

PROSPECTUS
2020

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REGISTERED NAME OF THE INSTITUTION

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

CAMPUS DETAILS AND SITE OF DELIVERY

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

REGISTERED PROGRAMMES

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

VISION STATEMENT

Influence the co-creation of sustainable societies

MISSION STATEMENT

Growing agile, aligned and engaged leaders

LEGAL STATUS

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

WELCOME TO THE DA VINCI INSTITUTE

The Da Vinci Institute for Technology Management (Pty) Ltd (The Institute), situated in the serene suburb of Modderfontein, Johannesburg, South Africa is registered as a private higher education and distance learning provider under the Higher Education Act 1997, registration no. 2004/ HE07/003. The institute offers higher education qualifications accredited by the Council on Higher Education (CHE) and recorded on the South African Qualifications Authority (SAQA).

The Institute's strategic intent is to strengthen the growth of agile, aligned and engaged leaders, who co-create innovative eco-systems and sustainable transformational societies. To align with this strategic intent, The Institute facilitates the holistic development of diverse leaders, incorporating excellence in the management of technology, innovation, people and systemic thinking in all of our offerings.

The Institute was established in 2004 as a result of a decision by Warwick University to exit the education landscape in South Africa because of the then revised regulatory requirements for overseas universities in the country. At the behest of Mr Nelson Mandela, the Marcus family decided to continue with the work started by Warwick and as a result, established what is now well known as The Da Vinci Institute for Technology Management. The Institute was provisionally registered with the Department of Higher Education in 2004. The first and current Chief Executive Officer, Professor Benjamin Anderson, joined The Institute in 2005. Under his leadership, The Institute received full registration and accreditation status from the Department of Higher Education and Training and the Council on Higher Education during 2006.

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

The Institute derives its passion from preparing entrepreneurs, prospective managers and business leaders to take control of their working environments and lead their teams to facilitate socio-economic development, thereby influencing the co-creation of sustainable societies. The Institute offers a Higher Certificate in the Management of Technology and Innovation, a Diploma in the Management of Technology and Innovation, a Bachelor of Commerce in Business Management, a Master of Management in Technology and Innovation, and a Doctor of Management in Technology and Innovation, thus offering a spectrum of learning solutions that include aspects related to, amongst other, entrepreneurship, business management, innovation management, systems thinking and business leadership. At workshops, students engage in small groups, affording them the opportunity to reflect on their own learning and to integrate such with that of people who represent a wide range of cultural backgrounds and organisational realities.

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

DA VINCI PURPOSE, DREAM, PRINCIPLES AND BRAND PROMISE



DREAM

Influence the co-creation of sustainable societies



PURPOSE

Growing agile, aligned and engaged leaders



PROMISE

Co-creating realities



STRATEGIC INTENT

To strengthen the growth of agile, aligned and engaged leaders, who co-create innovative ecosystems and sustainable transformational societies



CORE PRINCIPLES

- Being curious
- Seeking truth
- Leveraging interconnectedness
- Awakening the senses
- Taking responsibility for crafting just and dynamic societies
- Embracing holism and living harmoniously
- Appreciating the shadow
- Mastering balance with integrity

WHO ARE WE?

LEADERSHIP (Board)

Chief Executive Officer and Executive Director **Prof Benjamin Anderson**

Secretariat **Ms Marizanne Burger**

GOVERNANCE (Council)

Chairperson of Council **Mr Sechaba Motsieloa**

Vice-Chairperson of Council **Dr Shirley Lloyd**

President **Prof Edward Chr. Kieswetter**

Chief Executive Officer **Prof Benjamin Anderson**

Executive: Governance (Registrar) **Ms Louise Fuller**

Executive: Secretariat **Ms Sushie Padayachee**

Executive: Dean **Prof Krishna Govender**

Executive: Operations **Ms Marizanne Burger**

Executive: Growth and Sustainability **Mr Thrishan Naicker**

Executive: Insights and Strategy **Ms Marla Koonin**

Alumni Representative **Dr Shirley Lloyd**

Student Representative **Ms Viwe Mgedezi**

Strategic Advisor **Prof Daniel Albertus Viljoen**

Business Management Specialist **Mr Thabo Mashaba**

Brand Management Specialist **Mr Artwell Nwaila**

Legal Specialist **Mr Satish Roopa**

Education Specialist **Vacant**

Technology Management Specialist **Mr Derrick Deyssel**

EXECUTIVE MANAGEMENT

Chief Executive Officer and Principal

Prof Benjamin Anderson
Doctor of Philosophy in Psychology

Vice-Principal: Research and Strategic Partnerships

Prof Krishna Govender
Doctor of Philosophy

Executive: Growth and Sustainability

Mr Thrishan Naicker
Certificate in Management Studies

Executive: Governance (Registrar)

Ms Louise Fuller
Bachelor of Arts

Executive: Operations

Ms Marizanne Burger
Bachelor of Accounting Honours

Executive: Insights and Strategy

Ms Marla Koonin
Master of Arts in Journalism

Executive: Secretariat

Ms Sushie Padayachee
Certificate in Basic Principles of Public Relations

FACULTY AT DA VINCI

The Academic Community of The Da Vinci Institute has substantial teaching and academic research experience in both local and international universities and many also have vast business experience with expertise in their respective fields. Their expertise in both the academic as well as in the business arena, enables them to support the students to contribute to new knowledge as well as create and influence new applications within the world of business.

Surname	First name	Qualifications
Anderson	Bennie (Prof)	Doctor of Philosophy in Psychology (UFS), Master of Arts in Psychology (UFS), Bachelor of Arts in Psychology and Philosophy (UFS), Bachelor of Arts in Theology (UFS), National Postgraduate Diploma in Theology (UFS)
Barnard	Alan (Dr)	Doctor of Philosophy in Management of Technology and Innovation (The Da Vinci Institute), Master of Science in Management of Technology and Innovation (The Da Vinci Institute), Bachelor of Science in Industrial Engineering (WITS)
Bechoo	Niradna	Postgraduate Diploma in Human Resource Management and Training (Varsity College), Bachelor of Commerce Honours in Management (UNISA), Bachelor of Commerce in Management and Public Administration (UKZN), Certificate (ODETDP)
Berkowitz	Adrienne	Postgraduate Diploma in Marketing (IMM), Bachelor of Arts (WITS)
Blom	Ronel (Dr)	Doctor of Philosophy in Education (UP), Master of Education (UP), Postgraduate Diploma in Higher Education (Royal Melbourne Institute of Technology), Bachelor of Arts (UNISA)
Booth	Sheldon	Postgraduate Diploma in Labour Law (GIMT), Bachelor of Commerce in Industrial Psychology (UJ)
Boshoff	Anna (Dr)	Doctor of Philosophy in Curriculum and Instructional Design and Development (UP), Master of Education (UP), Bachelor of Education Honours (UP), Diploma in Higher Education and Training Practices (UP)
Bosman	Jan (Dr)	Doctor of Philosophy in Psychology (UFS), Master of Arts in Clinical Psychology (US), Bachelor of Arts in Psychology (UPE)
Botha	Adele (Prof)	Doctor of Philosophy in Information Technology (UP), Master of Computer Education (UP), Bachelor of Education Honours in Psychology (UP), Bachelor of Science in Chemistry and Maths (UJ)
Brand	Hein (Dr)	Doctor of Philosophy in Management of Technology and Innovation (The Da Vinci Institute), Master of Business Administration (UFS), National Postgraduate Diploma in Management (UNISA), Certificate in Human Resource Management (South African Management Development Institute - SAMDI)
Brits	Esme	Bachelor of Commerce in Human Resource Management (UNISA), Higher Teaching Diploma (Bloemfontein Teaching College)

Brough	Andy (Dr)	Doctor of Philosophy in Management of Technology and Innovation (The Da Vinci Institute), Master of Arts in Organisational Leadership (Regent Business School), Bachelor of Education (WITS)
Burger	Ben	Master of Science in Technology and Innovation (The Da Vinci Institute), National Higher Diploma in Total Quality Management (TUT), National Higher Diploma in Mechanical Engineering (TUT)
Burger	Marizanne	Bachelor of Accounting Honours (UFS), Bachelor of Accounting (UFS), Certificate in the Theory of Accountancy (CTA)
Chigada	Joel (Dr)	Doctor of Philosophy in Information Science (UNISA), Master of Business Leadership (UNISA), Bachelor of Commerce in Business Administration (UNISA)
Chiliya	Norman (Dr)	Doctor of Philosophy (UJ), Master of Commerce (UFH), Bachelor of Commerce Honours in Business Management (UFH), Bachelor of Commerce in Business Economics and Industrial Psychology (UFH)
Chinomona	Richard (Prof)	Doctor of Philosophy in Business Management (National Central University of Taiwan), Master of Business Administration (University of Zimbabwe), Master of Science in Economics (University of Zimbabwe), Master of Science in Public Administration (UFH), Bachelor of Science Honours in Politics and Administration (University of Zimbabwe), Bachelor of Science in Economics (University of Zimbabwe)
Chipunza	Linda Lorraine Cecilia (Dr)	Doctor of Literature and Philosophy in Communication (UNISA), Master of Arts TESOL (Herriot-Watt University), Bachelor of Arts (University of Rhodesia), Certificate in Education (University of Rhodesia)
Claassen	Loudine	Master of Human Resource Management (UJ), Bachelor of Arts Honours in Industrial Psychology (UJ), Bachelor of Arts in Communication (UJ)
Claassens	Madaleen (Dr)	Doctor of Philosophy in Psycho Pedagogic (UP), Master of Education, Bachelor of Arts (UP), Bachelor of Education in Psychology (UP)
Clarke	Robert (Dr)	Doctor of Philosophy in Management of Technology and Innovation (The Da Vinci Institute), Master of Business Administration (Edinburgh University), Management Development Programme (UP), National Higher Diploma in Mechanical Engineering (VUT), National Diploma in Mechanical Engineering (VUT)
Cooke	Nickolas (Dr)	Doctor of Philosophy in Management of Technology and Innovation (The Da Vinci Institute), Master of Science in Computer Science (RU), Bachelor of Science Honours in Electronics (RU), Bachelor of Science in Physics and Computer Science (RU)
Dagada	Rabelani (Dr)	Doctor of Philosophy in Information Systems (UNISA), Master of Commerce in Information Systems (WITS), Master of Education in Computer Based Education (UJ)

Davidson	Innocent (Prof)	Doctor of Philosophy(UCT), Master of Engineering (University of Ilorin), Bachelor of Engineering Honours (University of Ilorin), Postgraduate Diploma in Business Management (UKZN), Associate Certificate in Sustainable Energy Management (BC Institute of Technology)
De Jager	Renaldo	Master of Business Administration (Regent Business School)
de Klerk	Marizanne (Dr)	Doctor of Commerce in Industrial and Organisational Psychology (UNISA), Master of Commerce in Industrial and Organisational Psychology (UP), Bachelor of Commerce Honours in Human Resource Management (UP), Bachelor of Commerce in Human Resource Management (UP)
De Sousa	Zito	Master of Business Administration (Herriot-Watt University), Advanced Diploma in Taxation NQF Level 7 (UNISA)
Dickinson	Jeann (Dr)	Doctor of Philosophy in Management of Technology and Innovation (The Da Vinci Institute), Master of Business Administration (WITS), Bachelor of Commerce (UNISA)
Du Toit	Pieter	Master of Business Leadership (UNISA), Bachelor of Commerce Honours in Human Resource Management (UNISA), Bachelor of Commerce (RAU)
Duma	Mlungisi (Dr)	Doctor of Philosophy in Electrical and Electronic Engineering (UJ), Master of Computer Science (UJ), Bachelor of Science Honours in Computer Science (UJ), Bachelor of Science in Information Technology (UJ)
Ferreira	Suzanne (Dr)	Doctor of Philosophy in Sport Science (US), Master of Sport Science (US), Bachelor of Commerce Honours in Biokinetics (US), Bachelor of Science in Sport Science (US)
Fourie	Juliette	Master of Management in Technology and Innovation (The Da Vinci Institute), Bachelor of Commerce Honours in Industrial Psychology (US), Bachelor of Commerce in Industrial Psychology (US)
Fuller	Mark	Master of Business Administration (Milpark Business School), Diploma in Business Management (Institute of Business Management)
Galvao	Paul	Master of Business Administration (Oxford Brookes University), Diploma in Management Development (Damelin), Certificate in Professional Business and Life Coach (UNISA)
Geekie	Welmoed	Masters in Project Management (UP), Bachelor of Sciences in Dietetics (UP), Certificate in Education, Training and Development (UJ)
Gerber	Schalk	Master of Theology (UP), Bachelor of Arts Honours in Philosophy (UP), Bachelor of Arts Honours in Psychology (UNISA), Bachelor of Theology (UP), Bachelor of Arts (UP)
Goddard	Belinda	Bachelor of Arts (UNISA)
Goddard	Richard	Bachelor of Commerce Honours in Business Management (UNISA), Bachelor of Education (WITS)

Goode	Heather	Master of Education (UP), Postgraduate Certificate in Higher Education (UP), Bachelor of Commerce Honours in Economics (RU), Bachelor of Commerce (RU)
Govender	Krishna (Prof)	Doctor of Philosophy (UCT), Master of Commerce (UKZN), Bachelor of Pedagogics in Commerce (UDW), Bachelor of Education (UNISA), Bachelor of Commerce in Marketing Management (UNISA)
Grobler	Schalk (Dr)	Doctor of Philosophy in Organisational Behaviour (UP), Master of Business Leadership (UNISA), Bachelor of Commerce Honours in Business Management (UP), Bachelor of Commerce in Human Resource Management (UP)
Herholdt	Marius (Prof)	Doctor of Philosophy in Theology (NMMU), Master of Arts in Medical Sociology (NWU), Master of Technology in Systemic Theology (UNISA), Postgraduate Diploma in Naturopathy (Calvary University), Bachelor of Technology in Theology (UNISA)
Herselman	Marlien (Dr)	Doctor of Philosophy in Education (UP), Master of Education (Vista University), Master of Commerce in Business Information Systems (NMMU), Bachelor of Education in General Education (NWU), Bachelor of Arts in Education (NWU)
Janse van Rensburg	Gerhard (Dr)	Doctor of Technology in Practical Theology (UNISA), Master of Commerce in Leadership Studies (UKZN), Bachelor of Arts (UP)
Kanyane	Modimowabarwa (Prof)	Doctor of Philosophy in Public Administration (UP), Master of Public Administration (UL), Bachelor of Administration Honours (UL), Bachelor of Administration (UL)
Katsamba	Dzingai (Dr)	Doctor of Philosophy in Business Leadership (UNISA), Master of Business Administration (Regent Business School), Bachelor of Business Administration (IMM)
Kgaditse	Faith Mantagale	Master of Management in Technology and Innovation (The Da Vinci Institute), Bachelor of Business Administration (Regenesys Business School), Bachelor of Commerce in Electrical Engineering (Tshwane North College), Certificate in Leadership Development (WITS Business School)
Khanyile	Moses Bongani (Dr)	Doctor of Philosophy in International Politics (UP), Master of Business Leadership in Executive Project Management and Executive Strategic Management (UNISA), Master of Arts in Political Science (US), Bachelor of Military Science Honours (UCT), Bachelor of Military Science in Political Science (US)
Khumalo	Sefiso Benedict (Dr)	Doctor of Technology in Education (TUT), Master of Technology in Education (TUT), Bachelor of Arts in Theology (Global University)
Krause	Paula	Postgraduate Diploma in Labour Law (Global Business Solutions), Bachelor of Commerce in Business Management (The Da Vinci Institute)

Landman	Mario (Dr)	Doctor of Philosophy in Technology and Language Practice (TUT), Master of Arts in Literary Theory (UNISA), Bachelor of Arts Honours in Theory of Literature (UNISA), Bachelor of Arts in Language and Literature (UNISA), National Diploma in Film and Video Technology (TUT)
Langa	Tshepho	Master of Business Administration (US), Postgraduate Diploma in Economic Policy (UWC), Bachelor of Commerce (UKZN)
Lessem	Ronnie (Prof)	Doctor of Philosophy (City University), Master of Business Administration (Harvard Business School), Master of Science in Economics (London School of Economics), Bachelor of Science Honours in Economics (University of Rhodesia and Nyasaland)
Leung	Wing Sze Vingin	Bachelor of Education Honours (WITS), Bachelor of Education (WITS)
Lloyd	Shirley (Dr)	Doctor of Philosophy in Management of Technology and Innovation (The Da Vinci Institute), Bachelor of Arts Honours in English (UP), Bachelor of Arts in Languages and Drama (UP), Postgraduate Diploma in Higher Education (Pretoria Teachers Training College)
Magadlela	Dumisani (Dr)	Doctor of Philosophy in Development Sociology (Wageningen University), Master of Science in Sociology and Social Anthropology (University of Zimbabwe), Bachelor of Science Honours in Sociology (University of Zimbabwe)
Malemu	Madi	Bachelor of Commerce Honours in Business Management (MSU), National Higher Diploma in Purchasing (Bulawayo Polytechnic College), Diploma in Education (University of Zimbabwe)
Maneschijn	Anton (Dr)	Doctor of Philosophy in Electronic Engineering (US), Master of Science in Aeronautical Engineering (WITS), Bachelor of Science in Mechanical Engineering (WITS)
Masau	Willard	Bachelor of Commerce Honours in Business Management (Regent), National Higher Diploma in Purchasing and Supply (University of Zimbabwe), National Diploma in Technical and Vocational Education (University of Zimbabwe)
Mavunga	George	Master of Business Administration (University of Zimbabwe), Master of Education (University of Zimbabwe), Bachelor of Education (University of Zimbabwe), Diploma in Education (University of Zimbabwe)
Mayer	Henra	Master of Business Leadership (UNISA), Bachelor of Arts in Languages (UP), Bachelor of Commerce in Business Leadership (UNISA)
Mgwenya	John (Dr)	Doctor of Philosophy in Management of Technology and Innovation (The Da Vinci Institute), Master of Business Administration (Management College of Southern Africa), Bachelor of Arts Honours in Psychology (UKZN), Post Graduate Diploma in Business Administration (Milpark Business School)

Mheyamwa	Zane	Master of Business Administration (Edinburgh Business School), Postgraduate Diploma in Business Studies (Edinburgh Business School), Bachelor of Commerce in Accounting (UNISA), Certificate in Strategic Planning (UNISA)
Mitchell	Jean (Dr)	Doctor of Philosophy in Education (Vista University), Master of Education (Vista University), Bachelor of Education in General Education (UNISA), Bachelor of Arts (UP)
Mlalazi	Ronald	Master of Procurement (University of South Wales), Postgraduate Diploma in Procurement and Supply (CIPS –UK), Higher National Diploma in Procurement and Supply (CIPS -UK)
Mokgobu	Phasoane Eliazer (Dr)	Doctor of Philosophy (UP), Master of Business Administration (Regent Business School), Master of Administration (UP), Bachelor of Administration Honours (UP), Bachelor of Administration (UP)
Monareng	Mothai Amos (Dr)	Doctor of Philosophy in Education Management (UP)
Morris-Eyton	Heather (Dr)	Doctor of Philosophy in Sport Science (UJ), Master of Adult Education (WITS), Bachelor Honours in Education (WITS), Bachelor of Physical Education (WITS),
Mpwanya	Musenga (Dr)	Doctor of Technology in Logistics (TUT), Master of Business Leadership (UP), License in Organisation Scientisique Du Travali (University of Cepromad - SAQA equivalency certificate to Honours Degree in Management)
Muchineripi	Paul (Dr)	Doctor of Philosophy in Management of Technology and Innovation (The Da Vinci Institute), Master of Science in Economic Transformation (Buckingham University UK), Bachelor of Administration (University of Zimbabwe)
Muthee	Siddiah	Postgraduate Diploma in Business Administration (Milpark Business School), Bachelor of Arts Honours in Applied Linguistics (UJ), Bachelor of Arts in Language Practitioners (UJ)
Muzenda	Alexander (Dr)	Doctor of Philosophy in Economics (UJ), Master of Commerce in Economics (UJ), Bachelor of Science Honours in Monetary and Financial Economics (UFH), Bachelor of Commerce in Management (UFH)
Naicker	Visvanathan (Prof)	Doctor of Philosophy in Management and Informations Systems (UWC), Master of Commerce in Management (UWC), Advanced Diploma in Management (UWC)
Naidoo	Calvin (Dr)	Doctor of Philosophy in Business Leadership (UNISA), Master of Business Leadership (UNISA), Advanced Programme in Supply Chain Management NQF Level 7 (UNISA), Bachelor of Theology (UNISA), Diploma in Accounting (Damelin)
Ncube	Mthandazo (Dr)	Doctor of Philosophy in Management of Technology and Innovation (The Da Vinci Institute), Master of Business Administration (UKZN), Postgraduate Diploma in Business Management (ExEd)

Nel	Raldu	Bachelor of Commerce Accounting (UP)
Nemaenzhe	Peter (Dr)	Doctor of Philosophy in Entrepreneurship and Small Business Management (UP), Master of Business Leadership (UNISA), Bachelor of Science in Chemistry and Mathematics (Medunsa)
Nyahokwe	Olivia	Master of Commerce in Economics (UFH), Bachelor of Commerce in Business Management and Economics (UFH)
Nyamkure	Blondel (Dr)	Doctor of Philosophy in Economics (WITS), Master of Science in Economics (UKZN), Bachelor of Commerce in Accounting Honours (UKZN), Diploma in Project Management (UKZN)
Oelofse	Yzette	Bachelor of Commerce Honours in Business and Financial Management (UNISA), Bachelor of Commerce in Law (UP)
Owusu	Martin (Dr)	Doctor of Philosophy in Business Science (WITS), Master of Business Management (Kwame Nkrumah University), Bachelor of Arts Honours (Kwame Nkrumah University)
Padayachee	Logan	Master of Management in Technology and Innovation (The Da Vinci Institute), Master of Business Leadership (UNISA), Postgraduate Diploma in Telecommunications (Ecsa), Bachelor of Commerce in Business Management (UNISA)
Pampallis	Paddy (Dr)	Doctor of Professional Studies (Middlesex University), Master of Education in Educational Psychology (WITS), Bachelor of Arts Honours in Clinical Psychology (UNISA), Bachelor of Arts (UNISA)
Peens	Jaco (Dr)	Doctor of Philosophy in Human Movement Education (PU), Master of Commerce in Human Movement Sciences (PU), Bachelor of Commerce in Sports and Recreation Science (PU)
Pitsie	Tumi	Master of Business Administration (GIBS), Bachelor of Arts in Economics (OKWU), Diploma in Investment Management (RAU), Certificate in Management (WITS)
Poolo	Ishmael (Dr)	Doctor of Philosophy in Management of Technology and Innovation (The Da Vinci Institute), Master of Science in Management of Technology and Innovation (The Da Vinci Institute), Bachelor of Technology in Mechanical Engineering
Potgieter	Theo	Master of Business Administration (UP), Bachelor of Science in Agricultural Economics (UP)
Pretorius	Werner (Dr)	Doctor of Commerce in Human Resource Management (UP), Master of Commerce in Human Resource Management (UP), Bachelor of Commerce Honours in Human Resource Management (UP), Bachelor of Commerce in Human Resource Management (UP)
Pretorius	Dawn	Master of Commerce in Marketing Management (NWU), Bachelor of Technology in Risk Management (WITS), Diploma in Sales and Marketing (Union College)

Quilliam	Neale Edwin	Master of Arts in Sociology (RAU), Bachelor of Arts Honours in Sociology (UNISA), Bachelor of Arts in English and Sociology (UNISA)
Rajab	Rooksana (Dr)	Doctor of Philosophy in Management of Technology and Innovation (The Da Vinci Institute), Master of Higher Education (UKZN), Postgraduate Diploma in Tertiary Education (UNISA), Bachelor of Oral Health (UKZN)
Reddi	Merusha	Bachelor of Education Honours (UP), Bachelor of Education (UP)
Reddy	Jayesh	Master of Management in Technology and Innovation (The Da Vinci Institute), Bachelor of Science in Computer Science(UKZN)
Roopa	Satish	Master of Philosophy in Law (US), Bachelor of Laws (UNISA)
Roper	Patricia	Master of Business Leadership (UNISA), Bachelor of Commerce in Business Economics (UNISA)
Ruxwana	Nkqubela (Dr)	Doctor of Philosophy in Information Technology (NMMU), Master of Business Leadership (UNISA), Master of Technology in Information Systems (WITS), Bachelor of Technology in Engineering Computer Systems (TUT), National Diploma in Engineering Computer Systems (TUT)
Ruysenaar	Shaun (Dr)	Doctor of Philosophy in Political Science (Edinburgh University), Master of Geography and Environmental Management (WITS), Bachelor of Science Honours (WITS), Bachelor of Science in Physics and Geography (RAU)
Saunders	Ross	Master of Management in Technology and Innovation (The Da Vinci Institute), Bachelor of Science in Computer Science(UKZN)
Scallan	Brian	Master of Business Administration (UCT), Bachelor of Science in Chemical Engineering (UCT), Bachelor of Commerce in Economics (UNISA)
Schieffer	Alexander (Prof)	Doctor of Philosophy in Leadership (University of Gallen, Switzerland), Lizentiaten der Wirtschaftswissenschaften equivalent to Master of Economics (University of Gallen, Switzerland), Llicentiatius Oeconomicus equivalent to a Bachelor of Science (University of Gallen, Switzerland)
Scholtz	Dewald (Dr)	Doctor of Philosophy in Industrial Psychology (Atlantic International University), Master of Business Administration (WITS), Master of Arts (UNISA), Postgraduate Diploma in Information Management (UJ)
Schultz	Cecile (Prof)	Doctor of Philosophy in Human Resource Management (TUT), Master of Commerce in Industrial Psychology (UNISA), Bachelor of Commerce Honours in Human Resource Management (UP), Bachelor of Commerce in Industrial Psychology (NWU)
Sekgaphane	Mamohau (Dr)	Doctor of Philosophy in Management of Technology and Innovation (The Da Vinci Institute), Master of Management in Technology and Innovation (The Da Vinci Institute), Bachelor of Commerce Marketing (NWU)
Selebogo	Mokgethi	Master of Business Leadership (UNISA), Bachelor of Commerce (NWU)

Sepeng	Percy (Prof)	Doctor of Philosophy in Mathematics Education (NMMU), Master of Technology in Education (TUT), Bachelor of Technology in Mathematics and Chemistry (TUT)
Serfontein	Michele (Dr)	Doctor of Philosophy in Consumer Sciences (SU), Bachelor of Science in Home Economics (SU)
Shapeta	Bevan (Dr)	Doctor of Philosophy in Management of Technology and Innovation (The Da Vinci Institute), Master of Science in Information Technology (Anglia Ruskin University, UK), Bachelor of Science in Computers (National Computing Centre)
Shipham	Sidney (Dr)	Doctor of Science in Genetics (UP), Master of Business Leadership (UNISA), Master of Science in Genetics (UP)
Singh	Paul (Prof)	Doctor of Philosophy in Human Movement Science (UP), Master of Arts in Human Movement Science (UKZN), Bachelor of Arts Honours in Physical Education (UKZN), Bachelor of Arts in Physical Education (UKZN)
Smith	Ailsa Stewart (Dr)	Doctor of Philosophy (UCT), Master of Arts (UCT), Bachelor of Arts Honours (UCT), Bachelor of Arts (UCT)
Steyn	Dolf (Dr)	Doctor of Philosophy in Information Science (UP), Master of Education in Computer Aided Education (UP), Postgraduate Diploma in Education (Goustad College of Education), Bachelor of Education (S.A. College for Educational and Further Training)
Stoltz-Urban	Carin (Dr)	Doctor of Philosophy in Management of Technology and Innovation (The Da Vinci Institute), Master of Science (Regenesys), National Diploma in Public Management and Administration (TSA)
Stoutjesdyk	Robin (Dr)	Doctor of Philosophy in Business Management (UJ), Master of Commerce (UFH), Bachelor of Commerce Honours in Business Management (UFH), Bachelor of Commerce in Business Economics and Industrial Psychology (UFH)
Taylor	Simon (Prof)	Doctor of Philosophy (RU), Master of Education (RU), Bachelor of Social Science Honours (UKZN), Bachelor of Social Science Honours (UKZN)
Taylor	Tish (Dr)	Doctor of Philosophy in Tourism Management (NWU), Master of Technology in Tourism Management (VUT), Postgraduate Diploma in Higher Education (IIE), Bachelor of Technology in Tourism Management (VUT), National Diploma in Travel and Tourism Practice (WITS),
Thaver	Gerald (Dr)	Doctor of Business Leadership (UNISA), Master of Business Administration (Milpark Business School), Bachelor of Commerce in Business Management (UNISA)
Toga	Raymond	Master of Commerce in Industrial Psychology (UFH), Bachelor of Social Science Honours (UFH), Bachelor of Social Science in Human Resource Management (UFH)

Tosen	Greg	Master of Science in Atmospheric Sciences (WITS), Bachelor of Science in Operations Research (UNISA), Diploma in Meteorology (TUT)
Tshehla	Makgopa (Prof)	Doctor of Business Leadership (UNISA), Master of Business Administration (UKZN), Post Graduate Diploma in Business Management (UKZN), Bachelor of Science in Chemical Engineering (UCT)
Urban	Barry	Bachelor of Commerce Honours in Accounting (UPE), Bachelor of Commerce in Marketing Management (RU)
Van Buuren	Rudolph (Dr)	Doctor of Philosophy in Corporate Strategy (UFS), Master of Business Administration (Henley Business School), Bachelor of Commerce in Business Management (UNISA)
van de Linde	Andries (Dr)	Doctor of Philosophy in Electrical Engineering (University of Hertfordshire, UK), Master of Technology in Electrical Engineering (NMMU), Postgraduate Diploma in Higher Education (UNISA)
van Hoek	Catharina (Dr)	Doctor of Technology in Human Resource Management (TUT), Master of Technology in Human Resource Management (TUT), Bachelor of Arts Honours in Psychology (PU)
Van Zyl	Deon (Dr)	Doctor of Philosophy in Psychology (UP), Master of Clinical Psychology (UJ), Bachelor of Arts Honours in Psychology (UJ), Bachelor of Arts in Psychology (UJ)
Vermaak	Andre	Master of Business Leadership (UNISA), Bachelor of Science Honours (USB), Bachelor of Science (USB)
Viljoen	Rica (Dr)	Doctor of Business Leadership (UNISA), Master of Business Leadership (UNISA), Postgraduate Diploma in Organisational Design (UNISA), Postgraduate Diploma in Group Process Consultation (UNISA), Bachelor of Commerce (UNISA)

BUSINESS LEADERSHIP – THE PHILOSOPHY

Over the years, the approach to the development of managers has been the subject of much debate. More recently, there is increasing evidence of a growing disillusionment among employers that business school graduates are simply not equipped to return to the work environment and make a meaningful contribution. In view of this apparent lack of 'fit for purpose' programme design, The Institute has developed an innovative approach to managerial leadership development. The approach is based on the following aspects:

-  Students are assessed by way of both formative and summative assessments, including: integrated assessments, research projects, dissertations and theses, where applicable
-  Use of Case Studies - While examples from other operations (both successes and failures) are often cited and deemed important to learning, The Institute (as many international academic institutions) utilises the in-house case study approach as an important learning process
-  The application of Business Driven Action Learning principles - Learning through experiences in other environments, is perceived to be an important element in the development of new skills. This concept encourages candidates to take experiences from environments very different from their own and to 'laterally link' the learning to their own environment
-  Organisations that strive to be globally competitive need to be managed by people who have a profound understanding of the complexities of managing an environment in which technology, innovation and people have a pervasive impact on competitive advantage. The Institute specialises in the development of business leaders who are equipped with, amongst other, problem probing and decision-making skills, as related to the above
-  In-company solutions - In the event of company sponsored programmes, each assessment is linked to a work-related assignments in which candidates are expected to use their newly acquired skills, to find conceptual solutions to a work based challenge
-  Cooperation with students - Active associations between The Institute and various private and public sector operations has afforded The Institute the opportunity of working in a diverse range of organisations. The success of its programmes emanates from effective cooperation where there is joint responsibility for the full integration of learning within the student's work environment.

The Institute graphically represents its Business Leadership Framework as follows:

THE DA VINCI INSTITUTE'S TIPSTTM MANAGERIAL LEADERSHIP FRAMEWORK

The intent of the The Da Vinci Institute's TIPSTTM Managerial Leadership Framework is to provide a systemic awareness of the multiple sub-systems at play within the workplace; evoking an awareness of existing mental models and the ability to re-think and dissect assumptions about work performance. In applying this complex systemic lens, individuals are afforded an opportunity to make sense (sense making) of their own reality in relation to the conceptual frame. In doing so, the emergence of additional and/or similar managerial leadership competencies and practices affords individuals the opportunity to co-create

alternative interpretations, perspectives, and/or conceptual frameworks to cooperatively navigate change and add new knowledge to the domain.

The TIPSTTM Managerial Leadership Framework aims to contribute towards the overarching field of Business Leadership. The framework was developed as part of a longitudinal study conducted utilising self-administered questionnaires and semi-structured interviews. This process involved a large number of organisations including emerging, small, medium and large enterprises over two decades.

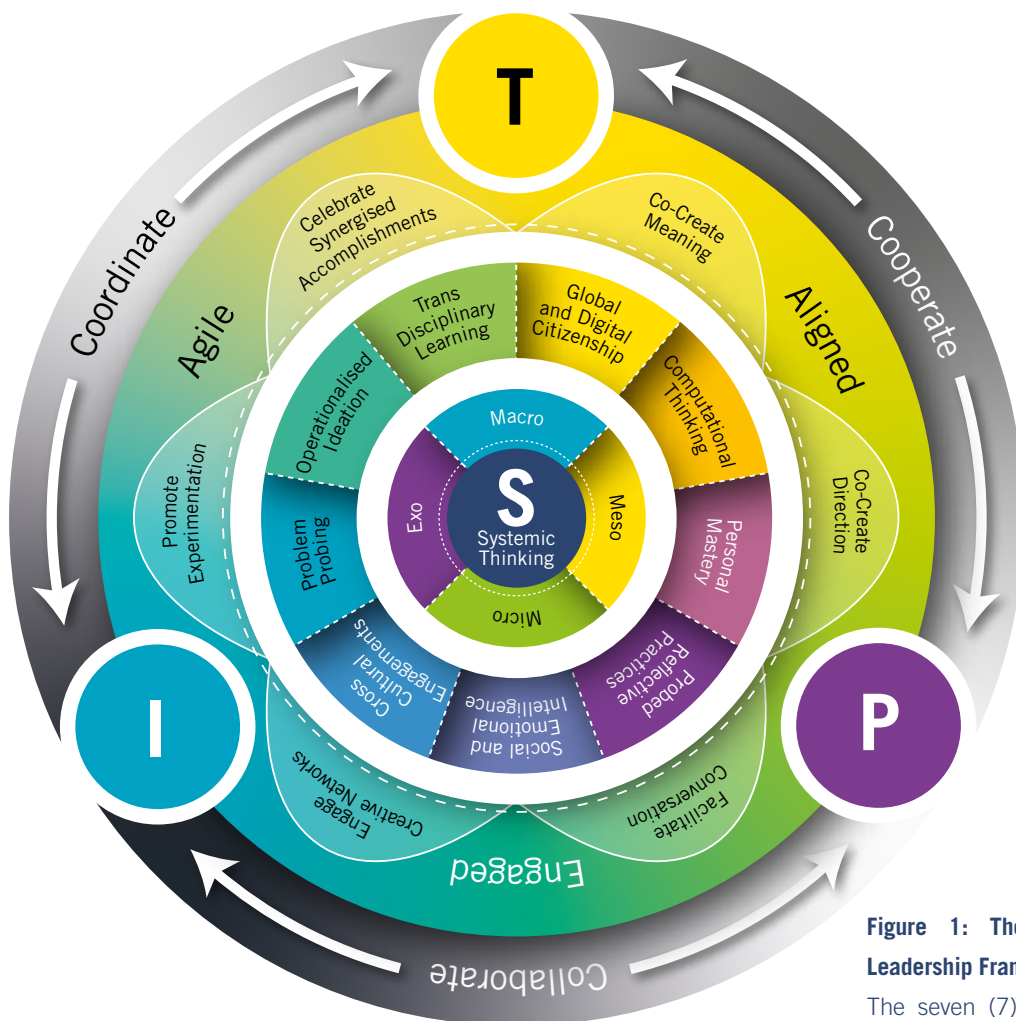


Figure 1: The TIPSTTM Managerial Leadership Framework

The seven (7) layers of the TIPSTTM Managerial Leadership Framework offers a multi-focal lens into emerging realities as illustrated by Figure 1

THE SEVEN LAYERED TIPS™ MANAGERIAL LEADERSHIP FRAMEWORK

Actualising a systemic perspective

This is a process of divergence and convergence in an attempt to synthesise and integrate all seemingly related and unrelated activities to enhance performance in the workplace, and in doing so, probing problems with a view to create sustainable solutions. This includes internal synovation (includes integrating systemic and innovation constructs) and organisational ecology that allows the sum of the parts to become greater than the whole (systems thinking).

Honing an awareness of the Macro, Meso, Micro and sub-systems that impact reality

Ecologically engaging (done through the macro, meso, micro and sub-systems) with complex constructs, could facilitate the broadening of horizons by deepening insights regarding the interconnectedness of theory and practice and how such may impact society at multiple levels.

Recognising the need to interlink the management of innovation, technology and people

The management of technology involves the 'tools' and metrics organisations use to gain competitive advantage. Simplistically it is 'a way of doing things better' and may involve the use of anything from computers and hi-tech, to simple hand-held tools. In this context, we refer to the small 't' in technology where organisations manage their technology to best position their products or services to maximise their market share. The management of innovation is how an organization stimulates and capitalises on the ideation process, to develop an innovative product or service which has either commercial or social value. It is about hard metrics such as income generated from new products, processes or services, as well as

success rates in commercializing new offerings. The management of people involves the human interface. It embraces both the employee and the end user. It is about the processes that organisations deploy in engaging people, how people choose their levels of engagement, creating and sharing of knowledge by all involved, their participation in incentive practices and their contributions towards securing the longevity of the organisation.

THE EMERGENCE OF AN ENGAGED, ALIGNED AND AGILE WORKFORCE

Engagement

Occurs when there is a systemic (systems thinking) interlink between management of innovation and management of people practices in the workplace, then people as knowledge workers/artisans tend to become more engaged across the organisation and society at large. This process is often characterised by specific Managerial Leadership competencies (discussed as part of layer 5).

Agility

Occurs when there is a systemic (systems thinking) interlink between management of innovation and management of technology practices in the workplace, then people as knowledge workers/artisans tend to become more agile across the organisation and society at large. This process is often characterised by specific Managerial Leadership competencies (discussed as part of layer 5).

Alignment

Occurs when there is a systemic (systems thinking) interlink between management of technology and management of people practices in the workplace, then people as

Table 1.2: Emerging workplace realities

EMERGING WORKPLACE DESCRIBED AS REALITY		
1.1	Coordinated workplace	A coordinated workplace reality refers to a task and deadline driven work environment, and action is taken based on the specialist/expert knowledge as promoted by an individual in a position of power.
1.2	Collaborative workplace	A collaborative workplace reality refers to an engagement amongst members of a community of practice, where ideas as introduced by a central figure within the hierarchy of the workplace are explored and tested by participation. This is in an attempt to amend/alter proposed business solutions to complex business challenges.
1.3	Cooperative workplace	A cooperative workplace reality refers to a self-directed choice to engage, where knowledge workers/artisans choose to give of themselves, and collect from others that have also chosen to give of themselves. Cooperation works from the position that in such a reality there is abundance of knowledge, skills, potential and possibilities which allows co-creation to flourish in an attempt to establish not only what is perceived as a possible outcome, but rather to transcend the boundaries of what is thought to be possible

knowledge workers/artisans tend to become more aligned across the organisation and society at large. This process is often characterised by specific Managerial Leadership competencies (discussed as part of layer 5).

Resultant alternative (emerging) workplace realities

The TIPS™ Managerial Leadership Framework is an emerging developmental construct based on the belief that business leadership is ultimately about facilitating a creative networked learning environment. Critical characteristics include: being results driven, building on trust, knowledge, credibility and a safe-to-fail work culture, conducive to the co-creation of the following emerging workplace realities:

There are three overarching workplace realities tend to emerge as coordinated, collaborative and/or cooperative organisational realities. These realities are underpinned by the exchange of and level of, energy flow versus social interaction. Both energy flow and social interaction serves a purpose dependent on context.

It is important to note that none of these realities should be posited as a singular truth for a singular context because that would promote the possibility of a normalised reality. To this end, the multi-focal Business Leadership framework deliberately intends to promote the possibility of a non-normalised multi-layered reality, which allows for oscillation between coordinated, collaborative and cooperative realities as they may emerge depending the context.

The TIPS™ Managerial Leadership Framework is intended to facilitate and influence the crafting of agile, aligned and engaged leaders, passionate about co-creating innovative ecosystems, contributing towards socioeconomic and transformational agendas. In view of the afore mentioned framework, the institute developed an implementation framework to not only operationalise the business leadership framework, but also to ensure the linkages to real world situations. Refer to Figure 2.

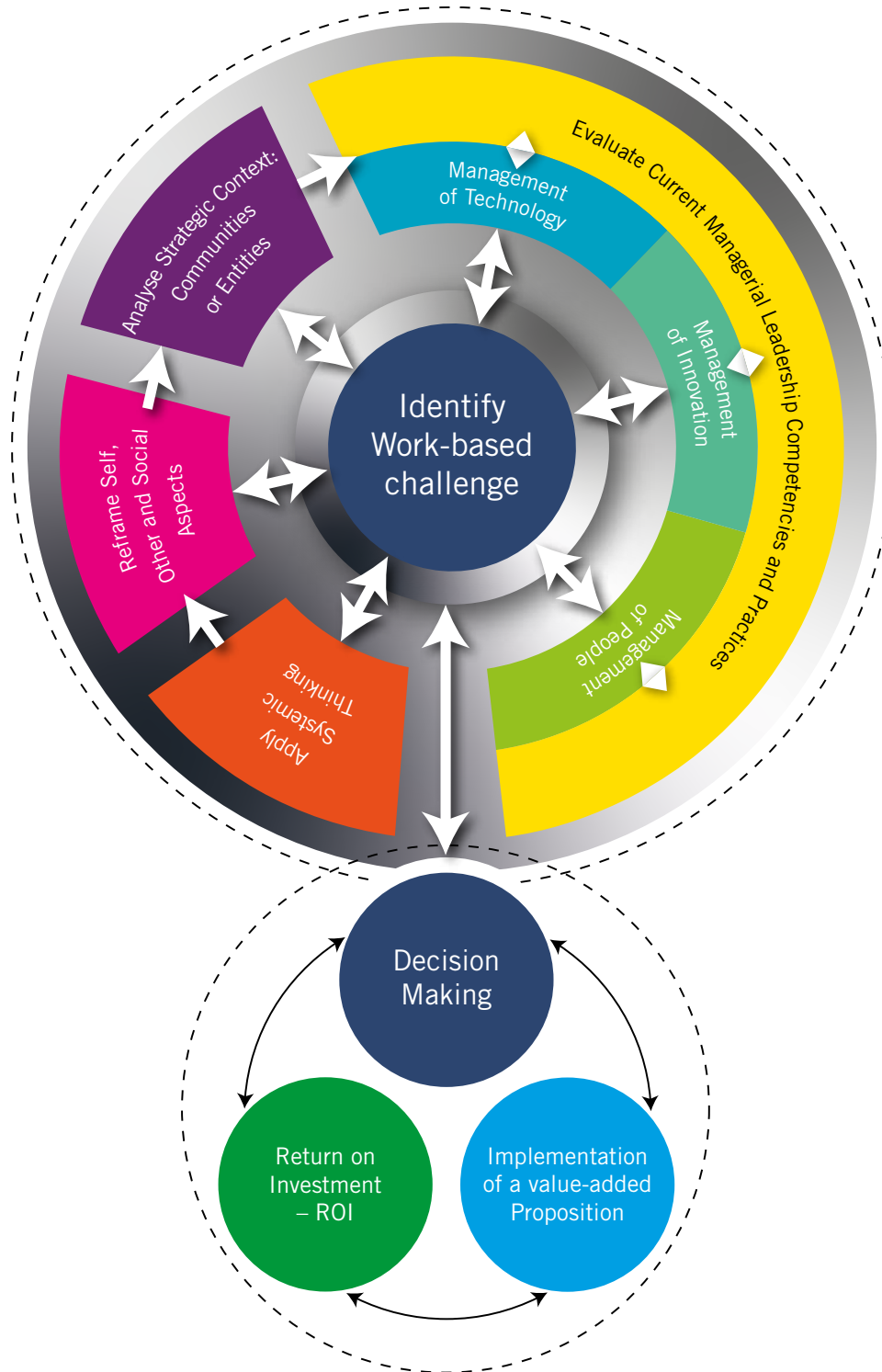




Figure 2: The TIPS™ Implementation Framework

GENERAL ADMISSION REQUIREMENTS

As a result of South Africa's historical imbalances, there are disparities in income and occupations which our clients seek to redress. In view thereof, our student numbers are also informed by requests from the workplace, with a strong equity focus to eliminate unfair discrimination in seeking to achieve a diverse and broadly representative workforce.

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

It is a condition of enrolment for a Da Vinci qualification that:

-  a student must have access to technology (internet access and computer), as studying through The Institute is dependent on online engagements
-  a student may register at The Institute on condition that the student is not presently registered at any other institution for another qualification.

Applicants must meet the minimum statutory requirements of the relevant qualification in addition to any requirement specified in the admission criteria of the qualification. The admission requirements are indicated under the admission criteria for each qualification.

The admission requirements of The Institute are in line with the policies and regulations promulgated by the Department of Higher Education and Training.

The Institute offers the following alternative route:

-  Recognition of Prior Learning (RPL) for access

ADMISSION PROCEDURE

A completed application form must be submitted by all prospective students to the Admissions office, together with the required supporting documentation. The Admissions office will communicate the specific process and dates related to the relevant programme which has been applied for.

3.1 HIGHER CERTIFICATE IN MANAGEMENT OF TECHNOLOGY AND INNOVATION

SAQA ID 96742

120 CREDITS

NQF 5

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

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

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

Module	Credits
Fundamental Modules	
Self, Other and Social Contexts	10
Problem Solving, Creative Thinking and Decision Making	8
Systems Thinking	12
Core Modules	
Management of Innovation	10
Management of Technology	10
Management of People	10
Total Compulsory Credits	60

Elective Modules*	
*Students are required to select any of the following elective modules to the value of 60 credits.	
Financial Literacy	12
Systems-Driven Project Management Principles and Methodologies	12
Customer Relationship Management and Business Communications	12
Basic Principles of Operations Management	12
Change Management Fundamentals	12
Project Business Context	12
Project Management	12
Project Finance	12
Project Change Dynamics	12
Project Sustainability	12
Total Elective Credits	60
Total Credits	120

For availability of elective modules or additional information please contact the registry office on 011 608 1331 or registry@davinci.ac.za.

ADMISSION CRITERIA

Higher Certificate in Management of Technology and Innovation (MOTI) (SAQA ID – 96742)
Minimum Admission Requirements
<ul style="list-style-type: none"> • National Senior Certificate NSC/SC – with endorsement; OR • National Senior Certificate NSC - A minimum of 30% in English; OR • National Certificate (NC) (V) or equivalent at Level 4 - A minimum of 40% in English OR • A SC – A minimum 33.3% in English.
Recognition of Prior Learning (RPL)
<p>If the candidate seeks entry without the prerequisite qualifications:</p> <p>The candidate must demonstrate suitability for admission as per The Institutional RPL policy and the admission is at the Senate's discretion, on a case by case basis. For more details contact the Registrar.</p>

RPL for Access can be obtained via one of the following routes:

- In cases where there is a lack of academic qualifications but an abundance of relevant knowledge and skills (acquired through inter-alia, work experience related to the field of study, formal and informal learning, etc.), such knowledge and experience will be formally assessed to determine if a prospective candidate equates to the minimum admission requirements of this programme. The Institute will allow the candidate to undertake an assessment designed for RPL candidates at NQF level 4, which if successful, will result in admission to the Higher Certificate programme at Da Vinci. The assessment will include a demonstration of understanding of the relevant level descriptors, which will be used to guide the process. Evidence of relevant publications, presentations or relevant working experience could be considered in the process.
- The Institute will also allow candidates access through mature age exemption, granting the candidates provisional admission, conditional on passing the first module of the programme. On successful completion to the first module, the provisional status will automatically be converted to full admission.

Mature age exemption includes the following:

- Candidates having attained the age of 23 before or during the first year of registration, with a Senior Certificate or equivalent, with three years' work experience and a proven ability relating to the proposed programme, as well as adequate communicative skills
- Candidates having attained the age of 45 before or during the first year of registration
- Candidates having achieved another NQF level 4 qualification with the completion of 4 subjects with a minimum of 40% in each subject.

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

3.3 BACHELOR OF COMMERCE IN BUSINESS MANAGEMENT

SAQA ID 84767





360 Credits

NQF 7

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

The qualification is specifically designed to provide first and second tier managers, within both private and public business sector organisations and social enterprises, who's various career paths have not included gaining a formal

qualification, an opportunity to realise their true potential by:

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

THE CURRICULUM FOR THE BACHELOR OF COMMERCE IN BUSINESS MANAGEMENT

YEAR 1		YEAR 2		YEAR 3	
Module	Credits	Module	Credits	Module	Credits
Compulsory modules					
Introduction to Business Management	20	Business Management 2	30	Business Management 3	30
Economics 1	20	Economics 2	15	Economics 3	15
Principles of Accounting	20	Financial Management 2	15	Financial Management 3	15
Academic Literacy	10	Project-based Research 1	10	Project-based Research 2	20
Introduction to Commercial Law	10				
Introduction to Project Management	10				
Math Literacy	*NCB				
Compulsory Total	90		70		80

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

Aviation Management Banking and Financial Services Creativity Management Financial Services Management Innovation Management Marketing Management	Payroll Management Project Management Retail Management Risk-based Integrated Management Supply Chain Management
Total Elective Credits	120
Total Credits	360

For availability of elective modules or additional information please contact the registry office on 011 608 1331 or registry@davinci.ac.za.

ADMISSION CRITERIA

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

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

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

Minimum Admission Requirements

- National Senior Certificate NSC/SC – with endorsement; **OR**
- National Senior Certificate NSC/SC - A minimum of 30% for English or a minimum of 33.3% in English for the Senior Certificate (SC) coupled with:
 - If the candidate a minimum of 50% for 4 designated NSC subjects (excludes Life Orientation) **OR**
- NC(V) – a student must (a) achieve at least 50 % in three fundamental subjects and (b) achieve at least 60% in four vocational subjects, chosen from the NC (V) Level 4 subjects; **OR**
- Alternatively a Higher Certificate, an Advanced Certificate or Diploma in a cognate field.

A certificate of exemption issued by USAf (Universities South Africa) is required for applicants who have obtained a Senior Certificate without endorsement or equivalent foreign school-leaving qualification, who meet the requirements of the published regulations and wish to pursue first degree studies. The Office of the Registrar will facilitate, on behalf of the candidate, an application for degree admission, to USAf, once the candidate has provided proof of payment to USAf.

Recognition of Prior Learning (RPL)

If the candidate seeks entry without the prerequisite qualifications:

The candidate must demonstrate suitability for admission as per The Institutional RPL policy and the admission is at the Senate's discretion, on a case by case basis. For more details contact the Registrar.

RPL for Access can be obtained via one of the following routes:

- In cases where there is a lack of academic qualifications but an abundance of relevant knowledge and skills (acquired through inter-alia, work experience related to the field of study, formal and informal learning, etc.), such knowledge and experience will be formally assessed to determine if a prospective candidate equates to the minimum admission requirements of this programme. The Institute will allow the candidate to undertake an assessment designed for RPL candidates at NQF level 4, which if successful, will result in admission to the Higher Certificate programme at Da Vinci. The assessment will include a demonstration of understanding of the relevant level descriptors, which will be used to guide the process. Evidence of relevant publications, presentations or relevant working experience could be considered in the process.

- The Institute will also allow candidates access through mature age exemption, granting the candidates provisional admission, conditional on passing the first module of the programme. On successful completion to the first module, the provisional status will automatically be converted to full admission.

Mature age exemption includes the following:

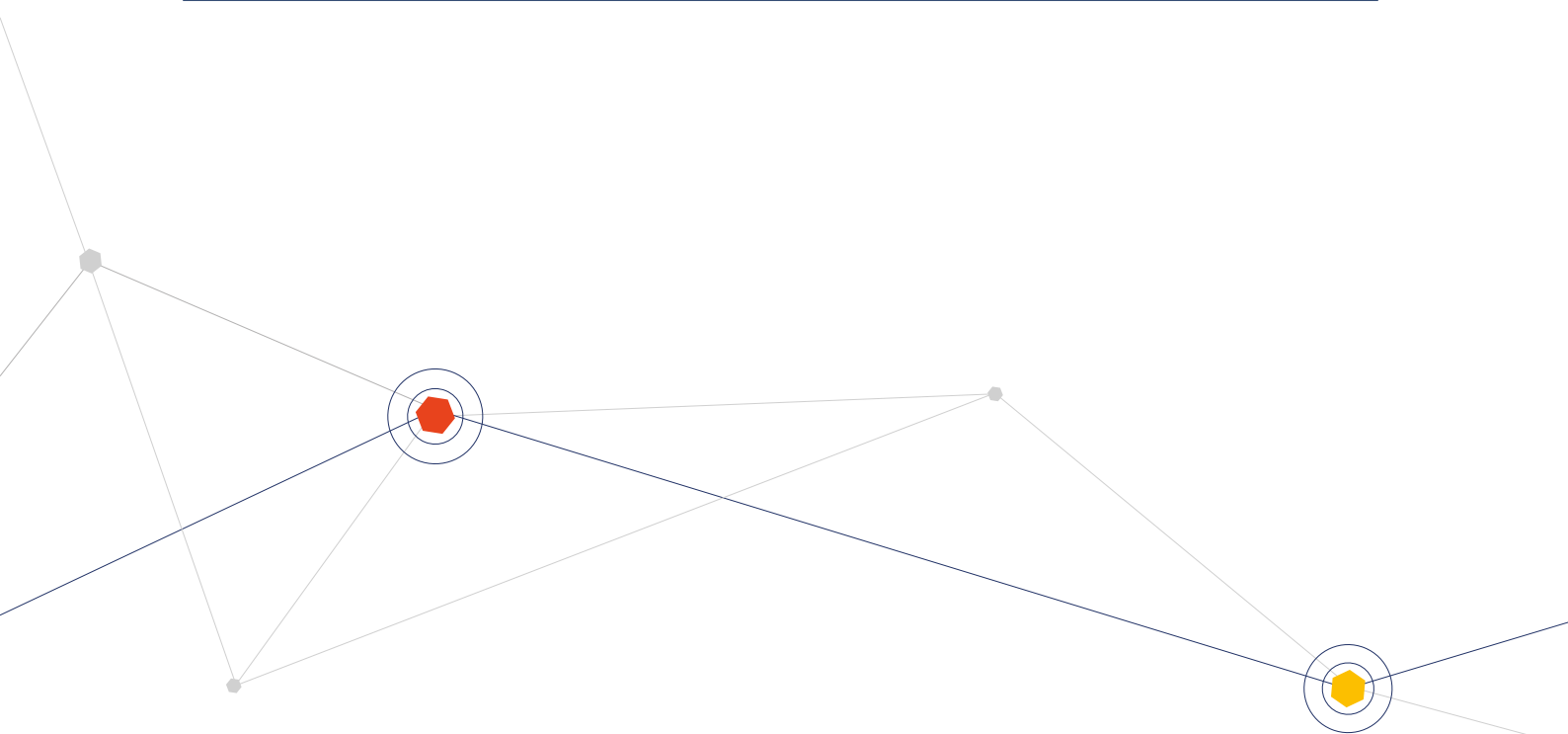
- Candidates having attained the age of 23 before or during the first year of registration, with a Senior Certificate or equivalent, with a minimum of 40% in at least four higher or standard grade subjects (at least three of which shall have been passed simultaneously and one of which shall be a higher grade subject)
- Candidates having attained the age of 45 before or during the first year of registration
- Candidates having achieved another NQF level 4 qualification with the completion of 4 subjects with a minimum of 40% in each subject.

An USAf exemption certificate is required for mature age admission.

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

Additional Institutional Entry Requirements

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



3.4 MASTER OF MANAGEMENT IN TECHNOLOGY AND INNOVATION:

SAQA ID 108984

240 Credits

NQF 9

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

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

THE CURRICULUM FOR THE MASTER OF MANAGEMENT IN TECHNOLOGY AND INNOVATION

Module	Credits
Fundamental Modules	
Self, Other and Social Contexts	10
Problem Solving, Creative Thinking and Decision Making	8
Management and Leadership Development	2
Managing the Systems Way	12
Core Modules	
Management of Innovation	10
Management of Technology	10
Management of People	8
Research	
Dissertation	120
Total Compulsory Credits	180
Elective Modules*	
*Students are required to select any of the following elective modules to the value of 60 credits.	
Leadership Perspectives: A Leadership Challenge in Africa	12
Leadership Perspectives: A Global Leadership Challenge	12
Financial Management	12
Change Management	12
Coaching in Business	12
Governance and Ethics	12
Strategic Management	12
Total Elective Credits	60
Total Credits	240

For availability of elective modules or additional information please contact the registry office on 011 608 1331 or registry@davinci.ac.za.

ADMISSION CRITERIA

Master of Management in Technology and Innovation (SAQA ID – 108984)

Minimum Admission Requirements

- Relevant NQF Level 8 qualification
- All applicants must successfully complete the Research Proposal with 60% within 12 months from date of onboarding, failing which, they may be de-registered

Recognition of Prior Learning (RPL)

Candidates seeking entry without the prerequisite qualifications:

The candidates must demonstrate suitability for admission as per The Institutional RPL policy and the admission is at the Senate's discretion, on a case by case basis. For more details contact the Registrar.

- In cases where there is a lack of academic qualifications but an abundance of relevant knowledge and skills (acquired through inter-alia, work experience related to the field of study, formal and informal learning, etc.), such knowledge and experience will be formally assessed to determine if the prospective candidate equates to the minimum admission requirements of this programme at Da Vinci. The Institute will allow the candidate to undertake an assessment designed for RPL candidates at NQF level 8, which if successful, will result in admission to the Master's programme. The assessment will include a demonstration of understanding of the relevant level descriptors, which will be used to guide the process. Evidence of relevant publications, presentations or relevant working experience could be considered in the process.

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

3.5 DOCTOR OF MANAGEMENT IN TECHNOLOGY AND INNOVATION:

SAQA ID 108983

360 Credits

NQF 10

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

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

THE CURRICULUM FOR THE DOCTOR OF MANAGEMENT IN TECHNOLOGY AND INNOVATION

Module	Credits
Research	
Thesis (incorporating themes related to the management of innovation, technology and people within a systemic context)	
Successful completion of the programme requires submission of the final thesis and a publishable article	360
Total Credits	360

For additional information please contact the registry office on 011 608 1331 or registry@davinci.ac.za.

ADMISSION CRITERIA

Doctor of Management in Technology and Innovation (MOTI) (SAQA ID 108983)
Minimum Admission Requirements
<ul style="list-style-type: none"> • Master Degree or other relevant NQF 9 qualification • All applicants must successfully complete the Research Proposal within 12 months from date of onboarding, failing which, they may be de-registered.
Recognition of Prior Learning (RPL)
<p>Candidates seeking entry without the prerequisite qualifications:</p> <p>The candidate must demonstrate suitability for admission as per The Institutional RPL policy and the admission is at the Senate's discretion, on a case by case basis. For more details contact the Registrar.</p>

- In cases where there is a lack of academic qualifications but an abundance of relevant knowledge and skills (acquired through inter-alia, work experience related to the field of study, formal and informal learning, etc.), such knowledge and experience will be formally assessed to determine if a prospective candidate equates to the minimum admission requirements of this programme. The Institute will allow the candidate to undertake an assessment designed for RPL candidates at NQF level 8, which if successful, will result in admission to a Master's programme at Da Vinci. The assessment will include a demonstration of understanding of the relevant level descriptors, which will be used to guide the process. Evidence of relevant publications, presentations or relevant working experience could be considered in the process. Once registered in the Master's programme the candidate's academic progress will be monitored. The prospective doctoral candidate will be required to conclude the following modules in the Master's programme at a minimum of 75% respectively (Management of Technology, Management of Innovation, Management of People and Systems Thinking) and complete his or her research proposal at a minimum of 75%. Once these requirements have all been met the Head for Postgraduate programmes will propose to the Senate, the promotion of the candidate's registration from a Master's student to that of a Doctorate student.

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

WE CARE

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

All students have access to and are actively encouraged to make use of the electronic learning management system (elms) called Moodle (acronym for Modular Object-Oriented Dynamic Learning Environment). Students can access learning material, including additional reading material, from Moodle and also use this platform to upload their assignments. In addition, Moodle is used to communicate with students regarding assignments, workshops and other matters related to their studies.

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

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

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

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

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

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

“I just want to say thank you as I really enjoyed our classes. I now have a different approach to a situation arising at work as well as in my personal life. This was truly something out of the ordinary.”

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

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

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

GOVERNANCE AT THE DA VINCI INSTITUTE

THE COUNCIL

In compliance with the registration of The Institute as a private higher education institution, The Institute's academic offerings are carefully monitored by experienced professionals. The Council includes business people, professionals and academics. The Council is the custodian of the academic strategy and the integrity of its academic offerings.

THE SENATE

The Senate is mandated by The Council to implement the academic strategy, to monitor the integrity of its offerings, and to quality assure all learning and as such, reports to The Council.

THE RESEARCH COMMITTEE

The Research Committee is mandated by The Senate to be the custodian of the research strategy, integrity, and the quality of all research and reports to the Senate.

THE ASSESSMENT COMMITTEE

The Assessment Committee of The Institute is mandated by the Senate to be the custodian of the assessment process of The Institute and as such reports to the Senate.

THE ETHICS COMMITTEE

The Institute is an academic institution, and carries out academic and administrative activities typical of an internationally recognised academic institution. The Institute, being registered as a Private Higher and Distance Education Institution in terms of the Higher Education Act (Act No. 101 of 1997) ensures that all activities meet relevant statutory requirements as required by the Department of Education.

The Ethics Committee of The Institute is mandated by the Senate to be the custodian of academic ethics and related aspects, integrity, and as such reports to the Senate of The Institute.

THE INSTITUTIONAL FORUM

The Institutional Forum ensures that all activities meet relevant statutory requirements as required by the Department of Education. The Institutional Forum of The Institute reports to The Council.

THE BOARD

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

FINANCE, AUDIT AND RISK COMMITTEE

The Finance, Audit and Risk Committee of The Institute is mandated by the Board to monitor the finance, audit and risk dimensions of the business strategy and as such reports to the Board. However, for purposes of integrated reporting the Committee also provides high level feedback to the Council.

ASSESSMENT

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

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





Students are afforded more than one assessment opportunity, so as to accommodate their work and other pressures typical of the non-traditional (working adult) students.

SUBMISSION AND ASSESSMENT OF FORMATIVE AND SUMMATIVE ASSESSMENTS

The programme schedule outlines the dates for the various workshops, as well as the due date for the various assessments.

GENERAL REGULATIONS FOR THE ASSESSMENT OF SUMMATIVE ASSESSMENTS

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

-  Formative assessments should be completed before the Summative assessment, as feedback on the Formative assessments is designed to assist students to prepare for the Summative assessment. Late submission of the Formative assignment may result in feedback not being provided in time to help the student prepare for the Summative assessment.
-  Summative assessments may be in the form of written assignments or invigilated assessments. Most Summative assessments include an invigilated component for authenticity purposes:
 - The first Summative assessment date is a compulsory date. Should any unforeseen or extenuating circumstances prevent a student from submitting the assignment by the first assessment date, an alternative assessment date may be arranged
 - A student may be required to supply evidence of extenuating circumstances as indicated in the relevant policy
 - All assessments must be completed in order to pass a module
 - Each invigilated assessment only has one supplementary opportunity.
-  Only two late assessment opportunities are allowed per year of registration. Should a student fail to participate in the Summative assessments before the end of the academic year or complete the invigilated assessments as per the programme schedule, the student will be required to re-register for the modules in the following Academic year
-  Should a student fail a module, they will be required to re-register for the module and pay the usual module fees. Such re-registration implies that the

student will not be able to claim any benefits related to a late assessment as he/she will still be within the Academic year within which such benefits apply

- ☞ The maximum duration of the qualification will still apply, even if a module (or several modules) is/are repeated.

Supplementary Assessment

- ☞ Only one supplementary assessment per module is permitted
- ☞ If a student fails the supplementary assessment the student will have to re-register for the module. Modular fees will apply.

RE-ASSESSMENT AND APPEALS PROCESS FOR SUMMATIVE ASSESSMENTS

Re-assessment for improvement of marks

- ☞ A student may apply for a re-assessment of a summative assessment even if the summative assessment was passed, but they wish to improve the result. Any application for re-assessment of a module has to be made in the year that the module was originally assessed
- ☞ One re-assessment opportunity is allowed per module. A re-assessment fee is applicable
- ☞ The result obtained after the re-assessment process, will be regarded as the final and official result. To qualify for award of the qualification Cum Laude, re-assessment results will not be considered.

Appeals process

- ☞ A student may appeal against a summative assessment outcome. In this case the assessment will be moderated by an independent assessor
- ☞ Only one opportunity to appeal an assessment is allowed per summative assessment and an appeals fee will be applicable. However, if the appeal is successful, the fee will be reimbursed to the student.

ASSESSMENT OF RESEARCH PROJECTS

The project work will be assessed by means of:

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

ASSESSMENT OF DISSERTATIONS

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

ASSESSMENT OF THESES

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

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

THE APPEALS PROCESS

A student may appeal against the result of a formative or summative assessment, according to the Appeals Policy. An appeal must be submitted in writing within 10 working days of receipt of the decision, addressed to the Programme Co-ordinator, and accompanied by the appropriate supporting documents. An appeals fee is applicable, but if the appeal is successful, the fee will be reimbursed to the student.

RE-REGISTRATION

Extension beyond the maximum registration period requires a written motivation from both the supervisor and the student to re-register for an additional year. The applicable fees apply.

THE AWARD OF A QUALIFICATION WITH DISTINCTION (CUM LAUDE)

- ☞ Students (with the exception of those registered for the doctoral qualification) who achieve 75% for each academic component of the programme will be awarded the qualification with distinction (cum laude)
- ☞ Being successfully awarded a doctoral qualification, is a distinction in itself and therefore no cum laude will be awarded.

PLAGIARISM

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

'Plagiarism' means any attempt to benefit oneself, or another, by deceit or fraud. This includes:

- ☞ Deliberately reproducing the work of another person or persons without due acknowledgement
- ☞ Passing on a significant amount ((approximately 25% at NQF level 5, 20% at NQF level 6, 15% at NQF level 7 and 10% and postgraduate level)) of unacknowledged copying. This shall be deemed to constitute *prima facie* evidence of deliberate copying. The Institute reserves the right to take action on any evidence of plagiarism.

In such cases the burden of establishing otherwise shall rest with the party against whom such an allegation is made.

Plagiarism constitutes actions which:

- ☞ Weaken the educational process, such as shameless copying of any aspect of the programme
- ☞ Demonstrate dishonesty such as copying from books, hand-outs or the work of other students without explicitly stating that this was done.

These actions will be discussed by The Institute as reflected in the Student Code of Conduct.

The detailed Plagiarism Policy is available on the Da Vinci website, during registration, and is explained as part of the student contract.

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

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

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

A Similarity Report is generated in a matter of seconds, enabling The Institute to detect plagiarism and ensure that all work is properly referenced.

PERIOD OF STUDY

As a registered higher and distance education provider, The Institute aligns its period of study accordingly. Indicated below is the maximum period of registration allowed for each programme/qualification.

Maximum period of Registration

Higher Certificate in Management of Technology and Innovation

Two (2) years

Bachelor of Commerce in Business Management

Six (6) years



Master of Management in Technology and Innovation

Four (4) Years




Doctor of Management in Technology and Innovation

Six (6) Years



On non-completion of a qualification, following the expiry of the maximum period of registration, a re-registration or re-application for the relevant qualification may apply.

-  In re-registering / re-enrolling for a qualification, a re-registration fee is applicable
-  In re-applying for a qualification, an application fee is applicable. Where programmes and modules are still active, the student may be granted Credit for modules already completed and will have to pay current fees for the remaining modules.

LEARNING EXPERIENCE

-  The institute has a fully computerised online learning platform (Moodle) which ensures a fully integrated online learning experience
-  The Institute provides counselling services and personal mentoring and tutoring on an ongoing basis. Students are encouraged to contact their Programme Convener to discuss academic assistance if required
-  A student who demonstrates difficulty in completing

the modules in the minimum time, may be invited to attend an interview during which his/her continuation on the programme will be discussed and a completion plan is developed where appropriate

-  The Institute cannot guarantee that every module for which a student registers can be offered sequentially. If a student is required to re-register for a module, the date of the non-compulsory tuition support session will be provided as early as possible
-  Students have full access to an Information/Resource Centre which has internet connected computers, a large number of holdings and a variety of digital databases.

RECOGNITION OF PRIOR LEARNING, CREDIT TRANSFERS AND ARTICULATION

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

1. The Recognition of Prior Learning (RPL)

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

In view of the above, The Institute enables prospective

students to participate in qualifications offered by the institution by means of a careful assessment of the students' skills and knowledge.

 RPL for access:

“To provide an alternative access route into a programme of learning for those who do not meet the formal entry requirements for admission. RPL for access applies to learning programmes offered by an accredited institution of further learning (including a post-school institution and an adult learning centre) or workplace-based training provider” (SAQA National Policy for the Implementation of the Recognition of Prior Learning 2013:6).

For more information, please contact the Registrar.


 RPL for Exemption:

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


2. Credit Accumulation and Transfer

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

The Institute allows for both Credit Accumulation and Credit Transfer.

 Credit accumulation is a process whereby valid credits towards qualifications offered by The Institute are retained for a reasonable time, to allow for interrupted learning from the programme,



as maybe required

 Credit transfer is allowed for subject areas offered at other registered and accredited higher education institutions, in relation to a Da Vinci qualification, and the modules that make up the qualification, if the subject areas coincide with the modules chosen by the student. For more information, please contact the Registrar.

3. Articulation

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

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

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

For more information, please contact the Registrar.

RULES OF PROGRESSION

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




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

A result of 50% has to be achieved to pass a summative assessment. In order to proceed to a subsequent year of study, all modules from the preceding year have to be successfully completed.

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

LANGUAGE POLICY

The language of tuition at The Institute is English. For those students, where English is the second or third language, The Institute provides support in the following ways:

-  avails dictionaries in the library in other languages
-  refers students to free online English programmes
-  encourages fellow student support in the classroom, permitting students to assist other students with explanations of difficult concepts in their own language.

The Institute promotes English competency for the purposes of learning in a climate that is respectful of the inherent value of all other languages.

MODE OF INSTRUCTION

Distance learning with face-to-face and online support.

STUDENT CONTRACT

The student contract consists of the following:

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

FEES AND DEPOSITS

Details of fees and deposits are contained in the current year's fee schedule, available on request.

APPLICATION FEE

All students must pay a non-refundable application fee which must accompany the application. This is an administrative charge for the application process and is over and above any other fees.

ADMISSION FEE







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

REGISTRATION FEE

A registration fee is payable on the student's acceptance of the offer by The Institute for participation on a programme. This fee is determined by the payment option selected by the student on the payment contract.

CANCELLATION FEE

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



-  If a student needs to cancel a registered programme (for whatever reason), they must do so in writing to The Institute
-  Should the cancellation be requested more than thirty (30) days prior to the start of the said programme, the student will be liable for 2.5% of the full fee
-  Should the cancellation be requested within the thirty (30) days prior to the start of the said programme, the student will be liable for 12.5% of the full fee
-  If a cancellation is received after the programme has commenced, the student will be liable for the full fee
-  Where refunds are applicable, such shall be made by The Institute not more than sixty (60) days after receipt of the cancellation notice
-  For client sponsored students, the cancellation fees are negotiated as per the contract.

PAYMENT OPTIONS

Details of payment options are available from the admissions office - admissions@davinci.ac.za.

NON-REFUNDABLE FEES

The following fees are not refundable under any circumstances:

-  Application fee
-  Admission fee.

INTERNATIONAL STUDENTS








The Institute welcomes student applications from the rest of Africa and abroad. Comparability of international qualifications with South African qualifications is determined by the South African Qualifications Authority (SAQA). International applicants will have to apply to SAQA for verification of their qualifications. The SAQA application process is available on <http://www.saqa.org.za/show.php?id=5741>

FINANCIAL AID

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




STUDENT CODE OF CONDUCT

The Institute operates within an ethos of mature students from active roles in the global workplace. As such, students are required to take full responsibility for their own progress within the course of their studies. The Institute's management team, academic and administration staff and students further underwrites the following principles:

-  Seeking the truth (**curiosita**)
-  Taking responsibility (**dimostrazione**)
-  Sharpening awareness (**sensazione**)
-  Engaging the shadow (**sfumato**)
-  Cultivating balance (**scienza**)
-  Nurturing integration (**corporalita**)
-  Embracing holism (**connessione**).












Purpose of the Code of Conduct

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





-  Reflect the ethical values of The Institute and, therefore, seeks to enhance and anchor the policies, procedures, processes of The Institute and influence the behaviour of students, faculty and other relevant stakeholders
-  Create a safe and conducive learning environment in which all students are able to derive full benefit from the growth and learning opportunities presented by The Institute
-  Increase awareness of their own professional conduct, thus enhancing within students this fundamental element of practical business ethos.

General Conduct






Students shall display high levels of professionalism, responsibility and integrity in all of their dealings with The Institute and therefore shall endeavour to:

-  Not disrupt or attempt to disrupt teaching or study or research or the administrative or other activities of The Institute
-  Defend the lawful exercise of freedom of speech by students, faculty and other stakeholders of The Institute or by visiting speakers
-  Assist any officer, employee or agent of The Institute in the performance of his or her duties
-  Protect any property of, or in the custody of the Institute or of any students, faculty and other stakeholders of The Institute
-  Ensure proper use of property or facilities of the Institute
-  Act honestly and avoid forging, altering, falsifying or misusing any official Institutional documentation, qualification or certificate or knowingly make false statements concerning standing or results obtained, or supply false information to The Institute
-  Not engage in actions which are likely to cause injury or to impair safety
-  Not engage in violent, indecent, disorderly, threatening, or offensive behaviour or language
-  Obey a reasonable instruction given within their authority by one of the authorities of The Institute
-  Not engage in the harassment of any visitor, students, faculty and other stakeholders of The Institute
-  Comply with any other policy, procedure or rule of The Institute.





Students are required to:

-  Mute cell phones in class and at all formal programme related events
-  Use electronic technology, if available, in class to capture comments and insights during any presentation
-  Be punctual and manage deadlines
-  Give feedback, channel concerns or suggestions regarding The Institute's delivery of the programme to the Programme Convener/Coordinator or via the Student representatives.

ETHICAL CONDUCT**Ethical Conduct Includes Promoting:**

-  The constitutionally compliant policies, rules and laws of the country and The Institute
-  Ethical treatment of people and the environment
-  Ethical practices including fulfilling obligations of teaching/learning
-  Fair and accountable assessment, research and supervision
-  Ethical use of resources and property.




Preventing:

-  Plagiarism and all forms of intellectual dishonesty
-  Favouritism and nepotism
-  Corruption
-  Violation of confidentiality.




RESPECTFUL CONDUCT:**Respectful Conduct Includes Promoting:**

-  Human rights and social responsibility
-  Equity and equal opportunity
-  Academic freedom and freedom of expression
-  Honesty
-  Integrity
-  Fairness
-  Courtesy
-  Tolerance and respect for differences of people's ideas and opinions.





Preventing:

-  Discrimination or harassment on the basis of race, gender, religion, disability, sexual orientation, age, pregnancy, marital status, ethnicity, social orientation, religion, belief, culture or language
-  The abuse of power
-  Disrespect for persons and property.






RESPONSIBLE CONDUCT:**Responsible Conduct Includes Promoting:**

-  Transparency
-  Inclusivity
-  Accountability
-  Good practice
-  Safety, security, health and well-being.

Preventing:

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





DILIGENT CONDUCT:**Diligent Conduct Includes Promoting:**















-  Efficiency
-  Effectiveness
-  Excellence in performance
-  Competence
-  Proper use of time.

Preventing:

-  Unprofessional conduct.

DISCIPLINARY PROCEDURES

-  Any student found contravening the Code of Conduct may face disciplinary action
-  Any case of alleged misconduct by a student must be reported to the Registrar
-  The Registrar will investigate the allegation against the student, collect the evidence and present it to the disciplinary committee if the allegation is found to be valid
-  The student/s will receive notice of a disciplinary hearing no less than 48 hours before the hearing

-  The notice will indicate the allegation against the student/s, the time, venue and proceedings
-  The student has the right to be represented by a member of the SRC should they so elect
-  In the hearing, the Registrar will present the charge and the evidence collected and allow the student the opportunity to defend himself/herself
-  The Disciplinary Committee shall consider the allegation against the student, and will consider both oral testimony and written reports
-  Both the Registrar and the student can call witnesses if relevant to the proceedings
-  Before finding a verdict, the committee will excuse itself for discussions and all witnesses, representatives and students concerned will be asked to leave the room during deliberations
-  The committee will then call in the student/s and their representative/s and present the committee's findings in respect of the charge i.e. guilty or not guilty
-  If the finding is 'not guilty', the finding will be presented to the student in writing
-  If the finding is 'guilty', evidence in mitigation or aggravation will then be heard
-  Where the student is found to be guilty of misconduct, the Disciplinary Committee may impose penalties deemed appropriate, as provided for below
-  Where a penalty is imposed by the Disciplinary Committee, the student will be informed of the finding, penalty and appeals procedure in writing
-  Students can appeal the decision by the disciplinary committee by responding in writing within seven days to the Executive Dean
-  The appeal will be chaired by the Executive Dean and a member of the Senate
-  The imposition of the penalty is suspended pending the outcome of the appeal

- ☞ The Appeals committee will consider the evidence, the minutes and additional submissions with the appeal. The Appeals committee will evaluate both the finding and the process
- ☞ The Appeals committee's decision is final
- ☞ If the student does not appeal within seven days the findings of the disciplinary committee is deemed final.

Sanctions

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

- ☞ Admonition and/or warning
- ☞ Suspension from The Institute for a specified period of time
- ☞ Expulsion from The Institute
- ☞ Forfeiture of a qualification obtained in a dishonourable manner
- ☞ Written apology to a specified person or body
- ☞ Reimbursement for or repair of damage caused by a student.

General Provisions

- ☞ Any person involved in the laying of the charge against the student, or the giving or collecting of evidence against the student, may not be a member of the Disciplinary Committee presiding over the case of misconduct
- ☞ The chairperson of the Disciplinary Committee shall have the deciding vote should there be no outcome
- ☞ The Disciplinary Committee has the discretion to abandon or suspend the disciplinary investigation for a reasonable period

- ☞ Any deviation from these procedures may be condoned by the Disciplinary Committee if it is of the opinion that such deviation has not caused any material injustice to be done
- ☞ The student/s against whom the allegation of misconduct is charged, will be provided with a copy of the disciplinary procedures
- ☞ The chairperson of the Disciplinary Committee may delegate his/her authority at his/her discretion
- ☞ A student shall be entitled to student representation (SRC) as appropriate
- ☞ If a student is found guilty of misconduct, this will be reflected on his/her academic record. This may affect the issuance of a letter of good standing.

COMPLAINTS POLICY

Principles:

- ☞ Complaints from students are welcomed and must be dealt with in a supportive manner
- ☞ Informal and early resolution of complaints is encouraged
- ☞ Complaints processes will be conducted in accordance with the principles of natural justice
- ☞ Confidentiality will be respected and maintained at all times
- ☞ Proper record of all complaints will be kept by the Office of the Registrar.

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

- ☞ The student is encouraged to resolve the matter directly with the respondent - that is, the person directly involved in the circumstances surrounding the complaint being raised. Normally, this stage of complaint is handled orally through discussion of the matter between the parties

- ☞ If the student is uncomfortable with raising the matter with the respondent, then he or she may discuss it with the Programme Convener
- ☞ If the complaint cannot be resolved at Stage 1, the student may elect to move to Stage 2 of the complaints process.

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

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

The outcome may:

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

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

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

HEALTH AND WELLNESS

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

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

The Institute also offers Student Support, recognising and understanding the challenges that face non-traditional learners in having to juggle work, home and student life. The support includes three to four formal engagements per year with The Institute's student support specialists. These engagements can be via email, telephone or face-to-face.

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

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

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

Contact details for national health and wellness organisations:

Al-Anon Family Groups

For family and friends of problem drinkers.

Helpline: 0860 ALANON (25 26 66)

Website: www.alanon.org.za

Alcoholics Anonymous SA

Supporting alcoholics choosing to be sober.

Helpline: 0860 HELPAA (435 722)

Website: www.aasouthafrica.org.za

Gender based violence crisis line

Supporting victims of gender based violence.

Toll free line: 0800 428 428

LifeLine Southern Africa

Offers free, confidential telephone counselling for rape, trauma, Aids etc.

Counselling line: 0861 322 322

Website: www.lifeline.org.za

Narcotics Anonymous SA

For recovering drug addicts.

National helpline: 083 900 MY NA (083 900 69 62)

Website: www.na.org.za

South African Police services (SAPS)

Emergency number: 10111

Crime Stop: 08600 10111

Report cases of child abuse for police investigation:

childprotect@saps.org.za

National Aids helpline

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

Tollfree number: 0800 012 322

aidshelpline.org.z

People Opposed to Woman Abuse (Powa)

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

Helpline: 083 765 1235

www.powa.co.za

Stop Gender Abuse

Crisis counselling for women who have been raped or abused.

Toll-free helpline: 0800 150 150

Family and Marriage Association of SA (FAMSA)

Support for families through in situations.

National office: (011) 975 7106/7

E-mail: national@famsa.org.za

Website: www.famsa.org.za

SA National Council on Alcoholism and Drug Dependence

Prevention and treatment services for alcohol and other drug dependence.

086 14 SANCA (72622)

Website: <http://sancanational.org/>

SA Depression and Anxiety Group

24hr Helpline 0800121314




SMS 31393 (for a callback request)

Website: www.sadac.org

DISABILITY




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

Support services available to students who are disabled:

-  Recorded workshops are made available on YouTube
-  Additional time is provided to complete formative and summative assessments for students in need thereof
-  A Student Support Specialist.

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

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

-  Sign language interpretation
-  Enlarged printing
-  Braille printing.

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

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

HIV/AIDS

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

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

tt100 BUSINESS INNOVATION AWARDS PROGRAMME

The tt100 Awards Programme, with support from various partners (including The Department of Science and Technology, MTN and (PwC) was launched in 1991 by the South African Engineering Association (SAVI). The programme focused on drawing attention to the importance of developing a local culture of technological innovation and excellence. tt100 has evolved into one of the foremost business awards programmes that lauds entities for their prowess in the Management of Technology, Innovation, People, Systems, Research and Sustainability, notwithstanding their industry. The programme is an effective vehicle for achieving growth and innovation advancement in our country and beyond, whilst raising awareness of the critical need for entities to embrace the Management of Technology, Innovation and People in a systemic and sustainable manner. Since 1994, tt100 has enjoyed strong endorsement by the Department of Science and Technology (DST) as the major government sponsor. Both public and private sector adjudicators have as part of the adjudication process provided expertise to those that participate in the programme. In 2018 tt100 had 192 companies who entered across eight categories. 64% of the semi-finalists were from emerging enterprises. 2018 provided excellence in the programme with 103 category finalists and 27 category winners across emerging, small, medium and large enterprises. The tt100 programme forms part of The Institute's annual business operations.

Accenture Innovation Index







The Accenture Innovation Index measures, recognises and rewards innovation and systems of innovation in organisations, and provides an authoritative and objective snapshot of the current state of innovation in South Africa.

DA VINCI ALUMNI AWARDS

The Da Vinci Community Engagement Award



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

Qualifying criteria:

-  The candidate was/is involved in a community project
-  Benefits to the community is displayed through the candidate's study
-  The candidate completed his/her doctoral studies within the minimum qualification period without extension or re-registration
-  No amendments are indicated; the candidate passes the thesis on the first attempt
-  The supervisor recommends the thesis aligned to the qualifying criteria for this award
-  The application of business leadership principles in terms of the research project towards sustainable societies is evident.

Selection criteria:

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

-  The Return on Investment (RoI) and impact of the study shows clear social and community returns
-  The research clearly demonstrates co-creation towards building a sustainable society.

The Da Vinci Mandala Research Award

The Mandala is a symbol of integrating different parts into a synthesized archetype of subjective truth; the more we become synthesised, or the more a piece of work is integrated, the more authentic it becomes in striving towards wholeness. This award distinguishes the level of integration as advanced in the relevant research study.

Qualifying criteria:

- ☞ The extent to which the candidate applies systemic thinking principles and theory in the research study
- ☞ The candidate integrates different parts into a holistic research study
- ☞ The candidate completed their Doctoral or Master's studies within the minimum qualification period without extension or re-registration
- ☞ The examiners commend the thesis
No amendments are indicated; the candidate passes the dissertation or thesis on the first attempt
- ☞ The supervisor recommends the dissertation or thesis aligned to the qualifying criteria for this award.

Selection criteria:

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

- ☞ The extent to which the candidate engages with systems thinking theory and contributes to new or alternative insights as part of the research study.

The Da Vinci Doctoral Excellence Award

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

Qualifying criteria:

- ☞ The extent to which the candidate contributed to knowledge creation
- ☞ The way in which the candidate explored or considered alternative business leadership conceptual or theoretical frameworks
- ☞ The candidate demonstrates intellectual independence and research leadership in the management of their research and research development
- ☞ High-level critical thinking and logical argumentation is demonstrated and evident
- ☞ The candidate completed their doctoral studies within the minimum qualification period without extension or re-registration
- ☞ The examiners commend the thesis
No amendments are indicated; the candidate passes the thesis on the first attempt
- ☞ The supervisor recommends the thesis aligned to the qualifying criteria for this award.

Selection criteria:

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

- ☞ The candidate displayed a remarkable use of research design and methods appropriate to the study as motivated by the Dean: Research, or an affiliated professor of The Institute
- ☞ At least one article in a nationally-accredited academic publication/s has been published by the candidate
- ☞ The impact of the research conducted as articulated in aspects of Return on Investment (ROI) is exceptional.

The Da Vinci President's Award







The Da Vinci President's Award recognises students who, through excellence in applied research, contribute to an alternative understanding of what constitutes The Institute's offerings related to Managerial Leadership in Technology, Innovation, People and Systems Thinking. The student(s) should, through research activities, demonstrate an unquestionable contribution(s) towards the creation of new knowledge and application as related to the Management of Technology, the Management of Innovation, the Management of People and the Management of Systems within a specific organisational context.

The Benjamin Anderson Award

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





The award will be presented to a student who has passed the programme Cum Laude, and who has achieved a minimum of 75% in their work-based challenge or research modules.

Qualifying criteria:

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

Selection criteria:

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

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







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

-  PBR1 – Project-Based Research 1 (year 2)
-  PBR2 – Project-Based Research 2 (year 3).



The Natalie du Toit Award

The Natalie du Toit Award recognises individuals who display persistence, cheerfulness, a sense of adventure, tenacity, courage and helpfulness to others, and who have either ably balanced their academic studies with extramural activities, or have balanced their achievements with real-life challenges and opportunities in such a way as to benefit society at large.

Qualifying criteria:

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

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

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

DA VINCI SOCIAL ARCHITECTURE AWARD

The Da Vinci Laureate: Social Architecturais

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

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

CORPORATE SOCIAL INVESTMENT

When identifying CSI partners Da Vinci ensures that these organisations contribute towards influencing the co-creation of sustainable societies in line with our dream. Hence, Da Vinci has identified a number of key projects in which it believes it can make a meaningful contribution to people and organisations on a continual basis, and organisations that influence sustainable societies by upskilling individuals. Currently, we have the following CSI partners:

PROFESSIONAL SPORTS COACHING SOUTH AFRICA

In 2019 the SASCOC board presented their recommendations, as resolved, regarding the formal establishment of a Professional Body for Sports Coaching in South Africa. The board's recommendations provided clarity on the roles and functions of the professional body that are stipulated by the South African Qualification Authority (SAQA) since 28 July 2016. The National Sport and Recreation Act 110 of 1998, as amended, places a sizeable mandate on the accountability of the Professional Body for Sports Coaching South Africa towards the transformation of South African sport and the licensing of all sports coaches.

Da Vinci recognised the importance of the formalisation of this body and sports as a management function and thus committed to contributing to both the formation of the professional body as well as the development of aspects of the communication strategy and website development for the evolution of the body. The CEO of The Institute is also one of the interim project team members towards the formation of the Professional Body for Sports Coaching South Africa.

The Institute believes this pivotal step in the formation of a Professional Body for Sports Coaching South Africa, will further advance the professionalisation of the sports coaching industry, and require the type of innovation and managerial leadership that aligns with Da Vinci's strategic intent whilst at the same time contributing to the formation of a professional body.

DEVELOPMENTAL OPERA SINGERS

At Da Vinci, we believe that action learning comes in many shapes and facets and we do not believe in binding down any form of management that can be developed, albeit in a workshop or on a stage and we place great value on artistic expression as much as we do on business science. Before its closing down in 2019, Da Vinci worked with the Gauteng Opera as a CSI initiative. The Gauteng Opera is an opera production company, formally known as The Black Tie Ensemble, founded in 1999 by legendary soprano diva, Mimi Coertse, continues to develop performers from disadvantaged communities and showcasing them on both South African and international stages. Da Vinci has continued its relationship with members – we have provided bursaries for two tenors and the artistic director and continue to utilise these tenors for private events.

I WAS SHOT IN JOHANNESBURG

Da Vinci is proud to be involved with the 'I Was Shot in Johannesburg' project for community engagement as well as the support of purchasing of their products towards sustainable gifting, photo opportunities at events and products in order to support this platform for youth at risk to learn skills and generate an income. The Iwasshot Foundation is a direct assault on homelessness, providing Skills Development Programs, with photography as the medium, to children living on the streets of urban centres. This aligns with Da Vinci's dream of not only giving back but building sustainable societies.

The Foundation is a non-profit, non-government organisation aimed at strengthening the potential of individual lives - educating, recognising and caring for children who hold on to the smallest light of hope for a better future. The Foundation stands independent of discrimination of religion, race, culture and gender boundaries. 'IWasShot' operates in close collaboration with shelters that provides a safe environment for these children. The Foundation makes use of existing infrastructures as far as possible and builds upon them. The programmes are implemented by Bernard Viljoen, registered architect and professional photographer, through direct contact with the children. The Iwasshot Foundation initiates community-based projects that focus on the personal development and enrichment of children who might otherwise not have had the opportunity to explore their creativity. The focus of the project lies within the inner cities where children are constantly exposed to the darker side of humanity. Iwasshot Foundation works within communities affected by homelessness and highlights the vibrancy, paradoxes, multiplicity and talents of children who should be at play. The aim is to change the perspective of street children and re-empower them through innovative programs within their communities, to educate and enhance positive awareness.

Learn more about I Was Shot In Johannesburg at www.iwasshot.com

LITTLE GREEN NUMBER

Each of our students, staff and various partners receive Little Green Number bags, which utilise recycled billboards. Just like every Da Vinci student - these are funky and unique products. The Little Green Number creates jobs and saves the planet. They have a Buy 1 Give 1 philosophy – for every bag Da Vinci buys, a Little Green Number bag is donated to a school child that needs it. The Institute has also provided Masterclasses and intends providing further Masterclasses to the staff at Little Green Number for upskilling.

Little Green Number is an award winning company who turn ads into bags! Each one of their bags, made from recycled billboards, is funky and unique. They are passionate about creating jobs AND saving the planet. One billboard at a time!

Their Buy 1 Give 1 philosophy means that for every Little Green Number bag one buys they donate a Little Green Number to a school child that needs it.

Little

More sales equal more jobs. And more jobs mean that hard working, talented South Africans have hope. A chance, an opportunity to feel successful, great at what they do. Little Green Number has community based micro manufacturing franchises all over Gauteng, and they intend to take this national. They are passionate about wiping out poverty, through social business principles: doing good, whilst doing good business. One Little Green Number at a time.

Green

Billboards have nowhere to go. There's no billboard heaven (or hell!) when they die. They just stick around forever and ever and ever. By participating in their upcycling process they have taken them off the streets and the garbage heaps and given them a new lease on life.

Number

No one else has a Number exactly like anyone else's! Everyone's number is funky, sexy and unique. Made with love. To be worn with joy! Their products are all upcycled, they have character, a story to tell, so pardon the few scratches and scuff marks. Learn more about Little Green Number at www.littlegreennumber.com

PAYMENT CONTRACT

Administrative information			
Responsible PC:		Intake Year:	
Qualification / Programme:		Year:	
Cohort:		Student nr:	
Application fee paid:		Proof of payment attached: Yes / No	

Name:	
Surname:	
ID / Passport nr:	
Mobile:	
Email:	

PROGRAMME	Full amount payable	**Non-refundable Admission fee	Registration fee	***Registration Fee Payment option		
				Per year	Per semester	Per quarter
Higher Certificate	R 59 000.00	R 4 000.00	R 55 000.00			
BCom	R 178 000.00			N/A	N/A	N/A
1st Year	R 55 840.00	R 4 000.00	R 51 840.00			
2nd Year			R 59 000.00			
3rd Year			R 63 160.00			
Masters	R 184 000.00			N/A	N/A	N/A
1st Year	R 92 000.00	R 12 000.00	R 80 000.00			
2nd Year			R 92 000.00			
Doctorate	R 173 500.00			N/A	N/A	N/A
1st Year	R 57 833.33	R 12 000.00	R 45 833.33			
2nd Year			R 57 833.33			
3rd Year			R 57 833.33			

** Payable before programme commencement date

*** Please tick the payment option

Initial: _____

Cancellation policy

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

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

- a. If a Student needs to cancel a registered programme (for whatever reason), they must do so in writing to The Da Vinci Institute.
- b. Should the cancellation be requested more than thirty (30) days prior to the start of the said programme, the student will be liable for 2.5% of the full fee.
- c. Should the cancellation be requested within the thirty (30) days prior to the start of the said programme, the Student will be liable for 12.5% of the full fee.
- d. If a cancellation is received after a registered programme has commenced, the student will be liable for the full quarter fee of the quarter they are busy with.
- e. Where refunds are applicable, such shall be made by The Institute not more than sixty (60) days after receipt of the cancellation notice.
- f. For client sponsored students, the cancellation fees are negotiated as per the contract.

Late / non payment**Initial:** _____

- a. The student notes that his/her studies will be put on hold and access to the learner management system will be withheld in the event that any invoice becomes outstanding by more than 30 days until all outstanding fees on his/her account has been paid in full.
- b. Students who do not pay their accounts timeously may be limited to upfront payments in respect of future years of study.
- c. The student recognises that he/she will not receive final results, certificate of qualification or be permitted to graduate until all outstanding fees and other dues to Da Vinci have been paid in full.

d. The student may be held personally liable for all amounts outstanding in the event that the sponsor fails to pay the due fees and charges.

Bank account details

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

Name: The Da Vinci Institute for Technology Management

Bank: Standard Bank

Branch: Sandton

Code: 019205

Acc no: 022717277

Swift code: SBZAJJ

Reference: Name and Surname / Account number

*** Please email proof of payment to

accounts@davinci.ac.za

Sponsor information

- a. The Student warrants that the sponsor's invoicing information provided is true and correct and accepts, notwithstanding any other terms of this agreement, that he/she will be liable for payment in the event that the information is inaccurate and/or incorrect.
- b. The Student warrants that The Sponsor has agreed to pay the account on time and accepts that the "Late or Non-payment" clause will apply irrespective of the fact that The Sponsor is involved.

Initial: _____

Invoicing details	
Full name / Company name:	
Physical address:	
Postal address:	
Company contact person:	
Telephone number:	
Email address:	
VAT number:	
Purchase order number:	

Acceptance

I, _____, hereby warrant that I understand the debt and terms of this agreement and agree to be bound by the terms of this agreement as “the student” from the date of signature below.

Student signature: _____ Date: _____

STUDENT CONTRACT

Introduction

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

- Workshop Participation
- Submission of Summative Assignments
- Plagiarism
- Period of study
- Indemnity
- DHET declaration
- Undertaking

The rules of The Institute are applicable to all students during the course of their studies, may change from year to year and it is the student's responsibility to ensure that they are familiar with the applicable rules before registration. Students also need to ensure that they have read and understood the rules before signing the student contract.

Workshop Participation

Although The Institute is a distance learning institution, workshops are conducted for all modules, as part of its student support process.

- The Programme Conveners will inform the student of scheduled workshops via email and the programme schedule per year
- Students who are unable to attend workshops are in no way disadvantaged, as all students have access to the Online Learning Platform, MOODLE, where additional materials and assessment guidelines are made available
- In addition to the workshops the student is provided the following support:
 - Additional material is provided by the Lecturer during a workshop, which will also be made available to all relevant students on MOODLE
 - Lecturers will contact students via phone or email with any study-related queries
 - The Programme Convener is readily available to assist with all student queries
 - The Student Support specialist will also engage with every student

Submission of Assessments

Each learning programme offered by The Institute has specific assessment requirements that each student should adhere to. The programme schedule outlines the dates of the workshops, assessment submission and invigilated assessment dates.

Invigilated Assessments

The Invigilated Examinations Policy applies to all invigilated assessments.

Assessment Submission Dates

- Each programme schedule indicates the formative and summative assessment dates for each module
- Formative assessments are compulsory and it is recommended that they be submitted timeously to allow for marking and feedback, in time for summative assessment
- The first summative submission date is a compulsory date. However, should any unforeseen circumstances prevent you from submitting on the due date, then a second submission date must be agreed to with the Programme Convener

Submission of Assessments

- A late summative submission is any submission received after the second agreed due date
- Only two late summative submissions are allowed per year of registration. This means that if a student attempts four modules in a year, he/she may only be late with submissions for a maximum of two modules. Alternatively, the student may use up the two opportunities for one module
- Should a student fail to submit by either of the due dates and has utilized the two late submission opportunities as permitted for an academic year, then the student would be deemed to have failed the module and will be required to re-register for the incomplete module(s). Such re-registration implies that the student will not be able to claim any benefits related to late submissions as he/she will still be within the Academic year within which such benefits apply.

Summative Assessments:

a. Resubmission:

- Only one re-submission/supplementary opportunity is permitted per module
- If a student fails the re-submission, he/she will be required to re-register for the module and comply with all assessments. The relevant module fee will apply.

b. Re-assessment:

- Even if the summative assignment was passed, a student may apply for the opportunity to have it re-assessed, if they wish to **improve** their results for a specific module. To qualify for award of the qualification Cum Laude, re-assessment results will not be considered
- Only one re-assessment opportunity will be allowed per module and a **re-assessment** fee of R500.00 is applicable
- The result obtained after the re-assessment process, will be regarded as the final and official result.

c. Appeals process:

- A student may **appeal against a summative assessment result. If the appeal is upheld**, the summative assessment will be assessed by a moderator who will submit an independently reviewed mark
- It should be noted that the reviewed mark may result in no change, an increase or a decrease of the summative assessment result
- **One** opportunity **for an appeal** is allowed per summative assessment and an **fee** of R400.00 will be applicable. Only if the mark increases after moderation/remarking, will the fee be reimbursed to the student.

d. The awarding of a qualification:

The following rules apply when awarding a qualification:

- A pass mark of 50% must be achieved for each module
- All module results are provisional, pending institutional quality assurance processes
- An academic transcript will be issued upon request
- A student is deemed to have met the requirements for graduation only upon approval by Senate
- Students only receive their certificates, diplomas, degrees at or after the graduation ceremony. By law, no qualification certificate may be issued prior to the official graduation ceremony.

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

- Students (with the exception of those registered for the Doctoral qualification) who achieve 75% for each academic component of the qualification will be awarded the qualification with distinction (cum laude)
- Being successfully awarded a doctoral qualification, is a distinction in itself and therefore no mark or cum laude will be awarded
- If students receive credits towards a Da Vinci programme as a result of modules achievements (same or equivalent), successfully completed at other accredited institutions, the word 'exemption' will appear in the place of a 'score' on the student's academic transcript.

Applicable to Postgraduate Students Only

All students are granted provisional admission to Masters and Doctoral qualification, until such time as they have passed the Research proposal.

A provisionally admitted student who fails to submit the Research Proposal on the third and final submission and within one year of being granted provisional admission, may be de-registered, as they would be deemed not to have met the criteria for full admission.

If the student misses the first submission date, draft one will need to be included together with draft two and if the student does not meet the second submission date, draft one and two will need to be submitted on the third and final due date. In this instance, the student will have waived the opportunity to receive feedback for submissions one and two. If the student fails the final submission then the student has one opportunity to resubmit within four (4) weeks of receipt of the results and feedback, but within one year of being granted provisional admission.

Passing the Research Proposal with a score of 60% will activate the following:

- The acceptance status will be automatically converted to full admission in the case of provisionally admitted students
- If applicable (in the case of masters students), the student can proceed with the modular course-work and be allowed to attend the relevant tuition support workshops
- A supervisor will be appointed and work can continue on the thesis or dissertation
- Master's students may choose to complete all other modules and then attempt the dissertation. This must be communicated to the relevant Programme Convener.

Da Vinci reserves the right to deregister a student who fails to show satisfactory academic progress in any academic year. In such cases, students will be responsible to provide evidence of participation and academic progress, on request, so as to enable a review of their registration. In line with adult learning principles, the onus for academic progress and the evidence thereof is on the postgraduate student.

Plagiarism

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

- **“Plagiarism”** means any attempt to benefit oneself, or another, by deceit or fraud. This shall include:
 - Deliberately reproducing the work of another person or persons without due acknowledgement
 - A significant amount (approximately 25% for NQF level 5, 20% for NQF level 6, 15% for NQF level 7 and 10% at postgraduate level), of unacknowledged copying shall be deemed to constitute prima facie evidence of deliberate copying

In such cases the burden of establishing otherwise shall rest entirely with the student against whom such an allegation is being made.

- **Plagiarism constitutes actions**, which:

- Weakens the educational process, such as shameless copying of any aspect of the programme
- Dishonest actions, such as quoting from books, handouts or the work of other students without explicitly stating that this was done.

These actions are firmly discouraged by The Institute and it is recommended that careful attention is paid to the various legitimate forms of use of the material of others.

I, _____(student name), _____(student number) have read and understood the following documents available on Da Vinci website under 'Who we Are' - www.davinci.ac.za. I further agree to abide by the rules as indicated in the Code of Conduct:

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

Signed: _____ (Student)

Period of Study

- Indicated below is the maximum period of registration allowed for a programme
- Should a student not complete the programme within the maximum specified timeframe, he/she will be required to re-register for the programme.

Period of Registration

Programme	Duration of programme (years to complete)
Higher Certificate in Management of Technology and Innovation	Two (2) years
Bachelor of Commerce in Business Management	Six (6) years
Master of Management in Technology and Innovation	Four (4) years
Doctor of Management in Technology and Innovation	Six (6) years

Deferral of Studies

- A student may request a deferral of studies for any time period within the maximum duration of the programme, with the understanding that the qualification must be completed within the maximum duration period.

Indemnity

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

DHET Declaration

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

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

Signed: _____ (Student) Date: _____

Signed: _____ (Da Vinci) Date: _____

Undertaking

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

Name	
Student Signature	
Date	

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

The Da Vinci Institute for Technology Management (Pty)Ltd
PO Box 185, Modderfontein, 1645, South Africa
Tel +27 11 608 1331 Fax +27 11 608 1380
www.davinci.ac.za

Please complete the form and e-mail the completed set of documents to Admissions at admissions@davinci.ac.za

The following documentation must accompany each application:

1. A clear copy of your ID or Passport (certified)
2. A clear copy of your Matric Certificate (certified)
3. Copies of all statements of results and / or qualifications (certified); and (*all foreign qualifications must be accompanied by an official letter from the South African Qualifications Authority – SAQA*)
4. Proof of payment of the non-refundable application fee (as detailed hereunder).

Referee's Reports for prospective *Doctorate and Master's* candidates must be emailed directly from the Referee or be delivered to The Institute in a signed and sealed envelope on application.

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

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

Payments can be made into the following account:

Name: The Da Vinci Institute for Technology Management (Pty) Ltd

Bank: Standard Bank

Branch: Sandton

Code: 019205

Acc no: 022717277

Swift code: SBZAJJ

Reference: Name and Surname / Account number

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

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

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

Required Programme of Study (Please indicate the qualification for which you are applying)	Doctorate		Master		BCom		Higher Certificate	
Year of Registration								
Programme Name								
Company name or place of employment								
Application Date								

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

Medical Aid								
Medical Aid Number								
Allergies								
Illnesses								
Disability (Required by DHET) Please indicate with a tick ✓	Physical	Visual		Learning		Hearing		
	Cerebral Palsy	Blindness		Dyslexia		Deafness		
	Paraplegic	Low Vision (Glasses)		ADD/ADHD		Partial Hearing		
	Quadriplegic	Partially sighted		Dyscalculia		Use of hearing aid		
	Impaired Mobility				Other:			
Next of Kin	Name:			Tel (h):				
	Relationship:			Cell:				

SECTION 4: TO BE COMPLETED BY ALL PROSPECTIVE STUDENTS:**4. Academic History:****4.1 Matriculation Information**

School Matriculated	
Year Achieved	
Certificate Supplied	
University Exemption	

4.2 Programmes previously completed at Da Vinci

Da Vinci Student Number	
Programme name	
Date completed	
Programme name	
Date completed	
Programme name	
Date completed	

List the Academic Institutions attended since leaving school and the qualifications obtained or entered for. Please supply full details. If qualification is incomplete, please indicate expected date of completion. Applicants educated outside South Africa should apply through SAQA

for a foreign qualification evaluation at www.saqa.org.za and submit the evaluation with their application. **Note:** it is a condition of enrolment for a Da Vinci programme that you are not presently registered at any other institution for another qualification.

4.3 Further Education Info: Academic Institutions

4.3.1 Currently Attending

Institution	
Student number	
Year achieved.(If incomplete, indicate expected date of completion)	
Qualification	

4.3.2 Previous Institutions

Institution	
Student number	
Year achieved: (If incomplete, indicate expected date of completion)	
Qualification	

4.3.3 Previous Institutions

Institution	
Student number	
Year achieved: (If incomplete, indicate expected date of completion)	

Please give details of employment and/or professional experience. All history is required, as years of managerial experience are used for screening purposes.

SECTION 5: TO BE COMPLETED BY PROSPECTIVE STUDENTS	
5. Career History:	
5.1 Current Employment	
Employer	
Position	
Years in current position	
5.2 Past Employment	
Employer	
Position	
Years in position	
5.3 Past Employment	
Employer	
Position	
5.4 Past Employment	
Employer	
Position	
Years in position	
SECTION 6: TO BE COMPLETED BY ALL PROSPECTIVE STUDENTS	
6.1 English Language Competence:	
Please indicate English Language matriculation mark and grade achieved	
Have you been educated in an English speaking environment?	Yes / No If no, please list the formal English Language qualifications you have obtained and any that you are planning to take in the near future. Enclose certificates for qualifications obtained. English Qualification: _____ Result: _____ Date: _____
SECTION TO BE COMPLETED BY PROSPECTIVE BCOM STUDENTS ONLY	
6.2 Mathematical Competence:	
Please indicate latest mark / grade achieved in Mathematics / Mathematical Literacy	

SECTION 7: TO BE COMPLETED BY ALL PROSPECTIVE STUDENTS						
7. Finance:						
Person responsible for fees	Self:					
	Employer:					
	Scholarship		Bursary		Grant	
If through a scholarship / Bursary / Grant, has it been obtained?	Yes		No			
Name of Scholarship / Bursary / Grant						
SECTION 8: REFERENCE FOR MASTER AND DOCTORAL STUDENTS ONLY						
8.1 Referee 1						
Name						
Position						
Tel / Cell						
E-mail						
8.2 Referee 2						
Name						
Position						
Tel / Cell						
E-mail						
SECTION 9: TO BE COMPLETED BY ALL PROSPECTIVE STUDENTS						
9. Academic interests and purpose of study:						

Please use this space to describe your special academic interests and your purpose and objective in undertaking this study. In your own words motivate your reasons for wanting to do this programme. Please also indicate what

contribution you think you will be able to make to your Company / Organisation and society when graduating from the programme. Tell us what (in a business context) you are passionate about or interested in.

SECTION 10: TO BE COMPLETED BY ALL PROSPECTIVE STUDENTS				
Tick list of documentations	Higher Certificate	BCom	Master	Doctorate
1. A certified copy of your ID or Passport				
2. A certified copy of your Matric Certificate				
3. Certified Copies of all statements of results and / or qualifications Please exclude certificates of attendance				
4. Proof of Payment of the non-refundable Application Fee				
5. Referee's Reports, in a signed and sealed envelope, or emailed to admissions@davinci.ac.za directly from the Referee				

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

Signed at _____ on _____ 20_____

Signature _____

How did you hear about The Da Vinci Institute?

Referral

Publication

Social Media

Website

MEDIA RELEASE

Contents of Media Release

The Da Vinci Institute and its agents take photos, videos and make use of other medium (collectively known as “media”) to record the activity of students/persons on the campus. This media may eventually be uploaded and used on social media platforms, for marketing purposes, and other uses involving the publication of the media.

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

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

Name	
Surname	
Place	
Date	
Signature	

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

1. Introduction

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

2. What is personal information?

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

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

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

- reporting skills development initiatives to the Department of Higher Education and Training
- reporting enrolments and achievements of programmes to the South African Qualifications Authority
- reporting on quality assurance functions to the Quality Council of Trades and Occupations
- evaluating and processing applications for access to financial and other benefits
- compiling statistics and other research reports
- providing personalised communications
- directing marketing related to the services already provided
- complying with the law
- keeping records in storage to ensure that a student can have access to their qualifications and history at the institution
- being ancillary to the above.

The Da Vinci Institute will not process personal information for a purpose other than those, which are identified above without obtaining consent to further processing beforehand.

4. What is 'processing'?

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

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

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

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

6. To whom will personal information be disclosed?

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

7. Consent and Permission to process personal information:

- I hereby provide authorisation to The Da Vinci Institute to process the personal information provided for the purpose stated
- I understand that withholding of or failure to disclose

personal information will result in The Da Vinci Institute being unable to perform its functions and/or any services or benefits I may require from the Da Vinci Institute


- Where I shared personal information of individuals other than myself with The Da Vinci Institute I hereby provide consent on their behalf to the collection, use and disclosure of their personal information in accordance with this consent provided and I warrant that I am authorised to give this consent on their behalf
- To this end, I indemnify and hold The Da Vinci Institute harmless in respect of any claims by any other person on whose behalf I have consented, against The Da Vinci

- Institute should they claim that I was not so authorised
- I understand that in terms of POPI and other laws of the country, there are instances where my express consent is not necessary in order to permit the processing of personal information, which may be related to police investigations, litigation, fulfilment of a legal obligation, or when personal information is publicly available.

I will not hold The Da Vinci Institute responsible for any improper or unauthorised use of personal information that is beyond its reasonable control.

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

8. Rights regarding the processing of personal information:

 The individual may withdraw consent to the processing of personal information at any time, and should they wish to do so, must provide The Da Vinci Institute with reasonable notice to this effect. Please note that withdrawal of consent is still subject to the terms and conditions of any contract that is in place. Should the withdrawal of consent result in the interference of legal obligations, then such withdrawal will only be effective

if The Da Vinci Institute agrees to same in writing. The Da Vinci Institute specifically draws to the attention that the withdrawal of consent may result in it being unable to provide the requested information and/or services and/or financial or other benefits. Further, please note that the revocation of consent is not retroactive and will not affect disclosure of personal information that has already been made

 In order to withdraw consent, please contact the

Information Officer at popi@davinci.ac.za

Where personal information has changed in any respect, the individual is encouraged to notify The Da Vinci Institute so that our records may be updated. The Da Vinci Institute will largely rely on the individual to ensure that personal information is correct and accurate

The individual has the right to access their personal information that The Da Vinci Institute may have in its possession, and is entitled to request the identity of the third parties which have received and/or processed personal information for the original purpose of collection. Please note however, that any request in this regard may be declined if:

- the information comes under legal privilege in the course of litigation
- the disclosure of personal information in the form that it is processed may result in the disclosure of confidential or proprietary information
- giving access may cause a third party to refuse to provide similar information to The Da Vinci Institute
- the information was collected in furtherance of an

investigation or legal dispute, instituted or being contemplated

- the information as it is disclosed may result in the disclosure of another person's information
- the information contains an opinion about another person and that person has not consented
- the disclosure is prohibited by law.

9. Requesting access and lodging of complaints:

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

With any request for access to personal information, The Da Vinci Institute will require the individual to provide personal information in order to verify identification and therefore the right to access the information

There may be a reasonable charge for providing copies of the information requested

If any request has not been addressed to satisfaction, a complaint may be lodged at the office of the Information Regulator.

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

CORPORATE PARTNERSHIPS

BTD	Metro Minds
Accsys	Pro Presentation
Agilus	SAAFF
Almenta International	SASCOC
Alto Training	Status Aviation
Biomimicry SA	Structured Methods
CNZ	Student Experience Management
Cohesion	Synergetica
Commerce Edge	The Coaching Centre
Cornerstone Performance Solutions	Trans4m
DMC	Universal Access
Dual Point	VNI Consultants
EPA	
Future Leaders Africa	
Global Business Solutions	
Grow/BTS	
Innocentrix	
Institute for Performance Management	
Institute of Performance Governance	
ITSI	
JFKS	
Magos Group	

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PROSPECTUS 2019

