

Foundation Degree in Digital Innovation



Student Handbook

2018-19

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1. Welcome and Introduction

Dear Apprentice,

Welcome to Ada! Congratulations on being offered a role with your new employer and enrolling as a Higher Level Apprentice. The next 24 months as you study your Foundation Degree with Ada and complete your initial employment will be a stretching and testing rollercoaster in which we look forward to pushing you to excel and learn not only to be a highly competent entry-level software engineer but also a rounded, reflective professional well prepared to blaze a trail through your organisation as a digital pioneer.

At Ada we focus on five values: Rigour, Resilience, Creativity, Curiosity and Collaboration. We strive to ensure all our staff, students and apprentices embody these values as well as the employers and other organisations that we work with. Coupled with the mindsets and skillsets you will learn on your course, we believe that if you can embody these values in your work that you will differentiate yourself as a leader.

As a member of the inaugural cohort of apprentices at Ada, you are in a unique position. It is rare to be involved at the start of something new, the opportunity comes along just a handful of times at most in any person's life. I hope you rise to the challenge of helping us shape and improve the apprenticeship programme for future cohorts – only your feedback can help ensure this is the case so please share it with us, even if it is not what you think we want to hear. You are also a role model to the younger students, many of whom are aspiring to be in the position you are now in, training and learning with your employer. Again, I know you will rise to this challenge just as you will in the future years of your career when you take on more responsibility – I hope you can find time to share your experiences and insights with students and staff as you progress.

Good luck with your studies. This handbook should provide a useful point of reference throughout. Finally, please remember, 'We are not here to be ordinary, we are here to be awesome.'



Mark Smith

CEO

2. Academic calendar (including term and assessment dates)

Important Training Dates:

Year 1:

- Launchpad training: **Tuesday 2nd October to Friday 23rd November 2018**
- First training week after Launchpad: **Monday 21st January 2019**
- Final training week: **Monday 13th May 2019**

Year 2:

- First training week: **Monday 1st July 2019**
- Final training week: **Monday 24th August 2020**

Important Examination & Assessment Dates:

- Year 1 Examinations' dates: **21st January , 18th March , 13th May**

3. List of programme director and academic staff, their contact details and availability arrangements

Mark Smith, CEO of Ada – Mark@adacollege.org.uk

Tom Fodgen, Dean of Ada – Tom@adacollege.org.uk

Dr. Farhad Keissarian, Head of Degree Programmes - Farhad@adacollege.org.uk

4. List of support staff (technical and administrative)

Hazel Colbe, Apprenticeship Programme Manager – Hazel@adacollege.org.uk

Alasdair Blackwell, Lead lecturer- aldasair@ada.ac.uk

Alex Cline, Support Lecturer- casper@ada.ac.uk

5. Name, position and institution of the external examiner(s) involved in the Programme

Dr William Marsh,
Director of Communications and Recruitment

Risk and Information Systems Research Group
School of Electronic Engineering and Computer Science,
Queen Mary, University of London

6. Introduction to the Programme

A Foundation Degree is a distinctive Higher Education qualification which combines academic and work-based learning and has been designed to meet skill gaps in the industry. The Foundation Degree in Digital Innovation combines traditional academic learning with work based learning, making it easier to apply new knowledge and skills into the workplace environment. This combination of academic learning with on the job practical training provides a holistic programme of education enabling students to become confident, competent and capable IT professionals.

With three pathways, Technical, Creative, and Entrepreneurial, as well as flexibility to incorporate work-based projects, the programme develops the skills and knowledge required for a wide range of computing-related career paths. The curriculum is designed with input from employers to ensure its relevance to the industry and aims at developing the skills and knowledge required for a wide range of computing-related career paths.

A common first year for all three pathways covers computer programming, algorithms, database development, system development life cycle, software testing, algorithms, ethics and teamwork skills. In your second year you will continue to study a set of core modules focusing on aspects of computing as well as modules specialising in each pathway.

The programme includes a work-base project , successful completion of which is mandatory. This will take place in workplace where theoretical skills will be enhanced with practical experience. Students who exit the programme, upon the successful completion of the first year of the studies, will be awarded Certificate of Higher Education.

Programme Structure

Level 4 (Six core modules)

Computer Programming

Data Structure & Algorithms

Testing –Integration & Automated

All modules are worth 20 credits

System Development Life Cycle (SDLC)

Database Systems

Ethics & Commercial Reasoning

Award: Certificate of Higher Education (CertHE), 120 Credits

Level 5 (Four core modules, Two pathway modules)

Advanced Programming

Interactive User Interface Design

Technical Pathway

Data Analytics & Business Insights

Work-based Project

Creative Pathway

Entrepreneurial Pathway

Distributed Systems

Artificial Intelligence

Web Design & Authoring

Mobile app. Development

Entrepreneurship & Innovation

Business Risk Analysis

Award: Foundation Degree, 240 Credits

7. Module Specifications

The list of all modules is given below. Please see Appendix 1 for the specifications of individual modules.

Year	Status	No.	Module Title	Credit Value
YEAR ONE	CORE	1	Computer Programming	20
		2	System Development Life Cycle (SDLC)	20
		3	Database Systems	20
		4	Data Structure & Algorithms	20
		5	Testing –Integration & automated	20
		6	Ethics & Commercial Reasoning	20
YEAR TWO	CORE	8	Advanced Programming	20
		9	Interactive User Interface Design	20
		10	Data Analytics & Business Insights	20
		11	Worked-Based Project	20
	Technical Pathway	12	Distributed Systems	20
		13	Artificial Intelligence	20
	Creative Pathway	14	Mobile app. Development	20
		15	Web Design & Authoring	20
	Entrepreneurial Pathway	16	Entrepreneurship and Innovation	20
		17	Business Risk Analysis	20

8. Assessment & Progression Regulations

8.1 Assessment

Throughout your programme of study you will be required to complete assessments to demonstrate your learning of subject knowledge and transferable key skills. You will experience a range of different types of assessment during your programme which will include some of the following:

- Written examinations
- Presentations
- Coursework projects
- Practical assessments
- Group work
- Computer programming
- Reports

The forms of assessment and its weighting and timing, and the ways in which the learning outcomes are to be demonstrated through assessment, are set out in the module and programme specifications. The method and volume weighting of assessment for individual modules are given in this section of the Handbook.

8.2 Submission of Assessed Work

Assessments are normally submitted online through VLE (Google's classroom). Exceptionally, due to the nature of the assessment, it may be necessary for your work to be submitted offline. Your module leader will inform you what method you must use to submit your work for assessment. In case of an off-line submission, students are required to provide the module leader with the softcopy the assessment (e.g.; report, code-listing, etc.) within seven working days following the submission date for plagiarism check purposes. If you are in any doubt about the requirements for assessment submission, you should consult the relevant module leader.

The deadline for any assessment submission is 5.00pm (UK time) on the specified day. Whether online or offline, it is your responsibility to ensure that work is submitted successfully and that the correct version has been submitted. Once work has been submitted, whether online or offline, it cannot be amended or re-submitted. In the case of online submission. You should take particular care to ensure that you do not upload the final version of your assessment into a draft submission folder.

8.3 Assessment Scores

All assessments are awarded a mark on a percentage scale of 0-100%. The pass mark is set at 40% and the scale score is:

% Scale Score	Performance Standard
75+	Distinction
60-74	Merit
40-59	Pass
0-39	Fail

The final grade for an individual assessment component will be determined after completion of a quality assurance process (e.g. moderation, remarking). Where the result of the assessment calculation creates a mark of 0.5% or greater this will be rounded up to the next full percentage point (e.g. 69.5% is rounded to 70; 59.5% to 60%; and so on). Where the calculation creates a mark below 0.5% this will be rounded down to the next full percentage point (e.g. 69.4% is rounded to 69%; 59.4% to 59%; and so on). For the purposes of rounding up or down, only the first decimal place is used.

8.4 Rules governing extension to submission deadlines

If you have a good reason for not submitting work or not attending an assessment you should use the Personal Mitigating Circumstances (PMC) procedure to make a claim to have these circumstances taken into account. As a result you may be granted a replacement assessment opportunity. If you do not submit/attend an assessment in your final year, this may mean that you will not be able to graduate as the rest of your cohort, even if you have an accepted PMC claim. There is further information about Personal Mitigating Circumstances (PMC) later in this handbook.

8.5 Penalties for late submission or non-submission of work

You should always aim to submit your assessments on the published submission date. Where coursework is submitted after 4.00pm on the specified deadline day, and there are no accepted personal mitigating circumstances, it will be penalised in line with the following tariff:

Submission within 6 working days: a 10% reduction for each working day late down to the 40% passes mark and no further. Submission that is late by 7 or more working days: submission refused, mark of 0.

The consequences of non-submission may be significant. If you do not submit a piece of assessed work or do not attend a timetabled assessment such as an examination, you will fail that assessment and you may not be entitled to compensation for a failed module.

Year	Status	No.	Module Title	Assessment Method	Credit Value
YEAR ONE	CORE	1	Computer Programming	100% Coursework	20
		2	System Development Life Cycle (SDLC)	50% Coursework 50% Written Examination	20
		3	Database Systems	50% Coursework 50% Written Examination	20
		4	Data Structure & Algorithms	50% Coursework 50% Written Examination	20
		5	Testing –Integration & automated	100% Coursework (Practical Demo)	20
		6	Ethics & Commercial Reasoning	100% Coursework	20
YEAR TWO	CORE	7	Advanced Programming	100% Coursework	20
		8	Interactive User Interface Design	100% Coursework	20
		9	Data Analytics & Business Insights	100% Coursework	20
		10	Worked-Based Project	100% Report	20
	Technical Pathway	11	Distributed Systems	50% Coursework 50% Written Examination	20
		12	Artificial Intelligence	100% Coursework	20
	Creative Pathway	13	Mobile app. Development	100% Coursework	20
		14	Web Design & Authoring	100% Coursework	20
	Entrepreneurial Pathway	15	Entrepreneurship and Innovation	100% Coursework	20
		16	Business Risk Analysis	100% Coursework	20

8.6 Re-sits & Compensation

Where a student fails a module, the following may apply in the first instance:

1) Re-sit: a second attempt at an assessment component following a failure at first attempt.

Students will have two weeks to re-submit a failed coursework. Examination re-sits arrangements will be announced after the release of the results.

2) Compensation: the award of credit by the Board of Examiners for a failed module(s) on account of good performance in other modules at the same credit level where the learning outcomes have been met.

8.7 Re-sit provision

Re-sit provision is subject to all the following conditions:

- (a) A student may re-sit the failed assessment components of a module only once. Where there are extenuating circumstances, the Board of Examiners has discretion to decide whether a further assessment opportunity shall be permitted.
- (b) A student who does not complete the re-sit by the date specified shall not progress on the programme, except in cases where the process for allowing extenuating circumstances has been followed.
- (c) Resits can only take place after the meeting of the Board of Examiners or following agreement by the Chair and the External Examiner of the Board.
- (d) A student who successfully completes any required re-sits within a module shall be awarded the credit for the module and the result capped at the minimum pass mark for the module.

8.8 Compensation

Compensation will be applied when the following conditions are met:

- (a) No more than 20 credits can be compensated in any one stage of the programme.
- (b) It can be demonstrated that the learning outcomes of the qualification level have been satisfied.
- (c) A minimum mark of no more than 5 percentage points below the module pass mark has been achieved in the module to be compensated.
- (d) Taking the module mark to be compensated into account, an aggregate mark of 40% has been achieved for the qualification level of the programme

- (e) No compensation shall be permitted for any core project/dissertation module, as defined in the programme specification.
- (f) A student who receives a compensated pass in a module shall be awarded the credit for the module. The original component mark(s) (i.e. below the pass mark) shall be retained in the record of marks and used in the calculation of the aggregate mark for the stage or qualification.

8.9 Progression Regulations

The degree programme consists of two stages, namely level 4 and level 5. In order to complete and pass a stage of a programme, a student must acquire a total of 120 credits at each level for the award. Progression between levels takes place at the end of first academic year. In order to graduate with a Foundation degree, you must accumulate 240 credits over the whole programme.

Determining module outcomes

The overall module mark or grade shall be determined as set out in the assessment strategy detailed in the module specification. A student who passes a module shall be awarded the credit for that module. Modules may include more than one component of assessment and your overall module mark is calculated from the component marks. These assessments (typically a written examination and a coursework/project) contribute equally, worth 50% each to your overall module mark. In a module comprising two equally weighted components, each component must be passed in order to pass the module. In circumstances, when one component is passed and the other one is failed, the overall grade is forced fail to 39%. Pass marks for the re-attempted assessments will be capped at 40%.

8.10 Personal Mitigating Circumstances

The College recognises that students may suffer from a sudden illness, or other serious and unforeseen event or set of circumstances, which adversely affects their ability to complete an assessment, or the results they obtain for an assessment.

Personal Mitigating Circumstances are situations or circumstances of a serious nature (i.e. not day-to-day minor illnesses or circumstances you could have easily avoided through prior planning). If

you believe that they have adversely affected your ability to submit coursework on time or to submit it at all or to attend an exam, then you may wish to bring them to the attention of the examiners. The circumstances might include serious illness, bereavement or any personal issue that has affected you for a significant period of time during your studies and/or during the examination period and has had a recognisable effect on your studies and assessments.

PMC requests can only be submitted for:

- Late submission
- Non-submission
- Non-attendance at an exam or similar type of assessment

Normally PMC requests cannot be submitted because you feel that your mitigating circumstances have affected the standard of work you have already submitted or your performance in an exam you have already sat.

In the normal course of your studies you should talk to your personal tutor about problems that are affecting your studies and/or your life at home. You may wish the College to take account of these circumstances in a formal way when a Board of Examiners is making decisions about your progression or award. If so, it is *your* responsibility to complete a Personal Mitigating Circumstances (PMC) form to explain the nature of your circumstances and how these have affected your assessments.

You must submit a PMC form together with relevant evidence (Medical evidence submitted in support of a claim for extenuating circumstances should be provided by a qualified medical practitioner) before the published deadline for the assessment submission or the date of the examination within 7 calendar days, whichever is sooner. If a student fails, without good cause, to provide the College with information about mitigating circumstances within the timescales specified above, the College has authority to reject the request on those grounds. Before submitting a PMC form, please make sure you understand the procedure properly. Guidance notes are available on the PMC form.

PMC requests are considered by the Teaching, Learning and Assessment Committee (TLAC) who will verify the authenticity of any evidence submitted and decide whether your PMC will be accepted or rejected. The TLAC will then make recommendations to the Academic Board, which in turn, will then decide what action to take.

Upon receipt of recommendations from the TLAC for investigating mitigating circumstances, the Academic Board will decide whether to:

- a) provide a student with the opportunity to take the affected assessment(s) as if for the first time i.e. a 'sit' or 'submit', allowing them to be given the full marks achieved for the examination or assessment, rather than imposing a cap;
- b) waive late submission penalties;
- c) determine that there is sufficient evidence of the achievement of the intended learning outcomes from other pieces of assessment in the module(s) for an overall mark to be derived;
- d) note the accepted extenuation for the module(s) and recommend that it is taken into account at the point of award and classification.

PMC Procedure is available on the VLE.

8.11. Academic Appeals

As a student of the College, you have the right to appeal against any decision made by the Academic Board. As a consequence of a successful appeal there may be a change to a decision taken by the Academic Board. Appeals will be considered under the procedures described below. If an appeal is deemed to be a complaint, the College may then deal with it under appropriate complaints procedures. You can only appeal about your entitlement:

- To undertake further assessment,
- To progress to another stage of the academic programme
- To remain registered as a student of the College.

Grounds for Appeal

The only grounds for appeal that will be considered are that:

- i. The decision was unreasonable because it did not adequately take into account all the factors affecting the student's performance,
- ii. The decision was procedurally incorrect, or
- iii. The decision has been taken in the absence of all the relevant information (for example, the existence of a medical condition).

Appeals will not be considered on grounds that academic performance was adversely affected by factors such as ill-health if there is no independent, medical or other evidence to support the application. The evidence must cover the time period you say your performance was affected. You may only appeal on the grounds set out above.

You may not use the appeal procedure simply to dispute the academic judgement of examiners and you may not appeal against marks awarded for individual modules or individual pieces of work (although you may raise any queries about marks with your module leader in the first instance if you wish). If you decide to appeal against the decision of the Academic Board, you should complete the Appeal Form (available on VLE) and submit it by the relevant deadline. You must also attach any relevant supporting evidence.

8.12 Academic Misconduct

The College takes a serious view of all acts of academic misconduct. Such acts are considered dishonest and as attempts to gain unfair advantage. Acts of academic misconduct can take many forms. They are likely to fall into one or more of the following categories:

- Plagiarism - taking the work of another person or source and using it as if it were one's own
- Self-plagiarism (or double submission) – resubmitting previously submitted work on one or more occasions (without proper acknowledgement) including work submitted for

credits at a previous institution

- Collusion – working with others on tasks that should be carried out on an individual basis
- Falsifying experimental or other investigative results
- Taking unauthorised material (including electronic devices) into an examination
- Contracting another person to produce a piece of assessed work
- Producing a piece of assessed work for another person
- Copying from, or communicating with, another examination candidate during an examination

As a student of the College, you should ensure that you know and understand what is meant by academic misconduct and the requirements for referencing and citation. Your personal tutor will provide you with detailed advice and training about good academic practice (i.e. how to avoid academic misconduct) at the start of the academic year and during modules. In addition, you can seek further guidance about what constitutes good academic practice from your module tutors. Study skills information about academic misconduct and referencing are available on this handbook as well as the College website.

When submitting each assignment, you will be required to complete a declaration confirming that the work submitted is your own, with all sources duly acknowledged. Where assessments are submitted electronically, this declaration is completed online. If academic misconduct is suspected, the College may use facilities such as the Turnitin originality report as part of their investigations.

If you are found guilty of academic misconduct, the College will impose a penalty as described in the Academic Misconduct Procedure, available on the VLE: The College has based its penalties for academic misconduct on the work undertaken by plagiarismadvice.org and the AMBeR project. Penalties relate to a points-based tariff system to ensure consistency and fairness in the handling of academic misconduct.

8.13 Provisions for students with special needs

If you are a disabled student and you have an extension to your deadline recommended in your student support plan, you will be entitled to use this if you need it. If you are struggling to meet a deadline or to submit your work within an extended deadline if you have one, and this is for disability-related reasons, please contact student learning support adviser at least three days before your work is due. An adviser will discuss your options. Extensions to deadlines for student with a student support plan do not apply to resubmitted work.

You must request an extension before the original submission date. You cannot submit assessed work after the expiry of your extension and you will not be permitted to submit a PMC for late submission. If you have mitigating circumstances which affect you during this stage of your programme, you may submit a PMC form for non-submission, which, if accepted would give new a new deadline for submission of your work.

9. Work-based Project

The work-based project is a substantive piece of work requiring research, design and implementation, undertaken in the second year of the Foundation Degree programme. The project will provide substantive evidence from a work-related project to demonstrate the application of skills and knowledge.

The work-based project provides a vehicle for students to put their level 5 skills into practice during the work placement. Students will work with an employer to examine possible projects that have the potential to enhance the business and carry out a theoretical analysis of these projects and potential solutions. Eventually, they will settle on a project, in conjunction with the employer and academic team. This should be a significant piece of work that will require the management of multiple resources. Students will devise and follow a project plan, incorporating a personal development plan. Upon conclusion of the project, the student will be able to critically evaluate the project from an academic and commercial standpoint.

The project deliverable may be:

- A substantial software implementation
- A physical computing system
- Results and analysis of a programme of research
- A combination of research and software or physical implementations.

Due to the significant of the work, the employer and the college should work together with the student to agree a project that is achievable within the employer's business constraints and that meets the requirements of the standard.

Employers should make suitable allowance for the project to be undertaken, both in terms of time and resources. However there are some elements such as the writing of the report, particularly in its reflective aspects that may be undertaken outside of normal work. This should be agreed between student, employer and the college such that students are not disadvantaged in any way from completing the work placement and meeting the requirements of the project.

Any issues with confidentiality and/or security will also be addressed between the college, employer and student allowing for projects of business value to be undertaken using real data. (For further details, please see section 17 of the handbook). The project should relate to one of the pathways (specialism) in programme. High-level descriptors of typical projects are given below for each of the pathways (specialism).

Technical Pathway

This could be a project to design and develop a significant piece of software or a new software product prototype to achieve defined business objectives, for a defined user group or customer group, to meet the business need and applying appropriate levels of security. It will include significant project planning including estimations of both time and cost to proposed solutions, include technical and commercial aspects of the proposed solution.

Creative Pathway

This could be a project to combine skills in music software with skills in other creative software, such as computer animation, virtual worlds and computer games to investigate the process of new media development using programming. This clearly adds new dimensions to the career opportunities of graduates. Other popular combinations include creative computing and business management. As business and entertainment move increasingly online, new opportunities are opening up. Whether through computer animations on web pages, or programmed marketing in virtual worlds and computer games, the benefits of reaching customers in new ways and using new marketing strategies are growing. The combination of technical computing skills and marketing knowledge will put graduates in good stead to work in this area.

Entrepreneurial Pathway

This could be a qualitative research based project on the technology entrepreneurship, pioneered in a real- life business. The research may involve taking a technology idea and finding a high-potential commercial opportunity, gathering resources such as talent and capital, figuring out how to sell and market the idea, and managing rapid growth.

Supporting Arrangement for the Synoptic Projects

- Specification of what has to be delivered on completion of the project – must include the output, documented project plans etc. This should be presented in the form of a **formal proposal**
- College will work with the employer and student to approve the submitted proposal for the project to be undertaken.
- Agreement will be made between student, employer and college on what systems, tools and platforms will be required to complete the task and how these will be made available.
- A suitable project environment should be provided ensuring access to all required tools, systems etc. This may be the apprentice's normal workstation or may be another environment as appropriate to the nature of the project.
- Terms of reference will be developed by the student and agreed by the college and employer early in the project.

- Suitable time will be set aside by the employer for the apprentice to plan, undertake and write up their project.
- The project will be typically undertaken at the employer's premises as agreed with the employer.
- The project will be set and completed in the second year of the programme.
- The College provides clear project assessment criteria including terms of reference, approach to the problem, the design of the solution, the implementation of the solution, the final report and presentation etc, through a handbook.
- The college project tutor will oversee and provide support to the apprentice.
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10. Determination of Results

10.1 Rules for determining the degree classification

Classification of the degree will be based on the average mark across all modules. The class of degree is determined by the programme mark as shown below.

Mark	Class of degree
75% -100%	Distinction
60% -74%	Merit
40% -59%	Pass

10.2 How results are communicated

Examination results and final degree classifications will be made available on your online student records page as soon as is feasible after the meetings of the Boards of Examiners.

11. Safeguarding

We are committed to safeguarding all young people and vulnerable adults. We believe that every staff member, governor and visitor has a responsibility to safeguard our students.

All college staff members and governors receive safeguarding training. Staff members are trained to look out for signs of abuse or neglect, and are required to report these to the Designated Safeguarding Lead (DSL). Access to the college site is closely monitored. All adults who come into contact with students, including visiting professionals, are appropriately checked. Students are made aware of the adults they can talk to if they have any concerns. The college actively works to ensure students understand risks and know how to make safe choices.

We follow safeguarding procedures that have been laid down by the Haringey Local Safeguarding Children Board (LSBC), and the College has adopted a Safeguarding Policy in line with this.

There may inevitably be occasions where our concern about a young person means that we have to consult other agencies. While we always aim to work in partnership with parents and carers, there may be times when we have to act immediately, should concern for a young person become critical.

For any safeguarding concern, please contact Hazel Colbe , hazel@ada.ac.uk or Malachi Johnson, malachi@ada.ac.uk.