Meeting of the Higher Education for Dementia Network (HEDN)

23rd March 2017 11am - 3 pm
London South Bank University

Present
Denise Forte – Kingston University
Gina Dutton – University of Worcester
Laura Maio – Dementia UK
Leslie Baillie – London South Bank University
Maggie Parry-Hughes – Dementia UK
Manyara Mushore – London South Bank University
Pat Chung – Christchurch Canterbury University
Rachel Thompson – Dementia UK
Rozz Mcdonald – Oxford Brookes University
Sandie Woods – London South Bank University
Victoria Tischler – University of West London

On Skype connection
Claire Surr – Leeds Beckett University
Gill Maidens – Wolverhampton University
Michelle Heward – Bournemouth University

1. Welcome, Apologies and Introductions
Apologies were received from the following people:

Adrian Newman – University of Northampton
Anna Waugh – University of the West Scotland
Carol Cooper – Sheffield Hallam University
Caroline Reeves – Keele University
Cathy Knight – Coventry University/Admiral Nurse
Cheryl Holman – University of Hertfordshire
Elizabeth Collier – University of Salford
Ellen Tullo – University of Newcastle
Jackie Bridges – University of Southampton
Jim Ridley – Edge Hill University
Julie Longson – Keele University
Karan Jutlia – De Montfort University
Karen Satchell – University of Hertfordshire
Karyn Davies – University of South Wales
Linda Morrison – University of Cumbria
Owain Jones – University of South Wales
Sarah Oxbury Ellis – University of Suffolk
Sarah Penney – Ulster University
Victoria Fessey – Coventry University
2. Minutes of last meeting
On p.4, amend “Emily Shoesmith” in “Claire Surr”
Minutes accepted

3. Matters Arising

NMC Stakeholder events – the events have been held and there is no further follow up so far.
Information shared at events indicate that NMC is looking at for broad standards for all nursing roles, without calling for a parliamentary act (needed for a formal alteration of the fields of nursing).

The draft consultation is not out yet, it might be released in June 2017

Position papers for improving quality of dementia education: 2 papers in development:

- Professionals bodies paper - Claire Surr has received feedback following last meeting however hasn’t had capacity for updating the paper yet.
- Similar issues with capacity have been experienced by Chris Knifton (for the Educational bodies paper).

Plan: Aim to finalise both papers before July, so at next meeting discussion can focus on how to use them and target influence on the NMC and other bodies such as NHS confederation; NHS employers, Council of Deans etc

4. HEDN Business updates

- Update re What works study and position paper (Claire Surr)

  The report of the study will be released possibly around Jan-Feb 2018.
  Data analysis still ongoing; a report on knowledge and attitudes is due for HEE soon.
  Case studies sites recruitment is concluded – still struggling with Primary Care sites but might have sufficient. Data collection is due to end mid-end April.
  Interesting data collected so far, linking very well with findings from the literature review.
  The research team has been developing an audit tool and a mapping tool for Tier 2 (excel spreadsheet). The mapping tool lists the different learning outcomes and calculates the related percentages. It will be shared via the website. Claire would appreciate feedback on how the tools could be used prior to the launch, so to inform a plan on their use
  The audit tool is based on the literature review; the mapping tool will help crosschecking checking against the HEE framework and learning outcomes. They should hopefully be ready in a couple of weeks; Claire happy to share them with HEDN once they are signed off.
Feedback from Dementia Workforce Advisory (DWA) group (Rachel Thompson)

The Dementia Workforce Advisory Group is coordinated by HEE, Skills for Health and Skills for Care. It has representatives from across sectors (home care, care homes, third sector, hospice care, etc.)

- HEE has developed and shared some e-learning Tier 1 learning tools and is doing some work around similar tools at Tier 2.
- A discussion was held about the use of simulation in teaching. Those present commented on the importance of using simulation well (i.e. appropriateness, planning effective delivery and managing emotional impact on students). Providing a supporting environment and debrief/reflection after the simulation experience was considered to be of high importance.
- Some examples were shared:
  - Oxford Brooks University is using a professional actor with all students at Year 2. This has been delivered to large groups, rather than the small groups so far. It was considered that whilst delivering to large numbers is more cost effective, simulation normally works well with smaller groups.
  - The use of Forum theatre (University of Southampton) is also delivered to larger groups and invites participation/interaction with the audience.
  - This approach is being evaluated by Oxford Brookes; students are saying that ‘watching’ is as effective in improving their confidence as ‘doing’, so far. The university will examine how this impacts on students, including whether group size impacts on use and whether there are additional benefits or issues in terms of emotional impact etc. Rozz Macdonald will be able to share the feedback when available.
- Discussion was held about feedback just being evidence of knowledge/attitude change or whether it translates in practice.
- The “Grandma Remember me” play has been used both at Kingston University and London South Bank University and had a great effective impact on large groups (400) students, completely getting their attention. Bournemouth University has also been doing work on simulation.
- Is the use of theatre simulation? It was noted that there is no single definition of ‘simulation’ and that it is difficult to measure whether it does impact then on practice.

Developing resources and guidance for Dementia Leadership roles (Tier 3/HEE) – Discussion

During Autumn 2016 HEE ran a survey via 13 local HEE offices to ascertain levels of compliance of HEI’s with the HEE mandate requirements for all undergraduate courses to include education and training in dementia. The data collection tool asked for Tier 1 training as a minimum but also invited examples of Tier 2 and 3 training.

The HEE report indicated that all HEI’s providing commissioned undergraduate courses (including medicine, dental and pharmacy programmes) provided a response.
98% of programmes indicated that dementia education and training was embedded in undergraduate curricula to at least Tier 1.

HEE found that 3 main approaches are being used to incorporate dementia into the curricula:

- Dementia as a stand-alone module - including use of e-learning resources, such as Barbara’s story, Finding Patience, Stand By Me etc. (reported that Dementia Friends is often used in parallel)
- Dementia included as part of other person-centred work streams e.g. End of Life, Mental Health, Learning Disabilities
- Dementia incorporated as part of wider health topics such as communication tools, co-morbidities. ethics, medico-legal issues, equality & diversity

A report has been produced on the results of the survey and will be shared with the network as soon as it is finalised.

Jan Zietara, Head of Operational Delivery, South was very keen to meet with this network to see whether we could support with Tier 3 outcomes. Unfortunately was unable to join the meeting of today but be with us at next meeting, which will be an opportunity to share best practice at Tier 3. At the DWA meeting there was a good discussion about leadership and how good leadership can be embedded in practice.

- **Presentations from London South Bank University:**
  - The role of drama in dementia education (Lesley Baillie & Sandie Woods)
    - Evaluation of Barbara’s story
    - Using ‘Grandma remember me’ with undergraduate healthcare students
  
  Both presentations are available on [https://www.dementiauk.org/for-healthcare-professionals/hedn-and-curriculum-for-dementia-education/](https://www.dementiauk.org/for-healthcare-professionals/hedn-and-curriculum-for-dementia-education/)

  The full evaluation of Barbara’s story is available from Guy’s Thomas Trust’s website at the following link:

  For an article on the project, please see


- **Any other business**

  **Chairing of HEDN** – Rachel is proposing a co-chair system going forward, perhaps with a yearly rotation. Further information will be emailed to the Network in due course.

  **HEDN as UK wide network** – to help facilitate keeping a UK wide approach within the network, Rachel is proposing to allocate formal updates from each country at the meetings.

  **Updates from Universities**
Lesley Baillie – LSBU – Developed a new curriculum last year for nursing, mapping and embedding HEE standards. Delivered again Dementia Friends to all students in Year 1, including now Health Promotion in the Dementia Awareness, and Supporting Families; the training is very well evaluated. Also developed a research proposal to look at 6 months follow-up, which is currently undergoing ethical approval (the research will look at whether the students put their pledges in practice, remember the session after 6 months, whether anyone became dementia champion etc.).

Currently supervising PhDs; one is looking at fluid intake and how it could be person centred; the other one is looking at people who came to the UK to work in their 20s from Caribbean and African countries and their current experience of dementia.

Victoria Tischler – University of West London – started in January, new area for the University. Will set up an educational offer. Interested in working with art sector (artists and galleries) to work with people with dementia.

Textiles and cognition; working with Boots UK archive who have old formulations of perfumes, ointments - interested in how they could be used for reminiscence;

Arts and installations: Imagination Café in Nottingham City Centre (pop up) during Dementia Awareness Week: the café will be having actors and artists, some of them will be in characters but others will be just in attendance and react to what’s happening. Really nice way of engaging public. Proposing to use artists alongside the researcher.

Also working around food – communal eating, nourishing, memories linked to food. ANs will be doing a clinic at the Nottingham café, plus Alzheimer’s Society coordinated events.

Gina Dutton – University of Worcester –

Currently have a number of modules at L6 and L7, looking at a potential revision of the offer.

Implementing the FITS into Practice (Focussed Intervention Training and Support) Programme in care homes and extra care housing for people with dementia, complex needs and distressed behaviour), research funded by with the Alzheimer's Society, is currently running as a double level 7 module for the first time this year.

Also, all the pre-reg nurses have 1 day in their 1st year around dementia; this year it will be re-designed with support of Association for Dementia Studies.

Currently developing videos for enhancing teaching, using the LINK group members The LINK group, people with dementia and family carers, has been active for a long time within the University, and are involved in our research and education work.

MeetingDem - Implementation and Evaluation of the Meeting Centres support programme for people with dementia and their carers in Europe - EU funded multi-site study has recently completed and publications currently being written up.

Rachel Thompson – we now have 189 Admiral Nurses, 2 of which are based within Universities; Cathy Knight in Coventry University, and Chris Knifton at De Montfort Leicester.

Focus on development for Admiral Nurses this year includes End of Life Complexities and Family Interventions.

Denise Forte (Kingston University)

The HEDN curriculum has been mapped to all pre-reg programmes so that dementia is included across all years. 2 L7 module for workforce development, very well evaluated but not sufficient uptake for the 2nd module). Projects for nursing associate will run next year – ‘40 in the programme (Kingston is one of the project’s sites).

‘Grandma remember me’ play has been a great success. Communication And Respect for people with Dementia: Student learning (CARDS) programme, delivered at different years, (year 1 for nursing), 2 taught workshops + asked to volunteer within care homes 4 times at least for 3 hours, to learn how to communicate with people with dementia. The CARDS
project was evaluated a couple of years ago and showed statistically significant improvements in competence and confidence scores.

**Pat Cheung – Canterbury Christ Church**
Currently going to a re-approval of their curricula. As a faculty talking about how to embed dementia in the programmes (the offer has had a slow down after the Dementia Lead left the university). Hoping to have a better coordinated offer on dementia. Incorporates dementia teaching in the OT programme and invite service users (students find it very useful). Particularly interested in the family carers’ perspective in the changes and how they develop their strategies to support the person they live with. Currently funding from OT college of how people with dementia see the benefit of enablement services from the local authorities (but difficulties of recruitment – people coming through the services are older, frailer and with more comorbidities than before).

**Rozz McDonald – Oxford Brookes**
Simulation project (large piece of work). 110 results (still 200-300 students) from students using the simulations and the majority are saying they feel more comfortable in responding to people with dementia. However, this is not measuring their behaviour.

**Sandy Woods - London South Bank University** - Living well with dementia module, validation this afternoon.

**Date of next meetings:** 6th July University of Manchester