

# A PERSPECTIVES IN BUSINESS AND HEALTHCARE MANAGEMENT NEWSLETTER



## A NOTE FROM THE HEAD OF SCHOOL

Welcome to the first Arden University School of Business & Healthcare Management newsletter. I am very proud to say that 'our' school is now the largest school at Arden University with over 4000 students currently being enrolled on our programmes. These include both undergraduate and postgraduate programmes via blended and distance learning routes. As the largest school it follows that our school staff were extremely proud and excited to see so many Business students graduate this summer and we look forward to seeing many more of you at our next graduation ceremony in 2020 – **Matt Cooper**

## FROM THE EDITOR

Welcome to the Perspectives in Business and Healthcare Management newsletter. This is the first issue and we hope that you enjoy it. We want to thank the Head of School, Matt Cooper, who has been very supportive in this process. We also thank all the colleagues and students who have contributed to the newsletter.

A great deal has been happening in the School of Business and Management and we want to share some of these. The articles featured include Dr. Alison Watson's exploration of the ethical considerations in marketisation and the need for emotional intelligence in the face of advancing use of technology in healthcare by Elsa Denise Perestrelo. There are also articles from Natalie Quinn-Walker, who looked at World AIDS Day which is held annually on the 1<sup>st</sup> of December. We also featured articles by Dr. Wannette Van Eg Dom-Tuinstra and David Protheroe-Beynon who looked at Mediation in Higher Education (HE) and Corporate Governance; respectively. Furthermore, a piece by Abdi Ali looks at 'Education vs Experience' in the context of employability.

This newsletter has given us the opportunity to highlight a number of events and partnerships that we have developed in the School, especially with the Chartered Management Institute (CMI), The King's Fund and other stakeholders which enhances the learning opportunities for students. We have also established a theatre group in our Towerhill study centre and look to expand this to other centres.

We hope you enjoy this edition and all the ones that follow –

**Saikou Sanyang**

**Co-Editors: Dr. Emmanuel Murasiranwa and Ukonu Obasi**

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## A WORD FROM OUR HEAD OF SCHOOL

It is a dynamic and extremely interesting time for our school; with every single one of our programmes due for a full review / re-author over the next 12-18 months. This will give us the chance to ensure currency within our full suite of programmes and affords us the opportunity to review our assessment strategy / diet in line with feedback received from students at recent SSLC meetings.



We continue to maintain close contact with Professional, Statutory and Regulatory Bodies (PSRBs) with every single one of our Business School programmes being accredited by a PSRB – we regard this as providing vital additional value for our students as it provides a level of confidence and endorsement from the professional bodies in light of the programmes in question. With this in mind, I am delighted to be able to share with you all that within the last week the Association for Project Managers have agreed to re-accredit our Project Management Postgraduate Programme having conducted a thorough and collegiate review of our provision. In addition, within the last few months our undergraduate Healthcare programme has gained full accreditation from the Chartered Management Institute. Well done to all those who continue to put so much effort into fostering these ongoing relationships.

The professional bodies now associated with our school are the Chartered Institute of Marketing (CIM), The Chartered Management Institute (CMI), Association for Project Managers (APM), The Association of Chartered Certified Accountants and The Chartered Institute of Personal Development – again a huge achievement for our school.

As a School, we are expecting to be launching at least three new programmes in the coming year with one of these being a celebrity endorsed product – please keep your eye out for television adverts in the new year!

I know I have met many of you before. However, I hope to be spending much more time out in our various campuses in the next few months, so please take the time to come up to me and say hi – this goes for both staff and students!

Thanks to you all and keep up the great work.



## MEET OUR PROGRAMME TEAM LEADERS FOR UNDERGRADUATE PROGRAMMES

### Business Management

Dr Alison Watson has been with Arden University (formerly RDI) since 2005. Alison started as a tutor on a number of marketing modules and progressed to her current role as Programme Team Leader for Business and Accounting. She has a wealth of industry experience in operations and project management within the retail sector. Alison has worked for a number of UK higher education institutions holding teaching positions both online and offline. She has also authored a range of modules for AU and other universities. Alison has supported many research students at an Undergraduate and Postgraduate level and has herself had a number of articles published. Her research interests are Marketing, Student Recruitment, and Education. Alison completed her MBA via distance learning at the University of Leicester and has recently been awarded her PhD from Teesside University.



Dr Alison Watson

### Healthcare Management



Saikou Sanyang

Saikou Sanyang is the Programme Team Leader for the BA (Hons) Healthcare Management Programme at Arden University, a Senior Fellow of the Higher Education Academy and a Fellow of the Royal Society for Public Health. Saikou's experience is in clinical practice, clinical trials work, care management and teaching. One of his key achievements is supervising over 300 Projects and Dissertations for students across Levels 5 and 6. Saikou has a Diploma in Nursing, an Advanced and Postgraduate Diploma in Sexual Health and Sexual Health Strategy, a Masters in Community Sexual and Reproductive Health, a Postgraduate Associate in Planning and Managing Clinical (Trials) Research, a Professional Graduate Certificate in teaching in the Post Compulsory Education and Training Sector and a Postgraduate Certificate in Teaching in Higher Education. He is currently undertaking a Doctorate in Health.



## Marketisation and Ethical Considerations

Dr Alison Watson, Programme Team Leader for Undergraduate Business Programmes

According to Ferrell et al. (2019 pg.1) ethics refer to “codes, standards of conduct, and compliance systems and typically relate to decisions that can be judged right or wrong”. This article will focus on the need for Higher Education Institutions (HEI) to be aware of their moral obligations to stakeholders, such as their students.

There has been a lot of focus on the changing perspectives of higher education and Government interest over the past few decades. Due to marketisation, HEIs are shifting to being market-led and supposedly offering the student a tailored learning experience. There has been a further shift in Government policies since the onset of neoliberalism. This shift has seen a move from higher education simply being controlled with respect to expenditure and budgets, to now being expected to tailor courses and experiences that differentiate one institution from another. Whilst the Government still retains some control in terms of quality and institutional accountability, HEIs have been able to move towards more free market-orientated perspective whereby the student or customer influences the offerings. This in itself can pose problems. An ethical dilemma for HEIs who may submit to student pressure might offer products and services that please their clients in the short term, but for future, long term employment and reflective development the HEI courses could be lacking quality. Thus, even if the HEI is aware of its moral obligation to stakeholders, it is questionable whether the institution may decide to continue to provide programmes solely for its own revenue gains, as against the long-term development and added value to its students’ journeys into their chosen career paths.

Molesworth, Nixon and Scullion (2009) argue that due to the re-structuring of funding from the Government, together with the shift to a consumer culture based on neoliberal ideology, the higher education system has been transformed. Students quite often pursue their own interest in skills development in order to maximise their future earning potential. Some universities are being encouraged to produce students ‘en masse’ ready to enter into the work environment. As Lingenfelter (2006) indicates, this all takes place at no additional cost to the institution, and yet HEIs are expected to deliver the same quality and expertise despite increased numbers. Bendixen and Jacobsen (2017) acknowledge the challenges that are presented to the marketisation agenda and conclude that even though there may be external influences on institutions, they still need to ensure that quality standards are maintained to satisfy all interested parties.

Natale and Doran (2011) warn about the ‘fast-paced’ turnover of students and recognise the role of the business environment within the process. It is argued that the impact of the business world on HEIs may distort their traditional intrinsic values. Students tend to be required to be more pragmatic in their thinking rather than logical thinkers in pursuit of knowledge for its own sake. Molesworth, Nixon and Scullion (2009) argue that the student is focused only on content which relates to future employment. According to Natale and Doran (2011), education is now considered to be a ‘marketing commodity’ and one that leads to individual profit. Does such a perspective then lead to moral obligations on the HEIs to inform students of the limitations of a course? A further challenge for HEIs is understanding the actual place and methods of pedagogy to either support these views of education or to enhance education in order to maximise the students’ experiences and develop their knowledge with a view to encouraging their lifelong learning.



**UCAS Undergraduate Open Day in London, June 2019**

Kaplan (1996), finds the influence of business and private investment produces further transitions within HEIs that could cause conflict of interest. Academics are often sponsored to carry out research on behalf of organisations. This could be to the detriment of teaching processes that once were the predominant role within the institutions. Nowadays both activities need to take place simultaneously. This relates to the earlier point made by Lingenfelter (2006) with respect to the need to produce more for less. Ek et al. (2013) express concerns that HEIs are focusing on market forces and research rather than the development of the HEIs' and society's culture. The researchers suggest that resources are being allocated to corporate research, thus reducing the focus on encouraging certain groups, such as the socially disadvantaged, to access and succeed within HEIs. Yassi et al. (2010), in particular, question the credibility of some research results when researchers are being funded by business corporations. If HEIs become reliant on corporate organisations to fund their institutions, then it is questionable as to whether contrasting or controversial opinions and results will be expressed by the academic community. The academics of institutions may come to fear that any such controversial findings might affect future research funding.

Another ethical dilemma is highlighted by Harris (2005), who assesses the influence that autonomy and freedom have on the role of the academic. As market forces have set out the student as a 'customer', student expectations of 'service' have increased. Hence, he or she will be influenced to monitor an academic's performance. Consequently, academics may feel that they are under constant review. Micro observations of their performance come from a range of stakeholders, thus helping to reduce the critical perspectives and views of the academics, who may feel that they have to conform to the expectations of their customers and other interested parties. Ek et al. (2013) develop an argument for the formation of 'Academisation' since the advent of marketisation, whereby the emphasis on more vocational studies has impacted on the academic's role of the teacher and his or her scientific knowledge.

Whilst this article provides a snap-shot of the changes in the higher education market and introduces the reader to ethical dilemmas of marketisation, much research has been conducted and is still being undertaken to establish how to provide the right balance for all interested parties. Higher education is a huge investment, therefore, the role of the academic is essential in order to develop students into self-directed and independent work-ready individuals.

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# The Advancing Digital Health Industry should still leave room for Emotional Intelligence

By Elsa Denise Perestrelo, Healthcare Management student Berlin

*There is no doubt that digital health is fundamentally transforming global healthcare. In a world where you can now receive a doctor's consultation through your phone or track your cardiac function with a smart watch, technology is making life easier for both the people receiving and giving medical services. It begs the question, what happened to the part about "treating the patient, and not just the disease"?*

## Digital Health

It is expected that by 2023, the global digital health market will be worth an estimated \$234.5 billion. The increasing interest in the market has led to ground-breaking advancements, which is why it is no surprise that the "Big 4" and other tech companies are becoming leaders in healthcare innovation and artificial intelligence. Apple's iPhone can compute health data by monitoring a user's blood pressure and with the Apple Watch (Series 4 or later) you can get an electrocardiogram (ECG) in the comfort of your home. Amazon's Alexa now has a set of new "healthcare skills" in partnership with other companies. They range from helping patients track their prescription delivery with Express Scripts, to offering members the chance to enquire about their last blood sugar level readings and receive advice based on their personal data with Livongo Health.

With the rise of collaboration between these huge tech companies and healthcare providers it is easy to wonder if one day there might just actually be "an app for everything". Even though at times they are more convenient than traditional methods, most of these apps do not provide the users with an experience that includes engaging with someone who will try to understand your emotions and relate to you as an individual. According to Freshman and Rubino (2002), this ability to recognise human issues and respond to them appropriately is significant in healthcare, an environment with numerous concerns such as patient protection to consider.

Remember when people would actually have to go to a hospital to get a skin cancer test? Well now, you can do it through SkinVision on your smartphone. Many of the major improvements in health service delivery can be attributed to the advancement of medical artificial intelligence (AI). So if artificial intelligence is improving our lives, why do a number of people still prefer to go to physical health centres to be treated by real-life health practitioners? What can a nurse offer that an app cannot? Emotional Intelligence.





## Emotional Intelligence vs Artificial Intelligence

As simply put by Goleman (2010), Emotional Intelligence (EI) is “the capacity to recognise our own feelings and those of others, to manage our emotions and to interact effectively with others”. According to the well-known psychologist’s book, *Working With Emotional Intelligence*, EI has five attributes:

- Self-awareness (Recognising and understanding your own emotions)
- Self-regulation (Managing your emotions and expressing yourself appropriately)
- Social skills (Interacting well with others)
- Empathy (Understanding and relating to how others are feeling)
- Motivation (Having an interest in improving yourself)

The attributes can be divided into Personal (Self-awareness, self-management and motivation) and Social (Social skills and empathy) categories. These categories go hand in hand with each other; since one could say understanding yourself is a key to understanding others, both necessary traits in a field where artificial intelligence is beginning to overshadow the need for human connection.

Health technology is moving towards faster and standardised medical service delivery, subsequently requiring less human interaction between patients and practitioners. However, in some cases, patients would prefer a health practitioner who is both educated and emotionally intelligent over a more accurate computer-based programme. In a recent article from the *Journal of Consumer Research*, researchers explored why patients were resistant to the use of medical artificial intelligence, regardless of the evidence proving AI to be more effective and accurate than human healthcare providers. Through a series of experiments, they found the reason to be that patients viewed themselves as unique and they felt that computers were incapable of detecting their uniqueness. It is interesting to observe how even with the availability of “better options”, the patients were still willing to risk the chance of receiving a less accurate diagnosis, for the sake of being diagnosed by someone who could factor in their individuality.

Social skills and empathy, two of the EI attributes, are important keys in identifying people’s individuality or uniqueness in patient-centred care.

The ability to understand the emotions a person, or in this case, a patient is experiencing improves their openness to treatment in a healthcare environment. How health service providers can use that understanding and the patients’ past and present circumstances to relate it to their specific treatment is essentially the use emotional intelligence. In fact, the concept of patient care involves supporting patients to understand and learn about health, and the utilisation of that information to treat a patient the best way suitable for them.

## Looking Forward

Despite the progression in technology today, there is clearly still a need for human contact. A research letter published in *JAMA Oncology* showed that patients preferred doctors who engaged in face-to-face consultations, in comparison to those who used computers to communicate with them, they viewed the doctors they saw in person to be more compassionate and felt they had better communication skills.

This need should not be ignored but should rather be at the centre of all conversations surrounding medical artificial intelligence. Digital health is changing lives by introducing more cost effective and timesaving medical service delivery for patients but how does it make them feel?

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*Full list of references available at request – please contact the Editors at [perspectivesbhm@arden.ac.uk](mailto:perspectivesbhm@arden.ac.uk)*

## Corporate Governance & why it's vital.

By David Protheroe-Beynon, Business Management student Manchester

In order to address this question it is necessary to understand what Corporate Governance is and something of its history.

To begin with, although the term "Corporate Governance" has been in use since the 1980's, the concept has existed for centuries and defines "the way power is exercised over corporate entities." (Tricker, 2012). In other words, how an organisation is run. This applies not only to companies such as McDonalds or British Airways, but to organisations such as The Civil Service, NHS, religious institutions, schools, charities even small businesses such as the local corner shop.



Using a bakery such as Sheldon's Bakery as an example, it is the job of the managers to ensure their muffins, baps and teacakes are produced and shipped to the customer whereas Corporate Governance is designed to ensure that every aspect of that process and the way in which that bakery conducts itself overall, is compliant and provably so. Why? As an owner or shareholder, you want the company, your organisation to continue to make money for you. As an employee, your livelihood depends on your employers ongoing success. However, as history has shown, all too often the effort to cut costs and increase profits have had the reverse effect. The story of Corporate Governance is a one of theft and fraud going back in history to the South Sea Bubble in 1721 and beyond.

An element of CG is this relationship between the owners/shareholders and the Directors of companies and problems have occurred when control has been too one sided. Prime examples of this were the Maxwell scandal and the BP Deepwater Horizons disaster. In the former case, the media mogul, Robert Maxwell was able to syphon millions out of his employees' pension funds without let or hindrance and he had enough clout, when he was alive to stifle any real opposition. With Deepwater Horizon, that excessive control worked in the opposite direction. Pressure to save money, increase profits and shareholder dividends prompted BP to cut corners on safety which lead to the catastrophic explosion and oil spill. 11 people died, 1000 miles of coast from Texas to Florida was decimated, marine life was destroyed and the cost of compensation and fines since 2010 has exceeded \$65 million.

Sadly, it would appear, the lessons of these and other disasters haven't been learned let alone put into practice. In the Summer of 2019, Thomas Cook ceased trading just months after being certified as financially sound by the CAA. Given that companies like Thomas Cook must publish their financial reports every year, it is reasonable to deduce that alarm bells were ignored in 2019 just as they were almost 30 years ago with Maxwell.

As owners, shareholders, trustees of any entity, be it an airline or a zoo, it is reasonable to want to make a profit and receive a return on investment. Yet despite the catalogue of disasters in the last 40 years lessons are not being learned. Excessive pressure applied to cut costs and increase profits has not only brought down businesses it has claimed lives. The Stardust Nightclub, Hillsborough, Winterbourne View were preventable had those in charge heeded the warnings of the past and genuinely, as they say in their press releases "learned lessons."



## Corporate Governance & why it's vital (Continued)

By David Protheroe-Beynon

These Corporate Governance failures are not just scandals which impact on big corporations in other spheres of life. There are modern day schools which, despite their Equality & Diversity policies are still introducing bans on African hair styles such as braids and dreadlocks. With numerous instances of people being fired from their jobs for racial profiling and exhibiting racist behaviour we are entrusting our children's education to institutions run by people stupid enough to risk their own jobs by doing just that.

This begs the question, why are these lessons not learned. Examples of good corporate governance are all around us. Jersey Zoo in the Channel Islands founded almost 70 years ago by Gerald Durrell, in part to house the animals he brought back from West Africa, his dream was to collect endangered species from around the world, study them, preserve and breed them in captivity so that when they became extinct in the wild they wouldn't be lost forever. In 1958 the zoo became a Trust and has grown over the years, remained financially viable and is continuing Gerald Durrell's legacy 25 years since his death. For nearly 200 years the RNLI, supported largely by charitable donations has been saving "Those In Peril On The Sea," (Whiting, 1860). Since 1835 the Bewleys company have been trading tea and coffee and since 1927 their legendary cafés have stood the test of time very successfully.

It is a fact of life that as humans we need money to survive. Everything on Maslow's Hierarchy Of Needs comes at a price so it is not a sin to want to turn a healthy profit or earn a large salary. However, if we want that to continue then the Corporate Governance relationship needs to be symbiotic not dictatorial and the policies need to contain an element of common sense.



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## Mediation in Higher Education: the need for a distinctive approach

By Dr. Wannette Van Eg Dom- Tuinstra, Business Management and Law Lecturer

This three- part article will explore the unique attributes of higher education organisations that necessitate the case for a distinctive approach to mediation in higher education.

Mediation conjures different images in different contexts, from glamorous international arbitration on pressing global conflicts, to a family mediation session taking place amongst soft toys. Although mediation is used in a wide variety of situations, and there are many different models of mediation, at its core mediation refers to a particular method of dispute resolution that is voluntary, impartial and confidential and where a third party assists participants to reach a mutually agreeable settlement. This contrasts, for example, with a legal dispute mechanism such as the courts, which is not voluntary as parties must attend court, where cases are usually heard publicly and where judicial authority imposes an outcome upon the parties.

Scholars and practitioners differ greatly on the exact number of steps in a mediation process. Kovach<sup>1</sup> describes thirteen stages and similarly Moore<sup>2</sup> describes twelve stages, however Jay Folberg and Alison Taylor<sup>3</sup> describe just seven stages. Nevertheless, each model includes individual meetings with the mediator, which then progresses to a structured, facilitated meeting between the participants that focuses on win-win solutions.

### Mediation in Higher Education: The need for a distinctive approach. Part 1

At first glance the business case for mediation in the workplace is compelling. Its high success rates and reduced costs in terms of time and money compared to long term absences, grievance procedures and litigation are its chief benefits. What is less obvious, but nevertheless a highly influential benefit of mediation in the workplace, is the wider effect in terms of improved working relationships, lower levels of conflict and improved conflict management skills. Mediation has a high success rate. Evidence from the United States found that in 59% of workplace mediations parties were satisfied with the outcome; 85% were satisfied with the fairness of the process and 90% would use mediation again.<sup>4</sup> Mediation can also benefit an organisation by avoiding employment tribunals with their expense, time, and escalation of conflict. Studies show that mediation reduces the number of formal grievances and often halts employment claims already undertaken. The CIPD 2007 Managing Conflict at Work report provided some evidence that organisations providing mediation training for managers receive fewer employment tribunal claims.<sup>5</sup>

In the United Kingdom a few universities have piloted mediation services and Bristol University, for example, has introduced a confidential mediation service for staff and students. These developments underscore the importance and usefulness of mediation in the workplace, and may represent a cultural shift away from resolving disputes with an adversarial, zero- sum approach, to one characterised by empowerment.

Mediation services in higher education are a welcome development but the unique characteristics of higher education do necessitate more closer scrutiny as to how these services are delivered. A higher education institution, like a university or a college is unlike any other workplace; it is a unique community, wherein students and staff have the opportunity to advance themselves with positive effects on wider society, business, technology and knowledge. Higher education organisations are particularly characterised by nexus and overlap, for example they operate between aspects that are public and private, profit and not- for- profit. The central feature of its operations, the delivery of education to students has to be balanced with meeting market and operational demands. Such nexus will mean resolving competing demands, needs and interests.



**Dr Wannette Van Eg Dom –Tuinstra**

This overlap is also glaringly apparent in the people of higher education. Staff are employees, but they may also be undertaking further professional development and so may simultaneously be students. Students, the mainstay of the organisation's raison d'être, may also undertake paid employment roles within a university or college, some of which are mutually dependent, such as PhD scholarships that come with teaching responsibilities. The situation is even more complicated when students are also researchers or on a work – study placement or internship when they act like employees without employee rights.

Tutors have roles as educators primarily, but also undertake pastoral care roles and mentorship. Most academic staff are usually juggling several responsibilities at once; tutor/lecturer, researcher, grant applicant, administrative duties and supervising research, as well as, in many cases, advising and consulting to industry, government and the third sector. There can be huge pressures of time and money and some roles are incompatible or come at the expense of others. Such nexus between roles will inevitably lead to confusion and conflicting positions and interests. Finally higher education is also characterised by its intensely multicultural environment which although one of its most positive assets also comes with the risk of cultural miscommunication and a clash of values.

These features mean that when disputes arise in higher education, they are likely to have dynamics not seen in more conventional workplaces, such as, participants who are simultaneously staff and student. Many of the unique aspects of a college or university, such as its multicultural nature are advantages but also simultaneously can be catalysts for misunderstandings, miscommunication, dissatisfaction and disputes. The transformative role of a higher education also means the stakes are high, there is real risk that staff and students can have their whole lives unravel when things go wrong. Disputes in academia tend to arouse powerful emotions, as the reputation of an institution or the intellectual credibility of an individual is often at stake, driving people and institutions to seek vindication in the courts and tribunals, going to extremes to achieve justice and fairness and waging war over matters of principle.

Even if one wins in the courts, the court cannot repair reputations, restore lost time, undo damage caused by stress, or restore lost opportunities. A court also cannot order an apology, which can be hugely transformative in working relationships. In an academic environment, whether student or staff, these are the things that matter most, and these are the things that mediation can deliver.

Higher education institutions invest vast sums of much-needed funds fighting claims by students, staff, or governing bodies just to maintain their institutional and professional integrity. So much so that the recent National Audit Office report warned universities of the high risk of financial failure and continuing such expenditure in the future will be little short of scandalous. For example, the University of St. Andrews spent more than £200,000 on legal fees in successfully defending a claim for constructive dismissal by a lecturer. The legal fees were ten times the amount the university might have paid in compensation had it lost the case. In 2005, a student with a sleep disorder lodged a disability discrimination complaint against Salford University. After five years of litigation, judgment was given in the university's favour, but the judge commented: "The engagement of a suitable mediator at an early stage could result in a rapid and satisfactory resolution from the point of view of all parties before positions become entrenched."

Mediation, being an early intervention instrument, can be utilised to stem catastrophic damage but mediators in higher education will have to be sensitive to some of the unique dynamics of conflict in a higher education organisation in order to reap the benefits of mediation.

In our next article we will explore and evaluate the legal framework underpinning the rights of students and how this necessitates a uniquely tailored mediation model for the higher education sector.

### **Bibliography:**

*Full list of references available at request – please contact the Editors at [perspectivesbhm@arden.ac.uk](mailto:perspectivesbhm@arden.ac.uk)*





## Business student at Ealing discusses employability and why Arden - Abdi Ali

### So tell us Abdi: is it 'Education' or 'Experience in your view?

Growing up I'm sure you've been told, "in order to get a job you need a degree!" but is this entirely true and once you've acquired the degree are you promised a job? From my personal experience I've witnessed that once in that interview room, I'm asked about my experience before education. The most surprising part of all this, is that on my CV it states "last relevant education-based qualification is A Levels" but followed by the years of experience I'm almost always guaranteed an interview. However, I've only managed to get this far by follow up calls and levels of high persistence.

Okay great, now I've gotten past the front door, I'm employed, I see for the first time the structure of the company I'm working for. Most commonly the structure starts with my Directors, then managers, the people I am aiming to be like or one day be able to have a job like theirs, drive fancy cars like them, but once I ask about their education 10 times out of 10, they have degrees and PhD's. Mind you the job title I had at the time was in administration.

A few months fly past and as an administrator I often worked closely with Human Resources, the people in charge of the hiring process. From working with HR I saw which candidates got the positions that I wanted myself but was unable to get with my employment background. I started investigating the matter and asked my managers how I could possibly be seen as a candidate for these jobs. The answer I received was go and get a degree then appropriate training will be given to you because my experience alone couldn't get me into such positions.

Being as stubborn as I am, I'd known there must have been another alternative for me, so I opted to taking on more responsibilities. I worked longer than most of my colleagues even working after hours not requesting more pay. To be honest I exhausted myself and neglected a lot of my own work in this process and it didn't take long until it was noticed. I was forgetting to send out emails and following up with clients of my firm and ethically this was unacceptable in my company as it should be. It was at this moment I decided that this was not the route I wanted to take. I considered myself to be a person of ethics and had a passion for business, so I decided to start searching for a university to go to.

### Why study at Arden?

Actually before I started applying for a university I sat down and contemplated how I could fit university into my busy lifestyle. I asked around and a friend told me that there are universities that offer blended learning, I had no idea what that was at the time. I was told that Blended learning was an approach to learning that combined traditional based classroom learning with interaction based online studies, this was exactly what I needed. This meant that for two days a week I was required to go lectures for 8 hours which was split into two, so two days of 4hr lectures and I still have 3 days left to work during the weekdays. This fascinated me because essentially, I was getting the best of both worlds, I could continue pursuing my career and work towards a degree at the same time.

Now there was only one thing to do, find a university that offered blended learning. I called a number of universities until I came across Arden, it was small and located in the middle of a vibrant area, initially the size of the campus is what attracted me. Having gone to a small private secondary school myself and achieving high marks I knew that I could do it again.



Employer recognised accreditation



## Abdi Ali: Employability and why Arden (continued)

### How are you getting on with studies?

I just finished my first module and got 85% on my first ever assignment, I'm so excited for what the future holds for me and I don't think it would have been possible for me at any other university. The small classes, access to the lecturers, campus resources, the break down of each assignment and intense but fun lessons all combined are the ultimate formula for success!

### Any message for other students?

Get the degree! I believe passion for something is not something we are born with it is something we pick up on our journey of life. So let your journey be born from the university of your choice, from your mentors and from your lecturers!

FIND YOUR PASSION AT ARDEN. SEE THE OPPORTUNITIES AVAILABLE AT ARDEN [HERE](#)



## **CAREER SPOTLIGHT: HEALTHCARE MANAGEMENT CONSULTANT**

### **What is the role of a Healthcare Management Consultant?**

Healthcare Management consultants work as part of the healthcare business to help advice and create technology, policy and procedure solutions for the operations of the company that will lead to efficiencies and improved performance. They usually work independently, using data to come up with plans that improve the service provided.

### **What is the relevance of my Healthcare Management degree?**

A Healthcare Management degree exposes you to the knowledge and theories that underpin practice, including:

- Understanding the needs of the service user
- Performance improvement and management in healthcare
- Planning and managing resources
- Leading teams in health and social care
- Interagency working

### **How do I become a Healthcare Management Consultant?**

Following the completion of a Healthcare Management degree, individuals can gain experience working in a leadership management role in a healthcare setting. Experience of leading and managing teams would be useful as well as a demonstration of skills for driving and delivering improvement. The individual should also have a good understanding of the healthcare environment, and the geography of the area they wish to work in.



### **Case Study: Healthcare Management Consultant in GE Healthcare**

Taken from LinkedIn jobs, it describes the role of a Healthcare Management Consultant, which includes needing to travel for up to 75% of the time, develop and deliver insightful and succinct client facing presentations and demonstrate an aptitude for critical thinking and evaluating ideas. The role requires someone with very good communication skills, a high performer with drive for problem solving.

The individual should develop a good understanding of their organisation, the geography of where they work and the wider healthcare environment. They should also be able to work with others as well as can work alone without supervision.

Salaries for a Healthcare Management Consultant can range from £25,000 to £102,000 per annum.





## World AIDs Day

By Natalie Quinn-Walker, Healthcare Management Lecturer and PhD candidate

World Aids Day was founded in 1988 to raise awareness and create a united fight against HIV and honour the lives of those lost to AIDs related illnesses. This year's theme is "Know Your Status" encouraging people to engage in regular HIV testing. HIV stands for Human Immunodeficiency Virus which refers to the weakening of the immune system by the virus, while AIDS refers to the communication of illnesses that weaken the immune system and increase the risk of further health complications (Terrence Higgins Trust, 2019).

AIDS is often referred to today as late-stage HIV or advanced HIV. HIV affects the CD4 cells of the immune system and the cells multiple damaging the cells. Therefore, increasing the risk of the person being unable to fight infections.

HIV can be passed through sexual intercourse, sharing drug injecting equipment, breast milk, and blood. To reduce the risk the Terrence Higgins Trust (2019) recommends engaging in safe sex and 'Knowing Your Status' by regular testing. There are different HIV tests available. Some are known as rapid testing, which provide results in 60 seconds to 20 minutes, these involve a finger prick and the extraction of a small amount of blood.

The World Health Organisational recommends regular testing, as once diagnosed, the HIV treatments can prevent the virus from reproducing and stop any further damage to the cells. Minority of HIV/AIDS Fund (2019) encourages people to 'Know Your Status' as people living with HIV can take medicine daily as prescribed, to remain undetectable (the level of the virus is at a low level, that it is not detectable in blood tests, therefore unable to be passed on) and live long, healthy lives.



Natalie Quinn- Walker

### For more information regarding testing:

Terrence Higgins Trust – HIV Testing:

<https://www.tht.org.uk/hiv-and-sexual-health/testing-hiv>

HIV Training Video:

Terrence Higgins Trust – Training Video:

<https://www.youtube.com/watch?v=p9uVCttGw8g>

### Reference list:

Minority of HIV/AIDS Fund (2019) Global HIV and AIDS Overview. [online]. Available at: <https://www.hiv.gov/federal-response/pepfar-global-aids/global-hiv-aids-overview> (Accessed 1 November 2019)

Terrence Higgins Trust (2019) What is HIV? [online].

Available at: <https://www.tht.org.uk/hiv-and-sexual-health/about-hiv> (Accessed 1 November 2019)

# Faculty staff profile – Dr Emmanuel Murasiranwa, David Harris and Ukonu Obasi

## Profile/Qualification/Experience

### Dr Emmanuel Murasiranwa MIH

**Role:** Business (Blended Learning) Lecturer and Module Leader

**Campus;** Birmingham Study Centre

**Qualifications:** PhD Organisation & Management, MA Social Science Research Methods, MSc Hospitality and Tourism Management, PGCE in Education, PTLLS 4-Year Diploma in Hotel Management.

**Experience:** Various including Hotel and Restaurant Operations Management and Teaching in Further and Higher Education in both private and public sectors

**Professional memberships:** Member Institute of Hospitality



## Profile/Qualification/Experience

### Mr David Harris QTLS

**Role:** Business and Hospitality Lecturer and Module Leader (on both Blended and Distance Learning) and Module Leader

**Campus;** Manchester Study Centre

**Qualifications:** MSc Responsible Tourism Management, BA (Hons) Tourism Management, BA (Hons) Economics, Diploma in Licensed Retail Hospitality, Qualified Teacher Learning and Skills (QTLS), Diploma in Teaching (DTLLS)

**Experience:** Various, including; vocational business and tourism involvement in the industrial, retail, service, hospitality and transport sectors.

**Professional memberships:** Member Society for Education and Training

## Profile/Qualification/Experience

### Mr Ukonu Obasi FRSPH

**Role:** Healthcare Management Lecturer and Module Leader

**Campus;** London Study Centres

**Qualifications:** MSc Public Health, Certificate (L4) Health in the Workplace Coaching, BSc Health Education

**Experience:** Various, including; as Health Improvement Practitioner and Senior Health Trainer with the NHS and Implementation Manager and Performance and Assurance Manager; respectively with Public Health England (PHE)

**Professional memberships:** Royal Society for Public Health

\*\* Ukonu stood as a parliamentary candidate in the December 2019 general elections.





## BUSINESS AND HEALTHCARE HoS AND PROGRAMME MANAGEMENT TEAM



## Theatre Group launches in Tower Hill campus



The Arden University Theatre and Performing Arts Club (AUTPAC) has been launched in Tower Hill campus. The extracurricular club which is the brainchild of Healthcare Management lecturer, Ukonu Obasi (centre) was set up to be a student run group for students to showcase their talent in the creative and performance arts such as acting, dancing, music and crafts.

The club held its first meeting on 19<sup>th</sup> September at the Tower Hill Campus of the University with 10 students in attendance. The club elected its first president and secretary and looks to start full activity in the new academic cycle.

The students were excited to belong to the association and look forward to showcasing their talent and use the opportunity to gain new skills and experience.



## BUSINESS AND HEALTH CONFERENCES: GET INVOLVED!

# The King's Fund

Ideas that change  
health care

## Health and care explained: how the system works and how it is changing

**Date:** 30 January 2020  
**Time:** 8.30am – 4.45pm  
**Venue:** The King's Fund,  
London, W1G 0AN

Have you ever needed to look up an acronym to understand something in the health and care world; wondered how hospitals, public health, social care, mental health and community health fit together; or thought about who exactly is responsible for making decisions?

Find out the answers to these questions and more.

At this event we will explain:

- how the NHS, social care and public health are structured
- how organisations are funded, staffed and assessed
- the differences between primary care, hospitals, community care, mental health services and more
- the challenges for the future and current plans to address them.

Register [HERE](#)

For more information visit [www.kingsfund/events](http://www.kingsfund/events)

## Arden University Student Conference: April 2020

The first Arden University Annual Student Conference will be held on April 2020. The conference is an excellent opportunity for dissertation students to present their research and academic endeavours to their fellow students and the staff at Arden University through a series of talks and poster presentations.

WOULD YOU LIKE TO BE INVOLVED IN A CONFERENCE BY ARDEN STUDENTS FOR ARDEN STUDENTS?

The conference is multi-disciplinary, meaning that it will blend the realms of science, business and technology. There will also be a range of skills workshops and, of course, it's a great opportunity to network. Finally, the conference will be student led. Specifically, we are looking for students to volunteer to take control and to run the conference as their own. It will be **a conference by Arden students for Arden students**. Precise details of the conference will be released soon, once the student committee decides how best to run the conference.

If you want to be involved and to be on the committee, then please contact Tom Lockhart at [tlockhart@arden.ac.uk](mailto:tlockhart@arden.ac.uk).

# CMI STUDENTS

#CMIFutureleaders



## FUTURE LEADERS BLOG

Tap into the latest tips and trends to become influencers in the everyday and the extraordinary.



## STUDENT AMBASSADORS

Work with us on the delivery of engaging resources and activities on campus. Interested? Get in touch!



## ONLINE RESOURCES

Access training videos, our mentoring platform, news about networking events and support during University.

## BECOME A FUTURE LEADER

Join a collection of diverse, ambitious and emerging professionals who are proactively looking to influence the world around them. We want to partner with you to support your aspirations, guide your progress and help you to gain those crucial employability skills.

If you're serious about achieving more, raising your confidence and getting ahead in your career, join CMI's Future Leaders today.

Register [HERE](#).

For more information visit [www.managers.org.uk](http://www.managers.org.uk)

## WE ARE ALREADY LOOKING FOR ARTICLES FOR OUR SECOND EDITION

Interested in contributing? See below!

**Improve your writing skills**

**Write about a topic you are passionate about!**

**Have a piece of your work published!**

**Build your employability!**

**ARDEN UNIVERSITY**

**SCHOOL NEWSLETTERS:  
GET INVOLVED!**

### School of Psychology Newsletter: Conversations in Psychology

We are looking for students to contribute topical, Psychology-related articles which will be shared amongst our School's staff and students. It's a great chance to get your work published, to get some experience of writing for an audience and to work with an editor. Please contact Holly Stokes at [hstokes@arden.ac.uk](mailto:hstokes@arden.ac.uk) if you're interested in this exciting opportunity.

### School of Business Newsletter: Perspectives in Business and Healthcare Management

We are looking for students to write interesting and up-to-date Business and/or Healthcare related articles of around 1000 words in length to publish in the next or future issues of the forthcoming 'Perspectives in Business and Healthcare Management' newsletter. If you are interested in taking advantage of this great opportunity to get published please contact the Editors at [Perspectivesbhm@arden.ac.uk](mailto:Perspectivesbhm@arden.ac.uk).

## A special thank you to the following colleagues for their support in completing this newsletter:

- Holly Stokes
- Lou Wells
- Rajeev Nath
- Michael Olusoji
- Prof. Wilson Ozuem

## Contributing to the next edition of the newsletter

We would like to thank all contributors to this first edition of the School of Business and Healthcare Management newsletter. If you would like to contribute an article, news item or upcoming event related to Business and/or Healthcare Management for the next edition, please contact the editors at [perspectivesbhm@arden.ac.uk](mailto:perspectivesbhm@arden.ac.uk) for more information. We look forward to hearing from you.

**Next Issue: February 2020.**



It's Holiday season again!



Our warmest wishes and  
have a happy restful holiday!