

The DaVinci Institute for
Technology Management (Pty) Ltd

2024 Prospectus

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Registered Name of the Institution

The DaVinci Institute for Technology Management (Pty) Ltd is registered by the Department of Higher Education and Training (DHET) as a Private Higher Education provider under the Higher Education Act 1997, registration no. 2004/ HE07/003. The Institute offers higher education qualifications in the distance mode of delivery, accredited by the Council on Higher Education (CHE) and registered on the National Qualifications Framework (NQF) by the South African Qualifications Authority (SAQA).

Campus Details and Site of Delivery

DaVinci House, 16 Park Avenue, Modderfontein, Johannesburg, South Africa



www.davinci.ac.za



info@davinci.ac.za



+27 11 608 1331 | +27 11 608 1380

Registered Programmes

| Site | Programmes | SAQA Credits | Accredited Status | NQF Level |
|---------------|---|---------------------------------|-----------------------|-----------|
| DaVinci House | Higher Certificate in Management of Technology and Innovation | SAQA ID: 96742 Credits: 120 | Accredited/ Active | <u>5</u> |
| DaVinci House | Bachelor of Commerce in Business Management | SAQA ID: 84767 Credits: 360 | Accredited/ Active | <u>7</u> |
| DaVinci House | Postgraduate Diploma in Business Leadership | SAQA ID: 111899 Credits: 120 | Accredited/ Active | <u>8</u> |
| DaVinci House | Master of Management in Technology and Innovation | SAQA ID: 108984 Credits: 240 | Accredited/ Active | <u>9</u> |
| DaVinci House | Master of Business Leadership | SAQA ID: 112553 Credits: 184 | Accredited/ Active | <u>9</u> |
| DaVinci House | Doctor of Management in Technology and Innovation | SAQA ID: 108983 Credits: 360 | Accredited/ Active | <u>10</u> |
| DaVinci House | Doctor of Business Leadership | SAQA ID: 112552 Credits: 360 | Accredited/ Active | <u>10</u> |

The DaVinci

BRAND PROMISE

Dream

We dream of Influencing
the co-creation of humane
sustainable societies.



Purpose

To strengthen the growth of
agile, aligned and engaged
managerial leaders, who co-
create innovative eco-systems.

Brand Promise

Co-creating realities

Legal Status

The DaVinci 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 DaVinci Institute

The DaVinci Institute for Technology Management (PTY) Ltd is a business school 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 offering online distance education with a unique focus on the Management of Technology, Management of Innovation, Management of People, and Systems Thinking in all its offerings. We offer qualifications from Higher Certificate (NQF 5) to Doctoral Level (NQF10), with a bespoke learning experience where students can study anywhere and at any time.

The DaVinci Institute, as a business school, provides transformative learning experiences to working and non-working students in need of business and managerial leadership knowledge, upon which they can act and have impact in society, measured by the Return on Investment (ROI) and Social Return on Investment (SROI) of the learning experiences outputs. Our student body is diverse and from various parts of Africa and the world. Students have an experiential online experience throughout their transformative learning journey.

We are an academic innovation partner of choice for students, offering real-world learning, focused on the creation of knowledge that is transdisciplinary in nature, socially relevant, actively promotes diversity and heterogeneity, and of which the intent is to apply real-life situated learning, problem probing and decision making, as critical constructs to solve work-based challenges that are currently impacting a student and/or organisation.

At The DaVinci Institute we have a unique focus on the Management of Technology, Innovation, People and Systems Thinking (TIPS® - The Institute's unique proprietary framework embedded in all learning to contribute to the enhancement of The Institute's current and prospective students' and their team's business performance within developing economies and markets) in all its offerings. With this unique focus, The DaVinci Institute has always positioned itself as a business school where students have the agility, alignment and engagement to respond to any future.

Our students are always to be exposed to the highest quality of faculty with the necessary qualifications, relevant research, and the requisite industry experience, to ensure real-world education by thought leaders.

DaVinci sees its purpose as being: To strengthen the growth of agile, aligned and engaged managerial leaders, who co-create innovative eco-systems. We dream of influencing the co-creation of humane sustainable societies. Thus, we see ourselves as a business school that shapes leaders to co-create sustainable societies and economies in a brittle, anxious, non-linear, and incomprehensible (BANI) world. When incomprehensibility emerges, such as, with global pandemics, world-wide scandals, wars, political and climate instability etc. our students are able to reflect, as a continuous ideal, on how they intend to co-operatively redirect and reposition the place of work within society. We ensure this, by understanding the contextual environment of the student in relation to the entirety of their ecological system.



The Principles that Guide Us:

01

Curiosity

Our insatiable curiosity manifests through our learning and teaching, research, community engagement and other scholarly activities which advances the Institute's dream, purpose, and strategic intent. We are lifelong learners who are willing to challenge the status quo with open-mindedness and deep questioning.

02

Inclusivity

We place great value on and strive towards, just, diverse, transformational, and inclusive societies where the rights, differences, and dignity of others are respected. Our staff and students are encouraged to find their own voice, use their voices for the greater good, engage in open inquiry and infuse honesty and integrity into all dealings.

03

Co-creation

We value our role in influencing the co-creation of sustainable societies by contributing towards the growth of agile, aligned and engaged managerial leaders. In our endeavours, we strive with commitment, purpose, and integrity to co-create relevant knowledge.

04

Transdisciplinarity

The Institute encourages the production of knowledge that is transdisciplinary in nature, socially relevant and actively promotes diversity and heterogeneity. In doing so, we apply situated learning, problem-probing, and decision-making as critical constructs to address business and community-based problems.

Our Brand Values:

Value People

The 'Human' Value

01

Take time to listen and understand.
Be honest and kind in words and actions.
Own your own reactions.

Be Relentlessly Curious

The 'Learning' Value

02

Take time to listen and understand.
Be honest and kind in words and actions.
Own your own reactions.

Create Better Ways

The 'Pioneering' Value

03

Challenge the status quo with a rebellious edge.
Tenaciously build enduring stuff that is easy to use.
Plan, do what you said you would do when you said you would do it.

Pull Together

The 'Integrating' Value

04

Self-organise expertise to solve problems together.
Document lessons so we build on them.
Keep the main thing the main thing.



The Institute provides value to students and those they influence by:

- Offering a contextual approach to education through business-driven action learning.
- Co-creating experiences and realities through learning.
- Integrating constructs into work-based solutions for the workplaces our students influence.
- Providing bespoke learning and personalised engagement.
- Ensuring a meeting of the minds between students' and sponsors' needs and experiences.
- Adaptation to the future world of work.
- Rapidly responding to and adopting the latest electronic educational platforms and offering a fully online learning experience.
- Offering access to academic and business networks.

History

In 2004, The DaVinci Institute responded to industry and individual needs for the establishment of a business school within the higher education sector, which would be responsive to active citizens wanting to contribute to a new socio-economic dispensation of post-apartheid South Africa. To this end, the business school was conceptualised in 2004 with the vision of offering education solutions focusing on the management of technology and innovation. DaVinci was founded at the behest of the honourable Nelson Mandela, connected to Madiba's dream of widening access to education and his vision that "Education is the most powerful weapon, which you can use to change the world." The vision was to educate future leaders who would emulate the teachings of Nelson Mandela and Leonardo DaVinci.

Programmes

The DaVinci Institute's distance learning programmes, available online, range from Higher Certificate (NQF 5) to Doctoral Level (NQF 10). Thus, offering a spectrum of qualifications that include aspects related to, amongst other, entrepreneurship, business management, innovation management, technology management, people management, systems thinking and business leadership. Students engage in small groups, 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.

DaVinci Leadership and Committees

Board

| | |
|--------------------|-----------------|
| Chairperson | Mr FJ Landman |
| Director | Prof B Anderson |
| Director | Mr NS Hadebe |
| Director | Ms MP Makhaya |
| Director | Dr R Steenberg |

Senate

| | |
|---|-----------------|
| Executive Dean: Learning and Design (Chairperson) | Dr R Buys |
| Executive Dean: Learning Operations and Governance | Dr M Koonin |
| Executive Dean: Research | Prof HB Klopper |
| Programme Manager: Postgraduate | Prof P Singh |
| Registrar | Mrs S Naidoo |
| Student Representative | Mr C Duggan |

Faculty

Dr M Fuller

Mr T Langa

Mr E Ndwandwe

Mr B Burger

Ms M Maraschin

Mr B Scallan

Ms J Fourie

Dr P du Toit

Mr F Minnaar

Mr R Mlalazi

DaVinci Leadership and Committees

Executive Management

**Executive Chairperson/
Interim Chief Executive Officer**

**Mr Frederik
Johannes Landman**
Master Cert, Training
& Development

Executive Dean

Prof Hendrik Baltus Kloppe
Doctor of Commerce in
Marketing Management

**Executive Dean: Learning
and Design**

Dr Rudi Buys
Doctor of Philosophy in
Higher Education

**Executive Dean: Learning
Operations and Governance**

Dr Marla Koonin
Doctor of Philosophy in
Communication

**Executive:
Business Operations**

Mrs Marizanne Burger
Bachelor of Accounting
Honours (CA)

**Executive Head:
Marketing**

Ms Ofentse Olunloyo
Master of Business
Administration

**Managing Executive:
Executive Education**

Mrs Belinda Knight
Bachelor of Arts
(HDip ED)

Registrar

The Registrar of The DaVinci Institute for Technology Management is Mrs Samantha Naidoo (Bachelor of Arts Honours in Applied Linguistics). Samantha has over two decades of experience in the education sector, operating across all 3 qualification sub-frameworks. Her focus is on statutory and regulatory compliance, related to accreditation and registration criteria applicable to both public and private providers. She has served on various task teams, convened by the DHET, CHE and Professional Regulators, pertaining to matters on accreditation, standards development, authentication of qualifications, etc. Being the national point of contact for Engineering regulation, she has had the opportunity to engage with, and maintain, stakeholder relationships with international peers, on collaborations and best practices in education.



Faculty at DaVinci

The Academic Community of The DaVinci Institute has substantial teaching and academic research experience in both local and international institutions of higher learning and 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.

Our academic staff works closely with students to create a dynamic learning environment that encourages personal and professional growth. Through self-reflection, self-discovery, and the exploration of new knowledge, our faculty guides students on a transformative learning journey to thrive in their remarkability and lead with impact.

| Surname | First Name | Qualifications |
|----------|--------------------|--|
| Anderson | Benjamin (Prof) | Doctor of Philosophy in Psychology (UFS), Master of Arts in Psychology (UFS), Bachelor of Arts in Psychology and Philosophy (UFS), Bachelor of Arts in Theology (UFS), National Postgraduate Diploma in Theology (UFS) |
| Ramsern | Atlanta (Dr) | Doctorate in Business Administration (UKZN), Master of Business Administration (UKZN), Bachelor of Technology in Chemical Engineering (DUT), National Diploma in Chemical Engineering (DUT) |
| Bham | Farhana (Mrs) | Bachelor of Commerce Honours in Business and Marketing Management (UKZN), Bachelor of Commerce in Finance (UNISA) |

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|------------------|---------------------------|--|
| Barnard | Alan (Dr) | Doctor of Philosophy in Management of Technology and Innovation (The DaVinci Institute), Master of Science in Management of Technology and Innovation (The DaVinci Institute), Bachelor of Science in Industrial Engineering (WITS) |
| Berkowitz | Adrienne (Mrs) | Master of Science in Management of Technology and Innovation (The DaVinci Institute), Postgraduate Diploma in Marketing (IMM), Bachelor of Arts (WITS) |
| Bhebhe | Vulumuzi (Dr) | Doctor of Philosophy in Management of Technology and Innovation (The DaVinci Institute), Master of Business Administration (Preston University), Bachelor of Business Administration (Preston University) |
| Blom | Ronel (Dr) | Doctor of Philosophy in Education (UP), Master of Education (UP), Postgraduate Diploma in Higher Education (Royal Melbourne Institute of Technology), Bachelor of Arts (UNISA) |
| Boshoff | Anna (Dr) | Doctor of Philosophy in Curriculum and Instructional Design and Development (UP), Master of Education (UNISA), Bachelor of Education Honours (UP), Diploma in Higher Education and Training Practice (UP) |
| Bosman | Jan (Dr) | Doctor of Philosophy in Psychology (UFS), Master of Arts in Clinical Psychology (US), Bachelor of Arts in Psychology (UPE) |
| Brand | Hein (Dr) | Doctor of Philosophy in Management of Technology and Innovation (The DaVinci Institute), Master of Business Administration (UFS), National Postgraduate Diploma in Management (UNISA), Certificate in Human Resource Management (South African Management Development Institute - SAMDI) |

| Surname | First Name | Qualifications |
|-------------------|--|--|
| Brits | Esme (Mrs) | Bachelor of Commerce in Human Resource Management (UNISA) Higher Teaching Diploma (Bloemfontein Teaching College) |
| Bronkhorst | Vera (Mrs) | Master of Philosophy in Management Coaching (USB), Bachelor of Commerce Honours in Industrial Psychology (UNISA), Postgraduate Diploma in HIV and AIDS Management (USB), Bachelor of Commerce in Industrial Psychology (USB) |
| Brough | Andy (Dr) | Doctor of Philosophy in Management of Technology and Innovation (The DaVinci Institute), Master of Arts in Organisational Leadership (Regent Business School), Bachelor of Education (WITS) |
| Burger | Ben (Mr) | Master of Science in Technology and Innovation (The DaVinci Institute), National Higher Diploma in Total Quality Management (TUT), National Higher Diploma in Mechanical Engineering (TUT) |
| Bussin | Mark Herbert Raymond (Dr) | Doctor of Philosophy (RAU), Master of Management in Human Resources (WITS), Bachelor of Science (WITS), Higher Diploma in Personnel Management (WITS) |
| Cantamessa | Antonio (Mr) | Postgraduate Diploma in Managerial Accounting (AKADEMIA), Advanced Diploma in Financial Management (Regent) |

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| Chigada | Joel (Prof) | Doctor of Philosophy in Information Science (UNISA), Master of Business Leadership (UNISA), Bachelor of Commerce in Business Administration (UNISA) |
| Chikoto | Ernest (Mr) | Master of Business Administration (UZ), Bachelor of Science (UZ) |
| Chiliya | Norman (Prof) | Doctor of Philosophy (UJ), Master of Commerce (UFH), Bachelor of Commerce Honours in Business Management (UFH), Bachelor of Commerce in Business Economics and Industrial Psychology (UFH) |
| Chinomona | Richard (Prof) | Doctor of Philosophy in Business Management (National Central University of Taiwan), Master of Business Administration (University of Zimbabwe), Master of Science in Economics (University of Zimbabwe), Master of Science in Public Administration (UFH), Bachelor of Science Honours in Politics and Administration (University of Zimbabwe), Bachelor of Science in Economics (University of Zimbabwe) |
| Chipunza | Linda (Dr) | Doctor of Literature and Philosophy in Communication (UNISA), Master of Arts TESOL (Herriot-Watt University), Bachelor of Arts (University of Rhodesia), Certificate in Education (University of Rhodesia) |
| Claassen | Loudine (Ms) | Master of Human Resource Management (UJ), Bachelor of Arts Honours in Industrial Psychology (UJ), Bachelor of Arts in Communication (UJ) |
| Conradie | Elsabé (Dr) | Doctor of Philosophy in Marketing Management (UJ), Doctor of Philosophy in Communication Management (UP) |

| Surname | First Name | Qualifications |
|-----------------|----------------------------|---|
| Dagada | Rabelani (Prof) | Doctor of Philosophy in Information Systems (UNISA), Master of Commerce in Information Systems (WITS), Master of Education in Computer Based Education (UJ) |
| Dalvit | Attilio (Mr) | Master of Science in Information Technology Management (UK) |
| Davidson | Innocent (Prof) | Doctor of Philosophy (UCT), Master of Engineering (University of Ilorin), Bachelor of Engineering Honours (University of Ilorin), Postgraduate Diploma in Business Management (UKZN), Associate Certificate in Sustainable Energy Management (BC Institute of Technology) |
| Davies | Jerome (Mr) | Master of Commerce in Finance (UCT), Postgraduate Diploma in Knowledge Management and Decision Sciences (SU), Bachelor of Commerce Honours in Accounting (UKZN), Bachelor of Commerce in Accounting and Economics (UCT) |
| de Klerk | Marzanne (Dr) | Doctor of Commerce in Industrial and Organisational Psychology (UNISA), Master of Commerce in Industrial and Organisational Psychology (UP), Bachelor of Commerce Honours in Human Resource Management (UP), Bachelor of Commerce in Human Resource Management (UP) |
| De Sousa | Zito (Mr) | Master of Business Administration (Herriot-Watt University), Advanced Diploma in Taxation (UNISA) |

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| de Wet | Pierre (Dr) | Doctor of Technology in Human Resource Management (Diversity Management) (TUT), Master of Technology in Human Resource Management (TUT), Senior Management Programme (USB), Certificate in Labour Relations (UP) |
| Derah | Rhodes (Mr) | Master of Science in Economics (UZ), Master of Business Administration (HMC), Bachelor of Science Honours in Economics (UZ) |
| Derengi | Lloyd (Mr) | Master of Business Administration (MANCOSA), Master of Business Psychology (University of South Wales), Bachelor of Philosophy (Pontificia Universitas Antonianum) |
| Deva | Sushil (Mr) | Bachelor of Commerce in Business Management (The DaVinci Institute) |
| Dickinson | Jean (Dr) | Doctor of Philosophy in Management of Technology and Innovation (The DaVinci Institute), Master of Business Administration (WITS), Bachelor of Commerce (UNISA) |
| Dorrington | Samantha (Miss) | Bachelor of Commerce (UNISA) |
| Du Plooy- Cilliers | Franzél (Dr) | Doctor of Literature and Philosophy in Communication (UNISA), Masters of Arts in Communication (UJ), Bachelor of Arts Honours in Communication (UJ), Bachelor of Arts in Communication (UJ) |

| Surname | First Name | Qualifications |
|---------------------------|---------------------------------------|---|
| Du Toit | Pieter (Dr) | Doctor of Philosophy in Management of Technology and Innovation (The DaVinci Institute), Master of Business Leadership (UNISA), Bachelor of Commerce Honours in Human Resource Management (UNISA), Bachelor of Commerce (RAU) |
| Dunn | Rory James (Dr) | Doctor of Business Administration (cum laude) (UNISA), Master of Business Administration (Newport University), Bachelor of Commerce Honours (UNISA), Bachelor of Commerce (UNISA) |
| Durr (nee De Beer) | Martha Magaretha (Marita) (Ms) | Bachelor of Arts in Psychology and Criminology (UNISA), Higher Education Diploma (Normaal College) |
| Dzomonda | Obey (Dr) | Doctor of Commerce in Business Management (UL), Master of Commerce in Business Management (UL), Certificate in Entrepreneurship (USAID in Collaboration with MasterCard Foundation and UNISA), Bachelor of Commerce Honours in Business Management (UL). Bachelor of Commerce in Business Management (cum laude) (UL) |
| Esselaar | Serita (Mrs) | Master of Business Administration (Milpark Business School), Postgraduate Diploma in Labour Law (RAU), Advanced Diploma in Management (RAU), Bachelor of Arts (UNISA) |
| Fourie | Juliette (Mrs) | Master of Science in Management of Technology and Innovation (The DaVinci Institute), Bachelor of Commerce Honours in Industrial Psychology (SU), Bachelor of Commerce in Industrial Psychology (SU) |

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| Friedrich | Wernher (Prof/Dr) | Doctor of Philosophy in Computer Science (UNISA), Master of Science in Computer Science (UNISA), Bachelor of Science Honours in Computer Science (UNISA), Bachelor of Commerce in Information Science (UNISA), Certificate in Leadership and Management Development (UNISA) |
| Fuller | Mark (Dr) | Doctor of Philosophy in Management of Technology and Innovation (The DaVinci Institute) Master of Business Administration (Milpark Business School), Diploma in Business Management (Institute of Business Management) |
| Geldenhuys | Chris (Dr) | Doctor of Philosophy (UJ), Master of Philosophy (RAU), Master of Engineering (UP), Bachelor of Engineering Honours (UP), Bachelor of Engineering (RAU) |
| Goddard | Belinda (Mrs) | Bachelor of Arts (UNISA) |
| Goddard | Richard (Mr) | Master of Science in Technology and Innovation (The DaVinci Institute), Bachelor of Commerce Honours in Business Management (UNISA), Bachelor of Education (WITS) |
| Goldberg | Jonathan (Mr) | Master of Business Administration (SU), Bachelor of Commerce Honours in Business Administration (SU), Bachelor of Commerce in Business Administration (UPE), Bachelor of Laws (UPE) |
| Goode | Heather (Dr) | Doctor of Philosophy in Education (UNISA), Master of Education (UP), Bachelor of Commerce Honours in Economics (RU), Postgraduate Certificate in Higher Education (UP) |

| Surname | First Name | Qualifications |
|-----------------|-------------------------|--|
| Gora | Benard (Mr) | Master of Management in Finance and Investment (WITS), Bachelor of Science Honours in Statistics (UZ) |
| Govender | Krishna (Prof) | Doctor of Philosophy (UCT), Master of Commerce (UKZN), Bachelor of Pedagogics in Commerce (UDW), Bachelor of Education (UNISA), Bachelor of Commerce in Marketing Management (UNISA) |
| Grobler | Schalk (Dr) | Doctor of Philosophy in Organisational Behaviour (UP), Master of Business Leadership (UNISA), Bachelor of Commerce Honours in Business Management (UP), Bachelor of Commerce in Human Resource Management (UP) |
| Harmse | Christoffel (Dr) | Doctor of Commerce in Economics (UP), Master of Commerce in Economics (RAU), Bachelor of Commerce Honours in Economics (UP), Bachelor of Commerce in Education (UP) |
| Herbst | Antoinette (Dr) | Doctor of Philosophy in Commerce and Administration (Cranefield College), Master of Commerce in Programme Management (cum laude) (Cranefield College), Postgraduate Diploma in Project Management (Cranefield College) |
| Herbst | Japie (Dr) | Doctor of Philosophy in Commerce and Administration (Cranefield College), Master of Commerce in Project Management (cum laude) (Cranefield College), Postgraduate Diploma in Project Management (Cranefield College) |

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| Herholdt | Marius Daniel (Prof) | Doctor of Philosophy in Theology (NMMU), Master of Arts in Medical Sociology (NWU), Master of Technology in Systemic Theology (UNISA), Postgraduate Diploma in Naturopathy (Calvary University), Bachelor of Technology in Theology (UNISA) |
| Heynes | Portia (Ms) | Master of Business Administration (UCT), Bachelor of Commerce in Banking (Damelin) |
| Hurwitz | Marc Gregory (Mr) | Master of Business Administration (Wits), Bachelor of Commerce Honours in Marketing Management(UNISA), Bachelor of Commerce in Marketing Management(UNISA) |
| Janse van Rensburg Gerhard | Gerhard (Dr) | Doctor of Technology in Practical Theology (UNISA), Master of Commerce in Leadership Studies (UKZN), Bachelor of Arts (UP) |
| Kachere | Blessing (Mr) | Master of Business Administration (MANCOSA) |
| Kanyane | Modimowabarwa (Prof) | Doctor of Philosophy in Public Administration (UP), Master of Public Administration (UL), Bachelor of Administration Honours (UL), Bachelor of Administration (UL) |
| Katrodia | Ankit (Dr) | Doctor of Philosophy in Management (Singhania University), Master of Business Administration (Saurashtra University), Master of Commerce (Saurashtra University), Postgraduate Diploma in Human Resource Management (Manav Bharti University, Faculty Development Program in Management (Indian Institute of Management, IIM), Bachelor of Commerce (Saurashtra University) |

| Surname | First Name | Qualifications |
|----------|-----------------------------------|---|
| Katsamba | Dzingai (Dr) | Doctor of Philosophy in Business Leadership (UNISA), Master of Business Administration (Regent Business School), Bachelor of Business Administration (IMM) |
| Kennard | Catherine Monique (Ms) | Bachelor of Arts honours in Strategic Brand Communication (Vega School), Bachelor of Arts in Corporate Communication (Varsity College) |
| Khanyile | Moses Bongani (Dr) | Doctor of Philosophy in International Politics (UP), Master of Business Leadership in Executive Project Management and Executive Strategic Management (UNISA), Master of Arts in Political Science (SU), Bachelor of Military Science Honours (UCT), Bachelor of Military Science in Political Science (SU) |
| Khumalo | Sefiso Benedict (Dr) | Doctor of Technology in Education (TUT), Master of Technology in Education (TUT), Bachelor of Arts in Theology (Global University) |
| Kleyn | Lesley- Anne (Mrs) | Master of Business Administration (SU), Bachelor of Arts in Organisational Communication and Change (UNISA), Certificate in Digital Marketing (UCT) |
| Klopper | Hendrik Baltus (HB) (Prof) | Doctor of Commerce in Marketing Management (UJ), Master of Commerce in Marketing Management (RAU), Bachelor of Commerce in Marketing Management Honours (RAU), Bachelor of Commerce in Marketing Management (RAU) |

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| Koonin | Marla (Dr) | Doctor of Philosophy in Communication (UNISA), Master of Arts in Journalism (cum laude) (UJ), Bachelor of Arts Honours in Journalism (cum laude) (RAU), Bachelor of Arts in Communication (RAU) |
| Landman | Nadia (Mrs) | Bachelor of Business Administration in Marketing (IMM) |
| Landman | Mario (Dr) | Doctor of Philosophy in Technology and Language Practice (TUT), Master of Arts in Literary Theory (UNISA), Bachelor of Arts Honours in Theory of Literature (UNISA), Bachelor of Arts in Language and Literature (UNISA) |
| Langa | Tshepho (Mr) | Master of Business Administration (SU), Postgraduate Diploma in Economic Policy (UWC), Bachelor of Commerce (UKZN) |
| Lessem | Ronnie (Prof) | Doctor of Philosophy (City University), Master of Business Administration (Harvard Business School), Master of Science in Economics (London School of Economics), Bachelor of Science Honours in Economics (University of Rhodesia and Nyasaland) |
| Lloyd | Shirley (Dr) | Doctor of Philosophy in Management of Technology and Innovation (The DaVinci Institute), Bachelor of Arts Honours in English (UP), Bachelor of Arts in Languages and Drama (UP), Postgraduate Diploma in Higher Education (Pretoria Teachers Training College) |

| Surname | First Name | Qualifications |
|------------------|-------------------------------|--|
| Madue | Stephens Mpedi (Prof) | Doctor of Administration in Public Administration (UNISA), Master of Education in Education Management, Law and Policy (UP), Bachelor of Administration Honours in Public Management (cum laude) (UP) Bachelor of Administration in Public Management (UP), University Diploma in Education (Secondary)(Hebron College of Education) |
| Madziva | Tonderayi (Dr) | Doctor of Philosophy in Strategy and Business Administration (GIBS), Master of Science in Engineering Management (UP), Master of Business Administration (Midlands State University), Bachelor of Engineering (National University of Science and Technology Zimbabwe) |
| Magadlela | Dumisani (Dr) | Doctor of Philosophy in Development Sociology (Wageningen University), Master of Science in Sociology and Social Anthropology (University of Zimbabwe), Bachelor of Science Honours in Sociology (University of Zimbabwe) |
| Mahachi | Jeffrey (Dr) | Doctor of Philosophy in Structural Engineering (WITS), Master of Science in Structural Engineering (University of Surrey), Master of Information Technology (UP), Bachelor of Science Honours in Civil Engineering (University of Zimbabwe) |
| Mahohoma | Tinaye (Dr) | Doctor of Philosophy in Management Sciences (DUT), Master of Management Sciences (DUT), Bachelor of Commerce Honours in Economics (Midlands State University) |

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| Makamure | Goldmarks (Dr) | Doctor of Philosophy in Development Studies (UNIZULU), Master of Arts in Sociology (UL), Bachelor of Commerce Honours in Development Planning and Management (UL), Bachelor of Arts in Sociology and Psychology (UL) |
| Maneschijn | Anton (Dr) | Doctor of Philosophy in Electronic Engineering (SU), Master of Science in Aeronautical Engineering (WITS), Bachelor of Science in Mechanical Engineering (WITS) |
| Manley | Mark (Dr) | Doctor of Philosophy in Interdisciplinary Studies (Common Wealth Open University), Master of Education (WITS), Postgraduate Diploma in Education (UKZN), Bachelor of Arts in Education (UKZN), Higher Diploma in Communication (WITS) |
| Marais | Berenice Lue (Mrs) | Master of Business Administration (The American University), Bachelor of Arts in Economics (The University of the District of Columbia), Diploma in Hotel Management (DUT) |
| Maritz | Carmen (Dr) | Doctor of Philosophy in Labour Relations (NWU), Master of Commerce in Industrial Sociology (NWU), Bachelor of Commerce Honours in Labour Relations (NWU), Bachelor of Commerce in Behavioural Sciences (NWU) |
| Masau | Willard (Mr) | Bachelor of Commerce Honours in Business Management (Regent Business School), National Higher Diploma in Purchasing and Supply Chain Management (University of Zimbabwe), National Diploma in Technical and Vocational Education (University of Zimbabwe) |

| Surname | First Name | Qualifications |
|-------------------|------------------------------------|---|
| Mashigo | Lebone Bernard (Mr) | Master of Management in Technology and Innovation (The DaVinci Institute), Postgraduate Diploma in Business Leadership (The DaVinci Institute), Bachelor of Commerce in Business Management (The DaVinci Institute), Diploma in Public Relations (Varsity College), Certificate in Camerawork and Lighting (City Varsity) |
| Mawere | Munyaradzi (Prof) | Doctor of Philosophy in Social Anthropology (UCT), Master of Arts in Social Anthropology (UCT), Master of Arts in Philosophy (University of Zimbabwe), Master of Arts in Development Studies (Great Zimbabwe University) Bachelor of Arts Honours in Philosophy (Great Zimbabwe University), Certificate in Teaching and Learning at Higher Education |
| Mgolombane | Sinaye (Mr) | Sinaye Master of Business Administration (Milpark Business School), Diploma in Horticulture (Peninsula Technikon) |
| Mgwenya | John (Dr) | Doctor of Philosophy in Management of Technology and Innovation (The DaVinci Institute), Master of Business Administration (Management College of Southern Africa), Bachelor of Arts Honours in Psychology (UKZN), Postgraduate Diploma in Business Administration (Milpark Business School) |

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|-----------------|------------------------------|---|
| Minnaar | Francois (Dr) | Bachelor of Engineering (UP) |
| Mokoka | Nosisa Veronica (Ms) | Master of Public and Development Management (WITS), Postgraduate Diploma in Human Resources Management (WITS), Bachelor of Arts in Community Health Nursing Science and Nursing Administration (UNISA), Diploma in Midwifery (King Edward VIII Nursing College, KZN), Diploma in General Nursing (Free Nursing College, East London) and Certificate in Finance and Accounting (WITS) |
| Monareng | Mothai Amos (Dr) | Doctor of Philosophy in Education Management (UP) |
| Mpwanya | Musenga (Dr) | Doctor of Technology in Logistics (TUT), Master of Business Leadership (UP), License in Organisation Scientifique Du Travail (University of Cepromad - SAQA equivalency certificate to Honours Degree in Management) |
| Mqulwana | Nobantu Medimang (Ms) | Bachelor of Economics (Rhodes University), Diploma in Logistics and Transport (Chartered Institute of Logistics and Transport) |
| Muchesa | Evans (Dr) | Doctor of Philosophy in Sustainable Agriculture (UFS), Master of Science in Extension and Resource Economics (UP), Bachelor of Science Honours in Extension and Resource Economics (UP), Bachelor of Science in Agribusiness (Solusi University) |

| Surname | First Name | Qualifications |
|--------------------|--------------------------|--|
| Muchineripi | Paul (Dr) | Doctor of Philosophy in Management of Technology and Innovation (The DaVinci Institute), Master of Science in Economic Transformation (Buckingham University UK), Bachelor of Administration (University of Zimbabwe) |
| Mukonza | Chipo (Dr) | Doctor of Technology in Business Administration (TUT), Master of Science in Agriculture and Applied Economics (University of Zimbabwe), Bachelor of Science Honours in Economics (University of Zimbabwe) |
| Musakwa | Mercy Tsitsi (Dr) | Doctor of Philosophy in Economics (UNISA), Master of Science in Economics (University Zimbabwe), Bachelor of Science Honours in Economics (University Zimbabwe) |
| Musara | Mazanai (Dr) | Doctor of Philosophy in Business Management (UJ), Master of Commerce in Financial Management, Entrepreneurship and Small Business Management (UFH), Postgraduate Diploma in Higher Education (cum laude) (UJ), Bachelor of Commerce Honours in Business Management (UFH), Bachelor of Commerce in Business Economics and Industrial Psychology (cum laude) (UFH) |
| Muthee | Siddiah (Mrs) | Postgraduate Diploma in Business Administration (Milpark Business School), Bachelor of Arts Honours in Applied Linguistics (UJ), Bachelor of Arts in Language Practitioners (UJ) |

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|----------------|----------------------------|--|
| Muzenda | Alexander (Dr) | Doctor of Philosophy in Economics (UJ), Master of Commerce in Economics (UJ), Bachelor of Science Honours in Monetary and Financial Economics (UFH), Bachelor of Commerce in Management (UFH) |
| Naidoo | Calvin (Dr) | Doctor of Philosophy in Business Leadership (UNISA), Master of Business Leadership (UNISA), Advanced Diploma in Supply Chain Management (UNISA), Bachelor of Theology (UNISA), Diploma in Accounting (Damelin) |
| Naidoo | Devlyn (Mr) | National Diploma in Civil Engineering (UNISA), Diploma in Freight Science (UNISA) |
| Naidoo | Lawson (Dr) | Doctorate in Business Administration (TUT), Master of Science in Organisational Leadership (TUT), Bachelor of Science in Logistics, Diploma in Logistics |
| Naidoo | Prevendren (Dr) | Doctor of Philosophy in Organisational Behaviour (UP), Master of Human Resource Management (UP), Bachelor of Commerce Honours in Business Management (UP), Bachelor of Commerce in Aviation Management (UP) |
| Nazeer | Joseph (Dr) | Doctor of Philosophy in IT Management (UJ), Master of Commerce in IT Management (UJ) |
| Ncube | Mthandazo (Dr) | Doctor of Philosophy in Management of Technology and Innovation (The DaVinci Institute), Master of Business Administration (UKZN), Postgraduate Diploma in Business Management (ExEd) |

| Surname | First Name | Qualifications |
|------------------|---------------------------------------|--|
| Nell | Jan (Dr) | Doctor of Philosophy in Business Management (UJ), Master of Commerce in Industrial Marketing (NWU), Bachelor of Commerce Honours in Marketing (NWU), Bachelor of Commerce in Economics (NWU) |
| Nyamkure | Blondel (Dr) | Doctor of Philosophy in Economics (WITS), Master of Science in Economics (UKZN), Bachelor of Commerce in Accounting Honours (UKZN), Diploma in Project Management (UKZN) |
| Osundiran | Adeola Oluwatoyin (Dr) | Doctor of Philosophy in Civil Engineering (UJ), Master of Commerce in Logistics Management (SU), Master of Philosophy (SU), Masters in Business Management (UNN), Bachelor of Sciences Honours in Economics (UI) |
| Owusu | Martin (Dr) | Doctor of Philosophy in Business Science (WITS), Master of Business Management (Kwame Nkrumah University), Bachelor of Arts Honours (Kwame Nkrumah University) |
| Pampallis | Paddy (Dr) | Doctor of Professional Studies (Middlesex University), Master of Education in Educational Psychology (WITS), Bachelor of Arts Honours in Clinical Psychology (UNISA), Bachelor of Arts (UNISA) |
| Pillay | Rajaspre (Dr) | Doctor of Philosophy in Management of Technology and Innovation (The DaVinci Institute) |

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|------------------|---------------------------|--|
| Potgieter | Theo (Mr) | Master of Business Administration (UP), Bachelor of Science in Agricultural Economics (UP) |
| Pretorius | Dawn (Mrs) | Master of Commerce in Marketing Management (NWU), Bachelor of Technology in Risk Management (WITS), Diploma in Sales and Marketing (Union College) |
| Ramsern | Atlanta (Dr) | Doctorate in Business Administration (UKZN), Master of Business Administration (UKZN), Bachelor of Technology in Chemical Engineering(DUT), National Diploma in Chemical Engineering(DUT) |
| Ritz | Mary (Dr) | Doctor of Philosophy in Management of Technology and Innovation (The DaVinci Institute), Master of Business Administration (High Point University), Bachelor of Marketing(Institute of Marketing Management) |
| Roper | Patricia (Mrs) | Master of Business Leadership (UNISA), Bachelor of Commerce in Business Economics (UNISA) |
| Ruxwana | Nkqubela (Dr) | Doctor of Philosophy in Information Technology (NMMU), Master of Business Leadership (UNISA), Master of Technology in Information Systems (WITS), Bachelor of Technology in Engineering Computer Systems (TUT), National Diploma in Engineering Computer Systems (TUT) |
| Ruysenaar | Shaun (Dr) | Doctor of Philosophy in Political Science (Edinburgh University), Master of Geography and Environmental Management (WITS), Bachelor of Science Honours (WITS), Bachelor of Science in Physics and Geography (RAU) |

| Surname | First Name | Qualifications |
|-------------------|--------------------------|--|
| Scallan | Brian (Mr) | Master of Business Administration (UCT), Bachelor of Science in Chemical Engineering (UCT), Bachelor of Commerce in Economics (UNISA) |
| Schieffer | Alexander (Prof) | Doctor of Philosophy in Leadership (University of Gallen, Switzerland), Lizentiaten der Wirtschaftswissenschaften equivalent to Master of Economics (University of Gallen, Switzerland) |
| Scholtz | Dewald (Dr) | Doctor of Industrial Psychology (AIU - Atlantic International University), Master of Arts (UNISA), Master of Business Administration (WITS), Postgraduate Diploma in Information Management (UJ) |
| Schultz | Cecile (Prof) | Doctor of Philosophy in Human Resource Management (TUT), Master of Commerce in Industrial Psychology (UNISA), Bachelor of Commerce Honours in Human Resource Management (UP), Bachelor of Commerce in Industrial Psychology (NWU) |
| Sekgaphane | Mamohau (Dr) | Doctor of Philosophy in Management of Technology and Innovation (The DaVinci Institute), Master of Management in Technology and Innovation (The DaVinci Institute), Bachelor of Commerce Marketing (NWU) |
| Setswe | Geoffrey (Prof) | Doctor of Public Health (Temple University), Master of Public Health (Temple University), Bachelor of Advanced Community Nursing Honours (Temple University) Bachelor of Arts in Nursing Education and Community Nursing Science (UNISA) |

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|------------------|--------------------------------|--|
| Shapeta | Bevan (Dr) | Doctor of Philosophy in Management of Technology and Innovation (The DaVinci Institute), Master of Science in Information Technology (Anglia Ruskin University), Bachelor of Science in Computer Science (National Computing Centre) |
| Shipham | Sidney (Dr) | Doctor of Science in Genetics (UP), Master of Business Leadership (UNISA), Master of Science in Genetics (UP) |
| Sigamoney | Claudia (Dr) | Doctor of Philosophy in Management of Technology and Innovation (The DaVinci Institute), Doctor of Philosophy in Theology (Team Impact University), Master of Business Administration (Regent Business School), Bachelor of Technology in Financial Management (UNISA) |
| Simon | Taylor (Prof) | Doctor of Philosophy in Management (Rhodes University), Master of Environmental Education (Rhodes University), Bachelor of Social Science Honours |
| Singh | Chanderpaul (Prof) | Doctor of Philosophy in Human Movement Science (UP), Master of Arts in Human Movement Science (UKZN), Bachelor of Arts Honours in Physical Education (UKZN), Bachelor of Arts in Physical Education (UKZN) |

| Surname | First Name | Qualifications |
|----------------|---------------------------|--|
| Smit | Pieter Kotzee (Dr) | Doctor of Technology in Human Resources Management (TUT), Master of Science in Environmental Management (UJ), Master of Technology in Human Resources Management (TUT), Bachelor of Technology in Human Resources Management (Technikon SA) |
| Smith | Lionell Lloyd (Mr) | Master of Business Administration (WITS Business School) Bachelor of Science (WITS) |
| Steyn | Dolf (Dr) | Doctor of Philosophy in Information Science (UP), Master of Education in Computer Aided Education (UP), Postgraduate Diploma in Education (Goustad College of Education), Bachelor of Education (S.A. College for Educational and Further Training) |
| Stroebe | Aldo (Prof) | Doctor of Philosophy (UFS), Master of Science in International Development (Ghent University) |
| Swarts | Ilze (Dr) | Doctor of Philosophy in Organisational Behaviour (UP), Master of Commerce in Industrial Psychology (SU) |
| Taylor | Trish (Dr) | Doctor of Philosophy in Tourism Management (NWU), Master of Technology in Tourism Management (VUT), Postgraduate Diploma in Higher Education (IIE), Bachelor of Technology in Tourism Management (VUT), National Diploma in Travel and Tourism Practice (WITS) |

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|---------------------|--|--|
| Teeruth | Anusha (Mrs) | Postgraduate Diploma in Accountancy (UKZN), Bachelor of Commerce (UKZN) |
| Thakhathi | Davhana Reckson (Prof) | Doctor of Philosophy in Public Administration (UNISA), Master of Administration in Public Administration (University of Venda), Bachelor of Administration in Public Administration Honours (University of Venda), Bachelor of Administration in Public Administration (University of Venda) |
| Thomas | Pieta (Dr) | Doctor of Philosophy in Tourism Management (NWU), Master of Business Administration (Oxford-Brookes University), Postgraduate Diploma in Systems Thinking (UCT Graduate School of Business), Bachelor of Science Honours in Botany and Zoology (University of Rhodesia) |
| Tischlhauser | Karl (Mr) | Bachelor of Commerce Honours in Business Management (Eduvos), Bachelor of Commerce in the Management of Technology and Innovation (The DaVinci Institute), National Certificate in Project Management (Infomage and Rims group) |
| Tosen | Greg (Dr) | Master of Science in Atmospheric Sciences (WITS), Bachelor of Science in Operations Research (UNISA), Diploma in Meteorology (TUT) |
| Tshehla | Makgopa (Prof) | Doctor of Business Leadership (UNISA), Master of Business Administration (UKZN), Postgraduate Diploma in Business Management (UKZN), Bachelor of Science in Chemical Engineering (UCT) |

| Surname | First Name | Qualifications |
|---------------------|----------------------------|---|
| Uys | Corrie (Dr) | Doctor of Technology in Informatics (CPUT), Master of Science in Statistics (UNISA), Bachelor of Science Honours in Statistics (UNISA), Bachelor of Music (UPE) |
| Van Buuren | Rudolph (Dr) | Doctor of Philosophy in Corporate Strategy (UFS), Master of Business Administration (Henley Business School), Bachelor of Commerce in Business Management (UNISA) |
| van de Linde | Andries (Dr) | Doctor of Philosophy in Electrical Engineering (University of Hertfordshire), Master of Technology in Electrical Engineering (NMMU), Postgraduate Diploma in Higher Education (UNISA) |
| van den Berg | Ruan (Dr) | Doctor of Business Administration (NMMU), Master of Business Administration (Bond University) |
| van Hoek | Catharina (Dr) | Doctor of Technology in Human Resource Management (TUT), Master of Technology in Human Resource Management (TUT), Bachelor of Arts Honours in Psychology (PU) |
| van Niekerk | Andries (Dr) | Doctor of Philosophy in General Linguistics (SU), Master of General Linguistics (SU), Bachelor of Arts Honours in Linguistics (UNISA), Bachelor of Arts in Psychology and Linguistics (UNISA) |
| Van Zijl | Bernard (Prof) | Doctor of Theology (UNISA), Master of Business Leadership (UNISA), Bachelor of Arts in Anthropology and Africa Studies (SU) |

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|----------------|---------------------|---|
| Viljoen | Kim (Dr) | Doctor of Commerce in Marketing Management (UJ), Master of Commerce in Marketing (NMMU), Post Graduate Diploma in Higher Education and Training (UFH), (Bachelor of Technology in Marketing Management (WSU), |
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| Viljoen | Rica (Dr) | Doctor of Business Leadership (UNISA), Master of Business Leadership (UNISA), Postgraduate Diploma in Organisational Design (UNISA), Postgraduate Diploma in Group Process Consultation (UNISA), Bachelor of Commerce (UNISA) |
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|--------------|--------------------------|--|
| Wills | Jeanine (Mrs) | Master of Business Administration (University of Wales), Bachelor of Arts Honours in Psychology (UNISA), Bachelor of Arts in Psychology (UNISA), Diploma in Education (WITS) |
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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, including: integrated assessments, research projects, dissertations and theses, where applicable.
- 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, amongst other, problem-probing and decision- making skills, as related to the above.
- In-company solutions - In the event of company sponsored programmes, each assessment is linked to a work-related assignment in which candidates are expected to use their newly acquired skills to find conceptual solutions to a work-based challenge.
- 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 in-house case study approach as an important learning process.
- The application of Business and Community-based Action Learning principles - 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.
- 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 DaVinci Institute's Tips®

Managerial Leadership Framework

At The DaVinci Institute we have a unique focus on the Management of Technology, Innovation, People and Systems Thinking. TIPS® is The Institute's unique proprietary framework embedded in all learning to contribute to the enhancement of The Institute's current and prospective students' and their team's business performance within developing economies and markets. The intent of The DaVinci Institute's TIPS® Managerial Leadership Framework is to provide a systemic awareness of the multiple sub-systems at play within society, including the workplace; evoking an awareness of existing mental models and the ability to re-think and dissect assumptions about work performance to inform the future. In applying this complex systemic lens, individuals are afforded an opportunity to make sense (sense-making) of their own reality in relation to the proposed conceptual frame. In doing so, the emergence of additional and/or similar managerial leadership practices and competencies may afford individuals the opportunity to co-create alternative interpretations, perspectives, and/ or conceptual frameworks to cooperatively navigate change and add new knowledge to the domain.

The TIPS® Managerial Leadership Framework aims to contribute towards the overarching field of Business Leadership. The framework has been developed utilising a longitudinal study over a 28 year period, based on over 150 metrics. Utilising both a qualitative and quantitative research design, the study used a mixed method of self-administered questionnaires, workshops and semi-structured interviews. The sample to date consists of approximately 1900 organisations including emerging, small, medium and large enterprises representing various continents.

The Management of Technology (MOT)



Here we argue that we are all technologists, everyone 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 plans, whether we use language labs or lasers in whatever we do, we participate in the management of technology of our age.

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 or system and as a result to commercialise and implement such innovation.

The DaVinci Institute's Tips®

Managerial Leadership Framework



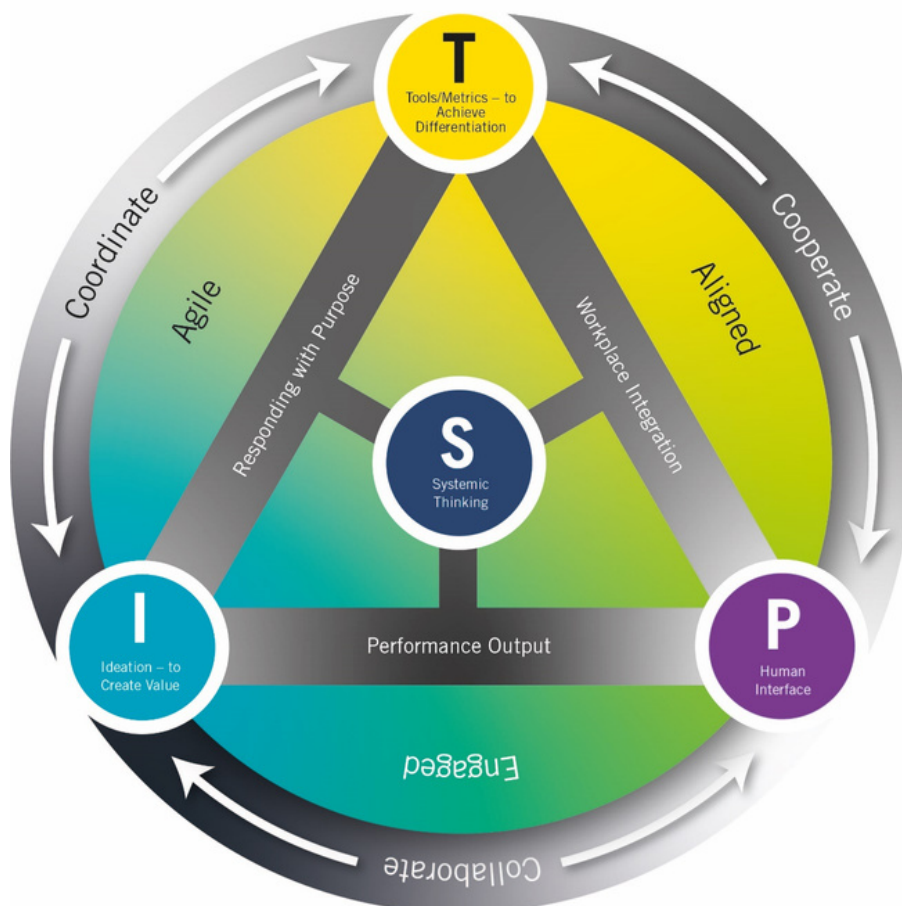
The Management of People (MOP)

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.



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 simple, complicated, complex and chaotic dimensions.



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, The Institute seeks to promote the Constitutional right of equality and promote economic development by its contribution as a educational steward of transformation.

It is a condition of registration for a DaVinci qualification that:

- A student must have access to personal technology (data, a stable Internet connection and computer), as studying through The Institute is dependent on online engagements.
- A student may register at The 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 Institute offers the following alternative route:

- Recognition of Prior Learning (RPL) for access

Admission Procedure

Applicants must complete the online application form and upload the required supporting documentation. The Admissions office will communicate the specific process and dates related to the relevant programme which has been applied for.





Higher Certificate in Management of Technology and Innovation

NQF 5 | SAQA ID 96742 | 120 CREDITS

Overview of

THE HIGHER CERTIFICATE IN MANAGEMENT OF TECHNOLOGY AND INNOVATION

The Higher Certificate is designed to enable members of an organisation, whose career paths may not necessarily have included gaining formal qualifications, to realise their true potential by developing them to understand their role in an organisational environment and preparing them to perform their job more effectively within a contemporary organisational context. It also affords students the opportunity to add a new skill set to their repertoire

THIS QUALIFICATION ALSO SERVES AS A FOUNDATIONAL PROGRAMME FOR THOSE WANTING TO GAIN ACCESS INTO A BACHELOR'S DEGREE.

The qualification provides personal development opportunities for students whilst they meet their job requirements. It emphasises the integration of systems, technology, innovation and people development concepts into each person's individual performance within an organisation. The curriculum is coupled with the choice of electives that hone students' skills in a particular area.

The purpose of this qualification is to equip students to contribute towards the debate on socio-economic transformation and management development in South Africa. This purpose seeks to transform individuals, organisations and the community at large, dealing with management development challenges, such as the management of technology, entrepreneurship, project management, the management of innovation, the management of people and systems thinking from a management development perspective.

"With the opportunity I got to be part of DaVinci, I had new and exciting experiences that taught me a lot. In addition, the distance learning offering really improved my computer literacy skills. The modules I did, gave me a better insight about business management in general. I am happy to say that I have seen a shift or improvement in my problem-solving skills, and my understanding on the management of people is the sort of knowledge I'll forever cherish – thanks to DaVinci."

Sihle Mbabane

Higher Certificate Student



Delivery of the programme

The mode of delivery is online distance education with online learning engagements that utilise a wide range of teaching and learning methodologies and digital support. You can study anywhere at any time.

Why register for this programme?

You will enjoy the following benefits:

01

Business-driven action learning that is contextual learning applicable to business and creative probing of complex problems.

02

Gain access into a Bachelor's Degree on completion of the Higher Certificate.

03

Learning engagements are aligned to emerging market realities and related strategies.

04

Lectured by academic and industry experts so you build academic and business networks.

05

Content promotes awareness of the benefits of being entrepreneurial.

06

TIPS® is a unique business enhancement framework for managerial leaders incorporated into this programme. TIPS™ is focused on the Management of Technology, Innovation, People and Systems Thinking.

07

Agile and co-created schedules, study anywhere and at any time.

08

Online distance learning, using a combination of synchronous and asynchronous learning engagements.

09

Bespoke experience and continuous student support.

10

Various electives to choose from.

Programme Structure

Min: 1 year
Max: 2 years

Compulsory Modules

Managerial and leadership development: **20 Credits**

Systems Theory and Problem Solving: **20 Credits**

Management Fundamentals: Technology, People and Innovation Management: **20 Credits**

Project Management: **12 Credits**

Business Management: **12 Credits**

Elective Modules

Students must select 3 elective modules from the groupings explained below.

Students should select one of the following elective combinations consisting of three elective modules at 12 credits each and totaling 36 credits towards the 120 credits of the programme.

Students can select either the electives associated with Systems and Technology (consisting of three elective modules at 12 credits each as listed below) **OR** the electives associated with Innovation and People (Students must select any three of the four modules at 12 credits each as listed below)

Systems and Technology Electives

- Customer Centricity: **12 credits**
- Safety, Health, Environmental, Risk and Quality (SHERQ) Management: **12 credits**
- Supply Chain Management: Logistics and Transport: **12 credits**

Innovation and People Electives

- Business Improvement Specialist: **12 credits**
- Principles of Leadership: **12 credits**
- New Venture Creation (Entrepreneurship): **12 credits**
- Sales Process and Management Environment: **12 credits**

The Higher Certificate consists of 84 credits of compulsory modules, and three electives of 36 credits.

The total credits for the Higher Certificate in Management of Technology and Innovation (NQF 5) is 120 credits.

MINIMUM ADMISSION REQUIREMENTS

- National Senior Certificate NSC/SC(a) with 30% in English.
- Senior Certificate (SC) with 33.3% in English.
- National Certificate Vocational (NCV) at level 4 with 40% in English.
- National Nated Certificate 4 (N4).

Recognition of Prior Learning (RPL)

Candidates who do not meet the minimum entry requirements for the programme, could potentially enter the programme via the Recognition of Prior Learning (RPL) route.

The candidate must demonstrate suitability for admission as per The Institutional RPL policy and is at the Senate's discretion on a case-by-case basis. For more details contact the Registrar on **011 608 1331** or **admissions@davinci.ac.za**. Candidates requesting RPL for access must do so before commencement of the programme. Not more than 10% of a cohort in an academic year may be admitted via RPL.

Application Process

The application fee for the Higher Certificate in Management of Technology and Innovation programme is R350 (non-refundable). Kindly ensure that you have the following documents ready before starting your application:

- A clear copy of your ID or Passport.
- A clear copy of your school leaving certificate.
- If your highest achieved qualification is from a foreign institution, an official letter from the South African Qualifications Authority (SAQA) noting the equivalence to a registered South African qualification.
- Should your Graduation Certificate be in a foreign language, a translation in English is required from a registered Translator.



Bachelor of Commerce in Business Management

NQF 7 | SAQA ID 84767 | 360 CREDITS

Overview of

THE BACHELOR OF COMMERCE IN BUSINESS MANAGEMENT

The Bachelor of Commerce in Business Management is aimed at managers and leaders who will fully appreciate the importance of socio-economic transformation of South Africa.

Students will focus on the key elements of business management of people, organisational behaviour, systems thinking, technology management and innovation management. This qualification was designed to prepare future business leaders for the multifaceted world of work.

The qualification seeks to promote the development of knowledge, skills and capabilities required within varied management, administration and leadership contexts, by focusing on the business leadership discipline posited against the overarching fields of business management and administration. This takes cognisance of the complex interrelationship of a number of elements that contribute to and enhance, the sustainability of business ventures, including technology management; innovation management; and, people management, within a systems thinking framework.

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 relate to the latest in local and global trends in business management, administration and leadership within a business and/or social enterprise environment. The foundation of the curriculum is built on a combination of widely acknowledged Business Management disciplines, coupled with the choice of elective modules in the curriculum that hone students' skills in a particular management discipline.

"At the tender age of 40, I finally obtained my Bachelor of Commerce in Business Management with electives in Aviation Management. The knowledge I gained from the incredible lecturers at DaVinci led me on an innovative journey and inspired me to start VIO Aviation Solutions. I look forward to the adventures that lie ahead, applying the knowledge gained and impacting the aviation industry."

Peter-John Aitken

Bachelor of Commerce Graduate



Delivery of the programme

The mode of delivery is online distance education with online learning engagements that utilise a wide range of teaching and learning methodologies and digital support. You can study anywhere at any time.

Why register for this programme?

You will enjoy the following benefits:

01

Business-driven action learning that is contextual learning applicable to business and creative probing of complex problems.

02

Learning engagements are aligned to emerging market realities and related strategies

03

Lectured by academic and industry experts so you build academic and business networks.

04

Content promotes awareness of the benefits of being entrepreneurial.

05

TIPS® is a unique business enhancement framework for managerial leaders incorporated into this programme. TIPS™ is focused on the Management of Technology, Innovation, People and Systems Thinking.

06

Agile and co-created schedules, study anywhere and at any time.

07

Online distance learning, using a combination of synchronous and asynchronous learning engagements.

08

Bespoke experience and continuous student support.

09

Various electives to choose from.

Programme Structure

Min: 3 years
Max: 6 years

Compulsory Modules

Year 1

- Academic Literacy: **10 Credits**
- Economics 1: **20 Credits**
- Introduction to Business Management: **20 Credits**
- Introduction to Commercial Law: **10 Credits**
- Principles of Accounting: **20 Credits**
- Introduction to Project Management: **10 Credits**
- Mathematical Literacy: ***0 credits**

Year 2

- Business Management 2: **20 Credits**
- Economics 2: **20 Credits**
- Financial Management 2: **20 Credits**
- Project-based Research 1: **10 Credits**

Year 3

- Business Management 3: **20 Credits**
- Economics 3: **20 Credits**
- Financial Management 3: **20 Credits**
- Project-based Research 2: **20 Credits**

All Year 1 modules (compulsory and electives), totalling 120 credits are aligned to NQF Level 5.

All Year 2 modules (compulsory and electives), totalling 120 credits are aligned to NQF Level 6.

All Year 3 modules (compulsory and electives), totalling 120 credits are aligned to NQF Level 7.

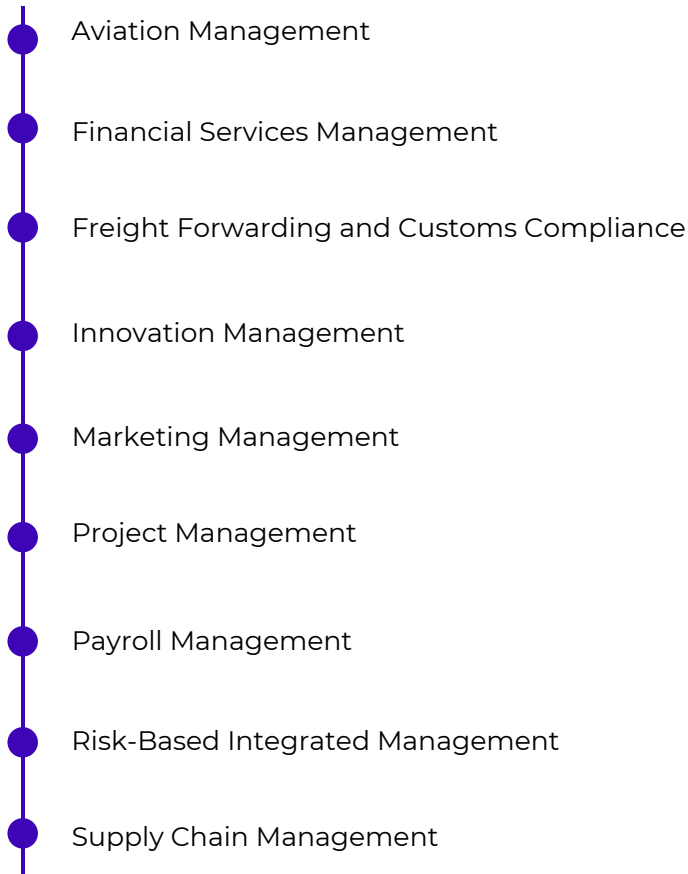
Students are required to select one elective stream and complete all the associated elective modules.

*Non-credit bearing - candidates who do not meet the institutional mathematics admission criteria are required to pass this module.

Programme Structure

Elective Modules

In year 1, the electives total 30 Credits; in year 2, the electives total 50 Credits and in year 3 the electives total 40 credits. Students are required to select anyone of the following elective modules.



The Institute reserves the right not to offer a particular elective should minimum registration numbers not be reached.

Rules of Combination

Project-based Research 1 is a pre-requisite for Project-based Research 2. Principles of Accounting is a pre-requisite for Financial Management 2, and Financial Management 2 is a pre-requisite for Financial Management 3. Introduction to Project Management is a co-requisite for Year 1 elective modules. All elective modules in Year 1, of a selected elective subject area, are co-requisites; all elective modules in Year 2 are co-requisites; and all Year 3 elective modules are co-requisites. The completion of all modules associated with an academic year is a pre-requisite for progress to the following academic year.

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).

MINIMUM ADMISSION REQUIREMENTS

- National Senior Certificate (NSC)/SC(a) with 30% in English.
or
Senior Certificate (SC) with 33.3% in English and one of the following:
 - Six NSC/SC(a) 20 credit subjects with 50% obtained in four of these.
 - A mix of SC, NSC and SC(a) 20 credit subjects with 50% obtained in four of these.

*If you completed the SC, these subjects must be on higher grade.
- National Certificate Vocational (NCV), with 50% in three fundamental subjects and 60% in four vocational subjects, chosen from the NCV level 4 subjects.
or
- Higher Certificate or Advanced Certificate or Diploma in a cognate field.
or
- National Nated Certificate 6 (N6).

ADDITIONAL INSTITUTIONAL ADMISSION REQUIREMENTS

All applicants to the BCom programme must comply with both of the following minimum requirements:

- English first language: 50% or English second language: 60%
- Mathematics: 50% or Mathematical literacy: 70%

Recognition of Prior Learning (RPL)

Candidates who do not meet the minimum entry requirements for the programme, could potentially enter the programme via the Recognition of Prior Learning (RPL) route.

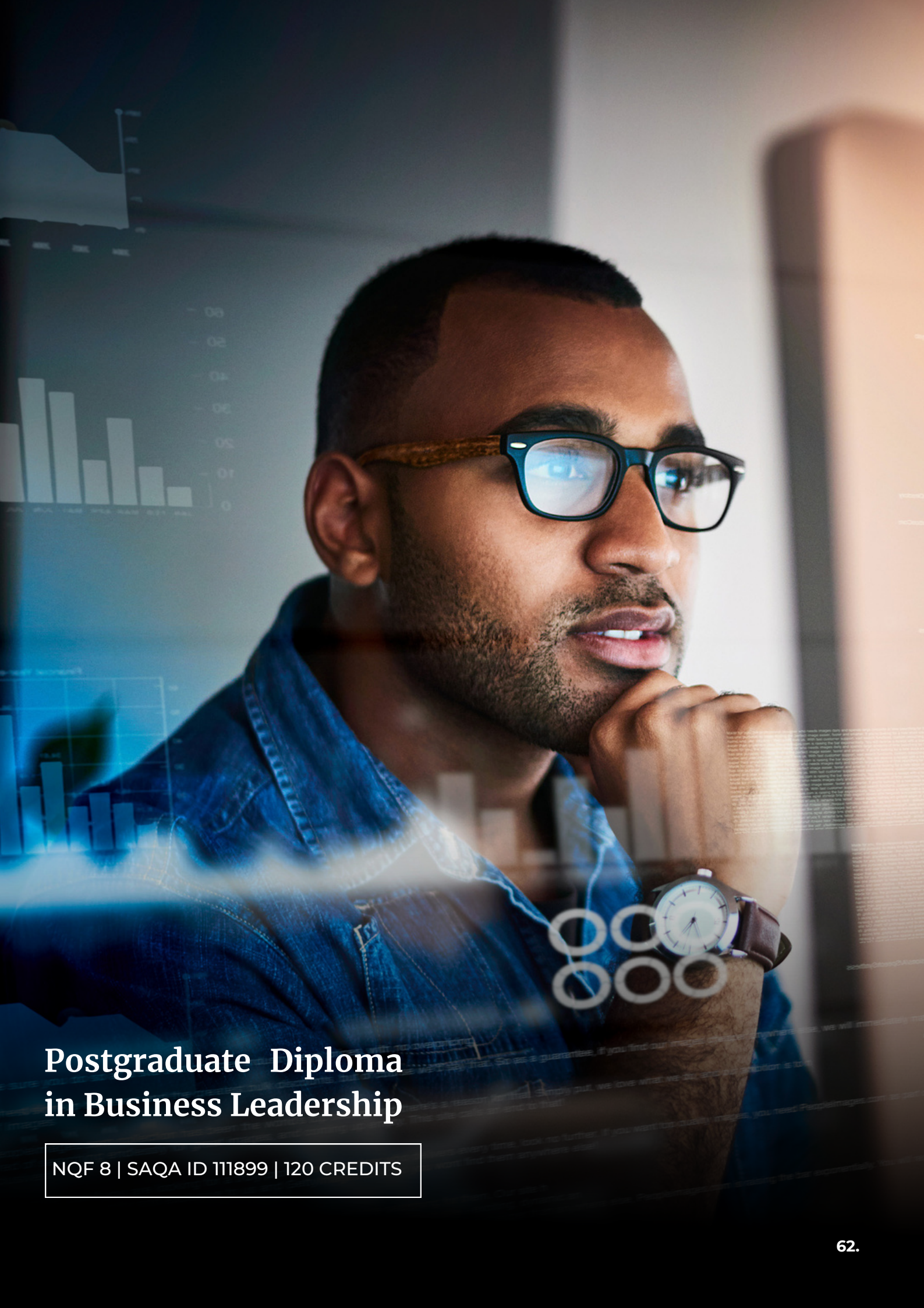
The candidate must demonstrate suitability for admission as per The Institutional RPL policy and is at the Senate's discretion on a case-by-case basis. For more details contact the Registrar on **011 608 1331** or **admissions@davinci.ac.za**. Candidates requesting RPL for access must do so before commencement of the programme. Not more than 10% of a cohort in an academic year may be admitted via RPL.



Application Process

The application fee for the Bachelor of Commerce programme is R350 (non-refundable). Kindly ensure that you have the following documents ready before starting your application:

- A clear copy of your ID or Passport.
- A clear copy of your school leaving certificate.
- If your highest achieved qualification is from a foreign institution, an official letter from the South African Qualifications Authority (SAQA) noting the equivalence to a registered South African qualification.
- Should your Graduation Certificate be in a foreign language, a translation in English is required from a registered Translator.



Postgraduate Diploma in Business Leadership

NQF 8 | SAQA ID 111899 | 120 CREDITS

Overview of

THE POSTGRADUATE DIPLOMA IN BUSINESS LEADERSHIP

The Postgraduate Diploma in Business Leadership will deepen your knowledge in the Business Leadership field. The qualification is aimed at professionals who wish to undertake reflection and development by means of a systematic survey of contemporary thinking, as well as engage in the practices and research methods in the Business Leadership field.

The qualification aims to involve students in the constructs, theories, tools, and concepts of the Business Leadership field. This qualification requires students to relate their Business Leadership knowledge to a range of contexts in order to undertake professional and highly- skilled work

To this end, the student will be required to undertake business research to deepen their understanding and application of, Business Leadership knowledge, skills, and capabilities. Students who attain this qualification should contribute to the personal, social and economic development of the country and should advance the sustainability of business ventures. The qualification also offers access into related Master's degrees.

"I am a current DaVinciPostgraduate Diploma student and am proud and inspired by this experience. For this academic process with DaVinci has taught me a lot, so far, especially about how to systemically and strategically transform and transition into different leadership-styles. In addition, and most importantly, I am learning about being a managerial leader. One of the greatest takeaways from this experience will, hopefully, be are-cognition of the need for leaders to lift others in the process as they rise. Upon completing my academic journey, this will see me become such a leader in business, and in broader society."

Anthony Letsoalo-Mphogo
Postgraduate Diploma Student



Delivery of the programme

The mode of delivery is online distance education with online learning engagements that utilise a wide range of teaching and learning methodologies and digital support. You can study anywhere, at any time.

Why register for this programme?

You will enjoy the following benefits:

01

Business-driven action learning that is contextual learning applicable to business and creative probing of complex problems.

02

Your pathway into a Master's degree.

03

Apply research processes that integrate with business contexts related strategies.

04

Learning engagements are aligned to emerging market realities and related strategies.

05

Lectured by academic and industry experts so you build academic and business networks.

06

Content promotes awareness of the benefits of being entrepreneurial.

07

TIPS® is a unique business enhancement framework for managerial leaders incorporated into this programme. TIPS™ is focused on the Management of Technology, Innovation, People and Systems Thinking.

08

Agile and co-created schedules, study anywhere and at any time.

09

Online distance learning, using a combination of synchronous and asynchronous learning engagements.

10

Bespoke experience and continuous student support.

11

Various electives to choose from.

Compulsory Modules

- Business Leadership: **20 Credits**
- Financial Management: **20 Credits**
- Business Research: **20 Credits**
- Strategic Management: **20 Credits**
- Technology and Information Management: **20 Credits**

Elective Modules

Students are required to select any one of the following elective modules. **Please note:** DaVinci reserves the right to not offer a particular elective should minimum registration numbers not be reached.

- Business Innovation Management: **20 Credits**
- Dynamic Cyber Attack Management: **20 Credits**
- Marketing Management: **20 Credits**
- Operations Management: **20 Credits**
- Project Management: **20 Credits**
- Retail Management: **20 Credits**
- Risk-Based Integrated Management: **20 Credits**
- Supply Chain Management: **20 Credits**
- Strategic Digital Transformation Management: **20 Credits**

The Postgraduate Diploma in Business Leadership consists of 100 credits of compulsory modules, and an elective of 20 credits. The total credits for the Postgraduate Diploma in Business Leadership (NQF 8) is 120 credits.

MINIMUM ADMISSION REQUIREMENTS

- A Bachelor Degree at NQF Level 7.
- or
- An Advanced Diploma at NQF Level 7.

Rules of Combination

To qualify for the awarding of this qualification, students are required to successfully complete all Compulsory modules with a combined value of 100 credits and one Elective Module with a value of 20 credits.

Pre-requisites for Entry to the Business Research Module

Before attempting the Business Research module, students are required to successfully complete all core modules and one selected elective module.

For further information about this qualification and/or elective options contact the admission office on **011 608 1331** or **admissions@davinci.ac.za**.
You can also visit our website **www.davinci.ac.za**.

Recognition of Prior Learning (RPL)

Candidates who do not meet the minimum entry requirements for the programme, could potentially enter the programme via the Recognition of Prior Learning (RPL) route.

The candidate must demonstrate suitability for admission as per The Institutional RPL policy and is at the Senate's discretion on a case-by-case basis. For more details contact the Registrar on **011 608 1331** or **admissions@davinci.ac.za**. Candidates requesting RPL for access must do so before commencement of the programme. Not more than 10% of a cohort in an academic year may be admitted via RPL.

Application Process

The application fee for the Postgraduate Diploma in Business Leadership programme is R350 (non-refundable). Kindly ensure that you have the following documents ready before starting your application:

- A clear copy of your ID or Passport.
- A clear copy of your highest achieved qualification - certificate and transcripts
- If your highest achieved qualification is from a foreign institution, an official letter from the South African Qualifications Authority (SAQA) noting the equivalence to a registered South African qualification.
- Should your Graduation Certificate be in a foreign language, a translation in English is required from a registered Translator.



Master of Management in Technology and Innovation

NQF 9 | SAQA ID 108984 | 240 Credits

Delivery of the programme

The mode of delivery is online distance education with online learning engagements that utilises a wide range of teaching, learning and research methodologies and digital support. You can study anywhere at

Why register for this programme?

You will enjoy the following benefits:

- 01 Business-driven action learning** that is contextual learning applicable to business and creative probing of complex problems.
- 02 Business-driven action learning** that is contextual learning applicable to business and creative probing of complex problems.
- 03 Managing research tasks** independently, professionally and ethically apply research processes that integrate into business contexts.
- 04 Learning engagements** are aligned to emerging market realities and related strategies.
- 05 Content promotes awareness** of the benefits of being entrepreneurial.
- 06 TIPS®** is a unique business enhancement framework for managerial leaders incorporated into this programme. TIPSTM is focused on the Management of Technology, Innovation, People and Systems Thinking.
- 07 Agile and co-created** schedules, study anywhere and at any time.
- 08 Online distance learning**, using a combination of synchronous and asynchronous learning engagements.
- 09 Bespoke experience** and continuous student support.
- 10 Various electives** to choose from.

Programme Structure

Min: 2 years
Max: 4 years

Compulsory Modules

- Managerial and Leadership Development: **2 Credits**
- Managing Systems: **12 credits**
- Problem-Solving, Creative Thinking and Decision-Making: **8 Credits**
- Self, Other and Social Contexts: **10 Credits**

Core Modules

- Management of Innovation: **10 Credits**
- Management of People: **8 Credits**
- Management of Technology: **10 Credits**

Research

- Dissertation: 120 Credits

Elective Modules

Students are required to select any five of the following elective modules to the value of 60 credits. Please note: DaVinci reserves the right to not offer a particular elective should minimum registration numbers not be reached.

- Change Management: **12 Credits**
- Financial Management: **12 Credits**
- Governance and Ethics: **12 Credits**
- Strategic Management: **12 Credits**
- Leadership Perspectives: A Global Leadership Challenge: **12 Credits**
- Leadership Perspectives: A Leadership Challenge in Africa: **12 Credits**

Total Credits: 240

MINIMUM ADMISSION REQUIREMENTS

- Relevant NQF Level 8 qualification.

ADDITIONAL INSTITUTIONAL ADMISSION REQUIREMENTS

All applicants to this qualification must comply with the following additional requirements:

- A research idea approved by the Research Office.

Recognition of Prior Learning (RPL)

Candidates who do not meet the minimum entry requirements for the programme, could potentially enter the programme via the Recognition of Prior Learning (RPL) route.

The candidate must demonstrate suitability for admission as per The Institutional RPL policy and is at the Senate's discretion on a case-by-case basis. For more details contact the Registrar on **011 608 1331** or **admissions@davinci.ac.za**. Candidates requesting RPL for access must do so before commencement of the programme. Not more than 10% of a cohort in an academic year may be admitted via RPL.



Master of Business Leadership

NQF 9 | SAQA ID 112553 | 184 CREDITS

Delivery of the programme

The mode of delivery is online distance education with online learning engagements that utilise a wide range of teaching and learning methodologies and digital support. You can study anywhere, at any time.

Why register for this programme?

You will enjoy the following benefits:

01

Business-driven action learning that is contextual learning applicable to business and creative probing of complex problems.

02

Business-driven action learning that is contextual learning applicable to business and creative probing of complex problems.

03

Managing research tasks independently, professionally and ethically apply research processes that integrate into business contexts.

04

Learning engagements are aligned to emerging market realities and related strategies.

05

Content promotes awareness of the benefits of being entrepreneurial.

06

TIPS® is a unique business enhancement framework for managerial leaders incorporated into this programme. TIPSTM is focused on the Management of Technology, Innovation, People and Systems Thinking.

07

Agile and co-created schedules, study anywhere and at any time.

08

Online distance learning, using a combination of synchronous and asynchronous learning engagements.

09

Bespoke experience and continuous student support.

10

Various electives to choose from.

Programme Structure

Min: 2 years
Max: 4 years

Compulsory Modules

Year 1

- Business Leadership for the Management of People: **20 Credits**
- Business Leadership for the Management of Technology and Innovation: **12 Credits**
- Corporate Governance and Ethics: **12 Credits**
- Economics for Business Leaders: **12 Credits**
- Financial Management for Business Leaders: **12 Credits**
- Strategic Systems Thinking: **20 Credits**
- Mini-dissertation: **60 Credits**

Elective Modules

Students are required to select any of the following elective modules totalling 36 credits. The Institute reserves the right not to offer a particular elective should minimum registration numbers not be reached.

- Business Intelligence and Data Analysis: **12 Credits**
- Case Law and Dispute Management (Labour): **12 Credits**
- Contemporary Workplace Context: **12 Credits**
- Customer Relationship Management: **12 Credits**
- Integrated Supply Chain Management: **36 Credits**
- Labour Law Hierarchy: **12 Credits**
- Labour Relations Management: **12 Credits**

Elective Modules

- Project Leadership: **12 Credits**
- Social Entrepreneurship and Innovation: **12 Credits**
- Strategic Marketing for the Contemporary Business Context: **12 Credits**
- Strategy in a Global Context: **12 Credits**

Total Credits: 184 credits

Please note: Should you select a law elective you are required to do Labour Law Hierarchy, Labour Relations Management and Case Law and Dispute Management.

MINIMUM ADMISSION REQUIREMENTS

- A 4-year Bachelor's Degree in Business Management, or related field, at NQF Level 8 with 3 years related work experience.
- **or**
- A Bachelor of Honours Degree or Postgraduate Diploma in Business Management or related field, at NQF Level 8, with 3 years related work experience.

ADDITIONAL INSTITUTIONAL ADMISSION REQUIREMENTS

All applicants to this qualification must comply with the following additional requirements:

- A research idea approved by the Research Office.

Recognition of Prior Learning (RPL)

Candidates who do not meet the minimum entry requirements for the programme, could potentially enter the programme via the Recognition of Prior Learning (RPL) route.

The candidate must demonstrate suitability for admission as per The Institutional RPL policy and is at the Senate's discretion on a case-by-case basis. For more details contact the Registrar on **011 608 1331** or **admissions@davinci.ac.za**. Candidates requesting RPL for access must do so before commencement of the programme. Not more than 10% of a cohort in an academic year may be admitted via RPL.



Doctor of Management in Technology and Innovation

NQF 10 | SAQA ID 108983 | 360 CREDITS

Programme Structure

Min: 3 years
Max: 6 years

Research Proposal

- Successful completion of a research proposal will result in admission to the thesis writing phase.
- Research proposal development is facilitated by a series of Research Support Workshops.

Thesis: 360 Credits

- Incorporating themes related to the management of innovation, technology and people within a systemic context.
- Successful completion of the programme requires submission of the final thesis and a publishable article.

Research Support Workshops

All doctorate students are supported in their research journey with 6 research support workshops.

- Conceptual/theoretical frameworks.
- Research philosophy and paradigms – from conceptualisation to method.
- Research topic, aims and objectives.
- Research design and methodology and specific underpinning methods.
- TIPS® Managerial Leadership Frame.
- Proposal Integration

MINIMUM ADMISSION REQUIREMENTS

- A Master's Degree.
- or
- Or other relevant NQF Level 9 qualification.

ADDITIONAL INSTITUTIONAL ADMISSION REQUIREMENTS

All applicants to this qualification must comply with the following additional requirements:

- Candidates registered into the degree programme are required to achieve a minimum mark of 60% for the research proposal module. This must be completed within 12 months of the registration date, and is included in the maximum completion period of 6-years for the programme.
- Candidates are encouraged to attend The Institute's Research Workshop series during the admission stage when preparing their draft research proposal.

Recognition of Prior Learning (RPL)

Candidates who do not meet the minimum entry requirements for the programme, could potentially enter the programme via the Recognition of Prior Learning (RPL) route.

The candidate must demonstrate suitability for admission as per The Institutional RPL policy and is at the Senate's discretion on a case-by-case basis. For more details contact the Registrar on **011 608 1331** or **admissions@davinci.ac.za**. Candidates requesting RPL for access must do so before commencement of the programme. Not more than 10% of a cohort in an academic year may be admitted via RPL.



Doctor of Business Leadership

NQF 10 | SAQA ID 112552 | 360 CREDITS

Programme Structure

Min: 3 years
Max: 6 years

Research Proposal

- Successful completion of a research proposal will result in admission to the thesis writing phase.
- Research proposal development is facilitated by a series of Research Support Workshops.

Thesis: 360 Credits

- Successful completion of the programme requires submission of the final thesis and a publishable article.

Research Support Workshops

All doctorate students are supported in their research journey with 6 research support workshops.

- Conceptual/theoretical frameworks.
- Research philosophy and paradigms – from conceptualisation to method.
- Research topic, aims and objectives.
- Research design and methodology and specific underpinning methods.
- TIPS® Managerial Leadership Framework.
- Proposal Integration

MINIMUM ADMISSION REQUIREMENTS

- A relevant NQF level 9 qualification in Economic and Management Sciences.
or
- An MBA/MBL or a cognate Master's Degree.

ADDITIONAL INSTITUTIONAL ADMISSION REQUIREMENTS

All applicants to this qualification must comply with the following additional requirements:

- Candidates registered into the degree programme are required to achieve a minimum mark of 60% for the research proposal module. This must be completed within 12 months of the registration date, and is included in the maximum completion period of 6-years for the programme.
- Candidates are encouraged to attend The Institute's Research Workshop series during the admission stage when preparing their draft research proposal.

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The candidate must demonstrate suitability for admission as per The Institutional RPL policy and is at the Senate's discretion on a case-by-case basis. For more details contact the Registrar on **011 608 1331** or **admissions@davinci.ac.za**. Candidates requesting RPL for access must do so before commencement of the programme. Not more than 10% of a cohort in an academic year may be admitted via RPL.

WE CARE

Student Support at The DaVinci Institute is an integral part of the student's end-to-end learning journey and goes above and beyond fulfilling compliance requirements. It is an essential component of online learning and its ultimate objective is student retention, success, and satisfaction.

The Institute, which is a distance provider, is keenly aware of its student profile which ranges from post matriculants to Doctoral students. Given the differences in age, life- and work experience of our students, it is therefore imperative to address student support from both a pedagogical and andragogical perspective.

Specific and deliberate student support touchpoints are built into the learning journey for each module.

The collective purpose of Student Support at The DaVinci Institute is to offer our students a holistic experience by strategically investing in a level of service provision that nurtures the student's social, cognitive, and learning presence. Student experience is a composite description of all the activities and interactions with all touch points in the student learning journey as measured by their connectedness and intentionality in the learning process that should result in greater learning success. By providing both group and individualised support, The Institute diligently prepares students to make a meaningful and relevant contribution to the world of work and to South Africa's socio-economic transformation agenda.

Student Support is made up of the following support functions:

- Student Coaching and Learning Behavioural Support
- Academic and Programme Administration Support
- Academic Literacy and Research Development Support
- Library and Information Resource Utilisation Support
- IT Support (including developing Digital Literacy skills and providing students with relevant hardware and software where applicable)
- Research Support
- Business Simulation Support
- Facilitation and Tuition Support
- Postgraduate Supervision
- Mentoring
- Institutional Support (e.g. Registrar, Design, Dean, Finance, etc.)
- External Counselling Support can be arranged on request*

While engaging with students, the goal of student support is to;

- Raise awareness of student's own learning behaviours and styles and to assist them in gaining insight into how they learn. Student learning profiles are shared with the facilitators who refer to these in preparing their online facilitation and tuition support sessions and refer to these while in these sessions. This enables the facilitators to cater for the learning needs of all students.
- Heighten student engagement and the student experience at all levels throughout their learning journey
- Encourage collaborative peer engagements
- Instil skills and habits of intellectual work in students such as how to prepare for lectures, the importance of actively taking part in their own learning, how to read and study and how to master the academic discourse
- Foster autonomous learning skills
- Drive higher student retention and throughput rates
- Provide motivational support and encourage students to engage with their studies
- Reduce barriers to learning such as emotional or psychological factors that may impede learning, both extrinsic and intrinsic
- Take away the 'distance' out of distance education by being ever present to assist the students with their learning needs
- Support learners to have a rewarding online learning experience

The student support function is guided by the E6 - Student Support and Administration Policy.

The student support specialist also assists students with the following:

- Acculturation to distance learning
- How to cope with studies while working – work/life balance
- Group and individual coaching and mentoring of students in relation to their work
- Transfer of learning back to the workplace
- Motivating underprepared students or those who appear to be apathetic towards their studies
- Transitional challenges (from undergraduate to postgraduate studies)
- Preparation for oral defences (vivas)
- Critical thinking skills
- Time management skills
- Study skills
- Soft skills
- Any other matters as raised by students or faculty or as they emerge.

All students have access to and are required to make use of the learning management system (LMS) called Moodle (acronym for Modular Object-Oriented Dynamic Learning Environment). Students access learning material, including additional reading material, from Moodle and also use this platform to upload their assessments. In addition, Moodle is used to communicate with students regarding assessments, workshops, online non-compulsory tuition support sessions and chat sessions and other matters related to their studies.

“ I am proud and inspired by this experience. For this academic process with DaVinci has taught me a lot, so far, especially about how to systemically and strategically transform and transition into different leadership styles. In addition, and most importantly, I am learning about being a managerial leader. One of the greatest takeaways from this experience will, hopefully, be a recognition of the need for leaders to lift others in the process as they rise. Upon completing my academic journey, this will see me become such a leader in business, and in broader society. ”

Anthony Letsoalo-Mphogo
Postgraduate Diploma Alumnus

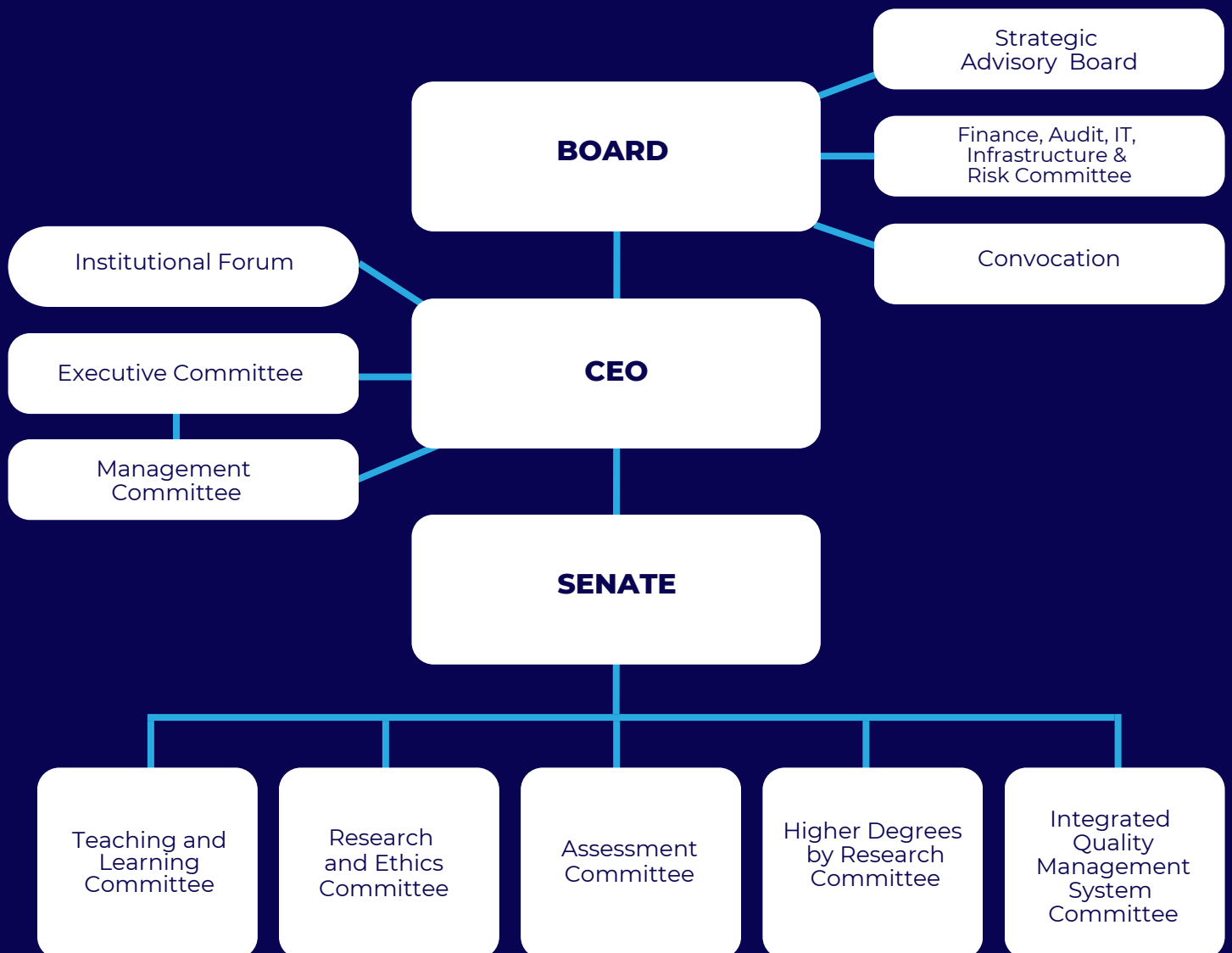
“ My experience at DaVinci opened my mind to the idea that knowledge is a constant journey. It is humbling to realise that my knowledge is only a drop in the ocean and that an entire world of education and learning awaits me. This learning experience has enhanced not just my educational capabilities but also provided new perceptions and an appreciation for the opportunities that await me. ”

Muhammed Sha
Master's Alumnus

“ At the DaVinci Institute a person is not only a student; you are a unique, remarkable, awesome, incredible, valuable person; and you will learn that you are really made from stardust. I am an incredibly proud Alumnus and value the experiences I had and still have as treasures in my ‘arsenal’ of life skills. ”

Dr Shirley Anne Lloyd
Doctoral Alumnus

GOVERNANCE AT THE DAVINCI INSTITUTE



THE BOARD

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

STRATEGIC ADVISORY BOARD

The Strategic Advisory Board (SAB) is the main external body of The DaVinci's Institute's governance structure. The Board's main objective is to offer relevant perspectives and schools of thought in response to the challenges and barriers for implementing The Institute's strategy. The SAB is expected to make recommendations on any issue related to the strategy and/or identifies as priorities for implementing and amplifying the strategy.

FINANCE, AUDIT, IT, INFRASTRUCTURE AND RISK COMMITTEE

The Finance, Audit, IT, Infrastructure 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.

CONVOCATION

The Convocation is the official interface between The Institute and its alumni and the primary channel for alumni to pass their opinions to The Institute for consideration, and reports to the Board.

INSTITUTIONAL FORUM

The Institutional Forum (IF) is responsible for ensuring an institutional culture that promotes tolerance and respect for fundamental human rights and creating an appropriate environment for teaching, learning and research. This committee is further responsible for compiling and submitting the annual Skills Development reports to the Department of Labour. This committee reports to the Chief Executive Officer.

EXECUTIVE COMMITTEE

The Executive Committee implements the decisions of the Board. In addition, the Executive Committee mandates the Integrated Quality Management System Committee to monitor and manage all quality assurance processes across institutional functions. The Executive Committee is responsible for advising and assisting the Board in the performance of its responsibilities. It convenes to discuss topics of strategic and operational importance to the institution, and to inform decisions of the Chief Executive Officer and other executives.

MANAGEMENT COMMITTEE

- The management committee is constituted by the Chief Executive Officer to execute such functions as Exco and Senate may delegate from time to time. The Management Committee is comprised of the Executive Management members, Deans, Heads of units and Programme Heads. The composition ensures that:
- partnerships between academic and professional/support staff is properly maintained to achieve institutional cohesion;
- there are consultative decision-making processes with senior management across all levels; and
- there is timely provision of relevant information for decision-making.

SENATE

The Senate, as the highest academic decision-making body of The Institute, is mandated by the Board to implement the academic strategy, monitor the integrity of its offerings, quality assure all teaching, learning, research endeavours, and ensures that a community engagement strategy is in place and implemented.

TEACHING AND LEARNING COMMITTEE

This Committee is mandated by the Senate to develop and implement a teaching and learning strategy which includes inter alia, curriculum design, the recruitment, appointment and development of faculty, student support and the monitoring and management of the student's learning experience.

RESEARCH AND ETHICS COMMITTEE

This committee is mandated by Senate to be the custodian of the institutional research strategy. In addition, this committee is responsible for the quality assurance of research output, ethical clearance and related aspects to postgraduate research and publication.

ASSESSMENT COMMITTEE

This committee is mandated by Senate to be the custodian of the assessment processes, and the monitoring of performance on programme and modular level.

HIGHER DEGREES BY RESEARCH

The Higher Degrees by Research committee addresses quality and compliance in all aspects of research in higher degree engagement.

INTEGRATED QUALITY MANAGEMENT SYSTEM COMMITTEE

The Integrated Quality Management System Committee monitors and manages all quality assurance processes across institutional functions. This includes reporting on academic quality assurance matters to Senate.

STUDENT REPRESENTATIVE COUNCIL

The Student Representative Council (SRC) is the highest student representative structure at The Institute. The roles and responsibilities of the SRC include:

- Participating in institutional decision-making structures
- Advising and supporting the delivery of effective and efficient student support services
- Managing and administering student representation at different levels
- Advising on the development of academic programmes and student-learning experiences
- Providing input to the Institute for the development of policies and services that support students and advance the quality of learning and research activities
- Acting as a channel for providing feedback to students and sharing Institute initiatives resulting from student feedback.
- May convene student working groups to assist the Institute with developing or improving services and increasing student engagement in campus events
- Provides an opportunity to discuss academic related matters directly with management, and discuss improvements to the digital experience for students
- Promotes student surveys and addresses issues raised
- May organise sporting events that involve students and/or staff
- May organise cultural activities that involve students and/or staff
- Leadership in promoting educational support activities like a journal club, language club etc.

ASSESSMENT

The Institute considers assessment a crucial component of teaching and learning. As an institution that promotes the Mode 2 approach to knowledge production through its unique teaching and learning philosophy, it has incorporated authentic assessments as a best practice. The Institute believes that such assessments, which are based on real-life requirements, increase student engagement and promote the assessment of meaningful, complex, real-world problems and tasks. The Institute uses a combination of Formative and Summative assessments across its modules, and the assessment requirements for each module are outlined in its respective study guide.

The Institute recognises the importance of aligning its assessments to the module and programme learning outcomes and the National Qualifications Framework (NQF) level descriptors. This approach ensures that assessments are relevant to the knowledge and skills students are expected to acquire at each programme level. Additionally, the Institute schedules the modules and required assessments for each group on the programme schedule, providing clarity and structure for students to plan their learning and assessment activities.

The Institute also emphasises the importance of providing students with access to the necessary resources and support to enable them to succeed in their assessments. The study guides for each module, which are available to all students at the onset of the programme and on the student learning management system, outline the assessment requirements and provide guidance on how to approach the assessments. The Institute's approach to assessment supports its commitment to providing a high-quality, meaningful learning experience for its students.

SUBMISSION AND ASSESSMENT OF FORMATIVE AND SUMMATIVE ASSESSMENTS

The programme schedule outlines the dates for the various workshops, elective online tuition support sessions and chat sessions, as well as the due date for the various assessments.

GENERAL REGULATIONS FOR THE ASSESSMENT OF SUMMATIVE ASSESSMENTS

The Institute has two types of assessments for each module, as indicated in the programme schedule: Formative and Summative assessments. Formative assessments should be completed before the Summative assessment, as the feedback provided is designed to help students prepare for the Summative assessment. Late submission of the Formative assessment may result in delayed feedback, which can be detrimental to the student's preparation. Summative assessments may take the form of written or invigilated assessments, with some exit-level summative assessments including an invigilated component to ensure authenticity.

Late submissions for both Formative and Summative assessments will only be accepted under exceptional circumstances. If a student fails to submit a formative assessment by the deadline, they must submit it within a week of the first published date, and the score will be capped at 50%. If a student fails to meet the second submission date for formative assessments, they will receive a score of zero.

Only one late summative submission is allowed per year of registration. If a student fails to submit the summative assessment by the late submission date, they will be deemed to have failed the module and will need to re-register for the incomplete module(s). Re-registration means that the student cannot claim any benefits related to late submissions as they are still within the academic year within which such benefits apply. Students will not be given a chance to resubmit their assessments to improve their marks for any late submissions.

RESUBMISSION OF SUMMATIVE ASSESSMENTS

Resubmission is only applicable to summative assessments. Students have the opportunity to resubmit a reworked assessment to improve their marks in one of the following scenarios:

- If a student fails the summative assessment, they can re-submit the assessment to improve their mark. If they fail the re-submission, they will need to re-register for the module and pay the relevant module fee.
- Even if the summative assessment was passed, a student may apply for the opportunity to have it resubmitted if they wish to improve their results for a specific module.
- In cases where a module is the last outstanding module for the student to graduate, the Institute will allow the student an additional resubmission after a consultation session with a qualified lecturer. An additional resubmission fee will apply. However, only one resubmission opportunity will be allowed per module, and a re-assessment fee will be applicable.

It's important to note that an assessment must be resubmitted within the specified time, and no resubmissions submitted after the deadline for resubmissions will be considered.

SUPPLEMENTARY ASSESSMENTS

Supplementary assessments are available for invigilated assessments. If a student receives a result between 40% and 49% for their summative assessment, they are eligible to write a supplementary assessment. Please note that only one opportunity for a supplementary assessment may be granted per module.

ADDITIONAL ASSESSMENTS

To qualify for an additional assessment, students must meet the following criteria:

- They were absent during the formative or summative assessment due to illness or trauma
- They can provide a certificate of illness or trauma from a legitimate medical practitioner, or an affidavit from the South African Police.

ASSESSMENT OF RESEARCH PROJECTS

To assess the project work, there will be two methods used:

- The designated marker will evaluate the written submission.
- An evaluation of the presentation, also known as the Oral Defense, will be conducted.

ASSESSMENT OF DISSERTATIONS/MINI-DISSERTATIONS

The final dissertation will be evaluated in two ways:

- An evaluation of the written submission by two external examiners.
- An Oral Defense by the student, which will be assessed by a panel consisting of subject matter experts from the field of study.

ASSESSMENT OF THESES

The evaluation of the final dissertation will be conducted by three external examiners, all of whom will assess the dissertation according to specified criteria. Ideally, one of the examiners should be an international scholar.

In addition, there will be a report based on the assessment of the student's oral presentation of the thesis, which will be evaluated by a panel that includes subject matter experts from the field of study.

To be eligible for completion, the student must provide evidence of having published a paper in a peer-reviewed journal, or the paper must have been accepted for publication or be under consideration by a peer-reviewed journal.

After the oral defense, the outcome will be disclosed as either complete or incomplete until the Senate ratifies and agrees upon the outcome, where applicable.

THE ASSESSMENT APPEALS PROCESS

To appeal a formative or summative assessment result, a student must follow the Assessment Appeals Policy by submitting a completed Appeals Request Form to their Programme Convener within seven (7) working days of the release of the result. The form should also include relevant proof of payment. Once received, the Programme Convener will arrange for the assessment to be re-evaluated. If the appeal is successful, the student will be reimbursed the fee.

RE-REGISTRATION

A request from a student to extend their maximum registration period for an additional year, must be accompanied by a letter of motivation from the student, a workplan with submission dates as confirmed by the Programme Convener, and in the case of Master's and Doctoral students, a letter of motivation from the supervisor. The applicable fees apply.

THE AWARD OF A QUALIFICATION WITH DISTINCTION (CUM LAUDE)

- All currently registered students must achieve a weighted average of 75% over the whole programme to achieve their qualification *cum laude*
- Being successfully awarded a doctoral qualification is a distinction in itself and therefore no *cum laude* will be awarded.

PLAGIARISM

Plagiarism is an extremely serious offence and all role- players associated with The Institute (lecturers, 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 of unacknowledged copying 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 on the DaVinci website, during registration, and is explained as part of the student contract and during onboarding.

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

A comprehensive cloud-based solution will be used to help students learn by facilitating personalised feedback.

It will inspect students' work for improper citation or potential plagiarism by comparing it against the world's largest academic database, using pattern recognition algorithms.

A Similarity 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 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 Certificates - Two (2) years
- Bachelor Degrees - Six (6) years
- Postgraduate Diplomas - Two (2) years
- Master's Degrees - Four (4) Years
- Doctoral Degrees - 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. Where programmes and modules are still active, the student may be granted Credit for 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 during which his/her continuation on the programme will be discussed and a completion plan is 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 of the non-compulsory tuition support session will be provided as early as possible
- Students have full access to an Information/Resource Centre which has internet connected computers, a large number of holdings and a variety of digital databases.

RECOGNITION OF PRIOR LEARNING (RPL), 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).

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 Institute enables prospective students to participate in qualifications offered by The Institute by means of a careful assessment of the students' skills and knowledge. In line with the current CHE guidelines, not more than 10% of a cohort of students in a programme will be admitted via RPL for access, unless otherwise approved by the Council on Higher Education.

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).

RPL for Exemption:

A prospective student might have gained knowledge in specific areas (as related to a specific module(s) within a qualification offered by The Institute) through informal learning and non-formal learning. If this knowledge is closely related to the learning outcomes of a module(s) of a DaVinci qualification, that the candidate wants to enrol for, the student may want to apply for RPL exemption. In this case, the candidate's knowledge will be compared to the learning outcomes of a particular module(s) from which the student wants to be exempted. Once the assessment is done, The Institute may grant exemption for a module(s), not exceeding 50% of the credit value of the qualification.

For more information, please contact the Registrar.

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 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 may be required
- Credit transfer is allowed for subject areas offered at other registered and accredited higher education institutions, in relation to a DaVinci qualification, and the modules that make up the qualification, if the subject areas coincide with the modules chosen by the student. Not more than 50% of the credits towards a DaVinci qualification can be transferred from a qualification completed at another accredited programme of a registered higher education institution. For more information, please contact the Registrar.

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

- With respect to articulation with the General and Further Education and Training Qualifications sub-framework (GFETQSF), The Institute accepts the National Senior Certificate (NSC) or NQF4 equivalent qualifications, in accordance with the entry requirements of The Institute
- With respect to the Occupations Qualifications Sub-framework (OQSF), The Institute will consider articulation as appropriate for qualifications relating to:
 - Business Management
 - Business Leadership
- With respect to the Higher Educational Qualifications Sub-framework (HEQSF), The Institute will award credits for modules or subject areas from cognate programmes undertaken by the student at another registered and accredited higher education institution
- Articulation within The Institute is enabled by a consideration of credit values and/or levels of learning in cognate programmes.

For more information, please contact the Registrar.

RULES OF PROGRESSION

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

The awarding of credit for modules completed at another Higher Education Institution will exempt a student from registering for the relevant module(s).

A result of 50% has to be achieved to pass a summative assessment. In order to proceed to a subsequent year of study, all prerequisites must be successfully completed.

In order to graduate, the student is required to successfully complete all modules prescribed by the curriculum and within the maximum registration period of the qualification. This will include any extensions and re-submissions.

LANGUAGE POLICY

The language of tuition at The Institute is English. For those students, where English is not a student's first language, The Institute provides support in the following ways:

- avails dictionaries in the library in other languages
- refers students to free online English programmes

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

Online distance education consisting of synchronous and asynchronous teaching and learning components.

FEES

At the DaVinci Institute, we believe in co-creating realities. Our pricing is based on economies of scale as well as elective choices. For pricing options please contact us on admissions@davinci.ac.za. The Institute offers DaVinci alumni a 10% discount on programme fees.

APPLICATION FEE

All students must pay a non-refundable application fee that must accompany the application. 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.

FINANCIAL AID

The Institute has bursaries available from partners from time to time these are publicly advertised on our website. There is a study benefit policy, which usually assists staff and faculty to utilise. The Institute has partnered with Student Hero and Manati to help our applicants to learn about, apply and qualify for study funding.

Terms and Conditions for all of the above apply.

CANCELLATION FEE

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 DaVinci Institute may charge a reasonable cancellation fee should you wish to cancel the agreement. The DaVinci Institute may choose to either enforce the cancellation fee, or waive it – the option is at the discretion of The DaVinci Institute.

- If a student needs to cancel a registered programme (for whatever reason), they must do so in writing to The DaVinci 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 2.5% of the full 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 12.5% of the full fee.
- If a cancellation is received after a registered programme has commenced, the student will be liable for the full fee for the quarter that they are currently registered for.
- Where refunds are applicable, The Institute will reimburse the student 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.
- In the event that any invoice becomes outstanding by more than 30 days, a student's studies will be put on hold and access to the LMS will be withheld until all outstanding fees have been paid in full.
- Students who do not pay their accounts timeously and diligently may be required to pay upfront for future year(s) of study.
- A student will not receive final results, a certificate of qualification or allowed to graduate until all outstanding fees and other dues to The Institute have been paid in full.
- The Information Officer must provide confirmation that a student has no outstanding library books as the return of all books is a condition for graduation.
- The DaVinci Institute has the right to revoke a student's admission and/or registration status should the relevant fees not be paid by due date.

Sponsor information

- In the event that the sponsor's information is inaccurate and/or the sponsor fails to make payment, the student remains liable for late or non-payment.

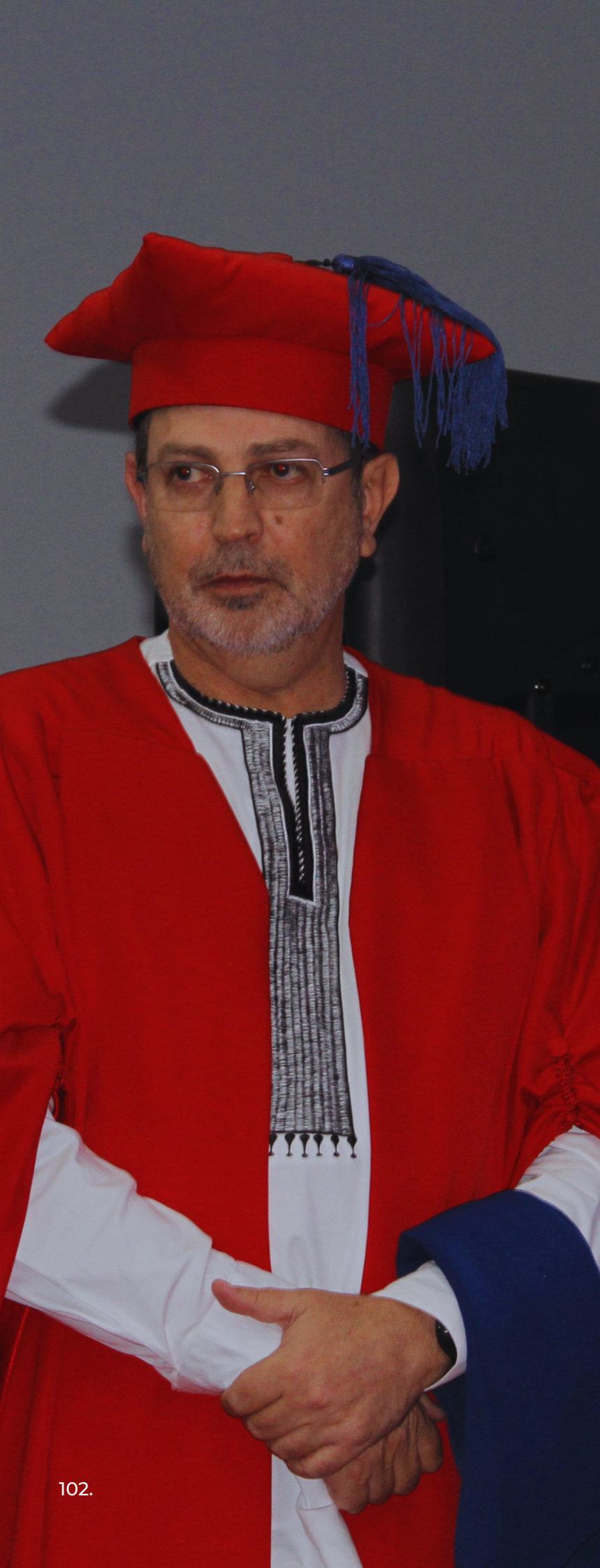
PAYMENT OPTIONS

Various payment options are available to students. Students may make registration fee payments monthly; quarterly, half-yearly and upfront.

NON-REFUNDABLE FEES

The following fees are not refundable under any circumstances:

- Application fee
- Admission fee



INTERNATIONAL STUDENTS

The 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 the [SAQA website](#).



STUDENT CONTRACTS

The student contract consists of the following:

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

STUDENT CODE OF CONDUCT

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 are guided by the following principles for remarkability:

- Being authentic, grounded, and true to oneself
- Being socially accountable, relevant, and dynamic
- Actively promote diversity and heterogeneity
- Advocating and managing quality in meaningful ways
- Acknowledging the world as a set of interconnected systems
- Awakenings the senses
- Embracing holism and living harmoniously
- Appreciating the shadow
- Mastering balance with integrity Having a distinctive voice

PURPOSE OF THE CODE OF CONDUCT

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

- Reflect on what The Institute values 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 professional conduct amongst members of the DaVinci community fostering fundamental elements of practical business ethos.

GENERAL CONDUCT

The Institute encourages stakeholders to display high levels of professionalism, responsibility, and integrity in all their dealings with The Institute and therefore commit 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
- Not obstruct 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 by not 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 conduct
- Not engage in abusive and offensive 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, support or administrative staff and other stakeholders of The Institute
- Comply with any other relevant policy, procedure or rule of The Institute.

Students are required to:

- Be punctual and manage deadlines effectively
- 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
- Social responsibility
- Equity and equal opportunity
- Academic freedom and freedom of expression
- Honesty
- Integrity
- Fairness
- Courtesy
- Tolerance and respect for diversity and/or differences of people's ideas and opinions.

Preventing:

- Discrimination or harassment on the basis of ethnicity, race, gender, religion, disability, sexual orientation, age, pregnancy, marital status, ethnicity, social orientation, religion, belief, culture or, language, employment and socio-economic status.
- 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
- Lawful and regulatory conduct.

Preventing:

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

DILIGENT CONDUCT

Diligent Conduct Includes Promoting:

- Efficiency Effectiveness
- Excellence in performance Competence
- Proper use of time
- Taking personal responsibility as part of self-mastery.

Preventing:

- Unprofessional conduct.

DISCIPLINARY PROCEDURES

- Any student found contravening the Code of Conduct may face disciplinary action
- All disciplinary procedures will be conducted in the official language of The Institute and will be minuted
- Any case of alleged misconduct by a student must be reported to the Registrar
- The Assistant 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 attendees, allegation against the student/s, the time, venue and an outline of the proceedings in the language of The Institute
- 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 themselves. Students may opt to retort in a language of their choice on condition that they provide their own interpreter to attend the proceedings
- 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
- The Disciplinary Committee will deliberate on the evidence presented before reaching a verdict
- If the finding is 'not guilty', the finding will be presented to the student in writing
- Should the student be found guilty of misconduct:
 - The Disciplinary Committee may impose penalties deemed appropriate
 - The student will be informed of the finding, penalty and appeals procedure in writing
- Students can appeal the decision by the disciplinary committee by following the appeals procedure:
 - Students must respond in writing within seven days to the Executive Dean: Academic
 - If the student does not appeal within seven days, the findings of the disciplinary committee is deemed final
 - The appeal will be overseen by the Executive Dean: Academic and a member of Senate
 - 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
 - The Appeals decision is final.

Penalties

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

- Written 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, or repair of damage caused by a student.

General Provisions

- Any person involved in alerting the Registrar to a case of misconduct against a student, or providing evidence, may not be a member of the Disciplinary Committee presiding over the case of misconduct
- The chairperson of the Disciplinary Committee will have the deciding vote should there be no outcome or a deadlock
- 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 such deviations will not cause any material injustice
- The student/s who are charged with alleged misconduct, will be provided with a copy of the disciplinary procedures
- The chairperson of the Disciplinary Committee may delegate their authority should they be unable to fulfil their duty
- A student will be entitled to student representation (SRC) as appropriate
- If a student is found guilty of misconduct, it will be reflected on their academic record. This may affect the issuance of a letter of good standing.

HANDLING COMPLAINTS

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.

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.

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 relevant Programme Convener or if the Programme Convener is the subject of the complaint, with the Executive Dean: Learning Operations and Governance in writing.
- The complaint will be lodged on the complaints register.
- The Registrar will record the complaint in the complaints register.
- The complaint will be investigated by the Executive Deans and the outcome of the decision will be communicated to the student or faculty member in writing.

The outcome may:

- Invalidate the complaint
- Validate the complaint and apply appropriate action, including but not limited to
- initiating a disciplinary process where relevant
- Refer the complaint to a relevant committee if required.

Complaint Resolution Stage 3: Further Conciliation and/or Investigation

- An appeal to the decision must be escalated to the Registrar for further action.
- The Registrar will investigate the complaint, who may direct the complaint to the suitable committee within the larger institutional governance structure for evaluation and decision-making.
- The Registrar will communicate the decision to the student or staff member in writing and will be considered final.

HEALTH AND WELLNESS

The Institute recognises that the roll-out of wellness initiatives is vital in assisting employees with the support required to lead healthy lives, both in the workplace and in their personal lives. The Institute plans wellness sessions for staff at least once per month that target holistic wellness in the areas of physical, mental, emotional and financial wellness.

Da Vinci days are “emotional wellness” days that are provided to staff once per quarter to allow staff to refresh and recharge. The Institute has created a partnership with a local Occupational Health and Safety Medical Practitioner in the area who provides basic health screening services for staff such as blood pressure, blood sugar and cholesterol. We also provide vitamin B injections when requested by staff. Medical brochures are made available to assist staff with information on illness and disease.

The Institute has also partnered with a Clinical Psychologist in the area. If a staff member is experiencing challenges that require such intervention, the Institute subsidises up to three sessions per staff member.

The Institute recognises the magnitude and severity of the HIV/AIDS epidemic, and the complex problems it may present for staff and students. At the above practice, HIV screening services are provided and staff or students will be referred to counselling if needed. The HIV status of an infected student may not be divulged to anyone without the written and informed consent of the student concerned.

The Institute has first aid services on site, with staff members who are NOSA trained and registered first-aiders who can assist in the event of a medical emergency. For more serious matters, emergency medical services can be called on site for staff and students.

As a distance learning institution, The Institute also offers students additional academic support by scheduling face- to-face or technology enabled discussions, workshops, webinars or tuition support sessions 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 take place on various platforms. 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: 0861 HELPAA (435 722)
Website: www.aasouthafrica.org.za

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

LifeLine Southern Africa

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

Narcotics Anonymous SA

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

South African Police services (SAPS)

Emergency number: 10111
Crime Stop: 08600 10111
Report cases of child abuse for police investigation: childprotect@saps.org.za

National Aids helpline

Assistance with IAIDS /AIDS related information, support and services referral.
Tollfree number: 0800 012 322
aidshelpline.org.za

People Opposed to Woman Abuse (POWA)

Organisation offering shelter, counselling and legal support to women in abusive relationships, rape survivors, and survivors of incest.
Helpline: 083 765 1235 www.powa.co.za

Stop Gender Abuse

Crisis counselling for women who have been raped or abused.
Toll-free helpline: 0800 150 150

Family and Marriage Association of South Africa (FAMSA)

Support for families in challenging 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

DaVinci practices a policy of equal opportunities for all staff, students and stakeholders. We are strongly committed to lend our full support to measures and programmes which provide for the social, educational, economic and cultural integration of persons with disabilities in society. The Institute is committed to creating an environment in which disclosure of disability would be both advantageous and safe. Disclosed information will be treated as private and confidential.

It is important to realise that it is not only people with physical disabilities who fall within the definition of people who are disabled. While some disabilities are obvious (e.g. as in the case of wheelchair users), others are not readily apparent (e.g. epilepsy or mental ill-health). The term 'disability' can cover a wide range of circumstances including visual impairment, hearing defects, physical disability, specific learning disabilities and mental health difficulties. Furthermore, the same disability can vary in its impact and affect people differently. While some people with disabilities may require special assistance and/or equipment to realise their full potential, most can be fully effective employees without special help.

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 provisions are made to assist and accommodate students with disabilities in the teaching and learning environment.

Support services available to students who are disabled:

- All lectures are recorded and made available to students on the Learning Management System (LMS).
- Additional time is provided to complete formative and summative assessments for students in need thereof
- A Student Support Specialist.

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 Executive Deans and Registrar will determine the special provision for assessment and learning that The Institute can accommodate.

tt100 BUSINESS INNOVATION AWARDS PROGRAMME

tt100 is a non-profit company that runs a business innovation awards programme, for organisations and individuals that operate within developing socio-economic contexts. Since 1991, tt100 has been recognising organisations and individual leaders that have successfully managed their technology, innovation and people in a systemic way. tt100 focuses on identifying emerging, as well as, established business leaders across private and public sectors that showcase these tenets.

tt100 endeavours to develop the capacity of organisations to be agile, engaged and aligned to current realities contextual realities. It recognises the capability of organisations and individuals to manage technology, innovation and people in a systemic way.

The awards programme is about identifying those distinguishing technology, innovation and people management characteristics that contribute towards sustainable organisations who despite increasingly difficult times continue to be agile, aligned and engaged. tt100 recognises that anyone can establish, build and manage an innovation management system whatever sector they are in and however big or small they are.

Based on over 150 metrics, the programme provides a deep insight into the true sustainability of organisations or individually run businesses in the categories of emerging, small, medium and large enterprises. Emphasis is placed on how the organisation manages its technology, innovation and people within a systemic context. By virtue of the profound impact innovation has on every facet of our lives, the tt100 programme has evolved into one in which all businesses, regardless of their industry, are candidates for the programme. It is now recognised that global competitive organisations use the integration between innovation, technology and people as an important strategic driver.

The DaVinci TIPS® Managerial Leadership Framework stems from the data gathered from these multiple organisations over three decades and the annual outputs are infused back into curriculum at The DaVinci Institute, thus, ensuring that the teaching and learning stays industry relevant.

The DaVinci Institute has played a critical role in tt100 as one of its sponsors. For more on tt100 go to www.tt100.co.za

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.

DAVINCI SENATE AWARDS

THE DAVINCI COMMUNITY ENGAGEMENT AWARD

The Institute has incorporated community engagement and a commitment to a sustainable society as key components in all its programme offerings. This award recognises students who demonstrate a commitment towards community involvement, and who have included community activities into their learning and research. The Institute defines community as a group of people living in the same place, or having a particular characteristic in common, including being unified by a location, organisation or unifying interests.

Qualifying criteria:

- The candidate was/is involved in a community project
- Benefits to the community is displayed through the candidate's study
- The candidate completed their Doctoral or Master's studies within the specified qualification period without deferral, extension or re-registration
- The candidate passed the dissertation/thesis on the first attempt with minor amendments only
- The supervisor recommends the dissertation/thesis based on alignment to the qualifying criteria for this award
- The candidate demonstrates integration of the TIPS® Managerial Leadership Framework in his/ her dissertation/thesis and contributes towards the creation of sustainable societies.

Selection criteria:

Should there be more than one qualifying candidate the following aspects will be considered for further recommendation:

- The Return on Investment (RoI) and impact of the study shows clear social and community returns
- The research clearly demonstrates co-creation towards building a sustainable society
- Preference will be given to students who completed their studies in the minimum completion time.

THE DAVINCI MANDALA RESEARCH AWARD

The Mandala is a symbol of integrating different parts into a synthesised construct of subjective truth; the more we become integrated, or the more a piece of work is integrated, the more authentic it becomes in striving towards wholeness. This award distinguishes the level of integration (collecting as opposed to connecting ideas, theories, experiences, etc.) as advanced in the relevant research study. The study is transdisciplinary in nature and demonstrates heterogeneity.

Qualifying criteria:

- The extent to which the candidate applies eco-systemic (micro, meso, exco, macro level) thinking principles and theory in the research study
- The candidate completed their Doctoral or Master's studies within the specified qualification period without deferral, extension or re-registration
- The candidate passed the dissertation/thesis on the first attempt with minor amendments only
- The supervisor recommends the dissertation/thesis based on alignment to the qualifying criteria for this award.
- The examiners commended the thesis.

Selection criteria:

Should there be more than one qualifying candidate the following aspects will be considered for further recommendation:

- The extent to which the candidate engages with systems thinking theory and contributes to new or alternative insights as part of the research study.
- Preference will be given to students who have completed their studies in minimum completion time.



daVinci
BUSINESS SCHOOL
co-creating realities

THE DAVINCI DOCTORAL EXCELLENCE AWARD

The aim of the DaVinci Doctoral Excellence Award is to; acknowledge academic excellence demonstrated by a DaVinci doctoral graduate; to serve as an example of remarkability for fellow DaVinci students; and lastly, to promote The Institute through the quality of its students' contribution to valuable research. While all doctoral research programmes should demonstrate a remarkable contribution to new knowledge creation, the nominated candidate will be considered as exceptional.

Qualifying criteria:

- The candidate contributes new knowledge towards the TIPS® managerial leadership framework in their thesis or explores/considers alternative business leadership conceptual or theoretical frameworks
- The candidate demonstrates intellectual independence and research leadership in the management of their research and research development
- High level critical thinking and logical argumentation is demonstrated and evident
- The candidate completed their doctoral studies within the specified qualification period without deferral, extension or re-registration
- The examiners commended the thesis
- The candidate passed the thesis on the first attempt with minor amendments only
- The supervisor recommends the thesis aligned to the qualifying criteria for this award.

Selection criteria:

Should there be more than one qualifying candidate the following aspects will be considered for further recommendation:

- The candidate displayed a remarkable use of research design and methods appropriate to the study as motivated by an experienced supervisor and researcher that is a member of Council or an affiliated professor of The DaVinci Institute
- The candidate has published at least one article in a nationally accredited academic publication, or presented at a conference, and contributed to the research output of The Institute during the study
- The impact of the research conducted as articulated in aspects of Return on Investment (ROI) is exceptional
- Preference will be given to students who have completed their studies in minimum completion time.



THE DAVINCI PRESIDENT'S AWARD

The DaVinci President's Award recognises students in Doctoral studies who, through excellence in applied research, contribute to a deepened or furthered understanding of what constitutes The DaVinci Institute's approach to business management and leadership in technology, innovation, people and systemic thinking. The student(s) should, through their research activities, demonstrate an unquestionable contribution(s) towards the creation of new knowledge and application as related to the management of technology, innovation, people and/or systems within a specific organisational context.

Qualifying criteria:

- The candidate advances the co-creation of perspectives on business leadership
- The candidate demonstrates integration of the TIPS®
- Managerial Leadership Framework in his/her thesisThe candidate demonstrates an innovative approach towards research
- The candidate completed their doctoral studies within the specified qualification period without deferral, extension or re-registration
- The examiners commended the thesis
- The candidate passed the thesis on the first attempt with minor amendments only
- The supervisor recommends the thesis aligned to the qualifying criteria for this award.

Selection criteria:

Should there be more than one qualifying candidate:

- The Return on Investment (RoI) and impact of the study in respect of its contribution to knowledge and advancement of a sustainable society is evident
- The candidate has published at least one article in a nationally accredited academic publication, or presented at a conference, and contributed to the research output of The Institute during the study
- Preference will be given to students who completed their studies in the minimum completion time.

THE BENJAMIN ANDERSON AWARD

The Benjamin Anderson Award is aimed at recognising outstanding performance in the Bachelor of Commerce (Business Management) qualification. A critical feature of this qualification is the applied research component which focuses on allowing the student to address a burning issue/s or challenges identified in the workplace or community – an approach unique to The Institute. Within this context, research should have a purpose and positive impact on the community or organisation.

The award will be presented to a student who passed the programme *cum laude*, and who achieved a minimum of 75% in their Project-based Research module or research modules.

Qualifying criteria:

- The extent to which the candidate demonstrates co-creation within their community in probing their research question
- The impact of the research result on the community or organisation is evident
- An innovative approach is demonstrated as a result of the research conducted
- The candidate completed their studies within the minimum qualification period without extension or re-registration
- The BCom (Business Management) degree is achieved *cum laude*
- An average of 75% is achieved for the Project-based Research module or research modules as per the selection criteria below:

Selection criteria:

Should there be more than one qualifying candidate the following aspects will be considered for further recommendation:

- Highest average of all three combined work-based challenge modules
- Highest mark for year 3
- The highest overall coursework average for this qualification
- Extent to which the candidate demonstrated an innovative approach.

Note: Students graduating in the new BCom qualification from 2020 will be measured against:

PBR1 – Project-Based Research 1 (year 2)

PBR2 – Project-Based Research 2 (year 3).

THE NATALIE DU TOIT AWARD

The Natalie du Toit 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.

Qualifying criteria:

- The candidate experienced challenges in completing his/her programme of study
- Adventure, cheerfulness, tenacity, courage and helpfulness to others are demonstrated
- Character is demonstrated in the face of adversity
- The candidate completed their studies within the minimum qualification period without extension or re-registration
- No amendments are indicated; the candidate passes the qualification on the first attempt
- A faculty member provided a strong motivation for this award according to the qualifying criteria for this award.

Should there be more than one qualifying candidate the following aspects will be considered for further recommendation:

- The exemplary manner in which the student demonstrates the DaVinci principles during their studies
- The journey of the student inspires others to apply the DaVinci principles in the face of adversity.

DAVINCI SOCIAL ARCHITECTURE AWARD

THE DAVINCI LAUREATE: SOCIAL ARCHITECTUARIS

The DaVinci 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.

“It, “has been an absolute journey of finding myself, and of living my dreams, but to also inspire others to pursue theirs in the process. Through the TIPS® Model, I Identified my niche to examine the talents and passions of other coaches and to employ such to the benefit of others. It was remarkable to witness others trying out new things. Coaches being more pro-active and looking at other ways to assist athletes to perform to the best of their abilities. ”

Anneline Lewies

“The journey to completing this qualification was exciting and challenging. The modules were designed in a way that challenged my view of the status quo and what I knew to be the norm. The interactions forced one to think out of the box and to be innovative. On the other hand, the research journey was challenging as the supervisor fostered a pioneering approach in dealing with the identified research problem. ”

David Sebilane

STUDENT CONTRACT

Introduction

The DaVinci Institute is an accredited private higher distance education provider that seeks to ensure an environment of freedom of thought and expression and where we respect the rights of everyone. In order to create a conducive academic environment and maintain academic integrity, certain principles need to be administered fairly and reasonably.

This document serves as a guideline for all registered students at DaVinci, with respect to:

- Policies and Procedures
- Tuition Support Sessions and Student Support
- Assessments
- Assessments Applicable to Master's and Doctoral Students only
- Plagiarism
- Period of Study
- Period of Registration
- Deferral of Studies
- Indemnity
- Undertaking

Policies and Procedures

The relevant policies and procedures of The Institute and the changes thereof, are applicable to all registered students. It is therefore the responsibility of the students to familiarise themselves with the relevant policies and procedures available on DaVinci Connect.

Tuition Support Sessions and Student Support

- As a distance learning institution with a student-centred approach, students are required to be independent remote learners who receive technology-enabled support in the form of, inter alia, elective tuition support sessions, chat sessions, value-add workshops, and student support sessions. All students are further supported through tutorial letters, screencasts, recordings, recommended material, etc., and access their courseware via the Learning Management System (LMS). Assessments are also submitted through the LMS or sat using proctoring software
- The Programme Conveners will inform the student of scheduled tuition support sessions via email and these sessions will be indicated in the programme schedule for the year
- DaVinci uses MOODLE as our Online Learning Management Platform. All students are required to upload their assessments on MOODLE. Additional material and resources, study guides, assessment guidelines and other forms of additional student support are also made available via MOODLE.

- Student support is available to all our students and at DaVinci student support includes:
- Academic support that is provided by qualified academic staff (refer to E6 – Student Support Policy)
- Administrative support that is provided by the Heads of Programmes, Programme Coordinators and Programme Conveners (refer to E6 – Student Support Policy) or send an email to queries@davinci.ac.za
- Learning, motivational and psycho-social support from DaVinci’s Student Support Specialist (refer to E6 – Student Support Policy)
- Information Technology (IT) Support provided by the IT helpdesk (refer to A7 – Communication Policy) or send an email to helpdesk@davinci.ac.za
- Library and Information services provided by DaVinci’s Information Officer (refer to D14 – Library and Learning Resources Centre Policy)
- Research support (refer to D9- Research Framework)
- Financial Support that is provided by the Accounts Department (refer to E6 – Student Support Policy).

Assessments

Each learning programme offered by The Institute has specific assessment requirements that each student is required to adhere to. The programme schedule outlines the assessment submission and invigilated assessment dates. Students must adhere to these submission dates since penalties and additional fees may apply should these deadlines not be met (refer to D19- Assessment and Moderation Policy).

Invigilated Assessments:

The Invigilated Examinations Policy applies to all invigilated assessments.

Assessment Submission Dates:

Each programme schedule indicates the formative and summative assessment dates for each module:

- A late formative and summative submission is any submission received after the published due date and will only be allowed under exceptional circumstances (refer to Additional Assessments below)
- Students who fail to submit a formative assessment on the submission deadline, in the absence of a legitimate reason, must submit their assessment within a week of the first published date and the score will be capped at 50%
- Failure to meet the second submission date for formatives, will result in the assessment not being assessed and a score of zero will be allocated
- Only one late summative submission is allowed per year of registration
- Should a student fail to submit the summative assessment on the late submission date, then the student would be deemed to have failed the module and will be required to re-register for the incomplete module(s). 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
- For any late submissions, students will not be provided with an opportunity to resubmit their assessment to improve their mark

Resubmissions:

- Resubmission only applies to summative assessments
- Students have an opportunity to resubmit a re-worked assessment to improve their mark in one of the following cases:
 - If a student failed the summative assessment, the student has the opportunity to re-submit the assessment to improve his/her mark. If the student fails the re-submission, he/she will be required to re-register for the module. The relevant module fee will then apply.
 - He/She will be required to re-register for the module. The relevant module fee will then apply.
 - In instances where a module is the last outstanding module for the student to graduate, The Institute will allow the student an additional resubmission after a consultation session with a qualified lecturer. A resubmission fee of R800.00 will apply.
 - Even if the summative assessment was passed, a student may apply for the opportunity to have it resubmitted if they wish to improve their results for a specific module.
- Only one (1) resubmission opportunity will be allowed per module.
- An assessment must be resubmitted within the specified time. No resubmission submitted after the deadline for resubmissions will be considered.
- For the procedure for application for this assessment, refer to Application for a Supplementary Assessment, Additional Assessment or Resubmission available on the website or MOODLE or you can request the form from your Programme Convener.

Supplementary Assessments:

- Supplementary assessments are applicable to invigilated assessments
- Students who receive a result that ranges between 40% and 49% for their summative assessment qualify to write a supplementary assessment
- Only one (1) supplementary opportunity may be granted per module
- For the procedure for application for this assessment, refer to Application for a Supplementary Assessment, Additional Assessment or Resubmission available on the website, MOODLE or from your Programme Convener.

Additional Assessments:

- Students qualify for an additional assessment under the following circumstances:
- Students who were absent during the formative or summative assessment due to illness or trauma and can produce a certificate of illness or trauma from a legitimate medical practitioner or affidavit from the South African Police
- For the procedure for application for this assessment, refer to Application for a Supplementary Assessment, Additional Assessment or Resubmission available on the website, MOODLE or you can request the form from your Programme Convener.

Appeals:

Students have the right to appeal an assessment outcome (refer to the E5 – Assessment Appeals Policy).

Appeals process:

- A student may appeal against a formative or summative assessment result. If the appeal is upheld, the assessment will be assessed by another examiner who will submit an independently reviewed mark
- It should be noted that the reviewed mark may result in no change, an increase or a decrease of the assessment result
- One opportunity for an appeal is allowed per assessment and a fee of R600.00 will be applicable. Only if the mark increases after re-assessment, will the fee be reimbursed to the student.

The awarding of a qualification:

The following rules apply when awarding a qualification:

- A pass mark of 50% or better must be achieved for each module, with a subminimum of 50% for the summative assessment
- All module results are provisional, pending institutional quality assurance processes
- If students receive credits towards a DaVinci programme as a result of module achievements (same or equivalent) or credit transfers based on successfully completed modules at other accredited institutions, the word 'exemption' will appear next to the 'score' on the student's academic transcript
- An academic transcript will be issued upon request
- A student is deemed to have met the requirements for graduation only upon approval by Senate
- Students only receive their certificates, diplomas, degrees at or after the graduation ceremony. By law, no qualification certificate may be issued prior to the official graduation ceremony.

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

- All currently registered students must achieve a weighted average of 75% over the whole programme to achieve their qualification *cum laude*
- Students who received credits towards a qualification as a result of achievements in similar programmes at other registered and accredited institutions, the word 'exemption' will appear on the Academic Transcript for the relevant modules, and *cum laude* will be calculated on the overall mark achieved at The Institute.
- Being successfully awarded a Doctoral qualification is a distinction in itself and therefore no mark or *cum laude* will be awarded.

Assessments Applicable to Master's and Doctoral Students Only

Master's programme:

For the Master's modular work, the same assessment rules and regulations apply as indicated above.

A supervisor to a master's study will only be appointed after the completion of all modular work and the submission of a concept draft proposal finalised in parallel to the modular work.

Doctoral Programme:

Doctoral Draft Research Proposal:

A Doctoral student who misses the first submission date, will need to include chapter one together with draft one of chapter three on the second submission date. If the student does not meet the second submission date, these two draft chapters 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 submissions one and two. If the student fails the final submission, then the student has one opportunity to resubmit within four (4) weeks of receipt of the results and feedback, but within one year of being granted admission. In the event that the student still fails the research proposal, the student has the opportunity to appeal the exclusion decision. If successful, the student will be granted a further six months in which to re-submit the draft research proposal under the close supervision and guidance of the Research Office. This decision is at the discretion of the Research Office.

A supervisor will be appointed once a draft research proposal is approved by the Research Office, at which stage the admitted student will then become a registered doctoral student.

Unsatisfactory progress for both Master's and Doctoral studies:

The Institute reserves the right to deregister a student who fails to show satisfactory academic progress in any academic year. In such cases, students will be responsible to provide evidence of academic progress, on request, so as to enable a review of their registration. In line with adult learning principles, the onus for academic progress and the evidence thereof is on the postgraduate student. Postgraduate students and their supervisors are also required to submit quarterly online progress reports. The link will be sent to them via the Programme Convener.

Plagiarism

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

- Plagiarism constitutes academic misconduct, and all cases of plagiarism are deemed unethical, which will result in disciplinary actions, and the penalty will depend on the seriousness and level of the infringement
- 'Plagiarism' refers to any attempt to benefit oneself, or another, by deceit or academic fraud by deliberately reproducing the work of another person or persons without due acknowledgement
- A significant amount of unacknowledged copying shall be deemed to constitute prima facie evidence of deliberate copying
- All students are required to submit their work through originality checking software that produces similarity reports
- Submissions with similarity indexes above the acceptable percentage per NQF levels, (approximately 25% at NQF level 5, 20% at NQF level 6, 15% at NQF level 7 and 10% at postgraduate level) may be scrutinised for potential plagiarism. The responsibility lies with the student to check that the similarity is within an acceptable range before final submission
- No more than 10% of a student's work submitted can consist of direct quotes
- 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
 - Dishonest actions, such as copying from books, handouts or the work of other students without due and accurate acknowledgement.
 - 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 have read and understood the following documents available in the Addendum to this document:

- Addendum B: Plagiarism policy
- Addendum C: Code of Conduct policy

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, he/she will be de-registered and will be required to re-apply for the programme.

Period of Registration

| Programme | Duration of programme (years to complete) |
|-----------------------|---|
| Higher Certificates | Two (2) years |
| Bachelor Degrees | Six (6) years |
| Postgraduate Diplomas | Two (2) years |
| Master's Degrees | Four (4) years |
| Doctoral Degrees | Six (6) years |

Deferral of Studies

Registry may grant a registered student a deferral of his/ her studies on request via an application process. A deferral allows the student the opportunity to put his or her studies on hold for a period of time, with the understanding that the student has to complete the programme within the maximum completion period of the qualification in order to graduate.

- Students may only defer their studies if their account is up to date at the start of the deferral period
- A student who wants to defer his/her studies is required to book a session with Student Support Services before the deferral will be approved
- Postgraduate students may only defer the research component of their studies if:
 - They have submitted the required quarterly progress reports
 - The supervisor confirms in writing that the student made sufficient progress prior to the request for a deferral
- The student has a valid reason for requesting the deferral.

Late / non-payment of fees

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

- Students who do not pay their accounts timeously and diligently may be required to pay upfront for future year(s) of study
- A student will not receive final results, a certificate of qualification or allowed to graduate until all outstanding fees and other dues to The Institute have been paid in full
- The Information Officer must provide confirmation that a student has no outstanding library books as the return of all books is a condition for graduation
- In the event that the sponsor's information is inaccurate and/or the sponsor fails to make payment, the student remains liable for late or non-payment.

Indemnity

I, the undersigned, indemnify The DaVinci Institute for Technology Management (Pty) Ltd ("DaVinci") against any damages, real or consequential, suffered by or to any person or property on any site or premises used by DaVinci in the normal course of its activities as an educational institution and howsoever caused, whether by an employee of DaVinci or not, and whether as a result of any action of whatever nature, negligent or otherwise

Undertaking

- I undertake to abide by the regulations and policies of The DaVinci Institute and to submit to its code of conduct during such time as I am registered as a student of The DaVinci Institute
- I understand the need to incorporate work-based learning principles into all summative assessments, projects, dissertations or theses

Payment Contract

Cancellation Policy

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 DaVinci Institute may charge a reasonable cancellation fee should you wish to cancel the agreement. The DaVinci Institute may choose to either enforce the cancellation fee or waive it – the option is at the discretion of the DaVinci Institute.
- If a student needs to cancel a registered programme (for whatever reason), they must do so in writing to The DaVinci 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 2.5% of the full 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 12.5% of the full 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 or Non-payment

- The student notes that his/her studies will be put on hold and access to the learner management system will be withheld in the event that any invoice becomes outstanding by more than 30 days until all outstanding fees on his/her account has been paid in full.
- Students who do not pay their accounts timeously may be limited to upfront payments in respect of future years of study.
- 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 DaVinci have been paid in full.
- 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.
- The DaVinci Institute has the right to revoke your admission and/or registration status should the relevant fees not be paid by due date.

Sponsor information

- 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.
- 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.

DHET Declaration - Academic

I, _____ (STUDENT NAME), _____ (STUDENT NUMBER),

am fully aware that the programme I have enrolled on, that is, the:

_____,
is registered with the Department of Higher Education and Training to THE
DAVINCI INSTITUTE FOR TECHNOLOGY MANAGEMENT (PTY) LTD, as
indicated on the registration certificate dated 22 June 2022.

Confirmation of Payment Option

Kindly refer to Addendum A which outlines the fees per programme, per payment option. Kindly confirm your selection below:

I would like to pay my fees: _____

Student Signature: _____ Date: _____

DaVinci Representative Signature: _____ Date: _____

STUDENT CONTRACT: ADDENDUM A

| | Non-refundable admission Fee | Registration Fee | | | |
|--|------------------------------|--------------------|---------------------------|----------------------------|--------------------------|
| | Admission Fee* | Upfront Annual Fee | Monthly Fee (12 payments) | Quarterly Fee (4 payments) | Half-yearly (2 payments) |
| Higher Certificate in Management of Technology & Innovation (All Electives) | R4 200.00 | R47 775.00 | R 3 981.25 | R11 943.75 | R23 887.50 |
| For the Bachelor of Commerce Degree, you will be required to sign a contract annually based on academic progress. The below outlines only the Year 1 fees | | | | | |
| Bachelor of Commerce in Business Management with electives in Payroll/Marketing/Business/Project/Retail/Creativity/Innovation/Risk-based integrated Management/Financial Services Management/Freight Forwarding and Customs Compliance | R4 200.00 | R61 005.00 | R5 083.75 | R15 251.25 | R30 502.50 |
| Bachelor of Commerce in Business Management with electives in Supply Chain Management | R4 200.00 | R61 005.00 | R5 083.75 | R15 251.25 | R30 502.50 |
| Bachelor of Commerce in Business Management with electives in Aviation Management | R18 200.00 | R64 495.00 | R5 374.85 | R16 123.75 | R32 247.50 |
| Postgraduate Diploma in Business Leadership | R12 600.00 | R55 650.00 | R4 637.50 | R13 912.50 | R27 825.00 |
| Master of Business Leadership | R12 600.00 | R175 350.00 | R7 306.25 | R21 918.75 | R43 837.50 |
| Master of Management of Technology & Innovation | R12 600.00 | R181 650.00 | R7 568.75 | R22 706.25 | R45 412.50 |

Doctor of Business Leadership/
Doctor of Management in Technology and Innovation

| Admission Fee | Research Proposal Module | Upfront Fee | Monthly Fee | Quarterly Fee | Half-yearly Fee |
|---------------|--------------------------|--------------|-------------|---------------|-----------------|
| R12 600.00 | R27 400.00 | R 157 400.00 | R4 372.22 | R13 116.67 | R26 233.33 |

THE DAVINCI INSTITUTE FOR TECHNOLOGY MANAGEMENT (PTY) LTD APPLICATION FORM

This online application process will take you no more than 10 minutes to complete.

Kindly ensure that you have the following documents ready before starting your application.

1. A clear copy of your ID or Passport (certified)
2. A clear copy of your school leaving results (certified)
3. Copies of all statements of results and/or qualifications (certified)
4. If applicable, an official letter from the South African Qualifications Authority (SAQA) for all foreign qualifications

For Master's and Doctoral Students: Two referee letters for prospective Doctoral and Master's candidates.

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 Proof of Payment).

The application fee will be valid for a period of 12 months from payment date.

Payments can be made into the following account:

Name: The DaVinci Institute for Technology Management (Pty) Ltd

Bank: Standard Bank

Branch: Sandton

Code: 019205

Acc no: 022717277(Use Surname, Initials and course name as reference)

Biographical Information

| | |
|----------------------|----------------------|
| Title | Date of Birth |
| <input type="text"/> | <input type="text"/> |
| First Name | Ethnicity |
| <input type="text"/> | <input type="text"/> |
| Last Name | Gender |
| <input type="text"/> | <input type="text"/> |
| Home Language | Marital Status |
| <input type="text"/> | <input type="text"/> |

Citizen Resident Status

Employment Status

Type of identity document

Government ID Number / Passport Number

Nationality

Contact Information

Mobile Phone

Alternative Mobile Phone

Email Address

Alternative Email Address

Address

Address Line 2

City

Region/Province

Postal / Zip code

Programme Information

When would you like to start your studies?

Funding Information

How would you like to pay your fees?

How will you be funding your studies?

Full Name and Surname of person responsible for your tuition fees

Email Address of person responsible for your tuition fees

Contact Number of person responsible for your tuition fees

If being company sponsored, please supply the company VAT Number

Documentation Upload

| | |
|---------------------------|-----------------------------------|
| ID OR Passport *Certified | School Leaving Results *Certified |
| Qualifications*Certified | Foreign Qualifications Letter |
| Referee Letter 1 | Referee Letter 2 |

How did you hear about The DaVinci Institute (Business School)?

Are you a DaVinci Alumnus?

Student Number

☐ By clicking on the Submit Application button you are initiating the application process, to apply to study with The DaVinci Institute (Business School).

MEDIA RELEASE

Contents of Media Release

The DaVinci Institute and its 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 DaVinci 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 DaVinci Institute to use the above media of yourself, and indemnify the DaVinci 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 DaVinci 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 DaVinci 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 DaVinci 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
- 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 DaVinci 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
- directing marketing related to the services already provided
- complying with the law
- keeping records in storage to ensure that a student can have access to their qualifications and history at the institution
- being ancillary to the above.

The DaVinci 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 DaVinci Institute process personal information?

The DaVinci 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
- 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 DaVinci 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 DaVinci 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 DaVinci Institute being unable to perform its functions and/or any services or benefits I may require from the DaVinci Institute
- Where I shared personal information of individuals other than myself with The DaVinci 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 DaVinci Institute harmless in respect of any claims by any other person on whose behalf I have consented, against The DaVinci 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 DaVinci Institute responsible for any improper or unauthorised use of personal information that is beyond its reasonable control.

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 DaVinci 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 DaVinci Institute agrees to same in writing. The DaVinci 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 DaVinci Institute so that our records may be updated. The DaVinci 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 DaVinci 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 DaVinci 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
 - the disclosure is prohibited by law.
- With any request for access to personal information, The DaVinci 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.

9. Requesting access and lodging of complaints:

Please submit any requests for access to personal information in writing to The DaVinci Institute's information officer at popi@davinci.ac.za



CORPORATE PARTNERSHIPS

- BTD
- Alto Training
- Commerce Edge
- Cornerstone Performance Solutions
- DMC Process Design
- Dual Point
- Global Business Solutions
- Grow/BTS
- Roopa Ruysenaar and Associates
- Metro Minds
- Pro Presentation
- SAAFF
- SAEPA
- SASCOC
- Sports Coaching Lab
- Stark Consulting Services
- Status Aviation
- Student Experience Management
- Themba Thandeka Leadership Institute
- Trans4m
- UI Brands
- VNI Consultants
- Workwise



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