STUDENT - SUPERVISOR RELATIONSHIP POLICY

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Table of Contents

1   Introduction

The Da Vinci Institute is an accredited private higher distance education provider offering qualifications on NQF levels five to ten, which are registered on the Higher Education Qualifications Sub-Framework (HEQSF). This policy forms part of the institutional Integrated Quality Management System and details the principles for ensuring that programme offerings adhere to academic standards and empower students to contribute to the transformation of their communities, society and the economy of the future. This approach is underpinned by the Business-driven Action Learning discourse on the co-creation and distribution of relevant knowledge.

The Institute is committed to the ideal of distinguished scholarship and the production of credible and innovative research knowledge of an international standard. Central to the realisation of this vision rests the quality of the research produced as the Institute leads, challenges and explores the creation of knowledge in the context of application.

The relationship between the Supervisor and student is an integral part of the holistic research experience as the student develops and is guided towards mastery of the research process. The main focus of this policy is the student-supervisor relationship and not the general relationship between the Institute and the student or supervisor.

2   Definitions

Term	Definition
Researcher	Any systematic examination aimed at the development of, or contribution to knowledge that can be generalised. Activities complying with these requirements are regarded as research, regardless of whether they are normally described as development, demonstration, or tuition or by another term
Student	Any individual who at the time of the alleged misconduct is a registered Student of the Institution, registered for any of the learning programmes offered by the Institution
Student Support	A range of services to assist students to meet their learning objectives and to gain the knowledge and skills to be successful in their studies

3   Legislative compliance

This policy is benchmarked against, and should be read in the context of the relevant legislation underpinning the principles against which institutional policies, processes and standard operational procedures are developed, implemented and maintained. These include:

D12 – Student- Supervisor Relationship Policy
2019/05/09 (V2)

i. Constitution of the Republic of South Africa: 1996
ii. Higher Education Act (Act 101 of 1997)
iii. CHE: Higher Education Quality Committee (HEQC) Criteria for Programme Accreditation: November, 2004
iv. SAQA: National Policy and Criteria for Designing and Implementing Assessment for NQF Qualifications and Part Qualifications and Professional Designations in South Africa

Da Vinci Policies, Guidelines and Regulations

All the relevant teaching and learning policies of the institution as per the Quality Management System including:

i. Nomination and Appointment of External Examiners
ii. Appointment of Academic and Subject Matter Expert (SME) supervisors
iii. Da Vinci Research Policy Framework
iv. Conducting Ethical Research
v. Research Policy Guidelines: Supervisor and student roles and responsibilities

4   Scope

The Policy applies to:

4.1 All academic and/or research employees in their role as Supervisors of postgraduate research students.

4.2 The policy extends and does not replace any other agreements between the Institute and its students or employees.

5   Aim

5.1 The purpose of this policy which should be read in conjunction with the following document: Research Policy Guidelines: Supervisor and students Roles and Responsibilities, is to:

5.1.1 Outline the rights and obligations of all postgraduate students enrolled at the Institute as well as those of Supervisors and mentors

5.1.2 Provide a clear and concise outline of what each party to the student-supervisor relationship may expect from the other, thereby promoting the development and maintenance of a sound and productive relationship between the two parties

5.1.3 Serve as a point of departure in the resolution of any disputes and disagreements that might arise between postgraduate students and their Supervisors

6   Principles

Key policy principles:

6.1 The Institute values the dignity of every individual, the pursuit of truth, devotion to excellence and acquisition of knowledge. Essential to the achievement of these

D12 – Student- Supervisor Relationship Policy
2019/05/09 (V2)

values are the freedom to learn and teach and the guarantee of equal opportunities for all

6.2 It is important to maintain the respect and confidence in relations between the student and their Supervisor(s).

7 Responsibilities

7.1 Student's responsibilities and Supervisor expectations

The student is responsible, in conjunction with the Supervisor(s) to:

7.1.1 Plan and implement the agreed research programme or project

7.1.2 Successfully complete all the academic requirements of the programme

7.1.3 Find/source appropriate literature

7.1.4 Write the research proposal and relevant chapters in the time stipulated

7.1.5 Prepare all documents required for obtaining ethics clearance

7.1.6 Plan realistic work schedules

7.1.7 Engage in any required fieldwork or data gathering, data processing and data analyses

7.1.8 Write and proofread his/her dissertation or thesis, including, but not limited to, obtaining professional assistance with linguistic editing of the dissertation or thesis

7.1.9 Attend to any amendments or revisions of the dissertation or thesis as required by the Supervisor/s or examiners, and assume responsibility for the production of the dissertation/thesis

7.1.10 Make regular appointments with the Supervisor/s and inform him/her on time, if any administrative or academic difficulties are being experienced in the programme, in order for the Supervisor/s to advise on timely corrective action

7.1.11 Participate in research projects and programmes as determined by the Supervisors, including attendance of symposia, seminars and conferences

7.1.12 If necessary, purchase items that may be required to complete the production of the dissertation or thesis

7.1.13 In the case of doctorate students, produce at least one manuscript of a research paper in a format that is ready for submission to an accredited research journal by the time the Academic Board considers the final assessment results

7.1.14 Adhere at all times, to all general academic ethics with regard to integrity and ethical requirements relating to the research work

7.2 Supervisor's responsibilities and student expectations

All supervisors are responsible for the following:

7.2.1 Administer and manage matters associated with the student's studies in accordance with the Rules and Regulations of the Institute

7.2.2 Where a Supervisor and Co-supervisor have been appointed, cooperate with each other and with the Research Office to ensure that the student is provided with the necessary support and guidance to undertake the research

7.2.3 Liaise regularly with each other in order to clarify, on an ongoing basis, the roles and responsibilities with regard to academic supervision

7.2.4 Co-operate with each other and with the Research Office to assist with the arrangements for colloquia or seminars, where the student may present progress of their work

7.2.5 Ensure that the Programme Coordinator and Research Office are furnished with all relevant documentation at the relevant time

7.2.6 Provide academic guidance to the student to ensure the development of research skills and mastery of the research discipline and field of specialisation, and ensure that these competencies are demonstrated in the dissertation/thesis.

7.2.7 Facilitate the student's access to necessary research resources, such as the library, while not diminishing the student's duty to take responsibility for his/her own research

7.2.8 Meet/communicate with the student regularly to provide guidance, monitor progress and agreed upon timeframes, and recommend corrective measures where necessary

7.2.9 Keep a written record of progress and output and provide timely feedback

7.2.10 Provide student progress reports as required by the Institute

7.2.11 Adhere at all times to academic ethics with regard to academic integrity and plagiarism

8   References

Council on Higher Education, 2004. Criteria for Programme Accreditation. CHE. Pretoria.

South African Qualifications Authority, 2005. Guidelines for integrated assessment. SAQA, Pretoria

9   Review of this Policy

Regular review and amendment of this policy will be done in line with the approved institutional policies and regulatory requirements. This will take place in consultation with the relevant quality assurance structures at departmental and institutional level, under the auspices of the official custodian of this policy, namely the Executive Dean.

10   Appendix A

Guidelines for Supervisors and Co-Supervisors of Masters Students

TABLE OF CONTENTS

D12 – Student- Supervisor Relationship Policy
2019/05/09 (V2)

D12 – Student- Supervisor Relationship Policy

1   Introduction

The master's degree relies on the successful completion of an academic research project to be reported on in a dissertation. Research can be defined as a systematic process of uncovering and communicating the truth about a phenomenon and/or its relationship to other phenomena.

At Da Vinci Institute, a master's degree research entails demonstrating that first, the student can conduct research and second, that such research can be utilised in the workplace.

The postgraduate research journey can often be compared to a visitor (the student) driving a car in an unknown region, and a passenger (the supervisor) from that region with knowledge/experience of the area, the general conditions of the road, local traffic rules and related matters. There rests a responsibility on the Supervisor to guide the student to reach the destination successfully – without disempowering the student as the driver! This document summarises the formal and other guidelines that should assist the Supervisor in adding value to the journey not only for the student but also for the Supervisor.

2   Structure of the Master's Degree

The Master's programme consists of both coursework (120 credits) and a dissertation (120 credits). A student has to pass the research proposal before progressing with the module work and submitting a dissertation for examination. The focus is on management development and the full qualification accounts for 240 credits at National Qualifications Framework (NQF) level 9.

Coursework

To assist Supervisors, especially those who are relatively new partners, the coursework components are specified in some detail to serve as reference information that should be useful as coordinates for the supervision of the dissertations. The coursework component is delivered in the form of modules with pre- and post- module assignments (PMAs). This course work component consists of a Da Vinci component (60 credits) and a generic or custom-designed component (60 credits).

Access to the qualification

Master of Management in Technology and Innovation (SAQA ID – 108984)	
Minimum Admission Requirements	**RPL**
• Relevant NQF Level 8 qualification	• Acceptance will be in line with The Institution's RPL policy, which includes, demonstration of understanding at NQF Level 8 via guided RPL assessment and evidence gathering process (appropriate level descriptors will be used to guide the process). Evidence of relevant publications, presentations or relevant working experience could be considered in the process • In the event that a student is unsuccessful in completing the above, The Institute will discuss alternative options with the candidate

The Da Vinci Master of Management in Technology and Innovation framework is composed of the following:

COMPULSORY MODULES		
Module Code	**Module Title**	**Credit**
MLS_M	Management and Leadership of Self and Others	20
MLD_M	Managerial and Leadership Development	10
STM_M	Strategic Technology Management	10

Module Code	Module Title	Credit
IDM_M	Innovation Driven Management	10
SMO_M	Systems Management for Organisational Development	10
REM_M	Research Methodology	20
DIS_M	Dissertation	100
	TOTAL	**180**

Students are required to select any FIVE elective modules

ELECTIVE MODULES*		
Module Code	**Module Title**	**Credit**
LPG_M	Leadership Perspectives: The Global Leadership Challenge	12
LPA_M	Leadership Perspectives: The Leadership Challenge in Africa	12
FIM_M	Financial Management	12
CHM_M	Change Management	12
CIB_M	Coaching in Business	12
GAE_M	Governance and Ethics	12
STM_M	Strategic Management	12
	TOTAL (any 5 x12 credits)	**60**

The table below outlines the descriptions of all the modules of the Master's curriculum.

Compulsory Modules	
Management and Leadership of Self and Others	**On successful completion of this module, students should be able to:** • Formulate key insights into the behaviour of people in a work situation;

	• Compare and evaluate various options for designing appropriate organisational structures; • Determine and assess the people dynamics surrounding a specific organisational architecture; • Analyse the individual behavioural requirements for high performing structures and teams within an organisation; • Develop an operational strategy that integrates employee wellness initiatives; • Compare and appraise effective transformational leadership and transactional management roles; • Assess various global self-management approaches; • Develop an integrative action plan for learning and development that expands their capability and integrates the application of a comprehensive learning approach; and • Critique various learning style approaches which integrate personality type models.
Managerial and Leadership Development	**On successful completion of this module, students should be able to:** • Assess management and leadership competence; • Design a management and leadership model; • Defend the integration of their own problem-solving approaches within their organisation; and • Develop a strategy for the use of creative thinking and problem-solving models to solve real functional and organisational problems.
Strategic Technology Management	**On successful completion of this module, students should be able to:** • Evaluate the impact of technology on business, society and the processes of change and how it can be best integrated into the pursuit of commercial success; • Assess the technological competence of business, its competitors and best practice exemplars in relation to

	both the context of the people and hardware involved;
	• Identify and evaluate technology needs in the context of key business drivers and the means to access such technology through an understanding of the research and development process;
	• Support the implementation of multifunctional organisations and teams working through the promotion of technological change strategies; and
	• Appraise the tools and techniques necessary to identify, assess and deliver technological change at an acceptable risk.
Innovation Driven Management	**On successful completion of this module, students should be able to:** • Demonstrate a comprehensive understanding of the Management of Innovation within the context of organisational development; • Design an innovation management strategy that integrates with the key business processes of an organisation and aims to capture and drive creativity in an organisation; • Analyse innovation barriers and enablers and develop strategies to overcome and/or enhance these in an organisation; • Critically reflect on a strategy to successfully implement an end-to-end innovation process in an organisation; • Evaluate tools and technologies which drive and support innovation.
Systems Management for Organisational Development	**On successful completion of this module, students should be able to:** • Determine the essential components of a system and key attributes with respect to its behaviour; • Demonstrate an understanding of systems through an ability to select appropriate models and design a system's model for their organisation;

	• Assess the impact of interventions, like new innovations, in the context of understanding the impact on different parts of the system and the system as a whole; • Analyse problems and interpret failures in a system; • Demonstrate an understanding of the fundamental constructs of chaos theory and its applicability in the work environment.
Research Methodology	**On successful completion of this module, students should be able to:** • Frame a research problem specific to their organizations; • Undertake a literature review related to the research problem; • Develop research questions and objectives to address the research problem; • Identify, evaluate and apply appropriate research methodologies to resolve the research problem; and • Develop a research proposal to resolve the research problem.
Dissertation	**On successful completion of the dissertation, the student must be able to:** • Demonstrate comprehensive knowledge and understanding of research methodology and the ability to conduct independent research, analyse and interpret the results/findings, compile a report in the form of a dissertation; • Demonstrate competence in managing transdiciplinary dynamics in respect to problem-solving; • Integrate the knowledge and required behaviours relevant to the effective management of technology, the management of innovation and the management of people processes with transformation initiatives; and

	• Present the research findings to a panel, so as to demonstrate the ability to communicate the research journey in a professional way.

Elective Modules	
Leadership Perspectives: The Global Leadership Challenge	**On completion of this module, students should be able to:** • Determine the potential impact of global leadership within their organisations; • Analyse local and international leadership styles; • Create a process for leadership change within a workplace domain; and; • Design a contextualised workplace leadership strategy.
Leadership Perspectives: The Leadership Challenge in Africa	**On successful completion of this module, students should be able to:** • Critique different leadership theories and approaches; • Illustrate the distinctions between management and leadership; • Critique recent leadership insights in the field of work and business; • Evaluate the extent to which their organisation can effectively respond to change and cultural dynamism; • Demonstrate a comprehensive understanding of leadership challenges in the context of Africa's history and culture; • Critically reflect on Africa's leadership challenges in the context of 21st-century global developments; and • Assess their organisation's leadership model within the context of the global transformation agenda.

Financial Management	**On successful completion of this module, students should be able to:** • Appraise a business or operation from a financial perspective, by analysing and interpreting the key information on financial statements; • Compile capital and operating budgets for your department or organisation; • Analyse key financial indicators for managing organisational performance; • Apply financial processes in management decision making; and • Compose critical financial reviews of their department or organisation.
Change Management	**On successful completion of this module, students should be able to:** • Articulate and defend the corporate strategy, vision, and mission of their organisations; • Develop strategy maps and Balanced Score Cards for corporate, divisions, roles and individuals that describe the change agenda; • Investigate and interpret the changing customer value proposition; • Evaluate strategic processes in operations, customer and innovation management; • Determine strategic competencies (including knowledge) required per role; • Evaluate the use of IT applications in strategic change management; and • Defend the need for high performance culture, leadership, collaboration culture, and alignment.
Coaching in Business	**On successful completion of this module, students should be able to:** • Differentiate between executive coaching and other non-formal learning methodologies and assess them

	terms of relevance to individual and organisational development; • Demonstrate the ability to self-evaluate their coaching competencies through the application of a coaching process; • Design a framework for coaching within an organisation that addresses the individual and strategic organisational objectives; and • Develop and present a methodology to monitor and evaluate the impact of coaching within an organisation, within the context of specific strategic objectives, based on current research and trends.
Governance and Ethics	**On completion of this module, students should be able to:** • Differentiate between diverse ethical theories and approaches to business leadership; • Demonstrate a comprehensive understanding of the various dimensions of corporate governance; • Analyse the current state of business ethics from a global environment perspective; • Defend the notion of increased transparency in corporate governance; and • Evaluate the impact of changing legislation on corporate governance.
Strategic Management	**On successful completion of this module, students should be able to:** • Determine the nature and content of business strategy, and the strategic planning and management processes, as applied within an organisation; • Compare the external and internal factors that affect business; • Appraise sources and drivers of competitive advantage; • Design a business strategy from a "blue ocean" visionary perspective.

Failing to finish the qualification/programme within the specified duration of the programme, students must re-register to complete the qualification/programme.

The Dissertation

The dissertation will be submitted in partial fulfilment of the award of a Master of Management in Technology and Innovation degree. In general, a dissertation represents an academic research report involving the application of theory, covered at least partially in the modules, to a significant work-related problem and demonstrating clear evidence of structured thought processes.

Essential elements of the dissertation include a critical review of relevant literature, research methodology and design, analysis of data/information, interpretation of the results and reporting of the preceding phases according to international conventions.

The total workload of the dissertation should be in the order of 1 100+ notional hours; which includes all work activities related to completing the dissertation. (Total of 1 100 + hours = 110 credits)

3   Supervisors, Co-Supervisors and Students

3.1   Appointments

Each student has the support of one Supervisor and Co-Supervisors; namely:

The Supervisor, appointed by the Research Committee, based on the following criteria:

3.1.1   Hold at least an appropriate masters or a doctoral degree to supervise Master's students

3.1.2 Have particular expertise in the field of the dissertation

3.1.3 Preferably, has already supervised at least two master's students successfully.

3.1.4 Undertakes to apply the relevant Da Vinci theoretical paradigms, methodological, supervision, dissertation, and ethical guidelines

3.1.5 Have attended the supervisor on-boarding workshop and at least one supervisor training workshop per year for Continuous Professional Development (CPD).

Co-Supervisors are identified and nominated by the student, but approved by the Research Committee, based on the following criteria:

3.1.6 While not essential, the Co-Supervisor should preferably have a relevant degree at the master's level or at the doctorate level

3.1.7 The ability to identify and promote the application of the research and its findings to the work environment and in this way, in effect, facilitating the dissertation quality

3.1.8 Should have shown significant awareness of the technical and managerial

aspects of the project within the context of the work environment, and be in a position to assess the contribution of the student to the project.

3.2   Functions and Roles

3.2.1   Supervisor

The Supervisor is appointed by the Research Committee and serves as the 'accountable' person with regard to the scientific process and quality of the research and would normally add value to the dissertation through the functions listed below:

3.2.1.1   Serves as the key communication node with regard to all matters relating to the progress of the student

3.2.1.2   Guide the student in terms of the required technical, project management and academic requirements of the project, without doing the work

3.2.1.3   Liaise with the Co-Supervisors to ensure the project is adequately directed in respect of its academic and industrial quality and relevance

3.2.1.4   Monitor progress, assess effort, competence and comprehension, as well as provide the student with feedback on submitted sections of the draft dissertation

3.2.1.5 Assess the professional relevance of the research

3.2.1.6 Participate in the oral examination in accordance with the guidelines

3.2.1.7 Support the student in writing and publishing a research article in collaboration with the Research Office

3.2.1.8 Read and assess the completed dissertation in terms of the Da Vinci guidelines.

3.2.1.9 Spend approximately 40 to 60 hours (including face-to-face, e-mail, etc.) per student in the course of the life-cycle of a dissertation project.

3.2.2   Co-Supervisors

The Co-Supervisors are responsible for:

3.2.2.1 Jointly, with the Supervisor, monitor and support the student

3.2.2.2 Guide the student in terms of technical, managerial, and other general aspects, without doing the work

3.2.2.3 Liaise with the Supervisor to ensure the project is adequately directed with respect to its industrial relevance

3.2.2.4 Monitor progress in order to assess effort, competence and comprehension.

3.2.2.5 Facilitate or promote the implementation of the findings of the dissertation

3.2.2.6 Read and asses the completed dissertation, in terms of the Da Vinci guidelines as provided

3.2.2.7 Participate, with the Supervisor, in the oral examination in accordance with the guidelines.

The above functions will require the following time minimum commitments:

3.2.2.8 The initial meeting between the Student and the Supervisor to ensure the research is viable, meets the academic and industrial requirements, and the necessary resources are available – 1 hour

3.2.2.9 Subsequent three-way meetings which would include Co-Supervisors, if necessary – usually only the first is required

3.2.2.10 Student meeting with the Supervisor(s) to discuss his/her ideas, progress, problems – depending on the student –approximately one hour per month

3.2.2.11 Assessment and feedback to the student during the research period – 15 to 20 hours

3.2.2.12 Oral examination – 2 hours.

3.2.3   Student

Although it is rather obvious, it is necessary to emphasise that the student is the owner of his research and key role player in the research and innovation journey. It follows that the main responsibility for student's progress and reaching the qualification of a master's degree lies with the student. The following properties normally characterise the functions, role and responsibilities of a postgraduate student:

3.2.3.1   Primary responsibility for initiating and completing all phases of the dissertation project

3.2.3.2 Commitment to learning, discovery/innovation and productivity

3.2.3.4 Dedication and commitment to the research project, including the theme, design and project management plan

3.2.3.5 Honouring of all agreements with the supervisors

3.2.3.6 Managing work, personal and social life, knowing that sacrifices will be made over the short term.

3.2.4   Postgraduate Office

The Postgraduate Office will ensure that the Student and Supervisors have all the necessary guidelines, marking schedules, etc.

3.2.5   Research Office

The Research Office will:

3.2.5.1   Intervene when and where necessary if challenges are experienced during the research process.

3.2.5.2 Act as a link between various parties where and when necessary.

3.3   Initiation of the Dissertation Process

The dissertation process is initiated when the student submits a research proposal. The research proposal is reviewed and assessed by the Institute. If the proposal qualifies, it is forwarded to the Research Committee which approves the proposal, the title of the topic, and allocates Supervisors. The Program Convener of the cohort will, upon the

approval of the research proposal, communicate accordingly with both supervisors and student.

The process will be launched by a first meeting between the student and Supervisor following the guidelines below:

3.3.1 The student should take the initiative to organise the first meeting with the Supervisor

3.3.2 The envisaged research and project plan should be acceptable to all parties in terms of its content and relevance; its viability and that resources are available to ensure that the student can carry out the research programme

3.3.3 All parties should commit themselves explicitly to the project plan.

Participants at the meeting should spend time clarifying all relevant aspects of the research design, including literature survey, critical review of the management of technology, innovation and people in a systemic way, research methodology, dissertation structure and any other aspects, and agree to such outcomes stipulated in the design process.

All parties should agree to a time schedule and how the schedule will be monitored.

3.4 Student Progress

The following cryptic notes may be relevant to both the Supervisor and Student, since the student's progress is a key performance area at an institutional and personal level, and obviously needs to be monitored – with the necessary guidance where necessary:

3.4.1 All Master's students will have completed an induction process that covers the research process and the requirements of the dissertation

3.4.2 Students should have designed a research project plan (including a time schedule) for their research period

3.4.3 Students who are new to the research process often need guidance in tackling some aspects of the research such as knowing where to start, how to carry out a literature search, etc.

4 The Dissertation

4.1 General Guidelines

The Research Office will provide all students with detailed guidelines on the conventional requirements for the dissertation, including a structure and the motivation for the dissertation.

NB: The Supervisor should explicitly, and in writing, give their approval for the student to submit the dissertation for examination and fill out a form in which it is agreed that the dissertation complies with the requirements of an academic research report. In instances where there is a deadlock between the Student and the Supervisor, the Research Office (Dean: Research) may intervene to restore the deadlock.

4.2   The Dissertation: Requirements and Structure

A dissertation is a formal academic research report on a practical research project. A flawed literature research and research process cannot be disguised in an elegant report. However, good research can sometimes be obscured by poor structuring, language and technical editing and a general careless approach. It should communicate effectively with the relevant research, innovation, professional and employer communities. The structure would comply with standard conventions and it should be concise. It is important that the dissertation be professionally edited – language and technical aspects – and comply with the Da Vinci guidelines as summarised below:

4.2.1   Cover, title page and other front matter should comply with Da Vinci specifications

4.2.2   Abstract/Summary: This gives the reader a brief summary of the academic research report: on research objectives, research methodology, results, and conclusions/recommendations – not more than 350 words, or one page. No sources are cited

4.2.3   Table of Contents: Properly structured, clearly shows section sequence and logical flow of dissertation. Its importance often underestimated, the Table of Contents clearly indicates the structure of the dissertation

4.2.4   Chapters 1 – Introduction: Rationale for the study; general statement of the problem; the aim of the study; key research question/objectives stated explicitly; introduction to research methodology; the structure of the rest of the dissertation

4.2.5   Chapter 2 – Conceptual framework and literature review: Definition of key concepts (variables, factors, and drivers) and their relationship to each other (= theoretical framework); critical review of the relevant and recent literature. The management of technology, innovation and people in a systemic context integrated into the discussion

4.2.6   Chapter 3 - Research Design: Operationalisation of concepts and research questions (also motivation for above); design (e.g. survey, case study, etc.); sources of data/information (e.g. people, documents); measures/instruments for data collection (e.g. questionnaire, interview, focus group, content analysis); statistical and other methods used for analysis of the data/information

4.2.7   Chapter 4 – Results: Presentation of results in explicit, transparent and systematic

form and aligned to the description and hypotheses in the previous chapter; results should preferably not be interpreted and comprehensively discussed here – leave the reader to assess the results on his/her own

4.2.8   Chapter 5 – Summary: Evaluation and discussion of the results within the context or rationale of the study, the conceptual framework, design and methods used; an assessment of the extent to which the objectives of the study have been attained, research questions been answered or hypotheses been proved. New perspectives can emerge in this chapter but not new information that should have been covered in earlier chapters. No new material should be added in Summary discussion chapter – which means: no sources should be cited

4.2.9   Chapter 6 – Implementation: Guidelines or a framework on how the findings (could be in the form of hard/soft technology and innovation) should be implemented for maximum impact

4.2.10 References - Use the Harvard referencing style. If a literature source provides any information, it should be cited in the text and listed in the list of references

4.2.11 Appendices: All relevant material that would not assist the reader to follow the text of the dissertation should be included in the appendix/ces. These normally include questionnaires and measuring instruments, short transcriptions (especially in the case of qualitative research approaches), preliminary illustrative material and data sets.

4.3   Submission of the dissertation

The dissertation should be submitted according to the dates and guidelines provided by the Research Office, prior to the end of the student's registration.

4.4   Examination

The specific guidelines and differential weights of the individual components are available from the Research Office, but the following summary offers an overview of the elements of the examination process.

The following weights are given to components of the dissertation:

	Weight
1. Title/ Background/ Aim/Objectives/Rationale	15
2. Literature Review	15
3. Research Design and Methodology	20
4. Technical Aspects: • Structure • Data • Writing Style • Referencing	15
5. Research findings, conclusions and recommendations	20

6. Integrating the Business Leadership Framework Advancing knowledge on managerial leadership and integration of the Da Vinci Business Leadership Framework, i.e. Management of Technology, Innovation, People and Systems Thinking (TIPS)	15
	100

The Examiner must recommend a final mark for the dissertation using the following assessment guidelines:

Pass **without** revision: **75 >**
Pass after **minor revision: 60 – 74** Re-submission to the Examiner is not necessary, and the changes to be effected under the guidance of the Supervisor
Re-examined after major revision: 50 – 59 The dissertation needs major revisions and must be submitted for re-examination
Fail: **Re-submission** and re-examination: **40 – 49** The dissertation does not meet the minimum criteria, but if it is reworked and substantially re-written, it may be submitted for examination
Fail: **Not eligible for re-submission: < 39** The dissertation is highly flawed and the quality of the work is totally unacceptable for a dissertation
The Examiner is required to submit a brief (narrative) report on the dissertation based on the following criteria: • Title / Background / Aim / Objectives / Rationale • Literature Review • Research Design and Methodology • Technical Aspects: Structure, Data, Writing Style, Referencing • Research Findings, Conclusions and Recommendations • Integration of the Business Leadership Framework

After the examination reports on the dissertation have been received from the examiners, The Da Vinci Institute will organise an oral defense of the dissertation, to be attended by Supervisors, as well as an audience of approximately five persons who are familiar with the topic, and/or its relevance. The Guidelines for the oral defense of a dissertation will be made available by the Research Office.

The oral defense takes the form of a professional presentation by the student, followed by a question and answer session. The total length of the oral defense will be - 2 hours. The oral defense is based on the research work carried out by the student. The oral defense counts 10% towards the final result of the dissertation.

Should the student not pass, he/she will be given one opportunity to improve the dissertation in order to meet the minimum standards. All students are given three months from notification to complete the corrections.

10. Appendix B

**Guidelines for
Supervisors and Co-Supervisors of
Doctoral Students**

TABLE OF CONTENTS

Contents

1   Introduction

The doctorate degree relies on the successful completion of an academic research project to be reported on in a thesis. Research can be defined as a systematic process

of uncovering and communicating the truth about a phenomenon and/or its relationship to other phenomena.

Doctoral research entails, firstly, proof of research competence, and second, that such research should contribute to the body of working knowledge (including application in the workplace). Research at this level is, amongst other things, characterised by the originality criterion and relevant application.

The postgraduate research journey can often be compared to a visitor (the student) driving a car in an unknown region, and a passenger (the supervisor) from that region with knowledge/experience of the area, the general conditions of the road, local traffic rules and related matters. There rests a responsibility on the Supervisor to guide the student to reach the destination successfully – without disempowering the student as the driver! This document summarises the formal and other guidelines that should assist the Supervisor in adding value to the journey not only for the student but also for the Supervisor.

2   Structure of the Doctorate

At the Da Vinci Institute, the focus of the Doctorate of Management in Technology and Innovation is on a business management approach.   The full doctorate programme provides for 360 credits at exit Level 10 of the National Qualifications Framework (NQF). A student will only be allowed to progress to the development of a thesis upon the successful submission of a Research Proposal.

The doctoral degree is an exercise in independent yet rigorous thought – whereby the elegance of meaningful business solutions is translated into path finding methods and practise supported by theory. Coached, with minimal supervision, the student creates a highly specialised solution that meets the requirements of academic rigour. The research system meets the business system and the two are seamlessly integrated. Boundaries are defined by the student and the solution finding process becomes unique. A sufficient blend of theory and practice results in elegant business solutions that make a meaningful difference.   The doctoral research process embraces change and bottom-line results.

The Da Vinci Doctorate of Management in Technology and Innovation framework reflects the requirements for the doctorate qualification as registered, accredited and recorded with South African Qualifications Authority (SAQA), and the Department of Higher Education and Training (DHET).

Research	Programme Credits
Thesis (incorporating themes related to the management of innovation, technology and people within a systemic context; and the inclusion of a Return on Investment (ROI) discussion.	360

The publishable article is compulsory.	
Total Credits for Qualification/Programme	**360**

Doctor of Management in Technology and Innovation (MOTI) (SAQA ID 108983)	
Minimum Admission Requirements	**RPL**
• Master Degree or other relevant NQF 9 qualification	• There is no RPL process into this programme • The prospective candidate could consider applying for the Masters programme at The Da Vinci Institute (see Master of Management degree admission criteria).

Period of Registration	
Programme	**Duration of programme (years to complete)**
Doctorate of Management in Technology and Innovation	3 - 6

Failing to finish the qualification/programme within the specified duration of the programme, students must re-register to complete the qualification/programme.

The Thesis

A thesis shall be submitted in fulfilment of the award of a Doctorate of Management in Technology and Innovation degree. In general, a thesis represents an academic research report involving the application of theory in the field of research to a significant work-related problem and demonstrating clear evidence of structured thought processes.

Essential elements of the thesis include a critical review of relevant literature, a systemic approach to the management of technology, innovation and people in the context of the field of research, research methodology and design, analysis of

data/information, interpretation of the results and reporting according to international conventions.

Themes to be integrated into the thesis

Module	Purpose and Learning Outcomes
Management of Innovation	**Management of Innovation** is about developing and creating a sustainable end to end innovation process within the organisation. The student should be able to: ⬤ Demonstrate an understanding of the Management of Innovation and explain the potential thereof on their organisation; ⬤ Conceptualise and explain innovation as a key business process; ⬤ Access innovation barriers and enablers and develop strategies to overcome and/or enhance these in their organisation; ⬤ Develop and describe a strategy to implement and embed an end-to-end innovation process in their organisation; ⬤ Design a plan to develop an innovation culture and capture and drive creativity in their organisation; and ⬤ Explain the role of tools and technologies such as Information and Communications Technologies in driving and supporting innovation.
Management of Technology	**Management of Technology** now integrates technology platforms from a technology driver perspective and strategically manages these so that the best value is derived from technology applications. The student should be able to: ⬤ Appreciate the impact of technology on business, society and the processes of change and how it can be best integrated into the pursuit of commercial success; ⬤ Assess the technological competence of the business, its competitors and best practice exemplars in relation to both the context of the people and hardware involved;

Module	Purpose and Learning Outcomes
	● Identify technology needs in the context of the key business drivers and the means to access such technology through an understanding of the research and development process; ● Appreciate the benefits and principles of implementation of multifunctional organisation and team working in the development and integration of technological change; and ● Appreciate the tools and techniques necessary to identify, assess and deliver technological change at an acceptable risk.
Management of People	**Management of People** expands the people performance ideas and incorporates organisational transformation as well as entrenches organisational growth and wellness concepts and applications. The student should be able to: ● Understand key issues in the behaviour of people in a work situation; ● Consider various options for designing appropriate organisational structures; ● Be aware of the people dynamics surrounding specific organisational architecture; ● Understand the individual behavioural requirements for high performing structures and teams; ● Integrate organisational wellness strategies operationally; and ● Distinguish between effective transformational leadership and transactional management roles.

3 Supervisors, Co-Supervisors and Students

3.1 Appointments

Each student has the support of one Supervisor and Co-Supervisors; namely:

The Supervisor, appointed by the Research Committee, based on the following criteria:

3.1.1 Hold at least an appropriate a doctorate degree to supervise doctorate students

3.1.2 Have particular expertise in the field of the thesis

3.1.3 Preferably, has already supervised at least two doctoral students successfully

3.1.4 Undertakes to apply the relevant Da Vinci theoretical paradigms, methodological, supervision, thesis and ethical guidelines

3.1.5 Have attended the supervisor on-boarding workshop and at least one supervisor training workshop per year for Continuous Professional Development (CPD).

Co-Supervisors are identified and nominated by the student, but approved by the Research Committee, based on the following criteria:

3.1.6 While not essential, the Co-Supervisor should preferably have a relevant degree at the doctorate level

3.1.7 The ability to identify and promote the application of the research and its findings to the work environment and in this way, in effect, facilitating the thesis quality

3.1.8 Should have shown significant awareness of the technical and managerial aspects of the project within the context of the work environment, and be in a position to assess the contribution of the student to the project.

3.2   Functions and Roles

3.2.1   Supervisor

The Supervisor is appointed by the Research Committee and serves as the 'accountable' person with regard to the scientific process and quality of the research and would normally add value to the thesis through the functions listed below:

3.2.1.1   Serves as the key communication node with regard to all matters relating to the progress of the student

3.2.1.2   Guide the student in terms of the required technical, project management and academic requirements of the project, without doing the work

3.2.1.3   Liaise with the Co-Supervisors to ensure the project is adequately directed in respect of its academic and industrial quality and relevance

3.2.1.4   Monitor progress, assess effort, competence and comprehension, as well as provide the student with feedback on submitted sections of the draft thesis

3.2.1.5 Co-publish* at least one academic article with the doctorate student

3.2.1.6 Assess the professional relevance of the research

3.2.1.7 Participate in the oral examination in accordance with the guidelines

3.2.1.8 Support the student in writing and publishing a research article in collaboration with the Research Office

3.2.1.9 Read and assess the completed thesis in terms of the Da Vinci guidelines

3.2.1.10 Spend approximately 40 to 60 hours (including face-to-face, e-mail, etc.) per student in the course of the life-cycle of a thesis project.

*In summary, the Supervisor's contribution is normally of such nature that publications (journal articles, conference papers, etc.) resulting from the thesis would acknowledge the Supervisor as the second author.

3.2.2 Co-Supervisors

The Co-Supervisors are responsible for:

3.2.2.1 Jointly, with the Supervisor, monitor and support the student

3.2.2.2 Guide the student in terms of technical, managerial, and other general aspects, without doing the work

3.2.2.3 Liaise with the Supervisor to ensure the project is adequately directed with respect to its industrial relevance

3.2.2.4 Monitor progress in order to assess effort, competence and comprehension

3.2.2.5 Facilitate or promote the implementation of the findings of the thesis

3.2.2.6 Read and asses the completed thesis, in terms of the Da Vinci guidelines as provided

3.2.2.7 Participate, with the Supervisor, in the oral examination in accordance with the guidelines.

The above functions will require the following time minimum commitments:

3.2.2.8 The initial meeting between the Student and the Supervisor to ensure the research is viable, meets the academic and industrial requirements, and the necessary resources are available – 1 hour

3.2.2.9 Subsequent three-way meetings which would include Co-Supervisors, if necessary – usually only the first is required

3.2.2.10 Student meeting with the Supervisor(s) to discuss his/her ideas, progress, problems – depending on the student –approximately one hour per month

3.2.2.11 Assessment and feedback to the student during the research period – 15 to 20 hours

3.2.2.12 Oral examination – 2 hours.

3.2.3 Student

Although it is rather obvious, it is necessary to emphasise that the student is the owner of his research and key role player in the research and innovation journey. It follows that the main responsibility for student's progress and reaching the qualification of the doctorate degree lies with the student. The following properties normally characterise the functions, role and responsibilities of a postgraduate student:

3.2.3.1 Primary responsibility for initiating and completing all phases of the thesis project.

3.2.3.2 Commitment to learning, discovery/innovation and productivity

3.2.3.3 Dedication and commitment to the research project, including the theme, design and project management plan

3.2.3.4 Honouring of all agreements with the supervisors

3.2.3.5 Managing work, personal and social life, knowing that sacrifices will be made over the short term.

3.2.4 Postgraduate Office

The Postgraduate Office will ensure that the Student and Supervisors have all the necessary guidelines, marking schedules, etc.

3.2.5 Research Office

The Research Office will:

3.2.5.1 Intervene when and where necessary if challenges are experienced during the research process

3.2.5.2 Act as a link between various parties where and when necessary.

3.3 Initiation of the Thesis Process

The thesis process is initiated when the student submits a research proposal. The research proposal is reviewed and assessed by the Institute. If the proposal qualifies, it is forwarded to the Research Committee which approves the proposal, the title of the topic, and allocates Supervisors. The Program Convener of the cohort will, upon the approval of the research proposal, communicate accordingly with both supervisors and student.

The process will be launched by a first meeting between the student and Supervisor following the guidelines below:

3.3.1 The student should take the initiative to organise the first meeting with the Supervisor

3.3.2 The envisaged research and project plan should be acceptable to all parties in terms of its content and relevance; its viability and that resources are available to ensure that the student can carry out the research programme

3.3.3 All parties should commit themselves explicitly to the project plan.

Participants at the meeting should spend time clarifying all relevant aspects of the research design, including literature survey, critical review of the management of technology, innovation and people in a systemic way, research methodology, thesis structure and any other aspects, and agree to such outcomes stipulated in the design process.

All parties should agree to a time schedule and how the schedule will be monitored.

3.4 Student Progress

The following cryptic notes may be relevant to both the Supervisor and Student, since the student's progress is a key performance area at an institutional and personal level, and obviously needs to be monitored – with the necessary guidance where necessary:

3.4.1 Students should have designed a research project plan (including a time

schedule) for their research period

3.4.2 Students who are new to the research process often need guidance in tackling some aspects of the research such as knowing where to start, how to carry out a literature search, etc.

4   The Thesis

4.1   General Guidelines

The Research Office will provide all Doctorate students with detailed guidelines on the conventional requirements for the thesis, including a framework for the Research proposal and writing of the thesis.

Students have between 3 - 6 years to conclude the thesis, including research, analysis of results and making a contribution to the body of knowledge.

NB: The Supervisor should explicitly, and in writing, give their approval for the student to submit the thesis for examination and fill out a form in which it is agreed that the thesis complies with the requirements of an academic research report. In instances where there is a deadlock between the Student and the Supervisor, the Research Office (Dean: Research) may intervene to restore the deadlock.

4.2   The Thesis: Requirements and Structure

A thesis is a formal academic research report on a well-planned and evaluated research project and flawed research cannot be disguised in an elegant report. However, good research can sometimes be obscured by poor structuring, language and technical editing and a general careless approach.

It should communicate effectively with the relevant research, innovation, professional and employer communities. The structure would comply with standard conventions and it should be concise. It is important that the thesis must be professionally edited – language and technical aspects – and comply with Da Vinci guidelines as summarised below:

4.2.1   Cover, title page and other front matter should comply with Da Vinci specifications

4.2.2   Abstract/Summary: This gives the reader a brief summary of the academic research report: on research objectives, research methodology, results, and conclusions/recommendations – not more than 350 words, or one page. No sources are cited

4.2.3   Table of Contents: Properly structured, clearly shows section sequence and logical flow of the thesis. Its importance often underestimated, the Table of Contents clearly indicates the structure of the thesis

4.2.4   Chapter 1 – Introduction: Rationale for the study; general statement of the

problem; the aim of the study; key research question/objectives stated explicitly; introduction to research methodology; the structure of the rest of the thesis

4.2.5   Chapter 2 – Conceptual framework and literature review: Definition of key concepts (variables, factors, and drivers) and their relationship to each other (= theoretical framework); critical review of the relevant and recent literature. The management of technology, innovation and people in a systemic context should explicitly be integrated into the discussion

4.2.6   Chapter 3 - Research design: Operationalisation of concepts and research questions (also motivation for above); design (e.g. survey, case study, etc.); sources of data/information (e.g. people, documents); measures/instruments for data collection (e.g. questionnaire, interview, focus group, content analysis); statistical and other methods used for analysis of the data/information

4.2.7   Chapter 4 – Results: Presentation of results in explicit, transparent and systematic
form and aligned to the description and hypotheses in the previous chapter; results should preferably not be interpreted and comprehensively discussed here – leave the reader to assess the results on his/her own

4.2.8   Chapter 5 – Summary: Evaluation and discussion of the results within the context
or rationale of the study, the conceptual framework, design and methods used; an assessment of the extent to which the objectives of the study have been attained, research questions been answered or hypotheses been proved. New perspectives can emerge in this chapter but not new information that should have been covered in earlier chapters. No new material should be added in Summary discussion chapter – which means: no sources should be cited

4.2.9   Chapter 6 – Implementation: Guidelines or a framework on how the findings (could be in the form of hard/soft technology and innovation) should be implemented for maximum impact. A Doctorate thesis should clearly show the contribution of new knowledge to the world of knowledge and application in the world of work

4.2.10 References - Use the Harvard referencing style. (If a literature source provides any information, it should be cited in the text and listed in the list of references.)

4.2.11 Appendices: All relevant material that would not assist the reader to follow the text of the thesis should be included in the appendix/ces. These normally include questionnaires and measuring instruments, short transcriptions (especially in the case of qualitative research approaches), preliminary illustrative material and data sets.

4.3 Submission of the Thesis

The thesis should be submitted according to the dates and guidelines provided by the Research Office, prior to the end of the student's registration.

4.4 Examination

The specific guidelines and differential weights of the individual components are available from the Research Office, but the following summary offers an overview of the elements of the examination process.

The Examiner must recommend a final mark for the thesis using the following assessment guidelines:

Pass **without** revision
Pass after **minor revision:** Re-submission to the examiner is not necessary, and the changes are to be effected under the guidance of the Supervisor
Major revision and re-submission The thesis needs major revisions before it can be re-examined
Fail: **Re-submission** and re-examination The thesis does not meet the minimum criteria, but if it is reworked and substantially re-written, it may be submitted for examination
Fail: **Not eligible for re-submission:** The thesis is highly flawed and the quality of the work is totally unacceptable for a doctoral thesis

The Examiner is required to submit a report (narrative) on the thesis based on the following criteria:

4.4.1 Title / Background / Aim / Objectives / Rationale
4.4.2 Literature Review
4.4.3 Research Design and Methodology
4.4.4 Technical Aspects: Structure, Data, Writing Style, Referencing
4.4.5 Research Findings, Conclusions and Recommendations
4.4.6 Integration of the Business Leadership Framework

After the examination reports on the thesis are been received from the Examiners, the Research Office will organise an oral defense of the thesis, to be attended by the Supervisors, as well as an audience of approximately five persons who are familiar with the topic, and/or its relevance. Guidelines for the oral defense of a thesis will be made available by the Research Office.

The oral defense takes the form of a professional presentation by the student, followed by a question and answer session. The total length of the oral defense will be 2 hours. The oral defense is based on the research work carried out by the student.

Should the student not pass, he/she will be given one opportunity to improve the thesis to meet the minimum standards. All students are given three months from notification to complete the corrections.