



WHAT HAPPENS NEXT? 2019

A report on the first destinations of 2017 disabled graduates

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The Association of Graduate
Careers Advisory Services

Endorsed by



Endorsed by the National Association of Disability Practitioners (NADP)

NADP welcomes the findings of this report, which highlights that whilst there are great successes, there continues to be a need to reduce barriers for disabled graduates going into employment, particularly gainful and sustainable graduate employment for some. NADP remains highly committed in working towards disability equality throughout the student journey, pre-entry to post-exit and into employment, beyond first destinations.

Collaboration between agencies is therefore key, with disabled people at the heart of all processes which impact on their life opportunities, and it is clearly essential to commit to ensuring that stable and sustainable graduate employment is an achievable aspiration for disabled graduates within an inclusive society. NADP remains committed to collaboratively working within a social model framework, and seeks to identify and address barriers to employment and progression in joined-up and coherent ways.

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Foreword by Kevin Shinkwin, House of Lords

Next year marks the 25th anniversary of the Disability Discrimination Act 1995, which promised to put 'disability on the agenda'. It is true that some progress has been made: the number of disabled children attending mainstream education continues to rise, and universities have worked hard to improve access to people from under-represented groups. As this year's edition of 'What Happens Next?' shows, there continues to be a year-on-year increase in the proportion of graduates disclosing a disability at both undergraduate and postgraduate level. But there is still much work to be done. When first degree disabled graduates are considerably less likely than their non-disabled peers either to be in full-time work or in work at all, it is clear that we must do more to ensure their success extends beyond university by tearing down the barriers that stand in their way.

It is also important to remember that disabled graduates are not a homogenous group. This report shines a light on the fact that graduates with different disabilities have at times radically different experiences and can face altogether different challenges. Inaccessible transport and limited housing options can have a huge impact on the geographical mobility of some disabled graduates, denying them the freedom to choose where they live and the job opportunities they take. Other disabled graduates face pervasive negative stereotyping that results in another barrier to employment: research by [The National Autistic Society](#) shows that 34% of employers surveyed said they thought an autistic person would be unlikely to fit into their team, and 28% said that an autistic person would be unlikely to be a team player.¹ These valuable – if disappointing – findings sharply demonstrate just how little progress has been made in the last 25 years.

If equality of opportunity is to mean anything, disabled graduates must have the same opportunities as others to enter and succeed in the meaningful careers that they choose. In a [recent paper](#) I published with George Relph, we set out our vision to "*ensure Government and business create the right conditions for talented young, disabled graduates to realise their potential, excel, and reach the top of their professions on merit, to the mutual benefit of themselves and their employers*".²

University careers services have a vital role to play in ensuring that disabled graduates have the tools they need to realise their potential and gain employment in roles that fit in with their career plan. Through tailored and effective careers education, advice, and guidance, and by educating the employers they work with about the positive reality of hiring disabled graduates, careers services do essential work in changing policies and combatting prejudices.

We all share an interest in improving the situation. Not only is a fulfilling career often the key to other 'valued outcomes', including confidence, independence, and wellbeing, but it makes good business sense to recruit and retain the best talent around. It is therefore so important that we all work collaboratively to remove barriers that prevent our talented disabled graduates from entering and thriving in fulfilling, challenging, and influential careers.

Sustained and genuine change for disabled people must come from disabled people themselves. It is imperative to ensure that the next generation of talented, young, disabled graduates are present in the boardrooms, newsrooms, and political offices that will allow them to lead from the front and be instigators of the change they want to see. Almost 25 years after equality of opportunity was promised by the landmark Disability Discrimination Act, why should we have to wait any longer? I thank AGCAS and everyone involved in its crucial work. Only by shining the cold, harsh light of day on inequality can we hope to make progress. This report does that. That is why I am delighted to welcome this edition of such an impressive and important publication, which surely provides the impetus for ambitious and practical action.

¹ 'The autism employment gap. Too Much Information in the workplace' (2016). The National Autistic Society.

² '[Able to Excel. The case for enabling talented, young, disabled graduates to realise their potential and reach the top](#)' (2019). Kevin Shinkwin and George Relph, published by Demos.

Executive summary

For the past seventeen years, the Association of Graduate Careers Advisory Services (AGCAS) has commissioned the national AGCAS Disability Task Group (DTG) to carry out a study into the destinations of disabled graduates. This research has resulted in the annual *What Happens Next?* report which, over the years, has provided insights into the impact a disability can have on a graduate's prospects in the labour market. For the last time, this *What Happens Next?* report has been based on the Destination of Leavers from Higher Education (DLHE) survey conducted six months after graduation, which has now been replaced by the new Graduate Outcomes survey. For 2017 graduates, DLHE data is the most reliable source of information on post-university destinations and as such, provides insights into the value of higher education qualifications for both disabled and non-disabled graduates at that point in time.

This study reports on the disclosure of disability and destinations of this cohort of graduates. In addition, the destinations of each disability group are examined. Finally, details relating to those graduates who entered employment are described, including the basis of employment and the reasons why this employment was chosen.

Key findings from the 2017 survey

- There has been a year-on-year increase in the proportion of graduates disclosing a disability at each qualification level.
- The proportion of graduates disclosing a disability decreased with increasing qualification level.
- As with previous years, the greatest proportion of graduates disclosing a disability (at all qualification levels) had a Specific Learning Difficulty (SpLD).
- Disabled graduates (at all qualification levels) were less likely to be in employment and more likely to be unemployed.
- Whilst the likelihood of obtaining employment improved with increasing qualification level for both disabled and non-disabled graduates, the gap in total employment levels (between disabled graduates and those with no known disability) grew with increasing qualification level.
- Disabled graduates (at all qualification levels) were more likely to enter part-time employment and to engage in further study than non-disabled graduates.
- Of all disabled graduates (at all qualification levels), graduates with a social condition/autism were most likely to be unemployed.
- Graduates with a SpLD (at all qualification levels) were most likely to have obtained full-time employment.
- Disabled graduates (at all qualification levels) were more likely to be self-employed than non-disabled graduates.
- Graduates with a social condition/autism (at all qualification levels) were most likely to be employed on a zero-hours contract.
- The most popular reason for disabled graduates (at all qualification levels) selecting their current job role was to fit in with a career plan or that it was exactly the type of work they wanted.
- Graduates with a social condition/autism (at all qualification levels) were least likely to have chosen their current role due to considering it to fit in with a chosen career plan.
- Graduates with a social condition/autism were also the most likely (or among the most likely) to have selected their role as a means to earn a living or pay off debts.

1. Introduction

1.1 Aims of the report

As the name suggests, this report explores the destinations of disabled graduates: looking at *what happened next*, after these graduates left university. Drawing on data gathered by UK-based universities, this study provides a picture of the activities these graduates engaged with. By drawing comparisons with non-disabled graduates, this report also provides insights into the impact of disability on a graduate's prospects after their studies. In this report, the destinations for different disability types are examined and the basis of employment obtained is described. For the first time, the main reason why graduates selected their job role is also explored, for different disability types.

As with previous iterations of the *What Happens Next?* report, it is anticipated that the findings of this report will be of real interest to those who, like us, have an interest in the welfare and outcomes of individuals with disabilities. We are delighted that last year's report (AGCAS 2018) was referenced in a number of academic papers, conference talks and an action briefing for Government; this is evidence of the growing interest in the outcomes for disabled individuals and concern for the disadvantage they can experience in the labour market. We recognise the key role played by university careers and employability services in providing support to disadvantaged students and graduates in planning for their future and in succeeding in progressing to positive destinations beyond higher education. It is hoped that this *What Happens Next?* report will be of particular value to these services, by supporting their understanding of the prospects and challenges facing disabled students when they graduate.

1.2 Method and sample

This study examines the data from the most recent DLHE survey. For this survey, all UK and EU domiciled individuals who had graduated in 2017 were contacted by their respective universities approximately six months after completion of their degree courses. The results of this survey were published by the Higher Education Statistics Agency (HESA). More information about the DLHE survey of 2017 graduates can be found here: <https://www.hesa.ac.uk/news/17-01-2019/sb252-higher-education-student-statistics>

The data used in this report is derived from the 330,080 graduates from first degree, postgraduate degree (taught) and postgraduate degree (research) qualifications who responded to the survey. Of this number, 45,175 (13.7%) identified themselves as having either a disability or learning difficulty during the period of their studies. It should be noted that at postgraduate (taught) level and in particular at postgraduate (research) level, the number of graduates responding to the DLHE survey in some disability groups was less than 100. In these cases, a degree of caution should be employed when seeking to draw conclusions from the results, due to the small sample size. Where this has occurred, a note has been added to the relevant figures to alert the reader.

1.3 Terminology

This report adopts the definition of disability described within 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, 2018). The term 'disabled graduates' refers to those respondents to the DLHE survey who identified themselves as having a disability or learning difficulty 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 (this cohort therefore includes those who did not provide any disability data, as well as those who declared that they did not have a disability). In the DLHE questionnaire, respondents were provided with a list of categories from which they could select the

term that best suited their disability or learning difficulty; these categories can be seen in table 1 (column 1). 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

HESA disability categories	What Happens Next? categories
Blind or serious visual impairment	Blind/visual condition
Deaf or serious hearing impairment	Deaf/hearing loss
Physical impairment or mobility issues	Physical/mobility issues
Mental health conditions	Mental health conditions
Long-standing illness or health condition	Long-standing illness or health condition
Two or more conditions	Two or more conditions
Specific learning difficulty	SpLD
Social communication/Autistic Spectrum Disorder	Social/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 degree (taught) refers to a postgraduate qualification consisting of a taught programme of lectures or seminars (e.g. MA, MSc and MBA).
- Postgraduate degree (research) refers to a postgraduate qualification involving independent study (e.g. PhD, 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 DLHE survey: 'full-time work', 'part-time work' and 'primarily in work but also studying'. Similarly, 'total further study' refers to the sum of those selecting these categories: 'full-time study', 'part-time study' and 'primarily studying but also in work'.

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.

1.4 The authors of this report

The creators of this, the seventeenth version of the *What Happens Next?* report are careers professionals based in university careers services in the UK, who are part of the AGCAS Disability Task Group (DTG). The DTG helps to shape the careers support

available to disabled students in HE through resource development, training delivery and sharing of good practice. AGCAS provided the funding to obtain the DLHE survey data from HESA.

2. Disclosure of disability

This section describes the disclosure of disability at first degree, postgraduate (taught) and postgraduate (research) level.

Key findings

- As seen last year, the proportion of graduates disclosing a disability decreased with increasing qualification level.
- There has been a year-on-year increase in the proportion of graduates disclosing a disability at each qualification level.
- As with previous years, the greatest proportion of graduates disclosing a disability at all qualification levels had a SpLD.

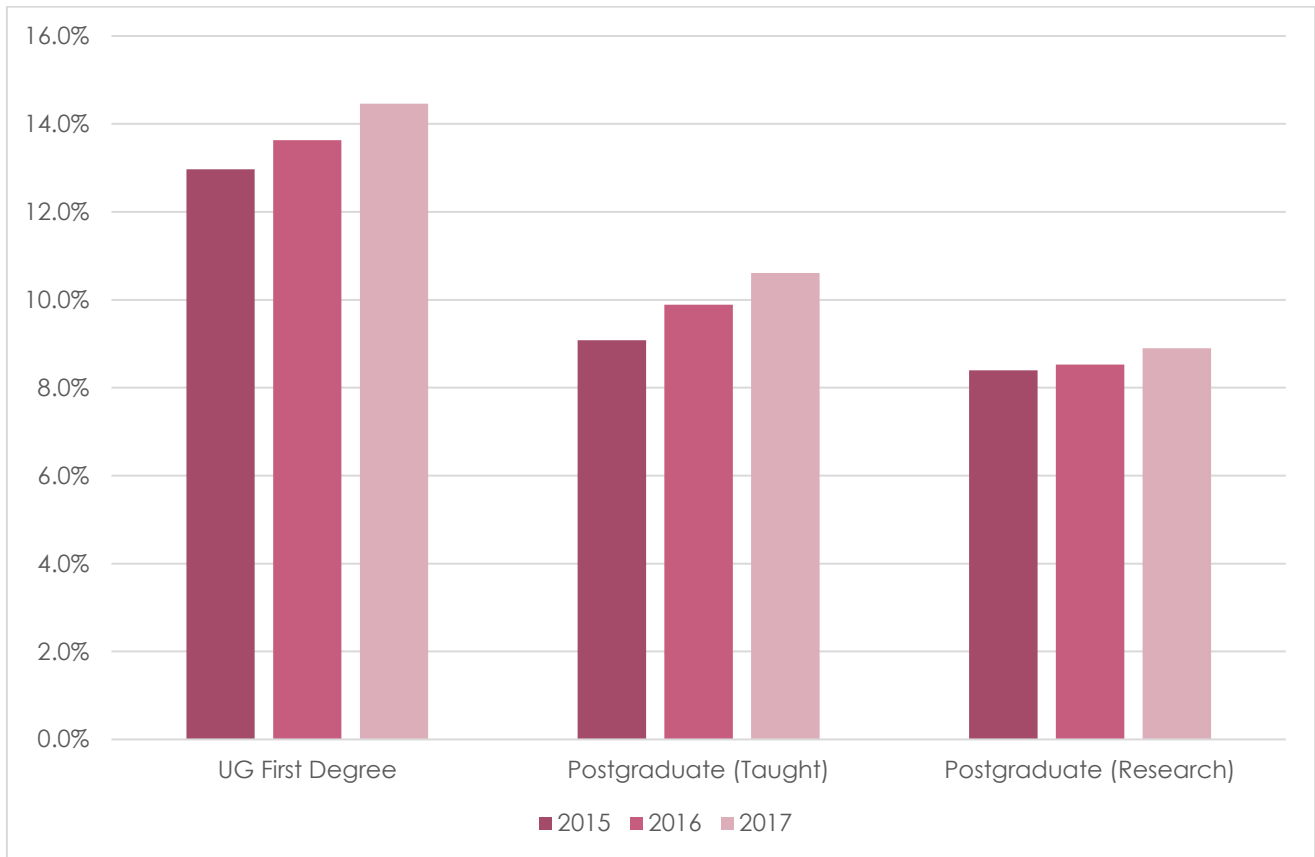
Table 2: Disability disclosure for each qualification level

Level of qualification	No known disability	Disabled	Total	Disability disclosure levels
First degree	228,240	38,580	266,815	14.5%
Postgraduate (taught)	46,860	5,560	52,420	10.6%
Postgraduate (research)	10,610	1,035	11,645	8.9%

Table 2 shows the number and proportion of 2017 graduates disclosing a disability, for each level of qualification. Concurring with findings from previous *What Happens Next?* studies (AGCAS 2016, 2017, 2018), disclosure levels decreased with increasing qualification level, from 14.5% for first degree, to 10.6% at postgraduate (taught) level, to 8.9% at postgraduate (research) level.

Figure 1 shows the proportion of graduates disclosing a disability at each qualification level for the past three years. As can be seen, there has been a year-on-year increase in disclosure levels at each level of qualification.

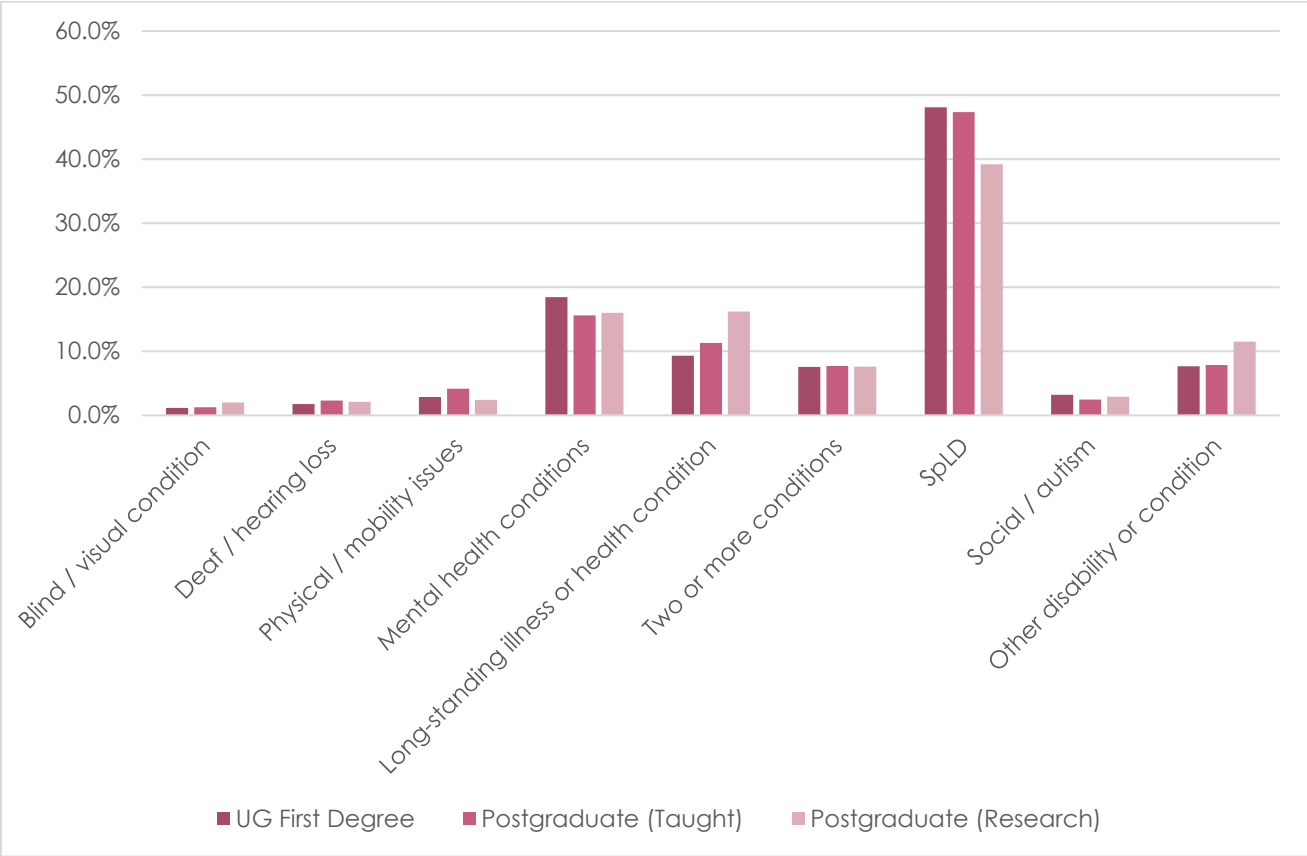
Figure 1: Disclosure of disability by qualification level



In figure 2, the type of disability disclosed by graduates at each qualification level is shown as a percentage of the total number of students disclosing a disability. The greatest proportion of those disclosing was, as in previous years, those with a SpLD; this proportion is highest at first degree level (48.1%), followed by postgraduate (taught) (47%), then postgraduate (research) (39.2%).

For some disability types, the proportions of disability type did not vary greatly at different qualification levels. However, the proportion of graduates with mental health conditions was slightly lower at postgraduate level than undergraduate level (15.6% for postgraduate taught and 16.0% for postgraduate (research), compared with 18.5% for first degree graduates), which follows the trend described in previous *What Happens Next?* reports (AGCAS 2018, 2017). Conversely, several disability types (longstanding illness or health condition, or those disclosing as 'other disability or condition') have higher proportions at postgraduate level than undergraduate level.

Figure 2: Type of disability disclosed by qualification level



3. Graduate destinations

This chapter provides details of the destinations of disabled graduates (as a whole) at each qualification level.

Key findings

- Disabled graduates at all qualification levels were less likely to be in employment and more likely to be unemployed.
- Whilst the likelihood of obtaining employment was seen to improve with increasing qualification level for both disabled and non-disabled graduates, the gap in total employment levels (between disabled graduates and those with no known disability) grew with increasing qualification level.
- At all qualification levels, disabled graduates were more likely to enter part-time employment and to engage in further study than non-disabled graduates.

3.1 First degree

Figure 3 shows the destinations of disabled graduates and non-disabled graduates at each qualification level. At first degree level, disabled graduates were less likely to be in full-time work (50.6% compared to 57.0% for non-disabled graduates) and more likely to be unemployed (5.5% compared to 3.8% for non-disabled graduates). These trends concur with the findings of previous *What Happens Next?* studies (AGCAS 2017, 2018). However, if total employment figures are compared (i.e. including those in part-time work and those primarily in work but also studying), the gap between disabled and non-disabled graduates narrows to 1.9% (total employment figures were 68.7% for disabled graduates and 70.6% for non-disabled graduates). As found in last year's report, the figures for total study were very slightly higher for disabled graduates (21.0% compared with 20.3% for non-disabled graduates).

3.2 Postgraduate (taught)

At postgraduate (taught) level, disabled graduates were again less likely to be in full-time employment (58.4% compared to 67.6% for non-disabled graduates) and this gap of 9.2% is greater than at first degree level (6.4%). Disabled graduates were also more likely to be unemployed than non-disabled graduates (6.1% compared with 4.3%). Whilst total employment levels for both disabled and non-disabled graduates are higher than either group at first degree level (76.0% for disabled postgraduate (taught) graduates, 80.9% for non-disabled graduates), the gap between disabled and non-disabled graduates at postgraduate (taught) level is larger than at undergraduate level (4.9%). Total study figures were slightly higher for disabled graduates (10.9%) than non-disabled graduates (8.8%).

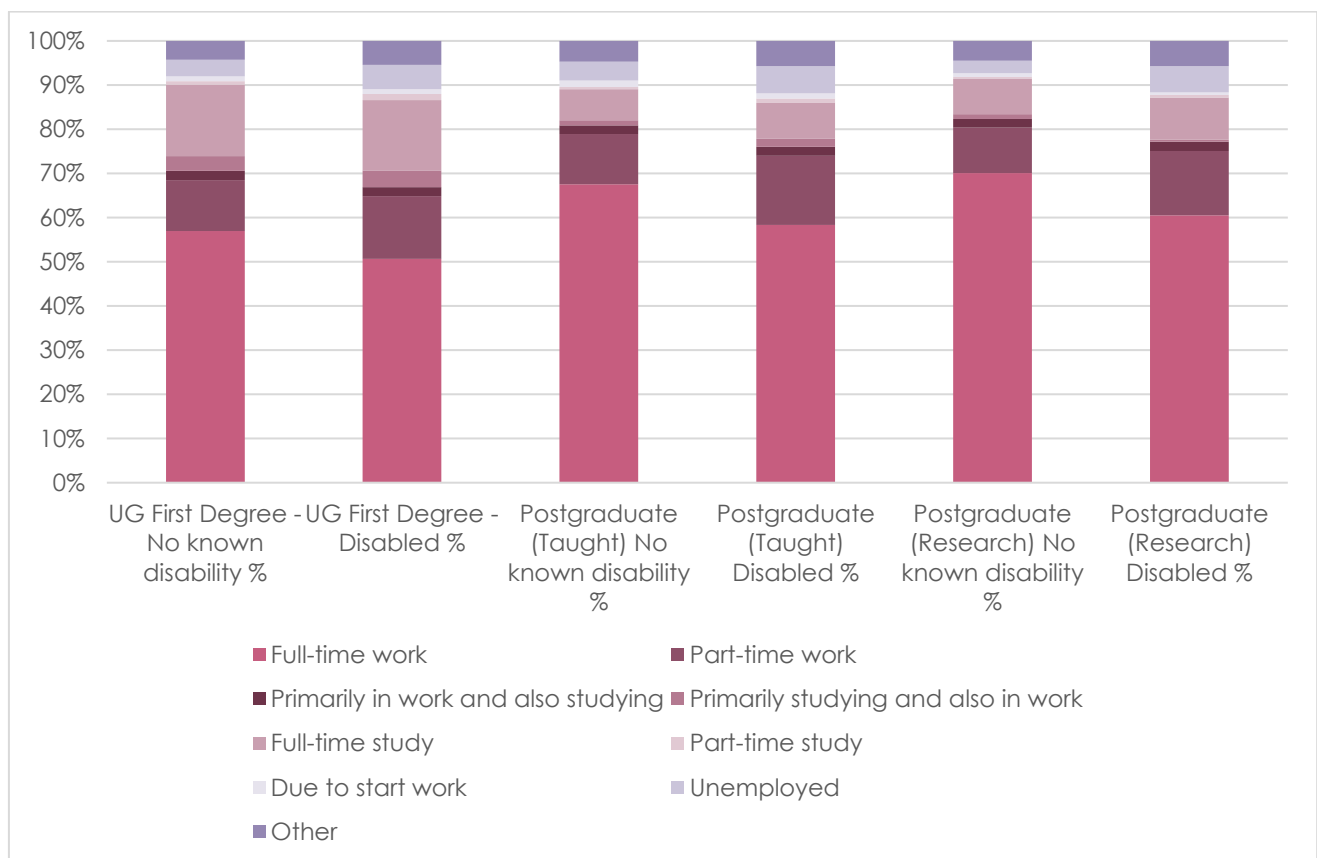
These findings all follow the patterns described in last year's study (AGCAS 2018). However, whilst this previous report noted an increase in the gap between the proportions of disabled and non-disabled graduates entering full-time employment from the previous year, the most recent figures show a slight decrease in this gap (9.2% for 2017 graduates compared with 10.3% for 2016 graduates).

3.3 Postgraduate (research)

As with other qualification levels, disabled graduates with a postgraduate (research) degree were less likely to have obtained full-time employment (70.1% for non-disabled graduates compared with 60.5% for disabled graduates) and were more likely to

be unemployed (6.0%, compared with 2.9% for non-disabled graduates). Total employment figures show a slight increase in the gap between disabled graduates and non-disabled graduates (77.2% and 82.3% respectively, producing a gap in employment levels of 5.1%). Total study figures for this qualification level were slightly higher for disabled graduates (10.6%) than non-disabled graduates (9.5%). Again, these findings echo those described in last year's study (AGCAS 2018).

Figure 3: Destination of non-disabled and disabled graduates, by qualification level



4. Destinations by disability

In this chapter, the destinations of disabled graduates are examined by disability type, for each qualification level.

Key findings

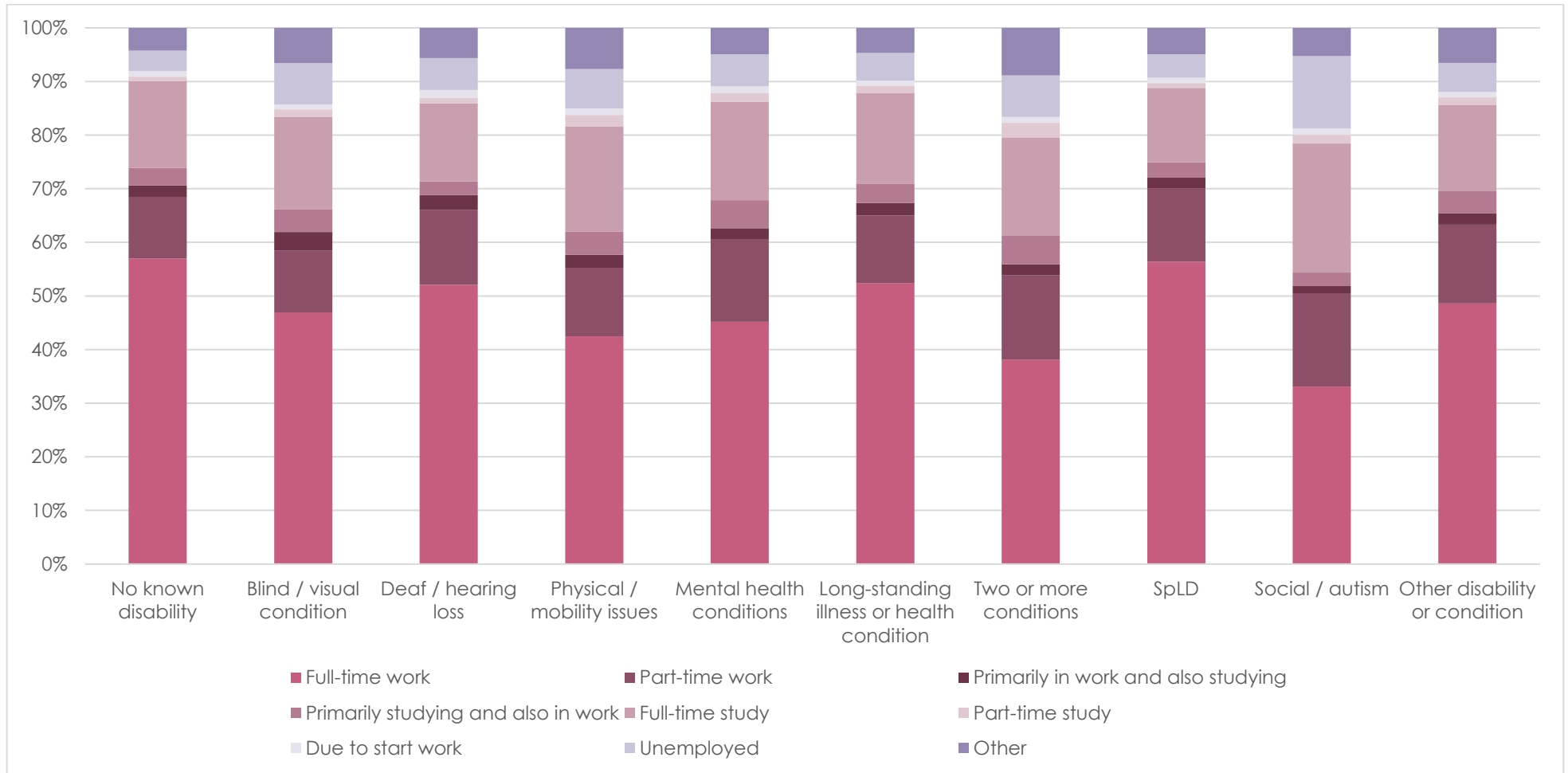
- As in previous studies, there was a general increase in total employment figures for disabled graduates with increasing qualification level.
- At first degree and postgraduate (taught) levels, graduates with a social condition/autism were least likely to have obtained full-time work and had the lowest total employment levels. At postgraduate (research) level, graduates with a physical/mobility issue were least likely to be in full-time work and blind/visually impaired graduates had the lowest levels of total employment.
- Of all disabled graduates, at all levels, graduates with a social condition/autism were most likely to be unemployed; this figure was actually higher for postgraduate (taught) graduates with a social condition/autism than for those at first degree or postgraduate (research) level.
- At all qualification levels, graduates with a SpLD were most likely to have obtained full-time employment.
- At first degree and postgraduate (taught) levels, graduates with a social condition/autism were most likely to pursue further study. At postgraduate (research) level, the highest further study proportions were for blind/visually impaired graduates.

4.1 First degree

Figure 4 shows the destination proportions of first degree graduates by disability type and the destination proportions of non-disabled graduates as a comparison. For several disability types, there was a notable difference between the proportion of disabled graduates and non-disabled graduates obtaining full-time work, including those with two or more conditions, physical/mobility issues and those with a blind/visual condition. However, as in previous studies (AGCAS 2017, 2018), the graduates least likely to be in full-time employment were those with a social condition/autism (33.1%, compared with 57.0% for those with no known disability). Although graduates with a social condition/autism were most likely to be in part-time work, when total employment figures are considered (where 'part-time work' and 'primarily in work and also studying' options are included), this disability group still have the lowest levels of total employment at 51.9%, which is 4.0% lower than the next lowest disability group – two or more conditions – and 18.7% lower than graduates with no known disability. A markedly higher proportion of graduates with a social condition/autism were unemployed, with 13.5% of graduates selecting this as their destination. This is nearly double the proportions of the next group most likely to be unemployed (those with a blind/visual condition, at 7.7%) and is three and a half times greater than the proportions of non-disabled graduates (3.8%).

The disabled graduates least likely to be unemployed and most likely to be in full-time work were, as in previous years, those with a SpLD. Whilst most disability types had higher proportions of graduates engaged in further study (total study figures for every disability type were higher than for non-disabled graduates, with the exception of graduates with a SpLD or Deaf/hearing loss), the highest figures were for those with a social condition/autism (28.2%), followed by those with two or more conditions (26.4%) and those with physical/mobility issues (26.1%).

Figure 4: Destination by disability - first degree



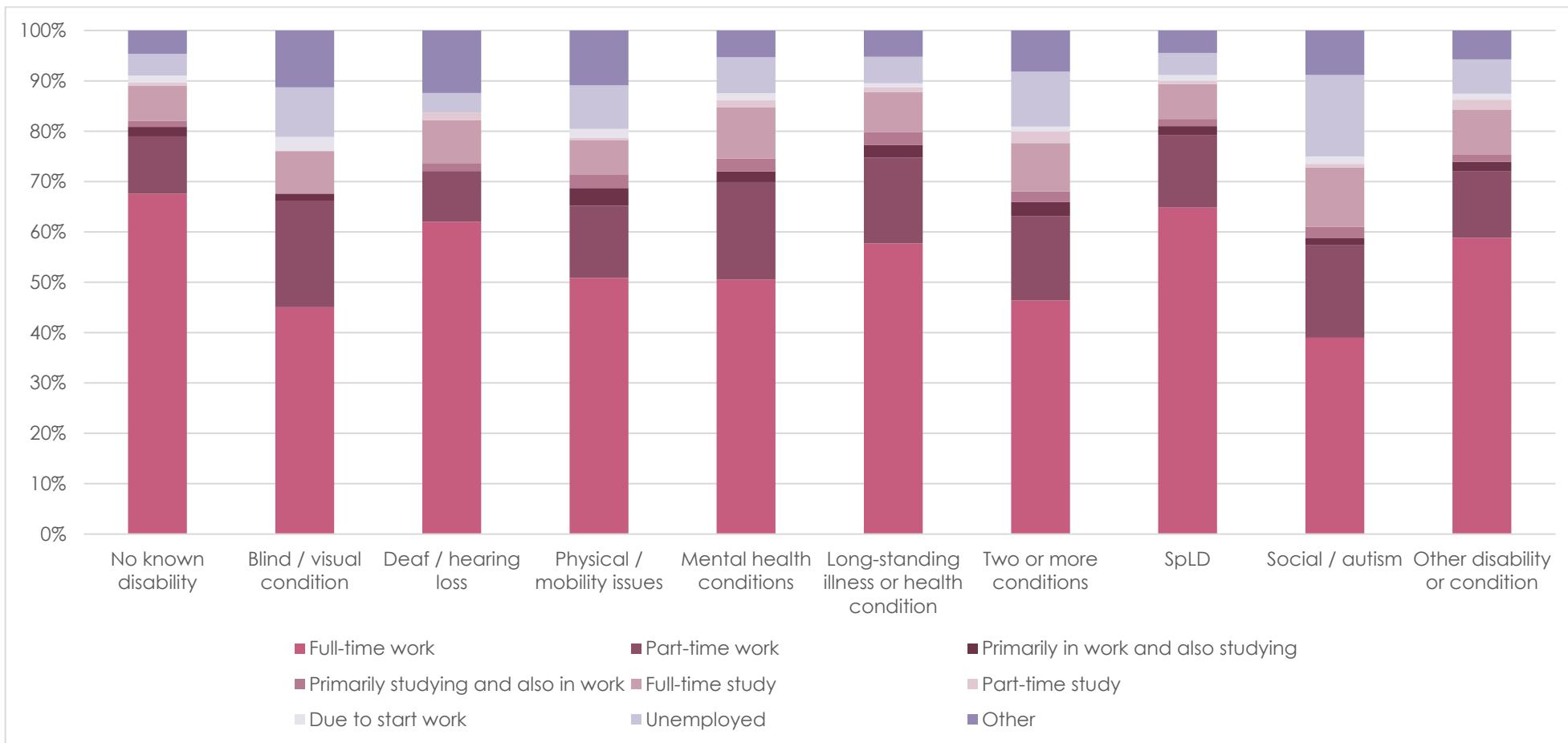
4.2 Postgraduate (taught)

Figure 5 shows the destinations of postgraduate (taught) graduates, by disability type. Although there was a general increase in employment levels when compared to first degree graduate destinations, there were still substantial differences when examining these destinations by disability type. The graduates who were least likely to enter full-time employment were those with a social condition/autism (39.0%) and those with a blind/visual condition (45.1%); in comparison, 67.6% of non-disabled graduates entered full-time employment. Unlike at first degree level, graduates with a blind/visual condition were most likely to be in part-time employment (21.1%)*, followed by those with mental health conditions (19.4%). If total employment figures are considered, those with a social condition/autism had the lowest levels of total employment (58.9%) and were the most likely to be unemployed (16.2%). Indeed, this proportion is notably higher than any other disability type and is nearly four times higher than the proportion of non-disabled unemployed graduates.

Graduates with a SpLD were most likely to be in full-time employment (64.8%), had the highest total employment figures (81.0%) and were the least likely to be unemployed (4.4%) of all disability types. Graduates with a social condition/autism had the highest levels of total study (14.7%), followed by those with mental health conditions (14.2%) and those with two or more conditions (14.0%).

**Please note that the total number of respondents to this question at postgraduate (taught) level with a blind/visual condition was less than 100.*

Figure 5: Destination by disability - postgraduate (taught)



*Please note that the total number of respondents to this question at postgraduate (taught) level with a blind/visual condition was less than 100.

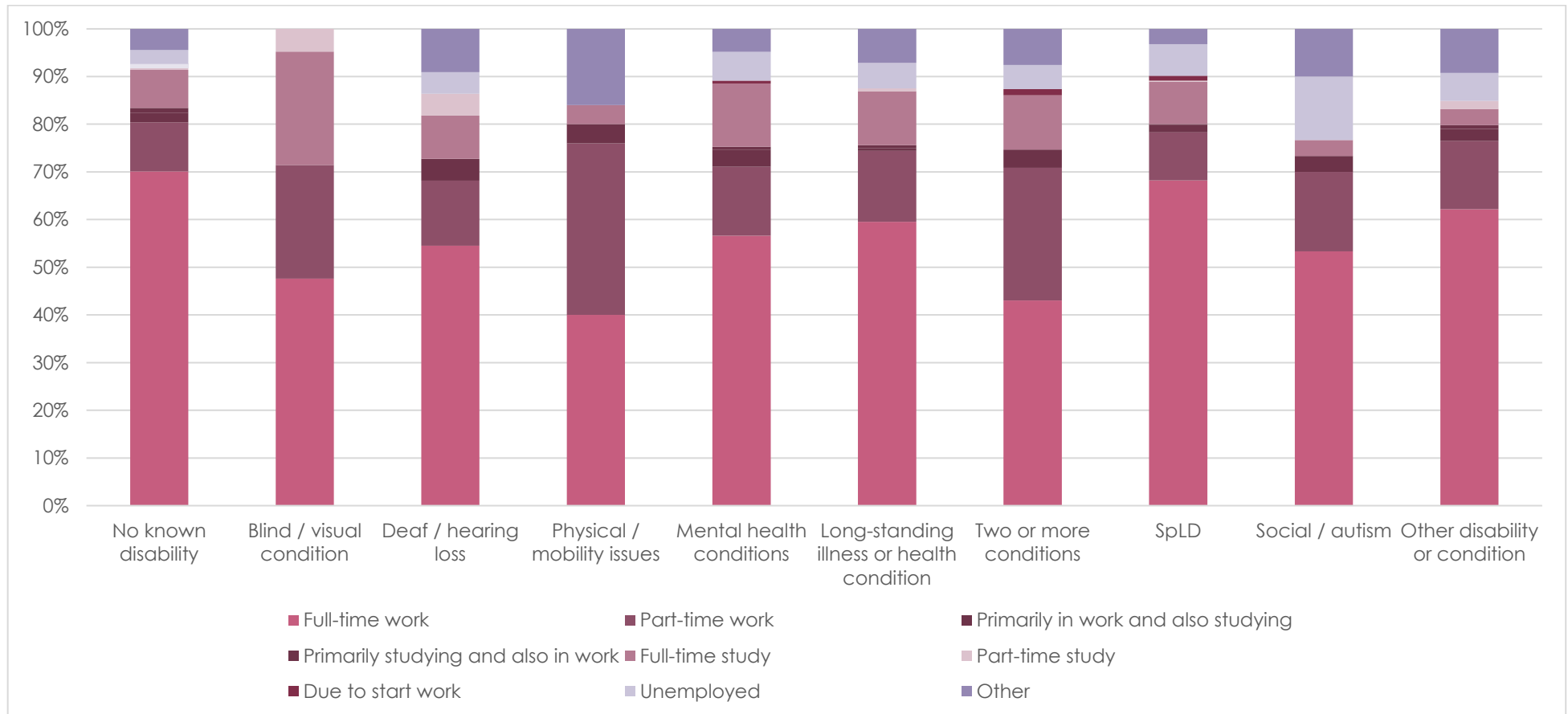
4.3 Postgraduate (research)

Figure 6 shows the destinations for postgraduate (research) graduates for each disability type. As in previous iterations of *What Happens Next?* (AGCAS 2017, 2018), disabled graduates of all types were generally more likely to be in employment than at lower qualification levels. Unlike at first degree or postgraduate (taught) levels, graduates with a social condition/autism from postgraduate (research) degrees did not have the lowest employment levels: graduates with physical/mobility issues were least likely to be in full-time work. If total employment is examined, blind/visual condition graduates had the lowest levels (71.4%) of total employment, followed by Deaf/hearing loss graduates (72.6%) and those with a social condition/autism (73.3%)*. As with other qualification levels, graduates with a SpLD had the highest levels of total employment (79.8%). The highest levels of unemployment were experienced by graduates with a social condition/autism (13.3%), which is twice that of the disability type with the next highest level of unemployment (SpLD, with 6.7%)*.

Blind/visual condition postgraduate (research) graduates were most likely to pursue further study (28.6% for total further study), followed by those with mental health conditions (13.9%) and Deaf/hearing loss (13.6%)*.

**Please note that the total number of respondents to this question at postgraduate (research) level in the following disability groups was less than 100: blind/visual condition, Deaf/hearing loss, physical/mobility issues, a social condition/autism and two or more conditions.*

Figure 6: Destination by disability - postgraduate (research)



*Please note that the total number of respondents to this question at postgraduate (research) level in the following disability groups was less than 100: blind/visual condition, Deaf/hearing loss, physical/mobility issues, a social condition/autism and two or more conditions.

5. Employment basis

So far, this study has examined the destinations of disabled graduates and explored these by disability type. In this chapter, an exploration is made of the *basis* on which working disabled graduates are employed. It should be noted that there are a number of instances where the data obtained for this part of the HESA survey is the result of less than 100 respondents from certain disability groups; this is particularly the case for the postgraduate (research) data. This may have had an impact on the results and therefore limits what can be assumed from the emerging patterns.

Key findings

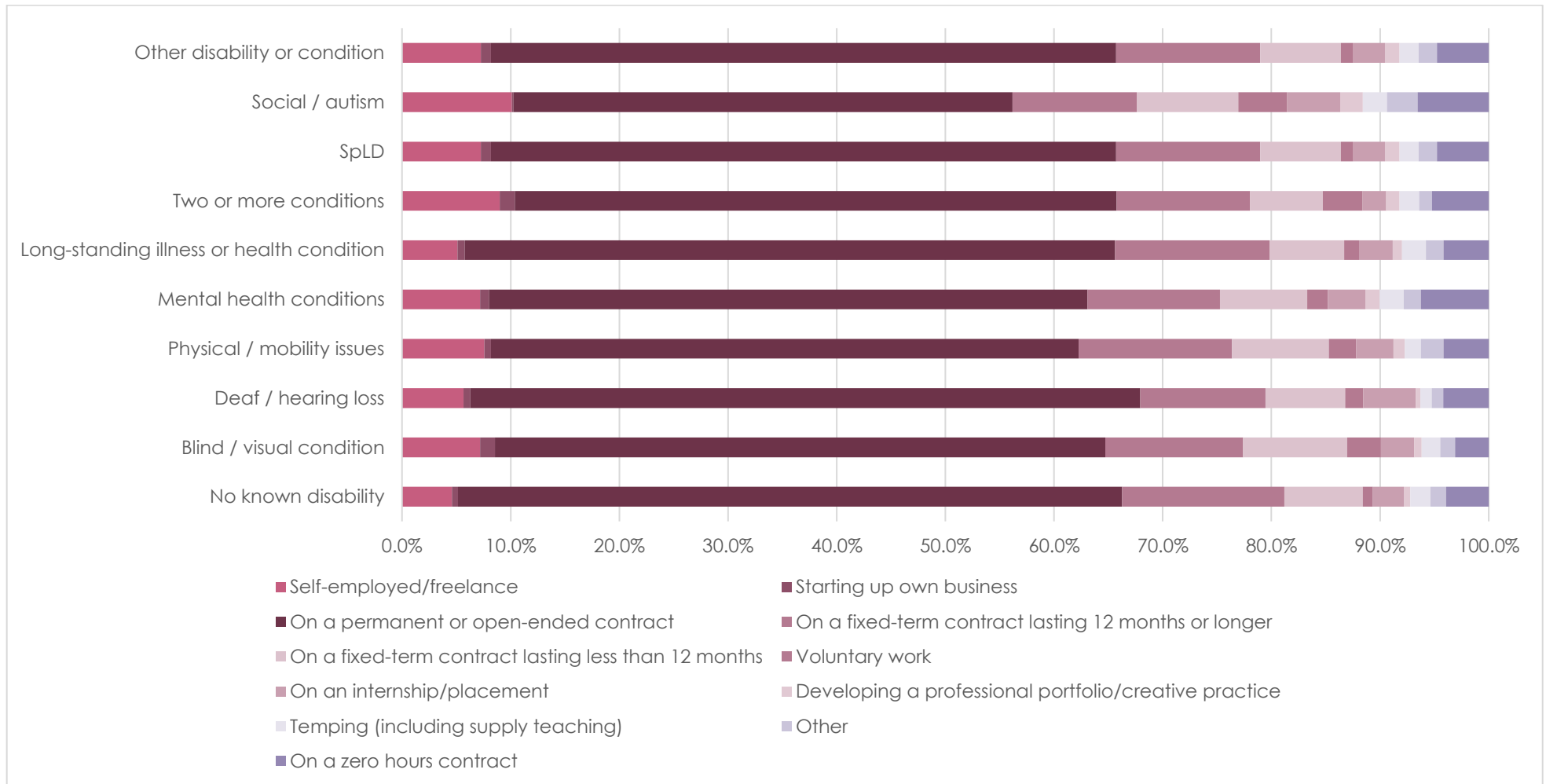
- At every qualification level, disabled graduates were more likely to be self-employed than non-disabled graduates.
- Contrary to previous *What Happens Next?* studies, at each qualification level, disabled graduates were not necessarily less likely to be employed on a permanent basis than non-disabled graduates.
- At first degree and postgraduate (taught) level, graduates disclosing a social condition/autism were least likely to be in permanent employment. At postgraduate (research) level, those with a mental health condition were least likely to have a permanent contract.
- Graduates with a social condition/autism were most likely to be employed on a zero-hours contract, at all qualification levels.
- Both disabled and non-disabled graduates at postgraduate (research) level were generally less likely to be permanently employed than graduates at other qualification levels.

5.1 First degree

The basis on which first degree disabled graduates were employed can be seen in figure 7. As with last year's study (AGCAS 2018), graduates of all disability types were more likely to be self-employed than non-disabled graduates. The graduates who were most likely to have become self-employed or be working on a freelance basis were those with a social condition/autism (10.1%).

Contrary to the last two *What Happens Next?* studies, non-disabled graduates were not more likely to be employed on a permanent contract than all disabled graduates, and Deaf/hearing loss graduates had slightly higher proportions of permanent employment (61.6%) compared to non-disabled graduates (61.1%). Unfortunately, some disability types had lower proportions of graduates employed on a permanent basis, with graduates with a social condition/autism experiencing the lowest levels (45.9%), which concurs with findings from previous *What Happens Next?* studies (AGCAS 2017, 2018). Also following the pattern of these previous studies, graduates with a social condition/autism were most likely to be employed on a voluntary basis (4.5%), on an internship (4.9%) or developing a portfolio (2.1%). This group of graduates were also most likely to be employed on a zero-hours contract (6.5%), followed by those with a mental health condition (6.2%).

Figure 7: Employment basis - first degree



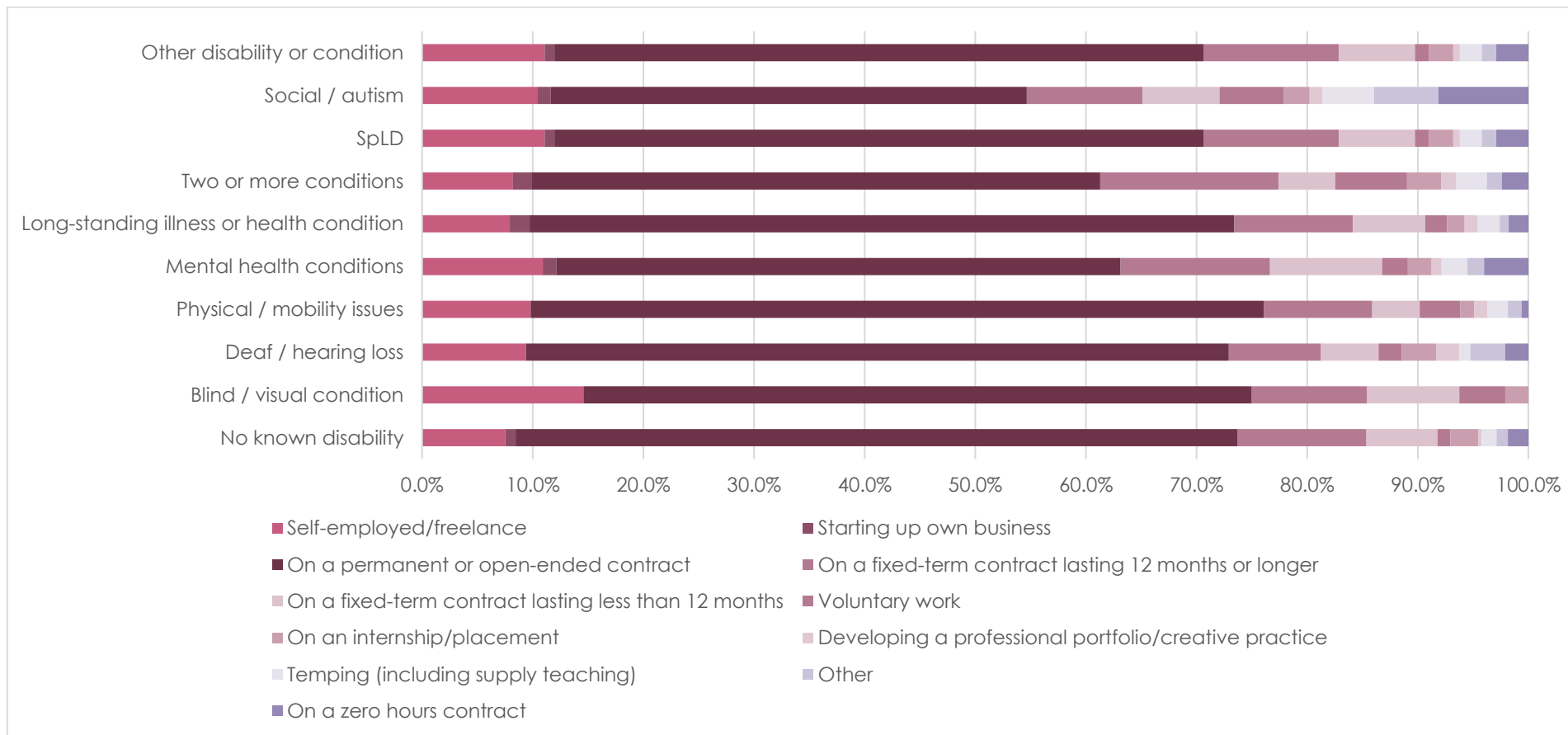
5.2 Postgraduate (taught)

Figure 8 shows the basis of employment for disabled postgraduate (taught) graduates. As with first degree level and in agreement with last year's findings (AGCAS 2018), graduates from all disability types were more likely to be self-employed than non-disabled graduates. The disability groups with the highest level of self-employment were those disclosing as 'other' (11.1%), followed by those with a mental health condition (10.9%) and those with a social condition/autism (10.5%)*.

Whilst most disability groups had lower proportions of graduates on permanent contracts than non-disabled graduates, one group of graduates – those disclosing physical/mobility issues – were slightly more likely to be employed on this basis (66.3%, compared with 65.2% for non-disabled graduates). As with first degree graduates, those with a social condition/autism were least likely to be employed on a permanent basis (43.0%) and had the largest proportion of respondents working on a zero-hours contract (8.1%). Graduates who disclosed two or more conditions were most likely to be employed on a voluntary basis (6.5%). Deaf/hearing loss graduates were most likely to be employed on an internship (3.1%) or developing a professional portfolio (2.1%)*.

**Please note that the total number of respondents to this question at postgraduate (taught) level in the following disability groups was less than 100: blind/visual condition, Deaf/hearing loss and a social condition/autism.*

Figure 8: Employment basis - postgraduate (taught)



*Please note that the total number of respondents to this question at postgraduate (taught) level in the following disability groups was less than 100: blind/visual condition, Deaf/hearing loss and a social condition/autism.

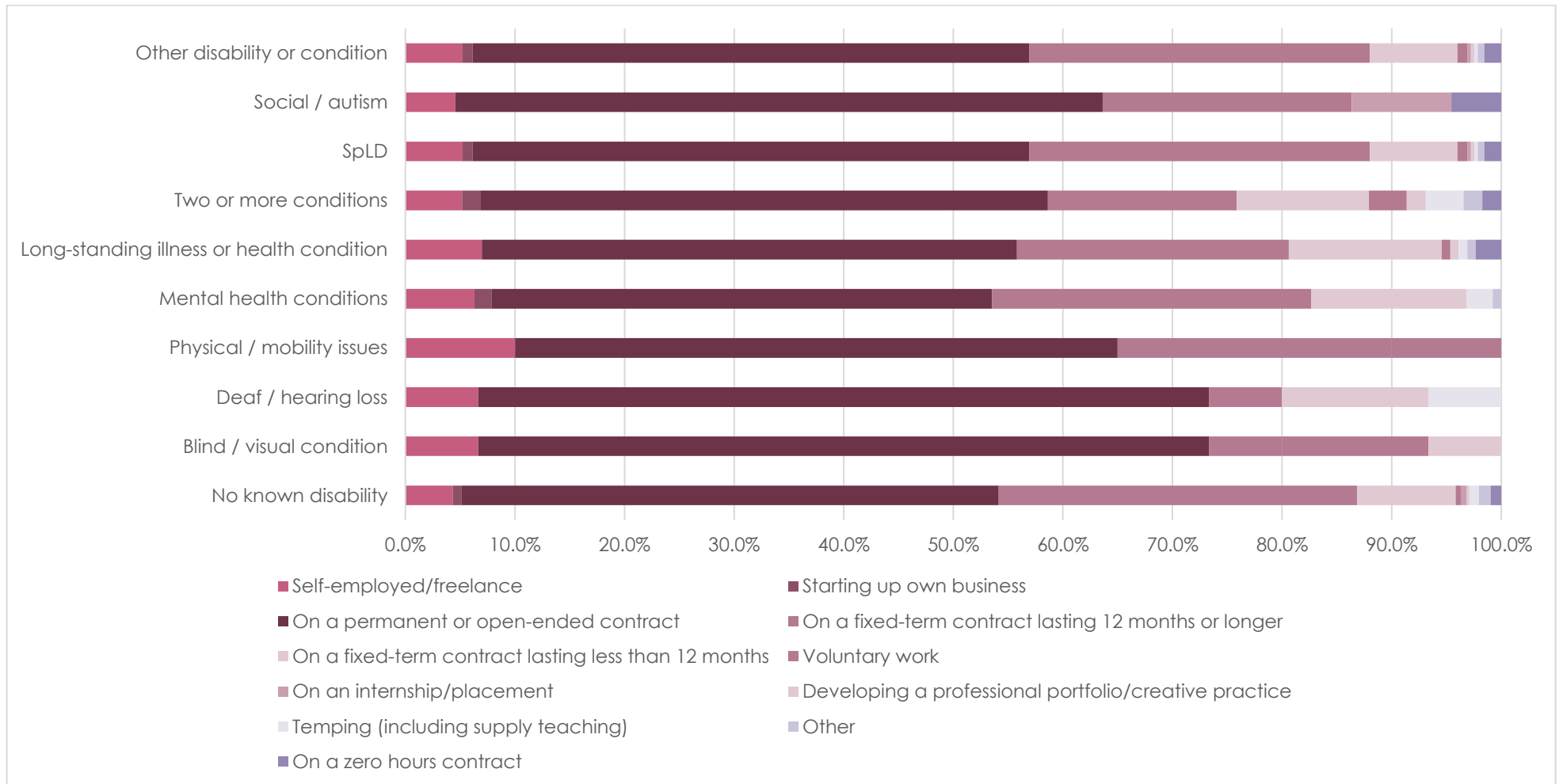
5.3 Postgraduate (research)

Figure 9 shows the basis of employment for postgraduate (taught) disabled graduates. As with other qualification levels, graduates with a disability were more likely to be self-employed or working on a freelance basis than non-disabled graduates. The highest proportion of disabled graduates at postgraduate (research) level was those disclosing a physical/mobility issue (10.0%)*.

Unlike at lower qualification levels, most disability groups at this qualification level actually had higher proportions of graduates on a permanent contract than non-disabled graduates. In fact, the only group which had a lower proportion of graduates on a permanent contract than non-disabled graduates was graduates with mental health conditions (45.7%, compared with 49% for non-disabled graduates). The graduates most likely to be employed on a voluntary basis were blind/visual condition (13.0%). Finally, as with other qualification levels, graduates with a social condition/autism were most likely to be employed on a zero-hours contract (4.5%)*.

**Please note that the total number of respondents to this question at postgraduate (research) level in the following disability groups was less than 100: blind/visual condition, Deaf/hearing loss, physical/mobility issues, two or more conditions, and a social condition/autism.*

Figure 9: Employment basis - postgraduate (research)



6. Main reason for taking the job

For the first time, data from the HESA survey relating to the reason why each graduate selected their job is examined and described. As mentioned in the previous section, there are a number of occasions where the data obtained for this part of the HESA survey is the result of less than 100 respondents from certain disability groups; this is particularly the case for the postgraduate (research) data, where the number of participants in some disability groups is as low as 15. This may have had an impact on the emerging themes described and therefore limits definitive conclusions.

Key findings

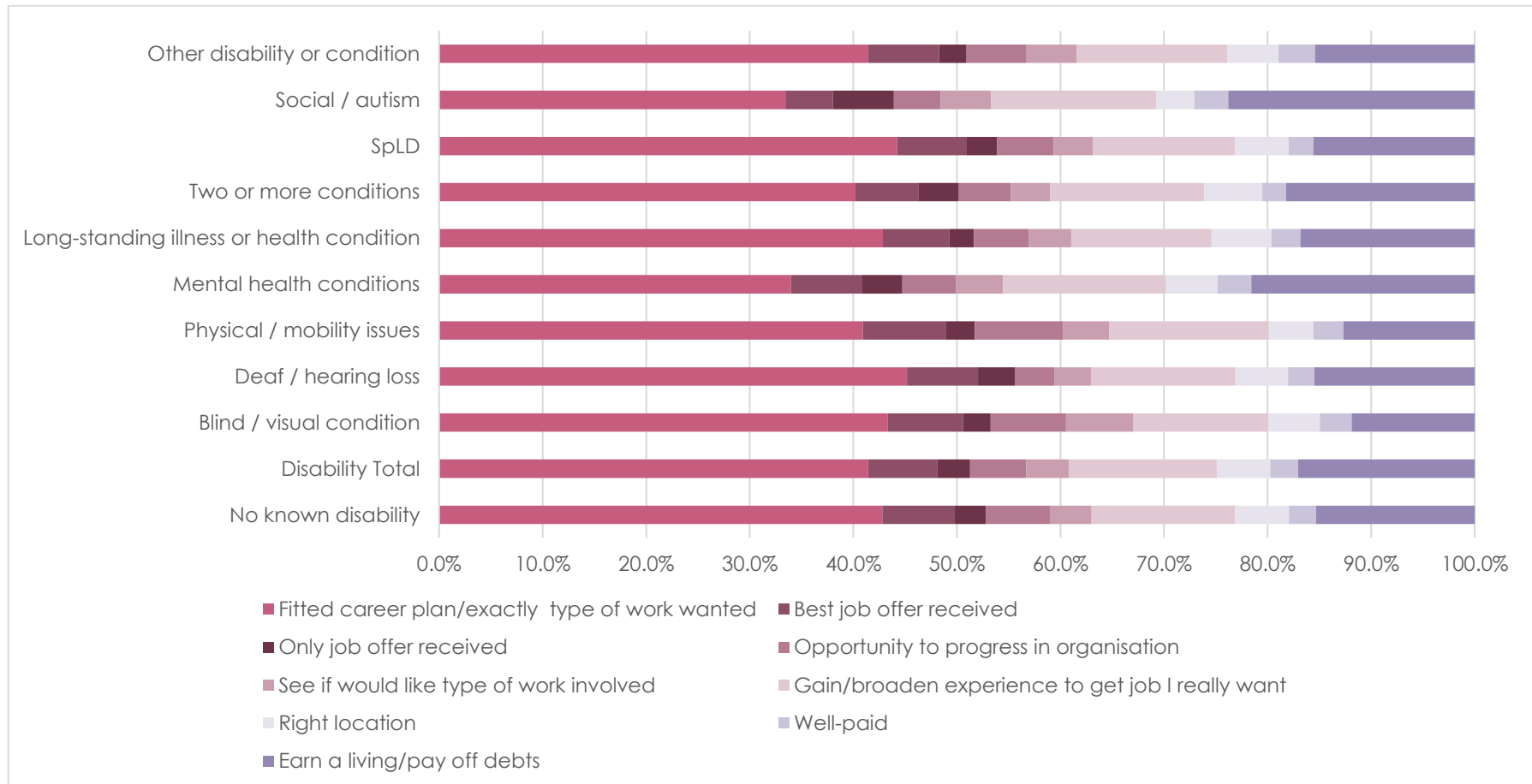
- The most popular reason for all graduates selecting their current job role, at all qualification levels, was to fit in with a career plan or was exactly the type of work they wanted.
- At all qualification levels, graduates with a social condition/autism were least likely to have chosen their current role due to considering it to fit in with a chosen career plan.
- Graduates with a social condition/autism were also the most likely (or among the most likely) to have selected their role as a means to earn a living or pay off debts.

6.1 First degree

The main reason why first degree graduates chose their current job role can be seen in figure 10. The most common response from all first degree graduates (disabled and non-disabled) was that it 'fitted in with their career plan/was exactly the type of work wanted'. However, whilst the proportion for most disability groups (and non-disabled graduates) was approximately 40-45%, two groups were less likely to select this as their main reason: graduates with a social condition/autism (33.5%) and graduates with mental health conditions (34.0%). Interestingly, of all the disability groups, graduates with a social condition/autism were also least likely to select 'best job offer received' as the reason for their choice of job (4.5%); most likely to opt for 'only job offer received' (5.9%) and least likely to state 'right location' (3.6%). In addition, graduates with a social condition/autism were most likely to select 'earn a living/pay off debts' as their primary motivation for a role; indeed, the proportion opting for this reason (23.8%) was notably greater than for most other disability groups, with the exception of those with a mental health condition (21.6%).

One could argue that there is an emerging picture from these findings, of graduates with a social condition/autism perhaps perceiving that they have fewer options or offers of employment and believing they need to focus on selecting a job for the money it will provide, rather than whether it will fit in with their career plans or suitability of location.

Figure 10: Main reason for taking the job, by disability - first degree



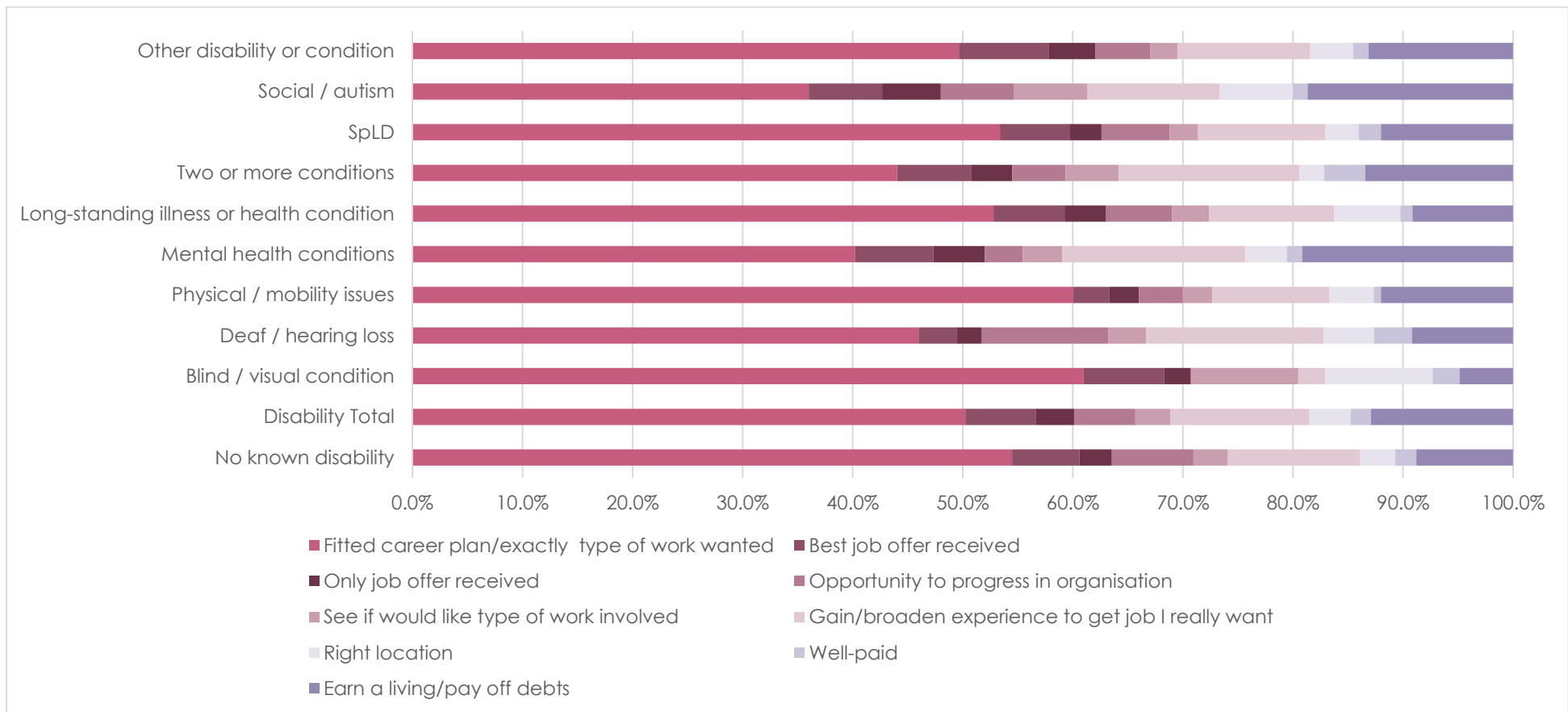
6.2 Postgraduate (taught)

Figure 11 shows the main reason that postgraduate (taught) graduates gave for choosing their job. Graduates with a social condition/autism were least likely to opt for the reason that it 'fitted with their career plan/was exactly the type of work wanted' (36.0%, followed by those with a mental health condition (40.2%). The disability groups least likely to opt for 'best offer received' as their reason were those with physical/mobility issues (3.3%), followed by Deaf/hearing loss graduates (3.4%). As at first degree level, those disclosing a social condition/autism were most likely to select 'only job offer received' as their reason for choosing their current role. Finally, graduates with a mental health condition (19.2%), followed by those with a social condition/autism, were most likely to state that they opted for their current role to 'earn a living/pay off debts'*.

Although it is slightly less pronounced than at first degree level, there are still some possible indications that, with the possible exception of graduates with mental health issues, graduates with a social condition/autism consider themselves to have less options regarding work than other disabled graduates* and are more motivated by earning a living than other reasons for choosing their first role.

**Please note that the total number of respondents to this question at postgraduate (taught) level in the following disability groups was less than 100: blind/visual condition, Deaf/hearing loss and a social condition/autism.*

Figure 11: Main reason for taking the job, by disability - postgraduate (taught)



*Please note that the total number of respondents to this question at postgraduate (taught) level in the following disability groups was less than 100: blind/visual condition, Deaf/hearing loss and a social condition/autism.

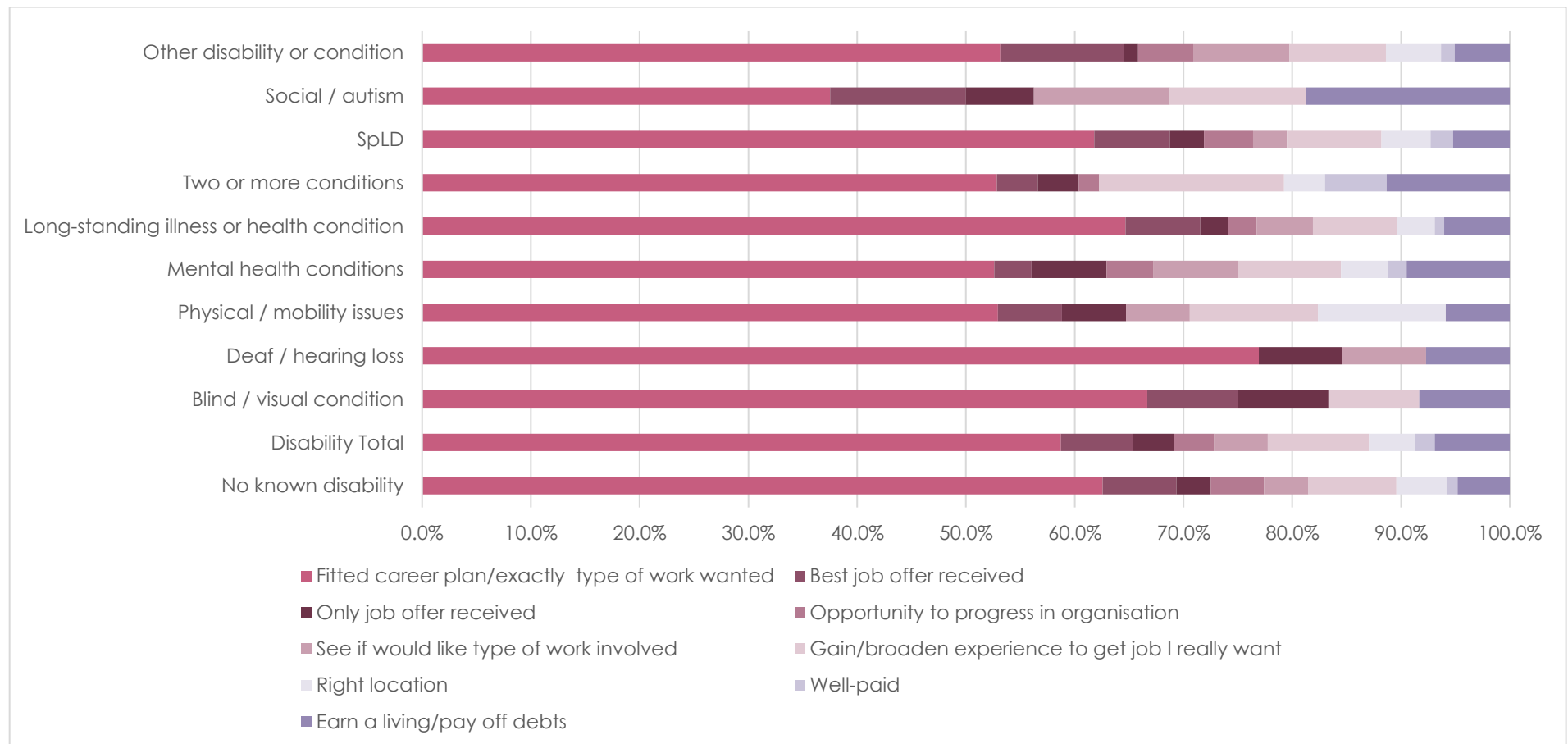
6.3 Postgraduate (research)

As shown in figure 12, postgraduate (research) graduates with a social condition/autism were least likely to select 'fitted with career plan/exactly type of work wanted' as their primary reason for selecting work (37.5%). This group were also the most likely to have chosen their job role as a means to 'earn a living/pay off debts' (18.8%), which was mirrored at other qualification levels. Unlike lower qualification levels, those with a social condition/autism had the highest proportions of any disability group selecting 'best job offer received' (12.5%) as their reason, whilst blind/visually impaired graduates were most likely to choose 'only job offer received' (8.3%) to explain why they had selected their current job role**.

Again, as at lower qualification levels, there are some indications that graduates with a social condition/autism selected their role for reasons related to earning money rather than following a career plan. Due to the low numbers in some disability groups (including those with a social condition/autism), there can be no certainty about these indications without further research.

***Please note that the total number of respondents to this question at postgraduate (research) level in the following disability groups was less than 100: blind/visual condition, Deaf/hearing loss, physical/mobility issues, mental health conditions, two or more conditions, a social condition/autism and other disability or condition.*

Figure 12: Main reason for taking the job, by disability - postgraduate (research)



****Please note that the total number of respondents to this question at postgraduate (research) level in the following disability groups was less than 100: blind/visual condition, Deaf/hearing loss, physical/mobility issues, mental health conditions, two or more conditions, a social condition/autism and other disability or condition.**

7. Conclusions

This report has described the findings of an investigation into the destinations of disabled individuals graduating from UK universities in 2017. Disclosure figures show a continuation of the year-on-year increase in proportions of graduates with a disability, at all qualification levels. Disabled graduates formed 14.5% of the whole cohort completing a first degree, which is the highest figure on record and represents a notable proportion of all graduates at this qualification level. This increase is in accordance with the year-on-year increase in disabled individuals *entering* higher education (HEFCE 2017). Unfortunately, another theme which echoes findings in previous reports (AGCAS 2016, 2017, 2018) relates to employment: when compared to non-disabled graduates, those with a disability are less likely to be in full-time employment and more likely to be unemployed, at all qualification levels. This poorer progression rate for disabled graduates is acknowledged in relevant research literature (Riddell et al 2005, Weedon 2017).

As in previous reports (AGCAS 2017, 2018), total employment levels increased with increasing qualification level. However, at all qualification levels, disabled graduates were more likely to enter part-time employment and to engage in further study than non-disabled graduates. When looking in more detail at the basis of employment, several trends follow the pattern of previous *What Happens Next?* findings (AGCAS 2017, 2018). One of these is the likelihood of disabled graduates to become self-employed, which at all qualification levels is greater than the likelihood of non-disabled graduates. This reflects the wider picture in the UK; a recent report (IPSE 2019) states that the number of disabled self-employed individuals has risen by 30% in the last five years and that this group now accounts for 14% of the self-employed workforce. Interestingly, this report describes how the majority of disabled individuals actively choose self-employment, with only 12% feeling 'pushed' into this option due to lack of opportunities. However, a specific concern highlighted by IPSE (2019) is that the disabled self-employed are experiencing difficulties accessing benefits and that there is a widespread lack of understanding of self-employment. Clearly, there is a role here for the Government and support organisations to provide clarity and relevant provision for disabled individuals seeking to become self-employed.

Contrary to the findings in last year's report (AGCAS 2018), at each qualification level, disabled graduates were not necessarily less likely to be employed on a permanent basis than non-disabled graduates, though no clear conclusion can be drawn. However, one finding which echoes those of previous reports (AGCAS 2016, 2017, 2018) is the disadvantage encountered by one disability group in particular: those with a social condition/autism. Of all disabled graduates, at all qualification levels, graduates with a social condition/autism were most likely to be unemployed. At two qualification levels (first degree and postgraduate (taught)), this group had the lowest total employment figures and were the least likely to be employed on a permanent basis. At all qualification levels, graduates with a social condition/autism had the highest proportions of any disabled group employed on a zero-hours contract. When examining the reasons for choosing their current job, an interesting picture emerges for this disability group: graduates with a social condition/autism were least likely to have based their decision on the role fitting in with their career plans and most likely to have selected their job as a way to earn a living or pay off their debts. Without further information, it is not possible to give a clear explanation for these findings but it does appear that when it comes to employment, these graduates are likely to make decisions differently to other disabled graduates. One possible reason is the amount of choice they felt they had: at two qualification levels (first degree and postgraduate (taught)) graduates with a social condition/autism were most likely to have chosen their role because it was the only offer they received. Another possible explanation is that due to the nature of their disability, some autistic individuals can experience challenges in the area of abstract thought or imagination (Boucher 2017), which could cause difficulties in forming a career plan and navigating a path towards a specific career goal. With much research showing the national and even international disadvantage for these individuals relating to work (Lee & Carter 2012, Howlin & Moss 2012, Hurlbutt & Chalmers 2004), it is clear that further research should be undertaken to explore the perspectives of individuals with a social condition/autism who are seeking and securing employment.

This report has described the notable differences in the outcomes of disabled and non-disabled graduates from UK universities and has highlighted some key areas for concern. It appears that there is a recognition within Government that more must be done to support these individuals: earlier this year, the Universities Minister called for higher education institutions to improve support for disabled students and last month, this Minister announced that a new group entitled the Disabled Students' Commission (which is being developed by the Office for Students) will be created (Department for Education 2019). However, this new group appears to be focussed on access to, and participation during, university with less being mentioned (so far) about progression *after* university. As noted by Lee & Carter (2012), as well as promoting financial wellbeing, employment is often the key to other 'valued outcomes', including a person's self-worth, confidence, independence, opportunities to share strengths and talents, develop relationships and ultimately engagement with and contribution to the wider community and society. It is therefore of utmost importance that more is done to support disabled graduates to enter and thrive in the workplace.

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9. Appendix - Data tables for figures 1-12

Figure 1: Disclosure of disability by qualification level

Level of Qualification	2015	2016	2017
UG first degree	13.0%	13.6%	14.5%
Postgraduate (taught)	9.1%	9.9%	10.6%
Postgraduate (research)	8.4%	8.5%	8.9%

Figure 2: Type of disability disclosed by qualification level

Level of Qualification	Blind / visual condition	Deaf / hearing loss	Physical / mobility issues	Mental health conditions	Long-standing illness or health condition	Two or more conditions	SpLD	Social / autism	Other disability or condition
UG first degree	1.1%	1.7%	2.8%	18.5%	9.3%	7.5%	48.1%	3.2%	7.6%
Postgraduate (taught)	1.3%	2.3%	4.1%	15.6%	11.3%	7.7%	47.4%	2.4%	7.9%
Postgraduate (research)	2.0%	2.1%	2.4%	16.0%	16.2%	7.6%	39.2%	2.9%	11.5%

Figure 3: Destination of non-disabled and disabled graduates, by qualification level

	UG first degree - No known disability %	UG first degree - Disabled %	Postgraduate (taught) No known disability %	Postgraduate (taught) Disabled %	Postgraduate (research) No known disability %	Postgraduate (research) Disabled %
Full-time work	57.0%	50.6%	67.6%	58.4%	70.1%	60.5%
Part-time work	11.5%	14.2%	11.4%	15.6%	10.3%	14.6%
Primarily in work and also studying	2.1%	2.1%	1.9%	2.0%	1.9%	2.1%
Primarily studying and also in work	3.3%	3.7%	1.2%	1.8%	1.1%	0.4%
Full-time study	16.2%	16.0%	7.0%	8.1%	8.0%	9.6%
Part-time study	0.8%	1.3%	0.6%	1.0%	0.4%	0.6%
Due to start work	1.0%	1.1%	1.4%	1.2%	0.9%	0.6%
Unemployed	3.8%	5.5%	4.3%	6.1%	2.9%	6.0%
Other	4.2%	5.4%	4.7%	5.7%	4.5%	5.7%

Figure 4: Destination by disability – first degree

	No known disability	Blind / visual condition	Deaf / hearing loss	Physical / mobility issues	Mental health conditions	Long-standing illness or health condition	Two or more conditions	SpLD	Social / autism	Other disability or condition
Full-time work	57.0%	46.9%	52.1%	42.5%	45.2%	52.4%	38.1%	56.4%	33.1%	48.6%
Part-time work	11.5%	11.6%	13.9%	12.8%	15.3%	12.6%	15.8%	13.7%	17.4%	14.7%
Primarily in work and also studying	2.1%	3.4%	2.8%	2.5%	2.1%	2.3%	2.0%	1.9%	1.4%	2.1%
Primarily studying and also in work	3.3%	4.3%	2.5%	4.3%	5.2%	3.6%	5.3%	2.9%	2.5%	4.2%
Full-time study	16.2%	17.2%	14.5%	19.6%	18.4%	16.8%	18.4%	13.9%	24.1%	16.0%

Part-time study	0.8%	1.4%	1.0%	2.2%	1.5%	1.4%	2.7%	0.9%	1.6%	1.4%
Due to start work	1.0%	0.9%	1.5%	1.2%	1.3%	0.9%	1.1%	1.0%	1.2%	1.0%
Unemployed	3.8%	7.7%	5.9%	7.4%	6.0%	5.1%	7.8%	4.4%	13.5%	5.4%
Other	4.2%	6.6%	5.6%	7.7%	4.9%	4.7%	8.9%	4.9%	5.2%	6.5%

Figure 5: Destination by disability – postgraduate (taught)

	No known disability	Blind / visual condition	Deaf / hearing loss	Physical / mobility issues	Mental health conditions	Long-standing illness or health condition	Two or more conditions	SpLD	Social / autism	Other disability or condition
Full-time work	67.6%	45.1%	62.0%	50.9%	50.5%	57.7%	46.4%	64.8%	39.0%	58.8%
Part-time work	11.4%	21.1%	10.1%	14.3%	19.4%	17.0%	16.8%	14.4%	18.4%	13.3%

Primarily in work and also studying	1.9%	1.4%		3.5%	2.1%	2.5%	2.8%	1.8%	1.5%	1.8%
Primarily studying and also in work	1.2%		1.6%	2.6%	2.5%	2.5%	2.1%	1.4%	2.2%	1.4%
Full-time study	7.0%	8.5%	8.5%	7.0%	10.3%	7.9%	9.6%	6.9%	11.8%	8.9%
Part-time study	0.6%	0.0%	1.6%	0.4%	1.4%	1.0%	2.3%	0.6%	0.7%	2.1%
Due to start work	1.4%	2.8%		1.7%	1.4%	0.8%	0.9%	1.2%	1.5%	1.1%
Unemployed	4.3%	9.9%	3.9%	8.7%	7.2%	5.2%	11.0%	4.4%	16.2%	6.9%
Other	4.7%	11.3%	12.4%	10.9%	5.3%	5.2%	8.2%	4.5%	8.8%	5.7%

Figure 6: Destination by disability – postgraduate (research)

	No known disability	Blind / visual condition	Deaf / hearing loss	Physical / mobility issues	Mental health conditions	Long-standing illness or health condition	Two or more conditions	SpLD	Social / autism	Other disability or condition
Full-time work	70.1%	47.6%	54.5%	40.0%	56.6%	59.5%	43.0%	68.2%	53.3%	62.2%
Part-time work	10.3%	23.8%	13.6%	36.0%	14.5%	14.9%	27.8%	10.1%	16.7%	14.3%
Primarily in work and also studying	1.9%		4.5%	4.0%	3.6%	0.6%	3.8%	1.5%	3.3%	2.5%
Primarily studying and also in work	1.1%		0.0%		0.6%	0.6%		0.2%		0.8%
Full-time study	8.0%	23.8%	9.1%	4.0%	13.3%	11.3%	11.4%	8.9%	3.3%	3.4%

Part-time study	0.4%	4.8%	4.5%			0.6%		0.2%		1.7%
Due to start work	0.9%				0.6%		1.3%	1.0%		
Unemployed	2.9%		4.5%		6.0%	5.4%	5.1%	6.7%	13.3%	5.9%
Other	4.5%		9.1%	16.0%	4.8%	7.1%	7.6%	3.2%	10.0%	9.2%

Figure 7: Employment basis – first degree

	No known disability	Blind / visual condition	Deaf / hearing loss	Physical / mobility issues	Mental health conditions	Long-standing illness or health condition	Two or more conditions	SpLD	Social / autism	Other disability or condition
Self-employed/freelance	4.6%	7.2%	5.7%	7.6%	7.2%	5.1%	9.0%	7.2%	10.1%	7.2%
Starting up own business	0.5%	1.4%	0.6%	0.6%	0.8%	0.7%	1.4%	0.9%	0.1%	0.9%

On a permanent or open-ended contract	61.1%	56.2%	61.6%	54.1%	55.1%	59.9%	55.4%	57.5%	45.9%	57.5%
On a fixed-term contract lasting 12 months or longer	14.9%	12.7%	11.5%	14.1%	12.2%	14.2%	12.3%	13.3%	11.4%	13.3%
On a fixed-term contract lasting less than 12 months	7.2%	9.6%	7.3%	8.9%	8.0%	6.9%	6.7%	7.4%	9.4%	7.4%
Voluntary work	0.9%	3.1%	1.7%	2.5%	1.9%	1.4%	3.6%	1.1%	4.5%	1.1%
On an internship/placement	2.8%	3.1%	4.8%	3.4%	3.4%	3.1%	2.2%	3.0%	4.9%	3.0%
Developing a professional portfolio/creative practice	0.6%	0.7%	0.4%	1.0%	1.3%	0.9%	1.2%	1.3%	2.1%	1.3%
Temping (including supply teaching)	1.8%	1.7%	1.0%	1.5%	2.2%	2.2%	1.8%	1.8%	2.2%	1.8%
Other	1.4%	1.4%	1.0%	2.1%	1.6%	1.6%	1.2%	1.7%	2.8%	1.7%

On a zero-hours contract	3.9%	3.1%	4.2%	4.2%	6.2%	4.2%	5.2%	4.8%	6.5%	4.8%
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Figure 8: Employment basis – postgraduate (taught)

	No known disability	Blind / visual condition	Deaf / hearing loss	Physical / mobility issues	Mental health conditions	Long-standing illness or health condition	Two or more conditions	SpLD	Social / autism	Other disability or condition
Self-employed/freelance	7.5%	14.6%	9.4%	9.8%	10.9%	7.9%	8.2%	11.1%	10.5%	11.1%
Starting up own business	0.9%				1.2%	1.8%	1.7%	0.9%	1.2%	0.9%
On a permanent or open-ended contract	65.2%	60.4%	63.5%	66.3%	51.0%	63.7%	51.4%	58.7%	43.0%	58.7%
On a fixed-term contract lasting 12 months or longer	11.7%	10.4%	8.3%	9.8%	13.5%	10.7%	16.1%	12.2%	10.5%	12.2%

On a fixed-term contract lasting less than 12 months	6.4%	8.3%	5.2%	4.3%	10.1%	6.5%	5.1%	6.9%	7.0%	6.9%
Voluntary work	1.1%	4.2%	2.1%	3.7%	2.3%	2.0%	6.5%	1.2%	5.8%	1.2%
On an internship/placement	2.5%	2.1%	3.1%	1.2%	2.2%	1.6%	3.1%	2.2%	2.3%	2.2%
Developing a professional portfolio/creative practice	0.3%		2.1%	1.2%	0.9%	1.2%	1.4%	0.6%	1.2%	0.6%
Temping (including supply teaching)	1.4%		1.0%	1.8%	2.3%	2.0%	2.7%	2.0%	4.7%	2.0%
Other	1.0%		3.1%	1.2%	1.5%	0.8%	1.4%	1.3%	5.8%	1.3%
On a zero-hours contract	1.8%		2.1%	0.6%	4.0%	1.8%	2.4%	2.9%	8.1%	2.9%

Figure 9: Employment basis – postgraduate (research)

	No known disability	Blind / visual condition	Deaf / hearing loss	Physical / mobility issues	Mental health conditions	Long-standing illness or health condition	Two or more conditions	SpLD	Social / autism	Other disability or condition
Self-employed/freelance	4.3%	6.7%	6.7%	10.0%	6.3%	7.0%	5.2%	5.2%	4.5%	5.2%
Starting up own business	0.8%				1.6%		1.7%	0.9%		0.9%
On a permanent or open-ended contract	49.0%	66.7%	66.7%	55.0%	45.7%	48.8%	51.7%	50.8%	59.1%	50.8%
On a fixed-term contract lasting 12 months or longer	32.7%	6.7%	6.7%	25.0%	29.1%	24.8%	17.2%	31.1%	22.7%	31.1%
On a fixed-term contract lasting less than 12 months	9.0%		13.3%		14.2%	14.0%	12.1%	8.0%		8.0%
Voluntary work	0.5%	13.3%		10.0%		0.8%	3.4%	0.9%		0.9%

On an internship/placement	0.5%							0.3%	9.1%	0.3%
Developing a professional portfolio/creative practice	0.2%	6.7%				0.8%	1.7%	0.3%		0.3%
Temping (including supply teaching)	0.9%		6.7%		2.4%	0.8%	3.4%	0.3%		0.3%
Other	1.1%				0.8%	0.8%	1.7%	0.6%		0.6%
On a zero-hours contract	1.0%					2.3%	1.7%	1.5%	4.5%	1.5%

Figure 10: Main reason for taking the job, by disability - first degree

	No known disability	Disability Total	Blind / visual condition	Deaf / hearing loss	Physical / mobility issues	Mental health conditions	Long-standing illness or health condition	Two or more conditions	SpLD	Social / autism	Other disability or condition
Fitted career plan/exactly type of work wanted	42.8%	41.4%	43.3%	45.2%	40.9%	34.0%	42.9%	40.2%	44.2%	33.5%	41.4%
Best job offer received	6.9%	6.7%	7.3%	6.9%	8.0%	6.9%	6.4%	6.1%	6.7%	4.5%	6.9%
Only job offer received	3.0%	3.2%	2.7%	3.6%	2.7%	3.9%	2.4%	3.9%	2.9%	5.9%	2.7%
Opportunity to progress in organisation	6.2%	5.4%	7.3%	3.8%	8.6%	5.2%	5.3%	5.0%	5.5%	4.5%	5.8%
See if would like type of work involved	4.0%	4.1%	6.5%	3.6%	4.5%	4.5%	4.1%	3.8%	3.8%	4.9%	4.8%

Gain/broaden experience to get job I really want	13.8%	14.3%	13.0%	14.0%	15.4%	15.8%	13.6%	14.9%	13.7%	16.0%	14.6%
Right location	5.2%	5.2%	5.0%	5.1%	4.3%	5.0%	5.8%	5.6%	5.2%	3.6%	4.9%
Well-paid	2.6%	2.7%	3.1%	2.5%	2.9%	3.3%	2.8%	2.3%	2.4%	3.3%	3.5%
Earn a living/pay off debts	15.3%	17.0%	11.9%	15.5%	12.7%	21.6%	16.8%	18.2%	15.6%	23.8%	15.4%

Figure 11: Main reason for taking the job, by disability - postgraduate (taught)

	No known disability	Disability Total	Blind / visual condition	Deaf / hearing loss	Physical / mobility issues	Mental health conditions	Long-standing illness or health condition	Two or more conditions	SpLD	Social / autism	Other disability or condition
Fitted career plan/exactly type of work wanted	54.5%	50.2%	61.0%	46.0%	60.0%	40.2%	52.8%	44.0%	53.4%	36.0%	49.6%
Best job offer received	6.1%	6.5%	7.3%	3.4%	3.3%	7.1%	6.5%	6.7%	6.3%	6.7%	8.2%
Only job offer received	2.9%	3.4%	2.4%	2.3%	2.7%	4.7%	3.8%	3.7%	2.9%	5.3%	4.3%
Opportunity to progress in organisation	7.4%	5.6%		11.5%	4.0%	3.5%	6.0%	4.9%	6.2%	6.7%	5.0%
See if would like type of work involved	3.1%	3.2%	9.8%	3.4%	2.7%	3.6%	3.3%	4.9%	2.6%	6.7%	2.5%

Gain/broaden experience to get job I really want	12.0%	12.6%	2.4%	16.1%	10.7%	16.6%	11.4%	16.4%	11.5%	12.0%	12.1%
Right location	3.2%	3.7%	9.8%	4.6%	4.0%	3.8%	6.0%	2.2%	3.1%	6.7%	3.9%
Well-paid	1.9%	1.9%	2.4%	3.4%	0.7%	1.4%	1.1%	3.7%	2.0%	1.3%	1.4%
Earn a living/pay off debts	8.8%	12.9%	4.9%	9.2%	12.0%	19.2%	9.1%	13.4%	12.0%	18.7%	13.1%

Figure 12: Main reason for taking the job, by disability - postgraduate (research)

	No known disability	Disability Total	Blind / visual condition	Deaf / hearing loss	Physical / mobility issues	Mental health conditions	Long-standing illness or health condition	Two or more conditions	SpLD	Social / autism	Other disability or condition
Fitted career plan/exactly type of work wanted	62.6%	58.7%	66.7%	76.9%	52.9%	52.6%	64.7%	52.8%	61.8%	37.5%	53.2%
Best job offer received	6.8%	6.6%	8.3%		5.9%	3.4%	6.9%	3.8%	6.9%	12.5%	11.4%
Only job offer received	3.2%	3.8%	8.3%	7.7%	5.9%	6.9%	2.6%	3.8%	3.1%	6.3%	1.3%
Opportunity to progress in organisation	4.9%	3.7%				4.3%	2.6%	1.9%	4.5%	0.0%	5.1%
See if would like type of work involved	4.1%	4.9%		7.7%	5.9%	7.8%	5.2%		3.1%	12.5%	8.9%

Gain/broaden experience to get job I really want	8.1%	9.3%	8.3%		11.8%	9.5%	7.8%	17.0%	8.7%	12.5%	8.9%
Right location	4.6%	4.2%			11.8%	4.3%	3.4%	3.8%	4.5%		5.1%
Well-paid	1.0%	1.8%				1.7%	0.9%	5.7%	2.1%		1.3%
Earn a living/pay off debts	4.8%	6.9%	8.3%	7.7%	5.9%	9.5%	6.0%	11.3%	5.2%	18.8%	5.1%

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