

*PROSPECTUS*  
*2023*

# CONTENTS

<b>1</b>	<b>The Da Vinci Institute</b>	
	Registered Name of the Institution	5
	Campus Details and Site of Delivery	5
	Registered Programmes	5
	Vision Statement	5
	Mission Statement	5
	Legal Status	5
	Welcome to The Da Vinci Institute	6
	Purpose, Dream, Principles and Brand Promise	7
	What We Value at Da Vinci	8
	Who are we?	9
	Leadership	9
	Senate	9
	Executive Management	10
	Council Members	10
	Faculty at Da Vinci	11
<b>2</b>	<b>The Da Vinci Way</b>	
	Business Leadership - The Philosophy	24
	The Da Vinci Institute's TIPS™ Managerial Leadership Framework	25
	Core elements of The TIPS™ Managerial Leadership Framework	26
<b>3</b>	<b>Qualifications</b>	
	General Admission Requirements	27
	Admission Procedures	27
<b>3.1</b>	<b>Higher Certificate in Management of Technology and Innovation</b>	
	Curriculum	28
	Admission Criteria	29
<b>3.2</b>	<b>Bachelor of Commerce in Business Management</b>	
	Curriculum	30
	Admission Criteria	31
<b>3.3</b>	<b>Postgraduate Diploma in Business Leadership</b>	
	Curriculum	35
	Admission Criteria	36
<b>3.4</b>	<b>Master of Management in Technology and Innovation</b>	
	Curriculum	37
	Admission Criteria	38

<b>3.5</b>	<b>Master of Business Leadership</b>	
	Curriculum	39
	Admission Criteria	40
<b>3.6</b>	<b>Doctor of Management in Technology and Innovation</b>	
	Curriculum	40
	Admission Criteria	41
<b>3.7</b>	<b>Doctor of Business Leadership</b>	
	Curriculum	42
	Admission Criteria	43
<b>4</b>	<b>Student Support</b>	
	We Care	44
<b>5</b>	<b>Governance</b>	
	Governance at The Da Vinci Institute	46
	The Board	46
	Finance, Audit, IT, Infrastructure and Risk Committee	46
	Convocation	46
	Council	46
	Institutional Forum	46
	Student Representative Council	46
	Senate	46
	Executive Committee	47
	Research and Ethics Committee	47
	Assessment Committee	47
	Integrated Quality Management System Committee	47
	Teaching and Learning Committee	47
<b>6</b>	<b>Academic Rules and Guidelines</b>	
	Assessment	48
	Submission and Assessment of Formative and Summative Assessments	48
	General Regulations for the Assessment of Summative Assessments	48
	Resubmission of Summative Assessments	48
	Supplementary Assessments	49
	Additional Assessments	49
	Assessment of Research Projects	49
	Assessment of Dissertations	49
	Assessment of Theses	49
	The Assessment Appeals Process	49
	Re-registration	50
	The Award of a Qualification with Distinction (Cum Laude)	50
	Plagiarism	50
	Period of Study	51

Learning Experience	51
Recognition of Prior Learning (RPL), Credit Transfer and Articulation	51
Rules of Progression	53
Language Policy	53
Mode of Instruction	53
Fees	53
Application Fee	53
Admission Fee	53
Registration Fee	53
Financial Aid	53
Cancellation Fee	54
Payment Options	54
Non-refundable Fees	54
International Students	54
Student Contracts	55
Student Code of Conduct	55
Ethical Conduct	56
Respectful Conduct	56
Responsible Conduct	56
Diligent Conduct	57
Disciplinary Procedures	57
Handling Complaints	58
Health and Wellness	59
Disability	61
HIV/AIDS	61
<b>7 Da Vinci Awards</b>	
tt100 Business Innovation Awards Programme	62
Da Vinci Senate Awards	62
Da Vinci Social Architecture Award	65
<b>8 Annexures</b>	
Annexure A - Student Contract	66
Annexure B - Payment Contract	73
Annexure C - Application Form	76
Annexure D - Corporate Partnerships	83

## REGISTERED NAME OF THE INSTITUTION

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The Da Vinci 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

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Da Vinci House, 16 Park Avenue, Modderfontein, Johannesburg, South Africa  
 T: +27 11 608 1331, F: +27 11 608 1380, I: [www.davinci.ac.za](http://www.davinci.ac.za), E: [info@davinci.ac.za](mailto:info@davinci.ac.za)

## REGISTERED PROGRAMMES

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

## VISION STATEMENT (DREAM)

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Influence the co-creation of humane sustainable societies

## MISSION STATEMENT (PURPOSE)

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

## LEGAL STATUS

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

## WELCOME TO THE DA VINCI INSTITUTE

be R E M A R K A B L E

RESPONSIBLE  
EMPOWERING  
MINDFUL  
ALIGNED  
REVOLUTIONARY  
KIND  
AGILE  
BOLD  
LEADING  
ENGAGING

### GUIDELINES OF PRACTICE

Our guidelines of practice are to:

- Develop a practice of disruptive innovation
- Apply situated learning, problem-probing and decision-making as critical constructs
- Embed transdisciplinarity
- Be socially accountable
- Actively promote diversity and heterogeneity
- Promote and manage quality in innovative and meaningful ways
- Appreciate where we are before exploring where we want to go
- Acknowledge the world as a set of interdependent systems (systemic thinking)
- Be relevant and remarkable

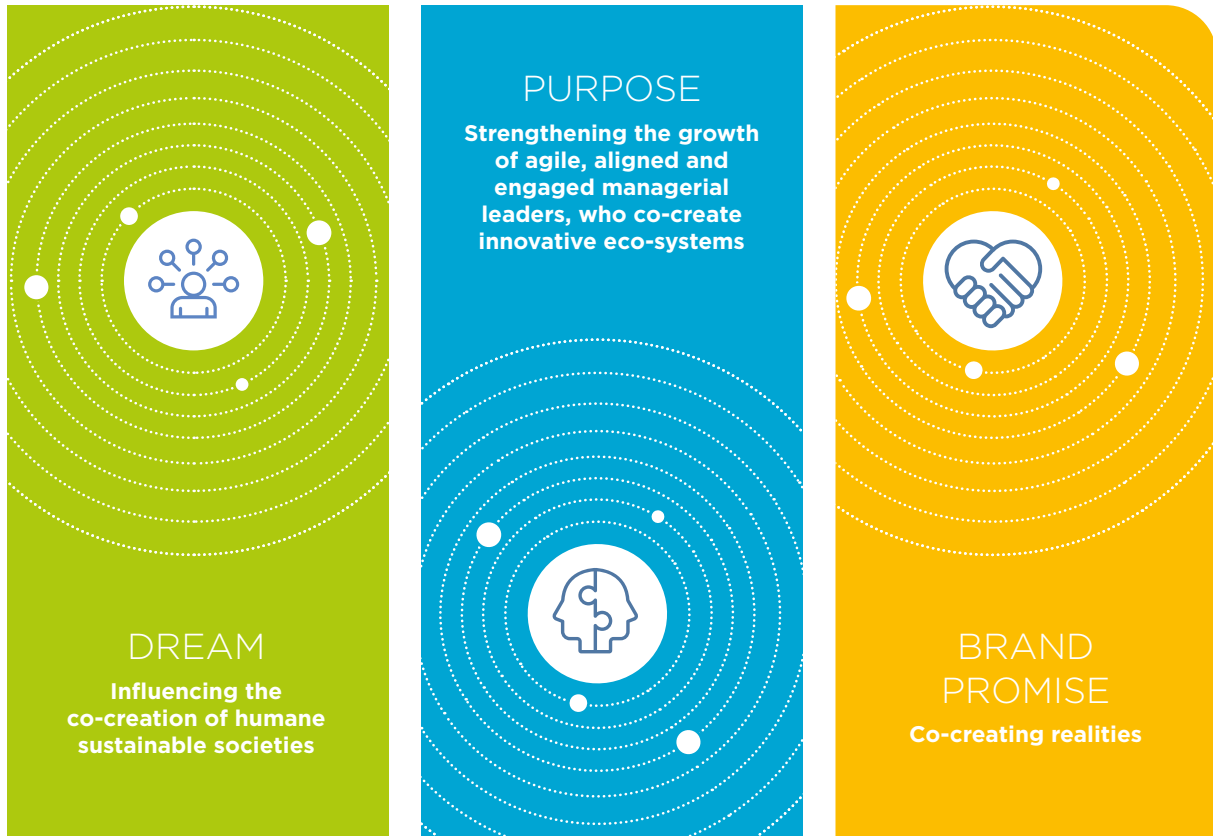
The Da Vinci Institute for Technology Management (Pty) Ltd (Da Vinci), situated in Modderfontein, Johannesburg is registered by the Department of Higher Education and Training (DHET) as a Private Higher Education provider under the Higher Education Act 1997, registration no. 2004/HE07/003. The Institute was founded in 2004 and 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).

The Institute is focused on the creation of knowledge that is trans-disciplinary in nature, socially relevant, actively promotes diversity and heterogeneity, and of which the intent is to apply situated learning, problem-probing and decision-making as critical constructs to solve work-based problems. In doing such, The Institute intends to contribute towards the professional development of our students.

The Institute derives its passion from preparing entrepreneurs, prospective managers and business leaders to take control of their working environments and lead their teams to facilitate socio-economic development, thereby influencing the co-creation of sustainable societies. The Institute offers a Higher Certificate in the Management of Technology and Innovation, a Bachelor of Commerce in Business Management, a Postgraduate Diploma in Business Leadership, a Master of Management in Technology and Innovation, a Master of Business Leadership, a Doctor of Management in Technology and Innovation, and a Doctor of Business Leadership, thus offering a spectrum of learning solutions that include aspects related to, amongst others, entrepreneurship, business management, innovation 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.

By integrating the TIPS Managerial Leadership Framework into our programmes called the TIPST<sup>™</sup> Managerial Leadership Framework (that contributes to the overarching field of Business Leadership), The Institute is able to promote the agility, alignment and engagement of people at work and truly facilitate a Mode 2 learning experience for students and sponsors alike, thus, meeting ever-changing organisational performance needs.

## DAVINCI BUSINESS SCHOOL PHILOSOPHY



## WHAT WE VALUE AT DA VINCI

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### CURIOSITY

Our insatiable curiosity manifests through our teaching, learning, research, community engagement and other scholarly activities, to advance The Institute's dream, purpose, and strategic intent. We acknowledge the multi-faceted relationship between curiosity and the production, discovery, and dissemination of diverse knowledge in advancing learning and innovation. By being curious, we become lifelong learners who are willing to challenge the status quo with open-mindedness and deep questioning.

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### 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. DaVincians 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. On the road to responsible citizenship, we strive towards yielding a return on investment through research that seeks to address social, economic, and environmental imperatives.

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### CO-CREATION

We value our role in influencing the co-creation of sustainable societies by contributing towards the strengthening of the growth of agile, aligned and engaged managerial leaders. These leaders are responsible for probing business- and community-based problems, collaborative innovation and advancing knowledge that contributes towards sustainable, inclusive, and transformative ecosystems. In our endeavours, we strive with commitment, purpose, and integrity to co-create relevant knowledge. All DaVincians are further expected to be accountable for their actions and conduct in their communities and have a responsibility to contribute towards a community and society where people grow and develop through learning from one another.

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### 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. Complimentary to this, we strive towards the creation of new conceptual and theoretical frameworks as well as methodological and translational innovations that integrate and move beyond discipline-specific approaches.

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## WHO ARE WE?

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### BOARD

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Chairperson	<b>Mr F. Landman</b>
Director	<b>Prof. B. Anderson</b>
Director	<b>Mr NS Hadebe</b>
Director	<b>Ms MP Makhaya</b>
Director	<b>Dr R Steenberg</b>

### SENATE

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Executive Dean: Learning Operations and Governance (Chairperson)	<b>Dr M Koonin (MK)</b>
CEO	<b>Prof HB Klopper (HB)</b>
Dean: Learning and Design	<b>Dr M Landman (ML)</b>
Registrar	<b>Ms S Naidoo (SN)</b>
Student Representative	
Faculty	<b>Dr H Goode (HG)</b>
Faculty	<b>Mr T Langa (TL)</b>
Programme Manager: Postgraduate	<b>Prof P Singh (PS)</b>
Faculty	<b>Mr M Fuller (MF)</b>
Programme Manager: Undergraduate	<b>Mr L Mokoena (LM)</b>
Associate Faculty	<b>Mr E Ndwandwe (EN)</b>
Associate Faculty	<b>Mr B Burger (BB)</b>
Associate Faculty	<b>Ms M Maraschin (MM)</b>
Associate Faculty	<b>Mr B Scallan (BC)</b>
Associate Faculty	<b>Ms J Fourie (JF)</b>
Associate Faculty	<b>Dr P du Toit (PdT)</b>
Associate Faculty	<b>Mr F Minnaar (FM)</b>
Associate Faculty	<b>Mr R Mlalazi (RM)</b>

## EXECUTIVE MANAGEMENT

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Chief Executive Officer

**Prof. Hendrik Baltus Klopper**  
*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

**Ms Marizanne Burger**  
*Bachelor of Accounting Honours*

Head of Marketing

**Ofentse Olunluyo**  
*Master of Business Administration*

## REGISTRAR

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The Registrar of The Da Vinci Institute for Technology Management is Ms 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 DA VINCI

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The Academic Community of The Da Vinci Institute has substantial teaching and academic research experience in both local and international universities 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.

Surname	First name	Qualifications
Akojee	Salim (Dr)	Doctor of Philosophy (WITS), Master of Education (WITS), Postgraduate Diploma in Tertiary Education (UNISA), Bachelor of Education (WITS), Bachelor of Arts (University of Durban-Westville)
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)

Ankiah	Thylanu	Master of Arts in Human Resource Management (UJ), Bachelor of Commerce Honours in Industrial and Organisational Psychology (UNISA), Bachelor of Arts Honours in Psychology (UNISA)
Babu	Deon	Master of Business Administration (Milpark)
Barnard	Alan (Dr)	Doctor of Philosophy in Management of Technology and Innovation (The Da Vinci Institute), Master of Science in Management of Technology and Innovation (The Da Vinci Institute), Bachelor of Science in Industrial Engineering (WITS)
Berkowitz	Adrienne	Master of Science in Management of Technology and Innovation (The Da Vinci Institute), Postgraduate Diploma in Marketing (IMM), Bachelor of Arts (WITS)
Bhebhe	Vulumuzi (Dr)	Doctor of Philosophy in Management of Technology and Innovation (The Da Vinci 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 Da Vinci Institute), Master of Business Administration (UFS), National Postgraduate Diploma in Management (UNISA), Certificate in Human Resource Management (South African Management Development Institute - SAMDI)
Brough	Andy (Dr)	Doctor of Philosophy in Management of Technology and Innovation (The Da Vinci Institute), Master of Arts in Organisational Leadership (Regent Business School), Bachelor of Education (WITS)

Burger	Ben	Master of Science in Technology and Innovation (The Da Vinci Institute), National Higher Diploma in Total Quality Management (TUT), National Higher Diploma in Mechanical Engineering (TUT)
Bussin	Mark (Dr)	Doctor of Philosophy (RAU), Master of Management in Human Resources (WITS), Bachelor of Science (WITS), Higher Diploma in Personnel Management (WITS)
Chigada	Joel (Prof)	Doctor of Philosophy in Information Science (UNISA), Master of Business Leadership (UNISA), Bachelor of Commerce in Business Administration (UNISA)
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)
Conradie	Elsabé (Dr)	Doctor of Philosophy in Marketing Management (UJ), Doctor of Philosophy in Communication Management (UP)
Claassen	Loudine	Master of Human Resource Management (UJ), Bachelor of Arts Honours in Industrial Psychology (UJ), Bachelor of Arts in Communication (UJ)
Dalvit	Attilio	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)

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	Master of Business Administration (Herriot-Watt University), Advanced Diploma in Taxation NQF Level 7 (UNISA)
Dickinson	Jeann (Dr)	Doctor of Philosophy in Management of Technology and Innovation (The Da Vinci Institute), Master of Business Administration (WITS), Bachelor of Commerce (UNISA)
Dorrington	Samantha	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)
Du Toit	Pieter (Dr)	Doctor of Philosophy in Management of Technology and Innovation (The Da Vinci Institute), Master of Business Leadership (UNISA), Bachelor of Commerce Honours in Human Resource Management (UNISA), Bachelor of Commerce (RAU)
Els	Gideon (Prof)	Doctor of Commerce in Auditing (UJ), Doctor of Commerce in Economics (RAU), Master of Commerce in Economics (RAU), Bachelor of Commerce Honours in Economics (RAU), Post Graduate Diploma in Education (RAU), Bachelor of Commerce (RAU)
Fourie	Juliette	Master of Science in Management of Technology and Innovation (The Da Vinci Institute), Bachelor of Commerce Honours in Industrial Psychology (US), Bachelor of Commerce in Industrial Psychology (US)
Fuller	Mark	Master of Business Administration (Milpark Business School), Diploma in Business Management (Institute of Business Management)
Geldenhuis	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	Bachelor of Arts (UNISA)

Goddard	Richard	Master of Science in Management of Technology and Innovation (The Da Vinci Institute), Bachelor of Commerce Honours in Business Management (UNISA), Bachelor of Education (WITS)
Goode	Heather (Dr)	Doctor of Philosophy in Education, Master of Education (UP), Postgraduate Certificate in Higher Education (UP), Bachelor of Commerce Honours in Economics (RU), Bachelor of Commerce (RU)
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	Chris (Prof)	Doctor of Commerce in Economics (UP), Master of Commerce in Economics (Rand Afrikaans University), Bachelor of Commerce Honours in Economics (UP), Bachelor of Commerce (UP)
Herholdt	Marius (Dr)	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	Master of Business Administration (UCT), Bachelor of Commerce in Banking (Damelin)
Janse van Rensburg	Gerhard (Dr)	Doctor of Technology in Practical Theology (UNISA), Master of Commerce in Leadership Studies (UKZN), Bachelor of Arts (UP)
Joseph	Nazeer (Dr)	Doctor of Philosophy in Information Technology Management (UJ), Master of Commerce in Information Technology Management (UJ)
Kachere	Blessing	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 [India]), Master of Business Administration in Marketing (Singhania University [India]), Master of Commerce in Marketing (Singhania University [India]), Postgraduate Diploma Honours (Manav Bharti University [India])
Katsamba	Dzingai (Dr)	Doctor of Philosophy in Business Leadership (UNISA), Master of Business Administration (Regent Business School), Bachelor of Business Administration (IMM)
Kekana	Raesibe Sharon	Master of Business Management (Henley Business School), Postgraduate Diploma in Management Practice (Henley Business School) Bachelor of Commerce in Supply Chain Management (MANCOSA), Diploma in Project Management (UNISA)
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 (US), Bachelor of Military Science Honours (UCT), Bachelor of Military Science in Political Science (US)
Khumalo	Sefiso Benedict (Dr)	Doctor of Technology in Education (TUT), Master of Technology in Education (TUT), Bachelor of Arts in Theology (Global University)
Klopper	Hendrik Baltus (Prof)	Doctor of Commerce in Marketing Management (UJ), Master of Commerce in Marketing Management (RAU), Bachelor of Commerce Honours in Marketing Management (RAU), Bachelor of Commerce in Marketing Management (RAU)
Koonin	Marla (Dr)	Doctor of Philosophy in Communication (UNISA), Master of Arts in Journalism (UJ), Bachelor of Arts Honours in Journalism (RAU), Bachelor of Arts in Communication (RAU)
Krause	Paula	Bachelor of Commerce in Business Management (The Da Vinci Institute)
Kruger	Dirk (Dr)	Doctor of Philosophy in Informatics (UP), Master of Business Administration (UP), Bachelor of Arts (US)
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)

Landman	Nadia	Bachelor of Business Administration in Marketing (IMM)
Langa	Tshepho	Master of Business Administration (US), 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)
Leung	Wing Sze Vingin	Bachelor of Education Honours (WITS), Bachelor of Education (WITS)
Lloyd	Shirley (Dr)	Doctor of Philosophy in Management of Technology and Innovation (The Da Vinci 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)
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 (UP), Bachelor of Administration (UP)
Madziva	Tonderayi (Dr)	Doctor of Philosophy in Strategy and Business Administration (GIBS), Master of Science in Engineering Management (UP), Master of Business Administration (MSU - Midlands State University [Zimbabwe]), Bachelor of Engineering (National University of Science and Technology [Zimbabwe])
Mafafo	Miranda (Dr)	Doctor of Philosophy (WITS), Masters (Queens University at Kingston, Canda), Bachelor of Science (University of Swaziland)
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) 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 Economics Honours (Midlands State University)
Maneschijn	Anton (Dr)	Doctor of Philosophy in Electronic Engineering (US), Master of Science in Aeronautical Engineering (WITS), Bachelor of Science in Mechanical Engineering (WITS)
Marais	Berenice	Master of Business Administration (The American University, Washington, D.C.), Bachelor of Arts in Economics (The University of the District of Columbia, Washington, D.C.), Diploma in Hotel Management (University of Technology)
Marutlulle	Noah Kaliofas (Dr)	Doctor of Administration (University of Fort Hare), Master of Business Administration (MANCOSA), Bachelor of Business Administration (Newport University)
Masau	Willard	Bachelor of Commerce Honours in Business Management (Regent), National Higher Diploma in Purchasing and Supply (University of Zimbabwe), National Diploma in Technical and Vocational Education (University of Zimbabwe)
Mawere	Munyaradzi (Prof)	Doctor of Philosophy (UCT), Master of Arts in Philosophy (University of Zimbabwe), Master of Arts in Anthropology (UCT), Bachelor of Arts Honours (University of Zimbabwe)
Mgolombane	Sinaye	Master of Business Administration (Milpark), National Diploma (Peninsula Technikon)
Minnaar	Francois	Bachelor of Engineering (UP)
Mokhabela	Taelo	Master of Business Administration (De Montfort University), Bachelor of Education honours (University of the North), Bachelor of Arts in Education (University of the North)
Mokoena	Lebohang	Master of Business Administration (NWU), Postgraduate Certificate in Education (NWU), Bachelor of Commerce in Accounting and Informatics (NWU)

Monareng	Mothai Amos (Dr)	Doctor of Philosophy in Education Management (UP), Master of Education Management (UP), Bachelor of Education Honours in Education Management (UNISA), Bachelor of Administration (UNISA)
Moodley	Saras	Bachelor of Administration (UNISA), Diploma in Personnel Management (IAC), Diploma in Management Information Systems (UP)
Morris-Eyton	Heather (Dr)	Doctor of Philosophy in Sport Science (UJ), Master of Adult Education (WITS), Bachelor Honours in Education (WITS), Bachelor of Physical Education (WITS)
Mpwanya	Musenga (Dr)	Doctor of Technology in Logistics (TUT), Master of Business Leadership (UP), License in Organisation Scientisique Du Travail (University of Cepromad - SAQA equivalency certificate to Honours Degree in Management)
Muchineripi	Paul (Dr)	Doctor of Philosophy in Management of Technology and Innovation (The Da Vinci Institute), Master of Science in Economic Transformation (Buckingham University UK), Bachelor of Administration (University of Zimbabwe)
Musara	Muzanai (Dr)	Doctor of Philosophy in Business Management (UJ), Postgraduate Diploma in Higher Education (UJ), Bachelor of Commerce (University of Fort Hare)
Muthee	Siddiah	Postgraduate Diploma in Business Administration (Milpark Business School), Bachelor of Arts Honours in Applied Linguistics (UJ), Bachelor of Arts in Language Practitioners (UJ)
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 Programme in Supply Chain Management NQF Level 7 (UNISA), Bachelor of Theology (UNISA), Diploma in Accounting (Damelin)
Naidoo	Devlyn	Diploma in Civil Engineering (UNISA)

Naidoo	Pathmanathan (Dr)	Doctor of Philosophy in Management of Technology and Innovation (The Da Vinci Institute), Master in Business Management (Samford University USA), Master of Science in Electrical Engineering (UKZN)
Ncube	Mthandazo (Dr)	Doctor of Philosophy in Management of Technology and Innovation (The Da Vinci Institute), Master of Business Administration (UKZN), Postgraduate Diploma in Business Management (ExEd)
Neetlingh	Heinz	Master of Arts in Leadership and Organisation Development (University of Southern Maine), Bachelor of Commerce in Marketing (UP)
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)
Ngwenya	Lulama (Dr)	Doctor of Philosophy (UP), Master of Business Administration (The City University London), Bachelor of Accounting Science Honours (UNISA), Bachelor of Commerce in Accounting (UCT)
Nyamkure	Blondel (Dr)	Doctor of Philosophy in Economics (WITS), Master of Science in Economics (UKZN), Diploma in Project Management (UKZN), Bachelor of Commerce in Accounting Honours (UKZN)
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)
Parker	Andre (Dr)	Doctor of Philosophy in Organisational Leadership and Change (RAU), Master of Arts in Industrial Psychology (RAU), Bachelor of Arts Honours (RAU), Bachelor of Arts (RAU)
Pienaar	Andrew (Dr)	Doctor of Philosophy (UP), Master of Science (USB), Bachelor of Science Honours (USB), Bachelor of Science (USB)

Potgieter	Theo	Master of Business Administration (UP), Bachelor of Science in Agricultural Economics (UP)
Pretorius	Dawn	Master of Commerce in Marketing Management (NWU), Bachelor of Technology in Risk Management (WITS), Diploma in Sales and Marketing (Union College)
Rall	Niel (Dr)	Doctor of Philosophy (UP), Master of Philosophy (Rand Afrikaans University), Bachelor of Arts (UPE), Bachelor of Education (UNISA),
Roper	Patricia	Master of Business Leadership (UNISA), Bachelor of Commerce in Business Economics (UNISA)
Roopa	Satish	Master of Philosophy (US), Bachelor of Laws (UNISA), Bachelor of Law (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)
Scallan	Brian	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), Licentiatius Oeconomicus equivalent to a Bachelor of Science (University of Gallen, Switzerland)
Scholtz	Dewald (Dr)	Doctor of Philosophy in Industrial Psychology (Atlantic International University), Master of Business Administration (WITS), Master of Arts (UNISA), 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 Da Vinci Institute), Master of Management in Technology and Innovation (The Da Vinci Institute), Bachelor of Commerce Marketing (NWU)
Setswe	Geoffrey (Prof)	Doctor of Public Health (MEDUNSA), Master of Public Health (Temple University in Philadelphia), Bachelor of Nursing Science and Art Honours (MEDUNSA) Bachelor of Arts in Nursing Science (UNISA)
Shapeta	Bevan (Dr)	Doctor of Philosophy in Management of Technology and Innovation (The Da Vinci Institute), Master of Science in Information Technology (Anglia Ruskin University, UK), Bachelor of Science in Computers (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 Social Sciences (The Da Vinci Institute), Doctor of Theology (Team Impact University), Master in Business Administration (Regent Business School), Bachelor of Commerce (UNISA)
Singh	Paul (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)
Smith	Lionell	Master of Business Administration (WITS) 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)
Stroeбал	Aldo (Dr)	Doctor of Philosophy (UFS), Master of Science in Agricultural Development (Ghent University, Belgium), Bachelor of Institutional Agriculture Honours (UP), Bachelor of Science (UP)

Swarts	Ilze (Dr)	Doctor of Philosophy in Organisational Behaviour (UP), Master of Commerce in Industrial Psychology (USB), Bachelor of Commerce Honours in Industrial Psychology (USB), Bachelor of Commerce (USB)
Taylor	Simon (Prof)	Doctor of Philosophy (RU), Master of Education (RU), Bachelor of Social Science Honours (UKZN), Bachelor of Social Science Honours (UKZN)
Taylor	Tish (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)
Teeruth	Anusha	Postgraduate Diploma (UKZN), Bachelor of Commerce (UKZN)
Thakathi	Davhana Reckson (Prof)	Doctor of Administration in Public Administration (University of Fort Hare), Master of Business Administration (Mancosa), Bachelor of Business Administration (Newport University [California])
Thaver	Gerald (Dr)	Doctor of Business Leadership (UNISA), Master of Business Administration (Milpark Business School), Bachelor of Commerce in Business Management (UNISA)
Thomas	Peita (Dr)	Doctor of Philosophy in Tourism Management (NWU), Master of Business Administration (Oxford-Brookes [UK]), Bachelor of Science Honours in Botany and Zoology (University of Rhodesia).
Tosen	Greg	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), Post Graduate Diploma in Business Management (UKZN), Bachelor of Science in Chemical Engineering (UCT)
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, UK), Master of Technology in Electrical Engineering (NMMU), Postgraduate Diploma in Higher Education (UNISA)
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 Zijl	Bernardus (Prof)	Doctor of Theology (UNISA), Master of Business Leadership (UNISA), Bachelor of Arts (USB)
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)
Wills	Jeanine	Diploma in Human Resources (Damelin), Higher Certificate in Management of Technology and Innovation (The Da Vinci Institute)

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

The Institute graphically represents its Business Leadership Framework as follows:



## THE DA VINCI INSTITUTE'S TIPST<sup>TM</sup> MANAGERIAL LEADERSHIP FRAMEWORK

The intent of The Da Vinci Institute's TIPST<sup>TM</sup> 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 TIPST<sup>TM</sup> 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 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 simplex, complicated, complex and chaotic dimensions.

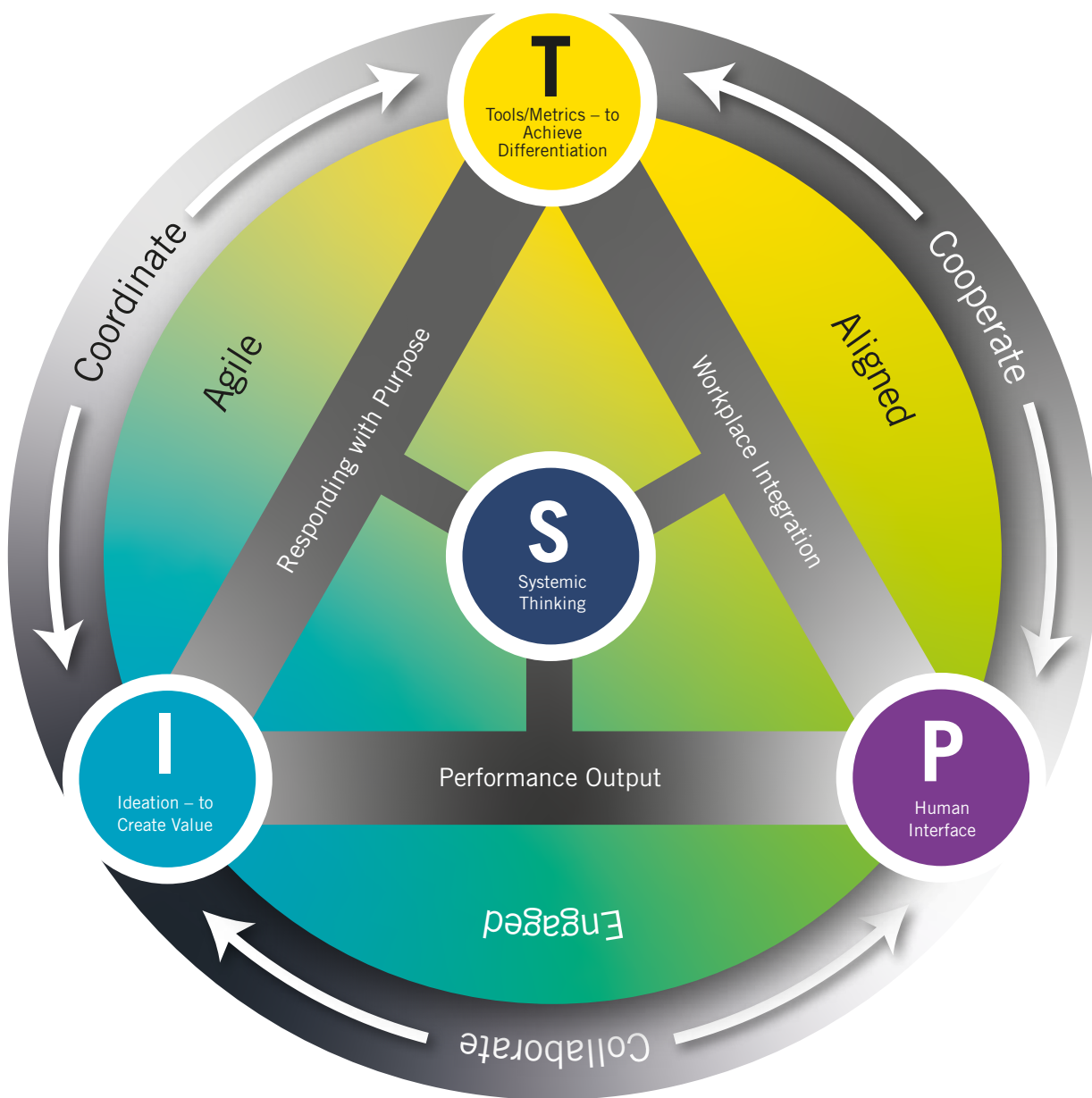


Figure 1: Core elements of The TIPS™ Managerial Leadership Framework



## GENERAL ADMISSION REQUIREMENTS

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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 enrolment for a Da Vinci 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

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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.

## 3.1 HIGHER CERTIFICATE IN MANAGEMENT OF TECHNOLOGY AND INNOVATION

SAQA ID 96742

120 CREDITS

NQF 5

The Higher Certificate is specifically designed to enable members of an organisation, whose career paths have not necessarily included gaining formal qualifications, to realise their true potential by developing them to understand their role in an organisational context and preparing them to perform their job effectively within a modern organisational environment. The qualification also equips students with

personal development opportunities whilst meeting their job requirements and emphasising the integration of systems, technology, innovation and people development concepts into each individual's performance. The curriculum is coupled with the choice of elective modules in the curriculum that hone students' skills in a particular area.

## THE CURRICULUM FOR THE HIGHER CERTIFICATE IN MANAGEMENT OF TECHNOLOGY AND INNOVATION

Module	Credits
<b>Fundamental Modules</b>	
Managerial and leadership development: Creative thinking, decision-making, and the development of a personalised learning strategy	20
System Theory and Problem-Solving	20
<b>Core Modules</b>	
Management Fundamentals: Technology, People and Innovation management	20
<b>Total Compulsory Credits</b>	<b>60</b>
Students are required to select any one of the following subject areas, which consists of elective modules to the value of 60 credits	
<ul style="list-style-type: none"> <li>• Banking Practice</li> <li>• Business Analysis</li> <li>• Business Improvement Specialists</li> <li>• Business Management</li> <li>• Coaching Management</li> <li>• Creative Leadership</li> <li>• Culturally Dynamic Management</li> <li>• Customer Centricity</li> <li>• Key Account Management</li> <li>• New Venture Creation</li> </ul>	<ul style="list-style-type: none"> <li>• Principles of Leadership</li> <li>• Project Management</li> <li>• Organisational Well-being</li> <li>• Safety, Health, Environmental, Risk and Quality (SHERQ) Management</li> <li>• Sales Process and Management Environment</li> <li>• Small and Medium Enterprises</li> <li>• Sports Coaching</li> <li>• Supply Chain Management: Logistics and Transport</li> <li>• Transformation through Employer Compliance</li> </ul>
<b>Total Elective Credits</b>	<b>60</b>
<b>Total Credits</b>	<b>120</b>

Kindly contact The Institute for availability of electives. The Institute reserves the right not to run a particular elective subject area should minimum enrolment numbers not be reached. For further information about this qualification and /or elective subject area options, contact the Registry office on 011 6081331 or [registry@davinci.ac.za](mailto:registry@davinci.ac.za). You can also visit our website [www.davinci.ac.za](http://www.davinci.ac.za)

## ADMISSION CRITERIA

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

#### Minimum Admission Requirements

- National Senior Certificate NSC/SC(a) with 30% in English; Or,
- Senior Certificate (SC) with 33.3% in English; Or
- National Certificate Vocational (NCV) at level 4 with 40% in English

#### Recognition of Prior Learning (RPL)

Candidates seeking entry without the prerequisite qualifications:

- The candidates must demonstrate suitability for admission as per The Institutional RPL policy and the admission is at the Senate's discretion, on a case-by-case basis. For more details contact the Registrar.
- In cases where a student does not have the relevant qualifications but an abundance of relevant knowledge and skills (acquired through inter-alia, work experience related to the field of study, formal and informal learning, etc.), such knowledge and experiences will be formally assessed to determine if a prospective candidate equates to the minimum admission requirements of this programme. The Institute will allow the candidate to undertake an assessment designed for RPL candidates at NQF level 4, which, if successful, will result in admission to the Higher Certificate programme at Da Vinci. The assessment will include a demonstration of understanding of the relevant level descriptors at NQF level 4, which will be used to guide the process. Evidence of relevant publications, presentations or relevant working experience could be considered in the process.
- The Institute will also allow candidates access through mature age exemption, granting the candidates provisional acceptance, conditional on passing the first module of the programme. On successful completion of the first module, the provisional status will automatically be converted to full acceptance. Mature age exemption includes the following:
  - a. Candidates having attained the age of 23 before or during the first year of registration, with a Senior Certificate or equivalent, with three years' work experience and a proven ability relating to the proposed programme, as well as adequate communicative skills in English
  - b. Candidates having attained the age of 45 before or during the first year of registration
- Candidates having achieved another NQF level 4 equivalent qualification with the completion of 4 subjects with a minimum of 40% in each subject.

In the event that a prospective student is unsuccessful in completing the above, The Institute will discuss alternative options with the candidate. 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.

## 3.2 BACHELOR OF COMMERCE IN BUSINESS MANAGEMENT





SAQA ID 84767

360 Credits

NQF 7

The Bachelor of Commerce in Business Management is aimed at developing managers who will fully appreciate the importance of socio-economic transformation in society and be empowered to appropriately respond to it. Students will focus on the key elements of business management, organisational behaviour, systems thinking, technology management and innovation management.

The qualification is specifically designed to provide first and second tier managers, within both private and public business sector organisations and social enterprises, whose various career paths have not included gaining a formal qualification, an opportunity to realise their true potential by:

-  Developing insights regarding their role in an organisational environment and their contribution towards managing a system
-  Preparing them to perform their job effectively within a modern organisational environment
-  Providing personal development opportunities for them while they meet their job requirements
-  Emphasising the integration of systems, technology, innovation and people development concepts into individual performance within an organisation.

### THE CURRICULUM FOR THE BACHELOR OF COMMERCE IN BUSINESS MANAGEMENT

#### Qualification rules

- This qualification consists of compulsory and elective modules at NQF Level 5, 6 and 7 totalling 360 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.

#### 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 stream, 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.

YEAR 1		YEAR 2		YEAR 3	
Module	Credits	Module	Credits	Module	Credits
<b>Compulsory modules</b>					
Introduction to Business Management	20	Business Management 2	20	Business Management 3	20
Economics 1	20	Economics 2	20	Economics 3	20
Principles of Accounting	20	Financial Management 2	20	Financial Management 3	20
Academic Literacy	10	Project-based Research 1	10	Project-based Research 2	20
Introduction to Commercial Law	10				
Introduction to Project Management	10				
Math Literacy	*NCB				
<b>Compulsory Total</b>	<b>90</b>		<b>70</b>		<b>80</b>

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

Students are required to select any one of the following elective subject areas, which consists of elective modules to the value of 120 credits.

<b>Aviation management</b>					
Year 1		Year 2		Year 3	
Module	Credits	Module	Credits	Module	Credits
Aviation management 1A	15	Aviation management 2A	20	Aviation management 3A	15
Aviation management 1B	15	Aviation management 2B	20	Aviation management 3B	15
		Aviation management 2C	10	Aviation management 3C	10
<b>or, Creativity Management</b>					
Year 1		Year 2		Year 3	
Module	Credits	Module	Credits	Module	Credits
Creativity Management 1A	15	Creativity Management 2A	20	Creativity Management 3A	15
Creativity Management 1B	15	Creativity Management 2B	20	Creativity Management 3B	15
		Creativity Management 2C	10	Creativity Management 3C	10
<b>or, Financial Services Management</b>					
Year 1		Year 2		Year 3	
Module	Credits	Module	Credits	Module	Credits
Financial services management 1A	15	Financial services management 2A	20	Financial services management 3A	15
Financial services management 1B	15	Financial services management 2B	20	Financial services management 3B	15
		Financial services management 2C	10	Financial services management 3C	10

or, Freight Forwarding and Compliance					
Year 1		Year 2		Year 3	
Module	Credits	Module	Credits	Module	Credits
Freight Forwarding and Compliance 1A	10	Freight Forwarding and Compliance 2A	20	Freight Forwarding and Compliance 3A	10
Freight Forwarding and Compliance 1B	10	Freight Forwarding and Compliance 2B	15	Freight Forwarding and Compliance 3B	10
Freight Forwarding and Compliance 1C	10	Freight Forwarding and Compliance 2C	15	Freight Forwarding and Compliance 3C	10
or, Innovation Management					
Year 1		Year 2		Year 3	
Module	Credits	Module	Credits	Module	Credits
Innovation Management 1A	15	Innovation Management 1A	20	Innovation Management 3A	15
Innovation Management 1B	15	Innovation Management 2B	20	Innovation Management 3B	15
		Innovation Management 2C	10	Innovation Management 3C	10
or, Marketing Management					
Year 1		Year 2		Year 3	
Module	Credits	Module	Credits	Module	Credits
Marketing Management 1A	15	Marketing Management 2A	20	Marketing Management 3A	15
Marketing Management 1B	15	Marketing Management 2B	20	Marketing Management 3B	15
		Marketing Management 2C	10	Marketing Management 3C	10
or, Payroll Management					
Year 1		Year 2		Year 3	
Module	Credits	Module	Credits	Module	Credits
Payroll management 1A	15	Payroll management 2A	20	Payroll management 3A	15
Payroll management 1B	15	Payroll management 2B	20	Payroll management 3B	15
		Payroll management 2C	10	Payroll management 3C	10
or, Project Management					
Year 1		Year 2		Year 3	
Module	Credits	Module	Credits	Module	Credits
Project management 1A	15	Project management 2A	20	Project management 3A	15
Project management 1B	15	Project management 2B	20	Project management 3B	15
		Project management 2C	10	Project management 3C	10



or, Retail Management					
Year 1		Year 2		Year 3	
Module	Credits	Module	Credits	Module	Credits
Retail Management 1A	15	Retail Management 2A	20	Retail Management 3A	15
Retail Management 1B	15	Retail Management 2B	20	Retail Management 3B	15
		Retail Management 2C	10	Retail Management 3C	10
or, Risk-based Integrated Management					
Year 1		Year 2		Year 3	
Module	Credits	Module	Credits	Module	Credits
Risk- based integrated management 1A	15	Risk-based integrated management 2A	20	Risk-based integrated management 3A	15
Risk-based integrating management 1B	15	Risk-based integrated management 2B	20	Risk-based integrated management 3B	15
		Risk-based integrated management 2C	10	Risk-based integrated management 3C	10
or, Supply Chain Management					
Year 1		Year 2		Year 3	
Module	Credits	Module	Credits	Module	Credits
Supply chain management 1A	15	Supply chain management 2A	20	Supply chain management 3A	15
Supply chain management 1B	15	Supply chain management 2B	10	Supply chain management 3B	15
		Supply chain management 2C	10	Supply chain management 3C	10
		Supply chain management 2D	10		
<b>Year Total</b>	<b>120</b>	<b>Year Total</b>	<b>120</b>	<b>Year Total</b>	<b>120</b>
<b>Total Credits</b>	<b>360</b>				

Kindly contact The Institute for availability of electives. The Institute reserves the right not to run a particular elective subject area should minimum enrolment numbers not be reached. For further information about this qualification and / or elective subject area options, contact the Registry office on 0116081331 or [registry@davinci.ac.za](mailto:registry@davinci.ac.za)

## ADMISSION CRITERIA

The minimum entry requirement is a Matriculation Certificate or a National Senior Certificate with Exemption and the appropriate subject combinations and levels of achievement, as defined in the Minister's policy (Minimum

Admission Requirements for Higher Certificate, Diploma and Bachelor's Degree Programmes Requiring a National Certificate, Government Gazette, Vol. 482, No. 27961, 18 August 2005).

### Bachelor of Commerce in Business Management (SAQA ID - 84767)

#### 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; Or,
  - 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; Or,
- 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.

#### Additional Institutional Admission Requirements

All applicants to the BCom programme must comply with the following minimum requirements: English First Language: 50%; or English Second Language: 60%; and Mathematics: 50%; or Maths Literacy: 70%

#### Recognition of Prior Learning (RPL)

Candidates seeking entry without the prerequisite qualifications:

- The candidates must demonstrate suitability for admission as per The Institutional RPL policy and the admission is at the Senate's discretion, on a case-by-case basis. For more details contact the Registrar.
- In cases where a student does not have the relevant qualifications but an abundance of relevant knowledge and skills (acquired through inter-alia, work experience related to the field of study, formal and informal learning, etc.), such knowledge and experiences will be formally assessed to determine if a prospective candidate equates to the minimum admission requirements of this programme. The Institute will allow the candidate to undertake an assessment designed for RPL candidates at NQF level 4, which if successful, will result in admission to the Bachelor of Commerce programme at Da Vinci. The assessment will include a demonstration of understanding of the relevant level descriptors, which will be used to guide the process. Evidence of relevant publications, presentations or relevant working experience could be considered in the process.

**Recognition of Prior Learning (RPL)**

- The Institute will also allow candidates access through mature age exemption, granting the candidates provisional acceptance, conditional on passing the first module of the programme. On successful completion of the first module, the provisional status will automatically be converted to full acceptance.
- Mature age exemption includes the following:
  - a. Candidates having attained the age of 23 before or during the first year of registration, with a Senior Certificate or equivalent, with a minimum of 40% in at least four higher or standard grade subjects (at least three of which shall have been passed simultaneously and one of which shall be a higher grade subject)
  - b. Candidates having attained the age of 45 before or during the first year of registration
- Candidates having achieved another NQF level 4 qualification with the completion of 4 subjects with a minimum of 40% in each subject.

In the event that a prospective student is unsuccessful in completing the above, The Institute will discuss alternative options with the candidate. 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.

**3.3 POSTGRADUATE DIPLOMA IN BUSINESS LEADERSHIP**

**SAQA ID 111899**

**120 Credits**

**NQF 8**

The Postgraduate Diploma in Business Leadership will deepen the learner’s knowledge in the Business Management field. The qualification is aimed at professionals who wish to undertake reflection and development by means of a systematic survey of current and contemporary thinking, as well as engage in the practices and research methods in the field of Business Management. The qualification aims to involve learners in the constructs, theories, tools, and concepts in the field of Business Management.

The qualification requires learners to relate their Business Management knowledge to a range of contexts in order to undertake professional and highly-skilled work. To this end, the learner will be required to undertake business research to deepen their understanding and application of Business Management knowledge, skills, and capabilities. Learners 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 CURRICULUM FOR THE POSTGRADUATE DIPLOMA IN BUSINESS LEADERSHIP**

**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.

Module	Credits
<b>Compulsory Modules</b>	
Business Leadership	20
Business Research	20
Financial Management	20
Strategic Management	20
Technology and Information Management	20
<b>Total Compulsory Credits</b>	<b>100</b>
<b>Elective Modules*</b>	
*Students are required to select any one the following elective modules to the value of 20 credits.	
Module	Credits
Business Innovation Management	20
Marketing Management	20
Operations Management	20
Project Management	20
Retail Management	20
Risk-based Integrated Management	20
Supply Chain Management	20
<b>Total Elective Credits</b>	<b>20</b>
<b>Total Credits</b>	<b>120</b>

Kindly contact The Institute for availability of electives. The Institute reserves the right not to run a particular elective should minimum enrolment numbers not be reached. For further information about this qualification and/or elective options contact the Registry office on 011 6081331 or [registry@davinci.ac.za](mailto:registry@davinci.ac.za). You can also visit our website [www.davinci.ac.za](http://www.davinci.ac.za)

## ADMISSION CRITERIA

<b>Postgraduate Diploma in Business Leadership (SAQA ID – 111899)</b>
<b>Minimum Admission Requirements</b>
<ul style="list-style-type: none"> <li>• Bachelor's Degree at NQF Level 7; Or</li> <li>• Advanced Diploma at NQF Level 7</li> </ul>
<b>Recognition of Prior Learning (RPL)</b>
<p>Candidates seeking entry without the prerequisite qualifications:</p> <p>The candidates must demonstrate suitability for admission as per The Institutional RPL policy and the admission is at the Senate's discretion, on a case-by-case basis. For more details contact the Registrar.</p>

- In cases where a student does not have the relevant qualifications but an abundance of relevant knowledge and skills (acquired through inter-alia, work experience related to the field of study, formal and informal learning, etc.), such knowledge and experience will be formally assessed to determine if the prospective candidate equates to the minimum admission requirements of this programme at Da Vinci. The Institute will allow the candidate to undertake an assessment designed for RPL candidates at NQF level 7, which if successful, will result in admission to the Postgraduate Diploma programme. The assessment will include a demonstration of understanding of the relevant level descriptors, which will be used to guide the process. Evidence of relevant publications, presentations or relevant working experience could be considered in the process.

In the event that a prospective student is unsuccessful in completing the above, The Institute will discuss alternative options with the candidate. 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.

### 3.4 MASTER OF MANAGEMENT IN TECHNOLOGY AND INNOVATION:

**SAQA ID 108984**

**240 Credits**

**NQF 9**

The Master of Management in Technology and Innovation is to provide developing managers with the means to cultivate the knowledge and skills that will enable them to address local and international organisational challenges through an integrated business leadership approach. This approach focusses on the application of specialised knowledge, skills, and experience in the fields of management and leadership

development, within a research-driven context.

The qualification further aims to recognise those who have the required competence in the field of research to serve in transformational management positions in organisations (public and private, including self-owned businesses) and the community at large, by enabling them to obtain a nationally registered and recognised qualification.

#### THE CURRICULUM FOR THE MASTER OF MANAGEMENT IN TECHNOLOGY AND INNOVATION

Module	Credits
<b>Fundamental Modules</b>	
Managerial and Leadership Development	2
Managing Systems	12
Problem-Solving, Creative Thinking and Decision-Making	8
Self, Other and Social Contexts	10
<b>Core Modules</b>	
Management of Innovation	10
Management of People	8
Management of Technology	10
<b>Research</b>	
Dissertation	120

<b>Total Compulsory Credits</b>	<b>180</b>
<b>Elective Modules*</b>	
*Students are required to select any five of the following elective modules to the value of 60 credits.	
Change Management	12
Financial Management	12
Governance and Ethics	12
Leadership Perspectives: A Global Leadership Challenge	12
Leadership Perspectives: A Leadership Challenge in Africa	12
Strategic Management	12
<b>Total Elective Credits</b>	<b>60</b>
<b>Total Credits</b>	<b>240</b>

Kindly contact The Institute for availability of electives. The Institute reserves the right not to run a particular elective should minimum enrolment numbers not be reached. For further information about this qualification and/or elective options contact the Registry office on 011 6081331 or [registry@davinci.ac.za](mailto:registry@davinci.ac.za). You can also visit our website [www.davinci.ac.za](http://www.davinci.ac.za)

## ADMISSION CRITERIA

<b>Master of Management in Technology and Innovation (SAQA ID – 108984)</b>
<b>Minimum Admission Requirements</b>
<ul style="list-style-type: none"> <li>Relevant NQF Level 8 qualification</li> </ul>
<b>Additional Institutional Admission Requirements</b>
<ul style="list-style-type: none"> <li>A research idea approved by the Research Office</li> </ul>
<b>Recognition of Prior Learning (RPL)</b>
<p>Candidates seeking entry without the prerequisite qualifications:</p> <p>The candidates must demonstrate suitability for admission as per The Institutional RPL policy and the admission is at the Senate's discretion, on a case-by-case basis. For more details contact the Registrar.</p> <ul style="list-style-type: none"> <li>In cases where a student does not have the relevant qualifications but an abundance of relevant knowledge and skills (acquired through inter-alia, work experience related to the field of study, formal and informal learning, etc.), such knowledge and experience will be formally assessed to determine if the prospective candidate equates to the minimum admission requirements of this programme at Da Vinci. The Institute will allow the candidate to undertake an assessment designed for RPL candidates at NQF level 8, which if successful, will result in admission to the Master's programme. The assessment will include a demonstration of understanding of the relevant level descriptors at NQF level 8, which will be used to guide the process. Evidence of relevant publications, presentations or relevant working experience could be considered in the process.</li> </ul> <p>In the event that a prospective student is unsuccessful in completing the above, The Institute will discuss alternative options with the candidate. 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.</p>

### 3.5 MASTER OF BUSINESS LEADERSHIP

SAQA ID 112553

184 Credits

NQF 9

The programme is aimed at self-employed entrepreneurs, business leaders, and/or senior managers in corporate positions who wish to undertake advanced scholarship and deep theoretical engagement within the field of business leadership. The programme aims to contribute to knowledge relating to professional and/or organisational contexts, to probe and solve problems. As such, the programme will engage students to reflect critically on theory and its application within a range of contexts, in order to contribute

to the advancement of business leadership and the sustainability of society.

The research dissertation seeks to bring theoretical and practical knowledge to bear on real-life problems and should result in scholarship in practice. The qualification is thus directed at graduates in senior management and leadership positions who seek to deepen their knowledge and understanding of business leadership as a field of research.

Modules	Credits
<b>Compulsory Modules</b>	
Business Leadership for the Management of People	20
Business Leadership for the Management of Technology and Innovation	12
Corporate Governance and Ethics	12
Economics for Business Leaders	12
Financial Management for Business Leaders	12
Strategic Systems Thinking	20
Mini-dissertation	60
<b>Elective Modules*</b>	
<b>*Students are required to select any of the following elective modules to the value of 36 credits</b>	
<b>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</b>	
Business Intelligence and Data Analysis	12
Case Law and Dispute Management (Labour)	12
Contemporary Workplace Context	12
Customer Relationship Management	12
Integrated Supply Chain Management	36
Labour Law Hierarchy	12
Labour Relations Management	12
Project Leadership	12
Social Entrepreneurship and Innovation	12
Strategic Marketing for the Contemporary Business Context	12
Strategy in a Global Context	12
<b>Total Compulsory Credits</b>	<b>148</b>
<b>Total Electives Credits</b>	<b>36</b>
<b>Total Credits</b>	<b>184</b>

## ADMISSION CRITERIA

Master of Business Leadership (SAQA ID – 112553)
<b>Minimum Admission Requirements</b>
<ul style="list-style-type: none"> <li>• A 4-year Bachelor Degree in Business Management, or related field, at NQF Level 8 with 3 years related work experience or</li> <li>• A Bachelor of Honours Degree or Postgraduate Diploma in Business Management or related field, at NQF Level 8, with 3 years related work experience.</li> </ul>
<b>Additional Institutional Admission Requirements</b>
<ul style="list-style-type: none"> <li>• A research idea approved by the Research Office</li> </ul>
<b>Recognition of Prior Learning (RPL)</b>
<p>Candidates seeking entry without the prerequisite qualifications:</p> <p>The candidates 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.</p> <ul style="list-style-type: none"> <li>• In cases where a student does not have the relevant qualifications but an abundance of relevant knowledge and skills (acquired through inter-alia, work experience related to the field of study, formal and informal learning, etc.), such experiences will be formally assessed to determine if the prospective candidate equates to the minimum admission requirements of this programme at Da Vinci. The Institute will allow the candidate to undertake an assessment designed for RPL candidates at NQF level 8, which if successful, will result in admission to the Master's programme. The assessment will include a demonstration of understanding of the relevant level descriptors at NQF level 8, which will be used to guide the process. Evidence of relevant publications, presentations or relevant working experience could be considered in the process.</li> </ul> <p>In the event that a prospective student is unsuccessful in completing the above, The Institute will discuss alternative options with the candidate. 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.</p>

## 3.6 DOCTOR OF MANAGEMENT IN TECHNOLOGY AND INNOVATION

SAQA ID 108983

360 Credits

NQF 10

The primary purpose of the Doctor of Management in Technology and Innovation is to equip qualifying candidates with the required research acumen, knowledge, skills and competencies, to meaningfully contribute to new knowledge creation in the fields of Business, Commerce and Management Studies. Additionally, the programme

aims to support the development of strategic knowledge to resolve leadership challenges in an ethically responsible manner, through critical analysis of complex socio-economic contexts. It also aims to re-direct existing thinking frameworks to facilitate sustainable socio-economic transformation.



## THE CURRICULUM FOR THE DOCTOR OF MANAGEMENT IN TECHNOLOGY AND INNOVATION

Module	Credits
<b>Research</b>	
Thesis (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	360
<b>Total Credits</b>	<b>360</b>

For additional information please contact the registry office on 011 608 1331 or [registry@davinci.ac.za](mailto:registry@davinci.ac.za).

## ADMISSION CRITERIA

<b>Doctor of Management in Technology and Innovation (SAQA ID 108983)</b>
<b>Minimum Admission Requirements</b>
<ul style="list-style-type: none"> <li>• Master's Degree or other relevant NQF Level 9 qualification</li> </ul>
<b>Additional Institutional Admission Requirements</b>
<ul style="list-style-type: none"> <li>• Candidates' registrations are confirmed only once they conclude their draft research proposal with a minimum of 60%, within a maximum period of twelve months after admission</li> </ul> <p>*Candidates are encouraged to attend The Institute's Research Workshop series during the admission stage when preparing their draft research proposal</p>
<b>Recognition of Prior Learning (RPL)</b>
<p>Candidates seeking entry without the prerequisite qualifications:</p> <ul style="list-style-type: none"> <li>• 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 <a href="mailto:registry@davinci.ac.za">registry@davinci.ac.za</a>. 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.</li> <li>• In cases where a student does not have the relevant qualifications but an abundance of relevant knowledge and skills (acquired through inter-alia, work experience related to the field of study, including formal and informal learning), such knowledge and experiences will be formally assessed to determine if a prospective candidate equates to the minimum admission requirements of this programme. Evidence of relevant publications, presentations or relevant working experience could be considered during the process.</li> <li>• Once a prospective candidate has met the regulatory and institutional admission requirements for the Master's programme, The Institute will allow the candidate to undertake an assessment designed for RPL candidates being a Critical Review of the field of study (distinguished at 75%) in which the prospective candidate is involved, at NQF level 9 or any additional evidence as may be required. This assessment will include a demonstration of understanding of the relevant level descriptors, which will be used to guide the process.</li> </ul>

In addition, the prospective doctoral candidate will be required to conclude the following modules in the Master's programme at a minimum of 75% at first attempt respectively, namely Management of Technology, Management of Innovation, Management of People, Systems Thinking, and a Research Methodology module at NQF level 9. In addition hereto the candidate must complete his or her research proposal with a final mark of a minimum of 75% at first attempt. Throughout the process, the candidate's academic progress will be monitored. Once these requirements have been met, the Head of Programme for postgraduate programmes must provide a motivation to the Senate for consideration for admitting the student to the Doctoral programme, indicating the exceptional contribution that this research study could make at a Doctoral level. This decision is at the Senate's discretion and will be final.

- In the event that a prospective candidate is unsuccessful, the student would need to complete the Master's programme.

### 3.7 DOCTOR OF BUSINESS LEADERSHIP

SAQA ID 112552

360 Credits

NQF 10

The qualification is aimed at business leaders, and/or senior managers in private and public organisations who have the desire to contribute to advanced scholarship and knowledge-production in the field of business leadership. The Doctor of Business Leadership must demonstrate advanced levels of scholarly engagement with the subject matter and make a significant and original contribution to knowledge and understanding of the field.

The programme has a specific aim to contribute advanced knowledge relating to the theory/practice nexus in business management and business leadership environments. Graduates must be able to develop

perspectives that will change the way in which people will view and respond to problem situations in order to solve highly complex problems and to advance knowledge and practice of the field.

As such, persons who attain this qualification should contribute to, and generate knowledge in respect of highly complex social and economic issues of South Africa (and other countries) and should, therefore, seek to advance the sustainability of society. The qualification is thus directed at business leaders and/or senior managers in private and public organisations who seek to develop ideas that could alter the world by creating real value-added solutions.

#### THE CURRICULUM FOR THE DOCTOR OF BUSINESS LEADERSHIP

Module	Credits
<b>Research</b>	
Thesis	
Successful completion of the programme requires submission of the final thesis and a publishable article	360
<b>Total Credits</b>	<b>360</b>

For additional information please contact the registry office on 011 608 1331 or [registry@davinci.ac.za](mailto:registry@davinci.ac.za).

## ADMISSION CRITERIA

Doctor of Business Leadership (SAQA ID 112552)
<p><b>Minimum Admission Requirements</b></p> <ul style="list-style-type: none"> <li>• A relevant NQF level 9 qualification in Economic and Management Sciences, or an MBA/MBL or a cognate Master's Degree</li> </ul>
<p><b>Additional Institutional Admission Requirements</b></p> <ul style="list-style-type: none"> <li>• Candidates' registrations are confirmed only once they conclude their draft research proposal with a minimum of 60%, within a maximum period of twelve months after admission</li> <li>* Candidates are encouraged to attend The Institute's Research Workshop series during the admission stage when preparing their draft research proposal</li> </ul>
<p><b>Recognition of Prior Learning (RPL)</b></p> <p>Candidates seeking entry without the prerequisite qualifications:</p> <p>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 <a href="mailto:registry@davinci.ac.za">registry@davinci.ac.za</a>. 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.</p> <ul style="list-style-type: none"> <li>• In cases where a student does not have the relevant qualifications but an abundance of relevant knowledge and skills (acquired through inter-alia, work experience related to the field of study, including formal and informal learning), such knowledge and experiences will be formally assessed to determine if a prospective candidate equates to the minimum admission requirements of this programme. Evidence of relevant publications, presentations or relevant working experience could be considered during the process.</li> <li>• Once a prospective candidate has met the regulatory and institutional admission requirements for the Master's programme, The Institute will allow the candidate to undertake an assessment designed for RPL candidates being a Critical Review of the field of study (distinguished at 75%) in which the prospective candidate is involved, at NQF level 9. This assessment will include a demonstration of understanding of the relevant level descriptors, which will be used to guide the process. In addition, the prospective doctoral candidate will be required to conclude the following modules in the Master's programme at a minimum of 75% at first attempt respectively, namely Management of Technology, Management of Innovation, Management of People, Systems Thinking, and a Research Methodology module at NQF level 9 or any additional evidence as may be required. In addition hereto the candidate must complete his or her research proposal with a final mark of a minimum of 75% at first attempt. Throughout the process, the candidate's academic progress will be monitored. Once these requirements have been met, the Head of Programme for postgraduate programmes must provide a motivation to the Senate for consideration for admitting the student to the Doctoral programme, indicating the exceptional contribution that this research study could make at a Doctoral level. This decision is at the Senate's discretion and will be final.</li> <li>• In the event that a prospective candidate is unsuccessful, the student would need to complete the Master's programme.</li> </ul>

### WE CARE

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The approach to student support at The Institute is very proactive. 'At risk' students (students who show early signs of academic disengagement) receive follow-up phone calls and e-mails as soon as it is noticed. Catch-up plans are made proactively and individual attention from our team of dedicated Programme Coordinators and Conveners ensure that The Institute stays in touch with all students. The Institute also supports its students through sessions facilitated by our Student Support Specialists.

All students have access to and are actively encouraged to make use of the learning management system (LMS) called Moodle (acronym for Modular Object-Oriented Dynamic Learning Environment). Students can access learning material, including additional reading material, from Moodle and also use this platform to upload their 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.

The Institute intends to be proactive in its approach to student support.

The Institute caters primarily for non-traditional students (mature, working students with a range of responsibilities outside of their studies).

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

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

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

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

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

**“Thank you to all for making this experience so memorable to me.”**

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

## GOVERNANCE AT THE DA VINCI INSTITUTE

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### THE BOARD

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

### FINANCE, AUDIT, IT, INFRASTRUCTURE AND RISK COMMITTEE

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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. However, for the purpose of integrated reporting this Committee also provides feedback to the Council.

### COUNCIL

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The Council of The Institute exercises general oversight over The Institute and its affairs, and includes professionals and academics. The Council is specifically responsible for governance, risk, compliance, sustainability and the integrity of its academic offerings.

### CONVOCATION

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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 Executive Chairperson.

### INSTITUTIONAL FORUM





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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.

### STUDENT REPRESENTATIVE COUNCIL

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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.

### SENATE

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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.

## GOVERNANCE AT THE DA VINCI INSTITUTE

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### EXECUTIVE COMMITTEE

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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. This includes reporting on academic quality assurance matters to Senate.

### INTEGRATED QUALITY MANAGEMENT SYSTEM COMMITTEE

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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.

### RESEARCH AND ETHICS COMMITTEE

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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

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

### TEACHING AND LEARNING COMMITTEE

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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.

## ASSESSMENT

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

A combination of Formative and Summative assessments are used in modules. The modules and required assessments are scheduled for each group on the programme schedules. The assessment requirements for each module are outlined in each module's study guide. These study guides are made available to all students at the onset of the programme and are available on the student learning management system. These assessments are aligned to the module and programme learning outcomes, as well as the NQF level descriptors.

## SUBMISSION AND ASSESSMENT OF FORMATIVE AND SUMMATIVE ASSESSMENTS

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

## GENERAL REGULATIONS FOR THE ASSESSMENT OF SUMMATIVE ASSESSMENTS

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Each programme schedule indicates two types of assessments for each module:

- Formative assessments should be completed before the Summative assessment, as feedback on the Formative assessments is designed to assist students to prepare for the Summative assessment.

- Late submission of the Formative assessment may result in feedback not be provided timeously to help the student prepare for the Summative assessment
- Summative assessments may be in the form of written assessments or invigilated assessments. Some exit-level summative assessments include an invigilated component for authenticity purposes
- A late formative and summative submission is any submission received after the published due date and will only be allowed under exceptional circumstances
- 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 assessments to improve their marks.

## RESUBMISSION OF SUMMATIVE ASSESSMENTS

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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. The relevant module fee will then 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

- 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. An additional resubmission fee will apply.

Only one (1) resubmission opportunity will be allowed per module and a re-assessment fee is applicable

- An assessment must be resubmitted within the specified time. No resubmission submitted after the deadline for resubmissions will be considered.

## 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

## 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

## ASSESSMENT OF RESEARCH PROJECTS

The project work will be assessed by means of:

- An evaluation of the written submission by the designated marker
- And an evaluation of the presentation (Oral Defense).

## ASSESSMENT OF DISSERTATIONS/ MINI-DISSERTATIONS

- An evaluation of the final dissertation by two external examiners
- An Oral Defense by the student, assessed by a panel (including subject matter experts from the field of study).

## ASSESSMENT OF THESES

- An evaluation by three external examiners (according to specified assessment criteria) one of which should preferably be an international scholar
- A report based on the assessment of the oral presentation of the thesis, by a panel
- Evidence of having published a paper in a peer-reviewed journal or the paper being accepted for publication or under consideration by a peer-reviewed journal.

On completion of the oral defense, the final outcome will be disclosed, as either complete or incomplete, until ratification and agreement of the outcome, where relevant, by the Senate.

## THE ASSESSMENT APPEALS PROCESS

A student may appeal against the result of a formative or summative assessment, according to the Assessment Appeals Policy. A student must submit a completed Appeals Request Form to their Programme Convener within seven

working days of the release of the result. This request must be accompanied by the relevant proof of payment. The Programme Convener will forward the request to the Programme Coordinator who will send the assessment for re-evaluation. If the appeal is successful, the fee will be reimbursed to the student.

### RE-REGISTRATION

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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)

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- ☞ 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

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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 Da Vinci 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

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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

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-  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

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

### 1. The Recognition of Prior Learning (RPL)

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

In view of the above, The 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).

For more information, please contact the Registrar.


### 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 Da Vinci 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.

## 2. Credit Accumulation and Transfer

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

The 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 Da Vinci 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 Da Vinci 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.

## 3. Articulation

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

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

1. With respect to articulation with the General and Further Education and Training Qualifications sub-framework (GFETQSF), The Institute accepts the National Senior Certificate (NSC) or NQF4 equivalent qualifications, in accordance with the entry requirements of The Institute
2. With respect to the Occupations Qualifications Sub-framework (OQSF), The Institute will consider articulation as appropriate for qualifications relating to:
  -  Business Management
  -  Business Leadership.
3. With respect to the Higher Educational Qualifications Sub-framework (HEQSF), The Institute will award credits for modules or subject areas from cognate programmes undertaken by the student at another registered and accredited higher education institution
4. 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

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

The awarding of credit 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

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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

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

## FEES

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At the Da Vinci 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 [info@davinci.ac.za](mailto:info@davinci.ac.za). The Institute offers Da Vinci alumni a 10% discount on programme fees.

### APPLICATION FEE

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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

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

### REGISTRATION FEE

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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

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

## CANCELLATION FEE

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

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

- a. If a student needs to cancel a registered programme (for whatever reason), they must do so in writing to The Da Vinci Institute.
- b. 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.
- c. 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.
- d. 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.
- e. Where refunds are applicable, The Institute will reimburse the student not more than sixty (60) days after receipt of the cancellation notice.
- f. For client sponsored students, the cancellation fees are negotiated as per the contract.
- g. 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.
- h. Students who do not pay their accounts timeously and diligently may be required to pay upfront for future year(s) of study.
- i. 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.
- j. 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.
- k. The Da Vinci 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

- l. 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


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Details of payment options are available from the admissions office - [admissions@davinci.ac.za](mailto:admissions@davinci.ac.za).

## NON-REFUNDABLE FEES

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The following fees are not refundable under any circumstances:

-  Application fee
-  Admission fee.

## INTERNATIONAL STUDENTS

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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 <http://www.saqa.org.za/show.php?id=5741>

## STUDENT CONTRACTS

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The student contract consists of the following:

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

## STUDENT CODE OF CONDUCT


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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
-  Awakening 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 Da Vinci 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

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**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

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**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

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**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

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**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







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- 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.

**1. Complaint Resolution Stage 1: Early Conciliation and Informal Complaint Resolution**

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


## 2. Complaint Resolution Stage 2: Further Conciliation and/or Investigation


-  The student may only move to Stage 2 after informal complaint resolution has been attempted
-  Stage 2 involves lodgement of a formal complaint. This must be in the form of a written submission made to the relevant Programme Convener or if the Programme Convener is the subject of the complaint, with the Programme Coordinator in writing
-  Where this is not appropriate, the complainant may approach the relevant Head of Programme, or the Executive Dean: Academic, directly
-  The Programme Coordinator will lodge the complaint with the Registrar
-  The Registrar will record the complaint in the complaints register
-  The Programme Coordinator or Head of Programme will inform the student or faculty member of the decision 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.

## 3. Complaint Resolution Stage 3: Further Conciliation and/or Investigation

-  An appeal to the decision must be escalated by the Programme Coordinator 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

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

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

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

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

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

Contact details for national health and wellness organisations:

**Al-Anon Family Groups**

For family and friends of problem drinkers.

Helpline: 0860 ALANON (25 26 66)

Website: [www.alanon.org.za](http://www.alanon.org.za)

**Alcoholics Anonymous SA**

Supporting alcoholics choosing to be sober.

Helpline: 0861 HELPAA (435 722)

Website: [www.aasouthafrica.org.za](http://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](http://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](http://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](mailto:childprotect@saps.org.za)

**National Aids helpline**

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

Tollfree number: 0800 012 322

[aidshelpline.org.z](http://aidshelpline.org.z)

**People Opposed to Woman Abuse (POWA)**

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

Helpline: 083 765 1235

[www.powa.co.za](http://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](mailto:national@famsa.org.za)

Website: [www.famsa.org.za](http://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](http://www.sadac.org)

## DISABILITY

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

Support services available to students who are disabled:

-  All 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.

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

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

-  Sign language interpretation
-  Enlarged printing
-  Braille printing.

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

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

## HIV/AIDS

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

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

## tt100 BUSINESS INNOVATION AWARDS PROGRAMME

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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 Da Vinci 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 Da Vinci Institute thus ensuring that the teaching and learning stays industry relevant.

The Da Vinci Institute has played a critical role in tt100 as one of its sponsors. For more on tt100 go to [www.tt100.co.za](http://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.





## DA VINCI SENATE AWARDS



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### The Da Vinci 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 TIPST<sup>™</sup> 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 Da Vinci 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.

#### **The Da Vinci Doctoral Excellence Award**





The aim of the Da Vinci Doctoral Excellence Award is to; acknowledge academic excellence demonstrated by a Da Vinci doctoral graduate; to serve as an example of remarkability for fellow Da Vinci 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 TIPST<sup>™</sup> 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 Da Vinci 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 Da Vinci President's Award**

The Da Vinci 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 Da Vinci 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 thesis
-  The 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 for the two combined Research-based Project 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 Da Vinci principles during their studies
-  The journey of the student inspires others to apply the Da Vinci principles in the face of adversity.

## **DA VINCI SOCIAL ARCHITECTURE AWARD**

#### **The Da Vinci Laureate: Social Architectuaris**

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

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

## STUDENT CONTRACT

### Introduction

The Da Vinci 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 Da Vinci, with respect to:

- Policies and Procedures
- Student Support
- Assessments

- Assessments Applicable to Master's and Doctoral Students only
- Plagiarism
- Period of Study
- Period of Registration
- Deferral of Studies
- Indemnity
- DHET Declaration
- 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 the Da Vinci website at [www.davinci.ac.za](http://www.davinci.ac.za) and to stay abreast with any amendments to these policies

### Student Support

- The teaching and learning approach of The Institute is one of guided, independent, outcomes-based education within an online teaching and learning environment. Students can work independently through all courseware and complete all assessments via the Learning Management System (LMS). However, during their independent studies, students are provided with a range of support opportunities, including two-way communication using various forms of communication technologies to provide tuition and other forms of support to distance students. These sessions include non-compulsory elective tuition support sessions and chat sessions, which are recorded and uploaded onto the LMS for ease of asynchronous access.
- Da Vinci 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 Da Vinci student support includes:
  - o Academic support that is provided by qualified academic staff (refer to E6 – Student Support Policy)
  - o 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](mailto:queries@davinci.ac.za)
  - o Learning, motivational and psycho-social support from Da Vinci's Student Support Specialist (refer to E6 – Student Support Policy)
  - o Information Technology (IT) Support provided by the IT helpdesk (refer to A7 – Communication Policy) or send an email to [helpdesk@davinci.ac.za](mailto:helpdesk@davinci.ac.za)
  - o Library and Information services provided by Da Vinci's Information Officer (refer to D14 – Library and Learning Resources Centre Policy)
  - o Research support (refer to D9- Research Framework)
  - o 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:
  - o 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.
  - o 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.
  - o 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.

## Assessments

### 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 sub-minimum of 50% for the summative assessment
- All module results are provisional, pending institutional quality assurance processes
- If students receive credits towards a Da Vinci 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 result achieved at The Institute.
- Being successfully awarded a Doctoral qualification is a distinction in itself and therefore no result 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 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” means any attempt to benefit oneself, or another, by deceit or academic fraud. This shall include:
  - o Deliberately reproducing the work of another person or persons without due acknowledgement
  - o A significant amount of unacknowledged copying shall be deemed to constitute *prima facie* evidence of deliberate copying.
  - o All students are required to submit their work through originality checking software that produces similarity reports. Assessments that exceed the following similarity indexes at the different NQF levels will be referred to the Registry office to scrutinize for potential plagiarism:
    - o NQF level 5 – approximately 25%
    - o NQF level 6 - approximately 20%
    - o NQF level 7 - approximately 15%
    - o NQF levels 8 to 10 - approximately 10%

In cases where plagiarism has been detected, the burden of establishing otherwise shall rest entirely with the student against whom such an allegation is being made.

- **Plagiarism constitutes actions**, which:
  - o Weakens the educational process, such as shameless copying of any aspect of the programme
  - o 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, \_\_\_\_\_ (student name), \_\_\_\_\_ (student number) have read and understood the following documents available on Da Vinci website under ‘Who we Are’ - [www.davinci.ac.za](http://www.davinci.ac.za):

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

I further agree to abide by the rules as indicated in the Code of Conduct Policy:

Signed: \_\_\_\_\_ (Student)

### Period of Study

- Indicated below is the maximum period of registration allowed for a programme
- Should a student not complete the programme within the maximum specified timeframe, 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 and may be granted to a maximum of one year based on approved motivation in accordance with *D2 - Application, Admission and Registration Policy*.

- 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:
  - o They have submitted the required quarterly progress reports
  - o The supervisor confirms in writing that the student made sufficient progress prior to the request for a deferral
  - o The student has a valid reason for requesting the deferral

### Late / non-payment of fees

- 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
- 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
- The Da Vinci Institute has the right to revoke the admission and/or registration status of a student, should the relevant fees not be paid by due date.

**Indemnity**

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

**DHET Declaration**

I, \_\_\_\_\_ (Student Name), \_\_\_\_\_ (Student Number), am fully aware that the programme I have enrolled for, that is, the \_\_\_\_\_

\_\_\_\_\_ (Full Title of the Programme/Qualification) with SAQA ID: \_\_\_\_\_ (SAQA/Qualification ID). Is registered with the Department of Higher Education and Training to **The Da Vinci Institute for Technology Management**, as indicated on the registration certificate dated \_\_\_\_\_ (Date on Certificate).

Signed: \_\_\_\_\_ (Student)      Date: \_\_\_\_\_

Signed: \_\_\_\_\_ (Da Vinci)      Date: \_\_\_\_\_

**Undertaking**

- I undertake to abide by the regulations and policies of The Da Vinci Institute and to submit to its code of conduct during such time as I am registered as a student of The Da Vinci Institute
- I understand the need to incorporate work-based learning principles into all summative assessments, projects, dissertations or theses
- I recognise that my registration as a student is subject to satisfactory academic progress.

<b>Name</b>	
<b>Student Signature</b>	
<b>Date</b>	



## PAYMENT CONTRACT

**ADMINISTRATIVE INFORMATION**

Responsible PCon: \_\_\_\_\_ Intake Year: \_\_\_\_\_

Qualification / Programme: \_\_\_\_\_ Year: \_\_\_\_\_

Intake: \_\_\_\_\_ Student nr: \_\_\_\_\_

Application fee paid: \_\_\_\_\_ Proof of payment attached: Yes / No

**STUDENT INFORMATION**

Name: \_\_\_\_\_

Surname: \_\_\_\_\_

ID / Passport nr: \_\_\_\_\_

Mobile: \_\_\_\_\_

Email: \_\_\_\_\_

Initial: \_\_\_\_\_

PROGRAMME	Full amount payable	**Non-refundable Admission fee (Payable once the programme commencement date has been confirmed)	Registration fee	***Registration Fee Payment option		
				Per year	Per semester	Per Quarter
<b>Higher Certificate</b>	R 61 500.00	R 4 000.00	R 57 500.00			
<b>BCom</b>	R 192 500.00			N/A	N/A	N/A
1st Year	R 59 900.00	R 4 000.00	R 55 900.00			
2nd Year			R 63 600.00			
3rd Year			R 69 000.00			
<b>Postgraduate Diploma</b>	R 82 000.00	R 12000.00	R 70 000.00			
<b>Master (MMTI)</b>	R 196 000.00			N/A	N/A	N/A
1st Year	R 98 000.00	R 12 000.00	R 86 000.00			
2nd Year			R 98 000.00			
<b>Master (MBL)</b>	R175 000.00					
1st Year	R 75 500.00	R 12 000.00	R 87 500.00			
2nd Year			R 87 500.00			
<b>Doctorate</b>	R 185 000.00			N/A	N/A	N/A
1st Year	R 49 666.66	R 12 000.00	R 61 666.66			
2nd Year			R 61 666.66			
3rd Year			R 61 666.66			

\*\* Where applicable, Admissions will advise once the programme commencement date has been confirmed

\*\*\* Please tick the preferred payment option

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

- a. If a Student needs to cancel a registered programme (for whatever reason), they must do so in writing to The Da Vinci Institute.
- b. 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.
- c. 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.
- d. 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.
- e. Where refunds are applicable, The Institute will reimburse the student not more than sixty (60) days after receipt after receipt of the cancellation notice.
- f. For client-sponsored students, the cancellation fees are negotiated as per the contract.

**LATE / NON PAYMENT**

Initial: \_\_\_\_\_

- a. 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
- b. Students who do not pay their accounts timeously and diligently may be required to pay upfront for future year(s) of study
- c. 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
- d. 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
- e. 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.
- f. The Da Vinci Institute has the right to revoke the admission and/or registration status of a student, should the relevant fees not be paid by due date.

**BANK ACCOUNT DETAILS**

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

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

\*\*\* Please email proof of payment to [accounts@davinci.ac.za](mailto:accounts@davinci.ac.za)

**INVOICING DETAILS**

Initial: \_\_\_\_\_

Full name / Company name: \_\_\_\_\_

Physical address: \_\_\_\_\_

Postal address: \_\_\_\_\_

Company contact person: \_\_\_\_\_

Telephone number: \_\_\_\_\_

Email address: \_\_\_\_\_

VAT number: \_\_\_\_\_

Purchase order number: \_\_\_\_\_

**ACCEPTANCE**

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

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

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Please complete the form and e-mail the completed set of documents to Admissions at [admissions@davinci.ac.za](mailto:admissions@davinci.ac.za)

The following documentation must accompany each application:

1. A clear copy of your ID or Passport (certified)
2. A clear copy of your Matric Certificate (certified)
3. Copies of all statements of results and / or qualifications (certified); and *(all foreign qualifications must be accompanied by an official letter from the South African Qualifications Authority – SAQA)*
4. Proof of payment of the non-refundable application fee (as detailed hereunder)
5. A letter approving the bursary (in the case of bursary-sponsored students)
6. Two referee letters for prospective Doctoral and Master's candidates. These must be emailed directly from the Referee to the Admissions Office at [admissions@davinci.ac.za](mailto:admissions@davinci.ac.za), or be delivered to The Institute in a signed and sealed envelope on application.

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

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 Da Vinci Institute for Technology Management (Pty) Ltd  
**Bank:** Standard Bank  
**Branch:** Sandton  
**Code:** 019205  
**Acc no:** 022717277 (Use Surname, Initials and course name as reference)

**SECTION 1: TO BE COMPLETED BY ALL PROSPECTIVE STUDENTS****1. Personal Details:**

<b>Title</b>												
<b>Surname</b>												
<b>Maiden Name (If applicable)</b>												
<b>Initials</b>												
<b>Full name/s as indicated on your ID</b>												
<b>Preferred Name</b>												
<b>ID Number or Passport Number</b>												
<b>Date of Birth</b>												
<b>Gender</b>												
<b>Home Language</b>												
<b>Nationality</b>	South African						Non South African					
<b>Population Group (Required by DHET)</b>	African		White		Indian		Coloured					
<b>Residential Address</b>	Name of complex if applicable:											
	Street:											
	Suburb:											
	City:						Code:					
<b>Postal Address</b>	Street/Box:											
	Suburb:											
	City:						Code:					
<b>Contact Details (w) (Including Code)</b>	Tel:											
	Fax:											
<b>Contact Details (h) (Including Code)</b>	Tel:											
	Fax:											
<b>Cellular</b>												
<b>E-mail address</b>												

**SECTION 2: TO BE COMPLETED BY ALL PROSPECTIVE STUDENTS****2. Programme Details:**

<b>Required Programme of Study (Please indicate the qualification for which you are applying)</b>	Doctorate		Master		Postgraduate Diploma		BCom		Higher Certificate	
<b>Year of Registration</b>										
<b>Programme Name</b>										
<b>Application Date</b>										

Note: It is a condition of enrolment for a Da Vinci programme that you are not presently registered at any other institution for another qualification.

**SECTION 3: TO BE COMPLETED BY ALL PROSPECTIVE STUDENTS****3. Disabilities:**

<b>Disability (Required by DHET) Please indicate with a tick ✓</b>	<b>Category</b>	<b>Hearing</b>	<b>Remembering</b>	<b>Seeing</b>	<b>Self-care</b>	<b>Walking</b>	<b>Communicating</b>
No difficulty							
Some difficulty							
A lot of difficulty							
Cannot do at all							
Cannot yet be determined							
Former difficulty – none now							

**SECTION 4: TO BE COMPLETED BY ALL PROSPECTIVE STUDENTS****4. Finance:**

<b>Person responsible for fees</b>	Self:			
	Employer:			
	Bursary			
<b>If through a Bursary, has it been obtained?</b>	Yes		No	
<b>Name of Bursary</b>				

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

Signed at \_\_\_\_\_ on \_\_\_\_\_ 20\_\_\_\_\_

Signature \_\_\_\_\_

**How did you hear about The Da Vinci Institute?**

Referral       Publication       Social Media       Website

## MEDIA RELEASE

### Contents of Media Release

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

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

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

#### 1. Introduction

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

## 2. What is personal information?

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

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

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

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

- reporting skills development initiatives to the Department of Higher Education and Training
- reporting enrolments and achievements of programmes to the South African Qualifications Authority
- reporting on quality assurance functions to the Quality Council of Trades and Occupations
- evaluating and processing applications for access to financial and other benefits
- compiling statistics and other research reports
- providing personalised communications
- 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 Da Vinci Institute will not process personal information for a purpose other than those, which are identified above without obtaining consent to further processing beforehand.

## 4. What is 'processing'?

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

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

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

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



## MEDIA RELEASE

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### **6. To whom will personal information be disclosed?**

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

### **7. Consent and Permission to process personal information:**

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

### **8. Rights regarding the processing of personal information:**

- The individual may withdraw consent to the processing of personal information at any time, and should they wish to do so, must provide The Da Vinci Institute with reasonable notice to this effect. Please note that withdrawal of consent is still subject to the terms and conditions of any contract that is in place. Should the withdrawal of consent result in the interference of legal obligations, then such withdrawal will only be effective if The Da Vinci Institute agrees to same in writing. The Da Vinci Institute specifically draws to the attention that the withdrawal of consent may result in it being unable to provide the requested information and/or services and/or financial or other benefits. Further, please note that the revocation of consent is not retroactive and will not affect disclosure of personal information that has already been made
- In order to withdraw consent, please contact the Information Officer at [popi@davinci.ac.za](mailto:popi@davinci.ac.za)
- Where personal information has changed in any respect, the individual is encouraged to notify The Da Vinci Institute so that our records may be updated. The Da Vinci Institute will largely rely on the individual to ensure that personal information is correct and accurate
- The individual has the right to access their personal information that The Da Vinci Institute may have in its possession, and is entitled to request the identity of the third parties which have received and/or processed personal information for the original purpose of collection. Please note however, that any request in this

regard may be declined if:

- the information comes under legal privilege in the course of litigation
  - the disclosure of personal information in the form that it is processed may result in the disclosure of confidential or proprietary information
  - giving access may cause a third party to refuse to provide similar information to The Da Vinci Institute
  - the information was collected in furtherance of an investigation or legal dispute, instituted or being contemplated
  - the information as it is disclosed may result in the disclosure of another person's information
  - the information contains an opinion about another person and that person has not consented
  - the disclosure is prohibited by law.
- With any request for access to personal information, The Da Vinci Institute will require the individual to provide personal information in order to verify identification and therefore the right to access the information
  - There may be a reasonable charge for providing copies of the information requested
  - If any request has not been addressed to satisfaction, a complaint may be lodged at the office of the Information Regulator.

9. Requesting access and lodging of complaints:

- Please submit any requests for access to personal information in writing to The Da Vinci Institute's information officer at [popi@davinci.ac.za](mailto:popi@davinci.ac.za)

<b>Name</b>	
<b>Surname</b>	
<b>Place</b>	
<b>Date</b>	
<b>Signature</b>	
<b>Consent by Parent / Guardian where the applicant is a minor</b>	
<b>Name</b>	
<b>Surname</b>	
<b>Place</b>	
<b>Date</b>	
<b>Signature</b>	

## CORPORATE PARTNERSHIPS

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**BTD**

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**Alto Training**

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**Commerce Edge**

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**Cornerstone Performance Solutions**

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**DMC Process Design**

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**Dual Point**

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**Executive Salary Projects CC**

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**Grow/BTS**

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**Roopa Ruysenaar and Associates**

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**Metro Minds**

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**Pro Presentation**

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**SAAFF**

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**SAEPA**

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**SASCOC**

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**Status Aviation**

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**Student Experience Management**

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**Themba Thandeka Leadership Institute**

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**Trans4m**

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**UI Brands**

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**VNI Consultants**

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