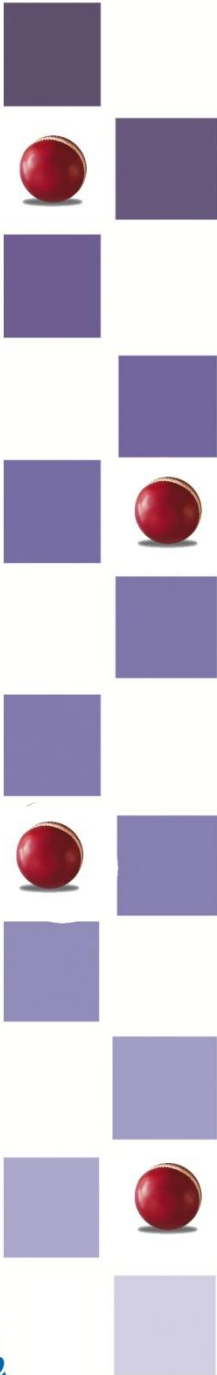




***The Da Vinci Institute
for
Technology Management***



Prospectus 2011



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CORPORATE SOCIAL RESPONSIBILITY

Da Vinci has identified a number of key projects in which it believes it can make a meaningful contribution to people and organisations:

CONTACT US



THE DA VINCI INSTITUTE FOR TECHNOLOGY MANAGEMENT (PTY) LTD

The Da Vinci Institute is a School of Management in higher education specialising in the Management of Technology, Innovation, People and Systems. The Da Vinci Institute has a reputation for state-of-the-art thinking in all aspects of innovation, people and technology management and acts as a catalyst for governments and leading industrialists through high-level think tanks. Through its South African and international partners, The Institute offers a spectrum of management and leadership programmes to create a cadre of managerial leaders who have the competence to lead their companies and/or organisations to greater heights.

The Institute is situated in the village of Modderfontein, within easy reach of the Johannesburg city centre and Oliver Tambo International Airport, with easy access to motorways to Pretoria and the rest of Gauteng. The rural atmosphere of this village within a metropolitan area adds to the special learning ambience experienced at Da Vinci House.

HOW TO FIND US

Da Vinci House, 16 Antwerp Road, Modderfontein
011 608 1331 GPS: 26° 05' 48.69" S 28° 09' 49.46" E

From the N3:

- At the Buccleuch Interchange, follow the N3 South to Durban
- Pass Marlboro Drive off ramp

- Exit left at **M 54 London Rd Alexandra** off ramp, follow the Modderfontein signs
- Continue along the road until the traffic lights and turn LEFT into Johannesburg Road

OR

- Exit left at the **Edenvale/Kempton Park** off ramp
- At traffic circle (Longmeadow Business Estate) follow sign to Kempton Park (2nd feeder to left)
- Continue about 900m and at T-Junction, turn RIGHT
- Continue to traffic light, and turn LEFT onto the R25 Modderfontein Rd towards Kempton Park
- Take the first slip road left, Johannesburg Road, continue along the road through the traffic lights

- After the speed bump
- Turn right into Valley Street and follow the road to the traffic circle
- At the traffic circle go straight, continuing along Valley Street which bends left over a small bridge and becomes Antwerp Road, continue up the hill until the next traffic circle and go straight
- Look for **Da Vinci House** (after Modderfontein Montessori School) on the RIGHT, a white double story building

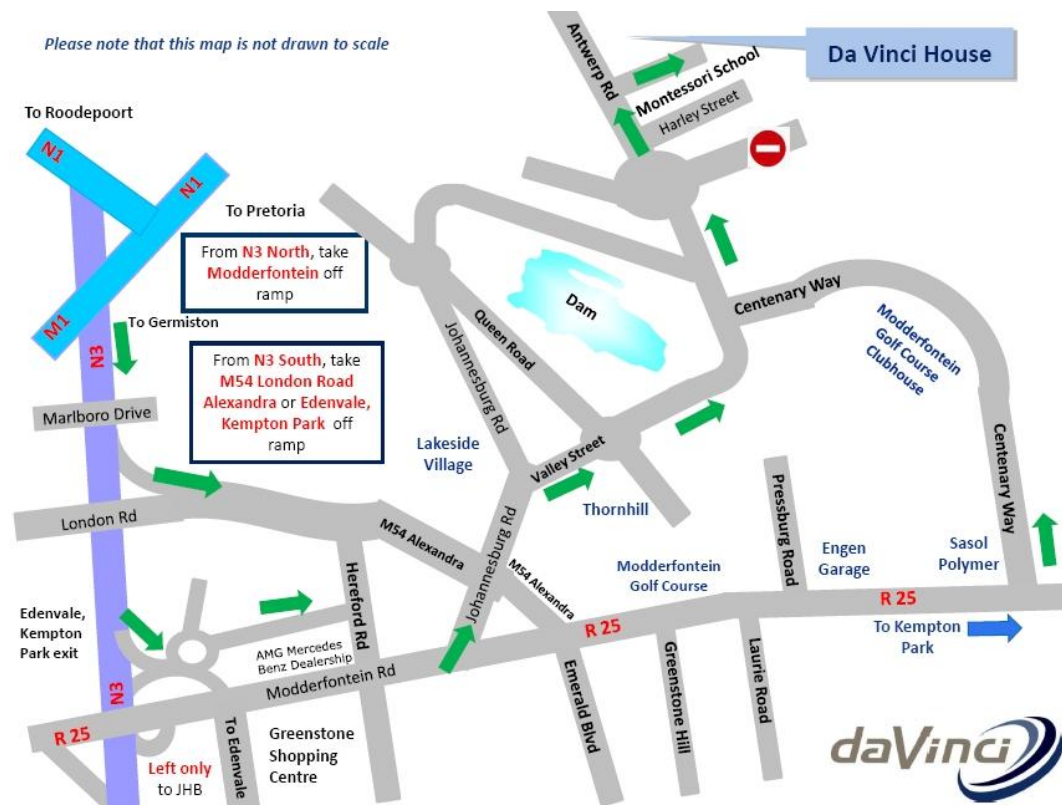
From OR Tambo International Airport:

- Follow the **JOHANNESBURG** signage on exiting the airport and continue looking out for the N3 North/Pretoria at the Gilooley's Interchange
- Continue on the N3 North, passing the Linksfield off ramp
- Exit at the **Modderfontein** off ramp
- At the traffic lights, turn RIGHT onto the R25 towards Kempton Park
- Continue on the R25 passing the Greenstone Shopping Centre on the right
- Continue along the R25 until Centenary Way (Sasol Polymers building on the corner)
- Turn left into Centenary Way

From Pretoria on the R21

- Take the R21 to OR Tambo International
- Take the Kempton Park/Bronkhorstspruit (R25) off ramp
- Left at the stop street (R25)
- Continue underneath the R21
- First traffic light left (M57)
- First traffic light right (R25)
- *R25 becomes P91 and then turns back to R25/Modderfontein Rd*
- Continue along the R25 until Centenary Way (Sasol Polymers building on the corner)
- Turn right into Centenary Way

- Continue along Centenary Way, at the T-Junction turn right into Antwerp Road
- Continue up the hill until the traffic circle and go straight
- Look for **Da Vinci House** (after Modderfontein Montessori School) on the RIGHT, a white double story building



OUR VISION

our purpose	our dream	our brand promise
<ul style="list-style-type: none"> to cultivate managerial leaders 	<ul style="list-style-type: none"> to contribute towards the development of sustainable societies 	<ul style="list-style-type: none"> to facilitate a journey of self discovery

OUR MISSION

We are passionate about...

- developing learning related strategies and plans for our customers
- building superior customer relationships, and ensuring the growth of customers enterprises
- conducting best business practices as an accredited SAQA service provider
- providing people with innovative opportunities to learn, develop and master the management of technology, innovation and people competencies required to deliver superior business results.



FORMING A PARTNERSHIP IN PERSONAL AND EDUCATIONAL DEVELOPMENT WITH EACH OF OUR EMPLOYEES FOR THE MUTUAL BENEFIT OF THE INDIVIDUAL AND THE INSTITUTE

The Institute believes that all managers, irrespective of their background, their discipline, their jobs or the organisations in which they work, need to understand the concepts related to the management of Technology, Innovation and People within a Systemic context.

The Institute has based its academic offerings on three key pillars:

- The notion of MoTIP (the Management of Technology, Innovation and People), is a cornerstone of The Institute's offerings. We believe that an understanding of the integration of the management of technology, innovation and people is of foundational importance for our students if they are to contribute meaningfully to change within their organisations. Our view is that this integration is a prerequisite for any organisation to meet its global competitiveness objectives.
- A collaborative arrangement between erstwhile Professor IrajZandi of the Wharton Business School and the Da Vinci Research operation precipitated a new blend of Systems Thinking. This collaboration was founded on a desire to develop a process and tools to enable managers to practically translate the excellent concepts of Systems Thinking into applied value in their own work environments.
- The Institute uses business action driven learning as a foundation for the integration of learning within the work environment, taking particular cognisance of the educational and social legacies of South Africa.

Throughout the world managers in governments and businesses face one common challenge:

***The unrelenting imperative to achieve more with less,
in conditions of ever more stringent scrutiny and accountability!***

The Institute's response to managing operations in an environment characterised by complexity and continual change is to suggest an inextricable link between three key determinants:

- INNOVATION:** The ability to create an environment in which new ideas and thinking are translated into tangible bottom-line benefits.
- PEOPLE:** The degree to which a human community is sustainably productive because of the prevailing levels of mutual trust, confidence and respect.
- TECHNOLOGY:** The ability to understand the pervasive impact that technology has on any organisation, and thereafter to make appropriate decisions that will ensure competitive advantage.

PROGRAMMES

THE INSTITUTE IS REGISTERED AS A PRIVATE HIGHER EDUCATION INSTITUTION UNDER THE HIGHER EDUCATION ACT 1997, REGISTRATION NO 2004/HE07/003, ACCREDITED BY THE COUNCIL ON HIGHER EDUCATION AND OFFERS CERTIFICATE, DIPLOMA, MASTERS AND PHD QUALIFICATIONS IN THE MANAGEMENT OF TECHNOLOGY AND INNOVATION.

The positioning of the Da Vinci programmes reflects a conscious decision to develop a South African skills profile that goes way beyond the traditional business school approach in which operational and business decisions are justified from a financial standpoint.

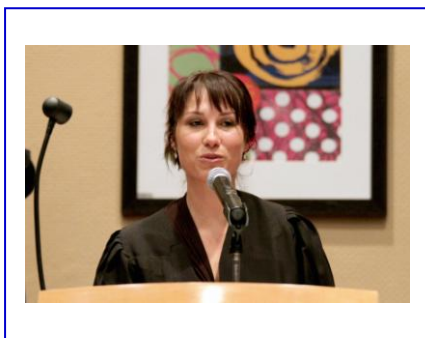
The critical cross-field outcomes indicate that students acquire an ability to:

- identify and solve problems
- work effectively with others as a member of a team/group/organisation/community
- organise and manage oneself and one's activities responsibly and effectively
- collect, organise and critically evaluate information
- communicate effectively using visual, mathematics and language skills in the modes of oral and written presentations
- use science and technology effectively and critically (showing responsibility towards the environment and health of others)
- demonstrate an understanding of the world as a related set of systems



Service Seta Graduation November 2010

*Back L-R: Mr W Stapelberg, Dr I Blumenthal
Front L-R: Prof R Marcus, President J Zuma, Prof B Anderson*



Da Vinci MSc
Alumnus
delivering the
'Thank You'
address at the
2010 Autumn
Graduation

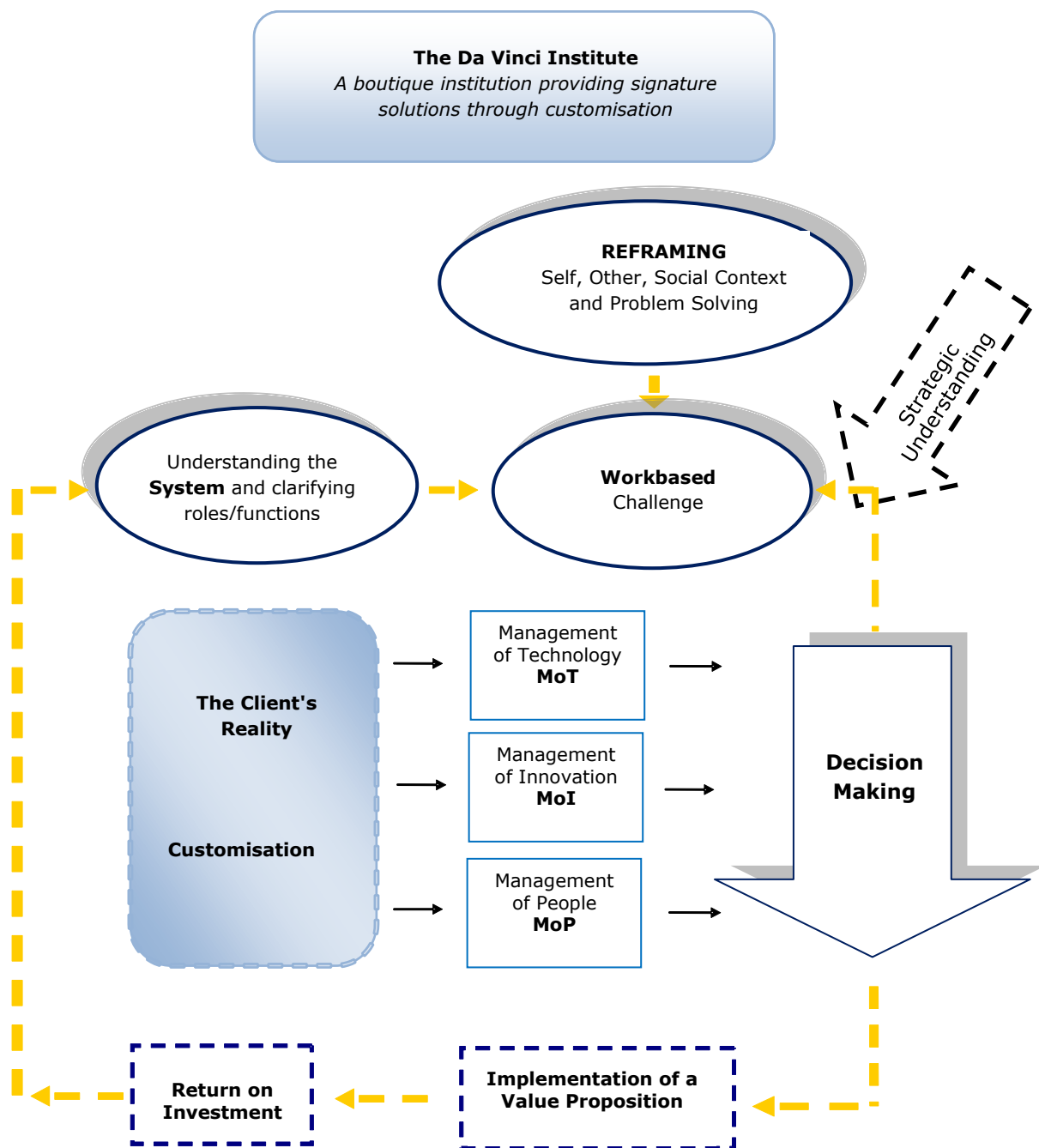
Honouring President J Zuma with
The Da Vinci Laureate Award: Social Architecture





THE DA VINCI INSTITUTE COMPETITIVENESS MODEL

Organisations and students alike want to know that their time and money invested will elicit a return on investment that makes a difference. With the plethora of business education programmes available, the value add derived from the learning experience must be highly visible and accessible from the beginning. In recognising these needs, The Institute aims at delivering its programmes within a specific framework as depicted below.



OUR QUALIFICATIONS

THE DEPARTMENT OF EDUCATION HAVE PROPOSED A NEW QUALIFICATION FRAMEWORK (HEQF). THEREFORE, PLEASE NOTE THAT CHANGES MAY OCCUR WITH REGARD TO NQF LEVELS AND CREDITS OF PROGRAMMES IN FUTURE.

CERTIFICATE (MOTI): LEVEL 5

The Certificate Programme (NQF 5) is aimed at developing people who have been earmarked for the management stream within an organisation. Candidates are provided with the basic concepts of managing innovation, technology, people and systems within a working environment.



DEMAND

The Certificate is specifically designed to enable members of an organisation, whose career path has not necessarily included gaining formal qualifications, to realise their true potential by:

- developing them to understand their role in an organisational environment
- 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.

PURPOSE

People who achieve this Qualification will be able to:

- define and apply a variety of management development theories within a systems thinking framework
- describe the knowledge and skills required for the effective management of technology, the management of innovation and the management of people processes and compile checklists of performance indicators
- communicate ideas, concepts and practical application of theories
- apply technology, innovation, people and systems thinking concepts to transform individuals, organisations and/or communities.

LEVEL DESCRIPTORS

We provide a structured learning environment in which students develop the capacity to:

- take responsibility for their own learning in a highly structured, supervised environment
- take decisions about, and responsibility for, learning actions
- evaluate their own performance against given criteria.



Within this environment, which includes the application of learning, students are required to translate their theoretical understanding of the specific subject matter into standardised applications at the workplace. In most cases they will follow strict guidelines with this workplace application, and be closely supervised throughout. They need to demonstrate their capacity to:

- ↷ expound their fundamental knowledge of the main areas of one or more fields or disciplines
- ↷ show an informed understanding of the important terms, rules, concepts, principles and theories in one or more fields or disciplines
- ↷ understand the organisation or operating environment as a system within a wider context and society
- ↷ effectively apply essential methods, procedures and techniques of the field or discipline
- ↷ interpret, convert and evaluate text and operational symbols or representations
- ↷ use their knowledge to solve well-defined problems, both routine and unfamiliar, within a familiar context
- ↷ adjust an application of a solution within relevant parameters, to answer changes in the problem or operating context
- ↷ evaluate change using relevant evidence, efficient skills in information-gathering, analysis, synthesis and evaluation
- ↷ present material using appropriate technological skills
- ↷ communicate information coherently, using basic conventions of an academic/professional discourse, in writing and verbally.

The Certificate Programme measures the application of basic or fundamental processes and theories in real applications at the workplace.

All Certificate Programmes can be customised to accommodate the client's work based needs to improve business performance. Specialised customised examples include:

- ↷ Business Development
- ↷ Project Management, and
- ↷ Business Performance Improvement.

ADMISSION CRITERIA

It is a requirement that all students must be employed in a position which will allow them the opportunity to apply their learning in the workplace.

	Previous Academic Qualifications	Appropriate Work Experience (years)	Employer Support	Conditions
Certificate (Cert MOTI) NQF 5	Matriculation or other relevant NQF 4 qualification	2	General	
	None	4	Detailed assessment	Conditional on performance



DIPLOMA (MOTI): LEVEL 6

The Diploma Programme (NQF 6) is ideal for the development of middle managers. The accent is on inculcating new thinking skills while developing in-depth understanding of the working environment.



DEMAND

The Diploma is specifically designed to enable members of an organisation, whose career path has not necessarily included gaining formal qualifications, to realise their true potential by:

- developing them to manage or contribute to multi-discipline teamwork aimed at business improvement and socio-economic transformation
- emphasising the implementation of technology innovations and people development practices to improve the business performance of organisations.

PURPOSE

People who achieve this Qualification will be able to:

- describe and analyse management development theories within a systems thinking framework
- apply knowledge regarding the effective management of technology, the management of innovation and the management of people processes within a working environment
- align and communicate ideas, concepts, and practical applications of theories
- compare and align technology, innovation, people and systems thinking concepts to transform individuals, organisations and/or communities.

LEVEL DESCRIPTORS

We provide a structured learning environment in which students develop the capacity to:

- identify their own learning needs
- evaluate their learning progress
- initiate appropriate learning processes and actions
- assist others to identify learning needs.

Within this environment, which includes application of learning, students are required to translate their theoretical understanding of the appropriate diploma subject material into demonstrated application at the workplace, such that they show their ability to:

- internalise a solid knowledge base in at least one discipline or field
- understand, within one or more key disciplines or fields
 - ▶ core concepts, established principles and theories
 - ▶ key terms and rules
 - ▶ some awareness of how the discipline/field relates to cognate areas
- effectively select and apply the central procedures, operations and techniques of a discipline or field
- solve well-defined but unfamiliar problems using correct procedures and appropriate evidence
- prepare and communicate information reliably and coherently, using sound business discourse conventions and formats that meet academic and professional standards
- critically analyse and synthesise information
- present information using basic information technology.

The Diploma Programme measures the application of the set of elements for full functions or disciplines. It is essential that these then be applied fully at the workplace, with an understanding of the internal functional synthesis of parts. Theories are relatively standardised and often standard processes are followed, with newly internalised relationships leading to self developed evaluation criteria. The student works under less supervision and takes responsibility for helping others learn. Problem solving is linear and uses well-defined theories, but solution processes may well differ, embracing limited change. Standard systems are critiqued and improved.

All Diploma Programmes can be customised to accommodate the client's work based needs to improve business performance. Specialised customised examples include:

- Project Management
- ICT Management
- Innovation Management, and
- Women Development.



ADMISSION CRITERIA

It is a requirement that all students must be employed in a position which will allow them the opportunity to apply their learning in the workplace.

	Previous Academic Qualifications	Appropriate Work Experience (years)	Employer Support	Conditions
Diploma (DiplMOTI) NQF 6	Cert (MOTI) or other relevant NQF 5 certificate	3	General	
	None, or not equivalent to NQF 5 qualification	5	Detailed assessment	Conditional on performance in first three modules

MSC (MOTI): LEVEL8 (NEW HEQF LEVEL 9)

The Masters degree (NQF8) is targeted at senior and executive management. The programme is based on course work and a major research topic. Candidates are expected to use their newly acquired skills to solve a work related problem.



DEMAND

The Qualification is specifically designed to enable members of an organisation to realise their true potential by:

- developing them to lead multi-discipline teams tasked to facilitate business improvement and socio-economic transformation
- acquiring the competence to lead a system (resources) and to develop technology and innovation related activities to meet their business objectives
- providing personal development opportunities for them to contribute significantly to the development of wealth within the South African economy.

PURPOSE

People who achieve this Qualification will be able to:

- initiate organisational change
- integrate systemic principles in solving organisational problems
- incorporate the management of technology, the management of innovation and the management of people principles into business planning processes
- transform communities by initiating sustainable development initiatives.

LEVEL DESCRIPTORS

We provide a contextual learning environment in which students develop the capacity to:

- operate in variable and unfamiliar learning contexts, requiring responsibility and initiative
- accurately evaluate, identify and address their own learning needs
- interact effectively within a learning group.



We require students to translate their theoretical understanding of the appropriate masters subject material into demonstrated application at the workplace, such that they show their ability to:

- ↷ integrate a well-rounded and systematic knowledge base in one or more disciplines or fields
- ↷ provide detailed knowledge of some specialist areas
- ↷ develop a coherent and critical understanding of one or more disciplines, fields, terms and rules;
 - ▶ advanced concepts, principles and theories
 - ▶ conceptual thinking around the discipline or field
 - ▶ an ability to map new knowledge into a given body of theory
 - ▶ an acceptance of a multiplicity of 'right', even 'possible' answers
- ↷ effectively select and apply;
 - ▶ the central methods of enquiry and research in a discipline or field
 - ▶ the essential procedures, operations and techniques of a discipline or field
 - ▶ knowledge of at least one other discipline or field's mode of enquiry
- ↷ deal with unfamiliar concrete and abstract problems and issues, using evidence-based solutions and theory-driven arguments
- ↷ demonstrate well-developed information processing abilities vis a viz;
 - ▶ information retrieval skills
 - ▶ critical analysis and synthesis of data
 - ▶ quantitative and qualitative methodologies
 - ▶ data presentation skills following prescribed formats
 - ▶ using IT skills appropriately
- ↷ present and communicate both information and their own ideas and opinions in well-structured arguments;
 - ▶ showing awareness of audience and
 - ▶ using academic or professional discourse appropriately.

The programme requires integration, often across functions and very definitely systemically within functions. The theories are applied cross-functionally in the workplace and the integration of the system as a whole becomes important. Processes are designed to meet specific requirements, and students work at a fairly high conceptual level before translating theory into action. They work actively through groups and develop solutions rather than solve problems. Problem solving is non-linear, often chaotic and integrates sometimes obscure and abstract theories, but solution processes are designed to meet constantly changing needs.

The Da Vinci Institute reserves the right to change specific content, and alter the delivery mechanics, based on an on-going evolutionary and innovative design process. Students will be informed of any changes to programme dynamics but should be aware that the Qualification will always require 240 credits at exit level 9.

All Master Programmes can be customised to accommodate the client's work based needs to improve business performance. Specialised customised examples include:

- Systems and Design Thinking
- Aviation Management
- Project Management
- Mining Management
- ICT Management, and
- Managing of Business Systems.

ADMISSION CRITERIA

It is a requirement that all students must be employed in a position which will allow them the opportunity to apply their learning in the workplace.

	Previous Academic Qualifications	Appropriate Work Experience (years)	Employer Support	Conditions
Master of Science (MSc MOTI) NQF 8 NEW HEQF LEVEL 9	Diploma MOTI Level 6 or Any other relevant NQF 7 qualification	5	General	
	None, or not equivalent to NQF 7 qualification	7	Detailed Assessment	Provisional approval on the following conditions: <ul style="list-style-type: none"> • Demonstrate an understanding at NQF Level 8 (appropriate level descriptors will be used to guide the process). • evidence of relevant publications, presentations or relevant working experience that could be considered for recognition of prior learning at NQF Level 8* • Registration for the Research Workshops • Acceptance of a Research Proposal • Completion of the first three modules On successful completion of the above, provisional approval will be converted to full approval. In the event that a student is un-successful in completing the above, such student will be de-registered for the relevant programme.

*Recognition of Prior Learning (RPL) and the related processes, as defined by The Institute, should be made available to prospective applicants, in order to avoid confusion.



PHD (MOTI): LEVEL 8+ (NEW HEQF LEVEL 10)

The Professional Doctorate programme (NQF8+) is aimed at senior managers and executives, in which candidates are required to demonstrate their ability to develop new concepts that will significantly improve their operations.



DEMAND

The Qualification is specifically designed to enable members of an organisation to realise their true potential by:

- Challenging them to initiate innovative solutions for business improvement and socio-economic transformation
- acquiring the competence to design a system and to develop technology and innovation related activities to meet transformational targets
- providing personal development opportunities for them to contribute significantly to the development of wealth within the South African economy.

PURPOSE

People who achieve this Qualification will be able to:

- initiate innovation and change at a national level
- integrate systemic principles into alternative designs and developments
- incorporate management of technology, management of innovation and management of people frameworks into new product/process designs and developments
- make a contribution towards community development initiatives.

LEVEL DESCRIPTORS

We provide a highly individualised learning environment in which students solve a meaningful business problem of substance to their organisations. In this guided environment they develop the capacity to:

- operate in complex, unfamiliar contexts, requiring personal responsibility and initiative
- accurately evaluate and take full responsibility and initiative for both their learning and research outputs
- manage learning tasks independently, professionally and ethically
- critically evaluate their own and others' work, with justification.

In a guided and mentored environment, we expect integration and independence. We require students to underpin their workplace excellence in solving a work-based problem of significance with a sound academic understanding of the appropriate theoretical subject material. Their demonstration of good research practice will make a unique contribution to the body of knowledge, or alternatively offer a new synthesis of existing benchmarks, thereby path finding new approaches to applied business problems.

They will show their ability to:

- integrate and contextualise a comprehensive and systemic knowledge of one or more disciplines or fields, with depth, specialisation and up-to-date, benchmarked knowledge in some areas
- think epistemologically and relate theory into practice (and vice versa) via an informed and critical understanding of the theory and research methodology of one or more disciplines or fields and an understanding of how these relate to research problems in their specific arena of employment
- select and apply research methods effectively and undertake a research project in their own organisation and area of specialisation
- deal with complex problems using the intellectual, research and technological resources and tools provided by a discipline or profession
- effectively retrieve and process information, and engage critically with current research and scholarship in an area of specialisation
- present and communicate academic or professional work effectively, using the full resources of an academic discourse appropriately.

The Doctoral Programme is an exercise in independent yet rigorous thought, whereby the elegance of meaningful business solutions is translated into path finding methods and practices. Coached, with minimal supervision, the learner creates a highly specialised solution that meets the requirements of academic rigour. The research system meets the business system and the two are integrated seamlessly. Boundaries are defined by the learner 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 process embraces change and bottom-line results.



ADMISSION CRITERIA

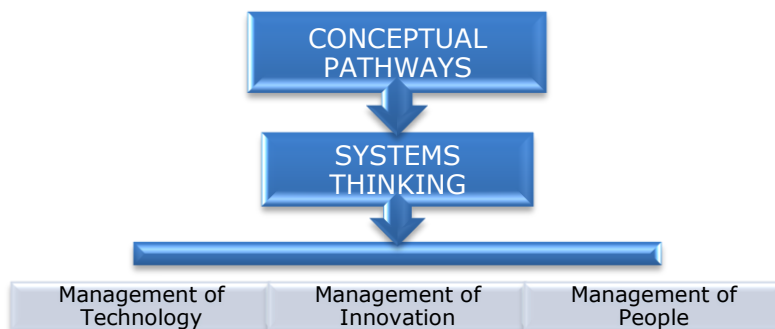
It is a requirement that all students must be employed in a position which will allow them the opportunity to apply their learning in the workplace.

	Previous Academic Qualifications	Appropriate Work Experience (years)	Employer Support	Conditions
Doctor of Philosophy (PhD MOTI) NQF 8+ (NEW HEQF LEVEL 10)	Masters Degree or any other NQF 8 qualification	10	General, but detailed assessment by the Institute	
	None, or not equivalent to a Masters degree	15	Detailed assessment by the Institute	<p>Provisional approval on the following conditions:</p> <ul style="list-style-type: none"> • Demonstrate an understanding at NQF Level 8+ (appropriate level descriptors will be used as assessment criteria). • evidence of relevant publications, presentations or relevant working experience that could be considered for recognition of prior learning at NQF Level 8+ • Register for the Research Workshops • Acceptance of a Research Proposal • Completion in the first three modules <p>On successful completion of the above, provisional approval will be converted to full approval.</p> <p>In the event that a student is unsuccessful in completing the above, such student will be de-registered for the relevant programme.</p>

*Recognition of Prior Learning (RPL) and the related processes, as defined by The Institute, should be made available to prospective applicants, in order to avoid confusion.

PROGRAMME DESIGN

All programme content is aligned and designed around four conceptual pathways that form the basis for our MOTI qualifications



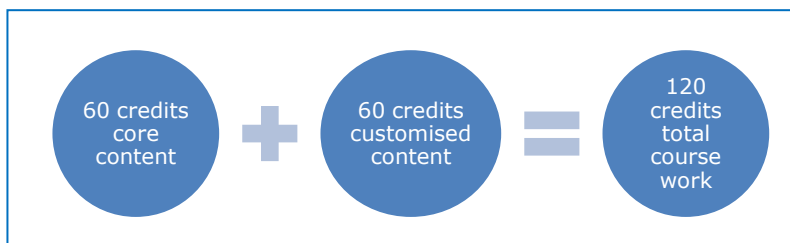
This content is built into a full spectrum qualification at each level:





Content delivered at each level is designed around two sets of 60 credit content arenas:

- A set of fundamental core units of study that are compulsory in order to align with our key value set
- A further set of units that have either been prescribed (for our generic retail programmes, or customised in consultation with clients to meet specific requirements).



Content may comprise a package of preparatory work, classroom activities and even some post workshop activities. The objective is to expose students to the key learning of a subject domain, and then to enable them to use that material in practice.

RESEARCH

The Institute provides a fertile environment for research:

- Its industry-focused mission encourages engagement with students who face real-world challenges where there is real motivation and urgency for achieving real solutions
- The focus on real-world challenges liberates funding for such research; the structure of the Da Vinci PhD is explicitly oriented to real-world problems, and the portfolio approach is designed to offer maximum flexibility
- The Institute houses a rich research environment, including the Technology Top 100 awards programme
- The Institute commands extensive networks, locally and internationally, which facilitate rich and innovative research connections
- The Institute's eclectic student environment promotes rich internal exposure in the research community, as facilitated by the regular 'Curiosita' gathering, and
- Historically, The Institute has enjoyed strong links with government in South Africa. This, in turn, facilitates connections with international institutions seeking contact points within South Africa via government, and promotes access to databases and information.

The rich research environment within The Institute creates an opportunity for an in-house publication (TIPS) harnessing the strengths of our students' research outputs.

BACKGROUND

The Research Office was established towards the middle of 2007. The Research Office runs as a fully-fledged support service of The Da Vinci Institute.

SCOPE OF RESEARCH IN DA VINCI

Da Vinci has over the past few years been involved in a wide spectrum of research activities, including:

- Diploma, MSc and PhD projects
- Commissioned research projects for, e.g., the National Advisory Council on Innovation
- Expert peer-evaluation of research projects
- Contributions to national conferences
- Curiosita

FUNCTIONS

The primary functions of the Research Office are the following:

- Managing Da Vinci's research, development and innovation (RD&I) strategy
- Responsible for internal institutional RD&I capacity building
- Coordination of the research component of post-graduate research projects
- Coordinating in-house RD&I publications and other forms of communication
- Promoting Da Vinci's profile as a significant RD&I role player at the national level
- Serving as an RD&I advisory service



OFFICE AND STAFF

The Student Research Office is accessible every weekday between 08h00 – 16h00 and is contactable through the switchboard.

The Research Office Manager is Charlene Downing.

RESEARCH PACKAGE

To assist students and widen their research base, The Institute has put together a Research Package which will allow them access to:

- 🔗 the Da Vinci library (which includes access to some of our Alumni's theses and dissertations) and,
- 🔗 the Eskom Library (with kind permission from Eskom Management)

In addition, students will also be enrolled for, and electronically receive, the prominent business and management publication "*Management Today*" for ten months per year. This publication will provide students with research articles spread over a wide area of business and management.

Through this publication, students will have access to fresh, relevant articles published by *Management Today* as well as previously published articles.

It is, of course, our aim to provide students with the opportunity to also contribute to publishing articles in this and other publications.

ADMISSION CRITERIA

The Institute offers two entry routes for each qualification:

- one based primarily on academic qualifications with a lower emphasis on work experience
- the other minimising the requirement for prior qualifications, and placing high emphasis on appropriate work experience.

This approach articulates the Da Vinci vision of creating viable opportunities for a broad cross section of South Africans to engage in formal tertiary education.

ACADEMIC QUALIFICATIONS

Qualification for which applying	Previous Academic Qualifications	Appropriate Work Experience (years)	Employer Support	Conditions
Certificate (Cert MOTI) NQF 5	Matriculation or other relevant NQF 4 qualification	2	General	
	None	4	Detailed assessment	Conditional on performance in first three modules
Diploma (DiplMOTI) NQF 6	Cert (MOTI) or other relevant NQF 5 certificate	3	General	
	None, or not equivalent to NQF 5 qualification	5	Detailed assessment	Conditional on performance in first three modules



Qualification for which applying	Previous Academic Qualifications	Appropriate Work Experience (years)	Employer Support	Conditions
Master of Science (MSc MOTI) NQF8 (NEW HEQF LEVEL 9)	Diploma MOTI Level 6 or Any other relevant NQF 7 qualification	5	General	
	None, or not equivalent to NQF 7 qualification	7	Detailed assessment	Provisional approval on the following conditions: <ul style="list-style-type: none"> • Demonstrate an understanding at NQF Level 8 (appropriate level descriptors will be used to guide the process). • evidence of relevant publications, presentations or relevant working experience that could be considered for recognition of prior learning at NQF Level 8 • Registration for the Research Workshops • Acceptance of a Research Proposal • Completion of the first three modules On successful completion of the above, provisional approval will be converted to full approval. In the event that a student is unsuccessful in completing the above, such student will be de-registered for the relevant programme.
Doctor of Philosophy (PhD MOTI) NQF 8+ (NEW HEQF LEVEL 10)	Masters Degree or any other NQF 8 qualification	10	General, but detailed assessment by The Institute	
	None, or not equivalent to a Masters degree	15	Detailed assessment by the Institute	Provisional approval on the following conditions: <ul style="list-style-type: none"> • Demonstrate an understanding at NQF Level 8+ (appropriate level descriptors will be used as assessment criteria). • evidence of relevant publications, presentations or relevant working experience that could be considered for recognition of prior learning at NQF Level 8+ • Register for the Research Workshops • Acceptance of a Research Proposal • Completion in the first three modules On successful completion of the above, provisional approval will be converted to full approval. In the event that a student is unsuccessful in completing the above, such student will be de-registered for the relevant programme.

Irrespective of the general admission criteria, all admissions are subject to confirmation by the Academic Board. It is a requirement that all students must be employed in a position which will allow them the opportunity to apply their learning in the workplace.

RECOGNITION OF PRIOR LEARNING

Prospective candidates who do not meet the above entry requirements but who have been working for at least 10 years can apply to have their candidature evaluated in terms of their work experience.

LANGUAGE POLICY

The language of tuition is English.



FEES

PAYMENT TERMS AND CONDITIONS

FEES AND DEPOSITS

- Details of fees and deposits are contained in the current year's fee schedule, available from the Administration Office.

APPLICATION FEE

- All students must pay a **non-refundable** application fee which must accompany the student's programme application form. It is an administration charge and is over and above any course fees.

REGISTRATION FEE

- A registration fee is payable on the student's acceptance of the offer by The Institute for participation in the programme. This is non-refundable, but will be credited against the student's total course fees. This amount is part of, and not in addition to, the total course fees payable by students.
- An annual re-registration is payable at the start of each academic year.

CANCELLATION

- Any student who deregisters from a programme two (2) weeks before the start of that programme shall be entitled to a refund of 90% of any prepaid fees pertaining to that programme.
- Students who register with The Da Vinci Institute are considered to have purchased a seat in a programme. Should the student withdraw (in writing) within sixty days (60) of the registration date of the programme, the student shall be entitled to a refund of 50% of the fees paid. Cancellation after sixty (60) days shall result in the forfeit of all fees and the student shall be liable for any outstanding fees. Notice of cancellation shall be given to The Institute in writing. Refunds shall be made by The Institute not more than sixty (60) days after receipt of the cancellation notice.

EXTENSION FEES

- Students who do not complete their qualification within the prescribed period shall be required to pay extension/re-registration fees until completion.

REPEAT MODULES

- Any student who is required to re-register for a module shall be required to do so at the rates pertaining at that time.

ACADEMIC TRANSCRIPTS

- Any past student of The Institute requiring an academic transcript shall be required to pay the prescribed administration fee of R50 for this service.

GRADUATION CERTIFICATES

- No duplicate certificates, diplomas or degrees (graduation certificates) will be issued.
- Students will only be issued with a duplicate academic transcript or statement of results.

FEE PAYMENT OPTIONS

- Details are available from the Finance Department.

STUDENT FINANCIAL AID

- Students registered for business-to-business programmes are funded by their employers.
- Students registered for the public programmes are assisted, wherever possible, to obtain student loans, study bursaries and scholarships.
- The Da Vinci Institute is listed with both Standard Bank and ABSA as an accredited institution for student loans. For more information:

STANDARD BANK	ABSA
Visit www.standardbank.co.za	Visit www.absa.co.za
Visit your nearest Standard Bank branch or Student Bureau	Contact Johannesburg Student Bureau: 011 726 4110
Telephone 0860 123 456	Contact Braamfontein Student Bureau: 011 403 3100



MANAGEMENT, FACULTY AND FELLOWS

The Institute academics have considerable teaching and research experience in both local and international universities. All academics have had considerable business experience. Some of the academic staff have run their own businesses.

Because the academic staff understands business, they are able to interact with hard-nosed operators, which many of our clients see as an asset. We mentor not only the candidates but many of the senior managers, to assist them in ensuring the smooth transition of the students into the work place.

DIRECTORS

The Institute was registered as a private company on 24 April 2004, registration number 2001/009271/07.

The directors are:

Professor B Anderson
Mrs D Marcus
Professor R Marcus

MANAGEMENT

Professor B Anderson	Chief Executive Officer	PhD (Psychology)
Professor R Marcus	Chairman of The Da Vinci Board	PhD (MechEng)
Mr P Swanepoel	Registrar	BA BEdTHED

OPERATIONS TEAM

Mr S Gathua	Manager: Knowledge Management
Mrs L Holfeld	Operations Manager
Mrs L Joshua	Key Account Manager
Ms T Lourens	Key Account Manager
Mrs T Naidoo	Student Liaison Officer
Mr A Petersen	Design Manager
Mrs S Reichel	Key Account Manager
Mrs E Smit	Administrator
Mrs S Vania	Key Account Manager

ACADEMIC STAFF

Professor B Anderson	BA, BTh, NDT, MA (Psychology), PhD (Psychology)
Professor J Coetzee	PhD
Professor R Marcus	PhD (MechEng)

SENIOR LECTURERS

Mr J Bengu	MBA (HR)
Dr J Bosman	PhD
Ms M Droski	MComm(Business Management), M Phil (Future Studies)
Dr C Joubert	DPhil
Dr J Kennedy	PhD
Dr M Mostert	PhD
Mr A Nortier	BA Ed (Tech)
Dr P Paisley	DProf
Dr B Peens	PhD (Clinical Psychology)
Dr D Shirley	PhD (Psychology)
Dr C Steyn	DBA
Mr R Stoutjesdyk	BComm, MBL
Dr A Verhaeghe	PhD
Mr A Verachia	MSc (Law)

LECTURERS

Mr B Andrews	MSc (Corrosion Science)
Ms K Andrews	BComm
Mr D Botha	BMil
Mr A Brews	BTh, BTh (Hon), MA (Social Sciences)
Mr S Carlin	MSc (Industrial Psychology)
Mr L de Vries	BProc
Ms K Dlakuwu	MA (Industrial Psychology)
Ms C Downing	MCur
Mr G Feinberg	BA (Information Science)
Mr K Gevers	MBA
Mrs B Goddard	BA
Mr R Goddard	BA (Management)
Mr E Hay	MComm
Mrs K Irvin	BA (Honours in Psychology)
Mr E Mafokoane	MBA, MM
Mr C Pienaar	MBL, BSc (Computer Science)
Ms M Ramsamy	BSoSci
Ms C Rudd	BA Hons (Training Management)
Mrs D Slabbert	BA (Hons)
Mr S Visagie	MComm (Strategic Management)

ACADEMIC SUPERVISORS

Professor B Anderson	PhD	Mr D Matsapola	MBA
Mr A Botha	MSc	Dr M Mostert	PhD
Dr T Brown	PhD	Dr P Naidoo	PhD
Dr A Carter	PhD	Mrs Opili-Orege	MA
Dr E Chetty	PhD	Professor R Palmer	PhD
Professor J Coetzee	PhD	Mr R Page-Shipp	MSc
Dr L Cowley	PhD	Dr W Pienaar	PhD
Dr N de Klerk	PhD	Dr W Richrath	PhD
Mr A Dalvit	MSc	Dr W Scholtz	PhD
Dr E Dixon	PhD	Professor Y Seleti	PhD
Dr A Huss	DPhil	Dr C Steyn	DBA
Dr D Krueger	PhD	Dr R Stoutjesdyk	MBL
Dr J Kruger	PhD	Dr A van der Linde	PhD
Dr J Kuye	PhD	Dr P van der Walt	PhD
Mr A Mamanyuha	MSc	Mr L van Niekerk	MBA
Dr B Marais	PhD	Dr G van Rensburg	DTh
Professor R Marcus	PhD	Dr B van Zijl	DTh
Mr J Masson	MBA	Dr R Viljoen	DBL

LOCAL AND INTERNATIONAL SPECIALIST FACULTY

The Institute, through extensive international linkages, has access to a wide range of academics.

Professor Barry Bozeman	Georgia Institute for Technology
Mr Martin Burrige	Henley Management College
Dr Steve Lennon	Eskom Resources and Strategy
Dr Ramesh Mashelkar	President of the CSIR (India)
Professor Arthur Money	Henley Management College
Dr Steve Shepard	Marshall School of Business (USC), Shepard Communications (USA)
Professor IrajZandi	University of Pennsylvania, Wharton Business School
Professor John Pourdehnad	University of Pennsylvania



THE DA VINCI INSTITUTE FELLOWS

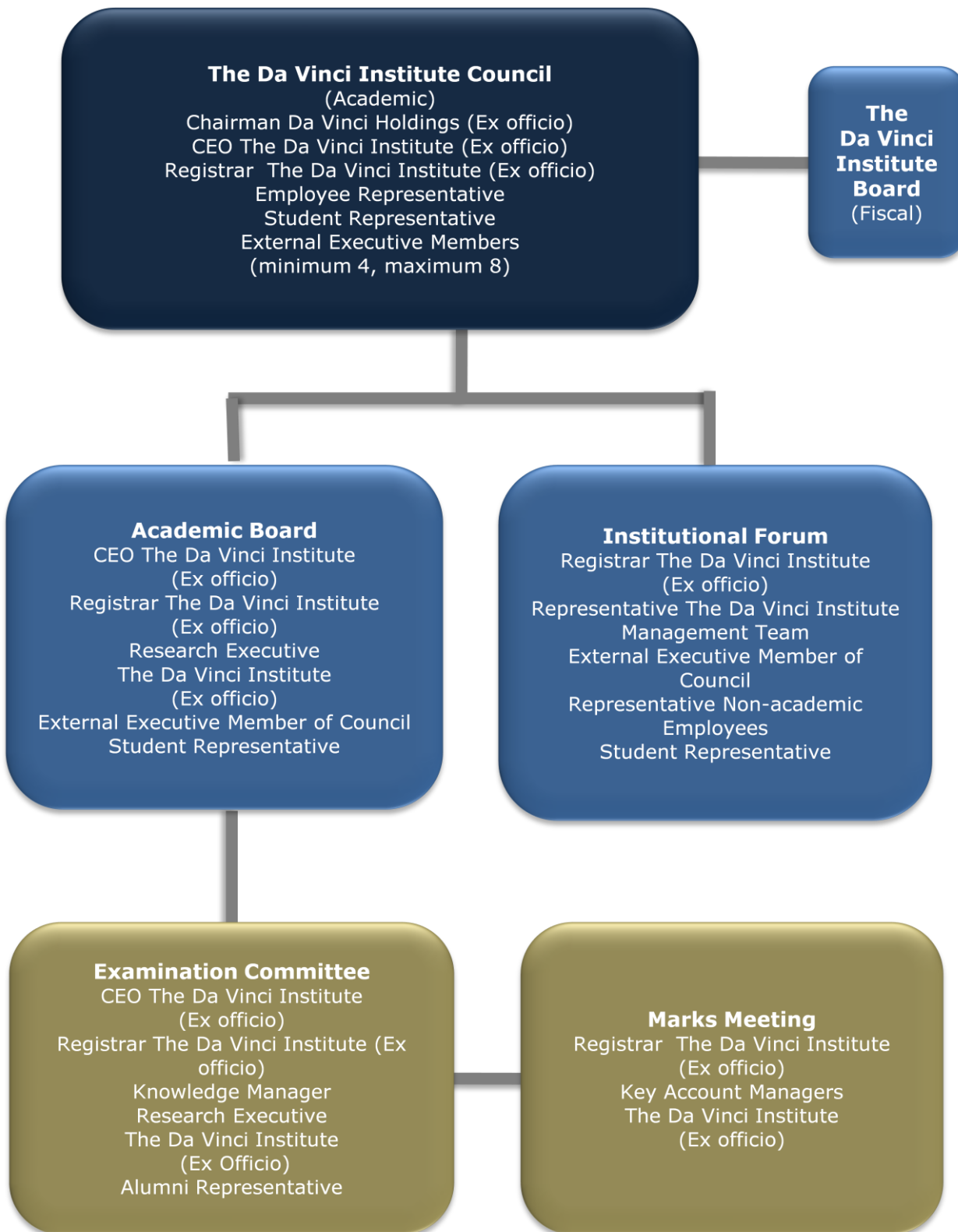
Dr Y Boshyk (Canada)
Professor B Bozeman (USA)
Mr M Burridge (UK)
Professor J Coetzee (RSA)
Dr S Lennon (RSA)
Dr I May (RSA) (*Posthumous*)
Dr R Mashelkar (India)
Professor A Money (UK)
Mr G Rothschild (RSA)
Dr S Shepard (USA)
Professor I Zandi (USA)
Professor J Pourdehnad (USA)

THE DA VINCI INSTITUTE PATRONS

The Institute is proud to be associated with two people who have had a profound impact on the organisation:

- ↷ Dr Reuel Khoza
- ↷ Baroness Lynda Chalker

GOVERNANCE





THE DA VINCI INSTITUTE COUNCIL

In compliance with the registration as a private higher education institute, The Institute's academic offerings are carefully monitored by experienced people. The Council comprises not solely of Institute people, but of a mixture of practitioners, business people and academics. The Council is the custodian of the academic strategy, integrity, and the quality of all learning.

MEMBERS OF THE DA VINCI INSTITUTE COUNCIL

Dr E Dixon	Common Purpose
Mr J Gosling	Eskom
Ms P Lehloo	Alumni
Dr S Lennon	Eskom (chairperson)
Dr M Mostert	Consultant
Mr S Silinda	FNB
Mr D Strooh	MTN
Mr P van der Hoven	Consultant
Ms M Ntsoane	Statistics SA(A representative of the student body)

Ex Officio:

- ↪ The CEO
- ↪ The Registrar
- ↪ A representative of the non-academic staff

FUNCTIONS OF THE COUNCIL

The function of The Council is to provide input regarding the strategic direction of The Da Vinci Institute in meeting its academic objectives as determined by the Higher Education Act, 1997 (Act 101 of 1997). The role and responsibilities of The Council include, *inter alia*:

- ↪ Providing direction on the identification of the academic needs of South Africa, and the contributions



The Da Vinci Institute Council

The Da Vinci Institute can make in meeting those needs.

- ↪ Approving the quality of academic services and programmes offered by The Da Vinci Institute.
 - ↪ Approving new academic programmes designed and developed by The Da Vinci Institute.
 - ↪ Approving the academic results and programme outcomes provided by the Academic Board.
 - ↪ Confirming recommendations from The Academic Board regarding the conferment of qualifications.
 - ↪ Approving the appointment of academic staff to The Da Vinci Institute.
 - ↪ Approving proposals by The Da Vinci Institute for academic collaboration and/or partnering with outside organisations.
 - ↪ Monitoring, through management information systems, the performance of The Da Vinci Institute, particularly in terms of its academic activities.
- ↪ Approving the implementation of learning management systems required by The Da Vinci Institute to perform its academic duties as an accredited higher education provider.
 - ↪ Approving policies and procedures required to implement an integrated Quality Management System (QMS) for The Da Vinci Institute.
 - ↪ Suggesting areas of research which could be of benefit to industrial organisations, and to the academic development of The Da Vinci Institute.
 - ↪ Contributing towards the overall performance of The Da Vinci Institute, with particular reference to its academic offerings, and its image as a national and international academic role player.

THE DA VINCI INSTITUTE ACADEMIC BOARD

The Academic Board of The Da Vinci Institute for Technology Management (Pty) Ltd is mandated by The Da Vinci Institute Council to be the custodian of the academic strategy, integrity, and the quality of all learning and as such reports to The Da Vinci Institute Council.

FUNCTIONS OF THE DA VINCI INSTITUTE ACADEMIC BOARD

The Da Vinci Institute Academic Board is accountable to Council for the academic and research functions of The Da Vinci Institute and must perform such other functions as may be delegated or assigned to it by Council.

The Da Vinci Institute Academic Board:

- Advises Council and makes recommendations, where appropriate, on the academic strategic directions and practices of The Da Vinci Institute.
- Assists Council in the formulation of the academic objectives and goals of The Da Vinci Institute and the actions necessary to sustain and develop such objectives and goals and, where appropriate, advises Council on the impact of proposed organisational change on the academic aims of The Da Vinci Institute.
- Assists in the development, progress monitoring and achievement of The Da Vinci Institute's teaching and learning and research plans and strategies.
- Advises Council and makes recommendations, where appropriate, on quality assurance of programmes and research.
- Approves, on delegated authority of Council, all new programme developments and significant changes to existing programmes.
- Formulates and approves, on delegated authority of Council, academic and research policies, guidelines and procedures.
- Determines, on delegated authority of Council, the requirements to be satisfied by candidates for the award of degrees, diplomas or certificates.
- Advises Council of a list of graduands.
- Confers, on delegated authority of Council, academic awards.
- Determines the requirements to be satisfied by a student disciplinary hearing.
- Approves, on delegated authority of Council, establishment of research structures and collaborative centres.
- Advises Council and makes recommendations on policies concerning the academic aspects of the conditions of appointment and employment of academic staff.



Da Vinci Institute Alumnus, Prof J Coetzee being conferred with The Da Vinci Ndlovu Award

THE DA VINCI INSTITUTE EXAMINATION COMMITTEE

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

FUNCTIONS OF THE EXAMINATION COMMITTEE

The Da Vinci Institute Examination Committee:

- Reviews the performance of candidates who have completed all of the requirements for the award of a qualification for which The Da Vinci Institute is accredited by the Council on Higher Education.
- Advises The Da Vinci Institute Academic Board of its recommendations for the award of qualifications.
- Advises The Da Vinci Institute Academic Board on policies and procedures in relation to the examination and assessment process.



- Advises The Da Vinci Institute Academic Board on policies and procedures in relation to the appointment and remuneration of external examiners and moderators.
- Advises The Da Vinci Institute Academic Board on policies and procedures in relation to the appointment of internal assessors and moderators.

THE DA VINCI INSTITUTIONAL FORUM

The Da Vinci Institute Institutional Forum is accountable to advise The Da Vinci Institute Council and must perform such other functions as may be delegated or assigned to it by The Da Vinci Institute Council, including:

1. The implementation of the private higher education act and the national policy on higher education (extract below)
 - (i) the implementation of this Act and the national policy on higher education;
 - (ii) race and gender equity policies;
 - (iii) the selection of candidates for senior management positions;
 - (iv) codes of conduct, mediation and dispute resolution procedures; and
 - (v) the fostering of an institutional culture which promotes tolerance and respect for fundamental human rights and creates an appropriate environment for teaching, research and learning
2. Race and gender equity policies
3. The selection of candidates for senior management positions
4. Codes of conduct, mediation and dispute resolution procedures
5. The fostering of an institutional culture which promotes tolerance and respect for fundamental human rights and creates an appropriate environment for teaching, research and learning.

ACADEMIC RULES AND GUIDELINES

ATTENDANCE

Attendance is recommended but not compulsory unless stipulated by the student's employer.

ASSESSMENT OF MODULES

EXAMINATIONS

There are no module examinations. Assessment is by proof of application, to the student's own workplace, of the theory taught. Regurgitation of the theory without evidence of such application shall result in the module being deemed incomplete.

PRE-LEARNING

Pre-module preparation will be required in all programmes.

PRE AND POST MODULE ASSIGNMENTS (PMA)

- It is an essential requirement of the PMA that it demonstrates application of the theory to the student's workplace.
- Assessment for some modules may include alternative forms e.g. an oral presentation or other activities.

SUBMISSION OF THE PMA

- All submissions must be made in an electronic version unless otherwise advised.
- The PMA must be accompanied by an acknowledgement that by submitting the assignment electronically the student has *de facto* signed a declaration that the work is the student's own unless otherwise stated.

EXTENSIONS

- The general rule is that there are no extensions to submission deadlines. However, we recognise that there may be exceptional circumstances and therefore, a student may request, for whatever reason, a maximum of two extensions per programme. Except in exceptional circumstances, any further late submissions will incur a marking fee.
- The maximum period for which an extension shall be granted is two weeks. Any submissions received more than two weeks after the published submission date shall not be marked and the student shall be graded as incomplete for that module. A written appeal, with substantiating evidence, will be considered in exceptional circumstances.

PROGRESS

- In addition to the grade received, a decision (complete/incomplete) shall be indicated.
- The grade required to complete an assignment is 50% unless otherwise indicated in the assignment.

If a module is incomplete

- the student shall be given feedback from the lecturer and requested to re-submit the assignment
- the student may be required to attend an oral examination to defend the submission



- ↷ the date for the new PMA assignment to be submitted will be four weeks from the date that the feedback is received, unless otherwise stipulated
- ↷ a maximum of one resubmission shall be permitted per module
- ↷ if a module is incomplete on resubmission, the student may be required to re-register for that module. The fee for re-registration for a module is for the student's own account unless otherwise agreed with the employer or sponsor.

ASSESSMENT OF THE DIPLOMA PROJECT

- ↷ The work will be assessed by means of:
 - A written evaluation of the written submission by the designated tutor
 - There may be a presentation component which shall also be assessed.
 - No percentile mark is provided for the project but a decision is given (incomplete/complete or with distinction).

ASSESSMENT OF THE MSc DISSERTATION AND THE PHD THESIS

- ↷ The work shall be assessed by means of:
 - A written evaluation of the written submission by the Academic Supervisor
 - A written evaluation of the written submission by the Field Supervisor
 - A written evaluation of the presentation/oral defence of the work by the Academic Supervisor
 - A written evaluation of the presentation/oral defence of the work by the Field Supervisor
 - A written/oral external examiner for the PhD Thesis
- ↷ Each of the components listed above must be graded as complete before the Qualification shall be awarded.
- ↷ No percentile mark is provided for the MSc dissertation but a decision is given (incomplete/complete or with distinction).
- ↷ No percentile mark is provided for the PhD thesis but a decision is given (incomplete/complete).

THE APPEAL PROCESS

Any of the above decisions can be taken to appeal according to the Appeals Policy. An appeal must be submitted in writing within two weeks of receipt of the decision, addressed to the Registrar, and accompanied by the appropriate supporting documents.

PERIOD OF REGISTRATION

Programme	Duration of Programmes (years to complete)
Certificate (MOTI)	2
Diploma (MOTI)	4
MSc (MOTI)	4
PhD (MOTI)	6

- ↷ On expiry of the minimum years for completion for each of the programmes, a re-registration fee will be applicable on a yearly basis.
- ↷ Extension beyond the maximum time requires a written motivation from the student supported by the student's Academic and Field Supervisors and sponsor where appropriate.

THE AWARD OF A QUALIFICATION WITH DISTINCTION (CUM LAUDE)

- Students (with the exception of those registered for PhD programmes), who achieve 75% average for the entire programme will be awarded the qualification with distinction.
- Except in exceptional circumstances, students who receive credits towards a qualification as a result of achievements in other programmes are not able to obtain a Da Vinci qualification with distinction as such credits are awarded a 50%. Students have the option to submit the relevant assignment to obtain a higher grade.



STUDENT SUPPORT

- ↷ The Institute has a fully computerised Learner Management System.
- ↷ The Institute provides counselling services and personal mentoring and tutoring on an 'as and when needed' basis. Students are encouraged to contact their Key Account Manager to discuss academic assistance if required.
- ↷ A student who demonstrates difficulty in completing the modules in the minimum time, may be invited to attend an interview at which his/her continuation on the programme will be discussed and a rehabilitation plan developed where appropriate.
- ↷ The Institute cannot guarantee that every module for which a student registers can be offered sequentially. If a student is required to re-register for a module, the date for the attendance for the same, or equivalent, or substitute module will be provided as early as possible.
- ↷ The Institute provides access to a Resource Centre which has internet connected computers and a number of core books as well as membership of the ESKOM library (on request) and subscription to the on-line journal "*Management Today*".

CODE OF CONDUCT

The purpose of the Code of Conduct is to create a learning environment in which all participants can derive full benefit from the growth and learning opportunity The Institute presents, and to increase participants' awareness of their own professional conduct, equipping or honing within participants this fundamental element of practical business ethos. Da Vinci operates within an ethos of mature students with active roles in a global workplace. It assumes that the student will take full responsibility for their own studies.

The Code of Conduct (summarised) decrees that:

- ↷ Students shall display high levels of professionalism in all of their dealings with The Institute, including dedication to completion of assigned tasks, communication with fellow students and staff, and appropriate conduct in class.
- ↷ Students shall at all times adhere to the norms of common courtesy and mutual respect.
- ↷ Disruptive behaviours that diminish the quality of learning of fellow students are not permitted (e.g. unnecessary walking in and out of lectures, talking out of context with fellow students in class).
- ↷ The use of cell phones in class for non-learning purposes is not permitted.
- ↷ Laptops may be used in class.
- ↷ Eating or drinking in class of anything other than the refreshments provided is not considered appropriate.
- ↷ Punctuality is required. Students should be seated in class at the official start time of the module, and should not leave the class except at the official breaks, unless the module lecturer has granted express permission in advance to do otherwise.

STRUCTURES TO GIVE VOICE AND MEANING TO THE CODE OF CONDUCT

- ↷ Each group or class of students shall appoint a representative from within the group, and this individual shall make himself or herself known to the Key Account Managers of The Institute.
- ↷ The role of the class representative shall be:
 - ▶ to channel any concerns, celebrations or complaints raised by the class, or by specific individuals, about any aspect of their encounter with The Institute,
 - ▶ to highlight with the individual concerned, and if necessary with the Registrar of The Institute, any transgressions of the code of conduct that are detrimental to the creation of an optimal learning environment.

HIV / AIDS

Da Vinci recognises the magnitude and severity of the HIV/AIDS epidemic in South Africa, 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 company and established community support groups for medical treatment and counselling services.

WHAT MAKES THE DA VINCI INSTITUTE APPROACH DIFFERENT?

MANAGER DEVELOPMENT PROGRAMMES – THE PHILOSOPHY

Over the years, the approach to the development of managers has been the subject of much debate. More recently, argument has been re-opened as many international business schools have drastically reviewed their approach to manager development. 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.

Key differentiators between the conventional manager-development philosophy and The Institute approach are:

- No Examinations - There are no exams, students are assessed on the post module assignments and research projects where appropriate.
- Use of Case Studies - While examples from other operations (both successes and failures) are often cited and deemed important to learning, The Institute (like many international academic institutions) eschews the case study approach as the fundamental teaching process. The actual workplace is seen as the most effective venue for case studies.
- Application of Action Learning - Learning through experiences in other environments is perceived to be an important element in the development of new skills. This concept encourages candidates to take experiences from environments very different from their own and to 'laterally link' the learning to their own environment. Candidates are required to complete a post-module assignment based on the solution of a workplace problem.
- Focus on the Management of Technology, Innovation, People and Systems - Any organisation that strives to be globally competitive needs 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 managers who are equipped with decision-making skills among which financial considerations are only one component.
- In-company Solutions - Using The Institute's integrated approach, each intervention is linked to work-related assignments in which candidates are expected to use their newly acquired skills to solve problems in the workplace.
- Flexibility - The Institute has a depth of experience in customising programmes for South African operations.



- Collaboration with the client - Active partnership between The Institute and South African 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 partnerships where there is joint responsibility for:
- ▶ The design of the programmes
 - ▶ The delivery of the programmes
 - ▶ The quality control of the programmes
 - ▶ The design of in-company assignments
 - ▶ The full integration of the learning within the client operations.
 - ▶ Collaboration with the Student - The Institute engages with the student via a formal learning contract.
 - ▶ Special initiatives - In addition to its formal academic offerings, Da Vinci is engaged in a number of national programmes including:
 - Technology Top 100 - South Africa's largest business awards programme
 - Siemens Cyber Junkyard Awards - University of Technology awards programme

CORPORATE SOCIAL RESPONSIBILITY

DA VINCI HAS IDENTIFIED A NUMBER OF KEY PROJECTS IN WHICH IT BELIEVES IT CAN MAKE A MEANINGFUL CONTRIBUTION TO PEOPLE AND ORGANISATIONS:

KIDS FOR KIDS

The Institute has joined the University of Johannesburg and Kids for Kids International to create partnerships between Canadian Schools and South African Schools in deprived areas. Selected senior scholars at each school are given instruction on developing collages. The process includes a detailed interaction on HIV and AIDS awareness. The scholars interpret their feelings on the impact of AIDS through artwork. Selected pieces of art are then printed and sold. All the proceeds are donated to South African NGOs who have dedicated themselves to working with mothers and children afflicted by AIDS.

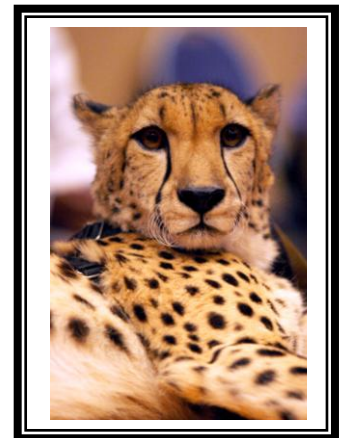
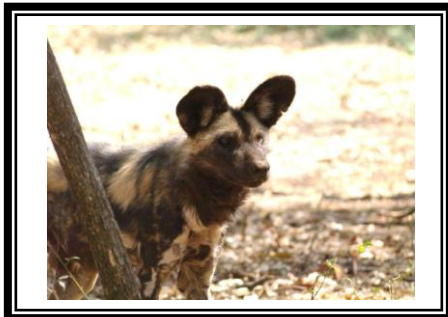


THE ANN VAN DYK CHEETAH CENTRE

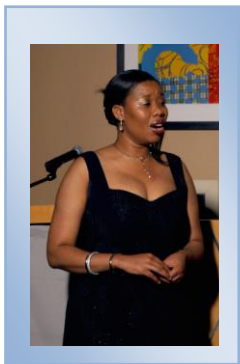
Nobody who has seen a cheetah up close, heard it purr, or had the rare opportunity to touch it will ever forget the experience. This is one of the fundamental precepts upon which the erstwhile De Wildt Cheetah and Wildlife Trust's Outreach Education Programme was based.

Ann van Dyk, founder of the Cheetah Centre, says, "Hand-raising a cheetah for this purpose was not an easy decision to make, but the cruelty that cheetahs are subjected to due to a lack of understanding, convinced me that a Cheetah Ambassador would create awareness about the plight of cheetahs."

The mission of the Outreach Education Programme is to create environmental awareness and community development through education and the sense of touch. School presentations, where Ambassador Cheetahs are actually taken into schools comprise a comprehensive, interactive lecture and presentation on the environment. The highlight of this interaction, which uses the cheetah as a basis, is the opportunity to meet and touch the ambassador cheetah.



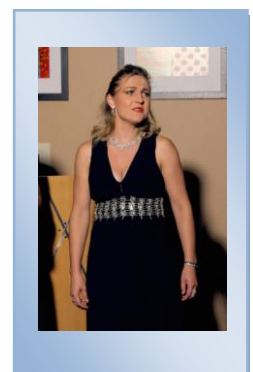
BLACK TIE ENSEMBLE



The Black Tie Ensemble, a leading South African opera company, was founded in 1999 by legendary South African diva, Mimi Coertse, along with renowned opera director and costume designer, Neels Hansen. Based at the South African State Theatre in Pretoria, the Ensemble is managed by Arnold Cloete, with acclaimed repetiteur Susan Steenkamp-Swanepoel acting as senior coach and repetiteur to the singers.

The Black Tie Ensemble Incubator Scheme was established to train young singers who have the potential of making a career out of opera - singers who may not otherwise have the resources necessary to pursue a formal musical education. As part of the BTE's ongoing opera education and outreach initiative, they facilitate school tours to introduce children to

the world of opera. The Black Tie Ensemble is a true investment in the future!





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