

Evaluating the IMAGE Employability Toolkit for Autistic University Graduates Through an HCI Lens

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Abstract. Autistic university graduates experience persistently high levels of unemployment and under-employment compared to their non-autistic peers. Digital employability tools are increasingly proposed as means of support, yet there is limited HCI research examining how such tools are experienced and used by autistic users during the transition out of university. This paper presents an evaluation of the IMAGE Employability Toolkit, a co-designed, multilingual online resource supporting autistic students and graduates in their transition from higher education into employment. We report findings from a mixed-methods evaluation, combining a reflexive thematic analysis of open-ended survey responses from autistic users ($n = 5$) with results from a System Usability Scale (SUS) evaluation. Our analysis identified four core themes: (1) the toolkit as situational support at key career milestones; (2) a profile building companion as an actionable self-advocacy tool, (3) lived-experience narratives and examples of good practice as social normalizers; and (4) the toolkit as a catalyst for well-being, reflection, confidence, and belonging. The toolkit had an excellent SUS usability rating. We discuss implications for HCI research on inclusive employability technologies, highlighting the importance of designing for situational use, reflective self-understanding, and to counter tacit social norms.

Keywords: Enabling Technology · Autism · Employability · Online Toolkit · Usability · Self-advocacy · Social Norms · Well-Being

1 Introduction

Despite increased participation in higher education and successful graduation (Anderson et al. 2017), autistic university leavers face disproportionate barriers when entering employment. Research shows lower employment rates, longer job-search durations, and higher levels of under-employment among autistic graduates compared to their non-autistic peers (Toogood, 2025; Trusson & Travers, 2024; Vincent and Ralston 2024; Davies et al. 2024).

These outcomes are not attributable to a lack of ability or qualification, but to a misalignment between neurotypical recruitment and workplace norms on one hand, and

autistic ways of thinking, communicating, and working on the other (Hennekam et al. 2025). Further, autistic graduates report high levels of fear and low preparedness for the transition into employment (Lucas et al. 2022) whilst feeling poorly supported in preparing for their future. Both emotional support and career-related support are therefore critical for students' success, and ideally these means of support are carefully tailored to autistic needs and preferences (Barry et al. 2023).

The IMAGE Employability Toolkit (IMAGE 2026) was developed to support autistic students and graduates during this important transition. Co-designed with autistic people as part of the EU-funded IMAGE project, the toolkit provides information, lived experience accounts and case studies, as well as interactive tools that support reflection, effective communication and self-advocacy. The toolkit is a free online resource available in a range of languages which can be used by any student or graduate. Following its launch in Spring 2022, more than 500 users have registered by early 2026.

However, there has been limited evaluation of how the toolkit is experienced by users in practice during the transition from university into the world of work. This paper contributes a post-deployment evaluation of the IMAGE toolkit through an HCI lens, aiming to answer the following questions:

1. How do autistic students and graduates engage with different components of the digital employability toolkit?
2. What forms of support are experienced as actionable, affirming, or insufficient?
3. What design implications emerge for inclusive digital employability tools for autistic people?

By combining reflexive thematic analysis with usability assessment, we aimed to move beyond questions of usability alone and instead examined how a digital tool like the IMAGE Employability Toolkit can support sense-making, confidence building and validation of one's own experience during an important life transition.

2 Background

2.1 Autistic Graduates and The Transition into Employment

Research shows that autistic graduates experience a persistently harder route into employment than their non-disabled peers. In the UK, autistic graduates are about half as likely to be in full-time employment as peers without disabilities and are more concentrated in lower salary bands, with notable differences in outcomes (Toogood 2025; Vincent and Ralston 2024). The transition out of university is marked by anxiety, loss of routine, and a lack of sense of belonging (Lucas et al. 2022). It is also marked by significantly less institutional support when compared to the transition into university (Vincent et al. 2022; Bublitz et al. 2017).

Students nearing the end of their studies and recent graduates face several key challenges when looking for employment: they are expected to navigate careers advice that is often generic and reliant on their own initiative (Barry et al. 2023); they encounter neurotypical recruitment practices that are frequently opaque and driven by personal rapport and social performance, rather than job competence (Norris et al. 2024; Finn et al. 2023); and they do not generally develop the social capital that acts as a springboard

for employment, such as building networks and a professional reputation (Pesonen et al. 2022). Further, graduates who follow the more generic advice of careers advisors or job coaches can find themselves matched to jobs that are below their education level, or are placed in jobs that do not match their skillset well (Davies et al. 2024). Those who do secure a suitable graduate job can find it difficult to negotiate reasonable adjustments, or indeed retain employment (Toogood 2025; Vincent and Ralston 2024).

University processes can also unintentionally fragment support: careers advice, work placements, and disability services often operate in silos. This leaves students to navigate complex recruitment and workplace expectations without coordinated guidance (Vincent and Ralston 2024). Policy reviews echo these patterns, reporting the lowest full-time employment rate and largest disability pay gap for autistic people (Buckland 2024).

2.2 Disclosure, Self-Advocacy, and Workplace Fit

There are all kinds of norms and practices in workplaces that were established by neurotypical people, which new employees encounter for the first time (Hennekam et al. 2025). Such norms are often tacit – unwritten, unspoken and often unconscious – but they guide what is considered acceptable and what helps people to “fit in” (Amis et al. 2018). Autistic people can find it challenging to spot such norms, or indeed recognise when they have not followed them, especially when these norms do not align with the way they perceive, think and act (Radulski 2022). These prevalent neurotypical norms can cast autistic individuals as “others”, disadvantage them and make them feel uncomfortable or misunderstood. They create inequality through what is best described as “neurotypical privilege” (Hennekam et al. 2025).

Mitigating such inequality is typically done by implementing reasonable adjustments, which are modifications to tasks, environments, or processes that remove barriers and allow disabled employees to perform at their best (EHRC 2019). Diagnostic disclosure of one’s disability is typically the pre-requisite to receiving targeted support and adjustments. However, decisions about disclosure are strategic and often fraught. Romualdez et al. (2021) found that most autistic employees disclosed selectively and only after starting work, i.e. not during the interview stage, due to concerns about managers’ and colleagues’ perceptions. Only a minority reported clearly positive impacts of disclosure or subsequent reasonable adjustments. Job applicants generally want tailored adjustment to interviews and guidance regarding if, when and how to disclose (Vincent and Ralston 2024). But many autistic employees either cannot access reasonable adjustments or they encounter resistance to specific adjustments being put in place.

It is therefore important that students and graduates know how to advocate effectively for themselves (e.g. understanding their rights and articulating their strengths) while also engaging with employers to adjust recruitment practices (structured tasks, clear criteria, information in advance) and day-to-day work practices (predictable communication, sensory-aware environments) (Romualdez et al. 2021; Buckland 2024). The IMAGE toolkit was designed to support this process.

3 The IMAGE Employability Toolkit

The IMAGE Employability Toolkit is a web-based resource designed to support autistic university students and graduates during their transition from university into employment. It is one output of the EU-funded IMAGE project, alongside training materials and guides for professionals (www.imageautism.com/resources). The IMAGE toolkit helps with improving employability, reflecting on strengths and needs, navigating the graduate career path, applying for jobs and work placements, and settling into the workplace. The functionality and user interface is loosely based on the Autism&Uni toolkit, which supports students during the transition from school into university (cf. Fabri et al. 2016; Fabri et al. 2025).

The IMAGE toolkit was co-designed with autistic students during a series of 20 online participatory design sessions to conceive, prototype and refine its functionality and user experience (Maun et al. 2023). Prototyping sessions focused on user interactions, the presentation and structuring of information, aspects of the career path that are important for the customized profile builder, and the range and content of case studies.

Launched in 2022, it is available in five languages and has over 500 registered users across Europe.

3.1 Toolkit Structure

Rather than prescribing a single pathway, the toolkit caters for flexible and situational use where users can engage intermittently as they wish, as well as highly personalized use based on the profile information a user has shared. The toolkit comprises three main components:

1. Information and Advice

The Information and Advice section provides guidance on topics such as career planning, job applications, workplace communication, stress management, and disclosure (see Fig. 1). Each article in this section follows a consistent structure of Background > Relevance to one's situation > Call to action / What do do next > Practical tips > Further questions to think about. Articles are also categorized into transition steps. This structure was adopted from the Autism&Uni toolkit (cf. Fabri et al. 2016).

2. Graduate Stories and Good Practice examples

Consisting of a set of Graduate Case Studies and examples of Good Support Practice (see Fig. 2). These present lived-experience narratives and descriptions of mentoring and support programmes from across Europe. Previous research found that such alumni accounts and examples of “what works” are highly valuable to autistic students (Fabri et al. 2025). They normalize the individual's personal experience as well as the process of asking for help. Further, they can set a benchmark of what “good support” looks like – something that can be used as a tool to compel institutions to make similar arrangements and changes.

3. Profile and Template Builder

A set of interactive profile builders enabling users to reflect on their skills, preferences, and support needs (see Fig. 3). The toolkit builds up a comprehensive profile

of the individuals' plans and characteristics, from which it can then generate structured outputs (templates) that can be shared with careers advisors or employers. In addition, auto-generated letters and emails support communication around reasonable adjustments.

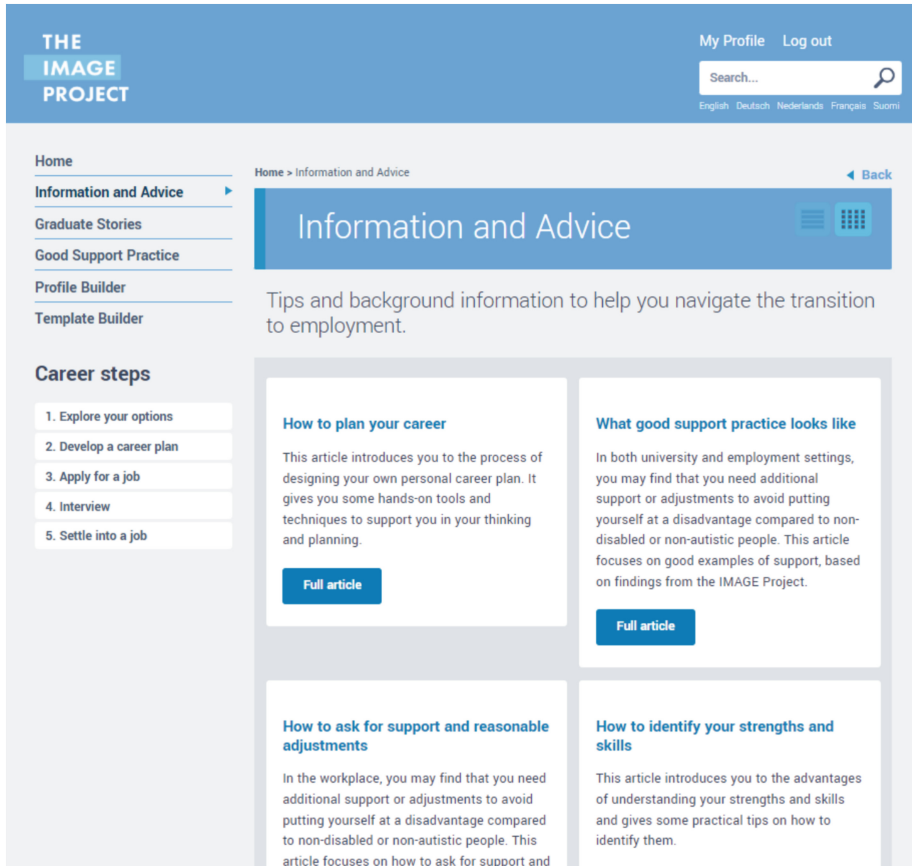


Fig. 1. Information and Advice Section of the IMAGE Employability Toolkit.

3.2 HCI Design Considerations

Existing digital employability tools, including generic career platforms such as LinkedIn, skills-training programs, and CV or interview simulators, generally assume a neurotypical user base and focus on individual improvement or on conforming with neurotypical norms and expectations. Autism-specific tools on the other hand have often adopted a deficit-oriented model, emphasizing social skills training or interview performance (cf. Herrick et al. 2022). In contrast, the IMAGE employability toolkit was designed

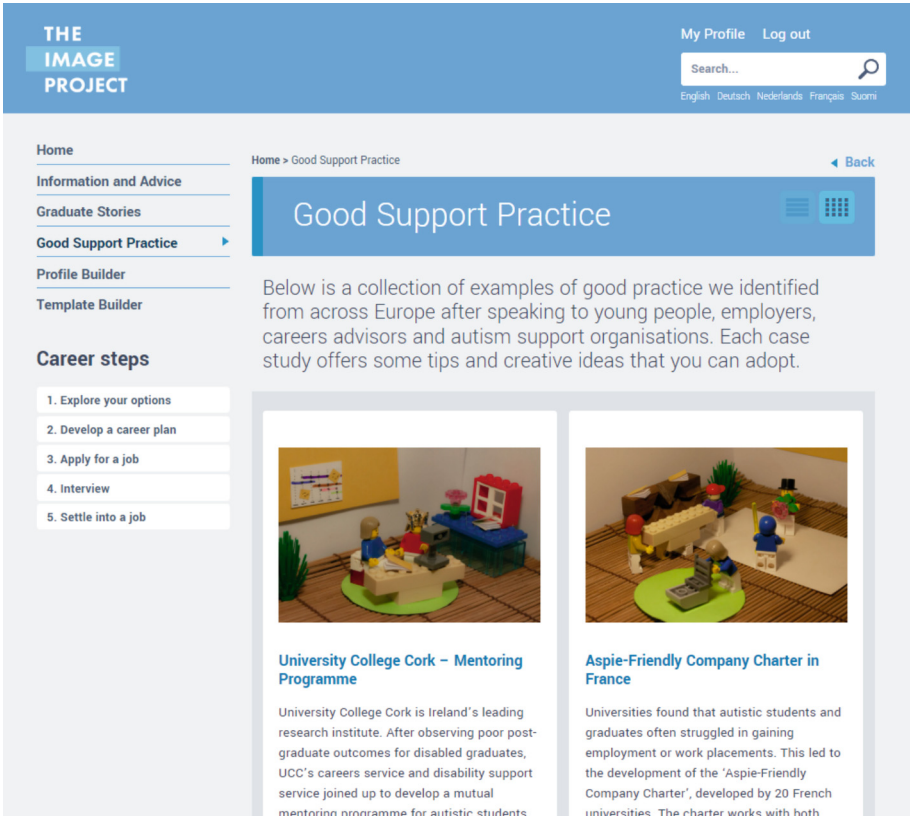


Fig. 2. Good Support Practice Example.

to support situational sense-making, expression of needs, self-advocacy, and explicitly addressing tacit workplace norms.

There has recently been a stronger focus on tools for autistic adults, e.g. in education (Fabri et al. 2016), in the workplace (Tomczak and Ziemiański 2023; Hall et al. 2024) and for daily living skills (Hrabal et al. 2023). From an HCI perspective, the central design challenge is not simply to provide information or assist with tasks, but to reduce cognitive load at high-stress moments. Cognitive load is the mental burden experienced by users (Sweller et al. 2011), and recent research suggests that autistic users of online learning systems experience cognitive load challenges in a more intense way than their neurotypical peers (Cunff et al. 2024). Further, autistic users of the IMAGE toolkit are likely to engage with it during periods when they already feel anxious or stressed about their graduate career journey. This may be during job search and shortlisting, preparing for career planning meetings, for interviews, or when entering a new workplace.

We postulate that cognitive load reduction is achieved in the IMAGE toolkit through the scaffolding of complex tasks (e.g. disclosure decisions), a clear structure (navigation level and within-article), timely prompts (e.g. the “what to do next” sections) and

THE IMAGE PROJECT

My Profile Log out

Search...

English Deutsch Nederlands Français Suomi

Home

Information and Advice

Graduate Stories

Good Support Practice

Profile Builder

Template Builder

Career steps

1. Explore your options
2. Develop a career plan
3. Apply for a job
4. Interview
5. Settle into a job

Home > Profile Builder > Select reasonable adjustments for the workplace

◀ Back

Select reasonable adjustments for the workplace

Adjustments in the workplace allow an employee to complete their role to a high standard, enhance productivity and make learning easier. We have collated a list of typical adjustments from which you can select what would help you most. Prepared with this information, you will find it easier to ask for adjustments when starting a new job.

Adjustments to the work environment

Please tick all that apply

- ☒ Allowing a quiet space to work instead of a busy open plan office, to avoid sensory overload in a busy environment
- ☒ Positioning my desk so that I can sit with my back to a wall
- ☐ Positioning my desk so that I can sit with my back to the room
- ☐ Positioning my desk so that I can sit in a corner of the room
- ☐ Permission to work from home as much as possible to maximise my performance while reducing distraction, stress and fatigue
- ☒ Dual computer screens so that I can have an overview of my work without having to switch applications
- ☒ The ability to change accessibility setting on my computer equipment, so that I can

Fig. 3. Selection tool for preferred reasonable adjustments.

the absence of distractions. Through the profile builder, it aims to help users externalize their preferences and translate tacit workplace expectations and needs into explicit steps. Through the template builder, it generates shareable documents that support self-advocacy and workplace fit. The research reported here was designed to test these assumptions.

4 Methods

4.1 Study Design

We conducted an online survey-based evaluation of the IMAGE toolkit in 2025. The survey comprised 50 items, including demographic questions, closed Likert-scale items, the System Usability Scale (SUS), and multiple open-ended questions. Questions were designed by an autistic and a non-autistic researcher, revolving around usage of different components of the toolkit and how that impacted on participants and their career journeys.

4.2 Participants and Recruitment

Email invitations were sent to all registered toolkit users. Five autistic individuals participated: two current students, two recent graduates, and one participant who had discontinued university. Four participants had a formal autism diagnosis, one was self-diagnosed. Course subjects covered a range of disciplines: Engineering, Language and Culture, Psychology and Sociology, Plant Sciences, and Arts Administration. Participants received a €30/£30 shopping voucher as compensation.

4.3 Data Analysis

Open-ended responses were analysed using Braun and Clarke's (2019) six-phase reflexive thematic analysis. Coding was both semantic (capturing explicit statements) and latent (interpreting underlying meaning such as impact of disclosure and contextual barriers). Responses were grouped analytically by toolkit component but themes were developed across sections.

The analysis was reflexive, acknowledging both researchers' interpretive role, author 1's prior involvement in the design of the toolkit, and autistic author 2's own research on autism traits and the use of technology for support. Both authors were involved in the six phases of thematic analysis as outlined by Braun and Clarke (2019). Rather than aiming for saturation, the analysis focused on depth and analytic insights, appropriate for a small-sample HCI evaluation. SUS responses were scored using standard procedures (cf. Brooke 1996).

5 Thematic Analysis Results

We analysed participants' open-ended responses describing how they engaged with the IMAGE toolkit across their employability journeys and across toolkit components (Information and Advice, Graduate Stories, Good Support Practice, and the Builder tools).

The analysis produced four themes capturing both what participants did with the toolkit and how they experienced its value (Table 1):

5.1 Theme 1: The Toolkit as Situational Support at Key Milestones

Participants did not describe continuous or routine use. Instead, the toolkit was used "situationally", i.e. at moments of immediate need. These include post-diagnosis sense-making of what being autistic means for the professional future, the impact on career planning, how to prepare for an interview, deciding whether and when to disclose, and the starting a placement or employment. For example, one participant discovered the toolkit through self-directed searching after diagnosis, framing the toolkit as responsive "in-the-moment" support: "*I started to google after my diagnosis and found it.*" (P1, professional, discontinued university). Similarly, another participant reported repeated use across multiple transition points ("*applying, interviewing, and starting placements*" (P3, graduate, seeking work), suggesting the toolkit functions less like a linear programme and more like a resource to be revisited as new demands emerge.

Table 1. Key themes illustrating the toolkit's role and impact.

1. The toolkit as situational support at key milestones	Participants used the toolkit at critical milestones in their university and graduate employment journey, rather than continuously.
2. The profile builder as an actionable self-advocacy tool	The interactive builders were the most valued features of the toolkit, reducing cognitive load and producing templates that support communication.
3. Student narratives and good practice as social normalizers	Case studies and examples of good support practices helped build confidence and normalized disclosure and looking for support.
4. The toolkit as a catalyst for well-being, reflection and belonging	The toolkit fostered self-knowledge, confidence and belonging. It provided guidance and inspiration.

When describing benefits, participants repeatedly linked the value of the toolkit to employment stage specific problems: Evaluating potential employers against inclusiveness indicators, clarifying job/skills fit, and preparing for specific interactions: *“Screening employers for accessibility and career fit was the main benefit.”* (P2, current student, also working part-time).

These accounts imply that value is created by supporting “micro-transitions” (e.g., writing a CV, attending an interview, considering disclosure, starting a job) rather than a single, major transition moment.

Participants' engagement varied by toolkit section. For example, “Information and Advice” content was most often used when participants were actively preparing for a micro-transition, rather than as general reading. This reinforces the notion that they approach content as practical support for specific upcoming events.

5.2 Theme 2: The Profile Builder as an Actionable Self-Advocacy Tool

Across responses, the profile builder tools were described as the most actionable part of the toolkit, supporting both self-understanding and practical communication. Participants emphasized that the integrated checklists and structured prompts reduced the burden of articulating needs, and they enabled translating internal experiences into communicable requests. One participant described how the profile builder supported self-insight by offering decision-support, particularly where recognizing emotions or preferences is normally difficult: *“The ‘Autism Characteristics’ builder and the ‘My Ideal Job’ builder taught me a lot about myself... I struggle to recognise my emotions and desires, but I find checklists helpful.”* (P1, professional, discontinued university).

A recurring use-case was the Reasonable Adjustments builder tools: one for adjustments relevant in interviews, and one for the workplace (see Fig. 3). Participants described these as enabling concrete action, often in contexts where they lacked prior guidance on what was appropriate or possible to request. *“Very useful list of common*

adjustments I can ask for." (P4, student, seeking work). The use of these builders was driven by an immediate purpose: "[I need a] template for adjustments for my potential employer." (P4).

The same participant valued the template builder feature to create customised templates as support for executive functioning (ensuring all information is in one place) and interactional demands (using the template as a validated checklist), especially for staying on track and not omitting key points in stressful conversations: "*Scripts help me not drift off and not forget something important.*" (P4). This suggests the builders are doing more than re-purposing profile data: they operate as "interactive scaffolders" that externalise and structure self-advocacy work.

However, while template builders were valued, participants varied in whether they needed them. For example, one participant explicitly noted not using template builders because they did not find writing emails difficult.

5.3 Theme 3: Student Narratives and Good Practice as Social Normalizers

Experiences with the Graduate Stories and Good Support Practice sections were more variable than experiences with the Builder tools. For some participants, stories provided "social proof", i.e. normalizing self-advocacy and supporting reflection around disclosure and workplace relationships: "*Advocating effectively for yourself aided workplace confidence ... Getting colleagues on board... helped me think about disclosure.*" (P3, graduate, seeking work).

Good Support Practice examples also prompted participants to articulate the broader constraints that shape employability, including uneven availability of autism-specific provision. One participant described scarcity of support, alongside the value of having the right community context: "*Offers for autistic adults are rare with long waiting lists. ... Community is just as important as professional support.*" (P4, current student, seeking work).

However, the narrative content did not resonate equally with everyone: one participant reported that case studies were not as helpful as other parts of the toolkit: "*Case studies didn't help me; other sections did.*" (P5, graduate, in work). This may indicate that narrative-based support depends on personal identification and perceived transferability.

5.4 Theme 4: The Toolkit as a Catalyst for Well-Being, Reflection and Belonging

Beyond the more tangible outcomes (e.g. checklists for meetings, requests for reasonable adjustment, email templates), participants described broader psychosocial benefits including improved well-being, better self-knowledge, reflection on strengths, stress reduction, increased confidence to seek targeted support, and a sense of belonging: When asked about applying any insights or strategies gained from the toolkit, participants reported positive outcomes such as "*managing stress and anxiety*" (P2, current student, also working part-time), "*manage my stress for a job interview*" (P5, graduate, in work) and "*(I) appreciate the advice on healthy living*" (P1, professional, discontinued university). Regarding self-knowledge and reflection, one participant stated that

“The main benefit I personally received... was an open door to new reflexions [sic] and actions related to work and quality of life at the workplace.” (P5).

For some, the toolkit helped transform self-doubt or uncertainty into structured reflection and actionable coping. One participant commented on this positive transformation: *“The [builder tools] taught me a lot about myself. I struggle to recognise my emotions and desires, but I find checklists helpful because I can simply say whether something applies to me or not.” (P1).*

Another participant described work stress-related insights: *“The ‘What can make me feel less stressed at work’ questions really helped me figure out how stress entered my work.” (P5, graduate, in work).* P5 also framed the toolkit as producing a sense of belonging and recognition, linked to previous experiences of not fitting in: *“An open door to new reflections and actions... It gave me a sense of belonging... a big change from wondering on my own... why I couldn’t fit properly in traditional work spaces...” (P5).*

Participants described confidence gains through learning implicit workplace rules and conventions that are often assumed but not taught – the tacit norms. One participant explicitly linked the “how-to” guidance to earlier experiences of failure, indicating that the toolkit’s contribution included making tacit expectations much more explicit: *“For someone just starting their career, the advice is definitely very helpful... I completely messed up interviews [in the past] because ... I didn’t even know you were supposed to research the company beforehand.” (P1).*

6 Usability Results (SUS)

SUS scores ranged from 70 to 100, with a mean of 82.0. This positions the IMAGE employability toolkit in the “excellent” usability range. Item level analysis showed strong results for ease of use, integration, confidence, and learnability. These itemized scores align with participants’ accounts of using the toolkit at “high-pressure” moments along their transition path. This suggests that the toolkit is usable enough to be deployed at such critical junctures where cognitive load is already high—an important precondition for the situational use pattern described in Theme 1.

7 Discussion

This evaluation suggests that an employability toolkit for autistic graduates delivers most value when it is specifically designed for situational, milestone-based engagement rather than continuous use. Participants described returning at key pressure points: post-diagnosis, when planning next steps, before meetings with careers advisors, preparing for interviews, or entering a new workplace. This highlights the need for HCI architecture that supports high findability and quick, low-friction access to information, in line with previous calls for situation-specific supports (Trusson and Travers 2024) at decision and transition junctures (Vincent and Ralston 2024).

A second contribution concerns scaffolding and reducing cognitive burden (c.g. Sweller et al. 2011). The Profile Builder and Template Builder tools were the actionable core of the toolkit: structured prompts, checklists, and auto-generated documents

helped externalize preferences, articulate requests, and draft important interactions. The toolkit created value by producing shareable documents that could be taken into real-world contexts and support self-advocacy, e.g. when discussing adjustments, clarifying work preferences, or preparing for adjustments negotiations. This frames employability support as interaction design for communication and decision-making, not just as information provision.

Narratives and case examples played an important role. For some participants, they offered social proof: normalizing help-seeking, benchmarking support quality and bolstering confidence, further supporting Fabri et al.'s (2025) claims. For others though, these narratives needed more relevance and transferability. From a design perspective, personal stories and good-practice examples will be most effective when users can recognise a narrative that matches their situation (e.g. discipline, country or culture, career stage), and when narratives are paired with practical “what to do next” scaffolds, as also highlighted by Lucas et al.'s (2022) call for tailored and actionable supports.

Finally, participants described psychosocial benefits: well-being, confidence, and a sense of belonging. This underlines the importance of going beyond procedural guidance in order to support autistic identity building and creating legitimacy in environments that are organised around neurotypical norms.

8 Limitations and Future Work

The sample size of 5 participants was relatively small, limiting generalizability of findings. Additionally, the study was conducted in English which was not the first language of all participants. Future research should work with a larger sample and explore the long-term impact of the Toolkit, as well as its effectiveness across more varied university settings.

9 Conclusions

This study contributes to the body of research on how best to design assistive toolkits for autistic users, especially for situational use in high-pressure contexts. The core contributions are:

- an HCI-led post-deployment evaluation of a neurodivergent employability toolkit;
- empirical evidence that situational, milestone-based interaction better reflects autistic graduates' use patterns than linear employability pipelines, and
- design implications for enabling technologies that support self-advocacy, reflection, and negotiation of tacit workplace norms.

Based on this evaluation, we can formulate the following design recommendations for creators of similar tools, grounded in the key themes and integrating an analysis of the toolkits features and components:

1. **Design for situational, milestone-based use, not continuous engagement.** Participants primarily used the toolkit at specific transition points (diagnosis, job search, interviews, starting work), implying that navigation and content architecture should support “I need help *right now*” entry points.

2. **Prioritise actionable scaffolds that convert reflection into tangible output.** The Builder tools were consistently experienced as the most actionable components, supporting self-understanding (checklists) and self-advocacy (scripts and adjustment templates). Future employability tools should treat “output generation” as a core component.
3. **Use narratives as social proof, maximising relevance and transferability.** Graduate Stories and Good Support Practice examples supported disclosure decisions and confidence-building for some participants, but were less useful for others. Narrative content is likely to be more effective when diversified (across disciplines, countries and career stages) and paired with practical “next step” resources (linked templates, checklists, reasonable adjustment prompts).
4. **Support well-being alongside employability tasks.** Participants described the toolkit as a catalyst for reflection and developing a sense of belonging, helping them to deal with stress, workplace fit, and understanding tacit norms. Designing for neurodivergent employability should therefore address psychosocial dimensions (confidence, legitimacy, self-understanding, self-advocacy) as well as more traditional career path guidance, putting the student or graduate’s well-being at the centre.

Methodologically, this paper contributes a post-deployment HCI lens on an employability toolkit. The combination of a reflexive thematic analysis with usability data helped us move beyond “can users operate the interface?” to how they use it under stress and which interaction patterns create value at milestones. Above discussion offers transferable design insights for those building neurodivergent support systems across related stages in the workplace environment (e.g. work onboarding, performance reviews or career progression).

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