

Claire Toogood,
Research and Strategic
Projects Manager, AGCAS

claire.toogood@agcas.org.uk



AGCAS

WHAT HAPPENS NEXT?

A report on the outcomes of
disabled graduates from the
2021/22 academic year

Endorsed by **shaw trust**



THE *WHAT HAPPENS NEXT?* REPORT SERIES

AGCAS has evaluated the outcomes of disabled graduates for over two decades.

- 21st edition released in April 2025
- Previous editions have been cited in parliament and key policy documents e.g. the Disabled Students Commitment and the Buckland Review
- AGCAS contributed to *Anything's Achievable with the Right Support: tackling the disability employment gap*

CHANGES FOR 2025

- The 2025 report marked a shift in approach, incorporating **gender and ethnic background** alongside disability and disability type.
- The 2025 report also explored **graduate voice** which focuses on whether graduates feel their activity is:
 - meaningful;
 - fits with future plans; and
 - uses what they learned in their studies.

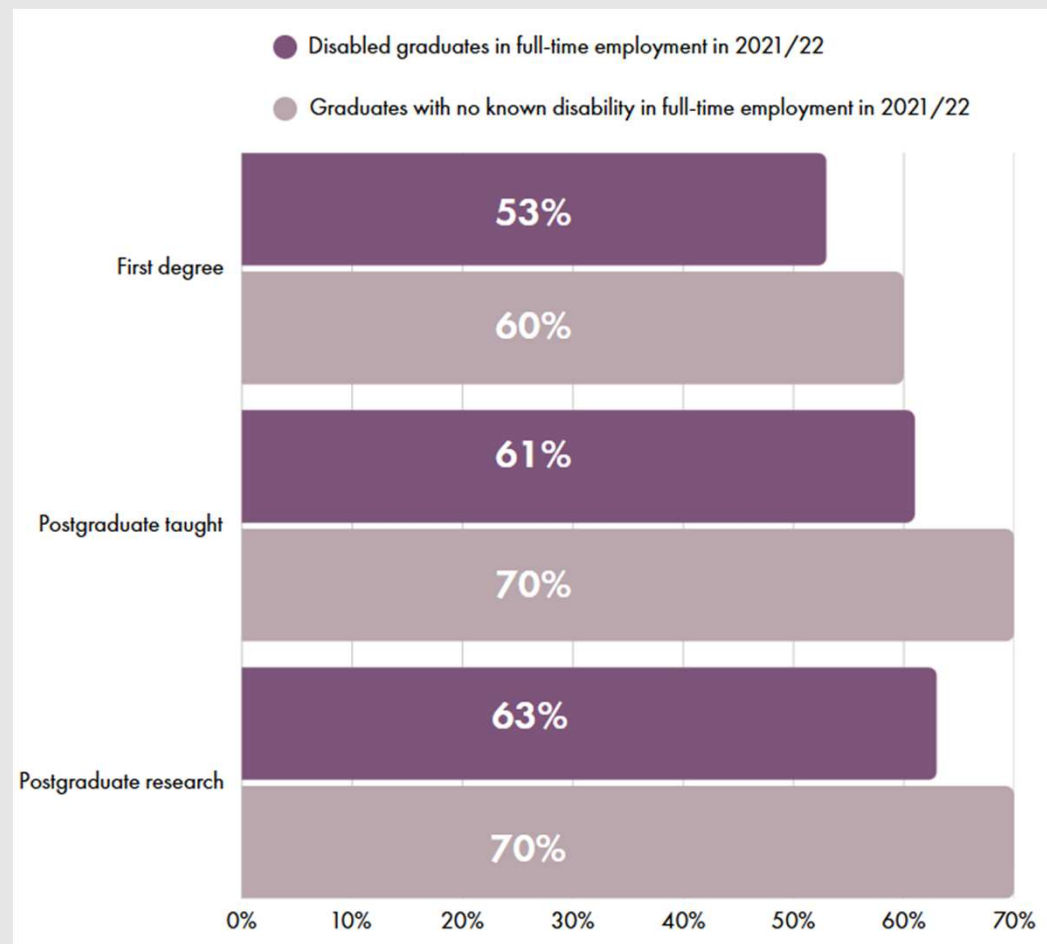


THE TOTAL DISABILITY EMPLOYMENT GAP

Disability employment gap 15 months after:	2019/20	2020/21	2021/22
First degree	3.1%	3.4%	4.0%
Postgraduate taught degree	5.1%	4.5%	3.5%
Postgraduate research degree	5.7%	2.2%	3.2%

FULL TIME EMPLOYMENT

At all levels of qualification, a graduate with no known disability was still more likely to be in full-time employment than a disabled graduate.





KEY FINDINGS

All disabled graduates

- Lower levels of full-time employment.
- **However, disabled graduates were generally as likely as graduates with no known disability to feel their graduate activity is meaningful.**
- Levels of student disclosure increasing.
- Disabled graduates were slightly more likely to report low or medium skilled employment than graduates with no known disability.

KEY FINDINGS

Ethnic background

- Disabled graduates have lower rates of full-time employment than graduates with no known disability across all ethnic backgrounds.
- White disabled graduates are more likely to be in full-time employment than disabled graduates from all other ethnic backgrounds.
- White graduates and graduates from Mixed ethnic backgrounds were notably more likely to have disclosed a disability whilst at university than Black or Asian graduates, or those from other or unknown ethnic backgrounds.





KEY FINDINGS

Gender

- Across all genders, disabled graduates have lower full-time employment.
- Male graduates are less likely to have disclosed a disability at university.
- Disabled graduates whose gender identity has changed since birth had significantly lower full-time employment.
- Unemployment rate for autistic female graduates more than double that of female graduates with no known disability.

KEY FINDINGS

Graduate Voice

- Disabled graduates are generally as likely to feel their graduate activity is meaningful.
- However, they are less likely to agree that their current activity fits with their future plans.
- Deaf/hearing impaired graduates, and graduates with mobility/physical disabilities or specific learning differences, were more likely to agree that they were using the learning from their studies than graduates with no known disability.
- Autistic graduates and graduates with mental health conditions had lower levels of agreement on using their recent learning in their current activity.



Focus on
supporting
alignment with
future plans

Collaborative work
to eliminate
disability
employment gap

REPORT RECOMMENDATIONS

Explore
intersectional
disadvantage for
disabled graduates

Continued need for
further research on
autistic graduates

THANK YOU FOR LISTENING

Report and related links

- [What Happens Next? 2025](#)
- [What Happens Next in Challenging Times?](#)
- [Enhancing Neurodivergent Graduates' Access to Graduate Employment \(ENGAGE\)](#)
- [AGCAS Positive action toolkit](#)
- Upcoming presentation at the [NADP 25th Anniversary Conference: Embedding Inclusion into Everyday Practice](#)