

Norfolk & Waveney Education and Training Framework

#DementiaEducation



#WE CARE
TOGETHER



in good health
The Norfolk and Waveney Health and Care Partnership

Contents

Introduction	3
Tailoring Training To Your Workforce	4
Content required for each tier	6
Delivery – face to face or e-learning?	10
Accessing training	11
Equality, Diversity and Inclusivity	12
Evaluating the impact of the training	14

Introduction

Dementia currently affects approximately one million people in the UK. According to Norfolk and Waveney Clinical Commissioning Group (CCG) statistics, the estimated prevalence of people living with Dementia in Norfolk is 16,700 and in Suffolk 13,500. This is predicted to rise in Norfolk to 22,370 by 2030 (14,000 of these people will have severe dementia), and in Suffolk to 18,770 (including those with severe dementia who total 12,154).

Dementia focused education and training is vitally important to support staff to feel confident in their ability to deliver excellent services for all our people, families and carers living with dementia. Our workforce is extensive and diverse, with a range of roles and settings but all require an awareness and understanding of the needs of people living with dementia.

Many staff feel insufficiently trained overall in relation to dementia and the aim of this document is to ensure all staff have opportunity to access appropriate dementia training. This document has been developed in partnership with health, social care and wider public sector organisations, to enable the highest quality of care for all our people in Norfolk and Waveney.



Tailoring Training To Your Workforce

Dementia training is fundamentally important for the Norfolk and Waveney workforce and is based on the principles laid down by **Health Education England (HEE) Letter template (england.nhs.uk)** and the guidelines and recommendations from the National audit of dementia care and the **Royal College of Psychiatrists**.

Dementia education for Norfolk & Waveney can be broadly divided into 3 tiers:

Tier 1:

Dementia Awareness (“essential information”) highlights the basic, essential competencies relevant to all sections of workforce and society. This could also form part of mandatory induction training for our workforce in Norfolk & Waveney who come into contact with people living with dementia, and their families/carers. The content of the dementia awareness training is suitable for health, social care and wider public services staff, both providing direct and in-direct care e.g. Local authority staff, maintenance and administration staff.

We recommend Tier 1 as the minimum standard of education for workforce across our partner organisations.

Tier 2:

Builds and provides a deeper knowledge and understanding than Tier 1. It highlights competencies required for those working regularly to support people living with dementia and their carers/families. This would include staff working in more specialist settings e.g. a hospital, staff working in a residential care home, social workers and police.

Tier 3:

Tier 3 is aimed at staff who will be working extensively with people with dementia and who are likely to be in roles with specialist, leadership or decision-making capacity. Registered managers and other health/social care leaders including operational managers who have responsibility for services which provide care and support to people with dementia. Health/social care practice leaders, managers and a range of key staff including those who work intensively with people affected by dementia who take a lead in decision making and developing or disseminating good practice. Staff in this group will use the framework in conjunction with their relevant professional standards.

➤ [Dementia-Core-Skills-Education-and-Training-Framework.pdf \(skillsforhealth.org.uk\)](#)

➤ [Managing Success v3.pdf \(hee.nhs.uk\)](#)
Excellent document that specifies training for different staff, plus the support for manager in implementing learning.

➤ **Tool to assess implementations.**

[We Check Dementia Self-Assessment and Know How Toolkit - Welcome \(southeastclinicalnetworks.nhs.uk\)](#)
NHS England document to support managers.

It is important to note that the use of the tiers is for guidance only and to provide a platform to demonstrate how dementia education can be tailored to the needs of your workforce. The tiers should not equate to seniority within an organisation. They should be used to identify what the staff need to know in order to deliver the most effective care to the person living with dementia.

Learning Resources For Each Tier

The following table provides suggestions for courses and materials for the 3 tiers of dementia training and how they can be accessed. This is not an exhaustive list, but provides an initial framework which signposts organisations to currently available resources. Individual organisations may be aware of other relevant and useful training; however, this table provides a Norfolk & Waveney system-wide framework for supporting best practice.

Central Principles:

These should underpin all dementia training:

- Delivering services/care that is centred around the person with dementia
- Working in partnership with the person with dementia, along with their family members and other carers
- Delivering services/care in a way which respects and maintains dignity
- Clear signposting to responsible persons within each organisation when additional support is needed e.g. safeguarding team/named dementia lead

Tier 1: Dementia Awareness Training

Training Provider	Where to access	Cost
Health Education England	Resources for tier one, two and three Health Education England (hee.nhs.uk)	Free
The Skills Network	Skillsnetwork.com	Funding available
Social care institute for excellence	SCIE.ORG Dementia training	Free
E-Learning For Health HEE	E-Dementia E-Learning programme updated with new sessions - E-Learning for Healthcare (e-lfh.org.uk)	Free
Skills for Care Skills for Health	HEE Care certificate	Free
Future Learn	https://www.futurelearn.com/courses/dementia-awareness-training	Free
Guys and St Thomas' Hospital	Barbara's Story DVD Collection – Guys & St Thomas' Hospital Email: barbarasstory@gstt.nhs.uk	To act as an additional resource
Alzheimer's Society	Alzheimer's Society Learning Hub Alzheimer's Society (alzheimers.org.uk)	Cost associated with training

Q: Can we use Alzheimer's Society Dementia Friends Sessions as Tier 1 Awareness Training?

A: Whilst Dementia Friends is a fantastic programme aimed at the general public, it is recommended as an introduction only and that Tier 1 training has content which relates specifically to those working in health and social care settings and public services, which may include staff not familiar with dementia training already.

Tier 2: Enhanced Dementia Training

Training Provider	Where to access	Cost
Health education England	Dementia Education and Learning Through Simulation 2 Health Education England (hee.nhs.uk)	Free
Bournemouth University	The Eating and Drinking Well with Dementia Toolkit Bournemouth University	Free
Bournemouth University	Optimising food and nutritional care for people with dementia Bournemouth University	Free
Care UK Ltd	Virtual Dementia Tour - Training 2 Care UK Ltd	Cost associate with training
Forget me not	Forget Me Not Dementia Training	Cost associated with training
City and Guilds	Dementia Care qualifications and training courses City & Guilds (cityandguilds.com) (Level 2 Certificate in Dementia Care has 18 credits + Level 3 certificate in Dementia has 21 credits = Total 39 credits)	Cost associated with training
Future learn	End-of-Life Care for People with Dementia - Online Cour (futurelearn.com) UEA	Cost associated with training

Q: How long should Tier 2 training take?

A: There is no set length of training for Tier 2. The most important issue is to ensure that it covers all the areas required. It is up to the individual organisations to determine how to support staff to complete the training. There may be different modes of delivery for each organisation. Please see additional guidance here:

[Dementia-Core-Skills-Education-and-Training-Framework.pdf \(skillsforhealth.org.uk\)](#) + [HoM_evaluation_report_July2016_FINAL.pdf \(ewin.nhs.uk\)](#)

Tier 3 Specialist Dementia Training

Tier 3 is Specialist Training designed to go into greater depth and aimed at staff who have already completed Tier 2 training e.g. those in manager, deputy, a clinical lead, to be able to implement change and improve standards of care.

To achieve Tier 3 Dementia Training, staff would be required to successfully complete a minimum of two modules of dementia training equating to 30 credits.

Full Curriculum for Dementia Specific Programmes

1. Prevention and keeping well
2. Identification and assessment of dementia
3. Understanding the experience of and communicating with people with dementia
4. Creating effective partnerships with carers & families
5. Equality, diversity and inclusion in dementia care
6. Supporting people in the early stages of dementia
7. Developing person centred care, assessment and care planning
8. Holistic health for people with dementia
9. Supporting the daily life of people with dementia
10. Pharmacology relating to the needs of people with dementia
11. Psycho-social approaches for people with dementia
12. Key professional abilities and collaborative working
13. Understanding legal aspects of working with people with dementia
14. Understanding ethical issues in caring for people with dementia
15. End of life palliative care
16. Environment
17. Research, policy and service development in dementia care

ENRICH brings together care home staff, residents and their families with researchers. It provides a toolkit of resources to help care homes make the most of research; and researchers to set up and run studies effectively and collaboratively in care homes [ENRICH \(nihr.ac.uk\)](http://ENRICH(nihr.ac.uk))

Q: Where can I find tier 3 training modules

A: Tier 3 training will usually be found in colleges or universities. For information about courses see: Curriculum for Dementia Education [hedn_final-for-web-with-hyperlinks.1.pdf \(dementiauk.org\)](http://hedn_final-for-web-with-hyperlinks.1.pdf)

Delivery – Face to Face or E-Learning?

There are a number of high quality face to face and e-resources available for all levels of dementia training. Organisations should consider the most appropriate style of learning for their workforce. Below is a table outlining the pros and cons of each approach:

Face to Face Training	E-Learning
Pros	
Social Learning	Extensive resources available
Opportunity to ask questions	Can be free
Guaranteed presence in session	Can be done at learner's speed
Is an effective way to change attitude	Can be done at any time
Able to evaluate whether learning objectives have been achieved	Can be done one by one – making it easier to release staff for training
Cons	
Perceived as more time consuming	Difficult to ensure learning has taken place
Likely to incur a cost	No element of social learning in current E-learning programmes
Requires resource (a trainer)	The ability to ask questions may be limited for participants
Requires release of more than one member of staff at a time	Participants can be distracted or be doing other tasks simultaneously
	Difficult to identify whether the staff have understood the training

Note: Each organisation is responsible for monitoring and recording learning

Accessing Training

The first step when deciding to train staff is to identify what you are hoping to achieve through the training and then tailoring what is available to your plan.

The options available for each organisation to consider are outlined below:

A) Access E-Learning Resources

These can be used to provide training to the workforce. The extent and the subject matter of the training will be determined by what is available in the resources.

B) Train The Trainer

This model has proven to be very successful and cost effective in both acute and community settings. It would require an initial outlay for the course. It is important to identify the right person to undertake the training (be sure that the person is interested and willing to train) and then to support that person to deliver training to staff.

C) Commission Dementia Training

There are numerous organisations which will deliver direct dementia training and many are excellent. However, there is currently no regulation of private providers so you do need to be confident that the training you commission is of an acceptable standard. It is also important to be certain that the content is right and fits both your staff's education needs as well as the regulatory requirements for training.

Equality, Diversity and Inclusivity for People Living with Dementia

Organisations interacting with, or providing services for people with dementia, are likely to have their own equality, diversity and inclusivity policies, as well as training around the Equality Act (2010) and other similar legislation. However, this may not always be linked to the unique life experiences of people living with dementia and their families. For example, people living with dementia are likely to be disproportionately affected by discrimination within and exclusion from society, but this is accentuated where they are perceived as being 'different' from the majority population, in some way. This could be due to living with learning disabilities or being a person who has transitioned from one gender to another, or who identifies as non-binary. Similar disproportionate discrimination may be experienced by people who are gay, lesbian or bisexual, as well as those from ethnic, cultural and religious minorities, including people from traveller communities, and those who have experienced forced migration, amongst others.

Therefore, although it is not possible at this point to identify specific training on working with and supporting people with dementia who identify in these ways, links to a range of resources are provided, which focus on ensuring equity and inclusion in dementia services for people from diverse groups and with life experiences which differ from those of people who identify as cis-gender, heterosexual or white British, in ways which provide them with higher social status within the UK. Awareness of the additional social and care needs which may be experienced by people living with dementia (and their families, friends and partners) who are also from one or more of these groups and communities, is an essential part of working effectively to support people with dementia.

Equality, Diversity and Inclusivity for People Living with Dementia

Some Selected EDI & Dementia Resources:

APPG on Dementia (2013) Dementia does not discriminate: the experiences of Black, Asian and Minority Ethnic communities. House of Commons All Party Parliamentary Group on Dementia. Available at:

https://www.alzheimers.org.uk/sites/default/files/migrate/downloads/appg_2013_bame_report.pdf

Alzheimer's Society information for LGBT people with dementia:

<https://www.alzheimers.org.uk/get-support/daily-living/lgbt-living-dementia>

And for those supporting LGBT people who are living with dementia:

[Cultural sensitivity and awareness | Alzheimer's Society \(alzheimers.org.uk\)](#)

As well as on cultural sensitivity in dementia care...

[Cultural sensitivity and awareness | Alzheimer's Society \(alzheimers.org.uk\)](#)

Dementia Action Alliance has a webpage which focusses on people with dementia from seldom heard groups, including people with learning disabilities, LGBT people and people with dementia in prisons:

https://www.dementiaaction.org.uk/joint_work/dementia_and_seldom_heard_groups

Dementia UK – a resource on providing cultural and religious appropriate dementia care. Available at:

<https://www.dementiauk.org/five-steps-cultural-religious-dementia-care/>

Evaluating The Impact Of The Training

Evaluating the impact of your training from the onset has several advantages. You can evaluate the impact on several levels; depending on the size and structure of your organisation and what you choose to measure. It should relate to your plan and what you want to see as a result of the training. For example; if your aim from the training was to see improved satisfaction from supporting those living with dementia and their families/carers – then measuring the number of complaints might be one of the metrics you could use to measure the success of your training. As well as measuring impact on the people living with dementia care, it is also useful to measure impact on the individuals who receive the training. This will provide you with information about their experiences of the training. For more information relating to evaluation see here: [Managing Success v3.pdf \(hee.nhs.uk\)](#)



Additional Resources

- Alzheimer's Society, Training and Resources for Health Professionals, [Alzheimer's Society Learning Hub | Alzheimer's Society](#)
- Barbara's Story DVD Collection – Guys & St Thomas's Hospital, [Barbara's story | Guy's and St Thomas' NHS Foundation Trust](#)
- Curriculum for Dementia Education (CfDE), 2012 [hedn_final-for-web-with-hyperlinks.1.pdf \(dementiauk.org\)](#)
- Dementia Awareness- Acute & Community – Health Education North Central & East London & UCL Partners, [Core-Elements-and-Outcomes-for-Dementia-Training-v.2-080715.pdf \(londonscn.nhs.uk\)](#)
- Dementia Friends, <https://www.dementiafriends.org.uk>
- Dementia Training Standards Framework, Skills for Health, Health Education England and Skills for Care 2018, [Dementia-Core-Skills-Education-and-Training-Framework.pdf \(skillsforhealth.org.uk\)](#)
- Developing Tier 2 skills for good dementia care, House of Memories and HEE, 2016 [HoM_evaluation_report_July2016_FINAL.pdf \(ewin.nhs.uk\)](#)
- E-Learning for Health, [Home - e-Learning for Healthcare \(e-lfh.org.uk\)](#)
- [Forget Me Not Dementia Training](#)
- G8 Dementia Summit Declaration, 2013, [G8 dementia summit: Global action against dementia - 11 December 2013 - GOV.UK \(www.gov.uk\)](#)
- Guidance for providers on meeting the regulations, CQC, 2015 [Guidance for providers on meeting the regulations \(cqc.org.uk\)](#)
- Health Education England, Skills for Health, Skills for Care. Dementia core skills education and training framework. London: Health Education England; 2015. [Dementia-Core-Skills-Education-and-Training-Framework.pdf \(skillsforhealth.org.uk\)](#)
- Higher Education Dementia Network HEDN, [HEDN - Dementia UK](#)
- Key Lines Of Enquiry, prompts and ratings characteristics for adult social care services, CQC, 2017 [1020-adult-social-care-kloes-prompts-and-characteristics-showing-changes-final.pdf \(cqc.org.uk\)](#) Looking after someone with dementia. 2018. [Looking after someone with dementia - NHS \(www.nhs.uk\)](#)

- Managing Success, Skills for Health, Skills for Care, Leeds Beckett University and Health Education England 2018 [Managing Success v3.pdf \(hee.nhs.uk\)](#)
- Mental Capacity Act 2005, [Mental Capacity Act 2005 \(legislation.gov.uk\)](#)
- National Audit of Dementia, 2021, [Royal College of Psychiatrists National Audit of Dementia \(NAD\) | Royal College of Psychiatrists \(rcpsych.ac.uk\)](#)
- National Council for Palliative Care, [National Council for Palliative Care | Palliative Hub Pro \(professionalpalliativehub.com\)](#)
- NHS End of Life, [NHS England » End of life care](#)
- NHS Long Term Plan 2019 » [The NHS Long Term Plan](#)
- NICE NG97. Dementia: assessment, management and support for people living with dementia and their carers. 2018 [Overview | Dementia: assessment, management and support for people living with dementia and their carers | Guidance | NICE](#)
- NICE public health guidance 16. Mental wellbeing in over 65s occupational therapy and physical activity interventions. 2008. [Overview | Mental wellbeing in over 65s: occupational therapy and physical activity interventions | Guidance | NICE](#)
- NICE QS184: Dementia. 2019. [Overview | Dementia | Quality standards | NICE](#)
- Palliative and end of life care: information and resources for health and social care professionals to improve the quality of services and reduce inequalities in, Department of Health, 2019. [Palliative and end of life care - GOV.UK \(www.gov.uk\)](#)
- People with dementia, CQC, 2016 [20160505 CQC EOLC Dementia FINAL 2.pdf](#)
- Prime Ministers Challenge on Dementia 2020, gov.uk, [2016 Prime Ministers Challenge on Dementia 2020 \(publishing.service.gov.uk\)](#)
- SCIE Dementia training courses for health and care, [Dementia training courses | SCIE](#)
- Standards of Education and Practice for Nurses New to Care Home Nursing, The Queen's Nursing Institute, 2021 [Standards-of-Education-and-Practice-for-Nurses-New-to-Care-Home-Nursing-2021.pdf \(qni.org.uk\)](#)
- Standards of proficiency for registered nurses, The Nursing and Midwifery Council, 2018 [Standards of proficiency for registered nurses - The Nursing and Midwifery Council \(nmc.org.uk\)](#)
- Standards of proficiency for registered nursing associates, The Nursing and Midwifery Council, 2018 [Standards of proficiency for registered nursing associates - The Nursing and Midwifery Council \(nmc.org.uk\)](#)



- The Adult Social Care Outcomes Framework 2014/15, November 2013 [Adult social care framework \(publishing.service.gov.uk\)](#)
- The Adult Social Care Outcomes Framework 2018/19 – Handbook of definitions, gov.uk, 2018 [Final ASCOF handbook of definitions 2018-19 2.pdf \(publishing.service.gov.uk\)](#)
- The barriers and facilitators to implementing dementia education and training in health and social care services: a mixed-methods study, 2020 [The barriers and facilitators to implementing dementia education and training in health and social care services: a mixed-methods study \(springer.com\)](#)
- The Essential Standards of Quality and Safety', CQC, March 2010 [The Essential Standards Of Quality And Safety CQC](#)
- The Framework for enhanced health in care homes 2020/2021 – Version 2, NHS England and NHS Improvement, 2020 [the-framework-for-enhanced-health-in-care-homes-v2-0.pdf \(england.nhs.uk\)](#)
- The Triangle of Care: Carers included: A Guide to Best Practice for Dementia Care, Carers Trust, 2016 [the-triangle-of-care-dementia-england.pdf \(carers.org\)](#)
- We Check Dementia Self-Assessment and Know How Toolkit, South East Clinical Delivery and Networks, [We Check Dementia Self-Assessment and Know How Toolkit - Welcome \(southeastclinicalnetworks.nhs.uk\)](#)



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