Aspirant Cancer Career and Education Development (ACCEND) Programme Implementation Handbook
For Line Managers & Mentors

July 2024

Contents

Introduction

This guide has been created to further support learning from the ACCEND webinar for line managers, recorded June 2024.

The webinar is an outcome of a regional project supporting the implementation of the ACCEND programme and framework with local teams within Greater Manchester. It has been co-designed with the relevant subject matter experts to share our learning and experiences, whilst supporting your understanding of the ACCEND programme and how the framework can be utilised to benefit personal and professional development for the workforce for line managers and ACCEND mentors.

Implementation Recommendations

We have structured our implementation recommendations into 3 steps, with additional guidance provided on inductions and appraisals:

Step 1: Understanding ACCEND

- What is the ACCEND Programme and Framework
- Aims of ACCEND
- How can you support the use of ACCEND as a Line Manager?

Step 2: Identifying relevant workforce groups

- Identify the workforce who could benefit from ACCEND
- Understanding the Levels of Practice

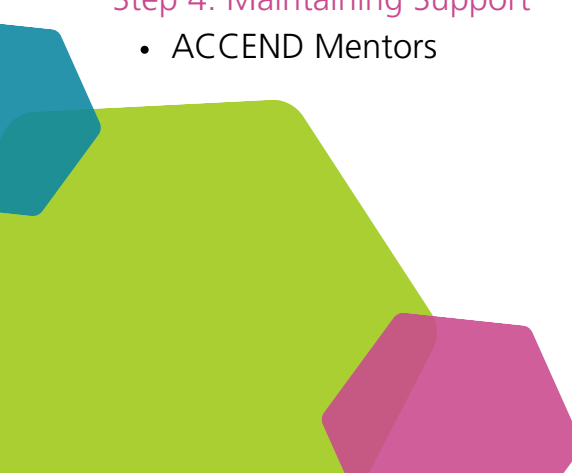### Step 3: Practical Implementation

- Understanding the 3 components of ACCEND
- How to support the development of an ACCEND Cancer Career Portfolio (CCP)

New starter induction programmes

Organisations appraisal structure

Step 4: Maintaining Support

- ACCEND Mentors

Step 1: Understanding

• What is the ACCEND Programme and Framework
• Aims of ACCEND
• How can you support the use of ACCEND as a Line Manager

Background

The ACCEND programme was created in response to workforce challenges, it was identified there wasn't a nationally recognised framework for the cancer workforce. ACCEND is a multiprofessional programme which aims to provide transformational reform for the career pathways and associated education, training, learning and development opportunities for the workforce providing care to people affected by cancer, at all levels of practice.

- Designed for both general and specialist cancer workforce
- Aligns to 4 UK nation frameworks for careers, advanced and consultant level practice
- Focuses on all levels of practice and not specific roles
- Focuses on cancer specific education, learning and development across 4 pillars
- Promotes a range of education, learning and development opportunities: work-based learning, accredited and non-accredited learning modules/course

Following the launch of ACCEND framework in January 2023, Greater Manchester (GM) Cancer Alliance led an implementation project to support GM cancer service teams to implement ACCEND within clinical nurse specialist teams. Two practice educators were recruited to lead this work. There has been great enthusiasm from our local cancer and generalist workforce, from all levels of practice. The overall goal is that everyone who has contact with our cancer service user group is on a recognised career pathway, has core cancer capabilities relevant to their role and is supported by an education framework, such as ACCEND.

Figure 1: ACCEND programme
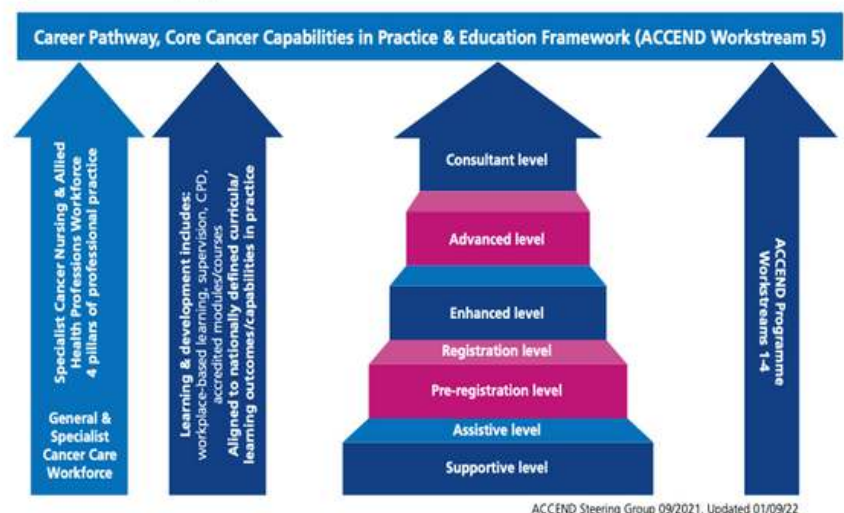
As illustrated in Figure 1, this Framework:

Benefits for your organisation:

- Enables employers to demonstrate that all levels of practice across nursing and allied health professionals meet the recommended level of knowledge and understanding identified in the education framework and associated levels of core cancer CiPs.
- Defines workforce at the required level of practice supports with setting minimum standards with cancer education and capabilities in different practice settings and according to local population needs.
- Will demonstrate development plans are in place to ensure that the workforce is proactively working to achieve relevant learning outcomes and core cancer CiPs.
- Supports continuous professional development at all levels of practice within cancer care to ensure practice is safe, effective, up to date and provides quality assurance - supporting service improvement.
- Clear expectations and clarity regarding roles and routes of progression - prepared workforce
- Ensure learning and development can be targeted an focused to the needs of the service and the workforce.
- Allocation of resources to support preparation of the workforce to match required for service redesign and expansion.
- Development of new and innovative service/systems models which are the principles throughout the framework, for example person centred care and multiprofessional care.

Evaluation & Share
share progress and learning with wider organisation, share benefits, promotion of cancer careers, improved retention

Introduction of ACCEND Framework
Familiarise with framework, socialise within the workforce, identify leads/champions and target workforce

Yearly Appraisal
integrate ACCEND into current yearly appraisal processes, align objective setting with 3 core components ensuring relevant for level of practice.

Promotion & support
explore and review how ACCEND aligns with organisations values and behaviours, engagement from wider organisation (outside of cancer specific services)

Mentor & Line Management review
review progress at 3, 6 & 12 months, setting educational requirements of team/workforce, review expectation of skills and knowledge needed at each level of practice

IMPLEMENTING ACCEND
How line manager/organisation can integrate & utilise ACCEND for individual/team development

Service review
what are the aims and objectives of the services, staffing levels, skill mix, team job planning

Allocate manager/mentor roles
setting expectations of mentor role, how can ACCEND compliment current management/mentor processes

Define Role & Responsibilities
Understanding role and responsibilities in relation to the levels of practice and capabilities; educational & development needs, individual job planning

- Identify people in your workforce who could benefit from ACCEND.
- Understanding the Levels of Practice - identify level of practice skill mix within teams.

The ACCEND programme is designed for both the general and specialist cancer care workforce. The Framework sets out clear expectations for the workforce about the requirements for effective and safe practice. It provides clarity about capabilities and requirements to practice at each level and offers a structure of core cancer knowledge and CiPs that enable practice at each level.

It is important to identify how different teams within the workforce will benefit from ACCEND and which elements of the programme can enhance the learning and development of practitioners in all care settings. Each individual and each team may apply the framework differently and it is important that line managers are able to support.

The workforce can be divided into two groups when thinking about how ACCEND and a career development pathway:

Group 1: Individuals who are new into post within the last 12 months
Group 2: Individuals who are established post holders

It is important there is an understanding of job role and responsibilities, as well as skill mix within the team, in order to implement ACCEND effectively.

Benefits to individuals and teams:
- Identify individual and team professional development
- Explore different learning opportunities, post graduate modules and programmes
- Develop career pathways across all levels of practice - supports retention
- Sets clear expectations at each level of practice
- Supports the development of continuous career portfolio
- Supports team development structures
- Promotes careers in cancer services
- Enhances cancer knowledge and skills outside of specialist services.

Identifying & Understanding Levels of Practice

Level of practice	Example roles
Consultant	Registered nurse (all fields), registered AHP, registered pharmacist practising as: A consultant practitioner
Advanced	Registered nurse (all fields), registered AHP, registered pharmacist practising as: An advanced practitioner (AP)
Enhanced	Registered nurse (all fields), registered AHP, registered pharmacist. Experienced practitioners who work in a role which requires in-depth role specific cancer knowledge and skills or training following registration, for example cancer treatment administration/side effect management/site or pathway specific to undertake complex work managing a discrete aspect of patient care related to their sphere of practice. Role titles may vary
Registration	Registered nurse (all fields), registered AHP, registered pharmacist. At point of registration and during preceptorship
Pre-registration	All pre-registration nursing, AHP and pharmacy students/learners and trainee nursing associates undertaking pre-registration foundation, undergraduate and postgraduate degree courses leading to registration with the HCPC, GPhC or NMC
Assistive	Registered nursing associate (England only), assistant practitioner, registered pharmacist technician
Supportive	Healthcare support worker, cancer support worker, cancer care co-ordinator, healthcare assistant, therapy assistant, allied health support worker, cancer navigator

The ACCEND career pathway focuses on levels of practice as opposed to a specific role or banding. This is due to the variation in role, job description and scope of practice across all four nations. The table above identifies a variety of roles typically associated with each level of practice (for further information on levels of practice descriptors please refer to ACCEND framework document p34-38)

Things to consider
- A role may require a blend/mix of some capabilities in different levels of practice to meet service needs.
- As a practitioner continues to develop, they will begin build on capabilities across levels of practice.
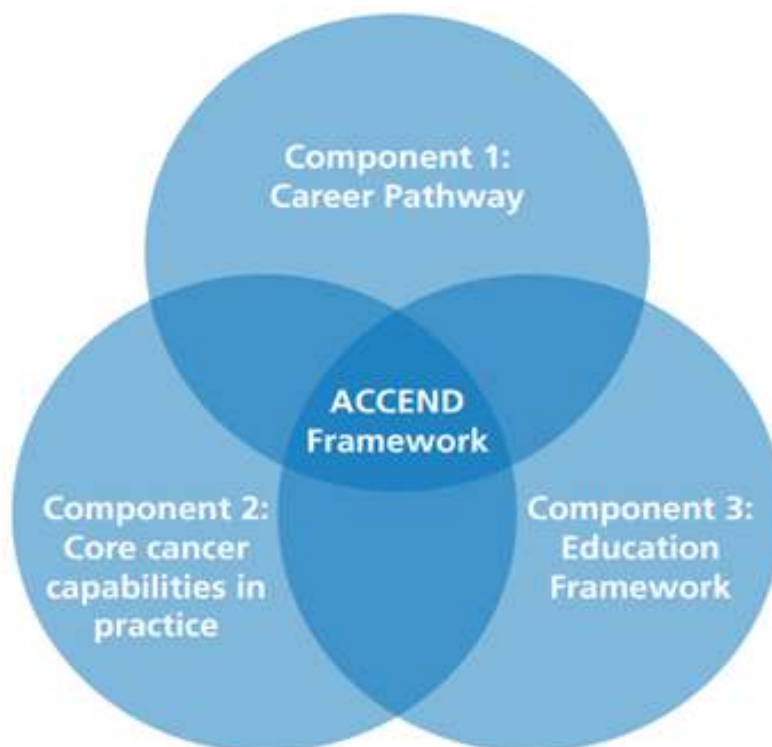
Examples:
- a role may include some registration and some enhanced level core cancer CiPs, especially as they develop within role and prepare for progression.
- an enhanced practitioner may begin to build on capabilities to develop some level 7 academic knowledge or advanced level capabilities in a particular pillar of practice relevant to their role (before considering moving onto accredited Health Education, England advanced clinical practice training across four pillars of practice)

Step 3: Practical Implementation

- Understanding the 3 components of ACCEND framework
- Supporting practitioners to develop an ACCEND Career Portfolio (CP)
- Incorporating the ACCEND CP into your new starter induction programmes
- Incorporating the ACCEND CP into existing organisation appraisal structure

Component 1: Career Pathway

The career pathway component identifies career levels for the workforce, both specialist and generalist. The career pathway can help support the sustainability and growth of the workforce providing cancer care and facilitate the movement of staff to work across services, as well as providing a rewarding career pathway for the workforce.

This component also distinguishes the different levels of practice and the expected academic level education and relevant work-based development. This table shows how career progression is possible across levels of practice, however there often isn't one single route and practitioners may have more job steps during progression. A practitioner may also choose to practice at a particular level and should still be supported continue to develop their expertise and skills within a certain area rather than a focus on continuous progression.

Level of practice	Pillars of professional practice				Higher Education Qualifications level in England and Northern Ireland (FHEQ), Wales (CQFW) and Scotland (SCQF)and workplace training
	Clinical	Leadership & management	Research	Education	
Consultant level	Competency or capability-based development and other role specific training/development Nationally available on-line learning On-going professional development				**Doctoral level** (FHEQ 8; CQFW 8; SCQF 12) Achievement of nation requirements for recognition as consultant
Advanced level					**Masters level** (FHEQ 7; CQFW 7; SCQF 11) Advanced practice apprenticeship achievement of nation requirements for recognition as advanced practitioner
Enhanced level					**Postgraduate level:** Postgraduate diploma, certificate, modules (FHEQ 7; CQFW 7; SCQF 11) **Graduate certificate/modules:** (FHEQ 6; CQFW 6; SCQF 10/9) Enhanced clinical practice apprenticeship. Completion of local or national post-registration role-specific requirements
Registration level					**Graduate level (minimum)** (FHEQ 6; CQFW 6; SCQF 10/9) or **Postgraduate level registration** (FHEQ 7; CQFW 7; SCQF 11) Pre-registration professional apprenticeships. Preceptorship
Assistive level					**Foundation level degree or equivalent level 5 qualification or level 5 apprenticeship** (FHEQ 4/5; CQFW 4/5; SCQF7/8) For example, registered nursing associate (England only); assistant practitioner. Care Certificate; Professional Development Award (Scotland level 8 only)
Supportive level					**Level 2,3 or 4 occupation specific qualification** for example, healthcare or senior healthcare support worker (Scottish Vocational Qualification level 2/3; National Progression Award) Care Certificate (England)
Pre-registration level	Achievement of professional education standards for registration				**Graduate level (minimum)** (FHEQ 6; CQFW 6; SCQF 10/9) or **Postgraduate level registration** (FHEQ 7; CQFW 7; SCQF 11) Pre-registration professional apprenticeships

Please note that these career levels relate to a practitioner's level of practice. The career pathway does not read across to Agenda for Change (AfC) pay bands or suggest bands associated with particular roles.

Component 2: Core Cancer Capabilities in Practice (CiPs)

The core cancer CiPs set out the expected knowledge, skills and behaviours for practitioners at the different levels of practice and allow them to demonstrate and develop their capability. The core cancer CiPs are aligned to the recognised four pillars of clinical practice: Clinical, Management & Leadership, Education and Research.

The CiPs are broad in their description which allows a practitioner to interpret and apply them within the context of their level of practice, scope of practice and within their specific area of practice (in relation to patient groups they support and provide care for. The CiPs are divided into domains and numbered for reference. The capabilities are colour coded to define the minimum core capabilities for each level of practice. This approach should enable practitioners to demonstrate their current level of knowledge, skills and capability, as well as to identify any areas for development (please refer to ACCEND framework document for full mapped CiPs p40-69)

Pillar of professional practice	Domain	Capabilities
Clinical	Domain A: Person-centred collaborative working	1.0 Professional values and behaviours
		2.0 Maintaining an ethical approach and fitness to practice/law, ethics and safeguarding
		3.0 Person-centred care
		4.0 Communication and consultation skills
		5.0 Personalising the pathway for people living with and affected by cancer
		6.0 Helping people make informed choices as they live with or are affected by cancer
		7.0 Providing information to support self-management and enable independence for people living with and affected by cancer
		8.0 Multidisciplinary, interagency and partnership working
		9.0 Referrals and integrated working to support transitional care for people living with and affected by cancer
	Domain B: Assessment, investigation and diagnosis	10.0 History taking
		11.0 Clinical, physical and mental health assessment
		12.0 Investigations, diagnosis and care planning
		13.0 Clinical management
	Domain C: Condition management, treatment and planning	14.0 Managing medical and clinical complexity and risk
		15.0 Independent prescribing and pharmacotherapy
		16.0 Prehabilitation and rehabilitation interventions
		17.0 Promoting self-management and behaviour change
		18.0 Symptom management
		19.0 Late effects
		20.0 Palliative and end of life care
Management and leadership	Domain D: Leadership and management	21.0 Leadership, management and organisation
Research	Domain E: Evidence-based practice	22.0 Research and evidence-based practice
	Domain F: Quality improvement	23.0 Service evaluation and development
Education	Domain G: Education	24.0 Developing a learning culture

Component 3: Education Framework

The education component is about identifying learning outcomes, assessment strategies for each level of the career pathway to support the knowledge requirements of the core cancer capabilities in practice (CiPs) across the four pillars of practice. Practitioners may develop and demonstrate their knowledge, skills and capability through a range of education opportunities including:
 • workplace-based learning and reflection
• continuing professional development (CPD)
• eLearning/online learning resources
• university accredited modules and programmes

The table below provides some guidance and recommendation on role specific development relevant to the level of practice.

Level of practice	Supportive	Assistive	Pre-registration	Registration	Enhanced	Advanced	Consultant
Level of certificated learning or equivalent	See Table 1						
Core cancer knowledge	Foundations of Cancer Care or equivalent	Foundations of Cancer Care (FHEQ 4/5; CQFW 4/5; SCQF7/8) or equivalent	Foundations of Cancer Care (FHEQ 4/5/6/7; CQFW 4/5/6/7; SCQF7/8/9/10/11) or equivalent	See Table 1 Fundamentals of Cancer Care module (FHEQ 6; CQFW 6; SCQF 10/9) or Postgraduate level (FHEQ 7; CQFW 7; SCQF 11) or equivalent	Fundamentals of Cancer Care module Postgraduate level (FHEQ 7; CQFW 7; SCQF 11) or equivalent		
Core Cancer CiPs (Levels)	Supportive	Assistive	Pre-registration	Registration	Enhanced	Advanced	Consultant
Examples of additional role specific and professional development Further detail about specific courses, learning and development opportunities is available on the ACCEND website	Supportive conversations training	Supportive conversations training Edward Jenner Programme	Supportive conversations training Edward Jenner Programme Student cancer fellowship programme	Site specific or role specific development Enhanced communication skills Edward Jenner Programme	Site specific or role specific development Enhanced communication skills Edward Jenner Programme Independent and supplementary prescribing	Site specific or role specific development Advanced communication skills Psychological (level 2) assessment and support Independent and supplementary prescribing Rosalind Franklin Programme Other HEE advanced practice credentials developed. https://advanced-practice.hee.nhs.uk/credentials/	Site specific or role specific development Advanced communication skills Psychological (level 2) assessment and support Independent and supplementary prescribing Mary Seacole Programme Elizabeth Garrett Anderson Programme

Supporting practitioners to develop an ACCEND Career Portfolio

All healthcare professionals should be encouraged to developed a career portfolio as this allows them to evidence their learning, development and achievements. It can also ensure practitioners are remaining relevant and maintaining professional standards.

As practitioners begin to evidence their knowledge and skills with the core cancer CiPs they will begin to develop an ACCEND career portfolio. This could be in various forms such as:

- Paper/Folder
- Greater Manchester Academy ePortfolio
- Other alternatives...

Cancer Career Portfolio Guidance & Tools

Recommendations:

- Promote ACCEND as continuous development process for throughout their career
- All levels of practice across the workforce should be encouraged to develop a CP
- CP should contain range of education, work-based learning and evidence demonstrate their knowledge transfer to chosen capabilities
- Setting minimum standards within the organisation on what should be achieved when collecting evidence over a 12-month periods

Examples of different methods to provide evidence for CiPs:

- Consultation observation tool
- Case based discussion
- Clinical examination procedures
- DOPE
- Multisource feedback
- Reflection

Level of Practice	No. pieces & types of evidence
Pre – Registration nurse/AHP	Cancer services placement requirements • Chosen disease group presentation • ACCEND supportive assistive e-learning modules learning hub • Consider Level 1 Acute oncology passport Competency Assessment
Supportive / Assistive	• ACCEND supportive assistive e-learning modules learning hub • Minimum of 6 pieces of evidence over 12 months (1 piece during project) • If appropriate to clinical role then consider starting Level 1 Acute Oncology Competency Assessment
Registration	• Minimum of 6 pieces of evidence over 12 months (1 piece during project) • If appropriate to clinical role then consider starting Level 2 Acute Oncology Competency Assessment
Enhanced	• Minimum of 12 pieces of evidence (1 per month) • Start Level 2 or 3 Acute Oncology Competency Assessment
Advanced	• Minimum of 12 pieces of evidence (1 per month) • Start Level 3 or 4 Acute Oncology Competency Assessment
Consultant	• Minimum of 12 pieces of evidence (1 per month) • Start Level 3 or 4 Acute Oncology Competency Assessment

How to incorporate the ACCEND CP when considering a new post and new starter induction programmes

Recommendation:

- Identify where a role sits on the career pathway
- Agree level of practice
- Job Description: To provide role summary, responsibilities, qualifications and experience required, aligned with ACCEND framework and across all four pillars of practice.
- Job Planning: to sets out duties, responsibilities, and objectives first 12 months for individual and service, aligned with ACCEND framework and across four pillars of practice.
- Identify level of knowledge and understanding required for role by identifying role specific education, (accredited, non-accredited and work-based learning) required for the role and individual development.
- Identify relevant capabilities required for role.
- Identify an individual to provide peer support with work-based clinical supervision and assessment - this is essential to deliver safe and effective learning for all levels of practice. (High quality supervision enables individuals to demonstrate achievement with core cancer CiPs and career progression.)
- Adopt the above within current appraisal and 1-1 review structure and discussion about performance, achievements and growth, aligned with ACCEND framework and across four pillars of practice.

The following tools are recommended to compliment and support your current Trust processes and can be used to help structure conversations as part of an appraisal, 1:1, induction or job planning.

Current Position_____

ACCEND Level of Practice_____

Component	Short Term/Current Objectives	Long Term/12 Month Objectives	Required Line Manager Support	Actions/Comments
Component 1: Career Pathway				
Component 2: Core Cancer CiPs				
Component 3: Education				

ACCEND focused Conversation Prompts

The following are suggestions to support line managers facilitate a meaningful discussion, focusing on career development, capability building, and aligning individual goals with the ACCEND framework:

- How well do you feel the ACCEND framework aligns with your personal career goals? Are there any aspects of the framework that you find challenging or unclear?

- What are your short-term and long-term career objectives, and how do you see the ACCEND framework helping you achieve them?

- How would you assess your current level of practice? Do you feel it accurately reflects your skills, knowledge, and experience?

- What additional support or resources do you feel you need to progress to the next level of practice?

- Can you identify any of the core cancer CiPs that you have successfully demonstrated in your role recently? How did you demonstrate these capabilities within your practice?

- What educational opportunities are you planning to pursue to support your development within the ACCEND framework?

- Are there any gaps in your education or training that need addressing to meet the core cancer CiPs for your level of practice? If so, what support or resources would help you address these gaps?

- Is your current academic level and work-based experience aligned with the expected level of practice for your role? If not, what support do you need to bridge that gap?

- Are there specific knowledge, skills, or behaviours from the CiPs that you feel require further development? How do you plan to achieve this? What support is required?

- Which types of learning opportunities (e.g., workplace-based learning, CPD, eLearning) have been most beneficial to your professional development? Why?

- Have you been using the Greater Manchester Academy ePortfolio to document your skills and capabilities?

- What are your career aspirations? What level of practice to do you wish to work towards?

Step 4: Maintaining Support

We have identified that implementation strategies need to come from within our cancer teams and we need to utilise existing expertise within those teams to nurture and grow those new to role and our future cancer workforce. We recommend that organisations consider using this as an opportunity to develop the ACCEND Mentor/Champion to provide peer support with their expert knowledge, skills and experience from working with cancer patients and across the cancer pathway. As seen in the flow chart below the role of the line manager remains unchanged, where as an ACCEND mentor/champion can bring that connection to support across all levels of practice with their direct line managers who may not work within a cancer role or cancer service.

Recommended role and responsibilities of ACCEND Mentor/Champion

Role

The ACCEND mentor/champion is a practicing, passionate and experienced nurse or AHP's who wishes to make a difference across all levels of practice within the workforce to support with the implementation and use of the ACCEND framework, to support individuals to develop career pathways, core capabilities and education in cancer care.

Responsibilities

- To support the new/junior workforce to utilise ACCEND within their learning relevant to level of practice and development of career portfolio.
- To assist the Cancer lead nurse/senior team to integrate the 3 Components of ACCEND within job descriptions/plans/capabilities/education
- Attend Greater Manchester Cancer Alliance ACCEND Community of Practice Group & feedback to local teams
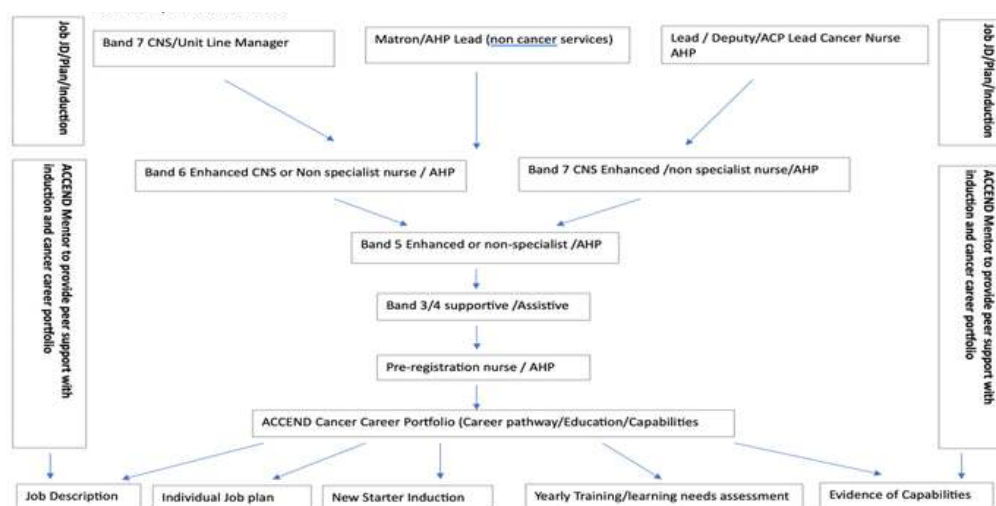
Useful Resources:

[ACCEND Career Pathway, Core Cancer Capabilities and Education Framework](#)

[Greater Manchester Cancer Academy](#)

[Greater Manchester ePortfolio Platform](#)

[Greater Manchester Cancer Alliance Workforce and Education](#)

For Further information or to find out more please contact
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