



# STRATEGIC PLAN 2023/2030

ISAL | INSTITUTO SUPERIOR DE ADMINISTRAÇÃO E LÍNGUAS  
FUNCHAL, APRIL 2023

# Index

MISSION AND VISION OF ISAL.....	6
1. INTRODUCTION .....	8
2. CHARACTERISATION OF THE AUTONOMOUS REGION OF MADEIRA .....	11
2.1. EDUCATION INDICATORS .....	11
2.2. REGIONAL STATUS QUO .....	15
3. ISAL .....	18
3.1. GENERAL PRINCIPLES.....	21
3.2. SCIENTIFIC, PEDAGOGICAL AND CULTURAL AUTONOMY .....	22
3.3. STATUTORY OBJECTIVES .....	23
3.4. GUIDELINES .....	24
3.5. DIFFERENTIATION FACTORS .....	24
3.6. PILLARS .....	25
4. RESOURCES.....	27
4.1. HUMAN – ORGANISATIONAL .....	27
4.2. ECONOMIC – FINANCIAL .....	27
4.3. INFRASTRUCTURES .....	27
4.4. PEDAGOGICAL AND DIDACTIC RESOURCES .....	28
5. ANALYSIS OF THE CONTEXT .....	29
5.1. OF THE STUDY PROGRAMMES OFFERED .....	29
5.2. GRADUATES .....	33
5.3. TESP .....	36
5.4. POSTGRADUATE COURSES .....	36
5.5. COMPLEMENTARY TRAINING .....	38
5.6. EMPLOYABILITY OF ITS GRADUATES.....	39
5.7. ANALYSIS OF INTERSHIPS AND EMPLOYABILITY .....	42
6. STRATEGY.....	44
6.1. 1 <sup>ST</sup> CYCLE – UNDERGRADUATE COURSES.....	45
6.2. POSTGRADUATE COURSES .....	45
6.3. 2 <sup>ND</sup> CYCLE – MASTER’S DEGREES .....	45
6.4. CTESP – PROFESSIONAL HIGHER TECHNICAL COURSE.....	46
6.5. HUMAN RESOURCES .....	46
6.6. RESEARCH .....	47

<b>6.7. PARTNERSHIPS</b> .....	50
<b>6.8. INNOVATION AND ENTREPRENEURSHIP</b> .....	52
<b>6.9. EVENTS</b> .....	54
<b>6.10. QUALITY</b> .....	55
<b>6.11. RESOURCES</b> .....	55
<b>6.12. INTERNATIONALISATION</b> .....	56
<b>6.13. ERASMUS+ PROGRAMME</b> .....	56
<b>6.14. EXCHANGE / MOBILITY</b> .....	56
<b>6.15. SOCIAL RESPONSIBILITY</b> .....	57
<b>6.16. ATTRACTING STUDENTS</b> .....	57
<b>6.17. STUDENT INCENTIVE</b> .....	58
<b>6.18. ISAL ALUMNI</b> .....	58
<b>6.19. ISAL IDENTITY</b> .....	58

# Table of Figures

FIGURE 1 – SUSTAINABLE DEVELOPMENT GOALS.....	9
FIGURE 2 – ESTIMATES OF THE RESIDENT POPULATION ON 31 DECEMBER 2021 .....	11
FIGURE 3 – AGEING INDEX AND DEPENDENCY RATIOS .....	12
FIGURE 4 – EDUCATION INDICATORS.....	12
FIGURE 5 – NON-FINANCIAL ENTERPRISE INDICATORS .....	13
FIGURE 6 – NON-FINANCIAL REGIONAL ENTERPRISES.....	14
FIGURE 7 – REPARTIÇÃO DO VALOR ACRESCENTADO BRUTO POR ATIVIDADE .....	14
FIGURE 8 – EVOLUTION OF ENROLMENTS IN HIGHER EDUCATION IN THE AUTONOMOUS REGION OF MADEIRA .....	15
FIGURE 9 – STUDENTS IN HIGHER EDUCATION: MAINLAND HEIS VS. HEIS IN THE AUTONOMOUS REGION OF MADEIRA.....	16
FIGURE 10 – EVOLUTION OF STUDENTS IN HIGHER EDUCATION IN THE AUTONOMOUS REGION OF MADEIRA .....	16
FIGURE 11 – EVOLUTION OF STUDENTS IN HIGHER EDUCATION IN THE AUTONOMOUS REGION OF MADEIR. 17	
FIGURE 12 – NUMBER OF ADMISSIONS FROM 2019/2020 TO 2022/2023 .....	29
FIGURE 13 – EVOLUTION OF THE TOTAL NUMBER OF STUDENTS FROM 2019/2020 TO 2022/2023 .....	30
FIGURE 14 – EVOLUTION OF THE TOTAL NUMBER OF STUDENTS .....	30
FIGURE 15 – EVOLUTION OF THE TOTAL NUMBER OF STUDENTS .....	31
FIGURE 16 – ENROLLED BY COURSES 2022/2023.....	31
FIGURE 177 – DROPOUTS 2020/2021 AND 2021/2022 .....	32
FIGURE 188 – EVOLUTION OF GRADUATES SINCE 1989 .....	33
FIGURE 199 – GRADUATES 2021/2022 .....	33
FIGURE 202 – EVOLUTION OF GRADUATES IN HOTEL ORGANISATION AND MANAGEMENT .....	35
FIGURE 213 – PERCENTAGE OF GRADUATES BY COURSE .....	35
FIGURE 224 – APPROVED CTEsP .....	36
FIGURE 235 – EVOLUTION OF POSTGRADUATES .....	37
FIGURE 246 – POSTGRADUATES BY COURSE .....	37
FIGURE 257 – ENROLLED IN POSTGRADUATE COURSES IN 2021/2022 .....	38
FIGURE 26 – ENROLLED IN SHORT COURSES IN 2022 .....	38
FIGURE 27 – ENROLLED IN SHORT COURSES IN 2023 .....	39
FIGURE 28 – EMPLOYABILITY RESPONSE RATE IN THE ACADEMIC YEAR 2020/2021 .....	40
FIGURE 29 – EMPLOYABILITY RESPONSE RATE IN THE ACADEMIC YEAR 2019/2020.....	41
FIGURE 30 – TOTAL EMPLOYABILITY RATE 2020/2021 .....	41
FIGURE 31 – PERCENTAGE OF TRAINEE STUDENTS PLACED WITH THE INTERNSHIP SITE .....	43



# ISAL | TOURISM AND MANAGEMENT SCHOOL

# MISSION AND VISION OF ISAL

## MISSION

---

The mission of ISAL is to train professionals of excellence in the areas of management and tourism, combining know-how with the needs of students and the Autonomous Region of Madeira, as well as the universality of knowledge.

---

Education of excellence, present in the mission of ISAL, is based on the principles of independence, scientific, cultural and pedagogical autonomy, as well as collaboration and growth both with its counterparts and with companies and organisations. Thus, it aims to prepare competent and ethical professionals, with the ability to face the challenges of the contemporary world.

We promote the personal and academic development of students, encouraging innovation, entrepreneurship and social responsibility. We aim to create impact in the society where we are located, but also to ensure the relevance and constant updating of our teaching and research programmes, contributing to scientific and technological advancement.

Our mission is closely related to an offer geared to the economic and social needs of the region, which combined with our polytechnic aspect (know-how) translates into a high employability rate.

## VISION

---

ISAL's vision is to be a higher education institute of regional reference in the field of education and training, distinguished by academic quality, internationalisation and stimulating innovation and entrepreneurship.

---

We aim to be a centre of excellence that promotes interaction between the academic and business worlds, preparing students for the challenges and opportunities of the global job market. ISAL believes in the transformative power of education and strives to offer a stimulating, inclusive and inspiring academic environment.

The vision for the future is focused on attracting students from mainland Portugal to the Autonomous Region of Madeira, internationalisation and cooperation synergies with other national and international HEIs.

# 1. INTRODUCTION

The present strategic plan is based on the experience of Instituto Superior de Administração e Línguas | ISAL, as a Higher Education Institution, which started operating in the 80s.

The constant evolution of technology, digitisation, digital transformation, labour markets, the transmission of scientific knowledge, and research and development translate into an unavoidable need for investment in research (R&D), continuous training of human resources and technology.

ISAL's objectives are high quality training, through the transmission of knowledge, the establishment of a more direct, effective and consistent link to the labour and business market, and the real needs of students and the Autonomous Region of Madeira.

Considering that Tourism is fundamental for the economic and social development of the region, ISAL maintains its priority focus on the areas of Tourism and Management.

Aiming to be a Higher Institute of excellence in the areas of Management and Tourism, as well as in related areas, ISAL will continue to implement, both in terms of Undergraduate and Postgraduate programmes, actions that allow ISAL to have a quality training offer in all its areas of intervention.

The present strategic plan should have been reviewed at the end of 2020. However, given the pandemic crisis (frequent legislative changes, successive restrictions on freedom of movement and the uncertainty installed), the Board decided to draw up the present strategic plan only when there was some stability, and it was possible to outline new strategies.

This Strategic Plan is designed to empower the entire academic community to the good practices associated with this UN Agenda 2030, which identified Sustainable Development as one of the greatest challenges of the contemporary world. Thus, ISAL intends to raise awareness among the entire academic community about the SDGs (Sustainable Development Goals) and present measures that can contribute to the fulfilment of these goals.



The SDGs put forward by the UN 2030 Agenda are:



Figure 1 – Sustainable Development Goals

Source: <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>

In the context of ISAL, as a Higher Education Institution, the development of its activity may raise awareness and/or collaborate on the following challenges:

---

**SDG 1**

Eradicate poverty in all its forms everywhere

**SDG 4**

Ensure access to inclusive, quality and equitable education and promote lifelong learning opportunities for all

**SDG 5**

Achieve gender equality and empower all women and girls

**SDG 8**

Promote inclusive and sustainable economic growth, full and productive employment and decent work for all

**SDG 9**

Build resilient infrastructure, promote inclusive and sustainable industrialisation and foster innovation

**SDG 11**

Make cities and communities inclusive, safe, resilient and sustainable

**SDG 17**

Strengthen the means of implementation and revitalise the Global Partnership for Sustainable Development.

---

ISAL, in its academic development, aims to integrate practices and processes with environmental, economic and social values such as equality, inclusion and social justice.

ISAL aims to be aligned with the 2030 agenda as the SDGs create opportunities for the EIs themselves by enabling:

- increased training on the SDGs themselves
- new sources of funding;
- the creation of new partnerships, and
- increasing the image and social impact of the HEI.

This strategic plan also takes into account the report of the European University Association (EUA) - "Universities without walls"<sup>1</sup>, which identifies a set of eight major trends that will condition the missions and positioning of universities in the coming years:

- The climate crisis;
- Technological growth and development, with huge impacts on jobs and employability;
- The pressure on Europe's democratic regimes
- Growing disinformation;
- The importance of education and innovation in the geopolitical changes of the new world order;
- Social inequalities and demographic imbalances that put pressure on social welfare systems;
- The funding difficulties faced by many universities;
- The changes that the pandemic has accelerated.

ISAL advocates an entrepreneurial and inclusive teaching culture throughout its academic development.

With the new post-covid 19 academic realities, ISAL intends to adapt programmes to distance learning, which will mitigate the importance of geography and university locations.

At the same time, it intends to emphasise the importance of its identity, reputation and image, valuing its uniqueness, and asserting itself with a differentiated positioning, respecting its historical heritage.

---

<sup>1</sup><https://eua.eu/downloads/publications/universities%20without%20walls%20%20a%20vision%20for%202030.pdf>

## 2. CHARACTERISATION OF THE AUTONOMOUS REGION OF MADEIRA

### 2.1. EDUCATION INDICATORS

In 2021, the Autonomous Region of Madeira, with regard to the number of inhabitants, had about 250,000<sup>2</sup>, with about 42% living in the municipality of Funchal. We emphasise that in 2019 the Autonomous Region of Madeira had about 255,000 residents<sup>3</sup>, showing a decrease in population.

Figure 2 – Estimates of the Resident Population on 31 December 2021

#### ESTIMATIVAS DA POPULAÇÃO RESIDENTE EM 31 DE DEZEMBRO (ESTIMATIVAS AD HOC), POR MUNICÍPIO

	2020		2021	
	Total (N.º)	Mulheres (%)	Total (N.º)	Mulheres (%)
<b>R. A. Madeira</b>	<b>251 252</b>	<b>53,1</b>	<b>251 182</b>	<b>53,1</b>
Calheta	10 950	54,1	10 901	54,1
Câmara de Lobos	32 176	52,1	32 128	52,2
Funchal	106 057	53,5	105 828	53,6
Machico	19 632	51,6	19 544	51,7
Ponta do Sol	8 381	53,8	8 398	53,8
Porto Moniz	2 524	55,5	2 516	55,8
Ribeira Brava	12 696	54,5	12 686	54,5
Santa Cruz	42 209	52,2	42 626	52,2
Santana	6 579	54,6	6 522	54,6
São Vicente	4 886	53,6	4 854	53,9
Porto Santo	5 162	50,7	5 179	50,8

Source: DREM - Madeira em Números 2021

<sup>2</sup> <https://estatistica.madeira.gov.pt/download-now/multitematicas-pt/multitematicas-mn-pt/multitematicas-mn-publicacoes-pt/send/34-madeira-em-numeros-publicacoes/15538-madeira-em-numeros-2021.html>

<sup>3</sup> Baptista Vieira, P., Maria João Sousa, D., Martins M., Miguel Teixeira (2020). Madeira em Números / Direção Regional de Estatística da Madeira Funchal. Anual. Retrieved from <https://estatistica.madeira.gov.pt>

We have seen an increase in the ageing index among the population with an increase of 7 percentage points from 2020/2021, also having an impact on education indicators as we will analyse later, determined by the increase in the elderly population and the decrease in the young population.

Figure 3 – Ageing Index and Dependency Ratios



Fonte: INE/DREM, Estatísticas Demográficas da RAM.

Nota: Estimativas pós-censitárias de População Residente, para 2020 e 2021, assentes nos resultados provisórios dos Censos 2021 (exercício ad hoc).

Source: DREM - Madeira em Números 2021

Figure 4 – Education Indicators

**INDICADORES DA EDUCAÇÃO**

Unidade: N.º

	Estabelecimentos <sup>(a)</sup>		Docentes		Alunas/os	
	2019/20	2020/21	2019/20	2020/21	2019/20	2020/21
Pré-escolar	117	117	645	666	5 820	6 003
Ensino Básico						
1.º Ciclo	87	86	1 503	1 454	9 910	9 130
2.º Ciclo	29	29	730	735	5 394	5 122
3.º Ciclo	29	29	2 836 <sup>(b)</sup>	2 728 <sup>(b)</sup>	9 733	9 260
Secundário	25	25			10 982	10 719
Superior	8	8	396	401	3 353	3 721

Nota: (a) - Cada estabelecimento é contado tantas vezes quantos os ensinos que ministra.

(b) - Valor correspondente aos docentes do ensino básico do 3.º ciclo e secundário.

Source: DREM - Madeira em Números 2021

Regarding the indicators, there is a decrease in the number of students in primary and secondary education as a result of a low birth rate and an ageing population. There is also a low rate of students finishing secondary education and entering higher education.

When analysing the businesses of the Autonomous Region of Madeira, we find that the companies that predominate our economy are SMEs, representing approximately 90% of the market.

In a sectoral analysis and with reference to the Gross Value Added (GVA), it appears that the most prominent sectors are public administration with a weight of 31.4%, and trade, accommodation and the restaurant industry with a weight of 26.2%, contributing to this the growth of tourism in the last 2 years. It is also verified that the real estate activity contributes with 13%.

When analysing the evolution of the last 2 years, there is a positive path in the Autonomous Region of Madeira, not only due to the growth of economic activity, but also due to the trend towards a higher qualification and quality of its human resources.

Figure 5 – Non-Financial Enterprise Indicators

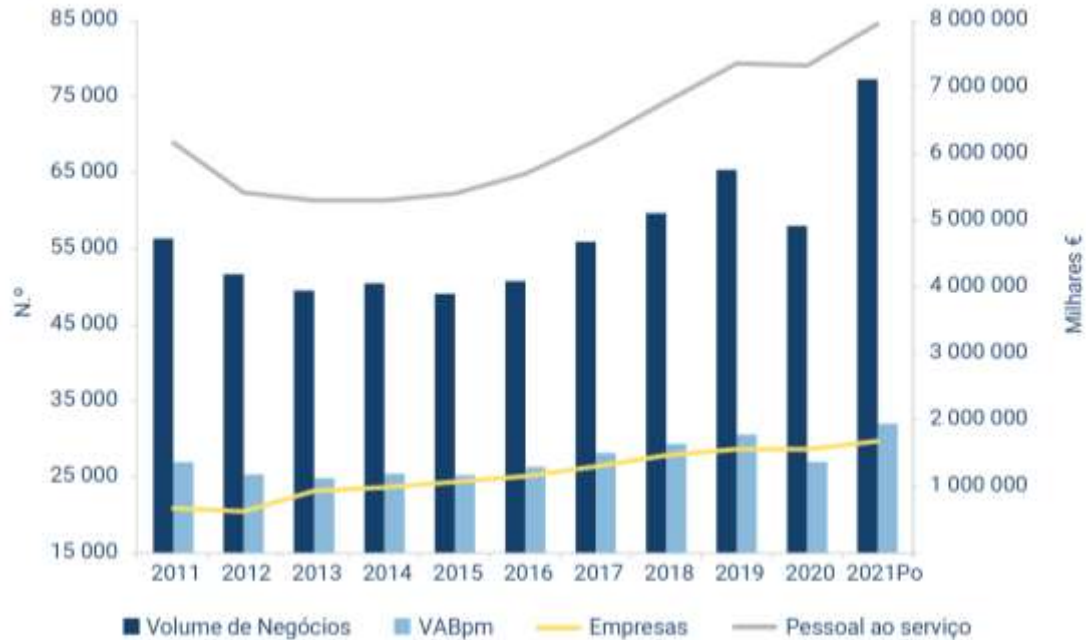
**INDICADORES DAS EMPRESAS NÃO FINANCEIRAS COM SEDE NA RAM, 2021 Po**



Source: DREM - Madeira em Números 2021

Figure 6 – Non-Financial Regional Enterprises

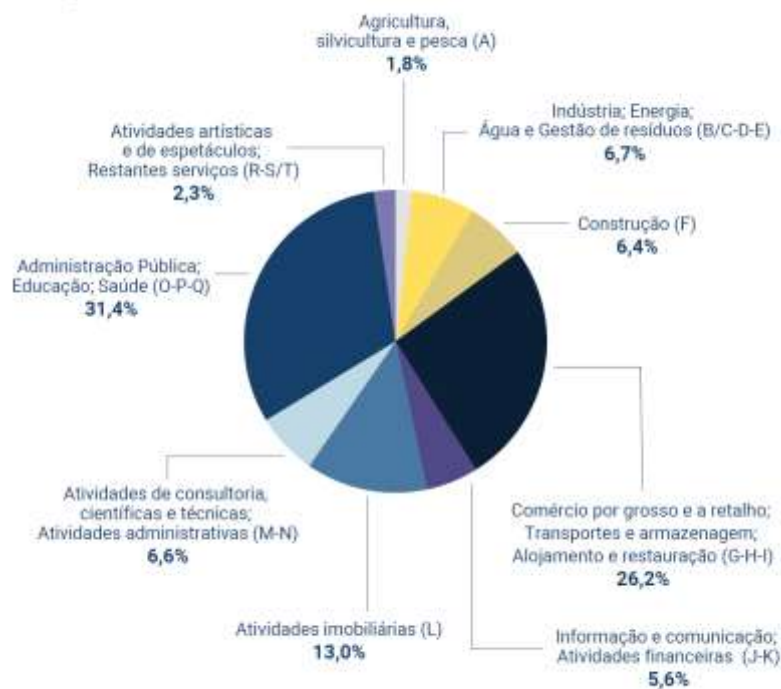
**EMPRESAS NÃO FINANCEIRAS COM SEDE NA RAM E RESPECTIVO PESSOAL AO SERVIÇO, VAB E VOLUME DE NEGÓCIOS**



Source: DREM - Madeira em Números 2021

Figure 7 – Repartição do Valor acrescentado Bruto por atividade

**REPARTIÇÃO DO VALOR ACRESCENTADO BRUTO POR ATIVIDADE, 2021Po**



Fonte: INE, Contas Regionais, base 2016.



Source: DREM - Madeira em Números 2021

According to DREM, the unemployment rate has been decreasing and with growth indicators in the number of companies by 3.6% compared to 2020 (2021 data) and with growth of more than 40% in terms of turnover and GVA.

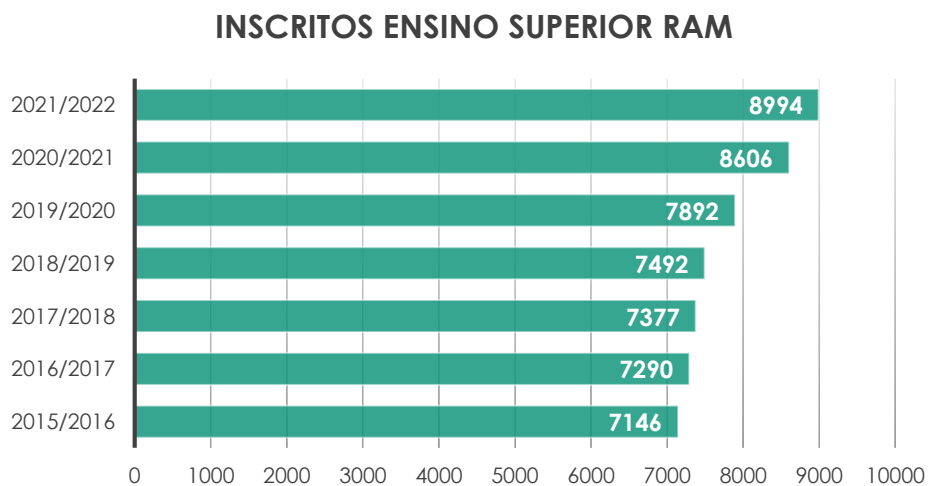
Increasingly, the investment in training and qualification of human resources is fundamental for strengthening economic competitiveness, as well as for the responsiveness of the Region's businesses, including the social cohesion component.

## 2.2. REGIONAL STATUS QUO

Entering higher education implies restructuring the student's daily routine, which has developed intensively in recent years.

When analysing the evolution of the number of students who reside in the region and enrolled in higher education, it is possible to verify a constant increase of students enrolled in higher education from 2015 to 2022.

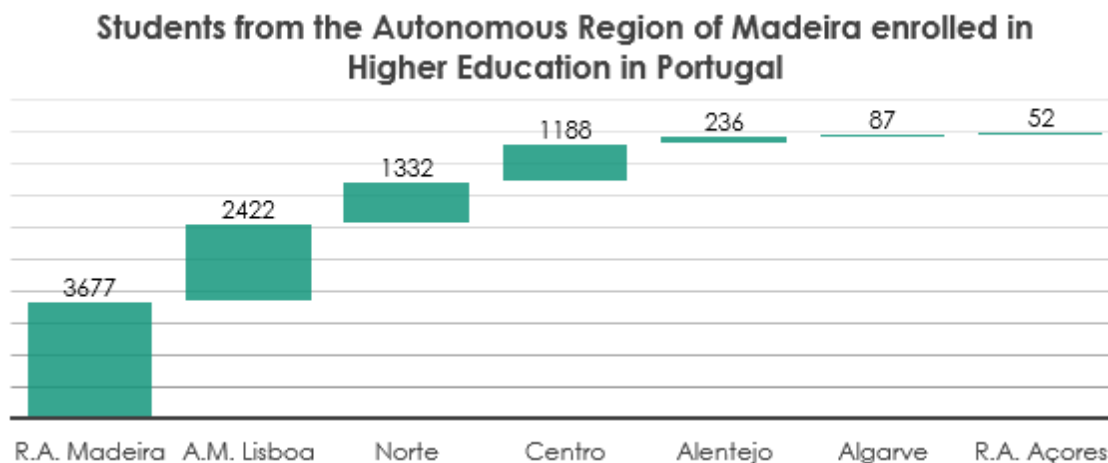
Figure 8 – Evolution of Enrolments in Higher Education in the Autonomous Region of Madeira



Source: Retrospective Series of Education Statistics in the Autonomous Region of Madeira (1993/1994 - 2021/2022)

In the academic year 2021/2022, the number of students who resided on the Island of Madeira and enrolled in higher education was 8,942, of which 3,952 study at HEIs in the Autonomous Region of Madeira.

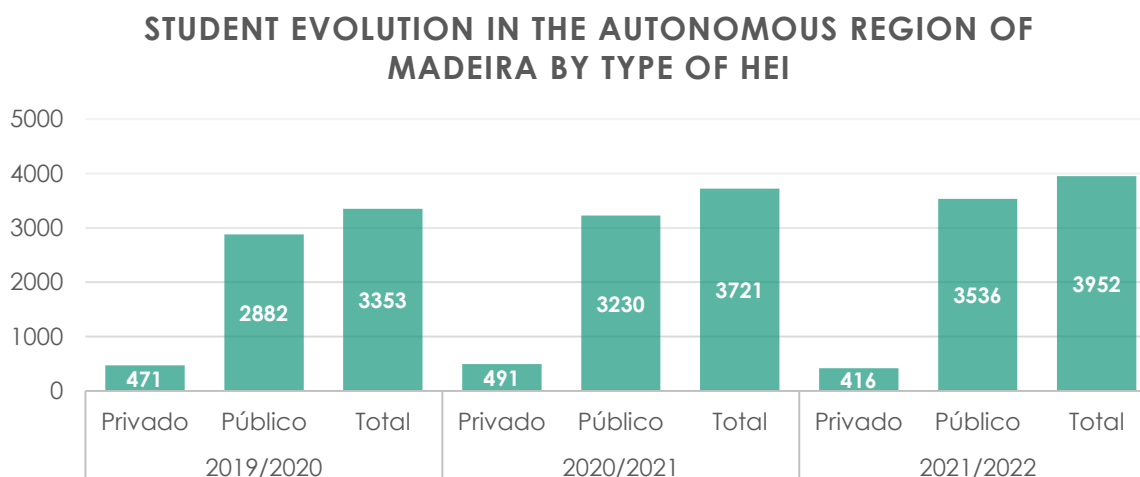
Figure 9 – Students in Higher Education: Mainland HEIs vs. HEIs in the Autonomous Region of Madeira



Source: Retrospective Series of Education Statistics in the Autonomous Region of Madeira (1993/1994 - 2021/2022)

Of those studying in HEIs in the Autonomous Region of Madeira, 3,536 attend public education and 416 attend the two private HEIs. We can verify that, in the last academic year, despite the increase in the number of higher education students in the Autonomous Region of Madeira, there was a decrease in private education.

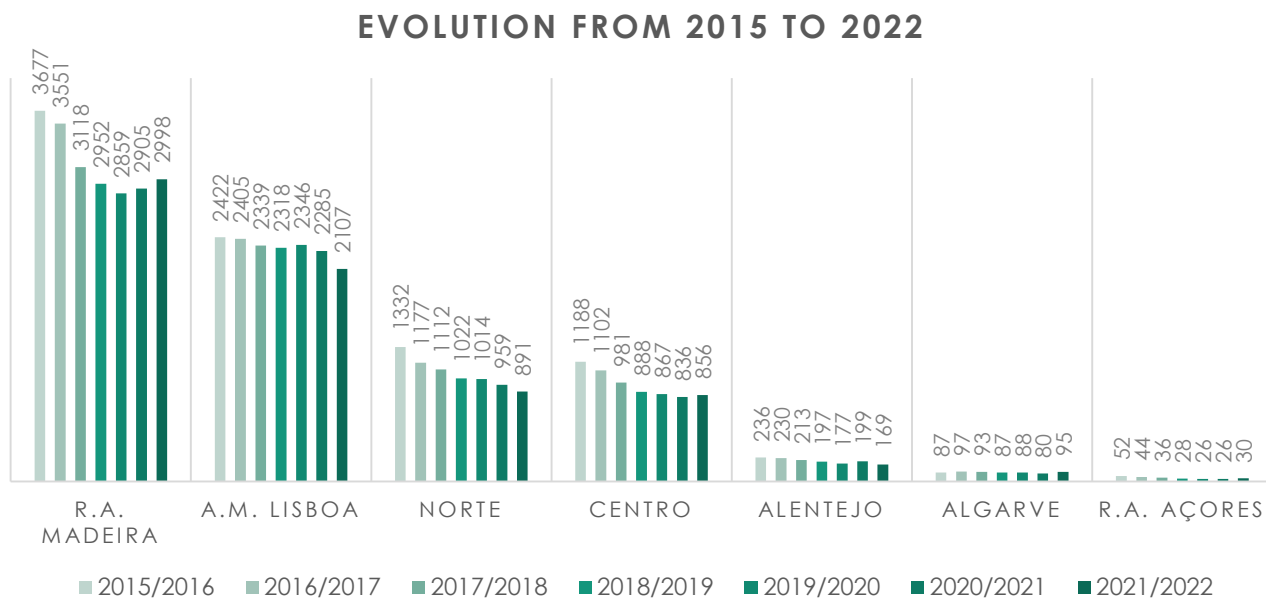
Figure 10 – Evolution of Students in Higher Education in the Autonomous Region of Madeira





Source: Retrospective Series of Education Statistics in the Autonomous Region of Madeira (1993/1994 - 2021/2022)

Figure 11 – Evolution of Students in Higher Education in the Autonomous Region of Madeira



Source: Retrospective Series of Education Statistics in the Autonomous Region of Madeira (1993/1994 - 2021/2022)

In 2020/2021 there were about 5 thousand Madeiran people studying in HEIs on the mainland. In the 8 establishments that provided higher education in the A. R. of Madeira, there were 3.7 thousand students (368 more students than in the previous academic year). Of the total number of students enrolled, 86.8% attended public education and 13.2%, private education.

According to the data published (provided by DGEEC), in the academic year 2020/2021, 8.6 thousand students from the A. R. of Madeira were enrolled to study in higher education establishments in Portugal. This indicator has maintained an increasing trend since 2015/2016. Of the total number of students enrolled, 41.3% were studying in educational establishments in the Autonomous Region of Madeira, 27.9% in the Metropolitan Area of Lisbon, 13.7% in the North, 12.8% in the Centre, 2.7% in Alentejo, 1.1% in Algarve and only 0.5% in the Autonomous Region of the Azores.

By type of course/cycle of study, in 2020/2021, 60.8% of students were enrolled in an undergraduate course (1st cycle), 15.4% in an integrated master's degree, 12.9% in a master's degree (2nd cycle), 5.7% in a professional higher technical course and 2.8% in a PhD (3rd cycle). Of these students, 89.9% were enrolled in public education and 10.1% in private education.

### 3. ISAL

ISAL, as a higher education institution, began its activity in the Autonomous Region of Madeira in the 1980s, as a private non-integrated Polytechnic Higher Education establishment.

Initially, ISAL started by awarding bachelor's degrees in the areas of Management and Tourism, and later in the areas of "Hotel Organisation and Management" and "Accounting and Finance". The chosen areas aimed to respond to the needs of the regional market, which is essentially focused on Tourism, Hotel Industry and Management, both in the public and private sectors.

In order to achieve its goals, ISAL acquired new facilities built from scratch and designed to meet its needs as a Higher Education Institute.

These facilities were inaugurated in 2004 and represented the first of three phases of investment.

2005 was a remarkable year for ISAL, as it received authorisation to operate its first (two-phase) degree in Tourism.

In 2006, ISAL grew with a new area of higher education: postgraduate courses. ISAL launches annually several postgraduate courses in key areas, always with the aim of responding to the needs of the region where it operates, namely the areas of undergraduate courses.

With the Bologna process in place, in the 2007/08 academic year, ISAL started to develop four degrees: "Business Management", "Hotel Organisation and Management", "Tourism", and "Accounting and Finance".

ISAL has also responded to all the existing training stimuli, as well as to the new governmental investments and the emergence of TSC (CET in Portuguese) - Technological Specialisation Courses.

These courses were oriented to areas of need in the region, thus filling gaps in this type of training offer. ISAL promoted 7 editions in "Administrative Management of Human Resources", 4 editions in "Environmental Tourism Techniques" and 1 edition in "Commercial Management".

Thus, ISAL has seven registered TeSP (Professional Higher Technical) Courses: "Administrative Human Resources Management", "Commercial and Marketing Management", "Tourism Information and Animation", "Financial Management and Accounting", "Hotel Management and Accommodation", "Event Organisation and Management" and "SME Management and Entrepreneurship".

In order to achieve its objectives, ISAL has always felt the need to invest heavily in infrastructure.

Thus, in 2015, ISAL acquired complementary facilities to the existing ones, which represented the second phase. This new space allowed the creation of the ISAL Auditorium, a room dedicated exclusively to faculty members, the allocation of a room only for council meetings and others that proved necessary, as well as more classrooms with different purposes. In addition, the surrounding space for students was expanded and improved, as well as other spaces 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 labour market and to the real needs of students and the Autonomous Region of Madeira. Another objective of ISAL is to ensure the employability of its students, promoting constant actions of integration into the labour market.

In 2012, ISAL started its internationalisation process, obtaining the first Erasmus charter for mobility of faculty and students in the European area. At this moment, the Erasmus+ charter also allows the mobility of internships. ISAL, in this regard, has fulfilled its objectives, as it has several incoming and outgoing mobility of lecturers and staff every year.

In addition, several activities are developed, of which we highlight the ERASMUS Staff Week.

In 2015, ISAL extended the internationalisation process, with promotional actions on mainland Portugal and Brazil aimed at attracting national and international students. ISAL has managed to achieve its goals in this area and has already enrolled international students in its institution.

ISAL has signed international protocols in Brazil for the exchange of students, lecturers and educational, scientific, cultural and recreational development.

In 2016, ISAL developed an Environmental Tourism Technical Course in Príncipe Island, in partnership with the Príncipe Trust Foundation.

ISAL extended its offer to areas related to its intervention, either through Language courses (with its language department) or with short training activities.

In 2018, ISAL created an academic residence for its students, with capacity for 8 students. Subsequently, in 2020, ISAL acquired a flat for non-Madeiran lecturers which, when not used, functions as an extension of the academic residence, increasing the total capacity to 14 students. These investments consist of an entire floor of a building that is a two-minute walk from ISAL.

With regard to the A3ES (Agency for Assessment and Accreditation of Higher Education) evaluation actions in 2018/2019, ISAL obtained its institutional accreditation. These actions also allowed the restructuring of the undergraduate

course in Tourism, as well as the launch of the undergraduate course in Business Management with a new, more updated study plan.

In 2019, ISAL defined its Strategic Research Plan, having instituted in NI-ISAL (ISAL's scientific research centre) new lines of Research:

- Sustainable tourism, hospitality and tourism cluster;
- Competitiveness, innovation and entrepreneurship;
- Organisational management and performance appraisal;
- Economics, finance and strategy;
- Social sciences and humanities;
- Compliance, conformity and control tools.

This centre allowed to intensify and increase ISAL's scientific production, as well as the organisation of international conferences. At the end of 2020, the General Inspectorate of Education and Science carried out a control action on access to higher education where, once again, ISAL, welcomed all the recommendations still in the pronouncement phase. Again, the collaborative and active stance of the Institution's interlocutors is highlighted by the Inspection.

In 2020, ISAL was part of the Advisory Council of the Regional Secretariat for Economy of the Autonomous Region of Madeira, being consulted on matters of regional interest.

In August 2021, NE-ISAL - ISAL Entrepreneurship Centre was created, with the purpose of leveraging entrepreneurial education, knowledge transfer and practical application of knowledge in production, processes, services in favour of economic and social development, from a perspective of sustainability. In this context it is necessary to innovate, to change the path based on a set of scientific and feasible assumptions.

Currently, ISAL offers two undergraduate courses: "Business Management" and "Tourism". In the perspective of lifelong learning, ISAL promotes postgraduate courses, specialisation courses, short courses and other training. All this training is chosen and built to ensure excellence and quality teaching, but also to ensure the employability of its students and to allow them to progress in their studies.

The region has 3 higher education institutes, namely: ISAL, University of Madeira, and the São José de Cluny School of Nursing. These institutions have a complementary character in their training offer. ISAL is the only one to present its degrees in the evening regime and, in addition, the degree in "Tourism" is the only one in the region.

### 3.1. GENERAL PRINCIPLES

ISAL's general principles are as follows:

---

#### INDEPENDENCE

Independence from any political, social, economic or religious force or institution.

#### AUTONOMY

Scientific, pedagogical and cultural autonomy

#### RELATIONS WITH BUSINESSES AND OTHER ORGANISATIONS

Increasing and deepening relations with businesses and other organisations in order to make the teaching provided and the scientific research carried out effective and efficient.

#### COLLABORATION AND EXCHANGE

Collaboration and exchange with similar institutions, both national and foreign.

#### PERMANENT ADEQUACY

Permanent adaptation to the scientific or technical needs of the Autonomous Region of Madeira

---

### 3.2. SCIENTIFIC, PEDAGOGICAL AND CULTURAL AUTONOMY

The study plans, the subject matter of the courses and the programmes of the degrees, as well as the teaching methods and techniques used, are designed by ISAL, which assumes full responsibility for them, with lecturers and students enjoying intellectual freedom in the teaching and learning processes.

---

#### DESIGNED BY ISAL

Study plans, subject matter of courses, programmes of the degrees, teaching methods and techniques used.

---

The programme 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 value openness to society and an active policy of knowledge transfer and innovation.

---

#### CULTURE OF SUSTAINABILITY

Based on innovative practices

---

ISAL's Technical-Scientific and Pedagogical bodies are primarily responsible for the exercise and defence of its scientific, pedagogical and cultural autonomy.

---

#### TECHNICAL-SCIENTIFIC AND PEDAGOGICAL BODIES

Responsibility for scientific, pedagogical and cultural autonomy

---

### 3.3. STATUTORY OBJECTIVES

TRAIN MANAGERS AND SENIOR TECHNICAL STAFF	<ul style="list-style-type: none"><li>· To train managers and senior technical staff, scientifically and technically prepared to perform functions in the company and other organisations.</li></ul>
PROMOTE THE CONTINUOUS IMPROVEMENT OF MANAGERS AND TECHNICAL STAFF	<ul style="list-style-type: none"><li>· Promote the permanent improvement of managers and technical staff of companies and other organisations, through the design and implementation of short and long-term courses and training programmes in companies and other organisations, prepared according to their real and specific needs.</li></ul>
CONDUCT BASIC AND APPLIED RESEARCH	<ul style="list-style-type: none"><li>· Carry out basic and applied research in the fields of management and tourism sciences and techniques.</li></ul>
PROVIDE SERVICES TO THE COMMUNITY	<ul style="list-style-type: none"><li>· Provide community and development support services</li></ul>
DISSEMINATE KNOWLEDGE AND INNOVATIONS	<ul style="list-style-type: none"><li>· Disseminate scientific knowledge and innovations related to management</li></ul>
CONTRIBUTE, WITHIN THE FRAMEWORK OF TOURISM MANAGEMENT, TO INTERNATIONAL COOPERATION.	<ul style="list-style-type: none"><li>· Contribute, within the framework of tourism management, to international cooperation and rapprochement between peoples.</li></ul>
RESPOND TO THE TRAINING OR FURTHER IMPROVEMENT OF TECHNICAL AND MANAGERIAL STAFF	<ul style="list-style-type: none"><li>· Respond to the training or improvement of the technical staff and managers of the company or other organisation, in the area of management and tourism.</li></ul>

### 3.4. GUIDELINES

ISAL will pursue the objectives set out in the previous paragraph with a view to:

- The **CONSTANT IMPROVEMENT OF ITS ACTIVITY**, both in the field of research and teaching and in the field of permanent training in management and tourism, in order to deepen and consolidate its nature as a higher school of management and tourism in direct and dynamic connection with companies and other organisations, within a framework of national and international reference, namely in the European Higher Education Area;
- The **HUMAN, SCIENTIFIC AND TECHNICAL PREPARATION OF ITS STUDENTS AND OTHER PARTICIPANTS** through training courses and activities, stimulating intellectual and professional training. The spirit of innovation and openness to change and the ability to interpret and intervene critically in the community where the company or organisation is located, where they will provide their activity, ensuring the necessary conditions of access to lifelong learning.

### 3.5. DIFFERENTIATION FACTORS

ISAL is the oldest higher education institution on the island of Madeira and the only polytechnic in the region in the area of tourism. All lecturers have a strong practical sense, since the goal of polytechnic education is the *know how*.

In this way, ISAL combines two fundamental vertices: knowledge and professional experience.

---

#### ADVANTAGES

- Link to professional and business activities
- Strong links with businesses and institutions in the region
- Relation of ISAL courses to the needs of the Region
- Better integration into working life
- Entrepreneurship Hub that provides students with support for the creation and development of their innovative ideas.
- Partnerships with Brazil at the level of integration

---

With the "Employment Hub", ISAL makes it possible to:

- Support young people in their job search and subsequent professional integration;
- Inform and guide young people who wish to continue their studies;
- Collect and advertise job and training offers;



- Promote the link between ISAL and the business environment.

The offer of the undergraduate courses is in an after-work regime, which allows the development of skills and knowledge of a part of the population that already works, which otherwise would not be able to continue their studies. Another differentiating factor is the fact that almost all of the courses have an internship component, which favours the connection to the business world and the labour market. The employability rate is high, a consequence of the quality of ISAL's teaching.

Even at the postgraduate level, the offer is also in an after-work regime, as it is aimed at active workers who, thus, can evolve in their professional career within or outside the organisation where they already work. This offer has a multidisciplinary faculty, of national and regional reference, which combines the academic aspect with the professional aspect, as in all ISAL training offers.

### 3.6. PILLARS

ISAL's strategy is based on several vectors, such as:



In accordance with these priorities, ISAL will continue its policy of hiring lecturers with a PhD degree and encouraging its faculty members to obtain such a

degree, since only with a stable and qualified teaching staff can it maintain its current degrees and create a 2nd cycle of studies.

ISAL complied with the strategic plan (2015-2020) through actions guided by criteria of rigour and demand, with a view to permanently improving the quality of the teaching provided, framing its students in a markedly polytechnic training and inserted in the context of the Autonomous Region of Madeira.

There was also, in all procedures, a commitment to a culture of quality, which is increasingly wanted in the organisation, and teaching practice at the level of the different agents involved in the process.

## 4. RESOURCES

### 4.1. HUMAN – ORGANISATIONAL

ISAL has a multidisciplinary and highly qualified teaching and non-teaching team, both from an academic and professional point of view. Thus, ISAL's team has some employees who have remained since its foundation, as well as new members that consolidate and diversify the capacity to develop current and new projects with quality.

In the previous plan (2015-2020 period) ISAL consolidated the recruitment of lecturers with the academic degrees necessary to continue the good quality of its teaching, as well as responding to the requirements of A3ES.

### 4.2. ECONOMIC – FINANCIAL

ISAL is efficient in terms of administrative and financial management, its commitments are met and it has comfortable financial autonomy.

The Institution has very high financial indicators, which allows it to make medium and long-term investments with low risk.

### 4.3. INFRASTRUCTURES

In terms of infrastructures, ISAL has its own modern facilities suitable for the development of higher education, including spaces to support students.

Regarding the normal course of classes, it has an auditorium, a computer room, 10 classrooms, a garden, lounge areas, study areas and we highlight the wireless internet throughout the building.

In 2018, ISAL created an academic residence for its students, with capacity for 8 students. Subsequently, in 2020, ISAL acquired a new contiguous space for non-Madeira faculty that, when not used, functions as an extension of the academic residence, increasing the total capacity to 14 students. These investments consist of an entire floor of a building that is a two-minute walk from ISAL.

#### **4.4. PEDAGOGICAL AND DIDACTIC RESOURCES**

Regarding teaching materials, all students have at their disposal all types of teaching materials or other materials that are necessary for the effectiveness of the teaching process.

The institution's library provides the fundamental bibliographic collection within the scope of the themes on which the various training interventions focus. This collection is available to all students and lecturers who request it, in addition to being a fundamental theoretical support tool for students' study. Whenever requested, either by lecturers or students, and according to their relevance, other didactic resources are acquired that promote the effectiveness of teaching.

There is a continuous commitment to improve the educational conditions of students, in terms of teaching materials, bibliographic collection and facilities, contributing to the increase of the patrimony.

ISAL has digital platforms for lecturers and students capable of meeting the needs of the courses.

## 5. ANALYSIS OF THE CONTEXT

### 5.1. OF THE STUDY PROGRAMMES OFFERED

The provision of courses has been available in daytime and after-work hours in order to allow those who are already integrated in the labour market to find an answer to their legitimate expectations of increasing their level of preparation and qualification.

However, the study programmes have always been opened in the evening regime given the preferences of the students.

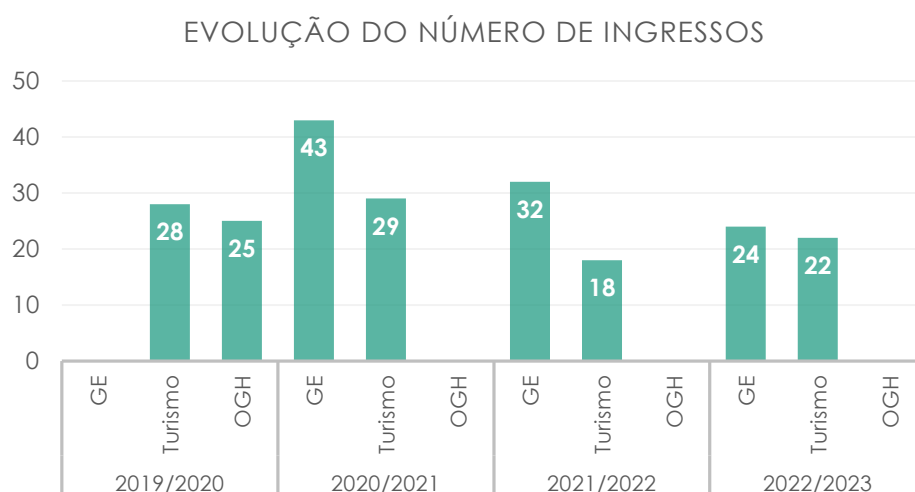
Currently, ISAL offers two undergraduate courses: Tourism and Management, both with updated syllabus contents and able to meet the constant requirements of adaptability and globalisation.

Admissions have been in line with the national average, a consequence of the crisis that is affecting Higher Education.

In 2019/2020 ISAL did not open the degree in Business Management.

In 2020/2021, the degree in Hotel Organisation and Management did not obtain A3ES accreditation, which has led to a decrease in the number of admissions to ISAL in the last 3 years.

Figure 12 – Number of Admissions from 2019/2020 to 2022/2023

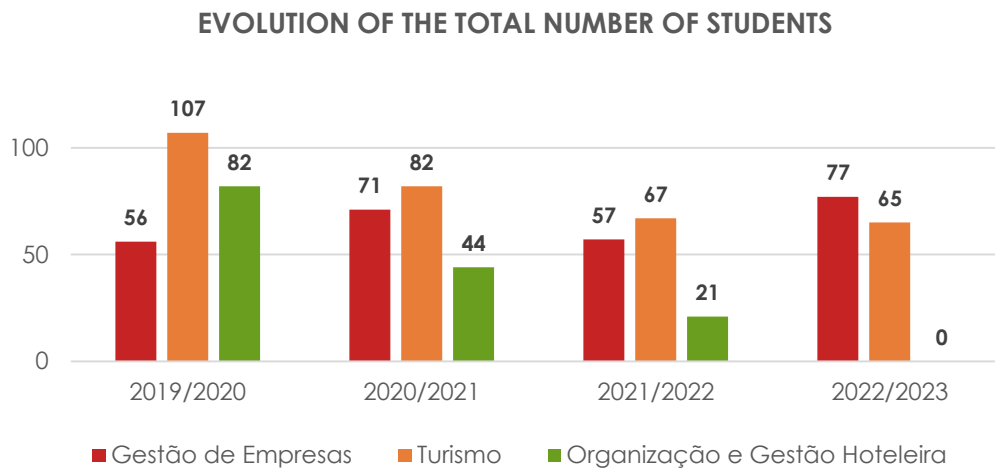


Source: ISAL – information obtained on 31 December 2022

One also verifies a decrease in the total number of students, justified by the non-opening of the degree in Business Management (2019/2020) and the degree in Hotel Organisation and Management (from 2020/21):

Figure 13 – Evolution of the total number of students from 2019/2020 to 2022/2023

4%



Source: ISAL – information obtained on 31 December 2022

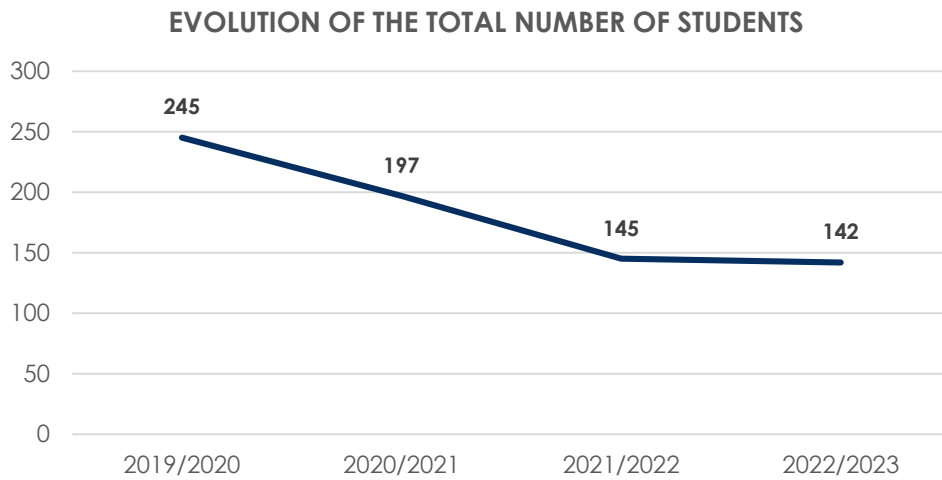
From 2019/2020 to 2022/2023, ISAL had a 42% decrease in its total number of students, as shown in the table:

Figure 14 – Evolution of the total number of students

	2019/2020	2020/2021	2021/2022	2022/23
Total No. Of Students	245	197	145	142

Source: ISAL – Information obtained on 31 December 2022

Figure 15 – Evolution of the total number of students



Source: ISAL – Information obtained on 31 December 2022.

One can verify a stabilisation in the last two academic years and that the Business Management degree maintains the numbers and trends.

The Tourism degree showed a greater decrease, due to the pandemic and the lockdown being felt, especially in regional tourism activity.

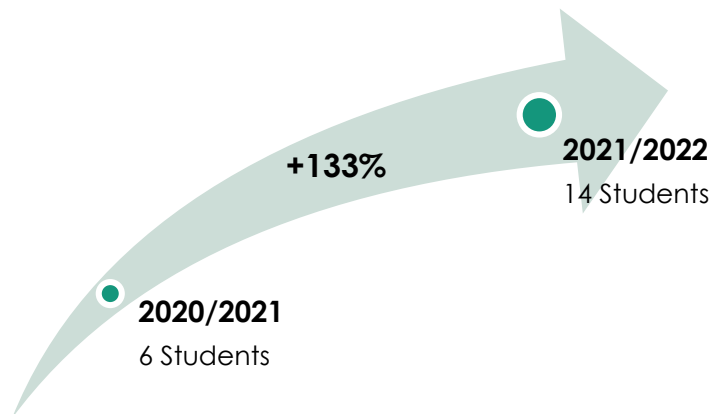
In December 2022, the degree had the following students:

Figure 16 – Enrolled by courses 2022/2023

STUDY PROGRAMME	1 <sup>st</sup> YEAR	2 <sup>nd</sup> YEAR	3 <sup>rd</sup> YEAR	TOTAL
Tourism	21	18	26	65
Business Management	25	22	30	77
<b>TOTAL</b>	<b>46</b>	<b>40</b>	<b>56</b>	<b>142</b>

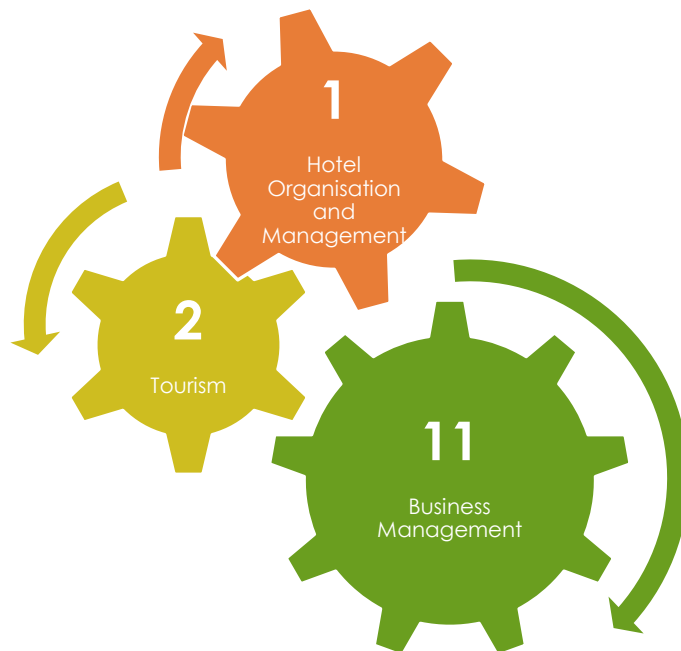
Source: ISAL – Information obtained on 31 December 2022.

Figure 177 – Dropouts 2020/2021 and 2021/2022



Source: ISAL – Information obtained on 31 December 2022

Compared to the academic year 2021-22, there was an increase in dropouts of 8 more students. When analysing dropouts by course, the following distribution is observed:



Despite the increase in the number of dropouts, related to the effects of the pandemic, ISAL has been committed to its policies to combat school dropout by presenting several measures:

- Scholarships and financial support,
- Flexibility of enrolment in courses,
- Re-entry policies,
- Working Student status,

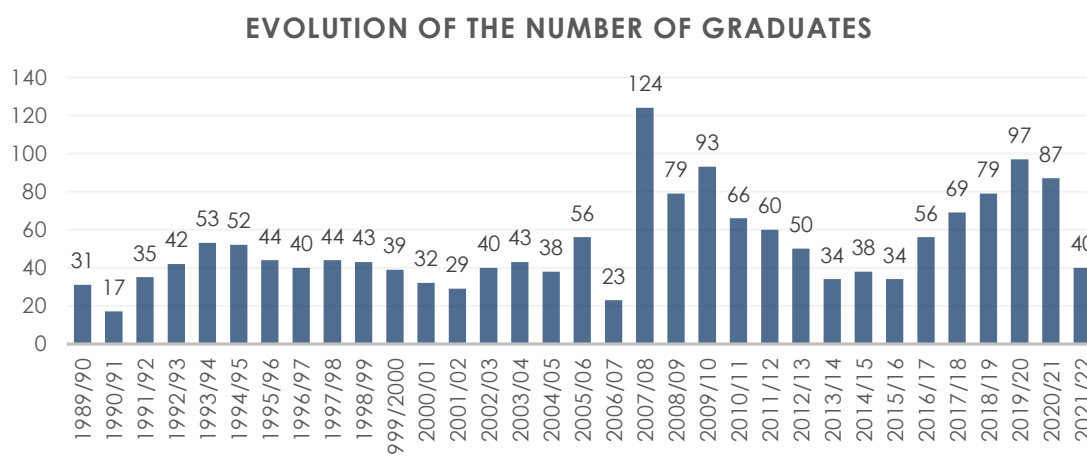


- Full-time student status,
- Merit awards
- Dynamic activity of pedagogical and technical-scientific councils and
- Academic guidance office.

## 5.2. GRADUATES

In the last 32 years ISAL has registered the following evolution in the number of graduates:

Figure 188 – Evolution of Graduates since 1989



Source: ISAL – Information obtained on 31 December 2022

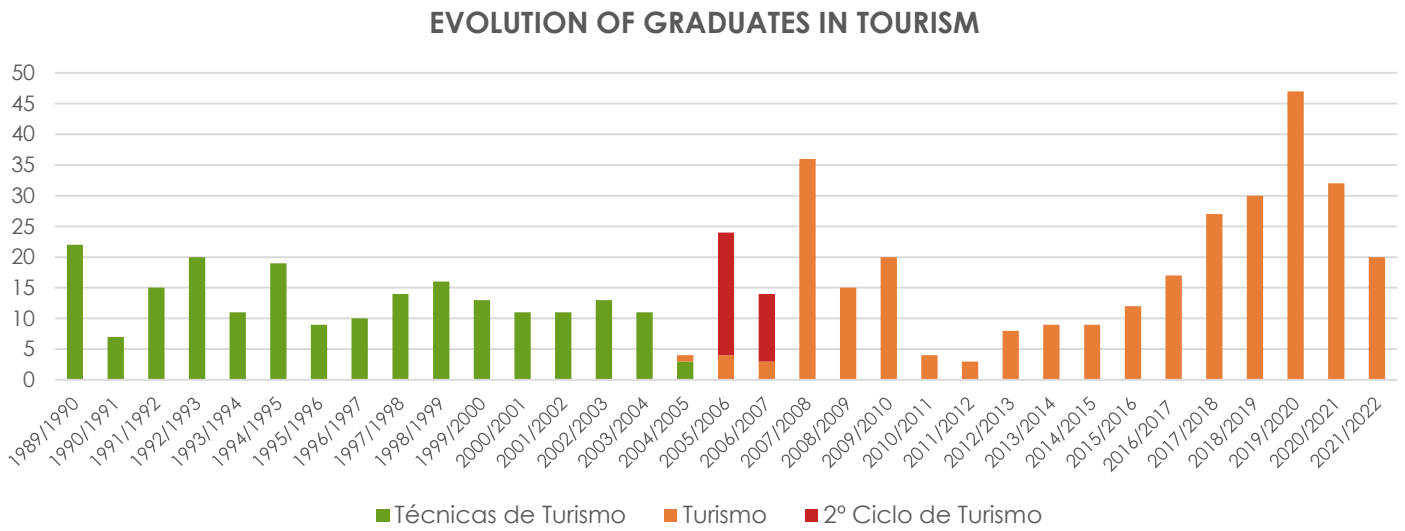
In the academic year 2021/2022, ISAL graduated 40 students. This number refers to the degrees in "Tourism" and "Hotel Organisation and Management" as the degree in Business Management did not open in the 2019/2020 academic year.

Figure 199 – Graduates 2021/2022

STUDY PROGRAMME	NÚMERO DE DIPLOMADOS
Tourism	20
Hotel Organisation and Management	20
<b>TOTAL</b>	<b>40</b>

Source: ISAL – Information obtained on 31 December 2022

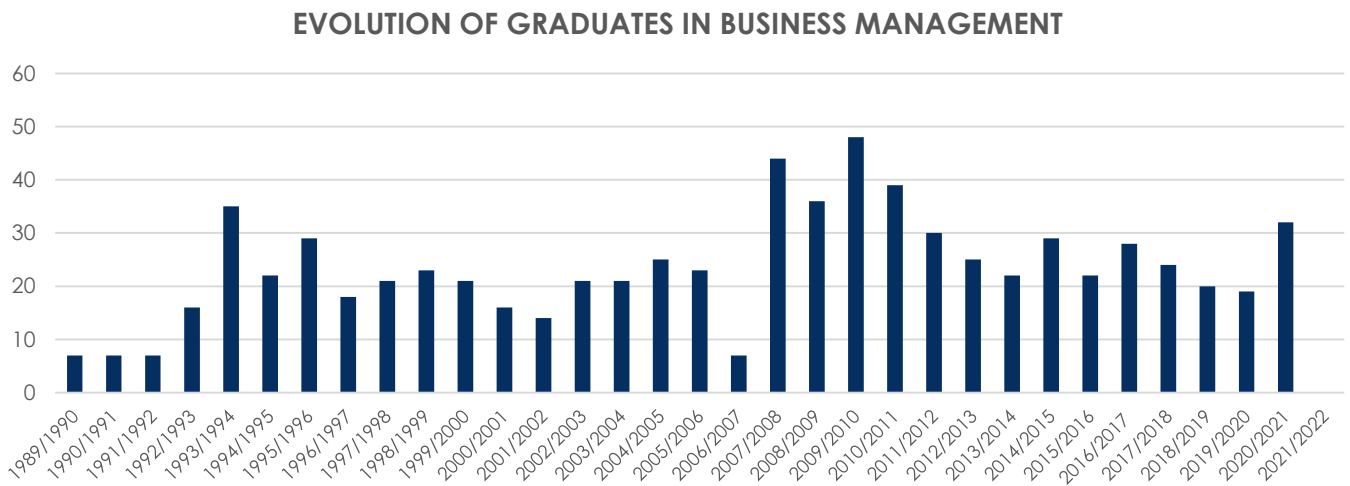
Figure 20 – Evolution of Graduates in Tourism



NOTE: this figure encompasses the evolution of ISAL's Tourism study programme: from the bachelor's degree in Tourism Techniques, to the two-phase Degree, to the current undergraduate course in Tourism.

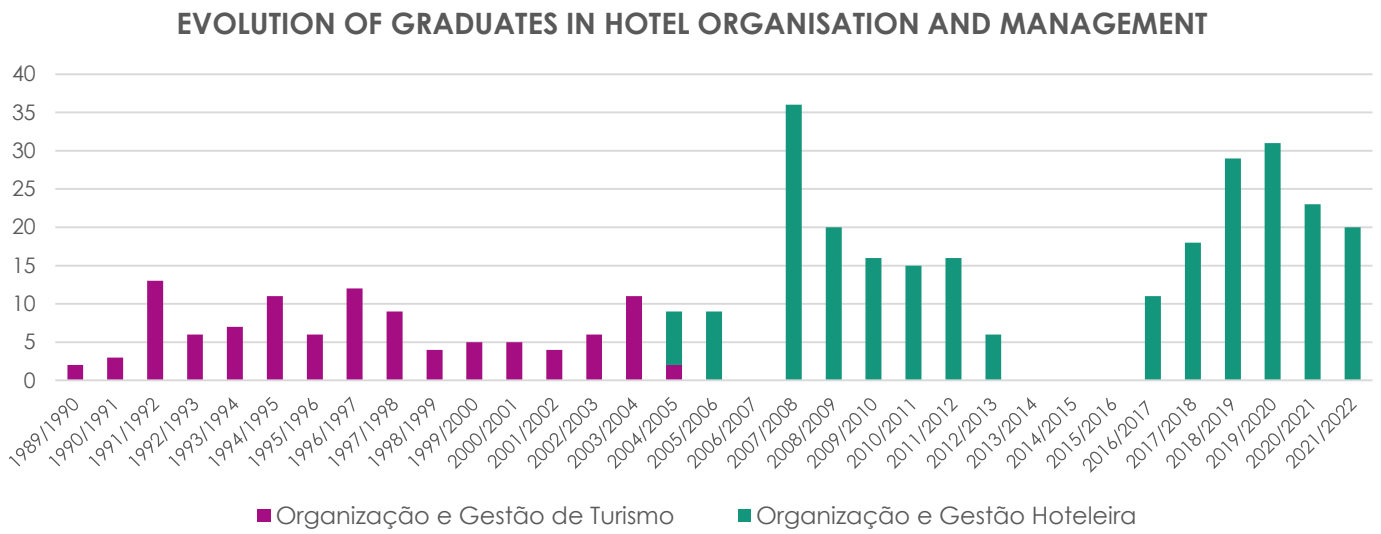
Source: ISAL – Information obtained on 31 December 2022

Figure 21 – Evolução Diplomados Gestão



Source: ISAL – Information obtained on 31 December 2022

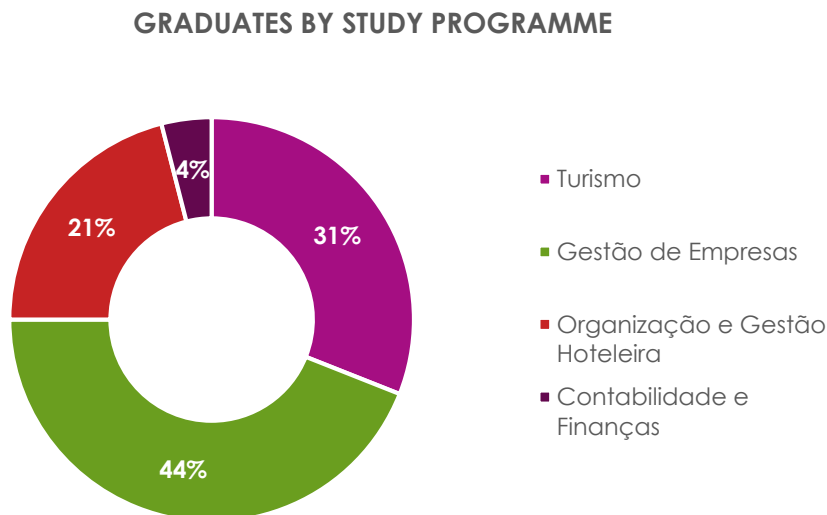
Figure 202 – Evolution of graduates in Hotel Organisation and Management



NOTE: this figure encompasses the evolution of ISAL's SP in Hotel Organisation and Management, since its foundation as a Bachelor's Degree in Tourism Organisation and Management.

Source: ISAL – Information obtained on 31 December 2022

Figure 213 – Percentage of graduates by course



Source: ISAL – Information obtained on 31 December 2022

### 5.3. TESP

ISAL has approved several CTeSP:

Figure 224 – Approved CTeSP

NAME OF THE CTeSP	PUBLICATION	DATE OF PUBLICATION
Commercial and marketing management	Notice no. 14105/2015	02/12/2015
Financial management and accounting	Notice no. 13922/2015	30/11/2015
Administrative management of human resources	Notice no. 13795/2015	26/11/2015
Management of SMEs and entrepreneurship	Notice no. 1885/2016	17/02/2016
Event organisation and management	Notice no. 11610/2017	02/10/2017
Hotel management and accommodation	Notice no. 15189/2016	05/12/2016
Tourism information and entertainment	Notice no. 13796/2015	26/11/2015

Source: ISAL – Information obtained on 31 December 2022

However, and by ISAL's decision, no applications have been opened for CTeSP programmes.

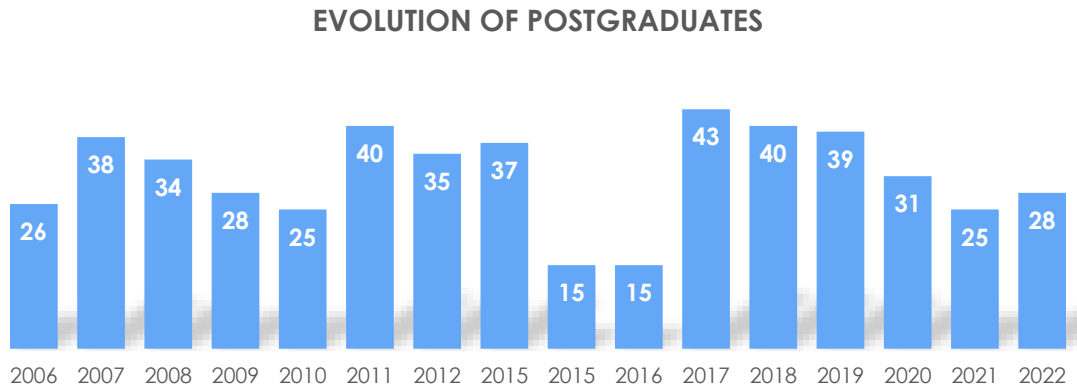
### 5.4. POSTGRADUATE COURSES

In the last year, 2 actions were carried out:

- Postgraduate course in Human Resources Management;
- Postgraduate course in Public Administration Management.

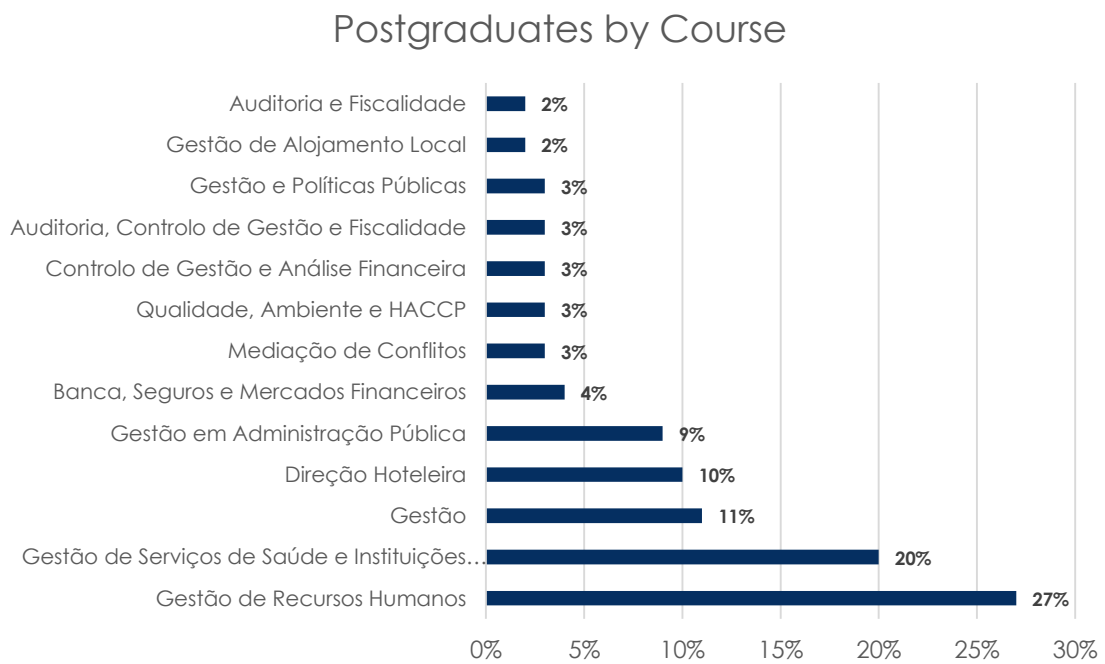
The number of graduates has been constant, as shown:

Figure 235 – Evolution of postgraduates



Source: ISAL – Information obtained on 31 December 2022

Figure 246 – Postgraduates by course



Source: ISAL – Information obtained in April 2023

In 2022, ISAL delivered two postgraduate courses, namely:

Figure 257 – Enrolled in postgraduate courses in 2021/2022

POSTGRADUATE COURSE	NUMBER OF STUDENTS
Human Resource Management	16
Public Management and Administration	12
<b>TOTAL</b>	<b>28</b>

Source: ISAL – Information obtained in April 2023

Over the years, ISAL has always been committed to diversified postgraduate courses, always meeting regional needs and interests. The areas that maintain a continuous interest, until today, are the areas related to HR Management, and Management in the field of Health.

## 5.5. COMPLEMENTARY TRAINING

Within the policy of lifelong learning, ISAL promotes several trainings, namely short courses for students and ALUMNI, but also for executives in the Autonomous Region of Madeira, its lecturers and stakeholders in general:

Figure 26 – Enrolled in Short Courses in 2022

DATE	COURSE	NO. OF STUDENTS
04/07/2022	The Importance of Financial Statement Analysis	8
02/06/2022	Preparation Course for Applications Over 23 Years Old – Economics	7
02/06/2022	Preparation Course for Applications Over 23 Years Old – Portuguese	5
20/09/2022	English for Customer Care	5
21/03/2022	Portuguese as a Foreign Language Course - A1 Level	5
26/10/2022	Portuguese as a Foreign Language Course - A1 Level	5

Source: ISAL – Information obtained in April 2023

Figure 27 – Enrolled in Short Courses in 2023

DATE	COURSE	NO. OF STUDENTS
24/05/2023	English for Customer Care - AMRAM	30
21/03/2023	Portuguese as a Foreign Language Course - A1 Level	4
Expected on 26/06/2023	Protocol Management – AMRAM	20
Expected on 24/06/2023	Preparation Course for Applications Over 23 Years Old – Portuguese	10
Expected in September	Customer Care - AMRAM	20

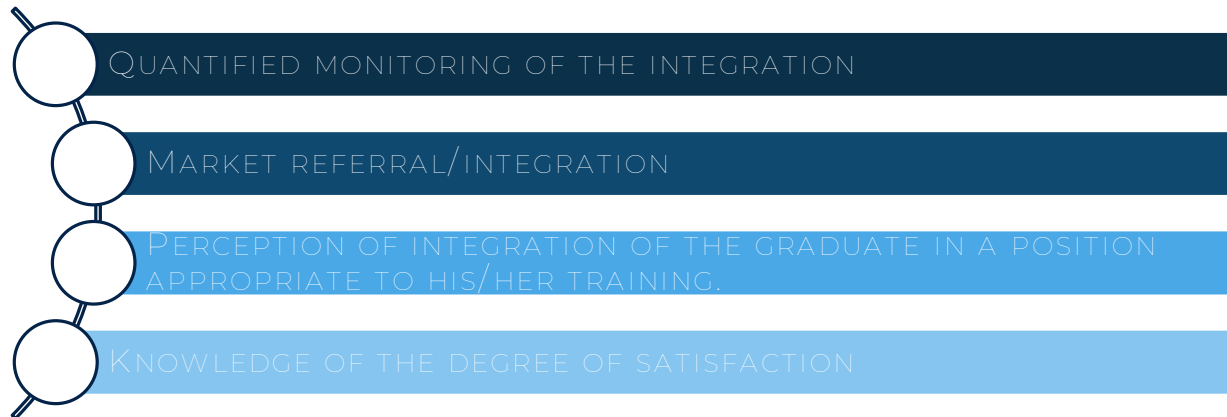
Source: ISAL – Information obtained in April 2023

## 5.6. EMPLOYABILITY OF ITS GRADUATES

The integration of our students into working life is one of the objectives that guide our performance, so ISAL has made every effort to provide internships in public and private companies, namely in hotels in the Region. Employability itself is a strategy for promoting and publicising ISAL.

ISAL has an Academic Guidance Office, which aims to monitor the student from their integration into ISAL until their integration into working life. In addition to this Office, ISAL has an Employment Hub on its premises that acts as a professional insertion office and monitors the integration of its graduates into the labour market.

Therefore, work is achieved in 4 key areas:



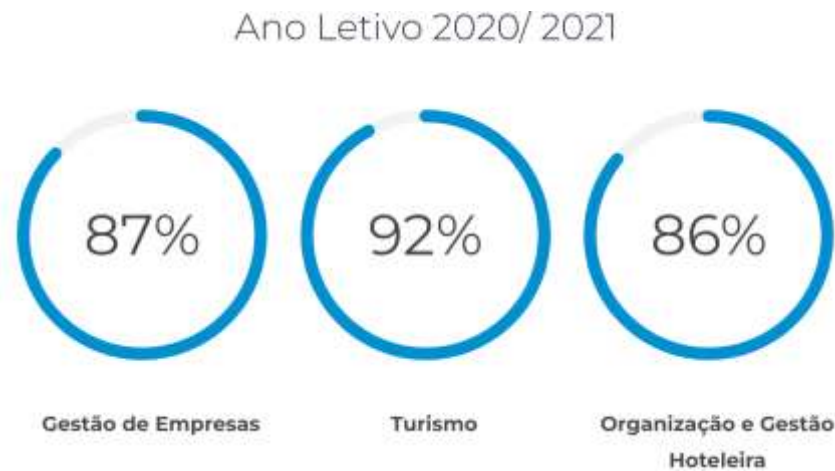
The internship integrated in the 6th semester of the degree is also an enabler for the integration of the student into the labour market.

In turn, the Institution has often received favourable information from several employers, which have students who have completed their studies at the Institution on their staff.

ISAL has strengthened its institutional relations with employers, encouraging exchanges between them and the academic community. Following these policies, many companies have as a recruitment policy to request ISAL students to fill vacancies in their companies, as well as to offer internships to them.

The employability analysis was based on questionnaires carried out to graduates in the 2020/2021 academic year, carried out in January 2022.

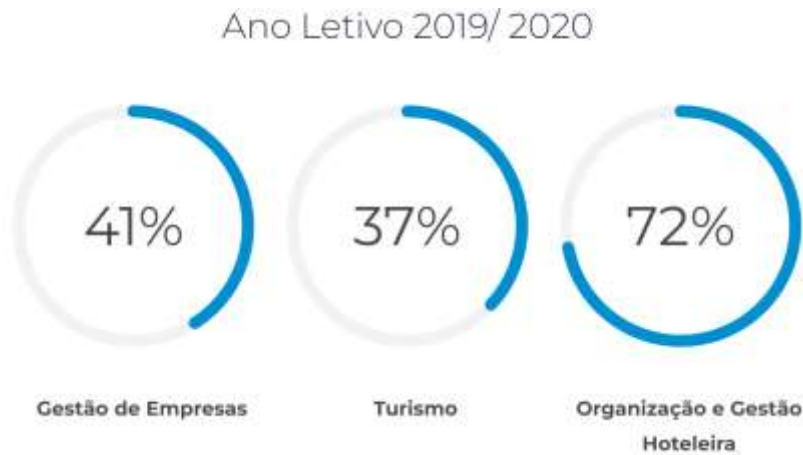
**Figure 28 – Employability Response Rate in the Academic Year 2020/2021**



Source: ISAL – Information obtained in June 2022



Figure 29 – Employability Response Rate in the Academic Year 2019/2020



Source: ISAL – Information obtained in June 2021

We found that employability rates are high. However, in the 2019/2020 academic year there was a decrease due to the pandemic and lockdown, with companies closing and unemployment increasing in general, throughout the country. This situation was more visible in the Autonomous Region of Madeira due to the weight of the TOURISM area in the regional economy.

Figure 30 – Total Employability Rate 2020/2021

STUDY PROGRAMME	RATE
TOURISM	92%
BUSINESS MANAGEMENT	87%
HOTEL ORGANISATION AND MANAGEMENT	86%
<b>OVERALL EMPLOYABILITY</b>	<b>91%</b>

Source: ISAL – Information obtained in April 2023

We can conclude that the total employability rate of 91% corresponds to the objectives set.

## **5.7. ANALYSIS OF INTERNSHIPS AND EMPLOYABILITY**

The internships promoted in ISAL's degrees have contributed to the employability of its students.

All ISAL degrees (Tourism, Business Management and Hotel Organisation and Management) have a compulsory curricular internship in the last semester of the degree, in which between 450 and 480 total hours are spent in a work context in regional companies.

The curricular internship is a process of practical-pedagogical experience, which brings the student closer to the professional life of his/her training area, helping him/her to understand different theories that govern the exercise of a given profession.

The internship enables the integration of the student in the labour market, brings educational institutions closer to practical life and enhances regional development.

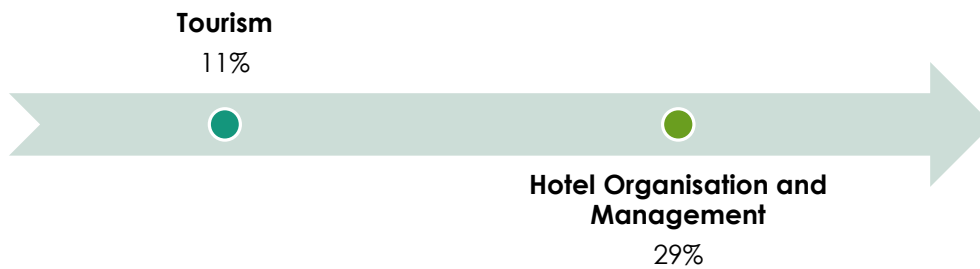
Thus, the internship is a pedagogical component of the degree, which constitutes a course of the sixth semester, and which aims to establish an effective link with the socio-professional environment and with society in general, articulating theory with practice in order to:

- Confront students with the exercise of a specific professional activity, and consequent acquisition of practical knowledge;
- Contribute to school-community integration, allowing ISAL to evaluate and adjust its study plans;
- Put students before real situations common in the exercise of the chosen activity;
- Raise awareness for continuous self-training in the various fields of professional activity;
- Enable students to be aware of, understand, analyse and be integrated into the reality of their professional training.

### **PERCENTAGE OF STUDENTS PLACED WITH THE TRAINEESHIP SITE**

**Academic Year 2021/2022**

Figure 31 – Percentage of trainee students placed with the internship site



Note: This figure does not show the SP of "Business Management" because in this academic year there was no 3rd year (the non-accredited SP ended in the previous academic year, and in the New SP the 3rd year was not yet in operation).

Source: Information obtained in December 2022

Young graduates are increasingly entering the labour market through internships in companies. This internship is a first experience that students have before completing their degree.

This course has advantages for both sides. If, on the one hand, the future graduate has the opportunity to put into practice what he or she has learned at the institution; on the other hand, the company that receives interns has the benefit of being able to evaluate the creativity, energy and work capacity of its interns over time, without having to make a labour commitment.

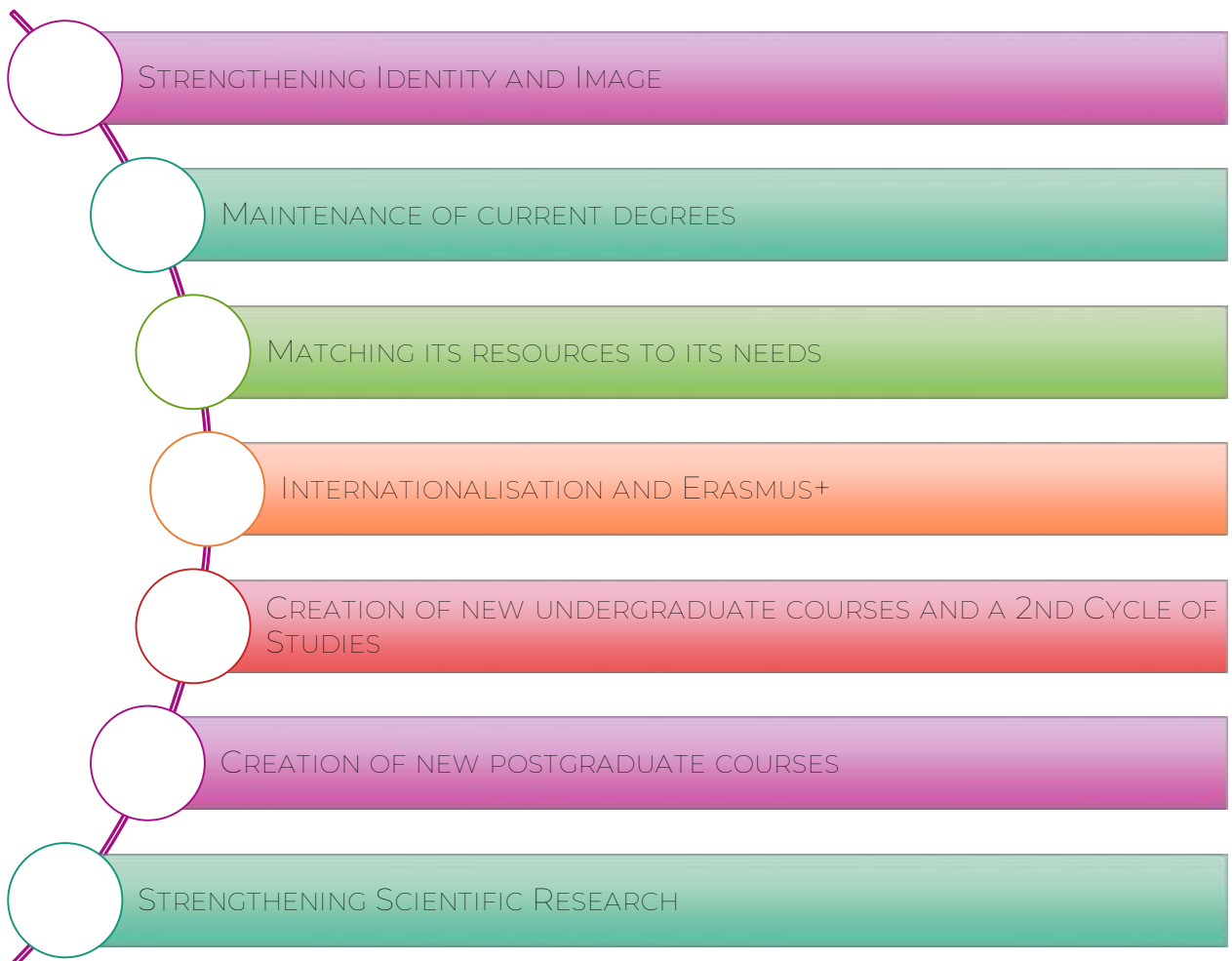
Large companies are increasingly relying on this form of recruitment, which gives them the guarantee of being able to evaluate their trainees and have time to introduce them to the company's philosophy.

## 6. STRATEGY

ISAL's strategic plan is based on several strands which are developed below. All the aspects addressed are aimed at:

- adjusting the educational provision to the needs of students and labour markets;
- extending the educational provision in order to ensure the maintenance of ISAL's economic and financial sustainability;
- investing in human and physical resources to ensure the quality of teaching;
- extending the impact of ISAL in the region, namely by promoting the employability of graduates;
- fostering innovation and entrepreneurship;
- strengthening social welfare policies and instruments;
- emphasising its identity and image as a HEI of excellence driven by quality and inclusion standards.

Thus, ISAL's strategy is based on:



## **6.1. 1<sup>ST</sup> CYCLE – UNDERGRADUATE COURSES**

ISAL's strategy for the 1st cycle courses is to maintain its current undergraduate courses in Business Management and Tourism, and to expand the range with 2 New Study Programmes (NSP): one in the area of Tourism, and another in the field of Management, in order to reach 4 degrees.

During the duration of this strategic plan, we also aim to open the 4 planned degrees to the daytime regime, which will double the educational offer.

The curricular plans of all undergraduate courses should be systematically reassessed and adapted, in what is considered fundamental and essential for the courses to be current, correspond to the needs, and the requirements of A3ES.

As one of the strategic objectives is internationalisation, we will adapt the programmes for courses taught in English for foreign students.

ISAL will continue to provide inclusive, quality and equitable education, ensuring equal opportunities for all.

## **6.2. POSTGRADUATE COURSES**

ISAL's strategic objective is to progressively increase its provision of postgraduate, advanced studies and executive courses, so that, from 2025 onwards, the number of students represents around 15% to 20% of its students.

ISAL intends to implement Postgraduate courses in a hybrid learning system, i.e. in a mixed regime between face-to-face and online, in order to be able to follow pedagogical trends, and to extend its training offer beyond regional and national borders. Hybrid courses mitigate the geo-positioning of education and facilitate mobility.

In order to be connected to market needs and trends, there is constant analysis of indicators, culminating in the restructuring of postgraduate courses or the creation of new training provision.

## **6.3. 2<sup>ND</sup> CYCLE – MASTER'S DEGREES**

It is part of ISAL's strategy to ensure the continuation of studies of its former students, through providing training at the level of the 2nd Cycle of Higher Education, as well as to other interested parties.

In strategic terms, during the duration of this strategic plan, ISAL intends to submit two requests for accreditation of NSP - 2nd Cycle: one in the area of Management and another in the field of Tourism.

#### **6.4. CTESP – PROFESSIONAL HIGHER TECHNICAL COURSE**

This training provision aims to be a platform for access to higher education, allowing the continuity of the study plan in ISAL's degrees. In strategic terms, these courses will only be developed in response to the regional market.

#### **6.5. HUMAN RESOURCES**

Following ISAL's recruitment policy, we will continue to recruit teaching and non-teaching staff with higher academic qualifications.

##### NON-TEACHING STAFF

ISAL has a very experienced team and the new members consolidate and diversify the capacity to develop, with quality, the current and new projects. Our commitment is, whenever it is necessary to recruit staff, to improve the current level of qualification.

There is a focus on staff training, especially internal training. Whenever they are available, ISAL encourages employees to attend undergraduate, postgraduate, or other training that is important for the current or future performance of these employees.

##### FACULTY

It is a priority for ISAL to have a stable and qualified faculty. Thus, ISAL intends to increase the qualifications of its current staff by continuing to promote and support training and development courses for them. Thus, ISAL encourages the teaching staff to undertake doctoral studies or to obtain the title of specialist, in accordance with the legislation in force.

Whenever it is necessary to hire new lecturers, ISAL's recruitment policy is increasingly demanding, always taking into account the requirements of A3ES.

## 6.6. RESEARCH

In the definition of its general principles, ISAL has established research as one of its main objectives. Thus, the promotion of oriented scientific research and the production of knowledge in connection with society is a transversal activity to human and student training, as well as a condition of faculty development.

ISAL's Research Policy serves its mission and statutory objectives. Since ISAL's mission is to train professionals of excellence, combining know-how with the needs of students and the region, as well as the universality of knowledge, it is imperative to create conditions for carrying out fundamental and applied research in the fields of management and tourism sciences and techniques. Thus, in its guidelines, ISAL proposes the constant improvement of its research, teaching and permanent training activities, in order to deepen and consolidate its nature as a higher education school of management and tourism, in direct and dynamic connection with companies and other organisations.

To strengthen the research capacity and knowledge production, ISAL created NIISAL - ISAL Research Centre. NIISAL aims to encourage, support and coordinate scientific production and dissemination, having as main activities the preparation of scientific articles, publication in national and international journals, other publications, participation and communication at national and international conferences and meetings, organisation of seminars, lectures and conferences, intervention in the media and other research activities.

ISAL has been investing in its scientific production, in the celebration of partnerships and in the promotion of conditions for its lecturers and students, with aiming at Research.

In 2019, it prepared its Strategic Plan for Scientific Production 2019/2023, which established its strategies in the area, based on the following strategic priorities:

- a) to increase scientific productivity and global and regional contribution to international academia in the fields of business management, tourism and hospitality;
- b) to contribute to the dissemination of activities and knowledge transfer;
- c) to intensify academia-industry relations, as a regional strategy;
- d) to carry out advanced scientific development and training.

The aim of these strategic priorities involves encouraging and fostering the scientific competences of ISAL's Research members, so that they can have the capacity to respond to new trends and to leverage organisational knowledge transfer to society in a creative and innovative way.

Given the size of ISAL, we have promoted partnerships with other scientific research centres and universities in order to gain a competitive advantage in research.

ISAL promotes interdisciplinary collaboration between the various areas of knowledge, which is why it has defined several lines of research, because interdisciplinarity facilitates dialogue and interaction and promotes the exchange of ideas and the approach to complex problems, from different perspectives and generates innovative knowledge. For this reason, NIISAL has external researchers (non-ISAL lecturers) and encourages its faculty to participate in other research centres in order to disseminate knowledge and ensure its sharing.

Four lines of research were defined in the strategic plan, and currently the strategic plan 2023/2027 is being built, with the research lines having been extended:



ISAL will continue to support the participation of its faculty in research, congresses and seminars of other institutions.

Thus, the policies to promote scientific, technological and artistic activity will consist of:

- Strengthening the research capacity and production of applied knowledge, encouraging lecturers and students to carry out individual research or in collaborative ways, articulated with the teaching/training areas of the Institution;
- Stimulating research and artistic creation: with adequate logistical and infrastructural support, as well as financial support for lecturers who request it;



- Carrying out national and international partnerships in the area of research, involving the entire academic community (lecturers, students and management bodies) – Partnerships with UTAD, ACIF (Commercial and Industrial Association of Funchal), APOTEC (Portuguese Association of Official Accounting Technicians), EUROMED (Research Business Institute), Ibero-American Institute of Compliance (IIAC), Madeira Bioethics Centre, ALPES - Association for Research and Promotion of Social Economy, ATLAS - Association For Tourism and Leisure Education and Research, Forum Tourism, Wikipedia;
- Developing research lines orientated to its areas of study and to the market;
- Promoting the interaction of strategic partnerships with academic and non-academic institutions at the level of the hotel industry, commerce and services, companies and other regional and / or international organisations, aiming at collecting and processing regional data with the aim of producing scientific articles on the results found;
- Participating in national and transnational scientific cooperation networks for the preparation and implementation of projects, as well as the joint preparation of scientific dissemination initiatives, at international level;
- Promoting open science and open access by encouraging the availability of research data, materials and publications in an open and accessible way. This practice contributes to transparency, replicability and the advancement of knowledge, allowing society to benefit from this data;
- Encouraging publication in open access repositories, contributing to the dissemination of the knowledge generated. We emphasise the protocol with FCT - RCAAP Project;
- Stimulating academic mobility, as it promotes scientific activity and research opportunities;
- Promoting scientific and artistic culture in the community, hosting and holding events and developing scientific and cultural outreach programmes open to the general public. We emphasise that ISAL annually holds artistic exhibitions and this year it was a Hub of the GAIA Biennial in Madeira;
- Celebrating protocols with scientific journals, to support scientific publication and dissemination, in order to promote the participation of lecturers and students, stimulating their research. In order to fulfil this objective, ISAL signed a protocol with the journal *E3 – revista de Economia, Empresas e Empreendedores na CPLP* that allows the publication of scientific articles to ISAL faculty and students, as well as to be part of the Editorial Committee;

- Promoting an annual event open to lecturers-researchers on issues associated with collaborative research practices and knowledge transfer in ISAL's areas of intervention;
- Promoting greater involvement of students in research;
- Implementing a monitoring and evaluation system of the quality and activities developed;
- Increasing participation in guided research projects and scientific production, with the involvement of students from the first year of the degree, which already occurs in the Research in Tourism and Introduction to Management courses;
- Seeking funding sources for relevant scientific research projects.

In the development of research policies, ISAL's polytechnic nature and areas of activity will always be emphasised. As such, activities and projects that meet this reality will be favoured, as well as activities that promote the involvement of students.

The strategies developed, namely with the implementation of the Strategic Research Plan, allowed a significant increase in its scientific production, particularly with regard to publications in indexed international scientific journals. There was also an increase in international conferences, such as the organisation of the 5th Regional Hélix 2020, the 1st, 2nd and 3rd Luso-Brazilian Congress on Management and Compliance, the 2nd Ibero-American Congress on Compliance, Governance and Anti-Corruption, and the 1st, 2nd and 3rd edition of the Think+2021 International Conference on Management, Hospitality and Tourism.

In this sense, ISAL intends to continue with its research policy by increasing not only scientific production, but also its quality and impact on society and regional development.

One of its strategic objectives will be the internationalisation of its research and teaching.

## **6.7. PARTNERSHIPS**

One of ISAL's strategic objectives is to strengthen cooperation policies and partnerships. This objective aims not only at the traditional mutual sharing of knowledge, data, sources and scientific research, but above all at the transmission of skills and the creation of value in society, with the aim of contributing to the economic growth of the Autonomous Region of Madeira and the country, with ISAL being an engine of innovation and economic growth. For

this reason, ISAL is part of the regional Advisory Council for the Economy, which is the advisory body of the Regional Secretariat for the Economy.

Nowadays, with globalisation, companies and institution need to share knowledge and develop strategic partnerships, as they face greater challenges, and as such seek solutions to increase their competitiveness.

Regardless of the type of institutions (public or private), ISAL's strategy is to create value, in a bidirectional way between ISAL and the community/companies/institutions.

Institutional policies for cooperation with other national institutions are fundamentally based on the knowledge and needs of the institutions with which we intend to carry out cooperation policies.

Thus, cooperation policies are based on the development of specific actions with various institutions that culminate in the participation of both the governing bodies of the institution and researchers, lecturers and students.

In addition to proactivity in relation to collaboration, our policy is to be fully receptive to the initiatives of other institutions that seek ISAL.

Considering that ISAL is located in a peripheral but developed region, cooperation policies are essentially based on collaborating not only with existing higher education institutions but also with companies, associations, organisations and secondary and vocational schools in the region.

The policies are based on the preparation of protocols and joint projects with the various institutions and organisations involved. ISAL, in its Cooperation Strategy, has defined as objectives:

- Institutional collaborative partnerships with government and local authorities, businesses, schools, public and private institutions;
- Participation in regional public policies;
- Creation of research networks and collaborative research to share knowledge, resources and experiences to address existing challenges and generate innovative solutions;
- Creation of academic mobilities;
- Promotion of entrepreneurship and innovation;
- Business collaboration;
- Creation of internships network and student integration in the labour market, such as trainee programmes and start-up incubation. These partnerships help boost innovation, create employment opportunities for students and facilitate knowledge transfer between ISAL and the business sector;

- Creation/participation in volunteering and social responsibility programmes involving students, faculty and staff;
- Promotion of culture and the arts, with the aim of fostering production and critical thinking about art and culture (creation of exhibition spaces or galleries, holding cultural events open to the public, supporting artistic groups and promoting artistic training courses and programmes). This year ISAL was the Hub of the GAIA Biennial in Madeira, and intends to continue with these initiatives;
- Creation of education and public awareness programmes in its areas of expertise and on topics relevant to society, such as health, environment, human rights, gender equality, diversity, management, tourism, among others. These programmes may include lectures, workshops, seminars, and community events;
- Promoting joint training with other institutions.

ISAL is guided by total openness to Civil Society, through cooperation protocols with various organisations in the public and private sectors, providing students with experiences in real professional environments, through an approximation of the academic environment to the business world.

Thus, one of its strategic objectives is to strengthen the establishment of regional, national and international partnerships with the aim of promoting the development of ISAL and the environment in which it operates.

## **6.8. INNOVATION AND ENTREPRENEURSHIP**

ISAL as a HEI with a mission focused on quality education and knowledge development, aims to promote the personal and academic development of students, encouraging innovation, entrepreneurship and social responsibility. Thus, it has innovation and entrepreneurship as one of its strategic objectives.

This strategy is aligned not only with ISAL's mission, but also with the National Strategy for Entrepreneurship 2020-2030, established by the Portuguese government, which aims to promote entrepreneurship as an engine of economic and social development, stimulating the creation and growth of innovative companies in Portugal.

ISAL aims to contribute to this strategy by fostering the entrepreneurial spirit in students, providing them with the skills and resources needed to become agents of change and creators of sustainable businesses, thus contributing to economic development.

The integration of innovation and entrepreneurship is also in line with the European Union's "ENTREPRENEURSHIP 2020" Action Plan. The European Union recognises entrepreneurship as an essential element to boost the region's

economy and competitiveness, encouraging the creation of start-ups and innovation in all sectors. ISAL intends to engage in this European strategy by developing partnerships with other European educational institutions and companies, participating in mobility and collaboration programmes, and promoting the transfer of knowledge and technology between countries.

ISAL, aware that the development and promotion of education for Entrepreneurship is one of the main strategic objectives of the European Union (Green Paper for Entrepreneurship) and its Member States, as well as its importance in the economy, promotes a culture of valuing and stimulating entrepreneurship, so over the past few academic years it has sought to develop entrepreneurial skills in its students. This strategy of creating an entrepreneurial culture in the Institution is divided into two essential points: education for entrepreneurship and support for entrepreneurship. In the field of entrepreneurship education, ISAL has a CTeSP in "Management of SMEs and Entrepreneurship" in its training offer. ISAL also intends to develop the Postgraduate Course in Entrepreneurship, as well as to create another training offer in this area.

The innovation and entrepreneurship strategy is linked to the pursuit of the United Nations Sustainable Development Goals (SDGs) - SDG 9: Industry, Innovation and Infrastructure. This goal aims to promote innovation, foster resilient infrastructure and develop sustainable industries to drive inclusive and sustainable economic growth. ISAL, through the promotion of innovation and entrepreneurship, intends to contribute to the achievement of this goal by stimulating the creation of innovative startups, the development of sustainable technologies, the training of professionals prepared to face the challenges of the 21st century, and the creation of sustainable companies and new businesses.

Innovation and entrepreneurship can contribute to other SDGs, such as SDG 1 (Eradication of Poverty), SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth) and SDG 17 (Partnerships and Means of Implementation), as entrepreneurship can generate economic opportunities for groups considered vulnerable, such as youth and women, promoting social inclusion and poverty reduction.

In the Research strategic plan, ISAL has a specific line for "Competitiveness, innovation and entrepreneurship".

ISAL has the NE-ISAL - ISAL Entrepreneurship Hub, created in 2021, which promotes entrepreneurial education by offering programmes, courses and resources that empower students to develop entrepreneurial skills, start their own businesses and promote social and economic innovation. ISAL was a pioneer in the Autonomous Region of Madeira, with the creation of NE-ISAL, as this entrepreneurship centre was the first created at academic level.

ISAL intends to develop the action of NE-ISAL, which is not a business centre or incubator, but aims to help and support the development of start-ups and business and social innovations, facilitating the transfer of knowledge to the business sector. ISAL aims to promote a culture of entrepreneurship and innovation. These knowledge transfer strategies and policies strengthen the relationship between ISAL and the business sector, fostering innovation, economic development and the practical application of the knowledge it generates.

Innovation and Entrepreneurship ensures cooperation with the community, notably through the establishment of entrepreneurial partnerships, start-up colloquia and research. In addition, it also promotes employability.

As ISAL is a "School of Tourism and Management", it aims to develop innovation and entrepreneurship in these areas. Innovation and Entrepreneurship will be developed through 3 pillars: teaching, research and society.

It is ISAL's strategic goal to be recognised as an HEI that promotes an entrepreneurial culture.

## **6.9. EVENTS**

Recently, ISAL has embraced a new area of intervention: international events. Thus, in 2020 we promoted the Regional Conference Helix 2020: "International Conference on Regional Competitiveness, Tourism Innovation and Knowledge Transfer", 1st, 2nd and 3rd Luso-Brazilian Congress on Management and Compliance, 2nd Ibero-American Congress on Compliance, Governance and Anti-Corruption - CIACGA 2021, 1st, 2nd and 3rd editions of the Think+2021 International Conference on Management, Hospitality and Tourism.

The Luso-Brazilian Congress on Management and Compliance is already scheduled for 2024, making this international congress part of the calendar of events in the Autonomous Region of Madeira.

ISAL intends to continue and boost the organization of regional, national and international events.

In the last five years, ISAL has hosted the Erasmus Week and intends to repeat this event and make it an integral part of ISAL activities.

This new strand of international events has proven to be successful, and it is part of ISAL's strategy to continue to invest in this area by promoting national and international networking.

## **6.10. QUALITY**

ISAL will maintain its quality policy, keeping as a strategic objective to improve the quality of its teaching, to strengthen the culture of quality throughout the academic community, instituting or improving its evaluation processes, in all its aspects.

A culture of quality will allow ISAL to have a reinforced image and identity, guided by high standards of demands.

ISAL aims to be an institution with an agile and efficient organisation, able to respond to new challenges and an increasingly competitive world. Thus, we will have defined clear principles, appropriate to its operation and objectives, processes and procedures that are easy to understand, implement and execute, in order to guarantee quality teaching and service.

ISAL's strategy will continue to be to keep the SIGQ up to date, using the available digital tools, ensuring harmony and reliability of all information. During the period of this Strategic Plan, ISAL aims to evaluate the possibility of obtaining the Certification of its SIGQ by A3ES.

## **6.11. RESOURCES**

ISAL will maintain its policy of matching resources to its needs and growth, namely physical and financial resources.

It is part of ISAL's strategy in this period 2023-2030 to complete its initial investment plan in the institution's physical resources (facilities). The initial project consisted of 3 phases, of which the first 2 stages are already complete, which represents 65% of ISAL's building.

One plans to acquire the rest of the building, which will increase the existing physical capacity.

Regarding digital resources, ISAL will continue to invest in their constant updating, as well as in analysing new solutions that reinforce the security and reliability of all the work already developed.

As for the academic residence, and according to demand, ISAL will continue to invest in this area, whether for students or (national or international) lecturers.

All the necessary policies will be maintained and implemented to ensure ISAL's economic and financial sustainability, in order to maintain its quality levels and its image of excellence.

ISAL will follow the phenomena of digital and technological transition in order to remain competitive and up to date.

## **6.12. INTERNATIONALISATION**

Recent demographic data show a sharp decline in the regional and national population. Thus, the international market is important in order to fill vacancies.

In terms of internationalisation, ISAL will reinforce the vacancies of these calls. In this sense, ISAL has already increased its academic residence, in order to increase the number of vacancies available.

Internationalisation will be intensified by strengthening the establishment of strategic partnerships, such as Brazil, with a view to boosting mobility of lecturers and students, conducting joint research, holding congresses and events.

ISAL intends to promote its image and credibility at an international level through the growing notoriety of its international events and congresses.

## **6.13. ERASMUS+ PROGRAMME**

The Erasmus+ Programme is an excellent way to enhance the mobility of Lecturers, Students and Staff.

In strategic terms, ISAL will develop the programme by attracting foreign students through the protocols established or to be established with foreign counterparts, so that mobility continues to be a growing reality at ISAL, both at the level of students, faculty and other higher education professionals.

Within this programme, we highlight the BIP (Blended Intensive Programme), a new modality of the Erasmus+ programme, which consists of an intensive and interdisciplinary course, combining a short-term physical mobility component with an online component. Thus, innovative ways of teaching and learning are promoted.

## **6.14. EXCHANGE / MOBILITY**

The strategic objectives are mutually interrelated. Strengthening internationalisation and research necessarily involves intensifying mobility policies for lecturers and students.

Support will be provided to lecturers and students to carry out mobilities. Partnerships will also be established and updated for this purpose.



## **6.15. SOCIAL RESPONSIBILITY**

The need for social responsibility in all organisations is universally accepted. ISAL will create the necessary actions to develop and consolidate the social framework in the Autonomous Region of Madeira, with a view, on the one hand, to opening its space and knowledge to civil society and, on the other hand, to carrying out specific actions of a social nature, not only for our students, but also for the community in general.

Social responsibility is one of the SDGs of 2030, and ISAL intends to play a key role in consolidating an open, multicultural and inclusive HEI.

In this context, it will promote active citizenship and social responsibility among the academic community, including the promotion of equal opportunities in higher education. It will also carry out the monitoring of its Gender Equality Plan, creating dynamics of innovation and social entrepreneurship.

To this end, it proposes to promote openness to society and increase the impact of social responsibility initiatives.

In order to guarantee this social responsibility, ISAL intends to maintain the Employment Hub in its facilities.

## **6.16. ATTRACTING STUDENTS**

On the island of Madeira, as in other regions of Portugal, the ageing of the population and the decrease of the young population are a demographic trend that can have significant consequences for higher education in the Autonomous Region of Madeira, since the number of enrolled students can be affected.

However, the region of Madeira has specific characteristics that can counteract this demographic dynamic, as it is an important tourism-orientated region and has the potential to attract young people for employment opportunities related to this sector. Thus, the mobility of students to and from other regions of the country or even internationally, may influence enrolment in higher education.

ISAL intends to focus on attracting students from mainland Portugal to the region, as well as international students.

ISAL has already created conditions for this policy of attracting students with the expansion of its residence. It will also develop an incentive programme for students from mainland Portugal, without jeopardising the principles of equality and the rules of access to higher education.

### **6.17. STUDENT INCENTIVE**

Due to the current economic situation, ISAL intends to encourage the continuity of students who, despite some financial difficulty, wish to continue their studies. In order to facilitate the progression of their studies, the part-time student scheme will be encouraged, as well as the dissemination of the various ISAL incentives, namely to students from the same household.

The part-time student modality will also allow the student to fulfil the degree at his/her own pace, in academic terms.

Social welfare policies and instruments will be strengthened, creating partnerships with local authorities, with the aim of boosting student support.

At the level of the academic residence, ISAL's main objective is to guarantee the accommodation of all its students and, whenever necessary, to expand the offer.

ISAL intends to continue moving towards sustainability, consolidating itself as a plural, inclusive HEI that aims to combat social disparities, with the aim of assisting students at risk of dropping out of studies due to lack of economic resources.

We will stimulate and reinforce mentoring programmes and the promotion of the Observatory of School Success, as a way of supporting students.

### **6.18. ISAL ALUMNI**

ISAL will continue to develop its "ALUMNI ISAL" project in order to maintain the connection of its former students with the institution, with a view to lifelong learning and updating information and knowledge.

ISAL's strategic objective is to strengthen its unique identity, guided by principles of quality, inclusion and equality. This identity is made with all students and they are the keepers of it, so a policy of monitoring former students is the guarantee of strengthening ISAL's identity.

ISAL intends to continue to promote the employability and improvement of the careers of its former students, as well as to foster a culture of entrepreneurship, so it will boost its Entrepreneurship Hub, with initiatives for the ISAL ALUMNI.

### **6.19. ISAL IDENTITY**

Identity is a powerful instrument of growth and development, with decisive impacts both internally and externally, and promotes the affirmation of a culture of its own and the reinforcement of a sense of belonging.

ISAL intends to assert itself as a HEI of quality, trust and guided by principles of inclusion and equality.

ISAL also intends to reinforce the perception that it is a fair and inclusive institution, close to students, lecturers and the community, encouraging the spirit of belonging in the academic and regional community.

Actions to promote gender equality and non-discrimination will be intensified, as well as collaboration with regional and national bodies in this matter, through its Counsellor for Equality and Citizenship and its participation in the Advisory Council of the Regional Secretariat for the Economy.

With this identity we intend to enhance the attractiveness and image of ISAL, among:

- Potential applicants
- Institutional partners
- Lecturers, researchers and the scientific community
- Civil community
- Business and industry
- Authorities and decision-makers
- Public opinion in general.

*Approved by the Board of Directors on 21 April 2023*

*Approved by the Pedagogical Council on 11 July 2023*

*Approved by the Technical-Scientific Council on 11 July 2023*