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Overview of this issue

We are delighted to offer an issue that brings together contributions from established academics, new writers and practitioner researchers. Our focus for April 2019 is twofold. Firstly, we have articles that are highly topical. Secondly, we have articles that highlight the career development issues facing under-researched and potentially disadvantaged groups.

There can be nothing more topical than Brexit: the topic that dominates conversations in the UK in the spring of 2019. **Marjorie McCrory and Theresa Thomson** explore the implications of this emotive political backdrop for the career aspirations of UK undergraduates. In recent times, careers work policy for schools in England has favoured a prominent role for employers, sometimes privileging their input over that of career guidance practitioners. **Ian McIntosh and Julia Yates** examine the evidence base for this policy and report an empirical study evaluating the impact of employers and career advisers on pupils. In the third of our topical articles, **Fiona Cobb** explores a technological theme: how 'big data' is bringing about a transformation of careers work in universities.

Moving on to under-researched groups, **Elysha Ramage** focuses on career decision making in a rural school setting in mainland Scotland. **Corinne Holden, Christian van Nieuwerburgh and Julia Yates** explore practitioners' perspectives of working with clients who are overweight, and the acute sensitivities in discussing the career implications of obesity. **Gill Frigerio and Rabia Nasimi** investigate the role of community organisations in supporting the career development of refugees.

Last, but not least, we offer two articles focusing on LGBT issues. **Adrian Hancock** explores the literature on the career development of lesbians, gay men and bisexuals. **Kristan Hopkins and Liane Hambly** examine and question the perspectives on sexuality that practitioners bring to their work. Both articles challenge the heteronormative assumptions of our profession.

Pete Robertson & Lyn Barham, Editors

Erratum

The editors have received a correction in relation the following article from the October 2018 issue: 'Moving from information provision to co-careering: Integrated guidance as a new approach to e-guidance in Norway' by Ingrid Bårdsdatter Bakke, Erik Hagaseth Haug and Tristram Hooley.

The authors would like to amend the citation and references for the term co-careering (p. 52, para 2, line 4). The second half of line 4 should read '...Kettunen et al. (2015) and Kettunen (2017) use the term 'co-careering'.' The corrected references in the list are:

Kettunen, J. (2017). *Career practitioners' conceptions of social media and competency for social media in career services*. Jyväskylä, Finland: University of Jyväskylä, Finnish Institute for Educational Research. Studies, 32. Dissertation. <http://urn.fi/URN:ISBN:978-951-39-7160-1>

Kettunen, J., Sampson, J.P., Jr., & Vuorinen, R. (2015). Career practitioners' conceptions of competency for social media in career services. *British Journal of Guidance & Counselling*, 43, 43-56. doi: 10.1080/03069885.2014.939945