



POLICY: PROGRAMME MANAGEMENT

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Related documents

<p>Da Vinci documents (e.g. Policies, Regulations, Guidelines, Contracts)</p> <ul style="list-style-type: none"> • Procedure: Application, Admission and Registration • Policy: RPL, CAT and Articulation • Procedure: RPL CAT and Articulation • Application form 	<p>Other (e.g. Legislation, DHET and CHE directives and guidelines)</p> <ul style="list-style-type: none"> • Constitution of the Republic of South Africa: 1996 • Higher Education Act (Act 101 of 1997) • CHE: Higher Education Quality Committee (HEQC) Criteria for Programme Accreditation: November, 2004 • DHET – Minimum admission requirements August 2005 • DHET – Minimum admission requirements – 26 November 2009 (NCV) • SAQA: National Policy and Criteria for Designing and Implementing Assessment for NQF Qualifications and Part Qualifications and Professional Designations in South Africa, 2017
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1 Preamble

This policy forms part of the set of general quality management policies of The Da Vinci Institute for Technology Management.

Da Vinci offers outcomes based, distance education opportunities. This policy details the principles and process that will ensure this offering is aligned with the principles of a Mode 2 institution, adhering to the required academic standards and empowering students with the knowledge and skills to contribute to the society and the economy of the future.

2 Scope

The policy applies to all programmes offered pertaining to the registered qualifications of The Da Vinci Institute.

3 Purpose

The Programme Management Policy outlines the principles in terms of which programme management is executed by The Institute.

The purpose of the policy is to:

- to ensure that The Institute adheres to the national statutory criteria and requirements for effective programme management
- Clarify The Institute's programme management principles
- Standardises practices at the Institute
- Establish a common understanding of the process and responsibilities with all role-players.

4 Introduction and Scope

Figure 1 below illustrates the theoretical framework for The Institute's approach to programme management and student support (note that only the elements considered relevant to programme management are discussed in this Policy).



Figure 1: Institutional Framework for Intervention (Stoltz-Urban, 2017)

5 Principles

The Institute views assessment as an integral part of the teaching and learning process.

As a Mode 2, distance learning institution, the assessment practice of The Institute is based on the following principles:

5.1 Student-centricity

The Institute's approach to programme management is student-centred, and therefore The Institute's activities are intended to assist students to construct their own knowledge and effect their own development (Stukalina, 2010).

5.2 Systemic Thinking

The Institute follows a systemic thinking approach to programme management, Moore and Kearsley (1996, in CHE, 2014: 65) in that: 'a distance education system consists of all the component processes that make up distance education, including learning, teaching, communication, design, and management...'

This approach places the student (microsystem) at the centre and The Institute, including the learning resources and support offered to students as the mesosystem (refer Figure 1).

This approach ensures that The Institute is constantly conscious of the impact of the various elements and the interaction between these, on the student and his/her learning.

5.3 Distance learning

The Institute's approach to programme management is aimed at supporting students throughout their learning journey or 'student walk' (Prinsloo, 2009), and in particular to enable engagement and continuous dialogue with The Institute throughout the journey.

This is done through learning material provided, assessment feedback, elective tuition support workshops, a set of planned letters as well as other regular communication and feedback on Moodle (online learning platform), WhatsApp groups, regular SMS's, regular phone calls as well as e-mail communication.

5.4 Service orientation

As a distance learning institution, The Institute is conscious of the need for the correct mix of academic and support staff, to ensure academic rigour as well as social integration and support of students.

The Mode 2 approach of The Institute requires the use of fixed term faculty 'from the bench' who have both lecturing and industry experience. As such, the role of the administrative and Teaching and Learning staff becomes more important to ensure continuity and support for students. For this purpose, The Institute employs Programme

Co-ordinators and a dedicated team of Programme Conveners ensuring personal attention.

5.5 Planning and coordination

A programme schedule is compiled for each group of students. This schedule includes when material will be available on Moodle, when formative, summative and exit level assessments are due and when elective tuition workshops will be held (CHE, 2014: 18). These schedules assist students in pacing their learning journey. Students receive these schedules at the beginning of each academic year and are constantly reminded of deadlines as they navigate their learning journey, as part of the holistic support strategy of The Institute.

5.6 Monitoring of student progress

The Institute monitors the progress of each individual student carefully, with a view to the early identification of 'at risk' students and reaches out to these students through student support, Moodle, workplace visits (if relevant), e-mail and telephonic communication. Student support is provided when needed.

6 Responsibilities

In this section the roles and responsibilities of the main role-players are described. Specific deliverables and contributions may be agreed with the role-players, documented in their annual Key Performance Indicators and/or informally agreed in terms of specific projects.

6.1 Executive Dean: Economic and Management Sciences

The role of the Dean: Economic and Management Sciences is the overall leadership, governance and quality assurance of the design of learning and assessment products, in line with The Institute's strategic intent. The Dean is also responsible for the implementation of The Institute's teaching and learning policy, research and strategy. The Executive Dean manages the three Deans below.

6.2 Dean: Design

The Dean: Design is responsible for the management of The Institute's design of learning and assessment products in accordance with curriculum and programme design policies.

6.3 Dean: Teaching and Learning

The Dean: Teaching and Learning is responsible for the implementation of The Institute's teaching and learning policy, student support and implementation of the academic programmes. The Dean: Teaching and Learning is also responsible for the appointment, management and development of faculty and the management and development of Programme Co-ordinators.

6.4 Dean: Research

The Dean: Research is responsible for the management of The Institute's research agenda and all research (both postgraduate and undergraduate) (as contained in the Research Policy).

6.5 Programme Co-ordinators

The Programme co-ordinators of The Institute are responsible for supporting the Dean: Teaching and Learning in the implementation of The Institute's teaching and learning policy and strategy. The Programme Co-ordinators manage the relevant Programme Conveners to support the students to progress through their learning journey.

They also take responsibility for programme management at The Institute, ensuring a holistic, systemic approach to ensure a meaningful and constructive learning journey.

7 Procedures Applicable

☞ Standard Operating Procedures/ Da Vinci Learning Journey

8 References

Council on Higher Education, 2014. Distance Higher Education Programmes in a Digital Era: Good Practice Guide. CHE, Pretoria.

Stoltz-Urban, C 2017, 'Non-Traditional Postgraduate Student Success: The Development of an Institutional Framework, Doctorate Thesis, Da Vinci Institute of Technology Management, Modderfontein, South Africa

Stukalina, Y., 2010. Using quality management procedures in education: Managing the learner-centered educational environment. *Technological and Economic Development of Economy*, 16(1), pp.75-93.

9 Version Control

Author	Revision
Manager Teaching and Learning: Mrs Carin Stoltz Urban	2017/06/10
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