanisms for dealing with complaints and suggestions	Permanent	▪ Visible announcement in the reception of the existence of a complaints book ▪ Student Guide ▪ ISAL website on Regulations and reports	▪ Students ▪ Final-year students ▪ Recent Graduates ▪ Employees
Access to material resources and services to support teaching		▪ Information Guide ▪ ISAL website on regulations and reports	▪ Potential students ▪ Students ▪ Employees
Teaching outcomes	Annual	▪ ISAL website on employability ▪ ISAL website on regulations and reports	▪ Potential students ▪ Students ▪ Employees ▪ ISAL Councils
Internal quality assurance policies	Whenever there are changes	▪ ISAL website on regulations and reports ▪ ISAL website on Quality Handbook	▪ All stakeholders (students, teaching and non-teaching staff, regulators, community, and others)

Accreditation titles	Whenever there are changes	▪ ISAL website on Presentation of the Degree	▪ All stakeholders
Results of the evaluation of the institution and its study cycles	Annual and whenever there are changes	▪ Annual report and self-assessment reports per course on ISAL website (Regulations and Reports) ▪ ISAL website on Presentation of the Degree	▪ All stakeholders
Student rights and duties	Annual	▪ ISAL website on institutional download (tuition and fees) ▪ Statutes ▪ Student Guide, delivered at the beginning of the year and available at the facilities	▪ Potential students ▪ Students ▪ Faculty ▪ Non-teaching staff