



The Da Vinci Institute for Technology Management

Why Study at Da Vinci?

- Advanced postgraduate studies have become a national imperative!

One of the most critical current inhibitors of socio-economic development in South Africa is the shortage of high-level human resources. That is according to the *Accelerated and Sustainable Growth Initiative of South Africa (ASGISA)* – the programme launched by Government to identify and remove blockages to the development of the country. Approximately 800 doctoral students graduate annually in South Africa, but according to the OECD report, the country in fact needs at least 2 900 doctoral students annually if it wants to maintain an annual rate of economic growth.



Many options – Few real choices

There are currently 21 public universities and at least 82 private institutions of higher education in South Africa. All of them have to comply with criteria set by the South African Department of Education (DoE) in terms of the Higher Education Act. Their programmes should further comply with the criteria set by the South African Qualifications Authority (SAQA), which means the programmes of all registered higher education institutions should meet certain minimum standards that would theoretically put them on par with international counterparts.

So, what to look for when choosing a higher education institution at which to further your studies? There are many guidelines when it comes to choosing an institution, such as accessibility and quality of the institution and its programmes, but the following two pointers are especially important given the need for postgraduate students to contribute productively to the country's development:

- Appropriateness of composition of programme and relevance of content
- Linkages and networks

Appropriateness of composition of programme and relevance of content

The composition of Da Vinci’s programmes offer the employed student a very flexible structure:

- Professional MSc and PhD programmes that are gaining rapid ground in countries such as Australia and other European countries. The main characteristics of professional postgraduate programmes are:
 - Their dynamic mix of course work and research
 - Their close alignment with the work environment
 - The fact that they are aimed at promoting innovation
- Half of the programme credits for Diplomas and the Masters degree are earned by successfully completing course work modules – seminars followed by assignments. The PhD programme equates to one third. Students can therefore accumulate a substantial portion of the credits required for passing in a phased approach.
 - The course work of the programmes starting 9 September 2008 consists of:
 - Diploma and MSc - Standard modules (120 credits)
 - PhD - Standard modules (120 credits) – mandatory

The Da Vinci Component – PhD (MOTI) (Management of Technology and Innovation. Leonardo Programme

This framework establishes the Da Vinci component of the agreed, aligned curriculum for the PhD (MOTI) qualification which is aligned to our established and registered qualification. This Da Vinci component is non-negotiable.

SYSTEMS AND FOUNDATIONAL COMPETENCIES (48 credits)		
(SOS) Self, Other and Social Contexts (16 credits)		
(PCD) Problem Solving, Creative Thinking and Decision Making (8 credits)		
(MSW) Managing the Systems Way (24 credits)		
DA VINCI CORE COMPETENCIES (72 credits)		
(MLC) Management and Leadership Competencies Draft		
(MOI) Management of Innovation (24 credits)	(MOT) Management of Technology (24 credits)	(MOP) Management of People (22 credits + 2 credits)
(MLC) Management and Leadership Competencies Final (2 credits) The MLC assignment is compulsory to pass the MOP component		
Total Credits = 120 credits		

(ELA) Exit Level Integration Assignment (10 credits) The ELA is compulsory to pass the Thesis
Thesis (230 credits)
Total Credits Awarded for the Thesis = 240

COMPONENT	CREDITS
The Da Vinci Component	120
Thesis	240
Total Credits Awarded for the PhD Qualification	360

- Half the credits for obtaining the Diploma and Masters qualification are allocated to the successful completion of a dissertation (120 credits) and two thirds for a thesis (240 credits) for a PhD. A project for a Diploma and a dissertation for Masters normally deals with a work-related problem which means that the findings of dissertation can be implemented in the work situation while the thesis for PhD is innovation towards the Business Management industry. A recent analysis of completed Da Vinci dissertations showed convincingly that our dissertation indeed impacted on the students' work environment. Four one-day workshops on research methodology precede the initiation of the research project to prepare the student for this part of the project.



Linkages and networks

It has been the deliberate policy and strategy of Da Vinci to embed the Institute in a dynamic network of South African - and even international – institutions. Many examples can be quoted, but the following three should suffice:

- During the first six months of 2008, Da Vinci offered programmes for 14 large institutions in the country
- During July 2008, Da Vinci offered
 1. 3 Short programmes
 2. 1 Certificate workshop
 3. 4 Diploma workshops
 4. 5 Master workshops
 5. 2 PhD workshops
- Approximately 230 students went through our doors in the Month of July for teaching and learning
- ... offered by a network of 25 highly competent lecturers and dissertation supervisors with professional and academic experience.
- Eighty students - holding middle to senior management positions in a wide range of organisations - have graduated with MSc or PhD degrees since 2006. Da Vinci's graduates represent an influential network of specialists in the management of technology and innovation.
- The Institute is integrally associated with the premier annual innovation award, *Technology Top 100 Business Awards* (TT100), which every year attracts an average of 100+ organisations from dynamic South African companies – large and small. This association directly and indirectly accentuates the Institute's position as being in the country's hub of business innovation.

- What is today known as Da Vinci was originally started in 1995 as Morgan Education Technologies (MET) in partnership with the Warwick Manufacturing Group at the University of Warwick in the UK.
- In the course of various iterations and change in ownership, MET eventually became the Warwick Institute.
- In response to new legislation governing higher education in South Africa, MET was terminated and The Da Vinci Institute for Technology Management was established under its current name in 2003 and registered with the Department of Education in October 2006 as a degree awarding private university.
- The Da Vinci Institute forms part of Da Vinci Holdings. The Institute is governed by a Board, chaired by Prof Roy Marcus. Academic policy, strategy and management is overseen by a Council, chaired by Dr Steven Lennon, MD: Corporate Services at Eskom, and the Chief Executive Officer is Prof Ben Anderson. Various committees are responsible for specialised management functions, such as research, examinations and academic matters.

Map to Da Vinci House:

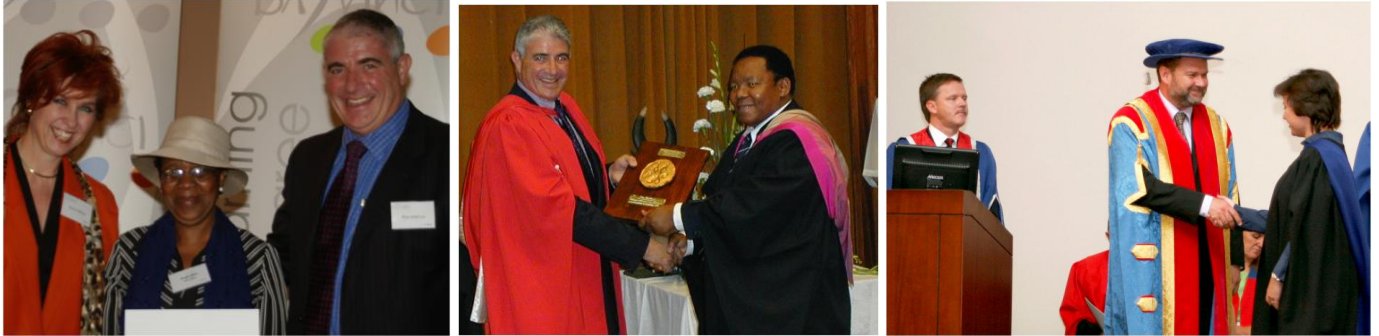


Communications

The most effective communication channels of an institution such as Da Vinci are obviously, firstly its current and past students and secondly its research outputs such as dissertations and theses. In addition to these spokespersons and media, the Da Vinci message is disseminated by a range of other channels, including the following:

- The Da Vinci Institute Student Newsletter
- *TIPS* – a bi-monthly electronic newsletter highlighting new and stimulating research developments, especially in Da Vinci

- *Curiosita* – a monthly seminar series where advanced students present their research and invited speakers address salient developments in the field of technology and innovation
- *The DA Vinci Alumni Association* - responsible for attending to student interests which is especially important in maintaining an esprit de corps at a non-residential institution such as Da Vinci
- Our web site (www.davinci.ac.za) – which keeps the reader informed about who we are and what we do
- A range of brochures on initiatives and programmes



Research at Da Vinci

The second of the six corporate goals of the formal Da Vinci strategy reads, *'To build a core intellectual capability and nurturing a research culture amongst its staff and students'* - this means that Da Vinci is committed to be acknowledged as a research institution known for its capability in the production of new knowledge. The following notes give perspective to this corporate goal.

Approach to research

The Da Vinci Institute for Technology Management (DV) is committed to firstly, quality, secondly a multi-methodological orientation and, thirdly a preference for applied as opposed to fundamental research:

- Firstly, quality research is a non-negotiable, irrespective of the level or the focus of a research project
- Secondly, an accountable approach to professional postgraduate programmes requires a multi-methodological orientation to research in which quantitative (experimental designs, surveys, etc.) as well as qualitative ones (phenomenological approaches, ethnographics, focus groups, etc.) can be used. The spectrum of completed dissertations and theses is indeed wide and representative of most if not all methodological approaches in the field of management sciences.
- Thirdly, Da Vinci has chosen to focus on problems and challenges of the Management of Technology and Innovation and it follows that our research would be of an applied nature.

Research capacity

What research expertise can students expect Da Vinci to offer? We currently have four top in-house specialists with proven track records and well networked - locally and internationally in the following research orientations:

- Qualitative research methodologies
- Systems approaches to research
- Quantitative-empirical methodologies
- Financial analytical approaches

In addition to the in-house staff, the Institute also has access to a network of at least 25 reputable dissertation supervisors who cover a wide range of fields of specialisation ranging from project management through action learning to organisational analysis and development.

Finally, the Institute has a small and competent research support capacity consisting of a statistician, administrative support staff, a small but growing resource centre and, of course, appropriate IT hard and software.

Research programme

Da Vinci students can pride themselves in the knowledge that the Institute has established a good research record. Past and current contract and self-initiated projects include the following:

- The utilisation of research findings
- Women in S&T in South Africa
- Analyses of *TT100* adjudication data
- Sustainable monitoring of women in leadership positions in selected African societies
- Institutional projects on the quality of dissertations and theses
- More than 70 MSc and PhD dissertations have been completed since 2006

Funding

A key question in every prospective student's mind is the financing of the postgraduate studies! For those students who are not sponsored by an organisation, application for a student loan at a bank, such as Standard Bank is an option. Once a student is registered at Da Vinci, she or he would be eligible to apply for a student loan (forms are available from the particular bank). Normally, a student loan would cover university fees, books, equipment and even accommodation, if applicable. The amount eventually granted is directly related to the cost of the studies, for example Standard Bank provides for a maximum of R55 000 for a Master's degree and preferential rates normally apply.

Part-time students, such as Da Vinci students, have to start repayments during the period that they are enrolled for the particular programme. Information on the monthly scale of repayments is available from banks (or visit your bank's web site or call its toll-free number) and the Financial Officer of Da Vinci.



HCM

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