WHAT HAPPENS NEXT? 2021

A report on the outcomes of 2018 disabled graduates

Mark Allen – Imperial College London

Keren Coney – Liverpool John Moores University

On behalf of the AGCAS Disability Task Group

AGCAS | The Association of Graduate Careers Advisory Services

Endorsed by Ambitious about Autism

Endorsed by Ambitious about Autism

We welcome this report from AGCAS, which provides a very important insight into the outcomes of disabled graduates. Only by understanding the experience of disabled graduates can we identify where barriers still exist and work to overcome them.

Breaking down these barriers is a key focus of Ambitious about Autism's work. Our mission is to make the ordinary possible for children and young people with autism. To do this we provide education services, and we also work closely with other educators, employers and careers professionals to bridge the gap to employment for autistic people.

The findings from this report highlight why our work remains so vital. Graduates with autism remain the most likely to be unemployed at every qualification level. This is a huge waste, not only of personal talent and potential, but also detrimental to the labour market itself.

Autism is often described as a 'hidden' disability, and because of this there is still a lack of understanding and awareness about how to support autistic people in society. It can affect how a person communicates, processes information and interacts with the environment around them.

For autistic students and graduates, and those with other disabilities, to reach their potential in education it is vital they are supported by professionals who understand their needs. Our Employ Autism Higher Education Network is working with a network of 17 universities across the UK to deliver this. Through the programme we offer autistic students access to paid internships and tailored careers support and advice, delivered by careers and employability professionals trained to understand autism and their individual support needs.

Helping disabled students and graduates succeed is a collaborative effort, and requires commitment not just from charities, but from universities, careers professionals and employers – all those working around the individual. Government also has an important role to play in championing the value of disabled people both in the workplace, and across society.

www.ambitiousaboutautism.org.uk

Contents

List of tables and figures

Foreword by Patrick Johnson, Disabled Students' Commission

It is a real pleasure to be writing the foreword for this edition of *What Happens Next?* on behalf of the Disabled Students' Commission. The report is the first of edition of *What Happens Next?* to use data from the Graduate Outcomes survey, collected 15 months after graduation. There has certainly been a view that previous data collection, six months after graduation, was not a sufficient length of time to give an accurate picture of a graduate's destination after leaving university. This new approach highlights in greater detail the impact disability can have on a graduate's destination after leaving university and their subsequent opportunities and access to the labour market.

2020 marked the 25th anniversary of the passing of the Disability Discrimination Act (DDA) 1995 and the 10th anniversary of the Equality Act 2010, which replaced the DDA. Most of the graduates included in this report are part of the first generation to benefit from this landmark piece of legislation, which made it unlawful to discriminate against disabled people in relation to education and employment. So, are our disabled graduates reaping the rewards of anti-discrimination legislation?

The evidence in this report, based on 39,185 participants in the 2017/18 survey who reported having a disability during their studies, shows that the employment gap between disabled and non-disabled graduates continues to be prominent. At all qualification levels, the proportion of disabled graduates in full time employment was lower than those with no known disability, and there were also significant differences of note between different disability types. For example, graduates with autism were the most likely to be unemployed at every qualification level, and also the least likely to secure a permanent contract. This shows a concerning trend from previous years.
We have also seen that there continues to be an increase in disclosure of disability compared to previous years, particularly for those with mental health conditions.

It was pleasing to see in the summary, an acknowledgement of intersectionality and the need to consider disabled graduates in context and how their gender, ethnicity or age alongside their disability may impact their outcomes. We would welcome more nuanced data that includes this.

The Disabled Students' Commission recently published its work plan for the next two years, with one of the key objectives being to seek to enhance the employability of disabled students. Our upcoming primary research project will have a focus on disabled graduates and employment, and we are continuing to work with the relevant sector agencies to create a more streamlined process for disclosing a disability (and thus a smoother transfer from Disabled Students' Allowance to an Access to Work Agreement). We will ensure all disability types and intersectionality is considered in our research, as from the Graduate Outcome data it is clear there are stark differences between groups.

The Covid-19 pandemic will inevitably place a strain on the labour market, which would indicate that graduate employment is likely to be more difficult for the class graduating in 2020 and 2021. Attention must be paid to the changing employability needs of disabled students and graduates, where possible offering tailored careers support and ensuring workplaces are readily equipped to meet their support needs and implement reasonable adjustments.

We support the recommendation in *What Happens Next?* to undertake more research on the outcomes of disabled graduates, and to uncover 'what works' in improving these outcomes, both in the aftermath of Covid-19 and beyond.

The Disabled Students' Commission welcomes this report and looks forward to continuing the vital work with AGCAS, and the AGCAS Disability Task Group, specifically to engage stakeholders and ensure the employment gap between disabled and non-disabled graduates continues to narrow.

Executive summary

This report examines the outcomes of disabled graduates from UK universities and is published by the Association of Graduate Careers Advisory Services (AGCAS). Over the past eighteen years, AGCAS has commissioned the AGCAS Disability Task Group to explore the impact that having a disability can have on a graduate's destination after leaving university and their subsequent prospects in the labour market. This *What Happens Next*? report is the first edition to use data from the Graduate Outcomes survey to understand the outcomes of disabled graduates.

First, this report describes the number of graduates disclosing a disability at different qualification levels and the types of disabilities disclosed. It then describes the outcomes of disabled graduates, by qualification level and type of disability. For employed graduates, the basis of employment and the qualification required for employment are outlined. Finally, the employment location of disabled graduates and the proportion of disabled graduates with a supervisory role is explored.

Key findings from the 2017/2018 survey

- The proportion of graduates disclosing a disability decreased with increasing qualification level.
- At all qualification levels, a Specific Learning Difficulty (SpLD) was the most commonly disclosed disability.
- At all qualification levels, the proportion of disabled graduates in full time employment was lower than for graduates with no disclosed disability. At all qualification levels, the total number of disabled graduates in any type of employment, including part time employment, voluntary work and employment and further study, was also lower than non-disabled graduates.
- Disabled graduates at first degree and postgraduate (taught) levels were less likely to be employed on a permanent contract than non-disabled graduates; however, at postgraduate (research) level this gap is not evident.
- At all qualification levels, disabled graduates were more likely to have entered part time employment and more likely to pursue further study than graduates with no known disability.
- At all qualification levels, graduates with a SpLD were most likely to be employed on any basis (full time, part time and in work and further study); whilst graduates with autism were least likely to be employed on any basis.
- Graduates with autism were also the most likely to be unemployed at every qualification level. The unemployment level for graduates with autism was highest at postgraduate (research) level.
- At all qualification levels, graduates with a autism were least likely to be employed on a permanent contract, most likely to be employed on a fixed term, temporary or voluntary basis, and least likely to indicate that their qualification level and subject had been required for their job role.
- At first degree and postgraduate (research) levels, disclosing a disability did not appear to have an impact on the proportion of graduates in supervisory roles; however at postgraduate (taught), disabled graduates were less likely to have a role that involved supervision than graduates with no known disability. At all qualification levels, graduates with autism were least likely to have supervisory responsibility in their job role.
- At each qualification level, the region of the UK in which the highest proportion of graduates (disabled and non-disabled) were employed was London. The proportion of graduates working in London was highest at postgraduate (taught) level, followed by first degree and then postgraduate (research). At all levels, the proportion of disabled graduates employed in London was slightly lower than those with no known disability.
- At all qualification levels, graduates with no known disability were more likely to be employed outside the UK than disabled graduates.

The following recommendations are made to key stakeholders, within and outside the higher education sector, to improve the outcomes of disabled graduates:

1. To undertake research to better understand how disabled graduates make career decisions, including decisions about location of employment and basis of employment, and the barriers they face in achieving their career ambitions.
2. To undertake more research to know what is effective in improving the outcomes of disabled graduates.
3. Appropriate resourcing of university careers services to put effective interventions in place at-scale.

1. Introduction

1.1 Aims of the report

For the first time, this report uses information from the Graduate Outcomes survey to present analysis on the outcomes of disabled graduates 15 months after they graduate from UK universities. These results are compared with destination data for non-disabled graduates, at first degree, postgraduate (taught) and postgraduate (research) levels to understand the impact that having a disability can have on graduates after leaving university. The outcomes of graduates with different types of disability are outlined to identify any differences in employment prospects between disabled graduates. Finally, the report examines the basis of the employment of disabled graduates, the qualifications required, the location of employment and whether the role involves supervisory responsibility.

A key reason for creating this report is to offer university careers and employability services greater understanding of the barriers facing disabled students and graduates, to enable these services to provide these individuals with support to succeed in the labour market. However the evidence in this report is also of real interest to individuals and organisations who share concern for the outcomes of disabled individuals. In recent years we have been delighted to see that other parties, including disability charities, think tanks and academics, are using the findings of *What Happens Next?* to highlight the disadvantages experienced by disabled graduates and to call for more to be done to support them.

1.2 Method and sample

This study examines the data acquired by HESA through the first Graduate Outcomes survey, the largest annual social survey in the UK.[1] All graduates who graduated from a UK Higher Education (HE) course in the 2017/18 academic year were invited to participate in the survey 15 months after graduation. In total, 265,385 graduates across all qualification levels (undergraduate degree, taught postgraduate degree and postgraduate research degree) responded to the survey. Of these, 39,185 (14.8%) identified themselves as having a disability or learning difficulty during their studies. Details of disclosure figures for each qualification level are shown in figure 1. It should be noted that at postgraduate (taught) level and in particular at postgraduate (research) level, the number of graduates with some disabilities was less than 100. Due to the small sample sizes in these cases, a degree of caution should be employed when seeking to draw conclusions from the results. Where this has occurred, a note has been added to the figure to alert the reader.

On a number of occasions in this report, the data described has been contrasted with the findings from previous *What Happens Next?* reports, which were based on HESA's annual Destination of Leavers from Higher Education (DLHE) survey. The most notable difference between these surveys is the data collection point – six months post-graduation in the DLHE survey compared to 15-monst post-graduation for Graduate Outcomes. Whilst direct comparison between data collected in the two surveys should be avoided, previous *What Happens Next?* reports offer insight into the trends relating to disabled graduates and graduate outcomes, so this report notes where findings concur with those of previous editions.

1.3 Terminology

This report adopts the definition of disability described in the Disability Discrimination Act (2010): '*A disabled person is someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.*' (UK Government, 2020). The term 'disabled graduates' refers to those respondents to the

[1] More information about the survey can be found here: https://graduateoutcomes.ac.uk

Graduate Outcomes survey who identified themselves as having a disability during the time they were a student. In this report, the term 'non-disabled graduates' refers to survey respondents who did not disclose that they had a disability. 'Non-disabled graduates' therefore includes both graduates who declared that they did not have a disability, as well as those who did not provide any disability data. Table 1 (column 1) shows the categories from which the respondents of the Graduate Outcomes survey could select to best describe their disability. For reasons of brevity, throughout this report the authors have presented these categories in the manner shown in column 2.

Table 1: Disability type categories in HESA's Graduate Outcomes survey and this report

HESA disability categories	*What Happens Next?* categories
Blind or serious visual impairment	Blind/visually impaired
Deaf or serious hearing impairment	Deaf/hearing loss
Physical impairment or mobility issues	Physical/mobility issues
Mental health conditions	Mental health condition
Long-standing illness or health condition	Long-standing condition
Two or more conditions	Two or more conditions
Specific learning difficulty	SpLD
Social communication/Autistic Spectrum Disorder	Autism
Another disability, impairment or medical condition	Other disability or condition

In terms of qualification levels referred to in this report, the following should be noted:

- 'First degree' refers to an undergraduate qualification (e.g. BA, BSc and MBChB).
- 'Postgraduate (taught)' refers to a postgraduate qualification consisting of a taught programme not studied primarily through research (e.g. MA, MSc, MBA, Postgraduate Certificate of Education).
- 'Postgraduate (research)' refers to a postgraduate qualification studied primarily through research e.g. PhD, DPhil, MPhil).

This study does not include graduates of foundation degrees, postgraduate diplomas or certificates (e.g. PGCE) or professional qualifications (e.g. ACA).

In this study, the term 'total employment' refers to the sum of the respondents selecting the following categories in the Graduate Outcomes survey: 'full time employment', 'part time employment', 'voluntary or unpaid work' and 'employment and further study'. Similarly, 'total further study' figures refer to the sum of those selecting these categories: 'full time further study' and 'part time further study'.

Due to the provisions of the Data Protection Act 1998 and the Human Rights Act 1998, HESA implements a strategy in its publications designed to prevent the disclosure of personal information about any individual. This strategy involves rounding all numbers to the nearest multiple of five. However, the percentage figures quoted in tables and throughout the text are based on the accurate figures drawn from HESA's raw data. There are number of instances where the number of respondents was less than 100 for certain disability groups, particularly at postgraduate (research) level. Where these results are discussed, an asterisk (*) or footnote will indicate that there are less than 100 respondents. Small samples sizes can impact whether data is truly representative, so a degree of caution is recommended.

1.4 The authors of this report

The creators of this, the eighteenth version of *What Happens Next?,* are careers professionals based in university careers services in the UK and are part of the AGCAS Disability Task Group (DTG). The DTG helps to shape the careers and employability support available for disabled students and graduates by providing information, resources and training for HE careers practitioners. The task group has established, and intends to build upon, links with policy makers and influential stakeholders in order to shape policies and agendas to benefit disabled students and graduates, AGCAS members and the careers guidance and graduate recruitment sectors. AGCAS provided the funding to obtain the Graduate Outcomes survey data from HESA.

2. Disclosure of disability

This section describes the disclosure of disability at first degree, postgraduate (taught) and postgraduate (research) level. It should be noted that the basis of the disclosure is the graduate's self-assessment and that participants are not obliged to report a disability. As a result, the figures reported in this and subsequent sections are derived from a subset that may not be representative of the total population.

Key findings

- The proportion of graduates disclosing a disability decreased with increasing qualification level.
- The greatest proportion of graduates disclosing a disability at all qualification levels had a SpLD.

Table 2 shows the number and proportion of graduates disclosing a disability at each qualification level. Disclosure levels were higher at first degree (15.7%), than at postgraduate (taught) (12.3%) or at postgraduate (research) level (9.0%).

Table 2: Disability disclosure for each qualification level

Level of qualification	No known disability	Disabled	Total	Disability disclosure levels
First degree	172,730	32,155	204,885	15.7%
Postgraduate (taught)	42,620	5955	48,575	12.3%
Postgraduate (research)	10,850	1075	11,925	9.0%

Whilst a degree of caution should be applied when drawing comparisons with former *What Happens Next?* reports (see 1.3 Terminology), respondents for both surveys (DLHE and Graduate Outcomes) were asked if they had a disability *at the time of study*, rather than at the time of the survey. With this in mind, the year-on-year increase in disclosure of disability described in previous *What Happens Next?* reports (AGCAS 2019, 2018, 2017) continues in the latest findings from the Graduate Outcomes survey of 2017/18 graduates. Table 3 shows that levels of disclosure at each qualification level are higher than those of the two previous years.

Table 3: Disability disclosure for each qualification level across three cohorts of graduates.[2]

Level of qualification	Disability disclosure levels for 2016	Disability disclosure levels for 2017	Disability disclosure levels for 2018
First degree	13.6%	14.5%	15.7%
Postgraduate (taught)	9.9%	10.6%	12.3%
Postgraduate (research)	8.5%	8.9%	9.0%

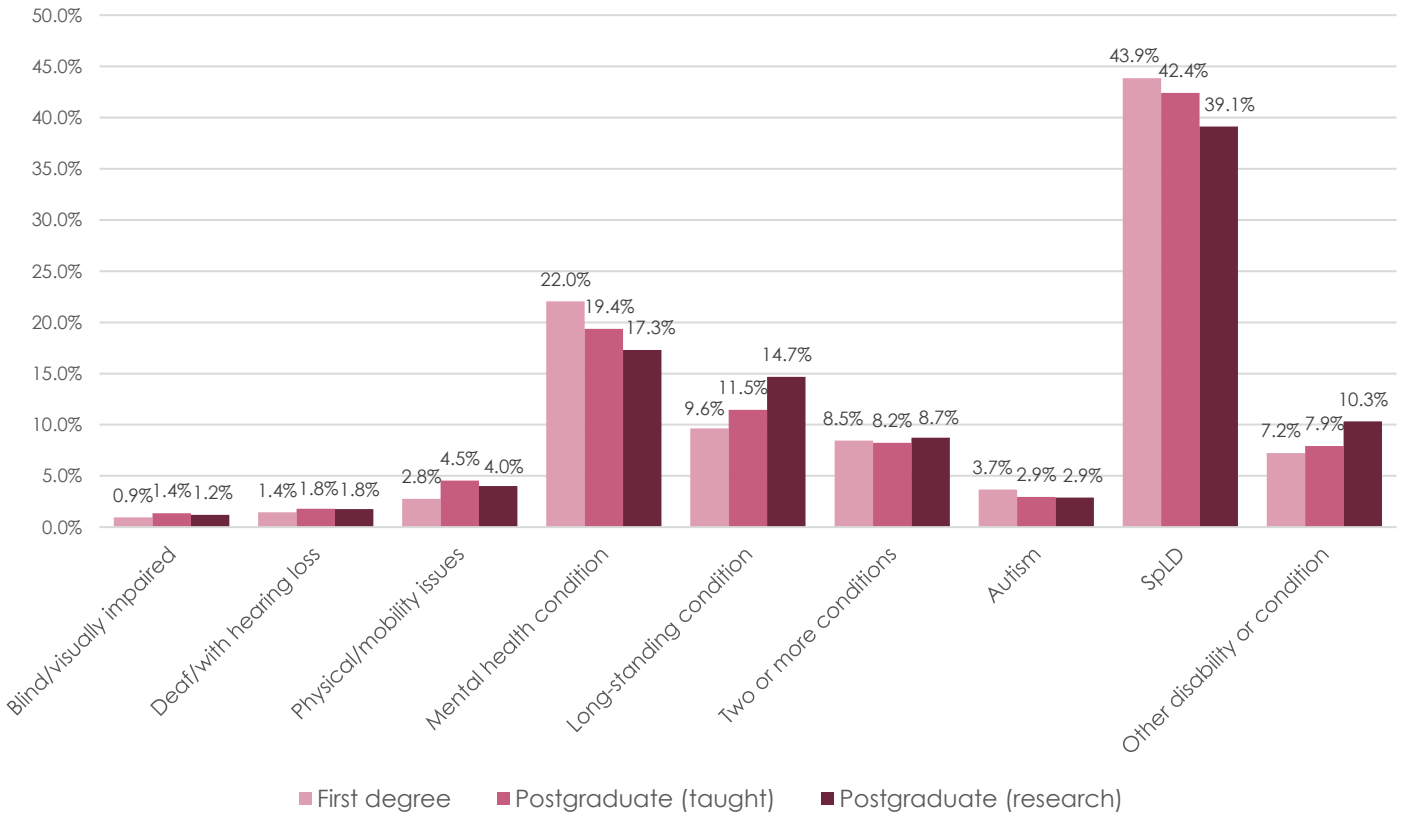
[2] NB: Figures for 2016 and 2017 graduates were recorded through the DLHE survey (six months post-graduation) and figures for 2018 graduates were collected through the Graduate Outcomes survey (15 months post-graduation). Both surveys ask respondents whether they had a disability disability *at the time of study.*

Figure 1 shows the type of disability disclosed as a percentage of the total number of respondents disclosing a disability. SpLD was the most commonly disclosed disability type, with 43.9% of disabled graduates at first degree level, 42.4% of disabled graduates at postgraduate (taught) and 39.1% for postgraduate (research) level disclosing this type of disability.

The second most commonly disclosed disability type was a mental health condition, with 22.0% of disabled graduates at first degree level, 19.4% of disabled graduates at postgraduate (taught) and 17.3% for postgraduate (research) level disclosing this type of disability. The year-on-year increase in proportions of those with a mental health condition observed in previous *What Happens Next?* reports continues to be seen. The proportion of 2018 graduates at first degree level disclosing a mental health condition (22.0%) is higher than 2017 graduates (18.5%), which is in turn higher than the proportion of 2016 (15.6%) and 2015 (13.0%) graduates. In comparison, the number of graduates disclosing other disabilities has remained relatively stable year-on-year. For example, the proportion of 2016/17 graduates at first degree, postgraduate (taught) and postgraduate (research) level disclosing as blind/visually impaired was 1.1%, 1.5% and 2.0%; 1.7%, 2.3% and 2.1% of graduates disclosed as Dead/hearing impaired; and 2.8%, 4.1% and 2.4% of graduates disclosed physical/mobility issues (for first degree, postgraduate (taught) and postgraduate (research) respectively).

For most disability types, there were no notable variations in the proportion of graduates with that disability type by qualification level. However, the proportion of graduates disclosing a SpLD and a mental health condition decreased with increasing qualification level. This is a similar pattern to that described in previous *What Happens Next?* reports (AGCAS 2019, 2018, 2017), where proportions of graduates disclosing a mental health condition are higher at first degree than postgraduate level. Conversely, the proportion of graduates with a long-standing condition increased with increasing qualification level. Again, this reflects the findings of previous editions of *What Happens Next?* (AGCAS 2019, 2018, 2017).

Figure 1: Disclosure of disability by qualification level



3. Graduate outcomes

In this section, the outcomes of all disabled graduates are described at each qualification level and compared with the outcomes of non-disabled graduates.

Key findings

- At all qualification levels, the proportion of disabled graduates in full time employment was lower than the proportion of non-disabled graduates in full time employment.
- The 'total employment' of disabled graduates, calculated by combining the number of disabled graduates in all employment types (full time, part time, voluntary and employment and further study), was also lower than the total employment of non-disabled graduates at all qualification levels.
- There was an increase in the proportion of all graduates (disabled and non-disabled) in employment with increasing qualification level, but the gap in total employment between disabled and non-disabled graduates remains with increasing qualification level.
- Higher proportions of disabled graduates at all qualification levels were unemployed than non-disabled graduates.
- At all qualification levels, disabled graduates were more likely to have entered part time employment and more likely to pursue further study than graduates with no known disability.
- These findings are echoed in previous editions of *What happens Next?,* suggesting that there is little improvement in disabled graduates' employment prospects in the period between six and 15 months after graduation.

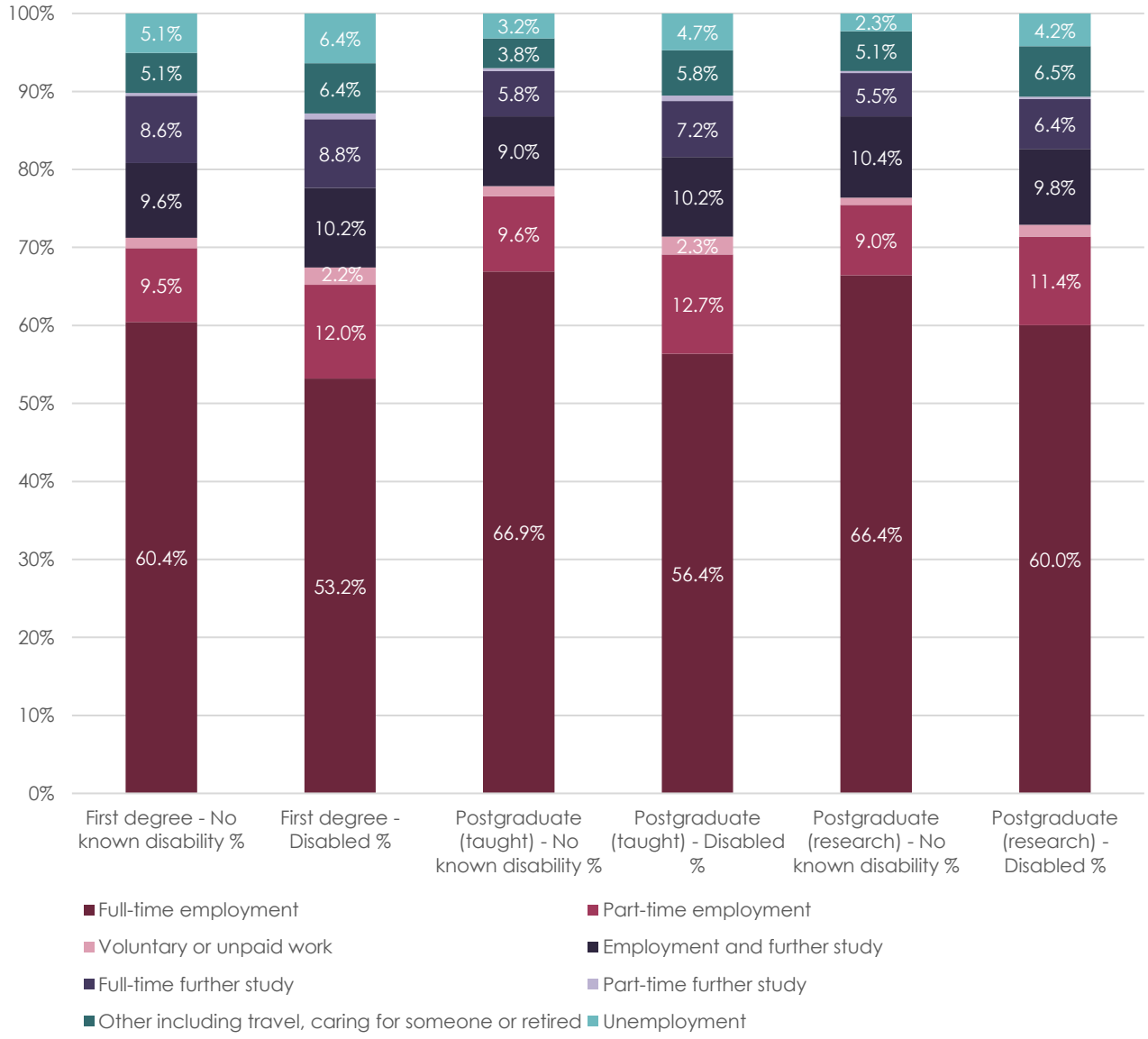
At all qualification levels, the proportion of disabled graduates in full time employment was lower than the proportion of non-disabled graduates in full time employment. The 'total employment' of disabled graduates, calculated by combining the number of disabled graduates in all employment types (full time, part time, voluntary and employment and further study), was also lower than the total employment of non-disabled graduates at all qualification levels.

The lower proportion of disabled graduates in employment (full time and total) compared to non-disabled graduates at all qualification levels echo former *What Happens Next?* reports (AGCAS 2019, 2018, 2017). Previous editions of *What Happens Next?* were based on graduate destinations in the DLHE survey, collected six months after graduation, whereas data from this cohort was collected by the Graduate Outcomes survey, 15-months post-graduation. It is disappointing that the figures indicate that there is little change in disabled graduates' employment prospects between six and 15 months after they graduate.

3.1 First degree

As shown in figure two, at first degree level, the proportion of disabled graduates obtaining full time employment (53.2%) is lower than non-disabled graduates (60.4%). However, those disclosing a disability have slightly higher levels of employment on a part time or voluntary basis and a higher proportion are undertaking a combination of employment and further study. If total employment levels (the sum of graduates in all forms of employment – full time, part time, voluntary and employment and further study) are considered, a slightly greater proportion of non-disabled graduates (80.8%) are employed on any basis than disabled graduates (77.6%), and a greater proportion of disabled first degree graduates were unemployed at the time of the survey (6.4%) than non-disabled graduates (5.1%).

Figure 2: Graduate outcomes of disabled and non-disabled graduates (by qualification level).[3]



3.2 Postgraduate (taught)

A greater proportion of graduates (disabled and non-disabled) with a postgraduate (taught) degree were in full time employment than graduates at first degree level. Additionally, the total employment level (graduates in any form of work) was higher for all postgraduate (taught) graduates than those at first degree level. However, the gap between disabled and non-disabled graduates is still evident: 66.9% of non-disabled graduates at postgraduate (taught) level were in full time employment compared to 56.4% of disabled graduates. The gap narrows slightly for total employment levels, with 86.8% of non-disabled postgraduate (taught) graduates in any form of employment compared with 81.6% of disabled postgraduate (taught) graduates in any form of employment, but is still a gap of over 5%.

The proportion of graduates in further study, either full time or part time, was slightly higher for disabled graduates (7.9%) than non-disabled graduates (6.2%). Unemployment levels were slightly higher for postgraduate (taught) graduates with a disability

[3] Only data labels greater than 1.5% are shown

(4.7%) compared to non-disabled postgraduate (taught) graduates (3.2%); but in both cases, unemployment levels were lower than at first degree level.

3.3 Postgraduate (research)

At postgraduate (research) level, the number of all graduates (disabled and non-disabled) in full time employment was comparable to postgraduate (taught) levels and higher than the full time employment of first degree graduates. Again, the total employment of postgraduate (research) graduates (disabled and non-disabled) was comparable with postgraduate (taught) level but higher than first degree level.

As with all other levels of qualification, non-disabled graduates were more likely to be in full time employment (66.4% compared with 60.0% for those with a disability) and had higher total employment levels (86.7% compared with 82.7% for disabled graduates). A slightly higher proportion of disabled graduates were in full or part time study (6.7%) than non-disabled graduates (5.8%), or were unemployed (4.2% compared with 2.3% for non-disabled graduates).

4. Outcomes by disability type

This section describes the outcomes of graduates with different types of disability, for each qualification level.

Key findings

- At all qualification levels, graduates disclosing autism were least likely to be in full time employment and were most likely to be unemployed. This reiterates findings in previous editions of *What Happens Next?*
- The proportion of unemployed graduates with autism was higher at postgraduate (research) level than postgraduate (taught) or first degree level.
- At every qualification level, graduates with a SpLD were most likely to be employed.

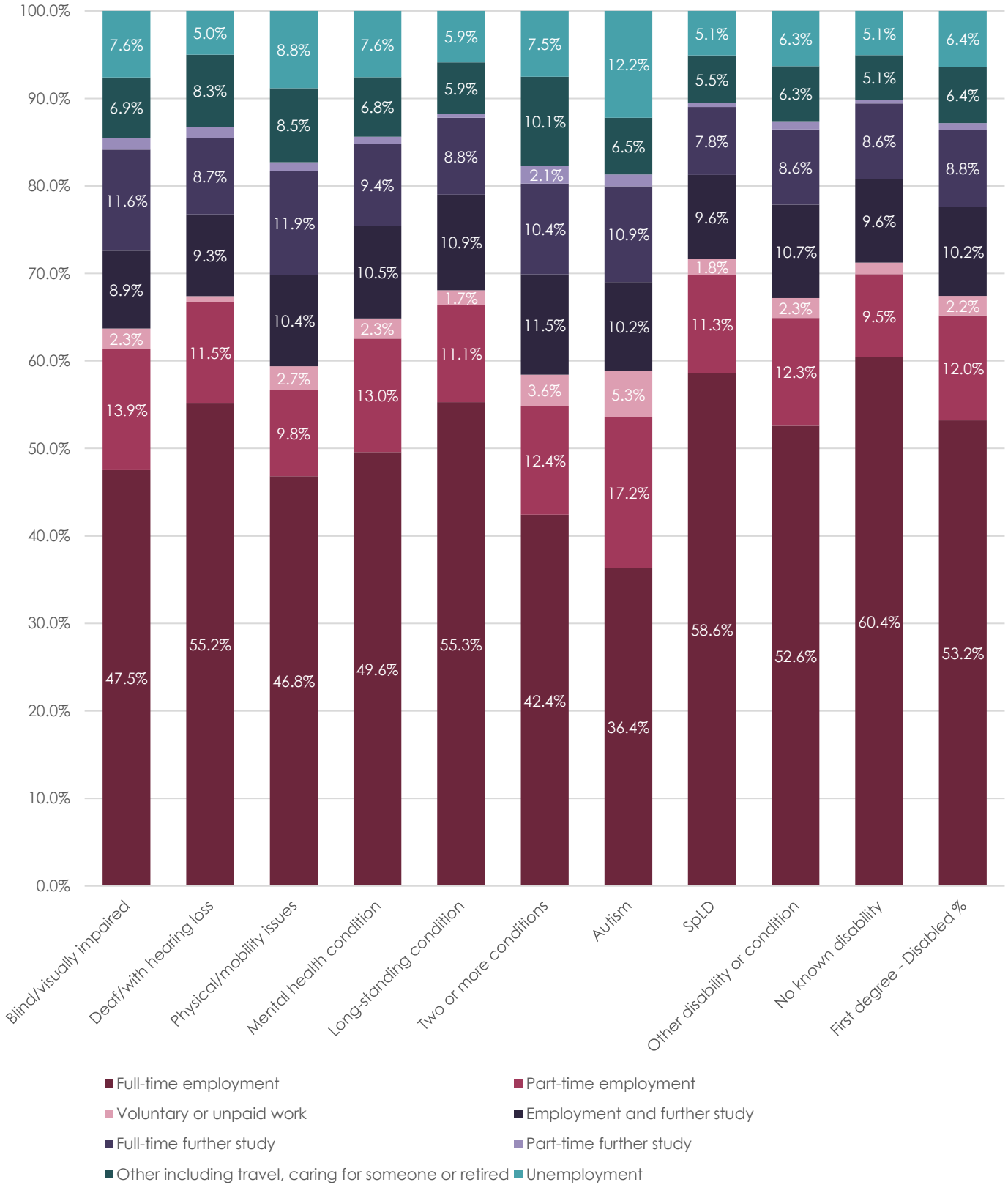
4.1 First degree

As shown in figure 3, first degree graduates with any disability were less likely to be in full time employment than non-disabled first-degree graduates (60.4%), but there is a particularly large difference in the proportion of full time employment of graduates with autism (36.4%) and those with two or more conditions (42.4%) and those with no known disability (60.4%). The total employment levels – the proportion of graduates in full time employment, part time employment, voluntary positions and employment and further study combined – of graduates with autism (69.1%), those with physical/mobility issues (72.6%) and those with two or more conditions (75.1%) are also notably lower than for non-disabled graduates (80.8%).

Graduates with a SpLD were the most likely of all disability groups to be in full time employment (58.6%) and actually had greater proportions of total employment (81.3%) than graduates with no known disability (80.8%). The two disability groups least likely to be unemployed were those disclosing as Deaf/with hearing loss (5.0%) and those with a SpLD (5.1%).

Almost all disability groups at first degree level were more likely to be pursuing further study on a full or part time basis than non-disabled graduates (9.0%), with the exception of graduates with a SpLD (8.2%). Blind/visually impaired graduates (12.9%) and those with physical/mobility issues (12.9%) were most likely to be undertaking full or part time further study.

Figure 3: Graduate outcomes by disability type for first degree graduates.[4]



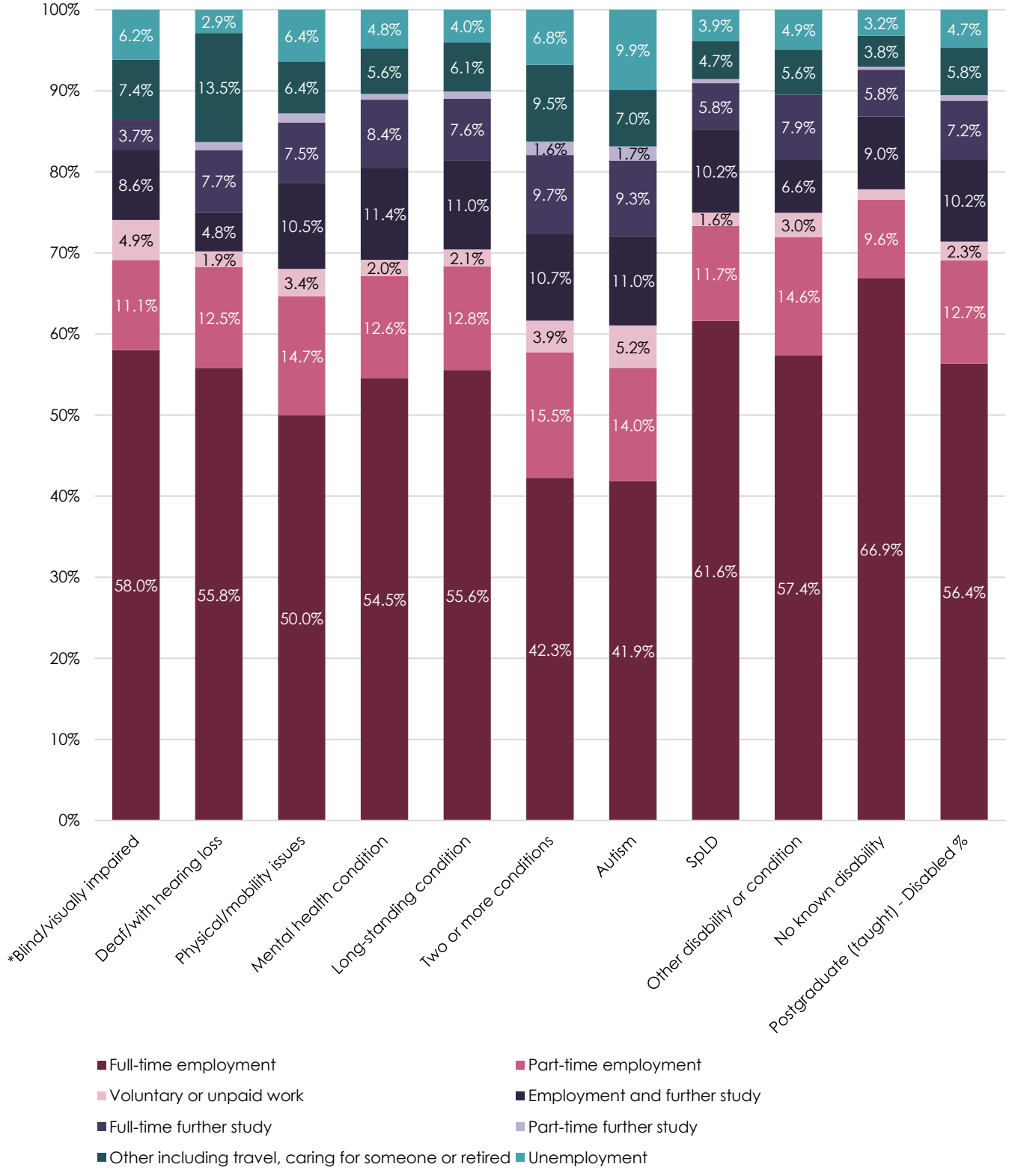
[4] Only data labels greater than 1.5% are shown

4.2 Postgraduate (taught)

In figure 4, the outcomes of disabled graduates at postgraduate (taught) level are shown, by disability type. As at first degree level, graduates with autism were the least likely to be in full time employment (41.9%), followed by graduates with two or more conditions (42.3%). These figures are considerably lower than the proportion of non-disabled postgraduate (taught) graduates in full time employment (66.9%). Graduates with autism also had the lowest total employment levels of all disability types (72.1%), again closely followed by graduates with two or more conditions (72.4%). Postgraduate (taught) graduates with autism were three times more likely to be unemployed than non-disabled graduates (9.9% compared to 3.3%) and the most likely to be unemployed of any disability group.

As with first degree graduates, graduates at postgraduate (taught) level with a SpLD were most likely to be in full time employment (61.6%) and had the highest levels of total employment (85.1%). Graduates identifying as Deaf/with hearing loss were least likely to be unemployed (2.9%), followed by those with a SpLD (3.9%). Graduates disclosing two or more conditions were the group mostly likely to be undertaking further study (11.3%), followed by those with autism (11.0%).

Figure 4: Graduate outcomes by disability type for postgraduate (taught) graduates.[5]



**The total number of respondents to this question at postgraduate (taught) level who were* Blind/visually impaired *was less than 100.*

[5] Only data labels greater than 1.5% are shown

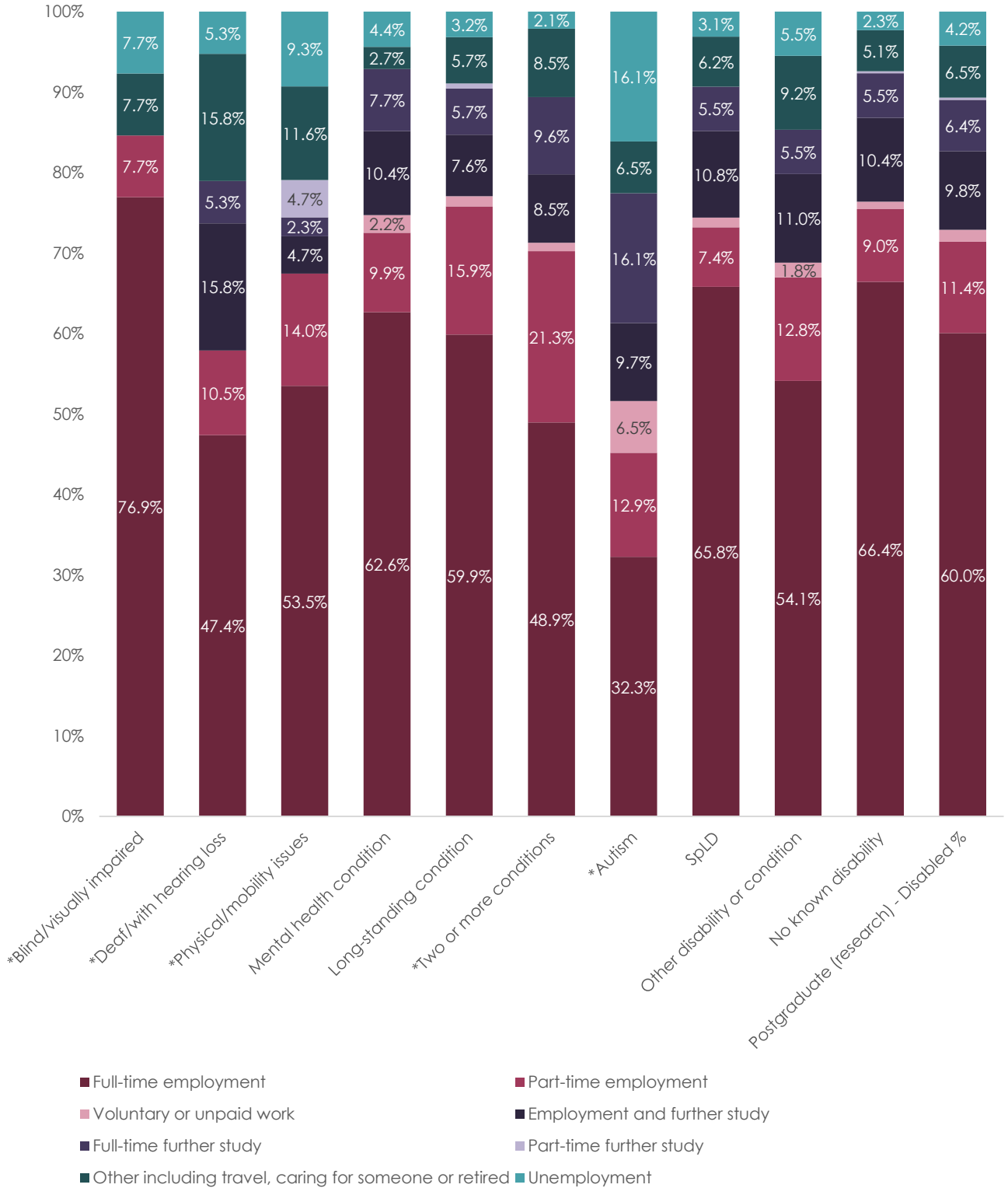
4.3 Postgraduate (research)

Figure 5 shows the outcomes of disabled postgraduate (research) graduates, by disability type. As seen at both first degree and postgraduate (taught) level, graduates with autism were least likely to be in full time employment (32.3%) – this is less than half the proportion of non-disabled postgraduate (research) graduates in full time employment (66.4%). Graduates with autism also had the lowest proportions of total employment (61.4%, compared to 86.7% for non-disabled graduates) and were the most likely to be pursuing full or part time study (16.1%), followed by those disclosing two or more conditions (9.6%).[6] In addition, levels of unemployment were notably high for this disability group. At 16.1%, the unemployment rate of graduates with autism was nearly four times greater than the average level of unemployment for disabled graduates at postgraduate (research) level and seven times higher than the unemployment figure for non-disabled graduates at this level.[6]

As at other qualification levels, graduates with a SpLD had the highest proportions of total employment (85.2%), followed by blind/visually impaired graduates (84.6%).[6] Graduates least likely to be unemployed were those with two or more conditions (2.1%), followed by those with a SpLD (3.1%).[6]

[6] NB: the total number of respondents to this question at postgraduate (research) level in the following disability groups was less than 100: Blind/visually impaired, Deaf/with hearing loss, Physical/mobility issues, Autism and Two or more conditions.

Figure 5: Graduate outcomes by disability type for postgraduate (research) graduates.[7]



** The total number of respondents to this question at postgraduate (research) level in the following disability groups was less than 100: Blind/visually impaired, Deaf/with hearing loss, Physical/mobility issues, Autism and Two or more conditions.*

[7] Only data labels greater than 1.5% are shown

5. Employment basis

This section examines the basis of the employment of disabled graduates that is described in section 3 and 4, at each qualification level. The findings are based on data from employed graduates and does not include self-employed graduates or those starting their own business. First, the basis of employment is described, drawing a comparison between disabled and non-disabled graduates at each qualification level. After this, the employment basis is examined by disability type, at each qualification level.

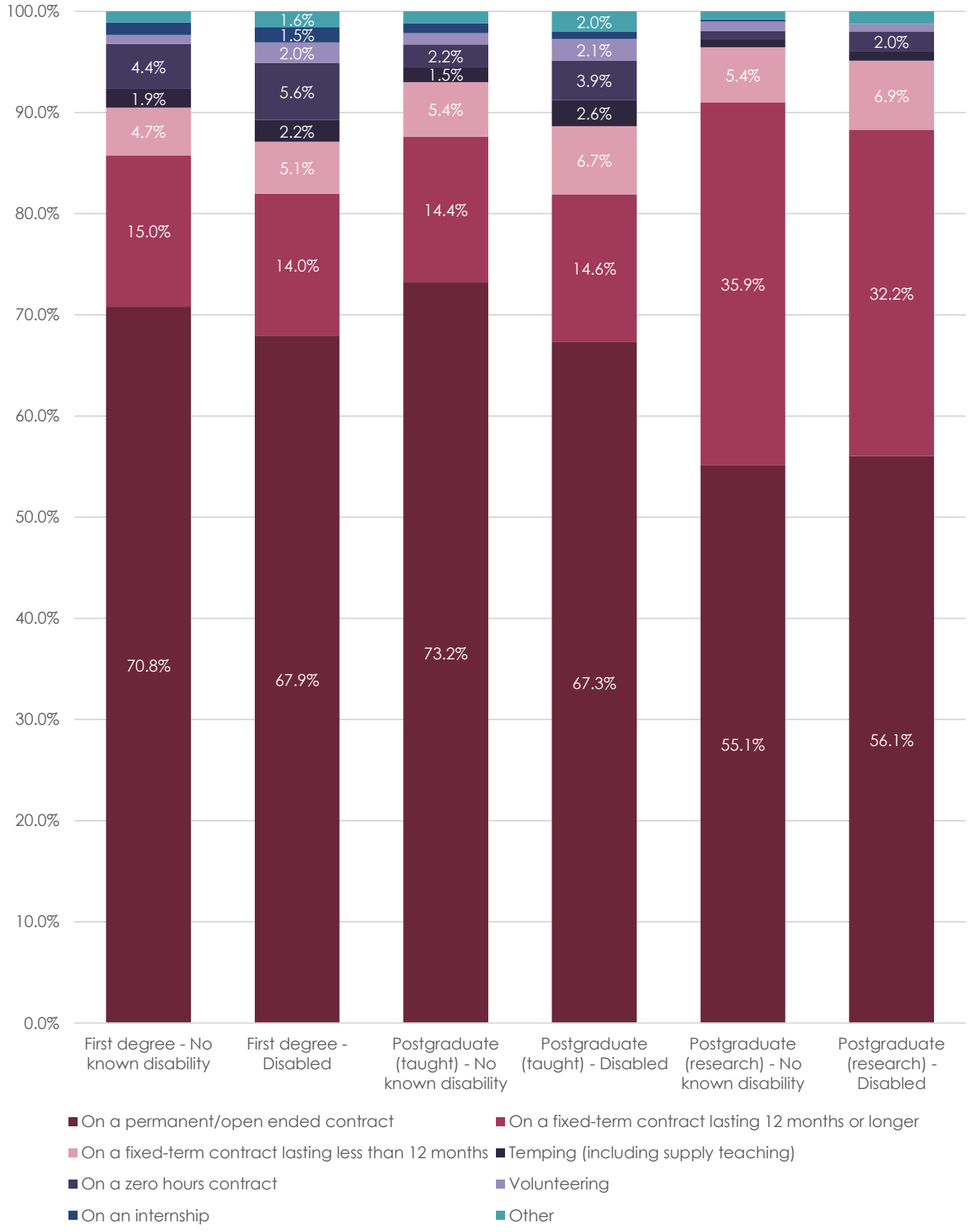
Key findings

- Disabled graduates at first degree and postgraduate (taught) levels were less likely to be employed on a permanent contract than non-disabled graduates; however, at postgraduate (research) level this gap is not evident.
- At all qualification levels, there are slightly higher proportions of disabled graduates employed on a short-term contract, a temporary contract or zero hours contract than non-disabled graduates.
- At all qualification levels, graduates with autism are the least likely of all disability graduates to be employed on a permanent contract and are most likely to be employed on a fixed term, temporary or voluntary basis.
- The disability group most likely to be employed on a zero hour contract varies with qualification level. At first degree level, graduates with autism are most likely to be employed on a zero hour contract, whilst at postgraduate (taught) level it is those with a mental health condition and at postgraduate (research) level it is graduates with a long-standing condition who are most likely to be employed on a zero hour contract.

Figure 6 gives an overview of the employment basis of disabled and non-disabled graduates at each qualification level. Both disabled and non-disabled postgraduate (research) graduates are less likely to be employed on a permanent basis and more likely to have a fixed-term contract of 12 months or more than graduates at lower qualification levels. It is possible that this relates to the proportion of postgraduate (research) graduates employed on academic or research contracts, which are typically on a fixed-term basis or based on funding for specific projects.

Disabled graduates at both first degree (67.9%) and postgraduate (taught) (67.3%) levels are less likely to be employed on a permanent contract that non-disabled graduates at first degree (70.8%) and postgraduate (taught) levels (73.2%). However, at postgraduate (research) level, this trend is not seen, with disabled graduates slightly more likely to have a permanent contract (56.1%) compared with non-disabled graduates (55.1%). At all qualification levels, disabled graduates are more likely to be employed on a fixed-term contract (less than 12 months), on a temporary contract and on a zero hour contract than non-disabled graduates, although this gap is never more than 1.5 percentage points.

Figure 6: Employment basis for disabled and non-disabled graduates.[8]

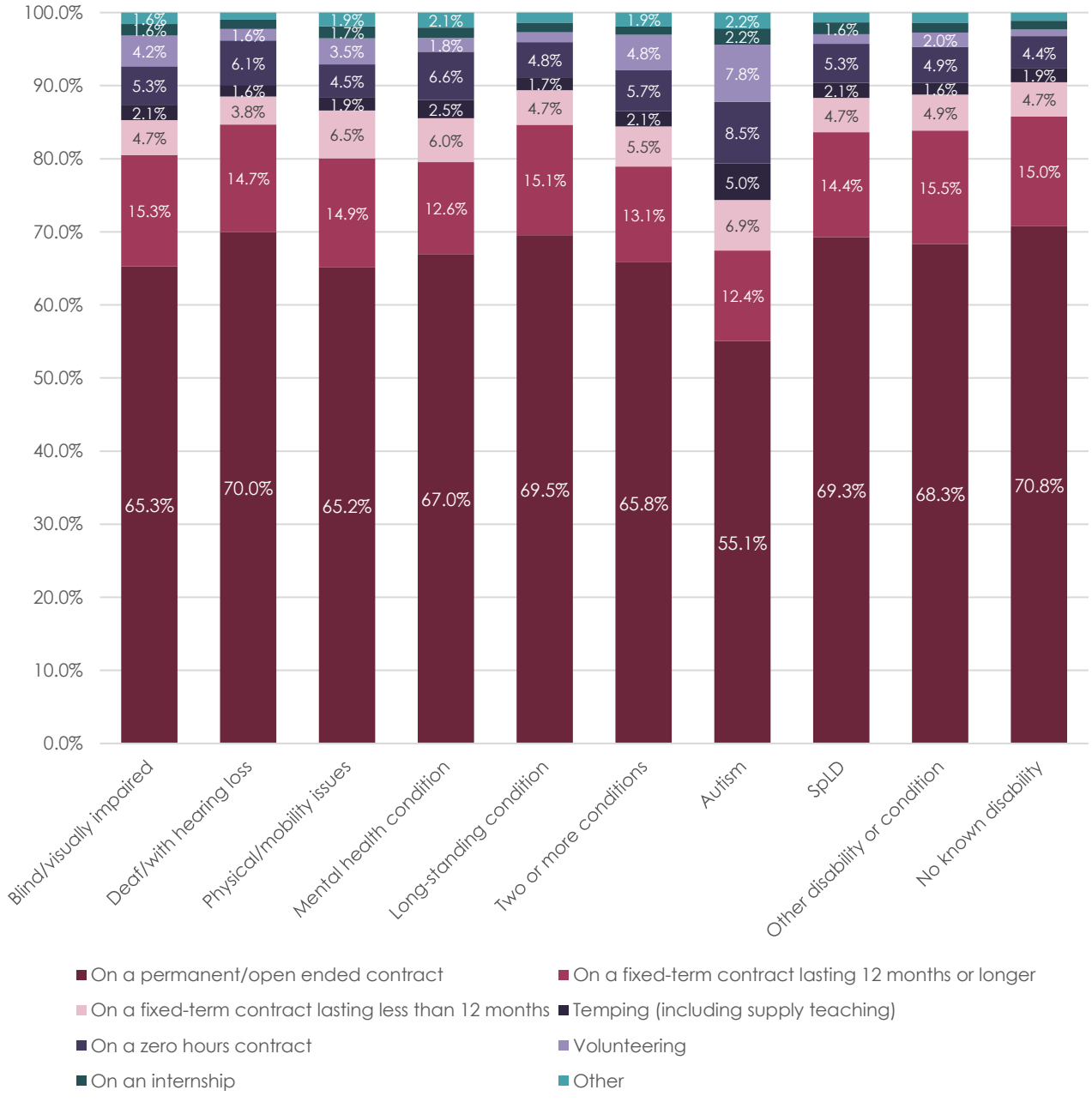


[8] Only data labels greater than 1.5% are shown

5.1 First degree

Figure 7 shows the employment basis of first degree graduates by disability type. At this qualification level, over 65% of graduates from each disability group were employed on a permanent contract, except one: graduates with autism. Just 55.1% of graduates with autism were employed on a permanent contract, which is more than 10 percentage points lower than the levels of the next lowest disability group. Graduates with autism were the most likely to be employed on a fixed-term contract of less than 12 months (6.9%), were twice as likely to be working on a temporary basis than any other disability group and most likely to be on an internship or working on a zero hour contract. Finally, first degree graduates with autism were also almost twice as likely to be working on a voluntary basis than any other disability group.

Figure 7: Employment basis by disability type for first degree graduates.[9]

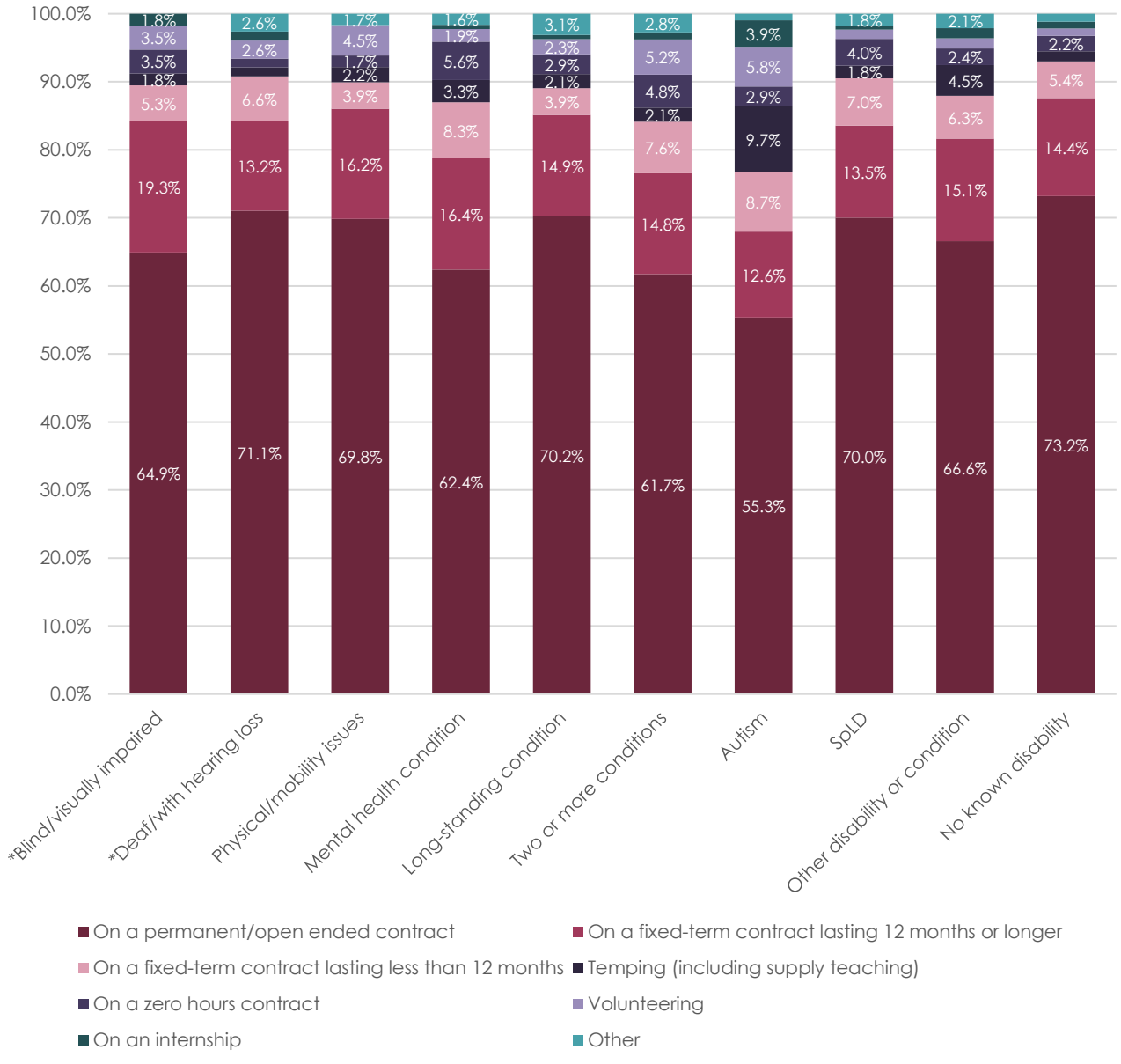


[9] Only data labels greater than 1.5% are shown

5.2 Postgraduate (taught)

The employment basis for postgraduate (taught) graduates is shown in figure 8. Graduates with any type of disability are less likely to be employed on a permanent basis than non-disabled graduates, but as at first degree level, graduates with autism are least likely of all disables graduates to be employed on a permanent basis (55.3%). This is nearly 20 percentage points lower than graduates at this qualification level with no known disability. Autistic graduates at postgraduate (taught) level are also the most likely of any disability group to be employed on a fixed-term contract of less than 12 months, to be on an internship, to be temping and to be employed on a voluntary basis. Unlike at first degree level, the disability group most likely to be employed on a zero hour contract are those with a mental health condition (5.6%).

Figure 8: Employment basis by disability type for postgraduate (taught) graduates.[10]



**The total number of respondents to this question at postgraduate (taught) level in the following disability groups was less than 100: Blind/visually impaired, Deaf/with hearing loss and Autism.*

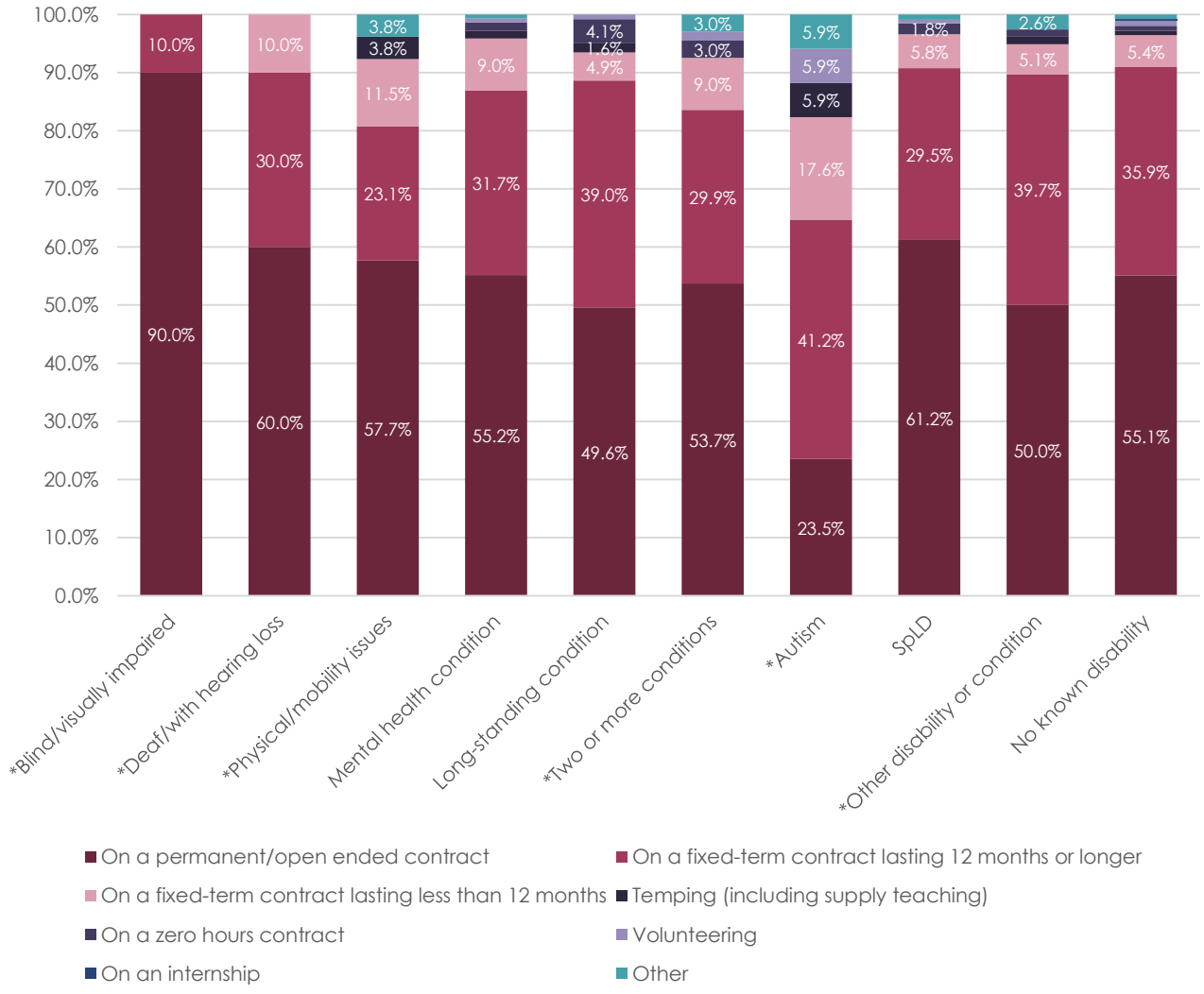
[10] Only data labels greater than 1.5% are shown

5.3 Postgraduate (research)

Figure 9 shows the employment basis of postgraduate (research) graduates by disability type. As seen at lower qualification levels, graduates with autism were the least likely to be employed on a permanent contract (23.5%). At postgraduate (research) level, the proportion of graduates with autism in permanent employment is less than half that of non-disabled graduates and most other disability groups. Autistic graduates were more likely than any other disability group to be employed on a fixed-term contract lasting less than 12 months (17.6%), to be temping (5.9%) or to be working on a voluntary basis (5.9%). However, at this qualification level, graduates with a long-standing condition were most likely to be employed on a zero hour contract (4.1%).

It is important to note that a number of disability groups had less than 100 respondents in the Graduate Outcomes survey, denoted by the asterisk in figure 9, so although some trends have been described here, further research is needed to ascertain just how representative these figures are.

Figure 9: Employment basis by disability type for postgraduate research) graduates.[11]



The total number of respondents to this question at postgraduate (research) level in the following disability groups was less than 100: Blind/visually impaired, Deaf/with hearing loss, Physical/mobility issues, Two or more conditions, Autism and Other disability or condition

[11] Only data labels greater than 1.5% are shown

6. Qualification required for job

This section reports on whether graduates' most recent qualification was a requirement for the role that they were employed in at the time of the Graduate Outcomes survey. The findings are explored by disability type, at each qualification level.

Key findings

- There are notable differences between graduates (disabled and non-disabled) at different qualification levels and whether they report that the qualification was required for their job role. Postgraduate (research) graduates were most likely to indicate that the level and subject of their qualification had been essential or advantageous in them gaining the role, followed by first degree graduates. Postgraduate (taught) graduates were least likely to report that their qualification was either essential or advantageous for their job role.
- There are no major differences in the number of disabled graduates and non-disabled graduates, at any qualification level, that report that their qualification was essential or advantageous for their role.
- At all qualification levels, graduates with autism were least likely to indicate that their qualification level and subject had been required for their job role.
- Graduates with a SpLD consistently indicated that their qualification was either required or useful in gaining their current job role, at all qualification levels.

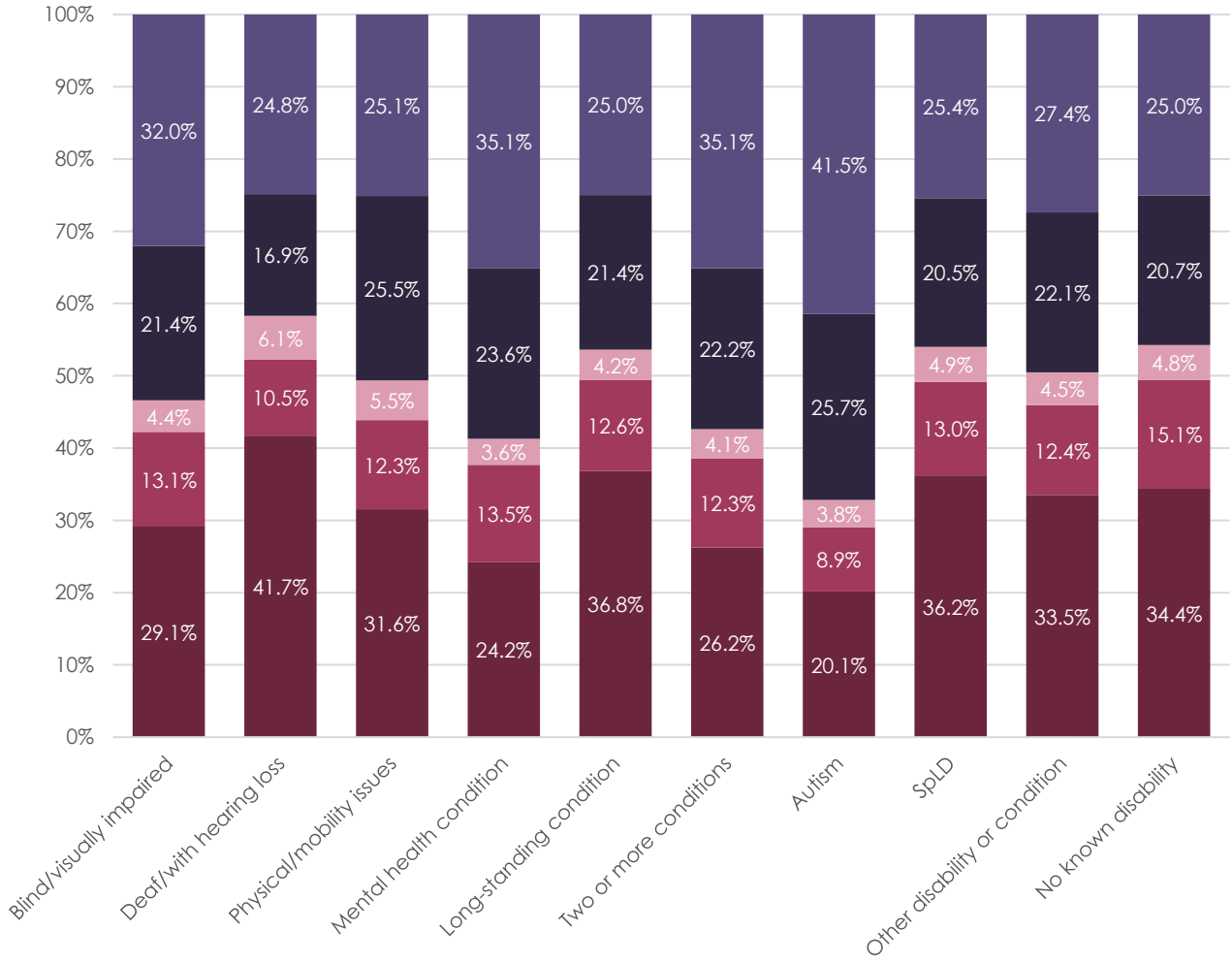
6.1 First degree

The Graduate Outcomes survey allows employed graduates to indicate whether the qualification subject and level was a formal requirement – referred to as an essential requirement – in them gaining their job role, whether the qualification was advantageous – but not essential – in them gaining the job role or whether the qualification was not required or essential. Figure 10 shows the results of this question for first degree graduates.

A similar proportion of non-disabled graduates (34.3%) and disabled graduates (32.1%) indicated that both the level and subject of their degree were an essential requirement for their job role, however there were notable differences between different disability types. Just 20% of first degree graduates with autism indicated that both the level and subject of degree had been required, compared to graduates disclosing as Deaf/with hearing loss who were most likely to report that both level and subject had been required (41.7%).

When the number of graduates reporting that their degree subject or level was either an essential requirement or advantageous were combined, there was only a small difference between the proportion of non-disabled (75.0%) and disabled graduates (71.1%) reporting that their qualification was essential or advantageous for their job role. However, greater differences are present between graduates with different types of disabilities. Graduates with autism were least likely to state that their degree had been essential or advantageous in them obtaining their job (58.5%), whilst those most likely to indicate that their qualification was essential of advantageous were those disclosing as Deaf/with hearing loss (75.2%) or with a SpLD (74.6%).

Figure 10: Qualification required for the job role of employed first degree graduates



6.2 Postgraduate (taught)

At postgraduate (taught) level, graduates with autism were again the least likely to state that their qualification subject and level had been required for their job role (15.1%), followed by those with a mental health condition (15.8%).[12] The graduates most likely to indicate that both subject and qualification level had been required for their employment were graduates with another disability or condition (26.9%), followed by those with physical/mobility issues (24.0%).

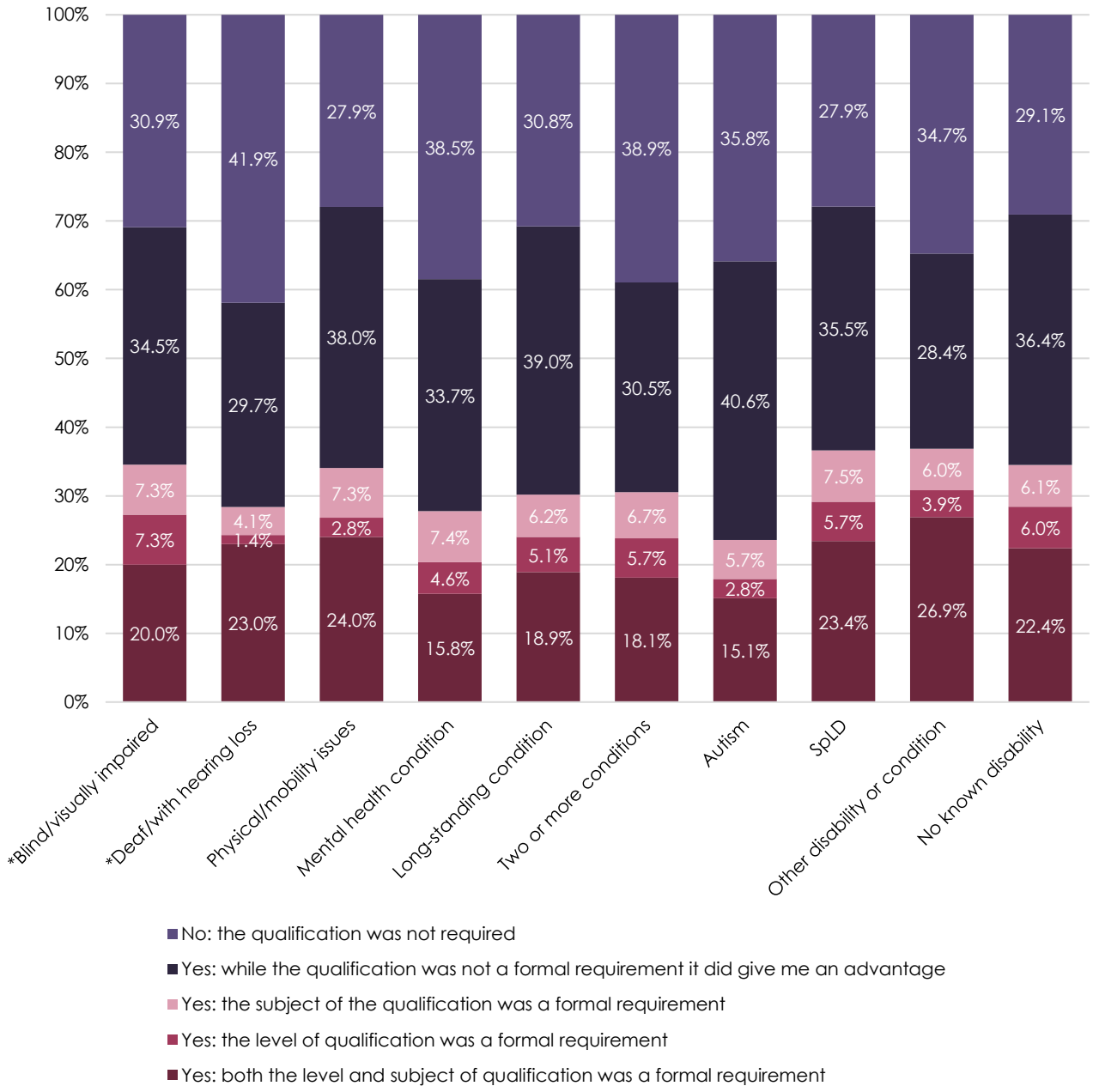
The graduates least likely to report that their qualification level/subject was either required or advantageous were graduates with two or more disabilities (61.0%) or those disclosing as Deaf/with hearing loss (58.2%).[12] The graduates most likely to indicate that their qualification had been required or had given them an advantage were those with a SpLD (72.1%) or

[12] The total number of respondents to this question at postgraduate (taught) level in the following disability groups was less than 100: Blind/visually impaired, Deaf/with hearing loss and Autism.

physical/mobility issues (72.1%). In both cases, this is slightly higher than the proportion of non-disabled graduates reporting that their qualification had either been essential or advantageous (70.9%).

There are no notable differences between the mean proportion of disabled postgraduate (taught) graduates (21.1%) and non-disabled postgraduate (taught) graduates (22.4%) reporting that their qualification level and subject were required for their job role. Similarly, the proportion of disabled (67.9%) and non-disabled graduates (70.7%) reporting that their qualification was either required or advantageous was broadly the same. One interesting point to note, however, is that these proportions are all lower than the corresponding proportions at first degree level, indicating that overall, postgraduate (taught) graduates were less likely to state that their qualification was required or valuable in obtaining employment than first degree graduates.

Figure 11: Qualification required for the job role of employed postgraduate (taught) graduates



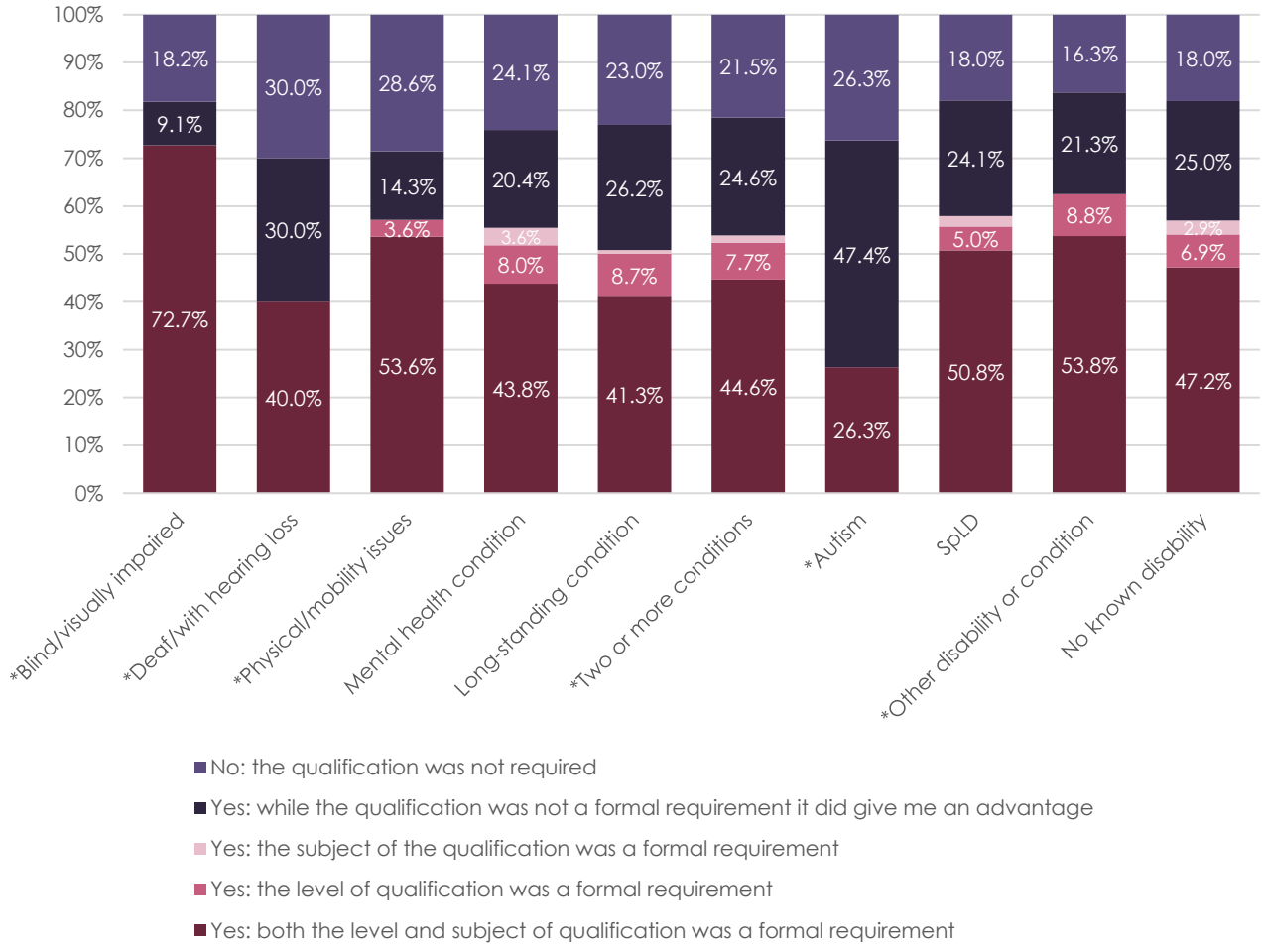
** The total number of respondents to this question at postgraduate (taught) level in the following disability groups was less than 100: Blind/visually impaired, Deaf/with hearing loss and Autism.*

6.3 Postgraduate (research)

The postgraduate (research) graduates least likely to state that the subject and level of their qualification had been required for their employment were those with autism (26.3%). The disability group most likely to report that their qualification had been required for their employment were those disclosing as blind/visually impaired (72.7%). The graduates most likely to report that their qualification had either been essential or advantageous in them gaining employment were those with SpLD (72.1%), and the least likely to report that their qualification was either essential or advantageous were graduates disclosing as Deaf/with hearing loss (30.0%).

Again, there were no notable differences between the average proportion of disabled (47.6%) and non-disabled graduates (47.2%) indicating that their qualification subject and level had been required for employment, or the proportion of disabled (79.5%) and non-disabled graduates (82.0%) reporting that their qualification was either required or advantageous in them gaining their job role. It is interesting that these values are higher than for the proportions of first degree graduates and postgraduate (taught) graduates, indicating that graduates at postgraduate (research) level were more likely to have considered their qualification as essential or useful for obtaining their current job role.

Figure 12 Qualification required for the job role of employed postgraduate (research) graduates.[14]



** The total number of respondents to this question at postgraduate (research) level in the following disability groups was less than 100: Blind/visually impaired, Deaf/with hearing loss, Physical/mobility issues, Mental health condition, Two or more conditions, Autism and Other disability or condition.*

[14] Only data labels greater than 2.5% are shown.

7. Supervisory responsibilities

In this section, the proportion of disabled graduates who indicated that their role involves a degree of supervisory responsibility are described, for each qualification level.

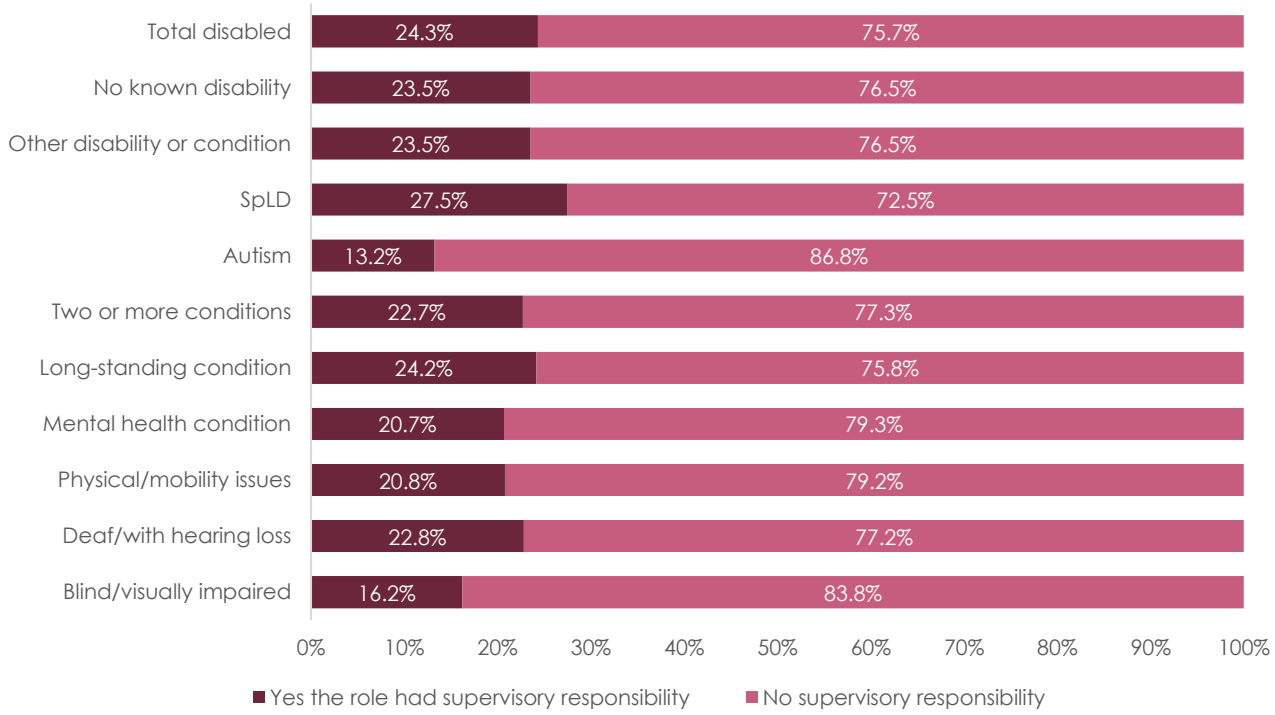
Key findings

- At first degree and postgraduate (research) levels, disclosing a disability did not appear to have an impact on proportions of graduates in supervisory roles; however at postgraduate (taught), disabled graduates were less likely to have a role that involved supervision.
- At all qualification levels, graduates with autism were least likely to have supervisory responsibility in their job role.

7.1 First degree

Figure 13 shows the proportion of first degree graduates that indicated that their role involves a degree of supervisory responsibility, for each disability type. Whilst there is little variation between the mean for all disabled graduates (24.3%) and non-disabled graduates (23.5%), some disparity is observed when separate disability types are examined. Graduates with autism were the least likely to be in supervisory roles (13.2%), followed by those disclosing as blind/visually impaired (16.2%). Graduates with a SpLD were the most likely of all disability groups to be in supervisory roles (27.5%) and more likely to be in supervisory roles than graduates with no known disability (23.5%).

Figure 13: Proportion of employed first degree graduates with supervisory responsibility

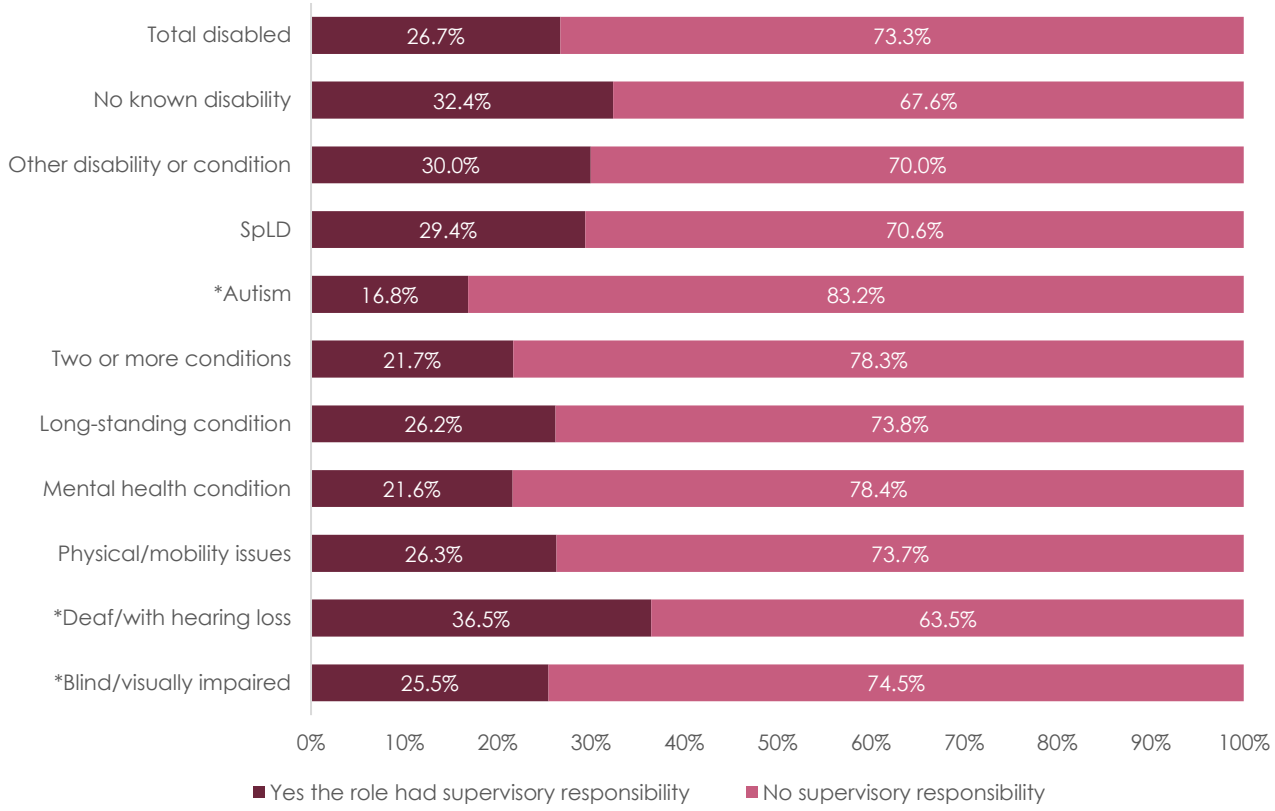


7.2 Postgraduate taught

The proportion of employed postgraduate (taught) graduates for each disability group with roles that involve supervisory responsibility is shown in figure 14. At this level, there is a gap between the proportion of non-disabled and disabled graduates with supervisory responsibility as part of their role, with the number of non-disabled graduates with supervisory responsibility 5.7% higher than disabled graduates. As seen at first degree level, graduates with autism were least likely to have a role involving supervisory responsibility (16.8%, which is almost half that of non-disabled graduates), followed by graduates with a

mental health condition (21.6%). Graduates disclosing as Deaf/with hearing loss were most likely to be employed in a role with supervisory responsibility (36.5%), which is a higher proportion then non-disabled graduates (32.4%).

Figure 14: Proportion of employed postgraduate (taught) graduates with supervisory responsibility



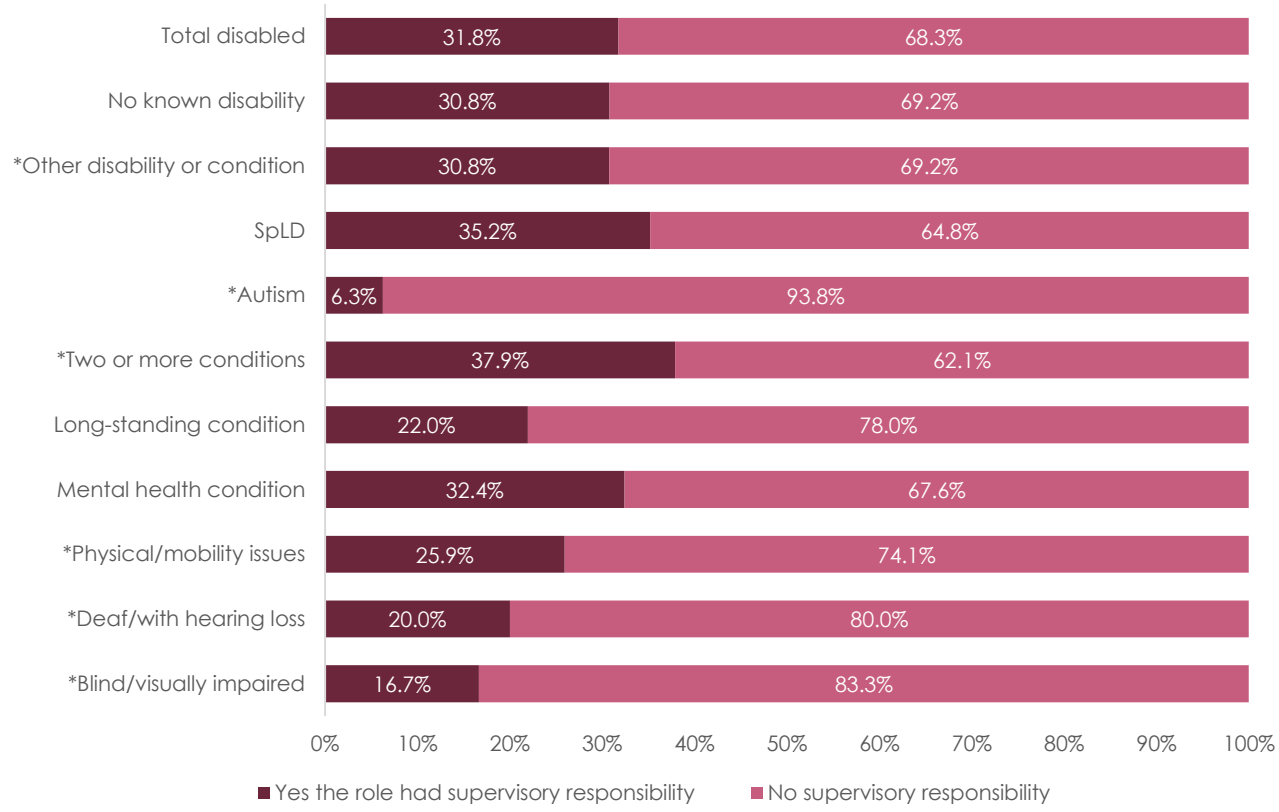
**The total number of respondents to this question at postgraduate (taught) level in the following disability groups was less than 100: Blind/visually impaired, Deaf/with hearing loss and Autism.*

7.3 Postgraduate research

Figure 15 shows the proportions of graduates with disabilities in supervisory roles at postgraduate (research) level. As seen at other qualification levels, when the disabled graduate population is considered as a whole, the proportion in supervisory roles is similar to non-disabled graduates – 31.8% for disabled graduates, which is one percentage point higher than non-disabled graduates (30.8%).

However, significant differences are evident when different disability groups are compared. As seen previously, graduates with autism are the least likely to hold a supervisory position. The proportion of graduates with autism in supervisory roles (6.3%) is less than half that of graduates with a mental health condition in supervisory roles (32.4%) – the disability group with the second lowest proportion of graduates in supervisory roles. Graduates disclosing two or more conditions were most likely to have a supervisory role (37.9%) followed by graduates with a SpLD (35.2%) and those with a mental health condition (32.4%). These proportions were all higher than the proportion of graduates with no known disability in supervisory roles (30.8%).

Figure 15: Proportion of employed postgraduate (research) graduates with supervisory responsibility



**The total number of respondents to this question at postgraduate (research) level in the following disability groups was less than 100: Blind/visually impaired, Deaf/with hearing loss, Physical/mobility issues, Two or more conditions, autism and Other disability or condition.*

8. Location of employment

This section describes the location that graduates were employed in at the time they completed the Graduate Outcomes survey, 15-months after graduation. First, a comparison of the results of disabled and non-disabled graduates at each qualification level are made. Then, the locations of employment are examined by disability type, at each qualification level.

Key findings

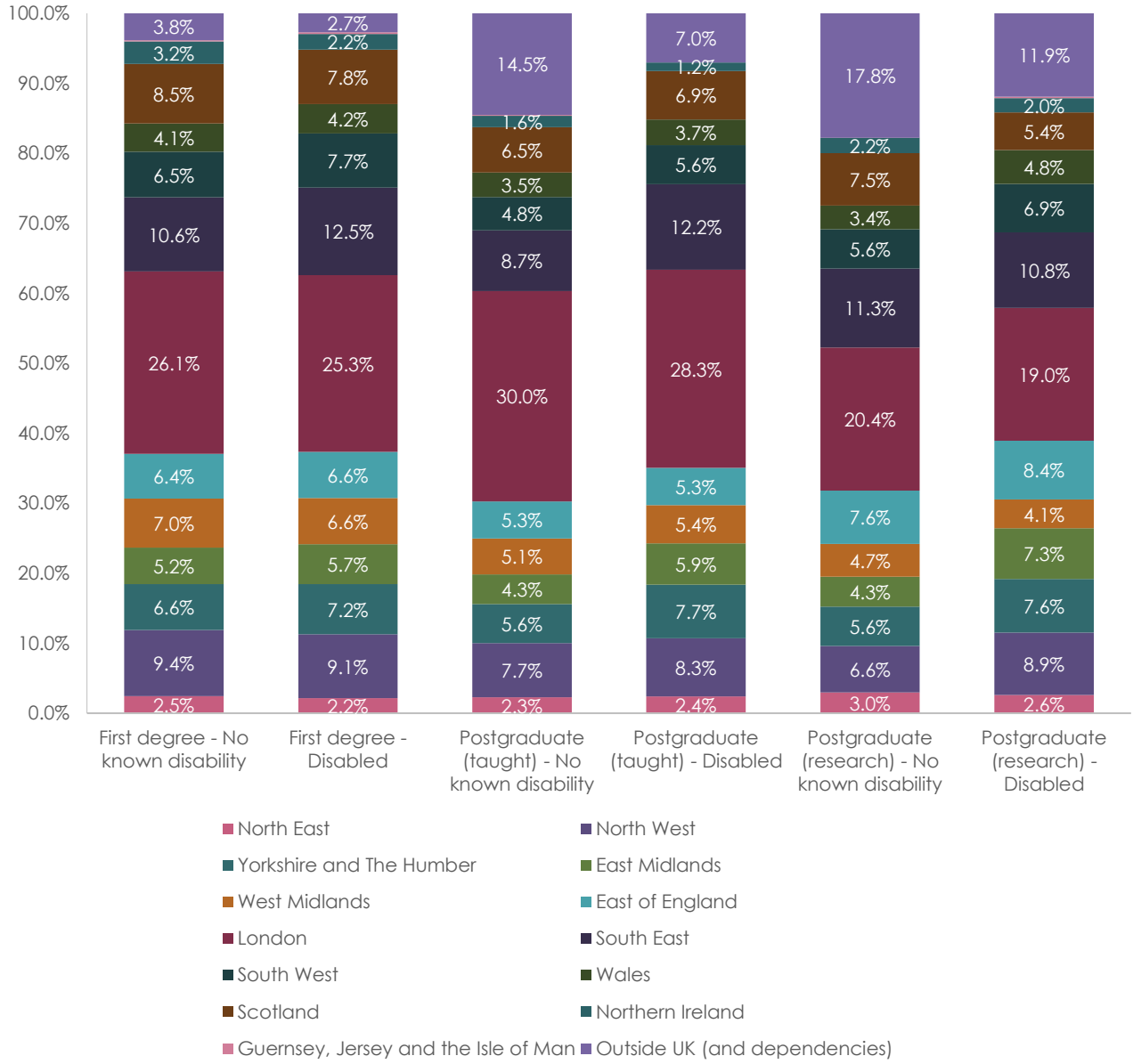
- At first degree level, there were few differences in location of employment between disabled and non-disabled graduates. However, more differences were observed between the location of employment of disabled and non-disabled graduates at postgraduate (taught) and postgraduate (research) level.
- At each level, the highest proportion of graduates (disabled and non-disabled) were employed in London. These proportions were highest at postgraduate (taught) level, followed by first degree and then postgraduate (research) level. At all levels, the proportion of non-disabled graduates employed in London was slightly higher than those with a disability.
- Non-disabled graduates at every level were more likely to be employed outside the UK than disabled graduates.
- Graduates with autism were least likely to obtain employment in London at both first degree and postgraduate (taught) levels, but not at postgraduate (research) level.
- When comparing location of employment at different qualification levels for the disability groups, there appear to be no other significant trends.

A comparison of the location of employment for disabled and non-disabled graduates at the point of the Graduate Outcomes survey is shown in figure 16. The location of employment of employed first degree disabled graduates and non-disabled graduates 15-months after graduation are similar, with over a quarter of disabled (25.3%) and non-disabled graduates (26.1%) employed in London. At first degree level, there are only three areas in which the proportions of disabled and non-disabled graduates were employed varied by more than one percentage point: South East England (12.55% for disabled and 10.6% for non-disabled graduates), South West England (7.7% and 6.5%, respectively) and outside the UK (2.7% and 3.8%, respectively).

At postgraduate (taught) level, the location with the highest proportion of graduates is also London, with 28.3% of disabled graduates and 30.0% of non-disabled graduates employed in the capital. At this level, more differences between disabled and non-disabled graduates exist than at first degree level as there are five locations where a gap of more than one percentage point occurred. Disabled graduates were more likely to be employed in Yorkshire and the Humber (7.7%, compared to 5.6% for non-disabled), the East Midlands (5.9% compared to 4.3%) and the South East (12.2%, compared to 8.7%). Conversely, as noted above, non-disabled graduates were more likely to be employed in London and outside the UK (14.5%, compared to 7.0% for disabled graduates).

Finally, at postgraduate (research) level, the highest proportion of disabled and non-disabled graduates were employed in London (19.0% and 20.4% respectively), although these proportions are lower than at postgraduate (taught) and first degree levels. Again, some differences are apparent between disabled and non-disabled graduates employed in various other locations and there was more than one percentage point difference in many locations. Disabled graduates were more likely to be employed in the North West, Yorkshire and Humber, the East Midlands, the South West and Wales; whereas a greater proportion of non-disabled graduates were employed in London, Scotland and outside the UK. The gap between the proportion of disabled and non-disabled graduates employed outside the UK is particularly apparent, with 17.8% of non-disabled and 11.9% disabled graduates working abroad.

Figure 16: Location of employment of disabled and non-disabled graduates by qualification level.[15]



8.1 First degree

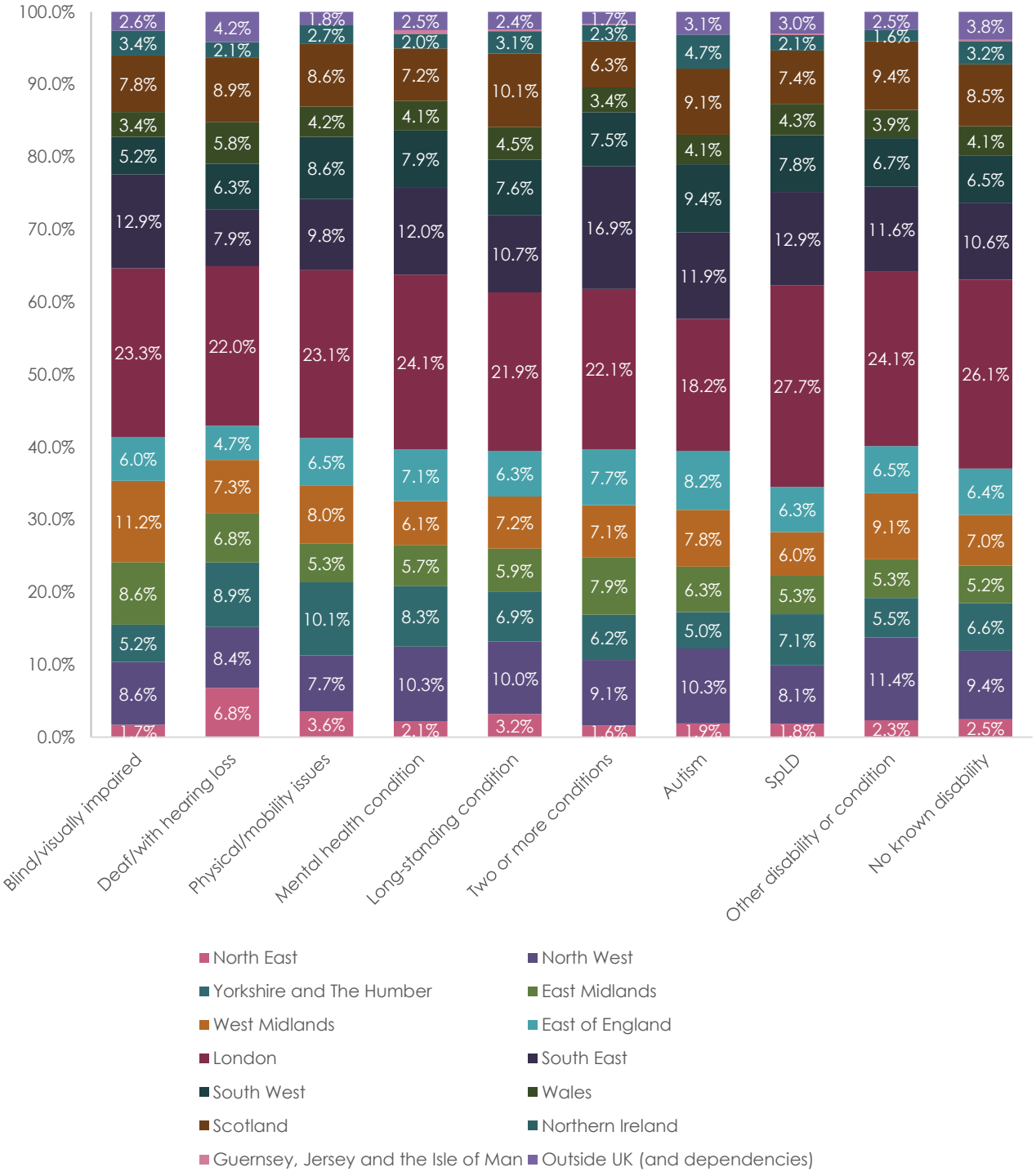
Figure 17 shows the employment locations of first degree graduates with different disability types. The greatest proportion of every group of graduates were employed in London, but of all disability types, only the proportion of graduates with an SpLD working in London was higher than non-disabled graduates (27.7%, compared with 26.1% for non-disabled graduates). Graduates with autism were least likely of all first degree graduates to be employed in London (18.2%).

Graduates disclosing as Deaf/with hearing loss were more than he most likely of any disability group to be employed in North East England (6.8%, which is more than double the proportion of any other disability type). This group of graduates was also most likely to be employed in Wales (5.8%, compared to 4.1% for non-disabled graduates). Graduates with physical/mobility issues were more likely to be employed in Yorkshire and the Humber (10.1%) than other disability groups, and graduates with two or more conditions were the most likely to have found work in the South East of England (16.9%, compared to 10.6% for non-disabled graduates). Blind/visually impaired graduates were more likely to work in the East Midlands (8.6%) and West

[15] Only data labels greater than 1.5% are shown

Midlands (11.2%) than non-disabled graduates (5.2% and 7.0% of non-disabled graduates were employed in the East Midlands and West Midlands, respectively) and more graduates with a long-standing condition were employed in Scotland than any other disability type (10.1%, compared with 8.5% for non-disabled graduates). Graduates with autism had the highest proportions of any disability group in South West England (9.4%), East of England (8.2%) and Northern Ireland (4.7%), but as previously noted, were the least likely of any disability group to be employed in London by several percentage points.

Figure 17: Location of employment of disabled first degree graduates.[16]



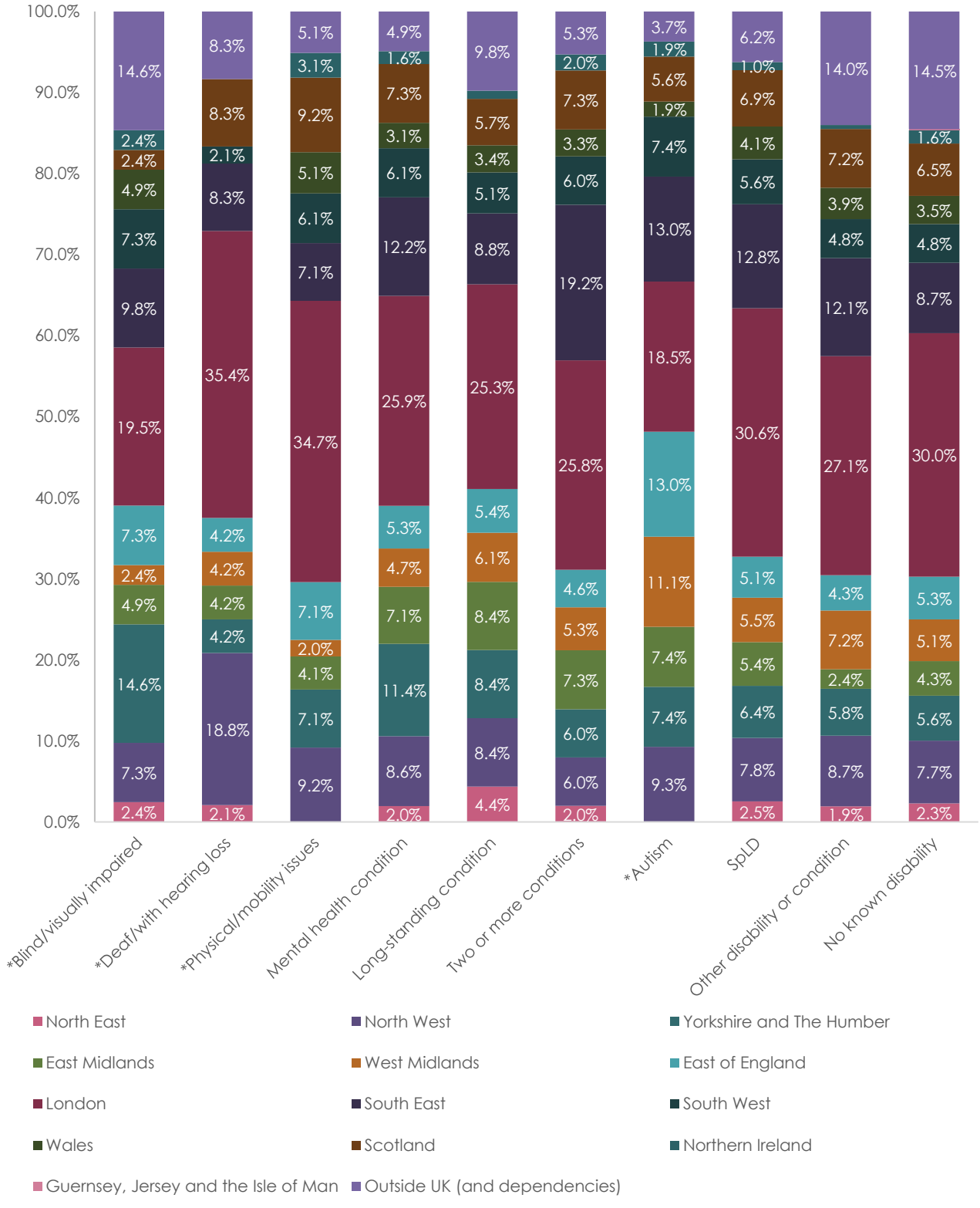
[16] Only data labels greater than 1.5% are shown

8.2 Postgraduate (taught)

At postgraduate (taught) level, the most popular location to be employed was again London, but as at first degree level, there were differences in the proportion of disability groups employed in the capital, with graduates disclosing as Deaf/with hearing loss the most likely (35.4%) and those with autism the least likely (18.5%) to work in London. Conversely, more graduates with autism were employed in the West Midlands (11.1%), the East of England (13.0%) and the South West (7.4%) than any other group.

Graduates disclosing as Deaf/with hearing loss were the most likely of all disability groups to have their employment located in the North West (18.8%) and Scotland (8.3%), whilst Blind/visually impaired graduates had the highest proportion of employment outside the UK (14.6%), in Yorkshire and the Humber (14.6%) and Northern Ireland (2.4%). Graduates with a long-standing condition were most likely of all disability groups to be employed in the North East (4.4%) and the East Midlands (8.4%), whilst graduates with two or more conditions had the highest proportions in the South East (19.2%) and those with a physical/mobility issues had the highest proportions employed in Wales (5.1%).

Figure 18: Location of employment of disabled postgraduate (taught) graduates.[17]



**The total number of respondents to this question at postgraduate (taught) level in the following disability groups was less than 100: Blind/visually impaired, Deaf/with hearing loss, Physical/mobility issues and Autism.*

[17] Only data labels greater than 1.5% are shown

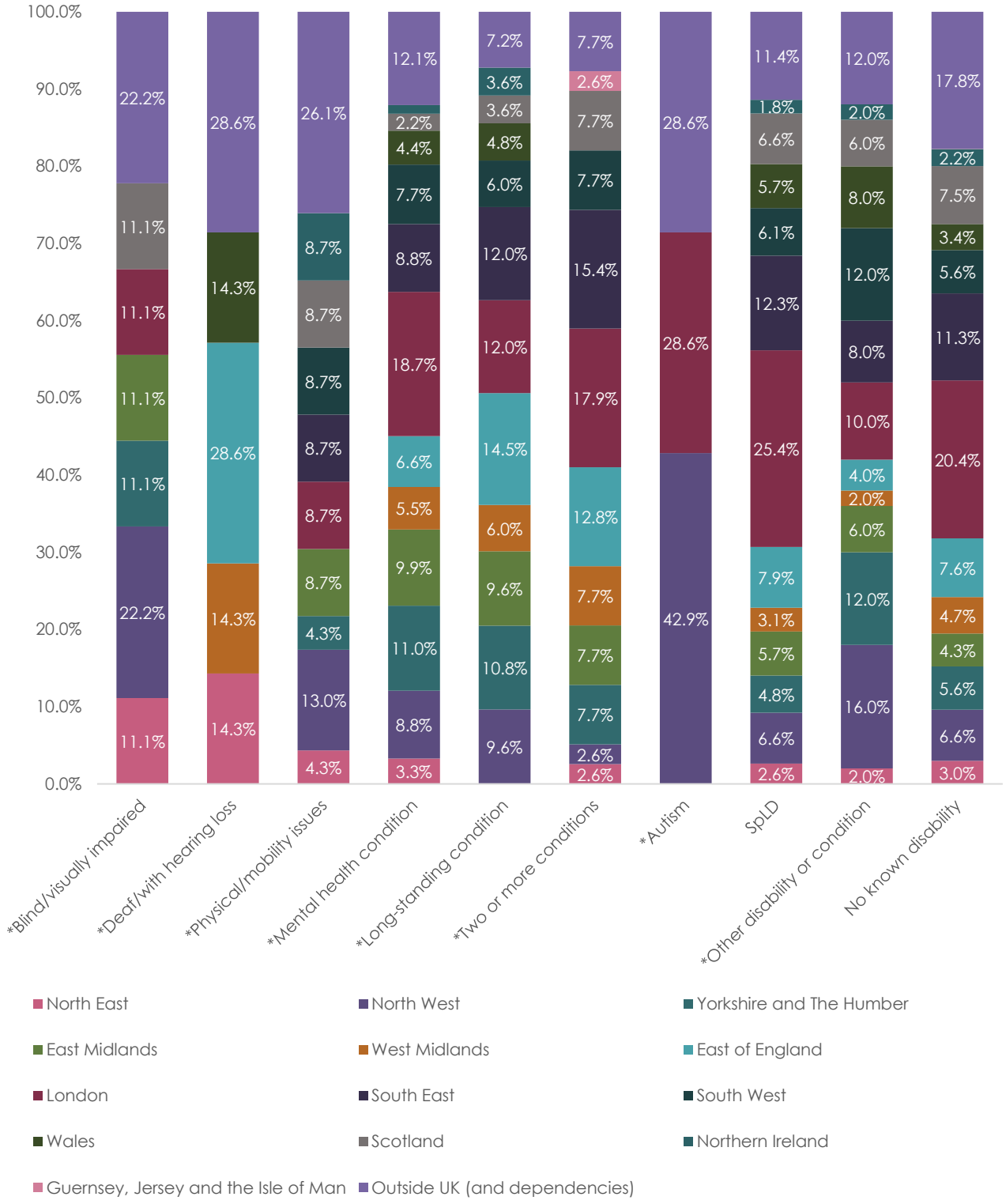
8.3 Postgraduate (research)

The location of employment postgraduate (research) graduates is shown in figure 19. It should be noted that the number of participants completing this question at postgraduate (research) was particularly low for some disability groups (i.e. less than 10 graduates), so caution is required when considering these results.

The location of employment of postgraduate (research) graduates looks significantly different from the location pattern of employed postgraduate (taught) and first degree graduates. Most notably, London was no longer the most popular employment location for all disability groups, with double the proportion of blind/visually impaired graduates working in the North West (22.2%) than London (11.1%), only 10% of graduates with another disability/health condition working in London and no graduates disclosing as Deaf/with hearing loss working in London.

Unlike at other levels, graduates with autism were the most likely disability group to have obtained employment in London (28.6%) and were also the most likely to have work located in the North West (42.9%) and jointly with those disclosing as Deaf/with hearing loss, outside the UK (28.6%). Blind/visually impaired graduates had the highest proportions employed in Scotland (11.1%) and the East Midlands (11.1%). Those disclosing as Deaf/ with hearing loss were most likely of all disability groups to be employed in the East of England (28.6%), North East (14.3%), the West Midlands (14.3%) and Wales (14.3%).

Figure 19: Location of employment of disabled postgraduate (research) graduates.[18]



**The total number of respondents to this question at postgraduate (research) level in the following disability groups was less than 100: Blind/visually impaired, Deaf/with hearing loss, Physical/mobility issues, Mental health condition, Long-standing condition, Two or more conditions, Autism and Other disability or condition.*

[18] Only data labels greater than 1.5% are shown

9. Summary

This edition of *What Happens Next?* explores the outcomes of disabled graduates and is notable for being the first edition to do so using data from the Graduate Outcomes survey (2017/18). The report shows that the disclosure of disability decreases with qualification level. Whilst caution should be employed when comparing Graduates Outcomes data with the DLHE data in previous *What Happens Next?* reports, this reflects findings from previous graduate cohorts (AGCAS 2019, 2018, 2017).[19] In addition, the proportion of 2017/18 graduates disclosing a disability was higher than conveyed in previous *What Happens Next* reports, continuing the trend of a year-on-year increase in the proportion of disabled graduates at all qualification levels. This concurs with national reports on the increasing proportions of disabled students in universities (OfS 2019, IES 2019). It is interesting to note that whilst the proportion of graduates reporting some disabilities has remained relatively stable, such as those disclosing as Deaf/with hearing loss, blind/visually impaired or as having physical/mobility issues, the disclosure rate of mental health conditions has increased year-on-year.

The trend of increasing employment figures for all graduates (disabled and non-disabled) with increasing qualification level was not fully observed in the Graduate Outcomes data. Rather, there was a substantial increase in the proportion of postgraduates obtaining employment (full time and total employment figures) compared to first degree level, but the employment figures for postgraduate (taught) and postgraduate (research) were similar. However, there was a notable difference between the proportion of disabled and non-disabled graduates in employment at all levels, with disabled graduates consistently being less likely to be in employment than graduates with no known disability. Disabled graduates were also most likely to be unemployed, as well as to be in part time study and in further study. This follows the pattern of the findings from former *What Happens Next?* reports (AGCAS 2019, 2018, 2017).

It is disappointing to note that the extended period of time between graduation and data collection (from six-months to 15-months) has not had an impact on the employment levels of disabled graduates. Previously it could have been argued that it simply took disabled graduates slightly longer to enter the jobs market than non-disabled graduates after graduation. However, the fact that there is still a significant gap in employment rates more than a year after graduation suggests that there is a significant barrier facing disabled graduates, at all levels, when entering the graduate labour market. Again, these findings are in line with other reports on graduate employment and disability (UK Parliament 2020, OfS 2019, Weedon 2017).

An examination of the basis for employment highlighted another area of disadvantage for disabled graduates. Disabled graduates at first degree and postgraduate (taught) were less likely to be employed on a permanent contract than non-disabled graduates and were more likely to engaged in employment of a more temporary nature, including zero hours contracts. Whilst the proportions of disabled graduates with supervisory responsibility were similar for first degree and postgraduate (research) graduates, disability did appear to have a negative impact on proportions in a supervisory role at postgraduate (taught) levels.

For the first time, this version of the *What Happens Next?* report describes the location of employment for graduates. Perhaps unsurprisingly, the greatest proportions of both disabled and non-disabled graduates were employed in London but the proportions of graduates employed in London and outside the UK were lower for those with a disability at all qualification levels. Graduate mobility pathways are complex and the choice to leave or stay in an area is revisited often (Alexander, 2019) but the lower proportion of disabled graduates working in the capital and overseas could also hint at barriers to disabled

[19] Due to the differences in survey methodology and time point, no direct comparisons should be drawn between Graduate Outcomes data and data from previous DLHE surveys. However, since both surveys ask participants to disclose any disability they had *whilst they were studying*, some comparisons have been drawn.

graduates accessing employment in some regions. More research is needed to understand disabled graduates reason for choosing employment in certain locations before robust conclusions can be drawn.

It should also be noted that graduate salaries differ across the UK, with graduates in London and the South East paid more on average than those in other regions and nations of the UK. Graduate salary is a contributing factor to how universities in the UK are perceived and measured. AGCAS members understand that the definition of graduate success in economic terms discounts many other factors that constitute career success, such as job satisfaction, work-life balance, and the conscious decision of some graduates to live and work in particular locations, or to undertake part time work out of choice, rather than necessity. The emphasis placed on the salary and employment status of graduates alone could disincentivise institutions from recruiting disabled students who enter higher education at a disadvantage and are less likely to achieve 'favourable' employment outcomes. A key recommendation of this report is that further research must be undertaken to better understand how disabled graduates make career decisions and the barriers they face in achieving their career ambitions.

One consistent finding in *What Happens Next?* reports over a number of years has been the particular disadvantage experienced by graduates with autism. Unfortunately, this pattern has continued with the findings of the Graduate Outcomes survey. At all qualification levels, autistic graduates were the least likely of all disabled graduates to be in employment. Where autistic individuals are employed, this is less likely to be on a permanent basis and more likely to be on a temporary or even a voluntary capacity. Whilst employment of any kind is a more positive outcome than unemployment, though there are also greater proportions of unemployed autistic graduates than any other, this lack of income or certainty about future employment could have implications for graduates' independence and their ability to plan for the future. This lack of permanency in employment could also have contributed to the findings that at all qualification levels, graduates with autism were least likely to have supervisory responsibility in their job role. Autistic graduates in employment were also the least likely of any disabled graduates to indicate that their qualification level and subject had been required for their job role, which suggests that the employment found may not be a graduate-level role and may not fit in with career plans. These disappointing employment outcomes for autistic individuals are encountered in many settings, both nationally and internationally (Vincent 2020, Nicholas *et al.* 2018, Hillier and Galizzi 2014, Shattuck *et al.* 2011). Many consider these poor outcomes to be in stark contrast to the view that autistic individuals have much to contribute to society (Gillespie-Lynch *et al.* 2017, Wehman et al. 2014).

AGCAS members, careers and employability professionals across the UK, have demonstrated an ongoing commitment to supporting disabled graduates to reach their post-graduation aspirations, with over three quarters (77%) of AGCAS member careers services reporting that they had developed targeted initiatives for students with a disability or physical/mental health condition (AGCAS Careers Service Survey 2018). A quarter of AGCAS member services also have specialist staff support for widening participation, including disabled, students (AGCAS 2021). The February 2019 edition of Phoenix, the AGCAS journal, demonstrates the ambition and innovation of AGCAS members by highlighting a broad range of case studies dedicated to supporting disabled students and graduates. Initiatives range from paid internships within London exclusively for disabled students, a programme in collaboration with J. P. Morgan designed to support autistic students with the transition from university to work, and the provision of guidance and support to employers hiring disabled graduates. Alongside the production of *What Happens Next?* the AGCAS Disability Task Group contributes enormously to the knowledge of the whole AGCAS community by producing blogs, training, guides and case studies to support disabled students into positive graduate outcomes.

Despite the commitment and ambition demonstrated by HE careers and employability professionals, this iteration of *What Happens Next?* continues to describe substantial differences in outcomes after graduation between disabled and non-disabled graduates, year-on-year. There is clearly only so much that careers and employability professionals can do as one small part of the employability ecosystem. Encouragingly, there are a number of sector organisations recognising that it is critical that any barriers facing this issue be addressed. The Office for Students (2019), when considering the barriers for disabled students, noted that there is "a real appetite for change". One of the key objectives of the newly established Disabled Students' Commission is to enhance the employability of disabled students (DSC, 2021). The case for enabling disabled graduates to realise their potential is highlighted by Lord Shinkwin in his "Able to Excel" discussion paper (DEMOS,

2019). A number of third sector organisations are finding new ways to support disabled graduates into employment, including EmployAbility, Leonard Cheshire and Ambitious About Autism.

In a context of increasing numbers of graduates disclosing a disability and consistent gaps in outcomes, there is still much work to be done. The Policy Connect paper Arriving at Thriving (2020), reporting on an inquiry by the HE Commission exploring the experiences of disabled students, suggests that quality career support is a key factor. However, this report highlights the lack of funding for university careers services and that few institutions have specialist disability careers staff, which presents challenges for careers staff seeking to support the heterogeneous disabled cohort. The report also notes that there are many challenges for employers seeking to recruit and employ disabled individuals, in terms of supporting individuals in the workplace and understanding the adjustments required. The Institute of Employment Studies, in their review of support for disabled students (2020), state that the attitude of senior staff in universities is a key factor and note that "senior leadership is pivotal" (p.4).

We must also acknowledge that graduates exist within an intersectional community and that other factors can influence the employment outcomes of graduates. Graduate Outcomes data also shows that Black, Asian and minority ethnic (BAME) graduates are less likely to be in full time employment than their white peers; female graduates, on average, earn lower salaries than male graduates; and among graduates domiciled from England, Wales and Northern Ireland, those from low participation neighbourhoods were less likely to go in to full time employment and more likely to go in to part time employment than those from other participation neighbourhoods. Disabled graduates who are female, Black or from lower socioeconomic backgrounds may face additional barriers that we – as a sector – have not fully explored.

There is a real need for all stakeholders to prioritise support for disabled students but we call for more research to know *what works* in improving the outcomes of disabled graduates, and appropriate resourcing of university careers services to put effective interventions in place at-scale. Only when this occurs will a positive change be brought about for these talented graduates who have the potential to contribute so much to society.

10. References

Alexander, R. (2019). "Geography, mobility and graduate career development" in *Graduate careers in context*, ed. Ciaran Burke and Fiona Christie, 2019

Association of Graduate Careers Advisory Services (AGCAS) (2019). *What Happens Next? A report on the first destinations of 2015 disabled graduates.* Available at: https://www.agcas.org.uk/write/MediaUploads/Resources/Disability%20TG/What_Happens_Next_report_2019.pdf (accessed 16 January 2021)

Association of Graduate Careers Advisory Services (AGCAS) (2018). *What Happens Next? A report on the first destinations of 2015 disabled graduates.* Available at: https://www.agcas.org.uk/write/MediaUploads/WHN_2018_final_version_20_August_2018.pdf (accessed 16 January 2021)

Association of Graduate Careers Advisory Services (AGCAS) (2017). *What Happens Next? A report on the first destinations of 2015 disabled graduates.* Available at: https://www.agcas.org.uk/write/MediaUploads/Resources/Disability%20TG/WHN_report_final_20_October_2017.pdf (accessed 16 January 2021)

DEMOS (2019). Able to Excel. Available at: https://demos.co.uk/project/able-to-excel/ (accessed 24 January 2021)

Disabled Students' Commission (2021). Annual Report 2020-2021: Enhancing the disabled student experience. Available at: https://www.advance-he.ac.uk/knowledge-hub/disabled-students-commission-annual-report-2020-2021-enhancing-disabled-student (accessed 25 January 2021)

Gillespie-Lynch, K., Bublitz, D., Donachie, A., Wong, V., Brooks, P.J. and D'Onofrio, J. (2017). "For a Long Time Our Voices have been Hushed": Using Student perspectives to Develop Supports for neurodiverse College students. *Frontiers in Psychology*. Available at: https://www.frontiersin.org/articles/10.3389/fpsyg.2017.00544/full (accessed 25 January 2021).

HESA(a), Higher Education Statistics Agency (2021). Graduate Outcomes Definitions. Available at: https://www.hesa.ac.uk/support/definitions/students (accessed 03 January 2021)

HESA(b), Higher Education Statistics Agency (2021). Graduate Outcomes statistical releases – detailed questions and answers. Available at: https://www.hesa.ac.uk/data-and-analysis/graduates/statistical-releases-detailed-q-and-a (accessed 06 January 2021)

Hillier, A., and Galizzi, M. (2014). Employment outcomes for young adults with autism spectrum disorders. *Review of Disability Studies: An international Journal* 10, pp 69–82.

Institute for Employment Studies (IES) (2019). Review of Support for Disabled Students in Higher Education in England. Available at: https://www.employment-studies.co.uk/resource/review-support-disabled-students-higher-education-england (accessed 15 January 2021)

Nicholas, D.B., Mitchell, W., Dudley, C., Clarke, M. and Zulla, R. (2018). An ecosystem approach to employment and autism spectrum disorder. *Journal of Autism and Developmental Disorders*, 48(1), pp264-275.

Office for Students (OfS) (2019). Beyond the bare minimum: Are universities and colleges doing enough for disabled students? Insight brief. Available at: https://www.officeforstudents.org.uk/publications/beyond-the-bare-minimum-are-universities-and-colleges-doing-enough-for-disabled-students/ (accessed 15 January 2021).

Policy Connect. (2020). Arriving at Thriving. Available at: https://www.policyconnect.org.uk/sites/site_pc/files/apdf_raa40680_i_pc_i_disabled_students_inquiry_report_screen_reader_version_i_djl_i_f_raa.pdf (Accessed 25 January 2021).

Shattuck, P. T., Orsmond, G. I., Wagner, M., and Cooper, B. P. (2011). Participation in social activities among adolescents with an autism spectrum disorder.

UK Government (2018). Definition of disability under the Equality Act 2010. Available at: www.gov.uk/definition-of-disability-under-equality-act-2010 (accessed 28 June 2018)

UK Parliament (2020). Disabled people in employment. House of Commons Library Briefing Paper. Available at: https://commonslibrary.parliament.uk/research-briefings/cbp-7540/ (accessed 15 January 2021)

Weedon, E. (2017). The construction of under-representation in UK and Swedish higher education: Implications for disabled students. *Education, Citizenship and Social Justice.* 12(1) pp 75-88

Wehman, P., Schall, C., Carr, S., Targett, P., West, M., and Cifu, G. (2014). Transition from school to adulthood for youth with autism spectrum disorder: what we know and what we need to know. *Journal of Disability Policy Studies* 25, 30–40

Van Hees, V. & Moyson, T. (2015). Higher Education experiences of students with Autism Spectrum Disorder: challenges, benefits and support needs. *Journal of Autism Development Disorder*. 45 pp. 1673-1688.

Vincent, J. (2020). Employability for UK University Students and Graduates on the Autism Spectrum: Mobilities and Materialities. *Scandinavian Journal of Disability Research,* 22 (1), pp12-24.

11. Appendix – Data tables

11.1.1 Disclosure of disability by qualification level

	Total number of respondents	Number of respondents with no known disability	Number of respondents disclosing a disability	Percentage of respondents disclosing a disability
First degree level	204885	172730	32155	15.7%
Postgraduate (taught) level	48575	42620	5955	12.3%
Postgraduate (research) level	11925	10850	1075	9.0%
Total for all levels	265380	226200	39185	14.8%

11.1.2 Type of disability disclosed by qualification level

	Blind/ visually impaired	Deaf / with hearing loss	Physical / mobility issues	Mental health condition	Long-standing condition	Two or more conditions	Autism	SpLD	Other disability or condition
First degree	0.9%	1.4%	2.8%	22.0%	9.6%	8.5%	3.7%	43.9%	7.2%
Postgraduate (taught)	1.4%	1.8%	4.5%	19.4%	11.5%	8.2%	2.9%	42.4%	7.9%
Postgraduate (research)	1.2%	1.8%	4.0%	17.3%	14.7%	8.7%	2.9%	39.1%	10.3%

11.2 Graduate outcomes of disabled and non-disabled graduates (by qualification level)

Activity	First Degree - No known disability	First Degree - Disabled	Postgraduate (taught) - No known disability	Postgraduate (taught) - Disabled	Postgraduate (research) - No known disability	Postgraduate (research) - Disabled
Full time employment	60.4%	53.2%	66.9%	56.4%	66.4%	60.0%
Part time employment	9.5%	12.0%	9.6%	12.7%	9.0%	11.4%
Voluntary or unpaid work	1.3%	2.2%	1.3%	2.3%	0.9%	1.5%
Employment and further study	9.6%	10.2%	9.0%	10.2%	10.4%	9.8%
Full time further study	8.6%	8.8%	5.8%	7.2%	5.5%	6.4%
Part time further study	0.4%	0.8%	0.4%	0.7%	0.3%	0.3%
Other including travel, caring for someone or retired	5.1%	6.4%	3.8%	5.8%	5.1%	6.5%
Unemployment	5.1%	6.4%	3.2%	4.7%	2.3%	4.2%

11.3 Graduate outcomes by disability type for first degree graduates

	Full time employment	Part time employment	Voluntary or unpaid work	Employment and further study	Full time further study	Part time further study	Other including travel, caring for someone or retired	Unemployment
Blind/visually impaired	47.50%	13.90%	2.30%	8.90%	11.60%	1.30%	6.90%	7.60%
Deaf / with hearing loss	55.20%	11.50%	0.70%	9.30%	8.70%	1.30%	8.30%	5.00%
Physical / mobility issues	46.80%	9.80%	2.70%	10.40%	11.90%	1.00%	8.50%	8.80%
Mental health condition	49.60%	13.00%	2.30%	10.50%	9.40%	0.80%	6.80%	7.60%
Long-standing condition	55.30%	11.10%	1.70%	10.90%	8.80%	0.40%	5.90%	5.90%
Two or more conditions	42.40%	12.40%	3.60%	11.50%	10.40%	2.10%	10.10%	7.50%
Autism	36.40%	17.20%	5.30%	10.20%	10.90%	1.40%	6.50%	12.20%
SpLD	58.60%	11.30%	1.80%	9.60%	7.80%	0.40%	5.50%	5.10%
Other disability or condition	52.60%	12.30%	2.30%	10.70%	8.60%	0.90%	6.30%	6.30%
No known disability	60.40%	9.50%	1.30%	9.60%	8.60%	0.40%	5.10%	5.10%
Total disabled first degree	53.20%	12.00%	2.20%	10.20%	8.80%	0.80%	6.40%	6.40%

11.4 Graduate outcomes by disability type for postgraduate (taught) graduates

	Full time employment	Part time employment	Voluntary or unpaid work	Employment and further study	Full time further study	Part time further study	Other including travel, caring for someone or retired	Unemployment
Blind/ visually impaired	58.00%	11.10%	4.90%	8.60%	3.70%	0.00%	7.40%	6.20%
Deaf / with hearing loss	55.80%	12.50%	1.90%	4.80%	7.70%	1.00%	13.50%	2.90%
Physical / mobility issues	50.00%	14.70%	3.40%	10.50%	7.50%	1.10%	6.40%	6.40%
Mental health condition	54.50%	12.60%	2.00%	11.40%	8.40%	0.70%	5.60%	4.80%
Long-standing condition	55.60%	12.80%	2.10%	11.00%	7.60%	0.90%	6.10%	4.00%
Two or more conditions	42.30%	15.50%	3.90%	10.70%	9.70%	1.60%	9.50%	6.80%
Autism	41.90%	14.00%	5.20%	11.00%	9.30%	1.70%	7.00%	9.90%
SpLD	61.60%	11.70%	1.60%	10.20%	5.80%	0.50%	4.70%	3.90%
Other disability or condition	57.40%	14.60%	3.00%	6.60%	7.90%	0.00%	5.60%	4.90%
No known disability	66.90%	9.60%	1.30%	9.00%	5.80%	0.40%	3.80%	3.20%
Total disabled postgraduate (taught)	56.40%	12.70%	2.30%	10.20%	7.20%	0.70%	5.80%	4.70%

11.5 Graduate outcomes by disability type for postgraduate (research) graduates

	Full time employment	Part time employment	Voluntary or unpaid work	Employment and further study	Full time further study	Part time further study	Other including travel, caring for someone or retired	Unemployment
Blind/ visually impaired	76.90%	7.70%	0.00%	0.00%	0.00%	0.00%	7.70%	7.70%
Deaf / with hearing loss	47.40%	10.50%	0.00%	15.80%	5.30%	0.00%	15.80%	5.30%
Physical / mobility issues	53.50%	14.00%	0.00%	4.70%	2.30%	4.70%	11.60%	9.30%
Mental health condition	62.60%	9.90%	2.20%	10.40%	7.70%	0.00%	2.70%	4.40%
Long-standing condition	59.90%	15.90%	1.30%	7.60%	5.70%	0.60%	5.70%	3.20%
Two or more conditions	48.90%	21.30%	1.10%	8.50%	9.60%	0.00%	8.50%	2.10%
Autism	32.30%	12.90%	6.50%	9.70%	16.10%	0.00%	6.50%	16.10%
SpLD	65.80%	7.40%	1.20%	10.80%	5.50%	0.00%	6.20%	3.10%
Other disability or condition	54.10%	12.80%	1.80%	11.00%	5.50%	0.00%	9.20%	5.50%
No known disability	66.40%	9.00%	0.90%	10.40%	5.50%	0.30%	5.10%	2.30%
Total disabled postgraduate (research)	60.00%	11.40%	1.50%	9.80%	6.40%	0.30%	6.50%	4.20%

11.6 Employment basis for disabled and non-disabled graduates

Employment basis	First degree - No known disability	First degree - Disabled	Postgraduate (taught) - No known disability	Postgraduate (taught) - Disabled	Postgraduate (research) - No known disability	Postgraduate (research) - Disabled
On a permanent/open ended contract	70.8%	67.9%	73.2%	67.3%	55.1%	56.1%
On a fixed-term contract lasting 12 months or longer	15.0%	14.0%	14.4%	14.6%	35.9%	32.2%
On a fixed-term contract lasting less than 12 months	4.7%	5.1%	5.4%	6.7%	5.4%	6.9%
Temping (including supply teaching)	1.9%	2.2%	1.5%	2.6%	0.8%	0.9%
On a zero hours contract	4.4%	5.6%	2.2%	3.9%	0.8%	2.0%
Volunteering	0.9%	2.0%	1.1%	2.1%	0.9%	0.7%
On an internship	1.2%	1.5%	1.0%	0.7%	0.2%	0.0%
Other	1.1%	1.6%	1.2%	2.0%	0.8%	1.2%

11.7 Employment basis by disability type for first degree graduates

	On a permanent/open ended contract	On a fixed-term contract lasting 12 months or longer	On a fixed-term contract lasting less than 12 months	Temping (including supply teaching)	On a zero hours contract	Volunteering	On an internship	Other
Blind/visually impaired	65.30%	15.30%	4.70%	2.10%	5.30%	4.20%	1.60%	1.60%
Deaf / with hearing loss	70.00%	14.70%	3.80%	1.60%	6.10%	1.60%	1.30%	1.00%
Physical / mobility issues	65.20%	14.90%	6.50%	1.90%	4.50%	3.50%	1.70%	1.90%
Mental health condition	67.00%	12.60%	6.00%	2.50%	6.60%	1.80%	1.40%	2.10%
Long-standing condition	69.50%	15.10%	4.70%	1.70%	4.80%	1.30%	1.30%	1.40%
Two or more conditions	65.80%	13.10%	5.50%	2.10%	5.70%	4.80%	1.10%	1.90%
Autism	55.10%	12.40%	6.90%	5.00%	8.50%	7.80%	2.20%	2.20%
SpLD	69.30%	14.40%	4.70%	2.10%	5.30%	1.30%	1.60%	1.40%
Other disability or condition	68.30%	15.50%	4.90%	1.60%	4.90%	2.00%	1.30%	1.40%
No known disability	70.80%	15.00%	4.70%	1.90%	4.40%	0.90%	1.20%	1.10%
Total disabled	67.90%	14.00%	5.10%	2.20%	5.60%	2.00%	1.50%	1.60%

11.8 Employment basis by disability type for postgraduate (taught) graduates

	On a permanent/open ended contract	On a fixed-term contract lasting 12 months or longer	On a fixed-term contract lasting less than 12 months	Temping (including supply teaching)	On a zero hours contract	Volunteering	On an internship	Other
Blind/visually impaired	64.90%	19.30%	5.30%	1.80%	3.50%	3.50%	1.80%	0.00%
Deaf / with hearing loss	71.10%	13.20%	6.60%	1.30%	1.30%	2.60%	1.30%	2.60%
Physical / mobility issues	69.80%	16.20%	3.90%	2.20%	1.70%	4.50%	0.00%	1.70%
Mental health condition	62.40%	16.40%	8.30%	3.30%	5.60%	1.90%	0.60%	1.60%
Long-standing condition	70.20%	14.90%	3.90%	2.10%	2.90%	2.30%	0.60%	3.10%
Two or more conditions	61.70%	14.80%	7.60%	2.10%	4.80%	5.20%	1.00%	2.80%
Autism	55.30%	12.60%	8.70%	9.70%	2.90%	5.80%	3.90%	1.00%
SpLD	70.00%	13.50%	7.00%	1.80%	4.00%	1.40%	0.50%	1.80%
Other disability or condition	66.60%	15.10%	6.30%	4.50%	2.40%	1.50%	1.50%	2.10%
No known disability	73.20%	14.40%	5.40%	1.50%	2.20%	1.10%	1.00%	1.20%
Total disabled	67.30%	14.60%	6.70%	2.60%	3.90%	2.10%	0.70%	2.00%

11.9 Employment basis by disability type for postgraduate (research) graduates

	On a permanent/open ended contract	On a fixed-term contract lasting 12 months or longer	On a fixed-term contract lasting less than 12 months	Temping (including supply teaching)	On a zero hours contract	Volunteering	On an internship	Other
Blind/visually impaired	90.00%	10.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Deaf / with hearing loss	60.00%	30.00%	10.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Physical / mobility issues	57.70%	23.10%	11.50%	3.80%	0.00%	0.00%	0.00%	3.80%
Mental health condition	55.20%	31.70%	9.00%	1.40%	1.40%	0.70%	0.00%	0.70%
Long-standing condition	49.60%	39.00%	4.90%	1.60%	4.10%	0.80%	0.00%	0.00%
Two or more conditions	53.70%	29.90%	9.00%	0.00%	3.00%	1.50%	0.00%	3.00%
Autism	23.50%	41.20%	17.60%	5.90%	0.00%	5.90%	0.00%	5.90%
SpLD	61.20%	29.50%	5.80%	0.00%	1.80%	0.60%	0.00%	0.90%
Other disability or condition	50.00%	39.70%	5.10%	1.30%	1.30%	0.00%	0.00%	2.60%
No known disability	55.10%	35.90%	5.40%	0.80%	0.80%	0.90%	0.20%	0.80%
Total disabled	56.10%	32.20%	6.90%	0.90%	2.00%	0.70%	0.00%	1.20%

11.10 Qualification required for the job role of employed first degree graduates

	Yes: both the level and subject of qualification was a formal requirement	Yes: the level of qualification was a formal requirement	Yes: the subject of the qualification was a formal requirement	Yes: while the qualification was not a formal requirement it did give me an advantage	No: the qualification was not required
Blind / visually impaired	29.10%	13.10%	4.40%	21.40%	32.00%
Deaf / with hearing loss	41.70%	10.50%	6.10%	16.90%	24.80%
Physical / mobility issues	31.60%	12.30%	5.50%	25.50%	25.10%
Mental health condition	24.20%	13.50%	3.60%	23.60%	35.10%
Long-standing condition	36.80%	12.60%	4.20%	21.40%	25.00%
Two or more conditions	26.20%	12.30%	4.10%	22.20%	35.10%
Autism	20.10%	8.90%	3.80%	25.70%	41.50%
SpLD	36.20%	13.00%	4.90%	20.50%	25.40%
Other disability or condition	33.50%	12.40%	4.50%	22.10%	27.40%
No known disability	34.40%	15.10%	4.80%	20.70%	25.00%
Total disabled	32.10%	12.80%	4.40%	21.80%	28.90%

11.11 Qualification required for the job role of employed postgraduate (taught) graduates

	Yes: both the level and subject of qualification was a formal requirement	Yes: the level of qualification was a formal requirement	Yes: the subject of the qualification was a formal requirement	Yes: while the qualification was not a formal requirement it did give me an advantage	No: the qualification was not required
Blind / visually impaired	20.00%	7.30%	7.30%	34.50%	30.90%
Deaf / with hearing loss	23.00%	1.40%	4.10%	29.70%	41.90%
Physical / mobility issues	24.00%	2.80%	7.30%	38.00%	27.90%
Mental health condition	15.80%	4.60%	7.40%	33.70%	38.50%
Long-standing condition	18.90%	5.10%	6.20%	39.00%	30.80%
Two or more conditions	18.10%	5.70%	6.70%	30.50%	38.90%
Autism	15.10%	2.80%	5.70%	40.60%	35.80%
SpLD	23.40%	5.70%	7.50%	35.50%	27.90%
Other disability or condition	26.90%	3.90%	6.00%	28.40%	34.70%
No known disability	22.40%	6.00%	6.10%	36.40%	29.10%
Total disabled	21.10%	5.00%	7.00%	34.80%	32.10%

11.12 Qualification required for the job role of employed postgraduate (research) graduates

	Yes: both the level and subject of qualification was a formal requirement	Yes: the level of qualification was a formal requirement	Yes: the subject of the qualification was a formal requirement	Yes: while the qualification was not a formal requirement it did give me an advantage	No: the qualification was not required
Blind / visually impaired	72.70%	0.00%	0.00%	9.10%	18.20%
Deaf / with hearing loss	40.00%	0.00%	0.00%	30.00%	30.00%
Physical / mobility issues	53.60%	3.60%	0.00%	14.30%	28.60%
Mental health condition	43.80%	8.00%	3.60%	20.40%	24.10%
Long-standing condition	41.30%	8.70%	0.80%	26.20%	23.00%
Two or more conditions	44.60%	7.70%	1.50%	24.60%	21.50%
Autism	26.30%	0.00%	0.00%	47.40%	26.30%
SpLD	50.80%	5.00%	2.20%	24.10%	18.00%
Other disability or condition	53.80%	8.80%	0.00%	21.30%	16.30%
No known disability	47.20%	6.90%	2.90%	25.00%	18.00%
Total disabled	47.60%	6.40%	1.80%	23.70%	20.70%

11.13 Proportion of employed first degree graduates with supervisory responsibility

	Yes the role had supervisory responsibility	No supervisory responsibility
Blind / visually impaired	16.20%	83.80%
Deaf / with hearing loss	22.80%	77.20%
Physical / mobility issues	20.80%	79.20%
Mental health condition	20.70%	79.30%
Long-standing condition	24.20%	75.80%
Two or more conditions	22.70%	77.30%
Autism	13.20%	86.80%
SpLD	27.50%	72.50%
Other disability or condition	23.50%	76.50%
No known disability	23.50%	76.50%
Total disabled	24.30%	75.70%

11.14 Proportion of employed postgraduate (taught) graduates with supervisory responsibility

	Yes the role had supervisory responsibility	No supervisory responsibility
Blind / visually impaired	25.50%	74.50%
Deaf / with hearing loss	36.50%	63.50%
Physical / mobility issues	26.30%	73.70%
Mental health condition	21.60%	78.40%
Long-standing condition	26.20%	73.80%
Two or more conditions	21.70%	78.30%
Autism	16.80%	83.20%
SpLD	29.40%	70.60%
Other disability or condition	30.00%	70.00%
No known disability	32.40%	67.60%
Total disabled	26.70%	73.30%

11.14 Proportion of employed postgraduate (research) graduates with supervisory responsibility

	Yes the role had supervisory responsibility	No supervisory responsibility
Blind / visually impaired	16.70%	83.30%
Deaf / with hearing loss	20.00%	80.00%
Physical / mobility issues	25.90%	74.10%
Mental health condition	32.40%	67.60%
Long-standing condition	22.00%	78.00%
Two or more conditions	37.90%	62.10%
Autism	6.30%	93.80%
SpLD	35.20%	64.80%
Other disability or condition	30.80%	69.20%
No known disability	30.80%	69.20%
Total disabled	31.80%	68.30%

11.15 Location of disabled and non-disabled graduates by qualification level

	First degree - No known disability	First degree - Disabled	Postgraduate taught - No known disability	Postgraduate taught - Disabled	Postgraduate research - No known disability	Postgraduate research - Disabled
North East	2.5%	2.2%	2.3%	2.4%	3.0%	2.6%
North West	9.4%	9.1%	7.7%	8.3%	6.6%	8.9%
Yorkshire and The Humber	6.6%	7.2%	5.6%	7.7%	5.6%	7.6%
East Midlands	5.2%	5.7%	4.3%	5.9%	4.3%	7.3%
West Midlands	7.0%	6.6%	5.1%	5.4%	4.7%	4.1%
East of England	6.4%	6.6%	5.3%	5.3%	7.6%	8.4%
London	26.1%	25.3%	30.0%	28.3%	20.4%	19.0%
South East	10.6%	12.5%	8.7%	12.2%	11.3%	10.8%
South West	6.5%	7.7%	4.8%	5.6%	5.6%	6.9%
Wales	4.1%	4.2%	3.5%	3.7%	3.4%	4.8%
Scotland	8.5%	7.8%	6.5%	6.9%	7.5%	5.4%
Northern Ireland	3.2%	2.2%	1.6%	1.2%	2.2%	2.0%
Guernsey, Jersey and the Isle of Man	0.2%	0.2%	0.1%	0.0%	0.0%	0.2%
Outside UK (and dependencies)	3.8%	2.7%	14.5%	7.0%	17.8%	11.9%

11.16 Location of employment of disabled first degree graduates

	Blind / visually impaired	Deaf / with hearing loss	Physical / mobility issues	Mental health condition	Long-standing condition	Two or more conditions	Autism	SpLD	Other disability or condition	No known disability	Total disabled
North East	1.7%	6.8%	3.6%	2.1%	3.2%	1.6%	1.9%	1.8%	2.3%	2.5%	2.2%
North West	8.6%	8.4%	7.7%	10.3%	10.0%	9.1%	10.3%	8.1%	11.4%	9.4%	9.1%
Yorkshire and The Humber	5.2%	8.9%	10.1%	8.3%	6.9%	6.2%	5.0%	7.1%	5.5%	6.6%	7.2%
East Midlands	8.6%	6.8%	5.3%	5.7%	5.9%	7.9%	6.3%	5.3%	5.3%	5.2%	5.7%
West Midlands	11.2%	7.3%	8.0%	6.1%	7.2%	7.1%	7.8%	6.0%	9.1%	7.0%	6.6%
East of England	6.0%	4.7%	6.5%	7.1%	6.3%	7.7%	8.2%	6.3%	6.5%	6.4%	6.6%
London	23.3%	22.0%	23.1%	24.1%	21.9%	22.1%	18.2%	27.7%	24.1%	26.1%	25.3%
South East	12.9%	7.9%	9.8%	12.0%	10.7%	16.9%	11.9%	12.9%	11.6%	10.6%	12.5%
South West	5.2%	6.3%	8.6%	7.9%	7.6%	7.5%	9.4%	7.8%	6.7%	6.5%	7.7%
Wales	3.4%	5.8%	4.2%	4.1%	4.5%	3.4%	4.1%	4.3%	3.9%	4.1%	4.2%
Scotland	7.8%	8.9%	8.6%	7.2%	10.1%	6.3%	9.1%	7.4%	9.4%	8.5%	7.8%
Northern Ireland	3.4%	2.1%	2.7%	2.0%	3.1%	2.3%	4.7%	2.1%	1.6%	3.2%	2.2%
Guernsey, Jersey and the Isle of Man	0.0%	0.0%	0.0%	0.5%	0.2%	0.1%	0.0%	0.2%	0.0%	0.2%	0.2%
Outside UK	2.6%	4.2%	1.8%	2.5%	2.4%	1.7%	3.1%	3.0%	2.5%	3.8%	2.7%

11.17 Location of employment of disabled postgraduate (taught) graduates

	*Blind / visually impaired	*Deaf / with hearing loss	*Physical / mobility issues	Mental health condition	Long-standing condition	Two or more conditions	*Autism	SpLD	Other disability or condition	No known disability	Total disabled
North East	2.4%	2.1%	0.0%	2.0%	4.4%	2.0%	0.0%	2.5%	1.9%	2.3%	2.4%
North West	7.3%	18.8%	9.2%	8.6%	8.4%	6.0%	9.3%	7.8%	8.7%	7.7%	8.3%
Yorkshire and The Humber	14.6%	4.2%	7.1%	11.4%	8.4%	6.0%	7.4%	6.4%	5.8%	5.6%	7.7%
East Midlands	4.9%	4.2%	4.1%	7.1%	8.4%	7.3%	7.4%	5.4%	2.4%	4.3%	5.9%
West Midlands	2.4%	4.2%	2.0%	4.7%	6.1%	5.3%	11.1%	5.5%	7.2%	5.1%	5.4%
East of England	7.3%	4.2%	7.1%	5.3%	5.4%	4.6%	13.0%	5.1%	4.3%	5.3%	5.3%
London	19.5%	35.4%	34.7%	25.9%	25.3%	25.8%	18.5%	30.6%	27.1%	30.0%	28.3%
South East	9.8%	8.3%	7.1%	12.2%	8.8%	19.2%	13.0%	12.8%	12.1%	8.7%	12.2%
South West	7.3%	2.1%	6.1%	6.1%	5.1%	6.0%	7.4%	5.6%	4.8%	4.8%	5.6%
Wales	4.9%	0.0%	5.1%	3.1%	3.4%	3.3%	1.9%	4.1%	3.9%	3.5%	3.7%
Scotland	2.4%	8.3%	9.2%	7.3%	5.7%	7.3%	5.6%	6.9%	7.2%	6.5%	6.9%
Northern Ireland	2.4%	0.0%	3.1%	1.6%	1.0%	2.0%	1.9%	1.0%	0.5%	1.6%	1.2%
Guernsey, Jersey and the Isle of Man	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%
Outside UK	14.6%	8.3%	5.1%	4.9%	9.8%	5.3%	3.7%	6.2%	14.0%	14.5%	7.0%

**The total number of respondents to this question at postgraduate (taught) level in the following disability groups was less than 100: Blind/visually impaired, Deaf/with hearing loss, Physical/mobility issues and Autism.*

11.18 Location of employment of disabled postgraduate (research) graduates

	*Blind / visually impaired	*Deaf / with hearing loss	*Physical / mobility issues	*Mental health condition	*Long-standing condition	*Two or more conditions	*Autism	SpLD	*Other disability or condition	No known disability	Total disabled
North East	11.1%	14.3%	4.3%	3.3%	0.0%	2.6%	0.0%	2.6%	2.0%	3.0%	2.6%
North West	22.2%	0.0%	13.0%	8.8%	9.6%	2.6%	42.9%	6.6%	16.0%	6.6%	8.9%
Yorkshire and The Humber	11.1%	0.0%	4.3%	11.0%	10.8%	7.7%	0.0%	4.8%	12.0%	5.6%	7.6%
East Midlands	11.1%	0.0%	8.7%	9.9%	9.6%	7.7%	0.0%	5.7%	6.0%	4.3%	7.3%
West Midlands	0.0%	14.3%	0.0%	5.5%	6.0%	7.7%	0.0%	3.1%	2.0%	4.7%	4.1%
East of England	0.0%	28.6%	0.0%	6.6%	14.5%	12.8%	0.0%	7.9%	4.0%	7.6%	8.4%
London	11.1%	0.0%	8.7%	18.7%	12.0%	17.9%	28.6%	25.4%	10.0%	20.4%	19.0%
South East	0.0%	0.0%	8.7%	8.8%	12.0%	15.4%	0.0%	12.3%	8.0%	11.3%	10.8%
South West	0.0%	0.0%	8.7%	7.7%	6.0%	7.7%	0.0%	6.1%	12.0%	5.6%	6.9%
Wales	0.0%	14.3%	0.0%	4.4%	4.8%	0.0%	0.0%	5.7%	8.0%	3.4%	4.8%
Scotland	11.1%	0.0%	8.7%	2.2%	3.6%	7.7%	0.0%	6.6%	6.0%	7.5%	5.4%
Northern Ireland	0.0%	0.0%	8.7%	1.1%	3.6%	0.0%	0.0%	1.8%	2.0%	2.2%	2.0%
Guernsey, Jersey and the Isle of Man	0.0%	0.0%	0.0%	0.0%	0.0%	2.6%	0.0%	0.0%	0.0%	0.0%	0.2%
Outside UK	22.2%	28.6%	26.1%	12.1%	7.2%	7.7%	28.6%	11.4%	12.0%	17.8%	11.9%

**The total number of respondents to this question at postgraduate (research) level in the following disability groups was less than 100: Blind/visually impaired, Deaf/with hearing loss, Physical/mobility issues, Mental health condition, Long-standing condition, Two or more conditions, Autism and Other disability or condition.*