



PERSPECTIVES IN BUSINESS AND HEALTHCARE MANAGEMENT NEWSLETTER

Issue 4 January 2021

Highlights of this issue

Hello, what a year it has been! From 23rd March 2020, we experienced the UK's first lockdown and currently experiencing the second lockdown. Arden University has adapted with the new regulations with students now engaging in lessons at home online. Reflecting upon the last year, it has been a challenging experience for everyone, with cancellations of events, the social distancing from our loved ones and sadly the passing of people whom we love, cherish and care for.

I wanted to reach out to you all. If you are struggling or know someone who is struggling or worried about anything. There are services and supportive networks available. For under 16s, there's a great online mental wellbeing community at www.kooth.com. For advice on how to manage anxiety and stress, search "Every Mind Matters" online. Samaritans are also available 24/7 - call 116 123 or visit www.samaritans.org to speak with a counsellor today.

This newsletter provides a range of topical discussions as well as training opportunities for you. If you wish to contribute or share thoughts, you are welcome to email the editorial team at perspectivesbhm@arden.ac.uk



Natalie Quinn - Walker
Healthcare Management Lecturer

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Your resilience deserves our praise!

Greetings and compliments of the new year from the Editorial Team.

You did it! You sustained and inspired this newsletter into its first anniversary through your acts of kindness. Perspectives in Business and Healthcare Management is one year old. We could not have done it without you. It is not for us to declare success-it is up to you to pass that judgement. However, it is up to us to express our endless gratitude: thank you our authors, readers, mentors and supporters for your contributions during very challenging times-**resilience par excellence, indeed!**

You demonstrated tremendous resilience in your support for the newsletter, thereby showing one of the most sought after survival qualities. According to Coutu (2002), there are three defining characteristics that set resilient people apart from others:

- The capacity to accept and face down the harsh reality-acting in ways that enable them to endure and survive hardships. The ability to avoid slipping into denial and training themselves to survive before the fact.
- The ability to find meaning in some aspect of life-a deep belief, often buttressed by firmly held values, that life is meaningful—the ability to resist any impulse to view themselves as victims when hard times strike.
- Uncanny ability to improvise. Ability to solve problems without the usual or apparent tools, i.e. making do with whatever is at hand. Ability to be inventive and put resources to unfamiliar uses and imagine possibilities not seen by others.

While each of these qualities alone can help you to bounce back from hardships, you need all three to be present to be truly resilient. One of Coutu's (2002, p.3) interviewees explains the importance of resilience this way:

“More than education, more than experience, more than training, a person’s level of resilience will determine who succeeds and who fails...”

In the prevailing Covid-19 pandemic, resilience becomes even more important than ever. The good news from Coutu's (2002) work is that you can learn to be resilient. So, please continue to ‘face down the realities of Covid-19; search and find meaning in these terrible times and continually improvise.’

To you and your loved ones, best wishes for continuous resilience, safety, good health and a prosperous 2021.

The Editorial Team:

Natalie Quinn-Walker; Saikou Sanyang; Ukonu Obasi & Emmanuel Murasiranwa

Reference:

Coutu, D., 2002. *How Resilience Works*. [online] Harvard Business Review. Available at: <<https://hbr.org/2002/05/how-resilience-works>> [Accessed 19 January 2021].

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Welcome Message from Dr Alison Watson



The Head of School of Leadership & Management

Hello and welcome to the January 2021 Edition of the Faculty of Business newsletter. We are very pleased to introduce our new and first University Dean for the Faculty of Business, **Dilshad Sheikh**, CMgr CCMi, FHEA to Arden. Dilshad brings with her a wealth of 20 years of experience in the higher education sector and industry.

She also sits on the board of the Chartered Management Institute (CMI). We wish her success in her new role. Since our last newsletter, there have also been some further changes. My colleague **Stephanie West** joins Arden as Head of School for Healthcare Management and I am now the Head of School for Leadership and Management.



We also welcome the Centre for Foundation Studies into the Faculty. This development is exciting for us as it will enable level 3, foundation students, to progress smoothly through their programmes. We have several programmes under development. From April 2021, we will be introducing the following programmes into our portfolio:

MBA (Digital Business); MSc Digital Business Transformation; MSc Project Management (with technology); MSc Digital Marketing; MSc Digital Supply Chain Management

Initially, these will be introduced in distance learning, with a view to rolling the programmes out to blended learning towards the end of 2021. We are also in the planning stages for several other programmes, including MBA International (Mandarin), MSc Financial Management, BA Digital Business, BA Leadership and Management, and BSc Digital Marketing. The programme development will expand our portfolio significantly and fits with Arden's 'digital first' strategy. We will be undertaking a review of the modules for existing programmes and making additions to them where we feel value will be added for you. We will also continue with our Guest Speaker programme. We hope you find this interesting and enable you to think about how your course will help you develop in the workplace.

I want to thank all students for their contributions on UNITU, our student voice platform. Since the relaunch, there has been lots of activity. This development is extremely useful for us, and I just wanted to share some actions concerning the "**you said, we did**" campaign. You asked for Programme inductions to be run for distance learning on an evening. In October 2020, this successfully took place. You also asked for clarity with regards to distance learning support. In November 2020, my colleague Hugh Smith and I ran a Zoom session to communicate this and speak to students. Finally, from February 2021 onwards, we will be introducing evening teaching sessions in our Birmingham and Holborn study centres for foundation and top-up students. We believe that this further contributes to providing flexibility and convenience when studying at Arden.

Welcome Message from Stephanie West



The Head of School of Healthcare Management



Happy New Year everyone! I am delighted to be writing to introduce myself as the new Head of School of Healthcare Management and I am excited to have joined Arden at this time of development and growth. We are now a "School" in its own right and I am very much looking forward to forging our identity over the weeks, months and years ahead.

I come to Arden from a career in healthcare education, spent at various universities around the UK. I am an optician by profession and conducted research in contact lens materials for my PhD alongside starting my lecturing career in Optometry at Anglia Ruskin University, Cambridge. After a further six years as an academic at City, University of London School of Visual Sciences, I moved to the University of the West of England Faculty of Health and Applied Sciences as Academic Director for Placements and Work Integrated Learning. Here I developed my understanding of the wider healthcare sector and working in partnership with industry and management. I have most recently been Principal Lecturer in Quality Assurance and Student Experience for Health and Social Care at the University of Lincoln and worked for Health Education England on workforce development and training for primary care.

My vision for our School includes developing strong relationships with the healthcare sector and achieving affiliation and endorsement from industry leaders. This will not only increase opportunities for our graduate career prospects but open up potential for student placement and project work. I also want to work with our academic team to develop learning, teaching and assessment to ensure the academic rigour, quality and engagement in your educational experience is the best it can be.

More imminently, there is a lot going on for the School in early 2021. We have the Periodic Review of the BA programme this month and the validation of two new Masters programmes in February. This brings the spotlight on to our School and we will be promoting positive change to our programme content and delivery that aims to be contemporary and also pioneering for healthcare management education.

The Student Ambassador scheme has been running at Arden University since 2019 and is a great opportunity for current students to get involved with the university's work to promote itself and offer information and advice about Higher Education. Managed by the Outreach & Recruitment Team, we have 37 ambassadors currently employed at the university, with 12 online learning ambassadors and 25 blended learning ambassadors. They are all UK based students, but we are hoping to extend the scheme out to Berlin blended learning students and international online learning students in the future. Look out for when we open recruitment again!

Pre-pandemic, you would often find ambassadors working at open days, at school/college events, community events and university fairs. Post-pandemic, the work has shifted to online, and you can read more about what that has involved in these excerpts from two student ambassadors about why they wanted the role and what they have been up to:



The Student Ambassador Scheme at Arden University

Mehreen Chowdhury Business - Blended Learning

The reason why I chose to become a Student Ambassador is because I love meeting new people and I wanted to be able to talk to people about how Arden is a good university.

I have had a great time working on Unibuddy as it has allowed me to interact with so many different kinds of people from many countries. I have been received with respect for being an ambassador and have made friends. I also had a chance to help to deliver a webinar for the first time with another student who studies an online course, aimed at applicants considering studying at Arden. I really enjoyed it. I am looking forward to undertaking more Student Ambassador opportunities in the future.





The Student Ambassador Scheme at Arden University Cont'd

Racheal Oye
MBA - Online Learning

I applied to become a Student Ambassador because I wanted to add more value to my CV on top of my degree from Arden University. As a mum of two young kids, I wanted to share my experience and let the students aware of the possibilities of studying via distance learning to obtain a degree whilst being a parent at the same time. So far, I have had the opportunity to share my experience at Arden University with potential future students via various online student platforms such as The Student Room, Unibuddy and Find MBA. I have done this by commenting on relevant topics, creating posts to attract potential student's attention and give feedback to student enquiries. I feel honoured when I read that the potential students find my feedback helpful and are motivated to enrol in their chosen course.

Being a Student Ambassador has enhanced my communication skills with people of all backgrounds, particularly with those who have English as an additional language. I find it interesting to virtually meet and connect with different people from all over the world and know more about them in general.



Finding success in hardship

My Lockdown and Mental Health Journey



Paul Chinn



The Coronavirus pandemic of 2020 will be widely remembered for a myriad of different reasons. For me, it was the beginning of understanding the impact my mental health has had on my life to date. In 2004, I experienced my first panic attack. To make matters worse, I was at a social event when it occurred. From that point, I would become randomly anxious at social events - with physical symptoms, such as the feeling of not being able to breathe, making each day a living hell. Anxious thoughts would plague me on a daily basis and the physical sensations made me feel like my life was in danger, so I would avoid situations out of fear.

It was not until late 2004 that I was diagnosed with Generalised Anxiety Disorder (GAD) and I finally had a name for my nemesis. After this diagnosis, the panic attacks became less frequent and I became better at managing the physical symptoms. Unfortunately, there were little resources on GAD available at this time and I did not think to write down my experiences. If you are living with anxiety and experiencing panic attacks, I recommend you log the thoughts you have and note the situation that brought the attack on. This will help you identify the triggers and thought processes you were having during the panic; it also means you can target the trigger for remediation, rather than managing the symptoms. This is something I learned through Cognitive Behavioural Therapy (CBT) and wish I had thought to do it sooner.

In April 2020, I was admitted to hospital, believing I was having a heart attack. The National Health Service (NHS) staff are truly remarkable and the care I received was excellent, even against the backdrop of a worsening pandemic. Whilst the tests proved that there was nothing physically wrong with me, across the ward there was a young woman who was admitted following a severe panic attack and I realised I had been sent to the hospital for the same reason.



Finding success in hardship

My Lockdown and Mental Health Journey



Unfortunately, over the course of the year my anxiety and panic attacks became daily stressful events - often occurring in-between meetings and waking me up in the early hours of the morning, but also completely at random. The support of my friends, family and Arden colleagues was crucial at this time, especially battling the increased loneliness of living through lockdown alone and working remotely at the same time.

The turning point for me was registering for CBT. Setting small achievable goals was the approach I took to overcome depression several years ago and definitely helped with my anxiety this time around. CBT also introduced me to mindfulness techniques, thought diaries, acceptance and commitment therapy and valued directions. Talking with a therapist also helped ease off some of the loneliness, whilst dealing with my anxiety at the same time.

Valued directions enabled me to understand what I valued in life and how satisfied I was in those areas. Acceptance and Commitment Therapy helped me to realise the power in accepting my anxiety and anxious thoughts and using mindfulness techniques to reclaim my life. Meditation and breathing exercises are the best way to centre yourself in the moment, especially with anxiety being rooted in past events or fearing what might happen in the future. Ultimately, you can only change how you think and act - and the right techniques are surprisingly powerful, especially if you find ones that resonate well with you.

Over the last few months, my panic attacks have lessened and almost completely stopped. My last panic attack was 20 days ago, when I was formally signed out of CBT. I still get anxious, but I live for each day and shut down negative thoughts much faster and before I start to panic. It is really important to review your achievements on a regular basis, even if they seem small, as this is much needed positivity in a challenging time and helps centre you in the here and now.

Whilst mental health awareness has improved in recent years, there are more articles discussing what to do when your mental health is considered an illness. I realised through my journey, that mental health is a spectrum - with some people barely affected. However, if you are experiencing more regular lows than highs, please reach out for support. Talking helps, but also communicate what support you need from others.

Finally, it is worth remembering it is acceptable to not be OK, we all have those days. But whilst lockdowns remain, and more is done across the internet, we all need to remember that there are others who may not be coping so well, especially if they are isolated. So please check in on those you care about and be kind - especially to yourself. And if you are on your own mental health journey, please remember you are not alone.

If you would like to hear more about my journey, a recording of the webinar I delivered in November 2020 can be found here:

https://arden-ac-uk.zoom.us/rec/play/fe0bfLEi0tcj0an8JKwoVg6BM8DRDgcSL5bp70-IDX_RYDYN3Q4PPvd9tmXc5CcdC5cXDoBKeVof4Vv.OZTSPsGLNRjRKoyM?continueMode=true

Arden University wins Education Business of the Year Award



Arden University has won **Education Business of the Year** in the prestigious **EducationInvestor Global Awards 2020** - the annual celebration of the very best education businesses in the UK.

Arden was one of 11 outstanding education providers shortlisted for the Grand Prix honour which was independently judged by esteemed industry professionals from across the sector.

The university's winning submission showcased how brilliantly the university has continued to support its online and blended learning students and welcome more of them onto its courses in 2020 - despite the challenges of the Covid-19 pandemic. Arden University's Vice-Chancellor and CEO Professor Carl Lygo accepted the award in the EducationInvestor Global category of **Education Business of the Year** award in an interactive virtual ceremony on 3rd December 2020. He said: "This award is a testament to the tremendous hard work of all my colleagues and students at Arden University. We have been a pioneer of online learning for 30 years and during the pandemic we have grown by over 50%, developed nine new Schools, enhanced academic quality and invested in some great EdTech to help our students further. The judging panel comprises of industry experts, so it is extra special to have their endorsement for all our hard work. It is a great time to be at Arden University, we have ambitious plans and are really excited for 2021."

The **EducationInvestor Global Awards** champion organisations and individuals that have made an outstanding commitment and contribution to the industry in 2019/20 as well as those who have showed agility and resilience in the face of a challenging year.

Arden Offers Fully Funded Master's Degrees to all its undergraduates*



Arden University launched its new **Fast-Track Your Career Promise** - offering a fully funded online master's degree for every Arden student who graduates with an undergraduate degree at Arden. The initiative was launched to support its students impacted by the pandemic and negotiating a difficult post-COVID-19 jobs market. The offer means Arden's students can continue onto their post-graduate master's degree with Arden with **no tuition fees** once they have successfully completed their bachelor's studies. According to ONS figures, 78.9% of postgraduates were in 'high-skilled employment' in 2019, compared with 65.6% of working-age graduates and 23.9% of non-graduates. To help equip its students, Arden graduates will be able to choose from one of the University's 24 distance learning master's courses and MBA's in a range of areas including business, computing and psychology. Students will have five years after graduation to take up the offer.

Vice-Chancellor and CEO Carl Lygo, said: *"The economic effects of COVID-19 means students are now entering a very different jobs market than the one they anticipated when they first started their undergraduate studies with us. Our students are having to find ways to differentiate themselves from the crowd and a master's degree will help distinguish students and help them stand out in an increasingly competitive market."* The figures also show that annual median salaries for post-graduates was £42,000 pa compared to £34,000 pa for graduates and £25,000 pa for non-graduates.

Another recent survey by IDP Connect 3 showed 41.4% of undergraduates surveyed were considering a postgraduate course. Almost 20% reported they were unsure if they had enough money to start a postgraduate course with 8.43% reported concern over getting a job to financially support their studies. Respondents were most interested in financial help, either through financial support and waivers (18.97%), or by offering lower annual fees for online courses (16.67%). Professor Lygo, added: *"We understand that it is an uncertain time, and this is our way of helping our students with their ongoing career development while supporting our vision to be a responsible educator that supports life-long learning."* *Terms and conditions apply.

Find out more here:

<https://arden.ac.uk/studying-with-us/career-fast-track>



Defining Dementia

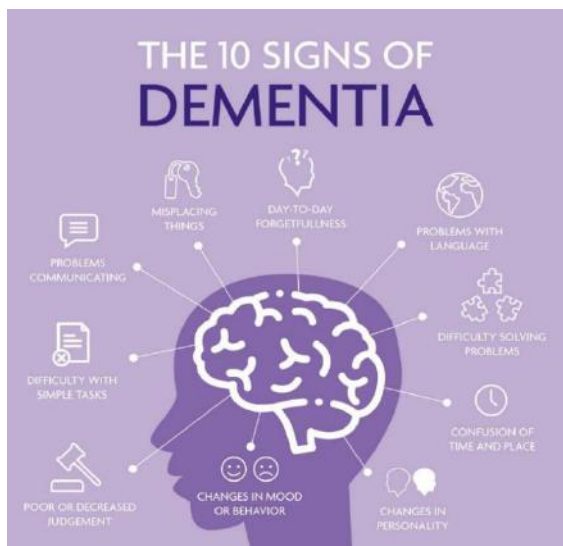
Article by Indira Newell Healthcare Management Student



Dementia is a syndrome which is usually of a chronic or progressive nature in which there is a deterioration in mental function, i.e. problem with thinking or memory (Duong *et al.* 2017). Hamdy *et al.*, (2019); WHO, (2020) state that diseases such as Parkinson's, a series of strokes, chronic infection, Alzheimer's or ageing could increase the risk of Dementia. Although Alzheimer's is the most common cause of Dementia, there is a misconception in society that Alzheimer's disease causes all Dementia. According to the World Health Organization, Dementia affects an estimated 50 million people worldwide, with almost 10 million new diagnoses every year (Hamdy et al. 2019). In 2010 the total estimated cost of Dementia worldwide was US\$604 billion. Alzheimer's (2020), released their Dementia UK report, which discovered an alarming £26 billion a year is spent in the UK alone.

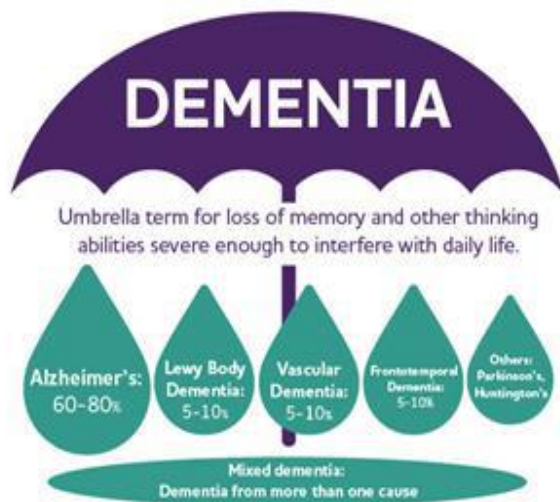
There are three stages in Dementia:

- 1) The early stage where the person starts forgetting things.
- 2) Secondary stage is when the individual is having difficulty in communicating, requires assistance with personal care and experiencing changes in their behaviour, including wandering off and asking repeated questions.
- 3) Finally, the last stage where the individual is not aware of the time and where they are, not recognising relatives and friends quickly and develop mobility problems (NHS, 2020; WHO, 2020).



Sufferers from this disease will have problems with recalling recent events, concentrating, have difficulties following a conversation. They will also have changes in their mood, becoming frustrated, irritable, withdrawn, anxious or easily upset. With some types of Dementia, the person may see things that are not there (visual hallucination) or believe things that are not true (delusion) (NHS, 2020).





Defining Dementia

Cont'd

There are different types of Dementia:

Vascular Dementia occurs when the oxygen supply to the brain is restricted because of a blood vessel being blocked or constricted; this results in some blood cells becoming damaged or dying. **Mixed Dementia** is where the individual has several types of Dementia and a combination of symptoms. **Dementia with Lewy bodies** is having small irregular formation (Lewy bodies) growing inside the brain cells.

Frontotemporal Dementia occurs over time when clumps of irregular protein from inside three nerve cells, causing them to die; this happens when the front and side parts of the brain are damaged (Duong et al. 2017; Alzheimer's society, 2020). Therefore, the specific symptoms that someone with dementia experience will depend on the part of the brain that is damaged and the disease that is causing the Dementia. Dementia mostly affects people over the age of 65 (one in 14 people in this age group have Dementia), although it can affect younger people too, as persons grow older the possibility of developing dementia increases significantly. Dementia affects both men and women (Alzheimer's society, 2020). Pham et al., (2018) suggest that in comparison to the white ethnic group in recording new dementia diagnosis, Asian women were 18% less likely, and Asian men 12% less likely to do so. However, black women were 25% more likely and black men 28% more likely to receive a new dementia diagnosis in comparison to the white ethnic group. Dementia patients need all the available support, and their care must be person-centred, this means the person's wishes and preferences must always be respected (Brooker, 2003).

There is a variety of treatment that these individuals may explore such as:

Cognitive Behavioural Therapy (CBT) is a problem-oriented strategy; it is directive, time-restricted and uses a coordinated method to treat a range of mental health disorders such as Dementia. It explores the links between thoughts, emotions, and behaviour and focuses on present challenges and finding solutions for them (Fenn and Byrne, 2013). It may help with depression or anxiety and can be used for relaxation exercises, stress and pain relief (Melton, 2017). Cognitive stimulation therapy is a common way to help keep someone's mental functioning (Toh et al. 2016; Orrell et al. 2017)) and Cognitive rehabilitation can help an individual to remember skills and manage better (Barman et al. 2016). People with Dementia must get involved as much as they can physically, mentally and socially. There are two drugs: Acetylcholinesterase inhibitors and Memantine the only two medications currently licensed for the treatment of dementia (Cunningham et al. 2015), they can help with the symptoms of Dementia, or in some cases may stop them developing for a while. Studies have shown that the risk of Dementia can be lowered if persons adopt a healthy lifestyle, managing their diet, do regular physical exercises, maintain a healthy weight, not smoking and reduce alcohol intake, especially at middle age. It also appears that keeping mentally and socially active into later life may help lower a person's risk of Dementia (Rakesh et al. 2017).

The Student Success Team are a team of coaches, here to help students throughout their journey at Arden University.

The team proactively reaches out to priority students delivering 1:1 personalised, student focused coaching sessions.

Through '*Coaching-style conversations*' they help students identify and overcome barriers and challenges, helping students get back on track with their studies and signposting students to the most appropriate person(s), support services and resources available.



Student Success Team

Student Success Staff Email:
studentsuccess@arden.ac.uk



Helen Duff
Student Success Manager
(Covers Manchester and Birmingham
Campuses)

Grace Handley
Student Success Advisor
Covers London Campuses



Mia Xiliftiris
Student Success Advisor
Covers London Campuses





Student Success Team

Here are some of the services they offer:

- ✓ GoToWebinars to help Plan and Manage Study and Time and Improve Resilience, Motivation and Self-Belief
- ✓ Coaching Resources available in iLearn A-Z.
- ✓ Creating achievable goals, helping students come up with strategies to reach them, and supporting students through any challenges experienced whilst studying at Arden.
- ✓ Work with students to create time management plans and schedules to help you keep on top of their studies.
- ✓ Work with students to help increase resilience, motivation, self-belief and confidence.
- ✓ Receive student referrals to the coaching programme from Academic and Student Support colleagues
- ✓

In a recent survey of coached students **100%** of students said:

- I received the support I need throughout the coaching programme.
- The coaching programme helped me to develop my approach to studying.
- The resources used or that I was signposted to were helpful for me.
- Overall, I was satisfied with the support from the coaching programme.
- My confidence in studying has increased after the coaching programme.
- I feel I now have the appropriate skills to make progress independently of the coaching programme.

and **83%** of students said:

- The coaching programme helped me to submit my assignments on time.
- I feel much less stressed about studying after the coaching programme.

(Survey Results post coaching Sept20)

Academic Skills Tutors: Here to help YOU!



The Academic Skills Tutors (ASTs) are a team of academics, here to help students throughout their journey at Arden University.

They offer **1:1 support**, **workshops** and a range of resources and can support students with academic writing including analysing and **breaking down** the assignment question, **structuring** and **planning** your writing, how to write **academic introductions** and **conclusions**, as well as **referencing** and how to **avoid plagiarism**.

Here are just some of the services they offer:

- ✓ *Friendly support to develop your own approach to academic writing.*
- ✓ *Offer guidance in assignment planning, referencing and plagiarism.*
 - ✓ *Help you understand assignment feedback.*
 - ✓ *Library Skills (Locating books in the catalogue).*
- ✓ *Our service is open to all our students both Blended and Distance Learners!*

They can be contacted via study-skills@arden.ac.uk for general queries. A one-to-One appointment can be booked through the scheduler from the iLearn Welcome page.



Lauren Hamilton
Manchester Centre



Debora Quattrocchi
Holborn Centre (London)



Martin Marguerie
Tower Hill Centre (London)



Mariam Settas
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Christopher Moore
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