

# Innopedia Quality Handbook

Marjo Joshi, Antonella Storti, Minna Scheinin &  
Taru Konst (eds.)

TURKU AMK



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Course Materials

TURKU AMK 

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Minna Scheinin & Taru Konst (eds.)

# Innopedia Quality Handbook

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peda**<sup>®</sup>  
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# List of Contents

Foreword .....	7
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## 1. Introduction – Innovation Pedagogy in a Nutshell ..... 9

1.1. Innopeda cornerstones and basic requirements .....	10
1.2. Innovation competences .....	11
1.3. Innopeda learning process .....	13
1.4. Aiming for a sustainable future .....	14
1.5. Innopeda curriculum .....	14
1.7. Continuous development.....	16

## 2. Introduction to Standards and Guidelines for Innopeda® Quality Assurance (SIQA) ..... 18

2.1. Implementation of Innopeda® Quality Assurance into Education .....	19
2.2. Innopeda® Standards and Guidelines for Quality Assurance in Education .....	22
<b>Part I Internal Quality Assurance .....</b>	<b>23</b>
Ia Guidelines for Innopeda® quality assurance by Educational Institution.....	23
Ib Design and approval of study programmes .....	24
Ic Learner-centred learning, Teaching and Assessment .....	25
Id Learner admission, progression, recognition, and certification .....	27
Ie Teaching staff .....	28
If Learning Resources and Learner Support .....	29
Ig Information Management .....	29
Ih Public Information .....	30
Ii On-Going Monitoring and Periodic Review of Education .....	31
Ij External Quality Assurance of Innopeda® Institutions by Turku UAS.....	31

<b>Part II: External Evaluation .....</b>	<b>33</b>
Ila Reflections on Internal Quality Assurance .....	33
Ilb Designing Methodologies Fit for Purpose .....	34
Ilc Implementing Processes .....	34
Ild Turku UAS Peer-review Experts .....	35
Ilf Criteria for Outcomes .....	36
Ilg Reporting .....	36
Ilh Complaints and Appeals .....	37

### **3. Innopeda Certified School Process..... 38**

<b>3.1. Innopeda® Development Process for Educational Institutions .....</b>	<b>39</b>
3.1.1. Innopeda® Development Plan.....	41
3.1.2. Instructions for Innopeda® Development Plan (IDP).....	42
3.1.3. A Practical Example of Innopeda® Development Plan (IDP) .....	42
3.1.4. Self-evaluation during the Development Process .....	43
<b>3.2. Audit Process .....</b>	<b>45</b>
3.2.1. Innopeda audit process responsibilities.....	45
3.2.2. Innopeda audit plan for educational institutions.....	45
3.2.3. Instructions for Innopeda® Audit Self-Evaluation Report.....	47

### **4. Innopeda® Roles..... 50**

<b>4.1. Innopeda® Manager.....</b>	<b>51</b>
4.1.1. Innopeda® Manager Training .....	52
4.1.2. Innopeda® Manager Training Process.....	53
<b>4.2. Innopeda® Teacher .....</b>	<b>55</b>
4.2.1. Innopeda® Teacher Training.....	55
4.2.2 Innopeda® Teacher Training Process .....	55
4.2.3. Innopeda® Teacher Development Plan.....	56
4.2.4. Instructions for development plan and report .....	57
4.2.5. Innopeda® Teacher Certification .....	58
<b>4.3. Innopeda® Trainer .....</b>	<b>60</b>

4.3.1. Innopeda® Trainer Training .....	60
4.3.2. Innopeda® Trainer Training Process.....	61
4.3.3. Trainer Certification .....	62
<b>4.4. Innopeda® Tutor .....</b>	<b>62</b>
4.4.1. Innopeda® Tutor Training Process.....	63
<b>4.5. Innopeda® Coach.....</b>	<b>64</b>
<b>4.6. Innopeda® Expert .....</b>	<b>64</b>

## **5. Appendices .....66**

<b>Appendix 1: Innopeda® Terminology .....</b>	<b>66</b>
<b>Appendix 2: Standards and Guidelines for Innopeda Quality Assessment (SIQA) - Standard and Criteria .....</b>	<b>73</b>
<b>Appendix 3: Innopeda® Development Plan Template for Educational Institutions.....</b>	<b>76</b>
<b>Appendix 4: Innopeda® Audit Self-Evaluation Report Template for Educational Institutions.....</b>	<b>79</b>
<b>Appendix 5: Innopeda® Development Plan Template for Teachers .....</b>	<b>85</b>
<b>Appendix 6: Innopeda® Report Template for Teachers.....</b>	<b>88</b>
<b>Appendix 7: Innopeda® Course Implementation Plan Template .....</b>	<b>89</b>
<b>Appendix 8: Innopeda® Development Plan Template for Trainers .....</b>	<b>91</b>
<b>Appendix 9: Further reading .....</b>	<b>95</b>



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# Foreword

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There is a continuous need for educational organisations to evaluate the degree to which they meet the requirements of learners and other stakeholders. The drivers for change come from society; thus, the educational sector cannot remain the same.

This handbook describes the main principles of innovation pedagogy and clarifies the overall approach for the change that the educational institutions may want to undergo. Whether the aim of the change in an educational institution is a light, unstructured approach, or a more systematic one with the aim to change the entire working culture in the institution, this guidebook can be used as a tool for each purpose. The holistic change and verification of the change through an audit can lead to the certification of Certified Innopeda® School.

Innopeda Quality Handbook is a tool for teachers and educational institutions for evaluating their processes, implementing the approaches of innovation pedagogy (Innopeda), and designing a development process for ensuring the quality and development of innovation pedagogy. Although innovation pedagogy was originally developed in the context of higher education, it can provide tools for change in all levels of education.

The chapters of this handbook follow the common practice of quality work and its circular model, focusing on planning, doing, checking, and acting (see section 2.1.2.). The handbook includes documents that can help an institution in its quality assurance process regarding the implementation of innovation pedagogy.

Chapter 2.1., SIQA – Standards and Guidelines for Innovation Pedagogy Quality Assurance, forms the basis of this handbook. It follows the structure of the Standards and Guidelines for Quality Assurance in the European higher education (ESG), which describes the aspects for consideration for quality work in higher education. This structure is applied to the quality assurance of innovation pedagogy, regardless of the level of the institution.

The handbook can be used either as a whole process or only the parts that are relevant to the user's own context. This handbook also provides the necessary guidelines for those institutions that aim to make a development plan and become accredited as a



Certified Innopeda® School. In practice, this can mean implementing new methods but also starting to think differently about learning. It is valuable to understand how many variables must be considered, when a holistic change in teaching and learning is desired. If a more structured change is desired, the book offers a systematic approach to be followed.

Chapter 1 gives an overview of innovation pedagogy. It describes the tools and methods which lead to activating learning processes. By acquiring the needed competences – both field-specific and more generic innovation competences – the learners will have the skills to succeed in the future working life. Chapter 2 introduces the standards and guidelines for Innopeda® quality assurance. This part explains the essential topics to consider for making a change in an educational institution. The change can be applied partly, for example by starting from teaching methods, or more holistically, i.e., by implementing all standards for a more profound change.

Chapter 3 explains the process for an institution to become a Certified Innopeda® School. It explains what the development process means for an educational institution as well as how to carry out the development plan and complete the self-evaluation and the following audit for certification. Within the concept of Innopeda®, there are different roles in the implementation of Innopeda®. These roles are explained in Chapter 4 as well as what it means to reach a certain status or take on a certain role.

The editors want to thank all members of Turku UAS who have participated in the development of this handbook and original documents related to the guidelines of innovation pedagogy. We, as members of the innovative, creative, and curious working group have learnt to understand a lot more about learning and teaching through this work. We hope that we can also inspire many others to apply new approaches in learning and teaching. Sources and suggested reading are provided at the end of this handbook. In addition, you can find additional and most recent publications on our Innopeda® website.

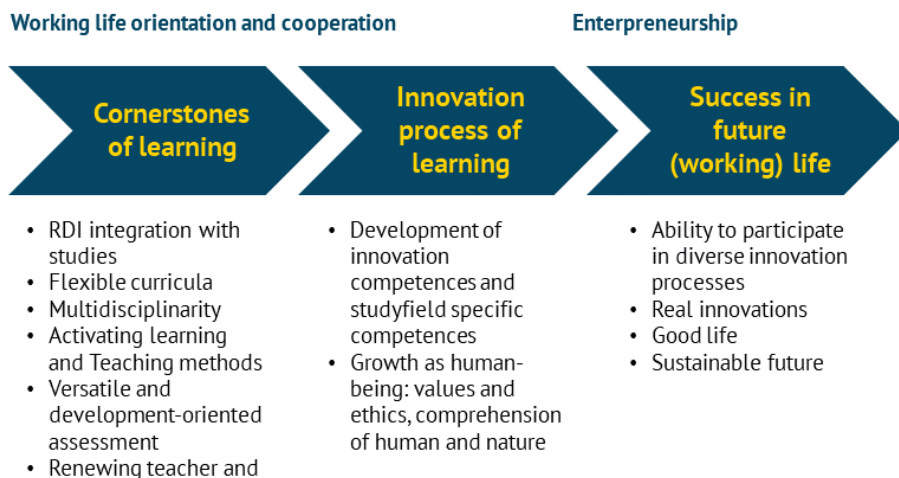
In Turku, Finland

Marjo Joshi, Antonella Storti, Minna Scheinin & Taru Konst

# 1. Introduction – Innovation Pedagogy in a Nutshell

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Turku University of Applied Science (Turku UAS) started the development of the innovation pedagogy approach in 2006 to provide competences needed in working life and to promote innovations and regional development. Since then, Turku UAS has used innovation pedagogy as its pedagogical strategy in all study fields and faculties. Innovation pedagogy as a pedagogical approach influences all key activities of the university, including learning and teaching methods, working life cooperation and curriculum design, and it has been developed systematically during its lifespan. The following figure presents innovation pedagogy in a nutshell: its cornerstones, the learning process, and the aims.



**Figure 1.** Innovation pedagogy in a nutshell (Source: Konst T. & Kairisto-Mertanen L. 2019).

## 1.1. Innopeda cornerstones and basic requirements

There are some basic requirements for the successful implementation of innovation pedagogy. These are:

- *Working life orientation and cooperation*, which refer to the cooperation between education and working life, for example, ensuring that education meets the demands of working life, but also evaluating, developing, and renewing the models of how working life operates.
- *Entrepreneurship and entrepreneurial attitude* are encouraged in the innovation pedagogy approach; both are needed since the world has become more agile and requires instant actions and an active attitude from everyone.
- The importance of *globalization* emphasizes the global perspective in every profession. It is important to understand that a sustainable future can only be reached by developing a global mindset.
- Moreover, innovation pedagogy relies on *systemic thinking*, as every action must be considered in relation to its consequences and other actions.

These requirements introduced above are the basic elements of innovation pedagogy. In addition, there are several essential cornerstones, which enable the successful implementation of innovation pedagogy. The cornerstones refer to the tools and methods to use for responding to the development needs of education in the current and future world.

These cornerstones are the *integration of RDI operations with studies, flexible curricula, multidisciplinary, activating learning and teaching methods, versatile and development-oriented assessment, and renewing teacher and learner roles.*

- Giving learners opportunities to work with real-life assignments and in authentic research and development projects is crucial when aiming to improve their innovation competences. Therefore, *RDI operations* are an integral part of curricula and studies.
- *Flexible curricula* can react quickly to the needs of the surrounding society, even proactively anticipate the future competence needs, and thus lead the development of working life and society to the desired direction. Flexible curricula also enable individual learners to take different, alternative learning paths.
- *Multidisciplinary* enables collaborative learning, bringing different competences and expertise to work together. Something new and innovative

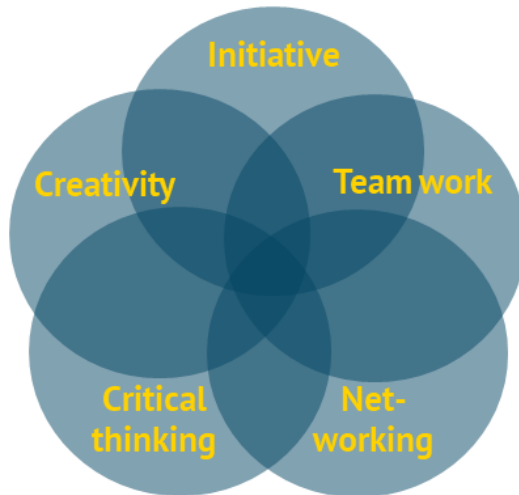
is likely to be born when people with different types of expertise get a possibility to work together and create opportunities for innovations. Multidisciplinarity usually refers to learning situations, enabling learners from different study fields or with different backgrounds and competences to study and learn together. It can also mean multidisciplinarity in teaching (e.g. co-teaching) or in the organisation (different study fields or disciplines in the same unit or faculty).

- Activating and versatile *learning and teaching* methods have been found to be strongly influential when considering the development of students' innovation competences. The methods can be chosen according to the objectives and context of learning and teaching, and they aim to support the active role of the learner.
- The *assessment* is versatile and development oriented. Several assessment methods are used, such as self-, peer and external assessment. Development orientation means that students learn to evaluate their own competences and know how to develop them.
- All that is said above also means a strong *renewal in teacher and student roles*. Renewing teacher roles support, encourage and guide students in order to advance learning, and students need good study skills in order to take an active and responsible role on their own learning path.

## 1.2. Innovation competences

These cornerstones enable an innovation process in learning, demonstrated through the development of *innovation competences and field-specific competences*. To reach the goals of innovation pedagogy, learners must acquire the competences of their own study fields or disciplines and, in addition, a set of innovation competences during their studies. The innovation competences are:

# INNOVATION COMPETENCES



**Figure 2.** The Fincoda Model of Innovation Competences (Fincoda, 2017).

Learners are expected to become active contributors in the different innovation processes they will encounter when they enter working life, which is why the objective is that they will develop their knowledge, skills and attitudes related to their study field specific competences and to the capability to act innovatively already during their studies. These learning outcomes, which are generic and common for all study fields, are called innovation competences, and they are divided in five dimensions that focus on creativity, critical thinking, initiative, team working and networking.

**Table 1.** Five dimensions of innovation competences (Fincoda, 2017).

<b>CREATIVITY</b>	Your ability to think beyond tradition to generate or adapt meaningful alternatives (regardless of their practicality or future added value)
<b>CRITICAL THINKING</b>	Your ability to deconstruct and analyse ideas (to evaluate advantages and disadvantages, foresee how events will develop and estimate risk)
<b>INITIATIVE</b>	Your ability to make decisions or carry out actions to operationalise your ideas as well as mobilise and manage those who have to implement the ideas
<b>TEAM WORK</b>	Your ability to work efficiently with others in a group
<b>NETWORKING</b>	Your ability to involve internal / external stakeholders

The innovation competences are supported by other generic skills that are needed in today's world, such as national or regional guidelines for competences state (e.g. European Quality Framework EQF and national quality framework NQF). In innovation pedagogy, these guidelines are taken into account, and strengthened by the generic competences which are considered as key competences in future world. In the Finnish higher education field, these have been redefined in 2022 as learning to learn, operating in the workplace, ethics, sustainable development, internationality and multiculturalism, and proactive development (Arene 2022).

### **1.3. Innopeda learning process**

As innovation pedagogy aims at generating learning outcomes such as knowledge, skills and attitudes absorbed during the learning process, it can be said that *the innovation process forms the core of the learning process*. In other words, when a learning process closely resembles an innovation process, it facilitates the development of both study field specific competences and innovation competences.

In practice this means, for example, that learners work in authentic learning environments as well as in teams and groups which often are multidisciplinary, that they are given real problems to solve, and that they have opportunities to create, test, implement, evaluate and communicate different solutions to the problem. As the world is becoming increasingly complex and the amount of information is growing, it is evident that innovation competences are required. Collaboration and inclusion are in the core of the implementation of innovation pedagogy. Innovations are seldom created alone but by a group of people who interact with each other and have different competences and capabilities.

It is important that the learning process includes elements that support students' growth as human beings. To strengthen the comprehension of the interconnectedness of human and nature, chosen values and ethical considerations should be included in the learning process. Without ethics, the understanding of some of the innovation competences may remain inadequate and result even in dangerous notions. What is meant by this is, for instance, that using creativity and problem-solving ability together should not result in ethically questionable results but in solutions, which generate new solutions that in their turn help to save the environment. The purpose of innovation pedagogy is not to provide competences for working life only but competences for a good life and sustainable future, as well; competences that help to build a sustainable society, learn to think beyond ourselves, consider nature in all our actions and understand what is

right under the new and changing circumstances. Therefore, the definition of innovation pedagogy acknowledges and emphasizes growth as a human being, as well as ethics and values.

Finally, innovation pedagogy in a nutshell involves a *time axis* for understanding that society and the context of education is constantly changing, and education must be in the forefront to react and change the world towards the desired direction.

## **1.4. Aiming for a sustainable future**

With the current understanding that the world is interconnected and the success of one individual or organization is ultimately connected to the success of their surroundings in a broader sense, innovation pedagogy aims at educating learners to contribute to the sustainable future of the globe. The aim now is to provide learners with the competences needed at work and to simultaneously support them to grow into mature and independent individuals and critical, constructive and ethical citizens who will actively participate in developing society and making it a better place for all living beings and for the environment.

This demands developing innovation pedagogy further and putting into practice shared values and ethics. Moreover, curriculum redesign and renewing teaching and learning are essential practical steps for preparing for the future. For example, the curriculum must include elements through which the learners develop critical thinking and learn to understand how the choices they make have an impact on the surrounding society.

## **1.5. Innopeda curriculum**

The Innopeda curriculum focuses on student-oriented learning and teaching that supports the development of learners' competences and enables learning goals to be achieved as intended. This means acknowledging the starting points and cornerstones of innovation pedagogy in the planning and implementation of the curriculum. Decrees and regulations guide the structure of the curriculum but the implementation of innovation pedagogy is done holistically by incorporating each of the cornerstones and elements in the design. This can be done by utilising a mindmap that gives further details and examples of practical implementation and methods to be used.

This can be done by creating e.g. a visual illustration or a mindmap of the curriculum that gives further details and examples of practical implementation and methods to

be used. Managers can use the Innopeda curriculum as a tool to plan the pedagogical implementation of entire study programmes and processes. Teachers can use it as a practical tool to find good practices and examples of course implementations.

## 1.6. Innopeda course implementation

When planning the implementation of a course or study module according to innovation pedagogy it is good to start with a pedagogical script.

A course is more than planning only the *contents of studies*, i.e. what kind of knowledge, skills and attitudes to provide a learner with. When designing the pedagogical script, the teacher/ course planner needs to consider also:

- the *objectives* of the studies,
- what kind of *teaching and learning methods* are needed,
- in what kind of *learning environment(s)* learning takes place,
- how to create and maintain learner's *motivation* to learn,
- what is the *role of the teacher* (e.g. to support/ encourage/ guide/ lecture),
- how to follow the *progress* of learning, and
- where and how to *assess* the learning ( before/ during/ after the course; methods and criteria).



**Figure 3.** Pedagogical script (Adapted from Konst & Kairisto-Mertanen 2018, 44)



The pedagogical script can be described for learners in the Innopeda® course implementation plan (Appendix 7). It tells the learner how innovation pedagogy is implemented on a course level. More specifically, it gives the schedule, content, evaluation methods and study materials of the course implementation, so it is an important source of knowledge for the learner and the tool for making a personal curriculum.

Learners can get acquainted with this implementation plan before the beginning of the course. The teacher goes through it with the learners at the beginning of the course and makes any necessary changes. It is also possible to make changes to the implementation plan during the implementation of the course, in order to jointly agree with learners.

## **1.7. Continuous development**

There is a lot of research evidence about innovation pedagogy and its capability to develop learners' innovation competences. Innovation pedagogy has created interest widely and higher education institutions have adapted innovation pedagogy successfully also on international markets. According to the education policy of the European Union and OECD education development, innovation pedagogy is on the right path in pedagogical development, and it has been noted as an excellent example how education can be modernized.

Key factors in how to implement innovation pedagogy successfully are management commitment and staff involvement. At its best, innovation pedagogy is a part of the educational institution's strategy and integrated into its structures and processes. When embedding it in the strategy and operations, the staff needs to be included in the change process from the start to create real internal motivation, i.e. people need to want the change themselves before any real progress can be made.

As a learning approach, innovation pedagogy is constantly evolving to meet the changing requirements of the environment. Its purpose is to present suggestions and guidelines for carrying out education so that learners will have the best possible chances to create a good life and success for themselves, for the society and for the globe. This must be done with the understanding that "a good life" also involves acknowledging the global challenges and acting to solve the sustainability crisis on our planet.

## In a nutshell

Innovation pedagogy can be described as a three-step model, in which **a set of tools and methods** are used for encouraging the learners to be active in their learning process. Through the innovation pedagogy approach **in the learning process**, the learners develop a wide spectrum of **competences**, which help them to succeed in their future life and working life.

- The cornerstones of innovation pedagogy are the key tools to implement innovation pedagogy as a strategic approach
- The Innopeda curriculum is a practical tool to achieve the desired objectives
- The innovation pedagogy learning process develops learners' innovation competences
- Innovation pedagogy helps the learners to become active and responsible members of the working life and society, having competences to innovate and implement solutions for good and sustainable future.

The next chapter concentrates on the Standards and Guidelines for Innovation Pedagogy Quality Assurance.

# 2. Introduction to Standards and Guidelines for Innopeda® Quality Assurance (SIQA)

Education, research, and innovation have an important role in supporting social cohesion, economic growth, and global competitiveness. Education is an essential component in socio-economic and cultural development in becoming/creating a knowledge-based society. For educational institutions, it is crucial to evaluate the degree to which they meet the requirements of learners and other stakeholders, and to improve continuously. An increasing demand for skills and competences requires education to respond in new ways.

Responding to diversity and the growing expectations for education requires a more learner-centred approach to learning and teaching, embracing flexible learning paths and recognising competences gained also outside formal curricula. The Innopeda® approach meets the demands of the fundamental shift in the provision of education. The operational method enables creating an Innopeda® based learning continuum, which combines learning and applied research, development, and innovation activities with the development needs of the working life in the region.

Innovation pedagogy is a strategic approach to be used in educational institutions to create organisational change and support the learners to acquire knowledge, skills, and attitudes needed in innovative environments, whether in further learning or working life. Innovation pedagogy contributes to the development of new generations of professionals, whose ways of producing, adopting, and utilizing knowledge make innovative thinking and creating added value possible. Innopeda® is a registered trademark for a set of products and programmes that are realized in line with innovation pedagogy.

The aim of these Standards and Guidelines for Innopeda® Quality Assurance (SIQA) is to contribute to the common understanding of quality assurance for learning and teaching

across borders and among all interested parties. The guidelines allow educational institutions to demonstrate and increase transparency in adaptation of Innopeda® in education, thus helping to build trust and recognition of their qualifications and programmes.

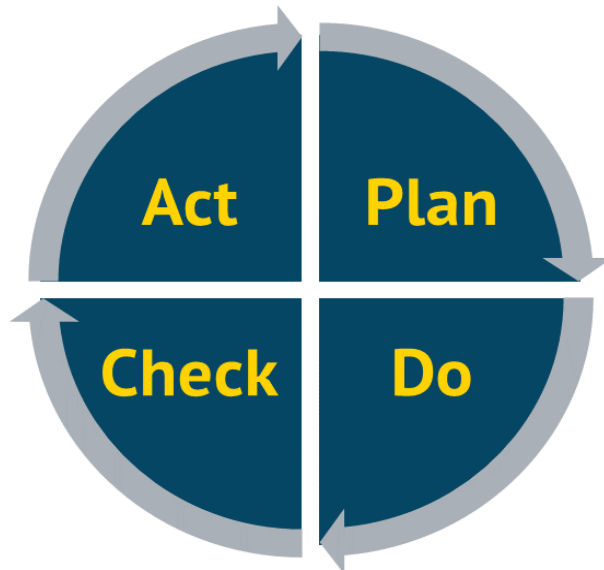
The following standards and guidelines form the minimum frame for the implementation of Innopeda® in education. This does not replace the quality assurance system of an educational institution. The Innopeda® pedagogical approach should be integrated in and supported by the operations of the educational institution.

## **2.1. Implementation of Innopeda® Quality Assurance into Education**

It is widely recognised that educational institutions must have a system providing information for themselves and for public and other interested parties about quality assurance. This document helps to verify the quality of the implementation of Innopeda® into education. In addition, the educational institution should provide information on how it provides advice and recommendations and how it could improve its activities. The SIQA form a set of standards and guidelines for internal and external quality assurance in education. The SIQA provide guidance, covering the areas which are essential for successful quality provision and learning environments in education.

The SIQA should be considered in a broader context that also includes qualifications frameworks and other descriptive documents promoting the transparency and mutual trust for recognition of assessed learning. The guidelines must be adopted extensively to get the Innopeda® accreditation. For finalizing the adaptation, the institutions describe and provide evidence of the methods for implementing and assessing the Innopeda® approach in the future. The SIQA apply to education in general regardless of the mode of study or place of delivery. Thus, the SIQA are also applicable to all education internationally.

The Plan-Do-Check-Act cycle (PDCA i.e., continual improvement) enables to understand the interrelation of operations and their effectiveness (input-output). PDCA is applicable to all processes and to educational organisations. The PDCA cycle approach promotes the process-based approach when developing, implementing, and improving the effectiveness of an educational organisation to enhance learner and other beneficiary satisfaction.



**Figure 4.** PDCA Cycle

#### **Brief description of Plan-Do-Check-Act (PDCA) cycle**

**Plan:** Setting the objectives of the system and its processes, resources needed to deliver results in accordance with learners' and other beneficiaries' requirements in addition to the organisation's policies and identify and address risks and opportunities.

**Do:** Implementation of planned actions.

**Check:** Monitoring and measuring processes, when applicable, and resulting products and services against policies, objectives, requirements, and planned activities and report the results.

**Act:** Actions to improve performance when necessary.

Quality assurance describes all activities within the continual improvement cycle (i.e., implementation and improvement activities).

The SIQA set a common framework for quality assurance systems for enabling and supporting learning and teaching in the framework of Innopeda® at international, national, and institutional level:

- They enable the assurance and improvement of the quality of Innopeda® in the education

- They support mutual trust, thus facilitating recognition of Innopeda® within and across national borders.

The purposes provide a framework within which the SIQA may be used and implemented in different ways by different institutions, and countries. Countries worldwide have diverse political and legal systems, education systems, socio-cultural and educational traditions, languages, aspirations, and expectations. For these reasons, the SIQA remains on a reasonably generic level to ensure that they are applicable to all forms of provision.

The SIQA provide the criteria at the national and international level for the continuous improvement of Innopeda®. This set of criteria ensures transparency and reliability when implementing Innopeda®.

The SIQA are based on the following principles:

- Education institutions have primary responsibility for the quality of their provision and its assurance
- Quality assurance
- responds to the diversity of education systems, institutions, programmes, and learners
- supports the development of an Innopeda® quality culture
- considers the needs and expectations of learners, all other interested parties and society.

## In a nutshell

Innopeda® Quality Assurance gives a common understanding of quality assurance for learning and teaching when using innovation pedagogy as a strategic approach. It does not replace the quality assurance system of an education institution. The Standards and Guidelines for Innopeda (SIQA) provide guidance for provision of education with Innopeda®.

- Implementation of Innopeda® Quality Assurance into Education is done through use of SIQA framework and PDCA cycle
- Multiple methods are used to gather information
- Monitoring, documenting and measuring processes
- Actions are taken to improve performance

## 2.2. Innopeda® Standards and Guidelines for Quality Assurance in Education

The standards for quality assurance have been divided into two parts:

- I Internal quality assurance conducted by the educational institution
- II External quality assurance conducted by Turku UAS

The *guidelines* explain why the standard is important and describe how the standard can be implemented. They set out good practices in the relevant area for consideration by the actors involved in the quality assurance. Implementation will vary depending on different contexts.





# Part I

## Part I Internal Quality Assurance

### **1a Guidelines for Innopeda® quality assurance by Educational Institution**

#### **Standard:**

The Innopeda® institutions should have processes and policy how Innopeda® is implemented and integrated to the management system of institution. Internal interested parties should develop and implement this policy through transparent appropriate structures and processes, while involving external interested parties.

#### **Guidelines:**

Processes and policies form a cycle for continuous improvement and contribute to the accountability of the Innopeda® implementation of the institution. They support the development of a quality culture for Innopeda®, in which all internal interested parties assume responsibility for quality and engage in quality assurance at all levels of the institution/unit/faculty in question. To facilitate this, the policy has a formal status and is publicly available. Quality assurance policies for Innopeda® are most effective when they reflect the relationship between learning, teaching, and research and take account of the national context in which the institution operates, the institutional context and its strategic approach.

#### **Structures and processes:**

- Innopeda® is a strategic approach, which is included in the strategy of the institution.
- Innopeda® Curriculum is applied throughout the institution/unit/faculty, which is involved.



- Innopeda® Curriculum or parts of it is discussed on an annual basis with the representative of the management of the institution.
- Feedback on Innopeda® is gathered on an annual basis through a questionnaire or related system which enables to react to the results accordingly. The questionnaire/related system involves learners, internal and external parties when appropriate.
- Departments, schools, faculties and other institutional units as well as those of institutional leadership, individual staff members and learners take on their responsibilities in quality assurance.
- Integrity and freedom are vigilant against fraud.
- Guarding against intolerance of any kind or discrimination against the learners or staff.
- Interested parties are involved in the quality assurance for Innopeda®.

The Innopeda® quality policy translates into practice through a variety of internal quality assurance processes that allow participation across the institution. How the policy is implemented, monitored, and evidenced is the institution's decision.

## **Ib Design and approval of study programmes**

### **Standard:**

The Innopeda® institutions should have processes for the design and approval of their Innopeda® programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated and refer to and be aligned with the correct level of the national qualifications framework for education.

### **Guidelines:**

Study programmes or equivalent are at the core of the educational institutions' teaching mission. They provide learners with both knowledge and skills including those that are transferable, which may influence their personal development and may be applied in their future studies and careers.

Innopeda® programmes

- Are designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes; learning outcomes cover both field-specific and generic skills.
- Are designed by involving learners and other interested parties when applicable (for example: interaction with working life throughout or during the learning process)
- Benefit from external expertise and reference points
- Reflect the three purposes of SIQA
- Set a common framework for quality assurance systems for learning and teaching in the framework of Innopeda® at the international, national, and institutional level
- Enable the assurance and improvement of quality of Innopeda® in the European and international education area
- Support mutual trust, thus facilitating recognition of Innopeda® within and across national borders
- Are designed so that they enable smooth progression of learners by individual/flexible learning plans
- Define the expected learner's workload by defined transparent and documented measurement and evaluation system
- Include well-structured placement opportunities when appropriate. Placement can be internship, traineeships or periods that are not spent at the educational institution but enable a learner to gain experience related to their study field.
- The Innopeda® programmes are approved as formal programmes of the institution.

## **Ic Learner-centred learning, Teaching and Assessment**

### **Standard:**

The Innopeda® institutions should ensure that the programmes are delivered in a way that encourages learners to take an active role in creating the learning process, and that the assessment of learners reflects this approach.

### **Guidelines:**

Learner-centred learning and teaching in Innopeda® play an important role in stimulating learners' motivation, self-reflection, and engagement in the learning process. This means

Careful consideration of the design and delivery of education and the assessment of learning outcomes.

### The implementation of learner-centred learning and teaching

- Respects and attends to the diversity of learners and their needs, enabling flexible and individual learning paths.
- Considers and uses different modes of delivery, where appropriate. Pedagogical planning is used to create meaningful learning experiences.
- Flexibly uses a variety of pedagogical methods at the curriculum level as well as on the individual learning plan level and the methodological level. These pedagogical methods are described in the implementation plan in detail and in a transparent manner. A template for Innopeda® Implementation plan is provided as an appendix 7 in this handbook.
- Regularly evaluates/assesses and develops and adjusts the modes of delivery and pedagogical methods. Learning focuses on competence and is assessed in authentic situations and by using various assessment modes, such as self, peer, teacher, and external assessment.
- Encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher. A learner is supported to take responsibility of their own learning process according to their level. Different methods for learning are actively used. The evaluation of this is possible through the self-assessment of Innovation Competences.
- Encourages mutual respect within the learner–teacher relationship
- Has appropriate procedures for dealing with learners' complaints and appeals.

Considering the importance of assessment for the learners' progression and their future, the Innopeda® quality assurance processes for assessment consider the following:

- The qualified assessors or teachers get training in assessment processes according to the Innopeda® approach and receive support in developing their own skills in this field
- The criteria for grading and methods of assessment are published in advance. Course plan/implementation plan includes assessment methods and criteria

- The learning process and assessment allows learners to demonstrate the extent to which the intended learning outcomes have been achieved. Learners are given feedback and guidance along the learning process
- Where possible, assessment is carried out by more than one assessor or teacher and more than one method of assessment
- The regulations for assessment consider mitigating circumstances
- Assessment is consistent, fairly applied to all learners and carried out in accordance with the stated procedures
- A formal procedure for learner complaints and appeals is in place.

## **Id Learner admission, progression, recognition, and certification**

### **Standard:**

Innopeda® institutions should consistently apply pre-defined and published regulations covering all phases of lifelong learning, e.g. learner admission, progression, recognition, and certification.

### **Guidelines:**

Providing conditions and support that are necessary for learners to make progress in their future plans is in the best interest of the individual learners, educational institutions and systems. It is vital to provide information regarding the admission of learners. This includes pre-admission information and conditions of admission.

Educational institutions need to put in place both processes and tools to collect, monitor and act on information on learner progression.

Fair recognition of education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the learners' progress in their studies (if applicable). Appropriate recognition procedures rely on the following:

- Institutional practice for recognition must be defined, documented and it is publicly available
- Cooperation with other institutions, quality assurance bodies and related national/international authorities.

Completing studies is the culmination of the learners' period of study. Learners need to receive documentation explaining the competences and qualification gained, including achieved learning outcomes and the context, level, content, and status of the studies that were pursued and successfully completed.

## **Ie Teaching staff**

### **Standard:**

Innopeda® institutions should assure themselves of the Innopeda® competence of their teachers by providing training and support for their teaching staff. They should apply fair and transparent processes for the recruitment and development of the Innopeda® staff.

### **Guidelines:**

The teacher's role is important in creating a high-quality learner experience and enabling the acquisition of knowledge, competences, and skills. The diversifying learner population and stronger focus on learning outcomes require learner-centred learning and teaching and the role of the teacher is, therefore, also changing (cf. Standard 1.3).

Innopeda® institutions have primary responsibility for the Innopeda® quality/expertise of their staff and for providing them with a supportive environment that allows them to carry out their work effectively and in accordance with the Innopeda® approach.

Such an environment

- Sets up and follows clear, transparent, and fair processes for Innopeda® staff recruitment and conditions of employment that recognise the importance of teaching with the Innopeda® approach
- Offers opportunities for and promotes the professional development of staff by offering training and forums for sharing experiences and best practices
- Encourages scholarly activity to strengthen the link between education and research
- Encourages innovation in teaching methods and the use of new technologies.

## **If Learning Resources and Learner Support**

### **Standard:**

Innopeda® institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and learner support are provided.

### **Guidelines:**

For a good education experience, Innopeda® institutions provide resources to assist learning. These vary from physical resources such as libraries, study facilities and IT infrastructure to human support in the form of tutors, counsellors, and other advisers. The role of support services is of particular importance in facilitating the mobility of learners within and across education systems.

The needs of a diverse learner population (any educational institution), and the shift towards learner-centred learning and flexible modes of learning and teaching are considered when allocating, planning, and providing the learning resources and learner support.

Support activities and facilities may be organised in a variety of ways, depending on the institutional context. However, the internal Innopeda® quality assurance ensures that all resources are fit for purpose, accessible, and that learners are informed about the services available to them. Additionally, the learners are encouraged for taking responsibility of learning, searching for resources; this is supported by the services offered.

In delivering support services, the role of support and administrative staff, and the Innopeda® trainers, is crucial and therefore they (the Innopeda® trainers) need to be qualified and have opportunities to develop their competences.

## **Ig Information Management**

### **Standard:**

Innopeda® institutions should ensure that they collect, analyse, and use relevant information for the effective management of their Innopeda® education and other Innopeda® activities.

**Guidelines:**

Reliable data is crucial for informed decision-making and for knowing what is working well and what needs attention. Systematic processes to collect and analyse information about Innopeda® education and other Innopeda® activities feed into the internal Innopeda® quality assurance system.

The information gathered depends, to some extent, on the type and mission of the Innopeda® institution. The following are of interest:

- Measurement and key performance indicators
- Profile of the learner population
- Learner progression and success
- Satisfaction of learners, other beneficiaries, and staff
- Learning resources and learner support available.

Various methods of collecting information on Innopeda® may be used. It is important that learners and staff are involved in providing and analysing the Innopeda® information and planning follow-up activities.

**Ih Public Information****Standard:**

Innopeda® institutions should publish information about their education and other activities, which is clear, accurate, objective, up-to date and readily accessible.

**Guidelines:**

Information on institutions' Innopeda® activities is useful for prospective and current learners as well interested parties and the public.

Therefore, institutions provide information about their Innopeda® activities:

- The Innopeda® education they offer and the selection criteria
- The intended learning outcomes
- The qualifications they award
- The teaching, learning and assessment procedures used
- The pass rates and the learning opportunities available to their learners.

## **li On-Going Monitoring and Periodic Review of Education**

### **Standard:**

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

### **Guidelines:**

Regular Innopeda® monitoring, review and revision of education aim to ensure that the provision remains appropriate and to create a supportive and effective learning environment for learners. The forms of monitoring can be internal audit, self-evaluation, bench learning.

The Innopeda® institution should evaluate:

- The Innopeda® content of the education in the light of the latest research and guidelines in the given discipline, thus ensuring that the education is up to date
- The changing needs of society
- The learners' workload, progression and completion when applying Innopeda®
- The effectiveness of procedures for assessment of learners
- The learner expectations, needs and satisfaction in relation to the education and Innopeda®
- The learning environment and support services and their fitness for purpose for the Innopeda® education.

The Innopeda® education is reviewed and revised regularly involving learners and other interested parties. The information collected is analysed and the education is adapted to ensure that it is up to date. Revised Innopeda® education specifications are published.

## **lj External Quality Assurance of Innopeda® Institutions by Turku UAS**

### **Standard:**

Innopeda® institutions should undergo an external quality assurance performed by Turku University of Applied Sciences in line with the SIQA on a cyclical basis.



## Guidelines:

External quality assurance by Turku UAS in its various forms can verify the effectiveness of institutions' internal Innopeda® quality assurance, act as a catalyst for improvement and offer the institution new perspectives. It will also provide information to assure the institution and the public of the quality of the institution's Innopeda® activities. Depending on the framework, the external quality assurance by Turku UAS may take different forms and focus on different organisational levels (such as educational unit or institution).

In case that the certification to become an Innopeda® institution is pending and the criteria are not met or fulfilled, the certification is withdrawn.

The Innopeda® quality assurance is a continuous process that does not end with the external feedback or report or its follow-up process within the institution. Therefore, institutions ensure that the progress made since the last external quality assurance activity is taken into consideration when preparing for the next one.





## **Part II: External Evaluation**

### **IIa Reflections on Internal Quality Assurance**

#### **Standard:**

The effectiveness of the internal quality assurance processes by the educational institution as described in Part I of the SIQA will be evaluated in an external audit by Turku UAS.

#### **Methods:**

The educational institution should be able to provide enough documentation on how Innopeda® is implemented in the educational institution prior the audit. Quality assurance in education is based on the institutions' responsibility for the quality of their education and other provision. Innopeda® quality assurance should be integrated into the policies and processes of an institution/unit/faculty. To ensure the link between internal and external quality assurance, external quality assurance includes consideration of Part I.

Guidelines for the educational institution as to what kind of information they should provide prior the accreditive audit and what the criteria are, are described in Annex 1.

### **IIb Designing Methodologies Fit for Purpose**

#### **Standard:**

External quality assurance is defined and designed specifically to ensure its fitness to achieve the aims and objectives set for it, while considering relevant regulations. Interested parties are involved in its design and continuous improvement.

**Methods:**

To ensure effectiveness and objectivity, Turku UAS' external quality assurance has clear aims agreed on by interested parties.

The aims, objectives and implementation of the processes will

- Consider the level of workload and cost that they will place on institutions
- Consider the need to support institutions to improve quality
- Allow institutions to demonstrate this improvement
- Result in clear information on the outcomes and the follow-up.

The educational institution should be able to provide enough documentation on how Innopeda® is implemented in the educational institution and what kind of improvement in learning, teaching and RDI is made. The criteria for the documentation will be available through the Innopeda® development process and training programme for the institution.

The system for Turku UAS' external quality assurance might operate in a more flexible way if institutions are able to demonstrate the effectiveness of their own internal quality assurance.

**IIc Implementing Processes****Standard:**

Turku UAS' external quality assurance processes (at least every four years) are planned to be reliable, useful, pre-defined, implemented consistently and published. They include

- a self-assessment or equivalent produced and submitted by an educational institution
- a Turku UAS external audit including a site visit
- a report resulting from Turku UAS' external assessment
- a consistent follow-up and possible re-audit, if needed.

**Methods:**

External quality assurance carried out professionally, consistently, and transparently ensures its acceptance and impact.

The institution provides the basis for the external quality assurance through a self-assessment or by collecting other material including supporting evidence. The written documentation is normally complemented by interviews with interested parties during a site visit. The findings of the assessment are summarised in a report (cf. Standard 2.5) written by a group of Turku UAS' external experts (cf. Standard 2.4).

External quality assurance does not end with the report by the experts. The report provides clear guidance for institutional action. Turku UAS has a follow-up process for considering the action taken by the institution.

The institution is awarded one of the following levels of Certified School: Missing, Emerging, Developing, Advanced. The institution has the possibility to apply for a re-audit as agreed to show implementation for a higher level certificate.

In case of a failed audit result, a pending result of Innopeda® Candidate educational institution can be achieved, and a new audit and development process will be agreed together.

## **IId Turku UAS Peer-review Experts**

### **Standard:**

External quality assurance will be carried out by groups of Turku UAS experts that include (a) learner member(s), when applicable.

### **Methods:**

At the core of the Turku UAS external quality assurance is the wide range of expertise provided by peer experts, who contribute to the work through input from various perspectives, including those of institutions, academics, learners, and employers/professional practitioners.

To ensure the value and consistency of the work of the experts, they

- are carefully selected
- have appropriate skills and are competent to perform their task
- are supported by appropriate training and/or briefing.

## **Ilf Criteria for Outcomes**

### **Standard:**

Any outcomes or judgements made as the result of the external quality assurance are based on explicit and published criteria that are applied consistently, irrespective of whether the process leads to a formal decision.

### **Methods:**

In the interests of equity and reliability, outcomes of Turku UAS' external quality assurance are based on predefined and published criteria, which are interpreted consistently. Outcomes may take different forms, for example, recommendations, judgements, or formal decisions.

## **Ilg Reporting**

### **Standard:**

Reports by the Turku UAS experts will be digitally published, clear and accessible to the educational community, external partners, and other interested individuals. The reports are provided in English only. If Turku UAS takes any formal decision based on the reports, the decision will be published together with the report.

### **Methods:**

The report by the Turku UAS experts is the basis for the institution's follow-up action of the external evaluation and it provides information to society regarding the activities of an institution. For the report to be used as the basis for action to be taken, it will cover the following:

- Context description (to help locate the educational institution in its specific context)
- Description of the individual procedure, including the experts involved
- Evidence, analysis, and findings
- Conclusions
- Features of good practice demonstrated by the institution, recommendations for follow-up action.

The institution is given the opportunity to point out errors of fact before the report is finalised.

In case the audited party wants to transfer the digital report into a published form, this must be negotiated with Turku UAS.

## **IIh Complaints and Appeals**

### **Standard:**

Complaints and appeals processes will be clearly defined as part of the design of Turku UAS' external quality assurance processes and communicated to the institutions.

### **Methods:**

To safeguard the rights of the institutions and ensure fair decision-making, Turku UAS' external quality assurance is operated in a transparent way. Nevertheless, there may be misapprehensions or instances of dissatisfaction about the process or formal outcomes.

Educational institution will have access to processes that allow them to raise issues of concern with Turku UAS. Turku UAS will handle such issues in a professional way by means of a clearly defined process that is consistently applied.

A complaints procedure allows an institution to state its dissatisfaction about the conduct of the process. In an appeals procedure, the institution questions the formal outcomes of the process, where it can demonstrate that the outcome is not based on sound evidence, that criteria have not been correctly applied or that the processes have not been consistently implemented.

# 3. Innopeda Certified School Process

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Innovation pedagogy is a strategic approach to be used in educational institutions to support the learners to acquire knowledge, skills and attitudes, which are needed in innovative environments, whether in further learning or in future working life. The Innopeda® pedagogical strategy should be integrated in all operations of the educational institution.

Standards and Guidelines for Innopeda® Quality Assurance (SIQA) provide a common framework tool for educational institutions and form a basis for the Innopeda® development plan (IDP). The IDP sets the timeline and intended actions to be taken at operational level to implement Innopeda® as a pedagogical strategy.

An educational institution aiming to be accredited as an Innopeda® Certified School will follow a quality process whereby they develop various aspects of the institution by following the guidelines of the SIQA document and reviewing the success of the implementation in collaboration with Turku UAS' Innopeda® experts. In some cases, it may be relevant to implement Innopeda® first in specific units or class levels before utilising it as an institution-wide approach.

The institutions start the development process by creating an Innopeda® Development Plan. The guidelines must be adopted extensively to be accredited as an Innopeda® Certified School. The implementation includes various checkpoints. The institution provides evidence of the implementation of the development plan, supported by feedback and training given by Turku UAS' Innopeda® experts.

The institution conducts self-evaluation in preparation for the audit. Turku UAS auditors evaluate the audit report and conduct interviews and observations on site, after which they provide a detailed auditor's report for the institution.



**Figure 5.** Innopeda® Certified School process

The Institution is awarded one of the following levels of Certified School: Missing, Emerging, Developing, Advanced. The institution has the possibility to apply for a re-audit as agreed to show implementation for a higher-level certificate.

**Recommendation:**  
Document the development process closely in preparation for the audit.

### 3.1. Innopeda® Development Process for Educational Institutions

The Innopeda® Development Process includes various steps to guide and support the educational institution in creating a development plan that can be implemented within the timeframe towards the audit for Innopeda Certified School.

#### 1. Starting the development plan process

- Possible visit(s) to Turku UAS and Finnish schools for plans and experiences and introduction to Innopeda®, e.g. training for managers
- Possible visit(s) to educational institution by Turku UAS Innopeda® experts to give suggestions for development plan



- 2–4 onsite or online meetings between Turku UAS' Innopeda® expert(s) and management team of educational institution to discuss ideas for implementing Innopeda® as a strategy

## **2. Submitting the development plan**

- Educational institution submits the plan according to instructions provided in this document and based on the guidelines from Step 1
- Turku UAS provides feedback for the development plan and either accepts the plan as is or asks for further evidence or more detailed plan
- 1–2 online meetings to discuss the development plan and the following implementation in preparation for the audit

## **3. Implementing the Development Plan**

- Institution ensures the initial parts of Innopeda® Certified School Process have taken place, e.g. training of teachers
- Putting in place the actions listed in the development plan for the first year of implementation
- 1–2 online meetings to discuss the development plan and the following implementation in preparation for the audit

## **4. Mid-review of the Development Plan Process**

- Visit to institution by Innopeda® expert
- Onsite observations of implementation of development plan
- Meetings with management to evaluate progress of implementation
- Self-evaluation
- Audit planning and preparation
- Onsite guidance discussion, complementary practices and feedback for various parties participating in the development process (e.g., teachers, coordinators)

## **5. Finalising the development plan process**

- Documenting the implementation of the plan in order to follow the innopeda quality process (SIQA)
- Collecting evidence for each of the standards in preparation for the audit
- 1–2 meetings to conclude the process and move to the next stage, the audit

### 3.1.1. Innopeda® Development Plan

An educational institution aiming to implement innovation pedagogy as a pedagogical strategy creates an Innopeda® Development Plan at the beginning of the development process. The guidelines must be adopted and adapted to the local context.

**Recommendation:  
Engage the management  
and relevant stakeholders  
in the development  
process**

In the audit process, the educational institution should provide information on how the development plan has been implemented and submit a self-assessment on how it could further improve its activities.

The IDP lists those actions that should be covered within the development plan of an institution. Each institution will modify the development plan to correspond to the education systems, programmes and learners within their context.

IDP has the following purposes:

- It creates a roadmap for the institution to implement Innopeda® as a pedagogical strategy
- It provides the institution a basis for the audit through implementation of the actions listed in the development plan
- It provides the institution an opportunity to follow the SIQA framework for quality assurance in implementing Innopeda®

The development plan can be created in collaboration with all interested and relevant internal parties, with input from relevant external stakeholders. It is recommended to include and engage the management of the educational institution from the planning to implementation stage.

The IDP should follow the guidelines provided in Part 1 of the SIQA document and Innopeda® quality criteria. The IDP should show a roadmap to continued development of each of the Innopeda® standards 1.1–1.9 (Appendix 2). The timeline of the IDP should cover the implementation of plans leading to the audit.

**Recommendation:  
Create a detailed plan that  
follows the Innopeda®  
standards and criteria**

### 3.1.2. Instructions for Innopeda® Development Plan (IDP)

Innopeda development plan (Appendix 3) must include the following parts:

- Information about the educational institution
- Detailed plan and description for implementation of each Innopeda® standard 1.1–1.9 using the template provided in this guidebook
- Attachments and supporting documents for parts 1–2 above

The development plan is submitted to Turku UAS in English. If the original development plan has been created in another language, it is the responsibility of the institution to have it translated.

The development plan must be submitted by a specified date agreed jointly by the institution and Turku UAS. The development plan process includes regular meetings between the two parties.

The institution creates the plan using the template provided in this document (Appendix 2). They will first conduct a self-evaluation to identify the parts of the standard description (from SIQA) that are a target of development for Innopeda® or that are already in place.

They will then describe and give examples of how they plan to implement and realise the activities and topics presented in SIQA standard description, or how they have already been implemented previously. The development plan is made for the next five years, where each of the years can have a different focus for development. The plans can be modified as needed.

**Recommendation:**  
IDP process in its entirety should last between 3 months to 1 year (steps 1–5 in chapter 3.1.)

**Recommendation:**  
Decide priorities for the first year of the IDP process

### 3.1.3. A Practical Example of Innopeda® Development Plan (IDP)

The table 2 provides an example of a possible approach to a five-year development plan for standard 1.1. The institution highlights the parts of the standard description from SIQA that are under development (yellow) or that are already in place (green). The institution then describes and gives examples of how they plan to implement and realise the activities and topics presented in the SIQA standard description above or how they have already been implemented as applicable to the institution during the five years of development.

**Table 2.** An example of a five-year development plan

1.1. Innopeda Standard	The Innopeda® Institutions should have a guideline as how Innopeda® is implemented. It is an integral part of the management system of the institution. Internal interested parties should develop and implement this policy through appropriate, transparent structures and processes, while involving external interested parties.
	<p>Innopeda® quality assurance is integrated to the policies and processes of an institution/unit/faculty. It forms a cycle for continuous improvement and [...]Quality assurance policies for Innopeda® are most effective when they reflect the relationship between learning, teaching and research and, in addition, take account of the national context in which the institution operates, the institutional context and its strategic approach.</p> <p>Structures and processes:</p> <ul style="list-style-type: none"> <li>• Innopeda® is a strategic approach, which is included in the strategy of the institution.</li> <li>• Innopeda® Curriculum is applied throughout the institution/unit/faculty, which is involved in the development.</li> <li>• Innopeda® Curriculum or parts of it is discussed on yearly basis with the representative of the management of the institution.</li> <li>• Feedback on Innopeda® is gathered on a yearly basis through a questionnaire or related system and the quality system enables to react to the results accordingly...</li> </ul> <p>The Innopeda® quality policy translates into practice through a variety of internal quality assurance processes that allow participation across the institution. How the policy is implemented, monitored and revised is the institution's decision.</p>
2020	<ul style="list-style-type: none"> <li>• Innopeda® as a pedagogical strategy is included in the strategy of the institution by...</li> <li>• Innopeda® is presented in formal documentation of the institution and can be accessed at...</li> <li>• Quality of Innopeda® activities in the institution's operations will be monitored through the following activities: ...</li> </ul>
2021	<ul style="list-style-type: none"> <li>• Quality of Innopeda® activities in the institution's operations will be further strengthened through the following activities: ...</li> <li>• Feedback on previous year's implementation of Innopeda® as a pedagogical strategy will be utilised in the following ways... and new feedback will be collected from ....</li> </ul>
2022	<ul style="list-style-type: none"> <li>• The strategy of the institution during this academic year is to focus on...</li> <li>• Innopeda® is implemented throughout the institution, starting with ....</li> </ul>
2023	<ul style="list-style-type: none"> <li>• Innopeda® is an integral part of quality process of the institution...</li> <li>• Innopeda® is part of community development and stakeholders are involved in the Innopeda® activities by...</li> <li>• Innopeda® is a strategy of entire institution and concerns all levels of education, all staff...</li> </ul>

Turku UAS will provide feedback for the first draft of the development plan, after which the institution provides an updated, final plan. After institution has started implementing the initial stages of the plan, Turku UAS' Innopeda® expert visits the institution to observe and give further guidance and complementary practices to support successful implementation.

The institution documents and provides evidence about the development plan process to prepare for the audit. Regular meetings are held between the two parties during the process to ensure progress and integrity to process.

### 3.1.4. Self-evaluation during the Development Process

During the development process, the institution should evaluate various parts of the plan and their success in implementation. The institution can modify parts of the development plan based on the self-evaluation in preparation for the audit.

Self-evaluation during the development process has the following purposes:

- It helps managers and stakeholders to evaluate the success of the implementation and make necessary adjustments to prepare for the audit
- It provides the institution a basis for the self-evaluation report (Appendix 4) for the audit

- It provides the institution an opportunity to follow the SIQA framework for quality assurance in implementing Innopeda®

The self-evaluation can be created in collaboration with all interested and relevant internal parties, with input from interested and relevant external stakeholders. It is recommended to collect feedback from various stakeholders participating in the development process and get suggestions for improvements.



**Recommendation:  
Collect feedback  
from the relevant  
stakeholders**

### In a nutshell:

The IDP process is meant for ensuring the quality of implementing Innopeda® as a strategy at the educational institution that aims to be accredited as an Innopeda® Certified School. It is not possible to be accredited without the full IDP process as described in this document, followed by the audit presented in the next chapter. Institutions have the possibility to discuss, get feedback and guidance during the process to ensure following the guidelines provided here.

- Engage the management and relevant stakeholders in the development process
- Create a detailed plan that follows the Innopeda® standards and criteria
- Document the development process closely in preparation for the audit
- IDP process in its entirety should last between 3 months to 1 year
- Decide priorities for the first year of the IDP process.

## **3.2. Audit Process**

The Innopeda® audit for educational institutions will be implemented as a process. The institution will carry out a self-evaluation and prepare the audit material. The material will be examined by Turku UAS experts. This is followed by a site visit by Turku UAS Innopeda® experts and finally the results of the audit are reported.

The Innopeda® audit refers to a documented systematic and external evaluation, where the evidence provided are evaluated to determine the extent to fulfil the SIQA criteria. The aim of the audit is to find out how the institution's own procedures maintain, support and develop the implementation and integration of Innopeda®. The audit focuses on the processes and procedures the institution uses to develop and improve the implementation. The audit also aims to help the institution to find out the strengths and good/best practices, in addition to development areas. The Turku UAS external quality assurance processes are conducted at least every four years, with a bi-annual review to show the continuous development and implementation of Innopeda®.

### **3.2.1. Innopeda audit process responsibilities**

Table 3 next site shows the responsibilities of the institution to be audited and the auditor (Turku UAS) during the audit process.

### **3.2.2. Innopeda audit plan for educational institutions**

The audit visit is conducted onsite the school premises or online at a time agreed mutually.

During the visit, auditors will interview appropriate personnel, learners and stakeholders nominated and selected beforehand by the auditors. The interviews are held as interactive and reflective Innopeda® workshops where participants are expected to give their own viewpoints on the topics given by the auditors. The interviews are conducted in English and the educational institution will provide interpretation and translation services if necessary.

They will also examine materials provided by the institution and may request additional material to be viewed during the audit. The auditors will make notes based on evidence and observations and will provide an audit report within 2 months of the audit.

**Table 3.** Responsibilities during Innopeda® Audit Process

Process	Educational institution	Turku UAS
Evidence of implementation provided throughout the development process	x	
Registration for the audit prior to planned audit time	x	
Audit agreement and dates	x	x
Audit team is nominated based on their own management system and quality assurance, e.g. person responsible for Innopeda, Management representative, Quality Manager, Education coordinator and other relevant personnel		x
Internal information and discussion forum provided if needed or when applicable	x	
Workshop with appropriate personnel, auditors will nominate interviewees (Management., teachers, learners, and other stakeholders; nomination request announced 4 weeks prior to audit)	x	x
Material and self-evaluation report provided according to criteria and handbook	x	
Audit visit, 3–5 days	x	x
Auditors provide audit report within 2 months of the audit. The auditees may check the correctness of the facts of the report.	x	x
Audit result will be announced within 2 months of the audit, incl. recommendations		x
In case of failed audit result, a pending result of Innopeda® Candidate educational institution can be achieved, and a new audit and development process will be agreed together	x	x
If the audit is successful, the certification will be granted within 3 months of the audit at one of the following levels: Emerging, Developing, Advanced		x

Table 4 shows the intended general structure of the audit visit. A detailed programme and list of participants will be made together with the educational institution prior to the audit.

**Table 4.** Intended general structure of Innopeda® Audit Visit

Day	Topic	Participants (for example)
Day 1	The topics are based on the self-evaluation report provided by the educational institution prior to audit	Workshop with the top management and leadership of the institution Workshop of the board of educational institution Workshop of Innopeda® implementation team Workshop of External Stakeholders
Day 2	The topics are based on the self-evaluation report provided by the educational institution prior to audit	Workshop with Innopeda® coordinator teachers Workshop with teachers Workshop with the supporting service staff members Workshop with learners
Day 3	The topics are based on the self-evaluation report provided by the educational institution prior to audit	Follow up the implementation of Innopeda® in learning process and teaching Presentation of Innopeda® best practices producing learning material

### 3.2.3. Instructions for Innopeda® Audit Self-Evaluation Report

The aim of the self-evaluation report is to serve in the best possible way the development and improvement of the Innopeda® implementation and practices in the educational institution. Therefore, the self-evaluation report is expected to be as reflective as possible identifying the areas in need of development and provide a concrete description of practices integrating Innopeda® to the education. In addition, it includes concrete steps as how to improve the integration of Innopeda®. Self-evaluation is a description of current situation of implementing Innopeda in the educational institution. An educational institution should engage staff members, learners, and stakeholders to the self-evaluation process.

The Self-Evaluation Report must be submitted prior to the audit visit as mutually agreed. The Self-Evaluation Report gives auditors a comprehensive description of implementing Innopeda®. Therefore, the educational institution is asked to provide concrete examples and assessment of how well its procedures function in relation to its activities and



their development. Based on the report, the auditors prepare the audit programme and workshops. During the audit visit the educational institution can be asked to present evidence of what has been stated in the report. In addition, the audit team can ask the educational institution to provide complementary material prior and/or during the audit visit.

The Self-Evaluation report has the following purposes:

- Reflects the Innopeda® Development Plan of the institution created as part of the development process (see Appendix 3) and the Documentation and Criteria for SIQA (Appendix 2).
- Describes the current situation of Innopeda® implementation in the institution.
- Gives detailed descriptions (a) and self-evaluation (b) using the template provided (Appendix 5).

The educational institution produces two (A+B) documents for the audit:

### **A Background material**

- Organisation Chart and description of the educational institution, included with the number of learners and staff
- Overall strategy of the educational institution
- Description of how Innopeda® is linked to the policies of the institution. In addition, a summary of key strategic choices of Innopeda® in terms of the future of the educational institution
- Compact description of Innopeda® Quality Assurance
- Innopeda® Development Plan or related document describing the development of the operations
- For all programmes the total learner intake and number of on-time certificated/graduated learners
- Basic material report must **not exceed 5 pages**.

### **B Self-Evaluation Report (See Appendix 4: Self-Evaluation Report)**

- Make a self-evaluation report using Template 2: **Self-Evaluation**
- The report needs to give a picture of the **current situation**, i.e. how the educational institution is implementing Innopeda®. Therefore, the report consists of the description (a) part and followed by the critical

self-evaluation (b) where strengths/good practices and areas where improvement/ development is needed are listed

- The institution chooses how to carry out its self-evaluation and write the report. The personnel writing the report should answer the questions in the following Audit Self-Evaluation Report Template.

Various methods of collecting information on Innopeda® should be used. It is important that learners and staff are involved in providing and analysing the Innopeda® information and planning follow-up activities. The learners and staff can be activated, for example, through workshops.

- The evaluation should **concentrate on the current situation** rather than description when applicable. It is expected that the institution will be prepared to present evidence of practices presented in the self-evaluation report during the audit visit.
- The report is max. 50 pages. Do not exceed the maximum number of pages.
- **The report must be structured according to the headings listed in Appendix 5.** The institution may freely decide on the use of any sub-headings.

## In a nutshell:

The Innopeda® audit for educational institutions will be implemented as a process. The institution will carry out a self-evaluation and prepare the audit material. The material will be examined by Turku UAS experts. This is followed by a site visit by Turku UAS Innopeda® experts and finally the results of the audit are reported.

- Each institution has specific responsibilities during the audit process
- The audit is carried out according to a mutually agreed plan
- The self-evaluation report describes the current situation in the institution in relation to implementation of Innopeda® and specifies the development needs as well as examples of best practices

# 4. Innopeda® Roles

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Institutions can utilise different roles in training, guiding and supporting their staff in the use of Innopeda® as a pedagogical strategy. Innopeda® Manager enables, leads and supports the implementation of Innopeda development work. Innopeda® Teachers have the necessary skills to teach and assess learners using Innopeda® methods and approaches, whereas Innopeda® Trainers provide training in the methods and approaches for new staff. Innopeda® Coaches have the competence to guide and support learners using the Innopeda® approach in a corporate context. Innopeda® Tutors support teachers and institutions in the Innopeda® related training and supporting activities.

## **Innopeda® roles shortly**

### **Innopeda® Manager**

- Ensures the integration and implementation of Innopeda® into strategies, infrastructure and processes.
- Supports their staff and learners in Innopeda® processes. Ensures the continuous development and quality assurance of Innopeda® in their local institution.

### **Innopeda® Teacher**

- Teaches, guides and supports learners in various learning situations using the Innopeda® approach for teaching and learning in their local educational institution and subject-specific context.
- Reflects and develops their professional role as an Innopeda® Teacher.

### **Innopeda® Coach**

- Teaches, guides and supports learners in various learning situations using the Innopeda® approach for teaching and learning in their local corporate institution and work-life context.
- Reflects and develops their professional role as an Innopeda® Coach.

### **Innopeda® Trainer**

- Trains, guides and supports teachers in becoming Innopeda® Teachers.
- Shares theoretical knowledge and practical examples of innovation pedagogy in their work.
- Supports their local institution and its staff in innovation pedagogy as a pedagogical strategy.
- Reflects and develops their professional role as an Innopeda® Trainer.

### **Innopeda® Tutor**

- Coordinates and supports Innopeda® related activities in the local institution.
- Assists teachers and institutions in the Innopeda® development process in the local context.

### **Innopeda® Expert**

- Holds extensive experience in training and implementation of Innopeda® in various aspects of teaching, learning and organisational activities.
- Acts as Head Trainer in various Innopeda® training entities.
- Provides expertise, training and guidance to those participating in Innopeda® training entities.
- Oversees the integration and implementation of Innopeda® quality assurance into Innopeda® training processes and implementation.

## **4.1. Innopeda® Manager**

Some institutions utilising Innopeda® as a strategic approach may want to first train their management as Innopeda® Managers. An Innopeda® Manager is someone who is trained to manage the process of using Innopeda® as a strategic pedagogical approach in the educational institution.

### **4.1.1. Innopeda® Manager Training**

Managers are central in the process of implementing Innopeda® as a strategic pedagogical approach in the educational institution. Their role is essential in managing the change process and ensuring decisions regarding strategies, infrastructure and processes in the implementation of Innopeda® at the level of the institution.

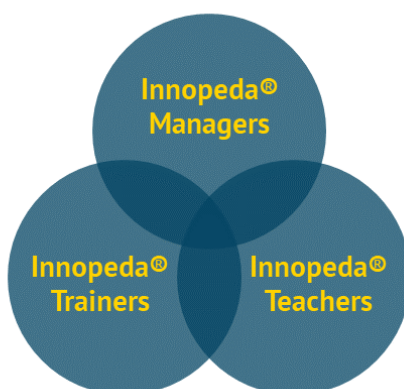
It is important that the Innopeda® Manager has first-hand experience of the Finnish educational system and culture and can connect it to their own local educational context and culture. Managers are recommended to visit Turku UAS and other educational institutions of relevant level in Finland (e.g., elementary schools).

The Innopeda® Manager is responsible for the development and evaluation of quality within their own institution according to the Innopeda® Quality Framework. It is important that the Innopeda® Manager understands the quality requirements of Innopeda® and can include it in the quality framework of their own educational institution. The Innopeda® Manager has a central role in the audit process of a Certified Innopeda® School.

The Innopeda® Manager's role is also to support and motivate the staff in the use of the Innopeda® approach. This can be done e.g., through additional training, guidance, joint seminars, or other collaborative activities amongst Innopeda® trainees and trainers. The managers enable, facilitate, and support various processes of Innopeda® standards and guidelines within the institution, such as teacher training, physical and virtual learning environments, assessment culture, and external communication.

It is recommended that Innopeda® Managers encourage and enable research activities for their staff as part of implementation of Innopeda® to gain evidence of successful implementation, to share good practices as well as identify and initiate development needs to develop and support the change process in the institution.

## Educational institution in the local context and culture



**Figure 6.** Innopeda® roles in a Certified School.

### 4.1.2. Innopeda® Manager Training Process

The Innopeda® Manager Training Process includes training sessions onsite and online to train, guide and support the managers in using Innopeda® as a strategic approach in their educational institution.

Innopeda® Manager Training is continuing professional education and in-service training that offers managers a chance to further complement their role as managers in education by integrating a new pedagogical strategy in their work and institution. The training is provided by Innopeda® Trainers either onsite or online and takes place both in Finland and in the local context of the institution. All managers taking part in Innopeda® Manager Training are required to be working in a management role at the educational institution where they want to implement Innopeda® as a pedagogical strategy.

Managers utilise the SIQA framework in this Quality Handbook to create a development plan to prepare the implementation of the Innopeda® approach in different levels of the institution as outlined in this Quality Handbook. Their role is to manage and oversee the successful implementation of the plans in their educational institution, assess and develop the quality of the Innopeda® approach in their local context, as well as support their staff and learners in the new Innopeda® learning culture.

Innopeda® Managers are part of the Innopeda® Community and take part in training activities, development processes and educational activities. In addition, they work

closely together with Turku UAS' Innopeda® experts to keep up-to-date with current discussion on how innovation pedagogy is developing.

Managers wishing to be certified as Innopeda® Managers are required to take part in Innopeda® training and create the development plan for their educational institution. This can be done as part of the Certified Innopeda® School process or as part of a separate Innopeda® training, which may be done in Finland or locally. It is not possible to be certified as Innopeda® Manager without participation in the aforementioned process.

## In a nutshell

Institutions can utilise different roles in training, guiding and supporting their staff in the use of Innopeda® as a pedagogical strategy.

- Innopeda® Managers implement Innopeda® as a strategic pedagogical approach in the educational institution.
- They manage the change process and ensure decisions regarding strategies infrastructure and processes in the implementation of Innopeda® at the level of the institution.
- They have first-hand experience of the Finnish educational system and culture and can connect it to their own local educational context and culture.
- They are responsible for the development and evaluation of quality within their own institution according to the Innopeda® Quality Framework.
- They support and motivate the staff in the use of the Innopeda® approach. They also encourage and enable research activities for their staff as part of implementation of Innopeda®.
- Innopeda® Managers are part of the Innopeda® Community and take part in training activities, development processes and educational activities.
- They work closely together with Turku UAS' Innopeda® experts to keep up-to-date with current discussion on how innovation pedagogy is developing.

## 4.2. Innopeda® Teacher


Some institutions utilising Innopeda® as a strategic approach may be interested in training Innopeda® Teachers. An Innopeda® Teacher is a person who is trained to utilise the Innopeda® approach and methods in teaching, working, networking and taking on a new role as a teacher in the educational institution.

An Innopeda® Teacher is innovative, creative and takes initiative, is not afraid to experiment, fail and try again, and utilises versatile activating teaching and assessment methods to support competence-based and students-centred learning processes. An Innopeda® Teacher can reflect and develop own activities based on feedback and results.

### 4.2.1. Innopeda® Teacher Training

As part of the institution's development plan process in becoming an Innopeda® Certified School, the institution should provide training and support for teachers' competences in the use and application of Innopeda®. Teachers are in a key role in ensuring that the pedagogical strategy can be implemented in the physical and virtual learning environments where learners are guided, assessed, and supported in learning and acquisition of knowledge, competences, and skills.

Innopeda® Teacher Training is continuing professional education and in-service training that offers teachers a chance to further complement their teaching profession by adding Innopeda® based approaches in the practices and renewing their role as an Innopeda® Teacher. This is typically in the form of intensive training provided by Innopeda® Trainers either onsite or online, as agreed in the institution's development plan. All teachers taking part in Innopeda® Teacher Training are required to have completed a teacher training degree that gives them eligibility to teach at the level required. The training is provided in English, or translated into another language, if separately agreed with the institution.



**Recommendation:  
Institutions provide training  
and support for teachers  
in implementing the  
Innopeda® approach.**

### 4.2.2 Innopeda® Teacher Training Process

The Innopeda® Teacher Training Process includes training sessions onsite and online to train, guide and support the teachers in using Innopeda® approach in their daily work as teachers. They are supported in creating a development plan to implement those aspects of the Innopeda® approach that are relevant in their own teaching context.



Teachers report their experiences and outcomes of their experiments and are awarded an Innopeda® Teacher certificate upon successful completion.

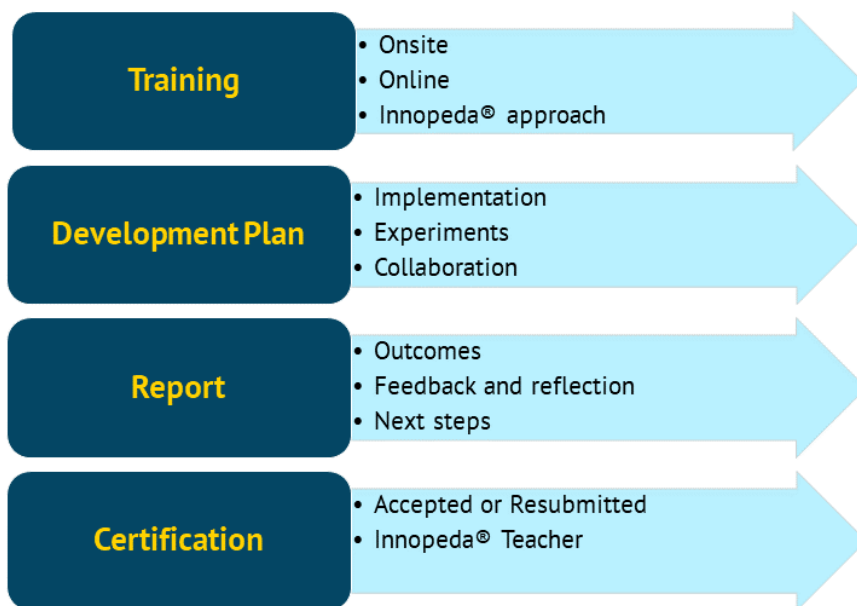


Figure 7. Innopeda® Teacher Training and Certification Process

### 4.2.3. Innopeda® Teacher Development Plan

As part of their Innopeda® training and to be certified as an Innopeda® Teacher, the participating teachers will create an Innopeda® Teacher Development Plan (ITDP) during the training. Each teacher will modify the development plan to correspond to the specific requirements of their own context in terms of the programme, subject, learners, and other specific needs.

During the training, teachers implement parts of their development plan in various learning and teaching situations and reflect on their experiences and outcomes. The development plan is personal and made individually. However, teacher teams can divide focus areas so that experience is gained in various aspects of the Innopeda® approach.

**Recommendation:**  
The ITDP process in its entirety should last between 3 months to 1 year.

**Recommendation:  
Teacher teams can share  
experiences during their  
personal development  
process.**

Teachers report their experiences and outcomes as a learning report to Innopeda® Experts for assessment and feedback. The purpose of the report is to show understanding and ability to apply the Innopeda® approach in the personal learning and teaching context. The certification of Innopeda® Teacher is awarded upon successful completion of training, development plan and report..

ITDP has the following purposes:

1. It creates a systematic plan for the teacher to test and implement the Innopeda® approach in teaching
2. It provides the teacher a basis for the Innopeda® Teacher report and certification through implementation of the actions listed in the development plan
3. It provides the institution an opportunity to explore and utilise Innopeda® approaches in various learning and teaching contexts within the institution whilst supporting teachers in their professional development as Innopeda® Teachers

#### **4.2.4. Instructions for development plan and report**

The Innopeda® Teacher Development Plan (ITDP) (Appendix 5) must include the following parts:

- General information about the teacher's teaching context (e.g., subject(s), grade(s), focus...)
- Detailed plan and description for implementation of the Innopeda® approach, cornerstones, and innovation competences, including various methods for teaching, assessment, and feedback
- Self-reflection and feedback from others, e.g., colleagues, students, parents, managers
- Attachments and supporting documents for parts 1–2 above

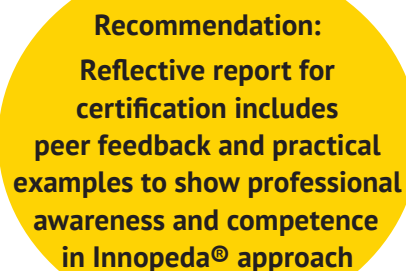
**Recommendation:  
Document the implementation  
during the training closely in  
preparation for the report.**

The Innopeda® Teacher Report (Appendix 6) for certification must include the following parts:

- Written 10–12-page report based on development plan with examples, screenshots and pictures as well as feedback from stakeholders
- Self-reflection of personal experiments, experiences, and professional development

#### 4.2.5. Innopeda® Teacher Certification

Teachers wishing to be certified as Innopeda® Teachers are required to take part in the training provided by the Innopeda® Trainers and their institution, create the development plan as part of the training and submit a report to showcase and reflect on their learning and professional development as teachers. It is not possible to be certified as Innopeda® Teacher without participation in the aforementioned process.



**Recommendation:  
Reflective report for  
certification includes  
peer feedback and practical  
examples to show professional  
awareness and competence  
in Innopeda® approach**

The development plan and report must be submitted by a specified date agreed jointly by the teacher/institution and trainer/Turku UAS.

The development plan and report are submitted to Innopeda® Trainers in English. If the original development plan and report have been created in another language, it is the responsibility of the teacher or institution to have them translated.

Innopeda® Trainers will submit feedback to the teachers and assess their reports by a specified date. The report is assessed on a scale 'Accepted' or 'Resubmit', and this provides the basis for teachers' certification. Teachers are awarded the Innopeda® Teacher certificate upon successful completion and acceptance of their development plan and report..

## In a nutshell:

An Innopeda® Teacher is a person who is trained to utilise the Innopeda® approach and methods in teaching, working, networking and taking on a new role as a teacher in the educational institution.

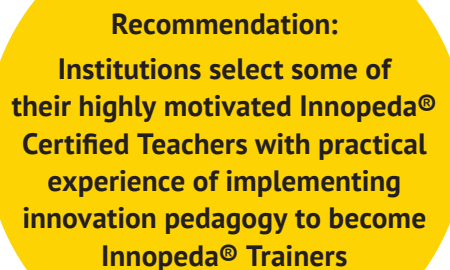
- Institutions provide training and support for teachers in implementing the Innopeda® approach
- ITDP process in its entirety should last between 3 months to 1 year
- Teacher teams can share experiences during their personal development process
- Teachers document their experiences during the training closely in preparation for the report
- Reflective report for certification includes peer feedback and practical examples to show professional awareness and competence in Innopeda® approach



### 4.3. Innopeda® Trainer

Institutions may wish to train Innopeda® Trainers as part of their development plan or continued Innopeda® activities in the local context. Innopeda® Trainers can train new teachers or other staff in Innopeda® approach or provide complementary training and support in implemented activities. An Innopeda® Trainer must be an already certified Innopeda® Teacher and they must have practical experience of implementing innovation pedagogy in their own teaching. In addition, they should be able to teach and support their peers in the process of taking on the new role of becoming an Innopeda® Teacher. A Certified Innopeda® trainer can train teachers in their own local institutions or as agreed with Turku UAS.

An Innopeda® Trainer leads by example, guides and shares good examples from own teaching to those who are in the process of becoming Innopeda® Teachers. An Innopeda® Trainer uses innovative, creative and activating approaches in their training sessions and implements innovation pedagogy principles and framework in their own actions as a Trainer. An Innopeda® Trainer can share theoretical knowledge of innovation pedagogy through practical examples in the training of new Innopeda® Teachers. An Innopeda® Trainer gives constructive and supportive feedback to their trainees and guides them in their path to become Innopeda® Teachers. An Innopeda® Trainer understands what quality and development work mean in the context of education and can make connections between Finnish educational culture and their own local educational culture. An Innopeda® Teacher can reflect and develop own activities based on feedback and results.



**Recommendation:**  
**Institutions select some of their highly motivated Innopeda® Certified Teachers with practical experience of implementing innovation pedagogy to become Innopeda® Trainers**

#### 4.3.1. Innopeda® Trainer Training

As part of the institution's development plan process in becoming an Innopeda® Certified School, the institution should provide training and support for teachers' competences in the use and application of Innopeda®. Institutions can train some of their highly motivated, already certified Innopeda® Teachers as Trainers for the future Innopeda® Teachers. The role of the Innopeda® Trainer is to ensure that the future Innopeda® Teachers are able implement teaching according to the Innopeda® framework and principles in the physical and virtual learning environments where learners are guided,

assessed, and supported in learning and acquisition of knowledge, competences, and skills.

Innopeda® Trainer Training is continuing professional education and in-service training that offers teachers a chance to specialise in innovation pedagogy in such detail that enables them to train and support others in Innopeda® related activities. The training is provided by Innopeda® Experts either onsite or online, as agreed in the institution's development plan.

**Recommendation:**  
**Trainers can train and support new teachers in the use of Innopeda®.**

#### 4.3.2. Innopeda® Trainer Training Process

The Innopeda® Trainer Training Process includes training sessions onsite and online to deepen the trainees' understanding of innovation pedagogy so that they can train and support others in the use of Innopeda® as a pedagogical strategy. They are supported in creating a development plan to give training sessions about various concepts of Innopeda®. Trainers report their experiences and outcomes of their practice training sessions and are awarded an Innopeda® Trainer certificate upon successful completion.



**Figure 8.** Innopeda® Trainer Training and Certification Process

### 4.3.3. Trainer Certification

Personnel wishing to become Innopeda® Trainers are required to take part in the training provided by the Innopeda® Experts at Turku UAS, create a development plan and give training sessions, and submit a report to showcase their competence and professional development as Trainers. In addition, they must gain practical experience about Finnish education and culture through training, visit or other means of participation. Those wishing to be certified as Innopeda® Trainers must already hold an Innopeda® Teacher certificate (see 4.2.5.). The training is provided in English, or translated into another language, if separately agreed with the institution. It is not possible to be certified as Innopeda® Trainer without participation in the aforementioned process.

**Recommendation:  
The Trainer process in its  
entirety should last between  
2–6 months.**

The development plan and report must be submitted by a specified date agreed jointly by the trainee/institution and expert/Turku UAS. See Appendix 8 for the Trainer Development Plan Template. The development plan and report are submitted to Innopeda® Experts in English. If the original development plan and report have been created in another language, it is the responsibility of the trainee or institution to have them translated.

Innopeda® Experts will submit feedback to the trainees and assess their reports by a specified date. The report is assessed on a scale 'Accepted' or 'Resubmit', and this provides the basis for trainees' certification. Trainees are awarded an Innopeda® Trainer certificate upon successful completion and acceptance of their training process.

### 4.4. Innopeda® Tutor

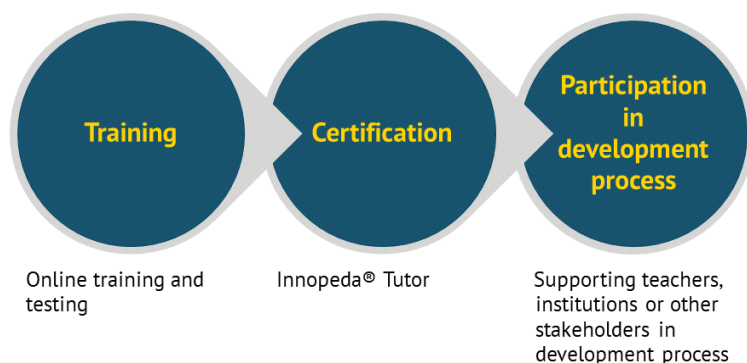
Some institutions utilising Innopeda® as a strategic approach may be interested in training Innopeda® Tutors. An Innopeda® Tutor is someone who can coordinate and assist other teachers in Innopeda® related activities, such as taking part in Innopeda® training courses, planning and implementing classroom activities with a new approach, or collaborating with different stakeholders during the development process. An Innopeda® Tutor does not have to be a trained teacher, instead they can work e.g., as coordinator or an assistant.

**Recommendation:  
Institutions provide support  
for tutors in Innopeda®  
activities.**

Innopeda® Tutors are not certified as Innopeda® Teachers. Also, it is not continuing professional training for teachers, instead it is a coordinating and supporting role to teachers and other stakeholders. However, institutions should provide training and support to tutors if their role is part of the institution’s plan to utilise Innopeda® as a strategic approach.

#### 4.4.1. Innopeda® Tutor Training Process

The Innopeda® Tutor Training Process includes training sessions online to train, guide and support the relevant stakeholders (e.g., teachers, managers) in their Innopeda® development process. The tutors are trained in the basic principles of innovation pedagogy and guided to work with the institution’s development plan to support various activities related to Innopeda® approach in the local context. The tutors are awarded Innopeda® Tutor certificate upon successful completion of the training.



**Figure 9.** Innopeda® Tutor Training and Certification Process

During the training, the tutors prove their understanding of the main concepts of innovation pedagogy. The course is provided in English, or translated into another language, if separately agreed with the institution.

Innopeda® Trainers will give feedback to the tutors during the training. Their participation and activities during the training are assessed on a scale ‘Accepted’ or ‘Resubmit’, and this provides the basis for tutors’ certification. Following a successful completion of the training, tutors can support and guide teachers and other stakeholders in the institution in their Innopeda® development plan and training.

**Recommendation:**  
**Tutor process from training to certification should last between 1–3 months prior to participation in the development process.**



## 4.5. Innopeda® Coach

In the context of corporate institutions, the term Innopeda® Coach may be used for the role. An Innopeda® Coach is a person who is trained to utilise the Innopeda® approach and methods in teaching, working, networking and taking on a new role as a coach in the corporate institution. The training and certification process follows that of an Innopeda® Teacher (see 4.2.).

## 4.6. Innopeda® Expert

An Innopeda® Expert is someone who holds extensive experience (a minimum of 5 years) in training and implementation of Innopeda(r) in various aspects of teaching, learning and organisational activities. Innopeda® Experts must have first-hand experience of the Finnish educational system and culture and can transfer that knowledge from the Turku UAS educational context to the various local educational contexts and culture. They take part in research activities to gain evidence and increase understanding of good practices and development needs in the field of education and innovation pedagogy. Innopeda Experts actively participate in development of education and personal continuous professional development to increase their own expertise in innovation pedagogy and educational activities.

Innopeda® Experts can act as Head Trainers in various Innopeda(r) training entities and provide expertise, training and guidance to those participating in Innopeda(r) training entities. Innopeda® Experts can support the change process of using Innopeda® as a strategic pedagogical approach in the educational institution. They can also support the integration and implementation of Innopeda® quality assurance into Innopeda(r) training processes and implementation in the local context or training entities. An Innopeda® Expert can participate in the audit process of a Certified Innopeda® School as a specialist in innovation pedagogy.

## In a nutshell:

Institutions can utilise different roles in training, guiding and supporting their staff in the use of Innopeda® as a pedagogical strategy.

- Innopeda® Roles include those of a Manager, Teacher, Trainer, Tutor, Coach and Expert
- Each role have their specific responsibilities in supporting the integration and implementation of Innopeda® into the local context
- Certification follows the successful participation and completion of a training process described for each role
- Continuous professional development is an important part of each role to maintain up-to-date knowledge and skills



# 5. Appendices

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The appendices in this handbook are examples. The electronic copies of the templates are available to those participating in Innopeda training.

## Appendix 1: Innopeda® Terminology

### Audit

Documented systematic and external evaluation, where the evidence provided are evaluated to determine the extent to fulfil the SIQA criteria. The aim of the audit is to find out how the institution's own procedures maintain, support and develop the implementation and integration of Innopeda®. The audit focuses on the processes and procedures the institution uses to develop and improve the implementation. The audit also aims to help the institution to find out the strengths and good/best practices, in addition to development areas.

### Best Practice

Best practice is a form of high-quality operation carried out by an institution. It can be an exemplary and innovative procedure which is adopted in the educational institution widely and / or also to other institutions.

## **Continuous Improvement**

The inter-relation of operations and their effectiveness (input-output). The Plan-Do-Check-Act cycle (PDCA) enables to understand the interrelation and continuous improvement. **Plan:** Set the objectives of the system and its processes, resources needed to deliver results in accordance with learners' and other beneficiaries' requirements in addition to the organisation's policies and identify and address risks and opportunities. **Do:** Implementation of planned actions. **Check:** Monitoring and measuring processes, when applicable, and resulting products and services against policies, objectives, requirements, and planned activities and report the results. **Act:** Actions to improve performance when necessary.

## **Curriculum**

The competences and learning goals of education are set in the curriculum. The term 'curriculum' refers to advance planning of education. Curriculum defines the course units (study units) and their goals, topics, credits, and required achievements.

## **Effectiveness**

The extent to which planned activities are realised and planned results are gained.

## **Education**

Formal education provided by an educational institution.

## **Enhancement-led evaluation**

The purpose for enhancement-led evaluation is to help the institution identify the strengths, good practices and areas in need of development in their own operations. In enhancement-led evaluation, an institution will have feedback of its good practices, but also recommendations for improvement.

## **Implementation plan**

The implementation plan makes transparent how the learning goals for a course/ study unit will be planned and implemented. Implementation plans inform a learner about the learning goals, contents, credits, teaching methods, and assessment procedures.

### **Innopeda® Development Plan**

The Development Plan helps institution in integrating Innopeda® to the operations of the institution. An educational institution aiming to be accredited as an Innopeda® School will create an Innopeda® Development Plan as part of the development process. Operational method of the institution sets the base for an Innopeda® based learning continuum. Innopeda® Development Plan sets the timeline and intended actions to be taken at operational level to implement Innopeda® as a pedagogical strategy.

### **Innopeda® Certified School**

An educational institution accredited as an Innopeda® Certified School following a quality process whereby they have developed various aspects of the institution by following the guidelines of the SIQA document and reviewing the success of the implementation in collaboration with Turku UAS Innopeda® experts.

### **Innopeda® Expert**

Holds extensive experience in training and implementation of Innopeda(r) in various aspects of teaching, learning and organisational activities. Can act as Head Trainers in various Innopeda(r) training entities and provide expertise, training and guidance to those participating in Innopeda(r) training entities, and supports the change process of using Innopeda® as a strategic pedagogical approach in the educational institution.

### **Innopeda® Manager**

Ensures the integration and implementation of Innopeda® into strategies, infrastructure and processes. Supports the staff and learners in Innopeda® processes. Ensures the continuous development of Innopeda®.

### **Innopeda® Teacher**

Teaches, guides and supports learners in various learning situations using the Innopeda® approach for teaching and learning in the local context.

### **Innopeda® Trainer**

Trains, guides, and supports institutions, teachers and other staff in Innopeda® as a pedagogical strategy and main concepts and principles of innovation pedagogy.

### **Innopeda® Tutor**

Supports and guides teachers and institutions in the Innopeda® development process in the local context.

### **Innopeda® Coach**

Trained to utilise the Innopeda® approach and methods in teaching, working, networking and taking on a new role as a coach in a corporate institution

### **Interested party**

A person or organisation that can affect, be affected by, or perceive itself to be affected by a decision or activity is understood to cover all actors within an institution, including learners and staff, as well as external stakeholders such as employers and external partners of an institution.

### **Institution**

In the standards and guidelines, the term institution refers to educational institutions. Depending on the institution's approach to quality assurance it can, however, refer to the institution as a whole or to any actors within the institution.

### **Learning outcomes**

They are clear statements of what a learner is expected to be able to do, understand, know, about and/or value at the completion of a learning process either formal, non-formal or informal. In addition, how well they should be expected to achieve those outcomes. It states both the substance of learning and how its attainment is to be demonstrated. (Cedefop, 2014, 73–74).

Learning outcomes indicate what learners will do/be able to do and how they will apply that skill or knowledge in their daily practice. See Blooms taxonomy: <https://www.bloomstaxonomy.net/>

### **Lifelong learning**

It refers to the provision or use of learning opportunities throughout an individual's life to foster one's continuous development.

### **Mission**

It articulates the reason for being, mandate and scope of an educational institution translated into the context in which it operates.

### **Process**

A set of interrelated or interacting activities which transforms inputs into outputs. It is a chain formed by several actions or tasks and it is planned, recurrent, and standardized. It has a defined beginning and end. Often processes start with planning and end with evaluation. A process often transcends the borders of different administrative units and it contains both operative and administrative elements.

### **Programme**

It means a set of courses which are designed to meet defined learning objectives or learning outcomes and leading to recognition. A recognition can be a form of a degree, a certificate of completion, participation or achievement, a badge, diploma and related.

The term programme can also refer to level/unit or relevant entity in the institution.

### **Quality culture**

Quality culture means the environment and atmosphere in which operations are developed, as well as the individual and collective commitment to Innopeda®. The institution defines in concrete terms what quality culture means in their context

of operation. Quality culture can be understood as participation, commitment, and transparency.

### **Quality management**

Quality management refers to the procedures, processes, or systems that the educational institution uses to maintain and develop the quality of its activities.

### **Quality policy for Innopeda®**

The institution has a guideline how Innopeda® is implemented. Innopeda® is integrated to the policies and processes of an institution/unit/faculty. It is integrated to the institution's strategic management indicating in clear way responsibilities for implementing and improving in the institution. The Innopeda® quality policy translates into practice through a variety of internal quality assurance processes that allow participation across the institution. How the policy is implemented, monitored and revised is the institution's decision.

### **Quality system**

A quality system comprises the quality management organisation, division of responsibility, procedures, and resources, which all contribute to the development of the operations. An educational institution decides on the objectives, structure and principles of its quality system, as well as the processes used and the development of quality management.

### **Self-evaluation (Self-Assessment)**

Self-evaluation is procedure for educational organisation to systematically observe, analyse and value its operations and their development. Self-evaluation functions as a tool an institution can use to develop its operations. When an institution identifies its own strengths and can determine areas in need of development mean the institution has a functioning quality system.



## **Stakeholder**

A stakeholder is a party outside the educational institution that cooperates and is involved with the institution. It is an organisation or party that is affected by the institution's operations or that can affect the institution.

## **Standards and Guidelines for Innopeda® Quality Assurance (SIQA)**

SIQA is a **set of recommendations** for an institution to take into consideration when adopting and implementing Innopeda® in its education and operations. SIQA forms the minimum frame for implementation of Innopeda® in education. This does not replace the quality assurance system of an educational institution.

## **Strategy**

A strategy defines the operating principles, profile and core areas, vision, and how the higher education institution wants to proceed towards future visions.

## **Vision**

It describes what an educational institution is attempting to achieve in long-term. Vision forms a clear guide for to the desired future situation and aligned with its mission.

## Appendix 2: Standards and Guidelines for Innopeda Quality Assessment (SIQA) - Standard and Criteria

Standard	Description	Missing	Emerging	Developing	Advanced
<b>1. Guideline for Innopeda Quality Assurance</b>	The Innopeda® Institutions should have a guideline as how Innopeda® is implemented. It is an integral part of the management system of the institution. Internal interested parties should develop and implement this policy through appropriate, transparent structures and processes, while involving external interested parties.	The institution <b>does not have a guideline</b> for Innopeda® implementation. Innopeda® <b>is not part of</b> the management system.	The institution <b>has a guideline</b> as how Innopeda® is implemented, but the operational implementation has not taken place. The management can show an awareness of Innopeda® and interest towards it, but it is not yet part of the management system. Internal parties implement the policy to some extent. Information of Innopeda® is not communicated and documented systematically.	The institution <b>has a guideline as how Innopeda® is implemented, and the operational implementation has taken place.</b> The management shows awareness of Innopeda® and interest towards it, and it is part of the management system. Implementation of Innopeda® is documented in a clear and appropriate manner. ① 📌	The institution <b>has a guideline as how Innopeda® is implemented, and the operational implementation already exists in a clear and inclusive manner.</b> There is clear evidence of commitment. The management uses Innopeda® as an active part of the management system. Internal parties implement the policy extensively. The institution has systematic and well-established procedures for documenting and the information it produces satisfies the needs of interested parties.
<b>2. Designing and approval of programmes</b>	The Innopeda® Institutions should have processes for the design and approval of their Innopeda® programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated and refer to the correct level of the national qualifications framework for education and aligned with the correct level of the national qualifications framework for education	The institution <b>does not</b> have processes for the design and approval of their Innopeda® programmes according to Innopeda® principles.	The institution has processes for the design and approval of their Innopeda® programmes according to Innopeda® principles but they are not systematically implemented..	The institution has <b>systematic</b> processes for the design and approval of their Innopeda® programmes according to Innopeda® principles and <b>there is evidence of implementation.</b>	The institution has well-established processes for the design and approval of their Innopeda® programmes according to Innopeda® principles. The processes have been ongoing successfully with documented results for continuous development.

Standard	Description	Missing	Emerging	Developing	Advanced
<b>3. Student-centred learning, teaching and assessment</b>	The Innopeda® Institutions should ensure that the programmes are delivered in a way that encourages learners to take an active role in creating the learning process, and that the assessment of learners reflects this approach.	The institution <b>does not have a system</b> for student-centred learning, teaching and assessment.	The institution <b>has a system</b> to ensure student-centred learning, teaching and assessment. Procedures of implementation are not fully functional and do not support implementation in a meaningful manner.	The institution <b>has a system</b> to ensure student-centred learning, teaching and assessment. There is <b>clear evidence</b> of implementation and improvement. ① 📌	The institution <b>has a systematic and well-established system</b> to ensure student-centred learning, teaching and assessment. There is clear and continuous evidence that the implementation and improvement function well.
<b>4. Learner admission, progression, recognition and certification</b>	Innopeda® institutions should consistently apply pre-defined and published regulations covering all phases of the learner "life cycle", e.g. learner admission, progression, recognition and certification.	The institution <b>does not apply</b> predefined and published regulations covering all phases of the learner "life cycle".	The institution <b>has procedures and regulations covering</b> all phases of the learner "life cycle" but they are not extensively implemented.	The institution <b>applies</b> predefined and published procedures and regulations covering all phases of the learner "life cycle". There is clear evidence of their implementation and documentation.	The institution <b>applies systematically</b> predefined and published procedures and regulations covering all phases of the learner "life cycle". There is continuous evidence of the effectiveness of their implementation and improvement.
<b>5. Teaching Staff</b>	Innopeda® institutions should assure themselves of the Innopeda® competence of their teachers by providing Innopeda® training and support for their teaching staff. They should apply fair and transparent processes for the recruitment and development of the Innopeda® staff.	The institution <b>does not have an Innopeda® training programme</b> for the teaching staff.	The institution <b>has an Innopeda® training programme and trains the teachers.</b> It is not systematically implemented.	The institution <b>has a systematic</b> Innopeda® training programme for the teaching staff and is currently <b>developing</b> it and offering it to the teachers and other staff. There is clear evidence of their implementation and documentation. ① 📌	<b>There is a well-established Innopeda® training for teaching and other staff.</b> There is continuous evidence of the effectiveness of their implementation and improvement.
<b>6. Learning resources and learner support</b>	Innopeda® institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and learner support are provided.	The institution <b>does not</b> have appropriate funding for learning and teaching activities to ensure that adequate and readily accessible learning resources and learner support are provided.	The institution <b>can ensure</b> that adequate and readily accessible learning resources and learner support for learning and teaching activities are provided to some extent..	The institution <b>ensures</b> adequate and readily accessible learning resources and learner support. There is clear evidence of their systematic implementation and documentation.	The institution <b>has well-established</b> learning resources and learner support. There is continuous evidence of the effectiveness of their implementation and improvement..

Standard	Description	Missing	Emerging	Developing	Advanced
<b>7. Information Management</b>	Innopeda® institutions should ensure that they collect, analyse and use relevant information for the effective management of their Innopeda® education and other Innopeda® activities	The institution <b>does not</b> collect, analyse or use relevant information for the effective management of their Innopeda® education and other Innopeda® activities.	The institution <b>has</b> published information about their education and other activities. The information is clear, accurate, objective, up-to date and readily accessible but is not systematic.	The institution <b>publishes regularly</b> information about their education and other activities. The information is clear, accurate, objective, up-to date and readily accessible. There is clear evidence of their systematic implementation and documentation.	The institution <b>has systematic and well-established</b> information about their education and other activities. The information is clear, accurate, objective, up-to date and readily accessible. There is clear and continuous evidence of effectiveness.
<b>8. Public Information</b>	Innopeda® institutions should publish information about their education and other activities- The information is clear, accurate, objective, up-to date and readily accessible.	The institution <b>does not</b> publish information about their education and other activities. The information is clear, accurate, objective, up-to date and readily accessible.	The institution <b>has</b> published information about their education and other activities. The information is clear, accurate, objective, up-to date and readily accessible but is not systematic.	The institution <b>publishes regularly</b> information about their education and other activities. The information is clear, accurate, objective, up-to date and readily accessible. There is clear evidence of their systematic implementation and documentation.	The institution <b>has systematic and well-established</b> information about their education and other activities. The information is clear, accurate, objective, up-to date and readily accessible. There is clear and continuous evidence of effectiveness.
<b>9. On-going monitoring and periodic review of education</b>	Innopeda® Institutions should monitor and periodically review their education to ensure that they achieve the objectives set for them and respond to the needs of learners and society. These reviews should lead to continuous improvement of the education. Any action planned or taken as a result should be communicated to all those concerned.	The institution <b>does not</b> monitor and periodically review their education to ensure that they achieve the objectives set for them and respond to the needs of learners and society. These reviews do not lead to continuous improvement of the education. Any action planned or taken as a result is not being communicated to all those concerned.	The institution <b>has a monitoring system</b> and reviews their education to ensure that they achieve the objectives set for them and respond to the needs of learners and society. These reviews do partly lead to improvement of the education. Any action taken as a result are to some extent being communicated to all those concerned. The system is implemented and documented but not systematically..	The institution <b>systematically monitors and regularly reviews</b> their education to ensure that they achieve the objectives set for them and respond to the needs of learners and society. These reviews do lead to continuous improvement of the education. Any action taken as a result are being communicated to all those concerned. There is documentation and evidence of systematic development of Innopeda®. ① 📌.	The institution <b>has a systematic and well-established</b> monitoring system to ensure that they achieve the objectives set for them and respond to the needs of learners and society. These reviews lead to continuous improvement of the education. Any action taken as a result are being communicated to all those concerned. There is clear and continuous evidence of well-functioning procedures and development.

## **Appendix 3: Innopeda® Development Plan Template for Educational Institutions**

### **Part A. Innopeda® Development Plan: About the Educational Institution**

- Details of the educational institution, such as number of staff, students, contact details, years in operation, mission, vision and level of education
- Reasoning for the adoption of Innopeda® activities in the institution, such as the need and objectives

### **Part B. Annual Innopeda® Development Plan: Standards and plans for implementation**

Standard	Description	Year 1	Year 2	Year 3	Year 4
<b>Guideline for Innopeda® Quality Assurance</b>	The Innopeda® Institutions should have a guideline as how Innopeda® is implemented. It is an integral part of the management system of the institution. Internal interested parties should develop and implement this policy through appropriate, transparent structures and processes, while involving external interested parties.	<i>List those activities that are to be taken in implementing this Innopeda® standard.</i>	<i>List those activities that are to be taken in implementing this Innopeda® standard.</i>	<i>List those activities that are to be taken in implementing this Innopeda® standard.</i>	<i>List those activities that are to be taken in implementing this Innopeda® standard.</i>
<b>Designing and approval of programmes</b>	The Innopeda® Institutions should have processes for the design and approval of their Innopeda® programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated and refer to the correct level of the national qualifications framework for education and aligned with the correct level of the national qualifications framework for education.	<i>List those activities that are to be taken in implementing this Innopeda® standard.</i>	<i>List those activities that are to be taken in implementing this Innopeda® standard.</i>	<i>List those activities that are to be taken in implementing this Innopeda® standard.</i>	<i>List those activities that are to be taken in implementing this Innopeda® standard.</i>
<b>Student-centred learning, teaching and assessment</b>	The Innopeda® Institutions should ensure that the programmes are delivered in a way that encourages learners to take an active role in creating the learning process, and that the assessment of learners reflects this approach.	<i>List those activities that are to be taken in implementing this Innopeda® standard.</i>	<i>List those activities that are to be taken in implementing this Innopeda® standard.</i>	<i>List those activities that are to be taken in implementing this Innopeda® standard.</i>	<i>List those activities that are to be taken in implementing this Innopeda® standard.</i>
<b>Learner admission, progression, recognition and certification</b>	Innopeda® institutions should consistently apply pre-defined and published regulations covering all phases of the lifelong learning, e.g., learner admission, progression, recognition and certification.	<i>List those activities that are to be taken in implementing this Innopeda® standard.</i>	<i>List those activities that are to be taken in implementing this Innopeda® standard.</i>	<i>List those activities that are to be taken in implementing this Innopeda® standard.</i>	<i>List those activities that are to be taken in implementing this Innopeda® standard.</i>

Standard	Description	Year 1	Year 2	Year 3	Year 4
<b>Teaching Staff</b>	Innopeda® institutions should assure themselves of the Innopeda® competence of their teachers by providing Innopeda® training and support for their teaching staff. They should apply fair and transparent processes for the recruitment and development of the Innopeda® staff.	<i>List those activities that are to be taken in implementing this Innopeda® standard.</i>	<i>List those activities that are to be taken in implementing this Innopeda® standard.</i>	<i>List those activities that are to be taken in implementing this Innopeda® standard.</i>	<i>List those activities that are to be taken in implementing this Innopeda® standard.</i>
<b>Learning resources and learner support</b>	Innopeda® institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and learner support are provided.	<i>List those activities that are to be taken in implementing this Innopeda® standard.</i>	<i>List those activities that are to be taken in implementing this Innopeda® standard.</i>	<i>List those activities that are to be taken in implementing this Innopeda® standard.</i>	<i>List those activities that are to be taken in implementing this Innopeda® standard.</i>
<b>Information Management</b>	Innopeda® institutions should ensure that they collect, analyse, and use relevant information for the effective management of their Innopeda® education and other Innopeda® activities.	<i>List those activities that are to be taken in implementing this Innopeda® standard.</i>	<i>List those activities that are to be taken in implementing this Innopeda® standard.</i>	<i>List those activities that are to be taken in implementing this Innopeda® standard.</i>	<i>List those activities that are to be taken in implementing this Innopeda® standard.</i>
<b>Public Information</b>	Innopeda® institutions should publish information about their education and other activities- The information is clear, accurate, objective, up-to date and readily accessible.	<i>List those activities that are to be taken in implementing this Innopeda® standard.</i>	<i>List those activities that are to be taken in implementing this Innopeda® standard.</i>	<i>List those activities that are to be taken in implementing this Innopeda® standard.</i>	<i>List those activities that are to be taken in implementing this Innopeda® standard.</i>
<b>On-going monitoring and periodic review of education</b>	Innopeda® Institutions should monitor and periodically review their education to ensure that they achieve the objectives set for them and respond to the needs of learners and society. These reviews should lead to continuous improvement of the education. Any action planned or taken as a result should be communicated to all those concerned.	<i>List those activities that are to be taken in implementing this Innopeda® standard.</i>	<i>List those activities that are to be taken in implementing this Innopeda® standard.</i>	<i>List those activities that are to be taken in implementing this Innopeda® standard.</i>	<i>List those activities that are to be taken in implementing this Innopeda® standard.</i>

## Appendix 4: Innopeda® Audit Self-Evaluation Report Template for Educational Institutions

### 1 Managing Innopeda® Quality Assurance

This part will monitor how your organisation integrates Innopeda to its management and policy. The following SIQA documentation and criteria are included in this part (see Annex 1):

- SIQA 1.1 Guideline of Innopeda Quality Assurance (minimum *criteria level: developing*)
- SIQA 1.4 Learner Admission, Progression, Recognition, and Certification
- SIQA 1.6 Learning Resources and Learner Support
- SIQA 1.7 Information Management
- SIQA 1.8 Public Information
- SIQA 1.9 On-going Monitoring and Periodic review of Education (minimum *criteria level: developing*)

**a. Describe** the actions implemented according to development plan and evidence provided. The following questions may be helpful:

- How is Innopeda® included /integrated in the strategy of the institution?
- How are the Innopeda® programmes approved as formal programmes of the institution?
- How are the responsibilities and work division of implementing Innopeda® into the educational institution defined (How well have the members in your institution been informed about these)?
- How is Innopeda® Curriculum applied in your institution/unit/faculty and how it is discussed on yearly basis with the representative of the management of the institution?
- How do you take care of sufficient resources and support for Innopeda®?
- How do you evaluate and develop the implementation of Innopeda®?
- How do you take into consideration that Innopeda® is aligned to your national context of degree?
- How are Innopeda® activities and implementation communicated?
  - Within the educational institution?
  - In public and to the stakeholders (www pages, brochures etc.)



- How you collect and analyse information about implementation and improvement? Indicate the use of following tools, if applicable:
  - Measurement and key performance indicators
  - Learner progression and success
  - Satisfaction of learners, other beneficiaries, and staff
  - Learning resources and learner support available

**b. Self-Evaluation: Assess** how clear the procedures are in your institution and how successfully you have managed the implementation (compare to your IDP). Summarise the strengths and development needs based on implemented actions and self-evaluation with appropriate examples in the table below.

Strengths and examples of successful implementations	Development needs

## 2. Design of Innopeda® Programmes

This part will monitor how your organisation integrates Innopeda® to its curricula (as described in your Innopeda® Development Plan). How you plan, implement, and assess the complete process. In addition, how the learner centred approach is integrated and assessed

The following SIQA documentation and criteria are included in this part (see Annex 1):

- SIQA 1.2 Designing and Approval of Programmes
- SIQA 1.3 Learner-centred Learning, Teaching, and assessment
- SIQA 1.4 Learner Admission, Progression, Recognition, and Certification
- SIQA 1.7 Information Management
- SIQA 1.9 On-going Monitoring and Periodic Review of Education (minimum *criteria level: developing*)

### 2 A) Planning Innopeda® programme

**a. Describe** how has the quality of following items been confirmed?

Planning process of the Innopeda® programme:

- How do you plan the curricula and who else is involved in it?
- How are learners and other interested parties involved in the planning, if applicable (for example: interaction with working life throughout or during the learning process)?
- How do you communicate the linkage of Innopeda® to the learner’s curricula through lifelong learning in the institution and to the other interested parties?
- How do you communicate intended learning outcomes, criteria for grading and methods of assessment applied?
- How does the programme respect and attend to the diversity of learners and their needs, enabling flexible and individual learning paths?

**b. Self-Evaluation: Assess** how clear the above-mentioned procedures are in your institution? How successfully you have planned the Innopeda® curricula. Summarise the key strengths and development needs based on implemented actions and self-evaluation with appropriate examples in the table below.

Strengths and examples of successful implementations	Development needs

## 2B) Implementing and Assessing Innopeda® programmes

**a. Describe** teaching methods and learning environments:

- What kind of teaching methods do you have?
- How does the programme use a variety of pedagogical methods at the curriculum level as well as on the individual learning plan level and the methodological level?
- How does the programme consider and use different modes of delivery (e.g., classroom, online, blended), where appropriate?
- What kind of learning environments do you have?
- What are the key methods for improving Innopeda® curricula/ programme?

**b. Self-Evaluation: Assess** how clear the above-mentioned procedures are in your institution?

How successfully you have managed the implementation of Innopeda® into curricula? Summarise the key strengths and development needs based on implemented actions and self-evaluation with appropriate examples in the table below.

Strengths and examples of successful implementations	Development needs

## 2C) The Assessment and Evaluation of the learner

**a. Describe** the actions implemented according to development plan and evidence provided:

- How does the implementation of learner centred learning and teaching take place, with consideration to the following aspects?
  - Encouraging a sense of autonomy of the learner, while ensuring adequate guidance and support from the teacher.
  - Encouraging mutual respect within the learner–teacher relationship
  - Using different methods for learning actively
  - Using self-assessment of Innovation Competences
- How does the learning process and assessment allow learners to demonstrate the extent to which the intended learning outcomes have been achieved?
- How are learners given feedback and guidance during the learning process?
- Is assessment carried out by more than one assessor and more than one method of assessment?
- How do you confirm fair assessment for all learners?
- How do you confirm alignment with stated procedures?

**b. Self-evaluation: Assess** how clear the procedures are in your institution and how successfully you have managed the implementation. Summarise the strengths and development needs based on implemented actions and self-evaluation with appropriate examples in the below table.

Strengths and examples of successful implementations	Development needs

### 3. Teaching staff and learner support services

This part will monitor how your organisation provides resources, engages, and supports the staff.

The following SIQA documentation and criteria are included in this part (see Annex 1):

- SIQA 1.5. Teaching Staff (minimum criteria level: developing)
- SIQA 1.6 Learning Resources and Learner Support
- SIQA 1.7 Information Management

**a. Describe** the actions implemented according to the development plan and evidence provided.

- How do you provide Innopeda® quality/expertise for your staff?
- How do you provide them with a supportive environment that allows them to carry out their work effectively and in accordance with the Innopeda® approach?
- How do you recruit/train Innopeda® teachers?
- How do you offer professional development for the teachers?
- How do you encourage staff members to join Innopeda®?
- How are resources to assist learning provided, e.g., libraries, study facilities and IT infrastructure, tutors, counsellors?
- How are flexible learning modes and variety in learning environments designed and how do they support learner-centred learning?
- How are support services delivered?

**b. Self-evaluation: Assess** how clear the procedures are in your institution and how successfully you have managed the implementation. Summarise the strengths and development needs based on implemented actions and self-evaluation with appropriate examples in the below table.

Strengths and examples of successful implementations	Development needs

## 4. Implementation of Self-Evaluation

### a. Describe:

- How your institution carried out self-evaluation?
- How have you prepared evaluation report?
- Who participated to the process?

**b. Self-Evaluation: Assess** the process you have conducted and what insights and discoveries you have made?

## Appendix 5: Innopeda® Development Plan Template for Teachers

### PART A: Instructions

Choose your development task for the subject you teach. Take into consideration Innopeda® cornerstones and innovation competences. Use the Innopeda® Teacher Development Plan Template to create a plan for developing your own work as an Innopeda® Teacher in terms of:

- New role as Innopeda® Teacher and collaboration in creating new learning culture
- New role as Innopeda® Teacher in creating new way of learning on your courses
- Approach and methods
- Assessment and feedback

Pilot some parts of your development task.

Reflect on the success of the pilot:

- What has worked well
- What would you like to change
- What was the feedback from others (e.g., learners, colleagues, management)

**Part B. Innopeda® Teacher Development Plan template**

**INNOPEDA TEACHER – DEVELOPMENT PLAN TEMPLATE**

<b>GENERAL INFORMATION</b>	
Name	
What do you teach, which grade, what courses?	

<b>INNOPEDA FRAMEWORK AND YOUR PERSONAL AIMS</b>	
Which cornerstones are you focusing on in the development plan?	
Which innovation competencies are you are focusing on?	
Which stakeholders do you aim to cooperate with?	
Which ways of assessment and feedback do you aim to develop?	

<b>IMPLEMENTATION OF INNOPEDA® IN YOUR TEACHING</b>		
	How do you plan to implement Innopeda® in your own teaching? <b>What are the concrete steps?</b>	How will this activity support your personal aims in implementing Innopeda®?
Student role as an active learner		
Methods		
Cooperation		

Assessment/Feedback		
Innovation competences		

<b>YOUR ROLE AS INNOPEDA TEACHER</b>			
What are your aims in developing your own role as an Innopeda® teacher?	How do plan to develop your role? What are the concrete steps you plan to take?	How do you plan to collaborate with other nnopeda® teachers?	How can you evaluate your success in developing your role?

<b>SHARING IN NETWORKS</b>		
What are your aims in sharing your experiences?	How do you plan to share your experiences?	How can you learn from other Innopeda® teachers?

<b>Timeline</b>							
Month							
Aims							
Action points							
Self-evaluation							



## Appendix 6: Innopeda® Report Template for Teachers

### INNOPEDA TEACHER – REPORT

GENERAL INFORMATION	
Name	
What do you teach, which grade, what courses?	

REFLECTIVE REPORT
<p>Use your development plan as a basis to answer the following:</p> <ol style="list-style-type: none"><li>1. What were your main aims in your development plan? Did you reach your aims and how? If not, what challenges did you face in reaching those aims? Describe your aims, starting point and results.</li><li>2. How did you implement Innopeda® approach in your teaching? What did you do? How did you do it? Who did you collaborate with? Describe your experiments in detail, provide visual support, e.g., screenshots, pictures, copy-pasted text, videos for each part of the development plan:<ul style="list-style-type: none"><li>• Innopeda® framework and your personal aims</li><li>• Implementation of Innopeda® in your teaching</li><li>• Your role as Innopeda® teacher</li><li>• Sharing with networks</li></ul></li><li>3. What went well? What could be improved? What feedback did you receive? Describe your experiences in detail, provide examples, quotes, summarise feedback collected.</li><li>4. How can you further develop your competences in becoming an Innopeda® Teacher? What are the next steps you need to take in terms of using Innopeda® in your teaching? Describe your overall professional growth and change in your role as a teacher.</li></ol> <p>Create a written report (10–12 pages, A4, 12pt TNR) with supporting elements.</p>

## Appendix 7: Innopeda® Course Implementation Plan Template

This template can be used to design and implement courses using the innovation pedagogy approach. This implementation plan template provides clear and transparent information to learners about the course implementation, including pedagogical methods and assessment of learning objectives. For teachers, this implementation plan gives a guide to pedagogical planning of course implementation and own use of resources. For external stakeholders, such as home, workplace or project partners, it gives an overview of the requirements for learning.

<b>General</b>	
Name and code of course	What is the descriptive name and code of the course
Extent	How long is the course, how many study credits or study hours
Responsible teacher and co-teacher(s)	How is teaching organised and who is responsible for what part (e.g. communication, online meetings, module themes or expertise, assessment)
Language of instruction	Which language is used on the course and can assignments or exams be taken in another language
Study group	Which study group is the course intended for
Mode of teaching (online, onsite, hybrid)	Which (virtual or physical) tool or location does the instruction take place in
Campus	Which building does the course take place in
Study field, competence path	Which study field or competence path is the course targeted at
RDI integration, e.g. projects, research group	Which elements or themes of the course are integrated with RDI
Content and timing of study themes	What are the themes and the content and timing of each course theme

Additional information, e.g. technical requirements, programmes or tools needed	What other things are necessary for taking part in virtual or physical instruction
<b>Pedagogical implementation</b>	
Pedagogical approaches of implementing Innopeda® cornerstones (e.g. internationalisation, multidisciplinary, activating methods, collaboration)	Which Innopeda cornerstones are implemented and how
Learning objectives	What is meant to be learnt
Study methods, e.g. project-based, task-based, research-based, work-life oriented, seminars, company visits	What methods are used to reach the learning objectives
Learning assignments (e.g. description, timing, extent)	What assignments are used to reach learning objectives
Study materials, e.g. electronic, open, accessible	What materials are used to support learning
<b>Assessment</b>	
Timing Targets (e.g. assessment discussion, essay, video, presentation, portfolio, report, exam, learning diary) Methods of assessment (e.g. self, peer, teacher, external evaluation, feedback and assessment)	How is continuous, learner-centered and development-focused assessment implemented
Assesment scale and criteria (e.g. 1–5, pass/fail)	What grading system is used for assessment
Assessment criteria (e.g. criteria for grade 1, 3 and 5)	What is the description of each grade
Resit opportunities	What possibilities are there for resubmission of assessed targets in case of failed course or low grade

## Appendix 8: Innopeda® Development Plan Template for Trainers

### PART A: Instructions

Use the Innopeda® **Trainer** Development Plan Template to **create a plan for Innopeda® Training and to reflect your role as an Innopeda® Trainer**. Consider the following aspects in your plan:

Your role as an Innopeda® **Trainer** in

1. **creating** a new learning culture in the educational institution
  - leading by example, guides and shares good examples from own teaching
  - using innovative, creative and activating approaches in their training sessions
  - enhancing quality in the context of education
  - making connections between Finnish educational culture and the local educational culture
  - sharing theoretical knowledge of innovation pedagogy through practical examples
  - implementing innovation pedagogy principles and framework in their own actions as Trainer
2. **educating and supporting** new Innopeda® Teachers in:
  - their new role as an Innopeda® Teacher
  - using the Innopeda® approach in their own teaching
  - learning theoretical knowledge of innovation pedagogy through practical examples
  - implementing teaching according to the Innopeda® framework and principles in the physical and virtual learning environments where learners are guided, assessed, and supported in learning and acquisition of knowledge, competences, and skills
  - giving constructive and supportive feedback to their trainees

**Part B. Innopeda® Trainer Development Plan template**

**INNOPEDA® TRAINER – DEVELOPMENT PLAN TEMPLATE**

<b>GENERAL INFORMATION</b>	
Name	
Group you teach as an Innopeda® Trainer	

<b>1a. PLAN your Innopeda® training approach</b>	
How will you teach Innopeda® cornerstones ( <b>theory and practice</b> )?	
How will you ensure <b>understanding and achievement</b> of innovation competencies during the training of the new teachers?	
How will you <b>encourage</b> teachers to collaborate with their stakeholders?	
How will you <b>illustrate</b> different ways of assessment and feedback (theory and practice)?	

<b>1 b. PLAN your role as an Innopeda® Ttrainer</b>	
What are your aims in developing your own role as an Innopeda® Trainer?	
How do plan to develop your role? What are the concrete steps you plan to take?	
How do you plan to collaborate with other Innopeda® trainers?	
How can you evaluate your success in developing your role?	

<b>1c. PLAN your training implementation</b>	
Create a <b>detailed implementation plan and schedule</b> of your training, including session plans and methods used, activities and assignments (group and individual), feedback and assessment plans, and your own role in supporting and guiding the teachers. Create a separate plan (10–12 pages, A4, 12pt TNR) with supporting elements.	

## 2. IMPLEMENT your training according to plan in part 1 a-c

Implement your **plan according to planned schedule** of your training.

Document the sessions and methods used, activities and assignments (group and individual), feedback and assessment plans, and your own role in supporting and guiding the teachers.

Collect feedback from participants. Document your own feelings of success and failure, and ideas for development.

The documentation is for your final reflective report where you **EVALUATE** your activities as a trainer; do not submit the documentation separately but keep it in your own archive.

## 3. EVALUATE your training and role as trainer

The report follows the **PDCA** cycle for quality assurance: First you create a **plan**; then you implement and **do** the planned actions; after that your **check** and measure your success and report results, and finally **act** and take actions to improve where necessary.

Use your development plan and documentation from your training as a basis to answer the following questions.

1. What were your main aims in your development plan? Did you reach your aims and how? If not, what challenges did you face in reaching those aims? Describe your aims, starting point and results.
2. How did you implement the Innopeda® approach during your training? What did you do? How did you do it? Who did you collaborate with? Describe your experiments in detail, provide visual support, e.g., screenshots, pictures, copy-pasted text, videos for each part of the development plan.
3. What went well? What could be improved? What feedback did you receive? Describe your experiences in detail, provide examples, quotes, summarise feedback collected .
4. How can you further develop your competences in becoming an Innopeda® Trainer? What are the next steps you need to take as an Innopeda® Trainer? Describe your overall professional growth and change in your role as a trainer.

Create a written report (10–12 pages, A4, 12pt TNR) with supporting elements. Submit as agreed.

## INNOPEDA® TRAINER ASSESSMENT CRITERIA FOR CERTIFICATION

	Meets the criteria	Does not meet the criteria; specify:
<b>Innopeda® Trainer</b> leads by example, guides and shares good examples from own teaching to those who are in the process of becoming Innopeda® Teachers.		
<b>Innopeda® Trainer</b> uses innovative, creative and activating approaches in their training sessions and implements innovation pedagogy principles and framework in their own actions as Trainer.		
<b>Innopeda® Trainer</b> is able to share theoretical knowledge of innovation pedagogy through practical examples in the training of new Innopeda® Teachers.		
<b>Innopeda® Trainer</b> gives constructive and supportive feedback to their trainees and guides them in their path to become Innopeda® Teachers.		
<b>Innopeda® Trainer</b> has an understanding of what quality means in the context of education, and is able to make connections between Finnish educational culture and their own local educational culture.		

## Appendix 9: Further reading

For further reading about innovation pedagogy and its impact as well as on quality assurance we suggest the following publications:

Arene. (2022). Recommendation on the shared competences of universities of applied sciences and their application 2022. <https://www.arene.fi/wp-content/uploads/Raportit/2022/Kompetenssit/RECOMMENDATION%20ON%20THE%20SHARED%20COMPETENCES%20OF%20UNIVERSITIES%20OF%20APPLIED%20SCIENCES%20AND%20THEIR%20APPLICATION.pdf?t=1642539550>

Audit Manual for Higher Education Institutions 2019-2024 (2019). Finnish Education Evaluation Centre Publications 21:2019. <https://karvi.fi/en/fineec/>

Audit Manual for Higher Education Institutions 2015-2018. Finnish Education Evaluation Centre Publications 2015:2. <https://karvi.fi/en/publication/korkeakoulujen-laaturjestelmien-auditointikasikirja-vuosiksi-2015-2018-2/>

Cedefop (2014). Terminology of European education and training policy: a selection of 130 key terms (second edition). Luxembourg: Publications Office. <http://www.cedefop.europa.eu/en/publications-and-resources/publications/4117>

Fincoda (2017). The FINCODA Project, <http://www.fincoda.eu/>

ISO 21001 (2018). Management System for Educational Organizations. Requirement with guidance for use. <https://www.iso.org/standard/66266.html>

Kairisto-Mertanen, L. & Konst, T. (2020). Redesigning Education – Visions and Practices. Turku University of Applied Sciences, <https://www.turkuamk.fi/fi/tutkimus-kehitys-ja-innovaatiot/julkaisuhaku/8/>

Keinänen, M. (2019): Educating Innovative Professionals: A case study on researching students' innovation competences in one Finnish University of Applied Sciences. Research Reports from Turku University of Applied Sciences 49, <https://www.turkuamk.fi/fi/tutkimus-kehitys-ja-innovaatiot/julkaisuhaku/107/>

Keinänen, M. & Butter, R. (2018): Applying a self-assessment tool to enhance personalized development of students' innovation competences in the context of university-company cooperation. Journal of University Pedagogy 2/2018, <https://lehti.yliopistopedagogiikka.fi/2018/12/20/applying-a-self-assessment-tool-to-enhance-personalized-development-of-students-innovation-competences-in-the-context-of-university-company-cooperation/>



Keinänen, M. & Kairisto-Mertanen, L. (2019): Researching learning environments and students' innovation competences, *Education + Training*, Vol. 61 Issue: 1, pp.17--30, <https://www.emerald.com/insight/content/doi/10.1108/ET-03-2018-0064/full/html>

Keinänen, M., Ursin, J., & Nissinen, K. (2018): How to measure students' innovation competences in higher education: Evaluation of an assessment tool in authentic learning environments, *Studies in Educational Evaluation*, Vol. 58, pp. 30--36, [https://www.researchgate.net/publication/327372339\\_How\\_to\\_measure\\_students'\\_innovation\\_competences\\_in\\_higher\\_education\\_Evaluation\\_of\\_an\\_assessment\\_tool\\_in\\_authentic\\_learning\\_environments](https://www.researchgate.net/publication/327372339_How_to_measure_students'_innovation_competences_in_higher_education_Evaluation_of_an_assessment_tool_in_authentic_learning_environments)

Konst (e. Penttilä) T. & Kairisto-Mertanen L. (2020). Developing Innovation Pedagogy Approach. *On the Horizon*, Vol. 28 No. 1, pp. 45–54. <https://www.emerald.com/insight/content/doi/10.1108/OTH-08-2019-0060/full/html>

Konst, T. & Kairisto-Mertanen, L. (2019): Developing innovation pedagogy. *Contemporary Educational Researches Journal*. 9(3), 74--84, <https://www.un-pub.eu/ojs/index.php/cej/article/view/4224>

Konst, T. & Kairisto-Mertanen, L. (2018): Innovation Pedagogy – Preparing Higher Education Institutions for Future Challenges. Course material from Turku University of Applied Sciences 115, <https://www.turkuamk.fi/fi/tutkimus-kehitys-ja-innovaatiot/julkaisuhaku/22/>

Konst (e. Penttilä) T. & Scheinin M. (2018). The changing world has implications on the higher education and the teaching profession, *On the Horizon*, Vol. 26 Issue: 1, pp.1-8, <https://doi.org/10.1108/OTH-02-2017-0008>

Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). (2015). Brussels, Belgium. <https://enqa.eu/index.php/home/esg/>

The EFQM Model (2019). <https://www.efqm.org/>

This handbook presents the overall approach for implementing innovation pedagogy as a pedagogical strategy in educational institutions. The handbook describes the main principles of innovation pedagogy that can be used as a tool when making a change in an educational institution. The change is needed, because traditional educational approaches no longer can lead to the competences required in the changing world for a sustainable future.

The change can start from training teachers in the implementation of new teaching approach, or be more holistic, i.e., by implementing the strategic approach at the level of the whole institution for a more profound change. The holistic change and verification of the change through audit can lead to the certification of Certified Innopeda® School.

Innopeda Quality Handbook is a tool for educational institutions, especially for their managers, teachers and education planners, for evaluating their processes, implementing the approaches of innovation pedagogy, and designing a development process for ensuring the quality and development of innovation pedagogy. Innovation pedagogy can provide tools for the change in all levels of education.

The chapters of this handbook follow the common practice of quality work. The handbook includes templates that can help an institution in its quality assurance process regarding the implementation of innovation pedagogy.

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