

How AGCAS are using GOS data to explore outcomes and support the higher education careers community

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WHAT HAPPENS NEXT?

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

Endorsed by **shaw trust**

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.

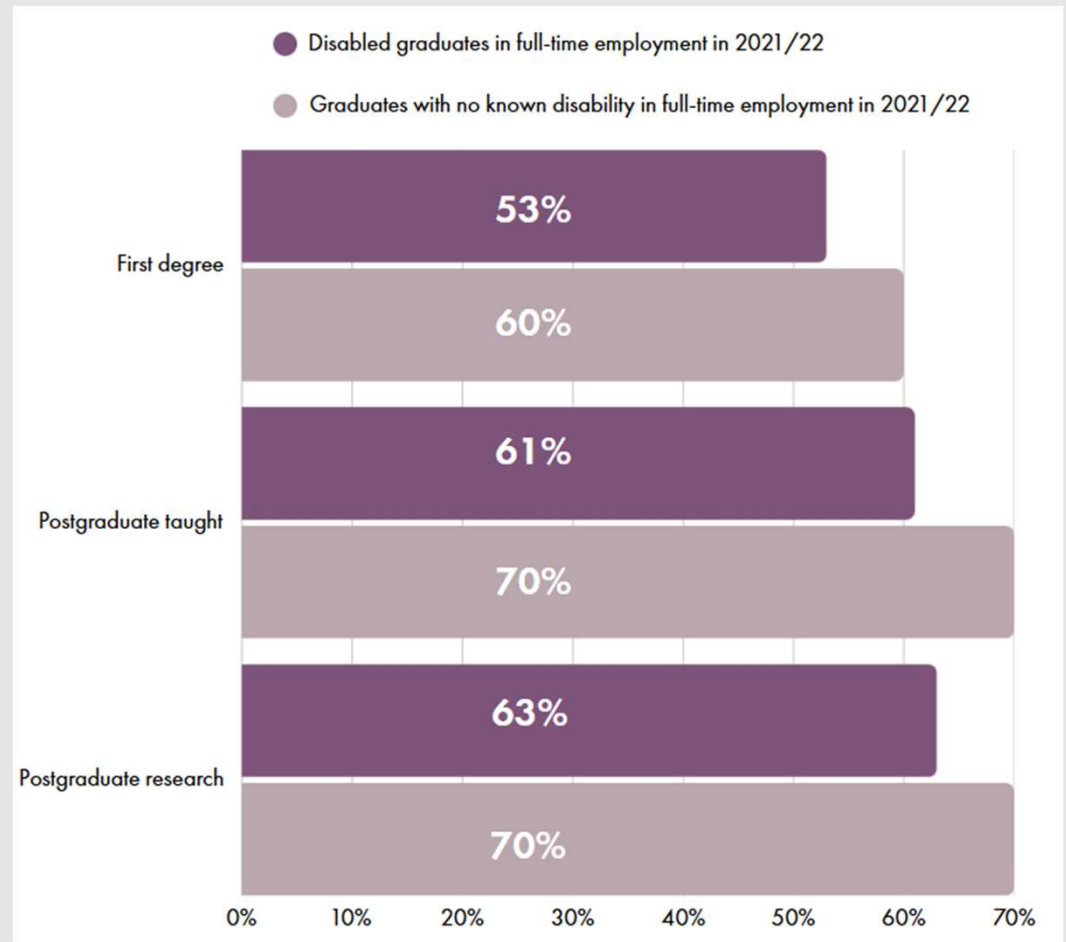


THE TOTAL DISABILITY EMPLOYMENT GAP

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

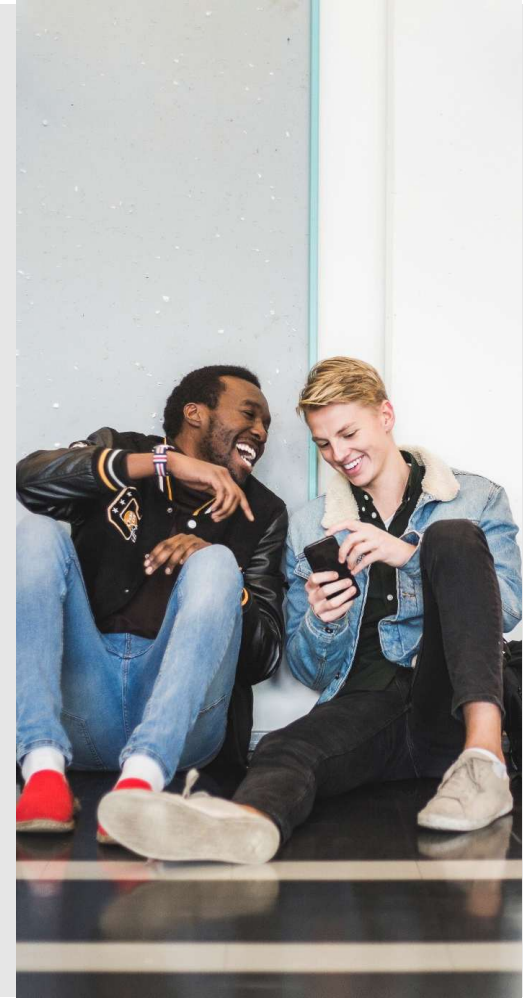
Employment and graduate voice

- Disabled graduates reported lower levels of full-time employment and were slightly more likely to report low or medium skilled employment than graduates with no known disability.
- **However, disabled graduates were generally as likely as graduates with no known disability to feel their graduate activity is meaningful.**
- Disabled graduates were less likely to agree that their current activity fits with their future plans
- The extent to which disabled graduates felt they were using the learning from their studies varied.

KEY FINDINGS

Ethnic background and gender

- Disabled graduates have lower full-time employment rates 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.
- Disclosure varied by ethnic background and gender.
- For all genders, disabled graduates have lower rates of full-time employment than graduates with no known disability.
- Autistic female graduates had an unemployment rate more than double that of female graduates with no known disability.





REPORT RECOMMENDATIONS

1. Focus on supporting activities and resources that align with graduates' future plans
2. Collaborative work to eliminate disability employment gap is vital
3. Explore intersectional disadvantage for disabled graduates
4. There is a continued need for further research with autistic graduates

AGCAS Data Insights Working Party

The Data Insights Working Party has been established to respond to a growing need within our membership and the wider sector for more support, advocacy, information and high-quality input around the collection and interpretation of student and graduate data.

With representatives from Wales, Scotland, Northern Ireland and England, we:

- Work closely with a wide range of stakeholders operating within the HE data landscape to represent member interests and positively influence relevant policy.
- Support members to develop their understanding, management, analysis and leverage of careers data, empowering members to position themselves as experts and demonstrate impact, enhance service delivery, evaluate interventions, and inform strategic planning.

AGCAS Data Insights Working Party Priorities 2025:

1. [Member webinars](#) to showcase good practice and support data confidence including a recent collaboration with AGCAS Integrating Employability Working Party and more to come in September.
2. Data skills training and development resource curated by time-commitment and confidence level.
3. Glossary of terms for student and graduate data in higher education.

Reports and related links

- [What Happens Next? 2025](#)
- [What Happens Next in Challenging Times? \(2024\)](#)
- [Enhancing Neurodivergent Graduates' Access to Graduate Employment \(ENGAGE\) project report](#)
- [AGCAS Disability Task Group](#)
- [AGCAS Equality, Diversity and Inclusion Working Party](#)
- [AGCAS Data Insights Working Party](#)