

The Da Vinci Institute
for
Technology Management

Prospectus
2008





THE DA VINCI INSTITUTE

PROSPECTUS 2008

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ABOUT THE DA VINCI INSTITUTE FOR TECHNOLOGY MANAGEMENT (PTY) LTD

REGISTRATION NO. 2004/HE07/003

Registered with the Department of Education as a Private Higher Education Institution under the Higher Education Act, 1997

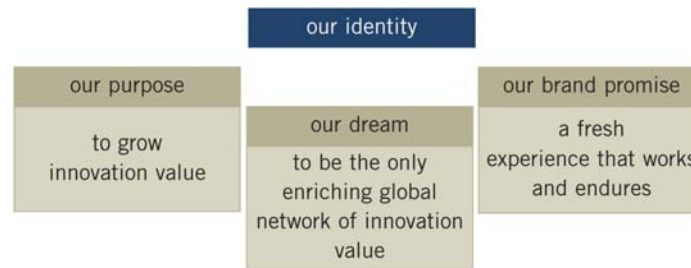
The Da Vinci Institute is a school of management in higher education specialising in the management of Technology, Innovation, People and Systems. The Da Vinci Institute has a reputation for state-of-the-art thinking in all aspects of innovation, people and technology management and acts as a catalyst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

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





OUR VISION



OUR MISSION

We are passionate about...

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

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

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

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

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

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

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

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

INNOVATION: The ability to create an environment in which new ideas and thinking are translated into tangible bottom-line benefits.

PEOPLE: The degree to which a human community is sustainably productive because of the prevailing levels of mutual trust, confidence and respect.

TECHNOLOGY: The ability to understand the pervasive impact that technology has on any organisation, and thereafter to make appropriate decisions that will ensure competitive advantage.



PROGRAMMES

The Institute is registered with the Department of Education (registration certificate no 2004/HE07/003) and offers Certificate, Diploma, Masters and PhD programmes in the Management of Technology and Innovation accredited by The Council on Higher Education.

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

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

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



Eskom Project Management Programme 2008



Launch of South African Experiment 2007



Professor Roy Marcus, Minister Alec Irwin and Mrs Dee Marcus at the launch of the first MSc (MOTI) (Aviation Management) Programme



CERTIFICATE (MOTI)

LEVEL 5

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

Level 5 Certificate (MOTI)	Applied Content	120 Credits
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Demand

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

- developing them to understand their role in an organisational environment
- preparing them to perform their job effectively within a modern organisational environment
- providing personal development opportunities for them while they meet their job requirements
- emphasising the integration of systems, technology, innovation and people development concepts into individual performance within an organisation.

Purpose

People who achieve this Qualification will be able to:

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

Level descriptors

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

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

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

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



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

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

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

Admission criteria

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

		Previous Academic Qualifications	Appropriate Work Experience (years)	Employer Support	Conditions
Certificate (Cert MOTI) NQF 5	1	Matriculation or other NQF 4 qualification	2	General	
	2	None	4	Detailed Assessment	Conditional on performance in first three modules

More detailed information is available in The Da Vinci Institute Admission Criteria booklet.



DIPLOMA (MOTI)

LEVEL 6

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

Level 6 Diploma (MOTI)	Applied Content	120 Credits
	Application at Workplace	120 Credits
		240 Credits

Demand

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

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

Purpose

People who achieve this Qualification will be able to:

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

Level descriptors

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

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

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

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



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

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

- Project Management
- Telecommunication Management
- Innovation Management and
- Women Development.

Admission criteria

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

		Previous Academic Qualifications	Appropriate Work Experience (years)	Employer Support	Conditions
Diploma (DipI MOTI) NQF 6	1	Cert (MOTI) or other NQF 5 certificate	3	General	
	2	None, or not equivalent to NQF 5 qualification	5	Detailed Assessment	Conditional on performance in first three modules

More detailed information is available in The Da Vinci Institute Admission Criteria booklet.



MSc (MOTI)

LEVEL 8

Masters degree (NQF 8) targeted at senior and executive management. The programme is based on course work and a major research topic. Candidates are expected to use their newly acquired skills to solve a work related problem.

Level 8 MSc (MOTI)	Applied Content	120 Credits
	Research Dissertation	120 Credits
		240 Credits

Demand

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

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

Purpose

People who achieve this Qualification will be able to:

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

Level descriptors

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

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

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

- integrate a well-rounded and systematic knowledge base in one or more disciplines or fields
- provide detailed knowledge of some specialist areas
- develop a coherent and critical understanding of one or more discipline's or field's terms and rules;
 - advanced concepts, principles and theories
 - conceptual thinking around the discipline or field
 - an ability to map new knowledge onto a given body of theory
 - an acceptance of a multiplicity of 'right', even 'possible' answers
- effectively select and apply;
 - the central methods of enquiry and research in a discipline or field
 - the essential procedures, operations and techniques of a discipline or field
 - a knowledge of at least one other discipline or field's mode of enquiry



- deal with unfamiliar concrete and abstract problems and issues, using evidence-based solutions and theory-driven arguments
- well-developed information processing
 - information retrieval skills
 - critical analysis and synthesis of data
 - quantitative and qualitative methodologies
 - data presentation skills following prescribed formats
 - using IT skills appropriately
- present and communicate both information and their own ideas and opinions in well-structured arguments,
 - showing awareness of audience and
 - using academic or professional discourse appropriately.

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

The programme content with the associated credits for each component is outlined in Figure 1.

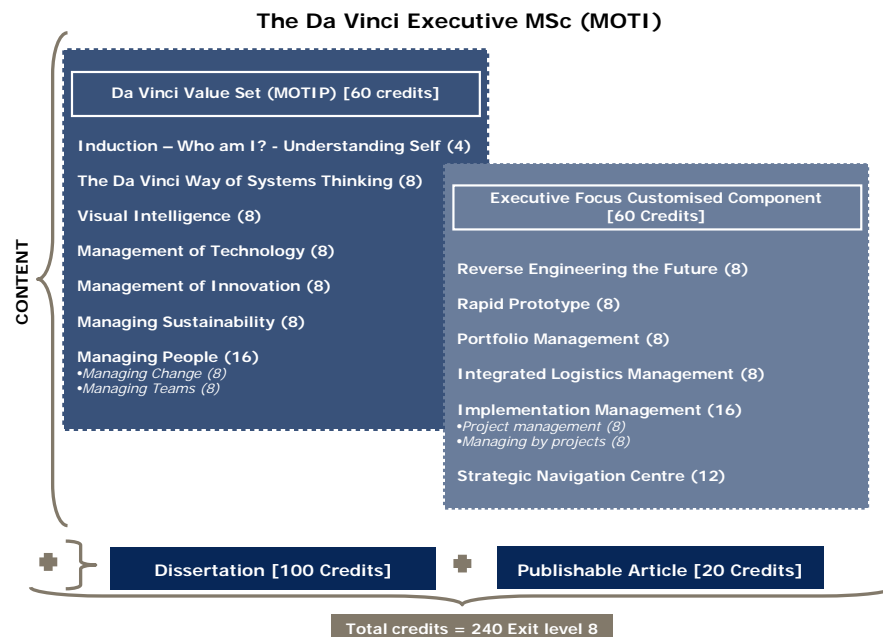


Figure 1

The Da Vinci Institute reserves the right to change specific content, and alter the delivery mechanics, based on an on-going evolutionary and innovative design process. Students will be informed of any changes to programme dynamics but should be aware that the qualification will always require 240 credits at exit level 8.



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

- Aviation Management
- Project Management
- Mining Management
- Telecommunication Management and
- Managing of Business Systems.

Admission criteria

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

		Previous Academic Qualifications	Appropriate Work Experience (years)	Employer Support	Conditions
Master of Science (MSc MOTI) NQF 8	1	Dipl MOTI, BSc, BHons, BTech or other NQF 7 qualification	5	General	
	2	None, or not equivalent to NQF 7 qualification	7	Detailed Assessment	Conditional on performance in first three modules

More detailed information is available in **The Da Vinci Institute Admission Criteria booklet.**



PhD (MOTI)

LEVEL 8+

Professional doctorate programme (NQF 8+) aimed at senior managers and executives, in which candidates are required to demonstrate their ability to develop new concepts that will significantly improve their operations.

Level 8+ PhD (MOTI)	Applied Content	120 Credits
	Research Thesis	240 Credits
		360 Credits

Demand

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

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

Purpose

People who achieve this Qualification will be able to:

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

Level descriptors

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

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

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



They will show their ability to:

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

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

Admissions criteria

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

		Previous Academic Qualifications	Appropriate Work Experience (years)	Employer Support	Conditions
Doctor of Philosophy (PhD MOTI) NQF 8+	1	Masters Degree or other NQF 8 qualification	10	General, but detailed assessment by the Institute	Acceptance of a research proposal
	2	None, or not equivalent to a masters degree	15	Detailed assessment by the Institute	Acceptance of a research proposal, and conditional on performance in identified three Masters level modules



FEES

Payment terms and Conditions

Fees and Deposits

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

Application Fee

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

Registration Fee

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

Cancellation

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

Extension Fees

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

Repeat Modules

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

Academic transcripts

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

Graduation certificates

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

Fee payment options

- Details are available from the Finance Department.

Student Financial Aid

- Students registered for business-to-business programmes are funded by their employers.
- Students registered for the public programmes are assisted, wherever possible, to obtain student loans, study bursaries and scholarships.
- The Da Vinci Institute is listed with Standard Bank as an accredited institution for student loans. For more information:
 - Visit www.standardbank.co.za
 - Visit your nearest Standard Bank branch or student bureau.
 - Telephone 0860 123 456



PROGRAMME DESIGN

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

CONCEPTUAL PATHWAYS		
SYSTEMS THINKING		
Management of Technology	Management of Innovation	Management of People

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

Level 5 Certificate (MOTI)	Applied Content	120 Credits
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Level 6 Diploma (MOTI)	Applied Content	120 Credits
	Application at Workplace	120 Credits
	240 Credits	

Level 8 MSc (MOTI)	Applied Content	120 Credits
	Research Dissertation	120 Credits
	240 Credits	

Level 8+ PhD (MOTI)	MOTIP Content	120 Credits
	Research Thesis	240 Credits
	360 Credits	

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

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

$$60 \text{ credit core content} + 60 \text{ credit customised content} = 120 \text{ credit total coursework}$$

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



RESEARCH

The Institute provides a fertile environment for research, via:

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

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

Background

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

Scope of research in Da Vinci

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

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

Functions

The primary functions of the Research Office are the following:

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

Office and staff

As from January 2008 the Research Office will be accessible every weekday between 08:00 – 16:00.

The current staff establishment consists of the following members:

Jennifer Magnus	Administrative Officer
Bok Marais	Executive: Research



ADMISSION CRITERIA

The Institute offers two entry routes for each qualification:

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

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

Qualification for which applying		Previous Academic Qualifications	Appropriate Work Experience (years)	Employer Support	Conditions
Certificate (Cert MOTI) NQF 5	1	Matriculation or other NQF 4 qualification	2	General	
	2	None	4	Detailed Assessment	Conditional on performance in first three modules
Diploma (Dipl MOTI) NQF 6	1	Cert-MOTI or other NQF 5 certificate	3	General	
	2	None, or not equivalent to NQF 5 qualification	5	Detailed Assessment	Conditional on performance in first three modules
Master of Science (MSc MOTI) NQF 8	1	Dipl MOTI, BSc, B Hons, BTech or Other NQF 7 qualification	5	General	
	2	None, or not equivalent to NQF 7 qualification	7	Detailed Assessment	Conditional on performance in first three modules
Doctor of Philosophy (PhD MOTI) NQF 8+	1	Masters Degree or other NQF 8 qualification	10	General, but detailed assessment by the Institute	Acceptance of a research proposal
	2	None, or not equivalent to a masters degree	15	Detailed and detailed assessment by the Institute	Acceptance of a research proposal, and conditional on performance in identified three Masters level modules

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

RECOGNITION OF PRIOR LEARNING

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

LANGUAGE POLICY

The language of tuition is English.



MANAGEMENT, FACULTY, AND FELLOWS

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

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

DIRECTORS

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

The directors are:

Prof B Anderson
Me D Marcus
Prof R Marcus

MANAGEMENT

Professor B Anderson	Chief Executive Officer	PhD (Psychology)
Professor R Marcus	Chairman of The Da Vinci Board	PhD (Mech Eng)
Mr P Swanepoel	COO/Registrar	BA BEd THED

OPERATIONS TEAM

Ms R Larsen	Manager Client Liaison
Ms T Lourens	Manager Academic Support
Mrs S Vania	Manager Delivery

RESEARCH OFFICE

Mrs J Magnus	Administrative Officer
Dr B Marais	Research Manager

ACADEMIC STAFF

Professor B Anderson	BA, BTh, NDT, MA (Psychology), PhD (Psychology)
Professor J Coetzee	PhD
Dr B Marais	D Phil
Professor R Marcus	PhD (Mech Eng)

SENIOR LECTURERS

Me M Droski	M Com (Business Management), M Phil (Future Studies)
Mrs JR du Preez	B Com
Dr D Laxton	DBA, MBL, MBA
Mr A Nortje	BA(Ed)(Tech)
Dr BT Peens	PhD (Clinical Psychology)
Mr R Stoutjesdyk	B Com, MBL
Ms A Verhaeghe	MBA
Dr R Viljoen	B Com (Industrial Psychology), MBL, DBL



LECTURERS

Mr A Brews	BTh, BTh(Hon)(with distinction), MA (Social Sciences) (with distinction)
Me KF Dlakuwu	MA (Industrial Psychology)
Mr K GeEVERS	MBA
Ms B Goddard	BA
Mr R Goddard	BA (Management)
Mrs K Irvin	BA (Honours in Psychology)
Mr E Mafokoane	MBA, MM
Me E Venter	MBA, MM

SUPERVISORS

Prof B Anderson	BA, BTh, NDT, MA (Psychology), PhD (Psychology)
Prof J Coetzee	PhD
Mr A Huss	MBA
Dr D Krueger	MSc (Mech Eng)
Prof R Marcus	PhD (Nech Eng)
Mr J Masson	MSc
Mr R Page-Shipp	MSc (Physics)
Dr W Richrath	BCom, MSc, PhD

Local and International Specialist Faculty

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

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

The Da Vinci Institute Fellows

Dr Y Boshyk (Canada)
Mr M Burr ridge (UK)
Professor J Coetzee (RSA)
Professor B Dozeman (USA)
Dr S Lennon (RSA)
Dr R Mashelkar (India)
Professor A Money (UK)
Dr A Nurick (RSA)
Mr G Rothschild (RSA)
Mr S Shepard (USA)
Professor I Zandi (USA)

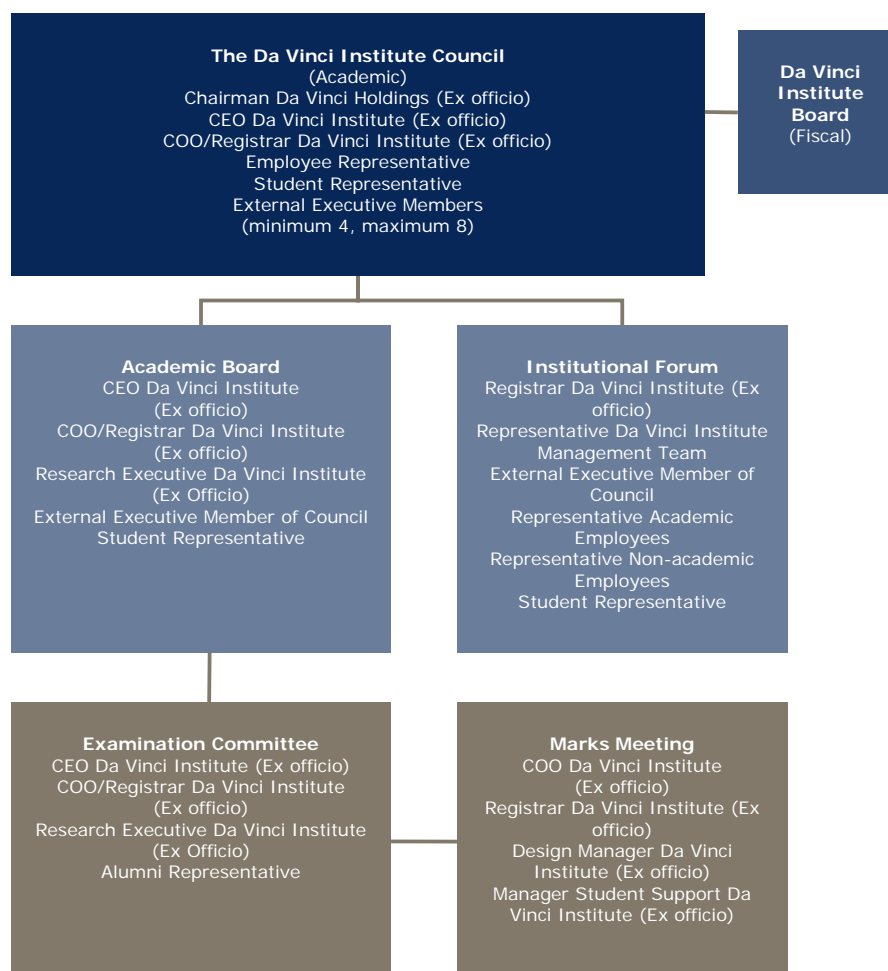
The Da Vinci Institute Patrons

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

Dr Reuel Khoza
Baroness Lynda Chalker



GOVERNANCE





The Da Vinci Institute Council

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

Members of The Da Vinci Council

Dr S Lennon	Eskom (chairperson)
Mr J Gosling	Eskom
Mr M Mostert	Consultant
Mr D Strooh	MTN
Mr P van der Hoven	TBM
Dr N Magau	Consultant
Dr E Dixon	Common Purpose
A representative of the student body	
Ex Officio	
The CEO	
The Registrar/COO	
A representative of the non-academic staff	

Function of The Council

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

1. Providing direction on the identification of the academic needs of South Africa, and the contributions The Da Vinci Institute can make in meeting those needs
2. Approving the quality of academic services and programmes offered by The Da Vinci Institute
3. Approving new academic programmes designed and developed by The Da Vinci Institute
4. Approving the academic results and programme outcomes provided by the Academic Board
5. Confirming recommendations from The Academic Board regarding the conferment of qualifications
6. Approving the appointment of academic staff to The Da Vinci Institute
7. Approving proposals by The Da Vinci Institute for academic collaboration and/or partnering with outside organisations
8. Monitoring, through management information systems, the performance of The Da Vinci Institute, particularly in terms of its academic activities
9. Approving the implementation of learning management systems required by The Da Vinci Institute to perform its academic duties as an accredited higher education provider
10. Approving policies and procedures required to implement an integrated Quality Management System (QMS) for The Da Vinci Institute
11. Suggesting areas of research which could be of benefit to industrial organisations and to the academic development of The Da Vinci Institute
12. Contributing towards the overall performance of The Da Vinci Institute, with particular reference to its academic offerings, and its image as a national and international academic role player.



The Da Vinci Institute Council - Graduation Ceremony 2007



The Da Vinci Institute Academic Board

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

Functions of The Da Vinci Institute Academic Board

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

The Da Vinci Institute Academic Board:

1. advises Council and makes recommendations, where appropriate, on the academic strategic directions and practices of The Da Vinci Institute
2. assists Council in the formulation of the academic objectives and goals of The Da Vinci Institute and the actions necessary to sustain and develop such objectives and goals and, where appropriate, advises Council on the impact of proposed organisational change on the academic aims of The Da Vinci Institute
3. assists in the development, progress monitoring and achievement of The Da Vinci Institute's teaching and learning and research plans and strategies
4. advises Council and makes recommendations, where appropriate, on quality assurance of programmes and research
5. approves, on delegated authority of Council, all new programme developments and significant changes to existing programmes
6. formulates and approves, on delegated authority of Council, academic and research policies, guidelines and procedures
7. determines, on delegated authority of Council, the requirements to be satisfied by candidates for the award of degrees, diplomas or certificates
8. advises Council of a list of graduands
9. confers, on delegated authority of Council, academic awards
10. determines the requirements to be satisfied by a student disciplinary hearing
11. approves, on delegated authority of Council, establishment of research structures and collaborative centres
12. advises Council and makes recommendations on policies concerning the academic aspects of the conditions of appointment and employment of academic staff.

The Da Vinci Examination Committee

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

Functions of The Da Vinci Institute Examination Committee

The Da Vinci Institute Examination Committee:

1. reviews the performance of candidates who have completed all of the requirements for the award of a qualification for which The Da Vinci Institute is accredited by the Council on Higher Education
2. advises The Da Vinci Institute Academic Board of its recommendations for the award of qualifications
3. advises The Da Vinci Institute Academic Board on policies and procedures in relation to the examination and assessment process
4. advises The Da Vinci Institute Academic Board on policies and procedures in relation to the appointment and remuneration of external examiners and moderators
5. advises The Da Vinci Institute Academic Board on policies and procedures in relation to the appointment of internal assessors and moderators.



The Da Vinci Institutional Forum

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

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



The Da Vinci "Struggle" Cow



ACADEMIC RULES AND GUIDELINES

Attendance

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

Assessment of Modules

Examinations

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

Pre learning

- Pre-module preparation will be required in all programmes.

Post Module Assignment (PMA)

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

Submission of the PMA

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

Extensions

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

Progress

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

If a module is incomplete

- the student shall be given feedback from the lecturer and requested to re-submit the assignment
- the student may be required to attend an oral examination to defend the submission
- the date for the new PMA assignment to be submitted will be four weeks from the date that the feedback is received, unless otherwise stipulated
- a maximum of one resubmission shall be permitted per module
- if a module is incomplete on resubmission, the student may be required to re-register for that module.

The fee for re-registration for a module is for the student's own account unless otherwise agreed with the employer or sponsor.

Assessment of the Diploma Project,

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



Assessment of the MSc Dissertation or PhD Thesis

The work shall be assessed by means of:

- a written evaluation of the written submission by the Academic Supervisor
- a written evaluation of the written submission by the Field Supervisor
- a written evaluation of the presentation/oral defence of the work by the Academic Supervisor
- a written evaluation of the presentation/oral defence of the work by the Field Supervisor
- a written/oral external examiner for the PhD Thesis

Each of the components listed above must be graded as complete before the qualification shall be awarded.

No percentile mark is provided for the MSc dissertation but a decision is given (incomplete/complete or with distinction).

No percentile mark is provided for the PhD thesis but a decision is given (incomplete/complete).

The Appeal Process

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

Period of Registration

- The minimum and maximum periods for completion of a qualification from date of registration are:

Programme	Minimum (years)	Maximum (years) (allow to complete)
Certificate (MOTI)]	1	2
Diploma (MOTI)	2	4
MSc (MOTI)	2	4
PhD (MOTI)	3	5

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

The Award of a Qualification with Distinction (cum laude)

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

STUDENT SUPPORT

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



CODE OF CONDUCT

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

The Code of Conduct decrees that:

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

Structures to give voice and meaning to the Code of Conduct:

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

HIV / AIDS

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

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



WHAT MAKES THE DA VINCI INSTITUTE APPROACH DIFFERENT?

Manager Development Programmes - The Philosophy

Over the years, the approach to the development of managers has been the subject of much debate. More recently, argument has been re-opened as many international business schools have drastically reviewed their approach to manager development. There is increasing evidence of a growing disillusionment among employers that business school graduates are simply not equipped to return to the work environment and make a meaningful contribution.

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

No Examinations - There are no exams, students are assessed on the post module assignments and research projects where appropriate.

Use of Case Studies - While examples from other operations (both successes and failures) are often cited and deemed important to learning, the Institute (like many international academic institutions) eschews the case study approach as the fundamental teaching process. The actual workplace is seen as the most effective venue for case studies.

Application of Action Learning - Learning through experiences in other environments is perceived to be an important element in the development of new skills. This concept encourages candidates to take experiences from environments very different from their own and 'laterally link' the learning to their own environment. Candidates are required to complete a post-module assignment based on the solution of a workplace problem.

Focus on the Management of Technology, Innovation, People and Systems - Any organisation that strives to be globally competitive needs to be managed by people who have a profound understanding of the complexities of managing an environment in which technology, innovation and people have a pervasive impact on competitive advantage. The Institute specialises in the development managers who are equipped with decision-making skills among which financial considerations are only one component.

In-Company Solutions - Using the Institute's integrated approach, each intervention is linked to work-related assignments in which candidates are expected to use their newly acquired skills to solve problems in the workplace.

Flexibility - The Institute has a depth of experience in customising programmes for South African operations.

Collaboration with the client - Active partnership between the Institute and South African private and public sector operations has afforded the Institute the opportunity of working in a diverse range of organisations. The success of its programmes emanates from effective partnerships where there is joint responsibility for:

- the design of the programmes
- the delivery of the programmes
- the quality control of the programmes
- the design of in-company assignments
- the full integration of the learning within the client operations.

Collaboration with the Student - The Institute engages with the student via a formal learning contract.

Special Initiatives - In addition to its formal academic offerings, Da Vinci is engaged in a number of national and international programmes including:

- Technology Top 100 - South Africa's largest business awards programme
- Siemens Cyber Junkyard Awards - Technikon and university awards programme
- Innovations Publications - Partnership with Financial Mail to produce a monthly insert highlighting South Africa's best of the best.



CORPORATE SOCIAL RESPONSIBILITY

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

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

Leonardo, Da Vinci's sponsored cheetah



- **Black Tie Ensemble**
Fundamental to the selection of the Black Tie Ensemble is a research project currently being undertaken by The Da Vinci Institute based on the concept of using music to provide learning analogies with the management of technology environment. Da Vinci has engaged a number of prominent South African musicians and leaders of orchestras to explore the linkage between orchestral music and the management of technology. Da Vinci has found some excellent correlations in the "music value chain" including:
 - the role of the composer
 - the role of the conductor
 - the design and playing of the musical instruments
 - intricate details of the instruments themselves; as well as
 - issues relating to the coordination of a whole group of experts (in this case, musicians) and converting their combined efforts into a product which is pleasing to a very discerning audience.

The music analogy is currently being unpacked with a view to developing a prototype model which will be executed by a group of South African musicians and music commentators. Individuals of the calibre of Prof. Mary Rohrich from the University of the Witwatersrand, Mr Richard Cock and the music director of the Black Tie Ensemble have been involved in this process.



CONTACT US

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