

Summer 2026

Time for Dementia

brighton and sussex
medical school

Alzheimer's Society
Time for Dementia

An Annual Update

This past year has been one of reflection and renewed focus for Time for Dementia. Following Alzheimer's Society's review of the programme, we have taken the opportunity to strengthen our foundations and ensure we continue delivering meaningful impact for students, partners, and, most importantly, families living with dementia.

It has been a busy year. 1,900 students joined the programme across the South of England and Northern Ireland, continuing to benefit from learning directly from families living with dementia. We were especially pleased to see the successful introduction of the programme in Northern Ireland at Ulster University with our biggest cohort yet of 400 nursing students. Early feedback from both students and families has been extremely encouraging.

This year also marked an important organisational shift, with Time for Dementia moving into the Dementia Support and Partnerships Directorate, aligning more closely with Alzheimer's Society's focus on training and education.

The programme review reaffirmed the strength of the face-to-face model and its impact, while also shaping plans for long-term sustainability, including working with universities to support delivery

costs. As a result, the virtual model will be gradually phased out as contracts end, we remain incredibly grateful to all families who supported it.

We also take this moment to thank and say goodbye to valued members of the team. Beth and Jo from our virtual team and Alison, who has taken on a new role in the Society. Thank you for your dedication and contribution, which has helped shape the programme's success, you will be greatly missed.

Looking ahead, there is much to be optimistic about. We are exploring opportunities to expand the programme to new universities, while continuing to work closely with our existing partners to shape future delivery. With the continued commitment of families, partners, and stakeholders, Time for Dementia is well placed to continue making a lasting difference.



University Updates

Bournemouth University

This academic year has included our first cohort completing their final visits and the start of our cohort 2. The programme continues to provide our student nurses on the Registered Nursing Degree Apprenticeship (RNDA) and Master programmes, with an excellent opportunity to gain insight into those living with dementia and their families outside of a clinical setting. The reflections from students have shown the significant impact that this unique learning experience has and continues to provide for students. As we move into our first celebration events for our first cohort, we look forward this time, to be able to reflect on the personal journeys our students have taken alongside the wonderful families who are part of this programme and celebrate this excellent programme.

University of Brighton

Our mental health, adult nursing and physiotherapy students are completing their final visits. The programme continues to have a significant impact on both nursing and physiotherapy journeys. Students completing their visits described it as an insightful and inspiring experience. Reflections have shown how students really value this experience, and it has helped them develop communication strategies when working with people with dementia and families and widened their

knowledge about the condition. A recent quote from a year 1 physiotherapy student demonstrates this “I previously had no experience of dementia within my family or friends. I just wanted to say how much I enjoyed the Time for Dementia sessions. I found these sessions very helpful in starting to get a better understanding of the different types of dementia and how they affect individuals and families.” Many students identify how helpful the sessions are in helping them on placement and after graduation.

Brighton and Sussex Medical School

Whilst we prepare to say goodbye to our Year 3 students who are completing their final visits, preparations are underway for our returning students and our new cohort of students in October. Preparations are also underway for our annual symposium where our Year 3 students will come together with some of our wonderful families to reflect together on their experiences of taking part in the programme. The presentations this year will include the experience of dementia on LGBTQ+ people and dementia assessment. We are also delighted that students have submitted their creative pieces for the competition which will be judged at the symposium. There have been changes at BSMS as we said farewell to Dr Stephanie Daley, who led Time for Dementia.

Dr Yvonne Feeney has taken over as Lead at BSMS and we look forward to many more years of the programme.

University of Chichester

Time for Dementia has continued to provide a valuable learning experience for students within Adult Nursing and Physiotherapy at the University of Chichester. Throughout the year, students have engaged in numerous family visits, gaining meaningful insight into the realities of



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living with dementia beyond clinical settings. A particular highlight was the continued use of shared reflective activities, building on our inaugural symposium, which fostered deeper understanding and connection between students and participating families. Feedback from both groups has remained highly positive, with students demonstrating growing confidence in communication and person-centred care.

University of Exeter

Sadly, this will be the last year for us running Time for Dementia. We have been delivering our visits virtually across Nursing and Medical Imaging in recent years, and it has allowed students to learn from real stories. The students have valued the chance to meet people living with dementia, identifying learning such as communication skills, being able to ask difficult questions, and developing understanding of the complexity of their dementias. At a recent event one of the families asked the students to be a change for good, telling them that every single one of them was a stone dropping into water and their influence will ripple out to those around them. The students accepted this challenge: “more needs to be done to make things better for people living with dementia. I can start myself and hopefully cause some ripples”.

Kent and Medway Medical School

This year, 134 Year 3 medical students at Kent and Medway Medical School participated in the Time for Dementia programme. Throughout the academic year, our students completed a total of 192 successful home visits, engaging with 80 families across Kent and Medway. The local leadership of the programme has been continued by Lizzie Holland (administrator) and Dr Jo Rodda (academic lead) with additional support from Ellie Clifford (Student Support Coordinator). We would like to thank all the families who welcomed our students into their homes and generously shared their personal experiences of living with dementia. Their



openness and generosity have provided our students with invaluable learning opportunities, helping them to understand more about dementia and its impact on everyday life.

University of Portsmouth

The University of Portsmouth have just completed their first cohort and held a successful symposium with representatives from several families, the student cohort, NHSE and the Alzheimer's Society. Cohort two are completing their first year and will be commencing their final year from September 2026. This will be Portsmouth's last cohort as we will be ceasing Time for Dementia after our pilot. All those involved with the programme here at Portsmouth wish to thank all at Alzheimer's Society, Brighton and Sussex Medical School and all the families who have supported us, and opened their homes to our students, throughout this pilot.

University of Southampton

Our Second cohort have completed Time for Dementia with families across Hampshire and the Isle of Wight. A moving graduation brought together students, families, Alzheimer's Society and members of Faculty. The Time for Dementia team was nominated for a Vice-Chancellor's Awards in the Student Experience category! This reflects the profound impact the programme has on students, many of whom

have shared overwhelmingly positive feedback about their visits. Our third cohort is now underway with visits broadening students' perspectives, opening their eyes to the realities of dementia and navigating health and social care. Importantly, carers' perspectives—often overlooked in clinical settings—are brought to the forefront. Students are encouraged to sit down, share a cup of tea, and listen to the family's story in full, fostering empathy and a deeper appreciation of holistic care.



University of Surrey

It has been a successful year for the University of Surrey virtual visits programme, with nursing, paramedic and dietetic students gaining valuable insight into dementia. “Visits help to identify strategies that might work...like a toolkit that you could try with different people.” (Year 2 Adult Nursing Student) “One of the most important things that we have learnt was to recognise our own biases when it comes to dementia. For example, assuming that there is only one kind of dementia or that people living with the illness all exhibit the same symptoms.” (Year 2 Dietetic Student) Following on from news that virtual visits will no longer be supported, we sincerely thank people living with dementia, families, and facilitators whose contributions profoundly shaped student learning of online virtual visits.

Ulster University

Ulster University began rolling out the Time for Dementia programme in spring 2026. The initiative has been integrated into the BSc Adult Nursing and BSc Mental Health Nursing programmes at the Derry/Londonderry campus. More than 350 students and 120 families are involved, giving students real-world experience and deeper insight into dementia through visits with people living with dementia and their families. First-year students have completed their initial visit, with a second due shortly, while preparations are underway for the 2027 intake. One student described the first visit as “an invaluable

experience” and thanked the university for the opportunity. A participating family said the students were “absolutely delightful”, put them at ease quickly and reflected the high quality of nursing students being prepared for future practice.



Family Engagement Forum: A Vital Voice in Our Programme

Our Family Engagement Forum continues to play an important role in shaping Time for Dementia. Made up of people living with dementia and their carers, the group brings essential real-life experience to guide both delivery and decision-making.

This year, the forum has made a significant contribution across a number of key areas. Members have helped shape our family webinars, ensuring they are accessible and reflect the needs of families. They also co-created a new 'at a glance' sheet for families joining the programme — a clear guide to support them through student visits. In addition, the forum supported the annual review of our family information pack, helping to ensure it remains clear

and useful. Members also met with senior leadership to hear about the review outcomes.

In 2025, forum members came together for a face-to-face meeting to discuss the future of the programme, including an opportunity to meet with then Acting CEO, Corrine — an important moment to ensure family voices are heard at the highest level. We're now approaching our next in-person meeting for this summer.

We're hugely grateful for the time, insight, and enthusiasm the forum brings. Their contributions continue to strengthen the programme, and their input is truly invaluable.



More Than Medicine: What Time for Dementia Taught Me

Joana Miranda, Year 3 BSMS student

Time for Dementia has been one of the most meaningful and impactful experiences of my medical training. As healthcare students, we spend a great deal of time learning the science and theory behind conditions such as dementia, but programmes like this remind us that behind every diagnosis there is a person, a family, a story, and a lived experience that cannot be fully understood through textbooks alone.

Following a family over a prolonged period allowed me to gain a much deeper understanding of the realities of living with dementia — not only the medical challenges, but also the emotional, social and practical impact on both the individual and their loved ones. It highlighted the importance of empathy, communication, patience and continuity of care in a way that traditional placements often cannot.

One of the most valuable aspects of the programme was seeing how person-centred care can truly make a difference. Every family's journey was unique, and listening to their experiences helped me appreciate the resilience, adaptability and strength shown by both people living with dementia and their carers.

The families involved in Time for Dementia are extraordinary teachers. Their openness, honesty and willingness to share deeply personal experiences contribute enormously to the education of future healthcare professionals. I truly believe initiatives such as this are essential in helping students become more compassionate, reflective and holistic clinicians, and I will carry these lessons with me throughout my future career in medicine.



Annual research update

We are pleased to share new findings from the evaluation of the Time for Dementia programme.

Time for Dementia's impact on healthcare professionals' practice

Twenty two newly qualified healthcare professionals (six nurses and sixteen doctors) took part in interviews to talk about what they learned from the Time for Dementia programme and how it shaped the way they now care for people with dementia.

They shared four main insights. First, many said that some hospitals and clinic environments can make it harder to give good dementia care. However, they felt the Time for Dementia programme helped them overcome these challenges and provide better, more person-centred support.

A key part of their learning came from visiting people with dementia in their own homes and building a relationship with their families. They said this experience taught them valuable skills they now use in practice, such as seeing the person beyond the diagnosis, involving the family more in care, communicating with empathy, and adapting care to each individual.

Importantly, many described how meeting people with dementia and their families inspired them. These experiences strengthened their empathy, encouraged them to go the extra mile, and motivated them to advocate for their patients' needs in their everyday work.



Below are some quotes from our participants:

“

I think it's made me quite a holistic doctor in the sense that I don't just want to treat the patient that's in front of me with a certain condition that they have, but think about kind of further, like how can I make life better for them at home? Do they have a good support system? Are they going to be safe at home?”

Doctor

“

It might not mean a lot to me, but it means something to them that, oh, somebody listened and she did not rush me today to take a shower to do this which is really, really cool. So that's what I learned, and I have approached in my career as a nurse whenever dealing with patients with dementia.”

Nurse

Updates on upcoming research

We are now creating a survey to learn more about how the Time for Dementia programme affects healthcare professionals. We plan to invite 250 healthcare professionals to take part. They will be asked about their dementia knowledge, their attitudes, and how confident they feel when caring for people with dementia.

They will also be asked to think back on their experience of the programme—how satisfied

they were and how it has influenced their communication, their ability to advocate for patients, and the way they see people living with dementia.

We will compare their answers with those from healthcare professionals who did not take part in Time for Dementia. This will help us understand the programme's long term impact. If the survey works well, we plan to run a larger study with more than 2,000 participants.

Thank you Dr Stephanie Daley

Dr Stephanie Daley retired this year after 12 years leading the implementation, delivery, and expansion of Time for Dementia at Brighton and Sussex Medical school and beyond. During her time with the programme, more than 12,000 students across the South of England participated in Time for Dementia. Reflecting on the programme, Stephanie said she felt privileged and proud to have worked on Time for Dementia.

Stephanie shared her gratitude for the families that have taken part in the programme over the years, "it has been an absolute joy and a privilege to work with the many families who take part in Time for Dementia; I have learned so much from you and know that we cannot teach our students what you teach them so thank you."

We extend our sincere thanks to Stephanie for her outstanding leadership, dedication, and lasting contribution to Time for Dementia. Her vision and commitment have helped shape the programme into what it is today. We wish her a long, happy, and well-deserved retirement.



Welcome Dr Yvonne Feeney

We are pleased to welcome Dr Yvonne Feeney as Assistant Professor for Lived Experience in Medical Education and Programme Lead for Time for Dementia at Brighton and Sussex Medical School, following Dr Stephanie Daley's retirement.

Yvonne has been involved with Time for Dementia since 2016, first in the research team and later as Project Manager supporting its expansion. An Adult Nurse with over 20 years' experience in dementia care, Yvonne said: "Time for Dementia continues to demonstrate the value of learning directly from people with lived experience, and it is a privilege to be part of a programme that has such a meaningful impact on students and families alike."



“
My message to all those participating in the Time for Dementia programme is that I hope each of you realise what an important contribution you make to Time for Dementia. Families give such an insight to the students who visit them showing what it is really like to live with dementia and how, once they become doctors, they will be able to give positive support to their patients as they have a better understanding of the condition and how best to help each patient and their family's particular circumstances.
”

Zohra, family carer participant and member of the Family Engagement Forum

Time for Dementia Creative Submission by Millie Wimhurst, Year 3 BSMS student

There is always more going on than what the eye can see - a reflection we can apply to all our patients. However, I feel this imagery is particularly fitting with the diagnosis of dementia. So often, people find their identities distorted and overshadowed by this new label. My painting reminds me to look beyond appearances and diagnoses, to recognise individuality, preserve dignity, and approach each encounter with curiosity and compassion.



Key contacts and getting in touch

Alzheimer's Society Contacts:

For questions about the Time for Dementia programme, your involvement or if you need advice and support contact Alzheimer's Society.

You can contact us by E-mail on **timefordementia@alzheimers.org.uk**

Bik-Kay Talbot, Time for Dementia
Co-ordinator

T: **07562 430 204**

Rohan Charles, Project Manager

T: **07484 089 562**

Lauren Wonnacott, Project Manager

T: **07713 779 582**

Thabrez Khan, Manager

T: **07355 021 307**

New enquiries:

If you would like further information about implementing Time for Dementia within your training course please contact:

Thabrez Khan, Manager

E: **timefordementia@alzheimers.org.uk**

Research:

Our research findings are regularly published on our website:

http://bit.ly/Time_for_dementia

For questions about the research or how your data is used and stored, contact The Research Team.

Dr Yvonne Feeney

E: **y.feeney@bsms.ac.uk**

If you require this booklet in larger text, if you no longer wish to receive this annual newsletter, or would like to change your preferences of receiving by email or post, please let us know by contacting Time for Dementia Co-ordinator Bik-Kay Talbot

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