

**UNIVERSITY OF DERBY**

**Place matters: young people's transitions  
to the labour market**

**Jo Hutchinson**

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**College of Arts, Humanities and Education**

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## **Abstract**

Career guidance is a core element of labour market and education policy. Young people's transitions from education to employment need support through active career guidance. This body of research examines aspects of place and partnership working as it applies to career policy and practice for young people with a particular focus on the role of schools. The engagement of diverse partners from different sectors and interests has become an essential element of public policy and its implementation. To understand partnership working it is critical to pay attention to the relationship between the selection of partners, their combined remit, the scale of their activities and the diverse places in which they emerge. Many of the issues that policy attempts to address are also shaped by, and in, the places in which they are experienced.

The research informing these papers has been undertaken as either academic research projects or as funded research over more than two decades. Many have used place-based case studies. The overall finding of this is that deliberative multi-partner engagement has become essential to the provision of pathways to the labour market that would otherwise be blocked for some young people. The centre of gravity in these discussions is the school. As organisations with a geographic footprint, the active engagement of schools in partnerships builds infrastructures, pathways and new spaces of engagement that help their pupils understand the work place. Through the twin policy paths of territorial economic development policy and a progressive socio-political approach to career guidance, policy makers have endowed schools with this responsibility. Schools are spaces of engagement with a wider world and simultaneously they are places that reflect their economic, social and cultural context. Their role as partner and place-maker needs acknowledgement within any national careers strategy that hopes to connect a spatially sensitive industrial policy with a locally enacted careers and labour market policy.



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## Introduction

Enabling young people's transition from education to employment is a key element to education policy. Partnership working has become an essential element of public policy making implemented across several policy agendas, and young people's transitions are no exception. In understanding such partnership working it is critical to pay attention to the relationship between the selection of partners, their combined remit, and the scale of their actions. Locally based and locally attentive partnerships that support young people's transitions are the focus on this body of work.

Young people's transitions from education to further and higher education, or to employment, are necessarily influenced by the places they live and are multi-faceted. They happen to individuals and groups at different ages, take place within different horizons and result in trajectories that range from economic advantage to social and economic exclusion. Transitions are not universally positive – a proportion of young people in any age cohort will become NEET (Not in Education, Employment or Training). In addition, the advantages of working in certain sectors of employment are not evenly distributed, such as the disproportionate number of males in engineering. School based career guidance is seen as one way to tackle this problem of labour market inefficiency.

The body of work presented for examination is a collection of works that span a career in applied research. There are three themes to the collection (listed in Annex One):

- research studies that explore the situated nature of partnership working in territorial economic contexts;
- analyses of policy levers designed to link people young people to places where they either find paid work, education or training; and
- exploration of places where multi-partner engagement that include career guidance services and schools is effectively articulated.

Core concepts spanning these themes are outlined in the following section. Subsequently the works are described and synthesised as a study of the role of schools as partners in transforming places and spaces of young people's engagement in the labour market.

## Core concepts

**Partnership** in policy making and its enactment in the context of different places is the first of three themes. As a network of social processes partnerships occupy spaces of interaction, discussion and planned activity. Economic development partnerships bring together business and private capital with public policy makers, and the labour supply represented by training and education providers as well as local communities and public employment services.

Interest in this area developed during the late 1980s and the 1990s when urban dereliction, economic restructuring and the associated re-structuring of community were a dominant theme of public policy. Local authorities were being challenged by the government to engage with private enterprise and create new ways of working with capital to reshape local areas (Department of the Environment, 1990; Fogarty and Christie, 1990; Lewis, 1992).

Partnerships became a requirement for public funding through competitive processes which saw cities vie against each other for public investment into areas of disadvantage through City Challenge and later the Single Regeneration Budget (De Groot, 1992; Oatley, 1995). Consequently public-private partnerships were encouraged both as informal alliances, but also as formally constituted delivery organisations.

The nature and dimensions of partnership working were being explored at the time in the business literature through exploration of leadership and collaborative advantage (Huxham, 1996; Deakin and Edwards, 1993) which saw places as factors of production in a capitalist economy. Alternative perspectives on politics and place were developed in the town planning literature where the role of local authority as controller of the physical environment was under challenge (Bailey, Barker and Macdonald 1995; Hambleton and Thomas, 1995).

Twenty years on and academics are no longer using the term 'public-private partnership' (other than those related to co-financing), because cross-sector stakeholder action in towns and cities are now routine (Harding and Blokland, 2015). Current debates are exploring the spatial aspect of urban public policy querying whether urban policy per se is dead (Kantor, 2015; Mathews and O'Brien, 2015), and exploring the nature of any new localism (Cochrane, 2016).

The second core concept to run through the collection is that of **place**. A place is more than the point at which sets of co-ordinates intersect. People give places meaning. The same place can mean different things to different people; a neighbourhood can be a place of safety and enjoyment or it can represent danger and subversion depending upon an individual's relationship to it (Davies and Herbert, 1993). The meaning of a place forms through the aggregation of social relations that connect with the place but are themselves stretched over wide, and rarely contiguous, spaces. Places are not stable, settled and bounded, they are the 'location of the intersections of particular bundles of activity spaces, of connections and inter-relations, of influences and movements' (Massey, 1995a, 59). Massey (1995b, 51) is keen to point out however that a place is not a 'passive surface' but the 'facts of distance or closeness, of geographical variation between areas, of individual character' mean that the physical differentiation of geographies affects the experience of social processes. Such processes might also include the construction of individual or group identities based, at least in part, on shared meanings and identities by which people associate themselves and their identity with place (e.g. Keith and Pile 1993; Massey 1994). 'Place' and 'space' are both contested terms; Agnew (2011) traces the ebb and flow of the theoretical developments that use the terms since the seventeenth century and recounting how first 'place' and then 'space' held primacy amongst geographers. Whilst tracing the distinctive approaches of many pre-eminent academics he nevertheless identifies a shared emphasis on 'the common focus on the construction of places through social practices' (Agnew, 2011, 22).

Geo-political exploration of place in the context of uneven economic development within cities and across regions provides an important context for this submission as it places schools in the nexus between two theoretical frameworks. One approach develops concepts of place that emphasise the importance of state apparatus and how it is enacted at different spatial scales within a global corporate environment (Dicken, 2015). In these accounts (Peck, 2002, Jones, 2001) the structural agency of government is the primary (though not sole) agency to shape territorial economic development. The relative effectiveness of different scales in the political context is the focus of attention.

An alternative analytical framework that explains spatial development or underdevelopment relies on a more relational, and transactional set of variables between the interests of people

as agents of state, business or families (Massey, 1995, Amin and Thrift, 2007).

Characterised as a cultural-economy perspective this is a 'bottom-up' perspective that allows for a simultaneous multitude of different, not necessarily coterminous, territorial boundaries.

Reconciliation of these perspectives has been proposed through a social reproduction approach (Mitchell, Marston and Katz, 2004) that sees both the nature of government, capital and families as a series of networks and social interactions that comprise 'life's work'. State practices are viewed as the manifestation of the behaviours of state workers as social agents. Culture and social norms underpin domestic reproductive behaviours necessary to the ongoing supply of skilled working classes. Schools play an important role in social reproduction (Morgan, 2004) and within this frame it is possible to see a school as both an actor of the state, and as a place, distinctive in its own right where state structure and relational agency meet to guide development of children into economically engaged young adults.

The third embedded theme within this collection is **career education and guidance**. As Killeen (1996) notes 'it is difficult to conceive of the social context which does not have implications for, or is unconnected from, working life and careers'. Career education and guidance describes a set of practices applied throughout the life-course and relevant to all people to support change and development in their working lives. Those practices are informed by professional standards and policies that are shaped by theories about both the process of career decision making and its purpose.

Career theories, just as those associated with understanding place are also dominated by considerations of individual agency and the role of the state. There are several different schools of theory that seek to simplify and explain different aspects of career which are briefly summarised. Some are concerned with taking a meta-perspective to historical and global trends to explain contemporary patterns of the working life, such as the 'Boundaryless career' (Arthur, 1994) or 'Life design' (Savickas, *et al.* 2009) for example.

A second group focus on the optimal operation of the labour market to explore how best to match people to available opportunities. These trait and factor theories, seek to help people to understand their psychological profile to inform their vocational pathway (Holland, 1997; Kline, 1975) and are the foundation for a psychometric approach to career guidance practice.

A further and contrasting 'opportunity-structure' perspective foregrounds the significance of the labour market, the economy and its education-and-training social structures. Theories from this perspective seek to explain why class or societal structures tend to reproduce themselves. They argue that individual choice is largely illusory (Willis, 1977), rather vocational outcomes are almost an inevitable consequence of birth and socialisation (Roberts, 1977).

Self-development theories take a different structural life-course perspective and suggest that the individual is a work in progress and that their experience of career is a reflection of the stage of life they are in, such as Super's life/career rainbow (1981, 1990). Within this group are a sub-group that consider specifically the stage of childhood and adolescence and the decision making processes deployed by young people with regard to their career (Gottfredson, 2002; Helmsley Brown, 1999).

Finally there are a set of theories that explore the role of careers work, its policy context and the impact of the careers professional (Law, 1999; Bimrose and Barnes, 2008; Hughes, 2010; Reid, Bimrose and Brown, 2016).

The richness of career theories derive in part from the place of careers research being at the interface between psychology, sociology, economic geography and pedagogy. Theories of opportunity structure for example derive from sociological and geographic foundations, whereas trait and factor are predominantly psychological. As a geographer I am drawn to those theories that do not take place for granted. Consequently, in researching places, poverty and opportunity I have drawn upon the ideas of Putnam (1993, 2000), McDonald *et al.* (2005) and Kintrea *et al.* (2008), who embed social connectedness to the places in which people live.

Putnam's (1993) description of social capital in relation to children and young people's well-being and health established a number of elements that echo those in a range of career theories. His conceptualisation of social capital consisted of trust, reciprocal support, civic engagement, community identity and social networks; and the premise is that levels of social capital in a community have an important effect on people's well-being. Putnam (2000) further refined two concepts of social capital; Bonding Social Capital is where strong and durable ties are formed through interactions with immediate social networks such as friends

at school, or the family. It is inward looking and exclusive. By contrast Bridging Capital is characterised by weaker, if more extensive ties and refers to an individual's connectedness to extended networks and diverse social relationships across community divides. These concepts have been used by research teams in the North East of England applied to experiences of young people living in deprived neighbourhood (MacDonald and Coffield 1991). Their research reported that as young people get older, their friendships, alongside their other social networks, could become a source of strength to build a sense of self and belonging, but those same networks can also be very limiting, serving to reinforce the social, economic and community ties that lock them into poor places. MacDonald *et al.* (2005, p.885) conclude that 'paradoxically, while connection to local networks could help in coping with the problems of growing up in poor neighbourhoods and generate a sense of inclusion the sort of social capital embedded in them served simultaneously to limit the possibilities of escaping the conditions of social exclusion'. Schmuecker (2008) pointed out the policy paradox that arises from this characterisation of 'strong communities' that are nonetheless exclusive, inward looking and geographically immobile; namely that a mobile community can access new employment and learning opportunities outside the locality or region - but mobility is encouraged at the possible expense of social cohesion. Hodkinson and Sparkes (2006) have considered the issue of place and community in the context of career noting that 'sociological literature emphasises the dominance of socially-structured pathways, whilst policy-making operates on assumptions of individual freedom to choose'. These theories have been very influential in my thinking about social mobility, access to opportunity and the role of community and set the context for considerations of career decision making.

Social capital theories do not take into account the additional and intrinsic nature of youth; yet the social, neurological and emotional stages of maturity experienced through adolescence are essential context for the application of social capital theory in career education and guidance practice in schools. Theories that explore how 'career' is experienced by a young person focus on a range of different elements including; their neurological development (Nelson, 1978); their psychological development through adolescence (for example Ginzberg *et al.*'s (1951) typology of fantasy, tentative, realistic career decision stages between the ages of 11 and 17 years); the influence of community including family, neighbours, peers, teachers and other acquaintances (Law, 1999), social

class, (Ball *et al.*, 2000) or their age in a process of decision making (Helmsley-Brown, 1999). I have found Gottfredson's (2002) theory of circumscription, compromise, and self-creation particularly insightful as it seeks to accommodate the uniqueness of the individual but within a context that is socially and economically constrained. This theory places the individual at the centre and suggests that throughout adolescence the processes of developing a concept of self are continuously evolving. These processes see the interaction of individual experiences interfacing with a growing conscious awareness of how society is structured and one's place within it. "Circumscription and compromise in career choice are especially important in this partly self-directed development process, because both reflect individuals selecting and rejecting some life paths rather than others. Their choices, however, are conditioned by genetic proclivities and cultural forces of which they are generally only dimly aware" (Gottfredson, 2002, 145). She goes on to explain the role of the career counsellor is to help young people become aware of a wider menu of opportunities, extend their experiences and understand how they can help themselves. This provides a useful frame for considering the potential for careers work with young people, but also its need to be personalised to reflect the uniqueness of each young person, the complexity of their lives and how their whole life experiences shape how they perceive their choices.

The choice of theoretical perspective determines how researchers, practitioners or policy makers understand what can be achieved by careers work in schools. From an opportunity structure perspective it could be argued either that the role of the careers worker is to smooth the inevitable transition to a particular vocation, or to challenge the status quo and advocate change. A self-development theorist would focus on building precise psychological assessment tools to help people to fully understand their character traits prior to vocational matching. Meanwhile a proponent of the social capital approach may seek to focus their activity on extending social networks to build bridging capital that helps geographic and social mobility; or indeed on reinforcing bonding capital to maintain a strong community identity. Acknowledgement of these different perspectives becomes important for any applied research which seeks to influence policy or practice. The socio-political nature of careers work has been captured by Watts (1996) who states "careers education and guidance is a profoundly political process. It operates at the interface between the individual and society, between self and opportunity, between aspiration and realism. It facilitates the

allocation of life chances. Within a society in which such life chances are unequally distributed, it faces the issue of whether it serves to reinforce such inequalities or to reduce them” (Watts, 1996, 226). Thus guidance services can be seen as key stakeholders in economic development networks whose purpose in the labour market can be viewed either as agents of capital or as agents of the individual and are thus both political and contested (Watts, Sultana and McCarthy, 2010). The socio-political perspective that shapes my collection is one that sits along Watts’ (1996) liberal (non-directive) and progressive (individual change) axis seeing career guidance as a means to drive social mobility, redress inequality and promote individual self-actualisation.

Guidance services relate to all people in all stages of life but the focus in this collection is on those services that young people access either provided as part of their school curriculum or as an adjunct to it. Career education in schools is well-researched, but schools are complex organisations. As well as their core education mission, schools are key stakeholders in their local areas as employers, facilitators of economic growth and foci of community interaction. The role of schools in preparing young people to make positive transitions has been implicitly or explicitly acknowledged in public policy over time as illustrated by the successive policies associated with career education within schools (Peck, 2004; Hooley *et al.* 2012). Careers work in schools works for some young people who move from school to further education, training or higher education and then into rewarding careers that help set their trajectories through adulthood. This is not true of all young people. For some their difficulties with education shapes subsequent haphazard routes through low skill work, no work, and the welfare ‘roundabout’, a phenomenon characterised as ‘NEET churn’ (Furlong, 2006). This informs a focus in careers research on particular groups of people who experience difficulties in accessing local labour markets. My research is relevant to all young people but has a particular focus on two groups of young people; those who are categorised as not in education, employment or training (NEET), and young people who experience disadvantage associated with equality and diversity characteristics.

The focus on young people who become NEET predates the usage of that term (when ‘youth unemployment’ was the focus on attention) (Furlong, 2006). The literature has explored the phenomenon from a classification and quantification perspective to argue that there is as

much variation in terms of socio-economic background, health, and attainment within the group characterised as NEET and between them and young people who are in education, employment or training (Steedman and Stoney, 2004; Spielehofer, 2009; Maguire 2015; Russell, 2016). The role of policy is also characterised in terms of structural factors, meaning that choices are limited by available opportunity, Roberts (1995), agency such that young people need support from agents for change to enable them to become their own agents of change, (Beck, 2015) and personalisation (Brynner and Parsons, 2002). Discussion of places of disadvantage evolve through the work of MacDonald and Coffield (1991) who characterise places of disadvantage and the importance of bonding or bridging social capital as a means to tie people to a place, or, build bridges to places of wider opportunity (Green and White, 2007). This work is being taken forward by the Careers and Enterprise Company who are mapping places of disengagement within Local Enterprise Partnership (LEP) areas (The Careers and Enterprise Company, 2016).

## **Background to the collection**

The concepts of place, partnership and career policy provide the dominant themes that shape this collection. The publications that comprise this submission have been produced over a period spanning more than two decades of research. During this period my research was undertaken at three different universities and often involved collaboration with other academics and researchers from different discipline areas and in other organisations. Research training in Geography at Manchester University followed by an ESRC funded Masters in Town and Regional Planning from Sheffield University provided the foundation for my research career. Early research on how local businesses and employers were involved in regeneration efforts of cities and how those impacted on local people (positively, negatively or not at all) was informed by developments from my Masters thesis. As I moved from lecturing roles (at De Montfort University) to research roles (at Leeds Metropolitan University) I was able to expand the range and scope of research in tandem with undertaking funded applied research. The focus of my work shifted from demand-side exploration of skills shortages and gaps towards supply side labour markets –with a sustained focus on areas or communities of disadvantage. After a career break the move to the University of Derby

brought the third dimension of work; to explore career guidance as a mediator between the demand and the supply side within the labour market.

These career moves partly explain the mix of academic output with client reports that comprise this submission. But the transition from multi-theme partnerships to a focus on the demand side of the labour market also reflects the geo-political context of funded research. The scale of intervention has moved from city to region and through to city-region (Beel, Jones and Jones, 2016). The regeneration and renewal approaches of the 1990s that sought to achieve a fairer distribution of opportunity within unevenly developed cities (through Single Regeneration Budget for example) has given way to a dual dialogue of city-region strong sector growth whilst simultaneously there are policy references to new localism. It is argued that this is leaving it to local stakeholders to fill the gaps left with regards to employment, skills and welfare policies (Goodwin, Jones and Jones, 2005). The commissioned research that informs this collection reflects those developments. Often the academic outputs are reflections on, or developments of research work that has been undertaken for a funded project. The impact of such outputs can be seen in citation counts (for example Duffy and Hutchinson, 1997 is listed with 76 citations) or in translation to practice. The partnerships review paper for the Department for Education and Employment (Hutchinson and Campbell, 1999) was subsequently re-purposed for the New Opportunities Fund (later Big Lottery Fund) as a Source Book I co-wrote for them. Published in 2002, this is still being referred to on their website today (see Annex Two).

The publications that are presented here have been selected from an open access collection of over 40 papers and reports – which have in turn been informed by many more reports that I have written over this period. This collection provides a coherent perspective on the role of multi-agency partnerships in supporting young people's transitions to the labour market.

The publications collected here use case study methodology to explore factors experienced by different individuals or groups. As an approach to building place-based narratives that describe an intervention, illustrate certain themes, explain causal links, and explore situations where multiple factors generate no single output, case studies are a well-used approach to research in social sciences (Yin 2016). The term case study is not used in a standard way as it can refer to different units (individual, groups, organisations, or places), it can be a single

case or several cases, or it can be associated with different methods (ethnography, participant observation, fieldwork, study text, narrative, qualitative research or mixed methods) (Hammersley & Gomm, 2000). The case study is not synonymous with qualitative research and neither is it a research method. Rather it is an approach to research strategy that can accommodate a range of different methods. Simons (2009) suggests using the term 'approach' to indicate a methodological design based on case studies; and 'methods' to indicate which research tools or techniques might be used to construct the case study.

The validity of the case study approach has been challenged. One argument is that the case study can only be used as a way to understand the uniqueness of a single case, "Case study is the study of particularity and complexity of a single case, coming to understand its activity within complex circumstances" (Stake, 1995, xi). From this perspective the intrinsic value of the case study is that it provides a rich and deep understanding of a single case with no need for a broader purpose. However, this argument has been challenged; "Case study is the examination of instance in action. The choice of the word 'instance' ....implies a goal of generalisation" (Macdonald and Walker, 1975, 2) thus allowing wider conclusions to be drawn for theory or policy from multiple cases.

The issue of generalisability or external validity is important for research which seeks to inform or influence policy. Schofield (2000) writes that in the 1970s and 1980s qualitative researchers were not too concerned with the issue of generalisability citing popular text books that either barely note it, or ignore it completely. When the quantitative paradigm view was dominant, it was argued that survey and experiment alone could generate findings applicable to those who were not directly involved in research. In this sense the very uniqueness of a case meant it was "not proper subject matter for interpretive inquiry" (Denzin, 1983, 134). Since then however, the capacity of case study approaches, particularly when applied with mixed methods, has been more widely acknowledged and practiced. Schofield (2000) suggests this is due to much more interest in evaluation approaches to public interventions (particularly in education), and to a growing desire within the social sciences that their studies have longevity and purpose beyond the case itself. Stake (1995) proposes a conciliation by describing three types of case study; intrinsic, where the case is studied for its own specific interest; instrumental, where a case is chosen to gain insight or

understanding into something other than itself; and collective, where several cases are studied to form a collective understanding of the issue or question. It is not particularly helpful simply to categorise a case study, it is important to note that the research design and method selection will vary for each type. Gomm *et al.* (2000) claim that case study research should in fact, be designed to generate findings that go beyond their individual case and suggest that case studies can improve their empirical generalisability by careful application of research design.

Several of my studies have used case study approaches within the research design, both for their intrinsic interest and instrumental devices to build generalised findings. In the case of research in Mansfield (Hutchinson and Dickinson, 2014) initial focus group and survey research with young people helped to identify the issues that concerned them (in particular their desire to include people working and employers within their careers curriculum); the case study then sought to elicit and capture the aspects of practice that worked within the context of the place to bring young people into contact with employers. This deductive approach offered ideas for practice and its management but did not make broad policy recommendations concluding that “the Mansfield experience demonstrates that there can be effective business and school links based on a locally networked model” (Hutchinson and Dickinson (2014, 265).

My research has more often used multiple case studies within a mixed method approach. Examples are the research on equalities and diversity (Hutchinson *et al.* 2011), on STEM career-related learning (Hutchinson, 2013) and on good practice in careers (Hutchinson 2014, 2017) which all used a case study approach that combined both qualitative and quantitative research methods.

Where multiple case studies are used the selection process is crucial. Eisenhardt (2006) suggests between four and ten case studies are appropriate, any fewer and generalisability is compromised whilst with any more the volume of data becomes difficult to manage. Gray (2014) advocates sampling only from the polar extremes of experience, whereas Yin (2016) emphasises the purposive nature of sampling, “the goal or purpose for selecting the specific instances is to have those that will yield the most relevant and plentiful data” (Yin, 2014, 93). The case studies of projects that worked with diverse groups to embed career guidance within

a wider programme (Hutchinson *et al.* 2011) were purposively selected against two fixed factors. These were, equality characteristics and different geographies. The selected projects then reflected a wide range of other factors that enabled the research to build some generalisable conclusions about youth involvement, referral and personalisation, advocacy and the importance of impartiality; “all of the case studies can provide soft evidence of impact. In particular their capacity to transform the thinking and approaches, not only of the young people... but also employers and professional colleagues” (Hutchinson *et al.*, 2011, 98).

A different approach to purposive sampling was used for the selection of independent schools for the Gatsby research (Hutchinson, 2017). The research sought to find examples of good practice within these schools in a context where external verification of ‘good’ was lacking as few participate in the quality standard and the Independent Schools Inspectorate were neither trained nor required to comment on careers provision. In this case organisations with a membership and overview of practice were approached to nominate those schools that were known within their networks for having structured provision with good outcomes. A long list was generated which was then reviewed to ensure balance in the final selection between school types (for example to ensure co-educational provision as well as single sex, and day provision as well as boarding) and hence variation in information and perspective.

Data handling from case studies requires systems and frameworks that are established in advance of fieldwork taking place. Case study design includes the preparation of a series of issues or themes that the study is expected to illuminate, which may be drawn from theory or from an evaluation problem. My research has been motivated by a policy or practice evaluation problem, informed by a theory of change. These issues are translated into a question schedule that in turn shapes the case study report structure. Case study notes are written against this structure which may need to be adapted to reflect additional factors or issues that are presented during the fieldwork period. As the notes reflect pre-determined categories, patterns across cases can be drawn whilst looking for patterns associated with organisation type, client group or locality for example. The case studies of STEM career-related learning in secondary schools in England were analysed and presented thematically

by factor (including for example, school leadership, teachers' prior work experience, the local economy, school structure) in the final research report (Hutchinson, 2013).

One of the more challenging aspects of case study approaches is the handling and reporting of rich-information in a way that maintains the integrity and the 'flavour' of the case itself whilst keeping the research outputs brief and assuring that the provisions of informed consent have been delivered. I have used 'vignettes' or 'boxes' in research reports to address this issue, or in other cases have used anonymised verbatim quotations to add colloquial richness to the narrative. One example is the use of Year 9 pupil's words in response to the query about what job they would like to have in the STEM career-related learning research. Their responses captured the context of careers work with pupils in Year 9 in a succinct and rich way, for example one boy said he wanted to be "either a photographerist, in the police – rapid response, or a mechanic"; one girl responded "singer, solicitor, teacher, bank-manager, accountant" (Hutchinson, 2013, 1). These quotations were deliberately placed on the first page of the research report to set the scene for the subsequent discussion of research findings and emphasise who the research was for.

Much of the data, particularly for the most recent publications was secured through research funded by state or other quasi-public authorities and organisations. As noted earlier, research is commissioned by organisations within a geo-political context that forms the sub-text to any commission. They will also have a view of the type of method and approach that they prefer, often tending towards a positivist concern to achieve logical and objective formulations that inform practice with predictability of outcomes. However, commissioners are also, in my experience, also very often experienced and knowledgeable researchers in their own right whose interpretation of gaps in knowledge and application of theoretical concepts is highly sophisticated. This collection includes a number of papers where data collected for a commissioned study is then repurposed for an academic audience with the full consent of the commissioner. It is acknowledged that the practice of contract research within a social policy context is not well critiqued, but I would contend that any limitations are congruent with the challenges of project and network management and adaptability described by principle investigators of other publicly funded research (Cunningham, O'Reilly, O'Kane

and Mangematin, 2014). The following section presents an analytical overview of the collection.

## **Analytical overview**

### **Partnerships in local area development**

My partnership research focused on the relationships between publicly-funded organisations (such as local authorities, education providers, and public agencies), working with private sector employers and the third sector (voluntary organisations and community bodies). It was based on case study explorations of the organisational structures and ways of working adopted by a number of partnerships that had secured government funding including Moss Side City Challenge in Manchester, Leicester City Challenge, and Sheffield and Rotherham Single Regeneration Budget partnerships (Hutchinson, 1994; Duffy and Hutchinson 1997). Using a mixed method of surveys and interviews another project explored what happened to partnerships that bid for competitive funding but did not secure it (Hutchinson 1995). These were all examples of place-based approaches to regeneration that sought to capture the benefits of physical transformation of land use and land values to benefit local business and also local communities. The policy objective was to assure that public subsidy of private development brought positive social outcomes. The unique aspect of my research was to situate the partnership as a formal network and look within it to explore the practical dimensions of the arrangement (Hutchinson, 1994). I proposed that although they may be new and constructed in different configurations, most public-private partnerships shared a number of challenges associated with democratic accountability (or otherwise), resolution of power imbalances and the management of conflicting priorities and agendas, and the challenges of delivery of transformational change in short time periods. Subsequently I explored what happened when partnerships did not secure public investment in the 'Challenge' process. I found that even where additional resource is not secured from central government; partnerships that may have been generated solely to capture such funding nevertheless saw continued advantage in addressing those common challenges and maintaining their partnership space (Hutchinson, 1995).

Whilst this was the case for the more established organisations or companies engaging in partnership working the difficulties they posed for community groups and local people were different. Communities were being involved operationally but not strategically, so they were being asked to engage in transformational activities that may have no impact on the spaces occupied by their own communities - even if simultaneously the places in which they existed were being transformed. By working with Katherine Duffy and her research on the Poverty 3 programme we reviewed the role of community in partnerships used to implement urban policy (Duffy and Hutchinson, 1997). Our argument was that unless community was properly articulated in its territorial context – not as a single group but as a complex mix of family and social networks, non-governmental and other grass-roots organisations then the partnership model would fail to deliver social integration or ameliorate economic disadvantage.

Finally, these ideas were developed for the Department for Education and Employment. This report involved an extensive review of published sources from fields including business and management, urban regeneration, social policy and political economy. This report again examined partnership working from an operational perspective and translated the literature into a set of resources for policy makers and practitioners (Hutchinson and Campbell, 1999).

The perspective that these papers share is the view that a partnership can be a formally constructed organisation but it is just as valid to consider partnership as a ‘way of working’ or an activity network operating in an a geographic locality. Partnership working is presented as a process that brings key people and organisations together to achieve a shared objective – which in those cases were to redevelop places. I recognised that these can be temporal relationships and nuanced as both collaboration and competition can co-exist within and between partner organisations.

The link between policy and place was explored further in a chapter I contributed to ‘Social Exclusion’ edited by Janie Percy-Smith (see Hutchinson, 2000). This reflected on the nature of place in urban policy. Urban policy had become, by the end of the 1990s, an umbrella term for a patchwork of policy initiatives that covered economic, physical and social renewal of urban areas. Places form the focus for policy interventions and there is a spatial element to social issues- evident in mapping exercises and indices of social exclusion that rank problem areas at a ward level. However I argue that “place is a factor in developing social

exclusion...” but that “geography alone does not necessarily cause exclusion.....this perspective generates an understanding of social exclusion that recognises the importance of place. The challenge for policy is to develop a response that tackles the social and economic processes of exclusion in the place and at the time when they occur”. I then trace the development of policy at different spatial scales – from the regional scale of European Regional Development Funds, through the government specified geographies of city challenge and through to the self-nominated spatial areas proposed in the Single Regeneration Budget and then back up to the regional scale with the creation of Regional Development Agencies and the aggregation of Training and Enterprise Councils to fewer and larger Skills Funding Agencies. Since this paper was published in 2000 the geography of policy interventions had continued its pendulum towards sub-regional structures of the Local Economic Partnerships (Pugalis and Shutt, 2012) and the supra-regional partnerships being defined with the Northern Powerhouse and the Midlands Engine (Department for Communities and Local Government, 2017). The social and community partners that featured in the earlier research and the focus on inclusion and exclusion at the city level are now largely absent from accounts of the new city regions as partners and partnerships to drive growth are largely confined to the democratic and business elites (Bentley and Pugalis, 2013; Swyndegouw, 1997). Partnerships for social and economic advancement and equity now inhabit different spaces that are occupied by austerity driven Local Authorities and Further Education providers, but increasingly featuring charities and Trusts (such as the Prince’s Trust or Impetus) often working with probation, health or arts groups.

### **Labour market policy and young people**

Exclusion from labour markets is felt acutely by particular young people. As a mediator or moderator career services are an important partner in linking the supply and demand side (Ravenhall, Hutchinson and Neary-Booth, 2009). My research on partnership enactment of policy interventions to support young people’s transitions contributes to the literature in two ways. Firstly it highlights the conceptual and practical role that career support services bring to partnerships as agents for change. Secondly, it emphasises the role of schools as partners and as places that matter when it comes to supporting young people to make successful transitions out of secondary education.

The European Social Model has informed public policy in this arena (Trubek and Mosher, 2003) and the Commission's recommendation on the Youth Guarantee Initiative adopted in 2013. On behalf of the European Lifelong Guidance Policy Network I researched practice in 17 European countries relating to the integration of guidance services within an emerging offer to European youth under the Youth Guarantee (Borbely-Pecze and Hutchinson, 2013). The initiative itself encapsulated the policy elements on both the supply and demand sides of labour that can be applied to support youth transitions. These included partnership approaches between public and private employment services, social partners and youth representatives, outreach work, and skills enhancement through public investment.

The articulation of these concepts was explored in different countries. Nordic and Germanic countries were able to demonstrate successful application of these concepts within their own national and local structures. Partners from other countries either had greater challenges in terms of numbers of vulnerable young people, or less well developed support infrastructures which made it more difficult to provide evidence of examples of strong practice. For example many countries (such as Germany, Austria and France) have public employment services that are well established, relatively well resourced, include guidance services and have offices in most towns and cities – these are the focus for stakeholder networking and partnership working which are used to implement initiatives such as the youth guarantee. Other countries have public employment services or labour offices but were just beginning to incorporate guidance or other support services within their remit at the time of the research (e.g. Malta and Poland). This serves to illustrate the variability of partnerships involving guidance activities across different states.

Policy concepts to support young people who are, or who might become, NEET as they relate to education services are explored in my editorial introduction to the special issue of *Educational Research* (Hutchinson and Kettlewell, 2015). This drew together data that demonstrates how spatial inequality in terms of access to the labour market for young people who are otherwise not engaged in education, employment or training (NEET) has an international dimension. This outlined a number of policy levers that are applied either to prepare young people for opportunities, to generate work experience opportunities for young people, or to raise attainment and skills amongst all young people while still in education.

Policy measures to support young people categorised as NEET were explored in a collaborative paper (Hutchinson, Beck and Hooley, 2016). This analysis argued that the range of potential responses are relatively limited and that while the rhetoric of different governments emphasise different approaches they nevertheless all rely on multi-sector and multi-agency engagement to bridge the gap between opportunities and disengaged young people. We noted that under the last coalition government interventions were developed around a Youth Contract concept involving a number of partners. Schools are statutorily required to provide careers guidance, Local Authorities are obliged to ensure that there is appropriate training or support in place for all young people (including those categorised as NEET), while LEPs (as the employer-led translators of policy into places) are expected to focus on supporting efforts (perhaps using European Social Funds) towards young people who are NEET. Not only are these organisations operating within different geographical boundaries but the network management between stakeholders which would have formerly occurred through Connexions services or their predecessors are no longer in place (Watts, 2013a). We concluded by questioning the political commitment to support for young people by focussing on questions of scale and the degree of localism that was facilitated.

Issues of fairness, equity and social justice applied to young people's transition to adulthood have been further explored in my research from an equality and diversity perspective (Hutchinson *et al.* 2011). The Equalities and Human Rights Commission (EHRC) in the early 2000s were interested in the fairness of both the educational system and subsequent progression from an equality and diversity perspective. They commissioned a major piece of research that I led with colleagues from the University of Derby and National Institute for Economic and Social Research. This research spanned several policy concepts being an overview of careers policy applied through an equality and diversity lens. It was distinctive in its focus on terminology and the conversion of policy into practice at a local level.

This mixed methods research used national datasets, case studies, interviews and literature analysis to explore the role of careers education, information, advice and guidance in supporting young people to make choices about their next steps and in particular in challenging stereotypes and building informed aspirations. The report was launched in July 2010 at an event hosted by Eleanor Laing MP, Chair of the All Party Parliamentary Group

for Sex Equality. At the launch event she welcomed the report saying<sup>1</sup> “The All Party Parliamentary Group for Sex Equality is pleased to have been able to assist in the launch of such an important report. I appreciate how important careers advice and planning is if we are to give every young person the opportunity to develop their own skills and talents to their greatest potential.”

The research noted the need to engage with partners from a range of agencies, different communities, parents and young people themselves to achieve effective systems to support young people through their career transitions. Impartiality was emphasised through the role of the independent trained careers professional to support young people to both challenge them and, advocate on their behalf. Voices sharing this perspective were being drowned out at the time in a policy environment which was antagonistic towards the partnership based Connexions services (Watts, 2013a).

In spite of the diffusion of policy focus, resource and clarity of the role of information, advice and guidance (IAG) for some young people, the research featured cases of projects that at a local level were nevertheless supporting young people with their transitions. These eight place-based projects were variously based in cities, small towns and across rural areas, with examples from England, Scotland and Wales. Several of these cases were not ‘careers’ or IAG projects, rather they recognised that careers work is a part of a young person’s overall needs and was therefore integrated into a broader intervention strategy.

I wanted to explore the role of these projects and the partnership working that characterised them in greater depth than was possible in the EHRC report. I consequently reflected on the role of political, organisational and social capital formation (Putnam, 2000, Kintrea *et al.* 2008) in area-based partnerships whose role is to effect social justice by focussing on five of the eight partnerships in a chapter for an edited book in the ‘Constructing the Future’ series (Hutchinson, 2011). This paper developed earlier ideas that focussed on partnership working as a rational and strategic option and reflected more on the organic and socially embedded nature of the creation and sustainability of place-based partnerships. ‘The concept of capital formation with its focus on connections, reciprocity and trust helps to illuminate some of the

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<sup>1</sup> <https://www.equalityhumanrights.com/en/how-fair-britain/report-all-things-being-equal>

motivators and drivers of partnership working'. In some of the cases an issue that was specific to a particular place became the focus on partnership creation through the accumulation of political with social capital – in Glasgow for example the exceptionally high incidence of young parenthood was the focus. In others the issue was more generic (such as limited numbers of girls moving into engineering careers), but the partnership response built on locally available social and organisational capital. The particular formulations of partnerships were specific to the places that bred them but the integration of professional careers input was an important generic element to support young people's transitions. What was most interesting was the way that policy was 'adopted' to champion a case or 'created' where there was policy vacuum. Locality based partnerships were not uni-directionally taking policy and applying it in practice, rather they were absorbing, adapting or creating policy to reflect the emerging needs of the places where mainstream services were not meeting the needs of all young people.

### **Partnership, career policy and place**

The statutory duty of schools to provide career guidance, following the 2011 Education Act, articulates their place within labour market policy as a key partner. Hutchinson (2012), brings together the three concepts of career education (a set of actions to help young people learn about themselves, learn about opportunities and learn career planning), work-related learning (actions to help young people prepare for work, learn about work and learn through work), and careers information, advice and guidance (a process to personalise learning, challenge choices offer advocacy, and support implementation of career plans). It argues that these three elements should happen in all schools and that teachers are agents in this process, regardless of whether they see themselves as such. While science educators are not career educators they can nevertheless recognise, support and integrate aspects of career-related learning in their teaching practice (Munro and Elsom, 2000).

The shortage of science, technology, engineering and maths (STEM) skills in the workforce has focussed attention on the effectiveness of careers work in schools (Holman and Finegold, 2010) The extent to which schools teachers and their leadership teams do support career-related learning was investigated in a 2013 report for the National STEM Centre (Hutchinson, 2013). The 2011 Education Act created a statutory duty on schools to secure

independent career guidance for all students in school. This was the subject of widespread debate regarding the interpretation of this duty and the extent to which it would be enacted (Careers England 2012). Implementation of the duty was explored using results from a survey of school leaders and nine case study schools. The study examined the factors underpinning a school's choice whether or not to prioritise careers work. The extent of that engagement was related to the industrial geography of the area in which a school was located; those in areas with lots of STEM employers for example were able to use personal and professional networks to build STEM learning experiences for their pupils to an extent that schools located in suburbs or poorer areas were not. However, this was not a causal relationship – just because a school happened to be located in an area with lots of STEM employers did not mean that they necessarily applied networks to building career-learning opportunities for their pupils. School leadership teams therefore chose whether to retain, build, or change their identities as the sorts of places that actively welcome networks with careers or employer organisations. The observation that some schools acted both as strategic partners and networking agents in their locality to link young people to further work or study within their locality was notable. There was little evidence of a single defining characteristic to explain why one school engaged more than their counterparts and these factors are explored in the remaining papers in this selection.

As part of a wider research project into good career guidance (Gatsby Charitable Foundation, 2014), I undertook a case study of career guidance in Germany and in particular in the Lower Saxony area around Osnabrück (Hutchinson, 2014). The dual system in Germany means that educational pathways are chosen whilst young people are in their early teens. The public employment service then becomes the key partner for career guidance and transition and the place where young people will go for advice. Whilst Germany has enjoyed high employment and low unemployment rates, its labour market is imperfect and in particular there is a shortage of technical and engineering skills (Ihsen *et al.*, 2010). One policy solution is to offer girls advice and guidance to encourage them to actively consider technical and engineering careers. Partnership based enhancement activities to address this include campaigns and a national partnership – with the German Chancellor as figurehead – of employers, universities, trade unions, trade associations and social partners to encourage girls to enter STEM careers. The organisation; 'Go-Mint' (Mathematik, Informatik,

Naturwissenschaften and Technik) and the campaign; 'Komm Mach Mint' are nationally designed and locally implemented across a wide range of organisations. In this instance schools are not necessarily the places where young girls create the sense of 'self-efficacy' (Bandura, 1997) that they can succeed in non-stereotypical work roles. The places that help create new meanings for young people are the company hosts of work placements, the open days and summer schools held by technical universities and the myriad of organisations that host girls on national 'Girls Day'. In this German context, economic and educational structures and federal policy generate a different set of stakeholder structures to those typical in the UK. The Federal Employment Agency becomes the focal point for career service provision with offices in every town whilst schools and colleges are spokes to their provision hubs.

Partnerships to support young people's decision making in a deprived, former mining town in the East Midlands are different in detail but demonstrate common themes to Go Mint. A case study approach was used to demonstrate how a school-based project (Mansfield Learning Partnership) was connecting two different partnership groups with their work to support career guidance for young people in the town's seven secondary schools (Hutchinson and Dickinson, 2014). This approach was a local response to the twin challenges created by austerity measures that removed the funding for both Connexions and the Education Business Partnership, whilst at the same time there were high levels of underachievement and young people becoming NEET. Through active engagement of the town's business people and with the support of the local authorities a number of actions were delivered within a locally defined 'Careers and Work Related Education Framework'. As with Go-Mint these included providing young people with experiences with employers such as work experience, mentoring and networking, alongside in-school career education and guidance. It is this combination of whole town engagement in-school career education with learning about, through and in work that makes the Mansfield approach distinctive.

The theme of partnership with the school at the heart of the network was further explored through case study work with independent schools in England (Hutchinson, 2017). The focus of this research was to explore career guidance provision for pupils in independent schools where there is no statutory compunction to provide any. It found that these schools had

multiple identities. Two factors set them apart from state schools. Firstly, they identified themselves, not as part of a community but as a community. Some of these schools have been educating children for hundreds of years and this sense of tradition and belonging for life, flavoured the networks that they fostered. Secondly, the schools are businesses, one of the factors that attracts clients is their ability to support high achievement and progression to a university of choice. These two factors shaped their networks that were purposeful, extensive (sometimes international reflecting their catchment areas), and directed. The five schools that featured as case studies were shaped in part by their locality, they had well-cared for buildings and school grounds and tended to be located in affluent areas with rather wide catchment areas. But their worlds were bigger than those of the schools in Mansfield for example. Their geographies of influence tended to extend to include universities, but exclude further education colleges. They were places with strong identities and cultures which harnessed their alumni, parents and professional associations to maintain and extend their particular place in their pupils' lives.

Across all of these cases schools were part of multi-sector partnerships and networks designed to support young people's labour market transitions but the form of those relationships were different. In Germany they were participant in a national partnership, in Mansfield the schools formed a consortium which was a driver of place-based partnership working, whilst independent schools were the key partner within their own extended network.

## **Synthesis**

Through use of place-based case studies and analysis of policy and practice at different geographic levels my research explores the role of schools as partners and places for multi-agency working in the creation, application and review of career education and guidance services as they relate to young people. Partnerships have been a feature of economic development and regeneration policy and practice in the UK since the 1990s. The multi-sector public-private partnerships that I researched proved to be capable of overseeing a range of development activities and to be more than simply a functional arrangement to access public investment. Their ability to negotiate issues of accountability, strategic intent and organisational efficiency helped to focus economic growth into particular areas.

Partnerships were also developed as a vehicle to simultaneously address social equality within those same places and this proved to be a continual challenge. As a mechanism for both social and economic interventions multi-agency partnerships have a role in both building places of opportunities and making connections between social and economic communities within those relatively discrete boundaries. In other words partnerships play a role in the effective operation of labour markets within specific places. This is the same policy space as career guidance. Career guidance is a process that seeks to support positive transitions for all young people – it is informed by national and international policy overseen by professional networks but constructed locally and supra-locally.

My research has outlined the labour market policy context for such strategic interventions in the UK and in Europe. It has investigated the conditions for success for strategic interventions that focus on (for example) particular groups of young people such as those who are in danger of becoming NEET, and those who are missing opportunity due to stereotypical behaviours. Both of these issues are structural in nature. There are consistent and stubborn levels of NEET and young unemployment in the UK, and other European countries extending over decades (Thompson, 2013) and similarly the persistently low proportion of young women studying engineering or computer science and the proportion of young men training to become nurses or child-care professionals has remained stubbornly low for decades (Women and Work Commission, 2009; UKCES, 2013).

In some countries partnership infrastructures established nationally provide supportive contexts for local adaptation – public employment services in northern European countries are an example. I have demonstrated how labour market (or broader local economic or skills) strategy benefits at a local level from multi-agency working both to formulate priorities and to implement actions even where national infrastructures and policies exist. This form of working that brings people from different sectors, agencies and communities together is not straightforward and I proposed that factors of accountability, power over resources and timescales have to be negotiated. Partnerships have to have a mix of the right partners, with appropriate powers in terms of resource or authority and operate across places that have common resonance that bind the partners together. Within these caveats, locality based partnerships can be successful in their own terms at achieving improvement in

supporting young people's transitions. However, where those national infrastructures are lacking (such as with the decline of the national network of equality and diversity specialists within the Connexions service) then locally constituted activities face very strong challenges in systematically and consistently filling in any opportunity gaps.

The contribution that my research makes is in drawing these themes together to explore how place based locally owned and delivered strategies are essential to support young people to manage an effective transition into the labour market. I explore places identified at different spatial scales including individual schools, towns and regions. My research shows how pathways to labour market participation are shaped by the places in which they are located and the policy, economic and social factors they navigate. The unique perspective offered by a place-based approach to researching transition supports place-based policy and highlights a need for local leadership and the involvement of a wide range of stakeholders with a broader based set of structures that support both economic growth and uneven development.

Multi-agency partnerships are in themselves spaces of dialogue, creative exchange and planned action. When they intersect within a geographic location they play a part in creating a place and its identity. National policy (urban, education or labour market) is essential to support and promote partnership working but its enactment – as it relates to supporting young people's transitions to labour markets is always local. The nature of the local and the interaction of space and place in the career policy arena is not something that has featured strongly in academic research. My research has explored the nature of these interactions at different spatial scales. The centre of gravity in these discussions is the school. Schools are key partners within those spaces as they are agents of change for young people, and as a partner with a physical presence they are also places of change and transition.

Schools are places that matter for their role in social reproduction and as partners in economic growth. They matter for the young people who rely on them not just to learn a curriculum, but as places where employers and learning providers can congregate to show them different places and in so doing help young people to identify as economic citizens. Some schools embrace the notion of becoming places of economic transition – others do not. My research shows that deliberative multi-partner engagement is essential to the provision of pathways to labour market participation that would otherwise be blocked for particular

groups of young people. My conclusion is that as organisations with a geographic footprint the active engagement of schools in local economic partnerships builds an infrastructure and a way of working that creates meaning for their pupils by creating gateways to new sets of places and experiences. Policy makers have endowed schools with this responsibility and this challenge and there are a number of different practices they can adopt to fulfil this goal. Schools are spaces of engagement with a wider world and simultaneously they are places that need to represent a sense of connectedness and opportunity – especially within places that are otherwise disadvantaged. Schools cannot do this alone and need formal acknowledgement of this particular and specific role alongside both political and practical support.

There remain some important challenges for schools to take their places as key partners in their local economic contexts. The first is associated with responsibility. There is current political debate about whether careers work should be the responsibility of the school or whether that role would be better delivered by an external authority working with schools (Long and Hubble, 2017). This debate rests around the quality of provision and the degree of impartiality that schools (with sixth forms) are willing to offer. Ongoing uncertainty about organisational responsibility for careers work in schools can only serve to hinder their routine engagement with wider economic partnerships.

This challenge is further exacerbated as there is no strong precedent for the inclusion of career service providers as partners in place-based multi-partner structures (Peck, 2004). Whilst schools and guidance services have an important role to play in supporting young people's transition to labour markets, careers services have rarely been part of core partnerships in spite of their key facilitative role as mediators between suppliers of labour and its demand. For example, in 2003 DfES initiated the development of Regional Skills Partnerships (RSPs) to connect Regional Development Agencies (RDAs) with the Skills for Business network, Small Business Service, Learning and Skills Councils and Jobcentre Plus. RSPs developed Regional Skills Action Plans. Ravenhall's (2006) account of RSPs in the mid 2000's illustrates how Connexions services and other IAG providers were not expected to be a key member and that consequently the 'place of IAG within RSPs' regional aims varies widely' and that 'evidence to date points to the conclusion that acquiring knowledge and experience of IAG has been a lower priority amongst regional planners and is thus less

well developed than the development of expertise in other aspects of economic planning or learning and skills provision' (Ravenhall, 2006).

In 2010 the government announced the abolition of RDAs (set up in 1998) and the creation of Local Enterprise Partnerships signalling the end of regionalism and a move to what it termed localism (followed shortly after in 2011 with the Localism Act). As governance structures have formed, dissembled and reformed across different geographic scales and with separate combinations of remits and responsibilities over the past twenty years the nature of partnerships has changed as have the geographic focus of policy interventions – there are for example continued debates about whether there is any 'urban policy' any more (Harding and Nevin, 2015). Local Enterprise Partnerships have economic strategies that are largely based around supporting sectors within their sub-regional area (Pugalis and Shutt, 2012) and more recently an Industrial Policy could signal a renewed interest in area-based alongside sector-based economic policy (Department for Business, Energy and Industrial Strategy, 2017).

The omission of careers from multi-agency partnerships is problematic. Career guidance, economic geography, and business and management academic literatures all reinforce the idea that labour markets do not work well for all young people not least because their limited experiences of employment are exacerbated by factors of cultural expectations and geographies of disadvantage. There is, therefore, a case for an active labour market policy to redress this imbalance. While policies that are specifically formulated for places are no longer prevalent, there is a growing urgency in building effective policy responses that connect people to labour market opportunities – and particularly young people. This is a moral issue and with an ageing workforce and the prospect of reduced migration following the UK's withdrawal from the European Union, also a matter of economic imperative (Hooley, 2017). One of the features of current labour market policy is the role and potential of career guidance to enhance the effectiveness of the labour market to ensure young people are engaged in learning or earning, and to facilitate more equal and diverse take up of opportunities in particular occupations and sectors. Similarly one of the key features of the discussions around a new Industry Strategy is the integration of skills and employment within it and the role of career guidance in ensuring all young people are aware of future opportunities. Career guidance stakeholders have struggled to connect with these agendas in

policy and practical terms in the past (Watts, 2013b). In the future however, a careers strategy that links the territorial industry strategy on one side and education and labour market policy on the other for the benefit of young people could be significantly impactful if the key stakeholders are enabled to work together in partnerships appropriate to their localities.

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## **Annex One: Published Works**

The publications on which this application is based are derived from research projects which I have undertaken over the course of a career in applied research. Much of this research has been funded by external agencies and organisations who have sought to understand policy, evaluate their programmes, or address a particular issue in their organisation or partnership. My research record has attracted those funders to commission me alongside my colleagues and collaborators, to support their endeavours. In some instances I have reflected on those projects and produced articles for submission in edited volumes of papers or journals or to peer reviewed journals. Other reports stand as credible research outputs by virtue of the calibre of commissioning agent and their rigorous review processes that often involve steering group scrutiny prior to publication. Two of the outputs were selected for submission to REF 2014. Most of the publications that comprise this statement have been published since 2010. However the core theme of partnership working and the role of cross-sector multi-organisation working has been the foundation of my research since early papers published in 1994 and consequently I have chosen to include some of these papers to set the context.

Publication	Contribution to selected works	Review & editing arrangement
<p>Hutchinson, J. (1994) "The practice of partnership in local economic development", <i>Local Government Studies</i>, 20 (3) pp 335-344.  <a href="http://www.tandfonline.com/doi/abs/10.1080/03003939408433731">http://www.tandfonline.com/doi/abs/10.1080/03003939408433731</a></p>	Sole author	Double blind academic peer review
<p>Hutchinson, J. (1995) "Can Partnerships which fail succeed? The case of City Challenge" <i>Local Government Policy Making</i>, 22(3) pp 41-51.</p>	Sole author	Double blind academic peer review
<p>Duffy, K and Hutchinson, J. (1997) "Urban Policy and the Turn to Community", <i>Town Planning Review</i>, 68(3) pp 347–362:  <a href="http://www.jstor.org/discover/10.2307/27798253?uid=377320471&amp;uid=3738032&amp;uid=2134&amp;uid=2&amp;uid=70&amp;uid=3&amp;uid=5910784&amp;uid=67&amp;uid=22572&amp;uid=62&amp;sid=21106363555061">http://www.jstor.org/discover/10.2307/27798253?uid=377320471&amp;uid=3738032&amp;uid=2134&amp;uid=2&amp;uid=70&amp;uid=3&amp;uid=5910784&amp;uid=67&amp;uid=22572&amp;uid=62&amp;sid=21106363555061</a></p>	Shared development of key themes and purpose, Hutchinson provided fieldwork input with shared writing of first draft.	Double blind academic peer review
<p>Hutchinson J. &amp; Campbell, M (1999) <i>Working in Partnership – Lessons from the literature</i>, DfEE Research Report no. 69. DfEE, Nottingham:  <a href="http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/RB63.pdf">http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/RB63.pdf</a></p>	Hutchinson's frameworks, fieldwork and first draft. Campbell provided critical review and reference updates.	Report subject to civil service steering group peer review.
<p>Hutchinson, J. (2000) "Urban Policy and Social Exclusion" in Percy-Smith, J. (Ed) <i>Policy Responses to Social Exclusion : Towards inclusion?</i>, Open University Press, Buckingham:  <a href="http://www.worldcat.org/title/policy-responses-to-social-exclusion/oclc/43060536">http://www.worldcat.org/title/policy-responses-to-social-exclusion/oclc/43060536</a></p>	Sole author	Critical review by Editor and Open University Press.

<p>Hutchinson, J., Rolfe, H., Moore, N., Bysse, S. and Bentley, K. (2011) <i>All Things Being Equal? Equality and Diversity in Careers Education, Information, Advice and Guidance</i>. Manchester: Equality and Human Rights Commission.</p> <p><a href="https://www.equalityhumanrights.com/en/how-fair-britain/report-all-things-being-equal">https://www.equalityhumanrights.com/en/how-fair-britain/report-all-things-being-equal</a></p>	<p>Major research project designed, led and managed by Hutchinson. Co-authors provided fieldwork and submitted sections of text. Drafting and editing undertaken by Hutchinson with critical review from Rolfe.</p>	<p>Report subject to stakeholder steering group peer review prior to publication.</p>
<p>Hutchinson, J. (2011). Partnership, capital formation and equality and diversity: Learning from five case studies. In: Barham, L. and Irving, B.A. (eds) <i>Constructing the Future. Diversity, Inclusion and Social Justice</i>. Stourbridge: Institute of Career Guidance:</p> <p><a href="http://derby.openrepository.com/derby/bitstream/10545/198249/1/CTF%20%28JoHutchinson%29.pdf">http://derby.openrepository.com/derby/bitstream/10545/198249/1/CTF%20%28JoHutchinson%29.pdf</a></p>	<p>Sole author</p>	<p>Long abstracts reviewed prior to shortlisting for submission. Subject to critical review by editors.</p>
<p>Hutchinson, J. (2012). Career-related learning and science education: the changing landscape. <i>School Science Review</i>, Issue 346, pp 91-98:</p> <p><a href="http://derby.openrepository.com/derby/bitstream/10545/243597/1/Career%20related%20learning%20and%20science%20education.pdf">http://derby.openrepository.com/derby/bitstream/10545/243597/1/Career related learning%20and science education.pdf</a></p>	<p>Sole author</p>	<p>Double blind editorial review</p>
<p>Borbély-Pecze, T.B. and Hutchinson, J. (2013). <i>The Youth Guarantee and Lifelong Guidance: ELGPN Concept Note No. 4</i>. Jyväskylä: The European Lifelong Guidance Policy Network (ELGPN).</p> <p><a href="http://derby.openrepository.com/derby/handle/10545/311108">http://derby.openrepository.com/derby/handle/10545/311108</a></p>	<p>Remit, structure and scope provided by Borbély-Pecze. Data collation, analysis and reporting provided by Hutchinson. Shared writing and critical review.</p>	<p>Report subject to academic and civil service steering group peer review prior to publication.</p>

<p>Hutchinson, J. (2013). <i>School Organisation and STEM Career-related Learning</i>. York: National STEM Centre.  <a href="http://derby.openrepository.com/derby/handle/10545/303288">http://derby.openrepository.com/derby/handle/10545/303288</a></p>	Sole author	Report subject to stakeholder steering group peer review prior to publication.
<p>Hutchinson, J. (2014) Girls into STEM and Komm mach MINT': English and German approaches to support girls' STEM career-related learning, <i>Journal of the National Institute for Career Education and Counselling</i>, Issue 32, pp 27-34:  <a href="http://derby.openrepository.com/derby/bitstream/10545/550463/1/final%20article4-hutchinson.pdf">http://derby.openrepository.com/derby/bitstream/10545/550463/1/final%20article4-hutchinson.pdf</a></p>	Sole author	Editorial review
<p>Hutchinson, J., &amp; Dickinson, B. (2014). Employers and schools: How Mansfield is building a world of work approach. <i>Local Economy</i>, 29(3) pp 236 – 245.  <a href="http://journals.sagepub.com/doi/10.1177/0269094214528158">http://journals.sagepub.com/doi/10.1177/0269094214528158</a></p>	Scope, structure, theory, writing and editing provided by Hutchinson. Dickinson provided practice case studies and critical review.	Blind academic peer review
<p>Hutchinson, J. and Kettlewell, K. (2015) "Complicated transitions in a changing world", <i>Educational Research</i>, 57 (2) pp 113-120:  <a href="http://dx.doi.org/10.1080/00131881.2015.1030848">http://dx.doi.org/10.1080/00131881.2015.1030848</a></p>	Shared collaboration with equal input to scope, structure, review, writing and critical appraisal.	Journal theme selected by editors with written editorial subject to academic editor peer review.
<p>Hutchinson, J. Beck, V. &amp; Hooley, T. (2016) Delivering NEET Policy Packages? A decade of NEET policy in England, <i>Journal of Education and Work</i>, 29(6), pp. 707-727.  <a href="http://www.tandfonline.com/doi/full/10.1080/13639080.2015.1051519">http://www.tandfonline.com/doi/full/10.1080/13639080.2015.1051519</a></p>	Scope, structure and writing shared equally by authors. Hutchinson undertook full draft review and re-writing and editing.	Double blind academic peer review
<p>Hutchinson, J. (2018) Career learning in five English independent schools, <i>British Journal of Guidance and Counselling</i>, 46(1) pp.51-65.  <a href="https://doi.org/10.1080/03069885.2017.1408775">https://doi.org/10.1080/03069885.2017.1408775</a></p>	Sole author	Double blind peer review

## Annex Two: Partnerships research

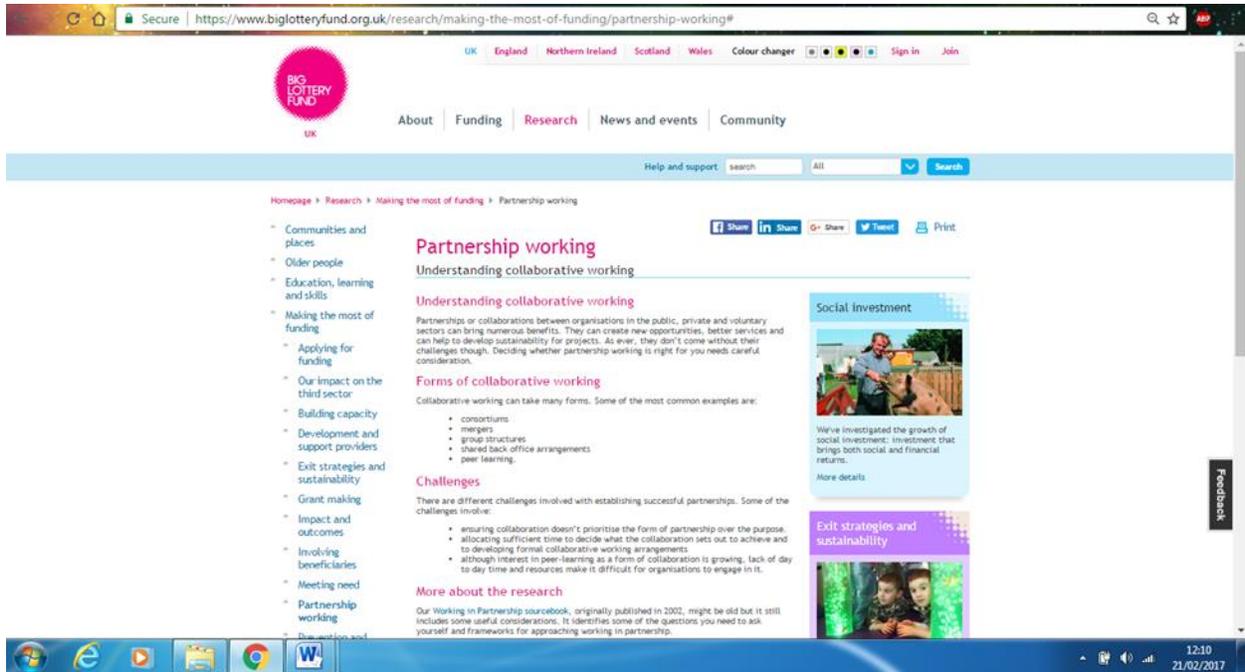


Figure One: Screenshot to illustrate how the partnerships research published by Big Lottery Fund in 2002 is still being used in 2017.