

COLLEGE OF ECONOMIC AND MANAGEMENT SCIENCES

*Student Graduateness/Employability*

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# *Follow-up Survey 2019 Report*

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Compiled by: Professor Melinde Coetzee  
Department of Industrial and Organisational Psychology  
Draft : 23 January 2020

<b>Contents</b>	<b>Page</b>
<b>Section 1: Background to and Rationale for the Survey</b>	<b>3</b>
1.1 Project team	4
1.2 Rationale for research project	4
1.3 Background to the research project	4
1.4 Research problem and questions	5
1.5 Research aim and objectives	5
1.6 Statement of significance	6
1.7 Research method and plan	7
1.8 Data collection procedure and ethical considerations	8
1.9 Measuring instrument	9
1.10 Sampling	9
1.11 Characteristics of the final sample	10
1.12 Conceptual model of the research	12
<b>Section 2: Executive Summary of Findings</b>	<b>13/14</b>
<b>Section 3: Empirical results: CEMS Student Employability</b>	<b>18</b>
3.1 Student perceived external employability	19
3.2 Student self-perceived internal employability	20
<b>Section 4: Empirical Results: Employability Enabling/Impeding Factors</b>	<b>23</b>
4.1 Contextual factors: CEMS/Unisa	24
4.2 Contextual: Social factors influencing employment	26
4.3 Study programme teaching & learning characteristics influencing student graduateness/employability	27
<b>Section 5: Empirical Results: Student Personal (intrinsic) Employability Resources/Student Learned Employability Resources</b>	<b>34</b>
5.1 Student personal (intrinsic) employability resources	35
5.2 Student learned employability resources	36
5.3 Student self-perceived graduateness	38
<b>Section 6: Empirical Results: Conclusions and Recommendations for Teaching &amp; Learning Practice and Research</b>	<b>40</b>
6.1 Integration of findings and conclusions	41
6.2 Recommendations for Teaching & Learning practice	43
6.3 Recommendations for research	44
<b>References</b>	<b>45</b>
<b>Attachment: Sample (Qualification types) 2019</b>	<b>46</b>

**SECTION 1**  
**BACKGROUND TO AND RATIONALE FOR SURVEY**  
**SAMPLE CHARACTERISTICS**  
**CONCEPTUAL MODEL OF THE RESEARCH ELEMENTS**

## 1.1 Project Team

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- Prof Truida Oosthuizen: Head Tuition and Student Support (CEMS Commissioned Project Coordinator/Manager)
- Prof Melinde Coetzee (Department of Industrial and Organisational Psychology): Primary researcher

### **Project members (co-researchers):**

- Ms Cebile Tebele (Department of Industrial and Organisational Psychology)
- Prof Ingrid Potgieter (Department of Human Resource Management)
- Prof Nadia Ferreira (Department of Human Resource Management)

## 1.2 Rationale for the Research Project

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The survey is a **CEMS Commissioned Research Project** which formed part of the CEMS Operational Plan for 2018/2019, involving conducting a gradueness/employability survey amongst CEMS students.

- **Pilot Survey 2018:** The pilot research project involved post-graduate (Hons, PGDip, M&D) students from the Department of Industrial and Organisational Psychology (IOP) and Human Resource Management (HRM), enrolled for 2018. The pilot survey formed the basis for the survey instrument development.
- **Follow-up Survey 2019:** The follow-up survey involved post-graduate students from the full range of post-graduate qualifications offered by CEMS. Rationale for focusing on postgraduate students: These students are generally employed at professional or managerial levels, and have experience of employer expectations, including knowledge of strategies they utilised to obtain/create employment.

The follow-up research project served the following purpose:

- Further refinement of the survey instrument based on pilot study data in order to utilise the refined version of the instrument in the 2019 follow-up study.
- Identifying core patterns of themes and trends that could be useful in informing module teaching and learning design practices in order to enhance the gradueness/employability of CEMS Unisa students.

## 1.3 Background to the Research Project

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Assessing student gradueness and their employability is essential to ensure that the College PQM, module design and teaching and learning practices contribute to students' marketability and success. Assessment of student gradueness and employability is a global practice of universities to ensure the relevance and credibility of their qualification offerings (Frankham, 2017; Moolman, 2016; Sin & Amaral, 2017; Tomlinson & Holmes, 2017). Student gradueness encompasses a range of employability competencies and attributes which contribute to their ability to find and sustain employment opportunities (Frankham, 2017; Moolman, 2016; Sin & Amaral, 2017; Tomlinson & Holmes, 2017). Employment, including finding a job or creating self-employment, is crucial for human wellbeing and economic sustainability, and being a productive citizen that contributes to the welfare of society. The research speaks to the National Development Plan strategy to address poverty and unemployment and the role of higher education in cultivating the competencies and attributes which enhance students' ability to find or create a job. Various factors (personal, social and contextual) contribute to students not being able to find employment after graduation or while

they are studying. On the other hand, institutional support practices and teaching and learning practices, as well the quality and content of qualifications, and the study programmes constituting the qualification, can contribute to student success in the labour market (Tomlinson & Holmes, 2017). Understanding the state of students' perceptions of their employability, the factors contributing or impeding them being able to find or create employment will help universities to create learning environments supporting students' gradueness and employability (Frankham, 2017; Moolman, 2016; Sin & Amaral, 2017; Tomlinson & Holmes, 2017).

## 1.4 Research Problem and Questions

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Although a universally well-researched subject, Unisa CEMS lacks current information on the gradueness and employability of their students and how students' self-perceptions of their gradueness/employability relate to their ability to find or create employment. Moreover, no current instrument exists that holistically assesses Unisa students' gradueness and employability.

The research sought to answer the following questions of concern:

- What is the current state of employment of CEMS postgraduate students?
- Which personal, social and contextual (including University, CEMS PQM, teaching and learning practices) factors impede and contribute to their employability and ability to find employment?
- How does the relevant qualification's study programme (teaching and learning content and practices) contribute to enhancing student gradueness and employability, and state of employment?
- What are the students' self-perceptions of their employability and gradueness?
- What are the students' perceptions of employer requirements of student/graduate employability?
- Is there an association between the impeding and contributing factors and students' perceptions of their employability and gradueness?
- Do the study programme elements predict (1) students' perceptions of their gradueness and employability and (2) current state of employment?
- Do geographical characteristics predict (1) students' perceptions of their gradueness and employability and (2) current state of employment?
- Is the survey instrument a reliable and valid instrument for future use?
- What recommendations can be made to management and staff on enhancing the CEMS student cohort's gradueness and employability?

## 1.5 Research Aim and Objectives

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**General aim:** To assess CEMS students' gradueness and employability for the purpose of constructing an integrated model of student gradueness/employability for improved teaching and learning practices.

**Specific objectives:**

- To assess students' current state of employment
- To identify the personal, social and contextual (including University, CEMS PQM, teaching and learning practices) factors impeding and contributing to their employability and ability to find employment

- To assess whether the qualification's study programme (teaching and learning content and practices) significantly contribute to enhancing student gradueness and employability
- To assess students' self-perceptions of their employability and gradueness
- To assess students' perceptions of employer requirements of student/graduate employability
- To assess associations between the measured elements of gradueness and employability
- To assess the psychometric properties of the newly developed survey instrument
- To make recommendations to management and staff on enhancing the CEMS student cohort's gradueness and employability in the form of a management report
- To publish the findings in an accredited scientific journal

## 1.6 Statement of Significance

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The 2018/2019 research projects served as two preliminary studies involving the development of a survey instrument, applying it to a student cohort to assess the instrument's reliability and validity, and to assess the state of gradueness/employability of the relevant student cohort. The research findings may potentially inform module teaching and learning design practices. The refined instrument may be used in future studies to further assess other student cohorts' gradueness and employability.

The results of the survey will provide insight into students':

- Current state of employment
- Personal, social and contextual (including University, CEMS PQM, teaching and learning practices) factors impeding and contributing to their employability and ability to find employment
- Study programme (teaching and learning content and practices) contributing to enhancing student gradueness and employability
- Students' self-perceptions of their employability and gradueness
- Perceptions of employer requirements of student/graduate employability

These insights will produce new knowledge and add to the extant literature on the gradueness and employability perceptions and needs of students enrolled for postgraduate qualifications in an African higher education institution. The study findings may inform academic staff and management on the quality of CEMS, Unisa PQM offerings and study materials, and teaching and learning practices in contributing to the gradueness and employability of students. The research will also generate an empirically tested survey instrument that can be used for future research projects in the College and University. The findings of the study will contribute to research outputs and will contribute to new knowledge production on the African-located student's gradueness/employability relevant to the Unisa ODeL context. The management report on the findings will support informed decision making on enhancing student gradueness/employability through teaching and learning practices. For students, participating in the study will create awareness in students of CEMS Unisa concern and interest in the employability of the students, and assessing the factors influencing their gradueness and employability.

## 1.7 Research Method & Plan

The research project involved the design and application of a survey instrument and a quantitative cross-sectional research design approach. Such an approach is cost-effective. The survey design allowed for statistical analyses to assess various associations among the survey instrument elements/variables. Survey design is more practical for broad group-based data collection and analyses. The reliability and validity of the survey instrument can be empirically tested to provide credibility to the findings.

**PHASE 1 (2018)** involved nine sub-steps:

Step	Date	Status
1. Development of the survey instrument	March/April 2018	Completed
2. Identifying target population for pilot study (PG IOP & HRM students)	March/April 2018	Completed
3. Obtaining ethics clearance and permission to conduct study involving CEMS students	May/June 2018	Completed
4. Data collection – administering the survey instrument (e-survey)	July – October 2018	Completed
5. Data collection – administering the survey instrument (Gauteng group session) – *no data yielded	October 2018	Completed
6. Statistical processing of data (in line with achieving research aims)	November 2018 – January 2019	Completed
7. Reporting and interpreting results	January/February 2019	Completed
8. Writing management report	February 2019	Completed
9. Refinement of survey instrument	February/March 2019	Completed

**PHASE 2 (2019)** involved six sub-steps:

Step	Date	Status
1. Obtaining extended ethics clearance and permission to conduct study involving CEMS students	23 May 2019	Completed
2. Data collection – administering the survey instrument (e-survey): All CEMS PG qualifications (N = 6 720) – see Attachment to this report	June 2019 to September 2019	Completed
3. Statistical processing of data (in line with achieving research aims)	October to November 2019	Completed
4. Reporting and interpreting results	December 2019/January 2020	Completed
5. Writing management report	January 2020	In process
6. Feedback to CEMS management	February/March 2020	In process

**PHASE 3 (2020)** involves five sub-steps:

Step	Date	Status
1. Planning of 2020 Employer Survey	November 2019/ January 2020	In process
2. Conducting 2020 Employer Survey (BMR)	February 2020	In process
3. Data analysis and reporting	May 2020	In process
4. Writing management report	June 2020	In process
5. Feedback to CEMS management	June 2020	In process

## 1.8 Data Collection Procedure and Ethical Considerations

Application for ethical clearance and permission to use student data was conducted to ensure the research adhered to the Unisa Research Ethics Policy and Procedures.

CEMS Ethics Committee Clearance obtained 11 May 2018	#2018_CRERC_004 (FA)
RPSC Committee approval to use student data (e-survey): 18 June 2018	#2018 RPSC_026
RPSC Committee approval to use student data (group sessions: Gauteng): 27 September 2018	#2018 RPSC_026 AR
RPSC Committee approval of extension of 2018 survey for 2019 23 May 2019	#2018 RPSC_026 AR

All students enrolled for the CEMS post graduate qualifications (see Attachment: N = 6 720) were invited to participate in the research. This approach had the potential to contribute to the external validity of the research and possibility to generalise the findings to the student cohort.

The survey instrument took approximately 30 to 45 minutes to complete. A covering letter was included in the electronic questionnaire inviting respondents to participate in the study. The questionnaire cover letter stated the purpose of the research and informed the participants of their rights. The cover letter outlined informed consent rights as well. The cover letter also stated that completing and returning the questionnaire would be considered informed consent and constituted agreement to use the information for research purposes only. Participation in the study was voluntary whereby respondents had the option to withdraw from the study at any time without fear of any consequence. Participants were informed of the purpose of the study, the confidentiality of the responses and instructions for completing the questionnaire.

### **The following procedures applied to the collection of data to ensure a useable response rate (2019):**

Unisa lime survey facilities were used to create a link to the survey questionnaire. Upon ethical clearance and permission to use student data, the link was sent to students by email requesting them to participate in the research.



Frequent requests and reminders were sent to students including the utilisation of the modules' Announcements platforms by lecturers. The purpose of the research was communicated, including requesting informed consent to participate. Data were automatically captured on an excel spread sheet.

## 1.9 Measuring Instrument

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For the purposes of the pilot research project, a survey instrument has been developed by the primary researcher. The CEMS Graduateness/Employability Survey 2018 Questionnaire is not a psychological test, only a newly developed research instrument to measure self-perceptions on graduateness/employability aspects relevant to the research. The instrument does not measure psychological constructs. It was planned to perform rigorous assessment of the psychometric properties of the instrument as part of the data analyses in order to ensure the reliability and validity of the findings.

Because the final 2018 sample size was too small ( $N = 153$ ; response rate = 10%), construct validity of the instrument factor elements could not be assessed. However, the sample size was adequate to extract useful factors by means of exploratory factor analysis (EFA) which informed the conceptual research model elements. Internal consistency reliability of the various research model factor elements could be assessed. The survey for 2019 was regarded as a useful exercise for assessing the construct validity of the survey instrument. These analyses are not included in this management report. However, the internal consistency reliability of the various sub-dimensions of the CEMS Employability Instrument are reported in the various sections of the report.

## 1.10 Sampling

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**2018 PILOT SURVEY:** Purposive sampling was applied to target the total population of postgraduate students ( $N = 1500$ ) enrolled/registered for 2018 in the Department of IOP and HRM. It was hoped that this sampling approach would enhance external validity and probability to generalise the findings to the student cohort of participants. However, the **response rate** was very low:  $N = 153/1500 = 10\%$ . **Implication:** the findings could not be generalised to the 2018 IOP/HRM postgraduate student cohort. **IOP participants:  $N = 91$  (60%) / HRM participants:  $N = 62$  (40%)**

**2019 FOLLOW-UP SURVEY:** Purposive sampling was applied to target the total population of postgraduate students ( $N = 6\,720$ ) enrolled/registered for 2019 CEMS postgraduate qualifications (see the **Attachment**). The survey obtained a low response rate ( $500/6\,720 = 7\%$ ). Of these responses, only  $n = 204$  useable responses (**3% response rate**) emerged. The low response rate manifested notwithstanding several requests to students (i.e. email reminders and requests via module Announcements). The low response rate resulted in the researchers not being able to compare responses from the various qualifications. It was also not possible to report the frequency responses per qualification because of a lack of representativeness per qualification. The data were therefore only analysed and reported per sub-dimensions of the survey instrument.

## 1.11 Characteristics of the 2019 Final Sample: Sociodemographic Factors

- The **mean age** of the sample was: **Mean = 38 years/ SD = 9.15**. **Implication:** The participants were predominantly in the establishment career/life stage, with a good foundational basis of work experience and knowledge of employer requirements regarding student employability.
- **Predominant sociodemographic characteristics:** female, Black African, geographical location = Urban, Part-time students; South African students residing mostly in Gauteng.
- **Predominant qualifications represented:** HRM; IOP; Business Management; Public Administration; Economics; Tourism & Risk Management; Financial Management; MBA/MBL; Marketing; PHDs (various fields).

Sociodemographic characteristic: N = 204 Sample: Postgraduate students	% (2019)
<b>Age</b>	
21-25 years	5%
<b>26-35 years</b>	<b>43%</b>
<b>36-45 years</b>	<b>36%</b>
46-55 years	11%
56-65 years	3%
<b>Gender</b>	
<b>Female</b>	<b>63%</b>
Male	37%
<b>Race</b>	
<b>Black African</b>	<b>83%</b>
Coloured	3%
Indian/Asian	4%
White	8%
<b>Marital status</b>	
<b>Single/divorced/widowed</b>	<b>48%</b>
<b>Married</b>	<b>45%</b>
Living with a spouse/partner	7%
<b>Geographical location</b>	
<b>Urban</b>	<b>81%</b>
Rural	19%
<b>Study: Part-time/Full time</b>	
<b>Part-time</b>	<b>91%</b>
Full time	9%
<b>Municipal region (South African students)</b>	
<b>Gauteng</b>	<b>56%</b>
Western Cape	11%
Eastern Cape	9%
Northern Cape	3%
Free State	1%
Mpumulanga	6%
Polokwane	3%

Limpopo	2%
Kwazulu Natal	5%
North-West	4%
<b>Residency (International students) N = 16</b>	
<b>Zimbabwe</b>	<b>31%</b>
Ethiopia	21%
Ghana	11%
Swaziland	10%
Botswana	5%
Nigeria	5%
Congo	5%
Taiwan	5%
<b>Qualification type enrolled for</b>	
BComHons Financial Modelling	2%
BComHons HRM	8%
BComHons Business Management	21%
BComHons Financial Management	8%
BComHons Logistics	4%
BComHons Public Administration	5%
BComHons Transport Economics	4%
BComHons Business Administration	2%
BComHons Economics	4%
BComHons Marketing	1%
PGD Public Administration	10%
PGD Risk Management	9%
PGD Business Administration	1%
PGD HRM	4%
PGD Tourism Management	1%
PGD Labour Relations Management	1%
MBA	7%
MBL	5%
MCom IOP	1%
MCom Marketing Management	3%
MCom Business Management	6%
MCom Public Administration	6%
MCom HRM	2%
MCom Tourism	1%
DBL	3%
PhD Finance	2%
PhD Marketing	1%
PhD Economics	1%
PhD Operations Management	1%

## 1.12 Conceptual Model of the Research Elements

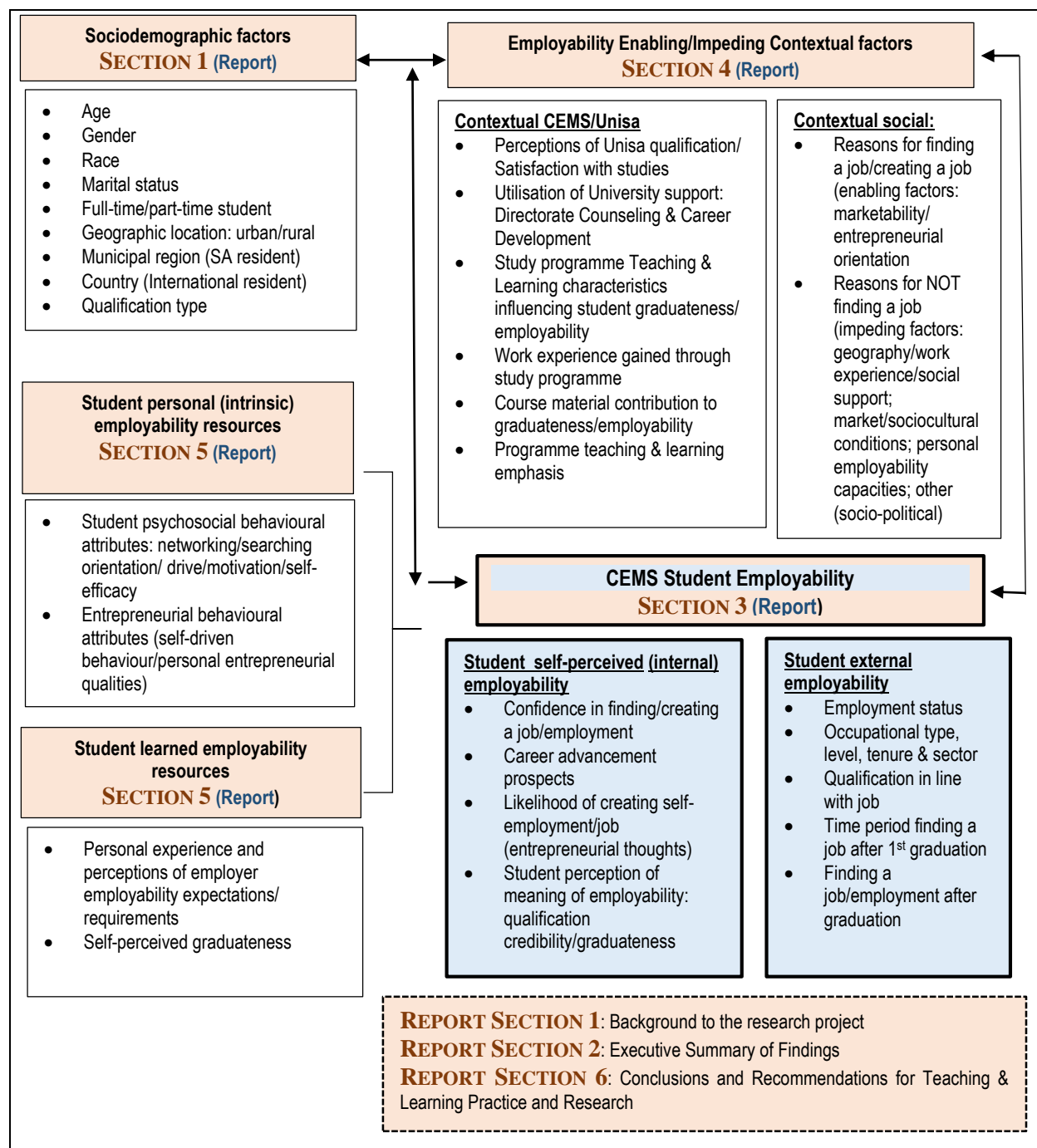


Figure 1.1 Conceptual Model of the Research Elements

## SECTION 2

Empirical Results

Student Graduateness and Employability

**EXECUTIVE SUMMARY OF FINDINGS**

# Executive Summary of Findings

## **REPORT SECTION 1: PREDOMINANT SAMPLE CHARACTERISTICS 2019**

See **ATTACHMENT** for sample population invited (qualifications involved in 2019 survey)

Response rate = 3% (204/ 6 720)

Low response rate could be attributed to comprehensiveness (length) of survey instrument and response fatigue

- Mostly Black African Females
- Mean age = 38 years (SD = 9.15): 26 to 45 years
- South African residency; Urban, Gauteng
- Part-time students
- Obtained first undergraduate qualification at Unisa (2011 to 2018)

## **REPORT SECTION 3: CEMS STUDENT EMPLOYABILITY**

- Mostly permanently employed
- Job content mostly aligned with content of qualification
- Mostly employed at a level consistent with degree/qualification
- Mostly appointed as managers, professionals and in administrative roles
- Started to look for employment while studying (ODeL nature of Unisa is an advantage)
- Found employment after first graduation either while studying or within 6 months after graduation
- Mostly used traditional methods to find employment; i.e. sending applications and offers to employers (lack of use of contemporary digital platforms and mediums)
- Meaning of employability: qualification credibility and graduateness (being able to showcase a set of job-related aptitudes, generic transferable attitudes, qualities and behaviour representing graduateness; being work-ready immediately after graduation for entry level positions in chosen field of study)
- Mostly confident about finding a job/employment or even better employment than current job
- Mostly positive about career advancement prospects
- Moderate level of entrepreneurial thought (i.e. likelihood of considering self-employment/creating own business)

## **REPORT SECTION 4: EMPLOYABILITY ENABLING/IMPEDING CONTEXTUAL FACTORS**

### **GENERAL**

- Level of satisfaction with CEMS/Unisa studies and current study programme: Very satisfied
- Reason for studying at CEMS/Unisa: ODeL (flexibility to work and study, and to gain work experience while studying)

### **PREDOMINANT ENABLING SOCIAL FACTORS ENABLING STUDENT EMPLOYABILITY**

- Marketability (i.e. credible qualification and graduateness, including work experience): High mean score (i.e. students felt positive about their marketability)
- Entrepreneurial orientation: Entrepreneurial competencies and confidence in “selling/presenting self” to employer: Below average mean score (i.e. more can be done to develop student’s entrepreneurial thoughts and competencies)

### **PREDOMINANT IMPEDING SOCIAL FACTORS HINDERING STUDENT EMPLOYABILITY**

- Geographical mobility (i.e. having transport or a driver’s license); lack of work experience; socio-economic and market conditions (i.e. availability of jobs); personal employability capacities lacking.

- Note: Apart from concerns about work experience which was emphasised by participants, the students did not regard these factors as current areas of concern.

### **STUDY PROGRAMME TEACHING & LEARNING CHARACTERISTICS INFLUENCING STUDENT GRADUATENESS/EMPLOYABILITY**

- Study programme is mostly seen to help prepare the student for the world of work and employer requirements/expectations (i.e. content relevant to industry/working environment).
- However, qualitative themes highlighted a need for more work-based assignments and portfolios of practical project-based learning as form of assessment (which students can showcase to employers in terms of work experience and as evidence of their ability to apply subject matter theory and graduateness skills in addressing and bringing innovative solutions to real-life business problems in contemporary South African context).
- Extent to which course material and assignments of current study help students apply new knowledge and skills in solving work-related problems/finding innovative solutions that contribute to the business's performance: Although somewhat positive, students felt more should be done.
- Students feel more can be done to expose them to assignments addressing strategic management, business policies, procedures and workplace practices rather than merely theory (knowledge) in subject matter
- Lack of work experience opportunities offered by study programme is expressed as an area of concern. Employers demand job-related work experience from graduates.
- Students expressed a need for more collaborative/group-based assignments because of emphasis on team work in workplace. They feel that ODeL studies make them feel isolated as individual students while they need to develop team-work skills in both (virtual) digital spaces and workplaces.
- Study programme as a good basis for developing and helping student to sustain employability- mean scores are average to below average (i.e. more can be done through teaching, learning and assessment practices).
- Extent to which current study programme contributes to professional work role and employability capacity development: Mean score is average, implying more should be done.
- The teaching and learning emphasis of the study programme seems to be still too much on content (theory) and knowledge assessment. More should be done in terms of assessing students' ability to apply knowledge and theory to real-life business problems, gaining practical training/exposure in a professional work environment, and helping students to reflect on their learning, graduateness and employability, and professional and personal development and growth as life-long learners.

## **REPORT SECTION 5: STUDENT PERSONAL (INTRINSIC) EMPLOYABILITY RESOURCES & LEARNED EMPLOYABILITY RESOURCES**

### **STUDENT PSYCHOSOCIAL BEHAVIOURAL ATTRIBUTES**

- Mean scores showed below average social networking/job searching or job creation attitudes, low drive/motivation in finding opportunities to apply learning in real-life work settings and low sense of self-efficacy in ability to find a job or create self-employment opportunities. Students' self-driven behaviour and personal entrepreneurial qualities obtained below average mean scores.
- These attributes speak to entrepreneurial thought and self-driven career management which should be addressed in the teaching, learning and assessment practices of modules.

### **STUDENT LEARNED EMPLOYABILITY RESOURCES**

- Qualitative themes highlighted a credible qualification, work and real-life practical experience, life-long learning attitude and positive self-driven behaviours as important for employers.
- Graduateness, behavioural competencies/attributes and relevant job-related skills set (i.e. practical aspects of a discipline/subject matter which help solve business related problems) are deemed more important than the qualification per se.

- Graduateness skills highlighted included: critical thinking skills, innovative skills, creative skills, problem-solving skills, solution thinking skills, design and strategic thinking skills, interpersonal and team-work skills, customer centricity skills, digitisation skills and professionalism are seen to be emphasised by employers.
- Students also regarded apart from graduateness skills, business/entrepreneurial skills, personal employability qualities (i.e. ability to work under pressure, time management skills, upskilling, career self-management, work ethics and professionalism) as important qualities demanded by employers.
- The various modules should integrate these aspects in the curriculum and make students aware of the credibility and relevance of a study programme's curriculum in helping students being employable.
- Student graduateness: Students obtained above average mean scores on their perception of their scholarship (i.e. problem solving/decision making skills; enterprising skills and analytical thinking skills); global/moral citizenship (interactive skills; presenting/applying information skills and ethical/responsible behaviour); and life-long learning orientation. The employability survey re-emphasised the importance of integrating students' graduateness in the teaching, learning and assessment practices of modules.

### **REPORT SECTION 5: RECOMMENDED PRELIMINARY ACTIONS**

- Conduct an Employer Survey in order to be able to compare students' perceptions with the actual needs/requirements of employers/industry, including employers' perceptions of the CEMS/Unisa graduate ([in progress for 2020 see Section 1 of the report](#)).
- Integrate the 2018 and 2019 student survey findings with the 2020 Employer Survey findings
- Based on the surveys' findings, craft a "Student Graduateness/Employability Strategy" for CEMS which addresses the graduateness/employability competency and attributes requirements of industry/employers in the PQM and its teaching, learning and assessment practices in the various CEMS disciplines.
- Based on the two student surveys, some initial employability strategies may include inter alia:
  - Instill Departmental awareness about the surveys' findings and their implications for the CEMS and Departmental PQMs
  - Adopt a competency-based curriculum development and education approach (as recommended by the CoL Employability Model). Incorporate the assistance of [DCTD-DCDT](#) to train lecturers in competency-based module design (teaching, learning and assessment).
  - Consider the inclusion of work-based portfolios of learning which help students to showcase evidence of discipline-related and graduateness/employability competencies developed in a respective module (especially on post-graduate level) as a form of assessment
  - Review and map the current CEMS PQM (undergraduate and postgraduate) in terms of the current relevance and spread of competency-based, applied work-relevant learning (module/discipline/occupational relevant) including generic graduateness attributes and employability capacities development and learning. Competencies should include entrepreneurial thought in self-employment/job creation in global and local technological driven contexts
  - Engage in conversations with industry to corroborate the relevance and suitability of existing and prospective programmes, including shifts in occupations, competencies and forms of work. The Advisory Boards of each Department should be actively engaged on an annual basis to inform needed shifts in the PQM.
  - Utilise CEMS Alumni as guest speakers to engage students in seminars on career pathways and industry graduateness and employability competency requirements
  - Create student awareness of the career and employability services offered by Unisa Directorate: counselling and Career Development
  - Provide information to students online on the potential employment opportunities or occupational roles for graduates through the relevant study programmes, employer/industry requirements and how the



PQM and modules' content, learning and assessment competency-based approach help prepare graduates for employability in the 4<sup>th</sup> Industrial Revolution era and in South African context. Students must clearly understand as part of a module's outcome and purpose, the type of gradueness and employability competencies they will gain from a module and the overall PQM.

- Promote entrepreneurial thought about job creation, gradueness and employability in the curriculum.
- Include career planning and self-management as part of self-reflection on gradueness and employability competency in modules' learning and assessment

# SECTION 3

Empirical Results

Student Graduateness and Employability

**CEMS STUDENT EMPLOYABILITY**

### 3.1 Student Perceived External Employability

<b>Employment status</b>	<b>% (2018)</b>	<b>% (2019)</b>
<b>Full time employed (permanent employment)</b>	<b>74%</b>	<b>69%</b>
Full time employed (contract employment)	7%	8%
Part-time employed (temporary employment)	5%	6%
Self-employed	5%	3%
Was employed, but unemployed at the moment	2%	5%
Unemployed, searching for a job	3%	8%
Unemployed, but not searching for a job	2%	1%
<b>If employed, what is your current occupation?</b>	<b>% (2018)</b>	<b>% (2019)</b>
Manager	20%	29%
Administrative position (e.g. bank clerk, secretary, admin clerk, book keeper)	20%	26%
<b>Professional occupation (e.g. accountant, psychologist, training officer, teacher, HR officer)</b>	<b>41%</b>	<b>37%</b>
Unskilled (e.g. domestic worker, builder's labourer)	1%	1%
Menial occupation requiring limited skills (e.g. waiter, working in fast food outlet)	2%	2%
Skilled occupation (e.g. bricklayer, police officer, receptionist)	7%	5%
<b>If employed, is your qualification content in line with your current occupation/job??</b>	<b>% (2018)</b>	<b>% (2019)</b>
<b>Yes</b>	<b>49%</b>	<b>53%</b>
No	24%	26%
Somewhat	18%	20%
<b>At which qualification level are you currently employed?</b>	<b>% (2018)</b>	<b>% (2019)</b>
<b>I am employed at a level consistent with my degree/qualification</b>	<b>43%</b>	<b>44%</b>
I am employed at a level higher than my degree/qualification	3%	3%
<b>I am employed at a level lower than my degree/qualification</b>	<b>43%</b>	<b>52%</b>
<b>How long have you been working in your current occupation?</b>	<b>% (2018)</b>	<b>% (2019)</b>
Less than a year	13%	10%
One to three years	26%	26%
Four to six years	17%	24%
<b>More than six years</b>	<b>34%</b>	<b>40%</b>
<b>How soon after your FIRST GRADUATION did you find a job/employment or create self-employment?</b>	<b>% (2018)</b>	<b>% (2019)</b>
<b>While studying</b>	<b>45%</b>	<b>34%</b>
Right after graduation	19%	14%
Within 6 months after graduation	11%	13%
Within 18 months after graduation	9%	17%
<b>After your FIRST GRADUATION, how soon did you start to look for employment?</b>	<b>% (2018)</b>	<b>% (2019)</b>
<b>While studying</b>	<b>75%</b>	<b>65%</b>
Right after graduation	18%	29%
Within 6 months after graduation	3%	5%
Within a year (12 months) after graduation	2%	1%
<b>After your FIRST GRADUATION, what did you do to find a job?</b>	<b>% (2018)</b>	<b>% (2019)</b>

I had a scholarship/learnership in an organisation	8%	10%
By working as a volunteer	7%	8%
By working on projects	3%	4%
I applied as unemployed at Employment Services SA (ESSA)	2%	2%
By contacting an employment agency	5%	10%
By doing an internship	12%	9%
By doing contract/part-time jobs	12%	11%
I had help from my social network, relatives, friends, acquaintances	8%	4%
<b>By sending applications and offers to employers</b>	<b>39%</b>	<b>39%</b>
I was not interested in finding a job/employment	4%	3%
<b>Was the job/employment you found after your FIRST GRADUATION in line with your qualification?</b>	<b>% (2018)</b>	<b>% (2019)</b>
<b>Yes</b>	<b>44%</b>	<b>45%</b>
<b>No</b>	<b>42%</b>	<b>39%</b>
Somewhat	14%	16%

## 3.2 Student Self-Perceived (Internal) Employability

### 3.2.1 STUDENT PERCEPTION OF MEANING OF EMPLOYABILITY

What does employability mean to you?	Definitely (2018)	Definitely (2019)
<b>Qualification credibility</b>		
Excellent academic record	37%	33%
Graduation from a top university	31%	11%
The credibility and quality of the graduate's qualification	<b>72%</b>	<b>61%</b>
Qualification which ensures graduates a high salary at entry level and in the long term	28%	22%
<b>Graduateness</b>		
Professional and work experience	<b>65%</b>	50%
The graduate's capacity to find a job very quickly after graduating	43%	33%
Graduates being ready, immediately after graduation for entry level positions in their chosen field of study	<b>60%</b>	59%
A set of job-related aptitudes, and generic transferable attitudes, qualities and behaviour representing my graduateness as a Unisa student	<b>65%</b>	<b>78%</b>

Meaning of employability	Reliability (α) 2018	Reliability (α) 2019	Mean 2018	SD	Mean 2019	SD
Qualification credibility	.71	.71	2.23 (Moderate)	.50	2.03 (Average)	.50
Graduateness	.60	.83	2.51 (High)	.40	2.48 (Average)	.48

Note: 2018 (N = 153); 2019 (N = 204)

### 3.2.2 STUDENT CONFIDENCE IN FINDING/CREATING A JOB/EMPLOYMENT/CAREER ADVANCEMENT PROSPECTS

How confident do you currently feel about finding a job or employment, or even better employment than your current job?	% (2018)	% (2019)
Not confident	12%	24%
Somewhat confident	22%	26%
<b>Confident</b>	<b>31%</b>	<b>27%</b>
<b>Highly confident</b>	<b>33%</b>	<b>20%</b>
I am not currently interested in finding a job/employment	2%	3%
What are your prospects for advancement in your current occupation/job?	% (2018)	% (2019)
None	23%	25%
Somewhat good	15%	25%
<b>Most likely to happen</b>	<b>23%</b>	<b>25%</b>
<b>Very good prospects</b>	<b>29%</b>	<b>25%</b>

### 3.2.3 PERCEIVED EXTENT TO WHICH STUDENT CONSIDER SELF-EMPLOYMENT/CREATING OWN BUSINESS (ENTREPRENEURIAL THOUGHTS)

In your personal opinion, what is the probability of you considering self-employment/creating your own business?	% (2018)	% (2019)
Not likely to happen for me	10%	13%
Somewhat likely to happen for me	28%	32%
<b>Very likely to happen for me</b>	<b>54%</b>	<b>47%</b>
I am already self-employed	8%	3%

## Summary

- Overall, the participants were predominantly in some form of employment. **Implication:** the findings suggest a sound basis of employability and experience of employer requirements into employability.
- Predominantly employed in manager, administrative or professional occupation categories
- The participants' qualification content seems mostly aligned with the current job/occupation
- The level of employment seems mostly mixed: some are employed at level consistent with the degree/qualification and some at a level lower than the degree/qualification.
- The participants seem to have adequate work experience (tenure) in the occupation
- Most participants seem to have found employment while studying or within a few months after graduation- this could most probably be attributed to the ODL flexibility of Unisa. The participants indicated that they generally tend to start to look for employment while studying. The participants were mixed about alignment between the qualification and job found
- The predominant actions students engaged in finding a job involved: traditional way of sending applications and offers to employers.

- Overall, the **participants expressed mixed feelings about their confidence in finding a job/employment or even to find better employment** than the present job/employment. **Implication:** This finding could indicate more should be done to improve their confidence in their graduateness/employability.
- Their confidence in their **career advancement prospects** (i.e. sustaining employability) seem average, and could likely improve.
- Overall, the participants seem comfortable in considering self-employment/creating their own business which suggests the presence of **entrepreneurial thoughts which should be capitalise on in module teaching and learning**.

# SECTION 4

Empirical Results

Student Graduateness and Employability

**EMPLOYABILITY ENABLING/IMPEDING CONTEXTUAL FACTORS**

## 4.1 Contextual Factors: CEMS/Unisa

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### 4.1.1 PERCEPTIONS OF CEMS/UNISA QUALIFICATION

Current level of satisfaction with studies at CEMS,/Unisa	2018	2019
Highly satisfied	24%	11%
Satisfied	58%	46%
Somewhat satisfied	16%	36%
Dissatisfied	2%	6%
When you look back, would you choose the same study programme, and at Unisa, if you could choose freely?	2018	2019
Yes, definitely	82%	70%
No, I would choose a different study programme at Unisa	9%	10%
No, I would choose the same study programme but at another university	7%	15%
No, I would choose a different study programme and at a different university	1%	2%
No, I would not study at all	1%	3%
Primary reason for studying at Unisa	2018	2019
Quality (credibility) of qualification	16%	11%
<b>Open and Distance Learning (flexibility)</b>	<b>55%</b>	<b>58%</b>
Access to further studies	7%	8%
Help me to be work ready/employable	3%	5%
Career advancement	20%	19%

### Summary

- Participant indicated predominantly satisfaction with current studies at CEMS/Unisa, including the study programme.
- **Primary reason for studying at Unisa:** Flexibility offered by open and distance learning mode. **Note:** The quality (credibility) of the qualification is rated as less important reason, although this aspect is important in terms of enhancing student employability.



#### 4.1.2 UTILISATION OF UNISA CAREER DEVELOPMENT/GUIDANCE SERVICES

How well do you know the services of the Unisa Directorate: Counselling and Career Development for career, personal and academic counselling?	% (2018)	% (2019)
<b>Not at all</b>	<b>51%</b>	<b>70%</b>
Somewhat familiar	26%	18%
Familiar	14%	10%
More than familiar	2%	2%
Very good	6%	1%
Do you make use of the services of the Unisa Directorate: Counselling and Career Development for career, personal and academic counselling in discussing employment options?	% (2018)	% (2019)
<b>Not at all</b>	<b>86%</b>	<b>88%</b>
Sometimes	11%	11%
Always	3%	2%

#### Summary

Participants' lack of awareness of the services of the Unisa Directorate: Counselling and Career Development for career, personal and academic counselling could be an area to be addressed/explored by CEMS. The Directorate could potentially add value in supporting students in their search for, and preparing them for job interviews (a need expressed by the participants).

## 4.2 Contextual Social Factors Influencing Employment

### 4.2.1 PERCEIVED ENABLING FACTORS IN FINDING A JOB/EMPLOYMENT/CREATE SELF-EMPLOYMENT

Variable	Reliability (α) 2018	Reliability (α) 2019	Mean 2018	SD	Mean 2019	SD
Marketability (graduateness)	.69	.82	3.50 (High)	.50	3.31 (Average)	.66
Entrepreneurial orientation	.60	.66	2.66 (Below average)	.50	2.60 (Below average)	.54

Note: 2018 (N = 153); 2019 (N = 204)

Enabling factor	Description
Marketability (graduateness)	The labour market views qualification as credible/of acceptable quality; acceptable working experience; right competencies, knowledge and skills; employer preferred personal qualities; knowledge, skills and personal qualities gained from study programme are transferable to job and other occupations (graduateness)
Entrepreneurial orientation	Entrepreneurial competencies assisted in finding/creating employment; personal network of contacts; confidence in ability to present and "sell" self to employer; ODeL of Unisa provides flexibility in being entrepreneurial in searching/finding/creating a job and sustaining employability

### 4.2.2 PERCEIVED IMPEDING FACTORS PERTAINING TO NOT BEING ABLE TO FINDING/CREATING A JOB/EMPLOYMENT

Impeding factor	Reliability (α) 2018	Reliability (α) 2019	Mean 2018	SD	Mean 2019	SD
Geography/experience/support	.61	.66	1.64 (Low)	.72	1.75 (Low)	.70
Market/sociocultural conditions	.65	.55	1.89 (Low)	.72	1.79(Low)	.57
Personal employability capacities	.63	.64	1.45 (Low)	.64	1.46(Low)	.68

Note: 2018 (N = 153); 2019 (N = 204)

Impeding factor	Description
Geography/experience/support	Lack in working experience; lack career guidance and support in finding employment; limited geographical mobility
Market/sociocultural conditions	The labour market is saturated and does not require the qualification; labour market does not view the qualification as credible/of acceptable quality; employment conditions are uncertain; parental, social and cultural influences impede options
Personal employability capacities	Lack right qualifications, competencies, knowledge and skills for available job; lack the right personal qualities that employers are looking for; lack entrepreneurial competencies

### 4.2.3 OTHER PERCEIVED FACTORS PERTAINING TO NOT BEING ABLE TO FINDING/CREATING A JOB/EMPLOYMENT (QUALITATIVE THEMES)

Factor	% (2018)	% (2019)
Age and race (focus on youth employment and Employment Equity)	4%	4%
BBBEE & Affirmative Action/unfair racial discrimination	6%	8%
Being a foreign national (Zimbabwean)	9%	
Companies do not hire inexperienced young graduates	1%	2%
CV, assessment and interview preparation/lack of proper career guidance/lack of confidence due to lack of career guidance/interview preparation support	7%	1%
Employers require job experience – lack of opportunities to gain experience in job/occupation toward which I am studying/reluctance of employers to train and develop people/skills issues	10%	5%
Nepotism in companies, especially Government	3%	2%
Limited employment options in geographical area where I live/market conditions/saturation	5%	
Lack of suitable roles in company		1%
Being overqualified		1%
Lack of transport or driver's license		3%
Slow progress with PG research studies because of incompetent supervision/lack of supervision skills		4%
Lack of job information		2%

### Summary

- Marketability (i.e. credible qualification and graduateness, including work experience): High mean score (i.e. students felt positive about their marketability)
- Entrepreneurial orientation: Entrepreneurial competencies and confidence in “selling/presenting self” to employer: Below average mean score (i.e. more can be done to develop student’s entrepreneurial thoughts and competencies)
- Geographical mobility (i.e. having transport or a driver’s license); lack of work experience; socio-economic and market conditions (i.e. availability of jobs); personal employability capacities lacking.
- Note: Apart from concerns about work experience which was emphasised by participants, the students did not regard these factors as current areas of concern.

## 4.3 Study Programme Teaching & Learning Characteristics Influencing Student Graduateness/Employability

### 4.3.1 PERCEIVED EXTENT TO WHICH CURRENT STUDIES HELP PREPARE STUDENT FOR WORLD OF WORK AND EMPLOYER REQUIREMENTS

In your opinion, do your current studies help prepare you for the world of work and employer requirements/expectations?	% (2018)	% (2019)
Not at all	3%	3%
Somewhat	15%	23%
More can be done	22%	27%
<b>Definitely</b>	<b>60%</b>	<b>47%</b>

### 4.3.2 WORKING EXPERIENCE GAINED CONNECTED TO STUDY PROGRAMME WHILE STUDYING

Have you gained any working experience connected to your study programme while studying?	% (2018)	% (2019)
<b>None</b>	<b>39%</b>	31%
Yes, approximately 3 to 6 months	15%	15%
Yes, approximately 6 to 12 months	13%	5%
Yes, approximately 12 to 18 months	33%	<b>49%</b>

### Summary

- Although the current studies seem to help prepare students for the world of work, the findings also suggest that more should be done through teaching, learning and assessment.
- A concern is the students' general low level of work experience gained through their studies. The findings highlighted work experience as a key requirement from employers.

### 4.3.3 PERCEIVED EXTENT TO WHICH CURRENT STUDY PROGRAMME IS A GOOD BASIS FOR DEVELOPING AND SUSTAINING EMPLOYABILITY

Study programme as basis for developing and sustaining employability	Reliability (α) 2018	Reliability (α) 2019	Mean 2018	SD	Mean 2019	SD
Develop employability	.93	.94	3.15 (Average)	.72	2.99 (Below Average)	.80
Sustain employability	.84	.88	3.42 (Average)	.60	3.22 (Average)	.75

Note: 2018 (N = 153); 2019 (N = 204)

Study programme as basis for developing and sustaining employability	Description
Develop employability	Equipping you with the know-how of how to prepare yourself for employment, job interviews, drafting curriculum vitae, do job searching, and presenting yourself to employers; Developing portfolios of learning to showcase your knowledge and skills, and personal qualities needed for employment in a chosen field of study; Exposing you to employers and employment options in the field of study including opportunities to gain work experience in chosen occupation; Broadening your social network contacts that can support you in your career and future employment; Developing confidence in your ability to find a suitable job or create self-employment including skills to manage career and professional/personal development
Sustain employability	Programme is a means to advance and excel in work/profession; further personal and professional growth and development; sustain employability through upskilling and life-long learning; develop entrepreneurial competencies in creating/finding employment

## Summary

- Overall, participants feel moderately positive about the extent to which the postgraduate programmes form a basis for developing and sustaining their employability.
- Areas to further address appear to be exposing students to employers and employment options in the field of study (career guidance), and developing entrepreneurial competencies in creating/finding employment.

### 4.3.4 AREAS/ASPECTS OF CURRENT STUDY PROGRAMME PERCEIVED TO STRONGLY CONTRIBUTE TO STUDENT'S EMPLOYABILITY (QUALITATIVE THEMES)

Which areas of your current study programme do you feel strongly contribute to your employability?	% (2018)	% (2019)
All areas/modules are equally important and relevant to working environment/industry relevant	15%	30%
<b>Research/innovation skills/gathering information and analysing skills/writing up research/publish research/project management skills</b>	25%	5%
Doing an Honours/Postgraduate level programme/academic progression route to masters and doctoral studies/qualification/credibility of qualification	5%	
Career guidance to help people be aware of variety of careers/career counselling/personnel psychology and employment process	8%	
<b>Problem solving skills and analytical reasoning skills/time management skills/analysing data from prescribed materials/entrepreneurial thinking</b>	20%	
Ethics/morals/application of ethical standards	3%	
Practical application of knowledge/skills- transfer to real world problems/case studies/real world scenarios	10%	5%
Assignments based on practical insights – knowledge/skills contribute to workplace	15%	2%
Industrial and organisational psychology - all areas of honours/masters modules – becoming a psychometrist or industrial psychologist/applying psychological principles applied to managerial and organisational behaviour/professional registration	15%	3%

Human resource management/strategic HRM/talent intervention frameworks/labour-employee relations/negotiation skills/understanding the business market/policy implementation/ application/relevance in workplace	15%	5%
Continuous learning/personal development/independent thinking/portfolio of learning/self-reflection after assignments	5%	
Employee wellness application in workplace	5%	
Training and development/HRD	5%	
All Business Management modules relevant to my career- stretch my mind in relation to business strategies		5%
Application of theory to case studies, i.e. organisational behaviour and labour relations		5%
PhD research assists with entrepreneurial thought		4%
Financial modelling relevant to actual work		3%
Being a distance learning student sets us apart		3%

#### 4.3.5 AREAS/ASPECTS OF CURRENT STUDY PROGRAMME PERCEIVED TO NOT STRONGLY CONTRIBUTE TO STUDENT'S EMPLOYABILITY (QUALITATIVE THEMES)

Which areas of your current study programme do you feel DO NOT contribute to your employability?	% (2018)	% (2019)
IOP Hons- more can be done where practical experience required to register as psychometrist/ IOP Hons programme not registered with HPCSA- cannot register as psychometrist/ this information is not clearly communicated in IOP Hons programme (website) while one strives to register professionally with HPCSA/ More can be done in IOP on psychometrics (test development and practical experience in workplace)	10%	
Not to have a compulsory in-service practical training in workplace- can improve chances to obtain employment – need actual real-life practicals in the workplace	10%	
Employee wellness module has limited information and there is no prescribed book – subject theme superficially dealt with in module – need more depth – important theme in workplace	2%	
Scientific writing style required in research methodology and dealing with plagiarism (University policy on plagiarism) etc- this applies more to someone writing a book, and do not add to my employability/threat to my academic achievement	5%	
The style of study material presentation is not assisting one to excel in one's studies	2%	
Some modules' theoretical aspects do not translate into practical knowledge application	2%	
Students need information/practical activities about what to do post studying (career guidance)	5%	
Labour relations is not yet explicit on how to manage the employment relation in practical terms in workplace	2%	
Lack of practicals offered to help prepare us for employability- help us to bring theory to actual practice (workplace based activities needed)- workplace experience important		5%

<b>More portfolios or project assessments, and assignments on strategic management, policies, procedures and practices in workplace are required instead of only theoretical assignments and exams.</b>		<b>10%</b>
Group assignments are also important for collaboration and team work, distance learning makes us loners and we are struggling to integrate into team environment		5%
PhD studies curriculum should have seminars where corporate and industry are called to see doctoral students present their solutions		3%
Studies on global theories and paradigms not always in touch with South African social context		1%

#### 4.3.6 PERCEIVED EXTENT TO WHICH COURSE MATERIAL AND ASSIGNMENTS OF CURRENT STUDY PROGRAMME HELP STUDENT APPLY NEW KNOWLEDGE AND SKILLS IN SOLVING WORK-RELATED PROBLEMS AND FINDING INNOVATIVE SOLUTIONS THAT CONTRIBUTE TO THE BUSINESS'S PERFORMANCE

<b>Do the course material and assignments of the current study programme help you apply new knowledge and skills in solving work-related problems and finding innovative solutions that contribute to the business's performance?</b>	<b>% (2018)</b>	<b>% (2019)</b>
Not at all	3%	15%
Somewhat	18%	16%
More can be done	22%	22%
<b>Definitely</b>	<b>57%</b>	<b>46%</b>

#### 4.3.7 PERCEIVED EXTENT TO WHICH CURRENT STUDY PROGRAMME CONTRIBUTES TO PROFESSIONAL WORK ROLE AND EMPLOYABILITY CAPACITY DEVELOPMENT

<b>Extent to which programme contributes to professional work role and employability capacity development</b>	<b>Reliability (α) 2018</b>	<b>Reliability (α) 2019</b>	<b>Mean 2018</b>	<b>SD</b>	<b>Mean 2019</b>	<b>SD</b>
Professional work role development	.93	.93	3.33 (Average)	.59	3.08 (Average)	.74
Employability capacity development	.92	.82	3.30 (Average)	.63	3.13 (Average)	.59

Note: 2018 (N = 153); 2019 (N = 204)

Extent to which programme contributes to professional work role and employability capacity development	Description
Professional work role development	Study programme enhances my value as an employee or professional; teaching and learning materials and activities (i.e. assignments) enhances my understanding of my job/occupational tasks and roles and organisational/societal requirements; study programme of the qualification prepares me for important life roles (professional, personal and social) including life-long learning; teaching and learning materials and activities (i.e. assignments) relate to real-life scenarios relevant to my job/profession/occupation; study programme is focused on a profession/occupation
Employability capacity development	Study programme equips me with generic life and work readiness skills (for example, problem-solving, innovative thinking, decision making, analytic thinking, communication, teamwork, business acumen, task completion and time management) which I am able to transfer to my job and profession; study programme enhances my role as scholar (bringing innovative solutions to real-life problems); study programme enhances my employability and work readiness; study programme equips me with job-specific skills, knowledge and resources that help me excel in my work/profession; study programme enhances my role as global/moral citizen (acting responsible and ethical in society)

#### 4.3.8 CURRENT STUDY PROGRAMME'S TEACHING AND LEARNING EMPHASIS

Programme's teaching and learning emphasis	Reliability (α) 2018	Reliability (α) 2019	Mean 2018	SD	Mean 2019	SD
Content	.86	.84	3.09 (Average)	.58	2.97 (Below average)	.63
Type of learning	.71	.75	2.07 (Below average)	.64	2.12 (Below average)	.66
Learner development	.78	.83	2.91 (Below average)	.68	2.71 (Below average)	.78

Note: 2018 (N = 153); 2019 (N = 204)

Programme's teaching and learning emphasis	Description
Content	Emphasis of my study programme is mostly on the application of universal, discipline-specific and Afro-centric paradigms, principles and philosophies in solving real-life challenges/problems; emphasis of my study programme is mostly on the application of problem-solving, analytical reasoning, innovative and entrepreneurial thinking in solving real-life scenarios and challenges relevant to my job/occupation/profession; emphasis of my study programme is mostly on real-life scenarios, problems, challenges and scenarios relevant to African/South African context; emphasis of my study programme is mostly on the application of ethical principles and standards in my professional conduct and behaviour; emphasis of my study programme is mostly on learning how to apply theory and reasoning abilities in real-life contexts/practice
Type of learning	Emphasis of my study programme is mostly on regular knowledge assessment; emphasis of my study programme is mostly on practical training in a professional



	environment; emphasis of my study programme is mostly on compiling portfolios of learning
Learner development	Emphasis of my study programme is mostly on me reflecting on my learning through the assignments and activities; emphasis of my study programme is mostly on my personal and professional development planning; emphasis of my study programme is mostly on developing my graduateness and employability

## Summary

- Study programme is mostly seen to help prepare the student for the world of work and employer requirements/expectations (i.e. content relevant to industry/working environment).
- However, qualitative themes highlighted a need for more work-based assignments and portfolios of practical project-based learning as form of assessment (which students can showcase to employers in terms of work experience and as evidence of their ability to apply subject matter theory and graduateness skills in addressing and bringing innovative solutions to real-life business problems in contemporary South African context).
- Extent to which course material and assignments of current study help students apply new knowledge and skills in solving work-related problems/finding innovative solutions that contribute to the business's performance: Although somewhat positive, students felt more should be done.
- Students feel more can be done to expose them to assignments addressing strategic management, business policies, procedures and workplace practices rather than merely theory (knowledge) in subject matter
- Lack of work experience opportunities offered by study programme is expressed as an area of concern. Employers demand job-related work experience from graduates.
- Students expressed a need for more collaborative/group-based assignments because of emphasis on team work in workplace. They feel that ODeL studies make them feel isolated as individual students while they need to develop team-work skills in both (virtual) digital spaces and workplaces.
- Study programme as a good basis for developing and helping student to sustain employability- mean scores are average to below average (i.e. more can be done through teaching, learning and assessment practices).
- Extent to which current study programme contributes to professional work role and employability capacity development: Mean score is average, implying more should be done.
- The teaching and learning emphasis of the study programme seems to be still too much on content (theory) and knowledge assessment. More should be done in terms of assessing students' ability to apply knowledge and theory to real-life business problems, gaining practical training/exposure in a professional work environment, and helping students to reflect on their learning, graduateness and employability, and professional and personal development and growth as life-long learners.

# SECTION 5

Empirical Results

Student Graduateness and Employability

**STUDENT PERSONAL (INTRINSIC) EMPLOYABILITY RESOURCES**

**STUDENT LEARNED EMPLOYABILITY RESOURCES**

## 5.1 Student Personal (Intrinsic) Employability Resources

### 5.1.1 SELF-PERCEIVED STUDENT PSYCHOSOCIAL BEHAVIOURAL ATTRIBUTES

Student psycho-social behavioural attributes	Reliability (α) 2018	Reliability (α) 2019	Mean 2018	SD	Mean 2019	SD
Networking/searching	.71	.64	2.36 (Below average)	.78	2.21 (Below average)	.72
Drive/motivation	.69	.65	3.23 (Moderate)	.63	2.88 (Average)	.62
Self-efficacy	.62	.59	2.93 (Below average)	.62	2.65 (Average)	.49

Note: 2018 (N = 153); 2019 (N = 204)

Student psycho-social behavioural attributes	Description
Networking/searching	I try to join professional societies and attend conferences, seminars or workshops for professional development and to enhance my employability; I usually attend conferences and seminars to broaden my knowledge in the field of study; I usually make use of the library to read widely about the subject matter of my study programme; I use the social network or internet to search for employment opportunities, and familiarise myself with employer requirements
Drive/motivation	I usually make an effort to find opportunities to apply my learning in real-life work settings; I usually strive to achieve the best marks possible; I usually work more than is required to pass the assignments and examination
Self-efficacy	I feel confident about my ability to find a job/employment or create self-employment opportunities; I usually manage my own career development and personal growth; I have a broad social network that help me find a job/employment

### 5.1.2 SELF-PERCEIVED STUDENT ENTREPRENEURIAL BEHAVIOURAL ATTRIBUTES

Student entrepreneurial behaviour attributes	Reliability (α) 2018	Reliability (α) 2019	Mean 2018	SD	Mean 2019	SD
Self-driven behaviour	.84	.87	3.38 (Average)	.59	2.81 (Below average)	.30
Personal entrepreneurial qualities	.81	.90	3.50 (High)	.57	2.93 (Below average)	.09

Note: 2018 (N = 153); 2019 (N = 204)

Student entrepreneurial behaviour attributes	Description
Self-driven behaviour	I am determined to make my efforts succeed; I can coach others to success; I know how to motivate other people; I have a strong work ethic; I am willing to put in those extra hours to make a business succeed; I usually come up with new ideas and solutions for business success; I am always prepared to put in a constant and consistent effort with plans and goals I set myself; I am able to plan ahead and follow through; I easily recognise opportunities for business and go after them
Personal entrepreneurial qualities	I know I am worthy of success; I see myself as a flexible person; I know there will be problems when I start my own line of business; however I believe I will overcome them all; I believe it is important to persevere and not quit when starting one's own line of business; I am willing to network with others in the same line of business I am interested in; I am willing to learn whatever it is I need to know to create my own employment/line of business; I believe my income is somewhere "out there" and I need to find a way to create it; I believe I am responsible for my future; I believe no one owes me anything; I can deal with the uncertainties of life; I see myself as a self-motivated initiator

## Summary

- Mean scores showed below average social networking/job searching or job creation attitudes, low drive/motivation in finding opportunities to apply learning in real-life work settings and low sense of self-efficacy in ability to find a job or create self-employment opportunities. Students' self-driven behaviour and personal entrepreneurial qualities obtained below average mean scores.
- These attributes speak to entrepreneurial thought and self-driven career management which should be addressed in the teaching, learning and assessment practices of modules

## 5.2 Student Learned Employability Resources

### 5.2.1 STUDENT PERCEPTIONS (PERSONAL EXPERIENCE) OF WHAT EMPLOYERS REQUIRE FROM GRADUATES IN ORDER TO BE EMPLOYABLE (QUALITATIVE THEMES)

According to your personal experience, what do employers require from graduates in order to be employed by them?	% (2018)	% (2019)
Ability to implement a strategy or policy/strategic management thinking/translating skills to translate theory into simplified workable solutions that add value to the organisation/application of theory in practice/ Ability to apply learnt skills competencies back at work	10%	
Adaptability, change agent, unlearn-relearn new things, emotional intelligence, computer/digital literacy, report writing skills, problem solving and analytical reasoning skills	10%	
At least a BCom degree to move into HR Dept or for management level/basic knowledge of concepts and,legislation with HRM	5%	
Team work, communication skills, punctuality, compassion, team spirit, commitment, dedication	10%	

<b>Education/training (reputable qualification) and work/job-related experience/ knowledge and competence in field/ Self-confidence/highly recognised qualifications and skills/knowledgeable and smart, educated people, innovative ideas, life-long learners/affiliation with professional bodies/ Ability to contribute new ideas and be goal oriented/show initiative/self-motivated/innovative and entrepreneurial/autonomy</b>	50%	
Work ethic, ethical conduct, reliability, integrity, honesty, trust worthy	5%	
Graduateness, behavioural competencies and relevant skills set apart from a qualification; practical aspects of discipline which help solve problems		30%
Critical thinking skills, innovative skills, creative skills, problem solving skills, solution thinking skills, design thinking skills, interpersonal skills, customer centricity skills, digitisation analytics; professionalism		30%
Job knowledge, and employees that can contribute to day to day activities without needing to train them		20%
<b>Credible qualification, work and real-life experience and good attitude; experience and practical knowledge; life-long learning orientation; being able to hit the ground running</b>		70%
Financial management and strategic management skills		10%

## 5.2.2 PERCEIVED IMPORTANCE TO EMPLOYER/PROSPECTIVE EMPLOYER: GENERIC/TRANSFERABLE (EMPLOYABILITY) COMPETENCIES

Perceived importance of certain generic and specific transferable (employability) competencies for employer/prospective employer	Reliability (α) 2018	Reliability (α) 2019	Mean 2018	SD	Mean 2019	SD
Graduateness	.89	.89	4.44 (High)	.47	4.26 (High)	.57
Business/entrepreneurial skills	.84	.85	4.18 (High)	.62	4.06 (High)	.63
Personal employability qualities	.90	.82	4.46 (High)	.49	4.32 (High)	.44
Autonomy/leadership	.90	.86	4.34 (High)	.58	4.07 (High)	.61

Note: 2018 (N = 153); 2019 (N = 204)

Perceived importance of certain generic and specific transferable (employability) competencies for employer/prospective employer	Description
Graduateness	Ability to express yourself clearly; Displaying good interpersonal/team work skills; Ability to work with people from culturally diverse backgrounds; Ability to write in English; Ability to acquire quickly new knowledge; Having work experience including being trained and proficient in chosen occupational field; Having job-specific knowledge and skills; Ability to apply universal, global knowledge, principles, philosophies and paradigms to solve job/work challenges
Business/entrepreneurial skills	Ability to apply analytical thinking skills; Having business acumen; Ability to apply entrepreneurial and innovative thinking that contribute to business success; Ability to apply basic accounting, financial, mathematical skills; Ability to find new ideas and solutions

Personal employability qualities	Ability to work under pressure; Ability to manage and use time efficiently/productively; Ability to adapt to changing conditions; Ability to follow through and deliver results; Ability to keep knowledge and skills updated and relevant; Being client-/customer-service oriented; Ability to manage own career development; Ability to engage in continuous/life-long learning activities
Autonomy/leadership	Ability to empower self and others; Ability to build relationships and networks across teams/functions/organisations/industries; Ability to persuade and influence others appropriately; Ability to establish your own authority/independent thinking

## Summary

- Qualitative themes highlighted a credible qualification, work and real-life practical experience, life-long learning attitude and positive self-driven behaviours as important for employers.
- Graduateness, behavioural competencies/attributes and relevant job-related skills set (i.e. practical aspects of a discipline/subject matter which help solve business related problems) are deemed more important than the qualification per se.
- Graduateness skills highlighted included: critical thinking skills, innovative skills, creative skills, problem-solving skills, solution thinking skills, design and strategic thinking skills, interpersonal and team-work skills, customer centricity skills, digitisation skills and professionalism are seen to be emphasised by employers.
- Students also regarded apart from graduateness skills, business/entrepreneurial skills, personal employability qualities (i.e. ability to work under pressure, time management skills, upskilling, career self-management, work ethics and professionalism) as important qualities demanded by employers.
- The various modules should integrate these aspects in the curriculum and make students aware of the credibility and relevance of a study programme's curriculum in helping students being employable.

## 5.3 Student Self-perceived Graduateness

The CEMS Graduateness Skills & Attributes Scale (GSAS) was used to measure students' self-perceived graduateness. The GSAS has proven reliability and construct validity. The GSAS is based on the CEMS graduateness framework.

Graduateness competencies	Reliability (α) 2018	Reliability (α) 2019	Mean 2018	SD	Mean 2019	SD
Scholarship	.91	.86	4.85 (Average)	.71	4.67 (High)	.70
Global/moral citizenship	.95	.93	5.00 (High)	.65	4.59 (High)	.47
Life-long learning	.94	.89	4.96 (Average)	.72	4.56 (High)	.52

Note: 2018 (N = 153); 2019 (N = 204)

Graduateness competencies	Description
Scholarship	Problem solving/decision making skills; Enterprising skills; Analytical thinking skills
Global/moral citizenship	Interactive skills; Presenting/applying information skills; Ethical/responsible behaviour
Life-long learning	Goal-directed behaviour; Continuous learning

## Summary

Student graduateness: Students obtained above average mean scores on their perception of their scholarship (i.e. problem solving/decision making skills; enterprising skills and analytical thinking skills); global/moral citizenship (interactive skills; presenting/applying information skills and ethical/responsible behaviour); and life-long learning orientation. The employability survey re-emphasised the importance of integrating students' graduateness in the teaching, learning and assessment practices of modules.

# SECTION 6

Empirical Results

Student Graduateness and Employability

**CONCLUSIONS AND RECOMMENDATIONS FOR TEACHING & LEARNING  
PRACTICE AND RESEARCH**



## 6.1 Integration of Findings and Conclusions

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**NOTE:** The narrative conclusions formulated below are only generalisable to the sample of participants. Notwithstanding the limitations of the small sample size, the findings indicated some general patterns that provide a snapshot window on the current state of the CEMS postgraduate student employability, and factors that appeared to have contributed to the students' employability.

### 6.1.1 CEMS STUDENT EMPLOYABILITY

- The CEMS/Unisa postgraduate student generally appears to feel confident about their graduateness/employability. They described “employability” as meaning that the qualification has credibility in the employment market and is seen to be of high quality, including the graduateness of the student (i.e. having a repertoire of generic transferable competencies, skills and personal qualities sought after by employers as well the ability to transfer those competencies/skills/qualities into the workplace).
- Entrepreneurial orientation and attributes were also emphasised as an aspect of student graduateness/employability and their marketability or reason for being able to find a job/create employment. Although students indicated confidence in these aspects of their graduateness/employability, some findings point to further and continued enhancement of these aspects.
- Students indicated work experience as an important aspect of their employability. They in general indicated a level of dissatisfaction with the practical, workplace-based experience offered by the study programmes, which they deemed as important for employability. They further indicated a need to be able to build portfolios of learning and work experience through their study programmes because of these being required by employers.
- Lack of work experience, labour market saturation (qualification not required or not being credible), uncertain labour market conditions, and parental/social/cultural factors were reported as the most predominant contextual (external) factors impeding students' ability to find employment. The findings indicated significant links between these factors and students' perceived graduateness, including the teaching & learning content, and employability capacity development of the study programme.
- Some of the perceived internal impeding factors (reasons for not being able to find employment) included not having the right qualification, competencies, skills, knowledge for the job/occupation, and lacking entrepreneurial competencies.
- The qualification seems generally to be in line with the level of occupation/job that the student is employed at, although some students indicated that they are employed in positions lower than the qualification level.
- Some findings indicated that students need career guidance and support in enhancing their confidence in job search, employer interviews, and career advancement prospects. In this regard, CEMS could consider creating awareness of the services and potential role of the Unisa Directorate: Counselling and Career Development for Career, Personal and Academic Counselling. In general, students indicated a lack of awareness of the services offered by the Directorate. Students indicated their primary strategies for finding employment being the traditional way of sending applications and offers to employers.
- The students also indicated an openness toward entrepreneurial thoughts and the probability of creating self-employment opportunities. However, guidance needed regarding the aspect of job creation through entrepreneurial competencies. They further expressed satisfaction with their studies at CEMS/Unisa and the study programme.
- They had mixed feelings about the extent to which postgraduate programme formed a basis for developing and sustaining their employability.
- The flexibility of the Unisa ODeI context appeared to contribute to the students' ability to start searching and finding employment while still studying, or finding employment within a few months after graduation.

- Students also indicated the flexibility offered by the ODeL mode as the primary reason for choosing Unisa as university of choice for their studies. In this regard, CEMS might consider adding marketing the credibility/quality of the CEMS/Unisa qualification and value-added to student employability as an additional element because of the weight the qualification credibility/quality carries in the employment market as an aspect of student employability.

### 6.1.2 STUDENT PERSONAL (INTRINSIC) AND LEARNED EMPLOYABILITY RESOURCES

- **Overall, participants did not seem to feel overly confident about their capacity to demonstrate the following psychosocial attributes in support of their employability:**
  - Inner drive and motivation to find opportunities to apply their learning in real-life work settings, achieving good marks and pass the examination
  - Self-efficacy: confidence in finding a job/creating self-employment opportunities; managing their own career development and personal growth.
- **Overall, participants seemed to feel less confident about their capacity to demonstrate the following psychosocial attributes in support of their employability:**
  - Networking/searching capacities: joining professional societies, networking/attending conferences, seminars or workshops for professional development and employability enhancement; developing a social network to support job/employment searching
- **Overall, participants did not seem overly confident about their capacity to demonstrate the following entrepreneurial attributes in support of their employability:**
  - **Self-driven behaviour:** following through/succeeding in efforts/plans/goals; self-driven motivation to succeed/make it happen; work ethic; ideas/solutions; coaching/motivating others to success.
  - **Personal entrepreneurial qualities:** worthiness of success; self-efficacy in overcoming problems; willingness to network with others in line of business/profession; feeling responsible for own future; dealing with uncertainties in life; self-motivation; perseverance.
- **Area for enrichment:** recognising opportunities and going after them
- **Overall, participants seemed to feel confident about their gradueness skills and attributes including:**
  - The capacity to demonstrate ethical/responsible behaviour and their global/moral citizenship behaviour.
  - moderate confidence regarding their scholarship (problem, solving/decision making skills; enterprising skills; analytical thinking skills); interactive and presenting/applying information skills; and life-long learning behaviour (goal-directed behaviour and continuous learning orientation).
  - The **qualitative themes** highlighted research/innovation skills/gathering information and analysing skills/writing up research and project management skill, including problem solving and analytical reasoning skills, entrepreneurial thinking, and time management skills as valuable skills in enhancing their employability.
- **Overall, the participants seem to experience employers to regard the following generic/transferable employability competencies and attributes as being of high importance:** Gradueness; business/entrepreneurial skills; personal employability qualities, and autonomy/leadership. The participants therefore also regarded these employability competencies and attributes as being important to their employability.

### 6.1.3 PERCEPTIONS OF STUDY PROGRAMME TEACHING & LEARNING CHARACTERISTICS CONTRIBUTING TO STUDENT EMPLOYABILITY/GRADUATENESS

- Overall, participants felt positive about the extent to which the course material and assignments of the study programme help them apply their knowledge and skills in solving real-life work-related problems and finding innovative solutions that contribute to the business's performance in African/SA contexts.
- The teaching and learning emphasis of the study programmes appears to be predominantly on content that helps students apply their knowledge and skills in real-life scenarios/contexts/practice in African/SA contexts.
- The predominant type of learning appears to be individual assignments and knowledge assessment.

- Overall, participants feel positive about the extent to which the postgraduate programmes form a basis for developing and sustaining their employability.
- Areas to further address appear to be exposing students to employers and employment options in the field of study (career guidance), and developing entrepreneurial competencies in creating/finding employment.
- Although the current studies seem to help prepare students for the world of work, the findings also suggest that more could be done through teaching and learning.
- A concern is the students' general low level of work experience gained through their studies. The findings highlighted work experience as a key requirement from employers.

## 6.2 Recommendations: Teaching & Learning Practice

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It is recommended that the postgraduate programmes sustain and/or enhance the following aspects in their teaching & learning practice:

- Integrate development of graduateness, employability capacity, professional work role development, and personal and professional growth and development in the study programme teaching and learning content and type of learning (i.e. self-reflection on learning, assignments and assessments).
- Integrate the graduateness skills and attributes, as well as the employability attributes and skills (including entrepreneurial qualities and skills) deemed important by employers in the module outcomes, content, teaching & learning, and assessment strategy.
- Integrate teaching & learning, and assessment tasks that enable students to apply/transfer the learned knowledge and graduateness/employability skills and attributes in real-life work contexts. Integrate portfolios of learning regarding building these graduateness and employability competencies.
- Instill Departmental awareness about the surveys' findings and their implications for the CEMS and Departmental PQMs
- Adopt a competency-based curriculum development and education approach (as recommended by the CoL Employability Model). Incorporate the assistance of DCTD to train lecturers in competency-based module design (teaching, learning and assessment).
- Consider the inclusion of work-based portfolios of learning which help students to showcase evidence of discipline-related and graduateness/employability competencies developed in a respective module (especially on post-graduate level) as a form of assessment
- Review and map the current CEMS PQM (undergraduate and postgraduate) in terms of the current relevance and spread of competency-based, applied work-relevant learning (module/discipline/occupational relevant) including generic graduateness attributes and employability capacities development and learning. Competencies should include entrepreneurial thought in self-employment/job creation in global and local technological driven contexts
- Engage in conversations with industry to corroborate the relevance and suitability of existing and prospective programmes, including shifts in occupations, competencies and forms of work. The Advisory Boards of each Department should be actively engaged on an annual basis to inform needed shifts in the PQM.
- Utilise CEMS Alumni as guest speakers to engage students in seminars on career pathways and industry graduateness and employability competency requirements
- Create student awareness of the career and employability services offered by Unisa Directorate: counselling and Career Development
- Provide information to students online on the potential employment opportunities or occupational roles for graduates through the relevant study programmes, employer/industry requirements and how the PQM and modules' content, learning and assessment competency-based approach help prepare graduates for employability in the 4<sup>th</sup> Industrial Revolution era and in South African context. Students must clearly understand as part of a module's outcome and purpose, the type of graduateness and employability competencies they will gain from a module and the overall PQM.
- Promote entrepreneurial thought about job creation, graduateness and employability in the curriculum.

- Include career planning and self-management as part of self-reflection on graduateness and employability competency in modules' learning and assessment

## 6.3 Recommendations: Research

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### 6.3.1 LIMITATIONS OF THE RESEARCH DESIGN

The findings should be interpreted with caution due to the following limitations of the research design:

- No generalisations can be made regarding the findings because of the relative small sample that participated.
- The response rate of the 2019 follow-up survey was very low (most probably because of the comprehensive nature and length of the instrument and response fatigue). Frequencies per qualification could not be done due to incomplete responses and small numbers of responses per qualification. Only patterns and trends regarding emerging themes in comparison to the 2018 survey could be reported.
- The study was cross-sectional in design, therefore no cause-effect links between the research model factors can be established.
- The construct validity of the survey instrument could not be established because of the small sample size
- The self-reporting, cross-sectional research design could imply elements of common method bias and measurement error. The findings therefore need to be interpreted with caution.

### 6.3.2 RECOMMENDATIONS FOR FUTURE RESEARCH

The following recommendations are made in order to address the limitations of the pilot and follow-up surveys:

- Utilise the current data set to address the following research questions (to be reported in research article format):
  - Is there an association between the impeding and contributing factors and students' perceptions of their employability and graduateness?
  - Do the study programme elements predict (1) students' perceptions of their graduateness and employability and (2) current state of employment?
  - Do geographical characteristics predict (1) students' perceptions of their graduateness and employability and (2) current state of employment?
- Refine and shorten the survey instrument. The length of the current survey instrument could have contributed to response fatigue. Future research to involve the undergraduate cohort of students by applying a shortened version of the survey instrument.
- A large sample of undergraduate students will enable testing for common method bias, and construct validity of the survey instrument, and assist with further refinement of the survey instrument. This will enable the researchers to address the following research question: Is the survey instrument a reliable and valid instrument for future use?
- Conduct an employer survey (2020) in order to compare student perceptions of employer requirements regarding graduate employability with actual current industry/employer needs/requirements. Note: The BMR has been commissioned to assist with the CEMS Employer Survey 2020.

## References

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## Attachment

List of CEMS postgraduate qualifications that were invited to participate in the 2019 survey:

CEMS Qualification	N enrolments for 2019 (April)
<u>Postgraduate Diploma in Business Administration (98215)</u>	20
<u>Postgraduate Diploma in Human Resource Development (98227)</u>	81
<u>Postgraduate Diploma in Human Resource Management (98228)</u>	279
<u>Postgraduate Diploma in Labour Relations Management (98209)</u>	134
<u>Postgraduate Diploma in Operations Research (98236)</u>	2
<u>Postgraduate Diploma in Organisational Development (98212)</u>	49
<u>Postgraduate Diploma in Public Administration (98208)</u>	212
<u>Postgraduate Diploma in Risk Management (98210)</u>	851
<u>Postgraduate Diploma in Tourism Management (98257)</u>	15
<u>Postgraduate Diploma in Transport and Logistics (98213)</u>	20
<u>Bachelor of Administration Honours in Public Administration (98449)</u>	311
<u>Bachelor of Commerce Honours in Business Management (98452)</u>	2 106
<u>Bachelor of Commerce Honours in Economics (98353)</u>	555
<u>Bachelor of Commerce Honours in Financial Management (90095)</u>	194
<u>Bachelor of Commerce Honours in Financial Modelling (98350)</u>	70
<u>Bachelor of Commerce Honours in Industrial and Organisational Psychology (98351)</u>	712
<u>Bachelor of Commerce Honours in Logistics (98453)</u>	252
<u>Bachelor of Commerce Honours in Tourism Management (98355)</u>	20
<u>Bachelor of Commerce Honours in Transport Economics (98464)</u>	67
<u>Bachelor of Science Honours in Operations Research (90078)</u>	36
<u>Master of Administration in Public Administration (98581)</u>	46
<u>Master of Business Administration (90070)</u>	unknown
<u>Master of Business Leadership (90086)</u>	unknown
<u>Master of Commerce in Business Management (Full Dissertation) Business Management (98582 - BMA)</u>	211
<u>Master of Commerce in Business Management (Full Dissertation) Entrepreneurship (98582 - ENT)</u>	
<u>Master of Commerce in Business Management (Full Dissertation) Finance, Risk Management and Banking (98582 - FIN)</u>	
<u>Master of Commerce in Business Management (Full Dissertation) Human Resource Management (98582 - HRM)</u>	
<u>Master of Commerce in Business Management (Full Dissertation) Marketing (98582 - MKT)</u>	
<u>Master of Commerce in Business Management (Full Dissertation)</u>	

<u>Operations Management (98582 - OPM)</u>	
<u>Master of Commerce in Business Management (Full Dissertation) Supply chain management-purchasing (98582 - SUP)</u>	
<u>Master of Commerce in Economics (Full dissertation) (98583)</u>	43
<u>Master of Commerce in Industrial and Organisational Psychology (Full Dissertation) (98580)</u>	52
<u>Master of Commerce in Industrial and Organisational Psychology (coursework)(selection degree) (98594)</u>	64
<u>Master of Commerce in Logistics (Full Dissertation) (98584)</u>	6
<u>Master of Commerce in Quantitative Management (98701)</u>	1
<u>Master of Commerce in Tourism Management (Full Dissertation) (98585)</u>	10
<u>Master of Commerce in Transport Economics (Full Dissertation) (98586)</u>	1
<u>Master of Public Administration (coursework) (98651)</u>	76
<u>Master of Science in Operations Research (98597)</u>	2
<u>Doctor of Business Leadership (90071)</u>	unknown
<u>Doctor of Philosophy in Economics (90022)</u>	21
<u>Doctor of Philosophy in Management Studies Business Management (90021 - BMA)</u>	153
<u>Doctor of Philosophy in Management Studies Entrepreneurship (90021 - ENT)</u>	
<u>Doctor of Philosophy in Management Studies Finance, Risk Management and Banking (90021 - FIN)</u>	
<u>Doctor of Philosophy in Management Studies Human Resource Management (90021 - HRM)</u>	
<u>Doctor of Philosophy in Management Studies International Business (90021 - INB)</u>	
<u>Doctor of Philosophy in Management Studies Logistics, Transport Economics, Purchasing and Supply Chain (90021 - SUP)</u>	
<u>Doctor of Philosophy in Management Studies Marketing (90021 - MKT)</u>	
<u>Doctor of Philosophy in Management Studies Operations Management (90021 - OPM)</u>	
<u>Doctor of Philosophy in Management Studies Tourism (90021 - TOU)</u>	
<u>Doctor of Philosophy in Operations Research (98598)</u>	
<u>Doctor of Philosophy in Psychology (Consulting Psychology) (90042 - CON)</u>	unknown
<u>Doctor of Philosophy in Psychology (Industrial and Organisational Psychology) (90042 - IOP)</u>	53
<u>Doctor of Philosophy in Public Administration (90024)</u>	67
<b>Approximate N of sample population (2019)</b>	<b>6 720</b>

