PROSPECTUS 2017

daVinci

Research · Design · Education

CONTENTS

REGISTERED NAME OF THE INSTITUTION

The Da Vinci Institute for Technology Management (Pty) Ltd is registered as a Private Higher Education Institution under the Higher Education Act 1997, registration no 2004/HE07/003. The Institute's qualifications are accredited by the Council on Higher Education and recorded with the South African Qualifications Authority.

DETAILS FOR CAMPUS AND SITE OF DELIVERY

Da Vinci House, 16 Park Avenue, Modderfontein, Johannesburg, South Africa
T: +27 11 608 1331, F: +27 11 608 1332, I: www.davinci.ac.za, E: info@davinci.ac.za

VISION STATEMENT

To cultivate managerial leaders.

MISSION STATEMENT

To contribute to the development of a sustainable society.

LEGAL STATUS

The Da Vinci Institute for Technology Management (Pty) Ltd is registered as a private company in terms of Section 54(1) of The Companies Act, 1973 (Act 61 of 1973) as amended. Registration No.2001/009271/07.

WELCOME TO THE DA VINCI INSTITUTE

The Institute was established in 2004 as a result of a decision by Warwick University to exit the education landscape in South Africa because of the then revised regulatory requirements for overseas universities in the country. With the support of Mr Nelson Mandela and Dr Ben Ngubane, the Marcus family decided to continue with the work started by Warwick and as a result established what is now known as The Da Vinci Institute for Technology Management. The Institute was provisionally registered with the Department of Higher Education in 2004. The first Chief Executive Officer, Professor Benjamin Anderson, joined The Institute during 2005. Under his leadership The Institute received full registration and accreditation status from the Department of Higher Education and Training and the Council on Higher Education during 2006. The first Institutional Audit was conducted during 2006 by the Higher Education Quality Committee (HEQC).

Being a Mode 2 educational institution, The Institute is focused on the creation of knowledge that is trans-disciplinary in nature, socially relevant and of which the intent is to solve work-based problems and to contribute towards the professional development of the people involved. It is in this context that The Institute facilitates a journey of self-discovery for prospective business leaders and entrepreneurs.

The Institute derives its passion from developing entrepreneurs and future managerial leaders who will contribute to the facilitation of a sustainable and socio-economic transformed society. Together with its South African and international associations, The Institute offers a spectrum of learning solutions including aspects related to, amongst others, entrepreneurship, innovation management, systems thinking and managerial leadership. By offering students an opportunity to participate in an international immersion they could obtain a truly global perspective on managerial leadership development as

it presents itself in different parts of the world. Students are able to participate in small classes, affording them the opportunity to reflect on their own learning and to integrate such with that of people who represent a wide range of cultural backgrounds and organisational realities.

The Institute which is situated in the serene and peaceful suburb of Modderfontein, offer Higher Certificate, Diploma, Bachelor, Master and Doctorate qualifications in the Management of Technology, Innovation, People, Systems (TIPS™) and Business Management(B).

By integrating the TIPS™ (B) framework, The Institute is able to engage, align and become more agile in co-creating new workplace realities with students and sponsors alike. This cooperative framework enables The Institute to offer a truly responsive service to meet its student's ever changing organisational performance needs.

The Institute is registered as a Private Higher Education Institution under the Higher Education Act 1997, registration no 2004/HE07/003. The Institute's qualifications are accredited by the Council on Higher Education and recorded with the South African Qualifications Authority.

DA VINCI PURPOSE, DREAM, PRINCIPLES AND BRAND PROMISE

The strategic intent of The Institute is defined in terms of its purpose, dream, principles, and brand promise as outlined below.

Purpose

To cultivate managerial leaders

Dream

To contribute to the development of a sustainable society

Principles

Seeking the truth (Curiosita)
Taking responsibility (Dimostrazione)
Sharpening awareness (Sensazione)
Engaging the shadow (Sfumato)
Cultivating balance (Scienza)
Nurturing integration (Corporalita)
Embracing holism (Connessione)

Brand promise

To co-create reality

WHO ARE WE?

LEADERSHIP

Chairperson and Non-Executive Director	**Prof Edward Chr. Kieswetter**
CEO and Executive Director	**Prof Benjamin Anderson**
Secretariat	**Mrs Marizanne Burger**

GOVERNANCE

Chairperson of Council	**Mr Sechaba Motsieloa**
Vice-Chairperson of Council	**Prof Jeremy Sampson**
President	**Prof Edward Chr. Kieswetter**
Vice-President / Chief Executive Officer	**Prof Benjamin Anderson**
Educational Specialist	**Prof Moeketsi Letseka**
Manager: Teaching and Learning	**Mrs Carin Stoltz-Urban**
Registrar	**Mrs Louise Fuller**
Secretariat	**Mrs Sushie Padayachee**
Dean: Research and Design	**Dr Ronel Blom**
Business Management Representative	**Prof Niel Viljoen**
Business Management Representative	**Mrs Martine Maraschin**
Alumni Representative	**Dr Shirley Lloyd**
Student Representative	**Mrs Janet du Preez**
Legal Representative	**Mr Satish Roopa**

GOVERNANCE CONT'D

Business Development Manager | **Mr Kenneth Mabilisa**

Human Resources Manager | **Mrs Marizanne Burger**

EXECUTIVE MANAGEMENT

Chief Executive Officer | **Prof Benjamin Anderson**
Doctorate in Psychology

Dean: Academic Development, Research and Design | **Dr Ronel Blom**
Doctorate in Education (Policy Studies)

Business Development Manager | **Mr Kenneth Mabilisa**
Bachelor of Arts
(Public Administration/Political Science)

Manager: Teaching and Learning | **Mrs Carin Stoltz-Urban**
Masters of Public Management

Registrar | **Mrs Louise Fuller**
Bachelor of Arts
(Communication/Psychology)

Communications Manager | **Mr Storm Thomas**
Diploma in Business Management

Operations Manager / Financial Manager / Human Resources Manager | **Mrs Marizanne Burger**
Bachelor of Accounting (Honours)

Secretariat | **Mrs Sushie Padayachee**
Diploma in Public Relations

Strategic Advisor | **Prof Niel Viljoen**
Masters of Commerce

FACULTY AT DA VINCI

The Academic Community of The Da Vinci Institute has substantial teaching and academic research experience in both local and international universities while many also have vast business experience with expertise in their respective fields. Their expertise in both the academic as well as in the business arena, enables them to support the students to contribute to new knowledge as well as create and influence new applications in the world of business.

First name	Surname	Qualifications
Adolinda Ann	Naicker	MBA (UKZN), Post Graduate Diploma in Business Management (UKZN) BSoc Science (UKZN), National Diploma (HRM) (DUT)
Adrienne	Berkowitz	BA (English) (WITS), Higher Ed Diploma (WITS), Marketing (IMM)
Andre	Vermaak	MBL (UNISA), BSc Hons (Spectrochemistry - Cum Laude) (USB), BSc (Chemistry & Physics - Cum Laude) (USB), Strategic Planning in Practice Programme (Henley, UK), Personal Leadership Programme (Willow Creek Institute, Chicago USA)
Barry	Urban	CA (SA), BCompt Hons (UNISA), BCom (Rhodes), BCom (Accounting) (UPE)
Ben	Burger	MSc (MOTI) (Da Vinci)
Benjamin	Anderson	PhD (Psychology) (UFS), MA (Psychology) (UFS), BA Hons (Psychology) (UFS), BA (Psychology and Philosophy) (UFS), BTh (UFS), National Diploma in Theology (UFS)
Bianca	Smith	BA (Psychology) (UP), Payroll (Advanced) (Accsys), Payroll (Beginners) (Accsys)
Biddie	Biddulph	MBL (UNISA), BCompt Hons (UP)
Bonile Jack	Pama	MSc (Agriculture & Economics)(Fort Hare), MBL (UNISA), BCom Hons (Economics) (University of Zululand), Post grad Diploma in Agricultural Economics (University of Zululand), BSc (Agriculture & Economics) (Fort Hare)
Carin	Stoltz-Urban	Masters (Public Management) (Regenesys), National Diploma (Public Management) (TSA)
Chengedzai	Mafini	PhD (North West University), MSc (Strategic Management) (Chinhoyi University of Technology), DTech. (VUT), BBA (Chinhoyi University of Technology), Advanced Diploma in Higher Education (UFS), Diploma in Personnel Management, Certificate in Doctoral Supervision (Rhodes)
Debbie	Kidson	BCom Hons (Accounting)(UNISA), Post Graduate Diploma in Advanced Taxation(UNISA), Post Graduate Certificate in Education (PGCE) (UNISA), BCompt (UNISA), Diploma on Advanced Property Practice (College of Property Management)
Deon	Van Zyl	DPhil (UP), MA (Clinical Psychology) (UJ), BA Hons (UJ), BA (UJ)
Dewald	Kruger	MDiv (UP), BTh(UP)

Dumisani	Magadlela	PhD (Wageningen Universiteit en Researchcentrum)
Esme	Brits	BCom (HR) (UNISA), Higher Teaching Diploma (Bloemfontein Teaching College).
Este	Welman	MCom (UNW), BCom Hons (UNW), APT Audit Diploma(UJ), B-BBEE Management Development Diploma (WITS)
Geoff	Law	MBA (Cum Laude) (Milpark), Postgraduate Diploma in Business Administration (Milpark)
Gerda	Venter	MBL (UNISA), BEng(Electronics)(UP), Advanced Coaching (CoachU Inc), Certificate in Neuroscience Coaching (UP)
Gerhard	Janse v Rensburg	DTh (Practical Theology) (UNISA), MCom (Leadership Studies) (UKZN), BA (Hebrew and Philosophy) (UP)
Godwin	Shamuyarira	BAcc Hons (University of Zimbabwe)
Graeme	De Bruyn	Master of Management (Public Policy) (WITS), BEd Hons (Education) (UNW), Higher Education Diploma (Söhnge Teachers College of Education), Certificate course (Babson College Exec Ed)
Greg	Tosen	MSc (WITS), BSc (UP), Diploma Meteorology (TUT)
Hendrien	Van Zyl	MBA (UP), BCom Hons (Business Economics) (UP) HED (Postgraduate) (UP), BCom (Personnel Management)
Henra	Mayer	MBL (Innovation and Business) (UNISA)
Isaiah	Engelbrecht	MCom (Information systems) (WITS), MBA (Wales University), BTech (Mechanical Engineering (TUT), National Diploma Mechanical Engineering (TUT)
Jacques	Velleman	BCompt Hons (UNISA), BCom (Accounting)
Jan	Bosman	PhD (Psychology) (UFS), MA Psychology (Research) (US), MA (Clinical Psychology) (UPE), BA Hons (Psychology) (UFS), BA (Psychology) (UFS)
Jayesh	Reddy	MSc (MOTI) (Da Vinci), BSc (Computer Science) (UKZN)
Jean	Grundling	Mphil (Adult Education) (US), HRM (Technikon SA)
Johann	Burden	PhD (Industrial Psychology) (UJ), MA (Industrial Psychology) (Potch), Advanced Executive Programme (UNISA)
John	Arnesen	BCom Hons (UNISA), BCom (Rhodes), Chartered Marketer (IMM), General Manager Programme (Harvard), Management Development Programme (UNISA)
John	Siti	MSc (MOTI) (Da Vinci), BSc Hons (UNISA), BSc (IT) (Midrand Graduate Institute)

Joshua	Enslin	BA Hons (Sociology - Cum Laude) (PU for CHE), BA Hons (Geography)(PU for CHE), University Education Diploma (PU for CHE), National Diploma in Occupationally Directed Education, Training and Development Practices
Judy	Molefi	BA (Applied Psychology) (UNISA), Diploma (HR) (Allenby), Certificate (HIV/AIDS Care & Counselling) (UNISA)
Juliette	Fourie	MSc (MOTI) (Da Vinci), BCom Hons (Industrial Psychology) (UNISA), BCom (Industrial Psychology) (US)
Kerryn	Irvin	BA Hons (Psychology) (UJ), BA (Psychology) (UJ)
Mark	Fuller	MBA (Milpark), Diploma in Business (Management Institute of Business Management), Sales Management Diploma (Damelin)
Merusha	Reddi	BEd Hons (Education Management) (UP), BEd (UP)
Mokgethi	Selebego	MBL (UNISA), BCom (UNW)
Nickey	Hart-Crosby	HED (Postgraduate) (UP), BA (Educational Psychology) (UP), Advanced Certificate for Professional and Business Coaching (UP)
Olivia	Nyahokwe	MCom (Economics) (Fort Hare), BCom (Hons) (Fort Hare), BCom Business Management & Economics (Fort Hare)
Patricia	Roper	MBL (UNISA), BCom (UNISA), PFMA short course (UNISA)
Pieter	Du Toit	MBL (UNISA), BCom Hons (HR), BCom (HR), Guest House Management Diploma (SMME, Technikon SA), Air Traffic & Mission Control (SAAF)
Pieter	Joubert	BA (Hons) (UPE), Postgraduate Certificate in Business Management (RAU), BA (Psychology) (UP)
Renaldo	De Jager	MBA (Regent)
Richard	Goddard	BEd Hons (Business Management)(UNISA), BPrim Ed (WITS)
Roger	Snelgar	BA (Social Science) (UCT), Diploma in Accountancy (UCT), Professional Business Coaching Programme (UP)
Ronald	Mlalazi	MSc (Procurement) (University of South Wales), Professional Diploma in Procurement and Supply Chain Management (CIPS-UK), Higher National Diploma in Procurement and Supply (CIPS-UK)
Ronel	Blom	PhD (UP), MEd (Cum Laude) (UP), BA (UNISA), Post-Grad Diploma in HE (Royal Melbourne Institute of Technology), Teaching Diploma (Goudstad Onderwyskollege)
Ross	Saunders	MSc (MOTI) (Da Vinci)
Ryan	Parker	Postgraduate Diploma in Organsiational Development (UNISA), BA (Industrial Psychology) (UJ), Leadership Development Programme (US)
Sarel	Visagie	MCom (Strategic Management) (RAU), BCom Hons (RAU), BCom (UFS)

Satish	Roopa	MPhil (US), LLB (UNISA), BJuris (UNISA)
Schalk	Gerber	MTh (Dogmatics and Christian Ethics) (Cum Laude) (UP), BA Hons (Philosophy-Cum Laude) (UP), BTh (Theology) (UP), BA (Philosophy and Psychology) (UP)
Shaun	Ruysenaar	PhD (African Studies) (University of Edinburgh), MSc (WITS), BSc Hons (WITS), BSc (WITS)
Siddiah	Muthee	BA Hons (Applied Linguistics) (UJ), Post Graduate Management Diploma in Business Administration (Milpark), BA (Language Practioners) (UJ)
Soraya	Barry	BA Hons (UPE) , BA (Psychology & Sociology) (UPE)
Theo	Potgieter	MBA (UP), BSc Hons (Agricultural Economics), BSc (Agricultural Economics), Diploma (Indiana Agricultural Banking School, USA), Senior Management Agribusiness (Harvard, USA), Advanced Programme in Management (Henley)
Thulani	Madinginye	MCom (Applied Economics) (UCT), Bachelor of Business Science (UCT)
Tshepho	Langa	MBA (USB), BCom (Accounting) (UKZN), Advanced Diploma in Economic Policy (UWC), Programme in Public Procurement and Supply (UNISA)
Tumi	Pitsie	MBA (UP), BA (Economics) (Wesleyan University, Middletown, Connecticut, USA), Diploma in Investment Management(RAU), Certificate in Management: Management Advancement Programme (WITS), Thebe Leadership Development Programme (Company tailored programme) (WITS)
Unathi	Mntonintshi	MSc (Transportation Planning) (UP), MBA (Finance) (UP), BTech (Civil Engineering) (Peninsula Technikon)
Vulumuzi	Bhebhe	PhD (MOTI) (Da Vinci)
Welmoed	Geekie	MSc (Project Management) (UP), BSc Dietetics (UP), Certificate in ETD (UJ)
Wilma	Guest-Mouton	DEd (Didactical studies) (RAU), MA (Adult Education) (RAU), BEd (UNISA), BA (Languages) (UPT), Higher Educational Diploma (UPT)
Yzette	Oelofse	BCom Hons (Business Management) (UNISA), BCom (Law) (UP)

MANAGERIAL LEADERSHIP – THE PHILOSOPHY

Over the years, the approach to the development of managers has been the subject of much debate. More recently, there is increasing evidence of a growing disillusionment among employers that business school graduates are simply not equipped to return to the work environment and make a meaningful contribution. In view of this apparent lack of 'fit for purpose' programme design, The Institute has developed an innovative approach to managerial leadership development. The approach is based on the following aspects:

- Students do not write end of year exams. Students are instead assessed through the post-modular assignments and research projects where appropriate

- Use of Case Studies - While examples from other operations (both successes and failures) are often cited and deemed important to learning, The Institute (like many international academic institutions) utilises the case study approach as the fundamental learning process whilst also considering the actual workplace as the most effective venue for case studies

- Application of Action Learning - Learning through experiences in other environments is perceived to be an important element in the development of new skills. This concept encourages candidates to take experiences from environments very different from their own and to 'laterally link' the learning to their own environment. Candidates are required to complete a post-modular assignment based on the solution of a work-based challenge

- Focus on the Management of Technology, Innovation, People and Systems (TIPS™) - Organisations that strive to be globally competitive need to be managed by people who have a profound understanding of the complexities of managing an environment in which technology, innovation and people have a pervasive impact on competitive advantage. The Institute specialises in the development of managerial leaders who are equipped with decision-making skills

- In-company Solutions - Using The Institute's integrated approach, each intervention is linked to work-related assignments in which candidates are expected to use their newly acquired skills to find conceptual solutions to work based challenges

- Cooperation with the students - Active associations between The Institute and various private and public sector operations has afforded The Institute the opportunity of working in a diverse range of organisations. The success of its programmes emanates from effective cooperations where there is joint responsibility for the full integration of learning within the students work environment

THE DA VINCI TIPS™ FRAMEWORK

T

Tools/Metrics
to Achieve
Differentiation

AGILITY

ALIGNMENT

Performance
and Value
Returns

Workplace
Integration

S

Organisation
System

I

Ideation - to
Create Value

P

Human
Interface

ENGAGEMENT

Performance Output
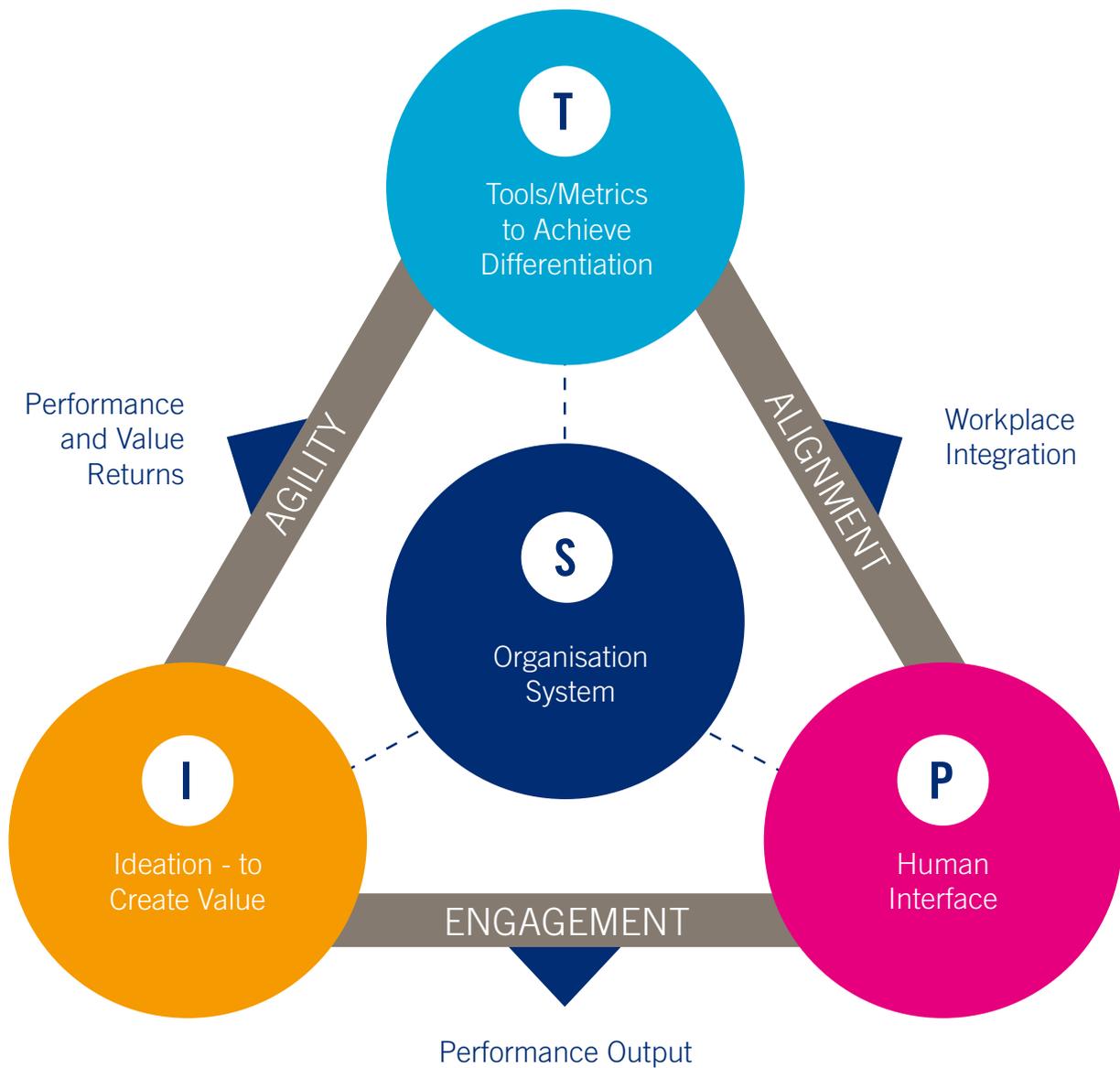
T THE MANAGEMENT OF TECHNOLOGY (MOT)

Here we argue that we are all technologists, every one of us who knows how to do something in a certain way and uses tools to do it, be they pencils or personal computers, machine tools or video screens. Teachers, auto designers, builders of factories or financial planners, whether we use language labs or lasers in whatever we do, we participate in the management of technology of our age.

I THE MANAGEMENT OF INNOVATION (MOI)

This is essentially about how an organisation firstly capitalises on the ideation process to develop an innovative product, service, process of system and as a result to commercialise and implement such innovation.

P THE MANAGEMENT OF PEOPLE (MOP)

This is about the understanding of the human bridge in implementing organisational processes and how the organisational human factor is leveraged, showing how and where people make the real difference in sustaining organisational growth and competence.

S THE MANAGEMENT OF SYSTEMS (MOS)

Here we focus on the synthesis of all organisational activities and performances systemically, in an attempt to solve unique problems. The re-design of a competitive landscape may result in being hyper competitive. It also assumes that one perceives reality as a combination of known, knowable, complex and chaotic dimensions.

In linking and integrating the domains (MOT, MOI, MOP and MOS) with each other, The Institute argues that people should be able to demonstrate the following behaviours:

BEING AGILE

Integrating the dynamics of the management of technology and the management of innovation such that, as the organisation develops, improves and adapts its technology needs, appropriate amounts of innovation are applied to generate real market value and profitability.

BEING ALIGNED

Integrating the management of technology and the management of people by ensuring that the organisation upskills (by acquisition or development) the appropriate human capabilities to match and ideally exceed the technological needs at any one time.

BEING ENGAGED

Integrating the management of people and the management of innovation by way of evaluating the commitment and motivation of people at the workplace. It is measured in terms of the total incentive cost within the organisation.

THE DA VINCI COOPERATIVE FRAMEWORK

The Da Vinci Institute uses business driven action learning as the foundation for the integration of learning within the work environment, taking particular cognisance of the socio-economic context of its students.

**Reframing
Self, Other, Social Context and Problem Solving**

Strategic Understanding

Understanding the System and Clarifying Roles/Functions

Work Based Challenge

The Student's Reality

Management of Technology - MOT

Management of Innovation - MOI

Management of People - MOP

Decision Making

Return on Investment - ROI

Implementation of a Value Proposition
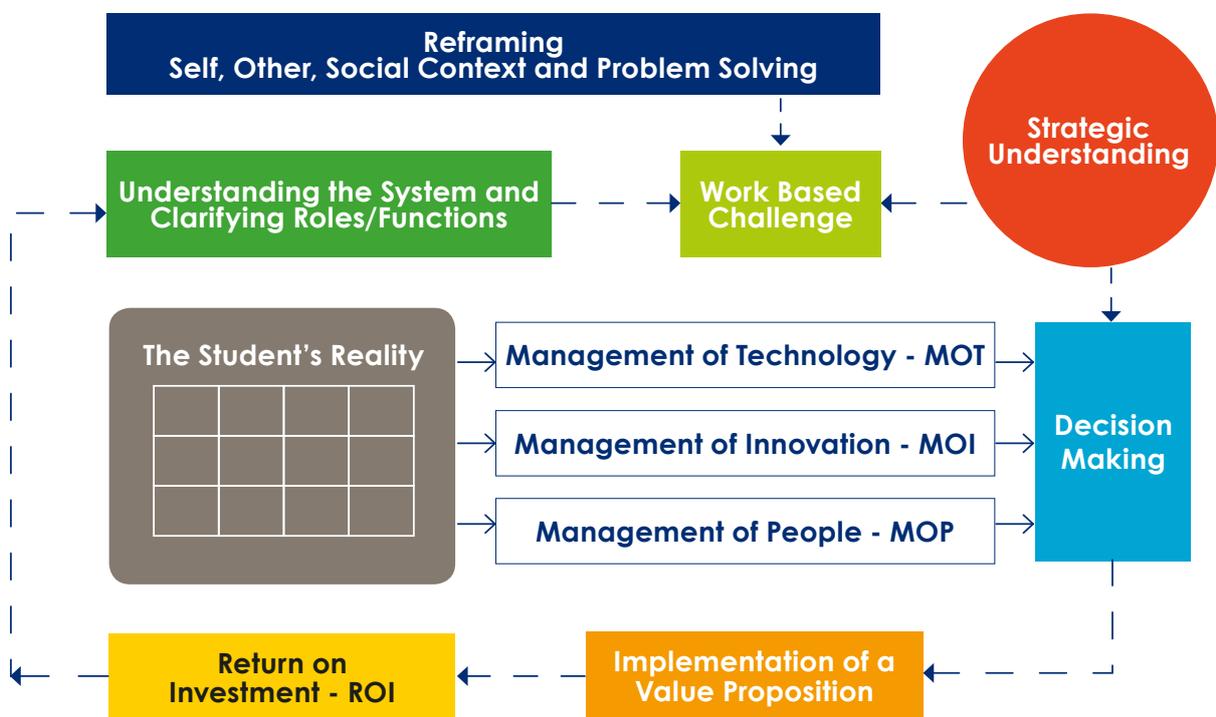
GENERAL ADMISSION REQUIREMENTS

It is a condition of enrolment for a Da Vinci qualification that:

- a student is employed throughout the period of their registration, to enable them to apply their learning in their working environment
- a student must have access to technology, as studying through The Da Vinci Institute is dependent on online engagements
- a student may register at The Da Vinci Institute on condition that the student is not presently registered at any other institution for another qualification

Applicants must meet the minimum statutory requirements of the relevant qualification in addition to any requirement specified in the admission criteria of the qualification. The admission requirements are indicated under the admission criteria for each qualification.

As a result of South Africa's historical imbalances, there are disparities in income and occupations which our clients seek to redress.

Our student numbers are informed by requests from the workplace, with a strong equity focus to eliminate unfair discrimination in seeking to achieve a diverse and broadly representative workforce.

In so doing, Da Vinci seeks to promote the Constitutional right of equality and promote economic development by its contribution as a good educational steward of transformation.

The admission requirements of The Institute are in line with the policies and regulations promulgated by the Department of Higher Education and Training.

The Da Vinci Institute offers the following entry routes for each qualification:

- Access towards a qualification through Recognition of Prior Learning (RPL)
- Credit Transfer for modules successfully completed through other accredited Institutions of Higher Education

GENERAL ADMISSION PROCEDURES

A candidate wishing to apply for a qualification with The Da Vinci Institute, must do so directly.

A completed application form must be submitted to the Admissions office, together with the required supporting documentation. The Admissions office will communicate the specific process and dates related to the relevant programme which has been applied for.

3.1 HIGHER CERTIFICATE (MOTI): **SAQA ID 59449**   **120 CREDITS**   *Programme duration 2 years*

Higher Certificate (MOTI)	Theoretical content	120 Credits

The Higher Certificate qualification, is aimed at developing people who have been earmarked for junior management positions within their organisation. Candidates are provided with the basic concepts relating to the Management of Technology, Innovation, People and Systems.

DEMAND

The qualification is designed to include members of an organisation, whose career paths may not have necessarily included gaining formal qualifications, in order to realise their true potential by:

- Assisting them to understand their role in an organisational environment
- Preparing them to perform their job more effectively within a modern organisational environment
- Assisting them to apply programme content within their own working environment
- Emphasising the integration of systems, technology, innovation and people development concepts into their individual performance within the context of the organisation

PURPOSE

People who achieve this Qualification should be able to:

- Define and apply a variety of management development theories within a systems thinking framework
- Describe the knowledge and skills required for the effective management of technology, the management of innovation and the management of people processes and compile checklists of performance indicators
- Communicate ideas, concepts and practical application of theories
- Apply technology, innovation, people and systems thinking concepts to transform individuals, organisations and/or communities

LEVEL DESCRIPTORS

By enrolling on the Higher Certificate programme, students should be able to transform theoretical understanding of the specific subject matter into demonstrable application back into the workplace in terms of:

- **Scope of knowledge,** in respect of which a learner is able to demonstrate an informed understanding of the core areas of one or more fields, disciplines or practices, and an informed understanding of the key terms, concepts, facts, general principles, rules and theories of that field, discipline or practice
- **Knowledge literacy,** in respect of which a learner is able to demonstrate the awareness of how knowledge or a knowledge system develops and evolves within the area of study or operation
- **Method and procedure,** in respect of which a learner is able to demonstrate the ability to select and apply standard methods, procedures or techniques within the field, discipline or practice, and to plan and manage an implementation process within a well-defined, familiar and supported environment
- **Problem solving,** in respect of which a learner is able to demonstrate the ability to use a range of specialised skills to identify, analyse and address complex or abstract problems drawing systematically on the body of knowledge and methods appropriate to a field, discipline or practice

Ethics and professional practice, in respect of which a learner is able to demonstrate the ability to take account of, and act in accordance with, prescribed organisational and professional ethical codes of conduct, values and practices and to seek guidance on ethical and professional issues where necessary

Accessing, processing and managing information, in respect of which a learner is able to demonstrate the ability to gather information from a range of sources, including oral, written or symbolic texts, to select information appropriate to the task, and to apply basic processes of analysis, synthesis and evaluation on that information

Producing and communicating information, in respect of which a learner is able to demonstrate the ability to communicate information reliably, accurately and coherently, using conventions appropriate to the context, in written and oral or signed form or in practical demonstration, including an understanding of and respect for conventions around intellectual property, copyright and plagiarism, including the associated legal implications

Context and systems, in respect of which a learner is able to demonstrate the ability to operate in a range of familiar and new contexts, demonstrating an understanding of different kinds of systems, their constituent parts and the relationships between these parts, and to understand how actions in one area impact on other areas within the same system

Management of learning, in respect of which a learner is able to demonstrate the ability to evaluate his or her performance or the performance of others, and to take appropriate action where necessary; to take responsibility for his or her learning within a structured learning process; and to promote the learning of others

Accountability, in respect of which a learner is able to demonstrate the ability to account for his or her actions, to work effectively with and respect others, and, in a defined context, to take supervisory responsibility for others and for the responsible use of resources, where appropriate

The Higher Certificate qualification could be applied to the following working environments:

Management of Technology and Innovation
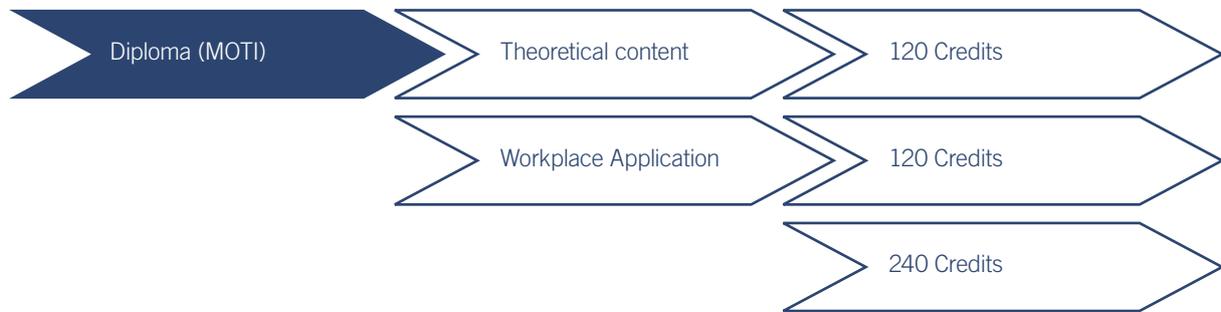
Small and Medium Enterprises

Project Management

ADMISSION CRITERIA

Qualification for which applying:		
Higher Certificate in the Management of Technology and Innovation (MOTI) (SAQA ID – 96742)		
Previous Academic Qualifications	• National Senior Certificate (NSC) - A minimum of 30% in English; OR • National Certificate (NC) V - A minimum of 40% in English on either First Additional Language or home language level, with a minimum of 30% in Mathematics or Mathematical Literacy, a minimum of 40% in Life Orientation and a minimum of 50% in four vocational subjects; OR • An SC (without endorsement) or equivalent – A minimum of five (5) subjects must be passed.	Not equivalent to the entry requirements Mature Age Exemption: • Candidates having attained the age of 23 before or during the first year of registration with a Senior Certificate with a minimum of 40% in at least four higher or standard grade subjects, at least three of which shall have been passed simultaneously and one of which shall be a recognised higher grade subject; OR • Candidates must have attained the age of 45 before or during the first year of registration. For more details contact the Registrar. Recognition of Prior Learning: Conditional acceptance (if applicable) is at the Senate's/Academic Board's discretion on a case by case basis.
Appropriate Work Experience (years)	2	4
Status	Full acceptance	Provisional acceptance
Conditions	None	Based on the performance in first three modules, the student's registration status changes to full acceptance

3.2 DIPLOMA (MOTI): SAQA ID 59450   240 CREDITS   Programme duration 4 years

Diploma (MOTI)	Theoretical content	120 Credits
	Workplace Application	120 Credits
		240 Credits

The Diploma qualification is ideal for the development of middle managers. The emphasis is on inculcating new thinking skills while developing in-depth understanding of the working environment.

DEMAND

The Diploma qualification is specifically designed to enable members of an organisation, whose career paths have not necessarily included gaining formal qualifications, to realise their true potential by:

- developing them to manage or contribute to multi-discipline teamwork aimed at business improvement and socio-economic transformation
- emphasising the implementation of technology innovations and people development practices to improve the business performance of organisations

PURPOSE

People who achieve this qualification will be able to:

- describe and analyse management development theories within a systems thinking framework
- apply knowledge regarding the effective management of technology, the management of innovation and the management of people processes within a working environment
- align and communicate ideas, concepts, and practical applications of theories
- compare and align technology, innovation, people and systems thinking concepts to transform individuals, organisations and/or communities

LEVEL DESCRIPTORS

At the Diploma Qualification level, The Da Vinci Institute provides a structured learning environment within which students develop the capacity to:

- Identify their own learning needs
- Evaluate their learning programme
- Initiate appropriate learning processes and actions
- Assist others to identify learning needs

Within this environment, which requires that students think of what they are applying and what they learn, the students' theoretical understanding of the specific subject matter is transformed into demonstrable applications in the workplace by being able to do the following:

- **Scope of knowledge,** demonstrate a detailed knowledge of the main areas of one or more fields, disciplines or practices, including an understanding of and an ability to apply the key terms, concepts, facts, principles, rules and theories of that field, discipline or practice to unfamiliar but relevant contexts; and knowledge of an area or areas of specialisation and how that knowledge relates to other fields, disciplines or practices

- **Knowledge literacy,** demonstrate an understanding of different forms of knowledge, schools of thought and forms of explanation within an area of study, operation or practice, and an awareness of knowledge production processes

- **Method and procedure,** demonstrate an ability to evaluate, select and apply appropriate methods, procedures or techniques in processes of investigation or application within a defined context

- **Problem solving,** demonstrate an ability to identify, analyse and solve problems in unfamiliar contexts, gathering evidence and applying solutions based on evidence and procedures appropriate to the field, discipline or practice

- **Ethics and professional practice,** demonstrate an understanding of the ethical implications of decisions and actions, within an organisational or professional context, based on an awareness of the complexity of ethical dilemmas

- **Producing and communicating information,** demonstrate an ability to evaluate different sources of information, to select information appropriate to the task, and to apply well-developed processes of analysis, synthesis and evaluation to that information (Accessing, processing and managing information)

Demonstrate an ability to present and communicate complex information reliably and coherently using appropriate academic and professional or occupational conventions, formats and technologies for a given context

- **Context and systems,** demonstrate an ability to make decisions and act appropriately in familiar and new contexts, demonstrating an understanding of the relationships between systems, and of how actions, ideas or developments in one system impact on other systems

- **Context and systems,** demonstrate an ability to evaluate performance against given criteria, and accurately identify and address his or her task-specific learning needs in a given context, and to provide support to the learning needs of others where appropriate

- **Accountability,** demonstrate an ability to work effectively in a team or group, and to take responsibility for his or her decisions and actions and the decisions and actions of others within well-defined contexts, including the responsibility for the use of resources where appropriate

The diploma qualification measures the application of the set of elements for full functions or disciplines. It is essential that these then be applied fully at the workplace with an understanding of the internal functional synthesis of parts; theories are relatively standardised and often standard processes are followed with newly internalised relationships leading to self-developed evaluation criteria. The student works under less supervision and also takes responsibility for helping others learn. Problem solving is linear and uses well defined theories but solution processes may well differ – embracing limited change. Standard systems are critiqued and improved.

The Diploma qualification could be applied to the following working environments:

- **Management of Technology and Innovation**
- **Operational Risk**
- **Project Management**

ADMISSION CRITERIA

Qualification for which applying: Diploma in the Management of Technology and Innovation (MOTI) (SAQA ID – 59490)		
Previous Academic Qualifications	• National Senior Certificate (NSC), with Higher Certificate admission - A minimum of 30% in English and two(2) other subjects, coupled with a minimum of 40% for three (3) NSC subjects; OR • National Certificate (NC) V with Higher Certificate Admission - A minimum of 40% in English on either First Additional Language or home language level, with a minimum of 30% in Mathematics or Mathematical Literacy, a minimum of 40% in Life Orientation and a minimum of 50% in four vocational subjects; OR • An SC (without endorsement) or equivalent – A minimum of five (5) subjects must be passed. Alternatively a Higher Certificate or Advanced Certificate in a cognate field.	Not equivalent to the entry requirements Mature Age Exemption: • Candidates having attained the age of 23 before or during the first year of registration with a Senior Certificate with three years' work experience and a proven ability relating to the proposed programme as well as adequate communicative skills; OR • Candidates must have attained the age of 45 before or during the first year of registration. For more details contact the Registrar. Recognition of Prior Learning: Conditional acceptance (if applicable) is at the Senate's/Academic Board's discretion on a case by case basis.
Appropriate Work Experience (years)	3	Being Employed
Status	Full acceptance	Provisional acceptance
Conditions	None	Based on the performance in first three modules, the student's registration status changes to full acceptance

3.3 BACHELOR OF COMMERCE (BUSINESS MANAGEMENT)

SAQA ID 84767   **360 Credits**   **Programme duration is 6 years**

Bachelor of Commerce (Business Management)	Theoretical content	318 Credits
	Workplace Application	42 Credits
		360 Credits
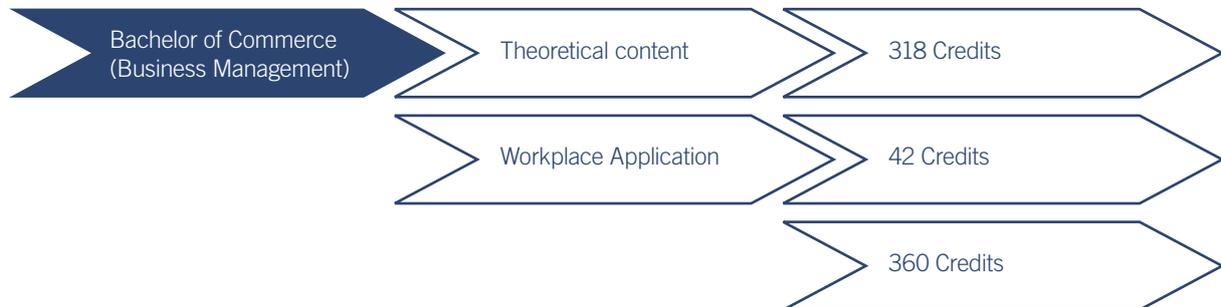
The Bachelor of Commerce (Business Management) degree is aimed at the development of managers who need to understand the importance of socio-economic transformation for South Africa.

DEMAND

The BCom Degree is specifically designed to afford prospective candidates an opportunity to realise their true potential by:

- Preparing them to perform their work effectively within a modern organisational environment
- Providing them with personal development opportunities while they meet requirements within the business management domain
- Emphasising the integration of systems, technology, innovation and people development concepts into individual performance within an organisation
- Developing them to better understand their role in the organisational environment and improve their capacity to contribute towards managing a system

PURPOSE

People who achieve this qualification should be able to:

- Define and apply a variety of management development theories within a systems thinking framework
- Describe the knowledge and skills required to inform sustainable management and organisational development practices
- Communicate ideas, concepts, and practical application of theories related to management development
- Apply technology, innovation, people and systems thinking concepts to transform individuals, organisations and/or communities

LEVEL DESCRIPTORS

By enrolling on the BCom qualification students should develop the capacity to:

- Identify their own learning needs
- Evaluate their learning progress
- Initiate appropriate learning processes and actions
- Assist others to identify learning needs

Within this environment, which includes application of learning, students are required to translate their theoretical understanding of the appropriate BCom subject matter into demonstrated application at the workplace by being able to do the following:

- **Scope of knowledge,** in respect of which a learner is able to demonstrate integrated knowledge of the central areas of one or more fields, disciplines or practices, including an understanding of and the ability to apply and evaluate the key terms, concepts, facts, principles, rules and theories of that field, discipline or practice; and detailed knowledge of an area or areas of specialisation and how that knowledge relates to other fields, disciplines or practices

- **Knowledge literacy,** in respect of which a learner is

able to demonstrate an understanding of knowledge as contested and the ability to evaluate types of knowledge and explanations typical within the area of study or practice

🌀 **Method and procedure,** in respect of which a learner is able to demonstrate an understanding of a range of methods of enquiry in a field, discipline or practice, and their suitability to specific investigations; and the ability to select and apply a range of methods to resolve problems or introduce change within a practice

🌀 **Problem solving,** in respect of which a learner is able to demonstrate the ability to identify, analyse, evaluate, critically reflect on and address complex problems, applying evidence-based solutions and theory-driven arguments

🌀 **Ethics and professional practice,** in respect of which a learner is able to demonstrate the ability to take decisions and act ethically and professionally, and the ability to justify those decisions and actions drawing on appropriate ethical values and approaches within a supported environment

🌀 **Accessing, processing and managing information,** in respect of which a learner is able to demonstrate the ability to develop appropriate processes of information gathering for a given context or use; and the ability to independently validate the sources of information and evaluate and manage the information

🌀 **Producing and communicating information,** in respect of which a learner is able to demonstrate the ability to develop and communicate his or her ideas and opinions in well-formed arguments, using appropriate academic, professional, or occupational discourse

🌀 **Context and systems,** in respect of which a learner is able to demonstrate the ability to manage processes in unfamiliar and variable contexts, recognising that problem solving is context and system bound, and does not occur in isolation

🌀 **Management of learning,** in respect of which a learner is able to demonstrate the ability to identify, evaluate and address his or her learning needs in a self-directed manner, and to facilitate collaborative learning processes

🌀 **Accountability,** in respect of which a learner is able to demonstrate the ability to take full responsibility for his or her work, decision-making and use of resources, and limited accountability for the decisions and actions of others in varied or ill-defined contexts

It is essential that these level descriptors can be applied fully at the workplace. During the learning process, theories are relatively standardised and often standard processes are followed, with newly internalised relationships leading to self-developed evaluation criteria. The student works under less supervision and takes responsibility for helping others learn. Problem solving is linear and uses well-defined theories, but solution processes may well differ, embracing change. Standard systems are critiqued and improved.

The Bachelor of Commerce qualification could be applied to the following working environments:

🌀 **Management of Technology and Innovation**
🌀 **Risk-Based Integrated Management**
🌀 **Supply Chain**
🌀 **Management of Innovation**
🌀 **Banking**

ADMISSION CRITERIA

The minimum entry requirement is a Matriculation Certificate or a National Senior Certificate with Exemption and the appropriate subject combinations and levels of achievement, as defined in the Minister's policy (Minimum Admission Requirements for Higher Certificate, Diploma and Bachelor's Degree Programmes Requiring a National Certificate, Government Gazette, Vol. 482, No. 27961, 18 August 2005).

ADMISSION CRITERIA

Qualification for which applying: Bachelor of Commerce (Business Management) (SAQA ID 84767)		
Previous Academic Qualifications	National Senior Certificate (NSC) with Degree Admission - A minimum of 50% for English as Home Language or First Additional Language coupled with a minimum of 50% in four (4) recognised NSC 20 credit subjects (This excludes Life Orientation which is a 10 credit subject). NC(V) with Degree admission – A minimum of 60% in English on either First Additional Language or Home Language level AND Mathematics or Mathematical Literacy AND Life Orientation, with a minimum of 70% in the four vocational subjects is required; OR SC (with endorsement) or equivalent with a minimum of 50% in English as Home Language or First Additional Language; OR Alternatively, a Higher Certificate, an Advanced Certificate, 240 or 360 credit Diploma in a cognate discipline. Additional Entry requirements: In addition, all applicants to the BCom programme must comply with the following minimum requirements: English First language: 50% English Second Language: 60% and Mathematics: 50%; Maths Literacy: 70% . A student unable to comply to these requirements must submit a referee report that can attest to their character.	Not equivalent to the entry requirements Mature Age Exemption: • Candidates having attained the age of 23 before or during the first year of registration with a Senior Certificate or equivalent with a minimum of 40% in at least four higher or standard grade subjects, at least three of which shall have been passed simultaneously and one of which shall be a recognised higher grade subject; OR • Candidates must have attained the age of 45 before or during the first year of registration. For more details contact the Registrar. Recognition of Prior Learning: Provisional acceptance (if applicable) is at the Senate's/Academic Board's discretion on a case by case basis.
Appropriate Work Experience (years)	Being Employed	Being Employed
Status	Full acceptance	Provisional acceptance
Conditions	None	Based on the performance in first three modules, the student's registration status changes to full acceptance.

3.4 MASTER OF SCIENCE (MOTI): **SAQA ID 59469**   **240 Credits**   **Programme Duration 4 years**

Master of Science (MOTI)	Theoretical content	120 Credits
	Workplace Application	120 Credits
		240 Credits
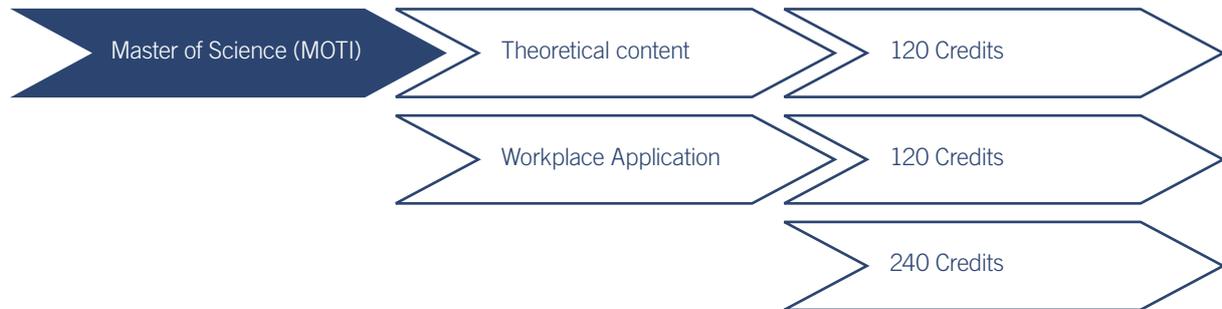
The MSc qualification, is based both on modular work and a dissertation. Candidates are expected to utilise their newly acquired knowledge and skills related to the Management of Technology, Innovation, People and Systems to solve a work-related challenge.

DEMAND

The qualification is specifically designed to enable more senior members of an organisation to realise their true potential by:

- Developing them to lead multi-discipline teams tasked to facilitate business improvement and socio-economic transformation
- Acquiring the competence to lead a system (resources) and to develop technology and innovation related activities to meet their business objectives
- Providing personal development opportunities for them to contribute significantly to the development of wealth within the South African economy

PURPOSE

People who achieve this qualification should be able to:

- Initiate organisational change
- Integrate systemic principles in solving organisational problems
- Incorporate the management of technology, the management of innovation and the management of people principles into business planning processes
- Transform communities by initiating sustainable development initiatives

LEVEL DESCRIPTORS

The Institute provides a contextual learning environment in which students develop the capacity to:

- Operate in variable and unfamiliar learning contexts, requiring responsibility and initiative
- Accurately evaluate, identify and address their own learning needs
- Interact effectively within a learning group

Students are required to translate their theoretical understanding of the appropriate subject matter into demonstrable applications within the workplace by being able to do the following:

- **Scope of knowledge,** in respect of which a learner is able to demonstrate knowledge of and engagement in an area at the forefront of a field, discipline or practice; an understanding of the theories, research methodologies, methods and techniques relevant to the field, discipline or practice; and an understanding of how to apply such knowledge in a particular context

- **Knowledge literacy,** in respect of which a learner is able to demonstrate the ability to interrogate multiple sources of knowledge in an area of specialisation and to evaluate knowledge and processes of knowledge production

- **Method and procedure,** in respect of which a learner is able to demonstrate an understanding of the complexities and uncertainties of selecting, applying or transferring appropriate standard procedures, processes or techniques to unfamiliar problems in a specialised field, discipline or practice

- **Problem solving,** in respect of which a learner is able to demonstrate the ability to use a range of specialised skills to identify, analyse and address complex or abstract problems drawing systematically on the body of knowledge and methods appropriate to a field, discipline or practice

- **Ethics and professional practice,** in respect of which a learner is able to demonstrate the ability to identify and address ethical issues, based on critical reflection on the suitability of different ethical value systems to specific contexts

- **Accessing,** processing and managing information, in respect of which a learner is able to demonstrate the ability to critically review information gathering, synthesis of data, evaluation and management processes in specialised contexts in order to develop creative responses to problems and issues

- **Producing and communicating information,** in respect of which a learner is able to demonstrate the ability to present and communicate academic, professional or occupational ideas and texts effectively to a range of audiences, offering creative insights, rigorous interpretations and solutions to problems and issues appropriate to the context

- **Context and systems,** in respect of which a learner is able to demonstrate the ability to operate effectively within a system, or manage a system based on an understanding of the roles and relationships between elements within the system

- **Management of learning,** in respect of which a learner is able to demonstrate the ability to apply, in a self-critical manner, learning strategies which effectively address his or her professional and on-going learning needs and the professional and on-going learning needs of others

- **Accountability,** in respect of which a learner is able to demonstrate the ability to take full responsibility for his or her work, decision-making and use of resources, and full accountability for the decisions and actions of others where appropriate

The Master's qualification requires integration, often across functions and systematically. The theories learnt should be applied cross-functionally in the workplace; and the integration of the system as a whole becomes important. Processes are designed to meet specific requirements, and students work at a fairly high conceptual level before translating theory into action. They work actively through groups and develop solutions rather than solve problems. Problem solving is non-linear, often chaotic and integrates sometimes obscure and abstract theories, but solution processes are designed to meet constantly changing needs.

The Da Vinci Institute reserves the right to change or adapt specific content, and alter the delivery mechanics, based on an on-going evolutionary and innovative design process. The Master's qualification can be aligned to accommodate the client's work based needs in order to improve business performance.

The Master's qualification could be applied to the following working environments:
- **Management of Technology and Innovation**
- **Consulting Engineering**

ADMISSION CRITERIA

Qualification for which applying: Master of Science in the Management of Technology and Innovation (MOTI) (SAQA ID – 59469)		
Previous Academic Qualifications	Relevant NQF Level 8 qualification	Not equivalent to NQF Level 8 qualification
Appropriate Work Experience (years)	5	7
Status	Full acceptance	Provisional acceptance
Conditions	None	Provisional acceptance on the following conditions: • Demonstrate an understanding at NQF Level 8 (appropriate level descriptors will be used to guide the process). • Evidence of relevant publications, presentations or relevant working experience that could be considered for Recognition of Prior Learning at NQF Level 8. • Registration for The Institute's Research Workshops. • Successful completion of a Research Design and Methodology module with a minimum of 60% after which the provisional acceptance will be converted to full acceptance. • In the event that a student is unsuccessful in completing the above, The Institute will discuss alternative options with the candidate.

3.5 DOCTOR OF PHILOSOPHY (MOTI): **SAQA ID 59489**　　**360 Credits**　　**Programme Duration 6 years**

Doctor of Philosophy (MOTI) > Research Thesis > 360 Credits >

The Doctor of Philosophy (PhD) qualification in the Management of Technology and Innovation provides a highly individualised learning environment within which students actually solve a meaningful business problem of substance to their organisation. The PhD programme is aimed at senior managers and executives. Candidates are required to demonstrate their ability to develop new concepts and application that will significantly improve their operations.

DEMAND

The qualification is specifically designed to enable members of an organisation to realise their true potential by:

- Challenging them to initiate innovative solutions for business improvement and socio-economic transformation
- Acquiring the competence to design a system and to develop technology and innovation related activities to meet transformational targets
- Providing personal development opportunities for them to contribute significantly to the development of wealth within the South African economy

PURPOSE

Students who achieve this Qualification will be able to:

- Initiate innovation and change at a national and international level
- Integrate systemic principles into alternative designs and developments

- Incorporate management of technology, management of innovation and management of people frameworks into new product/process designs and developments
- Make a contribution towards community development initiatives

LEVEL DESCRIPTORS

At the Doctoral Programme Level, The Institute provides a highly individualised learning environment within which students actually solve a meaningful business problem of substance. In this guided environment they should be able to do the following:

- **Scope of knowledge,** in respect of which a learner is able to demonstrate expertise and critical knowledge in an area at the forefront of a field, discipline or practice; and the ability to conceptualise new research initiatives and create new knowledge or practice
- **Knowledge literacy,** in respect of which a learner is able to demonstrate the ability to contribute to scholarly debates around theories of knowledge and processes of knowledge production in an area of study or practice
- **Method and procedure,** in respect of which a learner is able to demonstrate the ability to develop new theory, methods, techniques, processes, systems, or technologies in original, creative and innovative ways appropriate to specialised and complex contexts
- **Problem solving,** in respect of which a learner is

able to demonstrate the ability to apply specialist knowledge and theory in critically reflexive, creative and novel ways to address complex practical and theoretical problems

- **Ethics and professional practice,** in respect of which a learner is able to demonstrate the ability to identify, address and manage emerging ethical issues, and to advance processes of ethical decision-making, including monitoring and evaluation of the consequences of these decisions where appropriate

- **Accessing,** processing and managing information, in respect of which a learner is able to demonstrate the ability to make independent judgements about managing incomplete or inconsistent information or data in an iterative process of analysis and synthesis, for the development of significant original insights into new, complex and abstract ideas, information or issues

- **Producing and communicating information,** in respect of which a learner is able to demonstrate the ability to produce substantial, independent, in-depth and publishable work which meets international standards, is considered to be new or innovative by peers, and makes a significant contribution to the discipline, field, or practice; and the ability to develop a communication strategy to disseminate and defend research, strategic and policy initiatives; and their implementation to specialist and non-specialist audiences using the full resources of an academic and professional or occupational discourse

- **Context and systems,** in respect of which a learner is able to demonstrate an understanding of theoretical underpinnings in the management of complex systems to achieve systemic change; and the ability to independently design, sustain and manage change within a system or systems

- **Management of learning,** in respect of which a learner is able to demonstrate the ability to demonstrate intellectual independence, research leadership and management of research and research development in a discipline, field or practice

- **Accountability,** in respect of which a learner is able to demonstrate the ability to operate independently and take full responsibility for his or her work, and, where appropriate, lead, oversee and be held ultimately accountable for the overall governance of processes and systems

Within this guided and mentored environment, while The Institute expects far more integration of systems and independence; it is required of the students that they underpin their workplace experience in solving a work based problem of significance with a sound academic understanding of the appropriate theoretical subject material. Their demonstration of good academic research practice and independent rigorous thought will ensure their unique contribution to the universal body of knowledge, as well as offer a new synthesis of existing benchmarks, thereby path-finding new approaches and solutions to business problems.

ADMISSION CRITERIA

Qualification for which applying: Doctor of Philosophy in the Management of Technology and Innovation (MOTI) (SAQA ID 59489)		
Previous Academic Qualifications	Masters Degree or other relevant NQF 9 qualification	Not equivalent to NQF 9 qualification
Appropriate Work Experience (years)	10	15
Status	Full acceptance	Not accepted for the PhD programme
Conditions	None	The prospective candidate could consider applying for the Masters programme at The Da Vinci Institute. (see Master of Science degree admission criteria)

WE CARE

The approach to student support at The Institute is very proactive. 'At risk' students (students who do not submit their Pre-Work Assignments (PWAs) and Post-Modular Assignments (PMAs) on time or who fall behind on research work receive follow-up phone calls and e-mails as soon as it is noticed. Catch-up plans are made proactively and individual attention from our team of dedicated Programme Coordinators ensures that The Institute stays in touch with all students. The Institute also supports its students through student support sessions facilitated by our Student Support Specialists.

All Da Vinci students have access to and are actively encouraged to make use of Moodle (acronym for Modular Object-Oriented Dynamic Learning Environment). Students can access learning material, including additional reading material, from Moodle and also use this platform to upload their assignments. In addition, Moodle is used to communicate with students regarding assignments, workshops and other matters related to their studies.

The Da Vinci Institute intends to stay proactive in its approach to student support.
The Da Vinci Institute caters primarily for non-traditional students (older, working students with a range of responsibilities outside of their studies).

The formal student support programme is aimed at cultivating managerial leadership competence amongst all students. The programme consists of completing a Shadowmatch profile and participating in three or four formal engagements with a Student Support Specialist every year.

The Shadowmatch profile assesses the study (and work) habits of individual students and highlights 'development' areas to them in terms of their development as a prospective managerial leader.

"Thank you so much for the hospitality and warmth you gave us in the last three days."

"Thank you so much for all your patience with me…. You have supported me a great deal and I appreciate it more than you know."

"Thank you so much for the unwavering support and being a pillar of strength."

"I just want to say thank you as I really enjoyed our classes. I now have a different approach to a situation arising at work as well as in my personal life. This was truly something out of the ordinary."

"Thank you to all for making this experience so memorable to me."

"Everything we write about, we implement I have definitely seen a return on investment studying here"

GOVERNANCE AT THE DA VINCI INSTITUTE

THE COUNCIL

In compliance with the registration of The Institute as a private higher education institution, The Institute's academic offerings are carefully monitored by experienced professionals. The Council comprises not solely of Institute staff, but of a combination of practitioners, business people and academics. The Council is the custodian of the academic strategy, the integrity of its offerings, and the quality of all learning.

FUNCTIONS OF THE COUNCIL

The key function of The Council is to provide input regarding the strategic direction of The Da Vinci Institute in meeting its academic objectives as determined by the Higher Education Act, 1997 (Act 101 of 1997). The role and responsibilities of The Council include, inter alia:

1. Providing direction on the identification of the academic needs of society and the contributions The Da Vinci Institute can make in meeting those needs.
2. Approving new academic programmes designed and developed by The Da Vinci Institute.
3. Approving recommendations from The Academic Board regarding the quality of academic services and academic programme results and the conferment of qualifications.
4. Approving policies and procedures required to implement an integrated Quality Management System (QMS) for The Da Vinci Institute.
5. Approving the appointment of academic staff to The Da Vinci Institute.
6. Approving proposals by The Da Vinci Institute for academic collaboration and/or partnering with outside organisations.
7. Monitoring, through management information systems, the performance of The Da Vinci Institute, particularly in terms of its academic activities.
8. Approving the implementation of learning management systems required by The Da Vinci Institute to perform its academic duties as an accredited higher education provider.
9. Suggesting areas of research which could be of benefit to industrial organisations and to the academic development of The Da Vinci Institute.
10. Contributing towards the overall performance of The Da Vinci Institute, with particular reference to its academic offerings, and its image as a national and international academic entity.

THE ACADEMIC BOARD

The Academic Board is mandated by The Council to be the custodian of the academic strategy, integrity of its offerings, and the quality of all learning and as such, reports to The Council.

FUNCTIONS OF THE ACADEMIC BOARD

The Academic Board is accountable to Council for the academic, research and information technology functions of The Institute and must perform such other functions as may be delegated or assigned to it by Council.

The Academic Board:

1. Advises Council and makes recommendations, where appropriate, on the academic strategic directions and practices of The Institute;
2. Assists Council in the formulation of the academic objectives and goals of The Institute and the actions necessary to sustain and develop such objectives and goals and, where appropriate, advises Council on the impact of proposed organisational change on the academic aims of The Institute;
3. Assists in the development, progress, monitoring and achievement of The Institute's teaching and learning, research and information technology plans and strategies;
4. Advises Council and makes recommendations, where appropriate, on quality assurance of programmes and research;
5. Approves, on delegated authority of Council, all new programme developments and significant changes to existing programmes;
6. Formulates and approves, on delegated authority of Council, academic, research and information technology policies, guidelines and procedures;
7. Determines, on delegated authority of Council, the requirements to be satisfied by candidates for the award of degrees, diplomas or certificates;
8. Advises Council on the list of graduands;
9. Confers, on delegated authority of Council, academic awards;
10. Determines the requirements to be satisfied by a student disciplinary hearing;
11. Approves, on delegated authority of Council, establishment of research structures and collaborative centres; and
12. Advises Council and makes recommendations on policies concerning the academic aspects of the conditions of appointment and employment of academic, research and information technology staff.

THE RESEARCH COMMITTEE

The Research Committee is mandated by The Academic Board to be the custodian of the research strategy, integrity, and the quality of research for the masters and doctoral qualifications and reports to The Academic Board.

FUNCTIONS OF THE RESEARCH COMMITTEE

The Research Committee is accountable to The Academic Board for the masters and doctoral qualifications and must perform such other functions as may be delegated or assigned to it by The Academic Board.

The Research Committee:

1. Advises The Academic Board and makes recommendations, where appropriate, on new master and doctoral research strategic direction and practices, assists in the development and monitoring of research training workshops, guidelines and student research strategies and plans;

2. Advises The Academic Board and makes recommendations, where appropriate, on quality assurance of student research, supervision and outcomes;

3. Advises The Academic Board and makes recommendations on policies concerning appointment and employment of supervisors for masters and doctoral students;

4. Assists The Academic Board in reviewing Research Office objectives and goals for all masters and doctoral qualifications and the actions necessary to sustain and develop related objectives and goals;

5. Advises The Academic Board on the approval of topics of investigation and research, and the approval and appointment of supervisors;

6. Advises and assists The Academic Board on monitoring and approval practices and procedures for the registration of supervisors and external examiners and the satisfactory progress of candidates;

7. Advises The Academic Board on the monitoring, approval and progress of candidature, changes to such candidature; and approval of examination and classification of dissertations and theses;

8. Assists and advises The Academic Board on the nomination of Council awards;

9. Advises the Academic Board on the overseeing and implementation of strategic policy and quality assurance procedures relating to all CHE accredited qualifications including post-graduate qualifications such as the masters and doctoral qualifications, including skills facilitation for supervisors and research students and, research and presentation forums;

10. Advises The Academic Board on student, supervisor and staff publication activities and opportunities, publication writing training and workshops, peer reviewing and NRF communication; and

11. Advises The Academic Board on coordinated ways to support the candidate's research experience leading up to the dissertation or thesis assessment.

THE EXAMINATION COMMITTEE

The Examination Committee of The Institute is mandated by the Academic Board to be the custodian of the examination process of The Institute and as such reports to the Academic Board.

FUNCTIONS OF THE EXAMINATION COMMITTEE

The Examination Committee is accountable to the Academic Board and must perform such other functions as may be delegated or assigned to it by the Academic Board.

The Examination Committee:
1. Reviews the performance of candidates who have completed all of the requirements for the award of a qualification for which The Institute is accredited by the Council on Higher Education;
2. Advises the Academic Board of its recommendations for the award of qualifications;
3. Advises the Academic Board on policies and procedures in relation to the examination process;
4. Advises the Academic Board on policies and procedures in relation to the appointment and remuneration of external examiners and moderators; and
5. Advises the Academic Board on policies and procedures in relation to the appointment of internal assessors (facilitators) and moderators.

THE ETHICS COMMITTEE

The Da Vinci Institute is an academic institution, and carries out academic and administrative activities typical of an internationally recognised academic institution. The Institute, being registered as a Private Higher and Distance Education Institution in terms of the Higher Education Act (Act No. 101 of 1997) ensures that all activities meet relevant statutory requirements as required by the Department of Education.

The Ethics Committee of The Institute is mandated by The Council to be the custodian of academic ethics, integrity, and quality of all learning and as such reports to the Academic Board of The Institute.

The Terms of Reference is based on the following documentation:

- Research Policy (including Ethical Clearance Forms)
- The Institute's Code of Conduct
- Plagiarism Policy

FUNCTIONS OF THE ETHICS COMMITTEE

The Ethics Committee is tasked to:
1. Reflect the Institute's Code of Ethics which expects students to display professionalism, responsibility and integrity in all of their dealings with The Institute;
2. Ensure a learning environment in which students are able to derive benefit from the growth and learning opportunities offered by The Institute;
3. Where required, address acts of unprofessionalism and unethical behaviour that results in educational/ethical conflicts, by means of Ethical Committee Hearings.
4. Promotes positive conduct;
5. The Committee will consider all ethical clearance application forms received before the meeting;
6. Deal with multiple behaviours which give rise to conflicts. The Ethics Committee will in cases lodge complaints, hear and resolve complaints, grievances and appeals. This should be carried out to the same degree and professionalism required for all other

aspects of admission; by:

- Responding to the general complaints at quarterly meetings
- Call for extra ordinary meetings in cases of urgent matters
- Giving credence to the opinions given and evidence put forward by the complainant or issue
- Treat the complaint/issue as a confidential matter where possible
- Resolving to carry the complaint/issue process through to completion
- Deciding on the outcome and penalty if applicable
- All post-graduate grievances to go to Research Committee, Academic Board, and Council for ratification

THE INSTITUTIONAL FORUM

The Institutional Forum ensures that all activities meet relevant statutory requirements as required by the Department of Education. The Institutional Forum of The Institute is mandated by and reports to The Council.

FUNCTIONS OF THE INSTITUTIONAL FORUM

The Institutional Forum is accountable to advise The Council on staff related matters and must perform such other functions as may be delegated or assigned to it by Council, including:

1. The implementation of the private higher education act and the national policy on higher education;
2. Race and gender equity policies;

3. The selection of candidates for senior management positions;
4. Codes of conduct, mediation and dispute resolution procedures;
5. The fostering of an institutional culture which promotes tolerance and respect for fundamental human rights and creates an appropriate environment for teaching, research and learning;
6. Performing such functions as determined by The Council; and
7. Ensure that The Da Vinci Institute submits the annual Skills Development reports to the Department of Labour.

FINANCE, AUDIT AND RISK COMMITTEE

The FAR Committee advises the CEO on the following matters:

- Financial reporting: Financial statements and all factors and risks that may affect the integrity of the financial statements and The Institute
- Audit: The appointment, re-appointment and/or removal of external auditors
- Risk management: Guidance on the important risks to which The Institute may be exposed and whether the internal control systems are adequate and functioning effectively
- Information technology (IT) risks: To provide direction and monitor the IT risk profile of The Institute

The Chairperson of the FAR Committee is the Strategic Advisor, and other members include the Operations Manager, Secretariat, and a business representative. The FAR Committee met monthly during the 2016 year, and will meet quarterly during the 2017 year.

ASSESSMENT

The Institute views assessment as an integral part of the teaching and learning process. As a Mode 2 institution focused on adult learning, The Institute has adopted authentic assessments as best practice, basing its assessments on 'real life' requirements (Sambell, 2016), to increase student engagement and to promote the assessment of meaningul, complex, real-world problems and tasks (Frey, Schmitt & Allen, 2012).

Formative assessments in the form of Pre-Work Assignments and summative assessments in the form of Post-Modular Assignments as well as integrated assessment take place at various stages throughout the learning journey.

The assessment requirements are outlined in the programme framework, which is made available to all students at the onset of the programme. These are aligned to the learning outcomes of the particular programme as well as the Level Descriptors at the relevant level of the NQF.

Students have more than one submission opportunity to accommodate work and other pressure typical of non-traditional (working adult) students. They also receive constructive feedback from the assessor, to guide them in terms of areas of improvement, with every assessment.

SUBMISSION OF PRE-WORK ASSIGNMENTS (PWAs) AND POST-MODULAR ASSIGNMENTS (PMAs)

The programme schedule outlines all dates of workshops as well as the PWA and PMA submission dates. Please note that it is the student's responsibility to adhere to these dates.

GENERAL REGULATIONS FOR THE SUBMISSION OF THE PMA

Submission
Each schedule indicates two PMA submission dates for each module.

The first submission date is a compulsory submission date.

- The second date serves as an extended submission date. This option can only be used twice for the duration of the respective learning programme per academic year
- This implies that students have to submit PMAs by the first submission date
- In cases where the student did not manage to submit by the first date, he/she has an option to make use of the late submission option. If he/she has executed their choice to utilise two of the proposed second submission dates, he/she could request an additional submission date and pay a late submission penalty fee per PMA

RESUBMISSION, RE-ASSESSMENT AND APPEALS PROCESS – PMAs

Resubmission
If a student receives a not yet competent result (below 50%) for a PMA, he/she is given one opportunity to resubmit the PMA. The revised PMA should focus on applying the recommendations and comments shared by the assessor. In this case the PMA will be re-assessed and the higher mark will be recorded. This will be done at no additional cost. If a student fails again, a re-assessment fee becomes applicable.

Re-assessment for improvement of marks
- A student may apply for a re-assessment of a PMA, if the PMA was passed, but they wish to improve the result by rewriting, amending or adding to the content
- One re-assessment opportunity is allowed per module. A re-assessment fee is applicable
- The result obtained after the re-assessment process, will be regarded as the final and official result

Appeals process

- A student may request an appeal against a PMA outcome. In this case the PMA will be assessed by a moderator who will submit a second independent mark
- One appeals opportunity is allowed per PMA and an appeals fee will be applicable
- If the appeal is successful, the fee will be reimbursed to the student. If not, there will be no reimbursement

ASSESSMENT OF RESEARCH PROJECTS

The project work will be assessed by means of:

- A written evaluation of the submission by the designated marker
- A presentation component which shall also be assessed

ASSESSMENT OF DISSERTATIONS AND THESES

- Written assessments by the academic and field supervisors (where appropriate) according to specified assessment criteria for the master dissertation and doctoral thesis to be forwarded to the Research Office via the Programme Coordinator
- A written assessment of the final submission by a external examiner (according to specified assessment criteria) for the masters dissertation, to be forwarded to the Research Office
- Written assessments by two external examiners (according to specified assessment criteria) for the doctoral thesis to be forwarded to the Research Office
- A written assessment of the oral presentation/oral defence of the student by a panel, (including the academic and field supervisors) to be forwarded to the Research Office

On completion of the oral defence, the final outcome will be disclosed, as either complete or incomplete, until ratification and agreement of marks by the Academic Board and the Council.

THE APPEALS PROCESS

A student may request an appeal against the final outcome according to the Appeals Policy. An appeal must be submitted in writing within two weeks of receipt of the decision, addressed to the Registrar, and accompanied by the appropriate supporting documents. An appeals fee is applicable. If the appeal is successful, the fee will be reimbursed to the student. If not there will be no reimbursement.

RE-REGISTRATION

Extension beyond the maximum registration period requires a written motivation from the student to re-register for a maximum period of one year. This must be supported in writing by the student's Academic and/or Field Supervisors, and sponsor, where applicable. The applicable fees apply

THE AWARD OF A QUALIFICATION WITH DISTINCTION (CUM LAUDE)

- Students (with the exception of those registered for the PhD qualification) who achieve 75% for each academic component of the qualification will be awarded the qualification with distinction (cum laude)
- Being successfully awarded a doctoral qualification, is a distinction in itself and therefore no mark or cum laude will be awarded

PLAGIARISM

Plagiarism is an extremely serious offence and all role-players associated with The Institute (facilitators, assessors, moderators and students), should be aware of what constitutes plagiarism and the possible consequences, if plagiarism is suspected and proven.

'Plagiarism' means any attempt to benefit oneself, or another, by deceit or fraud. This shall include:

- Deliberately reproducing the work of another person or persons without due acknowledgement
- Passing on a significant amount (approximately 25%) of unacknowledged copying. This shall be deemed to constitute *prima facie* evidence of deliberate copying
- The Institute reserves the right to take action on any evidence of plagiarism

In such cases the burden of establishing otherwise shall rest with the party against whom such an allegation is made.

Plagiarism constitutes actions, which:
- Weaken the educational process, such as shameless copying of any aspect of the programme
- Demonstrate dishonesty such as copying from books, hand-outs or the work of other students without explicitly stating that this was done

These actions will be discussed by The Institute as reflected in the Student Code of Conduct.

The detailed Plagiarism Policy is available from the Da Vinci website, our offices and on upon Registration, and is explained as part of the student contract.

Part of the on-line learning process, will require students to read and confirm their understanding of the Plagiarism Policy.

Turnitin

Turnitin is a comprehensive cloud-based solution that helps students learn by facilitating personalised feedback. It inspects students' work for improper citation or potential plagiarism by comparing it against the world's largest academic database, using pattern recognition algorithms.

An Originality Report is generated in a matter of seconds, enabling The Institute to detect plagiarism and ensure that all work is properly referenced.

PERIOD OF STUDY

As a registered private higher and distance education provider, The Institute aligns its period of study accordingly. Indicated below is the maximum period of registration allowed for each programme/qualification.

Programme Duration
Higher Certificate (MOTI) Two (2) years
Diploma (MOTI) Four (4) Years
BCom (Business Management) Six (6) years
MSc (MOTI) Four (4) Years
PhD (MOTI) Six (6) Years

On non-completion of a qualification following the expiry of the registration period, a re-registration or re-application for the relevant qualification may apply.
- In re-registering for a qualification, a re-registration fee is applicable
- In re-applying for a qualification, an application fee is applicable. The student will be granted recognition of prior learning for the modules already completed and will have to pay current fees for the remaining modules
- For MSc and PhD students, an extension beyond the maximum time limit requires a written motivation from the student supported by the student's Academic and Field Supervisors and sponsor, where applicable

GRADUATION CERTIFICATES

- Original certificates are only issued once
- Students will be issued with a statement of results if the certificate is lost

LEARNING EXPERIENCE

- The institute has a fully computerised online learning platform (Moodle) which ensures a fully integrated online learning experience
- The Institute provides counselling services and personal mentoring and tutoring on an ongoing basis. Students are encouraged to contact their Programme Coordinator to discuss academic assistance if required
- A student who demonstrates difficulty in completing the modules in the minimum time, may be invited to attend an interview at which his/her continuation on the programme will be discussed and a rehabilitation plan developed where appropriate
- The Institute cannot guarantee that every module for which a student registers can be offered sequentially. If a student is required to re-register for a module, the date for the attendance for the same, or equivalent, or substitute module will be provided as early as possible
- The Institute provides full access to an Information Commons/Library which has internet connected computers and a number of holdings as well as digital databases

RECOGNITION OF PRIOR LEARNING, CREDIT TRANSFERS AND ARTICULATION

The Institute is guided in its RPL practice by the South African Qualification Authority (SAQA), the Department of Higher Education and Training (DHET) and the Council on Higher Education's (CHE) policies. It also gives due regard to Minimum Admission Requirements Regulations (August, 2005) and the Higher Education Qualifications Sub-Framework (HEQSF), in keeping with the objectives of the National Qualifications Framework (NQF), which 'supports wider and more diverse access to higher education and fairer progression pathways within the system' (Department of Education Regulations, 2005:4).

1. The Recognition of Prior Learning (RPL)

The Recognition of Prior Learning (RPL) means "the principles and processes through which the prior knowledge and skills of a person are made visible, mediated and assessed for the purposes of alternative access and admission, recognition and certification, or further learning and development" (SAQA National Policy for the Implementation of the Recognition of Prior Learning 2013.p.5)

In view of the above, The Da Vinci Institute enables prospective students to gain access towards the qualifications offered by the institution by means of a careful assessment of the students' skills and knowledge.

- RPL for access: "To provide an alternative access route into a programme of learning for those who do not meet the formal entry requirements for admission. RPL for access applies to learning programmes offered by an accredited institution of further learning (including a post-school institution and an adult learning centre) or workplace-based training provider" (SAQA National Policy for the Implementation of the Recognition of Prior Learning 2013.p.6).

For more information, please contact the Registrar.

2. Credit Accumulation and Transfer

A Credit accumulation and transfer (CAT) system means "an arrangement whereby the diverse features of both credit accumulation and credit transfer are combined to facilitate lifelong learning and access to the workplace" (SAQA National Policy for the Implementation of the Recognition of Prior Learning 2013.p.4).

The Da Vinci Institute allows for both Credit Accumulation and Credit Transfer.

- Credit accumulation is a process whereby valid credits towards qualifications offered by The Institute are retained for a reasonable time, to allow for interrupted learning from the programme, as maybe required
- Credit transfer is undertaken for subject areas offered at other registered and accredited higher education institutions, in relation to a Da Vinci qualification, and the modules that make up the qualification, if the subject areas coincide with the modules chosen by the student. For more information, please contact the Registrar

3. Articulation

Articulation means the facilitation of movement of learners between and within the three sub-frameworks of the NQF, between institutions and within institutions, in order to enable access, progression and mobility (Notice 505 of 2014, National Qualifications Framework Act, No.67 of 2008. p.12).

The Da Vinci Institute accepts articulation of learning in respect of cognate qualifications in the following ways:

1. With respect to articulation with the General and Further Education and Training Qualifications sub-framework (GFETQSF), The Da Vinci Institute accepts the National Senior Certificate (NSC) or NQF4 equivalent qualifications, in accordance with the entry requirements of The Institute
2. With respect to the Occupations Qualifications Sub-framework (OQSF), The Da Vinci Institute will consider articulation as appropriate for qualifications relating to:

- Business Management
- Management of Technology
- Management of Innovation
- Management of People
- Systems Thinking
- Managerial Leadership Development

3. With respect to the Higher Educational Qualifications Sub-framework (HEQSF), The Da Vinci Institute will award credits for modules or subject areas from cognate qualifications undertaken by the student at another registered and accredited higher education institution
4. Articulation within The Da Vinci Institute is enabled by a consideration of credit values and/or levels of learning in cognate qualifications.

For more information, please contact the Registrar.

RULES OF PROGRESSION

The student's academic progression starts with meeting the conditions of enrolment and admission criteria for the selected qualification. Under specific circumstances the student can gain access provisionally.

The awarding of credit transfers for subjects/modules completed at another Higher Education Institution will exempt a student from the submission of the relevant modules.

A result of 50% has to be achieved to pass a PMA. In the case of postgraduate programmes a result of 60% has to be achieved for the Research Design and Methodology module before the student can proceed with his or her studies. In order to proceed to a subsequent year of study, all modules from the preceding year have to be successfully completed.

In order to graduate, the student is required to successfully complete all the Post-Modular Assignments modules prescribed by the curriculum and within the registration period of the qualification. Final summative assessments also comprise oral defences (for Work-based Challenge, dissertations and theses) and Exit Level Assignments, assessing the Exit Level Outcomes of the qualification. This will include any extensions, re-submissions and/or deferrals granted.

LANGUAGE POLICY

The language of tuition at The Da Vinci Institute is English. For those students, where English is the second or third language, The Institute provides support in the following ways:

- avails dictionaries in the library in other languages
- refers students to free online English programmes
- encourages fellow student support in the classroom, permitting students to assist other students with explanations of difficult concepts in their own language
- Grammar and spelling is only penalised as considered appropriate for the relevant module and outcomes

The Institute promotes English competency for the purposes of learning in a climate that is respectful of the inherent value of all other languages.

MODE OF INSTRUCTION

Distance learning with face-to-face and online support.

STUDENT CONTRACTS

A student is required to sign two contracts. The first of which is the Payment Contract, which must be filled in and signed in order to complete the registration process (Annexure A).

The second contract is the Student contract which the student must complete at the start of the programme (Annexure B).

FEES AND DEPOSITS

Details of fees and deposits are contained in the current year's fee schedule, available on request.

APPLICATION FEE

All students must pay a non-refundable application fee which must accompany the student's application form. This is an administrative charge for the application process and is over and above any programme fees.

REGISTRATION FEE

A registration fee is payable on the student's acceptance of the offer by The Institute for participation on a programme. This fee is determined by the payment option selected by the student on the payment contract. The annual registration fee must be paid before commencement of each year of study.

CANCELLATION FEE

Students who have applied for and have registered for a programme will be held liable for cancellation fees as specified here under:

- If a student needs to cancel a registered programme (for whatever reason), they must do so in writing to The Da Vinci Institute
- Should the cancellation be requested more than thirty (30) days prior to the start of the said programme, the student will be liable for 10% of the first quarter fee
- Should the cancellation be requested within the thirty (30) days prior to the start of the said programme, the student will be liable for 50% of the first quarter fee
- If a cancellation is received after a registered programme has commenced, the student will be liable for the full quarter fee of the quarter they are busy with
- Where refunds are applicable, such shall be made by The Institute not more than sixty (60) days after receipt of the cancellation notice
- For client sponsored students, the cancellation fees are negotiated as per the contract

PAYMENT OPTIONS

Details of payment options are available from the admissions office - admissions@davinci.ac.za.

NON-REFUNDABLE FEES

The following fees are not refundable under any circumstances:

- Application fee

INTERNATIONAL STUDENTS

The Da Vinci Institute welcomes student applications from the rest of Africa and abroad. Comparability of international qualifications with South African qualifications is determined by the South African Qualifications Authority (SAQA). International applicants will have to apply to SAQA for verification of their qualifications. The SAQA application process is available on http://www.saqa.org.za/show.php?id=5741

FINANCIAL AID

The Da Vinci Institute has a study benefit policy aimed to assist students with their studies. This is specifically aimed at staff members, faculty and council members.

STUDENT CODE OF CONDUCT

The Da Vinci Institute operates within an ethos of mature students from active roles in the global workplace. As such, students are required to take full responsibility for their own progress within the course of their studies. The Institute's management team, academic and administration staff and students further underwrites the seven Leonardo da Vinci principles:

- Seeking the truth **(curiosita)**
- Taking responsibility **(dimostrazione)**
- Sharpening awareness **(sensazione)**
- Engaging the shadow **(sfumato)**
- Cultivating balance **(scienza)**
- Nurturing integration **(corporalita)**
- Embracing holism **(connessione)**

Purpose of the Code of Conduct

Within this context, the purpose of the Code of Cunduct is to:

- Reflect the values of The Institute and, therefore, does not replace but informs the policies, procedures and processes of The Institute
- Create a safe and conducive learning environment in which all students are able to derive full benefit from the growth and learning opportunity presented by The Institute
- Increase awareness of their own professional conduct, thus equipping students with the ability to reflect on their practices in the workplace

General Conduct

Students shall display high levels of professionalism, responsibility and integrity in all of their dealings with The Institute and therefore students shall not:

- Disrupt or attempt to disrupt teaching, study or research or the administration thereof
- Disrupt or attempt to disrupt the lawful exercise of freedom of speech by members, students and employees of The Institute or by visiting speakers
- Obstruct or attempt to obstruct any officer, employee or agent of The Institute in the performance of his or her duties
- Damage, misappropriate or destroy any property of, or in the custody of The Institute or of any member, officer, employee or agent of The Institute, or knowingly misappropriate such property
- Occupy or use or attempt to occupy or use any property or facilities of The Institute except as may be expressly authorised by the relevant Institute's authorities
- Forge, alter, falsify or misuse any Institute qualification or certificate or similar document or knowingly make false statements concerning The Institute or results obtained from The Institute
- Engage in actions which are likely to cause injury or to impair safety
- Engage in violent, indecent, disorderly, threatening, or offensive behaviour or language
- Disobey a reasonable instruction given within their authority, by one of the authorities of The Institute
- Engage in any dishonest behaviour in relation to The Institute

- Refuse or knowingly disclose/furnish false information to The Institute or its staff
- Engage in the harassment of any member, visitor, employee or agent of The Institute
- Fail to comply with any other policy, procedure or rule of The Institute

Students are required to:

- Use electronic technology, if available, in class to capture comments and insights during workshop presentations by the facilitator
- Be punctual - that is students should be seated in class at the official start time of the workshop and should not leave the class except at the official breaks, unless express permission to do otherwise has been granted in advance by the facilitator
- Channel all concerns or suggestions regarding The Institute's delivery of the product to the Programme Coordinator or formally to The Institute via the student representatives on the Examination Committee, Institutional Forum or Academic Board

ETHICAL CONDUCT

Ethical Conduct Includes:
Promoting:

- The policies, rules and laws of the country and The Institute
- Ethical treatment of people and the environment
- Ethical practices including fulfilling obligations of teaching/learning

- Fair and accountable assessment, research and supervision
- Ethical use of resources and property

Preventing:

- Plagiarism and all forms of intellectual dishonesty
- Favouritism and nepotism
- Violation of confidentiality

RESPECTFUL CONDUCT:

Respectful Conduct Includes:
Promoting:

- Human rights and social responsibility
- Equity and equal opportunity
- Academic freedom and freedom of expression
- Honesty
- Integrity
- Fairness
- Courtesy
- Respect for differences of people's ideas and opinions

Preventing:

- Discrimination on the basis of race, gender, religion, disability, sexual orientation or age
- The abuse of power
- Sexual, racial or other forms of harassment
- Disrespect for persons and property

RESPONSIBLE CONDUCT:

Responsible Conduct Includes:

Promoting:

- Transparency
- Inclusivity
- Accountability
- Good practice conducive to safety, security, health and well-being
- Mutual responsibility for maintaining an ethos and a sustainable environment

Preventing:

- Misuse of personal information, property and the name of The Institute
- Improper financial dealings and improper conflicts of interest
- Practices threatening safety, security, health or well-being
- Political action which impinges on the rights of others

DILIGENT CONDUCT:

Diligent Conduct Includes:

Promoting:

- Efficiency
- Effectiveness
- Excellence in performance
- Competence
- The proper use of time

Preventing:

- Misuse of time and resources
- Inefficiency
- Ineffectiveness
- Unprofessional conduct

DISCIPLINARY PROCEDURES

Any student found contravening the Code of Conduct may face disciplinary action. Any case of alleged misconduct by a student must be reported to the Registrar. The Registrar will investigate the allegation against the student, collect the evidence and present it to the Chairperson of the Ethics Committee for further action.

The Ethics Committee shall investigate the allegation against the student, and will consider both oral evidence and written reports. Before finding a student guilty of misconduct, the Ethics Committee will present the charge and the evidence collected, in writing to the student concerned, and allow the student the opportunity to defend himself/herself. Where the student is found to be guilty of misconduct, the Ethics Committee may impose penalties deemed appropriate, as provided for below. Where a penalty is imposed by the Ethics Committee, the student will be informed of the penalty in writing.

Penalties

The Academic Board may impose any of the penalties mentioned below:

- admonition and/or a warning
- suspension from The Institute for a specified period of time
- expulsion from The Institute
- forfeiture of a qualification obtained in a dishonourable manner
- written apology to a specified person or body

- reimbursement for or repair of damage caused by a student

Right of appeal

A student has the right to appeal the finding and/or penalty as imposed by the Ethics Committee.

- The appeal must be lodged in writing with the Ethics Committee within five days of receipt of the finding and/or penalty
- The imposition of the penalty may be postponed by the Ethics Committee pending the outcome of the appeal
- The Ethics Committee will review the findings and outcomes of the Ethics Committee together with the appeal lodged by the student
- The decision made by the Ethics Committee is final

General Provisions

- Any person involved in the laying of a charge against a student, or the giving or collecting of evidence against a student, may not be a member of the Ethics Committee presiding over the case of misconduct
- The chairperson of the Ethics Committee shall have the deciding vote should there be no clear outcome
- The Ethics Committee has the discretion to abandon or suspend the disciplinary investigation for a reasonable period
- Any deviation from these rules may be condoned by the Ethics Committee if it is of the opinion that such deviation has not caused any material injustice to any party involved
- The student against whom the allegation of misconduct is charged, will be provided with a copy of the disciplinary procedures
- The chairperson of the Ethics Committee may delegate his/her authority at his/her discretion
- A student shall be entitled to student representation (SRC) as appropriate

- If a student is found guilty of a misconduct, this will be reflected on his/her academic record

COMPLAINTS POLICY

Principles:
- Complaints from students are welcomed and must be dealt with in a supportive manner
- Informal and early resolution of complaints is encouraged
- Complaints processes will be conducted in accordance with the principles of natural justice
- Confidentiality will be respected and maintained at all times
- Proper record of all complaints will be kept by the Office of the Registrar

1. **Complaint Resolution Stage 1: Early Conciliation and Informal Complaint Resolution**
   - The student is encouraged to resolve the matter directly with the respondent - that is, the person directly involved in the circumstances surrounding the complaint being raised. Normally, this stage of complaint is handled orally through discussion of the matter between the parties
   - If the student is uncomfortable with raising the matter with the respondent, then he or she may discuss it with the Programme Coordinator
   - If the complaint cannot be resolved at Stage 1, the student may elect to move to Stage 2 of the complaints process

2. **Complaint Resolution Stage 2: Further Conciliation and/or Investigation**
   - The student may only move to Stage 2 after informal complaint resolution has been attempted

- Stage 2 involves lodgement of a formal complaint. This must be in the form of a written submission made to the Programme Coordinator or if the Programme Coordinator is the subject of the complaint, with the Client Engagement Manager
- If a complaint is formally lodged in this manner, it must be logged in the Complaints Register
- Complaints processes will be conducted in accordance with the principles of natural justice
- If the Programme Coordinator does not succeed in resolving the complaint satisfactorily, the matter will be escalated to the Client Engagement Manager

3. Complaint Resolution Stage 3: Further Conciliation and/or Investigation
- The matter will be investigated and a final outcome will be provided within 5 working days

HEALTH AND WELLNESS

The Da Vinci Institute is committed to supporting the overall health and well-being of its staff and students.

As a distance learning institution, The Institute also offers students additional academic support by scheduling face-to-face discussions and workshops with faculty.

The Institute also offers Student Support, recognising and understanding the challenges that face non-traditional learners in having to juggle work, home and student life. The support includes three to four formal engagements per year with The Institute's student support specialists. These engagements can be via email, telephone or face-to-face.

The Institute also provides health screening services (e.g. cholesterol, blood sugar, weight and blood pressure). Medical brochures are also made available to assist staff with information on specific diseases and illnesses.

The Institute has first aid services on site to assist staff and students should they need medical assistance. For more serious matters the staff and students are referred to a local general practitioner.

Students and staff can also visit community health centres as indicated below.

Contact details for national health and wellness organisations:

Al-Anon Family Groups
For family and friends of problem drinkers.
Helpline: 0860 ALANON (25 26 66)
Website: www.alanon.org.za

Alcoholics Anonymous SA
Supporting alcoholics choosing to be sober.
Helpline: 0860 HELPAA (435 722)
Website: www.aasouthafrica.org.za

Gender based violence crisis line
Supporting victims of gender based violence.
Toll free line: 0800 428 428

LifeLine Southern Africa
Offers free, confidential telephone counselling for rape, trauma, Aids etc.
Counselling line: 0861 322 322
Website: www.lifeline.org.za

Narcotics Anonymous SA
For recovering drug addicts.
National helpline: 083 900 MY NA (083 900 69 62)
Website: www.na.org.za

South African Police services (SAPS)
Emergency number: 10111
Crime Stop: 08600 10111
Report cases of child abuse for police investigation: childprotect@saps.org.za

National Aids helpline

Assistance with IAIDS /AIDS related information, support and services referral.

Tollfree number: 0800 012 322

aidshelpline.org.za

People Opposed to Woman Abuse (Powa)

Organisation offering shelter, counselling and legal support to women in abusive relationships, rape survivors, and survivors of incest.

Helpline: 083 765 1235

www.powa.co.za

Stop Gender Abuse

Crisis counselling for women who have been raped or abused.

Toll-free helpline: 0800 150 150

Family and Marriage Association of SA (FAMSA)

Support for families through in situations.

National office: (011) 975 7106/7

E-mail: national@famsa.org.za

Website: www.famsa.org.za

SA National Council on Alcoholism and Drug Dependence

Prevention and treatment services for alcohol and other drug dependence.

086 14 SANCA (72622)

Website: http://sancanational.org/

SA Depression and Anxiety Group

24hr Helpline 0800121314

SMS 31393 (for a callback request)

Website: www.sadac.org

DISABILITY

The Institute acknowledges that people with disabilities have the same right to reach their academic potential as people who do not have a disability. Therefore, reasonable provision is made to assist and accommodate students with disabilities in the teaching and learning environment.

Support services available to students who are disabled:

- All workshops are recorded and are made available on YouTube
- Additional time to complete Post Modular Assignments for such students in need thereof
- Learning Support Specialists

Access will be provided for students with physical disabilities as far as facilities on the campus can accommodate. As a distance learning institution, it is not compulsory to attend workshops and all workshops are recorded and available on YouTube.

Special provision could be made for students with additional needs should the student carry the costs:

- Sign language interpretation
- Enlarged printing
- Braille printing

It is the right and responsibility of a prospective disabled student to declare his or her disability when he or she applies for admission, and to familiarise himself or herself with the policies and procedures regarding disabilities in order to negotiate support from The Institute.

The Teaching and Learning Manager will determine the special provision for assessment that The Institute can accommodate.

HIV/AIDS

The Da Vinci Institute recognises the magnitude and severity of the HIV/AIDS epidemic, and the complex problems it may present for students. It holds all medical information to be confidential. The HIV status of an infected student may not be divulged to anyone without the written and informed consent of the student concerned.

Students who have a life-threatening disease will be treated with sensitivity and compassion. Infected students are encouraged to seek assistance from their company and established community support groups for medical treatment and counselling services.

BUSINESS INNOVATION AWARDS PROGRAMME

Da Vinci TT100 Business Innovation Awards Programme

The TT100 Awards Programme, with support from various partners (including The Department of Science and Technology, Eskom, PwC and the IDC) was launched in 1991 by the South African Engineering Association (SAVI). The programme has been focused on drawing attention to the importance of developing a local culture of technological innovation and excellence. TT100 has evolved into one of the foremost business awards programmes that laud South African companies for their prowess in the Management of Technology, Innovation, People, Systems and Sustainability, regardless of their industry. The programme is an effective vehicle for achieving growth and innovation advancement in our country, while raising awareness of the critical need for South African companies to embrace the management of technology, innovation and people in a systemic and sustainable manner. Since 1994, TT100 has enjoyed strong endorsement by the Department of Science and Technology (DST) as the major government sponsor. The TT100 Programme forms an integral part of The Institute's annual business operations.

Accenture Innovation Index

The Accenture Innovation Index measures, recognises and rewards innovation and systems of innovation in organisations, and provides an authoritative and objective snapshot of the current state of innovation in South Africa.

DA VINCI ALUMNI AWARDS

The Da Vinci Community Services Award

The Da Vinci Institute has incorporated Community Services as a key component in all offerings to students. This award recognises students who demonstrate a commitment towards community involvement and who have included community activities into their learning and research.

The Da Vinci Mandala Research Award

The Mandala is a symbol of integrating different parts into a synthesized archetype of subjective truth. The more we become integrated, or the more a piece of work is integrated, the more authentic it becomes in the strife towards wholeness.

The Da Vinci Phd Excellence Award

The aim of The Da Vinci PhD Excellence Award is firstly, to acknowledge academic excellence demonstrated by a Da Vinci PhD graduate; secondly, to serve as an example of excellence for The Institute's students; and thirdly, to promote The Da Vinci Institute through the quality of its students' work.

The Da Vinci President's Award

The Da Vinci President's Award recognises students who, through excellence in applied research, contribute to an alternative understanding of what constitutes The Da Vinci Institute's offerings related to Managerial Leadership in Technology, Innovation, People and Systems Thinking. The student(s) should, through research activities, demonstrate an unquestionable contribution(s) towards the creation of new knowledge and application as related to the

Management of Technology, the Management of Innovation, the Management of People and the Management of Systems within a specific organisational context.

The Natalie du Toit Award
This award recognises individuals who display persistence, cheerfulness, a sense of adventure, tenacity, courage and helpfulness to others and who have either ably balanced their academic studies with extramural activities, or have balanced their achievements with real life challenges and opportunities in such a way as to benefit society at large.

The Benjamin Anderson Award
In view of the fact that the first cohort of BCom students graduated in 2015, a new award was instituted, aimed at recognising excellence in planning and executing a Work Based Challenge, related to Business Management.

DA VINCI SOCIAL ARCHITECTURE AWARD

The Da Vinci Laureate: Social Architecturais
The Da Vinci Laureate award serves to acknowledge an individual that has made a singular contribution to the re-definition of a social system with a view to create an equitable society, self-directedness and embracing unity in diversity.

Through insightful leadership and a passion for the development of communities, the contributions of recipients of the laureate award are recognised at a National or International level, and thereby provide an opportunity for society at large to appreciate the contributions made by such individuals regarding the re-positioning of society as a sustainable community.

CORPORATE SOCIAL RESPONSIBILITY

The Da Vinci Institute has identified key stakeholders, towards whom it believes can make a meaningful contribution.

LITTLE GREEN NUMBER

LITTLE GREEN NUMBER

Three Little Words that could Change the World!

Little Green Number is an award winning company that turn ads into bags! Each one of their bags, made from recycled billboards, is funky and unique. They are passionate about creating jobs AND saving the planet. One billboard at a time!

Their Buy 1 Give 1 philosophy means that for every Little Green Number bag one buys they donate a Little Green Number to a school child that needs it.

Little
More sales equal more jobs. And more jobs mean that hard working, talented South Africans have hope. A chance, an opportunity to feel successful, great at what they do. Little Green Number has community based micro manufacturing franchises all over Gauteng, and they intend to take this national. They are passionate about wiping out poverty, through social business principles: doing good,

whilst doing good business. One Little Green Number at a time.

Green
Billboards have nowhere to go. There's no billboard heaven (or hell!) when they die. They just stick around forever and ever and ever. By participating in their upcycling process they have taken them off the streets and the garbage heaps and given them a new lease on life.

Number
No one else has a Number exactly like anyone elses! Everyone's number is funky, sexy and unique. Made with love. To be worn with joy! Their products are all upcycled, they have character, a story to tell, so pardon the few scratches and scuff marks.

The Da Vinci Institute supports this initiative by presenting each new student with their very own Little Green Number.

Learn more about Little Green Number at www.littlegreennumber.com

GAUTENG OPERA

At The Da Vinci Institute, we believe that action learning comes in many shapes and facets and we do not believe in binding down any form of management that can be developed, albeit in a workshop or on a stage and we place great value on artistic expression as much as we do on business science. Despite having faced adverse operating conditions during the economic downturn, the Gauteng Opera, an opera production company, formally known as The Black Tie Ensemble, founded in 1999 by legendary soprano diva, Mimi Coertse, continues to develop performers from disadvantaged communities and showcasing them on both South African and international stages. Such an organisation cannot rely on its performing talent alone and the running of the production company is met with organisational challenges as any other business. The Institute also looks at the balanced needs of its students and in light of this we are proud sponsors of not only two very talented GAUTENG OPERA Tenors but we have also provided a bursary for a Master's Programme (MOTI) to Gauteng Opera' artistic director. The approach remains in an action learning framework in that this qualification will require the student to apply his knowledge in the Gauteng Opera Production Company.

Learn more about Gauteng Opera at www.gautengopera.org

I WAS SHOT IN JOHANNESBURG

The Institute is proud to be involved with the 'I Was Shot in Johannesburg' Initiative that provides a platform for youth at risk to learn skills and generate an income. The Iwasshot FOUNDATION is a direct assault on homelessness. The Iwasshot FOUNDATION provides Skills Development Programmes, with photography as the medium, to children living on the streets of our Urban Centres. The Foundation is a non-profit, non-government organisation aimed at strengthening the potential of individual lives - educating, recognising and caring for children who hold on to the smallest light of hope for a better future. The Foundation stands independent of discrimination of religion, race, culture and gender boundaries. 'IWasShot' operates in close collaboration with shelters that provides a safe environment for these children. The Foundation makes use of existing infrastructures as far as possible and builds upon them. The programmes are implemented by Bernard Viljoen, registered architect and professional photographer, through direct contact with the children.

The Iwasshot Foundation initiates community-based projects that focus on the personal development and enrichment of children who might otherwise not have had the opportunity to explore their creativity. The focus of the project lies within the inner cities where children are constantly exposed to the darker side of humanity. Iwasshot Foundation works within communities affected by homelessness and highlights the vibrancy, paradoxes, multiplicity and talents of children who should be at play. The aim is to change the perspective of street children and re-empower them through innovative programs within their communities, to educate and enhance positive awareness. The Da Vinci Institute provides master classes from a managerial leadership perspective.

Learn more about I Was Shot In Johannesburg at www.iwasshot.com

Payment Contract

Administrative information

Responsible KAM:		Intake Year:	
Qualification / Programme:		Year:	
Cohort:		Student nr:	
Application fee paid:		Proof of payment attached: Yes / No	

Student information

Name:	
Surname:	
ID / Passport nr:	
Mobile:	
Email:	

Programme fee

The student agrees to be held jointly and severally liable with his/her sponsor for the full programme fee as calculated below:

Item	Price
Full programme fee	
Total fee payable	**R -**

Payment Schedule

The student agrees to pay the full programme fee as per the following payment schedule:

Payment Option (please tick one)

Option		Description
Option A		Total programme fee payable in advance
Option B		Total year fee payable in advance
Option C		Per semester (two payments per year)
Option D		Per quarter (four payments per year)

Cancellation policy   Initial:_____

Students who have applied for and have registered for a programme will be held liable for cancellation fees as specified here under.

In terms of section 14 of the Consumer Protection Act, the Da Vinci Institute may charge a reasonable cancellation fee should you wish to cancel the agreement. The Da Vinci Institute may choose to either enforce the cancellation fee, or waive it – the option is at the discretion of the Da Vinci Institute.

If a Student needs to cancel a registered programme (for whatever reason), they must do so in writing to The Da Vinci Institute.

Should the cancellation be requested   more than thirty (30) days prior to the start of the said programme, the student will be liable for 10% of the first quarter fee.

Should the cancellation be requested   within the thirty (30) days prior to the start of the said programme, the Student will be liable for 50% of the first quarter fee.

If a cancellation is received   after a registered programme has commenced, the student will be liable for the full quarter fee of the quarter they are busy with.

For client sponsored students, the cancellation fees are negotiated as per the contract.

Late / non payment   Initial:_____

(a) The student notes that his/her studies will be put on hold and access to the learner management system will be withheld in the event that any invoice becomes outstanding by more than 30 days until all outstanding fees on his/her account has been paid in full.

(b) Students who do not pay their accounts timeously may be limited to upfront payments in respect of future years of study.

(c) The student recognises that he/she will not receive final results, certificate of qualification or be permitted to graduate until all outstanding fees and other dues to Da Vinci have been paid in full.

(d) The student may be held personally liable for all amounts outstanding in the event that the sponsor fails to pay the due fees and charges.

Bank account details

The student will pay any amounts due into the following account:

Name: The Da Vinci Institute for Technology Management
Bank: Standard Bank
Branch: Sandton
Code: 019205
Acc no: 022717277
Swift code: SBZAZAJJ
Reference: Name and Surname / Account number

*** Pleased email proof of payment to accounts@davinci.ac.za

Sponsor information

(a) The Student warrants that the sponsor's invoicing information provided is true and correct and accepts, notwithstanding any other terms of this agreement, that he/she will be liable for payment in the event that the information is inaccurate and/or incorrect.

(b) The Student warrants that The Sponsor has agreed to pay the account on time and accepts that the "Late or Non-payment" clause will apply irrespective of the fact that The Sponsor is involved.

Invoicing details

Full name / Company name: _____
Physical address: _____
Postal address: _____
Company contact person: _____
Telephone number: _____
Email address: _____
VAT number: _____
Purchase order number: _____

Acceptance

I,_____, hereby warrant that I understand the debt and terms of this agreement and agree to be bound by the terms of this agreement as "the student" from the date of signature below.

Student signature: _____   Date: _____

Student Contract

Introduction

As a newly registered Da Vinci student you are required to abide by the general rules of The Institute of Da Vinci (The Institute). This document serves as a guideline for all registered students pertaining to the following rules:

- Workshop Participation;
- Submission of post-modular assignments (PMAs);
- Plagiarism;
- Period of study;
- Indemnity;
- DHET declaration; and
- Undertaking

The rules of The Institute are in all respects applicable to all students during the course of their studies. Please note that general rules may change from year to year and it is the student's responsibility to ensure that they are familiar with the applicable rules before registration.

Ensure that you have read and understood the rules before signing the student contract.

Workshop Participation

Although The Institute is a distance learning institution, the learning programmes include workshops as part of its student support process.

Participation in workshops:

- The Programme Coordinator will inform the student of scheduled workshops via email;
- Although workshop attendance is optional, a student is required to respond for catering purposes at least two weeks prior to the date of the relevant workshop;
- Students unable to attend workshops are in no way disadvantaged, as all students have access to the Online Learning Platform, MOODLE, where the content material and assessments are made available;
- In addition to the workshops the student is given the following support:
  o Additional material provided by the Facilitator during a workshop will be made available to all relevant students on MOODLE;
  o Students can contact Facilitators via phone or email with any content queries;
  o The Programme Coordinator is readily available to assist with all student queries; and
  o The Da Vinci Student support specialist will engage with every student 3 to 4 times a year.

Submission of Post-Modular Assignments (PMAs)

Each learning programme offered by The Institute has specific assessment requirements that each student should adhere to. Each student should submit a Post-Modular Assignment (PMA) as part of the assessment requirements per registered module. These requirements are outlined in the qualification framework. This framework is provided at the initiation of each designated learning programme.

This schedule outlines all dates of workshops as well as the PMA submission dates.

a. **General regulations for submission of the PMA apply:**
- Only under extra-ordinary and evidential circumstances, will an extension be allowed.
- Only **TWO** of the above extensions are allowed for the duration of the programme, per academic year.
- In cases where the students require an additional extension, the student will have to pay a late submission penalty fee per PMA. For any further extensions required, the student will have to pay a late submission penalty fee per PMA. In this case a **late**

Submission of Post-Modular Assignments (PMAs)

submission fee of R250.00 will be applicable.

b. **PMAs – Resubmission, re-assessment and appeals process:**

Resubmission:

If a student receives a *not yet competent* result (below 50%) for a PMA, they are given **one** opportunity to resubmit their PMA. The revised PMA should focus on applying the recommendations and comments shared by the assessor. In this case the PMA will be re-assessed and the highest mark will be recorded.

Re-assessment:

- A student may apply for re-assessment of a PMA, if the PMA was passed, but they wish to **improve** the result by rewriting, amending or adding to the content.
- One re-assessment opportunity is allowed per module. A **re-assessment fee** of R500.00 is applicable.
- The result obtained after the re-assessment process, will be regarded as the final and official result.

Appeals process:

- A student may request an **appeal against a PMA result.** In this case the PMA will be assessed by a moderator to submit a third independent mark.
- **One** appeals opportunity is allowed per PMA and an **appeals fee** of R400.00 will be applicable.
- If the appeal is successful, the fee will be reimbursed to the student. If not there will not be any reimbursement.

Plagiarism

Plagiarism is an extremely serious offence and all role-players associated with The Institute, including facilitators, assessors, moderators, and students, should be aware of what constitutes plagiarism and the possible consequences should plagiarism be suspected and proven.

- "**Plagiarism**" means any attempt to benefit oneself, or another, by deceit or fraud. This shall include:
  - Deliberately reproducing the work of another person or persons without due acknowledgement.

Plagiarism

> o A significant amount (approximately 10%) of unacknowledged copying shall be deemed to constitute *prima facie* evidence of deliberate copying.
>
> In such cases the burden of establishing otherwise shall rest with the student against whom such an allegation is made.

- **Plagiarism constitutes actions**, which:

  > o Weaken the educational process, such as shameless copying of any aspect of the programme; and
  >
  > o Dishonest actions, such as quoting from books, handouts or the work of other students without explicitly stating that this was done.

> These actions are firmly discouraged by The Institute and it is recommended that careful attention is paid to the various legitimate forms of use of the material of others.
>
> Please refer to the following policies on MOODLE available on www.elearning.net.za

- Plagiarism policy
- Code of Conduct

Period of Study

- As a registered private higher and distance education provider, The Institute aligns its period of study accordingly.
- Indicated below is the maximum period of registration allowed for a programme.
- Should a student not complete the programme within the maximum specified timeframe, the student will be required to re-register for the programme.

Period of Registration

Programme		Duration of programme (years to complete)
Higher Certificate	(MOTI)	Two (2) years
Diploma	(MOTI)	Four (4) years
BCom	(Business Management)	Six (6) years
MSc	(MOTI)	Four (4) years
PhD	(MOTI)	Six (6) years

Indemnity

- I, the undersigned, indemnify The Da Vinci Institute for Technology Management (Pty) Ltd ("Da Vinci") against any damages, real or consequential, suffered by or to any person or property on any site or premises used by Da Vinci in the normal course of its activities as an educational institution and howsoever caused, whether by an employee of Da Vinci

or not, and whether as a result of any action of whatever nature, negligent or otherwise.
- By signing this form, I acknowledge the above and waive my right to claim any compensation from Da Vinci and hereby indemnify Da Vinci from the result of any loss or injury suffered while on my academic programme with Da Vinci and on any site as mentioned above.

DHET Declaration

I, _____ (Student Name), _____ (Student Number), am fully aware that the programme I have enrolled on, that is, the _____ (Full Title of the Programme/Qualification) with SAQA ID: _____ (SAQA/Qualification ID). Is registered with the Department of Higher Education and Training to **The Da Vinci Institute for Technology Management**, as indicated on the registration certificate dated_____ (Date on Certificate).

Signed: _____ (Student)   Date: _____

Signed: _____(Da Vinci)   Date: _____

Undertaking

- I undertake to observe the regulations of The Da Vinci Institute and to submit to its disciplinary code during such time as I am registered as student of The Da Vinci Institute.

- I understand the need to incorporate experiential learning principles into all module PMAs, projects, dissertations or theses.

- I recognise that my continuing registration as a student is subject to satisfactory academic progress.

Name	
Student Signature	
Date	

LIST OF CORPORATE CLIENTS

Accsys
Advancenet
African Bank
Altron TMT
Anglo Gold Ashanti
Commerce Edge
Eiffel Corp
Eskom
FNB Housing Finance
FNB Points Of Presence
FNB Wesbank
Franchise Directions
iLite
Investec
Jas Forwarding
JP MORGAN
Leadingship Academy
Mimecast
Mr Backup
MTN

Nashua
OMNIA
Osprey
Page Automation
Ricoh
SA Homeloans
SAEPA
SAGE Pastel
SAGE Payroll
Status Aviation
Strive Software
Surveymonkey
TBWA
Telkom
Transform
Transnet
Velocity

PROSPECTUS 2017

daVinci
Research · Design · Education