



NOMINATION AND APPOINTMENT OF EXAMINERS POLICY

Policy Code: D11
Version: 2
Approved by: COUNCIL
Approval Date: 05/04/2019
Decision Number: COU20/2019

Date Reviewed	Version History
30/02/2014	V1
21/11/2017	V1
19/01/2018	V1
03/08/2018	V1 (a)
05/04/2019	V2

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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.

This policy provides guidelines for the nomination and appointment of examiners and for the effective management of the examination process.

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
Compliance	Conforming to a rule, such as specified in the policies, standards, regulations or law. Regulatory compliance describes the goal that the institution aspire to achieve in their efforts to ensure that personnel are aware of, and take steps to comply with the relevant laws and regulations
Ethics	The moral principles that govern the Institution's behaviour; the moral correctness of specified conduct

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:

- 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. Policy: Appointment, Management and Development of Faculty
- ii. Policy: Appointment of Research Supervisors
- iii. Policy: Conducting Ethical Research
- iv. Policy: Examination of dissertations and theses.

4 Scope

As part of quality assurance of the examination process The Da Vinci Institute appoints reputable examiners and adheres to strict quality assurance processes as required by the Council on Higher Education (CHE) in respect of all dissertations and theses.

5 Aim

The purpose of this policy is to:

5.1 Outline key principles for the nomination of examiners.

6 Principles

Guiding principles for the nomination and appointment of examiners:

- 6.1 The nominee should be a person who has irrefutable and relevant professional and/or academic experience in respect of the research domain
- 6.2 Nominees for examination of master dissertations should be in possession of a doctorate degree. A single exception may be permitted in cases where specialist professional or technical expertise in the domain is required. In this instance the Research Committee will be required to formalise a motivation for such a nomination
- 6.3 Nominees for the examination of doctoral theses must be in possession of a doctoral degree. A single exception may be permitted in cases where specialist professional or technical expertise in a respective domain is required. In this instance the Research Committee will be required to formalise a motivation for such nomination
- 6.4 The external examiner must provide an independent and critical view of the dissertation/ thesis. Thus, the Research Committee must be satisfied that an examiner (two for the dissertation and three for the thesis):
 - 6.4.1 Does not hold office or is a fellow of The Da Vinci Institute
 - 6.4.2 Is not a student or an associate of The Da Vinci Institute
 - 6.4.3 Does not lecture any module or provide support which forms part of the research programmes at The Da Vinci Institute.
 - 6.4.4 Due care should be taken by the Research Office to ensure that an adequate

“induction” to the Da Vinci Mode 2 learning philosophies is undertaken for each appointed person.

7 High Level Processes



Figure 1: Nomination and Appointment of Examiners

8 Responsibilities

8.1 Examiner(s)

The examiner(s) assess the dissertation/thesis in accordance with The Institute's assessment guidelines

8.2 The Research Office

The Research Office sources examiners.

8.2.1 The Research Office identifies proposed examiners and recommends them to the Research Committee

8.2.2 The recommendation is accompanied by the examiner's information, such as qualifications, an abridged curriculum vitae and full contact details

8.3 The Research Committee

Monthly meetings are called by the Research Committee to expedite the nomination of examiners process.

8.3.1 The Research Committee appoints or rejects nominated examiner(s)

8.3.2 When a nomination is rejected the Research Committee proposes an alternative examiner(s)

8.3.3 On appointment, the Postgraduate Office is informed to undertake the necessary administrative tasks to complement the examiners of the Research Committee

8.4 The Postgraduate Office

The Postgraduate Office is responsible for the general administration and tracking of student progress. In terms of the Postgraduate Examinations process, the Postgraduate Office is responsible for:

8.4.1 Sending invitations to the approved examiners to indicate their willingness and ability to examine the dissertation/thesis

8.4.2 Tracking progress of the dissertation/thesis examination, in keeping with the deadlines for the examinations cycle

- 8.4.3 Administration of documents and examiners' reports
- 8.4.4 Communication with students and Supervisors regarding examiners' reports, improvements required, and the next steps
- 8.4.5 Arrangements for the Oral Defences.

9 References

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

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

10 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.