



Careers Insights

July-August 2025 edition

Stay ahead of the fast-moving careers field, with a roundup of the latest research



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About Careers Insights

Welcome to Careers Insights, the CDI's bulletin that includes the new research papers and reports that have been published over the past two months, which are particularly relevant to current and future policy and practice.

(NB: We strive to reference articles that are mainly in the public domain, but include important ones that are behind paywalls. These are denoted with an asterisk (*) in the title)

Research is critically important, and not just for academics. It helps career professionals to understand the needs of different clients to a greater depth. It describes the implications of political, economic, social or technological trends affecting the field. It also describes different models, theories and practices, and provides evidence on 'what works'.

This is a supplement to the CDI's Research Directory, which you can access in the Resources section of the CDI website. The Directory offers a wide collection of references to thousands of career-guidance related articles, reports, papers, books and open data sets.



Featured articles

We've highlighted some articles that are particularly relevant to current events in our sector

#1. Bill Law Award Winner re: the language of careers

The Bill Law Award is a legacy and tribute to the work of Dr Bill Law, Founding Fellow of NICEC, who died in April 2017. His work was internationally renowned, particularly regarding the way that career guidance is conceptualised. The judges opted to award four Highly Commended prizes, in recognition of the high standard of entries. The overall winner was Valerie Rowles, with her entry "Mind the language", 'examining what grammar can tell us about the embedding of individual responsibility for career in social discourse'.

The piece looked the way language is used within conversations about careers and what it tells us about social attitudes, with clear relevance to career guidance.

As well as offering thought provoking insights, the analysis has wider implications for the profession, as we consider ways to increasing the perceived value of the concept of "career", as well as the standing of the profession in the eyes of public and political stakeholders..

[Bill Law Award 2025 on YouTube.](#) ([Link](#))

#2 Typologies of school to work transition

Discussions about the type of transition that people take after compulsory education usually focus on the education or employment pathway (e.g. apprenticeship, higher education, NEET). However, in this study from Holland, the researchers reviewed the underlying attitudinal and behavioural typologies of transitions, to provide a nuanced and alternative perspective.

From data analysis of two surveys, six typologies were identified and profiled: 1) The Underdeveloped, 2) Drifter, 3) Social Explorer, 4) Seeker, 5) Navigator, and 6) Mature. The authors recommended that each merited different sorts of consideration and treatment to optimise support and, thereby, career outcomes.

The paper offers a complementary insight to other, existing ways of thinking about the needs of different types of students, with different contexts and challenges.

[Blokker, R., Akkermans, J., Nguyen, Y. N. N., Khapova, S., & Jansen, P. \(2025\). Beyond one-size-fits-all in school-to-work transition success: The role of career competency profiles. Journal of Vocational Behavior, 104158.](#) ([Link](#))

#3 Apprenticeship insight

Skills Development Scotland produced a series of three reports (*Apprentice Voice 2024*) that provided statistics showing the experiences of apprentices in Scotland. These results cover feedback from apprentices between 1st January 2024 and 31st December 2024 with responses from 12,574 Modern Apprentices: 5,974 responses for In training survey, 4,074 for Leavers and 2,526 for Short Term Outcomes.

Overall results were extremely positive: It found 96% of respondents were satisfied or very satisfied with their choice. 91% have become more confident. 99% have improved their skills. 95% highly rate the usefulness of their training.

As well as providing overall data, the three reports provided a granular breakdown by identity characteristics, sector and local authority.

The UK Government also announced results in this past two months (referenced in the report), along side the rest of the exam results.

[Skills Development Scotland \(2025\). 2024 Apprentice Voice: Equality results](#) ([Link](#))
[Skills Development Scotland \(2025\). 2024 Apprentice Voice: Sector breakdown](#) ([Link](#))
[Skills Development Scotland \(2025\). 2024 Apprentice Voice: Local Authority Results](#) ([Link](#))



#4 Doing a degree: Public perception vs reality

This research from the Higher Education Policy Institute (HEPI) counters the general and growing perception that degrees are leading to widespread regret amongst those taking them. The report highlights where public perceptions align with or diverge from official data, revealing significant knowledge gaps amongst the public about one of the UK's biggest exporters and most successful sectors.

People guess that 40% of graduates wouldn't go to university if they could choose again, when the actual proportion who say this is 8%. While the public assumes 49% of graduates say their university debt has negatively impacted their lives, only 16% of graduates feel this way.

The implication of the research for career practitioners is to reiterate the facts about satisfaction with higher education choices with students considering the pathway.

[Duffy, B. and Hillman, N. \(2025\). UK Higher Education: Public perception vs reality. Higher Education Policy Institute.](#) ([Link](#))

#5 Priority skills to 2030

This assessment of priority skills to 2030 offers a forecast of future employment needs across ten critical sectors, aligned with the government's [Industrial Strategy](#) and [Plan for Change](#). Jobs in priority occupations are expected to expand significantly by 2030.

There is a forecast 15% growth in employment in priority sectors to 2030.

High growth sectors, based on GVA impact and strategic importance, include: 1) Digital & Computer Science, 2) Health & Social care, 3) Manufacturing & Engineering, 4) Green Industries, 5) Creative & Design, 6) Technical.

[Gov UK \(2025\) Assessment of priority skills to 2030.](#) ([Link](#))

Roundup

General career practice

Theme	Reference	Brief description / Abstract exert
Awards	NICEC (2025), The Bill Law Award (Link)	The link, to the left, is to a video of this year's Bill Law Awards, which celebrates innovative research in the careers field, particularly "on the way that career development is conceptualized and practised". The winner was Valerie Rowles for an entry called 'Mind the language', examining what grammar can tell us about the embedding of individual responsibility for career in social discourse. Insights come by way of considering the descriptions of careers and guidance.
Models	*Parola, A., Zammitti, A., Pettignano, M., & Marcionetti, J. (2025). Development and Validation of the Career Imagination Scale (CIS). Journal of Career Development, (Link)	Imagination plays an important role in career choice, but has lacked the same attention in research studies that has been given to other aspects of career capabilities. In this paper, researchers conduct primary research to validate a model of career imagination, accounting for the frequency, emotional valence, complexity, and directedness of ideas. The authors hope that the scale stimulates others to expand on the theory and better understand the role of imagination on career outcomes.
	*Talluri, S. B., Baruch, Y., & Donald, W. E. (2025). Navigating sustainable careers: A conceptual framework on person-career fit dynamics. Journal of Vocational Behavior, 104157. (Link)	The authors elaborate on previous models to provide a model of Person-Career fit, describing how how "dynamic compatibility between personal factors and career environment elements shapes subjective P-C fit" to produce sustainable career outcomes (health, happiness and productivity). The model builds in factors like feedback, coping and defence mechanisms and expectations to create a holistic model. The work provides a foundation for future research, as well as a model that act as a structure to certain career conversations.
Morality and values in career discussions	Zwarg, C., Fladerer, M. P., Verdorfer, A. P., & Peus, C. (2025). Morality in careers: A systematic review, integration, and ways forward. Journal of Vocational Behavior, 104127. (Link)	This systematic review bridges career and behavioral ethics research by analyzing 43 studies to explore how individual morality influences careers. The key finding is a clear positive link between morality and subjective career success (e.g., job satisfaction), as alignment between personal ethics and one's work environment fosters fulfillment. However, the relationship with objective success (e.g., promotions, salary) is complex and inconsistent. For career professionals, this underscores the critical importance of integrating moral self-reflection into counseling to help clients understand how their values shape their choices, satisfaction, and potential career conflicts.
	Frigerio, G. (2025). Sensing callings in crowded contexts: a qualitative study of women and work as calling using the Systems Theory Framework of Career Development. British Journal of Guidance & Counselling, 1-14. (Link)	Drawing from semi-structured interviews with 11 women from Church of England congregations, this qualitative study is motivated by the need to integrate the concept of 'work as a calling' into career development practice, using the Systems Theory Framework (STF) to connect subjective sensemaking with contextual influences.
	*Frolova, Y. (2025). Career future time perspective: influences of proactive decision-making and learning agility. British Journal of Guidance & Counselling, 1-17. (Link)	The paper is a literature review into the idea of "future time perspective" when making career decisions. "this research establishes significant associations with the facets of learning agility (mastery orientation and adaptive orientation) and three components of career future time perspective (opportunity, value, and connectedness). Notably, learning agility demonstrates a strong positive relationship with career future time perspective, highlighting its influence in fostering career aspirations and adaptive professional development." The results have implications for career counsellors through the value of fostering proactive decision-making.

Primary education

Theme	Reference	Brief description / abstract exert
Childhood development	Williams C., Huxley C., Garner O., Illidge L., Talbot J., Newton B.. (2025). Tales Toolkit: Pilot Study. Institute for Employment Studies (Link)	"Tales Toolkit" is a package of training and resources supporting 3–5-year-old children's early language and social development through oral storytelling., and is part of the Department for Education's Early Years Recovery Programme .This evaluation, led by the IES, found that the 'Tales Toolkit' showed evidence of promise,: Most educators who took part in the evaluation surveys and interviews reported increased confidence, higher motivation to deliver the approach and changes in their practice, including in relation to supporting children's language development, collaborative story-telling and child-led play. The research offers insights that could transfer more widely to early year career education.
Classroom activities	*Bosler-Johnston, P. (2025). The Benefits of Play based learning for early childhood and elementary aged children. Murray State University. (Link)	'Play' and 'role play' offer relevant approaches for primary careers education.. This literature review provides contextual insight and considerations for primary-school based career education design, by recapping the value of "play" as a learning tool. The paper reports the ways that play is used in classrooms, and culminates with recommendations for how schools and others can help support play based through professional development for teachers, curriculum, and with families.
	Stinus, C., Paris, S., Simar, C., & Shankland, R. Positive Events vs. Gratitude Journaling in Elementary Schools: A Mixed-Methods Trial to measure the effectiveness on Children's Well-Being. (Link)	This mixed-methods study examined the feasibility, acceptability, and preliminary effectiveness of journaling-based interventions - whereby positive experiences and moments of gratitude were recorded in a journal during daily classroom routines by French elementary school children (aged 8 to 10.) Quantitatively, personal well-being improved over time in the experimental groups.. In conclusion, the researchers found that while brief journaling activities are feasible and well-received in classroom settings, making them a promising intervention, more consistent improvements were required before adoption at scale.
Global citizenship	Saavedra, A., Schwartz, D. L., & Blair, K. P. (2025). Identifying features of field trips (FTs) that promote a connection to nature, culture, and other people. The Journal of Environmental Education, 1–20. (Link)	Although not specifically career related, the paper offers a review of field trips that promote connection to nature, culture and other people. Field trips have multiple education and social benefits. The paper shows the impactful nature of these benefits for 5-11 year olds. The outcomes are related to many challenges of our time, encapsulated in some of the UN Sustainable Development Goals. There are potential learning for career education exercises, particularly for promoting global citizenship[considerations.

Secondary education

Theme	Reference	Brief description / abstract exert
Student insights	Blokker, R., Akkermans, J., Nguyen, Y. N. N., Khapova, S., & Jansen, P. (2025). Beyond one-size-fits-all in school-to-work transition success: The role of career competency profiles. <i>Journal of Vocational Behavior</i> , 104158. (Link)	<p>The authors address a perceived research gap, in which it is unclear how different patterns of career competences in individuals help them make career transitions from school to work. Using a research survey on n=544 Dutch secondary students, the authors found six distinct career competency profiles that emerge in the final year of education: 1) the underdeveloped, 2) drifter, 3) social explorer, 4) seeker, 5) navigator, and 6) mature profiles. Using a larger sample (n=1,388), the authors then showed how these profiles predicted career outcomes.: employment status, perceived employability, underemployment, and perceived transition satisfaction one year after graduation.</p> <p>The paper shows the benefit of considering clusters of career competences as ways to understand predictors of student outcomes, and also opportunities to provide tailored support for different typologies of student.</p>
Work experience	Mann, A. and J. Díaz (2025), "Tailored Work Experience in Wales", OECD Education Working Papers, No. 334, OECD Publishing, Paris, (Link)	<p>This paper examines the Tailored Work Experience (TWE) programme in Wales, an initiative launched in 2022 to re-engage students aged 14–16 at risk of becoming NEET. The research found that while work experience can contribute positively to student motivation and long-term employment prospects, However, its effectiveness depends heavily on quality, student preparation, and integration with wider career development activities. Recommendations are provided to ensure work experience translates into positive student learning.</p>
Disadvantaged students	*Wright, G. G., Reeves, J., Veloso, E., & Paro-Tompkins, C. (2025). A Job Search Intervention With Foster Youth Transitioning to the Workforce: A Mixed Methods Approach. <i>Journal of Career Development</i> , (Link)	<p>The study evaluates a US intervention to support young people transitioning to work from foster care. Quantitative and qualitative data were gathered from 23 former fostered youth who participated in "Project PATH", which examined changes in levels of anxiety, job search self-efficacy, and employment hope amongst disadvantaged young people. Participants engaged in a 10-session workshop containing vital elements of job search.</p> <p>Results demonstrated that participation in job search workshops can aid with increasing job search self-efficacy. Concepts that were important in the success of the students included emotional regulation, professional preparation, the sense of mattering, and the value of simulation practice</p>
	Majčík, M., & Babyrádová, V. (2025). The rising issue of dropouts from upper secondary vocational schools in the Czech Republic: perspectives of career counsellors. <i>Journal of Vocational Education & Training</i> , 1–19. (Link)	<p>Based in the Czech Republic, this research examined the dynamics of school drop-outs and the perspectives of career counsellors: Strategies are provided from schools that have implemented interventions to reduce early school leaving. Career counsellors play a crucial role in this process, acting as support coordinators and providing advisory assistance to at-risk students. A wider eco-system of support is needed, however.</p>
HE relationships	*Leo, M. S., & Matyana, M. (2025). The role of universities in enhancing school career orientation programs. <i>International Journal of Research in Business & Social Science</i> , 14(6). (Link)	<p>The aim of this paper is to highlight the key role that universities play in enhancing school career orientation programs. The paper is looking at providing current challenges facing these programs and also providing some future prospects. The paper recommends strengthening these links with steps such as "developing structured collaboration frameworks between universities and high schools, implementing continuous evaluation mechanisms for these programs, and focusing on tailored support for under-resourced schools."</p>

Further education, vocational training and apprenticeships

Theme	Reference	Brief description / abstract exerte
Apprenticeship experiences	SDS (2025), Apprentice voice. (Link)	Skills Development Scotland produced a triad of reports that provided statistics and analysis of the experiences of apprentices in Scotland. These results cover feedback from apprentices between 1st January 2024 and 31st December 2024 with responses from 12,574 Modern Apprentices: 5,974 responses for In training survey, 4,074 for Leavers and 2,526 for Short Term Outcomes. Results were extremely positive: It found 96% of respondents were satisfied or very satisfied with their choice. 91% have become more confident. 99% have improved their skills. 95% highly rate the usefulness of their training.
Policy outcomes	Edge Foundation (2025), Keeping young people in learning until the age of 18 - does it work? Evidence from the raising of the participation age in England. (Link)	<p>Implemented ten years ago in England, the Raising of the Participation Age (RPA) placed a duty on young people to remain in learning (although not confined to staying on at school) until their 18th birthday. This report presents the findings and recommendations from a research project examining the design, implementation and impact of the RPA on participation, retention and achievements in post-16 learning and subsequent labour market outcomes.</p> <p>The analysis showed that the RPA decision was not associated with significant changes. Overall, the participation picture suggests some improvement in initial engagement but also increased dropout in both Year 12 and Year 13</p>
Engagement	Lerman, R. I., Boren, Z., Wyman, N., & Williamson, D. Engaging Employers on Youth Apprenticeships: Strategies from Youth Apprenticeship Intermediaries. Urban Institute. (Link)	The United States has far fewer workers in apprenticeships than many other advanced economies. To try and tackle the gap, they employ intermediaries - groups that provide hands-on support, from employer outreach and program design to compliance guidance and demonstrating the value of apprenticeships. This paper reviews the different strategies used and their relative success.
Data releases	UK Government (2025). Apprenticeship. Accredited official statistics July 2025 (Link)	Statistics are presented on apprenticeships in England from August 2024 to April 2025. Apprenticeship starts were up by 2.0% to 284,190 compared to 278,590 reported for the previous year.. Learner participation increased by 2.2% to 703,110 compared to 687,770 last year. Apprenticeship achievements increased by 8.0% to 128,290 compared to 118,770 in the same period last year.. Higher apprenticeships continue to grow in 2024/25. Higher apprenticeship starts increased by 11.0% to 111,520 compared to 100,490 in the same period last year.. Ethnic minority participation also increased by >10% from last year.
	UK Government (2025). Provision T-level results (Link)	The latest T-level results were released. 10,888 (91.4%) of the 11,909 students achieved a Pass or above in their overall T level result across all T Level pathways. For female students this was 95.1% and for male students 88.3%.
	UK Government (2025). Participation in education, training and employment age 16 to 18. (Link)	The latest data for participation in education/training and employment for 16-18 year olds found that 89% of 16-17 year olds were participating but just 57% of 18 year olds. 14.5% of 18 year olds are NEET, and 9% of all 16-18 year olds

Higher education

Theme	Reference	Brief description / abstract exert
Influences and choices	Duffy, B. (2025). UK Higher Education. Public perception vs. realities. Higher Education Policy Institute. (Link)	New research from HEPI is used to counter the general perception that degrees are leading to widespread regret amongst those taking them. The report highlights where public perceptions align with or diverge from official data, revealing significant knowledge gaps about one of the UK's biggest exporters and historically most successful sectors. The implication of the research for career practitioners is to reiterate the facts of higher education choices to students considering the pathway, mindful of possible myths and misconceptions.
Disadvantaged candidates	Romney, K., Wille, C., Velasco Burgos, M., & Benally, R. (2025). Pathways to Higher Education: Expanding College and Career Access for Rural Youth. Outcomes and Impact Quarterly, 5(3). (Link)	This US research showed the effects of an intervention at Utah University aimed at attracting under-represented rural students from disadvantaged backgrounds, by way of immersive tours and workshops. Although a somewhat different setting to the UK, the paper provided a intervention that had some transferable attributes: Participants reported increased college confidence, financial aid awareness, and career interest
AI use in graduate applications	McMahon-Harvey, C. and Morris, K. (2025), What employers really think about AI in job applications. Prospects-Luminate (Link)	With low numbers of employers published policies on AI-use in applications, The University of York Careers and Placement AI working group, funded by the Jisc careers research grant, explored the attitudes of employers recruiting in the York and North Yorkshire region to candidates using AI in recruitment and selection activities. Low numbers of employers surveyed have noticed candidates using AI in their most recent recruitment cycles. Only 23% of employers indicate that AI usage was noticed in large numbers of applications. 43.6% of respondents indicated that they saw little to no evidence of AI usage. Many of those perceiving a use of AI reported this as a challenge. Few employers were aware of AI's role in supporting diversity. Overall, employers have not yet adapted.
Student insights	*Bazine, N. et al (2025). Protean career orientation as a compass for career development in the digital age. Career Development International. 30 (4): 461–477 (Link) Sumatra, E. J., Abrina, D. V., Ladroma, R. E., & Marte, R. (2025). Investigating Key Attributes Influencing Generation Z Students' Selection of Career Services in Higher Education Institutions: A Conjoint Analysis Approach. Journal of Educational Analytics, 4(3), 703-722. (Link)	This study used a study of n=244 students to explore how protean career orientation (PCO) influences career behaviors through the digital education and learning behaviors with technologies. Results showed that PCO improved career behaviours. The paper helps to better understand how individual orientations can shape perceptions and adoption of digital technology. This quantitative research and analysis study from the Philippines outlines an approach that reveals that preferences of students for different elements of higher education career services. The results show that the degree of personalisation from the service was the the most crucial attribute in their choice of using services. This was closely followed by extent of assistance in finding job placements, and scope of training, indicating a strong preference for direct, tailored support and comprehensive skill development. While the study was in a different system, it demonstrated a transferable, proven methodology (conjoint analysis) to revealing the most important aspects of careers services to client groups, to help to optimise their perceived value.

Adults

Theme	Reference	Brief description / abstract exert
Early career	Neuman, M., Mazereeuw, M., & Volman, M. (2025). Fostering emergent career agency: moving forward when young adults' career development stalls. <i>British Journal of Guidance & Counselling</i> , 1–15. (Link)	This novel paper offers two useful insights. It uses different career development theories as lenses to analyse the cases of four young adults who struggle to build sustainable careers and, vice versa: the value of the theories at explaining the situation of the four adults. The authors provided a new model to explain the process by which career agency emerges and develops in young adults, highlighting the “conflict of motives” that young adults feel at this time. Individuals are described as both shaping and being shaped by their environment.
Parenthood and careers	Future Skills (2025). The Impact of Having Children on Careers is funded by the Government of Canada's Future Skills Program. (Link)	This research although based in Canada, provides some relevant considerations for the UK workforce relating to the dynamics of family and career: This report presents the results of survey questions asking Canadians age 18 to 44 who are in the labour force about their expectations and experiences relating to having children and its impact on their careers. Women are more likely than men to expect that having children would have a negative impact on their career. And women are twice as likely to anticipate a negative impact as they are to expect a positive one (30% compared to 15%). Professional/executive women predict the largest impact on their career.. However, when asking those who had had children, twice as many reported a positive than negative impact on career for fathers and about equal for mothers. The paper describes the motivations and experiences of parents, both positive and negative.
Organisational career development	Okon, S. E., Dakare, O., Akaighe, G. O., & Adebisi, S. O. (2025). Organisational career growth and work engagement: a moderated mediated model. <i>Career Development International</i> , 30(3), 239–254. (Link)	This study examines how organisational career growth (OCG) - defined as the opportunities for advancement, skill development, and career goal achievement an employee perceives within their current organisation - impacts work engagement. Using time-lagged data from Nigerian healthcare workers, the study found that OCG boosts engagement both directly and by increasing employees' career resilience. Crucially, this effect is stronger when employees perceive high levels of procedural justice (fair and transparent decision-making processes). For career coaches working with adults, this paper indicates that effective career guidance should ideally extend beyond the individual to advise, or influence organisations on creating fair, structured career development pathways.
Private coaching	Hsu, C. Y., Chao, S. H., Yu, C. W., & Yen, C. L. (2025). An exploration of factors affecting the fee people are willing to pay for psychological counselling. <i>British Journal of Guidance & Counselling</i> , 1–9. (Link)	This paper is not from the career domain, but the adjacent field of private coaching. The research seeks to understand more about the predictors of peoples' willingness to pay for coaching. Willingness to pay is found to depend on i) prior experience of counselling, ii) severity of issue, iii) counsellor accreditation, and iv) counsellor work history. The findings, though in a different region (Taiwan) provide generic considerations for private practitioners.

Equity, diversity and inclusion in careers

Theme	Reference	Brief description / abstract exert
Social mobility	Norman, J. et al (2025). Towards universal opportunity for young people. IPPR (Link)	<p>This report describes that, in Britain, a young person's life chances are determined by their parents' income, their geographic location, ethnicity, and disability. This intergenerational income persistence is higher than in most other developed nations and is stagnating or getting worse. Young people, particularly those from disadvantaged or marginalised backgrounds, are paying the highest price for this failure. They face a mental health crisis, a lack of high-quality work opportunities, and a support system that fails them during the critical transition from education to employment.</p> <p>The report proposes a framework of Universal Opportunity, built on four core principles: 1) Equity ('tilting opportunity to those that need it most'), 2) Place (recognising regional inequalities), 3) Lifelong opportunity (maintaining opportunities through adulthood), 4) Beyond the School Gates</p>
Health and disability	Department for Work and Pensions (2025). Work aspirations and support needs of health and disability customers: Final findings report (Link)	<p>The report is based on a survey of 3,401 health and disability benefit customers of the DWP, to understand work related aspirations. Illustrative findings included: 49% of customers felt they would never be able to work or work again. 62% of these customers were over the age of 50, and 66% felt their health was likely to get worse in the future. A quarter (25%) of customers felt they could not work, but when asked if they could work from home said they could. But customers were worried about the risk of social isolation and tended to see homeworking as a stepping stone to in-person work</p>
Ethnicity	Chant, A. (2025). The role of careers work in addressing the awarding gap for Black students: reflecting on the experiences of students at one post-1992 university in England, British Journal of Guidance & Counselling, (Link)	<p>This study explores the experiences of a group of Black students in a post-1992 university in England within the context of the persistent gap in awards achieved by Black students in relation to White students. Complex reasons for attainment gaps are explored including relationships with academic staff and fellow students. Results from the survey and semi-structured interviews point to how careers practice might help students to thrive at university and highlight cultural changes needed, including the cultural preparedness of tutors and careers practitioners.</p>
Autism	Abeysekara, S. P., Hayward, S. M., & Spoor, J. R. (2025). Career development of autistic employees—a scoping review. Career Development International, 1-16. (Link)	<p>This literature review showed how autistic employees define a successful career, identifying factors influencing their career progression and career trajectories. The importance and the nature of i) job fit, ii) organisation fit and iii) psychological safety were demonstrated.</p>
Stereotyping	Skills Development Scotland (2025). Gender stereotyping in careers (Link)	<p>This reported from SDS relays experiences of gender minorities in different professions, motivated by the data that shows many gendered careers in the UK. Factors that influenced these case studies to pursue their career included chance happenings, work experience, exposure to STEM in the school curriculum, hobbies, the pay and benefits of the career, being able to see a career path and actively wanting to challenge stereotypes.</p>
Universal Design principles	Quirke, M., & Ringwood, B. (2025). Inclusion in Harmony: Designing Transitions that Work for All. The International Journal of Universal Design and Universal Design for Learning, 1(1). (Link)	<p>Quirke and Ringwood's paper concerns inclusive transitions, covering both education and career guidance. The paper points out how the UN's sustainable development goals create a new onus for career guidance to meet them. Moreover, the authors call for a shift beyond traditional approaches of career counsellors with clients who are under-served, to adopt more collaborative interactions when planning their transitions. (Approaches are based on the idea of "Universal Design", which a key principle of proactive inclusivity stemming from Ronald Mace in the 1980s).</p>

Economic and labour market influences

Theme	Reference	Brief description / abstract exert
Future Skills Needs	Skills England (2025) Assessment of priority skills to 2030. (Link)	<p>This report offers a detailed analysis of future employment needs to 2030 across critical sectors for the future economy and workforce, aligned with the government's Industrial Strategy and Plan for Change.</p> <p>Jobs in priority occupations are expected to expand significantly by 2030. One third of the projected extra demand in priority occupations will need workers with a career entry level 2 or 3 qualification. The rest will require higher-level qualifications. (This analysis followed a publication in July, showing the results of the Government analysis and engagement with sectors found here).</p>
	UK Government (2025), Employer Skills Survey. (Link)	<p>This statistical release comes from a large-scale telephone survey of 22,712 employers across the UK, providing labour market information on the skills challenges faced by employers. 17% of sites had a job vacancy, and 4% of employees were deemed to be not fully proficient. 59% of sites had organised or funded staff training over the previous 12 months. Employer funding had reduced from £59bn to £53bn last year</p>
Skills and lifelong learning	OECD (2025). What's Missing in Adult Learning — and How Do We Fix It? (Link)	<p>This international statistical analysis reviews the extent that adult learning is keeping pace with the changing demand for skills. Adult learning is lagging behind the rapidly changing skills demand. In a world being transformed by digitalisation, ageing populations and the green transition. On average, only 40% of adults engage in formal or non-formal learning each year, ranging from 58% in Finland and Norway to 13% in Korea. Those most in need train least. Most adult learning falls short of what is needed, with 42% of non-formal activities lasting only a day or less on average.</p>
Data releases	Ghosh S., and Sharma M. (2025). Labour market statistics. Institute for Employment Studies. (Link)	<p>This quarterly briefing sets out the data in the latest Labour Market Statistics covering the period from April 2025 to June 2025. Employment and inactivity have modestly improved while unemployment remains flat. Over the past five years the UK workforce has shrunk by 800,000. Long-term ill health remains the leading cause of inactivity and people with long-term ill health continue to see widening employment gaps. Younger people, particularly 16-24-year-olds have witnessed a modest reduction in economic inactivity, but they continue to face a widening employment gap.</p>
	Skills Development Scotland (2025). Economy, People and Skills (Link)	<p>The report provides a compendium of statistics that describes the economy and labour market situation in Scotland. In sum, "Labour market indicators for Scotland show some signs of levelling off but reflect a weaker position than last year."</p>

AI and technology in careers

Theme	Reference	Brief description / abstract exert
AI for career research	Rispler, C., Mashiach-Eizenberg, M., & Yakov, G. (2025). Understanding students' perceptions of generative AI: Implications for pedagogy and graduate employability. <i>Journal of Teaching and Learning for Graduate Employability</i> , 16(1), 145-170. (Link)	This study investigates higher education students' perceptions and adoption of Generative AI (GenAI) to understand its implications for pedagogy and graduate employability. The method involved an online survey of 233 students from a college in northern Israel, measuring perceived usefulness, ease of use, attitude, behavioural intention, and actual use of GenAI tools. The sample was predominantly female (69.5%) and spanned various social science fields, with a smaller subset from information systems and economics. Perceived usefulness and ease of use significantly predict adoption. There were notable disparities: male students and those in tech-oriented fields reported higher innovativeness, ease of use, and actual usage.
AI in guidance	Annapoorna, E., Nikhil, B. J., Kumar, B. S., Kiran, A. U., Balaji, D., Adnan, M. M., ... & Sehgal, A. (2025, August). Complete career guidance using AI chatbot and sentiment analysis. In <i>AIP Conference Proceedings</i> (Vol. 3263, No. 1, p. 150014). AIP Publishing LLC. (Link)	This paper describes a career guidance approach that uses AI: It aims to demonstrate to students career options that they are unaware of. If the student struggles with narrowing down his/her career path, the auto-generated AI would suggest an optimal career path that would academically benefit the student. The website captures Sentiment Analysis and Sentiment Graphs from the student which can provide real-time insight into user satisfaction and emotional responses from the suggestions, enabling tailored improvements and enhancing user experience for better decision making.
	*Shaw, S., & Lupi, A. (2025, July). Toward Sustainable Workforce Futures: Designing a Career Readiness Model with Generative AI. In <i>Proceedings of the ACM SIGCAS/SIGCHI Conference on Computing and Sustainable Societies</i> (pp. 775-779). (Link)	This paper provides a somewhat different use case for AI, by having it review and analyse documents from clients to predict career readiness, using an inventory of 14 skills. A positive performance evaluation of the model was demonstrated by comparing analysis with human experts.
Extended reality in guidance	Tantaroudas, N. D., McCracken, A. J., Karachalios, I., Papatheou, E., & Pastrikakis, V. Transforming Career Development Through Immersive and Data-Driven Solutions. (Link)	The authors introduce XR-CareerAssist, an innovative platform that integrates Extended Reality (XR) and Artificial Intelligence (AI) to modernize career guidance. The system leverages a database of over 100,000 anonymized professional profiles to generate dynamic, data-driven visualizations such as Sankey diagrams, which help users visualize career trajectories and industry transitions. Key features include voice-based navigation, multilingual support, AI-driven dialogue systems, and immersive VR environments designed to enhance user engagement and accessibility.
Mobile apps in guidance	Tan, Z., & Phongsatha, T. (2025). Effects of WeChat-Enhanced Gamified Teaching on Academic Performance and Satisfaction in Entrepreneurship and Career Guidance Courses Among Chinese Vocational College Students. <i>International Journal of Sociologies and Anthropologies Science Reviews</i> , 5(5), 197-208. (Link)	This Chinese study reported findings of using a mobile app (called WeChat) in Entrepreneurship and Career Guidance Courses. 86 freshmen were divided into experimental (WeChat gamification) and control (traditional teaching) groups over an eight-week intervention. Results showed significant improvements in career exploration, self-management, entrepreneurial attitude, and intention, but no significant change in career decision-making or entrepreneurial self-efficacy.

Health and wellbeing

Theme	Reference	Brief description / abstract exert
Impacts	Giulia Tattarini, Damiano Uccheddu, Ariane Bertogg, Staying sharp: Gendered work-family life courses and later-life cognitive functioning across four European welfare states, American Journal of Epidemiology, 2025;; kwaf194, (Link)	The paper reviews the link between career trajectories and later life cognitive functioning: Cognitive functioning in later life is influenced by reserves accumulated through employment and family roles over the life course. This study examined men's and women's combined employment, parenthood, and partnership roles between ages 15 and 49, and their associations with later-life memory. We used retrospective and prospective data from nine waves of the Survey of Health, Ageing and Retirement in Europe (SHARE) for 5,638 men (24,199 observations) and 6,371 women (27,114 observations) in Italy, France, the Netherlands, and Sweden. Weak labor market attachment is associated with lower memory performance among women, whereas the absence of family roles is more strongly negatively associated with memory among men. Results provide support for encouraging labour market participation as part of health life courses.
Allyship	*Warren, M. T., Warren, M. A., Galeno, B., & LaVelle, J. M. (2025). "I'm paralyzed by worry that they'll think I'm a fake" investigating the impostor phenomenon in allyship, and links to mental health and work outcomes. Journal of Workplace Behavioral Health, 1-32. (Link)	This paper consider the scenario of allyship at work, as an antidote to hostile working environments, and examines the effect on the ally. Quantitative survey data from two samples (N = 778) and (N = 973) were used, with the research being conducted in the US,. Relationships were examined by the respondents and mental health. "Competent Ally Impostors" had higher depressive symptoms and anxiety than "Confident Allies", suggesting that this subgroup may be impeded by impostorism, and their mental health may suffer. Conversely, "Disengaged Individuals" and "Average Allies" reported less psychological safety, work efficacy, and job satisfaction than "Confident Allies" and "Competent Ally Impostors" suggesting that allyship competencies - not impostorism - may drive psychological safety, work efficacy, and job satisfaction. The paper provides useful insights for considering belonging at work, and helping career clients understand the contexts of work environments and culture.

Careers and the environment

Theme	Reference	Brief description / abstract exert
Skills	Cedefop (2025), <i>Skills in transition series</i> (Link)	The European Centre for the Development of Vocational Training released a series of four articles this past month, highlighting different aspects of the green transition. 1) Green skills wanted: how the green transition is reshaping the labour market, (Link) 2) Green meets digital: how technology is accelerating sustainable change (Link), 3) One transition, many realities: how sectors are tailoring their green responses (Link), 4) People power: the workforce behind the green transition (Link)

What we missed last time!

In this section, we mention papers or reports that were pointed out to us, or we spotted after their immediate release, but didn't include last time.

Theme	Reference	Brief description / abstract exert
Skills based hiring	LinkedIn (2025). The Skills Signal: Unlocking opportunity in a changing labor market. (Link)	Based on LinkedIn's "The Skills Signal" report, the modern labor market is hindered by an over-reliance on outdated hiring signals like degrees, creating a disconnect between capable workers and open roles. The data shows that workers who add skills to their profiles find jobs faster, and companies can grow their AI talent pipeline by 8.2 times by prioritizing skills over credentials. A key implication for career guidance practitioners is the critical need to coach clients to proactively curate and visibly showcase their skill sets, particularly in-demand digital and people skills, on professional platforms like LinkedIn to unlock new opportunities.

If you see a paper that you want including, then please contact stephen.plimmer@thecdi.net.