



UNIVERSITY OF
KWAZULU-NATAL™
INYUVESI
YAKWAZULU-NATALI

QUALITY PROMOTION AND ASSURANCE

**GRADUATE OPINION SURVEY REPORT ON THE
QUALITY OF UNIVERSITY EDUCATION
2020**



INSPIRING GREATNESS

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EXECUTIVE SUMMARY

In 2020, the University of KwaZulu-Natal (UKZN) undertook a survey of graduates, whose degrees were conferred in the virtual graduation ceremonies, to determine their perspectives on the quality of their educational experiences at UKZN. For presentation purposes, data has been divided into six areas of quality important for effective education: overall quality of studies; facilities, administration and support; whether appropriate skills had been developed; workload and standard of work expected; quality of teaching and quality of assessment. The survey is further divided into a section on employment as well as a section on further study.

A sample of 898 respondents completed the online questionnaire. The online Lime Survey consisting of 53 questions was used to collect the data. A 5-point Likert-scale was used to measure levels of satisfaction with higher values indicating higher levels of agreement. A score closer to 5 indicates a strong positive response while a score closer to 1 indicates a strong negative response. The findings indicate that:

1. Seventy-five percent (75%) of respondents were satisfied with the quality of their degree/diploma studies.
2. Sixty-four percent (64%) of respondents were satisfied that the environment at UKZN helped them to learn effectively.
3. Eighty-three percent of respondents were satisfied that they had developed problem-solving capabilities (83%), analytical skills (87%) written and verbal communication skills (89%). Respondents were less satisfied with the development of computer skills (77%) in comparison to the aforementioned skills.
4. Generally, respondents knew the standard of work expected of them (75%), were of the opinion that the workload was manageable (60%), that they were given clear guidelines (64%) and felt that there was enough time to understand the concepts they had to study (58%).
5. In terms of respondents' overall opinions of teaching staff, 61% indicated that staff motivated them to give of their best; 54% thought that staff made an effort to understand difficulties students were having with their work; 61% felt that staff gave helpful feedback; 63% stated that lecturers were extremely good at explaining concepts to them and that lecturers worked hard to make their studies interesting.
6. With regard to assessment, 41% of respondents felt that all you needed to do well was to have a good memory while 41% of graduates thought that it was possible to get through courses by just working hard at exam time. This is concerning as students need to be productive rather than reproductive. This may speak to the type of assessments used which may not encourage productive learning.
7. The questions on administrative assistance, support facilities and equipment showed

that 45% of respondents rated professional services staff at School level helpful; while 62% found the support facilities (e.g. libraries) assisted them during their studies and 64% found the equipment to be of a good standard.

8. Forty-one percent of respondents were employed at the time of graduation, this includes those that were either self-employed, employed or employed and studying further. Of those respondents who indicated they were employed, 77% were in full-time employment, and 51% had permanent employment. Graduates generally found employment through job adverts.
9. A total of 42% respondents were studying further at the time of graduation (studying further or employed and studying further). The College of Agriculture, Engineering and Science had the highest percentage of respondents who were studying further while the College of Health Sciences had the lowest. The majority of graduates studying further were studying towards an Honours degree (43%) while 27% were enrolled for a higher degree by research. Eighty-three percent were studying at UKZN and 78% of those who responded felt that their studies had sufficiently prepared them for further studies.

Overall, respondents indicated reasonable levels of satisfaction with most aspects surveyed. These findings however, must be considered in the light of the limitations of the Graduate Opinion Survey which generally had a very low response rate in comparison to other years. The possible cause for low responses could be two-fold, the introduction of an online survey due to graduation ceremonies being conducted virtually or it could be attributed to the survey being conducted at the time where the country was under a national lockdown due to the COVID-19 pandemic and most graduates may not have had access to the survey as a result of lack of resources and infrastructure.

The Graduate Opinion Survey report provides a common set of assessment results which can provide the basis for discussion among all stakeholders of the University. Surveys of this nature do not provide qualitative data but indicate trends and patterns that may require deeper reflection and exploration. The information can thus provide a focus for planning, budgeting, and management.

INTRODUCTION

This report summarises the results of the Graduate Opinion Survey for 2020. The survey marks the continuation of the University of KwaZulu-Natal's (UKZN's) commitment to students in providing quality services and education, in keeping with the institution's vision to be the premier university of African scholarship.

The objective of the survey was to gain a broad range of graduate opinions by requesting graduates to assess the quality of their University education. The survey sought to discover not only how satisfied graduates are with their educational experience at the University of KwaZulu-Natal (UKZN), but to ascertain what proportion of graduates were employed and how many were involved in further study.

The Graduate Opinion Survey has been conducted annually at UKZN since 2005, having first been designed in 1999 by the Quality Promotion Unit and Division of Management Information of the University of Natal. This is thus the fifteenth Graduate Opinion Survey since the merger of the former University of Durban-Westville and University of Natal and as such, enables the University to monitor trends and patterns over a sustained period of time. The survey has historically been administered manually in graduation ceremonies however due to the COVID-19 pandemic the administration of the surveys had to be adapted in line with graduation ceremonies being conducted in virtual platforms. In 2020, the Graduate Opinion Survey was administered electronically.

Data collected from surveys must be transformed into information that can be used within the University to effect change. It is therefore more important to focus attention on the use of results and sustaining change rather than on the results themselves. The principal value of this report is to provide a common set of assessment results which can provide the basis for discussion among all stakeholders of the University. The response rate for the survey was not representative of the population thus conclusive assumptions and recommendation cannot be made. This report therefore presents data without drawing conclusions and making recommendations

METHODOLOGY

In this section, the research methodology, in terms of the sample, the research instrument, the data collection method and the analysis of results, is described. Finally, the limitations are discussed.

Sample

Historically, the information for the Graduate Opinion Survey report is obtained from respondents attending the graduation ceremonies which are usually held in April and September of each year in both Durban and Pietermaritzburg. In 2020, the respondents that were eligible to graduate in 2020 and had identifiable information on the UKZN database were targeted. The respondents for the survey therefore constitute a convenience sample

Research Instrument

The questionnaire comprises four sections, specifically:

- Section A consists of nine demographic questions.
- Section B consists of twenty-two questions which assess the respondents' satisfaction with their degree/diploma as a whole. This section is further sub-divided in terms of six qualities for effective education: quality of teaching, clarity of educational goals and standards of work expected, nature of assessment, manageability of workload and enhancement of generic skills. Since 2013, the survey has also included three questions that focus on professional service staff, support facilities, and equipment.
- Section C consists of thirteen questions that require the respondents to provide information on their current employment status.
- Section D consists of five questions that require the respondents to provide information on their further study.

The online survey comprising of 53 questions, mainly required responses to be selected and had a few open-ended free text sections which allowed respondents to comment on any aspect of their experiences which may not have been addressed by the close ended questions. Most of the boxes are either a choice "yes" or "no" response or a Likert scale where respondents are required to rate their answers in terms of agreement, with the opportunity to give a neutral response.

Data Collection

Permission was granted by the Registrar to conduct the Graduate Opinion Survey following the vetting process of the instrument by the UKZN legal office. Further internal ICS permissions were required to access student email addresses (UKZN and private). Email addresses were extracted from the Locate me App and merged with the ITS data to access active student email addresses. The link to the survey was sent to those who graduated in 2020 via Lime Survey. Follow up reminders were sent to graduates on a weekly basis. In

keeping with the regulations outlined in POPIA, the graduates were invited to participate, their participation was voluntary and they had the option to opt out should they not want to participate in the survey. A number of graduates chose not to complete the survey.

Analysis of Results

The Graduate Opinion Survey uses a five-point Likert scale for measuring levels of agreement. Higher values represent higher levels of agreement. The scale used is as follows:

1. Strongly Agree
2. Agree
3. Neutral
4. Disagree
5. Strongly disagree.

There was also an opportunity for respondents to respond with open comments and provide qualitative feedback. In this report, the 'strongly agree' and 'agree' responses were grouped to positive responses while the 'disagree' and 'strongly disagree' responses were grouped to negative responses.

Limitations

The results of the Graduate Opinion Survey are presented in the context of several limitations as stated below:

- The timing of the survey: The data was collected at the time when the country was under lockdown due to the COVID-19 pandemic. A number of UKZN email addresses were inactive as the students were no longer registered with the institution and had not updated their recent contact details of the Locate me App developed by ICS.
- Returned Incomplete questionnaires by Graduates: Graduates who may have received the link to the survey may have opted out or may have responded to some of the questions and decided to not complete the entire questionnaire. It is also apparent from the responses that not all respondents answered all the questions.
- Vast/Major differences on lecturers' teaching styles: It must also be noted that comments are made on a general level, for instance, about the teaching over a whole degree/diploma. This makes it difficult for respondents to give an assessment for teaching across-the-board when some of their lecturers may have been very good while others may have been mediocre or poor.

Presentation of the Report

The report mirrors the questionnaire and presents the University wide results in the aforementioned categories. The qualitative comments and details about employment provided by respondents are presented in Appendices. Actual number of the responses is provided in appendix 6.

UNIVERSITY WIDE REPORT



INSPIRING GREATNESS

1. DEMOGRAPHIC PROFILE

1.1 Respondents Who Completed the Graduate Opinion Survey

Ten thousand five hundred and ninety-one graduates were invited to participate in the Graduate Opinion Survey, 1050 graduates opted in and 898 responded to the survey in 2020. This comprises 8% of the number of graduates in 2020 and 86% of the number of graduates that opted in to the survey request. The number of responses received is significantly very low than in previous years. This may be attributed to the different methodology used and the effects of the COVID-19 pandemic and the effects thereof. While the overall number of responses is listed on the table below (Table 1), it must be noted that the response rate for each question may differ as the respondents may have opted not to answer certain sections of the questionnaire.

Table 1: Respondents who completed the Graduate Survey Questionnaire, 2020

	UKZN Total
No. of graduates invited	10591
No. of graduates opted in ¹	1050
No. of graduates responded (valid responses)	898

1.2 Demographic Profile of Respondents

This section provides a summary of the number of graduates who completed the Graduate Opinion Survey questionnaire, and a profile of respondents in terms of their race, gender, age, nationality, language and whether they were the first in their families to receive a degree.

The majority of respondents in 2020 were African, female, under the age of 25, South African, did not consider English to be their home language and were the first in their families to obtain a degree (figure 1). Forty-two² percent of respondents from UKZN were the first individuals in their immediate family to obtain a degree (figure 1), a 2% decrease from 2019 indicating that a reduced number of students are the first generation graduates who obtain degrees within their immediate families. The College of Humanities had the highest percentage of respondents who were the first in their families to obtain a degree (Appendix 6).

¹ Choose to participate in the survey.

² Rounded off to the nearest whole number

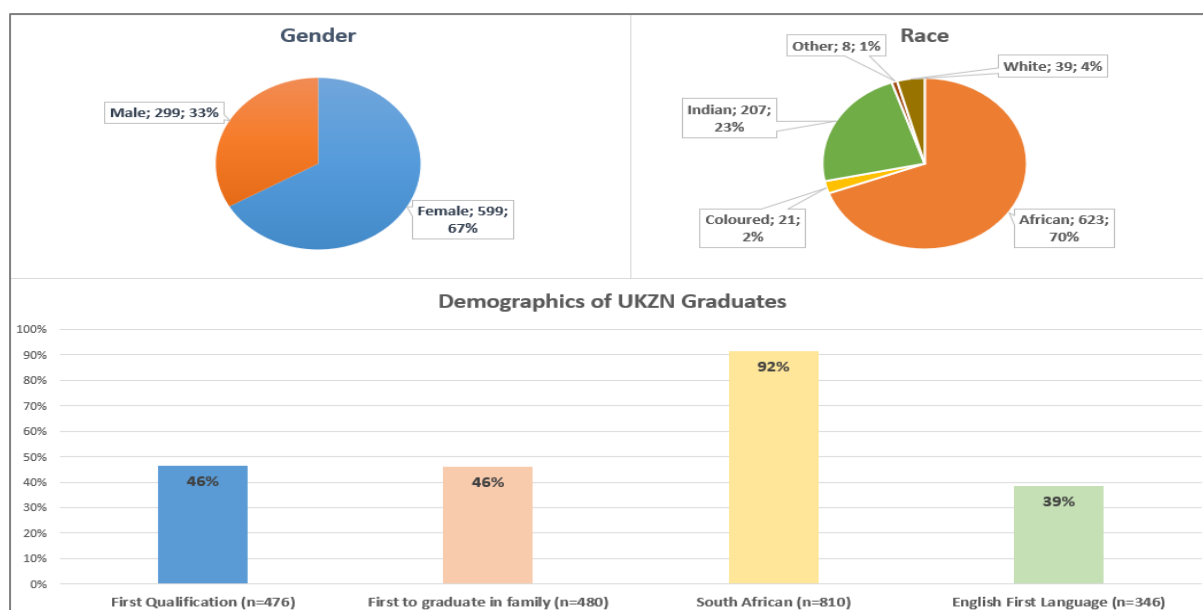


Figure 1: Demographic profile of respondents, 2020

1.3 Main Current Activity of Respondents

Forty-one percent of the respondents described themselves as being employed at the time of graduation, this includes those that were either self-employed, employed and studying or employed. A marginal increase of 4% on the employment rate can be noted when compared to 2019. Thirty two percent of the respondents described themselves as unemployed but seeking employment, a 10% increase from 2019 (Figure 2).

The College of Health Sciences had the greatest number of respondents who indicated that they were employed (59%) while the College of Humanities had the greatest number of graduates that were unemployed (30%) (Appendix 6).

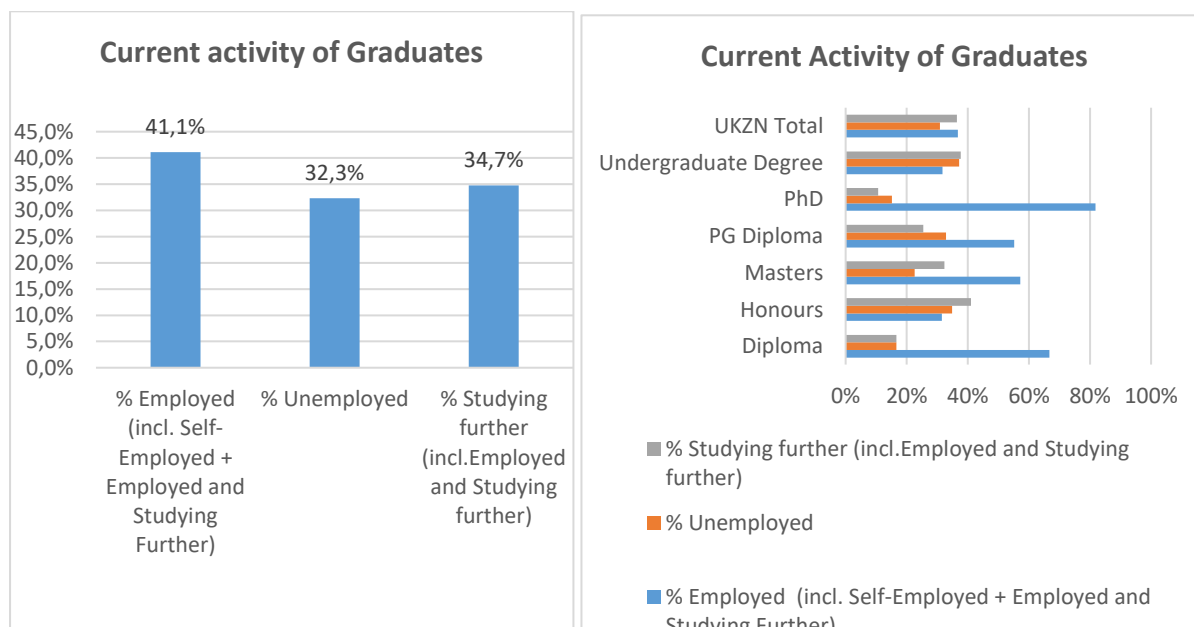


Figure 2: Respondents main current activity

University wide, thirty-five percent of the respondents indicated that they were studying further. The College of Agriculture, Engineering and Science had the highest percentage of graduates who were furthering their studies (41%), a 6% increase from 2019. Very few students were self-employed with the College of Humanities having the largest number of respondents who were self-employed (Appendix 6). Those who graduated for their postgraduate studies were mostly employed while those in the undergraduate programmes were mostly seeking for employment or studying further (Appendix 6)

The majority of those employed and those studying further were satisfied with their main current activity across all Colleges (Appendix 6). Further details about employment and studying further are provided in the sections of this report dealing with these aspects.

1.4 Funding of Studies

A majority of those who responded were self-funded. A decrease from 39% in 2019 to 36% in 2020 can be noted on the percentage of respondents that indicated they were self-funded and a marginal decrease in the number of respondents that indicated that they were on National Student Financial Aid Scheme (NSFAS) from 33,7% in 2019 to 32,9% in 2019 can be noted (Figure 3). Those that responded 'other' indicated that their studies were paid for by their respective employers, with a majority of them being from UKZN and benefiting from the Fee remission provision provided for staff to further their studies.

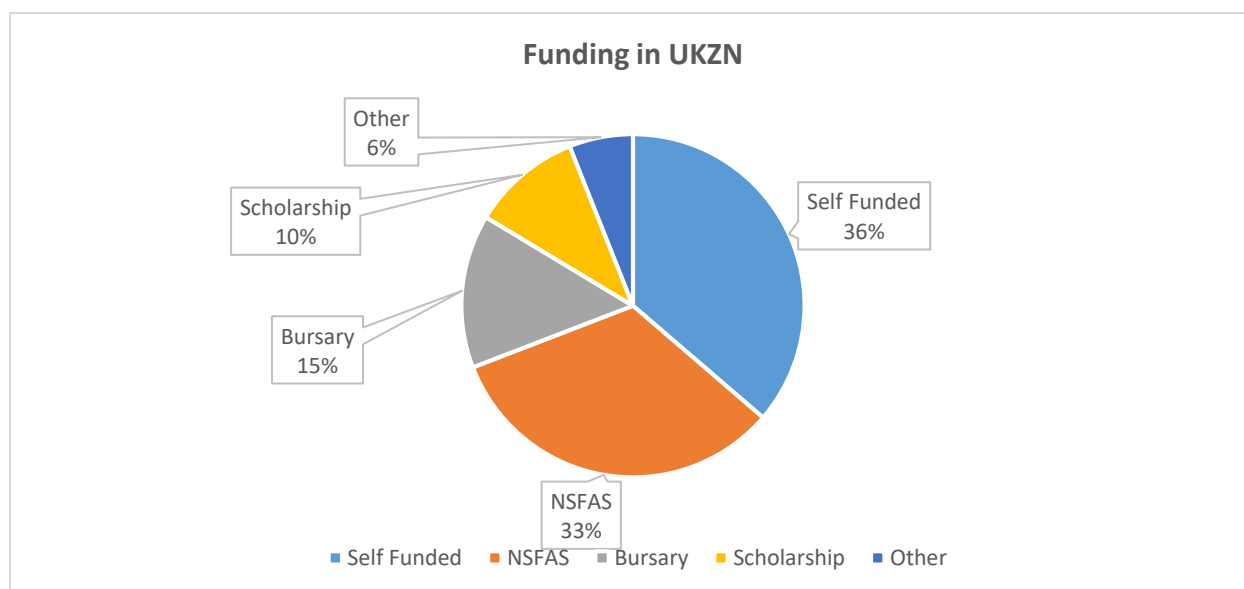


Figure 3: Respondents' source for funding

2. RESPONDENTS' OPINIONS OF DEGREE/DIPLOMA STUDY AS A WHOLE

This section summarises the results in terms of the respondents' satisfaction regarding the quality of their studies overall, whether appropriate skills had been developed, the workload and the standard of work expected, the quality of teaching and the quality of assessment, as well as the administrative staff, facilities, support facilities and equipment available to assist students.

2.1 Quality of Education

Two aspects were included in this section, the degree of satisfaction with the quality of the qualification obtained and with the learning environment at UKZN.

The statement in respect of this aspect was: "Overall, I am satisfied with the quality of the qualification obtained".

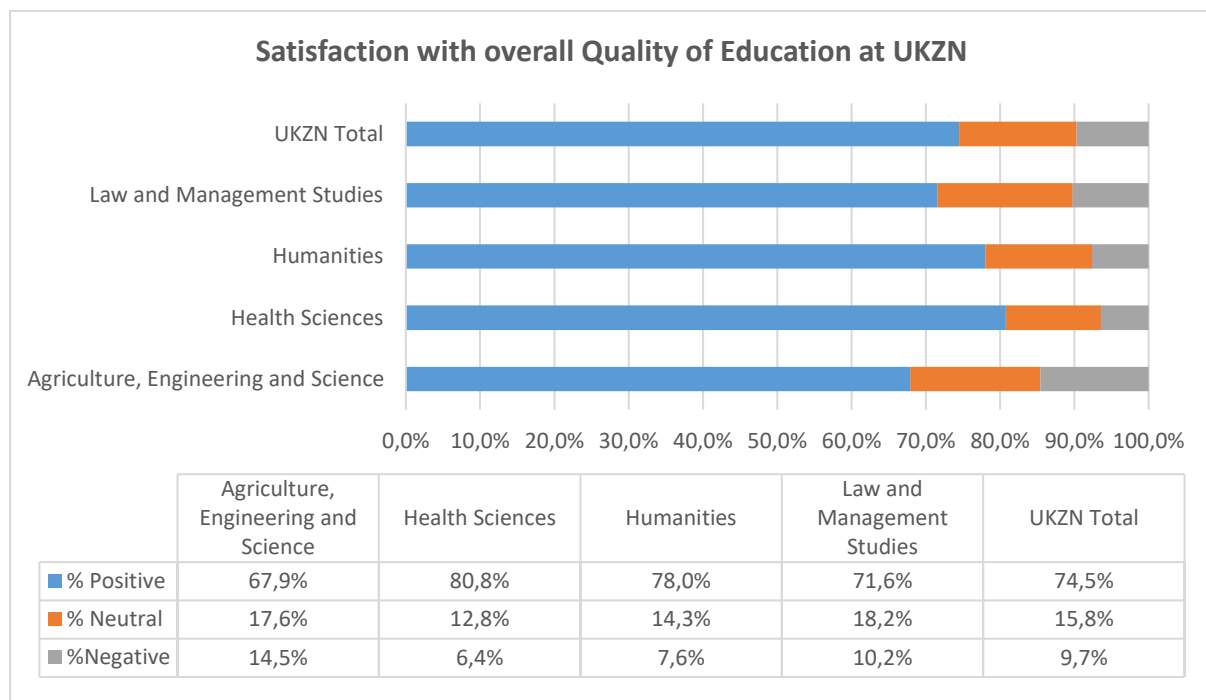


Figure 4: Respondent's overall satisfaction with the quality of the qualification obtained

The overall figures (Figure 4) for UKZN reflect that the majority of respondents (74.5%) positively agreed that they were satisfied with the quality of their degrees. A significant decrease (13%) is noted when compared to the results obtained in 2019 for this question. The percentage of positive responses was consistent across the Colleges. The College of Health Sciences had the highest percentage of respondents (80.8%) who were satisfied with the overall quality of their studies while the College of Law and Management Studies had the highest number of neutral responses (18.2%). An overall increase in neutral responses can be noted from 10.6% in 2019 to 15.8% in 2020.

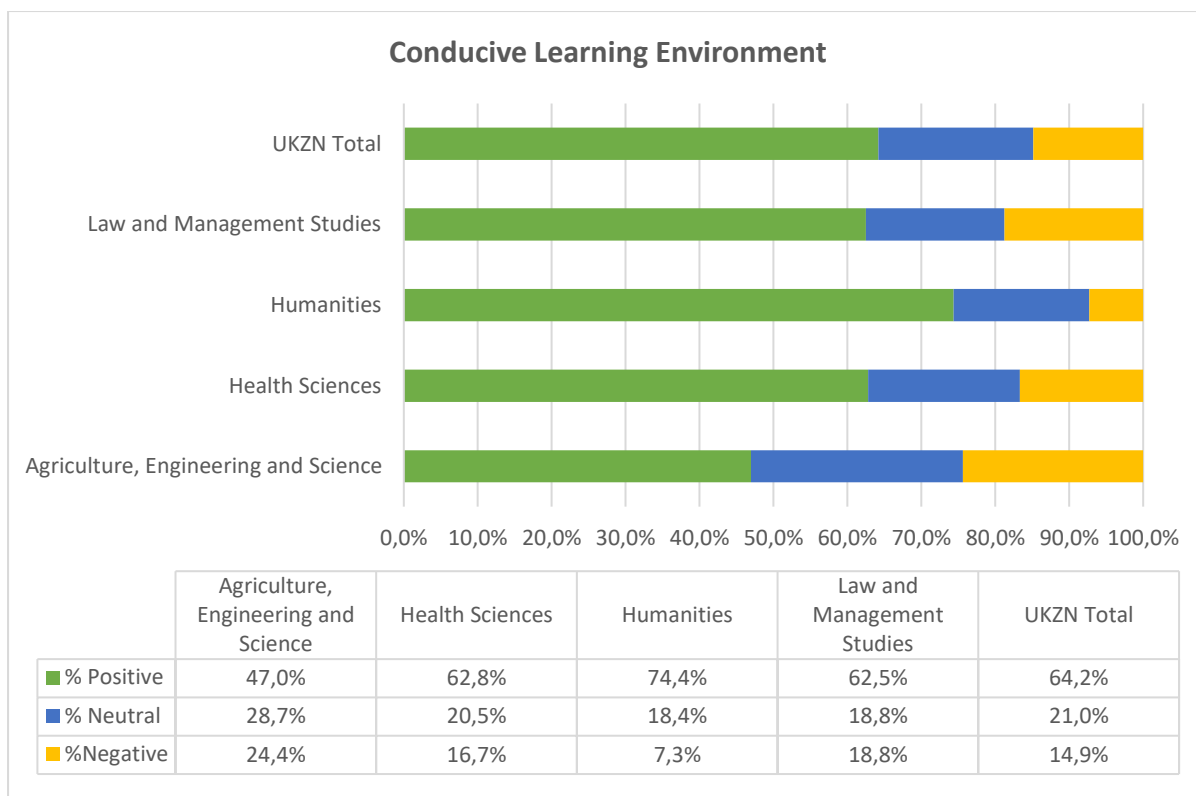


Figure 5: Respondent's satisfaction with the learning environment

The statement in respect of this aspect was: "I thought that the environment at UKZN was conducive for learning".

The majority of respondents from UKZN overall positively agreed (64.2%) that the environment at UKZN had helped them to learn effectively (Figure 5). A 12.1% decrease can be noted when compared to the 2019 figures. Respondents from the Westville campus were less satisfied with the learning environment while 85% of the respondents from Edgewood indicated that they were satisfied with the learning environment (Figure 6). As indicated in the qualitative section (Appendix 1) the increase in neutral responses could be as a result of the prevalent violent protest actions that have been affecting the institution which hinder the teaching and learning endeavor. Respondents from the College and Law and Management Studies the most unsatisfied with the learning environment (7.2%).

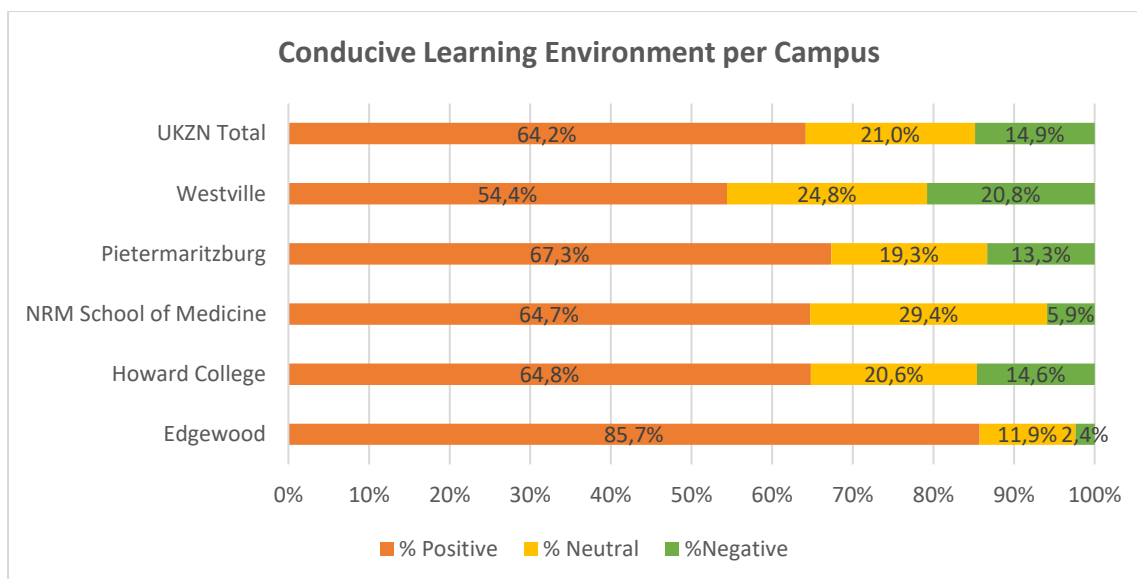


Figure 6: Respondent's satisfaction with the learning environment per campus

2.2 Development of Skills

Respondents were required to rate their satisfaction with the development of four sets of skills, namely problem solving, analytical, written and verbal communication and computer.

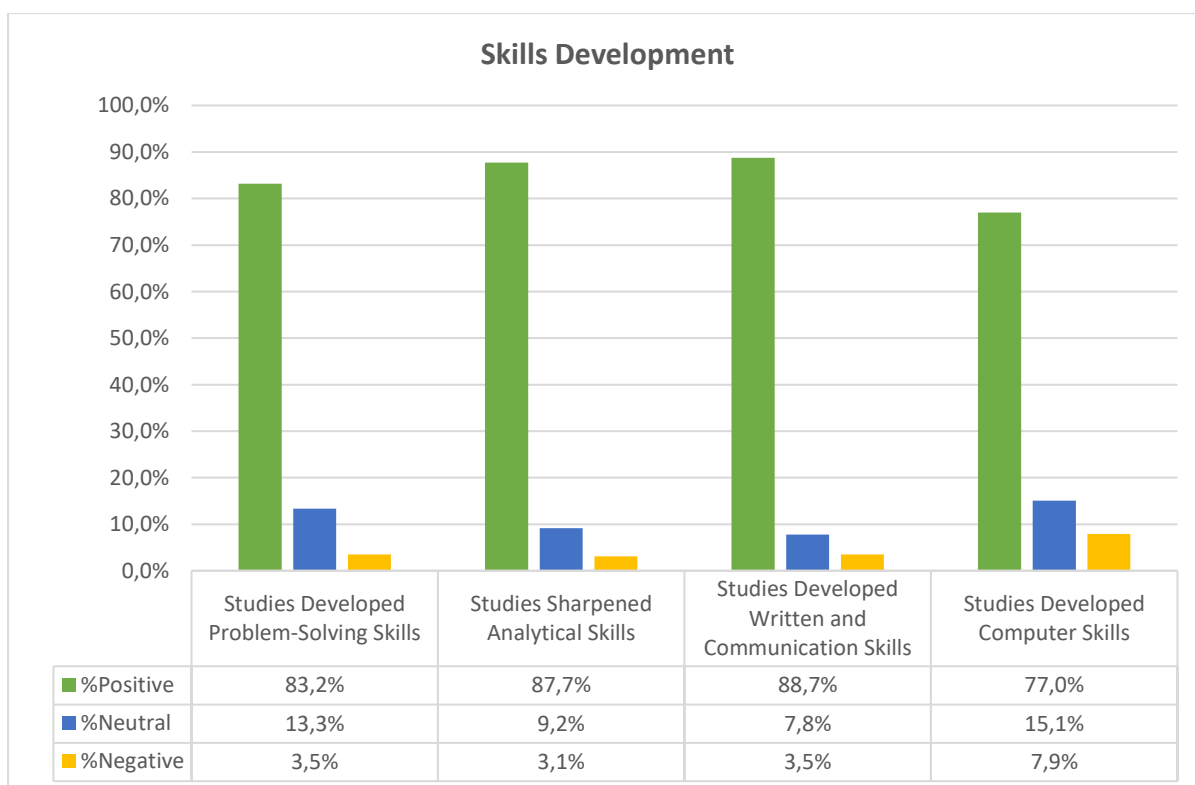


Figure 7: Respondents satisfaction with skills development

For the University as a whole, the percentage of positive responses in relation to the development of problem solving (83.2%), analytical (87.7%) and communication skill (88.7%) were consistently high indicating that the respondents were satisfied with the level to which

their skills were developed (Figure 7).

The percentage of neutral and negative responses for the development of computer skills was higher than in the other three skills, this has consistently been a trend over the past three years. Below are some of the comments related to computer skills:

“ I feel like computer skills; communication skills and career building opportunities should be worked on drastically.”

“There needs to be an equal opportunity for all campuses, Pietermaritzburg campus is left behind in terms of infrastructure and technical equipment while the campuses in Durban have the most relevant and modern infrastructure and technology development. The system on the PMB campus should also be focused more on developing student's computer skills, just like most campuses in Durban. I realized this in my Honours this year, as PMB students we are left behind with computer skills and we are only good with theory, which might not be beneficial in the long run. The world is becoming digital and students should be exposed to the relevant skills at an early stage.”

(Appendix 1-4)

2.3 Workload and Standard of Work

In this section, respondents were required to rate four aspects related to workload and the standard of work, namely, standard of work expected, manageability of the workload, whether clear guidelines were given, and whether there was sufficient time to understand the content.

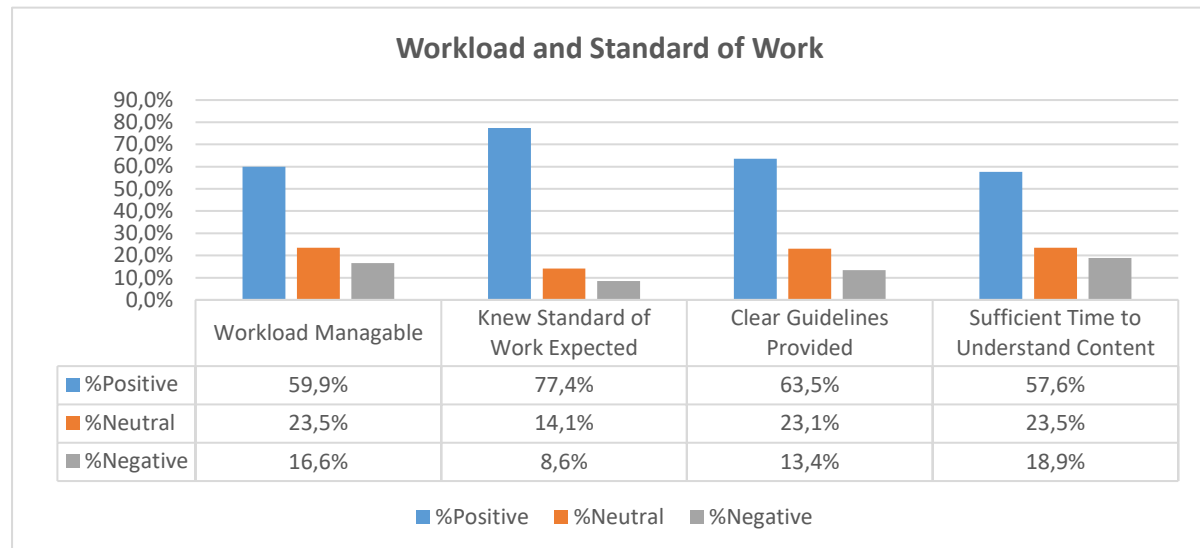


Figure 8: Respondents satisfaction with workload and standard of work.

Overall, most respondents positively agreed that they were satisfied with the standard of work expected (77.4%), they were somewhat satisfied that clear guidelines were provided by lecturers (63.5%). There was an increase in neutral and negative responses for workload was manageable and sufficient time to understand the content indicating that some respondents were somewhat felt that the workload in their respective courses was not manageable and that they were not afforded sufficient time to engage with the content. This could be due to a number of factors including but not limited to disruptions in the academic calendar (Figure 8).

Responses were more positive for the standard of work expected with the combined percentage of positive responses decreasing from 82.6% in 2019 to 77.4% in 2020.

“the workload requires discipline and hard work.”

“The institution should work towards making the content more understandable and possibly decrease the workload”

“The workload allocated should be of an appropriate amount that is not crammed all in December.”

“The university lecturers seem to work in isolation, not checking with other lecturers about whether or not students are already cramped with assignments and tests...”

(Appendix 1-4)

2.4 Quality of Teaching and Learning

Quality of teaching is assessed in terms of responses to statements regarding lecturers motivating students to give of their best, making a real effort to understand the difficulties students were experiencing, giving helpful feedback, being good at explaining concepts and making studies interesting.

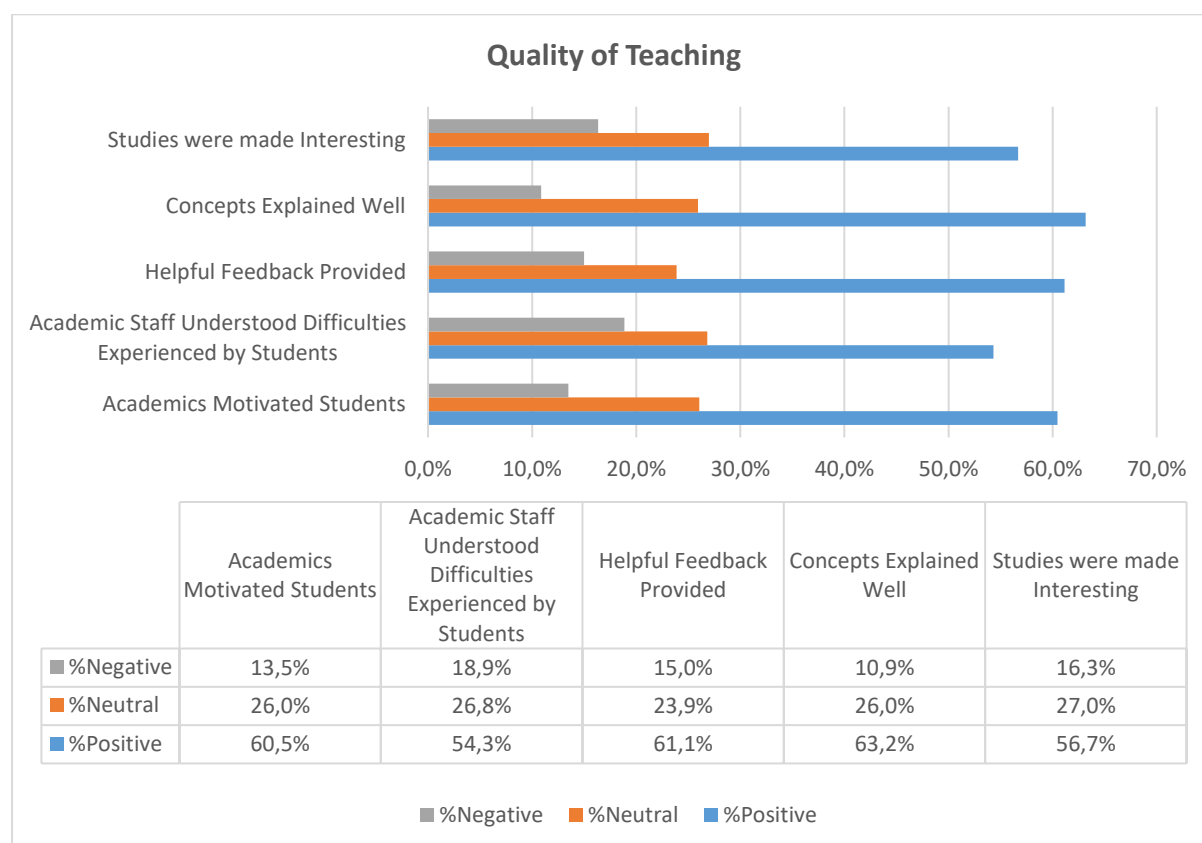


Figure 9: Respondents perceptions on the quality of teaching

The highest positive response (63.2%) was in relation to concepts explained well and the lowest percentage of positive response was in relation to lecturers understanding difficulties experienced by students (Figure 9). The highest percentages of neutral responses were in relation to studies being made interesting. In the qualitative sections some respondents have indicated that some academics need to find engaging ways in which they can deliver the subject matter in an innovative manner that is more appealing to students.

“When students say that they are stressed or exhausted they behave as if it's not their problem... all they care about is completing their own module...”

We need lecturers who are more involved with the students. Showing up for lectures is not enough. You need to be engaging and ensure thorough practice and understanding of theory through engaging exercises, quizzes and assessments.

“The university may improve its quality by hiring lecturers who aren't just qualified, but who can also teach and help students understand the work” (Appendix 1-4)

2.5 Assessments

This section had two questions related to opinions about what was necessary to succeed in the assessments. In the case of these two questions, the “disagree” ratings were the more favorable ratings and therefore higher percentages for these ratings are preferable.

More students positively agreed with the statements than negatively agreed with the statements (Figure 10). These aspects are discussed in more detail in the following sections.

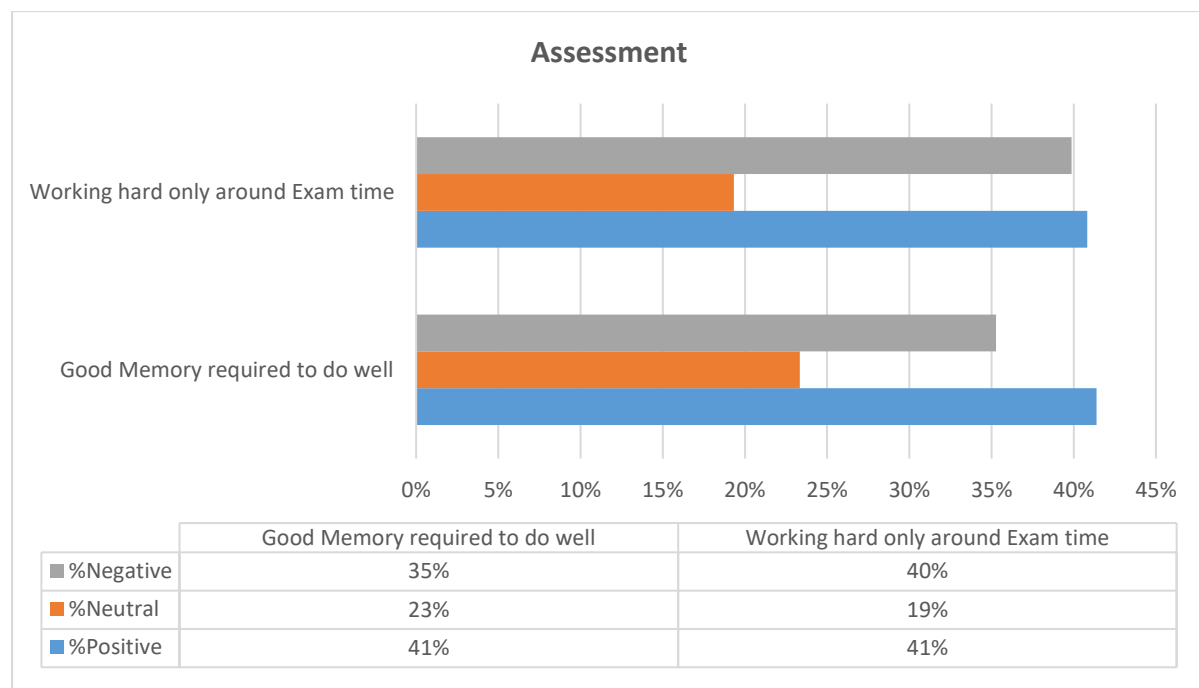


Figure 10: Respondents perception in relation to assessment (memory)

Respondents were required to rate the following statement: “To do well in my degree/diploma, all I really needed was a good memory.” Over a quarter (35%) of respondents negatively agreed that all they needed to do well was a good memory. Twenty three percent gave were not sure and gave neutral responses while 41% agreed with the statement.

Respondents were required to rate the following statement: “It was possible for me to get through the modules I took just by working hard around exam times”. More respondents agreed than disagreed with the statement (Figure 10). A combined total of positive responses shows that most respondents (41%) believed that they could pass by just working hard around exam times.

“with regards to online learning overall, I believe it was not effective as lectures would post audios and set submission dates, in that way, there was barely any engagement and an opportunity for us to actually learn and understand the work, but rather it was just a matter of completing an assessment and submitting.”

‘Online system of exams and assignments introduced cheating and false marks.’

(Appendix 1-4)

2.6 Professional Services Staff, Support Facilities and Equipment

A combined percentage (55%) of the respondents responded with either a neutral or negative response to the statement related to the services provided by the professional services staff at School level. Forty five percent of the respondents positively agreed that the administrative assistance offered by professional services staff at School level was sufficient, this is a significant decline from 2019 with a 15% decrease from 60% to 45%. The respondents from the Schools in Agriculture Engineering and Science were the least satisfied with the respondents from Humanities being most satisfied in comparison to other Colleges.

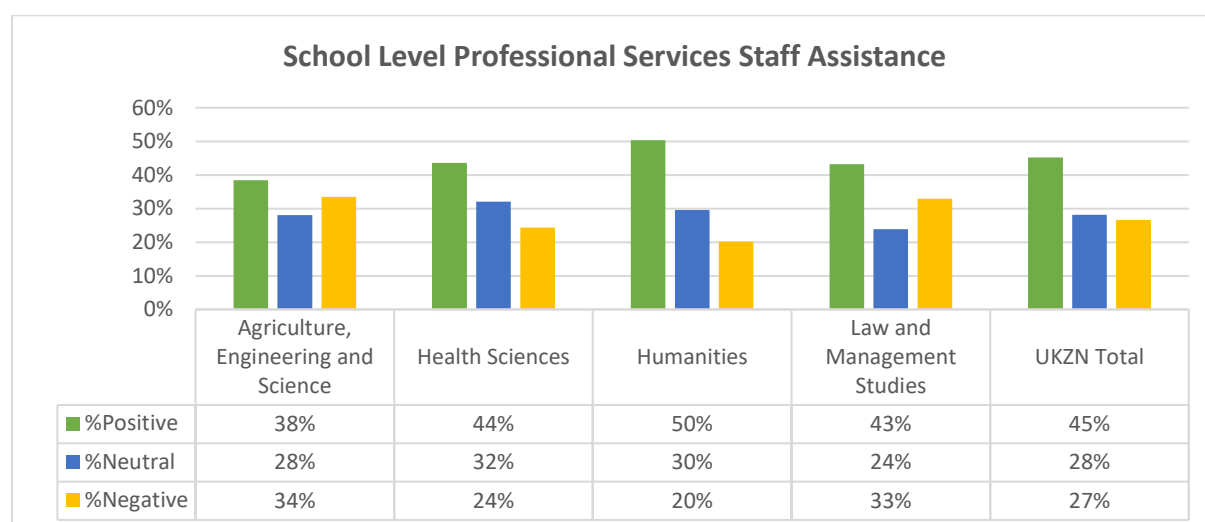


Figure 11: Respondents' perception on assistance received from School Professional Services staff

Overall, the respondents were more satisfied with the assistance received at College level over that received at School level. The College of Agriculture, Engineering and Science was least satisfied with the assistance received over all other Colleges. (Figure 12).

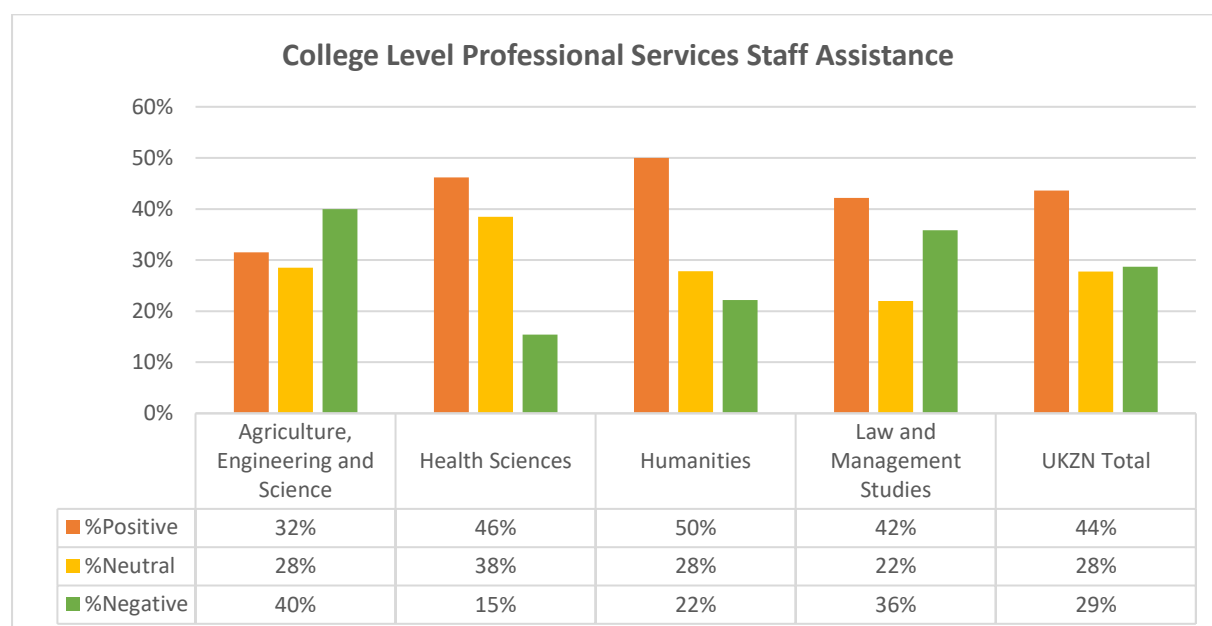


Figure 12: Respondents' perception on assistance received from College Professional Services staff

“UKZN administration can do better with communication. Being passive and uninterested will only make the work slower”

“we were often subjected to harsh treatment by university admin whilst merely trying to ask for assistance on an issue we may have had. Their tone was always rude and of a dismissive nature to the point that we would be nervous when entering an admin office.”

“Admin staff needs to learn to be more efficient and they need to improve student support.”

Respondents were required to rate the following statement: “I thought the support facilities (e.g. libraries, clinics, counselling) really assisted me during my studies’ and “The equipment needed to do well in my studies was of a good standard”.

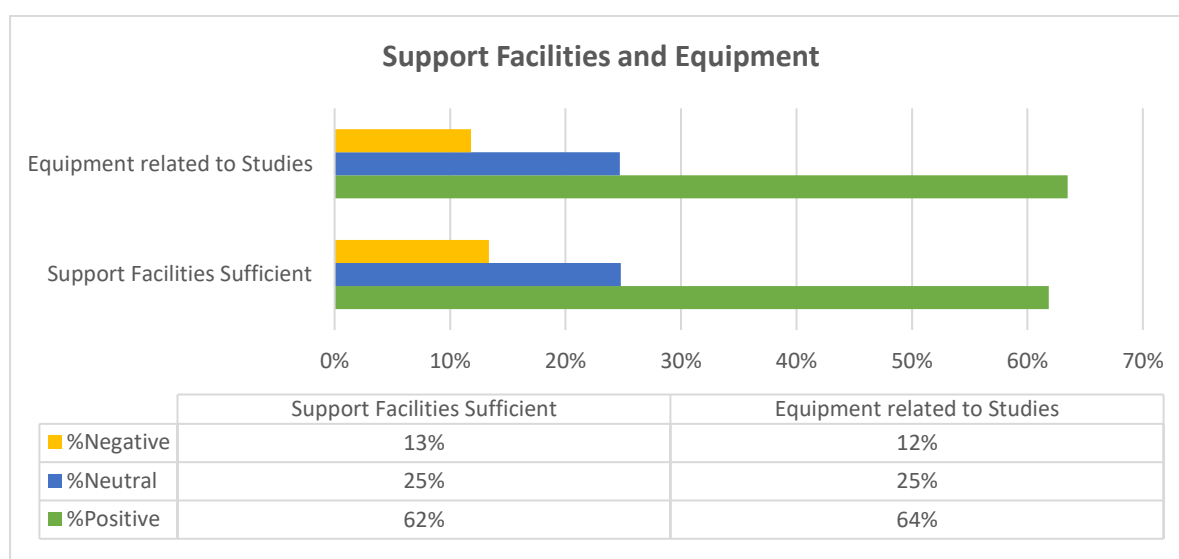


Figure 13: Respondents perception with regards to the effectiveness of Support facilities and Equipment

Sixty-two percent of respondents were positive about the support facilities (such as libraries, clinics and counselling) provided by the University and felt that these facilities to a degree assisted them during their studies at UKZN (Figure 13). A significant decrease of 10% can be noted, indicating that the graduates were less satisfied with support facilities than those that graduated in 2019.

Sixty-four percent of those who responded were of the opinion that the equipment required to do well in their chosen qualification was of an acceptable standard. In 2019, 73% of the respondents responded positively with regards to this statement.

“There is a need for high priority maintenance of laboratory equipment/instruments”

“ensure that postgraduates have funding and the necessary equipment to do practicals.”

“The university needs more social workers & psychologists per campus, to assist learners whom have been through a lot before, during & after exams, each semester.”

(Appendix 1-4)

3. EMPLOYMENT

In this section, graduates were requested to provide information related to their employment. A total of 41% of the respondents reported that they were employed at the time of the graduation ceremonies (Figure 14). The figures presented hence forth are therefore those of the 297 respondents who indicated they were employed.

Those who were employed were asked to complete a number of questions related to their employment. These questions were related to the type of employment they had obtained, the relationship between their studies and their employment and how they obtained employment. Some may have responded 'no' to avoid the additional questions associated with 'yes'.

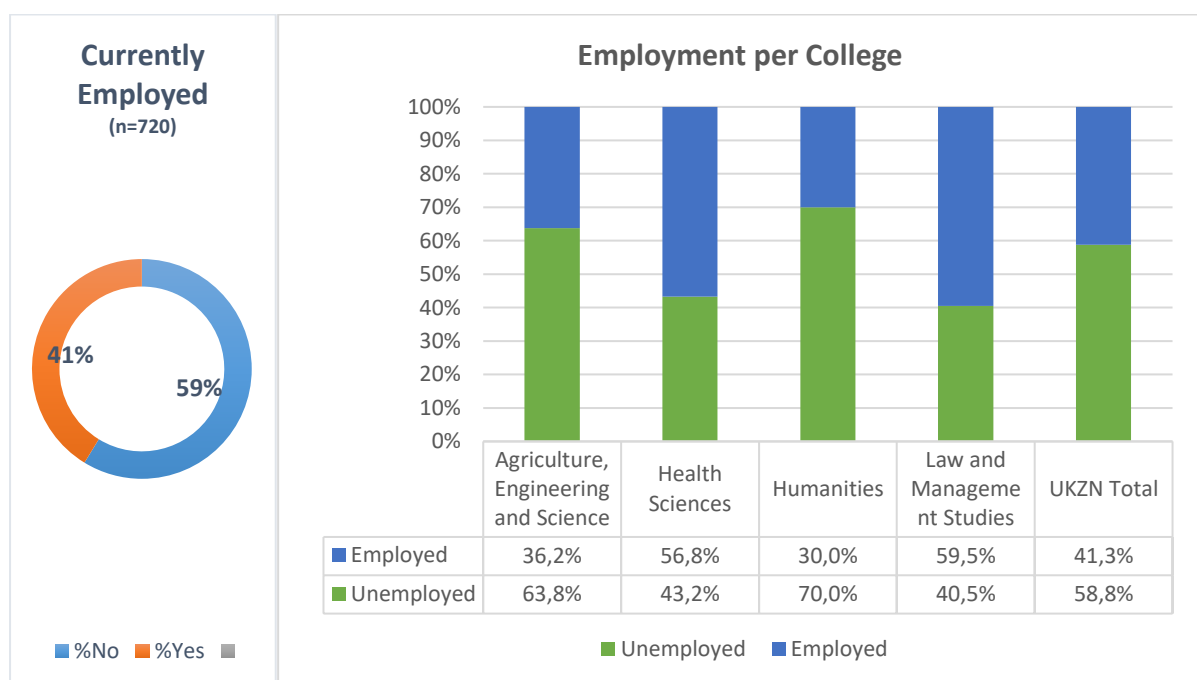


Figure 14: Profile of respondents that indicated they were employed per College

Most of the respondents who were employed were from the College Law and Management Studies and the College of Health Sciences. The College of Humanities had the least number of graduates employed at the time of the survey (Figure 14).

Those who were employed were in full time employment (77%) and 52% had permanent positions (Figure 15). The majority of respondents were employed in KwaZulu-Natal (56%) (Figure 15). A majority of those who indicated they were employed were employed by the in professional companies (Appendix 5).

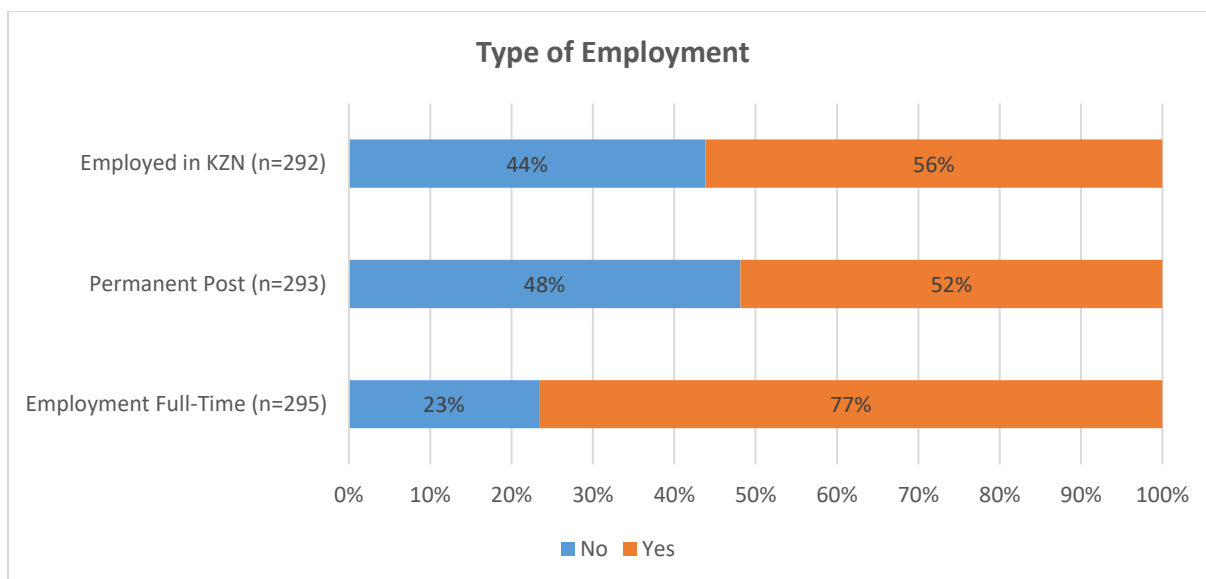


Figure 15: Type of employment and employment sector

Respondents were asked to answer questions about the relationship between their studies and their employment (Figure 16). Seventy-nine percent stated that their job was directly related to their field of study and 73% reported that their present job was in their long-term career interest. Seventy-three percent of respondents felt that their studies had adequately prepared them for the employment sector.

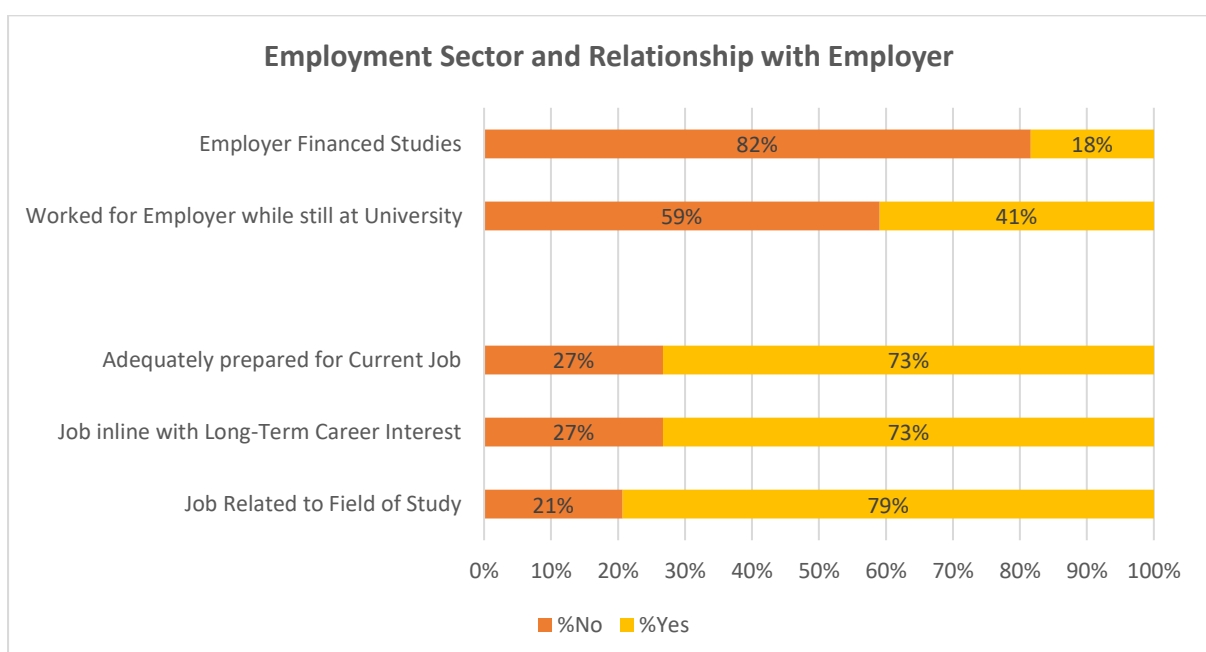


Figure 16: Relationship between study, employment and employer

Forty-one percent of the respondents had worked for their present employer while studying and 18% of the employers funded the respondents' studies. These responses are summarised in appendix 6.

Majority of respondents found it either very difficult (21%) or difficult (40%) to get a job and most respondents got their jobs by responding to job adverts (Figure 17). Forty-eight percent of the respondents got their jobs through personal contacts. Those that indicated 'other' included the following methods they used to secure employment: political deployment, volunteering and networking.

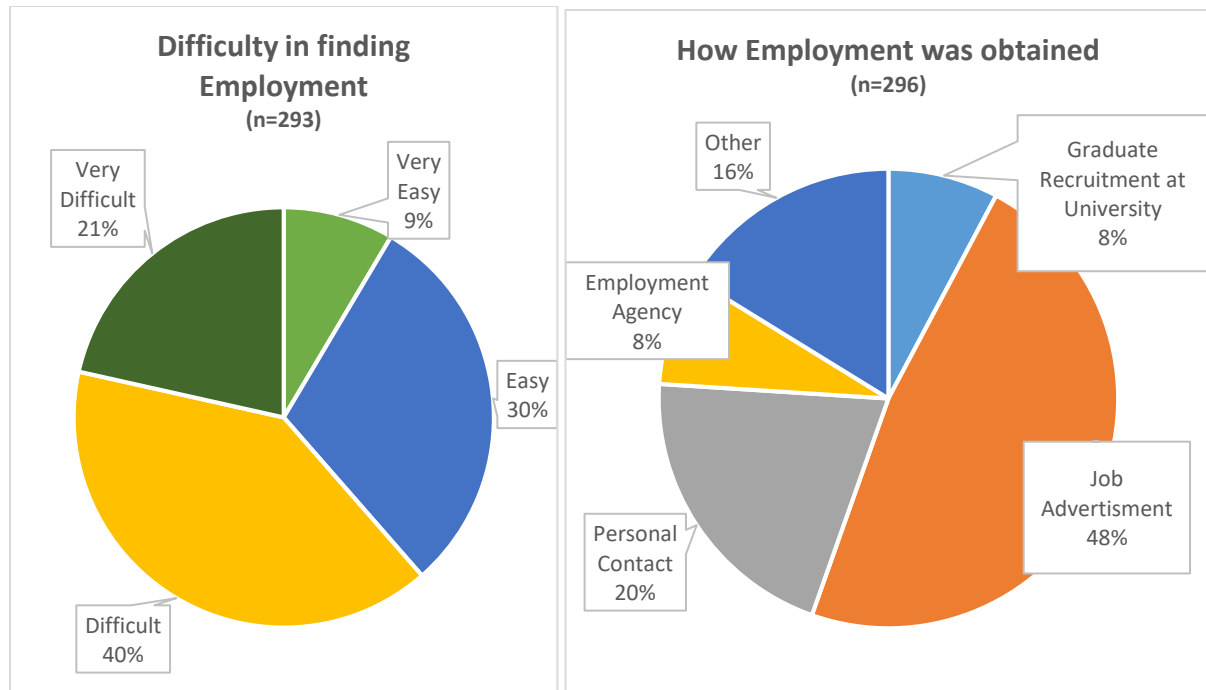


Figure 17: Percentage responses in relation to obtaining a job

"It is still a major challenge to get employment or in-service training in the field of the degree i acquired."

"Introducing practicals for experience to increase employment chances"

"The university should implement the process of allowing students to receive both the theory and practical skills because many of the students are still at home and not getting any employment ...this is a problem for the students in humanities courses because they lack practical experience"

"The institution can start by providing modules that would enable students to get employment opportunities straight after the completion of their first degree"

(Appendix 1-4)

4. FURTHER STUDY

A total of 42% of respondents stated they were studying further. The figures presented in this section henceforth are those of the 300 respondents who responded to this question.

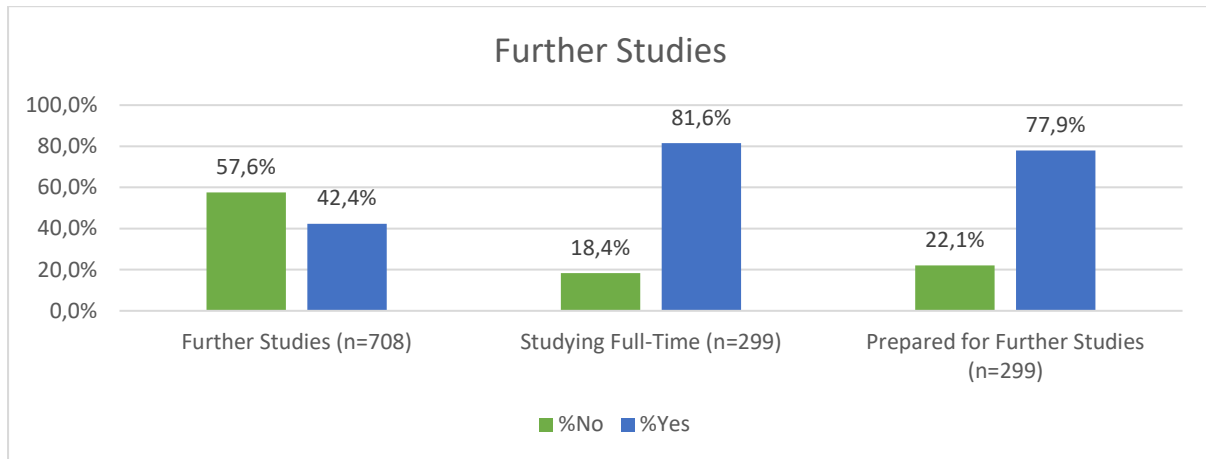


Figure 18: Respondents studying further

Majority of the respondents who were studying indicated that their studies were full time (81%). Seventy eight percent of respondents studying further believed that their studies had prepared them adequately for further studies (Figure 18).

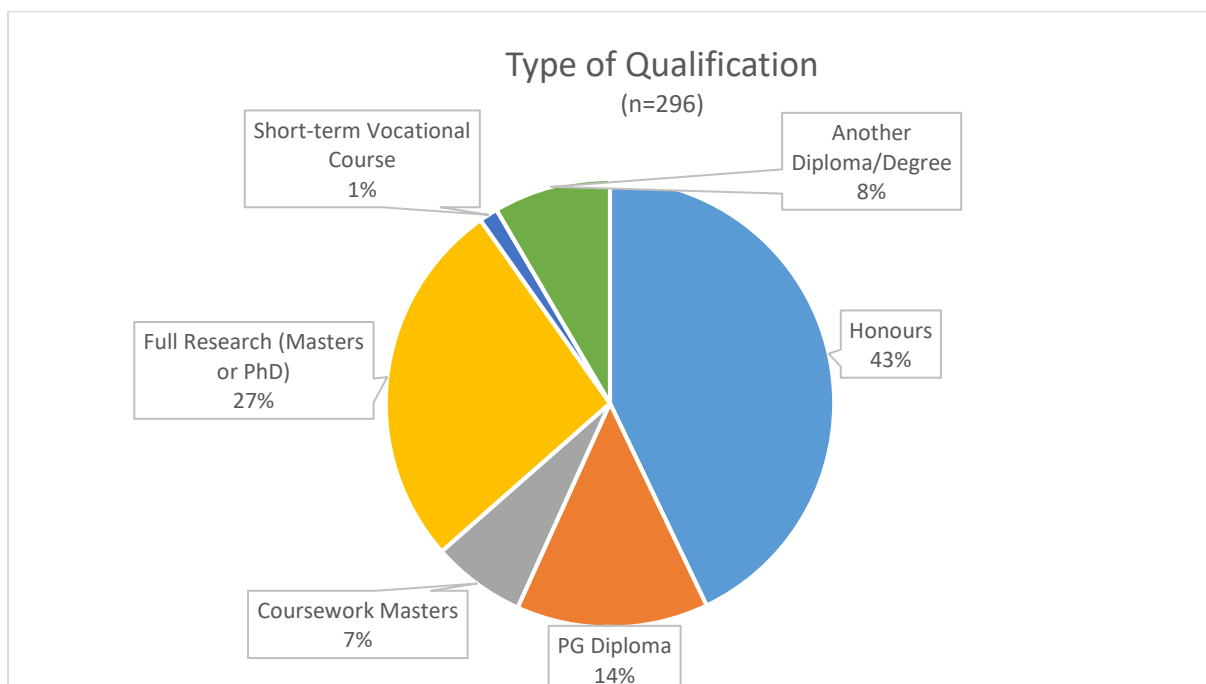


Figure 19: Type of Qualification

The majority of respondents (44%) who were studying further were enrolled for Honours degrees with 27% enrolled for full research studies either in a Masters or Doctoral qualification. Overall the graduates indicated that they were satisfied with the qualification obtained and

indicated that they were adequately prepared to pursue studies either in the next level or in another qualification equivalent to the one they had obtained.

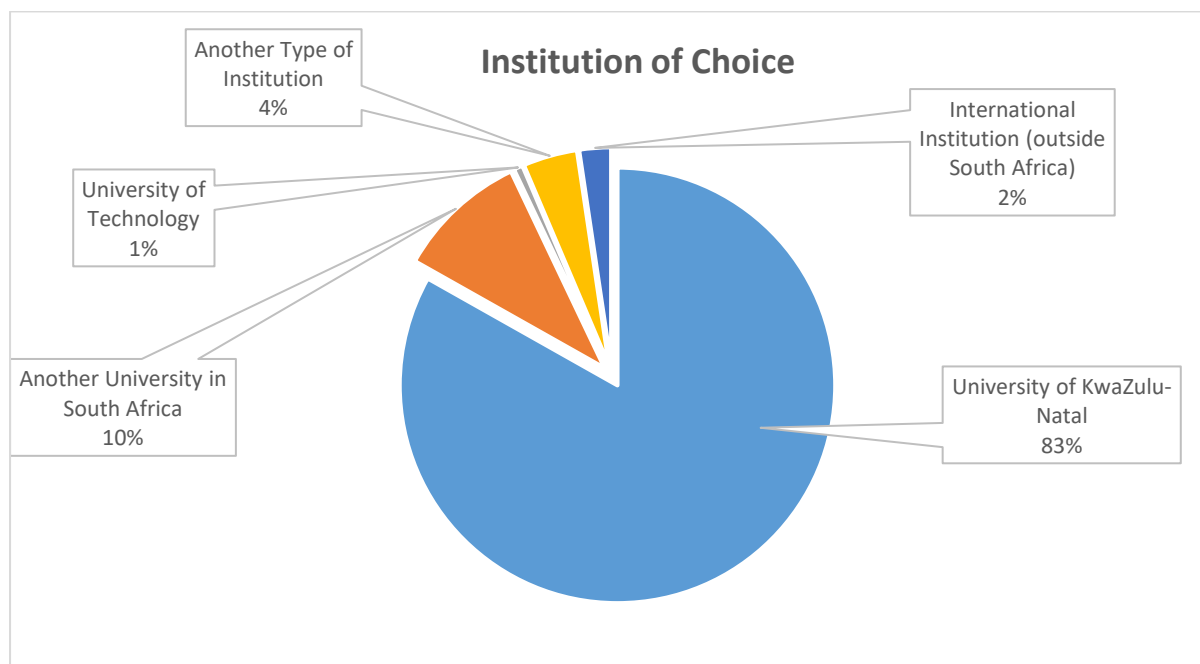


Figure 20: Type of Institution

Majority of respondents (89%) who were studying further were studying at UKZN (Figure 20). Two percent of the graduates indicated that they were furthering their studies in other institutions outside South Africa while 6% of the graduates indicated that they were studying in other institutions within South Africa. Overall, the University of KwaZulu-Natal is still considered by our graduates as a University of choice for furthering their studies.

“Quality is excellent, have exchange programmes with big universities in the world”

“UKZN has provided me with an excellent quality of education and has allowed for me to grow academically and socially.”

“Since the future of education is digital, UKZN should improve the online learning since it is more independent and it does not require a student or a teacher to be in a certain place.”

“The university needs to find strategy's on how to control the overcrowding in lecture rooms.”

(Appendix 1-4)

CONCLUSION

Overall, the respondents were satisfied with the overall quality of their studies at UKZN and a majority somewhat satisfied with the learning environment. While the respondents were satisfied with the skills developed, they flagged a concern with regards to the development in computer skills. This requires further investigation and engagements taking into consideration the university wide drive towards online learning necessitated by the pandemic the world is currently experiencing and the evolving needs of industry.

There was considerable variation with satisfaction in respect of the workload and standard of work with some respondents highlighting that the workload was not manageable and they needed more time to engage with their studies, some also indicated the negative effect that these had on their well-being and overall health.

The responses also highlight a decrease with regards to satisfaction with administrative support within Schools and Colleges. Comments were also received with regards to online teaching and learning initiatives taken by the university and the effectiveness thereof. They also flagged their dissatisfaction with the virtual graduation ceremonies and the delay in the issuing of certificates which adversely affected their abilities to submit the required information to their employers/ potential employers.

Overall, while the University of KwaZulu-Natal is still considered as a University of choice for furthering studies, the respondents reflected that the quality of their studies could be improved through strengthened student support systems and improvement in student to staff ratios and better infrastructure which will enable students to reach their full potential.

APPENDIX 1: COMMENTS: CAES

COLLEGE OF AGRICULTURE,ENGINEERING AND SCIENCE	
Agricultural, Earth and Environmental Science	
Qualification	Comments on the quality of your education at UKZN and what can the university improve on in future-
BCom Honours Information Systems and Technology	The workload allocated should be of an appropriate amount that is not crammed all in December.
Bsc	It was great
Bsc	Quality is okay but more can be done towards the practical side of studies
BSc	The university can improve on lecturers who don't speak english properly, or well enough for the students to understand.
Bsc	the university focuses more on research rather than practical skills that are needed in the working environment
BSc	The handling of
BSc	The University also needs to care about students' residences as they play a vital role in student performance.
BSc	There needs to be an equal opportunity for all campuses, Pietermaritzburg campus is left behind in terms of infrastructure and technical equipment while the campuses in Durban have the most relevant and modern infrastructure and technology development. The system on the PMB campus should also be focused more on developing student's computer skills, just like most campuses in Durban. I realized this in my Honours this year, as PMB students we are left behind with computer skills and we are only good with theory, which might not be beneficial in the long run. The world is becoming digital and students should be exposed to the relevant skills at an early stage.
Bsc Envs	The university can introduce more courses which are more focused on a certain career for example GIS instead of it only being found as a few modules in environmental sciences
BSc Hons Geology	Add more practical work and field visits to help better understand the course.
Bsc Soil Sciences and Hydrology	Just that a person is smart does not mean he/ She can be a lecture, I think the university need to change that mindset. A person should be a lecture because he/she can teach. Besides that I love UKZN I had a great time being a student and I made a lot of good friends I'm proud to say I am a UKZN graduate ♡
BSS	It was good, the quality of work received is now beneficial in the workplace.
Environmental science	The University need to ensure that every student have hands on experience with work related to their studies expecially in Science courses where it is more of theory than practicals

Environmental Science	Where do I start, I really struggled with getting academic support as a post-grad. If I had issues with my supervisor I found that if I wanted to report any issues about my supervisor I would have to report to him. I also observed some other post-grad students struggling when their supervisor was on leave (sabbatical or maternity leave), there was no effort or plan made for the students under the lecture's supervision. It was also a struggle in going to site without a drivers licence that is under 2 years, specific drivers would have been helpful. Also getting support from higher education in terms of the quality of the thesis which will be submitted, when there are ongoing issues, if the supervisor is not available who do we go too? It can get quite depressing without having support when stressed and struggling with workload or have no funding.
Environmental Sciences	The quality of education at UKZN is very good. However, much improvement is needed in terms of the administrative services, e.g. registration assistance, responses to enquiries, etc.
ENVS	I would appreciate more active field trips, as most of the content is theory based and often does not prepare us for the "real world" and securing a job. I feel students learn best with first hand experience. Especially during postgraduate years.
Master of Agriculture (Food Security)	More focus on computer skills development to adequately complete a thesis
PGDIP Food Security	The fact that we are only receiving our certificates a year later is despicable. UKZN is a disappointment.
PhD Environmental Science	Post graduate students are victims of supervisors selfish interests and they don't give hard working students the speedy feedback they deserve.
Phd Geography	Excellent
	some study areas require more practicals on the field than what was offered.
	It is still a major challenge to get employment or in-service training in the field of the degree i acquired.
Chemistry and Physics	
B.Sc	The strikes. Please do something about the strikes. Yes everybody has the right to gather and protest in this country. However, should we not strive as educated individuals to solve our problems in a more peaceful manner. This doesn't just apply to the students, but rather the university as a whole. The disruptions to the semester as a result of the violent strikes were unsavoury to say the least, and I hope that future students do not have to experience that
Bachelor of Science in Applied Chemistry	Failure does not mean it is over, it means you still have an opportunity to try again. Academic staff need to attend to queries of students in a conducive and friendly way.
BSc	N/A
Bsc	Work experience during the undergrad qualification.
BSc honors in chemistry	The administrative staff at the college office needs extensive training as I always experienced difficulties when it was time to register. Some years, it took me coming to campus for as long 4 days just to get registered. Instructions regarding how to apply for postgraduate studies also need to be clearly outlined.

BSc Honours	The university can improve by raising the standard of education and also offer more support services like mentors at student residents. The university can also take final year students to their field of work to get a feel of the workplace. The university should also ensure a very safe environment to the students both day and night, campus and student accommodations. Alcohol must be banned on campus and student residents with strict fine or punishment if one is found to break that rule.
MSc	Specifically in CAES department of chemistry and physics, they must arrange industry exposure of the students during some period of their degrees.
MSc in Chemistry	There is a need for high priority maintenance of laboratory equipment/instruments and a need for highly qualified technicians to maintain and operate the equipment in some instances, as well as better training procedures for students to operate the instruments optimally without damage. Perhaps standard operating procedures and log books by each instrument would help with this.
MSc in Chemistry	After graduating with a MSc in Chemistry it has been difficult to find a job in my qualified field as I am highly qualified with little real-world work experience. I have searched for over a year now, and am still looking for opportunities. The country lacks enough graduate programs and internships for majority of graduates to be integrated into the workforce with no work experience.
	Improve the security of students on campus
Engineering	
Bsc	Quality of education is outstanding..... you can improve on giving engineering students on campus accommodation.
BSc	UKZN is one of the best university in South Africa, however, the standard of research, science and innovation won't improve. Laboratory equipment are outdated and very old. The school needs a massive upgrade for it to compete amongst the best. Invest in learning and teaching, lab work, practical and others.
BSc Chemical Engineering	There is still room for improvement in how UKZN offers its educational services to students, a culture of professionalism, fairness and respect for diversity needs to be cultivated and fostered.
BSc Chemical Engineering	Improvement in academic support groups especially during the supplementary exam period for struggling students.
BSc Civil Engineering	Excellent Quality of Education
BSc Civil Engineering	The engineering program is a rushed one. A better integration of work related concepts and university theory needs to be implemented.
BSC Computer Engineering	Administration was a nightmare, I wasted many hours trying to get things sorted out. The campus does not feel like a conducive place for learning, I spent all my time studying from home rather than on campus.

Bsc Computer Engineering	I understand that this is an institute for higher learning and I agree that most Modules were conducted effectively, however, Modules such as Design or any Coding-related Modules demanded more than we were actually taught. None of the other Modules actually assisted in completing Design and I feel more emphasis should be placed on teaching students on how to go ahead and do something instead of expectations without teaching. I understand that the standards cannot be lowered, however they should compensate and improve their teaching methods on this matter Also... we work hard for our Degrees, and I understand that due to the pandemic, a virtual Graduation was put into place... however that should have been a temporary compensation as we truly deserve an actual Graduation, however delayed or late that may be...
BSc in Chemical Engineering	The quality of education at UKZN is very good. Nothing needs improvements.
BSc Land Surveying	I would suggest the university start hiring professionals from the related work field whk clearly understand what is happening in the work environment than lecturers who only know theory
BSc. Electronic Engineering	We need lecturers who are more involved with the students. Showing up for lectures is not enough. You need to be engaging and ensure thorough practice and understanding of theory through engaging exercises, quizzes and assessments.
BsC.Eng	Less disruptions. Lectures need to test on what they actually taught us. Lectures need to be more open and helpful. I feel other universities have an easier degree. Why do students doing engineering at UCT preform better than those at UKZN?? The teaching and testing standard at UKZN should be equal to that of other universities.
BsC.Eng	I was unemployed for an entire year. I applied to and was rejected from over 60 positions before finally entering a graduate program that I had been applying to for 3 consecutive years.
BScEng	The explanation and guidance given by some lecturers, it would be better if they prepared easy to understand presentations than just issuing notes and rushing over the material. Also they should include more terminology and practices used in the industry

BScEng - Civil	I would like the school to be more practical when it comes to engineering studies and tasks that they give to students. an example would be to give students at least two tasks/assignment per semester where they apply their knowledge to solve a practical problem. This can be done by developing a relationship with local engineering firms which can assist in hooking up a group of students with their designs/construction
BScEng (Mechanical Engineering)	Very poorly managed university. Lots of bureaucracy and politics involved esp. at upper management and it filters to college level. Poor funding and upkeep of degree syllabi and comparing the quality of education to other SA universities, it ranks quite low compared to say UJ or UCT.
MSc	Students often found out scopes of tests which wasn't communicated to the class at large. Clamp down on plagiarism. It's rampant in civil. From report writing, assignments and lab results.
MSc Chemical Engineering	The quality of education is just above minimum and needs a potent international recognition. There are far too many strikes on campus that are dangerous to everyone. There is also frequent load shedding and water shortages/issues that drastically impact experimental work and lectures.
MSc Civil Eng	The support from my supervisor was greatly appreciated and every attempt was made to encourage and assist me at any time. More supervisors should adopt this approach as it sparks a good relationship with the supervisor and the project.
MScEng	The university needs to also prepare students for the non-academic environment, this may be done by offering mandatory modules that put emphasis on interpersonal skills and workplace ethics.
PhD	Please put competent people in the administration of Engineering
PhD in Construction Management	Excellent. Keep it up.
PhD in Construction Management	Enjoying my current job
Life Sciences	
Bachelor of Science	Residences are disgusting and are in need of work

Bachelor of Science(Stream LES)	After a student has graduated the university must provide the correction channells for learnership or work for that matter. Just like they do in Health and Sciences Faculty
Biochemistry and Microbiology	Have more practicals since some studenta learn best by visualizing things rather than listening to the lecturer. More field trips
Biological Sciences (Ethnobotany)	Education/syllabus should align with what is expected of us in the work environment. Lecturers should let us know why we are studying/learning certain aspects of the course so that we have a vision and idea of the working place outside the University.
BSc	Education is okay but stop withholding our certification when we are owing. How do you expect us to pay if we can't get jobs?
BSc	I think the system or the structure of the department was more focused on the business than the student's success. it the practical education is so poor in undergraduate degrees and at the same time only few students taken to proceed to postgraduate studies, the rest struggle a lot in the outside world. somehow it makes me feel like the system is a scam
BSc	The university can improve on giving students more practical experience during the 3 years of studying because at the end it leads to more job experience.
BSC	There are too many disruptions that I experienced during my 3-4 year study at ukzn. This was due to the strikes that not only halted academic activities but made ukzn an unsafe place to study because you are so scared of being stuck at a location and not knowing if the protesters will spear you,the police mistaking you for a protester or being in the firing line of pellets,bricks or teargas(I have a personal experience of the wind carrying the teargas fumes to the place me and a friend of mine where 'hiding'). I feel the ukzn need to ensure that the basic rights of their students are met,these include safety, good housing,water and electricity and quality education.
BSc	We're always taking evaluation surveys at the end of each module which in my opinion is useless because nothing ever changes, I think the institution just asks for our opinions on some "what can we do better" just for the ambience not that you guys really care but it's whatever.
BSc	The administration staff at college level take very long to sort out and solve administration problems even if it is something minor.
BSc Genetics and Microbiology	The quality of education is fine. However, dealing with administrative staff is terrible, most seem cold and unwilling to help you. Things don't get done if you don't push them to do it, this problem has been made worse by COVID as it's hard to push someone over email, I have been trying to get something fixed on my degree for over a year now with no success. It's not just myself, many students are fed up with the inefficiencies of the university.
Bsc Marine biology	Better lecture notes
BScHons Marine Biology	I felt that we were not given enough practical experience about what to expect going forward as graduates. Focus on cultivating the creativeness of students more than just grades.

Forensic Genetics	The quality of education is of a moderate standard, and the university has so many useless degrees which lead to many people unemployed after spending so much time, money and effort studying. The university should focus on tailoring qualifications or fields that are in high demand instead of offering so many pointless and usable degrees to students. because whats the point of studying if you cant get the job you studied for. Plus the university should be assisting students with being placed in certain jobs and/or open job opportunities for them. With the money that people spend on education, its the least the university can do, is help student find proper placement in the work environment or securing internships etc.
Forensic Genetics	I hate my job and I hate that there are no job opportunities for me to practice what I studied
MSc	Good. Administrative staff at college level are not as helpful as they should be. There is often a lot of confusion about where/which departments to go to for the assistance required.
MSc	I believe in the integrity of my qualification due to my supervisor being of great standard. However, the admin and support staff make all related steps extremely difficult and are, to my experience, extremely inefficient.
MSc	I think the standard is very high in general, however the equipment in many of the labs on agric campus was poorly maintained and often very old/out of date. It makes it very hard for our research to be at an international level.
MSc Ecoogy	I appreciate the teaching and guidance I received from my supervisors. I would love to come back and enroll for another degree :)
MSc Genetics	The finance and administrative departments need to improve their efficiency as it was extremely difficult to focus on my studies while worrying about when my bursary payments from the university were going to be received
Phd	Education is great. The university admin/financial system is highly inefficient and lack respect towards its student. I will not recommend the university to friends or ennemies.
	Admin needs improvement
	Education was good
	I believe lecturers need to work hand in hand to ensure they are not giving students work load that is over their capacity because students end up settling for lower marks as long it's a pass. This really meddles with the quality of our qualifications. Thank you.
	In terms of postgraduate studies the University try its best by offering students with work shops that are very important and other supporting activities so I am happy with the quality. I would like to see a full investigation on students that do not finish their MSc and PhDs on record time. I would like to also see the improvement on release of scholarship funds by the University because University delays to refund students and it has a negative impact on students academics.

	The university lecturers seem to work in isolation, not checking with other lecturers about whether or not students are already cramped with assignments and tests. Furthermore even if they do know they don't seem to care, it's as if they believe that they are the only actual lecturers who are teaching the students. When students say that they are stressed or exhausted they behave as if it's not their problem. As much as it is understandable that lecturers assume that students can take the workload because they've come to study a degree, it is inhumane how the lecturers pile-up work knowing fully well that the students have so much to do. It's as if all they care about is completing their own module even if it is at the expense of the students' health as well as their mental health. It is very difficult for students especially since most students are not bursary students and have to fund their studies by working. Well the university can say that this is not the problem, it actually is because students are trying to pay the fees set by the university. The overwhelming stress caused many people to have a negative experience of studying at UKZN. Additionally most lecturers do not lecture in ways that make the lectures interesting. Most of the time they are reading off slides. Equipment in the first year chemistry lab was pathetic. In my own experience I never had a practical where I had all the equipment I needed and if I did have the equipment it was almost always broken.
	The University should be always put Postgraduates students into consideration whenever then taking any decision.
Mathematics, Statistics, and Computer Science	
Bsc	Administrative staff and learning environment.
BSc	It is missing some courses that are really essential in the industry.
BSc	Make the library less noisy, make registration process not a pain and have more companies in the related field visit.
Bsc Applied mathematics	Studying can be stressful especially adapting to new topics. It would be great if peer mentors could avail themselves to give study strategies that helped them to get good grades as well as good research for post grad studies. If each student can have this I think the university performance will increase
BSc Honours	As someone coming from undergraduate at WITS, UKZN students are too lax as they have little work. The lecturers are decent, but UKZN environment is not much different from high school. Quality of students from UCT, WITS, UP far exceeds those of UKZN due to more academic pressure in those universities. UCT, WITS, UP students will outperform UKZN students in the workplace.
Computer Science	I am satisfied and would recommend others to pursue their studies with UKZN
Mathematics	it is of high quality, more effort needs to be done by the department of basic education in collaboration with the department of higher education so that more south Africans can pursue stem subjects at the postgraduate level. I noticed that it was more foreigners who enrolled for postgraduate studies than local despite the fact that there is funding for locals.

PhD	No one will listen to you if you ask for support regarding cubicles issues. Maths post docs were sharing the cubicles with Masters and PhD students. The Maths post-docs could sing, laugh their lungs out and conduct tutorials in the cubicles, that is bringing students in the cubicles, so sad(if I think of this experience I hate UKZN as reporting this was like a joke to whoever you thought could help)
PhD	The university needs to put in place more checks and balances vis-a-vis ensuring that supervisors do not unreasonably seek to frustrate students, and put in place mechanisms for students to raise concerns without fear of victimization.
PhD Applied Mathematics	The administration staff in the various departments are rude and not helpful at all. They usually ignore requests for help from students completely or just reply very rudely. UKZN would be much better if there was admin/staff/secretaries that actually cared about the students and treated us with respect.

APPENDIX 2: COMMENTS-CHS

COLLEGE OF HEALTH SCIENCES	
Clinical Medicine	
MBChB	It is an excellent teaching institution, however much more is needed with regard to MBCHB.
MMDSC	The only issue I had during my studies was accessing journal articles as the library did not subscribe to a number of Medical journals I required for eg. BMJ STI, International Journal of STD and AIDS. The virtual graduation ceremony in October was okay considering the challenges with lockdown but it was disappointing that the link provided in the UKZN communique did not work. I managed to get on eventually, with help from my UKZN colleagues in time to see my name but I heard a number of other students had challenges and missed the ceremony altogether. Overall my studying at UKZN was seamless, my supervisor and the SCM postgrad staff were great.
MMedSc	The university needs to implement programs that will have us develop skills for the job market. Postgraduate funding needs to be more readily available and advertised as well. There should also be a component of post grad that exposes us to academia so that we are able to graduate as with more skills and experience.
MSc	Excellent quality. No need for improvement.
Health Science	
B. Occupational therapy	Good
B. Physiotherapy	Everything is in excellent form.
B. Physiotherapy	I am currently doing a Community Service which is a one year contract.
B. Speech Language Pathology	The lecturers should stop picking favourites and only making them pass.
B.Pharm	Try to be more welcoming and accommodative for international students.
B.Pharm	Try to be more welcoming and accommodative of international students.
Bachelor of Occupational Therapy	Ukzn is good at inducing anxiety and depression disorder.
Bachelor Of Pharmacy	The degree I was doing seemed to scratching on the surface with a lot of the modules and papers were repeated frequently which did not always reflect on a students ability to understand but to crame. The school did not have a proper foreign student welcoming or integration process or club hence foreign students grievances often went unaddressed. Some students were so adamant withing their cultures that they were not welcoming to foreigners which made the place a little unwelcoming to foreigners.
BDENT	In the dental field were alot of student with limited equipment. The teachers did try their best for everyone to be competent but the sad reality is not everyone had the same "grasp". In a clinical setting some student really needed extra time to practice than the rest but we were not afforded that. The equipment was very limited, we had to take turns to use it

Bdt	I believe when it comes to our qualification the university does not give its all. We did not have enough study and training equipment at the hospital. Most modules we were not exposed to physical studying and only knew it according to the book not practically which made it hard for us to practice it out to the patients when we finished our studies.
Bdt	As Dental therapists. The Dentists that employ us do not give us as much respect and gratitude. They don't treat us well at all.
BOCTH	The quality of education I received at UKZN was superb. I have learnt a lot about myself and independence.
masters of optometry	Quality is excellent. Have exchange programmes with big universities in the world
masters of optometry	Department of optometry
MOptom	International Employee
MPH	The course work towards my MPH was satisfactory. i however had a horrible time with my MPH Supervisor. frankly she needs to be confined to coursework and not Supervise any students.
PhD in Pharmacy	Good quality
	In my discipline we had very little opportunity to do our clinical work as our classes were too big
Laboratory Medicine and Medical Science	
B. Med science honours in Physiology	Improve security especially at night and lights needs to be put in stairways which is extremely important if students are working in the labs late at night. If it is not feasible to hire extra security then a security vehicle could be stationed on request if students are working late into the night
Bmedsc	Better and organized communication with students in the future. Online system of exams and assignments introduced cheating and false marks.
Doctor of Philosophy (Medical Biochemistry)	I am satisfied with the quality of education that I received from UKZN.
Medical Science	UKZN has provided me with an excellent quality of education and has allowed for me to grow academically and socially.
Medical science physiology	Excellent
MMED MICRO	WHEN IT COMES TO RESEARCH, WE NEED PROPER GUIDANCE IN LEGAL, PROCUREMENT AND ETHICS. ALL THESE DEPARTMENTS ARE TOO SEGREGATED AND WE SPEND HOURS TRYING TO FIGURE OUT WHERE TO GO AND HOW TO DO THINGS. SOMEONE LIKE A RESEARCH CO-ORDINATOR WILL BE GOOD TO SHOW US THE ROPES AND GUIDE US.

MSc	funding for employed married people due to financial constraints and responsibilities they have or discounted fees and CHS funding opportunities should be available to all. Not all employed students have enough finances to finance their studies. Tuition fees are very expensive so is the cost of living especially when you have children that are still schooling.
Msc Medical Science	They can ensure that postgraduates have funding and the necessary equipment to do practicals.
MSc Medical Sciences (Physiology)	In academic administration UKZN should hire sufficient number as in some instances you can't get assistance when the officials are on holidays or sick leave. UKZN laboratory should hire enough number of assistants. Also in terms of academic records they should be uploaded on student central.
	To provide sufficient funding for postgraduate studies
Nursing and Public Health	
Bachelor's degree in Nursing	It's not easy to leave Nursing students to fend for themselves. The university should be helping Nursing students in getting jobs. Many Nursing graduates are unemployed. I wish the university could help because it is so tough out there just like olden times
Master of Nursing	Better lecture rooms for Nursing students, Air-cons are never working, desks are broken and untidy. Over head projectors always had issues. Nursing students previously had a LAN now that was given to engineering students like everything else, it's absolutely ridiculous how nursing students who also pay fees have been sidelined in such a huge way. I have been a student since undergrad and only seeing facilities being taken away. Some lecturers also need to be better prepared to certain courses, as they had no knowledge towards the course making it rather confusing.
Ph.D Public health	The quality of Education in UKZN is very good. However, there is need to strengthen communications especially with distance learning programmes. Many distance learning students fail to graduate on time for reasons including, not knowing what next is to do. There is paucity of information available to non resident students regarding their courses.
Post Honours Degree	The time it took for ethical approval was horrendous and due to the delay I was forced to pay an extra R4000 to complete my post graduate degree due to their delay. To finish the course in 2018 and to only just receive your certificate is appalling especially when you as a student work so hard to finish within the year of your postgraduate degree. I came back thinking things would have improved at postgraduate level but I was shocked as it was worse. I will never return to study at UKZN and would never recommend them to anyone which is so sad as this was where I completed my undergraduate degree. Things seriously need to change and the students best interest should be top priority.
Postgraduate diploma in public health	I appreciate UKZN management and I request them to never give up on their quality management improvement
Postgraduate Diploma Public Health	The admin staff needs to improve their communication skills

APPENDIX 3: COMMENTS-CHUM

COLLEGE OF HUMANITIES	
Applied Human Sciences	
BA in psychology and Education and Development BSS honors in psychology	always inform students about the importance of picking good majors. We sometimes do modules because we heard that they are easy but don't help us in anyway when we need to get jobs. please also inform first year psychology majors (they are hundreds of them) that they won't practice with degree, rather just make it structured from first year so we can know that after six or seven years we can register as psychologist instead of applying but get rejected. again inform students about having good majors very NB.
Bachelor in social work	Ensuring more practical work for students for better understanding of their degrees instead of just theory work.
Bachelor of Social Science	by providing practicals to the undergraduate of psychology and make the degree to be four years instead of 3 years. so that every student have compulsory honours
Bachelor of Social Science	In my opinion the university may improve its quality by hiring lecturers who aren't just qualified, but who can also teach and help students understand the work.
Bachelor of Social Science in Forensic studies and Political Science	The university needs to improve in the lectures that they employ because some of them do not have patience
Bachelor of social sciences	The university can actually go 50/50, with theory and practicals in all qualifications. With the degree you obtain there is from memorizing the notes which isn't good quality qualification
Bachelor of social sciences	Introducing practicals for experience to increase employment chances
Bachelor of Social Sciences Honours in Psychology	The quality is below average. The administration staff needs to be a bit more helpful and friendly to students needs. The staff make students feel as though we are begging for decent service. And yet, they should be giving a decent service regardless. No one answers emails. Everyone wants to pass the workload onto the next person. There is no communication between departments.

	I have no idea how this institution is even still operating.
Bachelor of Social Work	Best quality education. But should not offer degrees that are outdated as so called by the minister of education. Hence that leaves graduates unemployed such as my qualification. So many social workers are unemployed. qualifications that are highly in demand in the market that what should be offered.
Bachelor of Social Work	The quality of education at UKZN is good. The university need to improve the amount of data that they give students
BSocSc	Developing the interpersonal skills of extended staff, for example the administrative staff, financial advisors. And making sure that students are oriented carefully especially in their career paths, expectations and consequences that may arise.
BSS	Communication systems with students is terrible
Bss	Complete shit, there was no practical application of the concepts and theories that had been taught to me, each module chapter was completely rushed and therefore a greater emphasis on passing was promoted instead of understanding the actual work.
BSS	I AM NOT HAPPY WITH THE QUALIFICATION THAT I HAVE IT NOT COMPETITIVE IN THE OPEN LABOUR MARKET. IT IS VERY DIFFICULT TO SUCCEED IN LIFE WITH A BACHELORS DEGREE IN PSYCHOLOGY FROM UKZN. THE SCHOOL OF PSYCHOLOGY MUST STOP ACCEPTING A LARGE NUMBER OF STUDENTS TO DO UNDERGRADUATE STUDIES IN PSYCHOLOGY KNOWING VERY THAT THEY WON'T ACCEPT THEM INTO POSTGRADUATE PROGRAM THAT REALLY SUCKS. THEY MUST ALSO FIND WAYS TO IMPROVE THE UNDERGRADUATE STUDIES AND STOP TEACHING THEORY ONLY WITH NO PRATICALS. YOU COMPECT YOUR BACHELOR's DEGREE KNOWING NOTHING.
BSS	I would like the university to provide more practical modules in the humanities field. This is important for an individual's growth and it sets them up for greatness in the work environment.
Bss	Needs to provide more experience or in service to humanities students
Bss (augmented)	Standard
BSS Honours	Employ more staff and choose people for your degrees based on merit.

BSS(Honours)- Psychology	1.Lecturers take the opinions and concerns of students seriously 2.Provide enough time in between assignments and tests across modules 3.Build more seating areas for students on campus 4. Tutors where often unhelpful and rude so better training and supervision over them 5. Take students on field trips 6. Incorporate field/practical work or experiences for students throughout their degree especially Psychology and Criminology
BSSH in Psychology	the quality of my education is good however the administration needs improvement,the university needs to employ more young and skilled administrators.
BSWK	Excellent
Degree in Social sciences	The university should implement the process of allowing students to receive both the theory and practical skills because many of the students are still at home and not getting any employment because of the way the university runs the development process and this is a problem for the students in humanities courses because they lack practical experience and this is very bad for the development of skills
Doctor of philosophy media and cultural studies.	They need to further bridge the gap between (international) students and management.
Honours in Criminology and Forensic Studies	The university and SRC should monitor the issues of students carefully like those who end up sleeping on computer lans. Sometimes it might not be for study reasons and this need the be brought to attention and intervention if necessary is neede
Master of Social Science (Industrial Psychology)	Provide more practical exposure at Masters level more especially for Industrial Psychology to enable easier transition for graduates into the workplace.
Masters of social science	For lecturers to be more accommodating and helpful towards students and for the facilities to not take their time in marking thesis
MASTERS OF SOCIAL SCIENCES IN PSYCHOLOGY (BY RESEARCH).	In my first semester of my MASTERS this year, my supervisor barely responded to me, she took extremely long to look at my work, I felt I had to run after her and sometimes do more work and waste time as sometimes feedback, when finally given, was not detailed and I felt time wasn't taken to fully understand my work before the rare feedback was given in semester one. The whole semester was basically wasted, and only in September this year did my supervisor actually start supervising me properly. I sent complaints to my administrator, the head of psychology and my supervisor. Nothing was done then!

MSc	For now I have no proposal for future adjustments because I was satisfy with everything I got while at school.
MSS	The quality is at the optimal level, Improvent on ethics committee feedback
MSSC Research Psychology	SAHS Psychology division in Pietermaritzburg, is one of the best, with some very good staff on board. Where I really battled throughout my education was statistics, where notes would be printed out in thick stacks and the lecturer would read verbatim from the notes for the entirety of the lecture/seminar. This is not acceptable, however adept and knowledgable this lecturer may be on the subject of statistics, a subject that many of us struggle to achieve really good marks in, because the teaching style is not at all conducive to learning. There should at the very least be a section of the course or an entire module based on how to use statistical computer packages like SPSS, R or something qualitative like Atlas. It is essential to know all those packages in the field of social science research, but one usually has no idea how to use them if they do not use any of those programmes in the analysis of their thesis, and it is a huge disadvantage. Please improve upon that.
Ph.D - Psychology	Need more than one supervisor.
PhD	Beyond excellent
Psychological Counselling	The staff is dedicated and can even go an extra mile in order to help you during your studies. The University can give enough time to teach a concept. In order for it to be understood well.
Social Science in Housing Development	Quality of education was good but it was sometimes tooo much to do same time
Socsc	Quality of education at UKZN is extremely poor. The university will need intervention by properly trained professionals in order to make the teaching situation better
SW	University should improve the funding issues because it discourages the students who are willing to study but due to lack of funding they are forced to dropout.
	Develop a more inclusive teaching process. Have lectures and supervisors that are dedicated in helping students achieve their qualifications. As a current masters student the level of sup has dropped tremendously especially in the time of COVID-19. I am not impressed by the standards received from UKZN and academic staff. UKZN charges a lot of money for research thesis yet the support received from supervisors are very minimal. It is the duty for the supervisor to bridge the gap between the university and the student.

	The quality is okay. However, some disciplines still need to improve certain areas. For instance, schools with no practical work need to try and expose students to places of employment that are directly linked to the opportunities those schools/collages provide. Within the theoretical work being taught in some disciplines, the university needs to also enlighten students about realities in South Africa. (i.e Instead of simply teaching theories constructed by European theorists or theories that are taught using the American context, teach using the South African context).
Arts	
BA	Better staff that actually know and enjoy their jobs and they must help us get our hard copy certificate instead of ignoring our emails with unhelpful responses. The studies were good but the entire staff was pafethic and lacked work ethic.
BA	I think the university can improve on the quality of students it sends out. Yes the work and concepts are important but real life experiences are even more important. An employer does not care for an A student who cannot adapt or work well with a team but a C student with all those and can lead is a much better option. Many students are not reaching their potential because they were not ready for life after school, let the school focus more on that.
BA	It needs more work. The university can improve by making sure that the students are given all the knowledge and training that enables them to identify the capabilities they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual well-being.
BA	It was excellent!
BA	The institution can start by providing modules that would enable students to get employment opportunities straight after the completion of their first degree, and without having to obtain an honors degree. Modules such as Political Science and English Studies alone limit the chances of students to find employment especially in a country like South Africa where employment opportunities are scarce.
BA	Try And Be More Accommodating in terms of people who are coming from rural areas
BA	Covid19 Screener
BA in English Studies and Philosophy	Anticipate that every year there will be issues with resident accommodation and actively work on them. Don't sit on your hands and then freak out when the very same issue rears its head again
BA in English Studies and Philosophy	Au pairing
BA Philosophy and political science	I think the quality of my education at Ukzn was good, it's just that it's theory based more, we need practical too so that when we go out there we're prepared on what to expect
BA PPL	The issue of funding and accomodation for both undergraduates and postgraduates students.

Bachelor of Arts Honours	The university can get more equipment for the Honours Film department at PMB and make it more accessible
BAH	The standard is very high, very much impressive. All they need to improve on is understanding that students come from different backgrounds therefore, they will not all comprehend so they need extra help.
B-ART POLITICS	IMPROVE PROFESSIONALISM OF ADMINISTRATION PROCESS
BSS	NONE
Hons music	I would say if you want to be an academia come to ukzn but sometimes it becomes a little problem for those who are here for performance school focuses more on the academic side but offers performance modules should cater each and every module same amount of resources just like other modules we have here at school, it really painful that you doing drama, music and dance but you don't have much resources and also given platform to perform
Undergraduate Degree	I hate the quality of the media department the modules need to be of good standard like PMB campus. 60 percent of the work taught is not conducive for the corporate field. they need to include more practical video production. more advertising and marketing, less cultural studies. More corporate communications. We are in the best university in the continent but the quality of the studies there were bad honestly.
	Absolutely terrible. The lecturers were less educated about the modules than the students, they had not kept up to date with current research. Information was so outdated that my degree means basically nothing. In 2019 we were learning information from publications in the 70s and "modern" (after 1999) was not accepted because the lecturers didn't know the info. Incredibly racist. I had a lecturer recite pro xenophobic mantras and the class agree with killing non South Africans. The facilities were always dirty. The lecturers did not care to explain questions or would blatantly ignore. Classes were often in Zulu and the English (white or Indian) students were told to leave if it wasn't food enough for them. I was assaulted, sexually and physically and UKZN did nothing about the reports (the 3 times I reported, others I didn't even bother after the VICTIM.BLAMING AND SHAMING)
	The media department of ukzn pmb are not helpful expect for the administrative staff
Built Environment and Development Studies	
Bachelor of Community and Development Studies Honours	By introducing field work for courses. So that one is equipped with practical work as well. Research and proposal should be done from 1st year.
Bachelor of social science in Housing	The learning criteria

BAS	I felt that there lacked a sense of order and professionalism, I honestly feel that my qualification is not on a standard to compete with other universities, minor modules seemed repetitive and did not develop the way one would expect, several work had to be self study without the necessary guidance or input especially on a technical level, I believe the school of built environment still needs a lot of work to reach a level it once were, it shows in applying for work within the field where architectural firms based in KwaZulu Natal state within their requirements that one had to have graduated from institutions such as the University of Pretoria or Bloemfontein. The fact that there is no proper dedicated training in computer designing software is a big let down, since we pay the same fees as one would pay at other institutions, except they provide training.
BSH-DS	Since the future of education is digital, UKZN should improve the online learning since it is more independent and it does not require a student or a teacher to be in a certain place.
BSS	It is a good standard of education. In my master's year, I do wish there were tutorials available for a further understanding of the courses
Bss Housing	In great experience, i thought the ideas of student tutors and mentors during first years and second, helped us students alot to understand and bettering in doing our assignment and projects. Our lecturers indeed worked hard and act professionals in education. I think the university should improve more on giving and supporting students to be employed by offering bursaries , internships, learnerships, inservice training to the places of work.
BSSc in Housing	Can they improve on the quality of Housing studio and give housing students a lan that has printers that can print A0 and A1 papers because the Arch lan and post grad lan do not want Housing students there
Masters of Architecture	The selection process of supervisors and mentors need to be monitored and graded accordingly. This will encourage supervisors to be more involved and contribute positively to students outcome due to the quality of guidance provided.
MSS	The issue of funding and historical debt is one of the major issues affecting students. The quality can be improved but what use is it if students can't get their qualifications?
Population studies	The quality of education is good. It developed my analytical skill and ability to think outside the box. I hope we are still going to have a graduation ceremony cause the journey deserves to be celebrated ut was not easy
	Good, The university needs to find strategy's on how to control the over crowding in lecture rooms.

	Hire lecturers that are actually passionate about pedagogy as it directly impacts the quality of the students' learning experiences. The ratio of lecturers with doctoral degrees and those without is appalling and is reflected by the quality of education in the Built Environment (Architecture specifically). It is quite shocking to find that recent graduates with less than 5 years of practical experience are being placed in lecturer positions. The poor quality of education in Architecture has resulted in many unemployed graduates as firms choose students from other universities before UKZN. There are even instances of firms listing the universities that are given first preference and UKZN (in most cases, if not all) is not listed.
Education	
B ed	I am happy with the quality of education at ukzn. They did their best to shape and sharpen us. I think the university should improve the infrastructure such as the lecture theatres and halls. In our campus there is a shortage of lecture venues.
B Ed (Honours) in Teacher Development Studies	all departments must hire tutors to help lecturers
B. Ed. Degree	The university needs more social workers & psychologists per campus, to assist learners whom have been through a lot before, during & after exams, each semester. Students go through trauma, due to stress in preparation for the exams, thus more errors are made when they are writing at their respective exam halls or venues. Each school needs to deploy a support group that is effective & motivated. The mentors deployed do not provide effective communication prowess. Henceforth, majority of students do not utilize the mentors provided for them, as some lack compassion & adequate skills to assist learners.
B.E.D Honours Technology education	Excellent
B.Ed	216's still need to have a graduation ceremony, may the university make sure of that. We also did not receive our excellence awards. It's so sad that our hard work is unnoticed.
B.ed	Quality of education in UKZN is of very high standard. The university can improve the work well done by making sure that they accept candidates from Matric according to their passing level so that they can maintain the standard
B.ed	The quality of education that I received is outstanding even though some modules are complex and hard to work around. What the university can do to improve the quality of education is to introduce more practical approaches to learning and clear expectations of the modules.

B.ed	The university must improve precision when marking assessment, we would sometimes get the correct marks after having asked for remark. The administrative must be more competent, I owe the institution R40 000+ but I was funded, or is it corruption, incompetency or being reckless . I don't know. Improve safety. Student lose their belongings in some residences. Lecturers must improve their explaining and demonstrating skills. We all can read slides.
B.Ed	UKZN has the best quality of Education
B.Ed	It is really hard to get jobs as B.Ed students, truth be told PGCE students are the ones who get quicker compared to us who were 100% sure of the field we wanted to be in. May the university do something about that.
B.ED honours.	Excellent in all aspects
Bachelor in Education	The quality of education given by UKZN was extremely high and immensely helpful. UKZN provided all the tools for us as students to obtain good marks in our courses.
Bachelor of Education	I consider UKZN to be the best in terms of the quality education that they offer. You can easily differentiate from the person who is the product of UKZN and the person who is from another university, the skills that we have been taught, confidence, critical thinking skills, professionalism at work place etc. The only thing that really disappointed me, was the way in which the university handled the issuing of the degree certificate, other university managed to issue the Certificate before November even though we are affected by Covid19. I think UKZN was supposed to just post or courier the degree Certificate.
Bachelor of Education	The quality of Education in UKZN is there but can be improved still. Just a lil bit more of Literate study would do not just the basic single module. Thank you
BACHELOR OF EDUCATION	The university of doing an exceptional work and should maintain it.
Bachelor of Education	UKZN EDGEWOOD is in major need of infrastructural improvement eg upgrade all old toilets and maintain their cleanliness, clean lecture theatres, get facilitator's who actually wants to help and teach students and improve thw ethos of all staff of the campus.
Bachelor of education	N/A
Bachelor of Education (BEd)	I was satisfied with the quality of my education at UKZN.
Bachelor of education FET phase	Quality of education is very high but the delivery doesn't meet this standard.
Bachelor of Education Honours	I am satisfied with the kind of education I have received at UKZN. It is advisable that all lecturers be provided with sufficient knowledge on how to deliver the content to students. I would suggest that they make more space at the Edgewood library and more recent books. Also, it would be nice to have more ATMs on campus rather than just one because there are more charges if you withdraw money at another banks ATM.

BEd	Please give us our degree certificate we are losing opportunities.
BEd	Some of the lecturers are racists towards students
BEd	The College of Education (Edgewood) Lectures must learn how to upload marks on student central and they must stop posting them on the notice board we are not in. the 90s or 80s ... its 21st century lets use student central ...
BEd	The management must be able to respond to students crisis in the best of their ability and as early as possible because students are facing with so many difficulties on the ground, shortage of residence, shortage of course packs, aggressive and rude lectures who don't want to understand and sympathize with student's difficulties in and outside the teaching and learning environment.
Bed	UKZN inspired me to do well thorough in my course and i did excel and participated well in my studies. UKZN improved well in terms of producing qualified educators who are creative thinkers and independent to exploring things for themselves.
BEd	Good
BEd Degree	The university has a good education standard and has necessary and vital support systems for students in place. I've just always had trouble with admin staff whether they speak to you in a condescending manner or not responding promptly to emails when you need assistance. That's something the institution can improve on. I would suggest a series turnaround time to be set for communication and for people who deal with students to be people who are people oriented
BSS	Show support in disabled students
Curriculum studies	I think the current quality of education offered at UKZN provides kind of support guiding towards success
Doctor of Philosophy	The improvement on cohort to be field related and focus areas by supervisors.
Education	Improve with Assistance with jobs, longer teaching practice experience, the foreign lecturers had difficulty speaking English which made it hard to understand their teaching. Overall I enjoyed my studies at ukzn. Thank you for the opportunity
Honours degree	Some of the teaching staff need to improve their approach to learners. They need to be more understanding and considerate
Hons Degree in Social Justice Education	I am still waiting to hear about my degree certificate. This has been a very disappointing process...
Master of Education	Supervision was good but sometimes myself and my supervisor we had misunderstandings. He undermined me and the quality of the work I sent to him
Master of Education	I am employed as a Departmental Head in a high school. I got the job after completing my masters degree
Med	Computer orientation for all older postgraduates students

MeD	I had a very bad experience with my supervisor. INSTEAD of giving support I got lots of hatred and frustrations. The university should monitor and evaluate the roles of supervisors.
PDH in Computer Science Education	Satisfactory.
Pgce	For Edgewood Campus, I would wish the wifi coverage be available throughout the campus and especially lecture halls
PGCE	Good quality
PGCE	I was satisfied with everything at UKZN
PGCE	On my perspective, everything is fine!
PGCE	The access to academic records and proof of registrations during exams would go a long way in accommodating students that are completing their studies to be able to apply to job opportunities that arise at the end of the year.
PGCE	The quality education that I have received at Edgewood campus was phenomenal, the tutors and lecturer assisted us and trained us very well to be good teachers. The upgrade on the library facilities such ,computers, recent books and updated information
Pgce	They deliver quality education
PGCE	UKZN is one of the best universities with the best quality. My experience as a student was good with no regrets. However, PGCE demands a lot of dedication and time management, which is student's responsibility to offer.
PhD	Fees department should respond to queries and refunds should be paid on time
Phd	registry staff must help students always. T. Khumalo is very good. I hope the rest must do likewise
PhD History Education	I have been a student with UKZN since 2003 as undergraduate. my observation is that each year the university keeps improving particularly library and LANS. I would like to see a more visible and effective security around the campus. Thank you.
PhD in Education Leadership, Management and Policy	Excellent professionalism and support from academic, administration and library staff. Quality work and excellent working relations between myself and my supervisor.
PhD in Education Leadership, Management and Policy	I wish to get a new job as a lecturer, now that I hold a PhD in Education. As a primary school teacher I feel like my PhD will be useless and I do not want that for myself.
PhD in Educational Psychology	Quality of education was excellent since I had to attend. I suggest that University should increase times for attending especially for Med and PhD students.
PhD in Educational Psychology	I am currently looking for another job.
Post graduate certificate in education	They have quality education and they shape learners to be critical thinkers
Postgraduate Certificate in Education	I think the university should attempt to extend the Edgewood library so that there can be a sufficient space for almost all the students to study well in a non congested environment
Postgraduate Diploma in Higher Education	I found one lecturer teaching technology for higher education pedagogy to be unsuited for the module because she was not very computer literate and was not techno savvy. It was a mismatch.

Postgraduate certificate in education	At this point for me everything is of a good standard
	the quality is good but university have to provide practicals to the fields when it comes to Bsc LES stream
	The University can increase the it's readings for post graduates to access because most important readings are not accessible in the UKZN university
Religion, Philosophy and Classics	
BA	In some of the courses I signed up for, I was the ONLY student to do the required supplementary reading. That suggests to me that very many undergraduate students are happy to get away with an absolute minimum of thought and study. And that does not bode well for both their attitude and their competence once they leave the University and enter the world of work.
BA	The quality is of a high standard and as such the workload requires discipline and hard work.
BA PPL	The university must try open platforms to enhance and develop the oral and verbal skills of students
Bachelor of Arts	It's just fine. I'm depressed right now so I can't say much.
Bachelor of Social science	UKZN should move with time, especially in the area of technology. They too conservative. Secondly they should make sure they get well experienced lecturer in some fields and appreciate them. But all in all, i enjoyed my undergrad.
BAH (Bachelor of Arts, Honours)	Some departments are great and some are not and unhelpful. The humanities facilities are also not of a particularly high standard. If UKZN really is the 4th best university in South Africa, an upgrade in the facilities would be great. The protest culture also is not helpful, especially when the protestors become authoritarian and interfere with other's studies.
BTh	It is truly great. The school is losing students and we need to attract more by projecting our school as the gold standard of theological and philosophical study in RSA.
MTh	I think my supervisor was well equipped to help me succeed.
PhD	Many of these questions are irrelevant to me as I was writing a thesis largely from home, but attended occasional seminars which were not always helpful or well-organised
PhD	Very good
Social Sciences	
BA	I still have not got my degree certificate although I completed my studies almost 2 years ago. We acted on email information received in September, but have failed to even get any information on how I can collect my degree certificate or from who/where?? Please HELP me get my degree certificate
BA	VERY GOOD

BA & BSocSciHons	It's not that bad. I got two degrees now, although I'm unemployed. It is however nothing like I thought it would be since growing I always knew I'd be a student there, believing I'd get the best quality of education to secure a good job, all the good things in life. To improve itself, UKZN Should make practicals like most technicons should compulsory before graduation. Students leaving university with nothing but theory knowledge is useless after graduation. Secondly, stop hiring the same people when there are job openings. The university has a tendency of circulating jobs amongst the same people/ students. Lastly, first years need guidance during course modules selection, mentors are not doing that so keep a eye on that.
BA	Student support structures need to be re evaluated
Bachelor of Social Science	It was a really good experience.The school can extend more on online learning and soft ware assessment tools.
Bachelor of Social Science	The university offers good quality education and in order to pass you have to really work hard, I learnt the hard way, however some qualifications become useless without a postgraduate qualification which the university has very few spaces for, eg in Psychology, without a postgraduate qualification you're basically carrying a peace of paper that has no value in the real world whatsoever so amongst the things I think the university should improve in future, it would be to either heavily decrease the number of students they accept first year in qualifications where an honors/masters is compulsory for employment so as to be able to accommodate all graduates into postgrad or alternatively extend such qualifications from being 3/4 year degrees into 5/6 year masters qualifications, accepting hundreds of students into undergraduate studies only to accept a few dozen at honors level and even fewer at masters level even though it is the minimum requirement for employment is no different from consciously and intentionally contributing to a high unemployment rate, and considering that most of these qualifications are payed for by the government(NSFAS), it also appears as if we are spending massive amounts of taxpayers money that could otherwise be used productively on a course that we know will not be fruitful, I hope UKZN could be the first to consider such things to at least ensure that a high number of its graduates actually end up finding employment in occupations that they spent years studying for. Thank you for providing this platform where graduates can voice their thoughts and suggestions.
Bachelor of Social Science Honours degree in Psychology	I think at there should be more practical work for psychology both at undergraduate and honours level.
bachelor of social science in forensic criminology and english studies	for them to provide practical experience on courses it makes things difficult in the employment industry coming with knowledge only without any experience
Bachelor of Social Science in Industrial Psychology and Psychology	More tutors are needed more especially for second and third year students. Students are expected to work on their own yet good or excellent marks are expected
Bachelor of Social sciences	Quality of education at UKZN is so good

Bachelor of social sciences	I am writing a book about this. I think the university should intervene more on the at risk students and get to know what really happening in their lives. Students are mentally challenged by situations back home, personal life thus this is affecting their academics especially if the support is not that good. I was once excluded and still believe if the university knew what I was going through they were going to help perhaps. I wish to assist at risk students one day and wish the university should take them as their main priority because I believe they can still make it, just like I did. I did it on my own that why I believe students need help because they give up, I saw many giving up. I saw many doing the degrees that they are not supposed to be doing and end up being excluded. The university have to change even the enrollment.
Bachelor of social work	My opinion is that Students should be prepared for a real world after the university. Because most of the times Students suffer a lot of anxiety and stress after their degree not knowing how to approach life and to be independent, hence most of them end up applying for post graduate studies just to keep themselves in the university.
Bachelor Social Science	Should offer more on virtual learning post grad
Bachelors of Social Sciences undergraduate degree (BSS)	The administrative staff at the humanities office in the Pietermaritzburg office are not kind, patient or very helpful to students. In the beginning of every year we are told to wait in long lines and sometimes we're told to come back the next day. I've had the same problems from my first year (2017) and am now going to my masters year next year (2021) and I'm still dealing with the same problems of rude administration staff - it's shocking and disappointing but nothing changes because nothing is done about it and everyone just carries on getting ill treated with complaining.
BAH	UKZN must make funds for top achieving postgrad students (Masters, specifically Humanities students).
BAIST	I believe the qualifications are of a good quality, the problem i have experienced is the incompetency of some of the staff members, especially in the offices, I will not forget last year they lost our honors applications and we felt helpless no official took responsibility and not knowing where to report
BEd	Lectures need to be more helpful and understanding
BSoc Honours	Study material/notes and better administration
BSS	A moderate quality, better undergraduate lecturers are needed at the Criminology department, that department needs real improvement.
Bss	For social sciences undergraduates they can put in practical work to help learners to have more understanding and also have in-depth experience on what they are studying.
BSS	Give us time, the dates for assignments and tests are too close. It's depressing and stressful
BSS	I would emphasize the library staff to help manage the quality of noise in the main library. Also, to maximize security in the library areas, women's safety on campus, and maximize support at the college office.

Bss	Introduction of practicals on all schools, not just engineering and nursing only might be helpful in giving students insight of what to expect in the workplace
BSS	My opinion is that UKZN should continue giving Students who stays off residence data so they can have access to internet when they home because it is hard form them. i am one of them. otherwise quality of learning and knowledge is high. UKZN is one of the best institution ever.
BSS	Paperwork and college handbooks need to be in order. Information needs to be correlated correctly
BSS	Pracricals for all modules must be introduced.
BSS	Staff to motivate students early as possible to avoid disappointments at the end of their qualification
BSS	The quality of the education was good but the is the need to improve the way of delivering the content.
BSS	The quality of education at UKZN perfect what the university need to improve on the future is to provide more tutorials and demonstrators for students.
BSS	UKZN administration can do better with communication. Being passive and uninterested will only make the work slower
BSS	I need to further my studies in order to excel in my career field
BSS honours Criminology	everything is well besides the struggle of online learning.
BSS:GEM	It was a great experiences, it's no surprise UKZN is one of the best universities we have in the continent
BssGBE	Administration is very poor if the university could improve on that I would be the best. Everything drags to get an academic record is a drag to get degrees is a drag everything that has to do with administrative work is stressful.
BSSGEM	Way of getting across to students. Integration is need between students and lectures
BSSH	Allow students to choose modules suitable for them
BSSH	The quality of Ukzn Pmb is of a good standard and lecturers are always willing to accommodate suggestions.
HBSS	It's a good quality of qualification except that the university seem to delay distribution of academic records and letters of degree complete, for that reason as graduates we struggling to apply for jobs which is why there's high percentage of unemployed graduates.
Honours degree	The classes are outdated, using chalkboard and the desks are broken even the overhead projectors are not working. The whole environment is not conducive for learning.
Honours Degree in Policy and Development Studies	Great quality of education The university should do Work Integrated Learning

Honours in Psychology	Due to covid as Honours students we couldn't fully engage with our lectures. Most of the work was just handed to us with not much explanation to work with. So moving forward if online learning continues, it would be great to interact with lectures even on zoom perhaps.
Information science	The admin staff in library studies does not give one job when dealing with them.. especially the administrator Nancy is not easy to deal with.
Master of Social Science (Public Policy)	Work on giving every first year a mentor because not all first years end up getting one and this can help first years in understanding the new environment and what is needed from them to understand the workload and how to deal with certain issues regarding their academic work
MSocSc	Support from staff
PHd	Better communication for international students on registration it was stressful
PHD	KEEP UP THE GOOD STANDARDS
PHD	Looking for new employment opportunities
PHHS	create a platform where students contribute to how the school runs
	Afrocentric tools of analysis are missing and student involvement in renewing the curriculum is needed. Gender Studies curriculum needs to be revisited asap and the module must start at first year level. i am working on developing the module.
	postgraduates students need funding
	Provide assistance to learners facing traditional or cultural related challenges.
	THE QUALITY IS VERY GOOD, I HAVE LEARNED A LOT FROM MY STUDY THROUGH MY SUPERVISOR, I CAN RECOMMEND OTHER PERSON TO STUDY WITH UKZN
	Ukzn is the best university with all resources needed by a student

APPENDIX 4: COMMENTS-CLMS

COLLEGE OF LAW AND MANAGEMENT STUDIES	
Accounting, Economics and Finance	
Bachelor of Accounting	Well the quality of education at ukzn is top level,I can self say i can recommend the university to someone else.. except when it comes to support staff, as much as the lecturers can teach you the stuff for test and exam but there are other things that affect your performance, things like finances, how quick you get help at college offices ,that needs to be looked into.
Bachelor of commerce	Offer mentorship program from 1st year not just when the student 8s struggling to complete their course in time.
Bachelor of Commerce Honours	More computer based teaching modules
BBA	Support staff must improve
BCHE	It is good. It should be kept relevant to the modern world. New textbook should be used
BCHE Honours Economics	More attention should be given towards making sure students understand the content rather than strictly students worrying about passing.
BCOA	In my experience, as well as many of my peers', we were often subjected to harsh treatment by university admin whilst merely trying to ask for assistance on an issue we may have had. Their tone was always rude and of a dismissive nature to the point that we would be nervous when entering an admin office. Particularly , in the early stages of starting university, many of the protocols are new to students and they are still trying to find the ins and outs of varsity life and when students ask questions, administrators should take cognizance of this fact. People-relationships are just as important as academic work.
BCOA	The quality of education at ukzn is good however Lecturers do not reply to our emails nor do they really explain to us what is required from us or how to go about answering questions in the tests and exams
Bcom	Above average
BCom	Good quality
BCOM	Prevent strikes
BCom	The quality of education was very good and helpful
Bcom Accounting	Admin staff needs to learn to be more efficient and they need to improve student support.
BCOM ACCOUNTING	BEST EDUCATION QUALITY

Bcom accounting and finance	More assistance and understanding is needed from lecturers. Content covered differed from what was examined. More clarity in this regard
BCom economics honors	Have more practical experience, a lot of the syllabus taught to us it COMPLETELY different to what we actually do at work.
Bcom Honours (Business Finance)	Good
BCom Honours in Finance	Very good quality.
Bcom(Accounting)	Good
Mcom	The quality is good..thou depreciating now. The administrative is hell. Admin staff must be retrained
MCom (Maritime Studies)	The admin staff are frustrating.
PG Diploma	Some lectures lack teaching skills and makes it difficult for them to deliver content to students so proper screening of lecturers prior to being hired should be crucial,Holding a qualification does not mean they are able to deliver the content to students, but takes teaching skill to lecture and they must have them.
PGDA	Better understanding their students. Providing better academic help
PGDA - accounting	Stop being so corrupt and focus more on the quality of education
PhD Finance	The quality of education is very good but since my degree was entirely research-based, it was entirely upon myself to produce good quality work (with my supervisors' support). Going forward, more research facilities (like financial databases and workshops) should be made accessible to those studying off-campus.
Post graduate Diploma in Accounting	The library is always noisy. There are no available places to study on campus. The lecturers are not really helpful, they tend to be impatient with helping students
Post graduate diploma in Supply Chain and Marketing Management	I am very pleased with the quality of education I got from UKZN , compared to where I came from UKZN took it up a nouch
	Improve on registration please, and the academic counselling; the process is way too long.
	The supervisors should be interested in the students' research. They should not leave the students to struggle and figure things out on their own. Input from supervisors will be helpful to students. The University should be interested in the academic and personal development of postgraduate students. The PhD students should be offered opportunities such as tutoring, marking and research assistance jobs.
	Ukzn doesn't prepare us for work. I feel like computer skills, communication skills and career building opportunities should be worked on drastically.

Graduate School of Business and Leadership	
DBA	Feedback to students needs to improve especially with regards to PhD examination process or re-examination.
DBA	The University should serious look at timeously responding to student queries, especially for us post-graduates.
Master of Commerce in Leadership Studies	Having a PhD does not mean everybody can teach. Education qualification equips one with pedagogy skills which makes it easy to engage and connect with students.
Masters in commerce and leadership	Benchmark with other business schools like Wits, UCT. The business school is behind comparing with those schools
MBA	MBA PROGRAMME 2018-2019 DID NOT INCLUDE ANY CONTACT FROM OR LECTURES FROM THE RELEVANT INDUSTRIES. THIS WAS EXTREMELY DISSAPOINTING AS THIS IS WHAT SETS THIS PROGRAMME APART FROM OTHER MASTERS PROGRAMMES. IT ALSO QUESTIONS THE SUBSTANTIAL HIGH FEE CHARGED WHEN THE TEACHING STAFF ARE ALL FULLTIME UNIVERSITY LECTURES. THIS MAKES ME QUESTION THE QUALITY OF THE ENTIRE PROGRAMME. MBA NEEDS TO RESPOND TO INDUSTRY AND THEREFORE SHOULD HAVE THAT DIRECT LINK, OR ELSE WHAT IS THE POINT?
MBA	The administrative staff was very useless and disorganized in most cases. There was no proper communication of information from the university to the students.
MBA	The university can improve on the admin assistance offered by Business School. This has changed drastically from the time I resumed my MBA studies. Level of professionalism has declined.
MBA	They need to provide more academic support for postgraduate students.
MBA	I'm now looking for a senior position
MCOM	The admin need to improved especially when you used phones and appointment.
MCOM	The administrative staff should be trained so that they can execute their task professionally.
MCom	UKZN needs a radical transformation in terms of administration and giving South African females opportunities in academia. Foreign academics get most of the opportunities at UKZN, not sure why.
MCOM	Employed as General Manager, the scope of work is wider
MCOM in Leadership Studies	Support administrative staff must not be arrogant and be easily available
MCOM in Leadership Studies	I am deployed as a Speaker of Council
PGDBA	Keep up the good work.

PGDip	Communication is very poor. It is a perpetual problem trying to get in touch with admin to assist with queries. Virtual graduation was extremely poorly managed. I still have not received my certification and have had no response when querying this on email. Phone calls are not even taken when there was no COVID. Sadly I will not recommend PGDIP to anyone through UKZN. i felt like the institute was doing me a favour.
PH DIP BA	UKZN has exceptional quality of education rendered to students. They are accommodating and transparent in conducting work. The GSB&L staff both lectures and admin staff are always friendly and accommodating to the students needs and queries. I found that learning at the GSB&L building was extremely motivating and encouraging. Graduation could not take place due to the Covid19 pandemic, however graduation should have been postponed until it is safe to accommodate graduation on a smaller scale, as most students really worked hard and not graduating and dressing up in the appropriate attire and standing in front of family and friends, is just the downfall. UKZN should have considered that students also graduated with their doctorate degrees and not graduating is just demotivating as many of us looked forward to that day.
PhD (Leadership Studies)	There are discernible pockets of excellence in the UKZN generally and within our school more specifically. The university can enhance these by incorporating more contextually relevant material in its curriculum and also by partnering more and more with industry to offer professional degrees. I look forward to a time when the School of Accounting Economics and Finance will increase its partnership with the School of Mathematics and Statistics to come up with a Bachelor of Economics degree.
	The admin stuff needs to conduct proper/ frequent communication with students not only when its already too late, Post grad students are not always on campus and most students have full time jobs and far from KZN. Effective communication will help a lot
Law	
Bachelor of Laws (LLB)	The quality of education was okay. Now that i am a candidate attorney, i highly believe our lecturers or our curriculum could've been better. They taught us based on our memory not the actual substance and quantity of the law. We were given hundreds of cases, rules to memorize for the test and that all together depreciated any interest we had for law. More activities should be conducted More questionnaires More live mock trials

	More one on one Less favouritism and more encouragement from lecturers. I believe we could have learned more if we actually got to appreciate and understand what we were doing rather than just memorising everything for the FRIDAY TEST! Law is way more than just substantive law. We spent 4 years learning substantive law rather than actual procedure and the process of how cases are actually heard. When its time to do civil procedure and criminal its only for a few months and ON PAPER We should all do more than a moot We should start at first year learning the language and courtesy of the court. How the court is addressed How actually get the case to be heard. There should be divorce practicals. Criminal practicals. Many of us would have done better if we had more than just books. Some Lecturers are impatient, forgetting that 400 students are not the same person, we all have different learning capacities. Others are visual when others are practical Others a book oriented when others do best by listening . We should have all those resources to encompass the variety of us in there. I can say for sure. I came to work at POTGIETER LOUW ATTORNEYS. First few weeks i was a blank page. It was as though i never studied law. That was only because i new the actual law but little on how it's actually practiced. The school could do better.
Bachelor of Laws (LLB)	It is an amazing gracious opportunity with amazing lawyers and an advocate. One of which i see myself growing and becoming the best there is.
LLB	Absolutely the best.

LLB	After my first year in practice, I have come to learn we ought to have done a lot more practical stuff during my studies instead of cramming the entire theory of law
LLB	For me the Quality of my education was good and well balanced..
LLB	I believe that our LLB program can place more focus on commercial law modules.
LLB	I GRADUATED IN 2019. I WAS INFORMED THAT OUR GRADUATION HAS BEEN CANDELLED DUE TO COVID19. I THINK THIS IS TRULY UNFAIR AS EVERY STUDENT LOOKS FORWARD TO THEIR GRADUATION. I WOULD REALLY APPRECIATE IT IF THE UNIVERSITY TOOK THE MEASURES APPLICABLE TO MAKE THE CLASS OF 2019 GRADUATION OCCUR.
LLB	Needs improvements
LLB	REGULARLY CLEANED LECTURE VENUES MAKES FOR A HAPPIER LEARNING ENVIRONMENT
LLB	Strengthen the interaction(s) between students and lecturers/tutors by compelling students at risk or on probation to submit themselves to close contact assistance and consultations; subject to University Rules and standards required by each school individually.
LLB	the only aspect that i was not happy about at UKZN was that they did not conduct a graduation ceremony for the Class of 2020. we as students study hard for that special day and even though the pandemic was upon us i believe that UKZN could have held a graduation ceremony for the Class of 2020 in the future. it is heartbreaking to know that i will never have the experience of graduating
LLB	The quality is good but can be much better if they can introduce more practical modules from the first year of study.
LLB	i am currently serving my articles
LLB	I have enjoyed law more in practice then I did as a student. Legal academics has set outcomes. Whereas practice is results driven and the law can go wherever. there is no set outcomes
LLB	Provide equal opportunity for all students, irrespective of race.
LLB	Being forced to do two years of practical Vocational training without being paid even minimum wage is very unfair
LLM	MY STUDENT NUMBER IS: 7812354....I HAVE PASSED AND BEEN AWARDED THE CHILD CARE AND PROTECTION MASTERS(LLM) IN JUNE,2020 ...BUT HAVE NOT RECEIVED MY CERTIFICATE OWING TO COVID...KINDLY ADVISE....
LLM	The University should meet the standards of other universities in South Africa to provide standardized quality level qualifications that is internationally recognized and competitive
LLM	I HAVE CONTRIBUTED TOWARDS MY PROFESSION AND COMMUNITY AS A SOCIAL WORKER....I TURNED 60 YEARS OLD THIS YEAR (2020)

MA (Child Care and Protection)	Given the 4IR situation, please ensure to expose students of all levels to some IT skills sharpening!
Postgraduate Diploma in Industrial Relations	The best university for me and my kids
POSTGRADUATE DIPLOMA IN INDUSTRIAL RELATIONS	The quality is good, allows one to be analytical, critical, creative, and competent.
POSTGRADUATE DIPLOMA IN INDUSTRIAL RELATIONS	great start
	Well in my opinion, the lecturers should provide memos after every test or exam.
Management, IT and Governance	
B com	The quality is good but can be improved in some aspects, especially administratively. As I have mentioned that they can improve administrative issues, the issue of funding students, and treating students equilly when it comes to their level of study, whether you are a undergraduate or postgraduate student.
Bachelor of Administration	The quality of education is prestine however the environment can be improved as strikes and closure of ammenties proved to have a significant impact on my studies
Bachelor of Commerce (Honours) - Industrial Relations	Administrators don't care about student's enquiries.
Bachelor of Honours: Public Administration	They must put an practical work experience, must be put as an assignment or Research project in the student final year. To see if the student is ready for the workplace. Even the University support and Professional staff can do this. Also the University must allow students who wants to become lectures and academic staff, show them what to do and what relevant departments they should approach.
BAdmin	It is of very high standard and requires one to be focused and dedicated.
BBA	Lecture venues in bad condition. Not cleaned and seating not conducive for learning. No back up electricity, even lighting during load shedding Too many unemployed, students doing part time studies and interrupting and causing distractions by deviating from lecture topics wasting valuable time of students who work full time and study part time. Student groups work where some students make little to no contribution but get credit for work group produced. Some lecturers recycle past year tests. Some lecturers do not give breaks to evening class students during lengthy lectures.
BBA	Stop letting students run the show while you watch. Throughout my time at UKZN I noticed that student bodies held too much power, power which they don't even know what to do with it!

Bcom	Education was good yet more effort is needed to prepare us for the working world, a stronger emphasis should have been placed on developing our computer skills Also basic admin tasks such as providing us with our documentation such as my transcript and degree was performed pathetically which resulted in me losing the opportunity to apply for jobs on time aswell as to other institutions
Bcom	Good. The University can improve in providing more study materials and academic and personal counselling for students, lectures need to engage more on students lives
BCOM	How good the lecturers are at explaining the work and concepts. Some modules seemed like we self taught as we couldn't understand the lecturers
Bcom	The university has good quality education
Bcom	The institution should work towards making the content more understandable and possibly decrease the workload
BCom Honours Supply Chain Management	I believe the university can do more to accommodate students living in rural areas during the lockdown as we had connection problems over and above the data issues. Also with regards to online tests if they can be opened for 24hours then once a person starts writing it can be timed to accommodate students who have chores to do at home or have a better connection at night. With regards to the online learning overall, I believe it was not effective as lectures would post audios and set submission dates, in that way, there was barely any engagement and an opportunity for us to actually learn and understand the work, but rather it was just a matter of completing an assessment and submitting. Maybe the zoom lectures could be made that students must switch on their cameras and engage in that way it has the same feeling as being in a lecture hall. Because most students would just attend the zoom meeting and continue with other activities in the background.
BCom honours Supply Chain Management	Good but in a pandemic consideration should be taken with regards to spacing of assignments as dissertations are a hassle
Bcom hons supply chain management	Perfect with high reputation
BCOM Information Systems and Technology & Information Systems Management	Besides the enumerate amount of strikes that took place delaying our academic activities, I am pleased with the the quality of education I have received

BComm IS&T Hons	There are both positive and negative aspects about UKZN. The hons lecturers and staff are highly knowledgeable and helpful and the facilities used are generally in good shape. However, at undergraduate level, some lecturers are unfit for their positions and facilities are poor. There is also poor management at this level. I have learnt more in my hons year through my hons lecturers than I did in my entire undergrad
BHMG	My opinion is that fine I understand that we have these qualification, but it is so hard to find employment when you are done UKZN need to have practicals for everyone, at least they should try and get sponsors who will help them because there's too many of us.
Hons Public Administration	High quality.
Master of Administration: Public Administration	I am keeping my current job for the sake of earning income in order to make a living. My actual interest is to join the Academia as a development lecturer whilst furthering my studies.
MCOM	None
MCOM IN COMMERCE. Human Resources Management	THE STANDARD IS EXCELLENT
MPA	Although the quality of education at UKZN is competitive, the quality of the facilities is some of the campuses is of poor quality (e.g. libraries, wifi, study rooms especially for postgraduate students), particularly the Westville campus. The campus does not seem to cater to postgraduate students.
PGDip Marketing and Supply Chain Management	The university can improve on the admin side of things
PGdipMGNT	The university have to priorities the needs of the students during this tough times of covid 19, because some students due not have the materials to study at home however they we're not given the permit to go back to residencies. The university should care about the students who are financially needy, withdraw the charges of those students who did not stay at their residencies.
Ph.D. in Supply chain managementt	It was good
PhD	UKZN is a great university, the quality of education is superb.
Post graduate in Human Resource Management	None
Post graduate in Human Resource Management	I appreciate the opportunity

Postgraduate diploma in human resource management	The university needs to expose everyone, no matter what course they're enrolled for to practical experience. No one should graduate without practical experience. This issue is affecting, students from universities of technology are considered over us because they have practical experience.
	I think they need to include practicals for post graduates studies to get experience.
	The administrative support for Master students is very poor. Supervisors neglect students hardly every provide feedback. You have to go through two Supervisors before you can find the right one who has an interest on your studies and this prolongs the duration of the qualification.
	The quality of education at ukzn is a joke we are expected to give 1000% while the management of ukzn gives 10% our virtual graduation was a joke and so is this survey yourl could have directed this effort towards something more meaningful rather than this because all yourl did for the recent graduates especially the 2019 ones were kept in the dark with regards to everything. Get innovative and people who actual think about the students in the management team rather than a team who only thinks about how they look towards the media and not how they look towards students
	The university can improve these PGDIP programs by providing more current information. For example instead of reading about and be taught of Gavin's model and Porter's models, the study can be more practical in terms of what is happen in the business environment currently. The class can be more engaging and networking seeing that this is a class consisting mostly of the workers

APPENDIX 5: EMPLOYMENT-ALL SCHOOLS

College of Agricultural, Engineering and Science	
School of Agricultural, Earth and Environmental Science	
Bsc	Geovicon mpumalanga
BSHGLS	Council for Geoscience, Pretoria
Environmental Science	DUCT, PMB
Master of Agriculture (Food Security)	Rocky Park Farming
MSc	UK Centre for Ecology and Hydrology, Wallingford, United Kingdom
PhD	University of Limpopo, Polokwane
PhD Enviromental Science	ENTC-SNPAS, Lobamba
	303 security and cleaning services, Germiston
School of Chemistry and Physics	
Bsc honors	African Bank (Johannesburg)
MSc in Chemistry	Meerkat - Pinelands, Cape Town, Western Cape
School of Engineering	
BSc Chemical Engineering	Deloitte Consulting
BSc Civil Engineering	Madan Singh and Associates CC, Durban
BSc Civil Engineering	HATCH Africa (pty) Ltd, Johannesburg
BSc-Eng	Golden Gateway School, Durban
BScEng (Mechanical Engineering)	Royal Haskoning DHV, Johannesburg
BScHons Marine Biology	WILDOCEANS, Durban
BSHES	Carbon Calculated, Cape Town
Forensic Genetics	MPC Recruitment PTY LTD
Master of Science in Electronic engineering	Kwaden Software Development Company
MSc Civil Eng	Nankhoo Consulting Engineers , Durban
MSc Ecoogy	Department of Water & Sanitation, Pretoria
PhD in Construction Management	WBHO Construction (Pty) Ltd
Property development (Quantity surveying)	Growthpoint Properties Johannesburg and Cape Town
School of Mathematics, Statistics, and Computer Science	
Computer Science	Manicaland State University of Applied Sciences, Mutare, Zimbabwe

Mathematics	NUST, Bulawayo, Zimbabwe
College of Health Sciences	
School of Clinical Medicine	
MBCHB	North West department of health
School of Health Science	
B Dental Therapy	Gauteng
B. Occupational therapy	Department of health
B. Physiotherapy	Ladysmith Regional Hospital, at Ladysmith KwaZulu-Natal
Bachelor Of Pharmacy	Clicks
Bpharm	Netcare Pretoria east hospital
Honours in Occupationl Therapy	Gauteng Health
Master of Physiotherapy	HG Physio, Durban
masters of optometry	masinde muliro university of science and technology
Master's of Optometry	Kzn department Of Health
MBCHB	Department of health, Pretoria
MOptom	Magrabi Optical Riyadh
MPH	Durban
PhD in Pharmacy	Natraj Pharmacy , Durban
School of Laboratory Medicine and Medical Science	
MMED MICRO	NHLS
MSc	SEAD
School of Nursing and Public Health	
B Nursing	Nseleni chc .. Richards Bay
Bachelor of Nursing	Umphumulo Hospital, KZN
College of Humanities	
School of Applied Human Sciences	
BSS	Coca-Cola Phoenix industrial park
Master of Social Science (Industrial Psychology)	Department of Community Safety and Liaison. Pietermaritzburg
MSS	Department of Basic Education
Ph.D - Psychology	Department of Basic Education

SW	Central university of technology Welkom Fs
	Bidfreight Ports Operation, Durban
	Bindura University Zimbabwe
School of Arts	
BA	Department of Education
BA	Department of Education
BA in English Studies and Philosophy	Department of Education
Gender studies	Department of education
School of Built Environment nd Development Studies	
PGDSS	Department of Education (KwaZulu-Natal)
Population studies	Department of education - durban
School of Education	
B ed	Eastern Cape department of Education, peddie
B Ed	Higher Health, uMzimkhulu
B.Ed	DUT, Durban
B.Ed	KZN Dept. of Education
Bachelor in Education	Department of Education , Ilembe District , Mandeni
BACHELOR OF EDUCATION	Department of Education KwaZulu-Nata;
BEd	Department of education, Pietermaritzburg
BEd	Department of Social Development in Johannesburg
BedHons	DHET, UKZN
Curriculum studies	Elevate Education Pietermaritzburg
Doctor of Philosophy	Durban TB/HIV Care
M.AE	Methodist Church of Southern Africa
Master of Education	Ezingoleni secondary school,Portshepstone
MEd	Department of Public Works
Med	Dr. V.G. Naidoo. Durban
PGCE	GREAT ZIMBABWE UNIVERSITY, MASVINGO, ZIMBABWE
PGCE	MAJUBA TVET college, Newcastle
PGCE	Department of Education, Gauteng
Phd	Department of education ,Greytown

PhD	eThekweni Municipality- Durban KZN
PhD History Education	Mangaluru
PhD in Education Leadership, Management and Policy	KwaZulu Natal Department of Education, Pietermaritzburg
PhD in Educational Psychology	KZN department of education
Postgraduate Diploma in Higher Education	Nelspruit
	Department of Education Pietermaritzburg
	Durban
School of Religion, Philosophy and Classics	
BAH (Bachelor of Arts, Honours)	Nottingham Trent University
BTh	Northern Cape Department of Education
MTh	Olivora Cosmetics Ltd - Lagos Nigeria
	New Germany Primary, Durban
School of Social Sciences	
Bachelor of social sciences	SAMRC, Durban
Bachelor Social Science	Statistics South Africa, based in Dundee
BSS	pmb.Bombay
BSS	ST FRANCIS COLLEGE MARIANNHILL. PINETWON
BSS	The University of KwaZulu-Natal, Durban, South Africa
Bss	University of Venda, Thohoyandou
Honours Degree in Policy and Development Studies	SANBI, Pietermaritzburg
PDGIS	University of KwaZulu-Natal, Durban
PHD	Tbhivcare organisation
PHd	University of KwaZulu-Natal, Durban
PHHS	UKZN, Durban (Howard Campus)
	WALTER SISULU UNIVERSITY (MTHATHA)
College of Law and Management Studies	
School of Accounting, Economics and Finance	
BBA	Community Safety and Liaison , PMB
BCOM	Capitec Bank, Pietermaritzburg
BCom economics honors	Ithala development and finance corporation

MCom (Maritime Studies)	Island View Shipping, a division of Grindrod Shipping Pte. Ltd., Durban
Pgdip FBIM	Department of health Ladysmith
PGDMS	Salvage Management and Disposals
PhD Finance	National University of Science and Technology (Zimbabwe)
Post graduate diploma in accountancy	Auditor General of South Africa (Johannesburg)
Graduate School of Business and Leadership	
DBA	Vedanta Zinc International
Master of Commerce in Leadership Studies	KZN Department of Basic Education
Masters in commerce and leadership	EDTEA and Prtemartzburg
MBA	HEARD - UKZN
MBA	Nedbank Ltd
MCOM	Eskom, pietermaritzburg
MCOM	Statistics South Africa, Pietermaritzburg
MCOM in Leadership Studies	Sedibeng District Municipality ,Sedibeng, Gauteng
PhD (Leadership Studies)	UKZN Westville Campus
	DUT , Durban
School of Law	
Bachelor of Laws (LLB)	POTGIETER LOUW ATTORNEY INC, PRETORIA
LLB	Brett Purdon Attorneys
LLB	Kooben Chetty & Associates
LLB	Norton Rose Fulbright
LLB	Pietermaritzburg Bar, Advocates Society , Pietermaritzburg, KZN
LLB	SARAWAN & COMPANY ATTORNEYS
MA (Child Care and Protection)	I established my own private practice and registered own training company.
Postgraduate Diploma in Industrial Relations	GPSSBC
School of Management, IT and Governance	
Bachelor of Administration	Tigerbrands Durban
Bachelor of Administration Honours: Public Administration.	Kwazulu-Natal Department of Social Development.
Bachelor of Commerce (Honours) - Industrial Relations	Department of Education in Ladysmith
BBA	UKZN
Bcom	Boxer

BCOM	Capesoft
Bcom	Cna hilton
BCOM	Nestlè (Johannesburg)
BCom	Talksure Trading Umhlanga
BCom Honours in Marketing Management	Premier Sihle Zikalala
Bcom IT	KPMG johannesburg
BComm IS&T Hons	MIP HOLDINGS PTY LTD - Johannesburg
Hons Public Administration	Umdoni MUNICIPALITY SCOTTBURGH
Master in Commerce	UKZN, Ujamaa Centre, Pietermaritzburg
Master of Administration: Public Administration	Department of Correctional Services
MCOM IN COMMERCE. Human Resources Management	Department of Higher Education at Gauteng Pretoria
MPA	Department of Agriculture, Land Reform, and Rural Development
PGDIP	NOVA Human Capital Solutions, Johannesburg.
Ph.D. in Supply chain management	Parttime lecturer
PhD	Central Medical Stores Trust, Lilongwe, Malawi
Post graduate in Human Resource Management	Liberty Insurance company
	EThekweni Municipality
	Transnet (Durban)
	UMuziwabantu municipality , Harding

APPENDIX 6: RESPONSES PER QUESTION

Variable		Agriculture, Engineering and Science	Health Sciences	Humanities	Law and Management Studies	UKZN Total	Agriculture, Engineering and Science	Health Sciences	Humanities	Law and Management Studies	UKZN Total %
Gender	Female	106	73	282	138	599	54,4%	70,9%	73,1%	64,5%	66,7%
	Male	89	30	104	76	299	45,6%	29,1%	26,9%	35,5%	33,3%
	Total valid responses	195	103	386	214	898	100,0%	100,0%	100,0%	100,0%	100,0%
Race	African	113	63	313	134	623	57,9%	61,2%	81,1%	62,6%	69,4%
	Coloured	6		9	6	21	3,1%	0,0%	2,3%	2,8%	2,3%
	Indian	58	35	46	68	207	29,7%	34,0%	11,9%	31,8%	23,1%
	Other	1	1	5	1	8	0,5%	1,0%	1,3%	0,5%	0,9%
	White	17	4	13	5	39	8,7%	3,9%	3,4%	2,3%	4,3%
	Total valid responses	195	103	386	214	898	100,0%	100,0%	100,0%	100,0%	100,0%
First Qualification	No	105	52	191	128	476	53,8%	50,5%	49,5%	60,1%	53,7%
	Yes	90	51	185	85	411	46,2%	49,5%	47,9%	39,9%	46,3%
	Total valid responses	195	103	386	213	887	100,0%	100,0%	100,0%	100,0%	100,0%
	Missing/Invalid Responses				1	1					
First to graduate in family	No	111	57	193	119	480	56,9%	55,3%	50,8%	55,6%	53,8%
	Yes	84	46	187	95	412	43,1%	44,7%	49,2%	44,4%	46,2%
	Total valid responses	195	103	380	214	892	100,0%	100,0%	100,0%	100,0%	100,0%
	Missing/Invalid Responses			6		6					
South African	No	20	18	22	15	75	10,4%	17,6%	5,8%	7,0%	8,5%
	Yes	173	84	355	198	810	89,6%	82,4%	94,2%	93,0%	91,5%
	Total valid responses	193	102	377	213	885	100,0%	100,0%	100,0%	100,0%	100,0%
	Missing/Invalid Responses	2	1	9	1	13					
English First Language	No	104	54	272	109	539	53,6%	52,4%	72,3%	51,4%	60,9%
	Yes	90	49	104	103	346	46,4%	47,6%	27,7%	48,6%	39,1%
	Total valid responses	194	103	376	212	885	100,0%	100,0%	100,0%	100,0%	100,0%
	Missing/Invalid Responses	1		10	2	13					

Variable	College/Qualification Type	Employed	Employed and Studying further	Self-employed	Studying further	Unemployed but seeking employment	Total	% Employed (incl. Self-Employed + Employed and Studying Further)	% Unemployed	% Studying further (incl. Employed and Studying further)
Main Current Activity	Agriculture, Engineering and Science	63	12		67	53	195	38,5%	27,2%	40,5%
	Health Sciences	52	8	1	24	18	103	59,2%	17,5%	31,1%
	Humanities	78	29	8	103	168	386	29,8%	43,5%	34,2%
	Law and Management Studies	89	24	5	45	51	214	55,1%	23,8%	32,2%
	UKZN Total	282	73	14	239	290	898	41,1%	32,3%	34,7%
	Diploma	4			1	1	6	66,7%	16,7%	16,7%
	Honours	56	18	2	81	84	241	31,5%	34,9%	41,1%
	Masters	58	16	2	27	30	133	57,1%	22,6%	32,3%
	PG Diploma	26	9	2	8	22	67	55,2%	32,8%	25,4%
	PhD	46	5	3	2	10	66	81,8%	15,2%	10,6%
	Undergraduate Degree	92	25	5	120	143	385	31,7%	37,1%	37,7%
	UKZN Total	282	73	14	239	290	898	41,1%	32,3%	34,7%

Variable	College/Qualification Type	No	Yes	Valid Responses	Missing/ Invalid	%No	%Yes
Satisfaction with Current Activity	Agriculture, Engineering and Science	85	110	195		27,8%	72,2%
	Health Sciences	26	77	103		11,6%	88,4%
	Humanities	193	182	386	11	36,8%	63,2%
	Law and Management Studies	75	137	214	2	24,4%	75,6%
	UKZN Total	379	506	898	13	29,5%	70,5%
	Diploma	1	5	6		16,7%	83,3%
	Honours	103	135	241	3	42,7%	56,0%
	Masters	43	86	133	4	32,3%	64,7%
	PG Diploma	29	38	67		43,3%	56,7%
	PhD	22	43	66	1	33,3%	65,2%
	Undergraduate Degree	181	199	385	5	47,0%	51,7%
	UKZN Total	379	506	898	13	42,2%	56,3%

Variable	College	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	% Positive	% Neutral	%Negative
Satisfaction with overall Quality of Qualification	Agriculture, Engineering and Science	49	63	29	13	11	165	67,9%	17,6%	14,5%
	Health Sciences	29	34	10	1	4	78	80,8%	12,8%	6,4%
	Humanities	132	113	45	13	11	314	78,0%	14,3%	7,6%
	Law and Management Studies	59	67	32	12	6	176	71,6%	18,2%	10,2%
	UKZN Total	269	277	116	39	32	733	74,5%	15,8%	9,7%
UKZN Environment Conducive for Learning	Agriculture, Engineering and Science	28	49	47	29	11	164	47,0%	28,7%	24,4%
	Health Sciences	18	31	16	5	8	78	62,8%	20,5%	16,7%
	Humanities	102	133	58	16	7	316	74,4%	18,4%	7,3%
	Law and Management Studies	48	62	33	19	14	176	62,5%	18,8%	18,8%
	UKZN Total	196	275	154	69	40	734	64,2%	21,0%	14,9%

Variable	College	Stongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	%Positive	%Neutral	%Negative
Studies Developed Problem-Solving Skills	Agriculture, Engineering and Science	61	76	20	3	5	165	83,0%	12,1%	4,8%
	Health Sciences	32	32	14	1	2	81	79,0%	17,3%	3,7%
	Humanities	146	132	37	2	1	318	87,4%	11,6%	0,9%
	Law and Management Studies	72	66	28	7	5	178	77,5%	15,7%	6,7%
	UKZN Total	311	306	99	13	13	742	83,2%	13,3%	3,5%
Studies Sharpened Analytical Skills	Agriculture, Engineering and Science	75	72	14	1	4	166	88,6%	8,4%	3,0%
	Health Sciences	32	35	11	1	2	81	82,7%	13,6%	3,7%
	Humanities	145	144	24	3	2	318	90,9%	7,5%	1,6%
	Law and Management Studies	78	70	19	7	3	177	83,6%	10,7%	5,6%
	UKZN Total	330	321	68	12	11	742	87,7%	9,2%	3,1%
Studies Developed Written and Communication Skills	Agriculture, Engineering and Science	71	75	14	2	4	166	88,0%	8,4%	3,6%
	Health Sciences	36	31	11	2	1	81	82,7%	13,6%	3,7%
	Humanities	175	123	14	7	1	320	93,1%	4,4%	2,5%
	Law and Management Studies	73	78	19	8	1	179	84,4%	10,6%	5,0%
	UKZN Total	355	307	58	19	7	746	88,7%	7,8%	3,5%
Studies Developed Computer Skills	Agriculture, Engineering and Science	82	63	12	3	5	165	87,9%	7,3%	4,8%
	Health Sciences	24	28	11	13	4	80	65,0%	13,8%	21,3%
	Humanities	154	98	52	12	4	320	78,8%	16,3%	5,0%
	Law and Management Studies	60	63	37	12	6	178	69,1%	20,8%	10,1%
	UKZN Total	320	252	112	40	19	743	77,0%	15,1%	7,9%

Variable	College	Strongly						Strongly		
		Agree	Agree	Neutral	Disagree	Disagree	Total	%Positive	%Neutral	%Negative
Workload Managable	Agriculture, Engineering and Science	20	69	31	37	9	166	53,6%	18,7%	27,7%
	Health Sciences	22	29	19	8	3	81	63,0%	23,5%	13,6%
	Humanities	61	147	80	24	6	318	65,4%	25,2%	9,4%
	Law and Management Studies	29	67	44	27	9	176	54,5%	25,0%	20,5%
	UKZN Total	132	312	174	96	27	741	59,9%	23,5%	16,6%
Knew Standard of Work Expected	Agriculture, Engineering and Science	46	75	22	18	6	167	72,5%	13,2%	14,4%
	Health Sciences	24	38	16	1	2	81	76,5%	19,8%	3,7%
	Humanities	131	125	46	17	1	320	80,0%	14,4%	5,6%
	Law and Management Studies	71	68	21	12	7	179	77,7%	11,7%	10,6%
	UKZN Total	272	306	105	48	16	747	77,4%	14,1%	8,6%
Clear Guidelines Provided	Agriculture, Engineering and Science	20	71	47	20	8	166	54,8%	28,3%	16,9%
	Health Sciences	20	27	24	6	4	81	58,0%	29,6%	12,3%
	Humanities	86	135	71	24	4	320	69,1%	22,2%	8,8%
	Law and Management Studies	45	70	30	26	8	179	64,2%	16,8%	19,0%
	UKZN Total	171	303	172	76	24	746	63,5%	23,1%	13,4%
Sufficient Time to Understand Content	Agriculture, Engineering and Science	19	63	43	25	16	166	49,4%	25,9%	24,7%
	Health Sciences	17	26	25	9	4	81	53,1%	30,9%	16,0%
	Humanities	74	133	70	34	9	320	64,7%	21,9%	13,4%
	Law and Management Studies	34	64	37	33	11	179	54,7%	20,7%	24,6%
	UKZN Total	144	286	175	101	40	746	57,6%	23,5%	18,9%

Variable	College	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	%Positive	%Neutral	%Negative
Academics Motivated Students	Agriculture, Engineering and Science	28	54	56	15	11	164	50,0%	34,1%	15,9%
	Health Sciences	21	29	21	4	5	80	62,5%	26,3%	11,3%
	Humanities	96	116	77	23	8	320	66,3%	24,1%	9,7%
	Law and Management Studies	40	64	39	26	8	177	58,8%	22,0%	19,2%
	UKZN Total	185	263	193	68	32	741	60,5%	26,0%	13,5%
Academic Staff Understood Difficulties Experienced by Students	Agriculture, Engineering and Science	22	57	50	24	12	165	47,9%	30,3%	21,8%
	Health Sciences	20	22	25	7	6	80	52,5%	31,3%	16,3%
	Humanities	87	95	89	36	13	320	56,9%	27,8%	15,3%
	Law and Management Studies	35	65	35	24	18	177	56,5%	19,8%	23,7%
	UKZN Total	164	239	199	91	49	742	54,3%	26,8%	18,9%
Helpful Feedback Provided	Agriculture, Engineering and Science	23	69	47	18	8	165	55,8%	28,5%	15,8%
	Health Sciences	14	36	16	7	6	79	63,3%	20,3%	16,5%
	Humanities	88	117	76	28	11	320	64,1%	23,8%	12,2%
	Law and Management Studies	38	68	38	20	13	177	59,9%	21,5%	18,6%
	UKZN Total	163	290	177	73	38	741	61,1%	23,9%	15,0%
Concepts Explained Well	Agriculture, Engineering and Science	22	74	45	17	6	164	58,5%	27,4%	14,0%
	Health Sciences	20	30	20	6	3	79	63,3%	25,3%	11,4%
	Humanities	78	130	87	17	7	319	65,2%	27,3%	7,5%
	Law and Management Studies	43	68	39	19	5	174	63,8%	22,4%	13,8%
	UKZN Total	163	302	191	59	21	736	63,2%	26,0%	10,9%
Studies were made Interesting	Agriculture, Engineering and Science	14	65	45	29	9	162	48,8%	27,8%	23,5%
	Health Sciences	18	25	20	9	5	77	55,8%	26,0%	18,2%
	Humanities	85	116	83	26	9	319	63,0%	26,0%	11,0%
	Law and Management Studies	37	56	50	23	10	176	52,8%	28,4%	18,8%
	UKZN Total	154	262	198	87	33	734	56,7%	27,0%	16,3%

Variable	College	Stongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	%Positive	%Neutral	%Negative
Good Memory required to do well	Agriculture, Engineering and Science	20	35	36	42	30	163	33,7%	22,1%	44,2%
	Health Sciences	11	11	22	22	12	78	28,2%	28,2%	43,6%
	Humanities	68	92	69	57	34	320	50,0%	21,6%	28,4%
	Law and Management Studies	32	36	45	37	26	176	38,6%	25,6%	35,8%
	UKZN Total	131	174	172	158	102	737	41,4%	23,3%	35,3%
Working hard only around Exam time	Agriculture, Engineering and Science	8	36	35	47	36	162	27,2%	21,6%	51,2%
	Health Sciences	10	17	18	24	9	78	34,6%	23,1%	42,3%
	Humanities	63	101	55	61	39	319	51,4%	17,2%	31,3%
	Law and Management Studies	26	39	34	47	30	176	36,9%	19,3%	43,8%
	UKZN Total	107	193	142	179	114	735	40,8%	19,3%	39,9%

Professional Services	College	Stongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	%Positive	%Neutral	%Negative
Administration at School level sufficient	Agriculture, Engineering and Science	15	48	46	23	32	164	38,4%	28,0%	33,5%
	Health Sciences	14	20	25	12	7	78	43,6%	32,1%	24,4%
	Humanities	55	105	94	34	30	318	50,3%	29,6%	20,1%
	Law and Management Studies	29	47	42	22	36	176	43,2%	23,9%	33,0%
	UKZN Total	113	220	207	91	105	736	45,2%	28,1%	26,6%
Administration at College level sufficient	Agriculture, Engineering and Science	9	43	47	31	35	165	31,5%	28,5%	40,0%
	Health Sciences	12	24	30	7	5	78	46,2%	38,5%	15,4%
	Humanities	49	109	88	41	29	316	50,0%	27,8%	22,2%
	Law and Management Studies	27	46	38	27	35	173	42,2%	22,0%	35,8%
	UKZN Total	97	222	203	106	104	732	43,6%	27,7%	28,7%

Student Support	College	Stongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	%Positive	%Neutral	%Negative
Support Facilities Sufficient	Agriculture, Engineering and Science	30	55	51	14	14	164	51,8%	31,1%	17,1%
	Health Sciences	20	25	23	7	3	78	57,7%	29,5%	12,8%
	Humanities	104	117	64	24	8	317	69,7%	20,2%	10,1%
	Law and Management Studies	41	62	44	16	12	175	58,9%	25,1%	16,0%
	UKZN Total	195	259	182	61	37	734	61,9%	24,8%	13,4%
Equipment related to Studies	Agriculture, Engineering and Science	24	74	38	17	12	165	59,4%	23,0%	17,6%
	Health Sciences	14	35	17	9	3	78	62,8%	21,8%	15,4%
	Humanities	83	137	75	17	6	318	69,2%	23,6%	7,2%
	Law and Management Studies	38	63	52	15	8	176	57,4%	29,5%	13,1%
	UKZN Total	159	309	182	58	29	737	63,5%	24,7%	11,8%

Employment	College	No	Yes	Total	%No	%Yes
Currently Employed	Agriculture, Engineering and Science	104	59	163	63,8%	36,2%
	Health Sciences	32	42	74	43,2%	56,8%
	Humanities	217	93	310	70,0%	30,0%
	Law and Management Studies	70	103	173	40,5%	59,5%
	UKZN Total	423	297	720	58,8%	41,3%

Employment	College	No	Yes	Total	%No	%Yes
Employment Full-Time	Agriculture, Engineering and Science	16	42	58	27,6%	72,4%
	Health Sciences	10	32	42	23,8%	76,2%
	Humanities	24	69	93	25,8%	74,2%
	Law and Management Studies	19	83	102	18,6%	81,4%
	UKZN Total	69	226	295	23,4%	76,6%
Permanent Post	Agriculture, Engineering and Science	31	27	58	53,4%	46,6%
	Health Sciences	23	19	42	54,8%	45,2%
	Humanities	43	47	90	47,8%	52,2%
	Law and Management Studies	44	59	103	42,7%	57,3%
	UKZN Total	141	152	293	48,1%	51,9%
Employed in KZN	Agriculture, Engineering and Science	35	19	54	64,8%	35,2%
	Health Sciences	16	26	42	38,1%	61,9%
	Humanities	41	52	93	44,1%	55,9%
	Law and Management Studies	36	67	103	35,0%	65,0%
	UKZN Total	128	164	292	43,8%	56,2%

Employment	College	No	Yes	Total	%No	%Yes
Job Related to Field of Study	Agriculture, Engineering and Science	15	43	58	25,9%	74,1%
	Health Sciences	1	41	42	2,4%	97,6%
	Humanities	24	69	93	25,8%	74,2%
	Law and Management Studies	21	81	102	20,6%	79,4%
	UKZN Total	61	234	295	20,7%	79,3%
Job inline with Long-Term Career Interest	Agriculture, Engineering and Science	17	41	58	29,3%	70,7%
	Health Sciences	6	35	41	14,6%	85,4%
	Humanities	24	67	91	26,4%	73,6%
	Law and Management Studies	31	71	102	30,4%	69,6%
	UKZN Total	78	214	292	26,7%	73,3%
Adequately prepared for Current Job	Agriculture, Engineering and Science	14	34	48	29,2%	70,8%
	Health Sciences	13	26	39	33,3%	66,7%
	Humanities	23	57	80	28,8%	71,3%
	Law and Management Studies	25	64	89	28,1%	71,9%
	UKZN Total	75	181	256	26,7%	73,3%
Worked for Employer while still at University	Agriculture, Engineering and Science	38	20	58	65,5%	34,5%
	Health Sciences	25	17	42	59,5%	40,5%
	Humanities	57	36	93	61,3%	38,7%
	Law and Management Studies	53	47	100	53,0%	47,0%
	UKZN Total	173	120	293	59,0%	41,0%
Employer Financed Studies	Agriculture, Engineering and Science	40	17	57	70,2%	29,8%
	Health Sciences	37	5	42	88,1%	11,9%
	Humanities	79	14	93	84,9%	15,1%
	Law and Management Studies	84	18	102	82,4%	17,6%
	UKZN Total	240	54	294	81,6%	18,4%

Current Studies	College	No	Yes	Total	%No	%Yes
Further Studies	Agriculture, Engineering and Science	85	76	161	52,8%	47,2%
	Health Sciences	48	24	72	66,7%	33,3%
	Humanities	173	131	304	56,9%	43,1%
	Law and Management Studies	102	69	171	59,6%	40,4%
	UKZN Total	408	300	708	57,6%	42,4%

Current Studies	College	No	Yes	Total	%No	%Yes
Studying Full-Time	Agriculture, Engineering and Science	7	69	76	9,2%	90,8%
	Health Sciences	5	19	24	20,8%	79,2%
	Humanities	19	111	130	14,6%	85,4%
	Law and Management Studies	24	45	69	34,8%	65,2%
	UKZN Total	55	244	299	18,4%	81,6%

Current Studies	College	No	Yes	Valid Responses	%No	%Yes
Prepared for Further Studies	Agriculture, Engineering and Science	20	56	76	26,3%	73,7%
	Health Sciences	1	23	24	4,2%	95,8%
	Humanities	27	104	131	20,6%	79,4%
	Law and Management Studies	18	50	68	26,5%	73,5%
	UKZN Total	66	233	299	22,1%	77,9%

Current Studies	College	Honours	PG Diploma	Coursework Masters	Full Research (Masters or PhD)	Short-term Vocational Course	Another Diploma/Degree	Total	Honours	PG Diploma	Coursework Masters	Full Research (Masters or PhD)	Short-term Vocational Course	Another Diploma/Degree
Level of Current Study	Agriculture, Engineering and Science	36	3	2	31	1	3	76	47,4%	3,9%	2,6%	40,8%	1,3%	3,9%
	Health Sciences	3		2	15	1	3	24	12,5%	0,0%	8,3%	62,5%	4,2%	12,5%
	Humanities	72	13	12	20		12	129	55,8%	10,1%	9,3%	15,5%	0,0%	9,3%
	Law and Management Studies	16	25	4	13	2	7	67	23,9%	37,3%	6,0%	19,4%	3,0%	10,4%
	UKZN Total	127	41	20	79	4	25	296	42,9%	13,9%	6,8%	26,7%	1,4%	8,4%

Current Studies	College	University of KwaZulu-Natal	Another University in South Africa	University of Technology	Another Type of Institution	International Institution (outside South Africa)	Total	University of KwaZulu-Natal	Another University in South Africa	University of Technology	Another Type of Institution	International Institution (outside South Africa)
Institution enrolled in for Current Studies	Agriculture, Engineering and Science	70	3		3		76	92,1%	3,9%	0,0%	3,9%	0,0%
	Health Sciences	19	3			2	24	79,2%	12,5%	0,0%	0,0%	8,3%
	Humanities	115	8		4	2	129	89,1%	6,2%	0,0%	3,1%	1,6%
	Law and Management Studies	43	15	2	5	3	68	63,2%	22,1%	2,9%	7,4%	4,4%
		247	29	2	12	7	297	83,2%	9,8%	0,7%	4,0%	2,4%