

GRADUATE DESTINATION SURVEY

Class of 2024
Summer Graduations



**This report was produced by Institutional Research and Planning
under the Directorate of Planning, Monitoring, and Evaluation.**

@2024 Institutional Research and Planning
1st Floor New Admin Building, Potsdam Campus
Planning Monitoring and Evaluation
Walter Sisulu University

...

Enquiries:

Institutional Research and Planning Department (IRP)
irp@wsu.ac.za

Student Tracking Unit and Institutional Research
stu@wsu.ac.za

...

This report may be used in part or in its entirety, provided that the Student Tracking Unit and Institutional Research is acknowledged as the source of the information.

ACKNOWLEDGEMENTS

Project Supervision

Dr Munienge Mbodila

(Manager: Student Tracking Unit and Institutional Research)

Data Collection

Mr Anele Bangani

(Institutional Researcher)

Dr Munienge Mbodila

Data Analysis

Mr Anele Bangani

Ms Nocwaka Pangwa

(Student Assistant)

Report Writing

Mr Anele Bangani

(Primary Report Writer)

Dr Munienge Mbodila

Critical Reviewer

Mr Ntsundeni Louis Mapatagane

(Director: Institutional Research and Planning)

FOREWORD

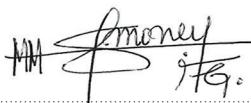
I am pleased to present the *Graduate Destination Survey: Class of 2024 – Summer Graduations*. This report provides valuable insights into our graduates' career trajectories and further study pursuits, offering a comprehensive overview of their transition from higher education into the professional world.

Walter Sisulu University is committed to equipping our students with the skills, knowledge, and experiences necessary to thrive in a competitive and dynamic global landscape. The findings in this report serve as a crucial resource for assessing the effectiveness of our academic programs and student support initiatives, ensuring that we continuously enhance our offerings to meet evolving industry demands.

This survey is not just a reflection of employment trends but also a testament to our graduates' resilience, ambition, and success. It highlights the impact of our institution in shaping future leaders, innovators, and change-makers. The data captured here will inform policy decisions, guide curriculum development, and support our ongoing efforts to strengthen industry partnerships and student employability.

I extend my gratitude to all graduates who participated in this survey and to the dedicated teams involved in data collection, analysis, and reporting. Your contributions are invaluable in shaping the future of higher education and workforce development.

As we celebrate the achievements of the Class of 2024, we remain committed to fostering academic excellence and lifelong learning. We look forward to seeing our graduates make meaningful contributions to society and the global economy.



Dr Munienge Mbodila

Manager: Student Tracking Unit and Institutional Research
Institutional Research and Planning
Directorate of Planning, Monitoring, and Evaluation
Walter Sisulu University

CONTENTS

Table of Figures

6

1.	Introduction	8
2.	Literature Review	8
3.	Objectives	9
4.	Methodology	9
5.	Ethical Consideration	10
6.	Graduate Demographic	11
7.	Survey Analysis	20
a.	Graduate Employment Distribution Across Provinces	22
b.	Self-employed	29
c.	Unemployment	32
d.	Further Studies	32
e.	Student Support	33
f.	Psychosocial Support	36
g.	General Opinions	37
h.	Open Ended Comments	43
8.	Conclusion and Recommendations	46

References

48

TABLE OF FIGURES

Figure 1:	Distribution of Students by Campus	11
Figure 2:	Comparison of Graduation Rate per Campuses	12
Figure 3:	Graduate Distribution by Faculty	13
Figure 4:	Age Distribution	14
Figure 5:	Average Age per Faculty	15
Figure 6:	Gender Distribution	16
Figure 7:	Graduate and Institutional Gender Regression Analysis	17
Figure 8:	Graduate and Survey Sample Regression Analysis	18
Figure 9:	Year of Entry	19
Figure 10:	Qualification Level	20
Figure 11:	Participation	21
Figure 12:	Qualification Level	21
Figure 13:	Graduate Activity	22
Figure 14:	Employment	23
Figure 15:	City of Employment	24
Figure 16:	Employment Status	25
Figure 17:	Employment per Faculty	26
Figure 18:	Obtaining the Job	27
Figure 19:	Sector	28
Figure 20:	Remuneration by Employment Sector	29
Figure 21:	Self-employment Related to the Field of Study by Faculty	30
Figure 22:	Funding	30
Figure 23:	Returning to Formal Employment	31
Figure 24:	Full-time Studies	33
Figure 25:	Academic Support Services Usage	34
Figure 26:	Academic Support Rating	35

Figure 27:	Health Service Usage	36
Figure 28:	Health Service Rating	37
Figure 29:	Learning and Teaching	38
Figure 30:	Work Preparedness	40
Figure 31:	Academic Environment Satisfaction	41
Figure 32:	Skill Development	42
Figure 33:	Overall Satisfaction	43

1. Introduction

In the ever-evolving landscape of higher education, institutions must continuously strive to enhance the quality of their academic offerings and support services. One of the most effective ways to achieve this is through systematically collecting and analysing student feedback and tracking graduates' career destinations. This section outlines a comprehensive approach to implementing student surveys and monitoring Walter Sisulu University (WSU) graduation destinations.

The aim is to enhance educational quality, improve student satisfaction, and ensure our graduates are well-prepared for their careers. We used an online survey for alumni tracking to gather and analyse this data systematically. WSU's vision statement makes mention of 'A value-driven, technology-infused African university providing a gateway for local talent to be globally competitive and make a sustainable socio-economic impact, intending to 'Provide quality education through technology-infused teaching and learning methodologies that are student-centred, lead to student success and are valued by stakeholders' (WSU Strategic Plan 2020-2030). Leveraging these tools, WSU aims to gain valuable insights into student experiences, understand the effectiveness of our educational programmes, and make data-driven improvements and resource allocations that will benefit current and future students.

This initiative is designed to promote a culture of continuous improvement, ensuring that the institution remains responsive to students' needs and aligned with industry standards and regulations. The benefits of these surveys, which will enhance WSU's teaching and learning quality, improve student satisfaction, and better prepare our graduates for their careers, will also bolster the institution's reputation, placing WSU in a more competitive position in the higher education landscape globally and in South Africa.

2. Literature Review

In South Africa, higher education institutions face specific challenges, including addressing the legacy of historical inequalities and aligning educational outcomes with national development objectives. Comprehensive student surveys, such as those measuring student satisfaction and tracking undergraduate destinations, are essential for improving educational quality and promoting equity. Many South African universities conduct various student surveys to tackle access, quality, student support, and inclusivity issues. Mokoena (2012) emphasises the significance of student feedback in fostering inclusive education practices. Regular surveys at institutions like Walter Sisulu University (WSU) offer valuable insights into student needs, enabling the implementation of targeted interventions that address both academic and social needs, as well as the overall student environment.

The Department of Higher Education and Training (DHET) in South Africa requires tracking graduate outcomes to ensure that academic programmes contribute to the employability and economic

development of the country (CHE, 2016). According to the Council on Higher Education (CHE) (2016), systematically monitoring graduation destinations helps align curricula with industry requirements and enhances career services. In South Africa, educational attainment has been linked to employment prospects (Bhorat, Cassim, & Tseng, 2016). Undergraduates, in particular, tend to have significantly lower unemployment rates than those without higher education qualifications. According to Statistics South Africa (Stats SA), the national unemployment rate stood at 32.1% in the third quarter of 2023. While specific unemployment rates by education level were not detailed in the latest reports, historical trends suggest that individuals with higher education credentials continue to experience better employment prospects than those without (Statistics South Africa, 2024). Although broader economic trends may correlate education levels with employment, these studies do not provide institutional-level data on the economic activities of undergraduates (McCowan et al., 2016). Information about the destinations of undergraduates offers valuable insights for higher education institutions to evaluate the quality of their services and the success of their programs (Senekal & Munro, 2019). For WSU, robust tracking of undergraduate destinations would generate crucial data on the employability of graduates and guide curriculum development to better align with market needs.

3. Objectives

The objectives outlined below will guide us during the implementation and ensure that WSU meets its strategic goals of enhancing teaching and learning quality, improving student satisfaction, and aligning academic programs with industry demands. In addition, to monitor, assess, and analyse our graduates' feedback on the support offered by the institution, career trajectories, and further education pursuits.

4. Methodology

This research employs a comprehensive mixed methods approach to assess student graduation destinations. The methodology includes quantitative surveys and open-ended questions for qualitative feedback to provide a holistic understanding of the student experience and outcomes. These methods offer increased flexibility for Walter Sisulu University, ensuring that relevant data is collected in its specific context, which might not be possible through other methods at the required scale. Given the large student population, extensive studies, and strong technology adoption, institutions have increasingly turned to online survey approaches for various student survey studies, locally and internationally (Du Toit et al., 2014). Online surveys help institutions to avoid the time and cost associated with physical data collection, thus improving project turnaround times. However, it is important to note that response rates for such studies abroad have varied widely, ranging from 10% to 92% (Frawley & Harvey, 2015).

This introduces the potential challenge of achieving lower response rates. Although university student populations (current study and graduates) are typically easily identified from institutional records, the sampling timeframe of such studies adds some layer of complication. The survey instrument includes Likert scale questions, multiple-choice items, and open-ended questions. Key focus areas include teaching quality, campus facilities, residence, social well-being support, academic support, and extracurricular activities. Quantitative data are analysed using descriptive statistics, to factors influencing student satisfaction. Qualitative responses are analysed thematically to provide deeper insights into student experiences where there is a need for further understanding.

However, within South Africa, personal communication information is typically incomplete or rapidly changing after students complete their studies (Branson & Leibbrandt, 2017; Cape Higher Education Consortium, 2015; Du Toit et al., 2014). Consequently, information collected by institutions often occurs during graduation ceremonies or the graduation period, when students are more accessible due to their attendance at the event. Several authors advise maintaining communication with graduates before they exit the system to increase response rates (Du Toit et al., 2014; McCowan et al., 2018).

In the context of this study, following the above, it is necessary to outline the various methodologies that were applied to collect, analyse, and present data when conducting these surveys. The following section will summarise the survey design, data collection methods, and analysis.

- a. **Survey Design:** This covers the development of a comprehensive survey that includes holistic aspects of student life, such as academic experiences, campus facilities, residence, student support services (academic and social well-being), and extracurricular activities.
- b. **Implementation:** The survey was conducted online during the 2024 summer graduation.
- c. **Analysis:** The data collected in the survey is analysed and represented using statistical tools, identifying trends and areas needing attention.

5. Ethical Consideration

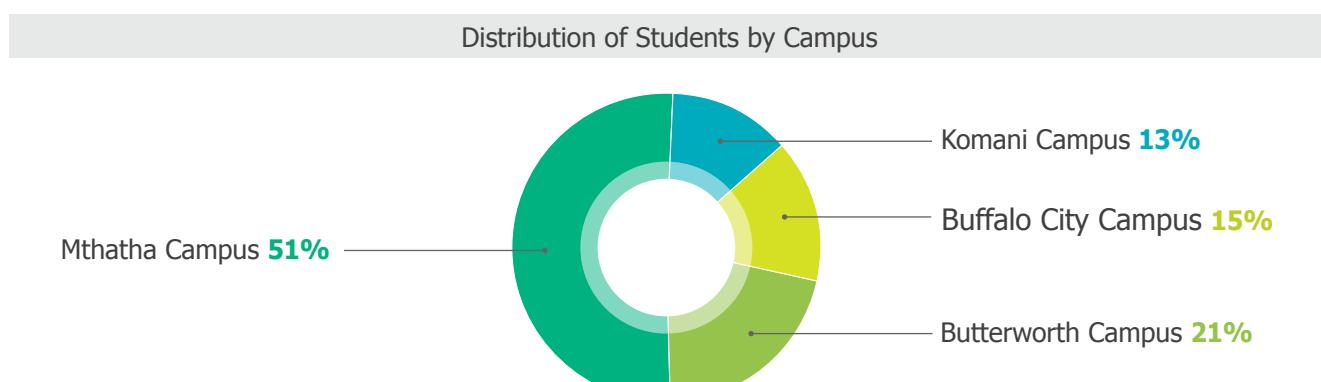
One of the primary foundations of research ethics focuses on protecting research participants. Such protection includes guarding against explicit or implicit harm and the protection of the rights of participants (Creswell & Creswell, 2018). Ensuring participant confidentiality, gaining informed consent, and properly using data are ethical considerations for graduation destination surveys. Confidentiality was maintained to preserve student identities and replies and promote a trusting environment. To obtain informed permission, participants were made aware of the goal of the surveys and reviews, how the data is used, and that their participation would be optional. Furthermore, the information gathered would be utilised only to enhance learning outcomes and implement supportive initiatives to improve student success at WSU, but never punitive measures against academics or students. The institution abides by ethical standards and policy to ensure that any information gathered is handled responsibly.

6. Graduate Demographic

This section presents an overview of the graduate populace, presenting critical demographic information such as age, gender, campus, and year of study entry. The narrative will summarise these key statistics, offering a clear picture of the diverse academic backgrounds of the graduates in general. By contextualising this data, the narrative sets the stage for deeper insights into the graduate experience, highlighting areas where diversity may be lacking and informing the university's initiatives on inclusion and support for various student demographics.

WSU is located in the Eastern Cape and has four campuses: Mthatha, Butterworth, Buffalo City, and Komani. Mthatha is the largest campus, and the Komani campus is the smallest. Figure 1 shows the distribution of the student population across the campuses based on 2024 registration numbers. Mthatha has 51.35% of the student population, and Komani has 13.03%.

Figure 1: Distribution of Students by Campus



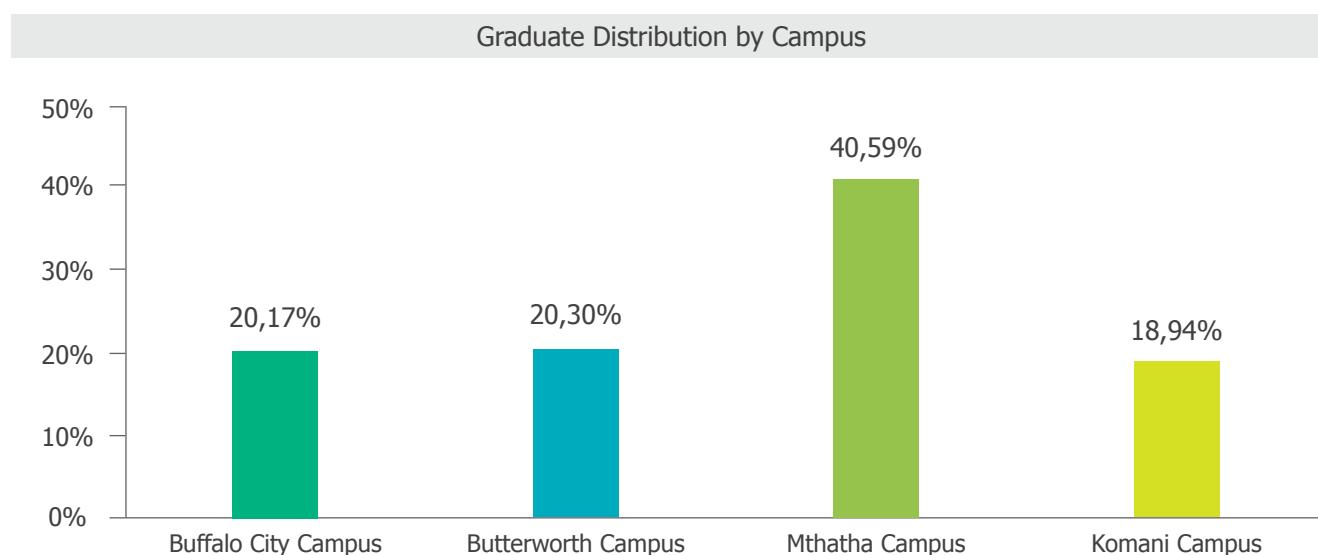
Campus	Population	Graduates	Ratio to Population	Percentage
Buffalo City Campus	4 437	163	0,037	20,17%
Butterworth Campus	6 166	164	0,027	20,30%
Mthatha Campus	15 284	328	0,021	40,59%
Komani Campus	3 879	153	0,039	18,94%
Grand Total	29 766	808	0,027	100%

Campus	Students	Percentage
Buffalo City Campus	4 437	14,91%
Butterworth Campus	6 166	20,71%
Mthatha Campus	15 284	51,35%
Komani Campus	3 879	13,03%
Grand Total	29 766	100%

The total number of graduates for September 2024 graduation was 808 across the four WSU campuses and seven faculties, namely Buffalo City, Butterworth, Mthatha, and Komani, as illustrated in Figure 1. According to the analysis, Mthatha Campus has the highest proportion of graduates, with 55.82% of the total population, indicating it is the primary hub of student activity. Butterworth Campus accounts for 17.58%, followed by Komani Campus at 14.51%. Buffalo City Campus has the smallest share, with 12.09%.

The data indicates that the campus with the largest population during the 2024 summer graduation has the lowest graduate ratio while the smallest campus has the highest graduate ratio. Despite being the largest of the four campuses, Mthatha reported the lowest ratio of graduates based on the total number of graduates in the 2024 summer graduation, relative to its student population. In contrast, Figure 2 illustrates that Komani boasts the highest graduate ratio, followed closely by Buffalo City and Butterworth, with Mthatha trailing behind.

Figure 2: Comparison of Graduation Rate per Campuses

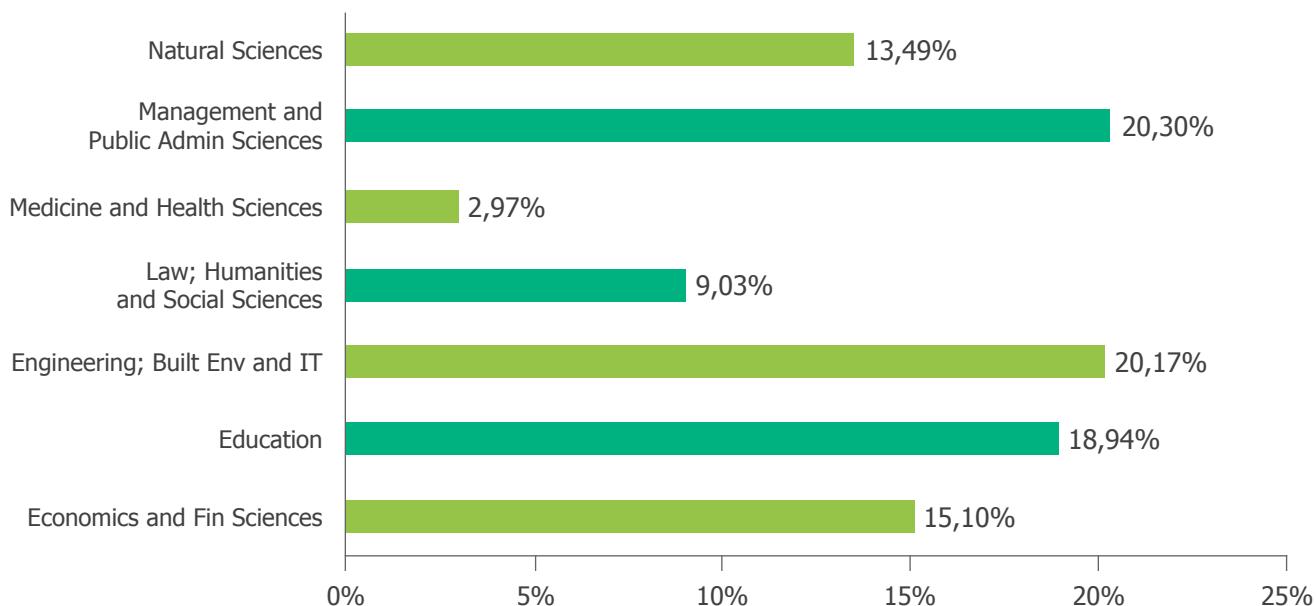


This pattern indicates a noteworthy observation: the campus with the largest student body has a disproportionately low graduate ratio. In contrast, the smaller campus excels with a significantly higher graduate ratio. This trend must be observed and studied in the subsequent few graduation cycles.

Figure 3 below illustrates graduate distribution across all faculties at WSU. WSU has seven faculties, four in Mthatha, and one in the other three campuses. The four faculties in Mthatha are the Faculty of Natural Sciences (FNS), the Faculty of Medicine and Health Sciences (FMHS), the Faculty of Law, Humanities and Social Sciences (FLHSS), all at the Nelson Mandela Drive site, and the Faculty of Economics and Financial Sciences (FEFS) at the Zamukulungisa site.

Figure 3: Graduate Distribution by Faculty

Distribution of Graduates by Faculty



Faculty	Graduates	Percentage
Economics and Fin Sciences	122	15,10%
Education	153	18,94%
Engineering; Built Env and IT	163	20,17%
Law; Humanities and Social Sciences	73	9,03%
Medicine and Health Sciences	24	2,97%
Management and Public Admin Sciences	164	20,30%
Natural Sciences	109	13,49%
Grand Total	808	100%

The highest percentage of graduates is in Management and Public Administration Sciences (20.30%), followed by Engineering, Built Environment, and IT (20.17%). Education (18.94%) and Economics and Financial Sciences (15.10%) also have notable representation. Lower graduations are observed in Natural Sciences (13.49%), Law, Humanities, and Social Sciences (9.03%), and Medicine and Health Sciences (2.97%).

WSU showcases a rich and diverse student body, with notable variations in the educational and professional backgrounds of graduates across its faculties. This diversity reflects the university's ability to cater to individuals at different stages of their academic and career journeys, as shown in Figure 4.

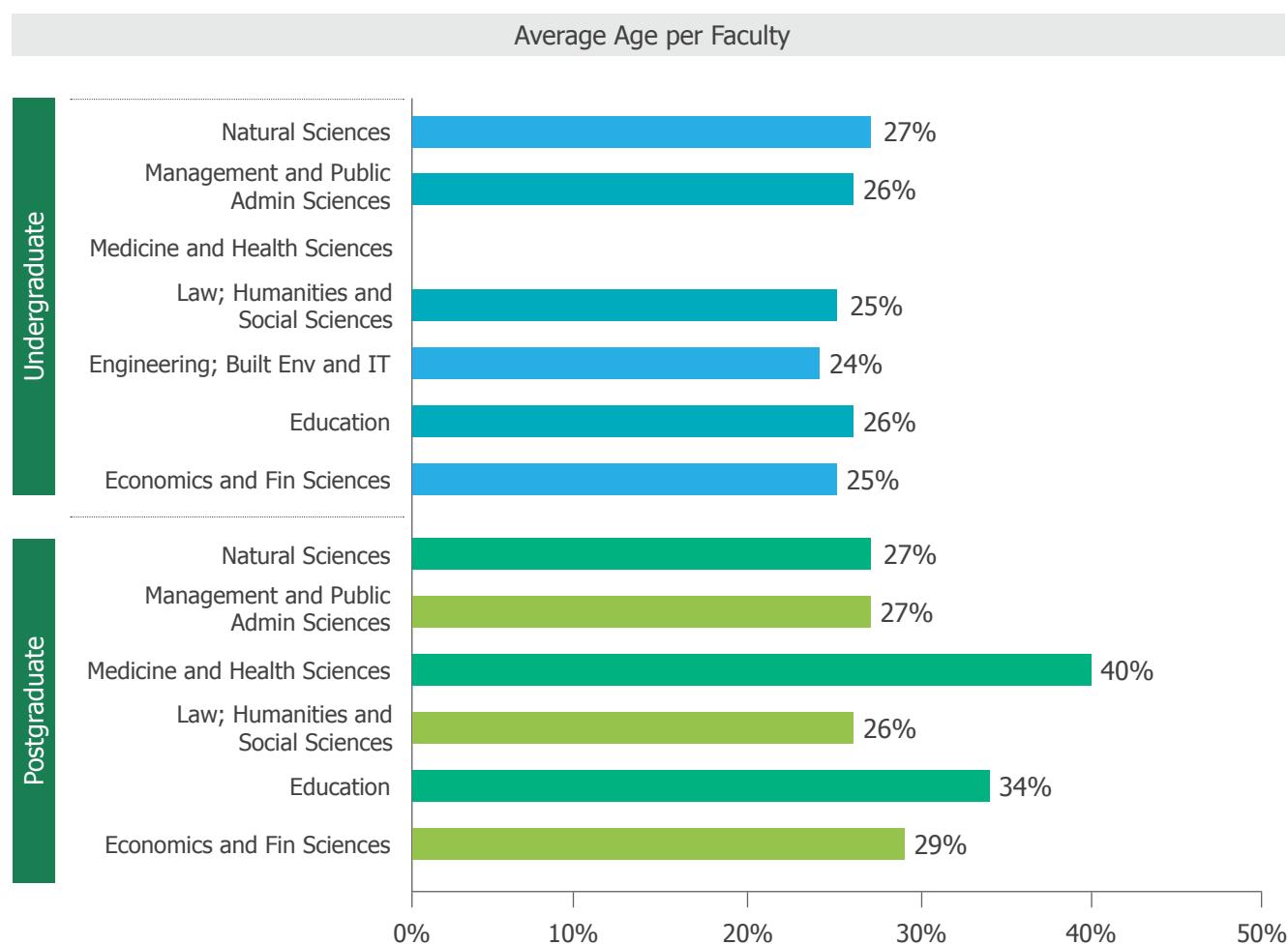
Figure 4: Age Distribution



The age distribution chart in Figure 4 for WSU's 2024 summer graduations demonstrates a youthful graduate constituency. Most graduates fall between 20 and 30, with the largest groups at 23 and 24 years old, accounting for approximately 32% of the population. The distribution decreases after age 24, indicating a tapering enrolment among older students. By 30 and beyond, representation is minimal, with only a small fraction above 40. This analysis implies that WSU serves a young demographic, with many graduates in their early to mid-20s. The concentration of students in the 20–30 age range suggests that the university's programmes and offerings likely appeal to individuals transitioning directly from secondary education or those in the early stages of their tertiary education journey. According to the South African National Development Plan 2030 (National Planning Commission of South Africa, 2011), Africa is projected to house a quarter of the world population in 15 years, who will be under 25, but this will not benefit the continent if that youth population is not skilled and educated. In 2025, we are in the 14th year of that projection with WSU graduating a youthful majority, empowering a young workforce.

Looking at the above insight on age distribution, the average age distribution according to faculty provides deeper insight into which faculty has the smallest or oldest group of graduates. This illustration is shown in Figure 5.

Figure 5: Average Age per Faculty



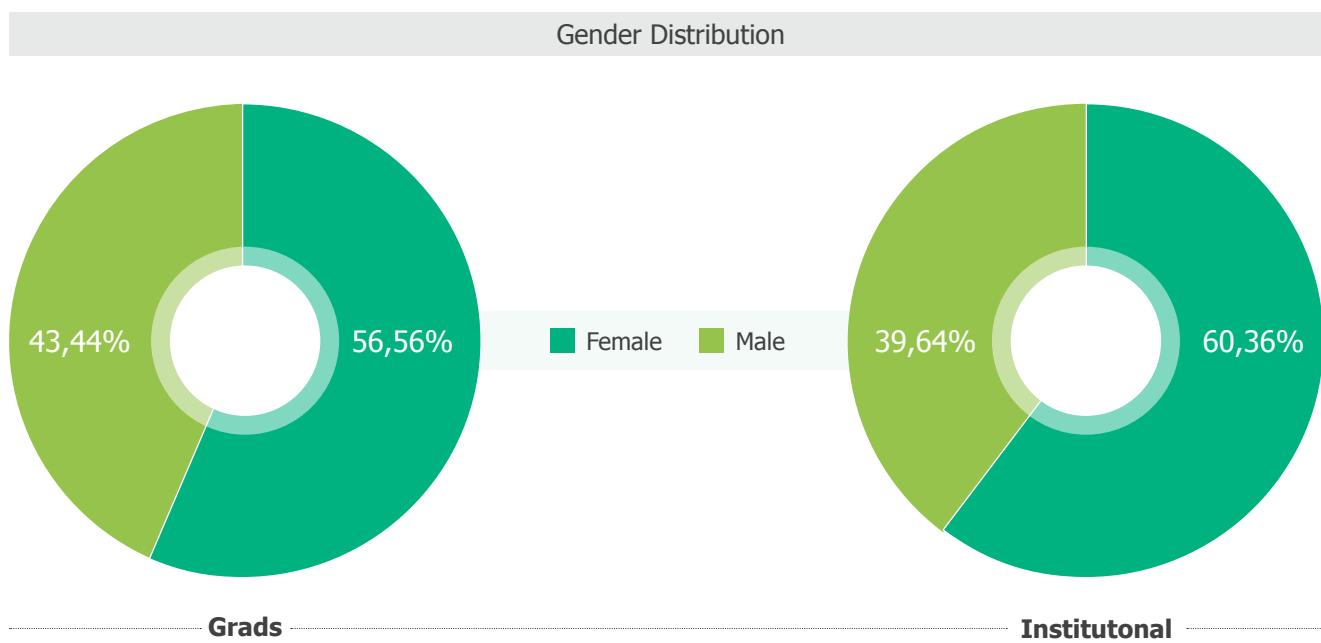
The above Figure 5 depicts the average age of graduates across various faculties at Walter Sisulu University:

- The Faculty of Medicine and Health Sciences has the highest average age of 40, indicating a substantial number of older graduates. This is because their graduate are postgraduates.
- The Faculty of Education follows with an average age of 31, reflecting a mix of younger and mid-career individuals likely pursuing teaching qualifications.
- Other faculties, such as Natural Sciences (average age of 27), Management and Public Administration Sciences (26), Economics and Financial Sciences (25), and Law, Humanities, and Social Sciences (25), show similar average ages predominantly in the mid-20s.
- The Faculty of Engineering, Built Environment, and Information Technology has the youngest average age of 24, suggesting it primarily attracts young students.

This distribution highlights the diversity of age groups across different academic disciplines. Analysing graduate age diversity helps institutions assess whether they are providing equal opportunities and support for students at different life stages and identify any barriers to access.

WSU demonstrates a balanced yet slightly female-dominated graduate demographic, as illustrated by the gender distribution in Figure 6.

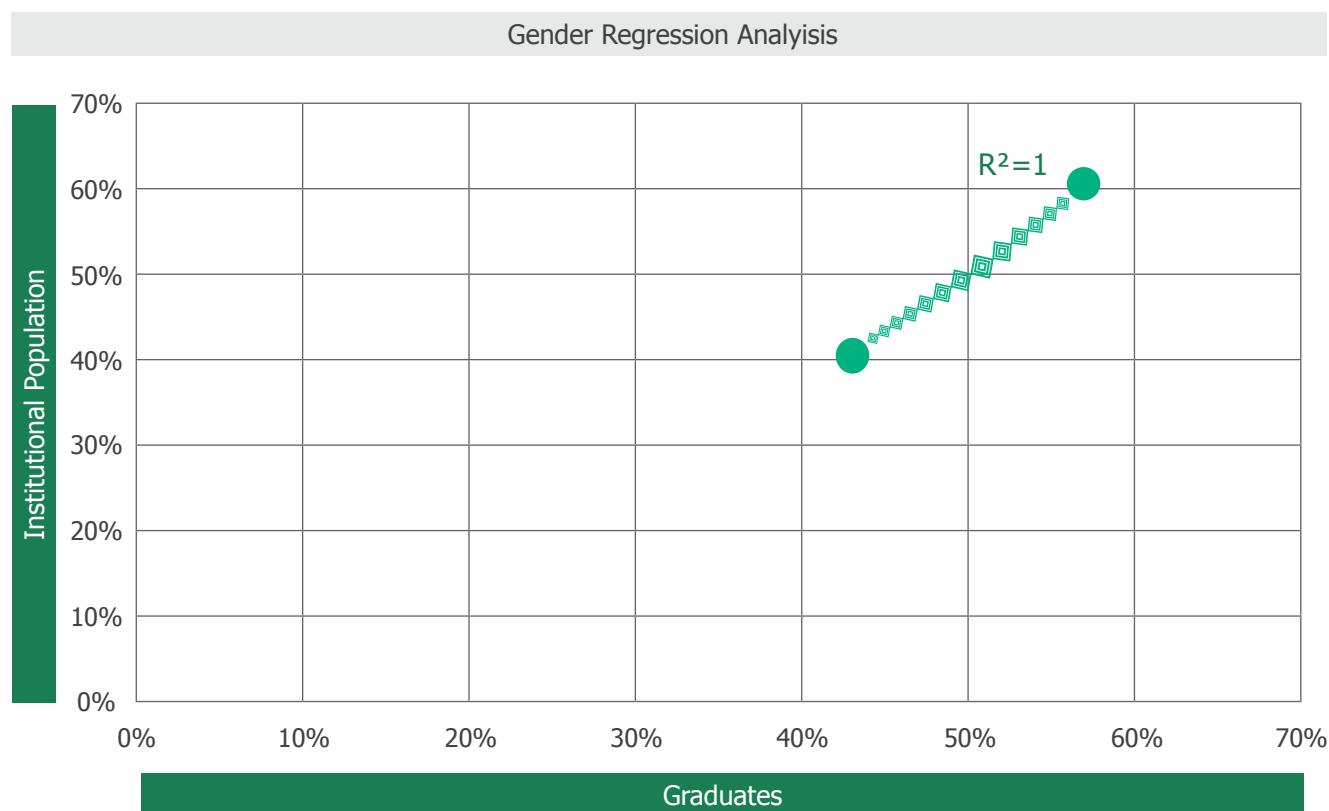
Figure 6: Gender Distribution



From the analysis in Figure 6, female graduates comprise 56.56% of the graduate population, reflecting a majority presence. In comparison, male graduates account for 43.44% of the total. This data highlights the significant representation of female students within WSU's graduating cohort, underscoring a subtle but notable predominance of female students in the university's academic

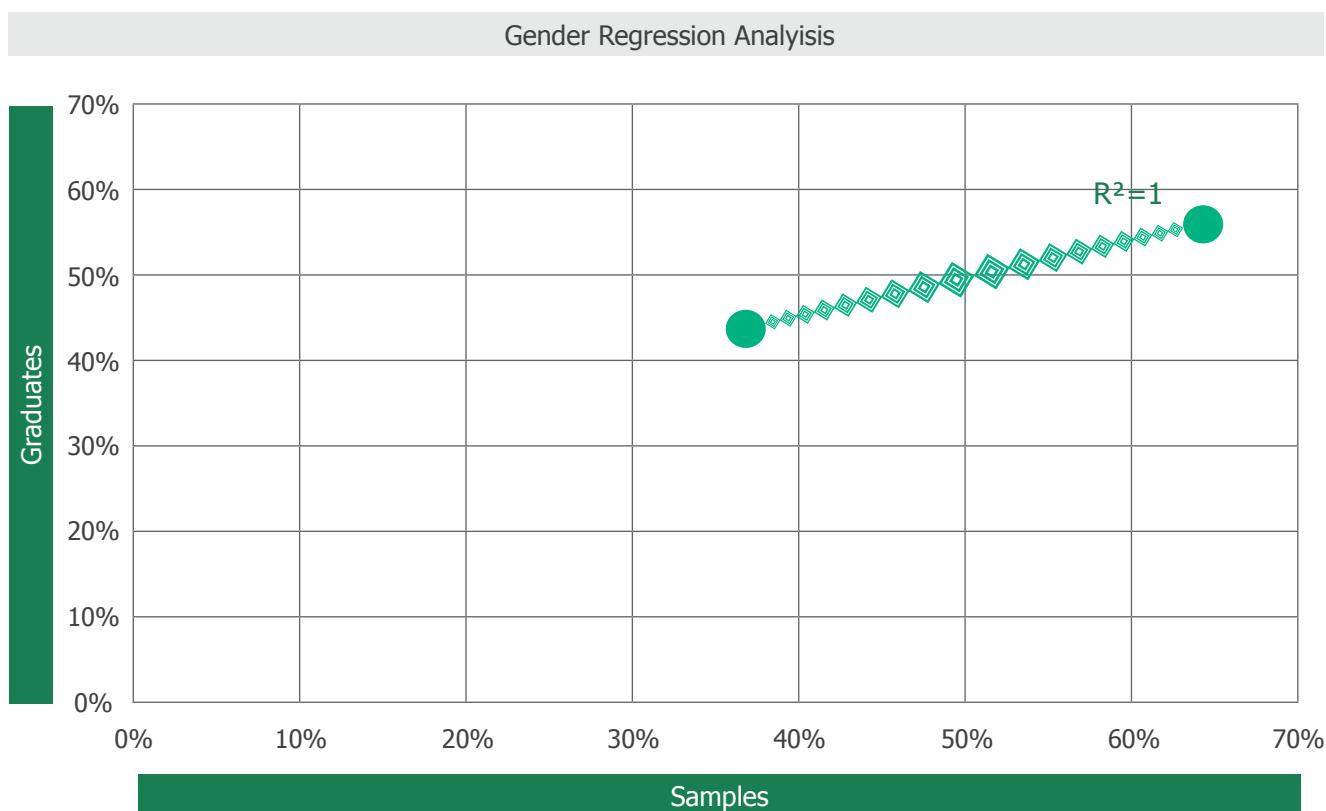
landscape as seen in the institutional gender distribution. Although the figures differ slightly between the graduate and institutional gender distributions, the patterns are similar. The correlation analysis below confirms the relationship between the graduate populace and institutional population gender. Using the MS Excel CORREL function, the resultant Pearson's r is 1. Pearson's r quantifies the strength and direction of the linear relationship between two continuous variables. This result means that there is a strong relationship between the graduate populace and the institutional population, a positive linear relationship, meaning there is more likelihood that when graduate gender percentage goes up so does the institutional one.

Figure 7: Graduate and Institutional Gender Regression Analysis



The regression analysis was then used to test if one variable can be used to predict the other. The graduate gender percentages were used as dependent variables, while the institutional gender percentages were used as independent variables. The aim was to determine whether the institutional gender ratio (e.g., 60% women) could predict the gender ratio of its graduates. The regression analysis (Figure 7) resulted in R^2 equal to 1. In statistical terms, this R^2 value indicates that the institutional gender ratio perfectly predicts the graduates' gender ratio. In practice, this may not always align perfectly. However, we can compare the survey sample to the total number of graduates to determine whether it accurately represents the broader graduate population.

Figure 8: Graduate and Survey Sample Regression Analysis



Again, the correlation test here gave us a Pearson's r value of 1, leading to the regression analysis below. Here the survey sample gender percentage was used as the dependent variable while the graduate gender percentage was used as the independent variable. The analysis tested whether a survey sample's gender distribution could be predicted using graduate gender percentages. The model produced an R^2 of 1 (Figure 8), suggesting a "perfect" statistical relationship—meaning the graduate gender ratio exactly predicts the sample's gender ratio. This pattern mirrors the result in Figure 7, where institutional gender distribution also showed a perfect R^2 relationship with graduate gender distribution. Therefore, the sample size may be used to draw inferences on the graduate and institutional populations while understanding that a perfect R^2 relationship is rare in the real world as other factors are at play.

Figure 9 illustrates the distribution of graduate registration years from 1998 to 2022, indicating when the graduates first registered at WSU. The data reveals trends in graduate enrolments, showing fluctuations in activity levels over the years, with significant spikes and periods of low or minimal activity.

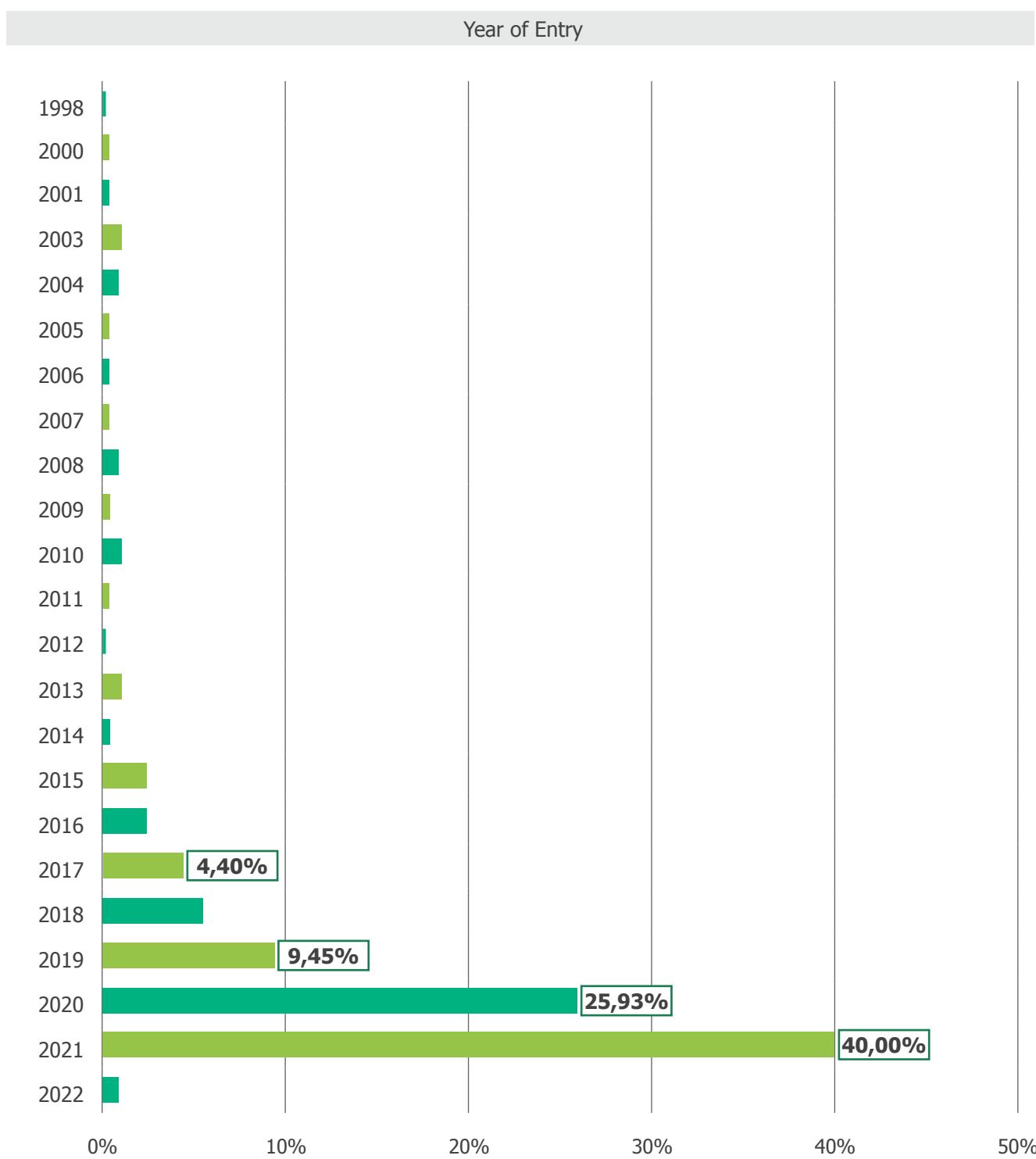
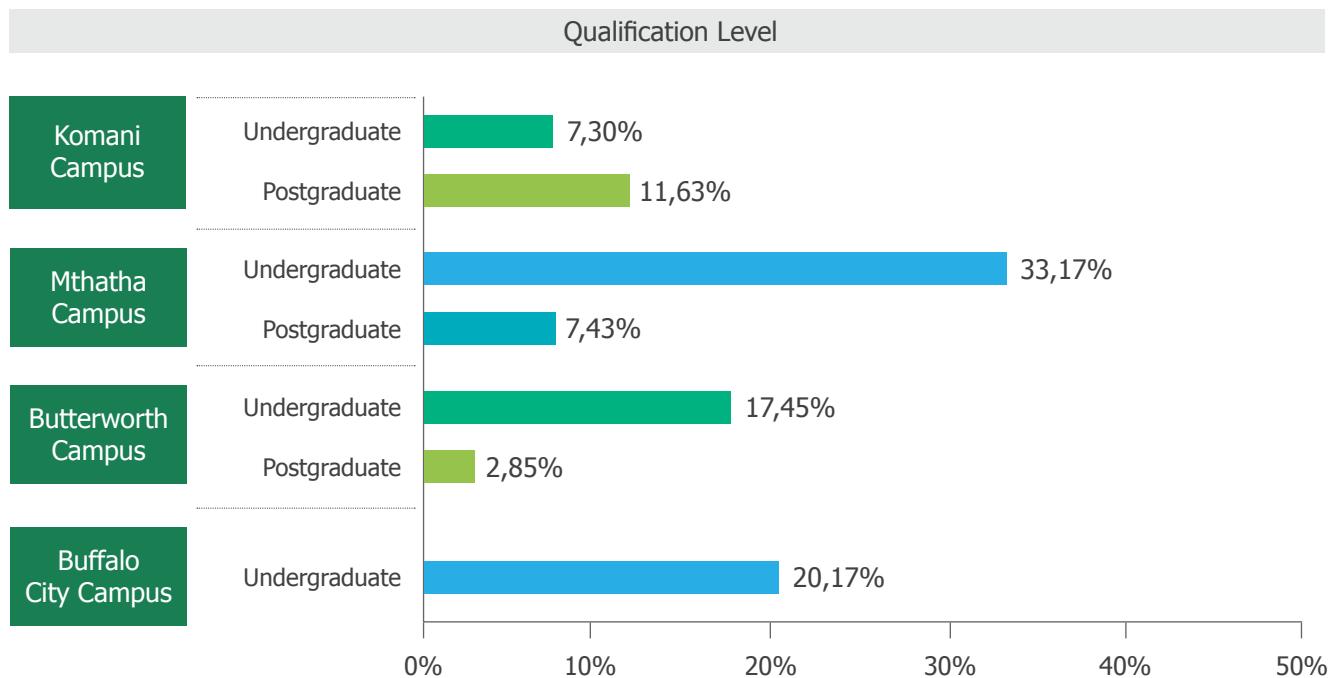
Figure 9: Year of Entry

Figure 9 indicates a relatively small number of graduates registered between 1998 and 2018. The majority (76%) of graduates registered from 2019 to 2021. The most striking trend is the sharp rise in 2021 when 40% of the graduates registered.

This suggests that most graduates took three years to finish their studies, which is generally the minimum duration for diploma and bachelor's degrees. Furthermore, 9% of graduates took ten years or longer to obtain their qualifications.

The September graduations were comprised of 78.09% undergraduate qualifications and 21.91% postgraduate qualifications.

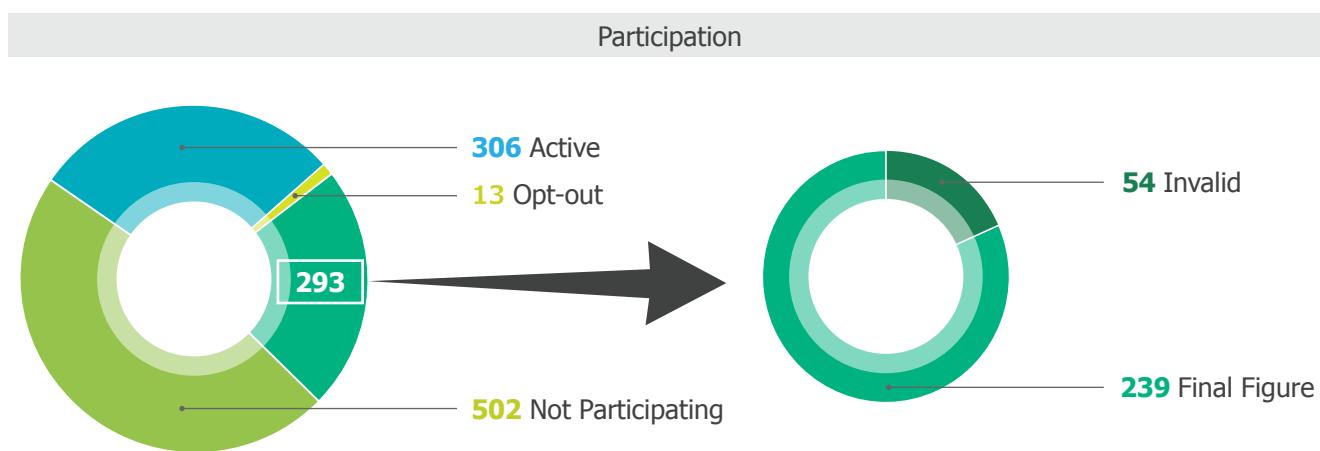
Figure 10: Qualification Level



The data presented in Figure 10 shows that the Buffalo City campus had no postgraduate graduates in this graduation ceremony because the faculty do not have any postgraduate programs. In contrast, the Komani campus emerged as the primary source of postgraduate graduates, largely due to being the home of the Faculty of Education, which oversees most postgraduate programs. It contributes a notable 11.56% to the overall total. Meanwhile, the Mthatha campus emerged as having the most undergraduate qualifications with 33.17%.

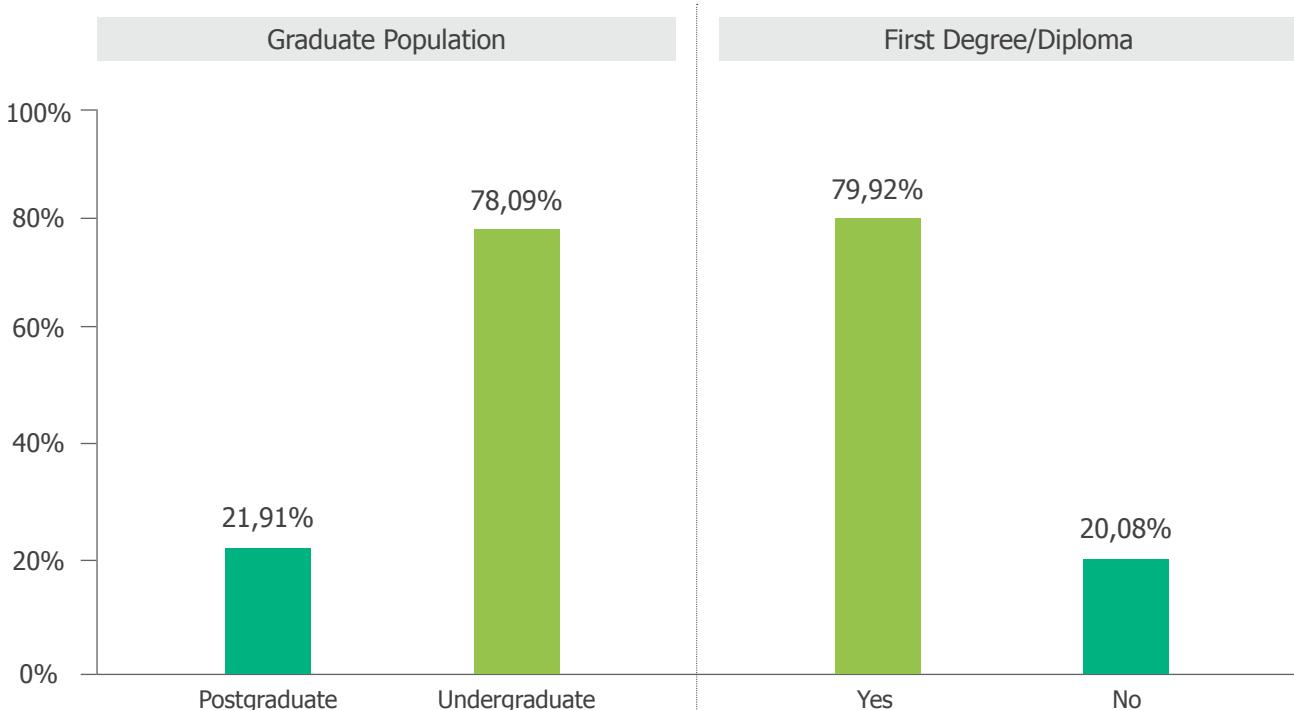
7. Survey Analysis

This section provides a detailed analysis of the survey, focusing on the responses provided by participants. Figure 11 features a pie chart that illustrates participation rates among graduates, offering a clear and insightful view of the varying levels of engagement.

Figure 11: Participation

The above, Figure 11, reveals that out of the 808 graduates, 502 chose not to participate, forming the largest group share. In contrast, 306 graduates actively engaged, while a small minority of 13 decided to opt-out. A further 54 records were removed because the student numbers were invalid, leaving 239 records for analysis. The effective participation rate then becomes 30%.

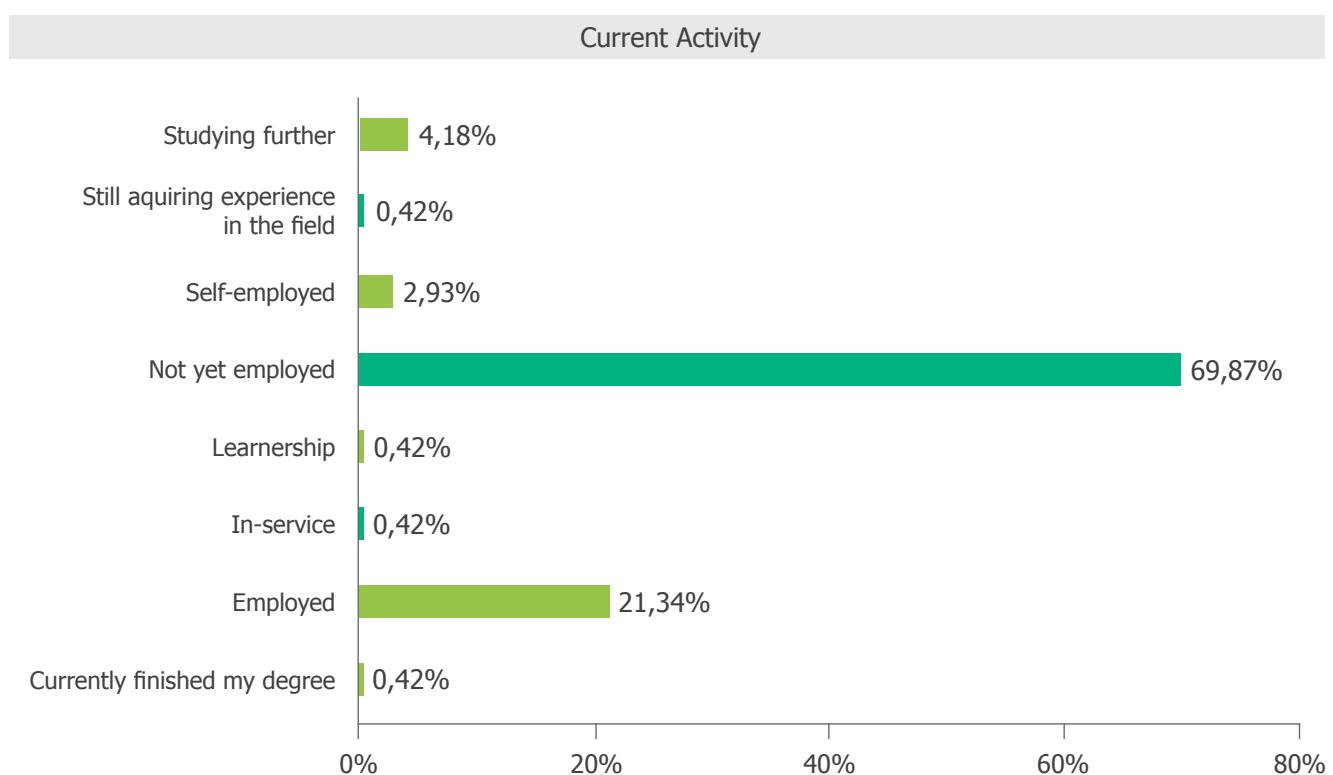
Graduate responses in Figure 12 show that 80% have received their first degree or diploma. This data aligns with the graduate population, enhancing the reliability of the survey results.

Figure 12: Qualification Level

a) Graduate Employment Distribution across Provinces

Employment outcomes for graduates are a crucial metric for evaluating how effectively universities prepare their students for the workforce. At WSU, assessing the alignment between academic programs and labour market demands requires a clear understanding of these outcomes. This analysis focuses on the significance of employable skills, the prevalence of entrepreneurial ventures, and potential barriers to workforce integration as it examines the job prospects of recent graduates.

Figure 13: Graduate Activity

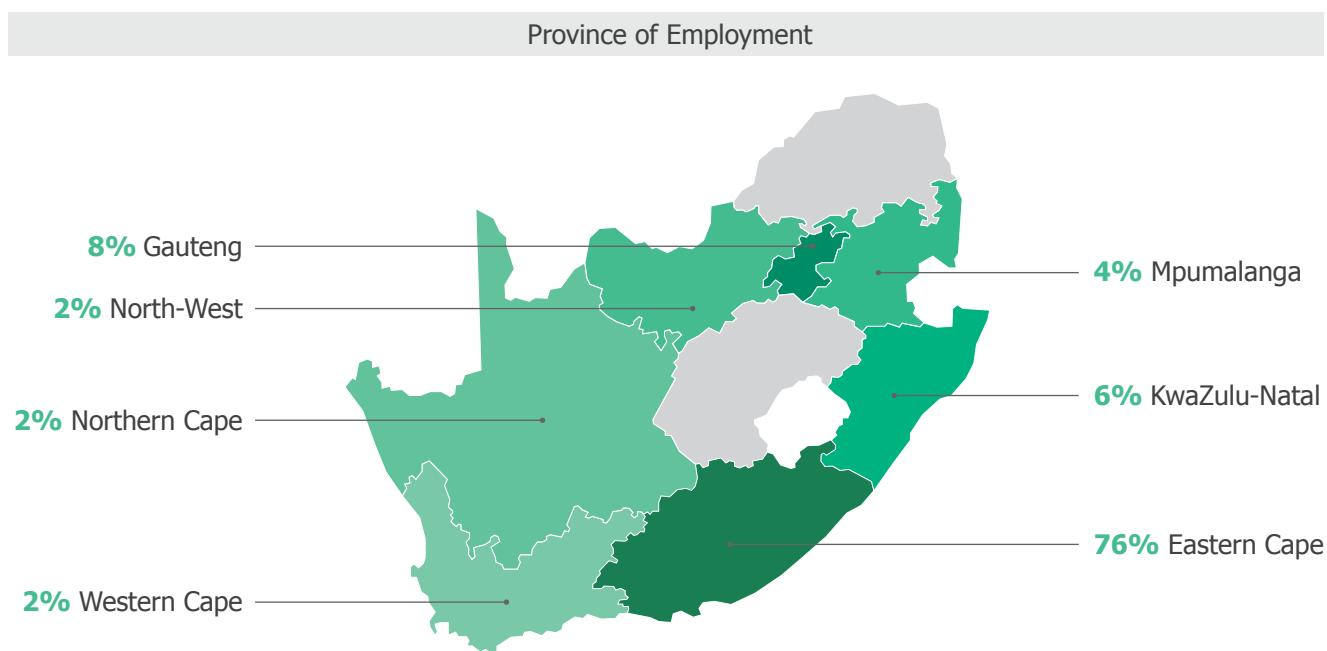


A significant portion of respondents, 69.87%, indicated that they are not yet employed, suggesting potential challenges (see 7. c) in the job market or a gap between graduation and securing a job. In contrast, 21.34% reported being employed, demonstrating that some graduates have successfully entered the workforce; this was a similar observation in the 2023 and 2024 May graduations. This pattern might point to underlying difficulties in achieving the graduate qualities that WSU seeks to foster. For graduates to successfully transition into the workforce or pursue additional education, they must possess a variety of academic knowledge, professional abilities, and personal competencies. There may be gaps in the development of these qualities, especially in areas like employability skills, industrial preparedness, and entrepreneurial talents, as indicated by the large percentage of graduates who do not find employment.

Additionally, 2.93% have opted for self-employment, which may reflect entrepreneurial initiatives or a preference for independent work.

The fact that a tiny percentage of graduates' work for themselves suggests a different career path, but it also emphasizes the need for more entrepreneurial support while at WSU. According to the analysis, the Eastern Cape province stands out with the most employed graduates, establishing itself as a crucial catchment province for our graduates. Gauteng and KwaZulu-Natal exhibit moderate employment figures, clearly presenting opportunities for expansion through partnerships using avenues such as alumni and convocation communities. Meanwhile, provinces such as Mpumalanga, North-West, Northern Cape, and Western Cape show low representation. The illustration is shown in Figure 14.

Figure 14: Employment

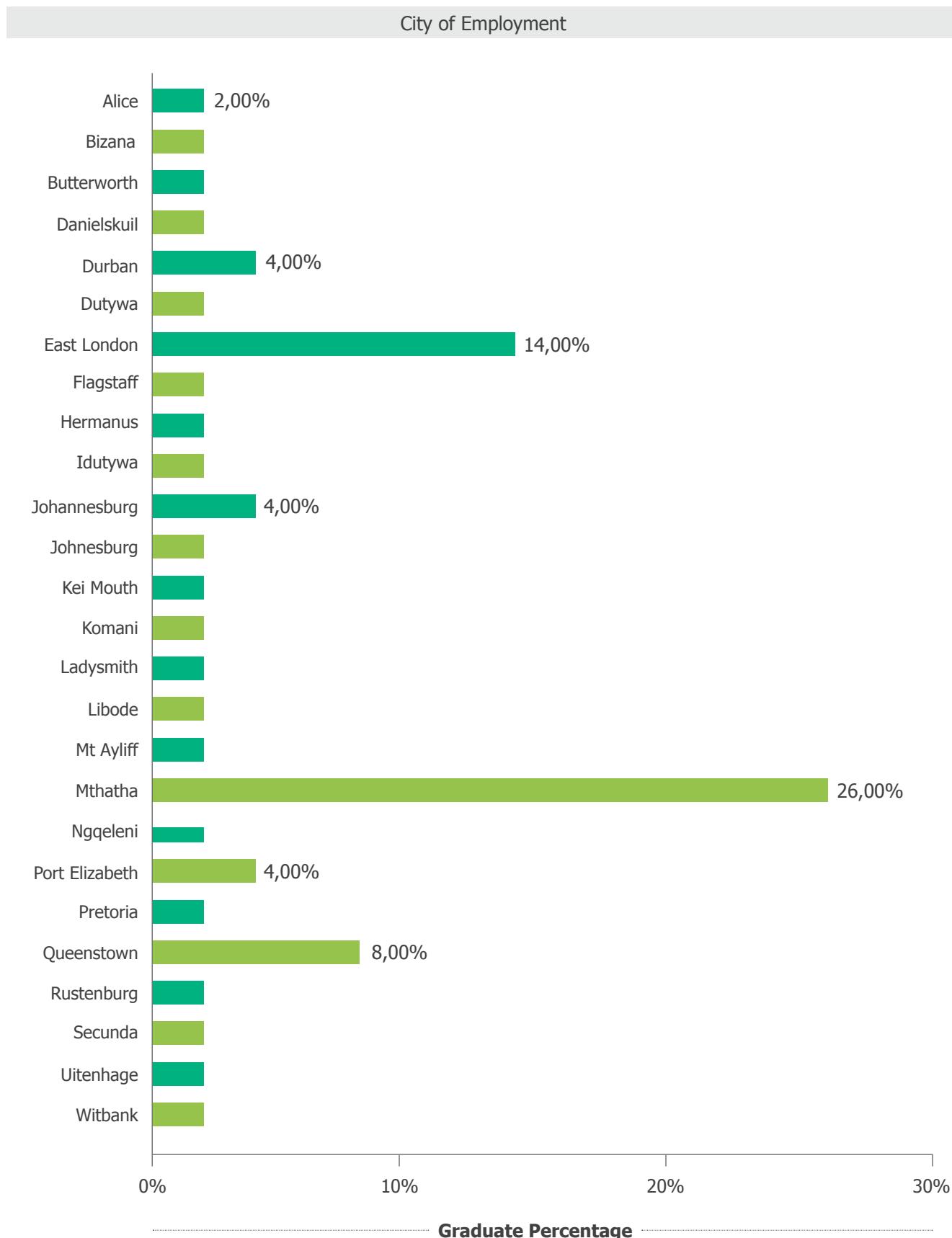


Mpumalanga accounts for 4%, while both the North-West and Northern Cape contribute 2% each. Similarly, the Western Cape also represents 2%, and KwaZulu-Natal contributes a modest 6%. Notably, Gauteng is not explicitly visible or mentioned on the map. Based on the analysis, the Eastern Cape's overwhelming share of employment (76%) suggests a concentration of employment opportunities or specific initiatives targeting the region. In contrast, the smaller shares in provinces like the Northern Cape, North-West, and Western Cape imply limited WSU graduate employment in these provinces.

The pronounced disparity in graduate employment figures emphasizes the presence of WSU in the Eastern Cape and the subsequent proximity of employers as strength while underscoring the necessity for proactive measures to create more partnership opportunities in underrepresented provinces.

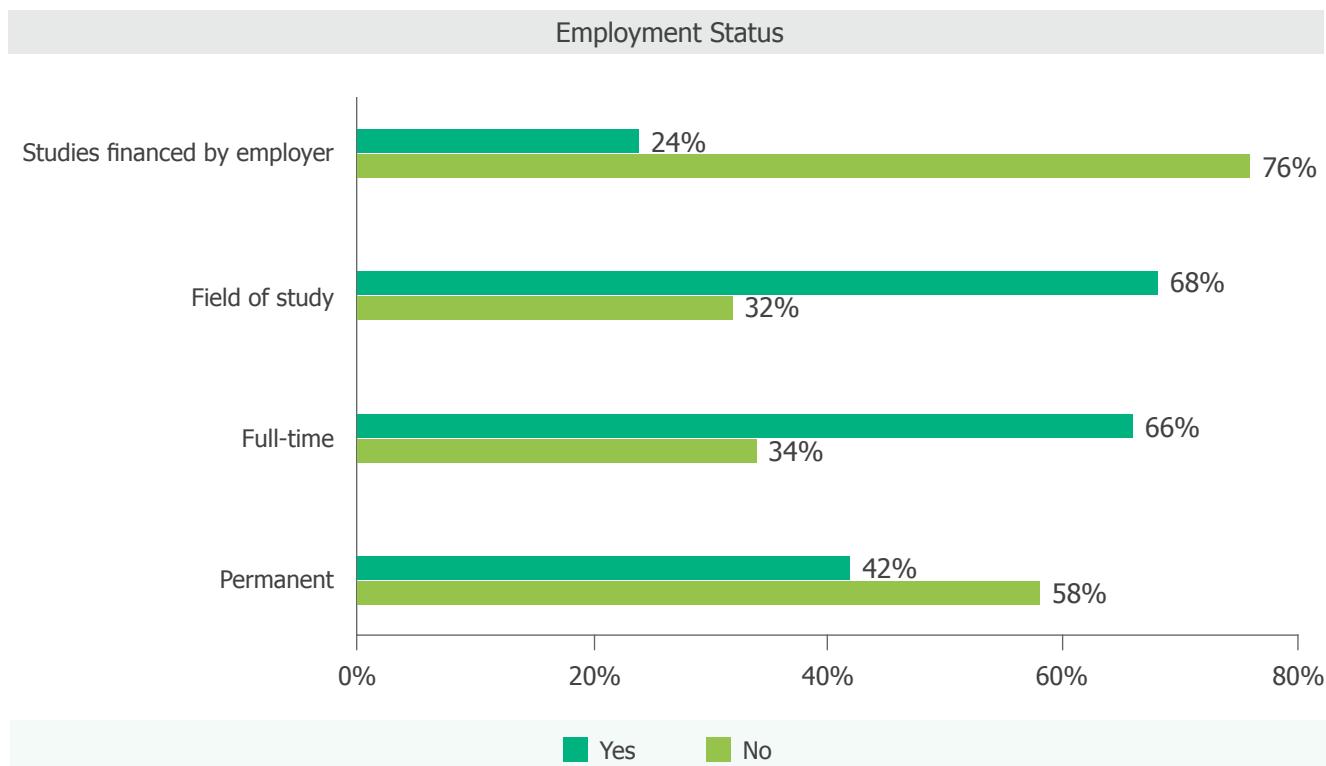
Mthatha emerges as the top city for employment, significantly outpacing others. East London closely follows, indicating its role as an important employment centre. Towns like Butterworth and Bizana show lower employment percentages, suggesting growth opportunities. Rustenburg, Secunda, and Witbank have limited representation, highlighting the potential for partnerships. Mthatha and East London are well-positioned as employment hubs due to their strong institutional proximity, see Figure 15.

Figure 15: City of Employment



From the analysis, Figure 16 gives a full view of the graduate employment status including whether their employment is related to their field of study.

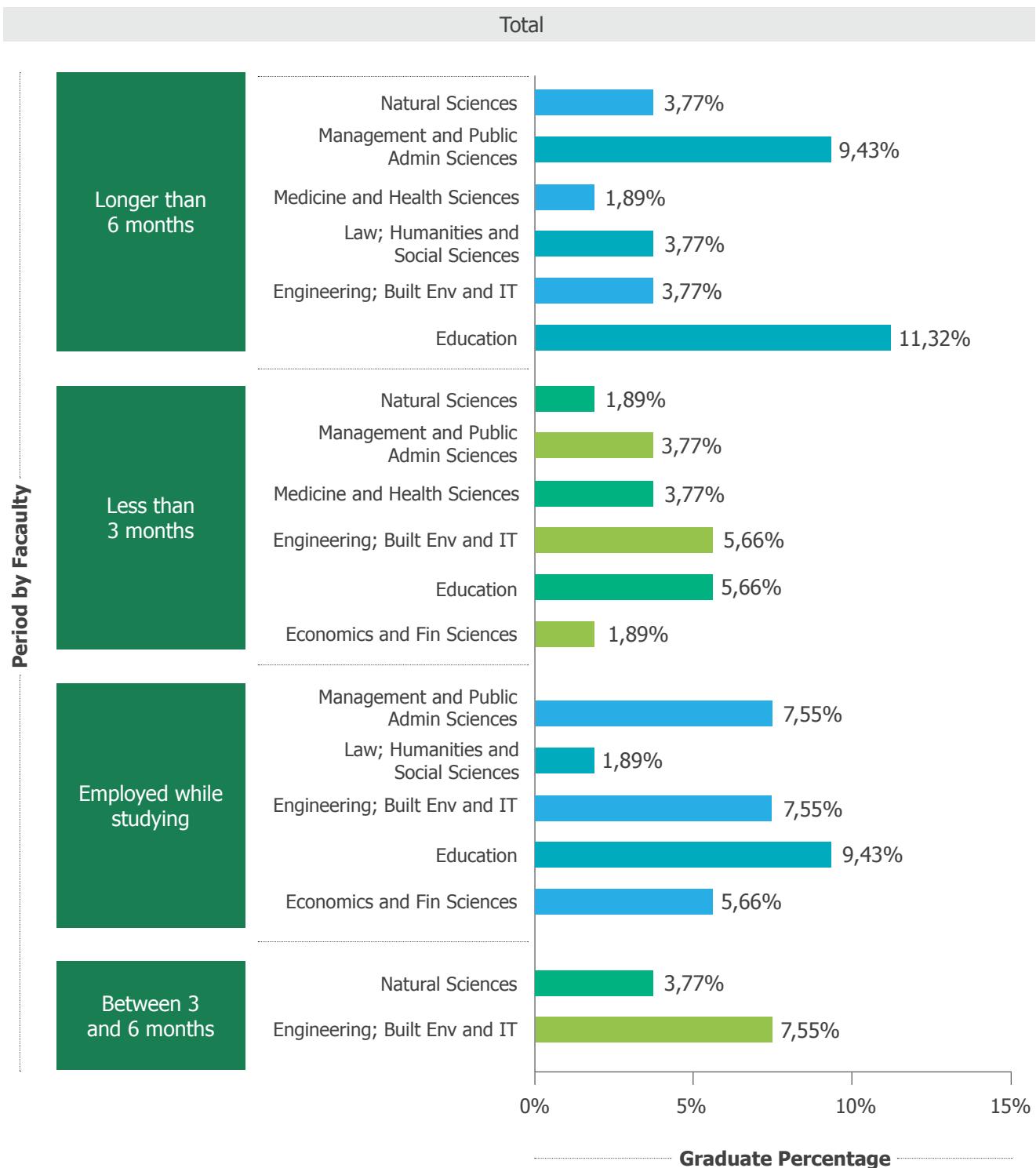
Figure 16: Employment Status



According to the above analysis, 66% of graduates are employed full-time, while 34% work part-time. Additionally, 42% are on contract, and 58% hold permanent positions. It is encouraging that 68% of graduates work in their field of study, suggesting that the qualifications they earned are relevant. However, WSU needs to investigate these qualifications further, especially considering that 32% of students are not employed in their area of expertise. While the data reflects a positive employment trend for WSU graduates, it underscores the importance of continuous evaluation of academic programs and graduate outcomes to ensure alignment with the evolving industry in the form of advisory boards, and to improve the qualifications' employability prospects.

To gain a deeper understanding of graduates' employment status, it was essential to analyse their distribution across faculties. This provides valuable insights into which faculties have the most significant influence and which graduates are more easily securing employment. Refer to the illustration in Figure 17 for further details.

Figure 17: Employment per Faculty

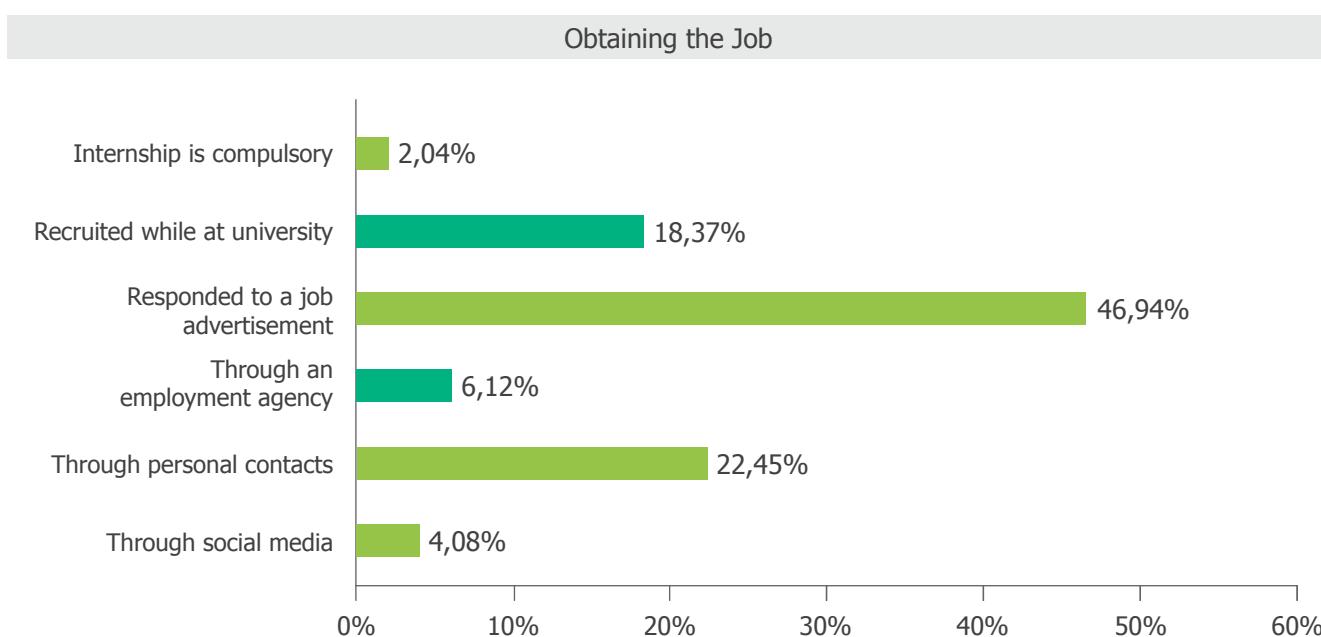


The largest group of graduates from the institutional sample (total), nearly 40%, took more than six months to find employment, highlighting the challenges they faced in securing jobs. A significant percentage, around 30%, were employed during their studies, which suggests they may have received sponsorship or made positive impressions during work-integrated learning (WIL) experiences. The study indicates that employers financed 24% of the graduates' education.

Approximately 25% of graduates found employment within three months of graduation, while the remaining 10% took three to six months to secure jobs.

To improve graduate employability, it was essential for WSU to analyse how students secure jobs. Figure 18 provides a detailed illustration of the various methods students use to obtain employment.

Figure 18: Obtaining the Job



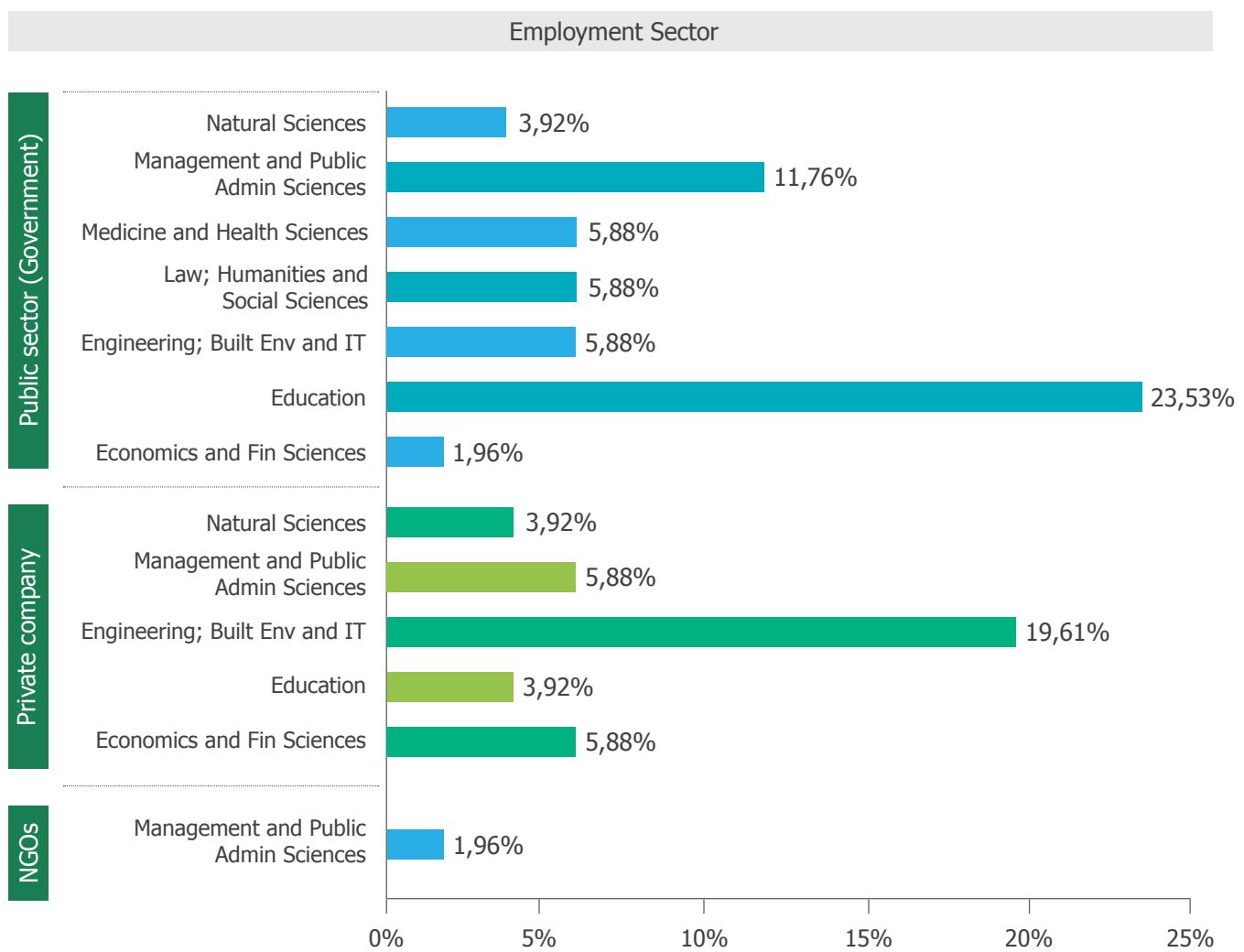
From the above insights, 46.94% of the respondents indicate that job adverts emerge as the most common and effective method for securing employment, highlighting the critical role these adverts play in connecting graduates with opportunities. Around 22.45% of graduates found jobs through networking or referrals, emphasising the value of building and maintaining personal connections in today's job market. The impact of campus recruitment is also noteworthy, with 18.37% of respondents indicating they were directly recruited while still attending classes. This suggests that WSU can enhance its recruitment efforts better to support students in their transition to the workforce. While only 6.12% of individuals turned to agencies for assistance, this presents an opportunity for agencies to strengthen their outreach and services to reach a wider audience.

Social media is slowly gaining traction as a job search tool, with 4.08% of respondents using it to find employment. This indicates a developing trend that could be explored by the institution; notably, platforms like LinkedIn which have emerged as a key platform for professional networking and job opportunities. Although only 2.04% attributed their employment to mandatory internships, there is potential for educational institutions to expand internship programs to better prepare students for the job market. Responding to job adverts remains the most effective strategy for job hunting, while personal networks play a valuable role.

Encouragingly and plausibly, WSU has recently launched the Graduate Employability Programme to empower graduates with the necessary skills to transition into their careers by “developing vital employability skills, including resume writing, interview strategies, and effective networking”.

Employed graduates were asked to indicate their employment sectors. It is important for WSU to understand the labour sectors that absorb our graduates as shown in Figure 19.

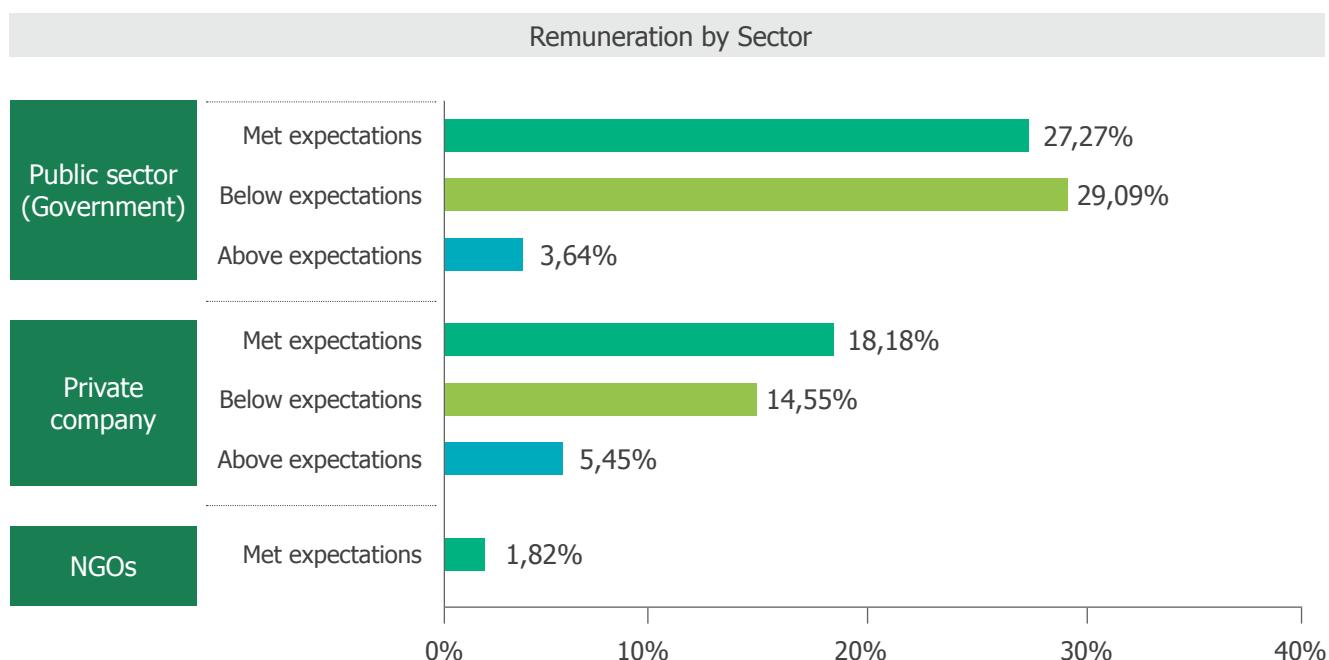
Figure 19: Sector



The analysis shows that approximately 60% of respondents are employed in the public sector, indicating a significant preference for careers within government or public institutions. Notably, the Faculty of Education contributes 23.53% to this sector. Conversely, around 40% are employed in private enterprises, reflecting a notable, though comparatively smaller, reliance on the private sector for employment opportunities. The private sector attracts a larger share of graduates from the Faculty of Engineering, Built Environment, and IT.

Regarding compensation, approximately half of the respondents reported that their remuneration meets their expectations, suggesting that their pay aligns with their perceived value. However, over 40% of participants expressed dissatisfaction with their compensation, indicating that their remuneration may not adequately address their financial needs or expectations. Surpassing expectations seems rare, as only a small percentage (less than 10%) reported earning more than they anticipated. See Figure 20.

Figure 20: Remuneration by Employment Sector

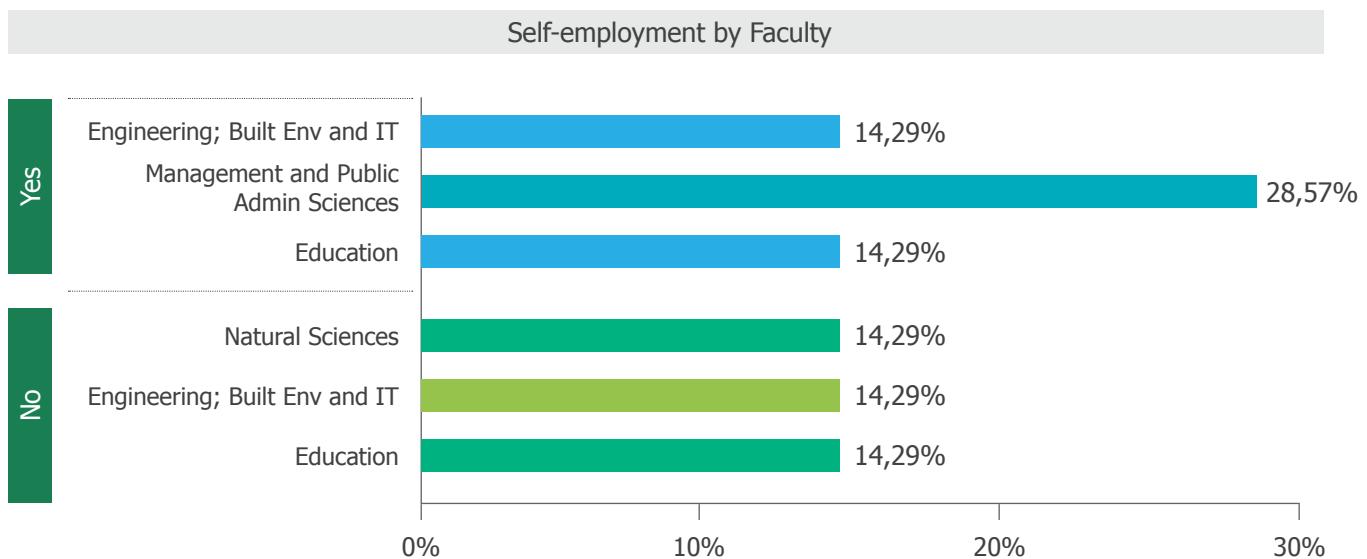


It is also important for WSU to offer post-graduation support for job placements and skill development through initiatives such as the recently launched Graduate Employability Programme. WSU can also offer networking events, alumni meetups, and mentoring programs to help individuals build personal connections that can lead to jobs. Teach students and job seekers to use LinkedIn and other platforms for professional networking and job hunting.

b) Self-employed

Given the current economic conditions in the country, it is likely that some graduates will struggle to secure formal employment. As a result, these individuals may feel compelled to explore entrepreneurial opportunities as an alternative career path. On the other hand, entrepreneurship is a deliberate choice for some graduates, driven by a passion for innovation and a desire for independence. This duality highlights the diverse opportunities and challenges that recent graduates face in the evolving job market. Figure 21 provides a detailed analysis of the self-employment of graduates as they relate to the field of study by faculty.

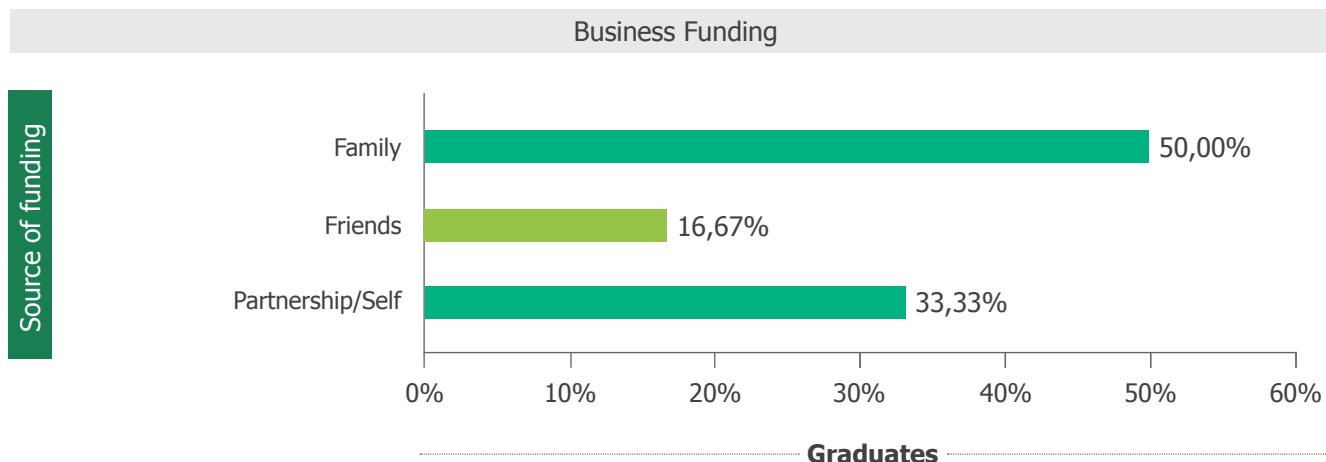
Figure 21: Self-employment Related to the Field of Study by Faculty



The analysis indicates that 57.14% of respondents feel their self-employment is related to their field of study. This connection arises from graduates applying their technical knowledge and specialised skills to their businesses. Their academic backgrounds often help them identify industry gaps, while strong professional networks and resources from their studies enhance their entrepreneurial efforts.

Conversely, 42.86% reported that their self-employment is unrelated to their studies. This disconnection can occur when graduates discover new passions or face limited job opportunities in their original fields. Some develop additional skills outside their education, enabling them to establish businesses in different sectors. Market opportunities and financial incentives may also lead them to pursue entrepreneurship in unrelated areas. Furthermore, the report analyses the funding structure of a business based on three primary sources: family, friends, and partnerships/self-funding, see insights in Figure 22.

Figure 22: Funding



The graduate businesses are predominantly funded by family contributions, which account for 50% of the total capital. This significant share suggests a strong reliance on familial support, which provides financial flexibility and trust, but it also carries the risk of potential personal conflicts if the business faces difficulties.

Friends contribute 16% of the funding, reflecting moderate support from close acquaintances. While this source may offer more informal terms and emotional backing, it could strain relationships if the business underperforms.

The remaining 34% of the funding comes from partnerships or self-funding, indicating a solid personal investment or collaboration with business partners. This demonstrates a commitment to the venture and greater autonomy in decision-making, but it also carries personal financial risk.

The survey results showed mixed responses regarding returning to traditional employment. However, 58% of respondents expressed a willingness to return, which could be attributed to factors such as job stability, predictable income, professional development opportunities, and structured career growth. They also appreciated the clearer pathways within established organizations and access to mentorship and resources (see Figure 23).

Figure 23: Returning to Formal Employment



Conversely, 42% of graduates preferred not to return, perhaps related to self-employment attributes such as the desire for flexibility, autonomy, and freedom to pursue their personal or entrepreneurial goals. This group often viewed traditional employment as restrictive, with concerns about rigid hierarchies and limited work-life balance. Overall, the survey reflects diverse priorities and perspectives shaping graduates' career decisions.

c) Unemployment

Graduates were asked about possible reasons that could be limiting their probability of getting employment. This analysis delves deeply into the challenges faced by graduates in securing employment, capturing the nuanced barriers, themes, and opportunities highlighted in the responses. The findings shed light on personal, structural, and economic factors that influence employability, providing actionable insights for stakeholders.

A significant portion of unemployed graduates (around 95%) are actively seeking employment, with varying degrees of preparedness and confidence. Some are optimistic about furthering their qualifications or gaining experience, while others face substantial obstacles to entering the workforce. The obstacles are discussed below.

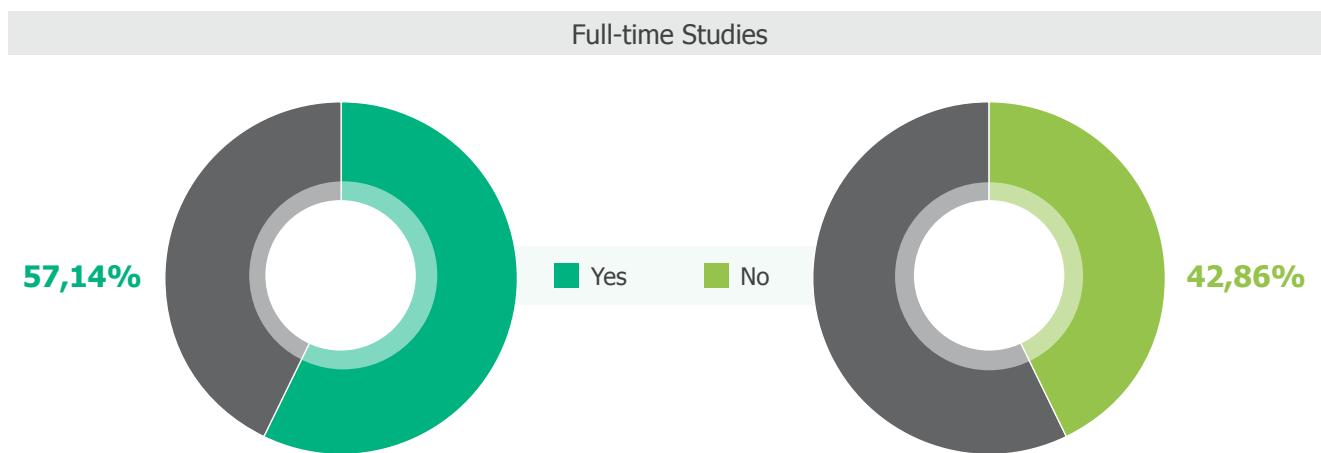
Nearly 40% of respondents highlighted a lack of work experience, which is the single most common barrier to employment. Many graduates feel that their academic qualifications are insufficient without practical experience. This lack of experience restricts their ability to compete effectively in the job market, often leading to rejection from potential employers. Around 25% of respondents reported limited job opportunities, especially in specialised fields. Graduates face difficulties finding jobs that match their academic training. A weak economy, oversaturation of specific fields, and limited job creation exacerbate this issue.

Approximately 15-20% of graduates indicated that their qualifications are not in demand in the current job market. Despite their educational background, some respondents indicated that industry needs have shifted, rendering their qualifications less valuable. Lack of alignment between academic programs and market demands, insufficient career guidance, or changing employer priorities contribute as probable causes. Some graduates (about 10%) cannot secure employment due to the lack of required work permits, certifications, or professional licenses. A weak economy and limited industry funding also contribute to a lack of opportunities for young professionals. A smaller group has taken a gap year for personal or academic reasons, further affecting their readiness for work.

The challenges encountered by graduates are multifaceted, incorporating personal, systemic, and economic dimensions. Effectively addressing these issues necessitates a collaborative approach among academic institutions, employers, and policymakers. By fostering opportunities for skill development, enhancing market readiness, and advocating for necessary economic reforms, it is feasible to realise the full potential of the graduate workforce.

d) Further Studies

Over half of the graduates are enrolled in full-time studies since most WSU programmes are offered full-time. Figure 24 illustrates that 57.14% of graduates are pursuing full-time education, with the majority, 44.44%, registered for honours programmes.

Figure 24: Full-time Studies

33.33% of bachelor's degree registrations are for bachelor's degrees, while 11.11% of master's and PhD programmes are registered with WSU. Additionally, 77.78% of graduates are registered with WSU, which may reflect confidence in WSU's offerings, proximity to home, or the ease of the registration process.

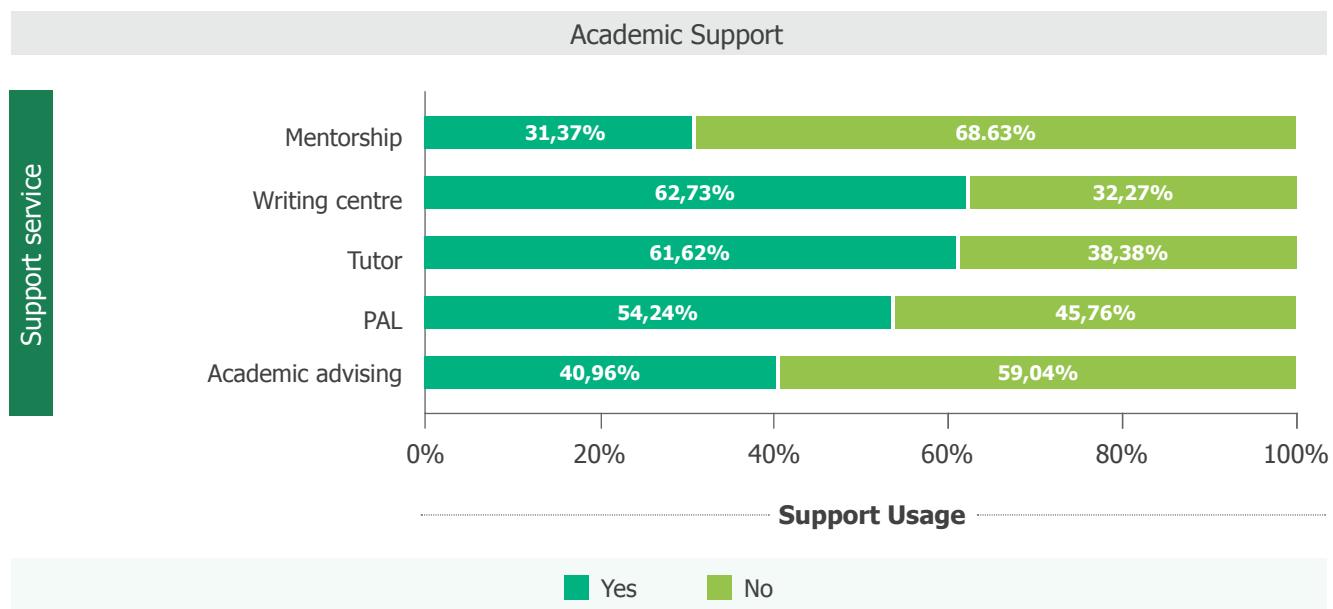
e) Student Support

Moving from high school to higher education can be a challenging experience for many students, as they face new academic demands and a different learning environment. To address these challenges, universities typically offer a range of programs and resources aimed at providing academic support during this critical transition period. WSU recognises the importance of helping students adjust and succeed and, therefore, has established various support mechanisms.



These may include mentorship programs, tutoring services, academic workshops, and personalised advising. Through these initiatives, WSU aims to foster a supportive academic community that empowers students to navigate their educational journey successfully and achieve their full potential. Figure 25 shows the distribution of academic support services usage by the graduates while at WSU.

Figure 25: Academic Support Services Usage



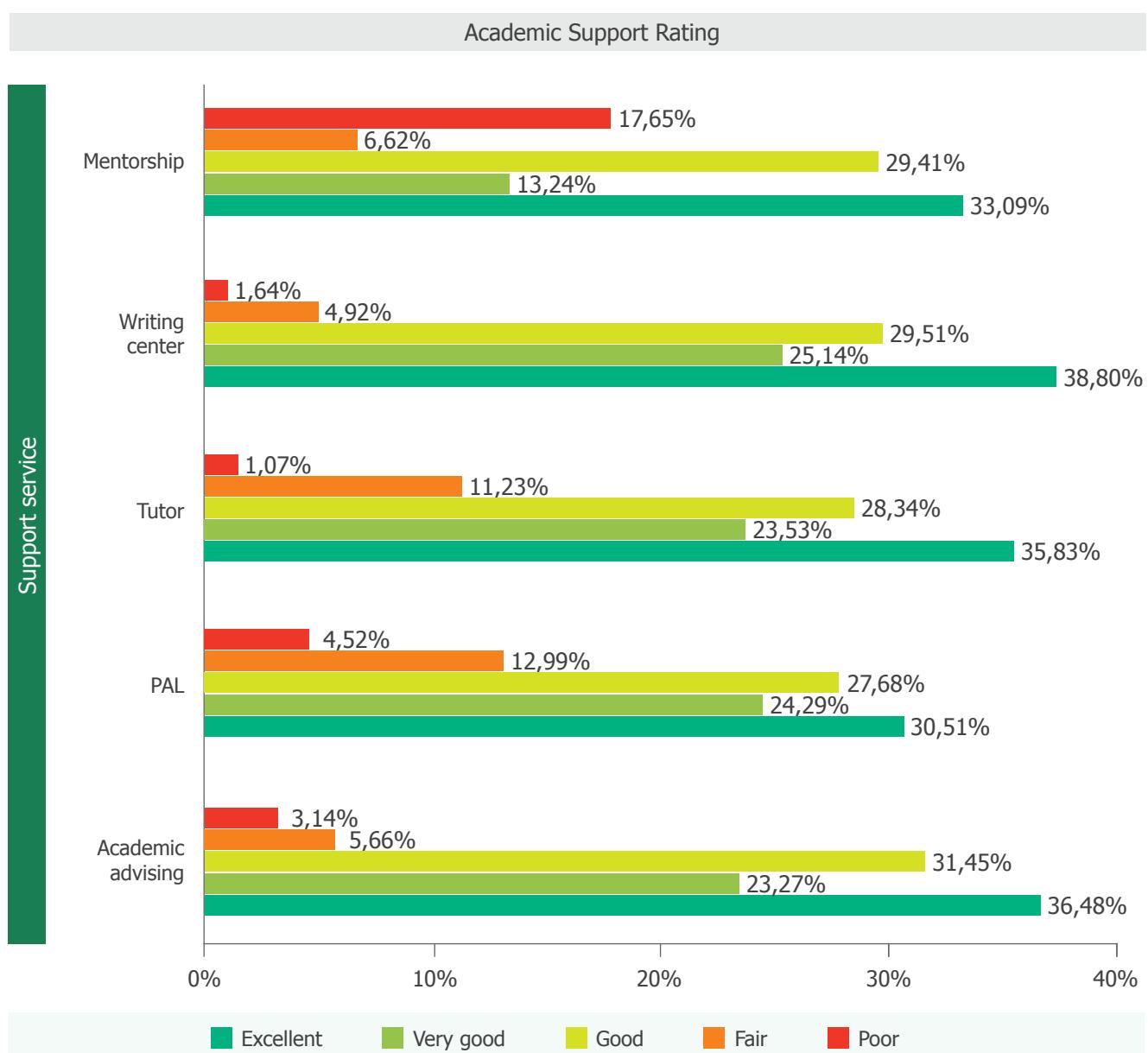
From the above insights, the Writing Centre stands out as the most utilised support service, with 62.73% of graduates having actively engaged with it. This high uptake reflects the essential role the centre plays in assisting students with academic writing, research papers, and thesis preparation. The consistent usage highlights its relevance and effectiveness in meeting students' needs. Closely following the Writing Centre, the Tutorship program records a strong 61.62% engagement. This service likely offers personalised academic assistance, making it an attractive resource for students seeking tailored guidance. The minimal difference between Writing Centre and Tutorship utilisation indicates that both services are integral to academic success.

The PAL program, utilised by 54.24% of graduates, sees a noticeable difference compared to the Writing Centre and Tutorship. While still moderately popular, the relatively lower utilisation suggests potential barriers to full adoption, such as limited awareness, perceived relevance, or availability. PAL's group-based approach may appeal to students who value collaborative learning but may require targeted marketing to reach a broader audience.

Academic Advising records a significantly lower engagement rate of 40.96%. Despite being a potentially valuable resource for academic planning, course selection, and career guidance, its underutilisation may stem from insufficient visibility or accessibility. Students may also perceive this service as less critical or might lack clarity on its benefits. The Mentorship Program shows the lowest engagement, with data indicating minimal graduate participation.

Graduates who have utilised the academic support services expressed a high level of satisfaction, with an impressive overall average satisfaction rate of 86.11% when combining the ratings of "Good," "Very Good," and "Excellent", see Figure 25. This reflects the effectiveness of WSU's services in addressing graduate needs and contributing to their academic success. The consistently positive feedback suggests that most services align well with graduate expectations and can address academic challenges effectively. Many graduates find these services, particularly the Writing Centre and Tutoring, to be beneficial and impactful for their immediate academic outcomes.

Figure 26: Academic Support Rating



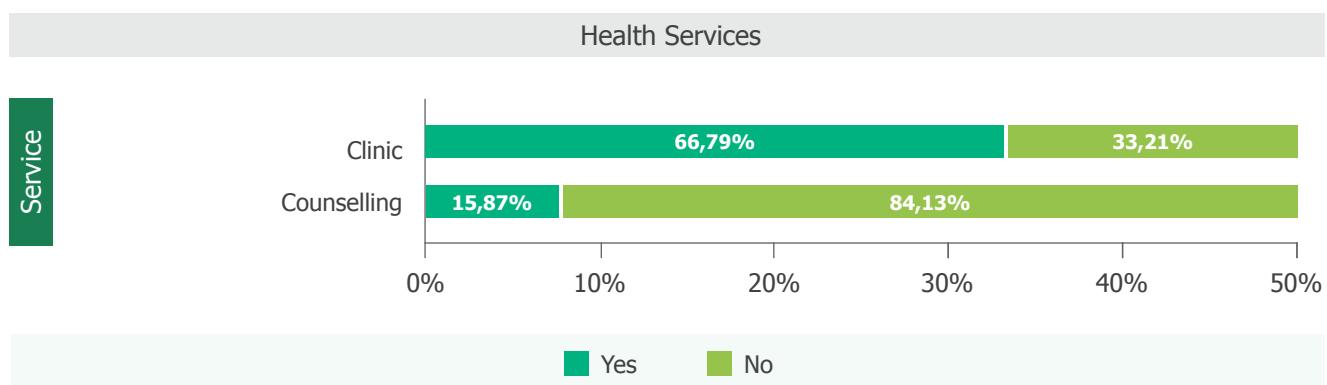
However, the 13.89% dissatisfaction rate presents an opportunity for WSU to enhance service quality and delivery further. This feedback may indicate that some graduates are not fully aware of the availability or purpose of certain services. Increasing awareness and understanding is an essential focus. For instance, targeted advocacy for services like the Mentorship Program and Academic Advising could significantly improve graduate engagement and utilization.

To proactively address the concerns of the 13.89% of dissatisfied graduates, it would be beneficial to conduct a focused review of their feedback. Identifying common themes around accessibility, resource availability, and program visibility can guide future improvement initiatives, ultimately enhancing the overall effectiveness of the services provided.

f) Psychosocial Support

University life presents students with a multitude of challenges that can significantly affect their academic performance. These hurdles often arise from factors beyond the educational environment, such as financial hardships, health issues, social pressures, and various personal circumstances. In response to these difficulties, WSU has established a range of supportive programs aimed at helping students navigate their struggles and succeed in their studies. Given the importance of these initiatives, it is crucial to evaluate their effectiveness. This assessment will enable the university to identify areas for enhancement, ensuring that the programs continue to meet the evolving needs of the student body. Figure 27 presents a detailed analysis of these health services.

Figure 27: Health Service Usage



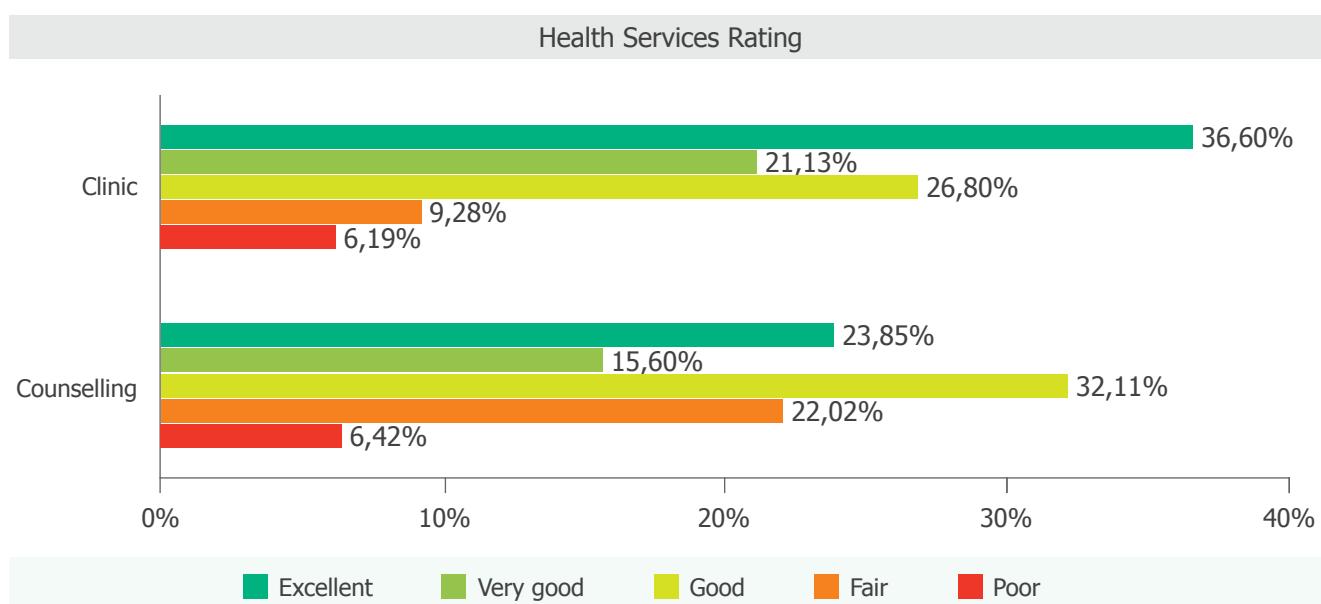
The survey was conducted to gather insights into graduates' experiences with the health services offered during their time at the university. The results revealed that a striking 84.13% of respondents had not utilised the counselling services available on campus, indicating a significant gap in engagement with these essential resources. Only slightly more than 15% of graduates reported having used the counselling services at least once, suggesting there may be barriers or a lack of awareness regarding these offerings.

Conversely, the campus clinic emerged as the most frequently utilised health service, with an impressive 66.79% of graduates indicating they had accessed the clinic's services during their studies at WSU.

This substantial percentage reflects a higher level of awareness and reliance on the clinic's resources compared to the counselling services, underscoring the need for increased promotion and accessibility of mental health support to enhance student engagement. However, there is a notable gender imbalance in clinic usage, with 70% of users identifying as female.

While both the clinic and counselling services received an average rating of just 20%, the clinic stands out with a higher percentage of positive responses, 84.53% rated it as Excellent, Very Good, or Good, compared to counselling's 71.56%, see Figure 28.

Figure 28: Health Service Rating



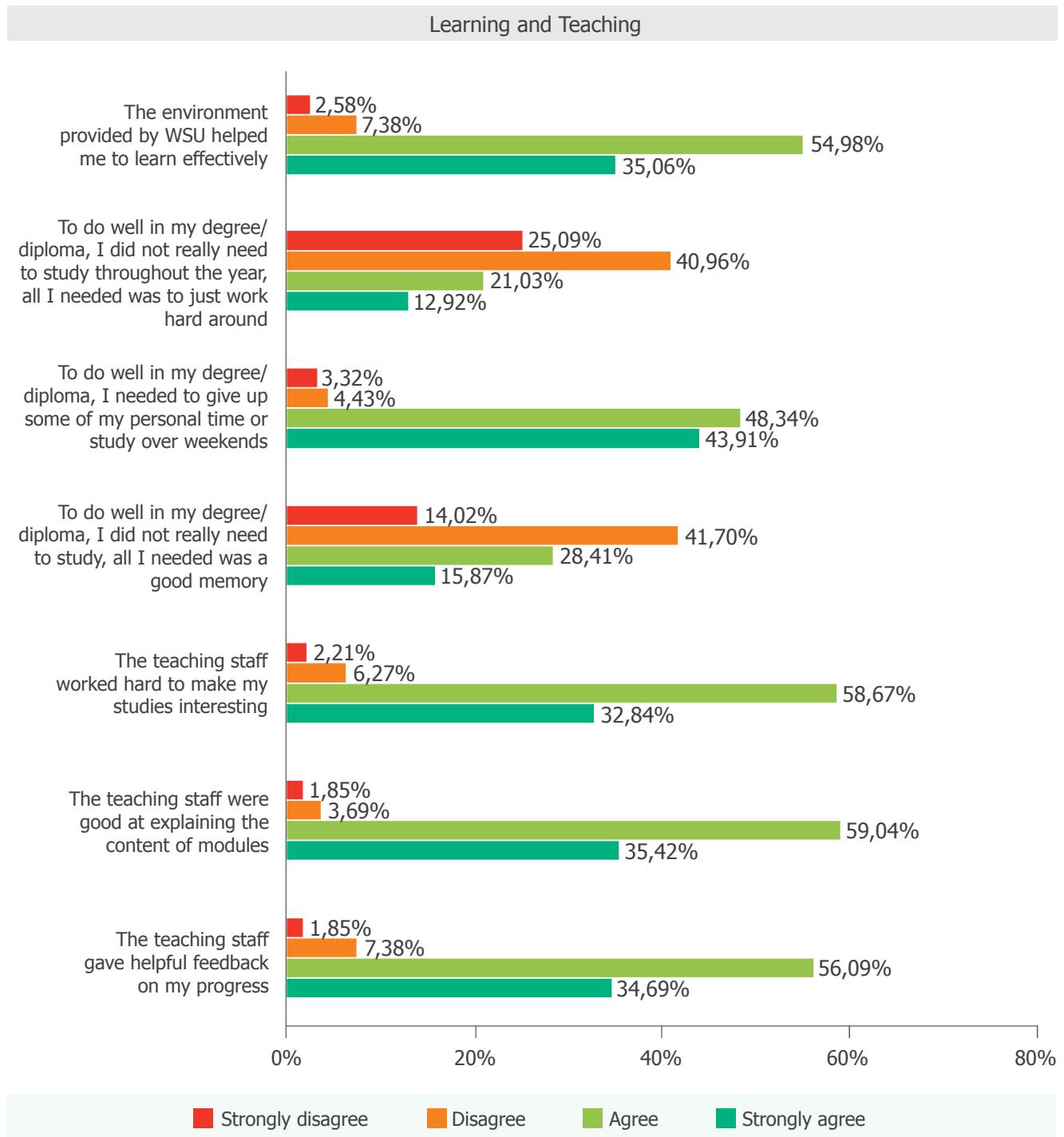
During roadshow events, the Institutional Research Office engaged in conversations with students who voiced significant concerns. Many expressed frustrations over the unavailability of necessary medications, which has compromised their access to healthcare. Additionally, students highlighted the inconsistency of the clinic's hours, noting that frequent closures have made it challenging for them to seek medical assistance when needed. This feedback reveals critical areas that require immediate attention to improve student health services.

g) General Opinions

This section allows students to evaluate WSU by responding to various statements regarding their experiences with the institution. The areas covered include learning and teaching, workplace readiness, further education preparedness, the academic environment and support, skills development, and overall satisfaction and pride.

Gaining insight into graduates' opinions on these matters will help WSU enhance its services and better support students in the future, as illustrated in Figure 29 below.

Figure 29: Learning and Teaching



The findings in Figure 28 reveal an overall positive perception of the learning environment at WSU, with 90.04% of participants either agreeing or strongly agreeing that it facilitated effective learning. A small fraction (9.96% combined disagree or strongly disagree) expressed dissatisfaction with this environment. This signifies that WSU generally offers a supportive and effective setting for most students, though there is still potential for enhancement for those who found it less beneficial.

Most students (66.05% combined disagree or strongly disagree) recognise the importance of consistent studying throughout the year for academic success. Conversely, a smaller segment (33.95% combined agree or strongly agree) believes they can succeed by focusing their efforts primarily during exam periods. This indicates that while some students may prefer or subscribe to an exam-focused approach, the majority acknowledges the necessity of regular, year-round studying for achieving favourable outcomes in their degree or diploma programs.

The data indicate that a significant majority of students (92.25% combined agree or strongly agree) realise the need to dedicate extra time, including weekends, to academic pursuits. Only a minor segment (7.75% combined disagree or strongly disagree) felt personal time sacrifices were unnecessary. This suggests that students understand the considerable commitment necessary for success in their degree or diploma programs, frequently involving the relinquishment of personal time or weekend work.

A considerable portion of respondents (56.72% combined disagree or strongly disagree) believe that studying is crucial for satisfactory performance in their degree or diploma. In contrast, a smaller cohort (44.28% combined agree or strongly agree) opines that a good memory alone would suffice for success. This indicates that while some students may feel that memorisation could be adequate, the majority contend that in-depth study and comprehension are vital for securing positive results.

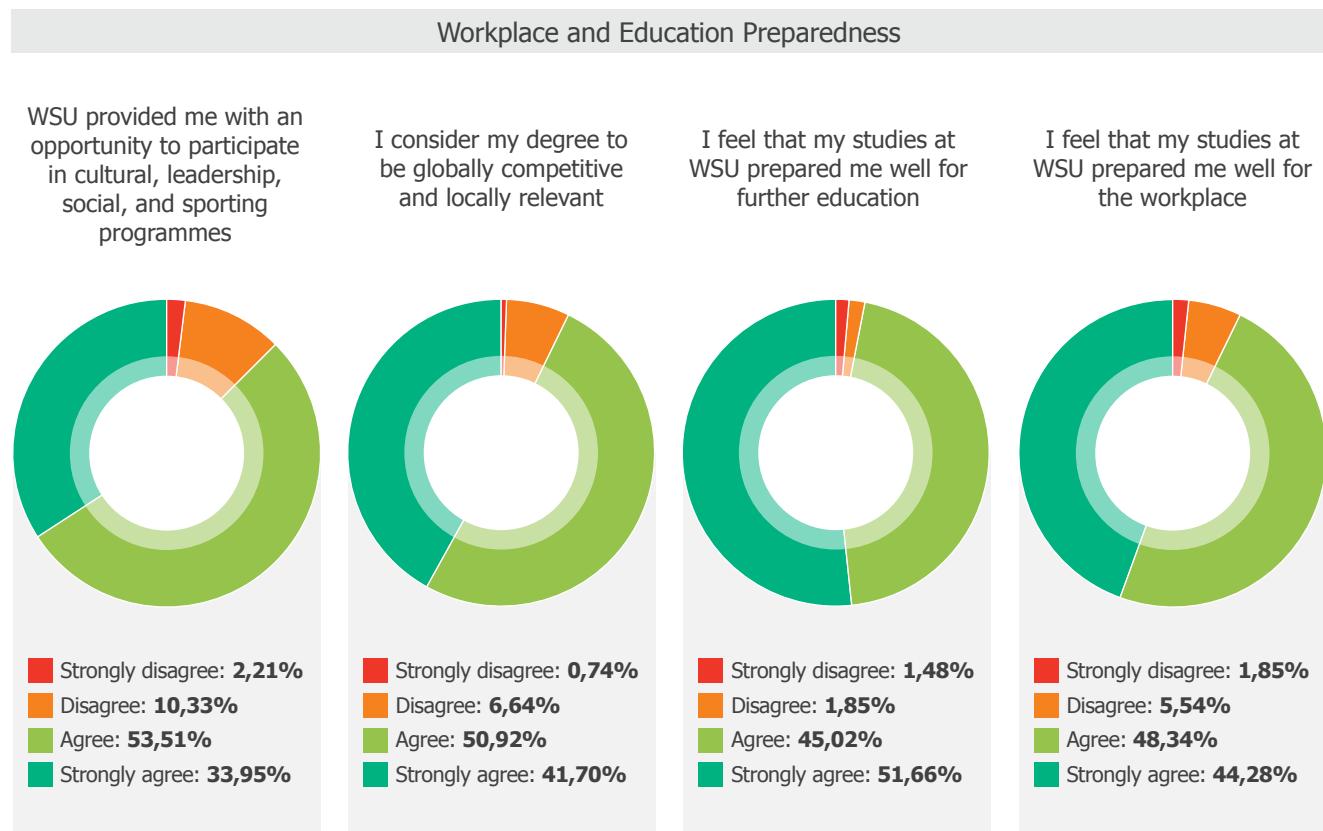
The overall feedback is optimistic, with 91.51% of students agreeing or strongly agreeing that the teaching staff exert significant effort to make the studies engaging. However, a minority of students (8.48% combined disagree or strongly disagree) expressed less satisfaction. This implies that although most found the teaching methods engaging, there remains room for improvement for the minority who did not find the material sufficiently interesting.

The results demonstrate a strong level of satisfaction with the teaching staff's effectiveness in explaining module content. An overwhelming majority (94.46% combined agree or strongly agree) hold a positive view, while only a minor percentage (5.54% combined disagree or strongly disagree) reported dissatisfaction. This strongly indicates that the teaching staff are generally well-received in their role of conveying the content, although there remains a slight opportunity for improvement for those who disagreed.

Approximately 90% of respondents agree or strongly agree that feedback from the teaching staff was constructive, indicating a positive perception of their role in guiding student progress. Addressing the concerns of the minority could enhance the institution's evaluations and spotlight potential areas for development.

The analysis in Figure 30 below shows that a significant majority feel their studies prepared them well for the workplace.

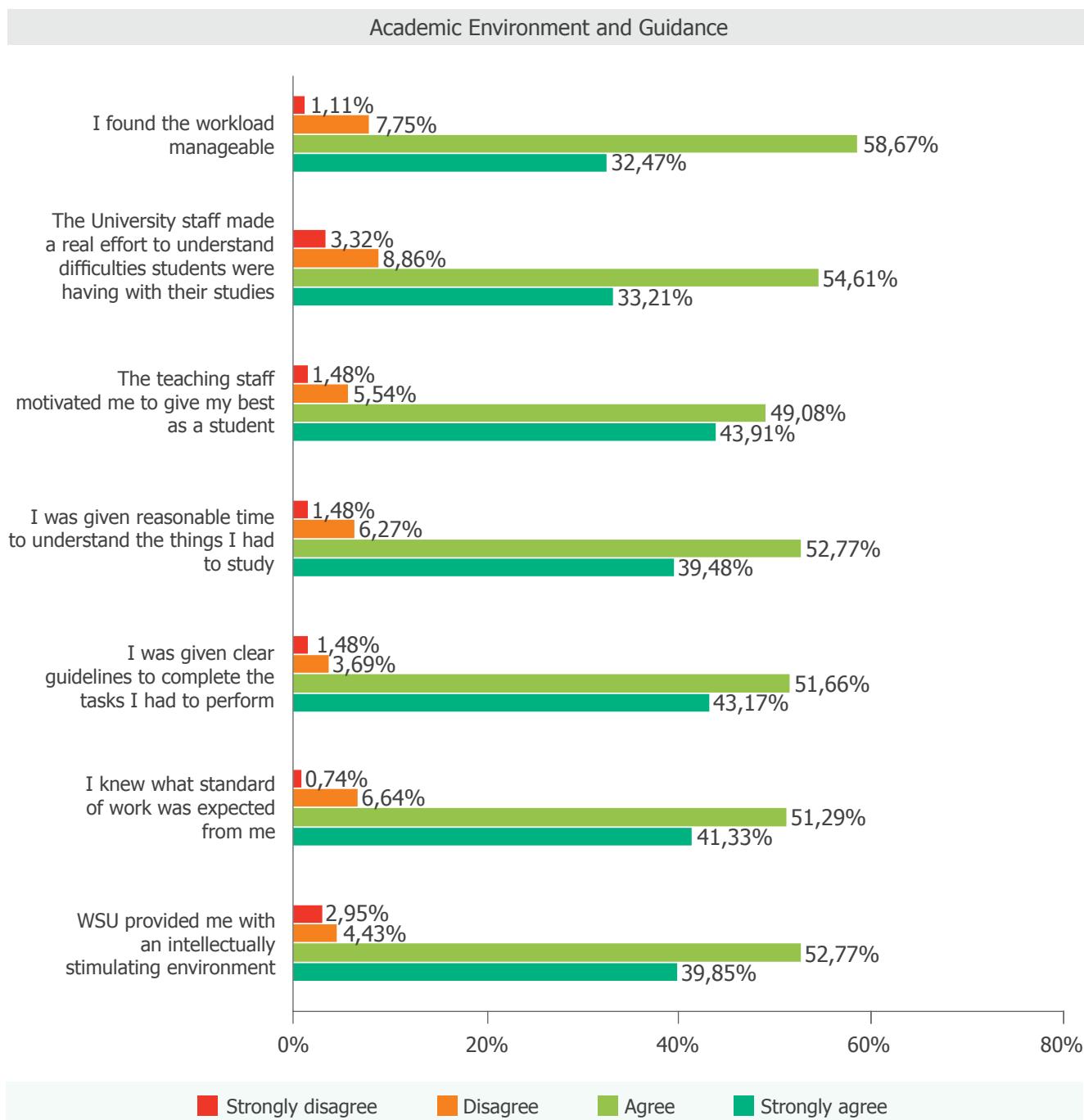
Figure 30: Work Preparedness



In response to the statement, "I feel that my studies at WSU prepared me well for the workplace," 44.77% strongly agreed, and 48.12% agreed, leading to a total of 92.89% expressing confidence in their career readiness. In contrast, 5.44% disagreed, and 1.67% strongly disagreed, indicating a small number of graduates who felt underprepared.

Regarding further education, 52.3% of graduates strongly agreed, and 45.61% agreed that WSU effectively prepared them for advanced studies, resulting in a satisfaction rate of 97.91%. Only 1.67% disagreed, and 0.42% strongly disagreed, reflecting a minimal negative response (2.09%). Overall, the data highlights WSU's success in preparing its graduates for both the workplace and continued education.

Figure 31 reflects graduate responses to the academic environment and guidance at WSU.

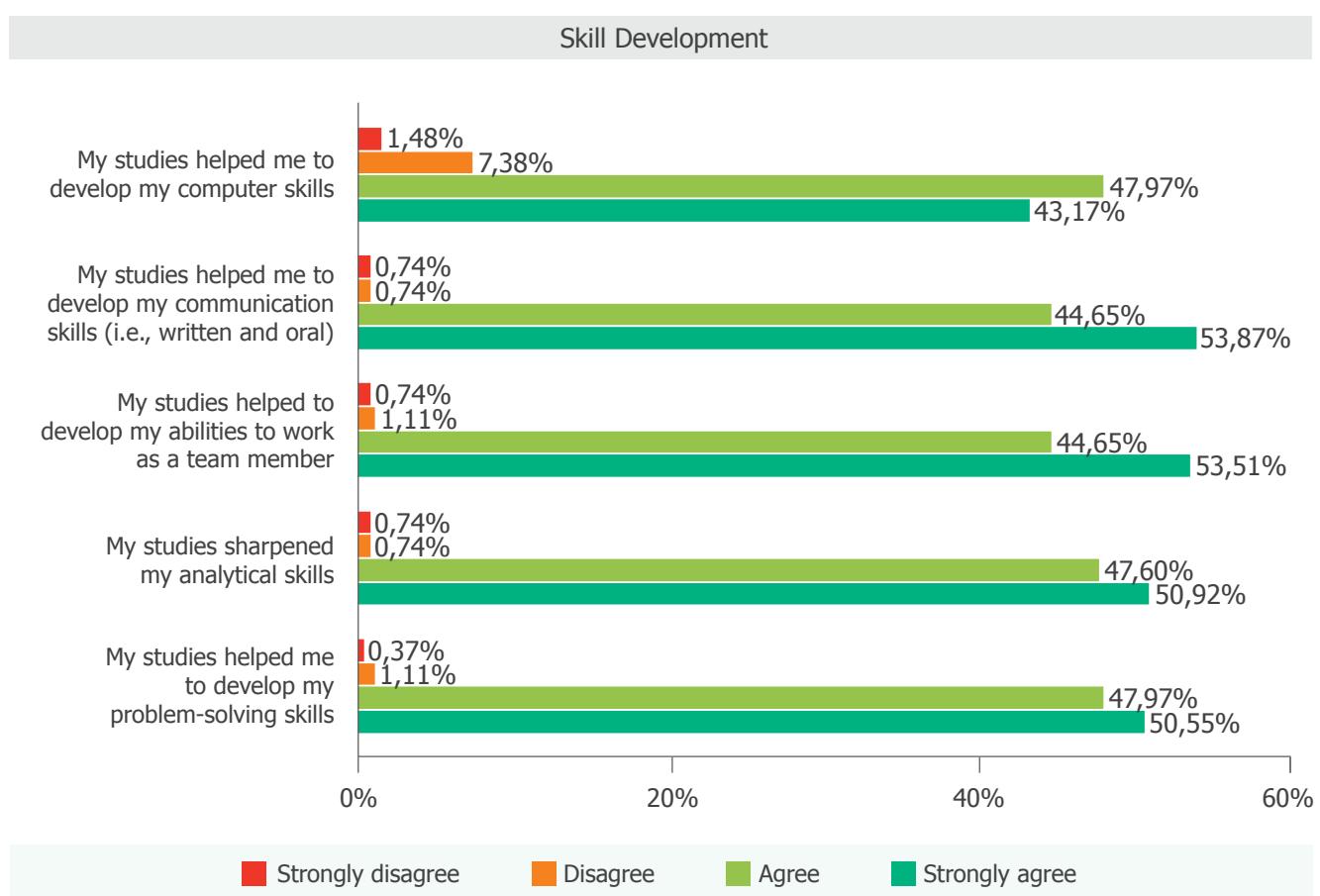
Figure 31: Academic Environment Satisfaction

From the insights in Figure 31, a considerable majority of graduates reported that their workload was manageable, with 31.80% strongly agreeing and 60.67% agreeing, resulting in an overall positive response rate of 92.47%. However, the 7.11% who disagreed presented an opportunity to address specific workload challenges and provide additional support.

When evaluating the clarity of task guidelines, 43.93% strongly agreed, and 51.05% agreed, reflecting a strong positive response of 94.98%. Nevertheless, the 3.77% who disagreed indicates a chance to enhance clarity for a small group of graduates.

Regarding their understanding of work standards, 92.89% felt well-informed, while 7.12% expressed uncertainty. This highlights an area where we can boost communication to minimise any gaps. Moreover, 92.05% of graduates felt they had adequate time to grasp their studies at WSU, but 7.95% indicated they needed more time, which suggests a focus area for improvement. To foster a more supportive environment, we could implement follow-up sessions with those who reported challenges to understand their needs better. Refining communication around job expectations and enhancing the onboarding process will further clarify guidance and support for all graduates. The survey assessed graduates' perceptions of their university education's impact on problem-solving and communication skills; insights are provided in Figure 32.

Figure 32: Skill Development



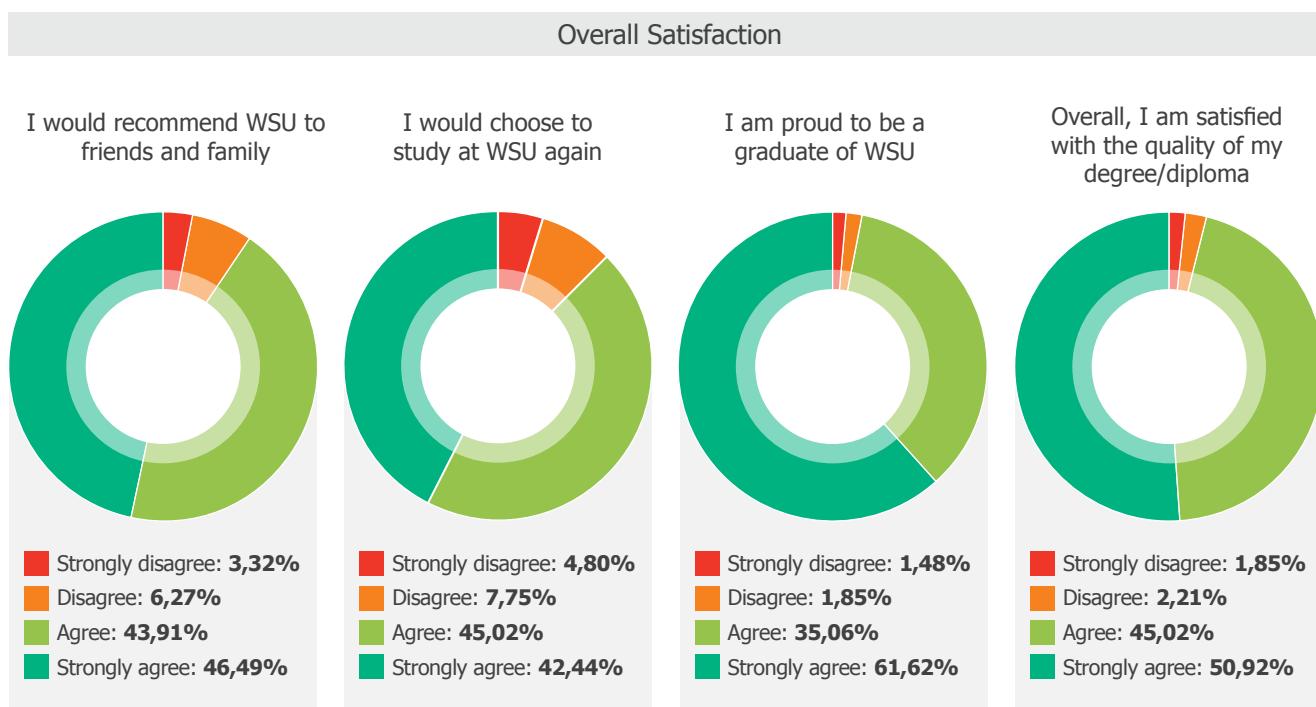
The results are overwhelmingly positive, with 50.21% strongly agreeing and 48.21% agreeing that their education enhanced their problem-solving abilities. This indicates that the university's curriculum and teaching methods effectively foster critical thinking and analytical skills.

Regarding communication skills, 53.97% of graduates agreed, and 33.47% strongly agreed that their studies contributed to improvement, resulting in an overall positive response of 87.44%. However, 11.30% disagreed, and 1.26% strongly disagreed, suggesting some graduates felt their communication skills did not improve as expected, highlighting potential inconsistencies in teaching across programs.

Despite a small percentage (1.26% disagreed, and 0.42% strongly disagreed) not perceiving significant improvements in problem-solving, the approval rate was high at 98.42%. To further enhance these outcomes, the university could refine its curriculum to include more practical scenarios, implement regular skill assessments, and encourage ongoing feedback from students. The survey underscores the university's effectiveness in preparing graduates for their careers.

The analysis shows a high level of pride in the graduate affiliation with WSU, as seen in Figure 33.

Figure 33: Overall Satisfaction



An impressive 63.60% of respondents strongly agreed, and 34.73% agreed with the statement, "I am proud to be a graduate of WSU," resulting in a total of 98.33%. Only 1.26% disagreed, and 0.42% strongly disagreed, indicating minimal dissatisfaction. This reflects WSU's success in creating a strong connection among its alumni and highlights the quality of education and campus culture.

When asked about their willingness to choose WSU again, 47.7% strongly agreed, and 43.1% agreed, totalling 90.8%. This suggests that most graduates are satisfied with their academic experience. However, 6.28% disagreed, indicating some may have faced challenges or unmet expectations, which the institution should address.

h) Open Ended Comments

Graduates have expressed a need for improved communication and transparency regarding academic policies, course schedules, and support for those with financial debts.

Several graduates have experienced significant delays in receiving completion letters or confirmations, which has impacted their job opportunities and graduation status. There are calls for more practical experiments in specific programs, such as Civil Engineering, as well as better training for lecturers to assist students, particularly with online learning challenges.

Student Voices:



“ Research Project was hell. There were too many delay tactics, and I lost a lot of money while I was only allocated a supervisor in July instead of January. WSU needs to do better in the Department of Education. ”



“ The university should follow the prospectus that they issue. They do not follow rules that are there; they make their own rules. ”



“ I finished studying in June 2024, but I won’t graduate because of the Electrical Engineering Department’s poor communication. This is a delay in my future. ”



“ I had a bad experience with my marks not being captured since 2022. I was supposed to graduate in 2022, but I could not due to negligence. Exams need to pull up their socks. ”

Suggestions include providing better guidance on career paths after graduation and creating job opportunities for students, especially postgraduates. Additionally, comprehensive customer service training for all staff, focusing on communication, empathy, and conflict resolution skills, is recommended. Some graduates have requested more resources for certain faculties, like Natural Sciences, and a stronger emphasis on practical work to better prepare students for the workforce.

Student Voices:

“ I am very thankful for the opportunity they provided me with, and I'll forever be grateful. ”



“ Without WSU, I'm convinced that I would have been a dropout now, but the SRC always paves the way. ”



“ WSU, particularly the NMD campus, is heading in the right direction. As a BSc in Biological Science student, my lecturers have been amazing, providing clear guidance on what is expected of us during our duties. ”



“ I am very thankful for the opportunity the provided me with and I'll forever be grateful. ”



“ All I want to say is that I'm so proud of WSU; everything about this university is good. ”



“ I had a great experience throughout my journey. ”

While many graduates express pride in the university overall, they also emphasise the importance of maintaining a supportive environment for those facing various challenges. Concerns about campus security and the need for improved infrastructure to support students have been raised.

8. Conclusion and Recommendations

The Graduate Destination Survey (GDS) provides valuable insights into our graduates' employment outcomes, further studies, and career trajectories. The findings highlight key trends in job placement, industry demand, and skills alignment with the labour market. While a significant proportion of graduates have successfully transitioned into employment or further studies, challenges such as unemployment and skill mismatches remain areas for improvement. Strategic interventions such as strengthened industry partnerships, graduate employability programs, enhanced career support services, and curriculum alignment with market needs are recommended to enhance graduate employability. Continuous monitoring and engagement with alumni will be crucial in refining institutional strategies to support future graduates. As an institution, leveraging these insights, we can drive data-informed decision-making to improve student success and long-term career outcomes. Following these analyses, the following section provides recommendations that will assist in better supporting our graduates.

	Recommendations	Action	Person/unit responsible
1.	Engage the 6.28% who expressed dissatisfaction to understand their specific grievances. Targeted surveys or focus groups could provide deeper insights into areas needing improvement.	Conduct Feedback	IRP (Planning Monitoring Evaluation)
2.	Since some respondents expressed satisfaction, WSU should identify and strengthen the programs or services most students appreciate, ensuring they remain a cornerstone of the university's offerings.	Enhance Positive Experiences	Faculties
3.	Investigate common themes among those who disagreed, such as curriculum content, teaching quality, or student support services. Resolving these issues will help improve the overall student experience and reduce dissatisfaction rates.	Address Common Challenges	Faculties and Quality Assurance (Planning Monitoring Evaluation)
4.	Use the overwhelmingly positive response as a promotional tool in marketing efforts, showcasing WSU as a preferred choice for higher education.	Promote Strengths	Faculties and MCD
5.	WSU should integrate more practical communication exercises into its curriculum, such as presentations, group projects, and writing workshops, ensuring that students gain hands-on experience and confidence.	Enhance Communication Training	Faculties
6.	Establish dedicated resources, such as a communication skills centre, peer tutoring programs, or writing labs, to assist students who need extra help developing their skills.	Offer Additional Support Services	Faculties and DLT
7.	To better understand the concerns of the 11.30% who disagreed, conduct follow-up surveys or focus groups. This information can guide targeted improvements.	Collect Specific Feedback	IRP (Planning Monitoring Evaluation)
8.	Encourage participation in debates, public speaking events, and student publications to foster broader communication skill development beyond the classroom.	Promote Cross-Disciplinary Activities	Faculties, DLT, student affairs and directorate of research and innovation



REFERENCES

- Bhorat, H., Cassim, A., & Tseng, D. (2016). Higher education, employment and economic growth: Exploring the interactions. *Development Southern Africa*, 33(3), 312–327. <https://doi.org/10.1080/0376835X.2016.1161501>
- Branson, N., & Leibbrandt, M. (2017). Assessing the Usability of the Western Cape Graduate Destination Survey for the Analysis of Labour Market Outcomes. *LMIP REPORT*. Retrieved from http://www.opensaldru.uct.ac.za/bitstream/handle/11090/857/2017_198_Saldruwp.pdf?sequence=3
- Cape Higher Education Consortium. (2015). *South Africa - Graduate Destination Survey 2012 Data Definitions*.
- Creswell, J. W., & Creswell, D. J. (2018). *Research design: qualitative, quantitative, and mixed methods approaches* (Fifth edit). Los Angeles: SAGE.
- Du Toit, J., Kraak, A., Favish, J., & Fletcher, L. (2014). From study to work: Methodological challenges of a graduate destination survey in the Western Cape, South Africa. *Assessment and Evaluation in Higher Education*, 39(7), 853–864. <https://doi.org/10.1080/02602938.2013.875118>
- Frawley, D., & Harvey, V. (2015). *Graduate Surveys: Review of International Practice*. Higher Education Authority.
- Frawley, D., Harvey, V., Pigott, V., & Mawarire, M. (2020). *Graduate Outcomes Survey: Class of 2018*.
- Holmes, L. (2013). Realist and Relational Perspectives on Graduate Identity and Employability: A Critical Analysis. *British Journal of Sociology of Education*, 34(5-6), 745-764.
- Holmes, L., 2013. Competing perspectives on graduate employability: possession, position or process?. *Studies in higher education*, 38(4), pp.538-554.
- Kember, D., Leung, D.Y. and Ma, R.S., 2007. Characterizing learning environments capable of nurturing generic capabilities in higher education. *Research in Higher Education*, 48, pp.609-632.
- Kember, D., Leung, D.Y.P., & Ma, R.S.F. (2007). Characterizing learning environments capable of nurturing generic capabilities in higher education. *Research in Higher Education*, 48(5), 609-632.
- Le Grange, L., 2016. Think piece: Sustainability education and (curriculum) improvisation. *Southern African Journal of Environmental Education*, 32, pp.26-36.
- McCowan, T., Walker, M., Fongwa, S., Oanda, I., Sifuna, D., Adedeji, S., ... Tamanja, E. (2016). *Universities, employability and inclusive development: Repositioning higher education in Ghana, Kenya, Nigeria and South Africa*. Manchester.
- Mokoena, S., 2012. *Smartphones and regular cellular phones: assessing their impact on students' education at the University of Zululand* (Doctoral dissertation, University of Zululand).

- National Planning Commission of South Africa. (2011). National Development Plan 2030, Our Future-Make it Work. Pretoria: National Planning Commission of South Africa.
- Rust, C., 2007. Towards a scholarship of assessment. *Assessment & Evaluation in Higher Education*, 32(2), pp.229-237.
- Rust, C., O'Donovan, B., & Price, M. (2005). A social constructivist assessment process model: how the research literature shows us this could be best practice. *Assessment & Evaluation in Higher Education*, 30(3), 231-240.
- Senekal, J., & Munro, N. (2019). Lessons learnt from two decades of graduate tracer research: Recommendations for the South African context. *South African Journal of Higher Education*, 33(2), 230–248. <https://doi.org/10.20853/33-2-2628>
- Statistics South Africa. (2019). Quarterly Labour Force Survey Quarter 3: 2019. *Quarterly Labour Force Survey*.
- Statistics South Africa. (2024). *Quarterly Labour Force Survey, Q3:2023*. Pretoria: Stats SA. Retrieved from <https://www.statssa.gov.za/publications/P0211/P02114thQuarter2023.pdf>



