



**Mangosuthu
University of Technology**

Graduate Survey Report 2017

ABBREVIATIONS

BTech	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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I OVERVIEW

The Quality Management Directorate (QMD) conducts a graduate survey annually to solicit graduates' views on a number of issues related to their learning experiences at Mangosuthu University of Technology (MUT). These graduate 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. The Graduate Survey reported on here was conducted in 2017.

I.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 in the planning and operations of the university with a view to effect improvements. 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 graduate survey are:

- to establish graduates' employability 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' opinions 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.

I.2 METHODOLOGY

Questionnaires were handed out to graduates by personnel from the Quality Management Directorate (QMD) a week before the graduation ceremony on the 9th, 10th, 11th, 12nd and 13th of May 2017 and on the morning of each graduation ceremony. Graduates who received the questionnaires were informed that their participation was voluntary and 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 and Law 2. Human Resource Management 3. Marketing 4. Office Technology 5. Public Administration and Economics	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 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).

I.3 DATA ANALYSIS

The quantitative responses were summarized 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 data analysis.

I.4 REPORT STRUCTURE

The first section of the report begins with the presentation of data related to academic profile, participation rate, demographics, gender, age, and year of entry of the graduates into the university. This is followed by the second section which deals with the current employment profile of participants. The third section deals with the study experiences of the participants, 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. The fourth section is the qualitative section that deals with general graduate opinions

and suggestions. The report ends with the conclusion. Figure 1 illustrates the sequence and structure 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 and structure of the report

2 PROFILE OF RESPONDENTS

2.1 ACADEMIC PROFILE OF GRADUATES

The total number of graduates in 2017 was 2296 while in 2016 was 2491 indicating a decline of 8% in the number of graduates. Of the 2296 graduates, 1180 participated in the survey, indicating a participation rate of 58% compared to a 71% participation rate in 2016. The breakdown of the overall number of graduates in 2017 is as follows: 597 students accessed the diploma programmes through the bridging programme (Pre-tech); 233 students accessed via the Foundation (ECP) programme and 1466 registered through the mainstream programmes. The majority of graduates, 2082, obtained their National Diploma qualification. One hundred and thirty-one graduates (131) obtained their Bachelor of Technology (BTech) qualification, 73 graduates achieved Advanced Diploma qualifications and 10 graduates achieved Postgraduate Diploma qualifications. See Figure 2 below.

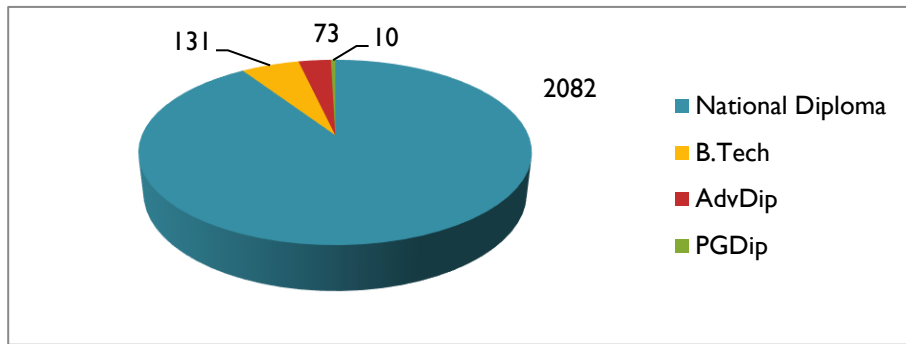


Figure 2: Qualification types

2.2 PARTICIPATION RATE

Amongst the individual faculties, the highest response rate (65%) was from graduates in the Faculty of Natural Sciences, while the Faculties of Management Sciences and Engineering recorded 52% and 56% response rates respectively. The response rate per faculty is shown in Figure 3.

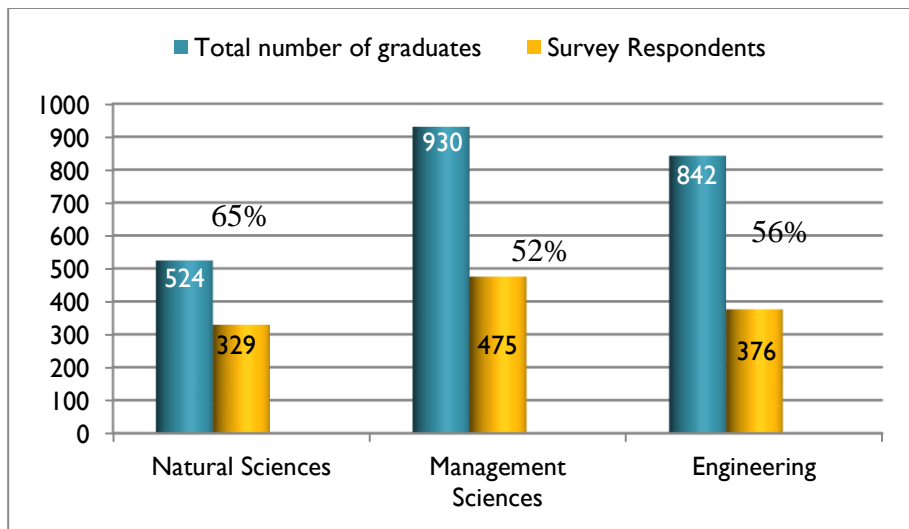


Figure 3: Graduates and respondents per faculty

2.3 COMPARATIVE ANALYSIS FOR 2016 /2017

There was a marked decline of 8.5% in the number of graduates from 2491 in 2016 to 2296 in 2017, (See Table 2).

Faculty	Number of Graduates		Number of Respondents		Participation rate %	
	2016	2017	2016	2017	2016	2017
Management Sciences	1108	930	852	475	80.8%	51.5%
Natural Sciences	527	524	397	329	80.5%	65%
Engineering	856	842	532	376	84.8%	56.4%
Total	2491	2296	1762	1180	82% (overall)	58% (overall)

Table 2: Graduates and respondents per faculty 2016 – 2017

3 FIELDS OF STUDY

3.1 FACULTY OF ENGINEERING

The field of study of the 376 respondents who participated in the survey in the Faculty of Engineering are shown in Figure 4 below.

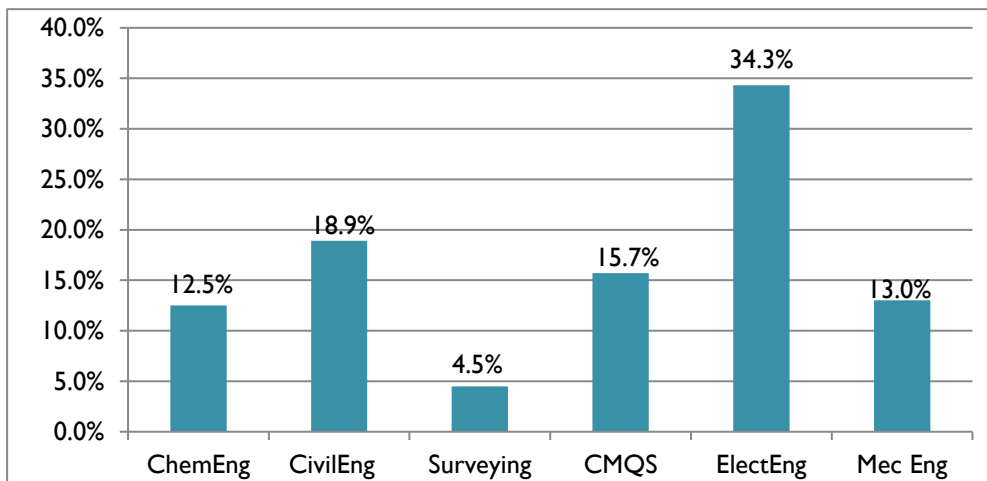


Figure 4: Fields of study (Faculty of Engineering)

Of the 376 respondents in the faculty, 96.5% achieved the National Diploma qualification while 2.9% achieved the BTech qualification.

In the Faculty of Engineering, 67% of the respondents gained access into the engineering programmes through the Pre-tech programme, 8% through the ECP programme and 16.5% through the mainstream route. Figure 5 depicts the access pathway followed.

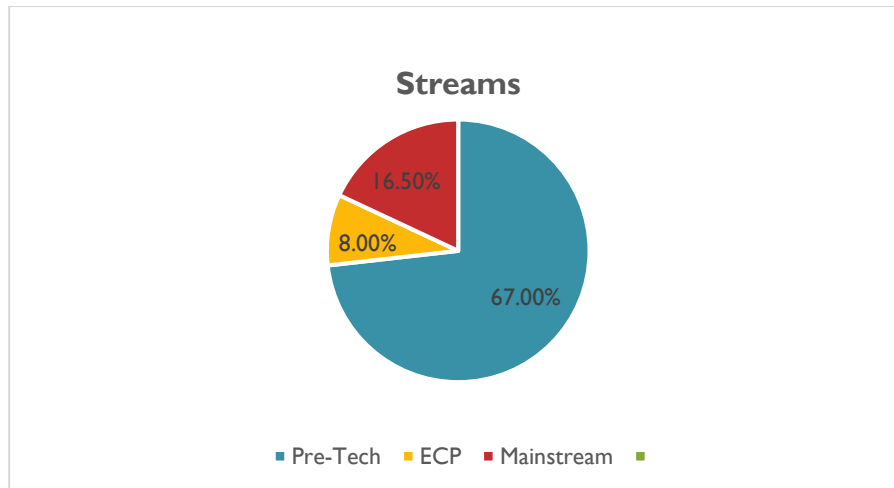


Figure 5: Streams followed into Engineering programmes

3.2 FACULTY OF MANAGEMENT SCIENCES

The fields of study of the 475 respondents who participated in the survey in the Faculty of Management Sciences are depicted in Figure 6 below.

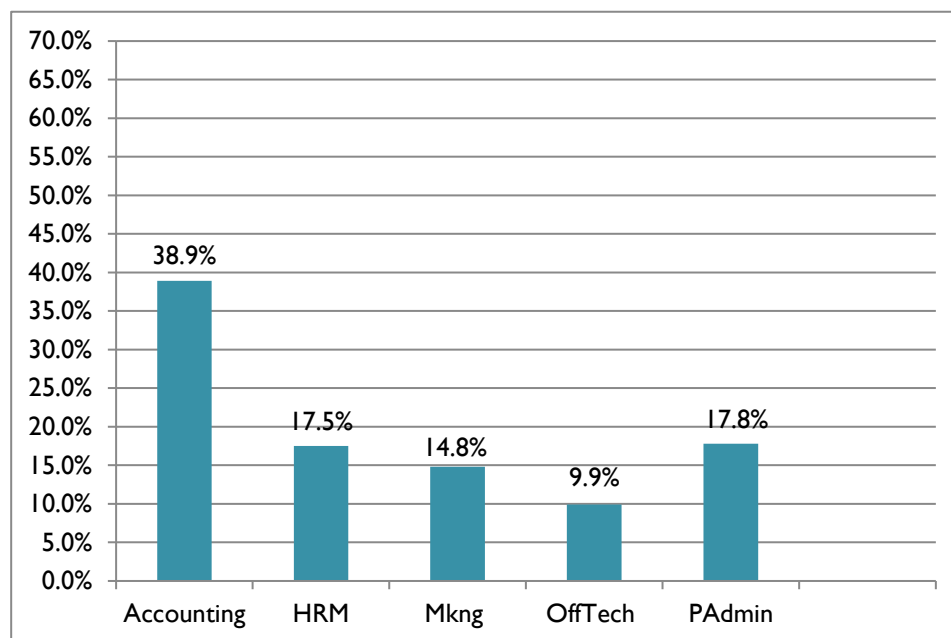


Figure 6: Fields of study (Faculty of Management Sciences)

Of the 475 respondents in the Faculty of Management Sciences 90% received the National Diploma qualification while 3% received BTech qualifications and 3.8% received Advanced Diploma qualifications.

In the Faculty of Management Sciences, of the 475 respondents 1.5% gained access into Management Sciences programmes through the Pre-tech programme, 8% through the ECP programme and 63.8% through mainstream programmes. Figure 7 below shows the streams followed.

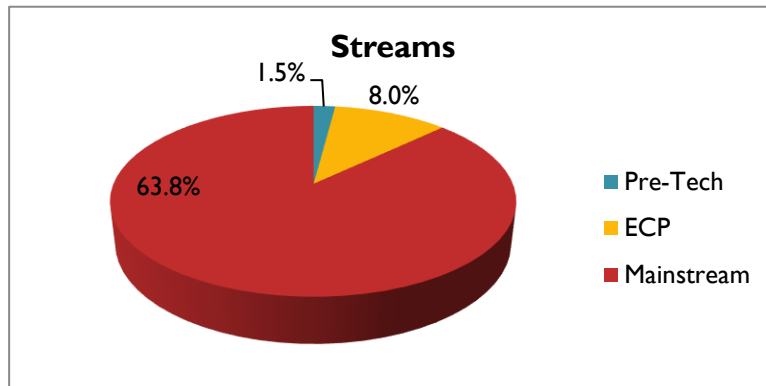


Figure 7: Streams followed into Management Sciences programmes

3.3 FACULTY OF NATURAL SCIENCES

Of the 329 respondents who participated in the survey in the Faculty of Natural Sciences their fields of study are shown in Figure 8 below. Of the 329 respondents in the Faculty of Natural Sciences 79.6% achieved the National Diploma qualification while 11.6% were awarded the BTech qualification, 3.6% achieved the Advanced Diplomas and 2.4% achieved Post Graduate Diploma qualifications.

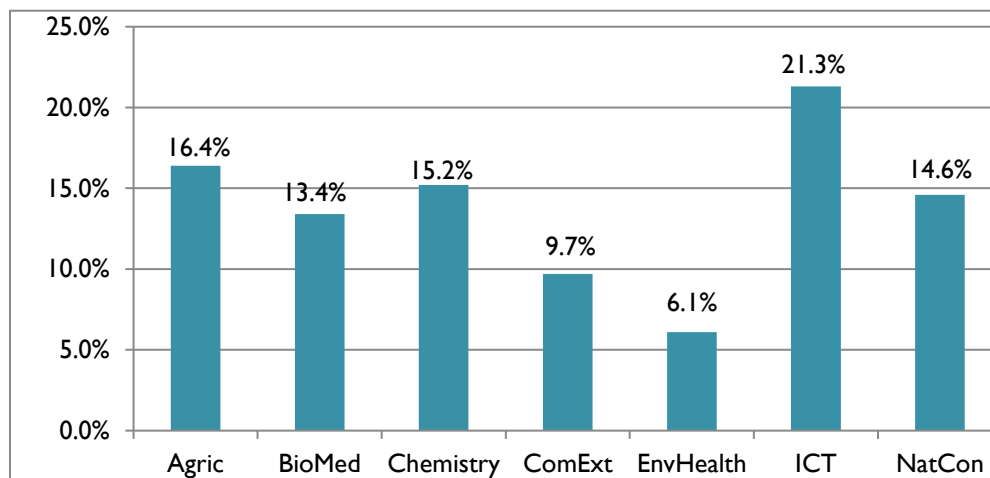


Figure 8: Fields of study (Faculty of Natural Sciences)

In the Faculty of Natural Sciences, of the 329 respondents, 5.2% accessed the Natural Sciences qualifications through Pre-tech programmes, 12.2% through the ECP programmes and 67.5% through the mainstream programmes. Figure 9 below shows the breakdown.

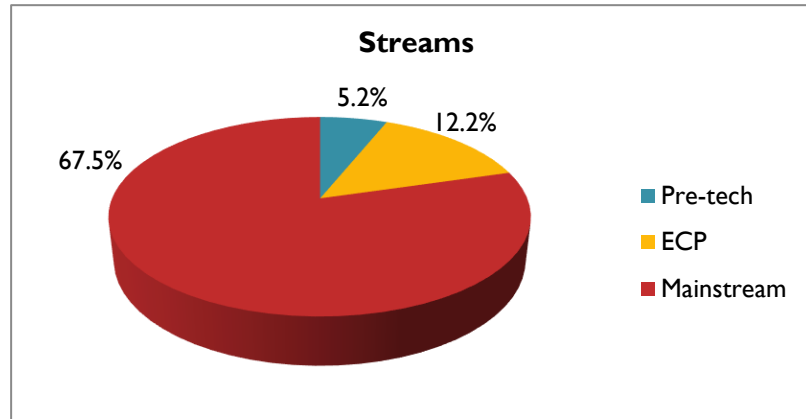


Figure 9: Streams followed into Natural Sciences programmes

3.4 SUMMARY

The majority of participants in the survey in the Faculty of Engineering (67% of respondents) gained access into the engineering qualifications through the Pre-tech programme, while only 16.5% accessed engineering programmes through Mainstream programmes and 8% through the ECP. In the case of the Faculty of Natural Sciences, the majority of students (67, 5%) gained access into programmes through the Mainstream route while 12.2% gained access through the ECP and 5.2% through Pre-tech. In the Faculty of Management Sciences the majority of graduate respondents (63.8%) also gained access into programmes through the mainstream programme, while 1.5% accessed the programme through the Pre-tech programme and 8% through the ECP.

4 YEAR OF ENTRY

At least 50% 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 2014 and finished in the minimum time of three years; those who began in 2013 and took 4 years to finish. It should be noted that the data here includes those who graduated with BTech, Advanced Diplomas and Post graduate diplomas which are one year qualifications fulltime and two years part time. However, the idea is to indicate that a significant number of students take more than three years to complete their three year diplomas.

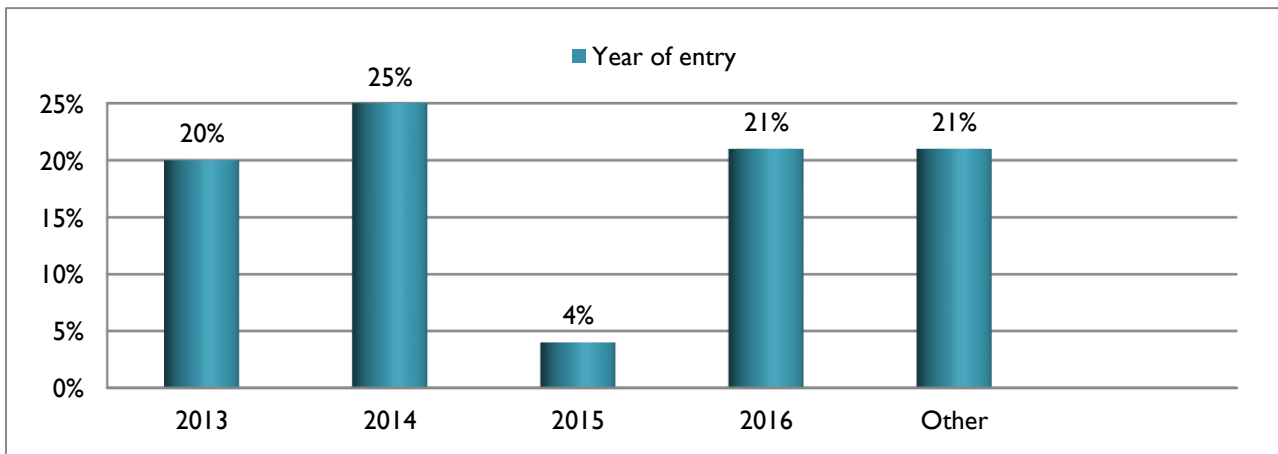


Figure 10: Respondents' year of entry into MUT programme (all respondents)

4.1 YEAR OF ENTRY PER FACULTY

The respondents' year of entry is presented per faculty in Figure 11. The data shows that the majority of the respondents in the Faculty of Engineering, 67%, 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, 39%, completed their diploma programmes in three years. In the Faculty of Natural Sciences, 29% of the respondents completed their diplomas in three years. Note that "other" refers to those who registered before 2013.

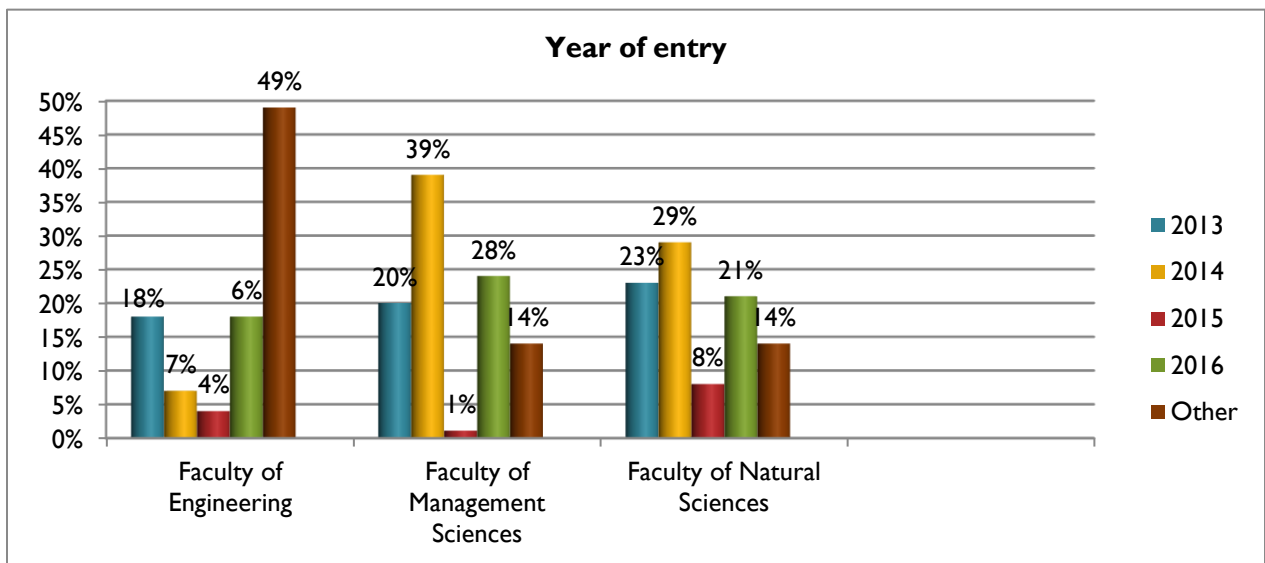


Figure 11: Respondents' year of entry per faculty

5 GENDER OF RESPONDENTS

5.1 FACULTY OF MANAGEMENT SCIENCES

Of the 475 respondents in the Faculty of Management Sciences 63.8% are female and 33.4% are male. Figure 12 depicts the gender split. In terms of age, 72.5% were below the age of 25 years and 25.8% were above the age of 25 years at the time of graduation.

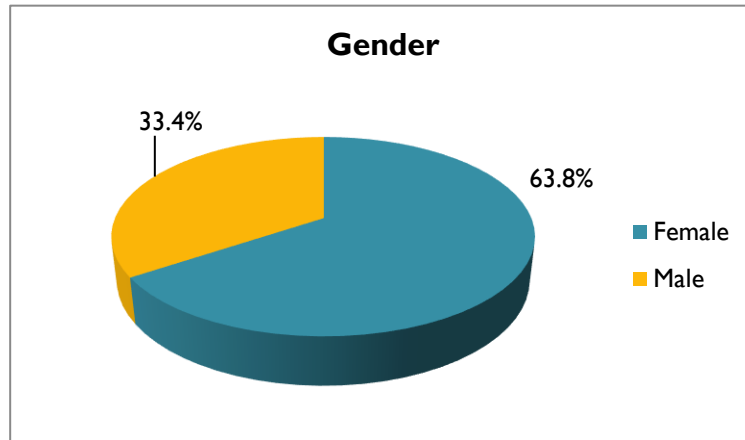


Figure 12: Gender split (Faculty of Management Sciences)

5.2 FACULTY OF NATURAL SCIENCES

Of the 329 respondents in this faculty, 55.6% are female and 40.4% male. Figure 13 below shows the gender split in this faculty. In terms of age, 66.9% were below the age of 25 years and 29.4% were over the age of 25 years at the time of graduation.

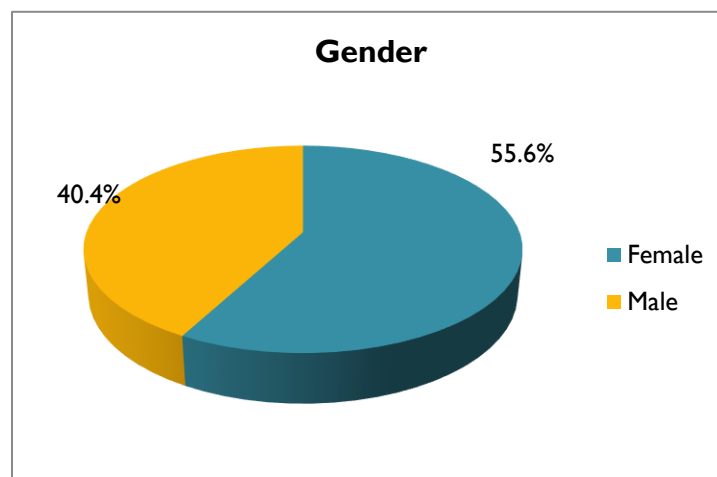


Figure 13: Gender split (Faculty of Natural Sciences)

5.3 FACULTY OF ENGINEERING

Of the 376 respondents in the Faculty of Engineering 32.7% are female and 66% are male. Figure 14 below shows the gender split. In terms of age, 46.6% were over the age of 25 years and 51.6% were below the age of 25.

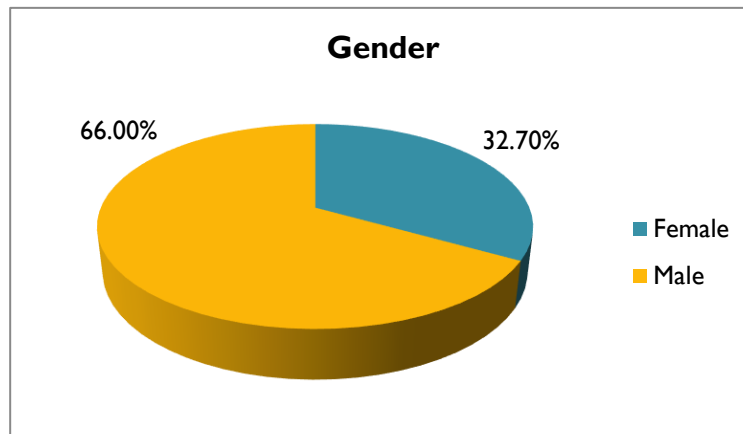


Figure 14: Gender split (Faculty of Engineering)

6 RESPONDENTS' ETHNIC / RACE GROUPS

6.1 RACE SPLIT OF ALL RESPONDENTS (COMBINED)

In all faculties combined the total number of respondents were 1178. Of the 1178 respondents 98% were Africans, 0.3% Coloured. There were no White respondents and there were 0.2% Indian/Asian respondents. Figure 15 shows the race split of all respondents in the three faculties combined.

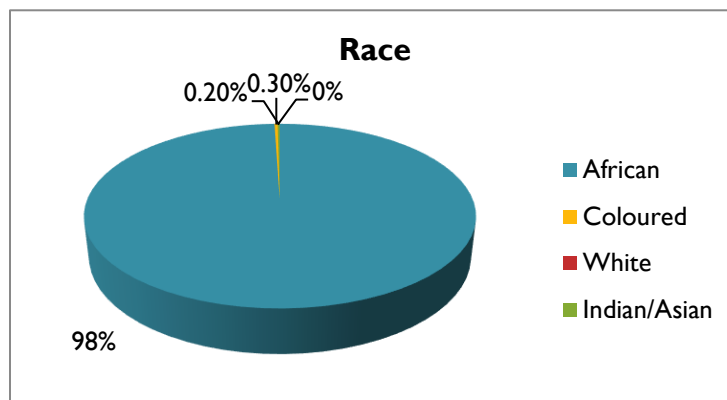


Figure 15: Race of respondents (combined)

6.2 FACULTY OF ENGINEERING

In the Faculty of Engineering all the of respondents were African, 99,2% and there were no respondents from other racial groups Figure 16 shows the race split.

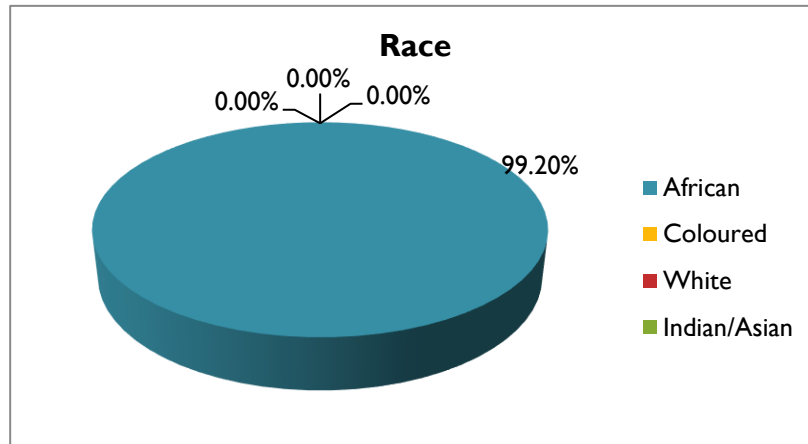


Figure 16: Race of respondents (Faculty of Engineering)

6.3 FACULTY OF NATURAL SCIENCES

In the Faculty of Natural Sciences out of 329 there were 95.7 % African respondents and 0.3% Coloured respondents and 0.6% Indian respondents. There were no White respondents. Figure 17 shows the race split.

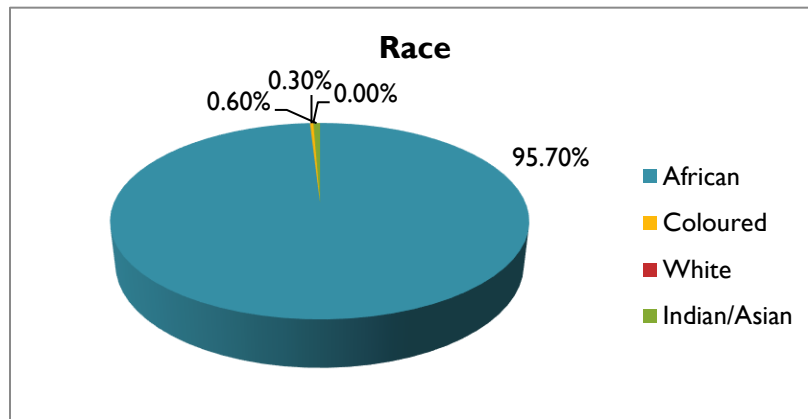


Figure 17: Race of respondents (Faculty of Natural Sciences)

6.4 FACULTY OF MANAGEMENT SCIENCES

In a total of 473 respondents there were 98% African respondents in this faculty and 0.6% Coloured. There were no Indian /Asian and White respondents. Figure 18 shows the race split.

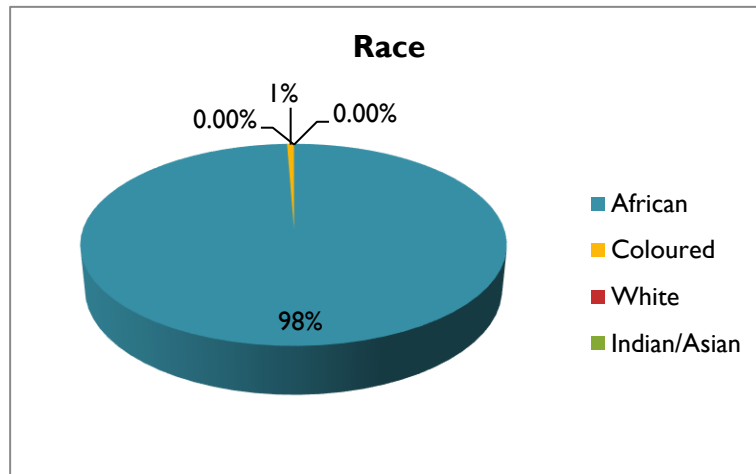


Figure 18: Race of respondents (Faculty of Management Sciences)

7 RESPONDENTS' COUNTRY OF ORIGIN

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

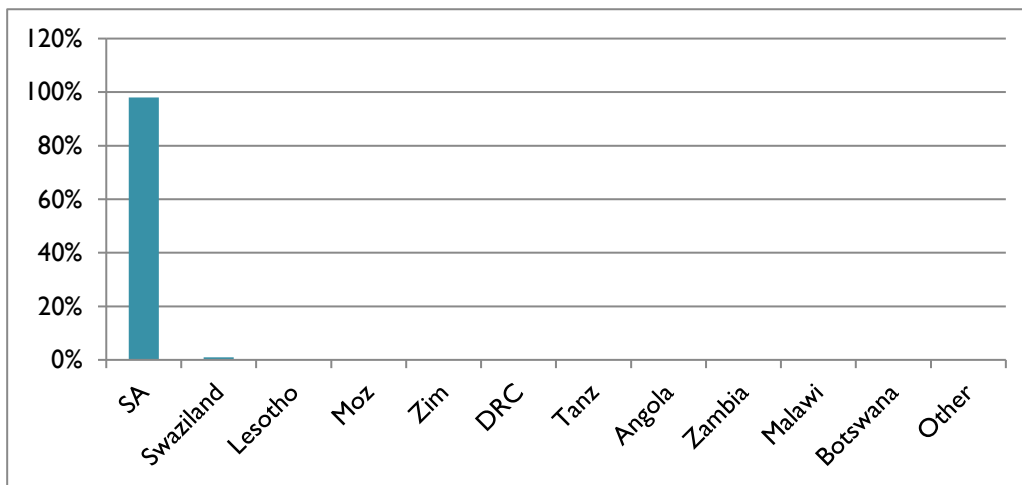


Figure 19: Respondents' country of origin

8 PROVINCE OF ORIGIN

8.1 FACULTY OF ENGINEERING

There were 376 respondents in the Faculty of Engineering. Of these, 89.9% came from KZN, 4% came from the Eastern Cape. Figure 20 shows the respondents' province of origin.

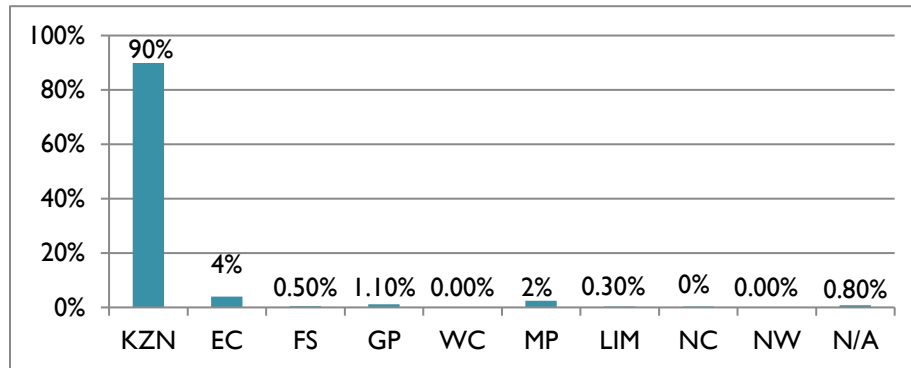


Figure 20: Respondents' province of origin (Faculty of Engineering)

8.2 FACULTY OF NATURAL SCIENCES

There were 329 respondents in this faculty. Eighty six percent (86%) came from KZN, 8% came from the Eastern Cape. Two percent (2%) came from the province of Mpumalanga and 1.8% came from Limpopo. KZN and Eastern Cape provide the bulk of the student population. The provincial spread of the respondents in this faculty is shown in Figure 21 below.

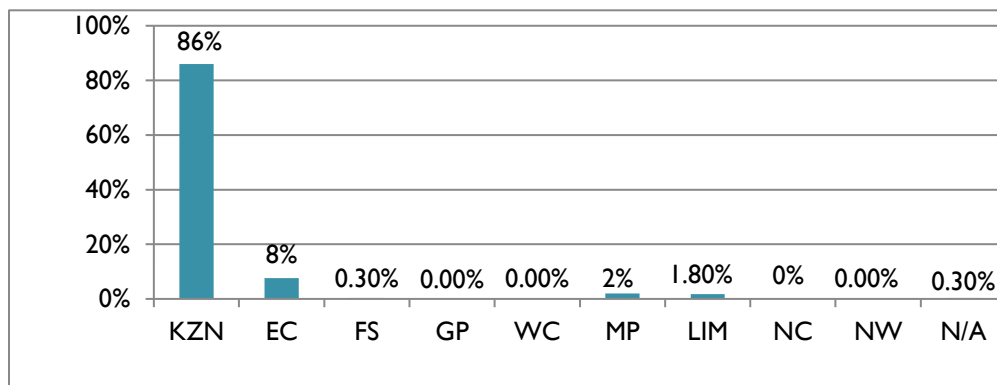


Figure 21: Respondents' province of origin (Faculty of Natural Sciences)

8.3 FACULTY OF MANAGEMENT SCIENCES

There were 473 respondents in this faculty. Of these, 94% came from KZN, 3.4% came from the Eastern Cape. No students came from Free State, 0.6% Gauteng, 0% from Western Cape, 0.4% from Mpumalanga, 0% from Limpopo, Northern Cape, and 0.2% from North West. Figure 22 shows the respondents' province of origin.

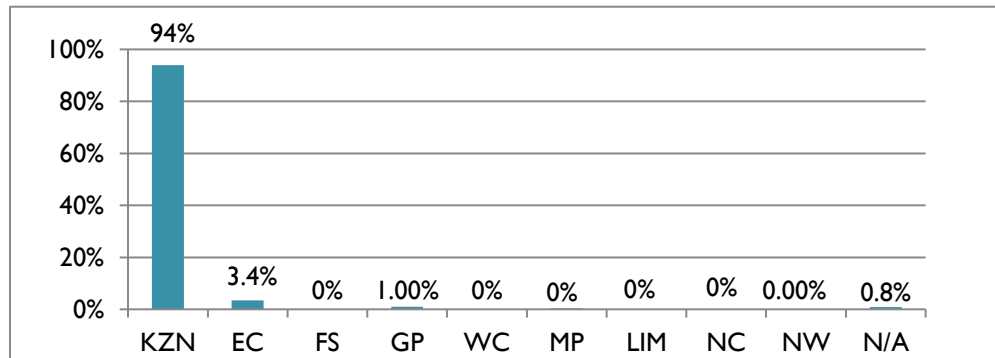


Figure 22: Respondents province of origin (Faculty of Management Sciences)

8.4 SUMMARY

Overall the majority of respondents came from the province of KwaZulu – Natal (90%), followed by Eastern Cape (5%) and Mpumalanga (1.4%). Figure 23 shows the respondents' province of origin (combined).

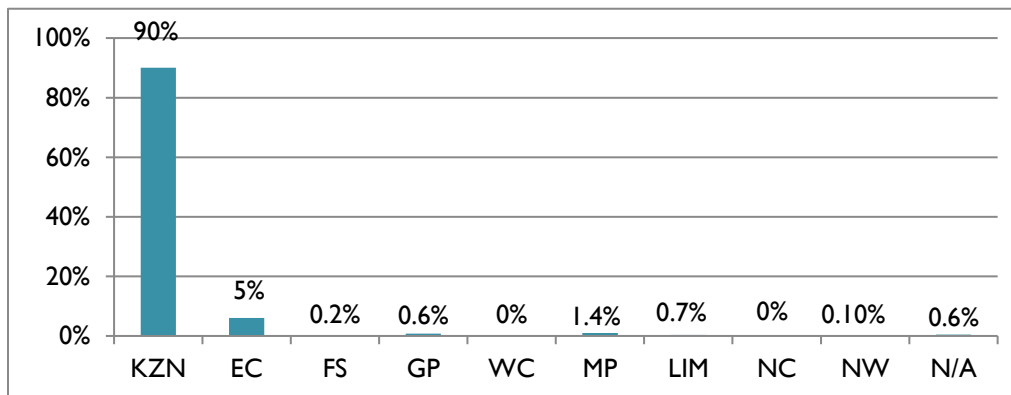


Figure 23: Respondents' province of origin

9 CURRENT EMPLOYMENT STATUS

9.1 FACULTY OF ENGINEERING

Of the 376 respondents in the Faculty of Engineering, 40.2% were employed, 0.8% were self-employed and 59% 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 in the Faculty of Engineering.

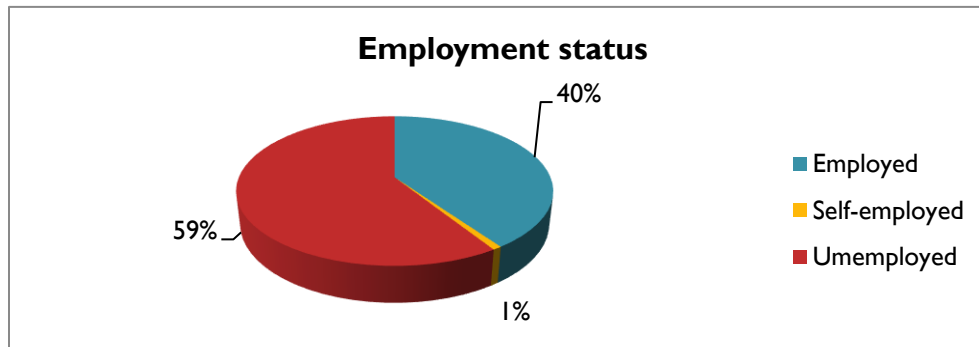


Figure 24: Current employment status of respondents (Faculty of Engineering)

Of the 40.2% employed, 36.4% were employed in a sector related to their field of study, 6.6% were not employed in a field related to what they studied while 44.4% indicated that the question was not applicable to them.

9.2 FACULTY OF NATURAL SCIENCES

In the Faculty of Natural Sciences, of the 329 respondents, 30.7% were employed, 1.5% were self-employed and 63.5% were unemployed. Figure 25 shows the employment status of the respondents at the time of the survey.

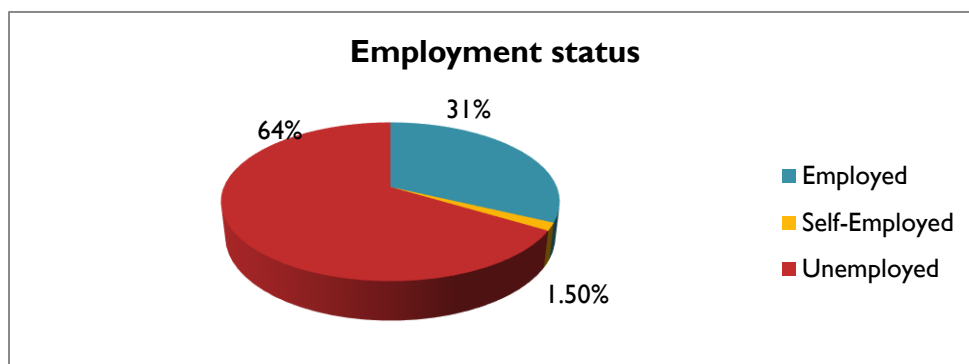


Figure 25: Current employment status of respondents (Faculty of Natural Sciences)

Of those employed (31%), 29.8% were employed in a sector related to their field of study, 4.6% were employed in a sector not related to their field of study. 49.8% 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 473 respondents, 18% were employed, 1.7% were self-employed and 78.2% were unemployed. Figure 26 shows the employment status of the respondents at the time of the survey.

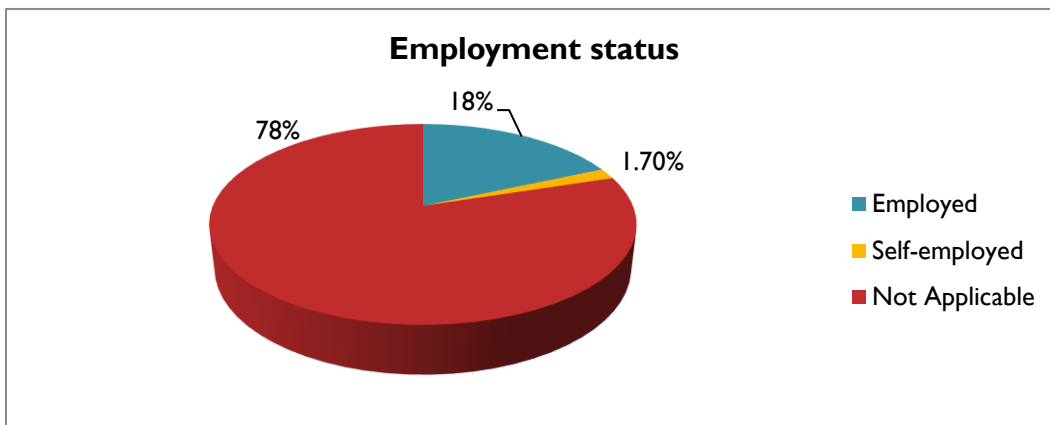


Figure 26: Current employment status of respondents (Faculty of Management Sciences)

Of those employed (18%), 12.5% were employed in a sector related to their field of study, 8.7% were employed in a sector not related to their field of study. About 61.7% 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, 67%, were unemployed, 1.3% were Self-Employed and 30% were employed. Figure 27 illustrates the employment status of the respondents.

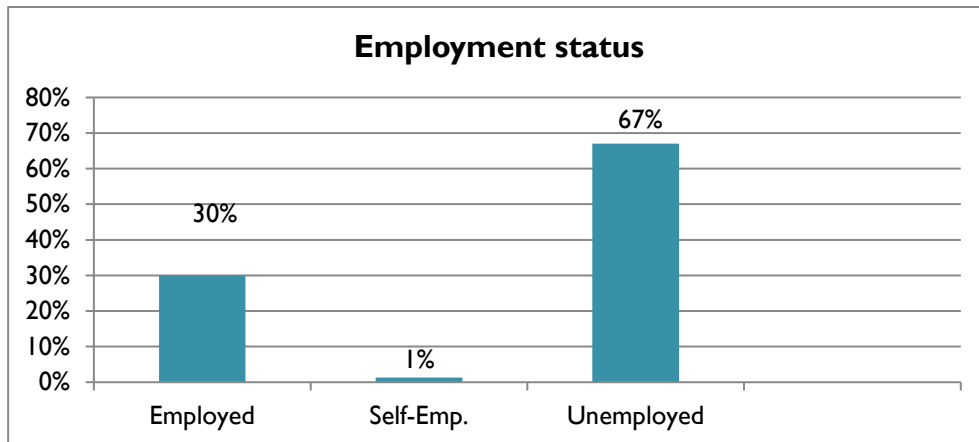


Figure 27: Current employment status of respondents (Faculties combined)

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, 19.7% got into their jobs through job advertisements, 10% through personal contacts, 3.5% through recruitment from the University, 3.2% through employment agency and 1.3% were self-employed and 2.7% through WIL placement. About 48.9% 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.

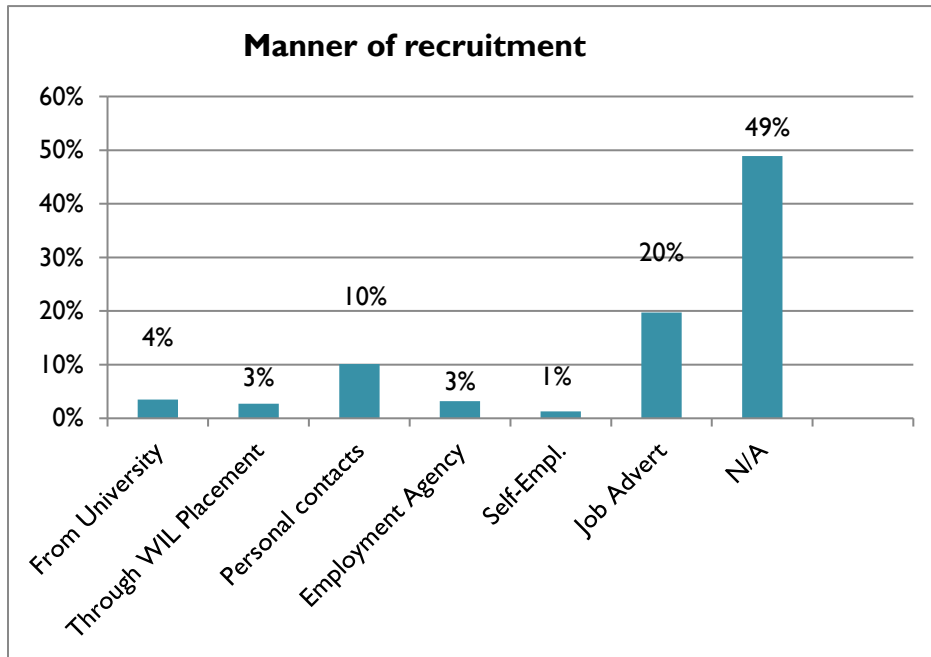


Figure 28: Manner of recruitment of employed respondents (Faculty of Engineering)

10.2 FACULTY OF NATURAL SCIENCES

In the Faculty of Natural Sciences, of the 329 respondents, 14.6% of those employed got their jobs through job advertisements, 5.5%, through recruitment from the University, 3% through personal contacts, 4.9% through WIL placement, 1.5% through an employment agency and 0.9% were self-employed. About 52.9% 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.

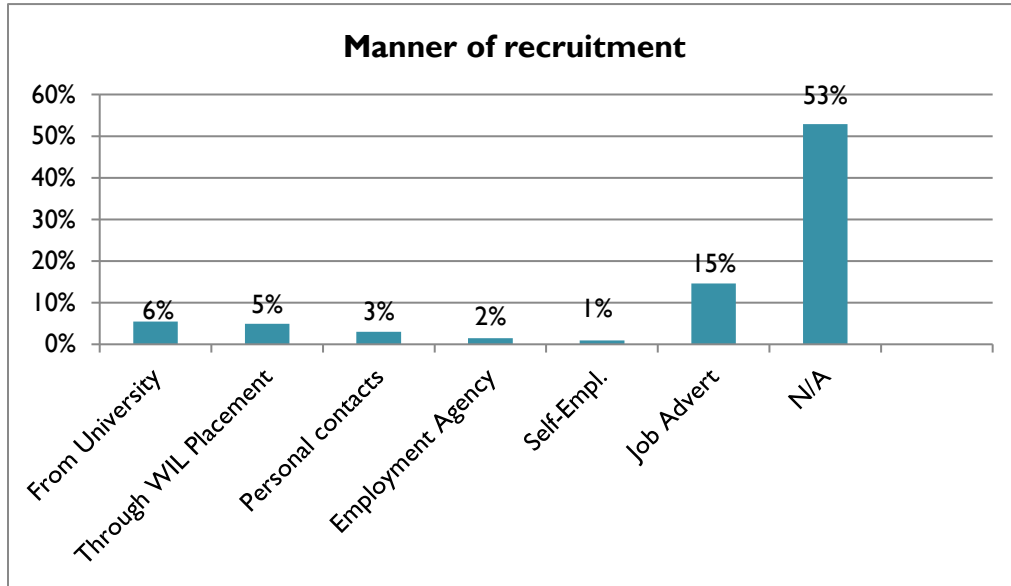


Figure 29: Manner of recruitment of employed respondents (Faculty of Natural Sciences)

10.3 FACULTY OF MANAGEMENT SCIENCES

In the Faculty of Management Sciences, of those employed, 7.2% got their jobs through job advertisements, 3.4% through an employment agency and 3.4% through personal contacts. About 2.7% got employment through recruitment from university, 1.3% through WIL, 1% were self-employed. Figure 30 illustrates the various forms of recruitment. Sixty four percent (64%) indicated that the question was not applicable to them.

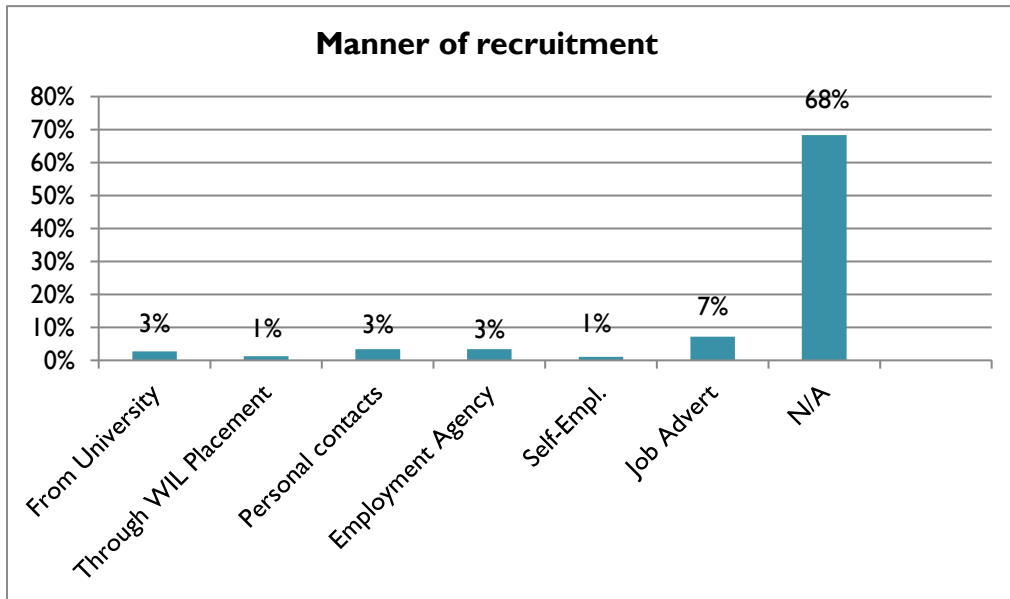


Figure 30: Manner of recruitment of employed respondents (Faculty of Management Sciences)

10.4 SUMMARY OF MANNER OF RECRUITMENT FOR THOSE EMPLOYED

Cumulatively, 30% of the respondents from all the faculties were employed. Of the employed respondents, 14% got their jobs through responding to advertisements, 5% got jobs through personal contacts, 3.9% were recruited from the University directly by companies, 3% through WIL, 2.7% through employment agency, 1.1% were self-employed. Figure 31 illustrates the various forms of recruitment. Fifty seven percent (57%) indicated that the question did not apply to them.

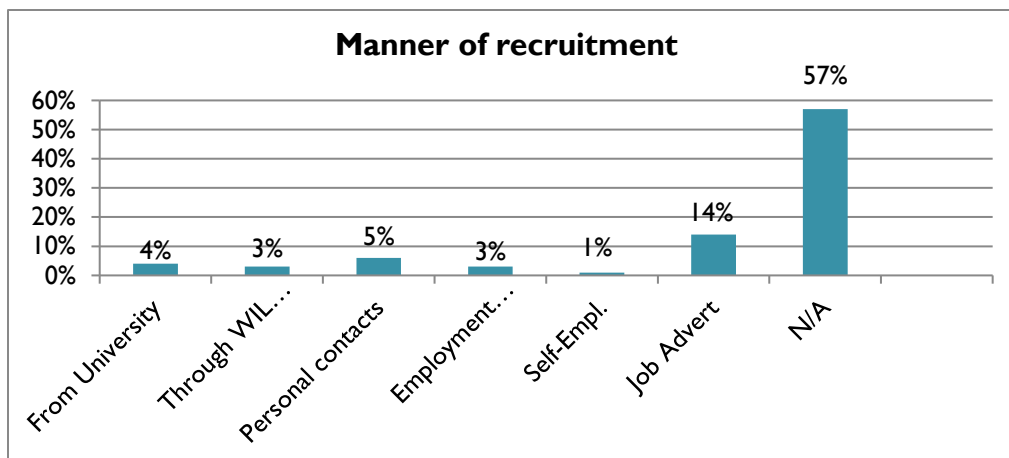


Figure 31: Manner of recruitment of employed respondents (Faculties combined)

II FURTHER STUDIES

II.1 FACULTY OF ENGINEERING

Of the 376 respondents in the Faculty of Engineering, 8.8%, were involved in further studies on a fulltime basis while 7.7% were involved in further studies on a part time basis. The majority of the respondents, 81.9% were not involved in any form of further studies. Figure 32 shows respondents' involvement in further studies.

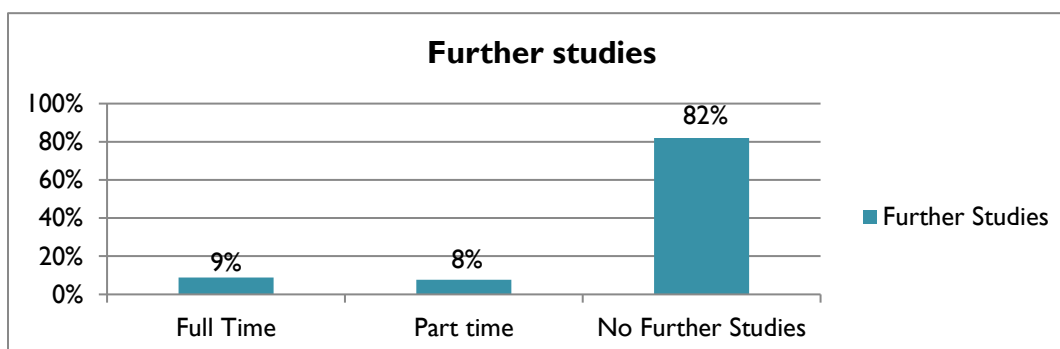


Figure 32: Further studies by respondents (Faculty of Engineering)

11.2 FACULTY OF NATURAL SCIENCES

Of the 329 respondents in the Faculty of Natural Sciences, 14.9% were involved in further studies on fulltime basis, 14.6% were involved in further studies on part time basis. The majority of them, 66.6% were not involved in any form of studies. Figure 33 shows respondents' involvement in further studies.

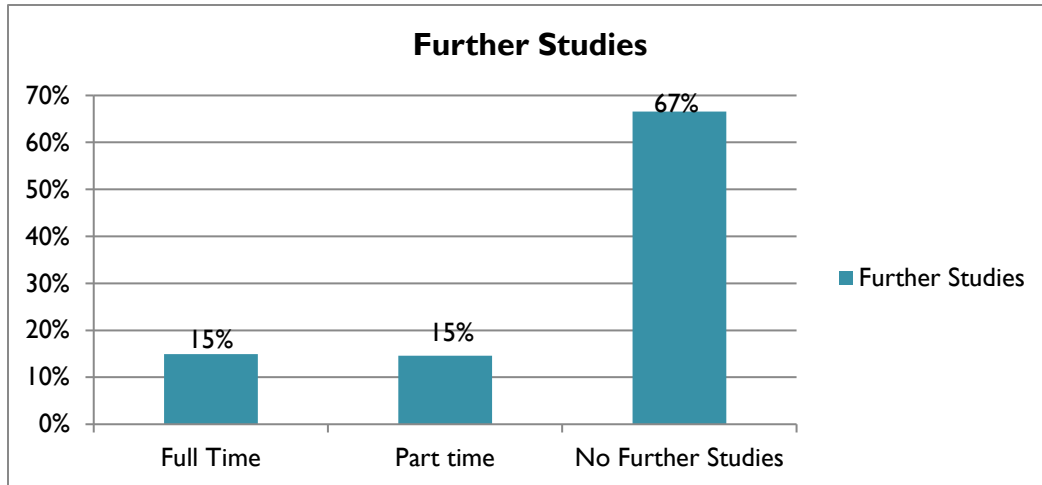


Figure 33: Further studies by respondents (Faculty of Natural Sciences)

11.3 MANAGEMENT SCIENCES

Of the 473 respondents in the Faculty of Management Sciences, 20.3%, were involved in further studies on a fulltime basis, 12.9%, were involved in further studies on part time basis. The majority of the respondents, 63.4%, were not involved in any form of further studies. Figure 34 shows respondents' involvement in further studies.

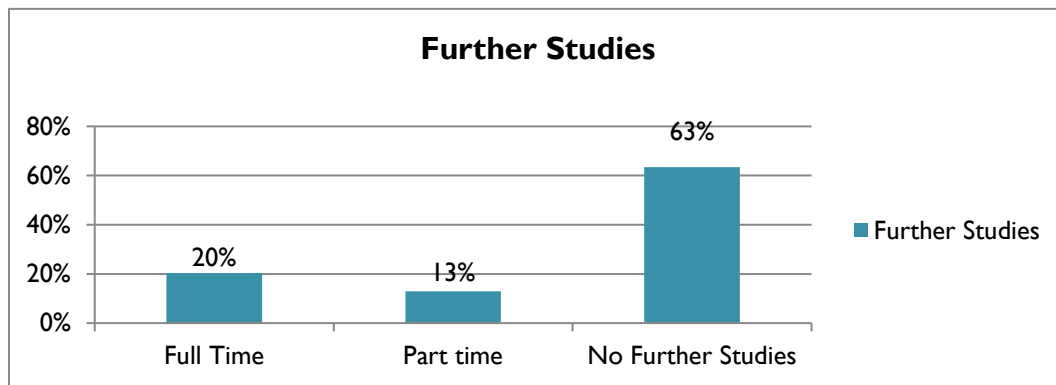


Figure 34: Further studies by respondents (Faculty of Management Sciences)

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, interaction with 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 the so called soft skills.

12.1 FACULTY OF ENGINEERING

In the Faculty of Engineering, out of 355 respondents on overall study experience, 50% of the respondents strongly agreed that their experience in MUT was positive. Forty eight percent (48%) of the respondents on this question also indicated that they agreed that they had a positive study experience in the University. Only 2% disagreed 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.

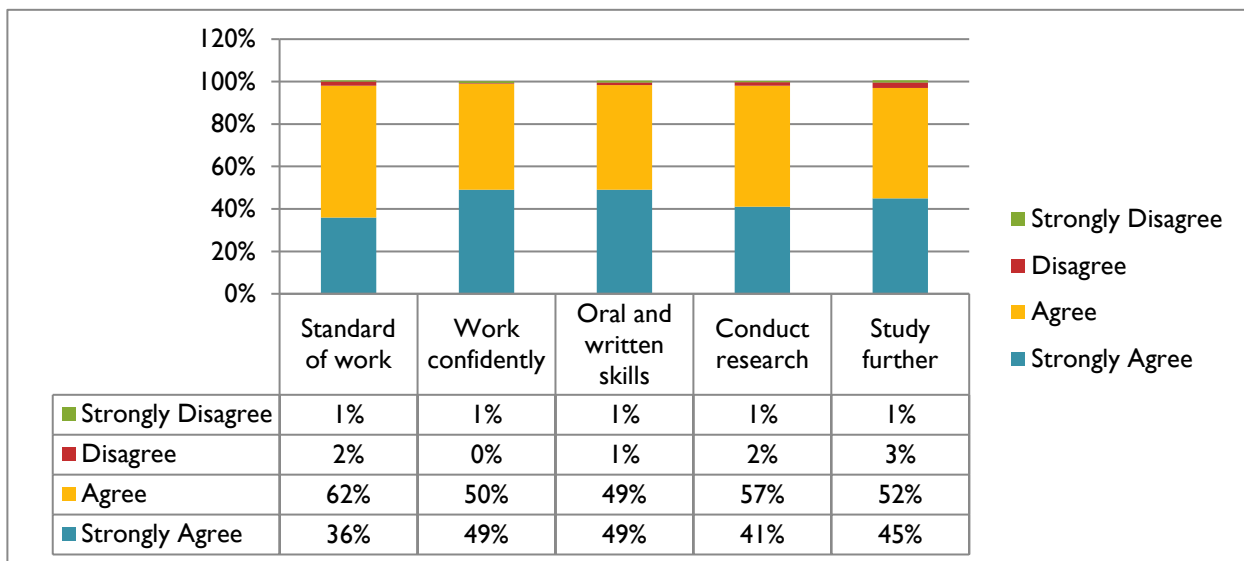


Figure 34a: Respondents' study experiences (Faculty of Engineering)

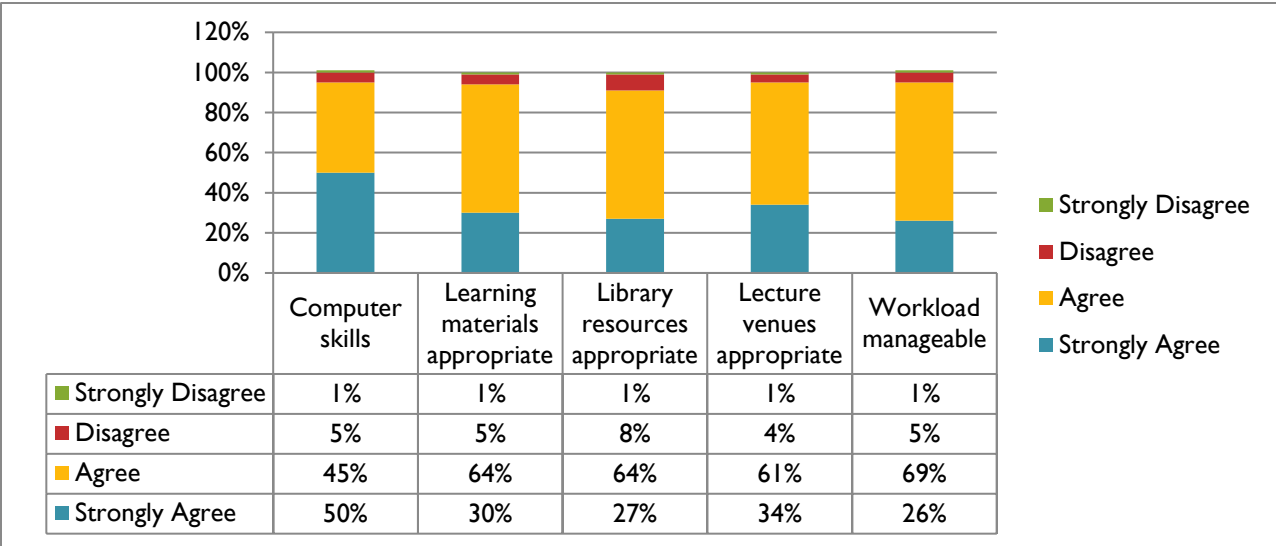


Figure 34b: Respondents' study experiences (Faculty of Engineering)

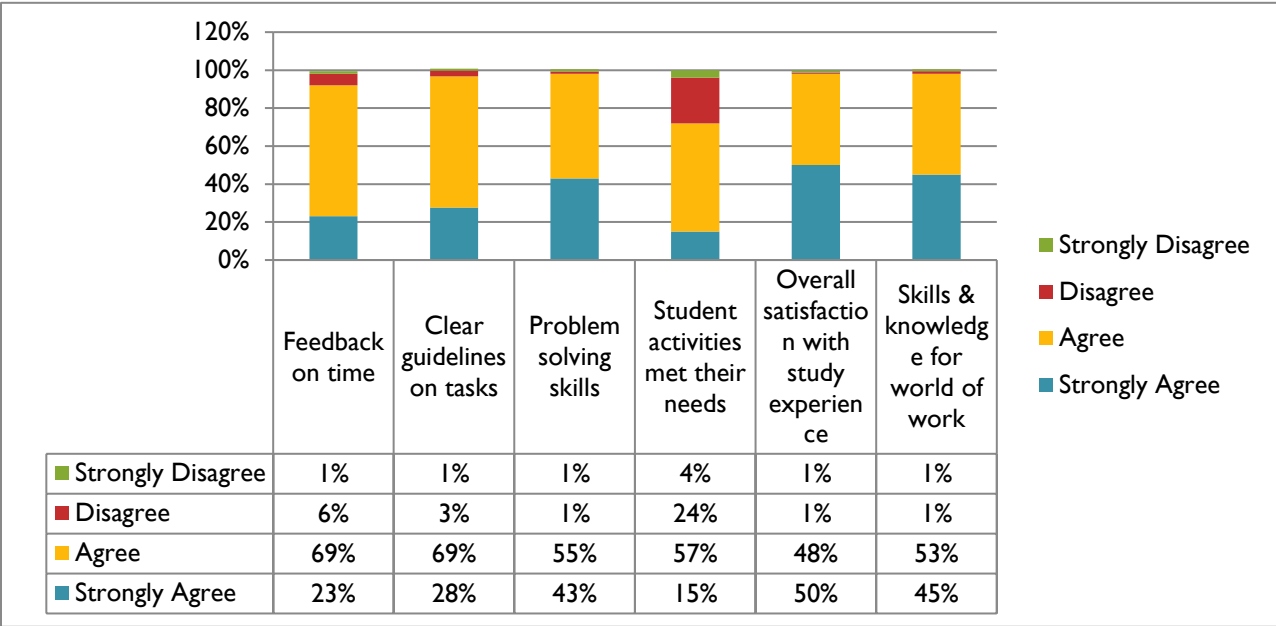


Figure 34c: Respondents' study experiences (Faculty of Engineering)

12.2 FACULTY OF NATURAL SCIENCES

In the Faculty of Natural Sciences, 52% of the respondents indicated that they “strongly agree” that overall they had a positive study experience while 45% agree that they had a positive study experience in the University. About 3% “disagreed” that they had a positive experience and nearly 1% strongly disagreed that they had satisfying experience in MUT. Figures 35 (a, b, c) show

how respondents rated the various aspects of their study experience in the Faculty of Natural Sciences.

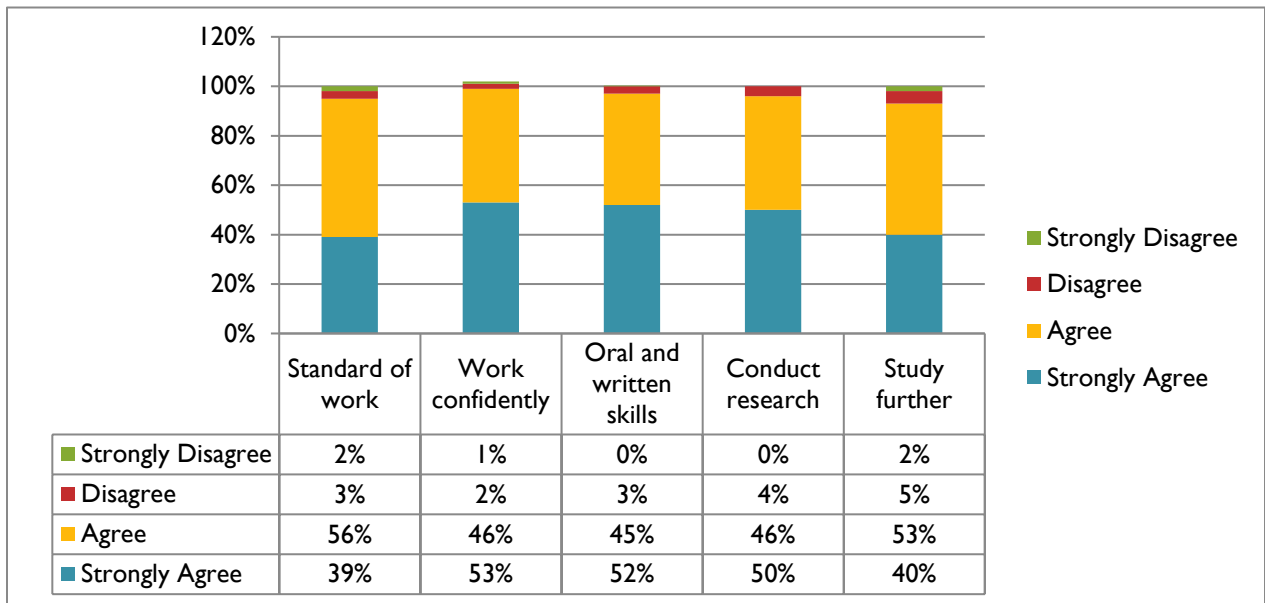


Figure 35a: Respondents' study experiences (Faculty of Natural Sciences)

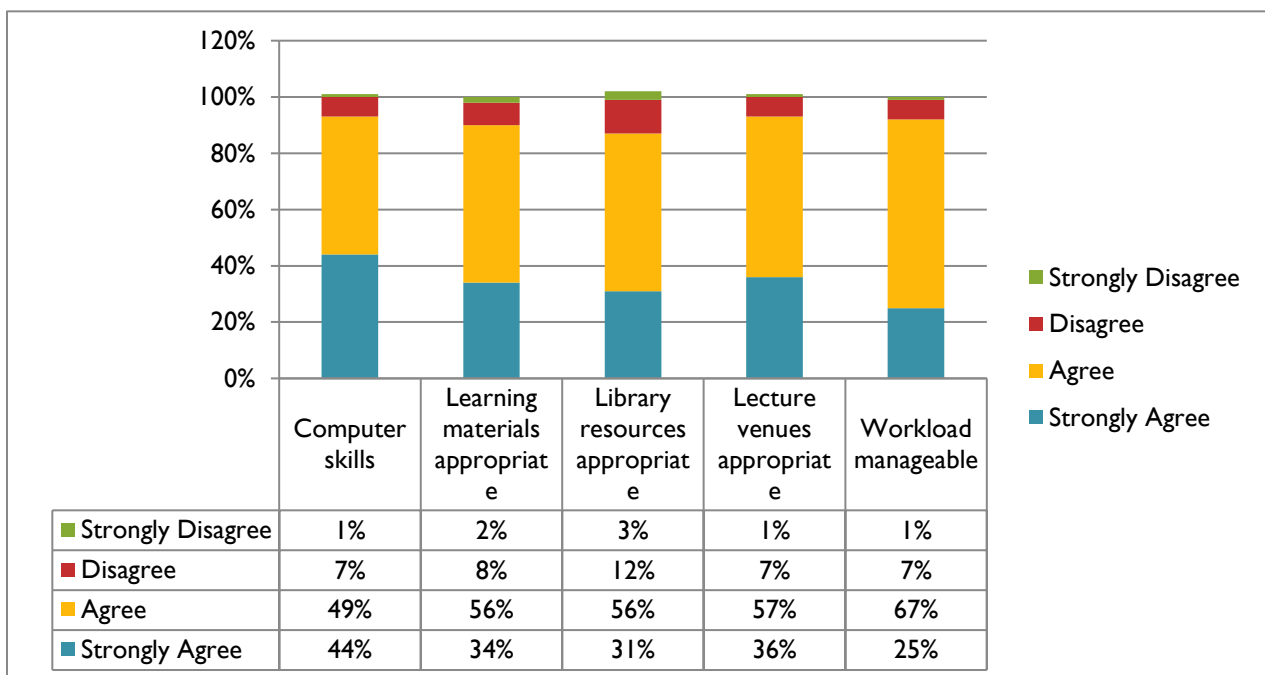


Figure 35b: Respondents' study experiences (Faculty of Natural Sciences)

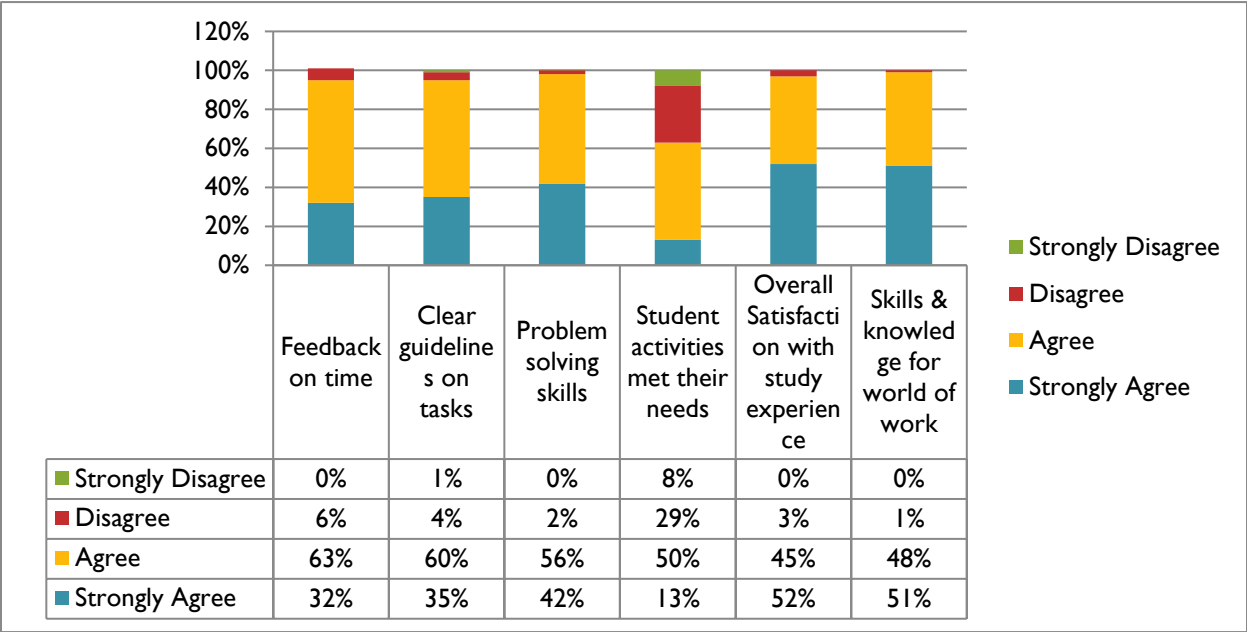


Figure 35c: Respondents’ study experiences (Faculty of Natural Sciences)

12.3 FACULTY OF MANAGEMENT SCIENCES

In the Faculty of Management Sciences, 52% 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. About 3% disagreed that they had a satisfactory experience at the University. 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.

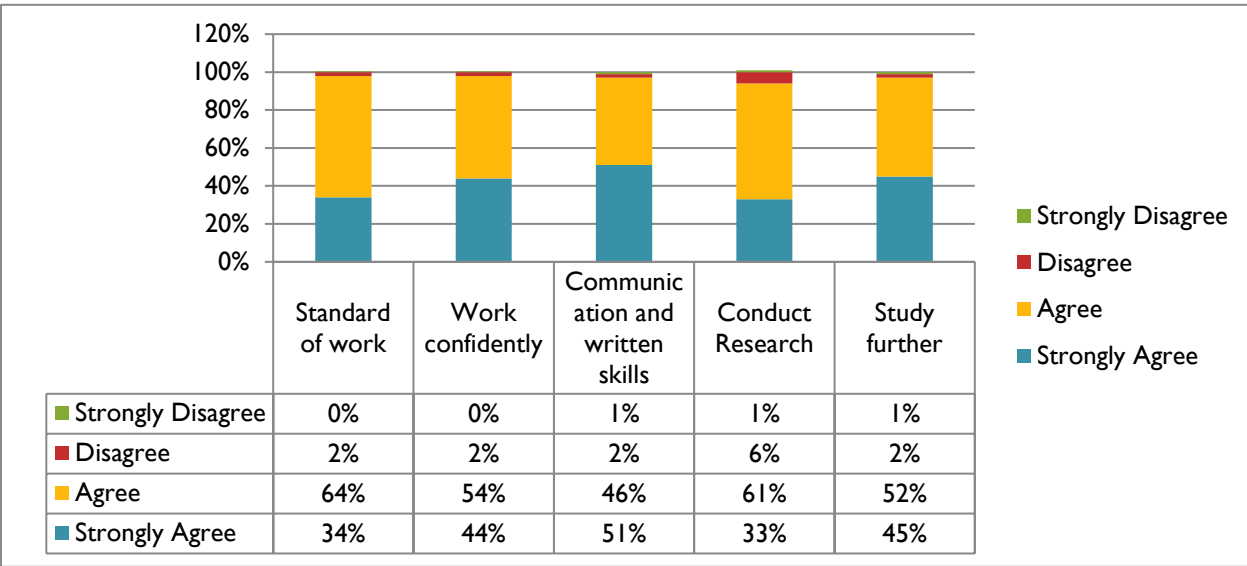


Figure 36a: Respondents’ study experiences (Faculty of Management Sciences)

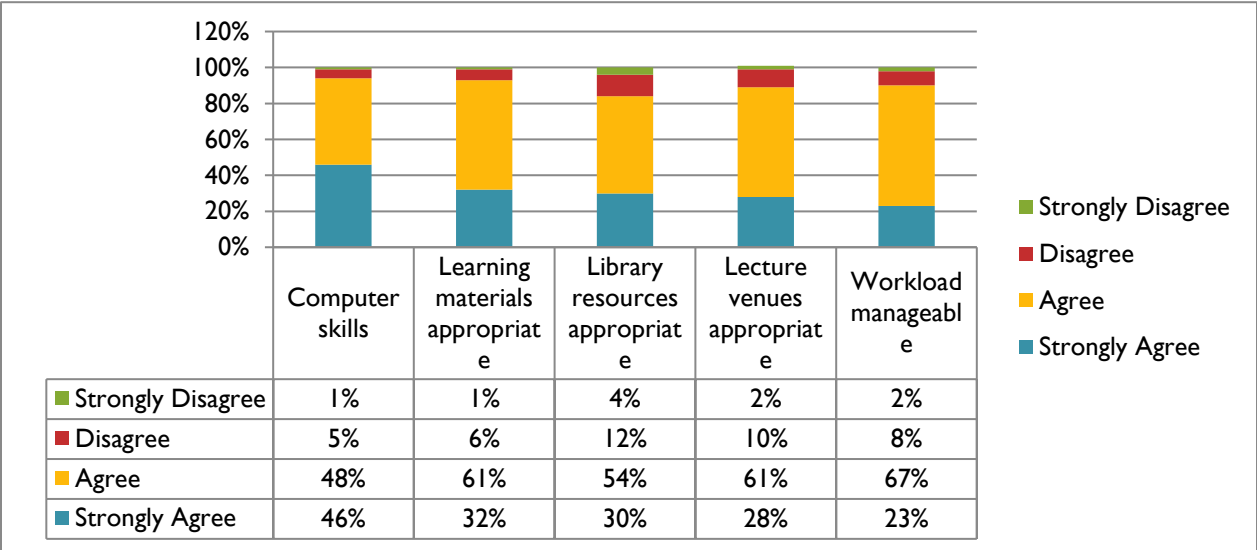


Figure 36b: Respondents' study experiences (Faculty of Management Sciences)

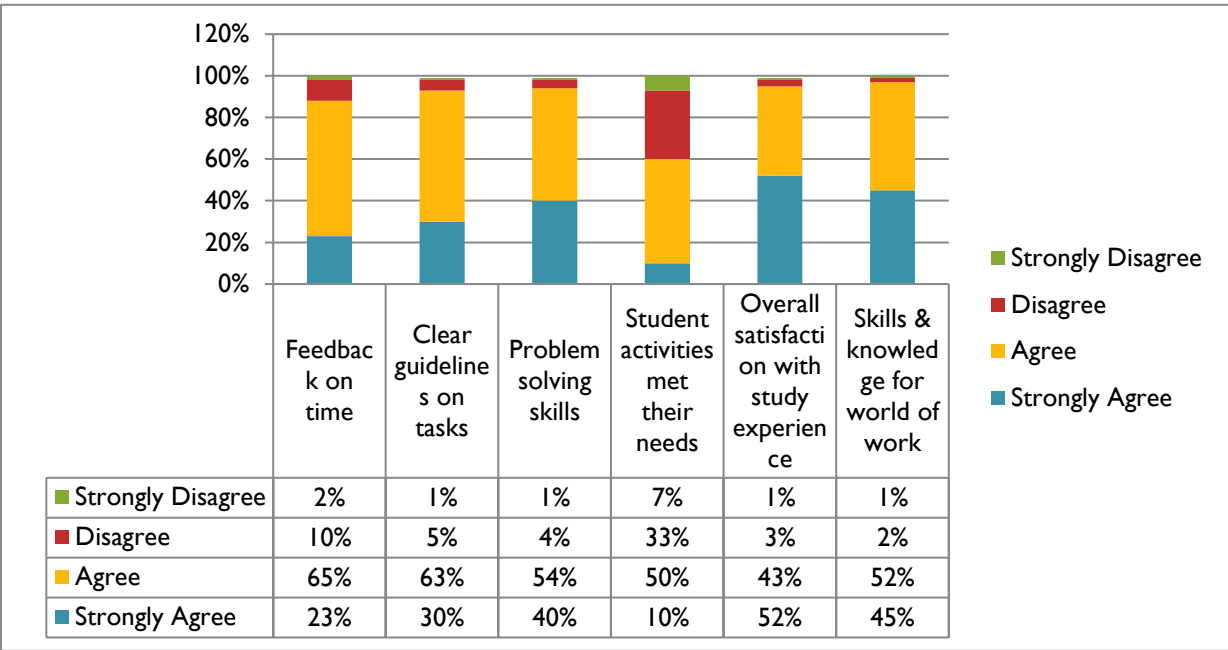


Figure 36c: Respondents' study experiences (Faculty of Management Sciences)

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 like library resources, sports activities, lecture venues, teaching and learning materials.

One positive aspect that needs to be highlighted is that in all faculties over 50% 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 solicited opinions from respondents as to how the University might improve the quality of education. Their opinions are grouped into five (5) categories/ themes: Physical Resources, Human Resources and Delivery, Curriculum/ Teaching and Learning, Campus Activities and WIL. In each category their views are presented in the report unedited.

Infrastructure	Delivery/Human Resources	Curriculum/Teaching and Learning	Campus Activities	WIL
<ul style="list-style-type: none"> To that MUT is providing a quality education, to us, only lecture venues should be improved MUT must improve their internet lab because it is where we are supposed to do our most of our assignment It is very hard to do assignments and other things otherwise the education is more advance. Supply with enough learning materials and use the new technology in terms of learning. The lecturer venue must be 	<ul style="list-style-type: none"> I feel like MUT has got to implement, online services especially when it comes to the registration of students and NSFAS, this would cut down the turnaround time of the institution, including time spent standing in long lines, WI-FI-needs to be more accessible at student accommodations, even if codes to block certain unimportant sites are implemented, but google and Wikipedia- so that students would be able to do their research 	<ul style="list-style-type: none"> The institution must introduces the courses that deal with entrepreneurship skills, which will helps students to starts their own businesses, since there is a higher rate of unemployment outside. It improve on practicals, because that is what is needed in the field and in the ICT, the should be more certificate, like MCSE CENA On the networking side though. MUT needs more study materials that are relevant to a course of study. Provide more learning materials and library 	<ul style="list-style-type: none"> In my opinion I think they are doing the best but there are certain things they need to improve like opening the library for 24 hours every day so that students will have enough time to study. They need to improve the registration process 	<ul style="list-style-type: none"> Mangosuthu University should provide Agriculture student with a farm because many students do not get farms for in – service training. During my lifetime I experience difficulties when it come to practical experience for agriculture, I wish the MUT board will come out with solution. They must provide students with in-service training on time after finishing their studies.

<p>improve it very hot.</p> <ul style="list-style-type: none"> • By insuring that all the laboratory equipment (instruments) are working properly. • Improve transport services for students living in residences around town; • Have more computers installed at unizulu campus for student use. • I would suggest that the university improves on communication medium. MAYBE DEVELOP AN App, that will be used by both students and lectures to communicate, and to share information and university updates between management and students. • Increase lecture venues • Provide e-learning so that students catch up missed classes. • The learning equipment e.g labs should be improved • The most important part that needs to be changed at MUT is the resource centre books, the information is outdated and perhaps irrelevant nowadays. 	<p>more appropriately.</p> <ul style="list-style-type: none"> • They must bring more professor to the varsity so that the quality of education will improve. • Each and every course must have tutors which are willing to work with students all the time. • Giving students manageable work load an giving them clear instruction of what is expected of them. • They must monitor their lecturers attendance. It is poor, more especially evening classes. And maybe provide books by borrowing students who do not have NSFAS or any financial aid help. • Every lecture should have at least a minimum qualification of BTEch or masters. • Employ people who are more exposed to that particular field. Eg. In construction sites. • Firstly lecturers should provide themselves as people who are willing to assist students , as we are from different educational background, some of us needs time to adapt to this learning environment • More tutors • MUT can improve on the quality of 	<p>resources, the lecturers must be patient and be willing to explain when giving tasks for students.</p> <ul style="list-style-type: none"> • I am waiting for masters programme • More practical work could be added to help students to be more prepared for work environment , more further it is easier to understand a module if you also do it practically rather than theory only. • Copy what other institutions are doing and adapt to change. • I think they should decrease the number of learners per class. • I think they should introduce a programme for students who are from rural areas, the programme that will help them improve their English and other communication skills. • MUT can improve quality of education by not being based on theory only but also rely on practicals e.g like financial accounting, if student prepare financial statement, they must also perform it systematical, and improve Sage pastel practicals because that the main problem for student who have graduated. • I think Mangosuthu should improve studies through online studying; and increase programmes like e.g Law; labour relations, courses and part-time 		
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	education by hiring well skilled lecturers with relevant qualifications	<ul style="list-style-type: none"> Mangosuthu can improve the quality of education by also offering it students with language workshops so that the students do not struggle in answering interviews of employment entrance. 		
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14 CONCLUSION

The 2017 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 use the feedback coming from its own graduates for further development at 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, availability of WI-FI, 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.
- 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 respondents completed their course in the prescribed minimum time.
- 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.