

Research at Regent NEWSLETTER

ISSUE 4 - APRIL 2022

Welcome to the fourth issue of the Research at Regent Newsletter!

We are pleased to bring you this issue that looks at the New Degree Awarding Powers (NDAPs) process as well as widening access, participation, and inclusion from a variety of perspectives.

We start off with a think piece from Director of Academic Services, Will Naylor, who updates us on Regent's NDAPs journey and follow this with an article from Academic Director, Paul Williams, discussing the teaching and research approach that underpins our NDAPs process.

In this issue we are thrilled to announce that the Regent Research Fund application form goes live at the end of April and provide an updated look at the process, including dates for application support drop-ins. We also congratulate our academic staff members who will be attending the Centre for Business & Economic Research's (CBER) International Conference at the University of Oxford in August.

We hear from several authors on issues of widening access, participation and inclusion, a central focus of Regent's mission. Our Digital Librarian, Ian Moore, considers how digital transformation can support widening access in higher education. Scott Bushell, Regent's Head of International Recruitment and Head of English as a Foreign Language, discusses Regent's ClickEnglish programme, which supports the academic English development of pre-sessional students and international students.

Kelly Corcoran, Publications Assistant, considers the importance of using inclusive language to support diversity, while Enrichment Manager, Dr Saini Manninen, explores the intersection of enrichment, inclusion, and employability in

higher education. We are also pleased to hear from Tanya Tanna, Student Wellbeing Coordinator, on the launch of the 'Many Hands' peer mentoring project at Regent.

We recap two Research Roundtables with Trevor Messam on the magic of learning and Dr Adeniyi Adeboye on problem-based learning and emotional intelligence. Following that, Dr Rula Alousi discusses how using D.R.E.D. has improved student work and engagement in her modules, whilst Dr Palto Datta writes about developing an entrepreneurial mindset through a growth mindset approach.

We also spotlight a piece of student research on the management challenges and service performance in healthcare by one of our 2021 cohort master's students, Rhema Maruta, from the School of Allied Health. In the Research Toolbox, we explore dictation tools before celebrating other staff accomplishments in Publications, Presentations, and Events.

We hope that this newsletter will continue to inspire you and kindle your curiosity!



**Dr Anna Wharton,
Research Development
Manager/ Editor**

Guest Think Piece

Regent College's Journey to New Degree Awarding Powers

By Will Naylor,
Director of Academic
Services



Part of what makes being at Regent College so exciting is our vision of becoming a university with the power to transform the lives of thousands of students from all walks of life.

To become a university, we must first gain the powers to award our own degrees. There are two main routes to gaining these powers:

- Full Degree Awarding Powers, which are intended for higher education providers with at least three years of experience delivering higher education programmes, or
- New Degree Awarding Powers, which are designed for (though not restricted to) new providers.

We have decided to apply for New Degree Awarding Powers (NDAPs) for two programmes: Bachelor of Business Administration (BBA) and Master of

Business Administration (MBA). We have chosen the NDAPs route because it allows us to develop our capabilities as a degree awarding body in one subject area, and to use that experience to inform how the entire organisation matures into a university.

We have applied to the university regulator, the Office for Students (OfS), for our NDAPs. The next stage will be a review by the Quality Assurance Agency (QAA), who will check whether the academic standards of our new programmes are at the appropriate level. After this, we will enter a three-year probationary period during which the QAA will monitor our progress towards becoming a full degree awarding body. Beyond that, we will be able to make awards in more subject areas, and in about eight years, we will become eligible to apply for university status.

Although this is a long journey, it is

an exciting one that opens up huge opportunities for staff and students. Of particular importance is the professional development of our academic staff as one of the criteria for degree awarding powers is that everyone involved in teaching and assessment is appropriately qualified, supported and developed. One of the ways that academic staff can demonstrate they are developing is by taking part in research – another reason why this Newsletter is so important!

To provide academic staff with further support, I am pleased to announce the launch of the Regent College academic staff development fund. The fund is meant to support short-term development opportunities such as attendance at conferences or other professional events. If you are interested in applying for funding through the academic staff development fund, please contact will.naylor@rcl.ac.uk for further information.

Next Steps: The Research and Teaching Approach Underpinning NDAPs

By Paul Williams,
Academic Director



Throughout the process of preparing for and applying for NDAPs, a key feature underpinning the design of the new business programmes is the recognition that cultivating curiosity is critical for the acquisition and development of knowledge. This is why we are committed to investing in the academic, personal, and professional growth of staff who will inspire, challenge, and innovate our intellectually-curious 'Thinking into Character' students. Through doing so, they prepare these students for lifelong success as the change-makers of the future.

Regent College's journey to become an emerging, self-critical, cohesive academic community – a requirement for organisations awarding their own qualifications – includes a responsibility for ensuring that staff maintain a professional

understanding of current developments in research and scholarship in their discipline or subject area, and that this directly informs their teaching and enhances the student experience.

The positive interplay between research and teaching embedded within the curriculum design is one of the defining characteristics of the new business programmes. As well as requiring students to learn together with staff through joint activities and projects, which are supported by structured interventions, this embedded connection between research and teaching aims to:

- Ensure teaching and learning are contemporary, stimulating, and grounded in solving real-world problems.
- Provide evidence-engaged students with meaningful content and deep learning experiences with an emphasis on developing skills of research, enquiry, creativity, and criticality.
- Connect academic staff with research, scholarly activity, teaching, and civic engagement roles in a way that enhances esteem and demonstrates cutting edge discipline knowledge.

- Support the development of a research culture in which students are encouraged to reflect upon how knowledge is developed and how they can participate and collaborate as co-researchers in that process, both now and in the future.
- Enhance individual professional development and the reputation of the college.
- Increase student satisfaction by developing students' intellectual curiosity and self-determination.

As the Research at Regent Newsletter demonstrates, Regent College is focused on ensuring that both staff and students are equipped with the skills, opportunities, incentives, and environment to engage in disciplinary and interdisciplinary research-informed teaching. I am confident that as we continue on the NDAPs journey, and as we prepare to welcome the first cohorts of students onto Regent College's own degree programmes, there will be many more exciting opportunities for staff to engage in and celebrate the diverse research-related activities that serve themselves, their students, and society well.



Regent Research Fund: Application Goes Live at the End of April

The Regent Research Fund (RRF) is Regent's new £10,000 internal research fund focused on enhancing teaching, learning, assessment, and the curriculum continuum (TLACC) and widening access and participation. The Fund will be open to applications from all academics working at Regent College London. Although all proposals will require a named lead academic, we welcome

joint bids and collaborative projects that involve professional staff and students.

We are pleased to share that the application for the Regent Research Fund will go live on Friday 29th April. Academic and professional staff will receive the link to the application via email at the end of the day. The application does not save progress, and thus, must be completed in one go before

submitting; we strongly recommend that you draft your responses in another document and copy and paste your final responses into the application before submitting.

The bidding window will be open through May and June with a firm and final deadline to submit an application to the RRF on 30 June 2022 at 23:59. See the RRF timeline below for further dates.

Award Timeline



Throughout the bidding window, we will host drop-ins where you can pop in to ask any questions that arise as you work through the application. Academic and professional staff will receive calendar invites for each drop-in to be held on 12 May at 1-2pm, 9 June at 1-2pm, and 27 June at 5-6pm.

Staff can find further information about and guidance around the RRF on [Regent Digital](#) under 'Research at Regent.' If you have questions or trouble accessing the application link, please contact anna.wharton@rcl.ac.uk.

Regent Academics to Attend Prestigious International Conference

Congratulations to the following Regent College academics who will be attending and submitting papers to present at the **CBER International Conference!** Regent is proud to be a sponsor of this conference which will be held at the Said Business School, University of Oxford, on 8-9 August.



Dr Selva Pankaj
(keynote)



Dr Ebikinei Eguruze



Muhammad Kamran



Dr Rula Alousi



Dr Uma Padmini Ema



Nahrain Aoudishow



Dr David Clemson

Dr Chris Wood and Dr Anna Wharton will also be in attendance at the conference. Dr Wood has agreed to chair a session on the 'Education and Lifelong Learning' track while Dr Wharton has been working as Regent's liaison with CBER. As part of Regent's sponsorship of the conference, both Dr Wood and Dr Wharton have also been reviewing papers submitted to the conference.

We have **one conference spot remaining** for a Regent staff member who would like to attend the conference and submit a paper to present. Please be aware that the conference covers a wide range of topics including not only business and management, but health and social care, and teaching and learning, including technology-enabled education. More information can be found on the website [here](#).

If you are interested in submitting an expression of interest for the remaining conference spot or would like to find out more, please contact anna.wharton@rcl.ac.uk.

Inclusion and Diversity Matter(s)

Widening Access in Higher Education through Digital Transformation

By Ian Moore, Academic Resources Manager and Digital Librarian



As the Academic Resources Manager, widening access, participation, and inclusion, is an area of interest that I find myself thinking about often. Quite simply, every student and member of staff should have access to the library resources, regardless of their geographical location or time zone (asynchronous learning), or any disabilities that they may face (inclusive service provision).

The move by Regent to develop a

predominantly digital library helps in this regard: e-books can be read anytime and anywhere, while many e-resources include features such as a text-to-speech function (this is the case with our EBSCO subscription). With this in mind, I found the [Driving Innovation in U.K. Universities Through Digital Transformation](#) report particularly interesting.

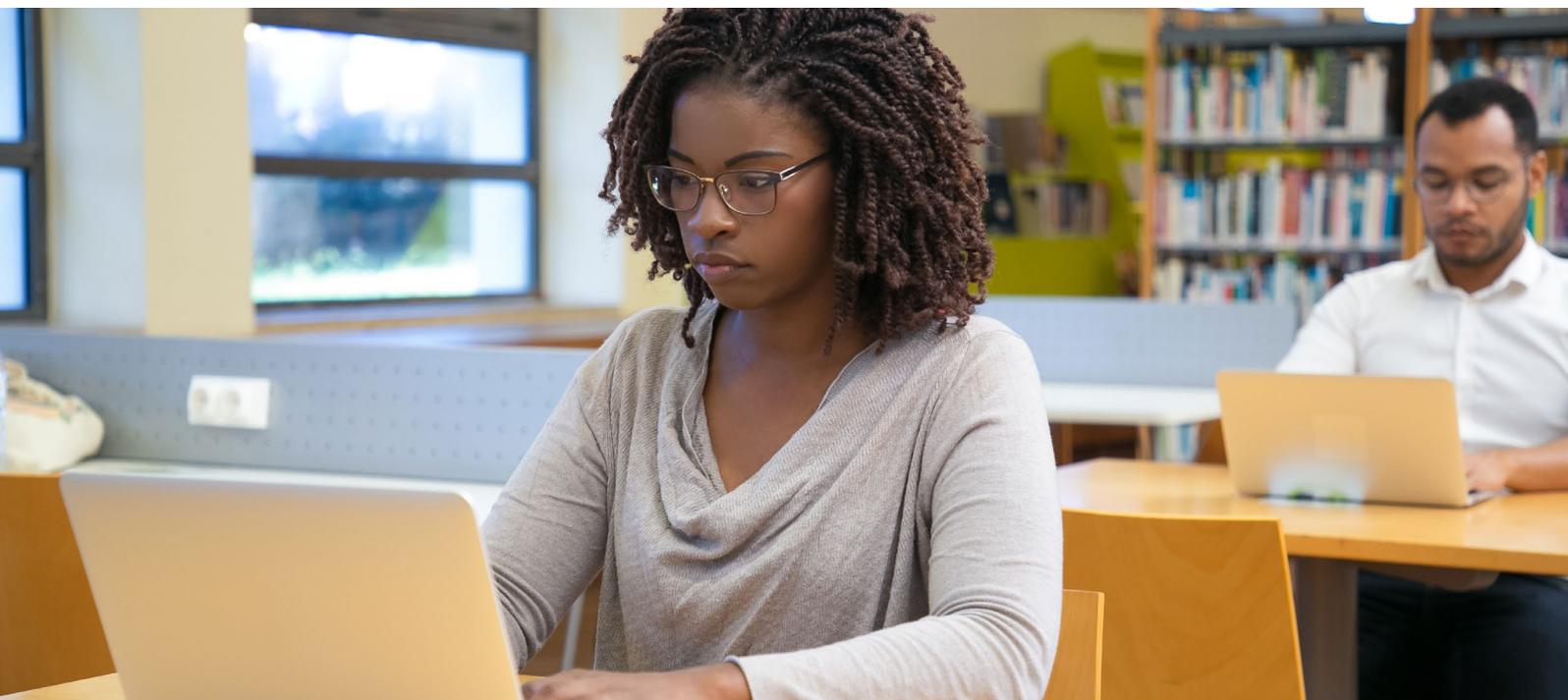
The report was commissioned by IDC, a leading tech, media, data, and marketing services company. In a broad sense, the report is concerned with how the response to the pandemic accelerated the pivot from traditional teaching and learning resources (classroom and physical libraries) to a more hybrid way of providing education where digital access is a key component, rather than an add on. This is an area where Regent is leading the way!

More specifically, the drive to digital provision can also improve access and inclusion. For instance, moving to a more digital focus can, as the report finds, 'make education affordable, equitable, and inclusive.' In terms of library provision, this would be true for students accessing e-books and databases from home. For example, students would not need to spend travel money to get to a physical library, and a student with mobility issues may more easily be able to access a remote library.

The report also makes clear the connection between lifelong learning and hybrid provision. Quite simply, the flexible nature of digital access in a hybrid system allows for groups previously marginalised by higher education, such as working parents or those with caring duties, to continue their educational development. In a very real sense, this digital transformation is opening doors to education.

Included in the report is an insightful case study by [Coventry University](#) which makes clear the benefits of exploring digital/remote options in higher education. Coventry University has a student body with students from 150 different countries. Being a hybrid institution with a strong digital focus helps Coventry University to connect in a meaningful way and create a culture of inclusion with all their students, wherever they are located.

This report further demonstrates that Regent's own digital transformation is indeed a step in the right direction, and the relevant digital and e-resources have the potential to create a more inclusive space by providing '...opportunities to not only optimize student engagement but also explore adaptive learning capabilities to support the various learning styles and needs of students.'



Inclusion and Diversity Matter(s)

ClickEnglish: Supporting Academic English at Regent College

By Scott Bushell,
Head of English as a
Foreign Language



Regent College's **ClickEnglish** team are delighted to have been invited to submit an article in this issue of the Research at Regent Newsletter and enlighten you on what we do. We have very much been behind the scenes at Regent College conducting admissions testing and providing English support for home students. This is set to change soon, however, as Regent opens up to international students and ClickEnglish is excited to support the new International Foundation programmes.

At ClickEnglish we recognise the importance of supporting students with their academic English language development, which effectively widens the opportunities for many students to access higher education. Indeed, while students may be able to communicate well in their everyday lives and work, the English language and skills that they require for their academic studies will be quite different. For example, they will need to read and write extensively, engage in analytical skills, and set out cohesive arguments, all while using a more formal, academic register, style and vocabulary.

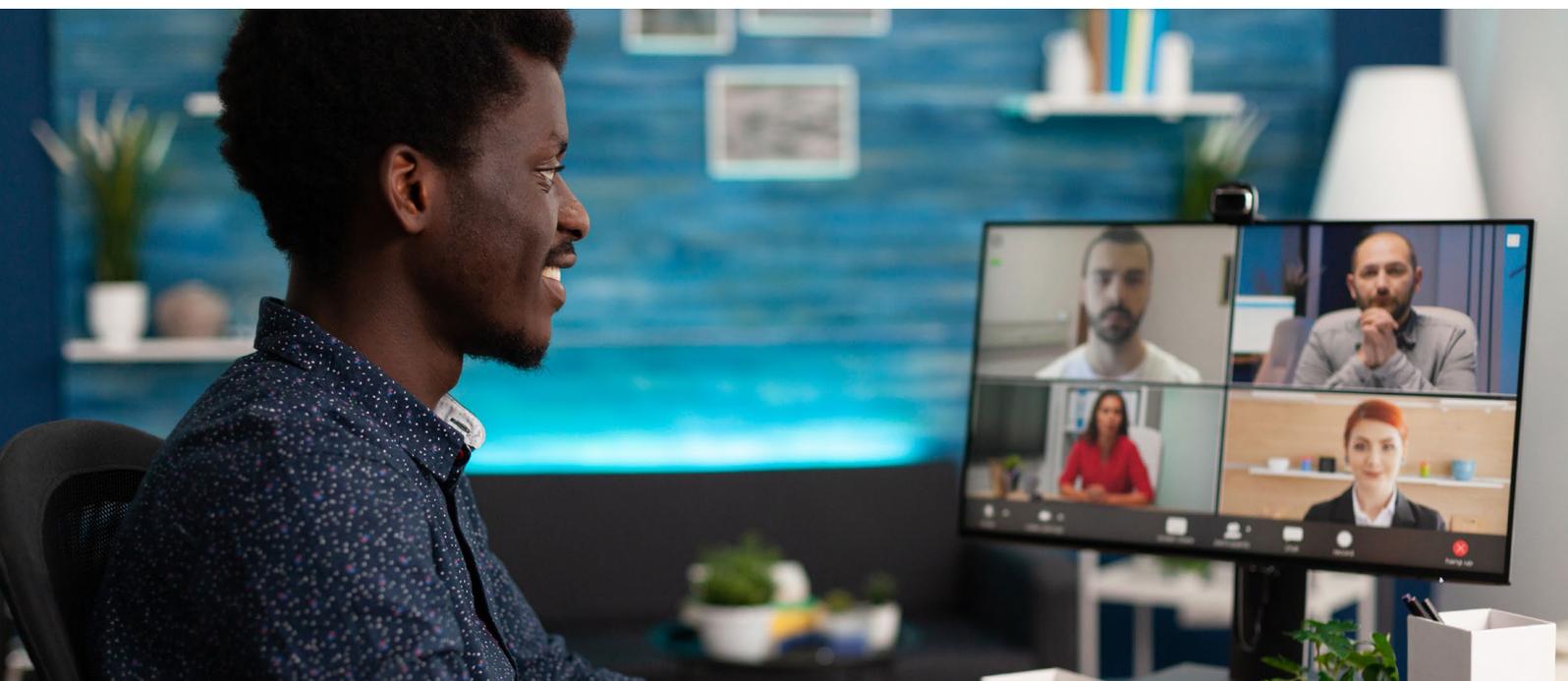
Our students may face a variety of challenges, and we are keen to support them along the way. Part of what we seek to do is to develop overall effective communicators, individuals who can communicate effectively, fluently, accurately, but most importantly, confidently. Intercultural awareness is a key aspect of overall effective communication; it is the ability to communicate across cultures with respect and sensitivity and is especially important in such a diverse environment as Regent College.

Typically, our students have been out of a formal classroom environment for some time and may initially feel uncertain in an online learning setting, something

which has come to the fore due to the Covid-19 pandemic. One recent OfS **report** includes a case study in which digital access and support was seen as a key part of improving opportunities for mature learners to participate in higher education. Similarly, we work to prepare our students for an online learning environment as quickly as possible by focusing on practical skills such as how to share their screens, raise a hand to interrupt, and navigate a Word document and its most common functions.

From the very start, we emphasise to students that the best way to improve their language is to practice by interacting in class and during homework, and by taking an overall proactive approach to their learning in the interactive classroom. Repeated interactions allow the teacher multiple opportunities to provide feedback, which may be conveyed in a number of ways either individually or in a group, and always with great sensitivity.

At ClickEnglish, we never forget that every learner is unique and every day we strive to support them to improve their academic English and overall communication skills. That's what makes our job so fascinating – no two learners are alike – and we wouldn't have it any other way!



Inclusion and Diversity Matter(s)

The Importance of Inclusive Language in Supporting Diversity

By Kelly Corcoran,
Publications Assistant



The last two decades have seen the push for diversity take centre stage in businesses' and organisations' priorities. Such institutions understand its necessity not only for driving equal opportunity, but for promoting creativity, innovation and competition. The pursuit of true equality and equal opportunity in the workplace and learning environments alike, however, is neither complete nor linear.

Market Inspector recently reported that underemployment in the UK's Black and Minority Ethnic (BME) population

sits at 15.3%, higher than the 11.5% underemployment rate of white workers. They also highlight that 'women are still underrepresented in certain industries' as, for example, 'only 29% of British MPs are women' and 'only 9.7% of executive positions in the FTSE 100 companies are held by women.' Statistics such as these demonstrate that there is progress to be made to achieve true equality, and this is applicable to all identity groups, not just race and gender. The use of inclusive language and inclusive practices is one way to support such progress.

It is understood that words have power, with the way that we phrase something or the tone that we use having an influence on how our words are received. Within this broad understanding of inclusive language is a recognition of the importance of how we present and refer to others.

A recent **discussion** on inclusive language with linguistic experts at Duke University reveals that 'Inclusive language respects people of different genders, races, religions, sexual orientations, disabilities and other identities' and it 'encompasses words and phrases that treat everyone equally and create a sense of belonging.'

Inclusive language can include terms such as 'professor' or 'doctor' rather than

'female professor' or 'female doctor', both of which can carry a connotation of surprise that a woman has attained this particular title of status. Similarly, phrasing such as 'uses a wheelchair' or 'wheelchair user' rather than 'wheelchair bound' promotes an ethos of inclusivity, as the latter can imply an element of hinderance resulting from a person's disability.

The sense of belonging fostered when we recognise and refer to people respectfully is vital in promoting equal opportunity and widening participation in academic and other professional environments. It overtly opens a door for people who have been excluded from certain spheres. As diversity trainer Fahad Saeed stated in his **2019 TEDx Talk**, for example, the increasing use of the term 'LGBTQ+' in society has 'made invisible lives far more visible.' It has acknowledged, and by doing so, normalised the lives of those who were previously excluded.

Inclusive language both supports a sense of belonging and promotes diversity in the spaces in which it is used. In order to continue facilitating widening access and equal opportunity, consideration for the language that we use must therefore remain at the core of our approach to lifelong learning and education for all.



Inclusion and Diversity Matter(s)

Inclusion, Enrichment and Employability in Higher Education

By Dr Saini Manninen,
Enrichment Manager



Regent College's enrichment programme, SCOPE, provides supplementary, co-curricular content for students alongside their academic content. SCOPE is an important and key part of Regent's offering to students, providing personally and professionally enriching sessions that are available to all students. Part of the programme focuses on improving employability-related qualities and increasing student exposure to career paths and opportunities through the provision of guest speakers and training sessions.

In an article on [graduate employability](#), Dawn Bennett notes that although higher education institutions focus on areas of inclusion in transferable skills training, actual policy on equity and equality has often focused on access to higher education and not on graduate outcomes. This suggests that there is not enough attention on how students from widening access backgrounds benefit from enrichment and employability activities during their studies or on how prepared they are once they finish their studies.

In another article on [non-traditional students' inclusion and employability](#), researchers argue that without a focus on the inclusion of non-traditional students



and their needs, higher education institutions are in danger of simply replicating discriminating and exclusive practices that exist in the labour market. If extra-curricular activities are not free, or are scheduled at inconvenient times, then groups who already face financial pressures, have family responsibilities, or other major limitations, will not be able to participate. This includes even opportunities to socialise and gain cultural experiences.

Furthermore, the researchers point out that if employability skills are simply seen as a 'one size fits all' toolbox that all students must acquire, it is not possible to recognise how cultural capital and unequal power relations function between individuals and groups. They suggest that it is necessary to examine whether employability is driven by economic need and is solely the responsibility of an individual or whether being employable and gaining relevant skills is based on a 'concern for the common good.'

What is clear from the research is that students must be able to engage with development activities that are purposeful and enhance a student's ownership of their personal and professional growth. When educational institutions fill in students' study time with extra-curricular activities that do not meet the students' aims, they are perpetuating the gap between non-traditional and traditional

students. More research is needed to develop methodologies to understand 'the structural and personal factors' that contribute to how students move from education to the labour market.

In her article on [equality and employability in higher education](#), Louise Morley also cautions against ignoring 'how social structures such as gender, race, social class and disability interact with labour market opportunities.' She argues that inclusion practices must extend beyond the institution of study and into the workplace. Even if students are well supported during their studies, they are still likely to meet barriers when entering employment. According to Morley, it is also the responsibility of employers to understand how differences of gender, race, social class, disability, and sexual orientation operate so that the playing field is truly level for different social groups.

While there is still some way to go to achieve true equity and inclusion in both higher education and the labour market, enrichment provision in higher education can work to bridge the gap by being mindful and intentional with its offerings to students. Indeed, Regent's SCOPE programme works to tailor its offerings to the needs of the student body, regularly requesting feedback from students to support this endeavour.

Inclusion and Diversity Matter(s)

'Many Hands': Peer Mentoring Project Launches at Regent College

By Tanya Tanna,
Student Wellbeing
Coordinator



The Wellbeing team is pleased to announce that the 'Many Hands' project has officially launched at Regent College. Many Hands is a collaborative project involving seven specialist higher education providers, including Regent College, and is led overall by Independent Higher Education (IHE).

It provides an inclusive peer-to-peer mentoring service for students seeking early intervention support for their mental health and wellbeing. Peer-to-peer mentoring is a proven effective mental health intervention, offering students in difficulty a mentor who has faced similar challenges and experiences.

When Regent College joined the project, sixteen Regent students expressed their interest in being trained as peer mentors as they felt that by utilising their own personal life experiences, they could support other students who face mental health issues such as isolation, anxiety, and low confidence. Regent's first cohort of mentors, consisting of six students, have already successfully completed their training and are waiting to be connected with their first mentees. The second cohort of mentors are currently undergoing training and will be ready to join the Many Hands mentor community soon.

During mentor training, students cover topics such as what is and is not peer mentoring, how to maintain boundaries,

and the role and responsibilities of a mentor. They discuss safeguarding issues and are trained to use a specific online platform for their communications with mentees. Trainee mentors also practice useful skills such as note taking, relationship building and active listening. They create their mentor profiles for Many Hands and after successfully passing an exit interview, they are ready to begin their mentoring journey.

On 18 March, the project officially launched at Regent and all students were invited to participate in the programme and be connected with someone from the growing pool of trained mentors across the UK. Students who participate will have up to six 30-minute sessions, which can take place via the online mentoring platform, face-to-face, or on the phone.

Students interested in requesting a mentor through the programme can submit their interest on the Many Hands website [here](https://www.manyhandsproject.uk/). Alternatively, students may contact the Wellbeing Team at wellbeing@rcl.ac.uk or Tanya Tanna, the Student Wellbeing Coordinator, at tanya.tanna@rcl.ac.uk.



**You've got
a friend in me**

- Got stuff going on?
- Student life getting on top of you?
- Need a friendly chat with someone who's been there?



Research Roundtable Recap

We are pleased to share two recent talks from our Research Roundtable series at Regent College. You can find recordings and materials from the presentations on [Regent Digital](#) under 'Research at Regent.'

The Magic of Learning

With Trevor Messam,
School of Business and
Enterprise Lecturer



In February, Mr Messam discussed the holistic concepts, principles, and frameworks that teachers can use to create a learning environment of development and growth for students.

The talk linked Advance HE's UK Professional Standards Framework (PSF) with the more personal attributes of curiosity, forgiveness, love, and vision to demonstrate how learning can be nurtured as a fun and liberating process. Mr Messam highlighted the role of the educator as a conductor, using Head, Heart, Hands, and Halo to guide and 'conduct' learning. The presentation concluded with a challenge for educators to rekindle the magic of learning for both themselves and for students.



Research Roundtable Recap

Problem-Based Learning and Emotional Intelligence

With Dr Adeniyi Adeboye, School of Allied Health Lecturer



In March, Dr Adeboye presented on a problem-based learning (PBL) approach and on harnessing and developing emotional intelligence (EQ), and how the two can intersect to meet the increasingly challenging demands of the public health workforce.



To begin, the presentation established the understanding that inclusive teaching is, in part, about supporting diversity, which can be viewed as a strength-based approach to learning while emotional intelligence is the ability to meet the demands and pressures of one’s environment. PBL, in turn, provides a framework for students to harness their cognitive

intelligence, EQ and sense of resilience in order to become problem solvers who are prepared for the challenges of the public health sector.

Dr Adeboye’s talk also offered insight into some of the advantages and challenges of PBL as seen in Figure 1.

Problem-Based Learning

Advantages	Challenges
Motivating	Prevalent culture
Retention and transfer of knowledge	Low self-efficacy
Critical and creative thinking	Monitoring group dynamics
Interpersonal skills	High burden on faculty
Knowledge integration	

Figure 1. Advantages and Challenges of PBL

D.R.E.D.: Improving Student Work and Engagement

By Dr Rula Alousi,
School of Business and
Enterprise Lecturer



Engaging students in the learning process can improve concentration and awareness, encourage individuals to exercise greater critical thinking skills, and generate meaningful learning opportunities. Part

of engaging with students is listening, and indeed, listening to students and creating a space for them to share their fears, worries and uncertainties is critical to successfully delivering a module. As part of working through uncertainty, I also encourage students on a weekly basis to submit drafts of their work regardless of how they feel about its quality.

By listening to the student voice, I have noticed a pattern of concern and trepidation around certain issues, for example, not understanding how to reference, not knowing what to include when addressing a new topic, or even underestimating the importance of an assessment's introduction. Indeed, one issue that arises frequently is that of referencing. One of the **key reasons** to consistently include references is to convince

the reader of the value of the work and one's own understanding of the assessment. However, in practice, these reasons are not always well understood.

Understanding students' concerns and at times, their dreads, when having to submit an assignment gave me an idea: D.R.E.D. To improve their work, students could 'D.R.E.D.' their assignments, as seen in Figure 1, which I developed. By using this acronym, students will remember to Define, Reference, provide Examples for, and Discuss their work. This aids them in contextualising their work, illustrating the breadth and depth of their research, acknowledging the work of others, and avoiding plagiarism by clearly indicating which ideas belong to someone else.

How to D.R.E.D. your Assignment

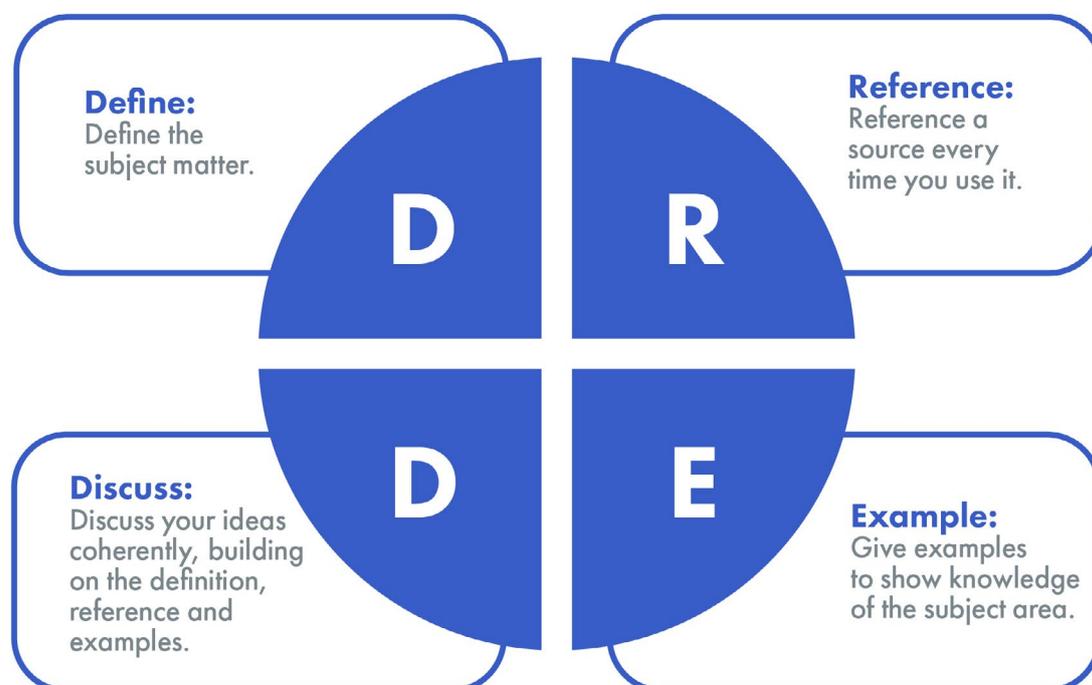


Figure 1. D.R.E.D.

I am happy to say that by listening to the student voice, as well as through positive team collaboration, I have experienced submission rates of 100% to several of the modules on the level that I lead this term. The success of D.R.E.D. has been noticeable, and it is clear that engaging with students and further understanding what they feel they need to learn and improve is a significant tool in the educator's toolbox, increasing both retention and submission rates.

The Heptagon of an Entrepreneurial Mindset

By Dr Palto Datta, School of Business and Enterprise Lecturer



As globalisation has expanded across the world and its businesses, it has perhaps obscured a rise in structural unemployment, precarious employment, and in social exclusion. 'On-the-job training' is now rarely an option, and so ideas around employability and entrepreneurship may be recognised for their role in fostering long-term entrepreneurship that contributes to economic growth. Developing the mindset of an entrepreneur is thus an important aspect to succeeding as a business owner and supporting that economic growth.

Figure 1, developed by this author, illustrates seven key areas of the entrepreneurial mindset: the dream, vision and focus, a growth mindset, a positive attitude, ambiguity tolerance, the ability to spot and exploit opportunities and finally, one's work ethic. This article focuses on the growth mindset.

Heptagon of the Entrepreneurial Mindset



Figure 1. Key Areas of the Entrepreneurial Mindset

However, before you can achieve anything significant, you must focus your attention and energy on a specific goal.

Entrepreneurs are adept at not only creating S.M.A.R.T. goals, but at utilising visualisation strategies to ensure their success. Whether a business, a method, or something new and unique, the entrepreneurial mind can take an idea and establish it as something tangible. This is a strength of the visionary to **notice the potential of a concept**, whether or not their own, alluding to the strength of the 'growth mindset.'

While a 'fixed mindset' may seek to delegate difficult tasks and exert as little effort as possible, a growth mindset believes that good outcomes are often the result of exertion. To master a new skill or task, one must apply energy, whether this is mental, physical, or through repetition. This persistence common in a growth mindset allows that individual to not only overcome obstacles but achieve success.

This growth mindset supports the positive outlook of an entrepreneurial mind, which facilitates the ability to defeat obstacles and continue to grow. The entrepreneurial mind also enables individuals to deal with the uncertainty that will arise from exploring new territory, and at times, the failures that will occur. Through a positive outlook, the entrepreneur can adapt to new information and changing situations and **remain optimistic** in the face of challenges. The entrepreneurial mind must be tolerant and accepting of environments of uncertainty and of information that is unclear or has multiple meanings. This combination of flexibility and tolerance enables entrepreneurial individuals to be flexible with business plans and adapt in order to be successful in the long run.

Although **growing a business can be challenging**, one's attitude can make all the difference. It is not just about valuing the hard work, but cultivating a mindset that will embrace the task at hand with pride and dignity. Developing an entrepreneurial mindset and even taking the entrepreneurial step to grow a business has the potential to support one's own focus and to contribute both to society and to improving one's quality of life.



Spotlight on Student Research

In this section, we highlight a piece of original research conducted by one of our students, celebrating the excellent work being done at Regent College London.



The Management Challenges on Service Performance: East and North Hertfordshire Community Health Case Study

By Rhema Maruta,
MSc International
Management, 2021
Cohort

For my dissertation, I conducted a case study to assess the quality, service performance, and challenges of the East and North Hertfordshire community health services management. It is understood that the National Health Service (NHS) is facing internal challenges, external environmental challenges, demographic effects and cultural changes.

This study suggests that these challenges originate largely from unforeseen circumstances, economies, and new culture shock. The need to emphasise community health experiences has emerged, necessitating adaptation of approaches used to improve health care performance and guarantee patient-focused targets.

This study explored the East and North Hertfordshire NHS community challenges around patient care, performance management, strategic management, information systems and community health care facilities.

The dissertation took a mixed methods approach to investigate stakeholders' opinions and behaviours regarding these challenges. It also took into account the focus of NHS institutions to deliver superior patient care and better understand organisational rapport by adopting a variety of tools to track service quality and performance improvements.

Findings suggested that quality service in the healthcare sector is lacking, although performance outcomes may become more clear once the Covid-19 pandemic has passed. While the sector provides a respectable service, there is potential for improvement in the way patients and staff are managed.

The study proposes a management improvement action plan, which outlines how robust quality and performance management can help in assessing needs, planning, and taking corrective measures to improve.

Research Toolbox

Learn more about best practice techniques and digital tools that can support your academic studies and research projects.



In this issue, we look at dictation tools and software. A dictation, or speech-to-text, software turns your spoken words into written words. This type of tool is useful for beginning to 'write' long papers such as a dissertation as you are able to focus on your ideas and vocalise them to have them recorded without needing to focus on grammar and spelling initially.

It is important to note that this is a good supporting tool to use in getting started with writing or recording verbal notes, but it should not be used as a replacement for drafting, editing, and proofreading your work. Dictation tools can help to get your thoughts and words down on paper, but you will still need to properly draft your work and review it fully before you are finished.

Part of widening access and participation in higher education is about making learning more inclusive

and supporting both staff and students who may have specific learning needs or requirements. Dictation software can be particularly useful for those with specific learning needs such as dyslexia, dyspraxia, or other similar learning difficulties.

The British Dyslexia Association [reports](#) that dyslexia, in fact, is the 'most common' learning difficulty in the UK with around 6.3 million people affected. Indeed, speech-to-text tools can support this group of people by making the start of 'writing' a bit easier and quicker for those who struggle with reading fluency or spelling, for example.

While there are many dictation or speech-to-text software that can be purchased, there are two that are widely available through the commonly used Microsoft 365 and Google Docs.



[Click here to learn more about the speech-to-text feature in Microsoft 365.](#)

[Click here to learn more about the dictation tool available in Google Docs.](#)

Publications, Presentations and Events



Dr Palto Datta was invited to be the Chief Guest and Keynote Speaker at the International Conference on Business Analytics for Technology and Security (ICBATS) on 16-17 February 2022 in Dubai, United Arab Emirates. The conference covered current trends in Cyber Security, Entrepreneurship and Computer Sciences, amongst others. [Click here](#) for more information about the conference.

Join the Research Development Group

Staff members, we would love for you to join our voluntary, monthly meeting of academic and professional staff championing research engagement at Regent.

The Group has already contributed brilliantly to the establishment of Research Roundtable events and supporting the development of the new Regent Research Fund.

If you would like to come along, please contact Dr Anna Wharton, Research Development Manager.

Call for contributions

We maintain an ongoing call for contributions for brief research articles. We welcome ideas and research from both academic and professional staff at Regent, and are happy to support you to develop an idea into an article. Please ensure you have reviewed the Contributor Guidelines on Regent Digital under 'Research at Regent'.

We also invite members of staff to support future newsletters as part of the editorial team and to recommend student contributions to the newsletter that are well done, original, or innovative.