

Third Annual ESCalate Student Conference:
**‘Employability and Enterprise in
Education’**

11th April 2011

EDEN Building, Hope Park Campus, Liverpool Hope University

ESCalate gratefully acknowledges the support of Liverpool Hope University



The Third Annual ESCalate Student Conference is an all day event for staff and students (undergraduate, postgraduate and doctoral) working in all fields of Education and the theme this year is ‘Employability and Enterprise in Education’.

In today’s labour market graduates are finding it increasingly hard to step onto the career ladder. We will explore and discuss the ways in which students in Education can give themselves a competitive edge in the jobs market and how academic institutions can facilitate this development.

The conference will bring together a range of perspectives and initiatives from academics, students and professionals to dissect and examine what employability and enterprise skills mean in the context of graduates in Education.

Introduction to the day

Whether you're a regular conference goer or are attending for the very first time there's no doubt that events such as these provide an excellent opportunity for education professionals to exchange ideas and opinions, share insights, catch up with old friends and make new ones. However, it goes without saying that part of the success of a conference depends very much on the contributions of the participants. So do make use of the opportunities to interact throughout the day with other professionals in your field – in the workshops and during the lunch and refreshments breaks.

We have a fascinating programme lined up for you and hope that the topics to be presented will stimulate your interest and inspire you – indeed, the theme is very topical at the moment and we are sure you will take away something useful from this experience.

As you can see from the programme summary there are two blocks of parallel sessions in the morning and afternoon. Over the course of the day you will have twelve sessions to choose from, which offer a wide range of themes and formats including interactive workshops, discussion groups and presentations.

Dr. Paul Redmond will be giving the keynote address in the EDEN Lecture Theatre just after lunch. This is one not to miss; Paul is one of the country's leading experts on the graduate labour market. In addition to writing regularly for The Guardian, his research has featured in most leading UK newspapers and in recent months he has been a guest on programmes including Breakfast on BBC1, BBC London, Granada Reports on ITV and The Jeremy Vine Show on BBC Radio 2.

We are particularly grateful to Liverpool Hope University for their help and support both before and during this conference. We wish to thank Joe Gazdula from Liverpool Hope University for taking an active part in bringing this conference together, and we are delighted that he will be speaking in the afternoon as part of the parallel sessions and panel plenary.

Lastly, it's very important to us that we find out what you think of the conference so that we can evaluate it effectively. Please can you fill in the evaluation form which is included in your pack and leave it at the registration area after the day is over. Of course if you don't have time to complete it on the day don't worry, we will provide a link to an online survey after the event which you are welcome to complete instead if you wish. We would love to hear your impressions of the day and it will help us to make events even better in future.

In the meantime, if you have any questions, problems or suggestions, feel free to talk to Bianca Soucek, Lyndsay Grant or Liz Hankinson at any point during the day. We hope you have a great day!

Liz Hankinson
ESCalate Centre Manager

Bianca Soucek
ESCalate Projects Officers

Lyndsay Grant
Research Associate

ESCalate Third Annual Student Conference on 'Employability and Enterprise in Education'

Monday 11th April 2011 - EDEN Building, Hope Park, Liverpool Hope University

10.00-10.30	Registration and Refreshments – EDEN Atrium, 1st Floor	
10.30-10.45	Welcome and introductions - EDEN Lecture Theatre, 1st Floor Liz Hankinson, ESCalate Dr. Martin Carey, Chief Executive of Business Gateway and Urban Hope at Liverpool Hope University	
10.45-11.15	Opening Plenary - EDEN Lecture Theatre, 1st Floor Dr. Wendy Bignold, Vice Dean of Education at Liverpool Hope University	
11.15-12.45	Morning Parallel Sessions	
	SESSION 1 Room: EDEN 014, Ground Floor	SESSION 2 Room: EDEN 109, 1 st Floor
	1A Putting the "professional" into practice Lynn McCann, Bryony-Anne Bennett and Jennifer Cahill, Liverpool hope University	2A Wellbeing factors in the vocational preparation of student teachers for the school experience placement Jan Huyton, Emily Hillier, UWIC
	1B Enhancing Employability: Transforming students perception of the concept of an 'Educational Professional' Namrata Rao and Anesa Hosein, Liverpool Hope University	2B So what's in it for me? Exploring the value of volunteering in Higher Education (HE) curricula John Patterson, Alison Patterson, Alison Natalie Boyd and Rachel Mace, Liverpool Hope University
	1C Embedding employability in distance learning education Fran Myers, Open University	2C To what extent do the skills and attributes of trainee teachers in relation to their world of work match expectations of employers both within and outside the teaching sector? Ann Jordan, Karima Kadi-Hanifi and Rose Watson, University of Worcester
12.45-13.30	Lunch – Served in the EDEN Atrium, 1st Floor	
13.30-14.15	Keynote Address – EDEN Lecture Theatre, 1st Floor Dr. Paul Redmond, Head of Careers & Employability at the University of Liverpool	
14.15-14.30	Refreshments - Served in the EDEN Atrium, 1st Floor	
14.30-16.00	Afternoon Parallel Sessions	
	SESSION 3 Room: EDEN 014, Ground Floor	SESSION 4 Room: EDEN 109, 1 st Floor
	3A Enterprise and Graduate Employability: Closing the loop Joe Gazdula, Liverpool Hope University	4A Routes of Change - Informing the curriculum in the 21st Century - the classroom as a community Patricia Byrne-Roberts, Brant Oglevie, Lesley De-Banke, Rochelle Morris, Laura Eyres and Amy Naylor, University of Central Lancashire
	3B Neighbourhood Investment - Creating sustainable communities through innovation and enterprise Helen Jamieson, Plus Dane Group	4B Building the CV? Embedding employability and the changing nature of doctoral research Terra Sprague, Lizzi Milligan and Guy Le Fanu, University of Bristol
	3C Exploring and expanding the student experience Marion Walker, Leanne Thompson, Duncan Whyatt, Gordon Clark, Lancaster University	4C Know thyself: Reflection for employment Shirley Potts, Liverpool Hope University
16.00-16.30	Closing Panel Plenary - EDEN Lecture Theatre, 1st Floor Led by Joe Gazdula, Liverpool Hope University	

Programme

Welcome:

EDEN Lecture Theatre

Liz Hankinson, ESCalate Centre Manager

Dr. Martin Carey, Chief Executive of Business Gateway and Urban Hope at Liverpool Hope University

Opening Plenary:

EDEN Lecture Theatre

Education, Enterprise and Employability: What really counts?

Dr. Wendy Bignold

Vice Dean of Education, Liverpool Hope University

As the government has sought to widen access to higher education in recent years so the number and diversity of graduates seeking employment has increased. With changes to government funding arrangements for higher education from 2012 and significantly higher fees being introduced, students will increasingly see a university education as a major financial investment. This investment will be expected to gain them graduate level employment and may become a financial burden to some over time if they struggle to repay student loans. Students must ask themselves then what employers want from them and use the opportunities available to them in their university education to develop such knowledge, skills and attitudes. Enterprise initiatives, themselves on the increase in higher education, focus on creativity, innovation, financial literacy, business understanding, collaboration and professionalism. As such, enterprise in education can enhance employability.

Morning Parallel Sessions:

Session 1A:

Room: EDEN 014

Putting the “professional” into practice

Lynn McCann, Bryony-Anne Bennett and Jennifer Cahil

Liverpool Hope University

As identified by Whitehead (1993) students learn about their own practice whilst exploring issues and presenting reports to others. Exploring the value of action research within the Professional Practice in Education and Training 3rd year module within Education Studies. Two students took on a project with the Business and Enterprise Gateway within the University and helped to create and run an Enterprise Society. Bryony and Jennifer will confirm the skills they have developed and how this has shaped their future – they are now about to form their own company and progress in enterprise education within schools. Lynn will explain the concept and detail of the module and give examples of the success of other students who have completed this module.

Session 2A:

Room: EDEN 109

Wellbeing factors in the vocational preparation of student teachers for the school experience placement

Jan Huyton

UWIC

In 2010-11, ESCalate funded an eight month study into factors that affect the wellbeing of student teachers. Research was based in an English, a Welsh and a Scottish university and was underpinned by comparative document analysis of the practical guidelines that shape teacher training in each of the three nations. Data was collected with stakeholders including tutors on teacher training programmes, school-based mentors, university-based support staff and with trainee teachers. The paper will present and discuss the findings, methodological considerations and recommendations of the study which are currently being prepared. Emerging themes include recognition amongst the university tutors and support staff of the heavy workload for the trainees; the main concerns and problems that students voice about university-based learning echo this along with complaints of a non-existent work/life balance. Common specific problems linked with their school placement experiences include issues of travelling inconvenience, pressures and lack of confidence with classroom management, limited preparation time and feelings of loneliness. Students tended to report that they were insufficiently prepared for workplace demands of the school experience placement. There was a feeling amongst students that a more vocationally-based university curriculum would be more relevant and useful for workplace learning.

Session 1B:

Room: EDEN 014

Enhancing employability: Transforming students perception of the concept of an 'Educational Professional'

Namrata Rao and Anesa Hosein

Liverpool Hope University

Students pursuing an Education degree, see an 'Educational Professional' as mainly a teacher but often do not consider other job opportunities that are linked to schools such as community workers, museum educators, higher learning assistants and researchers. 'Educational Professional' is an umbrella term which includes all the roles and responsibilities of working within education and it is recognized that there are multi-professional as well as multi agency workers (Hughes, 2009).

A longitudinal study was conducted which tried to identify students' perceptions of what an educational professional is and their job aspirations at onset of a 'Year Two' course and how these are modified through the year long undergraduate course, 'The Educational Professional'. Monks, Conway and Ni Dhuigneain (2006) have found that personal development plans helped students to clarify their aims and be motivated in their chosen degree. The purpose of this study was to use a similar approach to empower students to develop their employability by creating an awareness of what an 'Educational Professional' is. This paper will present the results from the first phase of the longitudinal study.

Session 2B:

Room: EDEN 109

So what's in it for me? Exploring the value of volunteering in Higher Education (HE) curricular

John Patterson, Alison Patterson, Alison Natalie Boyd and Rachel Mace

Liverpool Hope University

Research into volunteerism has gained significant pace since the publication of the Crick Report (QCA 1998), and the development of Citizenship Education (CE) across school learning communities. Although the international survey by Berry and Chisholm (1999) indicated that civic engagement and volunteerism are vital elements for sustaining democracy and maintaining a position within a global economy, curriculum designs in HE to encourage volunteerism have met with some confusion. Although the potential held within CE was underlined by Gearon (2003) for the British Educational Research Association (BERA) and specifically for new enterprise and employment generation by the Organisation for Economic Cooperation and Development (OECD, 1998, 2001) and Evidence for Policy and Practice Information and Coordinating Centre (EPPI, 2004, 2005); significant debate surrounds the fear of teaching a volunteer and 'values' based curriculum (Kerr, 2008, 2009). With research into CE course design emerging to view it at best as unchallenging and 'safe' (Green: 2004) or at worst as having evolved into a 'pragmatic mix (or muesli) of moralism, care and control, universalism and selectivism' (Featherstone and Trinder, 2001: 534) straining relationships between the communities involved in meeting the wide aims of CE (Shah, 2004); this paper takes time to reflect on HE course designs focussed on bringing value to students. Reflecting on a specific form of volunteerism i.e. Service-Learning' and the intrinsic rewards generated for students through volunteerism, specific reference will be made to the extrinsic worth volunteerism can bring towards the engagement of employers and employment.

John and Alison recently published an article in the ESCalate Spring Newsletter 2011 which can be accessed at: <http://escalate.ac.uk/8161>

Session 1C:

Room: EDEN 014

Embedding employability in distance learning education

Fran Myers

Open University

This presentation and subsequent group discussion will aim to offer a snapshot then dialogue around current student perceptions of the design and delivery of Work Based Learning courses at the Open University Business School.

Reviewing the work of the School in aiming to provide a flexible approach to the design and delivery of Work Based Learning at a distance whilst maintaining quality standards at scale, the presentation will explore:

- a) How the design of the various business degree options available supports students undertaking a blend of theoretical and work based learning courses in the distance learning environment.
- b) Whether the perceptions of academics designing work based learning courses around the constraints of a traditional distance learning model, and the anticipated changing power balance between learner and institution have been borne out in practice.
- c) How students report back to the institution on their experiences – both via formal mechanisms and informal "chat room" dialogues, and how this is being reviewed to inform programme changes.

To what extent do the skills and attributes of trainee teachers in relation to the world of work match expectations of employers both within and outside the teaching sector?**Ann Jordan, Karima Kadi-Hanifi and Rose Watson****University of Worcester**

Relevant employability skills and attributes developed by students on initial teacher training are even more important in the current economic climate where competition for jobs is fierce. In addition, previous research has not particularly addressed the transferability of employability skills and attributes to non-teaching work contexts.

We are re-visiting the CIHE (2008) areas of mis-match between employer expectations in relation to the perceived capabilities of Initial Teacher Training students. By focussing on these areas of greatest 'incongruence' we will examine both the extent to which final year ITT students feel they have developed these capabilities and also the extent to which employers from the teaching and non-teaching sectors agree about the importance of such skills and attributes.

Our methodology includes questionnaires, with an emphasis on questionnaires to students, staff and employers, based around the recent CIHE list of skills and attributes expected by employers.

This presentation will report on the preliminary findings, focusing on:

- How students from different ITT sectors perceive their employability skills
- The perceptions of employers from different sectors in relation to employability skills of new graduates
- potential changes to ITT courses in terms of the further embedding of relevant employability skills

Keynote Address:**EDEN Lecture Theatre****Dr. Paul Redmond****Head of Careers & Employability at the University of Liverpool**

Dr. Paul Redmond is one of the country's leading experts on generations and the graduate labour market. An experienced writer and speaker, Paul has presented at numerous events and conferences in the UK, US and Continental Europe. In addition to writing regularly for the *Guardian*, his research has featured in most leading UK newspapers and in recent months he has been a guest on programmes including *BBC Breakfast*, *BBC London*, *ITN News*, and *BBC Radio 2 Jeremy Vine Show*.

Paul's work brings him into contact with a range of national and international organisations. His research into the future of work, 'Generation Y' and the rise of 'helicopter parents' is currently attracting considerable attention among both graduate recruiters and the media.

Paul is vice-president of the Association of Graduate Careers Advisory Services (AGCAS) and a Fellow of the Royal Society of Arts. He is the author of several books, including the best-selling '*The Graduate Careers Formula*,' published by Trotman in 2010, '*Transform your child's future, today – a parent's guide to Generation Z and the new world of work*' (also with Trotman – published in 2011) and '*Making it happen – the new world of graduate recruitment* (published by Management Books, 2011).

Afternoon Parallel Sessions:

Session 3A:

Room: EDEN 014

Enterprise and Graduate Employability: Closing the Loop

Joe Gazdula

Liverpool Hope University

This workshop will look at ways of getting employers to engage with the curriculum in a way which is both academically challenging, productive for the university and gives graduates the knowledge and skills employers need and want from education students. The session will consider innovative ways Liverpool Hope University has engaged a variety of partners in innovative projects to begin the process of developing quality experiences which enhances their motivation to learn and their C.V.'s. The session will look at projects recently run by Liverpool Hope Education Faculty students including the Dragons Den, Developing Study Support at Everton Football Club, Module Sponsorship, i-mac developments and innovation work at Liverpool's Lady Lever Art Gallery and Museum. Participants will gain knowledge of how to make first contact, financing and running enterprise projects before generating their own ideas in groups leading to the start of an 'Enterprise Education Development Plan.'

Session 4A:

Room: EDEN 109

Routes of Change – Informing the curriculum in the 21st century – the classroom as a community

Trish Byrne-Roberts, Brant Oglevie, Lesley De-Banke, Rochelle Morris, Laura Eyres and Amy Naylor
University of Central Lancashire

Working together not apart – informing the curriculum in the 21st century. In today's world of education it's imperative that we have a curriculum that is *'fit'* for purpose and not only engages the student in the academic world of knowledge from a theoretical position but also ensures that employability is embedded in the curriculum in an applied position. How best can we achieve this 'goal'? This is how we see the way forward at UCLan and specifically in relation to how we make modules work for us all. Drawing on primary research carried out from May 2010 to April 2011 on modules offered within the School of Education and Social Science and specifically on a core first year module *'Debating Human Rights'* we will demonstrate how as a team, both as academics and students we have redesigned/ reformed a module and in doing so have formed a community which will grow and grow over the next three years of study as students develop their academic 'routes' of knowledge and skills which will prepare them for the workplace in a variety of forms. In addition, we will demonstrate how the 'roots' of study, if developed in the correct way engage students to be key researchers, empowered individuals and most importantly to prepare and design their studies in a way that will enhance their employability and 'graduateness' in an ever changing world. Employability in the curriculum is not a 'bolt on' but a 'core'.

Education, is not only about the classroom experience it is also about *'graduateness'* the *'whole'* package. In the case of education, *'our'* students are the ambassadors of the future and within the School of Education and Social Science we *'nurture'* and *'develop'* these *'skills'*. It is essential that within education, students who study for a degree in Education have a sense and ethos of *'preparedness'* to be fully equipped to be teachers of the future and engage, teach and be academically equipped to deliver highly effective teaching in schools, at both a local and global level and be equipped to face the challenges of teaching in the post-millennium era. The education students involved in the development and change of module and programmes within

the School of Education and Social Science are key actors in the development and growth of the programmes within the School of Education and Social Science are key 'players' in the change process for education in the post-millennium era. In essence, education that evolves and grows with the positive involvement and guidance of our student body.

Session 3B:

Room: EDEN 014

Neighbourhood Investment – Creating sustainable communities through innovation and enterprise

Helen Jamieson

Plus Dane Group

This session will focus on the increasing requirement for staff working in neighbourhoods in a variety of organisations and roles to become more entrepreneurial and innovative. Delegates will receive an insight into what employers may be looking for from future employees, and hear how staff from local housing association and 'Neighbourhood Investor' company Plus Dane Group has developed entrepreneurial approaches to address the needs of individuals and communities in neighbourhoods in Merseyside and Cheshire, through a case study on a unique local Liverpool social enterprise 'Everybody Online' which aims to reduce digital exclusion in deprived communities.

The synergies between social exclusion and digital inclusion are clearly evident, with up to 40% of residents living in some areas being affected by deprivation compounded by not having access to the internet. In today's world most people take for granted computers and mobile phones that make life easier. But those with out access to the internet and other technologies are at risk of becoming further marginalised from society as more and more service providers, from both the public and private sectors, are utilising the internet as their primary source of customer access.

Within this workshop, delegates will also have an opportunity to work in small groups to examine and discuss the range of social exclusion which exists in communities (e.g. accessing education, training, jobs, and services) and how students and academics could respond to the range of barriers faced. The session will conclude with recommendations by educationalists that could be adopted by tomorrow's new social entrepreneurs!

Session 4B:

Room: EDEN 109

Building the CV? Embedding employability and the changing nature of doctoral research

Terra Sprague, Lizzi Milligan and Guy Le Fanu

University of Bristol

This paper will present the findings from a research project which explores the new demands being made upon doctoral students and their supervisors to engage in a widening range of activities while simultaneously producing 'outputs' of high quality in times of increasing resource constraints. This conference paper focuses upon the student experience of the rapidly changing nature of doctoral research at English universities, by exploring new possibilities for doctoral student engagement in research projects, teaching and publishing. Research questions focus on the variety of activities in which students engage, their motivations and the role of the supervisor. Qualitative findings will be presented from two focus groups with doctoral research students and reflection among the research team drawing on their own experiences as doctoral students. Preliminary findings suggest that embedding employability is a significant motivation for engagement in a wide range of activities but there are a number of other factors involved which

vary across participants. Potential future challenges and opportunities will also be considered. It is hoped that conclusions will support the strengthening of the research student experience in higher education and to their wider engagement in academic and professional arenas.

Session 3C:

Room: EDEN 014

Exploring and expanding the student experience

Leanne Thompson, Marion Walker, Duncan Whyatt and Gordon Clark

Lancaster University

In the current economic climate and with an increasing employer focus on generic 'graduate attributes' rather than traditional subject knowledge (Harvey et al., 1997), students need to maximise their learning to incorporate the skills, understanding, beliefs and dispositions available from the activities and experiences afforded by higher education. Higher education institutions are increasingly supporting students in undertaking and reflecting upon the value of such activities, not only to help their students to gain an edge in an increasingly competitive workplace, but also to address wider challenges of expanding the skills-base of UK employees (Coopers & Lybrand, 1998), in sustaining a learning society (NCUHE, 1997) and making community links. We will report on the progress of a project at Lancaster University where we have been investigating the different types of extra-curricular activities that students engage in, and their motivation for and perception of these activities. Work to date has focussed on identifying the 'drivers' for extra-curricular engagement in order to devise interventions to expand and increase students' employability skills. We will then run a workshop with the ESCalate attendees to discuss the project findings and devise interventions which will increase students' employability and career skills through extra-curricular activities within communities.

Session 4C:

Room: EDEN 109

Know thyself: Reflection for employment

Shirley Potts

Liverpool Hope University

Price Waterhouse Cooper, Britain's biggest private sector graduate recruiter, is introducing an aptitude test to ascertain employability in their prospective employees. Increasing proportions of students achieving 2:1's has rendered their previous filter superfluous, so the employers have devised questions and challenges to gain a broader understanding of an applicant's skills profile (*Grimston & Gourlay, 2010*).

Amongst the questions posed are these: 'What challenges did you face and how did you stay focused? What have you learnt about yourself?'

This session will present and discuss the experience of a final year course at Liverpool Hope on Reflective Practice that propounds the significance of self-awareness, emotional literacy and reflexivity for students – who conclude with a 5000 word reflective essay that answers, *inter alia*, the questions posed by PWC. The recognition that high grades alone offer a limited analysis of an individual's character and potential is music to my ears. Higher Education has always been – and should always be – about producing thinkers, innovators, philosophers and scholars whose minds flourish in an education environment where their reflective interpersonal and intrapersonal skills are extended, creating perceptive and judicious employees of the future.

Closing Panel Plenary and Questions

EDEN Lecture Theatre

Led by Joe Gazdula, Liverpool Hope University

Taking on big, real world projects – what do we really learn?

Sophia Koiston, Helen Goodall and Oliver Hughes

University of Chichester

It is exciting to be challenged to make significant change happen in the professional world. That glow of success is great, but are we developing skills and attitudes we can't learn from conventional courses? We consider our current undergraduate experiences and whether similar experiences last year have really helped NQTs.

Enterprising Technology: and using 4G technology to improve literacy skills

Kelly Doonan, Nadia Fawcett and Stephanie Cooper

Liverpool Hope University

The media has spread concern about the impact text messaging and social networking may have on literacy development. We aim to discover whether text message abbreviations or texisms, used in text messages and on social networking sites can have a positive effect on literacy skills. Links will be made between our findings and current teaching practices. We will discuss the importance of making young people aware that texting and social networking can be a positive step toward improving wider literacy skills.

LOCATION

Liverpool Hope University
EDEN Building
Hope Park
Taggart Avenue
Liverpool
L16 9JD

Tel: 0151 291 2147 / 3229 / 3405



ACCOMMODATION

Liverpool has a wide variety of accommodation available. Liverpool Hope University offer a large range of moderately priced accommodation on the Hope Park campus a stones throw away from the conference facilities. Alternatively there are plenty of Hotels in the area and we have listed a few options below.

Accommodation	Details
Liverpool Hope University Accommodation Hope Park Campus, Liverpool, Tel: 0151 291 3408 or accommodation@hope.ac.uk	B&B rate of £35 (+VAT) per person Room Only rate of £30 (+ VAT) per person Student B&B rate of £20 (+VAT) per person Student Room Only rate of £15 (+VAT) per person * On campus in close proximity to conference facilities * Phone or email to book.
Hotel IBIS Liverpool 27 Wapping, Liverpool, L18LY Tel: +44 (0)151 706 9800	Rates for April 2011 from £67 per room. * 10 minute walk from city centre http://www.ibishotel.com/gb/hotel-3140-ibis-liverpool/index.shtml
The Britannia Adelphi Hotel Ranelagh Place, Liverpool, L3 5UL Tel: +44 (0)871 222 0029	Currently offering a reduced rate of £58 for a single room on bookings made for the 10 th April 2011, departing on the 11 th April 2011. See www.booking.com for details. * In the heart of the city centre http://www.britanniahotels.com/hotels/liverpool
Jurys Inn Liverpool Hotel No. 31 Keel Wharf, Liverpool, L3 4FN Tel: +44 (0)151 244 3777	Rates from £77 per room. * 20 minute walk from the city centre http://liverpoolhotels.jurysinns.com/

<p>Childwall Abbey Hotel Childwall Abbey Rd, Merseyside, Liverpool L16 5EY Tel: +44 (0)151 722 5293</p>	<p>Rates from £62.95 per room.</p> <p>*10 minute walk from the Hope Park Conference Centre * 4 miles from Liverpool city centre and 5 minutes from the M62 motorway</p> <p>http://www.childwallabbeyhotelpub.co.uk/</p>
<p>Real McCoy Guest House 126 Childwall Park Avenue, Liverpool, Merseyside, L16 0JH Tel: +44 (0)151 722 7116</p>	<p>Rates from £35.00</p> <p>* 10 minute walk from the conference venue</p> <p>http://www.realmccoy-guesthouse.co.uk/</p>

DIRECTIONS

BY PUBLIC TRANSPORT

From Liverpool City Centre:

Trains go regularly from Lime Street Railway Station in the centre, to both Broadgreen Railway Station and Mossley Hill Rail Station; the two closest stations to Hope Park campus. See below for information on buses travelling to Hope Park campus from these two stations.

You can also catch various buses from the city centre all the way to Hope Park campus. The **74** and **75** bus services go every 7 minutes from Great Charlotte Street in the city centre and stop on Woolton Road on the edge of Hope Park campus.

The **78** bus service runs every 20 minutes and can be caught from Lord St or Queen Square bus station in the city centre, with a stop on Woolton Road just outside the campus.

The **86C** bus service can be caught from Elliot Street in the city centre every 10 minutes and this stops along Taggart Avenue, on campus.

From Broadgreen Rail Station:

This is the nearest station to Hope Park campus. There are several buses which you can take leaving from Queens Drive (5 min walk from the station in a westerly direction). The **61/61A** bus services stop along Taggart Avenue, on campus, and the **81/81A** stops at the top of Taggart Avenue - on the triangle - a few minutes walk from campus.

From Mossley Hill Rail Station:

Mossley Hill Rail Station is 1.4 miles away from the Hope Park campus. This is a 25 minute walk or a quick bus ride away. You can catch the **61** or **161** bus service from this station and it stops along Taggart Avenue, on campus. Buses run every 10 minutes on weekdays.

BY AIR

Liverpool John Lennon Airport is located just 4 miles from the Hope Park Conference Centre and 8 miles from Liverpool City Centre.

You can catch the **81A** bus service from Liverpool John Lennon Airport every 20 minutes and this stops at the top of Taggart Avenue - on the triangle - a few minutes walk from Hope Park campus.

Alternatively, the Arriva Airlink **500** bus service runs every 30 minutes at 15 and 45 minutes past each hour during the day, travelling from John Lennon Airport to Liverpool City Centre, including stops on London Road and Lime Street Rail Station.

BY CAR

From the M62 :

At the end of the M62 keep left at the fork, following Bowring Park Rd round to the left onto the A5058 Queens Drive. Continue down Queens drive until you get to the Childwall Fiveways Roundabout where you take the 3rd exit, continuing down Queens Drive. At the second set of traffic lights take a left onto Woolton Rd and after about half a mile turn left onto Taggart Avenue. The EDEN Building is on the right hand side.

From the M56:

Leave the motorway at Junction 12 (A557). Follow signs to Widnes, Runcorn and Liverpool Airport (A557) for about three miles. At the junction with the A533 branch left to go over Runcorn Bridge. Move into the right hand lane on the Bridge and follow signs for Liverpool (A562). Stay on the main road to Liverpool, which becomes the A561 (pass Jaguar Factory on the right hand side) until the second set of traffic lights and turn right on to the A5275 Speke Hall Road which becomes Hillfoot Road (A562) then Menlove Avenue (A565), through three sets of traffic lights. At fourth set of traffic lights, turn right into Cromptons Lane, through another set of traffic lights on to Taggart Avenue into Hope Park.