

PROSPECTUS
2018

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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 1380, I: www.davinci.ac.za, E: info@davinci.ac.za

REGISTERED PROGRAMMES PER SITE

| Site | Programme | Accredited Status |
|----------------|---|--------------------|
| Da Vinci House | Higher Certificate in Management of Technology and Innovation | Accredited/ Active |
| Da Vinci House | Diploma in Management of Technology and Innovation | Accredited/ Active |
| Da Vinci House | Bachelor of Commerce in Business Management | Accredited/ Active |
| Da Vinci House | Master of Management in Technology and Innovation | Accredited/ Active |
| Da Vinci House | Doctor of Management in Technology and Innovation | Accredited/ Active |

VISION STATEMENT

To cultivate business 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 business 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, business management, systems thinking and business leadership. By offering students an opportunity to participate in an international immersion they could obtain a truly global perspective on business 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, Masters and Doctoral qualifications in the Management of Technology and Innovation, as well as a Bachelor in Business Management.

By integrating an overarching business leadership framework which promotes the agility, alignment and engagement of people at work, The Institute is able to facilitate a truly Mode 2 learning experience for students and sponsors alike.

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.



WHO ARE WE?

LEADERSHIP (Board)

| | |
|---|------------------------------------|
| Chairperson and Non-Executive Director: | Prof Edward Chr. Kieswetter |
| Chief Executive Officer and Executive Director: | Prof Benjamin Anderson |
| Secretariat: | Ms Marizanne Burger |

GOVERNANCE (Council)

| | |
|---|-------------------------------------|
| Chairperson of Council | Mr Sechaba Motsieloa |
| Vice-Chairperson of Council | Dr Shirley Lloyd |
| President | Prof Edward Chr. Kieswetter |
| Vice-President / Chief Executive Officer | Prof Benjamin Anderson |
| Educational Specialist | Dr Moeketsi Letseka |
| Executive Governance (Registrar) | Ms Louise Fuller |
| Executive Secretariat | Ms Sushie Padayachee |
| Executive Dean: Economic and Management Sciences: | Prof Daniel Albertus Viljoen |
| Executive Operations: | Ms Marizanne Burger |
| Executive Business Development: | Mr Tshepho Langa |
| Business Representative: | Ms Martine Maraschin |
| Business Representative: | Dr Ivor Blumenthal |
| Alumni Representative: | Dr Shirley Lloyd |
| Student Representative: | Ms Janet du Preez |
| Technology Management Representative: | Mr Derick Deyzel |
| Legal Representative: | Mr Satish Roopa |

EXECUTIVE MANAGEMENT

Chief Executive Officer:

Prof Benjamin Anderson

Doctorate in Psychology

Executive Dean: Economic and Management Sciences:

Prof Daniel Albertus Viljoen

Master of Commerce

Executive Business Development:

Mr Tshepho Langa

Master of Business Administration

Executive Governance (Registrar):

Ms Louise Fuller

Bachelor of Arts (Communication/Psychology)

Executive Operations:

Ms Marizanne Burger

Bachelor of Accounting (Honours)

Executive Secretariat:

Ms Sushie Padayachee

Diploma in Public Relations

SENIOR MANAGEMENT

Dean (Teaching and Learning) (Acting):

Ms Heather Goode

Master of Education

(Curriculum and Instructional Design and Development)

Dean (Research):

Dr Ronel Blom

Doctorate in Education (Policy Studies)

Dean (Design):

Dr Mario Landman

Doctorate of Technology (Language Practice)

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 within the world of business.

| First name | Surname | Qualifications |
|------------|--------------|--|
| Adolinda | Naicker | MBA, (UKZN), PGDip Business Management (UKZN) Bachelor Social Science , (UKZN), NDip: Human Resource Management (DUT) |
| Adrienne | Berkowitz | BA (English), Higher Ed Diploma (WITS) (Marketing Management) |
| Andre | Vermaak | BSc Chemistry, Physics (Distinction) (US), BSc Honours - Electrochemistry (Cum Laude) (US), Masters Physics (US), MBL (UNISA) |
| Barry | Urban | Bachelor Commerce Marketing Management (University of Rhodes), BCom Accounting (University of Port Elizabeth),Chartered Accountant (SA) |
| Belinda | Goddard | BA - Psychology and Communication (UNISA) |
| Ben | Burger | MSc (MOTI) - Da Vinci Institute, NHD (Mechanical Engineering) (TUT), DGQ/EOQ Quality Manager & Quality Professional, NHD (Total Quality Management (TUT), Certified ISO 31000 Risk Management Professional and ISO 31000 Certified Trainer – The Global Institute for Risk Management Standards (G31000), Professional Evaluation and Certification Board (PECB) |
| Bennie | Anderson | BA (Psychology and Philosophy), Bachelor of Theology, NDip in Theology, BA Honors (Psychology), MA (Psychology), PhD (Psychology) (UFS) |
| Biddie | Biddulph | BCompt (Hons) (UP), Masters in Business Leadership (UNISA) & PhD (UJ) |
| Billy | Kalema | DTech Computer Science (TUT) |
| Brian | Scallan | MBA (UCT), BSc Chemical Engineering(UCT), BCom Economics (UNISA) |
| Carin | Stoltz-Urban | NDip: Public Management (Technikon SA), Masters: Public Management (Regenesys), PhD (MOTI) (The Da Vinci Institute) |
| Cliff | Brunette | MSc (Management of Technology) |
| Dan | Ellappa | MBL (UNISA) |
| Dawn | Pretorius | Certificate in Money Laundering Control (RAU), Masters in Marketing Management (NWU), (Dissertation – Private Banking Services in South Africa, B.Tech Banking (Wits Technikon), Management Advancement Program Marketing Management, (WITS) – Member of the Top Team Award for that year, FIB (SA) (Fellowship of the Institute of Bankers) (Marketing Management stream), Trustee Diploma (Institute of Bankers) |

| | | |
|-----------------|--------------------|--|
| Delani | Mthembu | BA (UNISA), Honours HRD (UJ), Masters in Leadership and Innovation (UKZN) |
| Deon | Van Zyl | BBA Honours (UP), M A (Clin. Psych.) (UJ) D Phil (UP) |
| Dewald | Scholtz | DPsych Industrial Psychology (Atlantic International University) |
| Dzingai | Katsamba | Doctorate Business Leadership (UNISA) , MBA (Regent Business School), BBA (Institute of Marketing Management), ND (marketing Management , Dipl Mechanical Engineering (Harare Polytechnic) |
| Elizabeth (Liz) | van der Wath | “BCom Industrial Psychology and Business Economics (UNISA), Labour Law Diploma (Stellenbosch University) |
| Esme | Brits | BCom (Human Resources) (UNISA), Higher Teaching Diploma (4 Years) (Bloemfontein Teaching College); |
| Gerhard | Janse van Rensburg | BA (Hebrew and Philosophy (UP) DTh (Practical Theology – Thesis: Leadership and organizational structures in congregations) (UNISA); MCom (Leadership Studies) (UKZN) |
| Godwin | Shamuyarira | Bachelor of Accounting (Hons) (University of Zimbabwe) |
| Graeme | De Bruyn | Higher Education Diploma (Söhngé Teachers College of Education), BEd (Hons) Education (UNW), Master of Management (Public Policy) (WITS), Certificate course (Babson College Exec Ed) |
| Greg | Tosen | BSc (UNISA), NDip (MET) & MSc (WITS) |
| Heather | Goode | Master of Education (UP), BCom (University of Rhodes) |
| Hein | Brand | PhD (Management of Technology), MBA (UFS), B-Tech (Unisa), NDip (Unisa) & Certificate (DITASA) |
| Hendrien | Van Zyl | BCom (UP), BCom Honours, MBA (UP) |
| Hennie | Zwarts | MBA, PhD (UKZN) |
| Henra | Mayer | MBL (UNISA SBL) |
| Indira | Bhagaloo | CAIB (Institute of Bankers), BCom Banking & Finance (UP), MBA (Henley Business School) |
| Innocent E | Davidson | PhD (Elec Eng)(UCT) |
| Isaiah | Engelbrecht | Masters (WITS), MBA (Wales University), BTech (TUT), NDip (TUT) |
| Ishmael | Poolo | PhD (MOTI) Da Vinci Institute |
| Jacques | Velleman | B Compt (Honours) (UNISA), B Com (Accounting) (UNISA) |

| | | |
|----------------|------------|---|
| Jan | Bosman | BA Psychology (US), BA Hons Psychology (US), MA Psychology (Research) (US), MA Clin Psychology (UPE), PhD (Psychology) (UFS) |
| Jayesh | Reddy | MSc (MOTI) (The Da Vinci Institute), BSc(UKZN) |
| Jean | Grundling | Mphil (US), BTech (Technikon SA), Higher Diploma (NWU) |
| Joel | Chigada | PhD Information Science (UNISA), MBL (School of Business UNISA), Bcom Honours Business Administration (Marketing Management) |
| Johann | Burden | Masters Degree: Industrial Psychology (NWU), PhD (Industrial Psychology) (UJ), Advanced Executive Program Marketing Management (UNISA) |
| John | Siti | MSc (MOTI) (The Da Vinci Institute), BSc (Honours)(UNISA),BSc (IT) (Midrand Graduate Institute) |
| Joshua | Enslin | BA Honours (Cum Laude) (NWU) ,BA Honours - Geography, (University Education Diploma), NDip in Occupationally Directed Education, Training and Development Practices |
| Juliette | Fourie | BCom (Industrial Psychology), BCom Honors (Industrial Psychology) (US); MSC (Management of Technology) (The Da Vinci Institute) |
| Kerryn | Irvin | BA (Psychology), Honours (Psychology) |
| Khali | Mofuoa | PhD Student in Business and Professional Business Ethics, Center for Applied Philosophy and Public Business Ethics, Charles Sturt University, MPhil in Applied Business Ethics US; Post-Graduate Diploma in Law (UCT); Master in Public Sector Management, University of the West Indies; BA in Public Administration and Political Science, National University of Lesotho |
| Lesia Louise | Kruger | Master in Industrial and Organisational Psychology |
| Liesl | Allen | BA (WITS) |
| Logan | Padayachee | Master (MOTI)(The Da Vinci Institute), Bcom in Business Management, Diploma in Teleco Marketing |
| Madi | Malemu | BCom Honours: Business Management (Purchasing & Supply) Midlands State University; Dipl: Chartered Institute of Procurement and Supply(CIPS-UK); Dipl: Education with Spec in Vocational Technical Education |
| Makgopa Freddy | Tshehla | Doctor of Business Leadership (UNISA) |
| Mamohau | Sekgaphane | MSc (MOTI) (The Da Vinci Institute),BCom Marketing (NWU),Diploma (WITS) |
| Mario | Landman | PhD Language Practices, Masters of Arts Theory and Literature (TUT), MA Literary Theory (UNISA), Honours BA in Literary Theory (UNISA),• NDip in Film and Video Technology (TUT) |
| Marizanne | Burger | B Acc (UFS) & B Acc Hons (UF) & CTA (UFS) |

| | | |
|-----------------|---------------|--|
| Mark | Fuller | MBA (Milpark), Diploma in Business Management (Institute of Business Management), Sales Management Diploma (Damelin) |
| Mary-Anne | Potter | MA English (UNISA), Dlit et Phil English (UNISA),BA Honours (UNISA). BA (UNISA) |
| Marzanne | de Klerk | Dcom (Industrial & Org Psychology) (UNISA) |
| Merusha | Reddi | Bachelor of Education (UP), Bachelor of Education(Honours) (UP) |
| Michelle | Rissik -Nunes | BCom(WITS),Higher Diploma in Education(WITS) |
| Mokgethi | Selebego | MBL (UNISA), BCom (WITS) |
| Mthandazo | Ncube | PhD MOTI (The Da Vinci Institute),MBA(UKZN),Postgraduate Diploma in Business Management (Executive Education College) |
| Musenga Francis | Mpwanya | “D Tech Logistics (TUT) Masters Degree (M Com) in Business Management (UP)” |
| Nadia | Landman | BBA Marketing (IMM Graduate School) |
| Neale Edwin | Quilliam | BA (WITS), MA (RAU) & Diploma (UNISA) |
| Niradna | Bechoo | BCom (Management & Public Administration) (UKZN), BCom Honours (UNISA), Diploma (Varsity College) & Certificate (ODETDP) |
| Ntokozo | Mahlangu | Master (Management of Innovation and Technology) (The Da Vinci Institute), BCom Accounting Sciences (UNISA) |
| Olivia | Nyahokwe | MCom (Economics) (Fort Hare) BCom (Honours) (Fort Hare), Bcom Business Management & Economics (Fort Hare). |
| Pascal | Mabelo | MSc in Systems Engineering (WITS),MBA from Business School Netherlands (BSN International) |
| Patricia (Pat) | Roper | BCom Business Economics (UNISA), MBL (UNISA) |
| Paul | Galvao | MBA (Oxford Brookes University), Diploma (Damelin) |
| Phil | Ridgwell | MBL (UNISA),PhD Organometallic Chemistry (Sheffield University), Bachelors in Science Chemistry (Sheffield University) |
| Pieter | Du Toit | MBL (UNISA SBL); B.Com Hon (Human Resources); B.Com (Human Resources); Guest House Management Diploma (Marketing Management, Technikon SA); Air Traffic & Mission Control: SAAF. |
| Pieter | Joubert | BA (Psychology) (UP), BA (Hons) (UP), Postgraduate Certificate in Business Management, (Rhodes University) |
| Portia | Heynes | MBA (UCT) & BCom in Banking (Damelin) |

| | | |
|-----------------|-----------|---|
| Rabelani | Dagada | PhD (Information systems) (UNISA) |
| Raldu | Nel | BCom Accounting (UP) |
| Raymond | Toga | Master of Commerce Industrial Psychology (UFH), Bachelor of Social Science (Honours) (UFH), Bachelor of Social Science (Human Resource Management) (UFH) |
| Renaldo | De Jager | MBA (Regent) |
| Richard | Goddard | BPrim Ed (WITS), BED Honours Business Management (UNISA) |
| Ronald | Mlalazi | Masters Procurement (University of South Wales), Professional Diploma in Procurement and Supply Chain Management (CIPS-UK), Higher NDip in Procurement and Supply |
| Ronel | Blom | Teaching Diploma: Goudstad Onderwyskollege, BA Degree (UNISA), Post-Grad Dipl. in HE: Royal Melbourne Institute of Technology, M.Ed. (Cum Laude) PhD (UP) |
| Ronnie | Lessem | PhD Action Learning and Business Development (City University) |
| Ross | Saunders | MSc (MOTI) (The Da Vinci Institute) |
| Sam Tonderai | Maramba | BCom Economics & Finance (UKZN), Bcom Honours Business Finance (UKZN) |
| Satish | Roopa | BJuris (UNISA), LLB (UNISA), MPhil (US) |
| Schalk | Gerber | MTh Dogmatics and Human Resources Istian Business Ethics (Cum Laude) (UP), BA Hons (Philosophy, Cum Laude) (UP), BTh (Theology) - (UP) BA (with Majors in Philosophy and Psychology) - (UP) |
| Schalk | Grobler | PhD (UP), MBA (UNISA) & BCom Honours (UP) |
| Sefiso Benedict | Khumalo | Dtech Education (TUT) |
| Shaun | Ruysenaar | PhD (African Studies) (University of Edinburgh), MSc (WITS), BSc (Hons) (WITS) |
| Sheldon | Booth | Bcom (UJ) & Diploma (Graduate Institute of Management & Technology) |
| Shirley | Lloyd | PhD (MOTI) Da Vinci Institute |
| Siddiah | Muthee | BA of Degree: Language Practioners degree (UJ), Honours: Applied Linguistics (UJ), Management Diploma in Business Administration (Milpark) |
| Sipho | Ncongwane | MBA (Business School Netherlands), BA Honours (UP), BA (University of Zululand) |
| Soraya | Barry | BA (Psychology & Sociology) (UPE), BA (Honours) (UPE) |

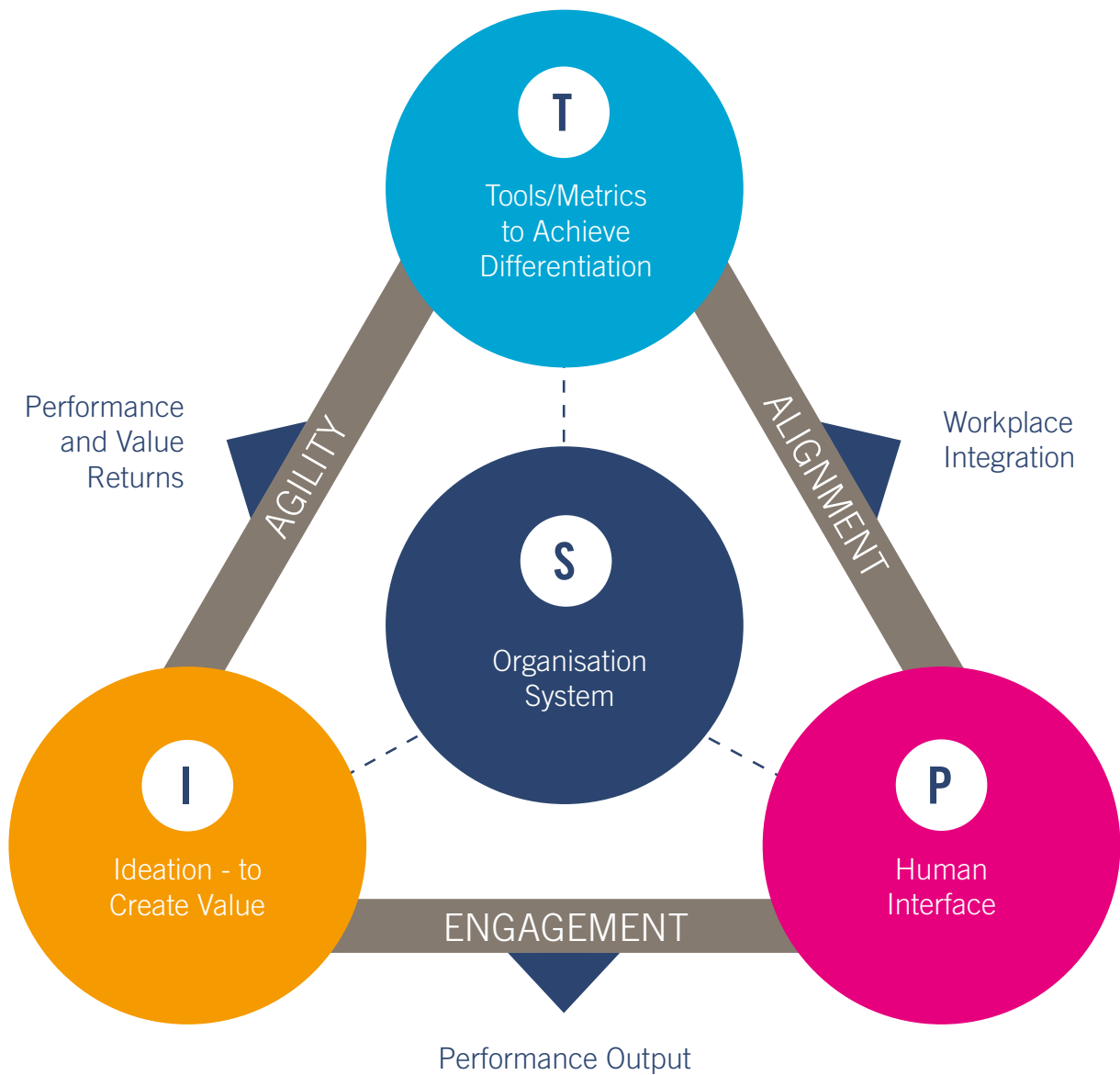
| | | |
|-----------------|--------------|--|
| Tafara | Svosve | Advanced Diploma in Logistics and Transport Management (Chartered Institute of Logistics and Transport UK), Certificate in Logistics and Supply Chain Fundamentals (MIT, USA), Certificate in Supply Chain Design (MIT, USA) |
| Taryn | Bond-Barnard | “BEng Industrial Engineering, MEng Project Management; PHD Project Management (UP)” |
| Thamsanqa | Netha | Masters in Development Finance (Stellenbosch Business School); BCom (Hons) in Economics (UJ) BCom in I.T. Management (UJ) |
| Theo | Potgieter | BSc (Agricultural Economics), BSc (Honours)(Agricultural Economics), MBA (UP), Diploma (Indiana Agricultural Banking School, USA), Senior Management Agribusiness (Harvard, USA), Advanced Program Marketing Management in Management (Henley) |
| Tony | D’Almeida | BCOM Management Advancement Program Marketing Management (WITS) |
| Tshepho | Langa | MBA (US), BCom (UKZN), Advanced Diploma in Economic Policy (UWC) and Programme in Supply Chain Management (UNISA). |
| Tumi | Pitsie | MBA (Gibbs) - BA (BA) degree: Economics Major: Wesleyan University, Diploma in Investment Management (RAU) - Certificate in Management: Management Advancement Marketing Management: Wits - Thebe Leadership Development Program Marketing Management WITS |
| Unathi | Mntonintshi | BTech Civil Engineering (Peninsula Technikon), Masters in Transportation Planning (UP), MBA Finance (UP) |
| Velaphi | Mpolweni | MBA (NWU) BCom: (UNISA); Post Grad Diploma in Marketing (UNISA); Post Graduate Diploma in Risk & Compliance Management (UJ) |
| Vulumuzi | Bhebhe | PhD (MOTI) (The Da Vinci Institute), MBA (Princeton University USA), BBA (Princeton University USA) |
| Welmoed | Geekie | BScs Dietetics (UP), Certificate in ETD (UJ), Masters in Project Management (UP) |
| Willard | Masau | BCom Honours: Business Management (Purchasing & Supply); Dipl: Purchasing & Supply chain Management (UK) |
| Wing Sze Vingin | Leung | B.ED (WITS) |
| Yzette | Oelofse | BCom (Law) (UP), BCom (Hons)(Business Management (UNISA) |
| Zander | Powell | “Certificate -Leading Strategic Innovation in Organisations (Vanderbilt University) , Human Resource; business decision-making, innovation and problem-solving courses(Gordon Institute for Business Science) |
| Zane | Mheyamwa | MBA, (Edinburgh Business School) , Diploma in Business Studies- (Edinburgh Business School), BCompt Honours in Accounting- UNISA |

BUSINESS 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 are assessed by way of both formative and summative assessments, and integrated assessments such as research projects, dissertations and theses, where applicable
-  Use of Case Studies - While examples from other operations (both successes and failures) are often cited and deemed important to learning, The Institute (as many international academic institutions) utilises the case study approach as the fundamental learning process
-  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
-  Focus on the Business Leadership - 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 business leaders who are equipped with decision-making skills as related to the above
-  In-company Solutions - In the event of company sponsored programmes, each assessment are 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 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 cooperation where there is joint responsibility for the full integration of learning within the student's work environment. The Institute graphically represents its Business Leadership Framework as follows:

THE DA VINCI BUSINESS LEADERSHIP FRAMEWORK



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

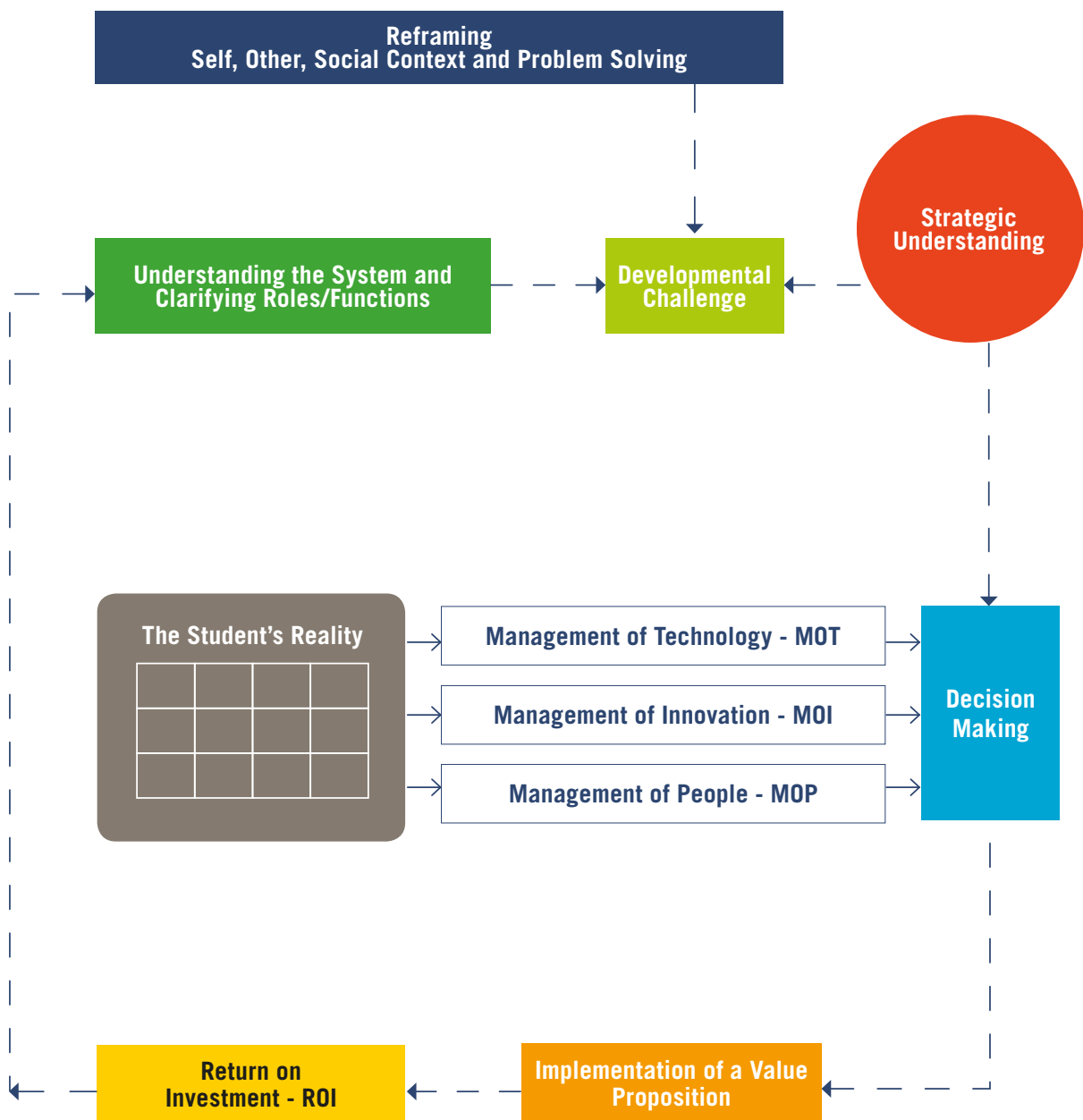
Integrating the management of technology and the management of people by ensuring that the organisation upskills (by acquisition or development) the appropriate human capabilities to match and ideally exceed the technological needs at any one time.

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 with particular reference to and cognisance of the socio-economic context of its students.





GENERAL ADMISSION REQUIREMENTS

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

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

-  a student must have access to technology (internet access and computer), 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.

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 alternative route for each qualification:

-  Access through Recognition of Prior Learning (RPL)

ADMISSION PROCEDURE



A completed application form must be submitted by all prospective Da Vinci students 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 96742

120 CREDITS





Programme duration 2 years

The Higher Certificate qualification, is aimed at developing people who have been earmarked for junior management positions within their organisation. Candidates are provided with core concepts of Business Leadership as related to the Management of Technology, Innovation, People and Systemic Thinking.

-  Communicate ideas, concepts and practical application of theories
-  Apply technology, innovation, people and systems thinking concepts to transform individuals, organisations and/or communities



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 as a prospective business leader.





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

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 is offered with electives in:

-  **Banking**
-  **Business Analysis**
-  **Community Safety**
-  **Customer Centricity**
-  **Customs Brokerage**
-  **Essential Process Leadership Practices**
-  **Inclusive Design and Universal Access**
-  **Key Account Management**
-  **Leadership Acceleration**
-  **Management Fundamentals**
-  **Project Management**
-  **Principle-based Leadership**
-  **Safety, Health, Environmental, Risk and Quality (SHERQ) Management**
-  **Sales Process Management**
-  **Supervisory Employees and Management**
-  **Small and Medium Enterprises**
-  **Wellness Coaching**

Please note that electives are subject to change. Please contact The Institute for availability.

ADMISSION CRITERIA

Higher Certificate in Management of Technology and Innovation (MOTI) (SAQA ID – 96742)

Minimum Admission Requirements

- National Senior Certificate NSC/SC (a) - A minimum of 30% in English; OR
- National Certificate (NC) (V) or equivalent at Level 4 - A minimum of 40% in English OR
- An SC – A minimum 33.3% in English:

Mature Age Exemption/ RPL

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 higher grade subject; OR
- Candidates must have attained the age of 45 before or during the first year of registration.

Recognition of Prior Learning:

- Demonstrate suitability for admission and is at the Senate's/Academic Board's discretion on a case by case basis. For more details contact the Registrar.

3.2 DIPLOMA (MOTI): SAQA ID 59450

240 CREDITS

Programme duration 4 years

The Diploma qualification is ideal for the development of prospective middle managers. The emphasis is on inculcating new thinking skills while developing an in-depth understanding of the business leadership requirements for modern workplaces.

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-disciplinary 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 how they would apply their learning the students' theoretical understanding of the specific subject matter is transformed into demonstrable applications 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 is offered with electives in:

 **Project Management**

 **Generic**

ADMISSION CRITERIA

**Diploma in Management of Technology and Innovation (MOTI)
(SAQA ID – 59490)**
Minimum Admission Requirements

- National Senior Certificate NSC/SC (a) - A minimum of 30% in English or a minimum of 33.3% in English for the Senior Certificate (SC) coupled with:
- If the candidate offered 6 NSC/SC (a) 20 credit subjects, an achievement rating of 3 (40%) or better in 4 NSC/SC(a) subjects; or
- If the candidate offered a mix of SC, NSC and SC 20-credit subjects and passes an achievement rating of 3 (40%) or better in at least four subjects, which must be Higher Grade SC and/or NSC and/or SC (a) subjects, provided that a candidate may complete one standard Grade SC subject at 50% or better in place of one Higher Grade SC subject at 40% or better; OR
- National Certificate (NC) V or equivalent at Level 4. In addition a student must (a) achieve at least 50 % in three fundamental subjects, including English, (b) achieve at least 60% in three compulsory vocational subjects; OR
- Alternatively a Higher Certificate or Advanced Certificate in a cognate field.

Mature Age Exemption/ RPL
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.

Recognition of Prior Learning:

- Demonstrate suitability for admission and is at the Senate's/Academic Board's discretion on a case by case basis. For more details contact the Registrar.

3.3 BACHELOR OF COMMERCE (BUSINESS MANAGEMENT)

SAQA ID 84767

360 Credits

Programme duration is 6 years

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.

management and administration. This takes cognizance of the complex inter-relationship of a number of elements that will contribute to, and enhance, sustainability of business ventures, including: the management of technology; the management of innovation; and, the management of people, within a systems thinking framework.

DEMAND

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

- Preparing them to 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 the managers' role within a socio-economic environment and improve their capacity to contribute towards managing a system.

The qualification is thus structured in such a way that it introduces individuals to the core competencies needed to identify and leverage business opportunities (including opportunities provided through social enterprises); and establish practices that will enhance the viability of ventures.

These competencies will include the latest in local and global trends in business management, administration and leadership within a business and/or social enterprise environment.

Persons who attain this qualification will be empowered to contribute to the personal, social and economic development of a community and/or a country.

The qualification is directed towards prospective individuals who intend to take up junior and middle management positions within both private and public business sector organisations and social enterprises.

PURPOSE

The Bachelor of Commerce in Business Management is a foundational programme that will prepare future business leaders for the multi-faceted world of work as referred to above.





The foundation of the curriculum is built on a combination of widely acknowledged Business Management disciplines (general Business Management, Financial Accounting, Economics, Business Research) with the option to develop a Business Leadership focus within a selected area of expertise (including Marketing Management, Retail Management, Risk-Integrated Management, Project Management, Financial Services Management).

The Bachelor of Commerce in Business Management seeks to promote the development of knowledge, skills and capabilities required within varied management, administration and leadership contexts.






The programme focuses on the business leadership discipline posited against the overarching field of business

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 requires that students think of how they would apply their learning, the students' theoretical understanding of the specific subject matter is transformed into demonstrable applications 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

The BCom qualification is offered with electives in:

-  **Aviation Management**
-  **Banking**
-  **Management of Innovation**
-  **Risk-Based Integrated Management**
-  **Supply Chain Management**
-  **Information and Communication Technology Management**

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).

| Bachelor of Commerce (Business Management) (SAQA ID - 84767) | |
|--|--|
| Minimum Admission Requirements | |
| <ul style="list-style-type: none"> • National Senior Certificate NSC/SC (a) - A minimum of 30% for English or a minimum of 33.3% in English for the Senior Certificate (SC) coupled with: • If the candidate offered 6 NSC/SC (a) 20 credit subjects, an achievement rating of 4 (50%) or better in 4 NSC/SC(a) subjects; or • If the candidate offered a mix of SC, NSC and SC (a) 20-credit subjects and passes an achievement rating of 4 (50%) or better in at least four subjects, which must be Higher Grade SC and/or NSC and/or SC (a) subjects, OR • NC(V) Level 4 – In addition a student must (a) achieve at least 60 % in three fundamental subjects, including English, (b) achieve at least 70% in four vocational subjects, chosen from the NC (V) Level 4 subjects; OR • Alternatively a Higher Certificate, an Advanced Certificate or Diploma in a cognate field. | |
| Additional Institutional Entry Requirements | |
| <p>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%.</p> | |
| Mature Age Exemption/ RPL | |
| <p>Mature Age Exemption:</p> <ul style="list-style-type: none"> • 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 higher grade subject; OR • Candidates must have attained the age of 45 before or during the first year of registration. <p>Recognition of Prior Learning:</p> <ul style="list-style-type: none"> • Demonstrate suitability for admission and is at the Senate's/Academic Board's discretion on a case by case basis. For more details contact the Registrar. | |

3.4 MASTER OF MANAGEMENT IN TECHNOLOGY AND INNOVATION:

SAQA ID 59469

240 Credits

Programme Duration 4 years

The Master of Management qualification, is based both on modular work and a dissertation. Candidates are expected to utilise their newly acquired knowledge and skills related to Business Management and Business Leadership as reflected within the Management of Technology, Innovation, People and Systemic Thinking frameworks.

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-disciplinary 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 social economic development of a country.

PURPOSE

The purpose of this qualification is to recognize those who have the required competence to serve in transformation leadership positions in organisations (public and private, including self-owned businesses) and the community at large, by enabling them to obtain a nationally registered and recognised Qualification.




A further purpose of this qualification is to produce life-long learners who are equipped to initiate socio-economic transformation within South Africa. This should contribute towards the development of individuals, organizations and the community and equip them to deal with challenges related to the management of technology, entrepreneurship, project management, the management of innovation, the management of people, and systems thinking.

People who achieve this Qualification will be able to:







-  Initiate organizational change.
-  Integrate systemic principles in solving organizational 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 of Management qualification is offered with electives in:

-  **Coaching**
-  **Labour Law**
-  **Sports Coaching**

ADMISSION CRITERIA

| Master of Management in Technology and Innovation (SAQA ID – 59469) |
|---|
| Minimum Admission Requirements |
| <ul style="list-style-type: none"> • Relevant NQF Level 8 qualification • All applicants must successfully complete the Research and Methodology module with 60% in order for a students' status to change from provisional admission to registered, with The Institute. |
| RPL |
| <p>Provisional acceptance on the following conditions:</p> <ul style="list-style-type: none"> • Demonstrate an understanding at NQF Level 8 via guided RPL assessment and evidence gathering process (appropriate level descriptors will be used to guide the process). Evidence of relevant publications, presentations or relevant working experience that could be considered in the process • 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 MANAGEMENT IN TECHNOLOGY AND INNOVATION:

SAQA ID 59489

360 Credits

Programme Duration 6 years

The Doctor of Management 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 Doctor of Management 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 socio-economic development of a country.

PURPOSE

The purpose of this Qualification is to recognize those who have the required competence to serve in transformation leadership positions in organisations (public and private, including self owned businesses) and the community at large, by enabling them to obtain a nationally registered and recognised Qualification.

A further purpose of this Qualification is to produce life-long learners who are equipped to re-direct existing thinking frameworks to facilitate sustainable socio-economic transformation. This should contribute towards the development of individuals, organizations and communities and equip them to deal with challenges related to the management of technology, entrepreneurship, the management of innovation, the management of people, and systems thinking.

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 and/or community related problem. 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

ADMISSION CRITERIA

**Doctor of Management in Technology and Innovation (MOTI)
(SAQA ID 59489)****Minimum Admission Requirements**

- Master Degree or other relevant NQF 9 qualification
- All applicants must successfully complete the Research and Methodology module with 60% in order for a students' status to change from provisional admission to registered, with The Institute.

RPL

- There is no RPL process into this programme
- The prospective candidate could consider applying for the Masters programme at The Da Vinci Institute. (see Master of Management degree admission criteria)

WE CARE

The approach to student support at The Institute is very proactive. 'At risk' students (students who show early signs of academic disengagement) 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 and Conveners ensure 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 the electronic learning management system (elms) called 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 (mature, 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 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”

“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.”

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 includes business people, professionals 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:

-  Providing direction on the identification of the academic needs of society and the contributions The Da Vinci Institute can make in meeting those needs
-  Approving new academic programmes designed and developed by The Da Vinci Institute
-  Approving recommendations from The Academic Board regarding the quality of academic services and academic programme results and the conferment of qualifications
-  Approving policies and procedures required to

implement an integrated Quality Management System (QMS) for The Da Vinci Institute

-  Approving the appointment of academic staff to The Da Vinci Institute
-  Approving proposals by The Da Vinci Institute for academic collaboration and/or partnering with outside organisations
-  Monitoring, through management information systems, the performance of The Da Vinci Institute, particularly in terms of its academic activities
-  Approving the implementation of learning management systems required by The Da Vinci Institute to perform its academic duties as an accredited higher education provider
-  Suggesting areas of research which could be of benefit to industrial organisations and to the academic development of The Da Vinci Institute
-  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 implement the academic strategy, to monitor the integrity of its offerings, and to quality assure 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 design functions of The Institute and must perform such other functions as may be delegated or assigned to it by Council.

The Academic Board:

-  Advises Council and makes recommendations, where appropriate, on the academic strategic directions and practices of The Institute
-  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
-  Assists in the development, progress, monitoring and achievement of The Institute's teaching and learning, research and information technology plans and strategies
-  Advises Council and makes recommendations, where appropriate, on quality assurance of programmes and research
-  Approves, on delegated authority of Council, all new programme developments and significant changes to existing programmes

-  Formulates and approves, on delegated authority of Council, academic, research and information technology policies, guidelines and procedures
-  Determines, on delegated authority of Council, the requirements to be satisfied by candidates for the award of degrees, diplomas or certificates
-  Advises Council on the list of graduands
-  Confers, on delegated authority of Council, academic awards
-  Determines the requirements to be satisfied by a student disciplinary hearing
-  Approves, on delegated authority of Council, establishment of research structures and collaborative centres
-  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 postgraduate qualifications and must perform such other functions as may be delegated or assigned to it by The Academic Board.

The Research Committee:

-  Advises The Academic Board and makes recommendations, where appropriate, on new postgraduate research strategic direction and practices, assists in the development and monitoring of research training workshops, guidelines and student research strategies and plans
-  Advises The Academic Board and makes recommendations, where appropriate, on quality assurance of student research, supervision and outcomes
-  Advises The Academic Board and makes recommendations on policies concerning appointment and employment of supervisors for postgraduate students
-  Assists The Academic Board in reviewing Research Office objectives and goals for all postgraduate qualifications and the actions necessary to sustain and develop related objectives and goals
-  Advises The Academic Board on the approval of topics of investigation and research, and the approval and appointment of supervisors
-  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
-  Advises The Academic Board on the monitoring, approval and progress of candidature, changes to such candidature; and approval of examination and classification of reports, dissertations and theses;
-  Assists and advises The Academic Board on the nomination of Council awards
-  Advises the Academic Board on the overseeing and implementation of strategic policy and quality assurance procedures relating to all CHE accredited qualifications including postgraduate qualifications including skills facilitation for supervisors and research students and, research and presentation forums
-  Advises The Academic Board on student, supervisor and staff publication activities and opportunities, publication writing training and workshops, peer reviewing and NRF communication
-  Advises The Academic Board on coordinated ways to support the candidate's research experience leading up to the dissertation or thesis assessment.

THE EXAMINATION AND ASSESSMENT COMMITTEE

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

FUNCTIONS OF THE EXAMINATION AND ASSESSMENT COMMITTEE

The Examination and Assessment 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 and Assessment Committee:

-  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
-  Advises the Academic Board of its recommendations for the award of qualifications
-  Advises the Academic Board on policies and procedures in relation to the examination process
-  Advises the Academic Board on policies and procedures in relation to the appointment and remuneration of external examiners and moderators
-  Advises the Academic Board on policies and procedures in relation to the appointment of internal assessors (lecturers) 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 the Academic Board to be the custodian of academic ethics, integrity, and quality of all learning and as such reports to the Academic Board of The Institute.

FUNCTIONS OF THE ETHICS COMMITTEE

The Ethics Committee is tasked to:








-  Reflect the Institute's Code of Ethics which expects students to display professionalism, responsibility and integrity in all of their dealings with The Institute
-  Ensure a learning environment in which students are able to derive benefit from the growth and learning opportunities offered by The Institute
-  Where required, address acts of unprofessionalism and unethical behaviour that results in educational/ethical conflicts, by means of Ethical Committee Hearings
-  Promotes positive conduct
-  The Committee will consider all ethical clearance application forms received before the meeting
-  Deal with multiple behaviours which give rise to conflicts.

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:

-  The implementation of the private higher education act and the national policy on higher education;
-  Race and gender equity policies
-  The selection of candidates for senior management positions
-  Codes of conduct, mediation and dispute resolution procedures
-  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;
-  Performing such functions as determined by The Council
-  Ensure that The Da Vinci Institute submits the annual Skills Development reports to the Department of Labour.

THE BOARD





The Board is the custodian of The Institute's business strategy and as such informs and oversees all functions related to the business operations.

FINANCE, AUDIT AND RISK COMMITTEE

The Finance, Audit and Risk Committee of The Institute is mandated by the Board to monitor the finance, audit and risk dimensions of the business strategy and as such reports to the Board. However, for purposes of integrated reporting the Committee also provides high level feedback to the Council.

FUNCTIONS OF THE 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.

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 meaningful, 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 AND ASSESSMENT OF FORMATIVE AND SUMMATIVE ASSIGNMENTS

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

GENERAL REGULATIONS FOR THE ASSESSMENT OF SUMMATIVE ASSIGNMENTS

Each programme schedule indicates two summative assessment dates for each module:




- The first assessment date is a compulsory date
- Should unforeseen circumstances prohibit him/her from sitting for the first assessment date, then the second assessment date must be utilized. This implies that students should preferably sit for their summative assessment by the first assessment date.
- A late assessment is therefore any assessment to be scheduled after the second due date as indicated on the programme schedule
- Only two late assessments are allowed per year of registration
- Should a student fail to participate in either of the due dates and has utilized the two late assessment dates (as permitted for an Academic year), and still have outstanding modules to complete, the student will be required to re-register for the modules to be completed within that Academic year
- Such re-registration implies that the student will not be able to claim any benefits related to a late assessment as he/she will still be within the Academic year within which such benefits apply.

Supplementary Assessment




- Only one supplementary assessment per module is permitted
- If a student fails the supplementary assessment the student will have to re-register for the module. Modular fees will apply.

RE-ASSESSMENT AND APPEALS PROCESS FOR SUMMATIVE ASSESSMENTS

Re-assessment for improvement of marks



-  A student may apply for a re-assessment of a summative assessment if the summative assessment was passed, but they wish to improve the result.
-  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 summative assessment outcome. In this case the summative assessment will be assessed by a moderator who will submit a second independent mark
-  One appeals opportunity is allowed per summative assessment 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 (Oral Defense) which shall also be assessed

ASSESSMENT OF DISSERTATIONS

-  A written assessment of the final submission by one internal examiner (other than the academic and/or field supervisors involved) and one external examiner (according to specified assessment criteria)
-  An Oral Defense by the student, assessed by a panel (including subject matter experts from the field of study)

ASSESSMENT OF THESES

-  Written assessments by one internal and two external examiners (according to specified assessment criteria) one of which should preferably be an international scholar.
-  A written assessment of the oral presentation/oral defense of the student by a panel, (including the academic and field supervisors) to be forwarded to the Research Office
-  An Oral Defense by the student, assessed by a panel (including subject matter experts from the field of study)

On completion of the oral defense, 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 10 working days of receipt of the decision, addressed to the Programme Co-ordinator, 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 an Academic staff member of Da Vinci, and a sponsor (where applicable) and tabled to the Academic Board. The applicable fees apply.



THE AWARD OF A QUALIFICATION WITH DISTINCTION (CUM LAUDE)

-  Students (with the exception of those registered for the doctoral 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 includes:

-  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.






Maximum period of Registration

Higher Certificate (MOTI) Two (2) years
 Diploma (MOTI) Four (4) Years
 BCom (Business Management) Six (6) years
 Master of Management Four (4) Years
 Doctor of Management Six (6) Years

On non-completion of a qualification following the expiry of the maximum period of registration, 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

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 Convener 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 2013:5)

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 2013:6).

For more information, please contact the Registrar.



RPL for Advanced Standing:

If a candidate is able to partially demonstrate competence described in the outcomes of a programme for which he/she intends to enrol, the RPL for Advanced Standing process applies. If a candidate's application for Advanced Standing is successful, he or she does not have to repeat a particular section of the programme. No credits will be allocated for components of a programme achieved through advanced standing. As with the RPL for Access, The Institute will allow the candidate to undertake an assessment designed for RPL candidates in keeping with relevant programme outcomes, which constitutes a guided process of evidence accumulation, culminating in a Portfolio of Evidence. The word 'exemption' will appear under the 'score' for the module on the student's statement of results. No more than 50% of a programme's total credit value can be achieved through RPL for Advanced Standing.

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: 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



Business Leadership

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 summative assessment. 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 summative assessments prescribed by the curriculum (including an integrative assessment of modular as well as programme outcomes) and within the registration period 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 CONTRACT

The student contract consists of the following:

-  Payment Contract (Annexure A)
-  Student Contract (Annexure B)
-  Application Form (Annexure C)

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 other fees.

ADMISSION FEE




All students must pay a non-refundable admission fee payable before the commencement of the programme.




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.

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
-  Admission 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 Conduct is to:

-  Reflect the ethical values of The Institute and, therefore, seeks to enhance and anchor the policies, procedures, processes of The Institute and influence the behaviour of students, faculty and other relevant stakeholders
-  Create a safe and conducive learning environment in which all students are able to derive full benefit from the growth and learning opportunities presented by The Institute
-  Increase awareness of their own professional conduct, thus enhancing within students this fundamental element of practical business ethos.

General Conduct

Students shall display high levels of professionalism, responsibility and integrity in all of their dealings with The Institute and therefore shall endeavour to:

-  Not disrupt or attempt to disrupt teaching or study or research or the administrative or other activities of The Institute
-  Defend the lawful exercise of freedom of speech by students, faculty and other stakeholders of The Institute or by visiting speakers
-  Assist any officer, employee or agent of The Institute in the performance of his or her duties
-  Protect any property of, or in the custody of the Institute or of any students, faculty and other stakeholders of The Institute
-  Ensure proper use of property or facilities of the Institute
-  Act honestly and avoid forging, altering, falsifying or misusing any official Institutional documentation, qualification or certificate or knowingly make false statements concerning standing or results obtained, or supply false information to The Institute
-  Not engage in actions which are likely to cause injury or to impair safety
-  Not engage in violent, indecent, disorderly, threatening, or offensive behaviour or language
-  Obey a reasonable instruction given within their authority by one of the authorities of The Institute
-  Not engage in the harassment of any visitor, students, faculty and other stakeholders of The Institute
-  Comply with any other policy, procedure or rule of The Institute.

Students are required to:

- 🌀 Mute cell phones in class and at all formal programme related events
- 🌀 Use electronic technology, if available, in class to capture comments and insights during any presentation
- 🌀 Be punctual and manage deadlines
- 🌀 Give feedback, channel concerns or suggestions regarding The Institute's delivery of the programme to the Programme Convener/Coordinator or via the Student representatives.

ETHICAL CONDUCT

Ethical Conduct Includes Promoting:

- 🌀 The constitutionally compliant 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
- 🌀 Corruption
- 🌀 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
- 🌀 Tolerance and respect for differences of people's ideas and opinions.

Preventing:





- 🌀 Discrimination or harassment on the basis of race, gender, religion, disability, sexual orientation, age, pregnancy, marital status, ethnicity, social orientation, religion, belief, culture or language
- 🌀 The abuse of power
- 🌀 Disrespect for persons and property.

RESPONSIBLE CONDUCT:

Responsible Conduct Includes Promoting:






-  Transparency
-  Inclusivity
-  Accountability
-  Good practice
-  Safety, security, health and well-being.

Preventing:

-  Causing disrepute to The Institute's name
-  Misuse of personal and Institute's information, property and the name of The Institute
-  Improper financial dealings and improper conflicts of interest
-  Practices threatening safety, security, health or well-being and actions which impinge on the rights of others.

DILIGENT CONDUCT:















Diligent Conduct Includes Promoting:

-  Efficiency
-  Effectiveness
-  Excellence in performance
-  Competence
-  Proper use of time.

Preventing:

-  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 disciplinary committee if the allegation is found to be valid
-  The student/s will receive notice of a disciplinary hearing no less than 48 hours before the hearing
-  The notice will indicate the allegation against the student/s, the time, venue and proceedings
-  The student has the right to be represented by a member of the SRC should they so elect
-  In the hearing, the Registrar will present the charge and the evidence collected and allow the student the opportunity to defend himself/herself
-  The Disciplinary Committee shall consider the allegation against the student, and will consider both oral testimony and written reports
-  Both the Registrar and the student can call witnesses if relevant to the proceedings
-  Before finding a verdict, the committee will excuse itself for discussions and all witnesses, representatives and students concerned will be asked to leave the room during deliberations
-  The committee will then call in the student/s and their representative/s and present the committee's findings in respect of the charge i.e. guilty or not guilty
-  If the finding is 'not guilty', the finding will be presented to the student in writing
-  If the finding is 'guilty', evidence in mitigation or aggravation will then be heard
-  Where the student is found to be guilty of misconduct, the Disciplinary Committee may impose penalties deemed appropriate, as provided for below

- ☞ Where a penalty is imposed by the Disciplinary Committee, the student will be informed of the finding, penalty and appeals procedure in writing
- ☞ Students can appeal the decision by the disciplinary committee by responding in writing within seven days to the Executive Dean
- ☞ The appeal will be overseen by the Executive Dean and a member of the academic board
- ☞ The imposition of the penalty is suspended pending the outcome of the appeal
- ☞ The Appeals committee will consider the evidence, the minutes and additional submissions with the appeal. The Appeals committee will evaluate both the finding and the process
- ☞ The Appeals decision is final
- ☞ If the student does not appeal within seven days the findings of the disciplinary committee is deemed final.

Penalties

The Disciplinary or Appeals committee may impose any of the penalties mentioned below:

- ☞ Admonition and/or 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.

General Provisions

- ☞ Any person involved in the laying of the charge against the student, or the giving or collecting of evidence against the student, may not be a member of the Disciplinary Committee presiding over the case of misconduct
- ☞ The chairperson of the Disciplinary Committee shall have the deciding vote should there be no outcome
- ☞ The Disciplinary Committee has the discretion to abandon or suspend the disciplinary investigation for a reasonable period
- ☞ Any deviation from these procedures may be condoned by the Disciplinary Committee if it is of the opinion that such deviation has not caused any material injustice to be done
- ☞ The student/s against whom the allegation of misconduct is charged, will be provided with a copy of the disciplinary procedures
- ☞ The chairperson of the Disciplinary 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 misconduct, this will be reflected on his/her academic record. This may affect the issuance of a letter of good standing.

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 Convener
- ☞ 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 Convener or if the Programme Convener is the subject of the complaint, with the Programme Co-ordinator
- ☞ 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 Convener does not succeed in resolving the complaint satisfactorily, the matter will be escalated to the Programme Co-ordinator

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.z

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:

-  Recorded workshops are made available on YouTube
-  Additional time is provided to complete formative and summative assessments for students in need thereof
-  A Student Support Specialist

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.

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. 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 Architectuaris

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 else's! 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



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



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

Payment Contract

Student information

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

Administrative information

| | | | |
|--|--|--------------|--|
| Responsible Programme Convener: | | Intake Year: | |
| Qualification / Programme: | | Year: | |
| Cohort: | | Student nr: | |
| Application fee paid: Yes/No <input style="width: 50px; height: 15px;" type="checkbox"/> | | | |

| Programme | Full amount payable | Non-refundable Admission fee* | Registration fee | Registration Fee Payment Option | | |
|--|---------------------|-------------------------------|------------------|---------------------------------|--------------|-------------|
| <i>Please select programme (X)</i> | | | | Total programme | Per semester | Per Quarter |
| <input type="checkbox"/> Higher Certificate | R 54 500,00** | R 4 000,00 | R 50 500,00 | | | |
| <input type="checkbox"/> Diploma | R 74 000,00** | R 4 000,00 | | N/A | N/A | N/A |
| 1st Year | | | R35 000,00 | | | |
| 2nd Year | | | R35 000,00 | | | |
| <input type="checkbox"/> BCom | R 165 000,00** | R 4 000,00 | | N/A | N/A | N/A |
| 1st Year | | | R 51 500,00 | | | |
| 2nd Year | | | R 55 000,00 | | | |
| 3rd Year | | | R 58 500,00 | | | |
| <input type="checkbox"/> Masters | R 170 000,00** | R 12 000,00 | | N/A | N/A | N/A |
| 1st Year | | | R 79 000,00 | | | |
| 2nd Year | | | R 79 000,00 | | | |
| <input type="checkbox"/> Doctorate | R 160 000,00** | R 12 000,00 | | N/A | N/A | N/A |
| 1st Year | | | R 52 667,00 | | | |
| 2nd Year | | | R 52 667,00 | | | |
| 3rd Year | | | R 52 667,00 | | | |

* Payable prior to programme commence date

** Prices may vary depending on the elective stream selected. Kindly contact Admissions to confirm

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 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 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.

Late / non payment

Initial: _____

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: SBZAJJ

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:

Consent by Parent/Guardian where applicant is a minor:

Parent/Guardian Full Name:

Date:

The Da Vinci Institute for Technology Management (Pty) Ltd
PO Box 185, Modderfontein, 1645, South Africa
Tel + 27 11 608 1331 Fax +27 11 608 1380
www.davinci.ac.za



Student Contract

Introduction

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

- Workshop Participation;
- Submission of Summative Post-Modular Assignments;
- 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.

Directors: EC Kieswetter (President), B Anderson (Vice-President and Chief Executive Officer)
Company Registration No. 2001/009271/07
Registered with the Department of Higher Education and Training as a private higher education institution under the Higher Education Act, 1997.
Registration No. 2004/HE07/003

RESEARCH • DESIGN • EDUCATION

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 Conveners 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:
 - Additional material provided by the Lecturer during a workshop will be made available to all relevant students on MOODLE
 - Students can contact Lecturers via phone or email with any content queries
 - The Programme Convener is readily available to assist with all student queries
 - The Da Vinci Student support specialist will engage with every student 3 to 4 times a year.

Submission of the Summative Post-Modular Assignments

Each learning programme offered by The Institute has specific assessment requirements that each student should adhere to. Each student should submit a Summative Post-Modular Assignment as part of the assessment requirements per registered module.

The programme schedule outlines all dates of workshops as well as the Summative Post-Modular Assignment submission dates.

Summative Post-Modular Assignment submission Dates

- Each programme schedule indicates two assessment submission dates for each module
- The first submission date is a compulsory date
- Should unforeseen circumstances prohibit you from submitting on the first submission date, then the second submission date must be utilized. This implies that students have to submit their summative submissions by the first submission date
- A late submission is therefore any submission received **after the second due date** as indicated on the programme schedule
- Only two late submissions are allowed per year of registration

Submission of the Summative Post-Modular Assignments

- Should a student fail to submit by either of the due dates and has utilized the two late submission opportunities as permitted for an Academic year, and still have outstanding modules to complete, the student will be required to re-register for the incomplete module (s) to be completed for that Academic year
- Such re-registration implies that the student will not be able to claim any benefits related to late submissions as he/she will still be within the Academic year within which such benefits apply

Summative Post-Modular Assignments – Resubmission, Re-assessment and Appeals Process:

a. Resubmission:

- Only one re-submission per module is permitted
- If a student fails the re-submission the student will have to re-register for the module and submit an assignment. Modular fees will apply.

b. Re-assessment:

- A student may apply for re-assessment of a summative post-modular assignment, if the summative post-modular assignment 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.

c. Appeals process:

- A student may request an **appeal against a summative post-modular assignment result**. In this case the summative post-modular assignment will be assessed by a moderator to submit a third independent mark
- **One** appeals opportunity is allowed per summative post-modular assignment 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.

d. The awarding of a qualification with distinction (cum laude):

- Students (with the exception of those registered for the Doctoral 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

Submission of the Summative Post-Modular Assignments

- If students receive credits towards a qualification as a result of achievements obtained in programmes from other accredited institutions, the word 'exemption' will appear in the place of a 'score' on the student's statement of results.

Applicable to Postgraduate Students Only

All students are provisionally allowed entry to a qualification until such time as they have passed the Research proposal, which is a requirement for full entry and part of the admission process.

There are three submission dates for this module:

- First submission - Draft for which the student will receive feedback (Chapter 1)
- Second submission – Draft for which the student will receive feedback (Chapter 3)
- Third and final submission – which needs to be passed at 60%.

A provisionally accepted student who fails to submit on the third and final submission date will be de-registered as they do not meet the admission criteria for full entry.

If the student misses the first submission date, draft one will need to be included with draft two. If the student does not meet the second submission date, draft one and two will need to be submitted on the third and final due date. In this instance the student will have waived the opportunity to receive feedback for submission one and two. If the student fails the final submission then the student has one opportunity to resubmit within 4 weeks of receipt of the results and feedback but no later than within the first academic year (12 months from date of on-boarding as scheduled).

Passing this research proposal module with an assessment score of 60% will activate the following:

- The acceptance status will be automatically converted to full acceptance in the case of provisionally accepted students
- the student can proceed with the modular course-work as applicable and be allowed to attend the relevant support workshops
- a supervisor will be appointed and work can continue on the thesis or dissertation such as application for ethical clearance

Da Vinci reserves the right to deregister a student who fails to show satisfactory academic progression in any academic year. In such cases, students will be responsible to provide evidence of participation and academic progress, on request, to enable review of their registration. Therefore in line with adult learning principles, the onus for academic progress and the evidence thereof is on the postgraduate student.

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
- 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:

- Weaken the educational process, such as shameless copying of any aspect of the programme
- 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.

I, _____(student name), _____(student number) have read and understood the following documents available on Da Vinci website under 'Who we Are' - www.davinci.ac.za. I further agree to abide by the rules as indicated in the Code of Conduct.

- Plagiarism policy
- Code of Conduct
- General rules within the Prospectus

Signed: _____ (Student)

Period of Study

- 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 in Management of Technology and Innovation | Two (2) years |
| Diploma in Management of Technology and Innovation | Four (4) years |
| Bachelor of Commerce in Business Management | Six (6) years |
| Master of Management in Technology and Innovation | Four (4) years |
| Doctor of Management in Technology and Innovation | 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.

| DHET Declaration | |
|---|--|
| <p>I, _____ (Student Name), _____ (Student Number), am fully aware that the programme I have enrolled on, that is, the _____</p> <p>(Full Title of the Programme/Qualification) with SAQA ID: _____ (SAQA/Qualification ID). Is registered with the Department of Higher Education and Training to <u>The Da Vinci Institute for Technology Management</u>, as indicated on the registration certificate dated _____ (Date on Certificate).</p> <p>Signed: _____ (Student) Date: _____</p> <p>Signed: _____ (Da Vinci) Date: _____</p> | |
| Undertaking | |
| <ul style="list-style-type: none"> 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 summative post-modular assignments, projects, dissertations or theses. I recognise that my continuing registration as a student is subject to satisfactory academic progress. | |
| Name | |
| Student Signature | |
| Date | |

The Da Vinci Institute for Technology Management (Pty) Ltd
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 Tel + 27 11 608 1331 Fax +27 11 608 1380
 www.davinci.ac.za



THE DA VINCI INSTITUTE FOR TECHNOLOGY MANAGEMENT (PTY) LTD APPLICATION FORM

Please complete the form and e-mail the completed set of documents to Admissions at admissions@davinci.ac.za

The following documentation must accompany each application:

- 1) A clear copy of your ID or Passport (certified)
- 2) A clear copy of your Matric Certificate (certified)
- 3) Copies of all statements of results and / or qualifications (certified); and
(all foreign qualifications must be accompanied by an official letter from the South African Qualifications Authority – SAQA)
Please exclude certificates of attendance
- 4) Proof of payment of the non-refundable application fee (as detailed hereunder).

Referee's Reports for prospective Doctorate, Masters and Bachelor (if relevant) candidates must be emailed directly from the Referee or be delivered to The Institute in a signed and sealed envelope on application.

A non-refundable application fee of R350.00 is payable when applying for the programme. Proof of payment must accompany this application (Please provide electronic transfer reference number or attach copy of deposit slip).

Directors: EC Kieswetter (President), B Anderson (Vice-President and Chief Executive Officer)
 Company Registration No. 2001/009271/07
 Registered with the Department of Higher Education and Training as a private higher education institution under the Higher Education Act, 1997.
 Registration No. 2004/HE07/003

RESEARCH • DESIGN • EDUCATION

Payments can be made into the following account:

Account Name: The Da Vinci Institute for Technology Management (Pty) Ltd

Bank: Standard Bank

Branch: Sandton

Branch Code: 019205

Account Number: 022717277 (Use Surname, Initials and course name as reference)

| SECTION 1: TO BE COMPLETED BY ALL PROSPECTIVE STUDENTS | | | | | | | | | |
|--|--------------------------------|--|-------|-------------------|--------|--|----------|--|--|
| 1. Personal Details: | | | | | | | | | |
| Title | | | | | | | | | |
| Surname | | | | | | | | | |
| Maiden Name (If applicable) | | | | | | | | | |
| Initials | | | | | | | | | |
| Full name/s as indicated on your ID | | | | | | | | | |
| Preferred Name | | | | | | | | | |
| ID Number or Passport Number | | | | | | | | | |
| Date of Birth | | | | | | | | | |
| Gender | | | | | | | | | |
| Home Language | | | | | | | | | |
| Nationality | South African | | | Non South African | | | | | |
| Population Group (Required by DHET) | African | | White | | Indian | | Coloured | | |
| Residential Address | Name of complex if applicable: | | | | | | | | |
| | Street: | | | | | | | | |
| | Suburb: | | | | | | | | |
| | City: | | | | | | Code | | |

| | | | | | | | | | | |
|---|----------------------|---------------|----------------------|-----------------|------|----------------|---------|--|--------------------|--|
| Postal Address | Street/Box: | | | | | | | | | |
| | Suburb: | | | | | | | | | |
| | City: | | | | Code | | | | | |
| Contact Details (w) (Including code) | Tel: | | | | | | | | | |
| | Fax: | | | | | | | | | |
| Contact Details (h) (Including Code) | Tel: | | | | | | | | | |
| | Fax: | | | | | | | | | |
| Cellular | | | | | | | | | | |
| E-mail address | | | | | | | | | | |
| SECTION 2: TO BE COMPLETED BY ALL PROSPECTIVE STUDENTS | | | | | | | | | | |
| 2. Programme Details: | | | | | | | | | | |
| Required Programme of Study (Please indicate the qualification for which you are applying) | Doctor of Management | | Master of Management | | BCom | | Diploma | | Higher Certificate | |
| | | | | | | | | | | |
| Year of Registration | | | | | | | | | | |
| Programme Name | | | | | | | | | | |
| Company name or place of employment | | | | | | | | | | |
| Application Date | | | | | | | | | | |
| SECTION 3: TO BE COMPLETED BY ALL PROSPECTIVE STUDENTS | | | | | | | | | | |
| 3. Medical Details: | | | | | | | | | | |
| Medical Aid | | | | | | | | | | |
| Medical Aid Number | | | | | | | | | | |
| Allergies | | | | | | | | | | |
| Illnesses | | | | | | | | | | |
| Disability (Required by DHET) Please | Physical | Visual | | Learning | | Hearing | | | | |
| | Cerebral Palsy | Blindness | | Dyslexia | | Deafness | | | | |

| | | | | |
|--|-------------------|----------------------|-------------|--------------------|
| indicate with a tick <input checked="" type="checkbox"/> | Paraplegic | Low Vision (Glasses) | ADD/ADHD | Partial Hearing |
| | Quadriplegic | Partially sighted | Dyscalculia | Use of hearing aid |
| | Impaired Mobility | Other: | | |
| Next of Kin | Name: | | | Tel (h): |
| | Relationship: | | | Cell: |

SECTION 4: TO BE COMPLETED BY ALL PROSPECTIVE STUDENTS FOR: DOCTORATE, MASTERS, BCOM, DIPLOMA, HIGHER CERTIFICATE.

4. Academic History:

4.1 Matriculation Information

| | |
|-----------------------------|--|
| School Matriculated | |
| Year Achieved | |
| Certificate Supplied | |
| University Exemption | |

4.2 Programmes previously completed at Da Vinci

| | |
|--------------------------------|--|
| Da Vinci Student Number | |
| Programme name | |
| Date completed | |
| Programme name | |
| Date completed | |
| Programme name | |
| Date completed | |

List the Academic Institutions attended since leaving school and the qualifications obtained or entered for. Please supply full details. If qualification is incomplete, please indicate expected date of completion. Applicants educated outside South Africa should apply through SAQA for a foreign qualification evaluation at www.saqa.org.za and submit the evaluation with their application. Note: it is a condition of enrolment for a Da Vinci programme that you are not presently registered at any other institution for another qualification.



| 4.3 Further Education Info: Academic Institutions | |
|---|--|
| 4.3.1 Currently Attending | |
| Institution | |
| Student number | |
| Year achieved.(If incomplete, indicate expected date of completion) | |
| Qualification | |
| 4.3.2 Previous Institutions | |
| Institution | |
| Student number | |
| Year achieved: (If incomplete, indicate expected date of completion) | |
| Qualification | |
| 4.3.3 Previous Institutions | |
| Institution | |
| Student number | |
| Year achieved: (If incomplete, indicate expected date of completion) | |

Please give details of employment and/or professional experience. *All history is required, as years of managerial experience are used for screening purposes.*

| SECTION 5: TO BE COMPLETED BY PROSPECTIVE STUDENTS | |
|--|--|
| 5. Career History: | |
| 5.1 Current Employment | |
| Employer | |
| Position | |
| Years in current position | |
| 5.2 Past Employment | |
| Employer | |
| Position | |
| Years in position | |
| 5.3 Past Employment | |
| Employer | |
| Position | |
| Years in position | |
| 5.4 Past Employment | |
| Employer | |
| Position | |
| Years in position | |
| SECTION 6: TO BE COMPLETED BY ALL PROSPECTIVE STUDENTS | |
| 6.1 English Language Competence: | |
| Please indicate English Language matriculation mark and grade achieved | |

| | | | | | |
|--|---|---------|-------|--|--|
| Have you been educated in an English speaking environment? | Yes / No If no, please list the formal English Language qualifications you have obtained and any that you are planning to take in the near future. Enclose certificates for qualifications obtained. English Qualification: _____ Result: _____ Date: _____ | | | | |
| SECTION TO BE COMPLETED BY PROSPECTIVE BCOM STUDENTS ONLY | | | | | |
| 6.2 Mathematical Competence: | | | | | |
| Please indicate latest mark/grade achieved in Mathematics/Mathematical Literacy | | | | | |
| SECTION 7: TO BE COMPLETED BY ALL PROSPECTIVE STUDENTS | | | | | |
| 7. Finance: | | | | | |
| Person responsible for fees | Self: | | | | |
| | Employer: | | | | |
| | Scholarship | Bursary | Grant | | |
| If through a scholarship/ Bursary / Grant, has it been obtained? | Yes | | No | | |
| Name of Scholarship / Bursary / Grant | | | | | |

References:

-  Doctorate and Master students require two referees' reports.
-  BCom students who do not comply with the following minimum requirements: English First language: 50%; English Second language: 60% and Mathematics: 50% (HG); Mathematics: 60% (SG), Maths Literacy: 70% are required to submit one referee report from referees that can attest to their character.

SECTION 8: REFERENCE**8.1 Referee 1**

| | |
|-----------------|--|
| Name | |
| Position | |
| Tel/Cell | |
| E-mail | |

8.2 Referee 2

| | |
|-----------------|--|
| Name | |
| Position | |
| Tel/Cell | |
| E-mail | |

SECTION 9: ALL APPLICANTS MUST COMPLETE THIS SECTION.**9. Academic interests and purpose of study:**

Please use this space to describe your special academic interests and your purpose and objective in undertaking this study. In your own words motivate your reasons for wanting to do this programme. Please also indicate what contribution you think you will be able to make to your Company / Organisation and society when graduating from the programme. Tell us what (in a business context) you are passionate about or interested in.

TICK LIST OF DOCUMENTATION – TO BE COMPLETED BY STUDENT

| SECTION 10: TO BE COMPLETED BY ALL PROSPECTIVE STUDENTS | | | | | |
|---|--------------------|---------|------|--------|-----------|
| Tick list of documentations | Higher Certificate | Diploma | BCom | Master | Doctorate |
| 1) A certified copy of your ID or Passport | | | | | |
| 2) A certified copy of your Matric Certificate | | | | | |
| 3) Certified Copies of all statements of results and / or qualifications Please exclude certificates of attendance | | | | | |
| 4) Proof of Payment of the non-refundable Application Fee | | | | | |
| 5) Referee's Reports (in sealed and signed envelope) | | | | | |

I hereby declare that the above information given is true, complete and correct.

Signed at _____ on _____ 20__

Signature _____

How did you hear about The Da Vinci Institute?

Referral

Publication

Social Media

Website

MEDIA RELEASE

Contents of Media Release

The Da Vinci Institute and it's agents take photos, videos and make use of other medium (collectively known as "media") to record the activity of students/persons on the campus. This media may eventually be uploaded and used on social media platforms, for marketing purposes, and other uses involving the publication of the media.

The Da Vinci Institute will not be held liable for any harm or loss incurred by a student and/or his/her employer/sponsor which arises from the publication and use of the media as described above.

Accordingly, by completing the application form you give your consent to the Da Vinci Institute to use the above media of yourself, and indemnify the Da Vinci Institute from any and all harm or loss which may arise in the use or publication of the above described media.

CONSENT AND ACKNOWLEDGEMENTS IN TERMS OF THE PROTECTION OF PERSONAL INFORMATION ACT 2013 (POPI)

1. Introduction

The Protection of Personal Information Act (POPI) aims to give effect to the constitutional right to privacy by balancing the right to privacy against that of access to information. POPI requires that personal information pertaining to individuals be processed lawfully and in a reasonable manner that does not infringe on the right to privacy. This consent form sets out how personal information will be collected, used and protected by The Da Vinci Institute, as required by POPI. The use of the words "the individual" for the purposes of this document shall be a reference to any individual communicating with The Da Vinci Institute and/or concluding any agreement, registration or application, with the inclusion of each individual referred to or included in terms of such agreement, registration or application.

2. What is personal information?

The personal information that The Da Vinci Institute requires relates to -

- names and surnames;
- Photographs;
- CCTV footage;
- birth dates;
- identity numbers;
- passport numbers;
- demographic information;
- education information;
- bursary information sent to companies to award bursaries;
- occupational information;
- financial information;
- medical and health information;
- personal information of another person (references);
- addresses;
- memberships; and
- both personal, and work email, and contact details.

3. What is the purpose of the collection, use and disclosure (the processing) of personal information?

The Da Vinci Institute requires personal information to provide a service to the applicant, and is legally obligated to collect, use and disclose personal information for the purposes of:

- reporting skills development initiatives to the Department of Higher Education and Training;
- reporting enrolments and achievements of programmes to the South African Qualifications Authority;
- reporting on quality assurance functions to the Quality Council of Trades and Occupations;
- evaluating and processing applications for access to financial and other benefits;
- compiling statistics and other research reports;
- providing personalised communications;
- directed marketing related to the services already provided;
- complying with the law;
- Keep records in storage to ensure that a student can have access to their qualifications and history at the institution;
- and/or for a purpose that is ancillary to the above.

The Da Vinci Institute will not process personal information for a purpose other than those, which are identified above without obtaining consent to further processing beforehand.

4. What is 'processing'?

POPI provides that the term "processing" covers any operation or activity, whether or not by automatic means, concerning personal information, including collection, receipt, recording, organisation, collation, storage, retrieval, alteration, consultation or use; dissemination by means of transmission, distribution or making available in any other form; or merging, linking, as well as restriction, erasure or destruction of information.

5. How will the Da Vinci Institute process personal information?

The Da Vinci Institute will only collect personal information for the purpose as stated above. Information will be collected in the following manner:

- directly from the individual;

- from an agent, relative, employer, work colleague or other duly authorised representative who may seek or request our services;
- from education institutions, training providers, or other service providers that are providing or provided the individual with services;
- from our own records relating to our previous supply of services or responses to the individual's request for services; and/or
- from a relevant public or equivalent entity.

6. To whom will personal information be disclosed?

The personal information may be disclosed to other relevant public or other entities on whose behalf we act as intermediaries, other third parties referred to above in relation to the purpose or who are sources of personal information, service providers such as professional bodies and/or their agents who operate outside the borders of this country (trans-border flow of information) where personal information must be sent in order to provide the information and/or services and/or benefits requested or applied for. In the event of another party/ies acquiring all of, or a portion of The Da Vinci Institute's mandate or functions, personal information will be disclosed to that party but they will equally be obliged as we are, to protect personal information in terms of POPI.

7. Consent and Permission to process personal information:

- I hereby provide authorisation to The Da Vinci Institute to process the personal information provided for the purpose stated.
- I understand that withholding of or failure to disclose personal information will result in The Da Vinci Institute being unable to perform its functions and/or any services or benefits I may require from the Da Vinci Institute.
- Where I shared personal information of individuals other than myself with The Da Vinci Institute I hereby provide consent on their behalf to the collection, use and disclosure of their personal information in accordance with this consent provided and I warrant that I am authorised to give this consent on their behalf.
- To this end, I indemnify and hold The Da Vinci Institute harmless in respect of any claims by any other person on whose behalf I have consented, against The Da Vinci Institute should they claim that I was not so authorised.
- I understand that in terms of POPI and other laws of the country, there are instances where my express consent is not necessary in order to permit the processing of personal information, which may be related to police investigations, litigation, fulfilment of a legal obligation, or when personal information is publicly available.

I will not hold The Da Vinci Institute responsible for any improper or unauthorised use of personal information that is beyond its reasonable control.

| | |
|------------------|--|
| Name | |
| Surname | |
| Place | |
| Date | |
| Signature | |

| | |
|--|--|
| Consent by Parent / Guardian where the applicant is a minor | |
| Name | |
| Surname | |
| Place | |
| Date | |
| Signature | |

8. Rights regarding the processing of personal information:

- The individual may withdraw consent to the processing of personal information at any time, and should they wish to do so, must provide The Da Vinci Institute with reasonable notice to this effect. Please note that withdrawal of consent is still subject to the terms and conditions of any contract that is in place. Should the withdrawal of consent result in the interference of legal obligations, then such withdrawal will only be effective if The Da Vinci Institute agrees to same in writing. The Da Vinci Institute specifically draws to the attention that the withdrawal of consent may result in it being unable to provide the requested information and/or services and/or financial or other benefits. Further, please note that the revocation of consent is not retroactive and will not affect disclosure of personal information that has already been made.

- In order to withdraw consent, please contact the Information Officer at popi@davinci.ac.za
- Where personal information has changed in any respect, the individual is encouraged to notify The Da Vinci Institute so that our records may be updated. The Da Vinci Institute will largely rely on the individual to ensure that personal information is correct and accurate.
- The individual has the right to access their personal information that The Da Vinci Institute may have in its possession, and is entitled to request the identity of the third parties which have received and/or processed personal information for the original purpose of collection. Please note however, that any request in this regard may be declined if:
 - the information comes under legal privilege in the course of litigation,
 - the disclosure of personal information in the form that it is processed may result in the disclosure of confidential or proprietary information,
 - giving access may cause a third party to refuse to provide similar information to The Da Vinci Institute,
 - the information was collected in furtherance of an investigation or legal dispute, instituted or being contemplated,
 - the information as it is disclosed may result in the disclosure of another person's information,
 - the information contains an opinion about another person and that person has not consented, and/or
 - the disclosure is prohibited by law.

9. Requesting access and lodging of complaints:

- Please submit any requests for access to personal information in writing to The Da Vinci Institute's information officer at popi@davinci.ac.za
- With any request for access to personal information, The Da Vinci Institute will require the individual to provide personal information in order to verify identification and therefore the right to access the information.
- There may be a reasonable charge for providing copies of the information requested.
- If any request has not been addressed to satisfaction, a complaint may be lodged at the office of the Information Regulator.

| | |
|------------------|--|
| Name | |
| Surname | |
| Place | |
| Date | |
| Signature | |

| | |
|--|--|
| Consent by Parent / Guardian where the applicant is a minor | |
| Name | |
| Surname | |
| Place | |
| Date | |
| Signature | |

CORPORATE PARTNERSHIPS

| |
|-------------------------------|
| ABSA |
| Accsys |
| African Bank |
| Altron TMT |
| BidAir Cargo |
| CFR Freight |
| Department of Justice |
| DHL |
| DSV |
| Entersekt |
| Fedex |
| FNB Housing Finance |
| FNB Points Of Presence |
| FNB Wesbank |
| Investec |
| Jas Forwarding |
| MTN |
| OMNIA |
| RAM |
| Röhlig-Grindrod |
| SA Homeloans |
| SAEPA |
| SASCOC |
| Skynet |
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I: www.davinci.ac.za
E: info@davinci.ac.za

The Da Vinci Institute for Technology Management (Pty) Ltd is registered with the Department of Higher Education and Training as a private higher education institution under the Higher Education Institution Act, 1997. Registration No. 2004/HE07/003



PROSPECTUS 2018

