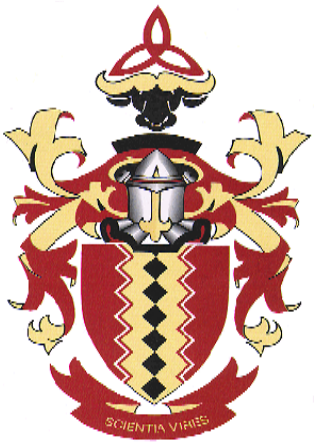

Mangosuthu
University of Technology

Graduate Survey Report 2016

ABBREVIATIONS

B.Tech	Baccalaureus Technologiae
ECP	Extended Curriculum Programme
ICT	Information and Communication Technology
MARCOMMS	Marketing and Communications Department
MUT	Mangosuthu University of Technology
QMD	Quality Management Directorate
WIL	Work-Integrated Learning

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1 OVERVIEW

Annually the Quality Management Directorate (QMD) conducts a Graduate Survey to assess graduates' views on a number of issues related to their learning experiences at Mangosuthu University of Technology (MUT). These surveys are conducted as part of the broader aim of improving the students' experiences and teaching and learning process in the University's three Faculties: Engineering, Natural Sciences and Management Sciences. Also in 2016 this survey was conducted.

1.1 OBJECTIVES OF THE SURVEY

The initiative to survey graduates' opinions is informed by the understanding that students' views and experiences are important and should be taken into consideration. Using the responses in this graduate survey report, key areas can be targeted in order to improve the teaching and learning processes in the University.

The objectives of the survey are:

- to establish graduates' uptake by industry and their preparedness for the world of work;
- to track the preparation and employment profile of the graduates;
- to establish the number of students who are undertaking further studies after completing their first qualification;
- to establish the current geographical catchment area of the University and the demographics of the student population;
- to gain the graduates' opinion regarding the education and training that the University provides; and
- to provide feedback on the survey results to the University community for reflection and action.

1.2 METHODOLOGY

Questionnaires were handed out to graduates by personnel from the Quality Management Directorate (QMD) a week before the graduation ceremony on the 19th, 20th, 21th, 22nd and 23th of April 2016. Graduates who received the questionnaire were requested to participate in the survey.

Table 1 presents the University's Faculties with the departments offering academic programmes.

FACULTY OF MANAGEMENT SCIENCES	FACULTY OF ENGINEERING	FACULTY OF NATURAL SCIENCES
Departments	**Departments**	**Departments**
1. Accounting 2. Human Resource Management 3. Marketing 4. Office Technology 5. Public Administration	1. Chemical Engineering 2. Civil Engineering and Survey 3. Construction Management and Quantity Surveying 4. Mechanical Engineering 5. Electrical Engineering	1. Agriculture 2. Biomedical Sciences 3. Chemistry 4. Environmental Health 5. Information and Communication Technology 6. Nature Conservation 7. Community Extension

Table 1: Faculties and departments offering academic programmes

The survey questionnaire consisted of quantitative and qualitative questions. The questionnaire was divided into three sections:

- biographical details and background information (quantitative responses);
- study experiences (quantitative responses); and
- areas for improvement (qualitative responses).

1.3 Data Analysis

The quantitative responses were summarised and reported according to the number of respondents who selected a particular answer. The qualitative responses were grouped into five themes, namely (1) physical resources, (2) human resources, (3) work-integrated learning (WIL) and employment, (4) curriculum (Teaching and Learning), and (5) questionnaire structure and content. The Evasys system was used to do the analysis.

1.4 Report Structure

This report begins with the presentation of data related to academic profile, participation rate, demographics, gender, age, and year of entry. This is then followed by a section on the current employment profile of graduates. The next section deals with study experience, which looks at aspects such as acquisition of knowledge and skills, standard of work, feedback, resources, readiness for the world of work, motivation to study further, and student activities on campus. This is followed by general graduate opinions and suggestions. The report ends with the conclusion. Figure 1 illustrates the sequence of the report.

1	Overview
2	Profile of respondents
3	Fields of study
4	Year of entry
5	Gender
6	Ethnicity / race
7	Country of origin
8	Province of origin
9	Current employment status
10	Manner of recruitment
11	Further studies
12	Study experiences at MUT
13	Views on improving the quality of education at MUT
14	Conclusion

Figure 1: The sequence of the report

2 PROFILE OF RESPONDENTS

2.1 ACADEMIC PROFILE OF GRADUATES

The total number of graduates in 2016 was 2491 while in 2015 was 2421. A change of 3%.Of the 2491 graduates, 1762 participated in the survey, which gives a participation rate of 71% compared to 29% in 2015. The breakdown of the overall number of graduates in 2016 was as follows: 643 got into the diploma programme through bridging (Pre-tech); 211 got into the diploma programme through Foundation (ECP) programme and 1637 were mainstream students. The majority of graduates, 2363, obtained their National Diploma qualification.123 obtained their B.Tech qualification and 5 graduates received Post graduate diplomas. See Figure 2 below.

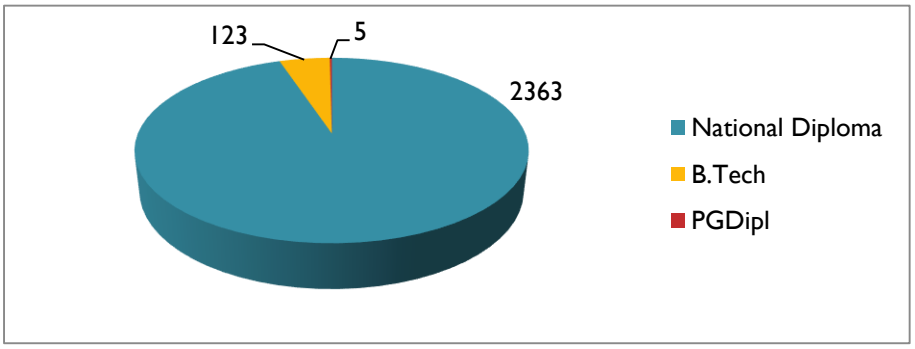


Figure 2: Qualification types

2.2 PARTICIPATION RATE

Considering the individual faculties, the highest response rate (84.7%) came from the Faculty of Engineering, while the Faculties of Management and Natural Sciences recorded 80.8%, 80.5%response rates respectively. The response rate per faculty is shown in Figure 3.

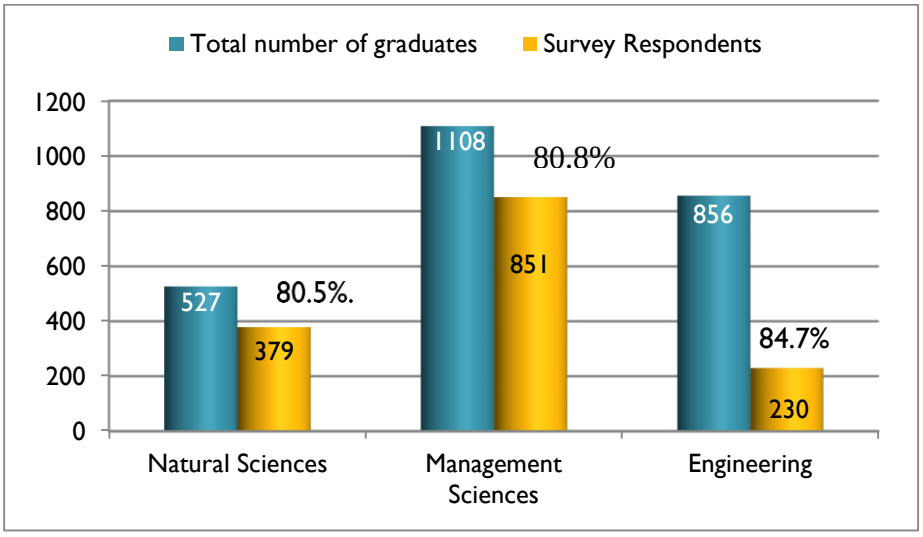


Figure 3: Graduates and respondents per faculty

2.3 COMPARATIVE ANALYSIS FOR 2015 /2016

Compared to 2015, in 2016 there was a marked increase in the number of graduates. It rose from 2421 in 2015 to 2491 in 2016 (see Table 2).

Faculty	Number of Graduates		Number of Respondents		Participation rate %	
	2015	2016	2015	2016	2015	2016
Management Sciences	1147	1108	326	851	28.4%	80.8%
Natural Sciences	469	527	154	379	32.8%	80.5%
Engineering	804	856	230	532	28.4%	84.8%
Total	**2421**	**2491**	**710**	**1762**	**30% (overall)**	**82% (overall)**

Table 2: Graduates and respondents per faculty 2015 – 2016

3 FIELDS OF STUDY

3.1 FACULTY OF ENGINEERING

Of the 532 respondents who participated in the survey in the Faculty of Engineering the field of study is shown in figure 4 below.

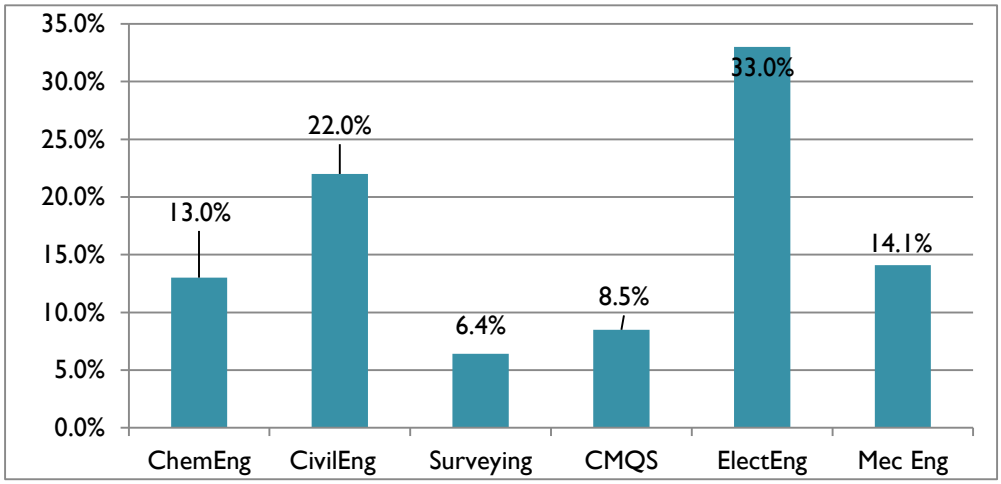
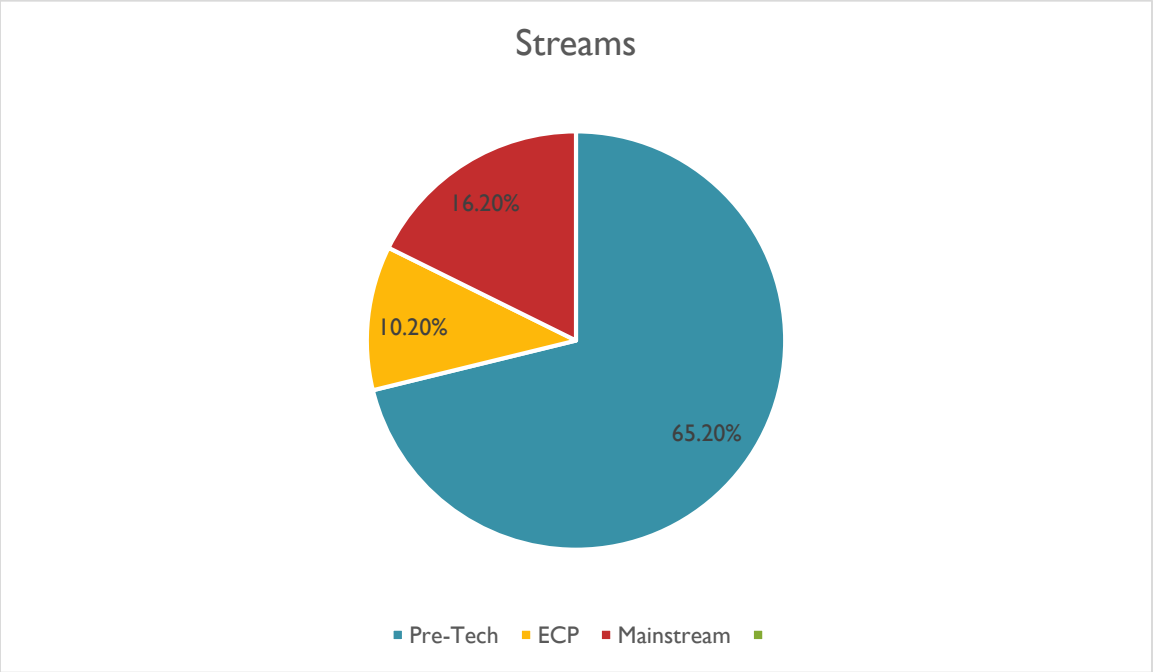


Figure 4: Fields of study (Faculty of Engineering)

Of the 532 respondents in the faculty, 95.7% received the National Diploma qualification while 2.8% received the B.Tech qualification.

In the Faculty of Engineering, of the 532 respondents, 65.2% got into the programmes through the Pre-tech route, 10.2% through the ECP route and 16.2% through the mainstream route. Figure 5 depicts the routes followed.

Figure 5: Streams followed into engineering programmes



3.2 FACULTY OF MANAGEMENT SCIENCES

Of the 851 respondents who participated in the survey in the Faculty of Management Sciences their field of study is shown in figure 6 below.

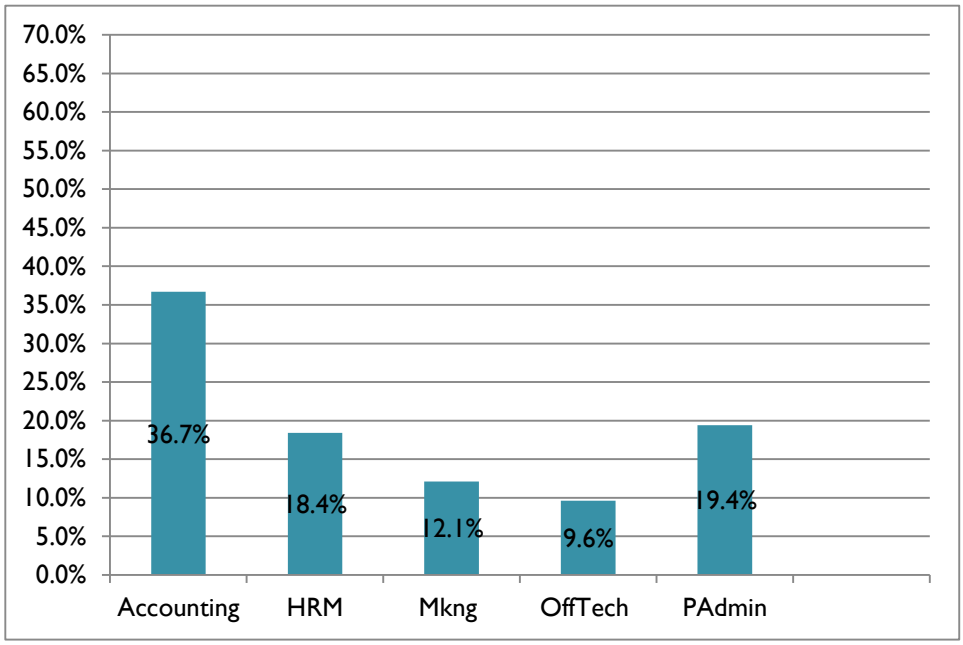


Figure 6: Fields of study (Faculty of Management Sciences)

Of the 851 respondents in the faculty of Management Sciences 87.9% received the National Diploma qualification while 8.9% received the B.Tech qualification.

In the Faculty of Management Sciences, of the 851 respondents 2.1% got into the programmes through the Pre-tech route, 7.8% through the ECP route and 57.9% through the mainstream route. Figure 7 below shows the streams followed.

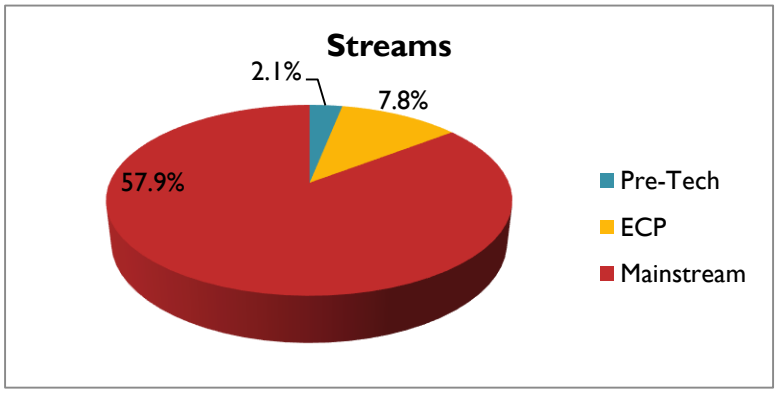


Figure 7: Streams followed into Management Sciences programmes

3.3 FACULTY OF NATURAL SCIENCES

Of the 379 respondents who participated in the survey in the faculty of Natural Sciences their field of study is shown in figure 8. Of the 379 respondents in the faculty of Natural Sciences 83.8% received the National Diploma qualification while 12.7% received the B.Tech qualification.

Figure 8: Fields of study (Faculty of Natural Sciences)

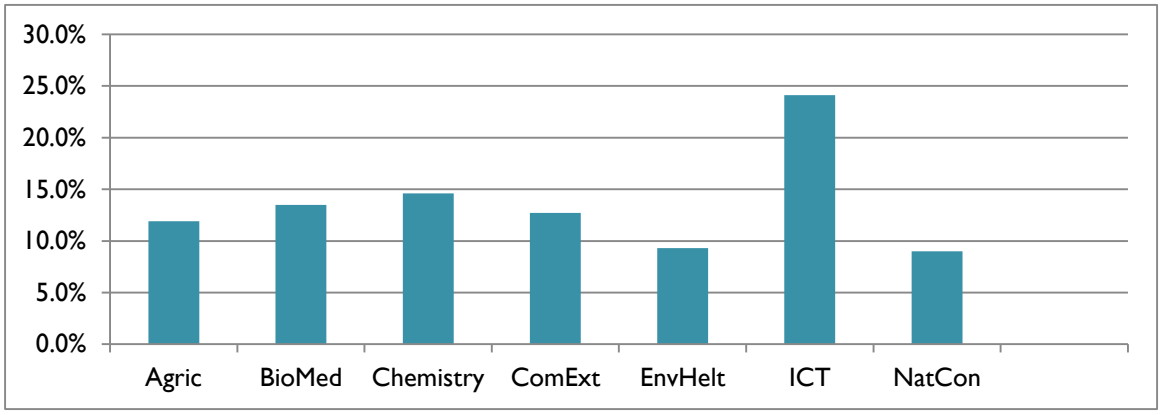


Figure8: Fields of study

In the Faculty of Natural Sciences, of the 379 respondents 6.6% got into the programmes through the Pre-tech route, 10.1% through the ECP route and 60.2% through the mainstream route. Figure (9) below shows the breakdown.

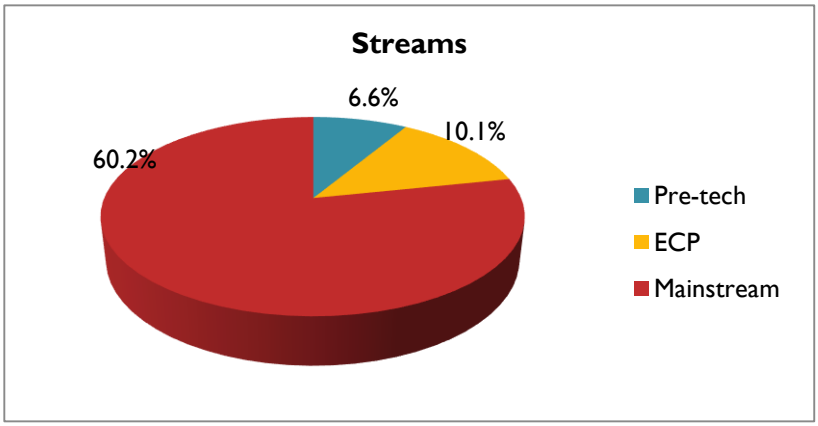
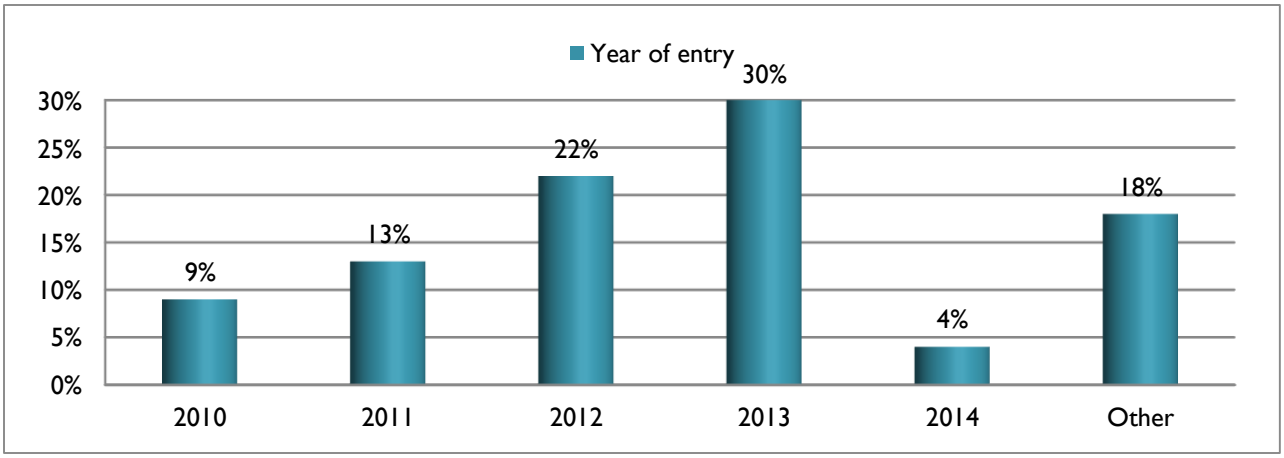


Figure 9: Streams followed into Natural Sciences programmes

3.4 SUMMARY

Overall the majority of students in the Faculty of Engineering, 65.2%, got into engineering programmes through the Pre-tech route, while only 16.2% got into engineering programmes through the Mainstream route and 10.2% through ECP. In the case of the faculty of Natural

Sciences, the majority of students got into the programmes through the Mainstream route, 60.2%.10.1% got through the ECP and 6.6% through Pre-tech. In the faculty of Management sciences the majority also got into the programmes through the mainstream route, 58%. 2.1%



got into the programme through the pre-tech route and 7.8% through the ECP route.

4 YEAR OF ENTRY

At least 30% of the respondents completed their qualifications in the prescribed minimum time of three years. Figure (10) below depicts the year of entry for all respondents: those who began their studies in 2013 and finished in the minimum time of three years; those who began in 2011 and took five years to finish; those who began in 2010 and took 6 years to complete their studies, and those who started before 2010 and took more than six years to attain their qualification. It should be noted that the data above includes those who graduated with B.Tech and diplomas on part time basis and took two years to complete. The idea is to indicate that the majority of students take a long time to complete their three year diplomas.

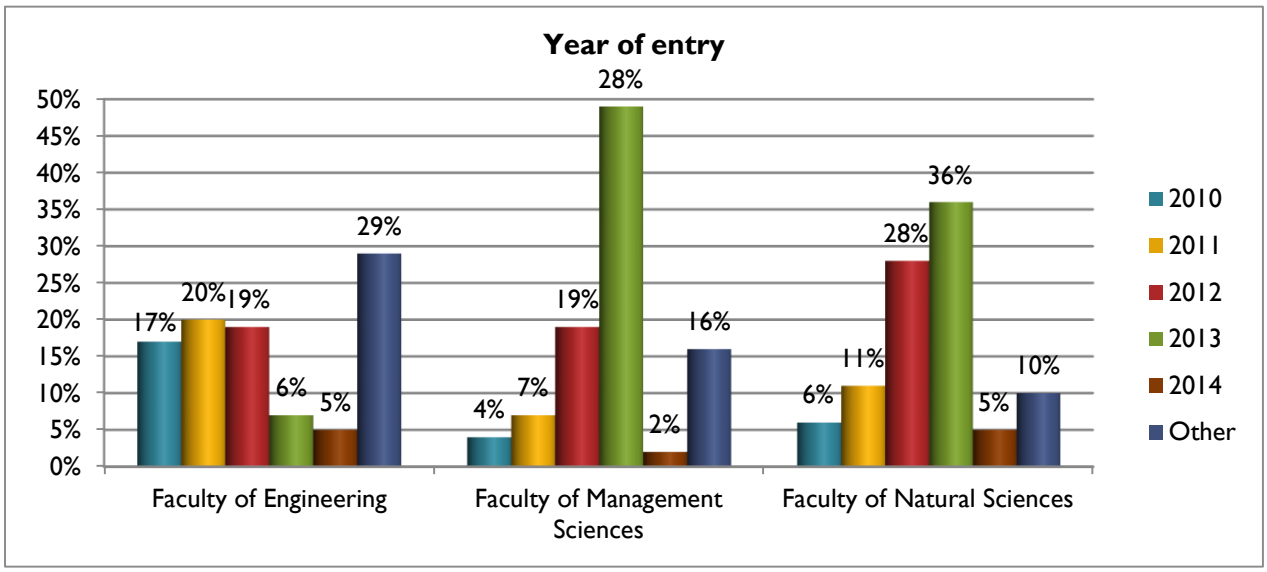
Figure 10: Respondents' year of entry into MUT programme (all respondents)

4.1 YEAR OF ENTRY PER FACULTY

The respondents' year of entry is presented per faculty in figure 11. The data show that the majority of the respondents in the Faculty of Engineering, 85%, took more than three years to complete their three year diploma programmes. Only 7% completed their diplomas in the prescribed minimum of three years. In the Faculty of Management Sciences, 49%, completed their diploma programmes in three years. In the Faculty of Natural Sciences, 36% of the respondents completed their diplomas in three years. Note that "other "refers to those who

registered before 2010.

Figure 11: Respondents' year of entry per faculty



5 GENDER OF RESPONDENTS

5.1 FACULTY OF MANAGEMENT SCIENCES

Of the 851 respondents in the faculty of management sciences 63% are females and 34% are males. Figure 12 depicts the gender split. In terms of age, 24% are below the age of 25 years and 71% are above the age of 25 years at the time of graduation.

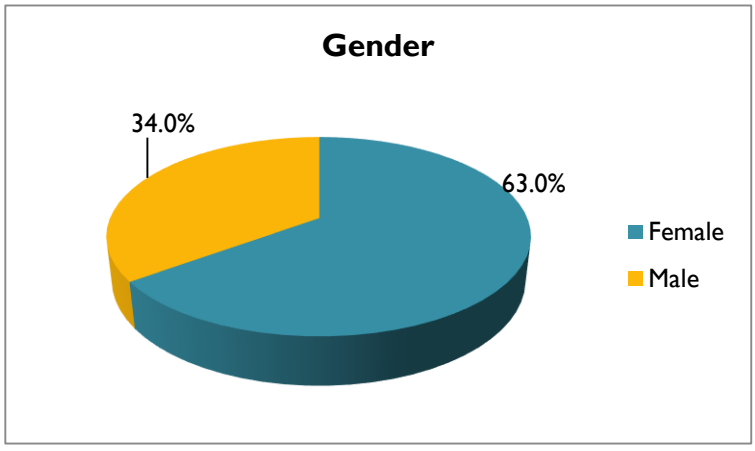


Figure 12: Gender split (Faculty of Management Sciences)

5.2 Faculty of Natural Sciences

Of the 377 respondents in this faculty, 61% were female and 35% were male. Figure 12 below shows the gender split in this faculty. In terms of age, 68% are below the age of 25 years and 27% are over the age of 25 years at the time of graduation.

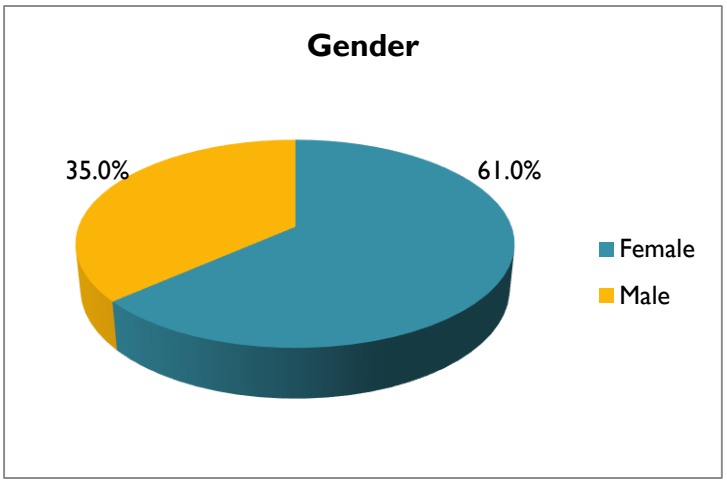


Figure 13: Gender split (Faculty of Natural Sciences)

5.3 Faculty of Engineering

Of the 532 respondents in the faculty of Engineering 42% are female and 56% are male. Figure 14 below shows the gender split. In terms of age, 49% are over the age of 25 years and 47% are below the age of 25.

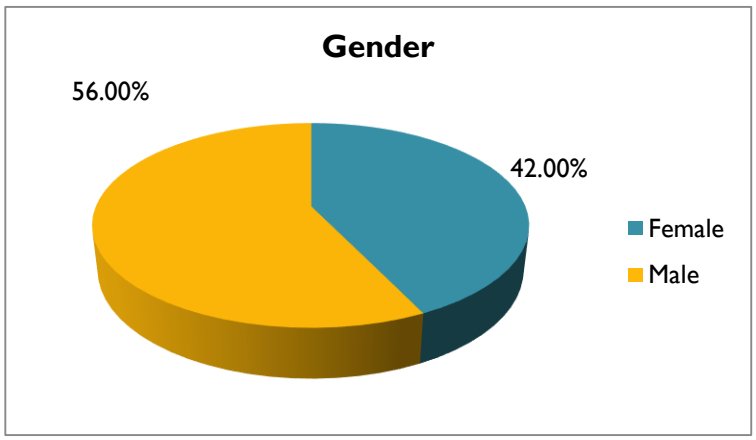


Figure 14: Gender split (Faculty of Engineering)

6 RESPONDENTS' ETHNIC / RACE GROUPS

6.1 RACE SPLIT OF ALL RESPONDENTS (COMBINED)

In all the faculties combined there were 98% African respondents, 0.4% coloured. No white respondents and there were 0.1% Indian/Asian respondents. Figure 15 shows the race split of all respondents in the three faculties combined.

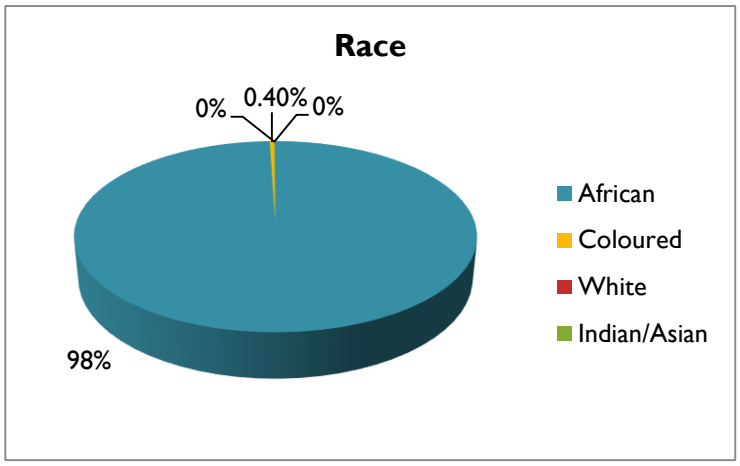


Figure 15: Race of respondents (combined)

6.2 FACULTY OF ENGINEERING

In the Faculty of Engineering the majority of respondents were African, 98%, followed by coloured, 0.4% and Indians/Asians at 0.1 %. There were no white respondents. Figure 16 shows the race split.

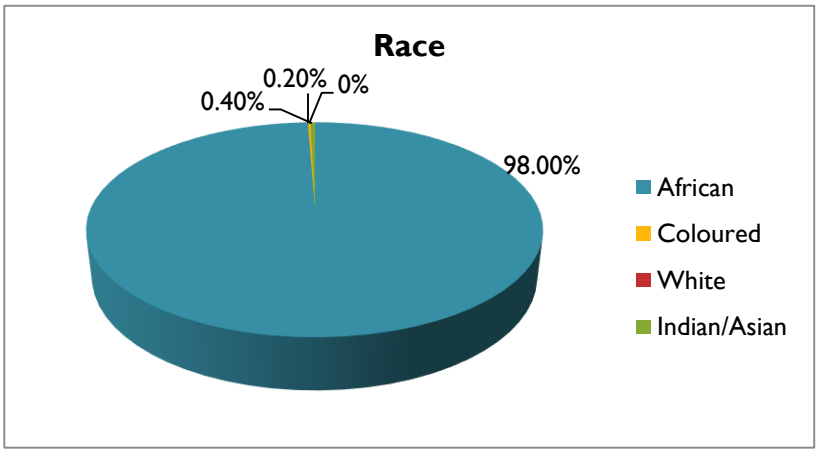


Figure 16: Race of respondents (Faculty of Engineering)

6.3 Faculty of Natural Sciences

In the faculty of Natural Sciences out of 377 there were 98 % African respondents and 0.5% coloured respondents. Other races were not represented. Figure 17 shows the race split.

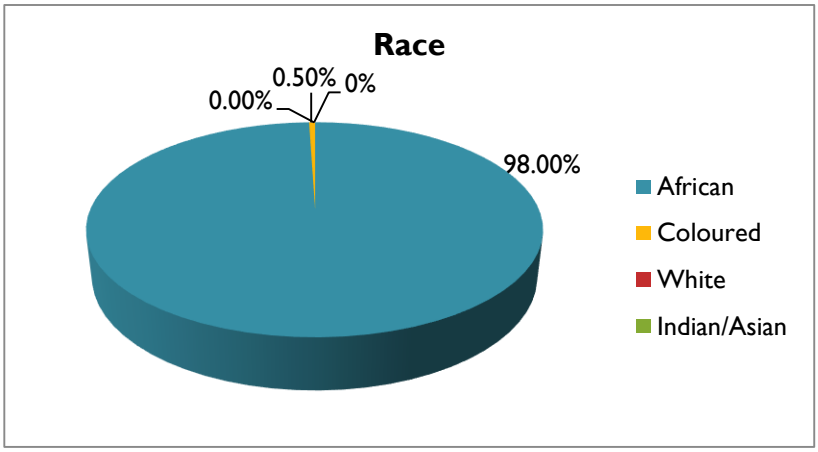


Figure 17: Race of respondents (Faculty of Natural Sciences)

6.4 Faculty of Management Sciences

There were 97% African respondents in this faculty and 0.6% coloured. There were no Indian /Asian and white respondents. Figure 18 shows the race split.

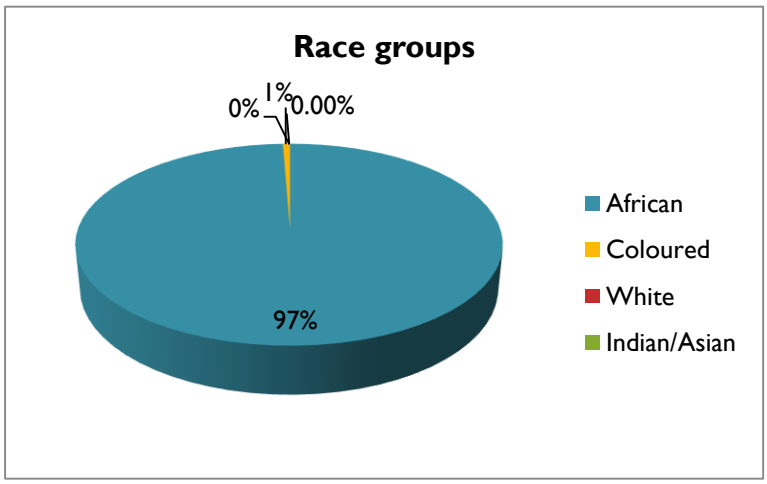


Figure 18: Race of respondents (Faculty of Management Sciences)

7 RESPONDENTS' COUNTRY OF ORIGIN

The respondents' countries of origin are shown in figure 19.

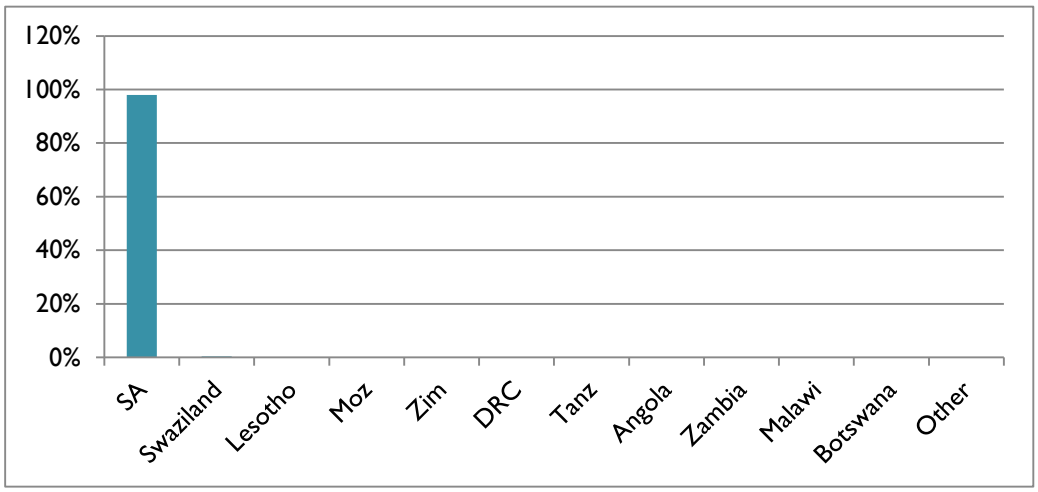


Figure 19: Respondents' country of origin

8 PROVINCE OF ORIGIN

8.1 FACULTY OF ENGINEERING

There were 532 respondents in the Faculty of Engineering. Of these, 91% came from KZN, 7% came from the Eastern Cape. Figure 20 shows the respondents' province of origin.

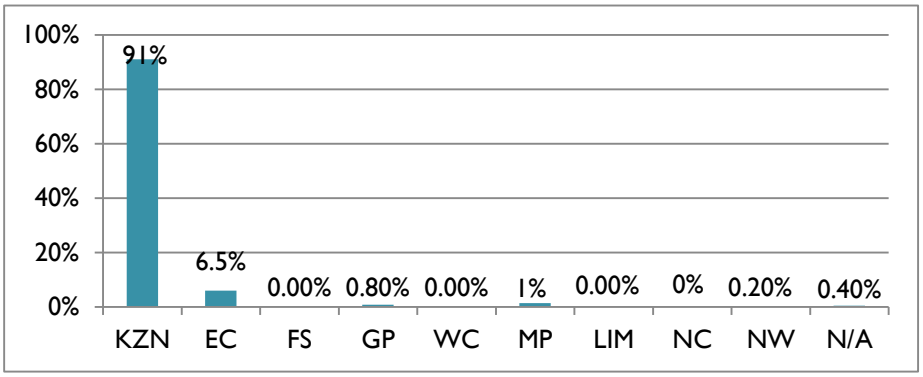


Figure 20: Respondents' province of origin (Faculty of Engineering)

8.2 Faculty of Natural Sciences

There were 377 respondents in this faculty.87% came from KZN, 7% came from the Eastern Cape.0.6% came from Free State,1.1% from Gauteng, 0.3% from Western Cape,1.1% from Mpumalanga,1.1% Limpopo,0% Northern cape,0% North West and 0.5% did not indicate their provinces. KZN and Eastern Cape provide the bulk of the student population and representation from other provinces is indicated in figure 21 below. Figure 21 shows the respondents' province of origin.

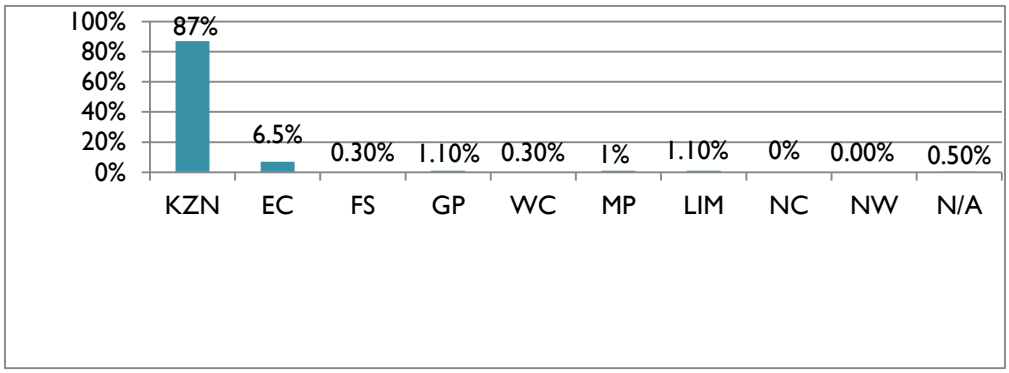


Figure 21: Respondents' province of origin (Faculty of Natural Sciences)

8.3 Faculty of Management Sciences

There were 851 respondents in this faculty. Of these, 91% came from KZN, 4% came from the

Eastern Cape.0% came from Free State, 0.6% Gauteng, 0.2% from Western Cape, 0.7% from Mpumalanga, 0% from Limpopo, Northern Cape, and North West.

Figure 22 shows the respondents' province of origin.

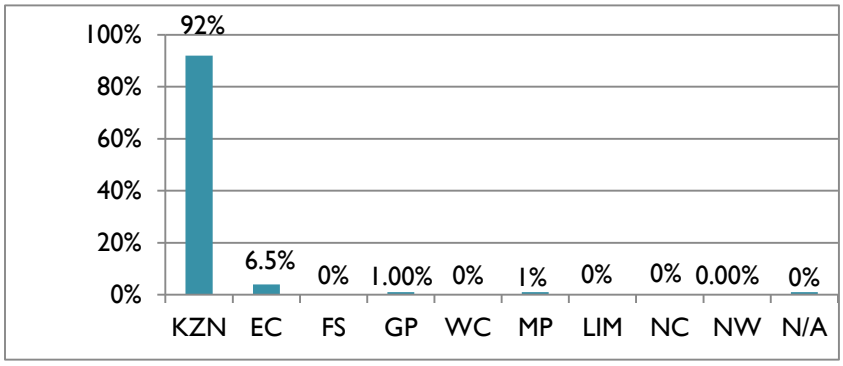


Figure 22: Respondents province of origin (Faculty of Management Sciences)

8.4 SUMMARY

Overall the majority of respondents came from the province of KwaZulu – Natal (90%), followed by Eastern Cape (6%), 0.1% Free State,0.8% Gauteng, 0.2% Western Cape,1% Mpumalanga , 0.4% Limpopo , 0% Northern Cape, 0,1% North West and 0,5% did not indicate their provinces of origin. Figure 23 shows the respondents' province of origin (combined).

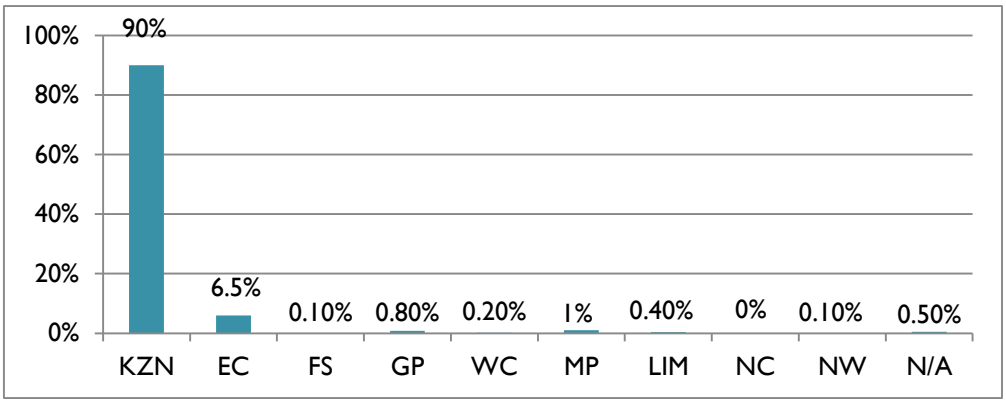


Figure 23: Respondents' province of origin

9 CURRENT EMPLOYMENT STATUS

9.1 FACULTY OF ENGINEERING

Of the 532 respondents in the faculty of Engineering, 45% were employed, 2% were self-employed and 52% were unemployed at the time the survey was conducted. Figure 24 shows the employment status of the respondents at the time the survey was conducted.

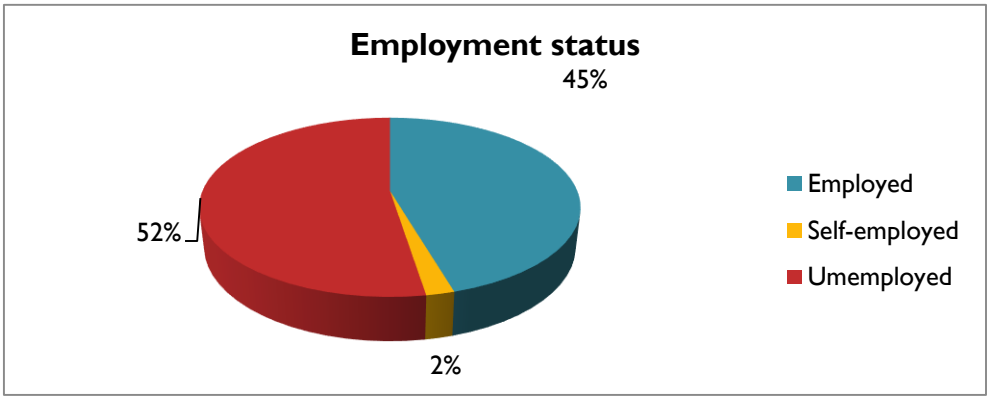


Figure 24: Current employment status of respondents (Faculty of Engineering)

Of those employed (45%), 44% were employed in a sector related to their field of study, 6% were not employed in a field related to what they studied while 41% indicated that the question was not applicable to them.

9.2 Faculty of Natural Sciences

In the Faculty of Natural Sciences, of the 377 respondents, 34% were employed, 1.3% were self –employed and 62% were unemployed. Figure 25 shows the employment status of the respondents at the time of the survey.

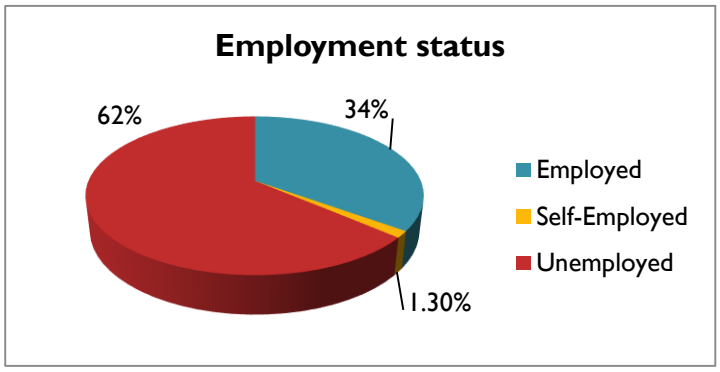


Figure 25: Current employment status of respondents (Faculty of Natural Sciences)

Of those employed (34%), 32% were employed in a sector related to their field of study, 5% were employed in a sector not related to their field of study. 50% of the respondents indicated that the question did not apply to them.

9.3 Faculty of Management Sciences

In the Faculty of Management Sciences of the 851 respondents, 19% were employed, 3% were self-employed and 76% were unemployed. Figure 26 shows the employment status of the respondents at the time of the survey.

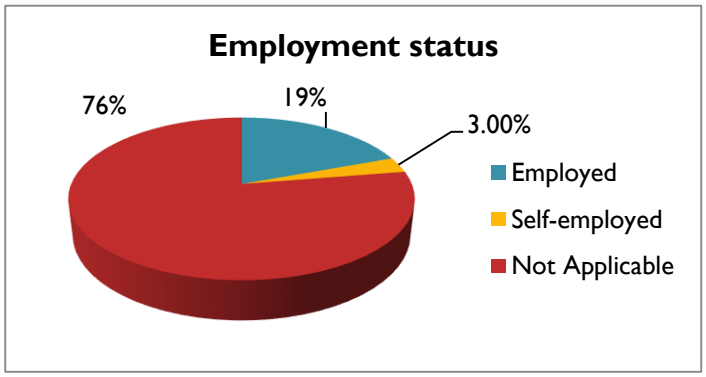


Figure 26: Current employment status of respondents (Faculty of Management Sciences)

Of those employed, 14% were employed in a sector related to their field of study, 10% were employed in a sector not related to their field of study. 60% of the respondents indicated that the question did not apply to them.

9.4 SUMMARY

Of the majority of the respondents (combined in all faculties) at the time of the survey, 63%, were unemployed, 2% were Self-Employed and 32% were employed. Figure 27 illustrates the employment status of the respondents.

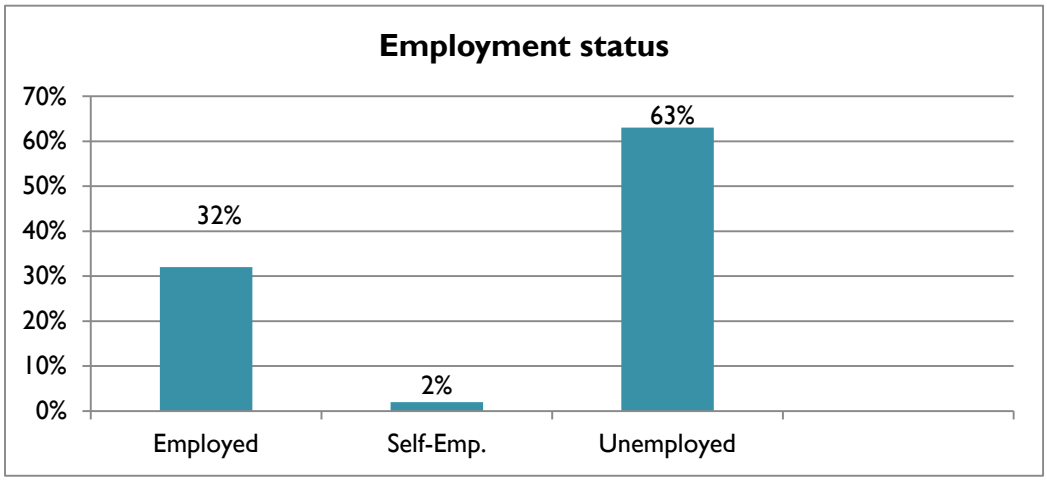


Figure 27: Current employment status of respondents (Faculties combined)

10 MANNER OF RECRUITMENT

10.1 FACULTY OF ENGINEERING

Respondents were requested to indicate how they got into the employment they were in at the time of the survey. In the Faculty of Engineering, the majority of those employed, 19% got into their jobs through job advertisements, 12% through personal contacts, 8% through recruitment from the University,4% through employment agency and 1% were self-employed and 3% through WIL placement. 46% indicated that the question was not applicable to them. Figure 28 shows how respondents who graduated from the Faculty of Engineering were recruited into their jobs.

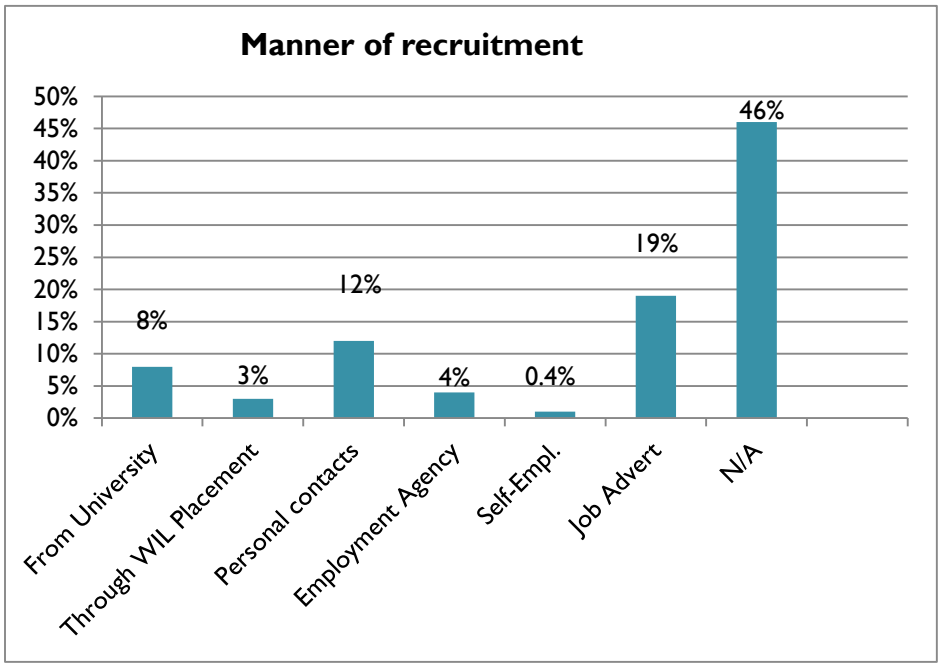


Figure 28: Manner of recruitment of employed respondents (Faculty of Engineering)

10.2 Faculty of Natural Sciences

In the Faculty of Natural Sciences, of the 377 respondents, 17% of those employed got their jobs through job advertisements, 5%, through recruitment from the University, 5% through personal contacts,2% through WIL placement,3% through employment agency and 1% were self-employed.52% indicated that the question was not applicable to them.

Figure 29 illustrates the types of recruitment for respondents who graduated from the Faculty of Natural Sciences.

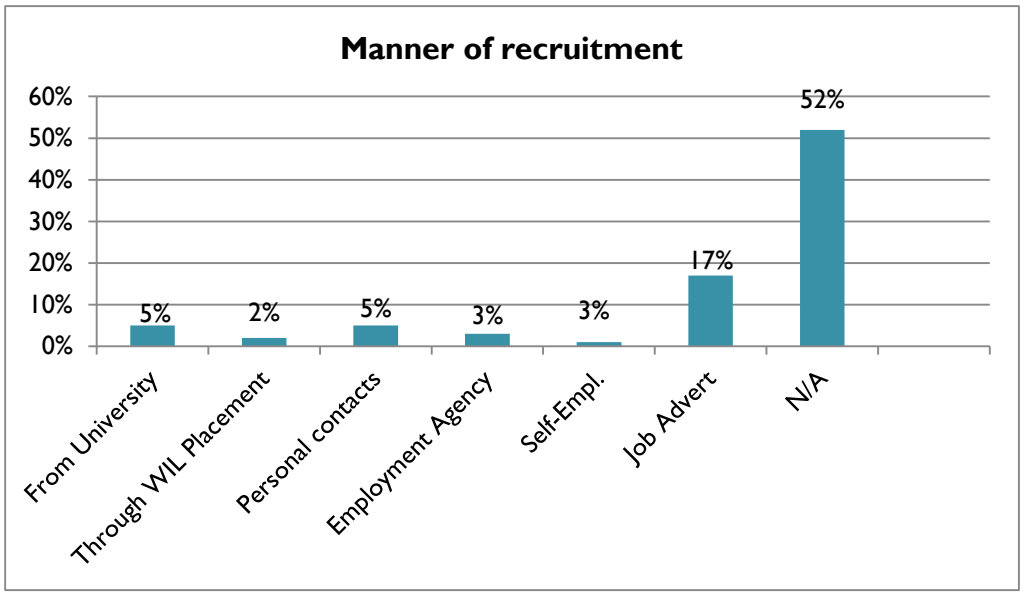


Figure 29: Manner of recruitment of employed respondents (Faculty of Natural Sciences)

10.3 Faculty of Management Sciences

In the Faculty of Management Sciences, of those employed, 9% got their jobs through job advertisements, 2% through an employment agency and 3% through personal contacts.3% got employment through recruitment from university,1% through WIL,2% were self-employed. Figure 30 illustrates the various forms of recruitment. 64% indicated that the question was not applicable to them.

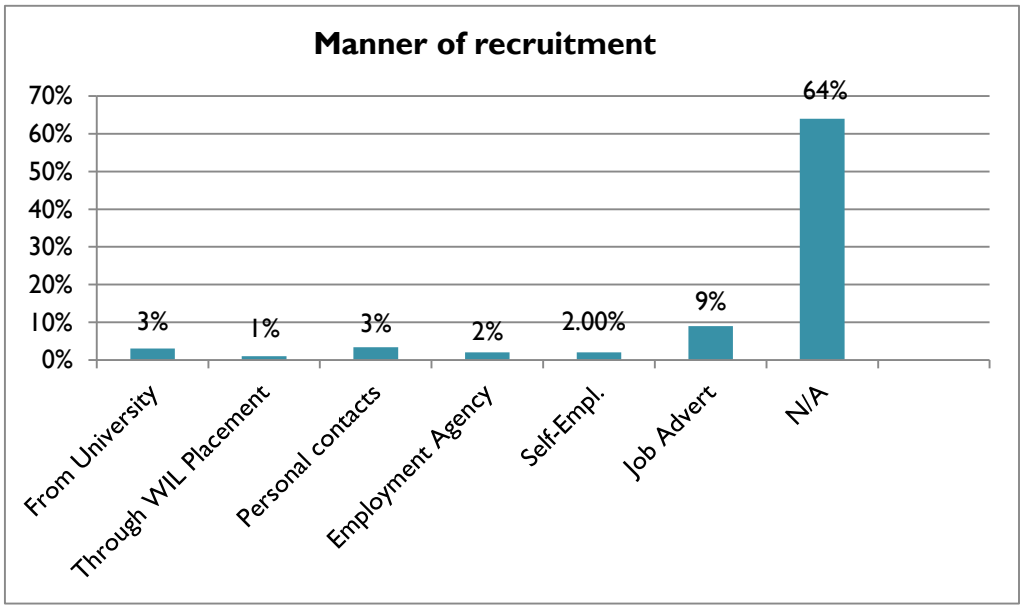
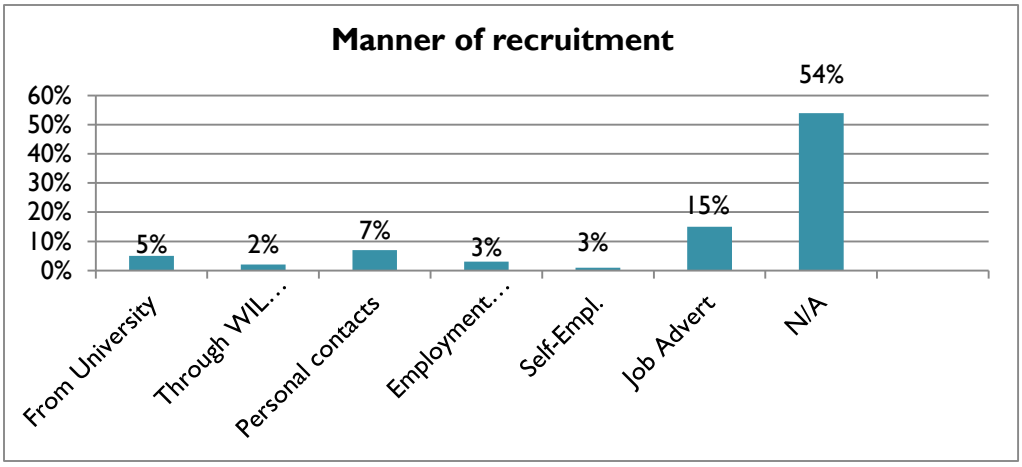


Figure 30: Manner of recruitment of employed respondents (Faculty of Management Sciences)

10.4 SUMMARY OF MANNER OF RECRUITMENT FOR THOSE EMPLOYED

Cumulatively 33% of the respondents from all the faculties were employed. Of the employed respondents, 15% got their jobs through responding to advertisements, 7% got jobs through personal contacts, 5% were recruited from the University directly by companies, 2% through WIL, 3% through employment agency, 1% were self-employed. Figure 31 illustrates the various forms of recruitment. 54% indicated that the question did not apply to them.

Figure 31: Manner of recruitment of employed respondents (Faculties combined)



11 FURTHER STUDIES

11.1 FACULTY OF ENGINEERING

Of the 532 respondents in the Faculty of Engineering, 7%, were involved in further studies on fulltime basis while 9% were involved in further studies on part time basis. The majority of the respondents, 81% were not involved in any form of further studies. Figure 32 shows respondents' involvement in further studies.

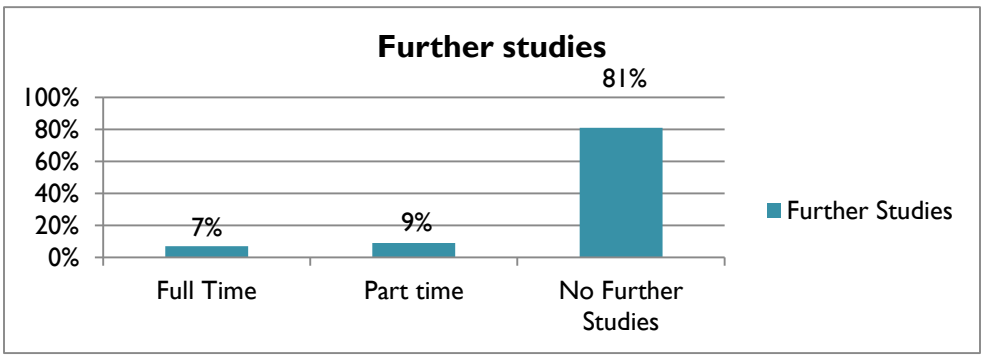


Figure 32: Further studies by respondents (Faculty of Engineering)

11.2 Faculty of Natural Sciences

Of the 377 respondents in the faculty of Natural Sciences, 14% were involved in further studies on fulltime basis, 13% were involved in further studies on part time basis. The majority of them, 70% were not involved in any form of studies. Figure 33 shows respondents' involvement in further studies.

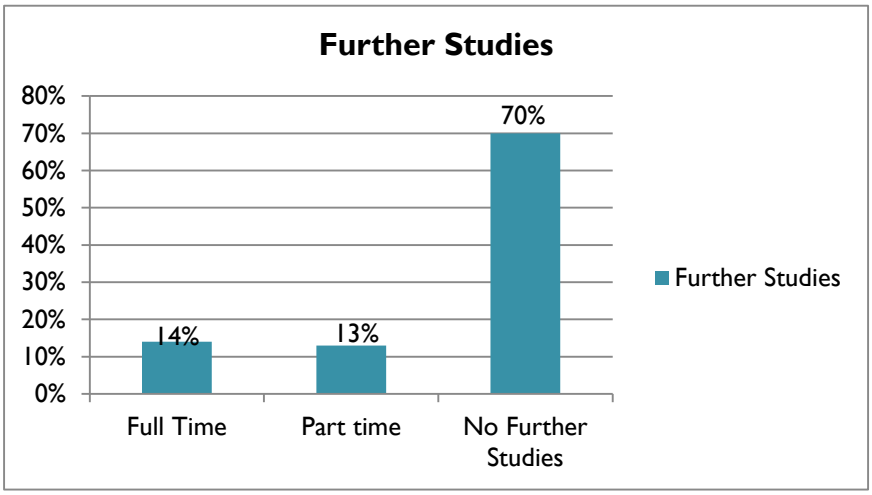


Figure 33: Further studies by respondents (Faculty of Natural Sciences)

11.3 Management Sciences

Of the 851 respondents in the Faculty of Management Sciences, 16%, were involved in further studies on a fulltime basis, 7%, were involved in further studies on part time basis. The majority of the respondents, 73%, were not involved in any form of studies. Figure 34 shows respondents' involvement in further studies.

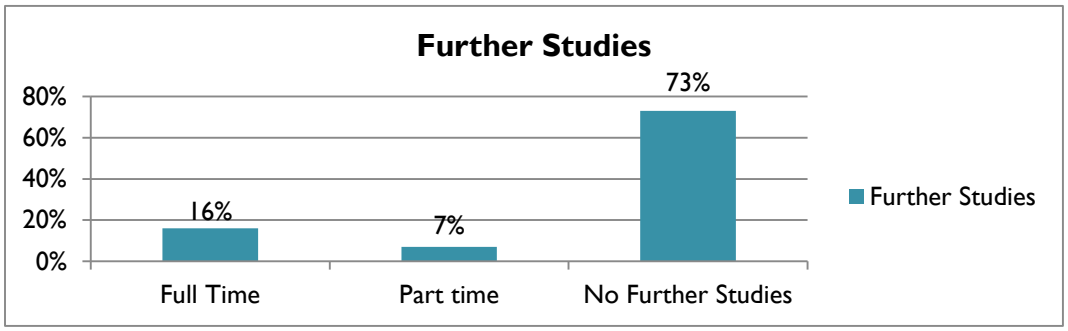


Figure 34: Further studies by respondents (Faculty of Management Sciences)

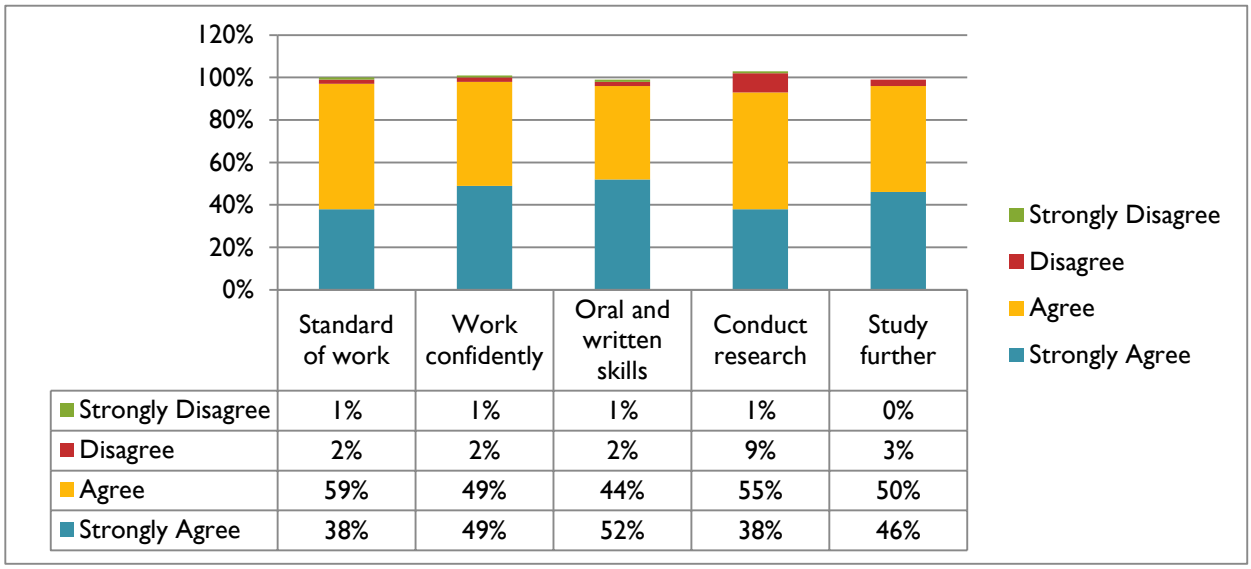
12 RESPONDENTS' STUDY EXPERIENCES AT MUT

Graduates were asked to comment on various aspects relating to their study experience at MUT. These aspects included, among others, knowledge and skills acquired, standard of work expected, feedback by teaching staff, availability and suitability of teaching and learning resources, readiness for the world of work, stimulation to study further, student activities on campus and the acquisition of soft skills.

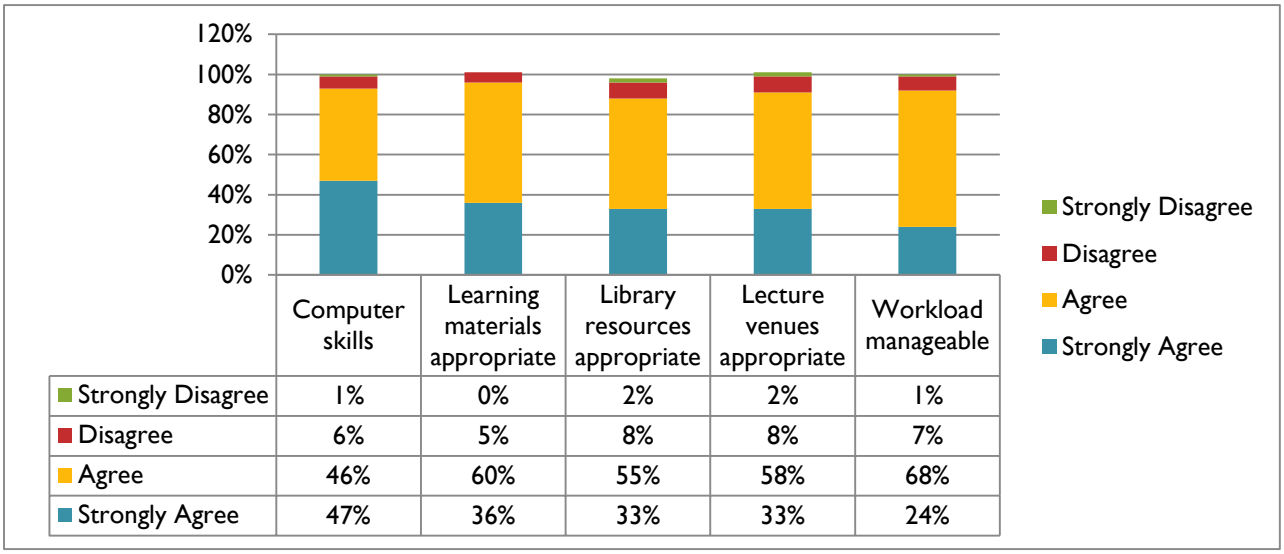
12.1 FACULTY OF ENGINEERING

In the Faculty of Engineering, 54% of the respondents strongly agreed that their experience in MUT was positive. Overall 97% of the respondents in the Faculty also indicated that they agree that they had a positive study experience in the University. Only 3% disagree that they had a positive study experience in the university in the Faculty of Engineering. Figures 34 (a, b, c) show how respondents rated the various aspects of their study experience in the Faculty of Engineering.

Figure 34a: Respondents' study experiences (Faculty of Engineering)

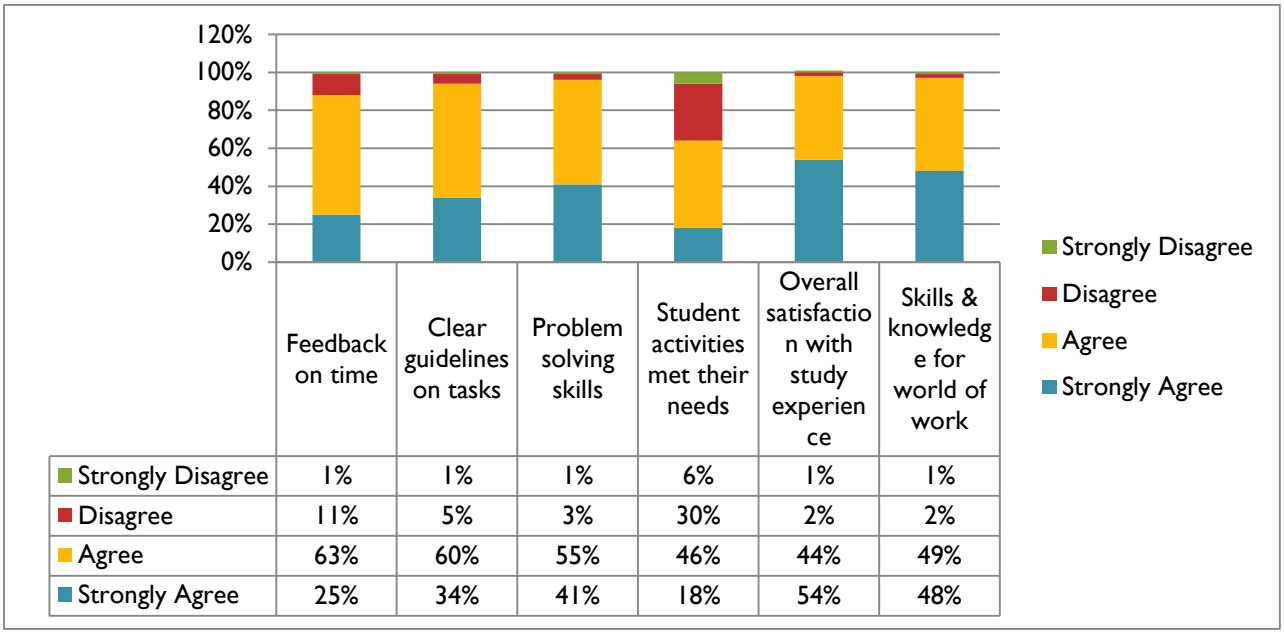


	Standard of work	Work confidently	Oral and written skills	Conduct research	Study further
Strongly Disagree	1%	1%	1%	1%	0%
Disagree	2%	2%	2%	9%	3%
Agree	59%	49%	44%	55%	50%
Strongly Agree	38%	49%	52%	38%	46%



	Computer skills	Learning materials appropriate	Library resources appropriate	Lecture venues appropriate	Workload manageable
Strongly Disagree	1%	0%	2%	2%	1%
Disagree	6%	5%	8%	8%	7%
Agree	46%	60%	55%	58%	68%
Strongly Agree	47%	36%	33%	33%	24%

Figure 34b: Respondents' study experiences (Faculty of Engineering)

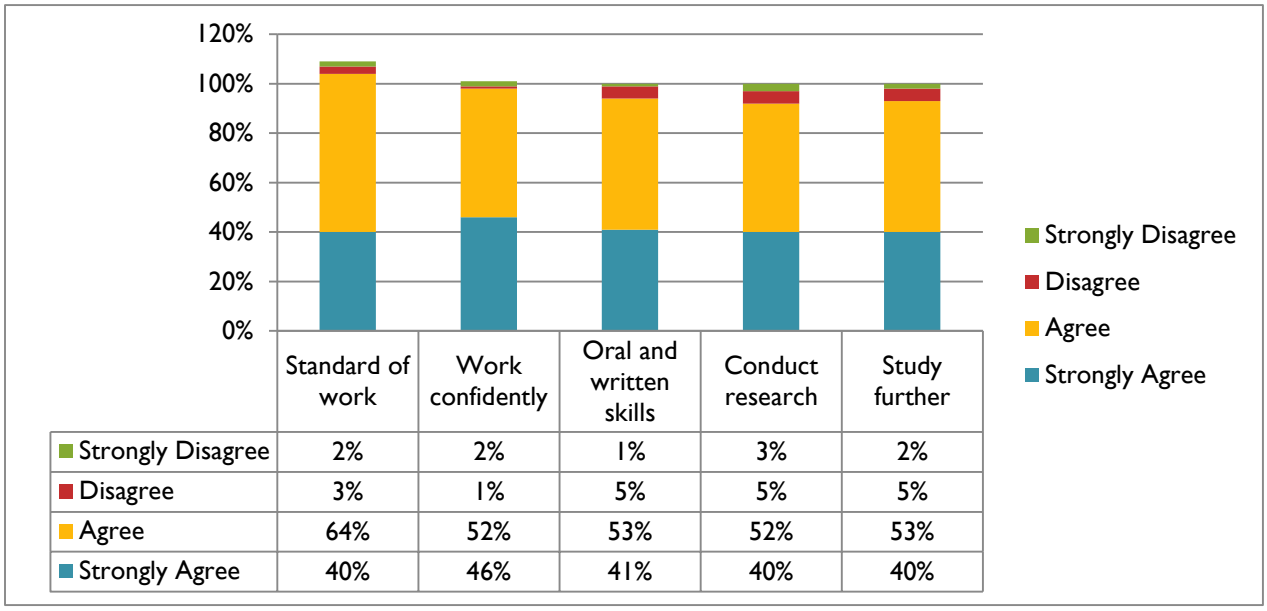


	Feedback on time	Clear guidelines on tasks	Problem solving skills	Student activities met their needs	Overall satisfaction with study experience	Skills & knowledge for world of work
Strongly Disagree	1%	1%	1%	6%	1%	1%
Disagree	11%	5%	3%	30%	2%	2%
Agree	63%	60%	55%	46%	44%	49%
Strongly Agree	25%	34%	41%	18%	54%	48%

Figure 34c: Respondents' study experiences (Faculty of Engineering)

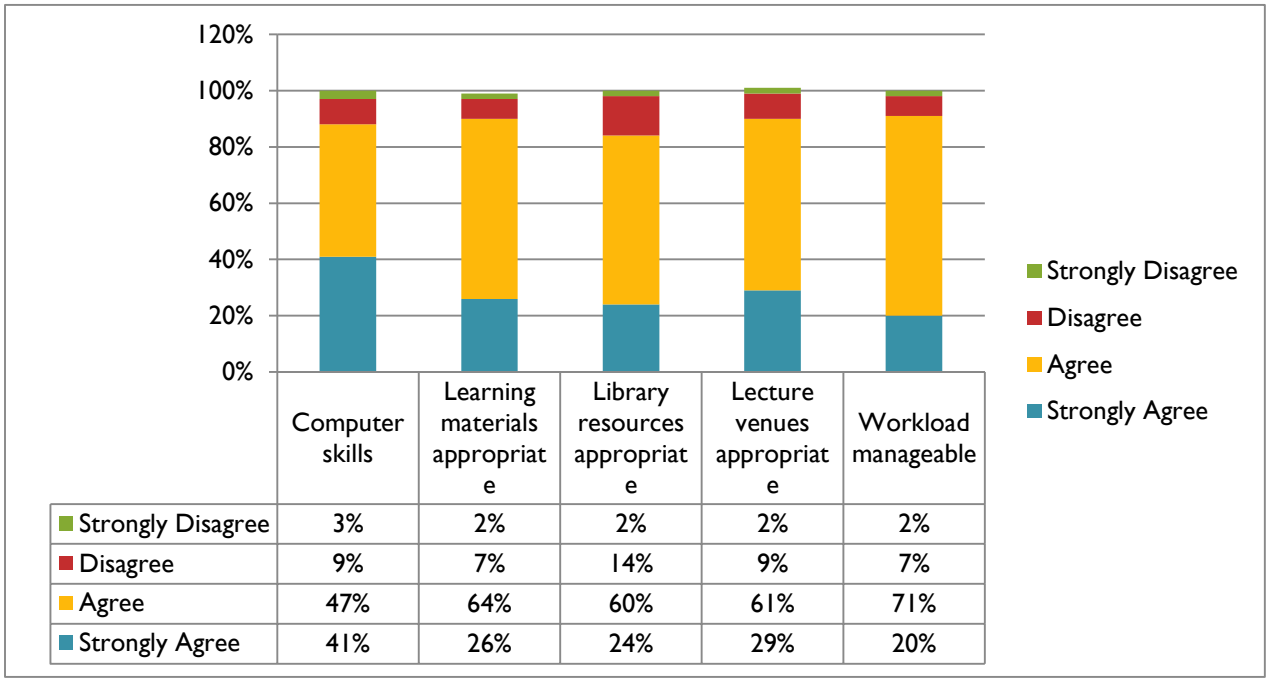
12.2 Faculty of Natural Sciences

In the faculty of Natural Sciences**,** 40% of the respondents indicated that they strongly agree that they had a positive study experience while 56% agree that they had a positive study experience in the University. 3% disagreed that they had a positive experience.1% strongly disagreed. Figures 35 (a, b, c) show how respondents rated the various aspects of their study experience in the Faculty of Natural Sciences.



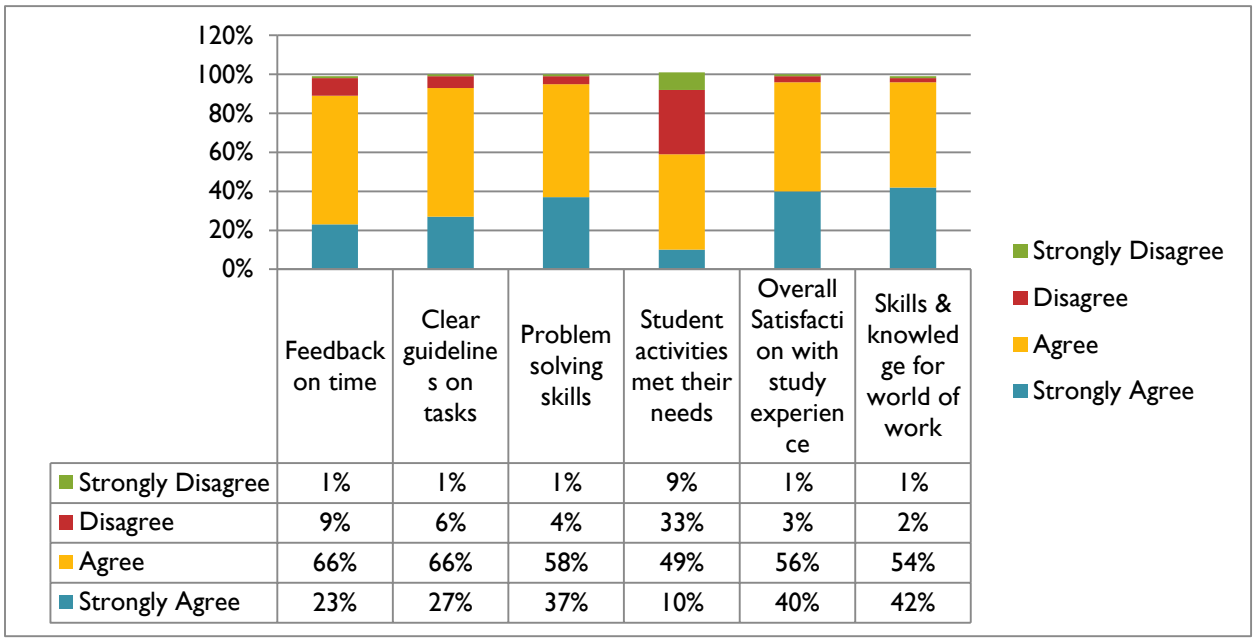
	Standard of work	Work confidently	Oral and written skills	Conduct research	Study further
Strongly Disagree	2%	2%	1%	3%	2%
Disagree	3%	1%	5%	5%	5%
Agree	64%	52%	53%	52%	53%
Strongly Agree	40%	46%	41%	40%	40%

Figure 35a: Respondents' study experiences (Faculty of Natural Sciences)



	Computer skills	Learning materials appropriate	Library resources appropriate	Lecture venues appropriate	Workload manageable
Strongly Disagree	3%	2%	2%	2%	2%
Disagree	9%	7%	14%	9%	7%
Agree	47%	64%	60%	61%	71%
Strongly Agree	41%	26%	24%	29%	20%

Figure 35b: Respondents' study experiences (Faculty of Natural Sciences)

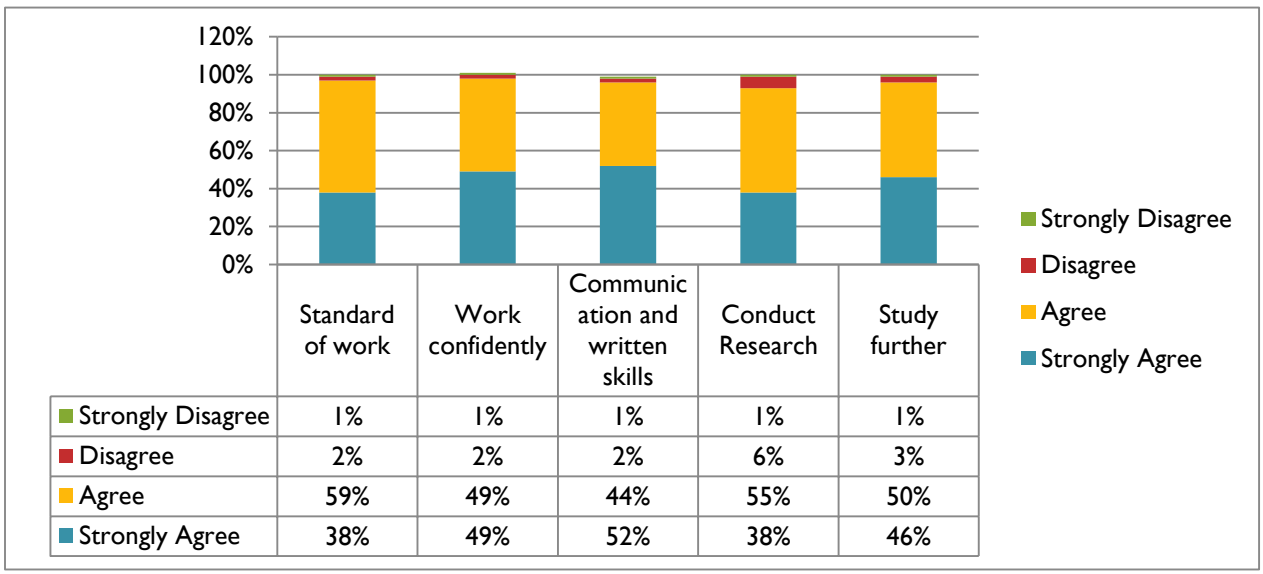


	Feedback on time	Clear guidelines on tasks	Problem solving skills	Student activities met their needs	Overall Satisfaction with study experience	Skills & knowledge for world of work
Strongly Disagree	1%	1%	1%	9%	1%	1%
Disagree	9%	6%	4%	33%	3%	2%
Agree	66%	66%	58%	49%	56%	54%
Strongly Agree	23%	27%	37%	10%	40%	42%

Figure 35c: Respondents' study experiences (Faculty of Natural Sciences)

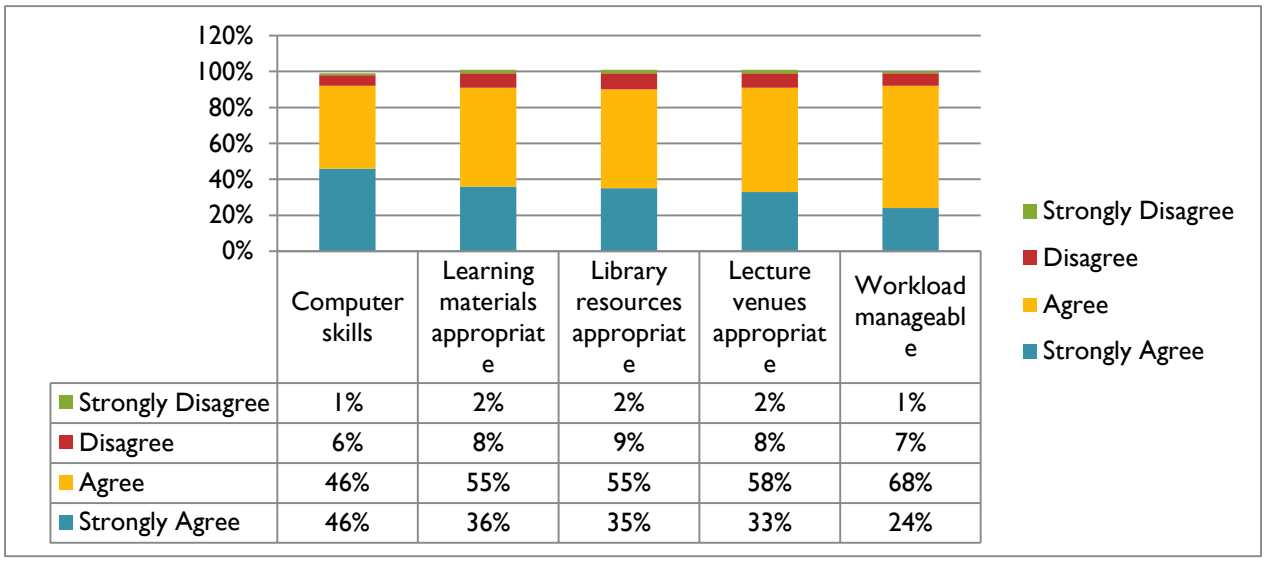
12.3 Faculty Of Management Sciences

In the Faculty of Management sciences, 54% of the respondents strongly agreed that they had had a positive study experience in MUT. A further 43% agreed that they had a positive study experience.2% disagreed. Only 1% strongly disagreed. Figures 36 (a, b, c) show how respondents rated the various aspects of their study experience in the Faculty of Management Sciences.



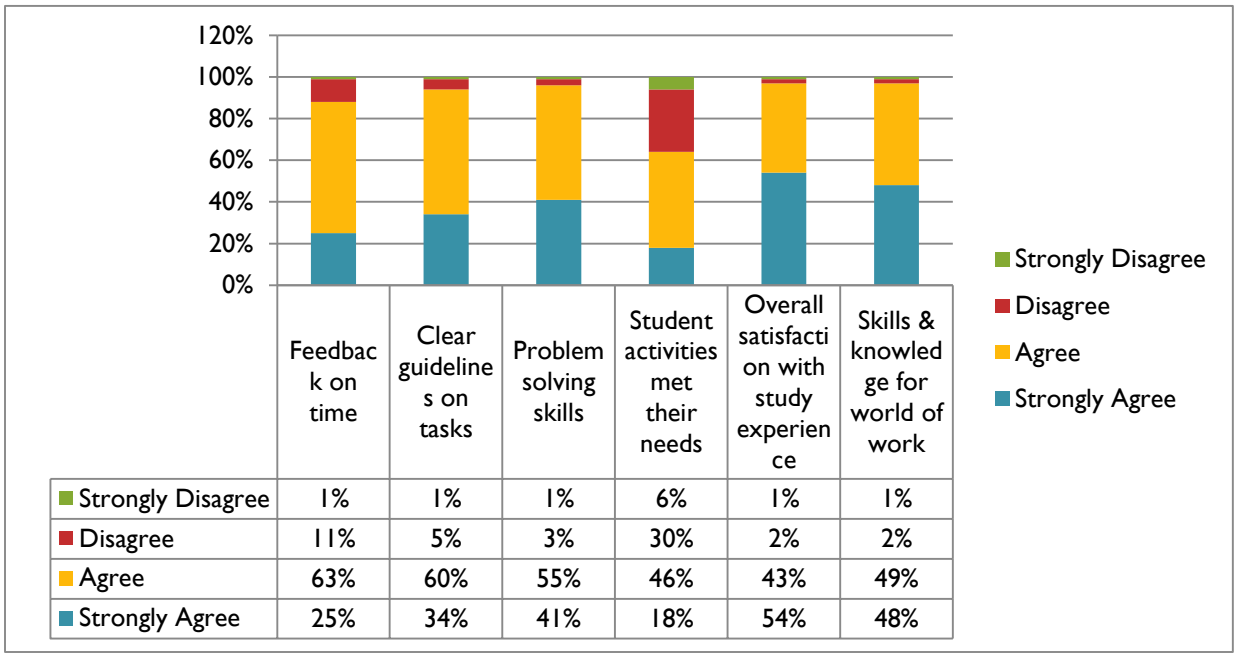
	Standard of work	Work confidently	Communication and written skills	Conduct Research	Study further
Strongly Disagree	1%	1%	1%	1%	1%
Disagree	2%	2%	2%	6%	3%
Agree	59%	49%	44%	55%	50%
Strongly Agree	38%	49%	52%	38%	46%

Figure 36a: Respondents' study experiences (Faculty of Management Sciences)



	Computer skills	Learning materials appropriate	Library resources appropriate	Lecture venues appropriate	Workload manageable
Strongly Disagree	1%	2%	2%	2%	1%
Disagree	6%	8%	9%	8%	7%
Agree	46%	55%	55%	58%	68%
Strongly Agree	46%	36%	35%	33%	24%

Figure 36b: Respondents' study experiences (Faculty of Management Sciences)



	Feedback on time	Clear guidelines on tasks	Problem solving skills	Student activities met their needs	Overall satisfaction with study experience	Skills & knowledge for world of work
Strongly Disagree	1%	1%	1%	6%	1%	1%
Disagree	11%	5%	3%	30%	2%	2%
Agree	63%	60%	55%	46%	43%	49%
Strongly Agree	25%	34%	41%	18%	54%	48%

Figure 36c: Respondents' study experiences (Faculty of Management Sciences)

12.4 SUMMARY

Although an overwhelming number of respondents have had a positive experience studying in at MUT, there are areas that need to be addressed.

One positive aspect that needs to be highlighted is that in all faculties over 40% of the respondents indicated that the programme they studied and the qualification they obtained, motivated them to study further.

13 VIEWS ON IMPROVING THE QUALITY OF EDUCATION OFFERED AT MUT

The last section of the questionnaire asked graduates to provide opinions as to how the University might improve the quality of education. Their opinions are grouped into five (5) categories: Physical Resources, Human Resources and Delivery, Curriculum/ Teaching and Learning, Campus Activities and WIL. In each category their views on this matter are presented unedited.

Infrastructure	Delivery/Human Resources	Curriculum/Teaching and Learning	Campus Activities	WIL
• They should improve computer labs; • Provide students with more resources and upgrade and upgrade the lecture rooms as a university of technology the technology must be improved; • Build more Internet labs and change the institution into a technology environment as the name states; • By making sure that all resources needed by students are available all the time in the library; • By improving lecture venues;	• It can improve it system by employing more competent lectures and improve the system; • I think Mangosuthu university of technology should employ the qualified lecture so that the university will produce good product and the quality of student; • MUT can enhance their education level by hiring well-trained staff and providing quality facilities to help studies in finding more information; • They must limit the overload of work to students and also, students must be given enough time to prepare tests and exam. They is also a need to improve the network through computers; • They must remove all the incompetent and	• It can be improved by having more tutorials; • Try seek more S.A. lecturers. Thank you; • I think the university needs to add more tutors, every subject needs its tutor so that the will be clarity on students. • The university can introduce more programme so that the needs of other students who are interested in coming to MUT for studies could be catered for. An improvement of updated library resources could be of good benefit for all students; • Lecturers must take their time in lecturing students and they must make sure that students are well provided with study materials, as well as possible; • They must ensure that studying materials for students arrive on time;	• All services must be done online; • Avoid unnecessary strikes or protest so students will more than enough time to focus on work; • Selection of students must be reviewed more must improve the systems which help students to meet their needs; • There should be a website where they upload exercises for to do on their own and extend the time for resource centre; • Build more residences at the main campus; • By introducing mole to students so that they can	• Work hand in hand with industries all over the world; • To have more practical work; It should improve on the practical the practical side; • The university needs to improve more practical work because the theory is too much than practicals; • Studies that are working hand in hand with employers or companies; • MUT must t5ry to give students an opportunities to visit company during their study so that can able to get some experience before completing their study; • Think they should also consider helping students en finding in-service training; • By finding students in-service tr4aining.

• Create more labs and supply students with enough equipment.	greedy lecturers who sell exam papers to students. The lecturers must be supervised	• By providing more resources, like books, giving more time for students to start studying for their exams; • They can improve the quality of education by making extra classes and gives the students many tutorials; • It could improve by making learning more easy like more lab work and experiences; • They must provide B.Tech in all courses and they must introduce 60% theory and 40% practical in Engineering. • By making sure they keep updated with the current learning technologies; • For engineering students (mechanical) the learning must be more practical than theory; • They must provide more learning materials	get everything related to their studies on it. Communicating with students via email (school email)	

14 CONCLUSION

The 2016 Graduate Survey provides valuable information which could be used to achieve the University's mission which is to provide advanced, technology-based programmes and services that are career-and business-oriented in the broad fields of engineering, natural and management sciences for the uplift of talented but mainly disadvantaged individuals. At the same time, MUT is on a quest to improve and position itself as an institution of choice for school leavers.

In this context, the survey could be used as a framework for the institution's planning and development regarding infrastructure, staff provisioning, programme development and curriculum renewal, as well as for the forging of partnerships with the private sector and other relevant stakeholders. It is hoped that the University Management and other stakeholders will treat the feedback coming from its own graduates as a template and a tool for further development of MUT.

The following recommendations emerge from the overall findings of the survey:

- Improve the university infrastructure – in order to improve the teaching and learning;
- The introduction of new programmes across the three faculties is an issue that is flagged by the graduates;

- A strong working relationship has to be forged with the private sector. To open opportunities for students to complete the WIL component of their studies
- Factors impeding further study need to be investigated in view of the low rate of actual further study (even though most respondents felt that their programme had inspired them to study further). Introduction of post graduate programmes will help graduates study further.
- IT infrastructure in terms of e-mail access, computer labs and up-to-date software needs to be addressed to enhance the students' study experience and future employability.
- Although students were generally positive about their teaching and learning resources, the issue of overcrowding in lecture venues and inadequate tutorial support needs to be addressed. Library resources were flagged by some as needing attention.
- A concerted effort needs to be made to liaise with companies in the workplace to improve the degree, structure and efficacy of the in-service training that students undergo. Management Sciences graduates – the group with the highest unemployment rate - were notably less positive compared to other students about the networking, community orientation and WIL offered to them in their programmes. This requires urgent attention.
- The very low percentage of self-employed graduates points towards the need to make a concerted effort to focus on the development of entrepreneurial skills and attitude in the academic programmes.
- The throughput rate needs to be interrogated to identify barriers to success, especially in the Engineering Faculty where only a small number of graduates completed their course in the prescribed minimum time.

- A matter of concern is that the conduct of some lecturers is not always professional. This needs to be addressed.
- The expertise and qualifications of staff need to be addressed to improve the general quality of teaching and learning. This includes issues of language competence, study material preparation, tutorial support, technology use, and the involvement of experts in the field.
- Securing land to be used by students in the agricultural courses is imperative for their practical experience