

Overview of this issue

Pete Robertson, Editor

Our Spring 2023 issue is an opportunity to announce two new developments for this Journal. Firstly, we have reconstituted the editorial board. Recognising the global accessibility of our open access platform, we are pleased to welcome NICEC international fellows: Peter McIlveen, Mary McMahon, Ronald Sultana, and Rie Thomsen. They join our new editorial team of Jane Artess, Fiona Christie, Gill Frigerio, and Tristram Hooley, together with Oliver Jenkins (representing the Career Development Institute). Collectively the board will advise on the editorial policy for the Journal, raising standards, and positioning the publication after the move to open access.

Secondly, the Journal is now discontinued in paper-based format. Although the printed version was fondly received by NICEC fellows and members, this move allows flexibility and resources to be devoted to open access. This is the first issue to be exclusively available in electronic format.

This is an open call issue. Contributing authors have addressed a diverse range of topics related to career development.

Opening this issue, **Rosie Alexander** questions accepted wisdom about the centrality of labour market information to career guidance practice. She points to assumptions in the way we frame labour market knowledge problems, and the need for other kinds of information in the helping relationship.

From Canada, **Charles Chen and An Li** describe the career development experiences of international students at universities and colleges in North America. They address some of the implications for careers services supporting this client group.

In our second contribution from North America, **Seth Hayden, Debra Osborn and Kaitlyn Costello** adopt a more intra-personal perspective. Using Cognitive Information Processing theory, they explore the relationship between executive processing and career development, and its implications for wellbeing.

Tristram Hooley questions the concept of impartiality, and its role as a keystone of professional ethics in the UK. He points to its ambiguities and suggests a way to clarify the notion.

In a more personal autoethnographical account, **Emma Lennox** explains her experience as a career development practitioner serving arts students in the university department where she herself was previously a student.

Whilst acknowledging the recent discourse around green guidance, **Steve Mowforth** challenges the near silence in the career development community around the climate and

ecological emergency. He points to a gulf emerging between young people for whom this crisis is central to their thinking, and career service providers.

Dan O’Sullivan and Catherine Heneghan explore the interface between guidance and youth work, and the interface between school and further education systems. They describe guidance services in Youthreach centres in the Republic of Ireland.

Nalayini Thambar and Helen Hughes, in a follow up to a previous article by Thambar, consider how the role of career development professionals in UK universities is evolving - in a post-COVID, technologically driven world.