Higher Education in Dementia Network (HEDN) Meeting
Wednesday 9th July 2014
University of Bradford

Present
Angela Richardson – Kingston University
Carol Cooper – Sheffield Hallam University
Catherine Bailey – Northumbria University
Chris Knifton – De Montfort University
Chris Russell – University of Worcester
Claire Surr – University of Bradford
Danielle Jones – University of Bradford
Danny Walsh – University of Lincoln
David Howard – University of Lincoln
Elizabeth Collier – University of Salford
Jan Oyebode – University of Bradford
John Crossland – University of Portsmouth
Laura Maio – Dementia UK
Linda Morrison – University of Cumbria
Lindsey Collins – University of Bradford
Michal Herz – University of Worcester
Murna Downs – University of Bradford
Pat Chung – Canterbury Christ Church University
Peter Zaagman – Oxford Brookes University
Rachel Thompson – Dementia UK (Chair)
Sarah Hamilton – University of Bradford
Simon Burrow – University of Manchester
Theresa Hull – University of Bradford

On teleconference
Rick Fisher – Bournemouth University
Gill Maidens – Wolverhampton University
Lesley Baillie – London Southbank University
Diana Case – London Southbank University

1. Apologies were received from the following people

Amanda Clarke – Northumbria University
Amy Drahota – University of Portsmouth
Angela Kydd – University of the West of Scotland
Anna Waugh – University of the West of Scotland
Catharine Jenkins – Birmingham City University
Charlotte Clarke – University of Edinburgh
Clair Merriman – Oxford Brookes University
Dawn Brooker – Association of Dementia Studies, University of Worcester
Denise Parker – Liverpool John Moores University
Dean’s welcome
Dr Pam Bangley, Dean of the School of Health Studies

2. Minutes of last meeting held on 6th March 2014
The minutes of the last meeting were accepted

3. Matters Arising
From previous Matters Arising, Proposal by Dawn Brooker to develop HEDN Postgraduate Certificate in Dementia Inclusive Teaching in Higher Education (DITHE): the PG Certificate will be now piloted in Worcester.

4. Presentations from University of Bradford
- **Jan Oyebode** gave a presentation on the research carried out at University of Bradford “Research in Bradford Dementia Group – an overview for HEDN”
  For the full presentation, please see link on [http://www.dementiauk.org/what-we-do/networks/hedn/minutes/](http://www.dementiauk.org/what-we-do/networks/hedn/minutes/)
- **Claire Surr** presented “Embedding dementia education in the undergraduate curriculum – The University of Bradford Strategy”, outlining the University’s strategy to embed Dementia Education across the board.
  Full presentation available on [https://www.dementiauk.org/what-we-do/networks/hedn/minutes/](https://www.dementiauk.org/what-we-do/networks/hedn/minutes/)

Points from the discussion that followed:

Following the James Lind Alliance Priority setting for dementia research – which identified 10 priority areas, the recent NIHR call for dementia research has identified 4 particular areas for new health services research See: [http://www.nets.nihr.ac.uk/__data/assets/pdf_file/0012/120342/14-154-HS-and-DR-Dementia-Comm-brief.pdf](http://www.nets.nihr.ac.uk/__data/assets/pdf_file/0012/120342/14-154-HS-and-DR-Dementia-Comm-brief.pdf)
- Dissemination of research - [http://ethos.bl.uk](http://ethos.bl.uk) British Library’s website that shares PhD thesis – useful to access research which might not have been published.


- The Embedding Dementia Education programme will hopefully be evaluated – depending on resources and programmes. The aim of the programme is to reach the health focussed programmes first with a hope to reach other non-health programmes in the future, although it is going to be a staggered process. Strong participatory approach and sense of ownership at ground level. Aspiration voiced by staff that we become a fully “Dementia Aware” University with all students knowing about dementia as relevant to their area of study; University Senior Management sign up may help with this however there’s a strong feeling that the bottom-up approach shouldn’t be lost to retain the commitment and quality rather than it becoming a ‘tick-box’ approach.

- How similar initiatives are working elsewhere:
  - Peter Zaagman suggests considering theoretical assessment embedded in courses as it helps encouraging knowledge.
  - Cathy Bailey: Northumbria University is working with DAA, delivering Dementia Friends sessions in other faculties (Business etc…), developing Dementia Friends/Dementia Champions across the University. Danger of spreading too thinly. Opposite approach from Bradford: started organically.
  - Gill Maidens: Set a Dementia Champions accredited module at level 5 and 6 (full 3 days programme). Working quite well. Revalidation of courses is ongoing as well – opportunity to look at embedding dementia education across the board.
  - Danny Walsh: annual updates for mentors now also include dementia awareness.
  - Liz Collier: Dementia Awareness has become part of the “Salford Advantage”, a programme to enhance employability of the students. Through the Salford Advantage Student Life, students agree to do 55 hours of voluntary work. The programme works across the university and since Dementia Awareness has become part of it, it has attracted interest from students in Law, Art and Business School etc.

Also, working with HR to look at how the University can support staff who are carers of people with dementia. This fosters engagement. Useful documents: [Carers UK’s report](http://www.carersuk.org) calling on providing support to working carers.
- Lesley Baillie: Inter-professional dementia interest group and got Faculty management support but would like to develop a more formalised strategy. Currently mapping the curricula against Tier 1 and the HEDN curriculum – not yet complete; there is also a Faculty Virtual Learning Environment for Dementia that all staff and students can access. A number of staff have done the Alzheimer’s Society Dementia Champion course and all Health & Social Care students will have a Dementia Friends session in induction, as a starting off point. Dementia Friends sessions will be offered through the Staff Development Unit open to all staff across the University - planning to offer it to other Faculty students in the future.

- Reaching outside nursing: Multi professional education seminars are the best placed to reach a wider audience, however content will need to be tailored as audiences vary considerably. Bradford considering using scenarios and embed learning in practice. Similar approaches reported by other universities.

**Action Point:** agreed to discuss at future meetings areas of the CfDE that are found difficult to implement (“Sharing Difficulties”).

### 5. Delivering quality in dementia education – Group Discussion

Group discussion focused on the following points: (Please note that planned topics of assessment of learning in practice and ensuring views of people with dementia were not covered directly at the meeting)

For information see previous papers by HEDN on involvement:


Written contributions were also kindly submitted by Julie Longson (Keele University) and Lindsay Dingwall (University of Dundee).

1. **Using curriculum to map dementia education provision**

   There was a general consensus that the CfDE is extremely valuable in informing and ensuring a comprehensive approach to dementia is included in dementia education/courses. However a number of challenges remain in ensuring appropriate content is included across all programmes Creative
approaches and leadership from dementia leads within HEI’s to advise and support other colleagues may facilitate this.

A number of questions were raised about the use of the CfDE as a kitemark including:

- Accountability and responsibility – endorsement of content, quality or both? Kitemark could become tick box if around inclusion of content.
- Difficulty in measuring learning outcomes and variability across different programmes
- QAA has accountability and includes subject benchmarks – is there one on dementia?
- Quality incurs costs and liability – who has capacity to do this? Can HEIs review each other objectively
- Even judging content would incur some time commitment.
- Possible inclusion of content in practice placement workbooks
- Practice mentors – having a yearly update to stay as a mentor – could include extra content about dementia specific knowledge and skills
  Hidden’ dementia content e.g. case scenario’s within other teaching which may not be so easily captured

The general conclusion was that:
- The CfDE should be viewed as guidance rather than a prescriptive document but remains a valuable and useful document.

Further comments and ideas included:
- CfDE may be expanded to include guidance on developing teaching materials and how it can be delivered in practice.
- Further work is required to test the CfDE, including how it might inform a range of programmes including dementia champion training
- Involving professional and regulatory bodies for encouraging potential uptake of curriculum –
- Exploring potential for European and international collaboration

2. *Skills for delivering dementia education*

Discussion highlighted the importance of educators having in depth up to date knowledge of dementia care and the need to seek opportunities to develop links with practice experts.
Summary of the main discussion points and ideas included:

- Cascading knowledge, attitudes and responsibilities via networks e.g. NES Dementia Champions programme in Scotland brings together practice experts and master classes are being used to share knowledge and skills between practitioners and educators
- Signposting people to useful teaching/learning materials
- Sharing resources across HEIs via HEDN web-site – updated via HEDN meetings
- Development of manual for CfDE – add content on ‘how to deliver’

HEDN could offer recommendations for those delivering dementia education including:

- For delivery of dementia specific modules – qualification in dementia or a recommendation that this would be desirable to be working towards.
- Values statement about having direct experience and contact with people living with dementia and their families – ideas of how people might do this via clinical, voluntary, academic and PPI routes.

Options to disseminate good practice:

- IDEA website (http://idea.nottingham.ac.uk/) – happy to share and publish resources.
- Higher Education Academy (http://www.heacademy.ac.uk/) – Claire Surr could help facilitating links with them.

Action: To consider developing a summary of these discussion points as a position statement/ inclusion in a paper
To consider possible ways forward for recommendations raised in discussion.

6. Local updates

Linda Morrison – University of Cumbria The first cohort of the Foundation Course in Dementia will graduate next week.

Chris Knifton – De Montfort University Looking at launching an “Interdisciplinary Dementia Studies” course (working title) for the entire Health and Life Sciences Faculty – large faculty, so wide reach.
Dementia Ambassadors – the project has progressed and all staff and students will get dementia awareness training.
Involved in delivering dementia awareness to security guards of a large local shopping centre.

Pat Chung – Canterbury Christ Church University Two new dementia modules at level 6 developed – content has been reviewed. Also has a level 4 dementia module
within the FD programme. The Faculty of Health and Social care is looking at becoming a Dementia Friendly Faculty and hoping to embed CfDE within the Interprofessional learning programme.

**Peter Zaagman – Oxford Brookes University** Dementia simulation now used with age simulation suits: it has been extremely well valued. Oxford Brookes University is working with three other universities on a regional dementia project on behalf of Health Education Thames Valley.

**Catherine Bailey – Northumbria University** Dementia Friends training delivered in the community. Produced, in partnership with the DAA North East, an EOL Spiritual Guide (all resources are widely available locally; discussions in place to make them available more widely).

**Carol Cooper – Sheffield Hallam University** The University had developed a cartoon clip on dementia. The clip is available on youtube (http://www.youtube.com/watch?v=FnIReX5aIk).

**Lesley Baillie – London Southbank University** Supervising a PhD phenomenological study of the experiences of people with black ethnicity who are living with dementia.

7. Any other business

- **Skype feedback**: problems with picking up general discussion. Presentations were heard clearly.

- **Membership**: ToR need to be revisited. RT will circulate an email about this


RT, EC, and CS currently working on a second paper on contemporary issues around embedding dementia education in curricula.

8. Date of next meeting 2014

8th October 2014 – University of Surrey, Guildford