Systemic Anti-Cancer Therapy Workforce

ACCEND User Guide V1.0 (Sep 26)

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Purpose

The purpose of this user guide is to help the non-medical Systemic Anti-Cancer Therapy (SACT) workforce understand and use the Aspirant Cancer Career Education and Development (ACCEND) Framework in practice, supporting individual and team development. It aims to:

- Give an overview of the ACCEND programme and the three components of the Framework
- Explain how ACCEND relates to, and can benefit the SACT workforce
- Describe how the ACCEND Framework relates to, and complements, the UKONS SACT Competence Assessment Passport (hereafter referred to as the UKONS SACT Passport)
- Illustrate how the ACCEND Framework can be used in everyday practice in a SACT service

The user guide was developed by members of the ACCEND 'SACT Recommendations' work programme (see Appendix 1 for list of contributors).

How to use this guide

The User Guide is intended for everyone in a non-medical role supporting the delivery of SACT in an outpatient or inpatient setting, including support workers, nurses, allied health professionals, pharmacy staff, managers and educators. You may choose to read it cover to cover or prefer to dip in and out of the different sections to suit your needs or role. It includes a section for managers or educators and is accompanied by a slide deck which outlines the contents to help you navigate to the sections that interest you and a 'quick guide' providing an at-a-glance summary.

The latest version of the User Guide and accompanying resources are available to download from NHS Futures (requires a free registration). Go to the ACCEND workspace and navigate through to the 'SACT workforce' folder or once you are logged in click here to go directly to the folder.

Please do tell us what you think of the User Guide in this quick survey – your feedback is welcome and will help us improve any future revisions.

To report any broken links or other corrections please contact england.accend@nhs.net.



What is ACCEND?

The Aspirant Cancer Career Education & Development programme or 'ACCEND' is an initiative led by NHS England, in partnership with Macmillan Cancer Support, to support development of the cancer workforce.

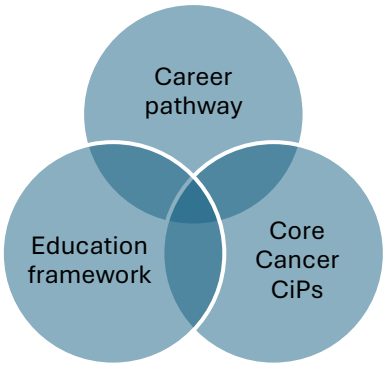
The programme has been designed for the whole of the clinical, non-medical workforce, providing guidance on the knowledge skills and capabilities required by support workers, nurses and allied health professionals caring for people living with cancer. It supports those aspiring to a career in cancer care, providing a range of practical e-learning resources on the NHS learning hub, quality education offers and guidance on education, training and career pathways.

The programme centres around the ACCEND Framework which is made up of three parts:

Career Pathway

Core Cancer Capabilities in Practice

Education Framework



In the following sections we will guide you through the framework step-by-step. You will read how, as a healthcare professional working in a Systemic Anti-Cancer Therapy (SACT) or Chemotherapy service, you can benefit from the Framework. We will provide examples of how you can use it to support you and your teams in your role and development.

Career Pathway

The career pathway of ACCEND describes **levels of practice** for the cancer workforce and guidance on the knowledge, behaviours and skills needed for each level. We have an interactive tool available here that can help you identify the level of practice required for your role.

ACCEND Levels of Practice						
Supportive	Assistive	Pre-Registration	Registration	Enhanced	Advanced	Consultant

Examples of roles that you might find in a SACT service with a suggested level of practice are presented below[1].

Level of Practice	Indicative role title
Supportive	Cancer Support Worker Healthcare Assistant
Assistive	Nursing Associate
Pre-Registration	Student Nurse on placement
Registration	Staff Nurse
Enhanced	SACT Nurse Chemotherapy Nurse Ward Nurse (administering SACT)
Enhanced to Advanced	SACT Unit Manager SACT Clinical Nurse Specialist SACT Professional Development Nurse SACT Practice Educator Oncology Pharmacist
Advanced	SACT Advanced Nurse Practitioner SACT Lead Clinical Nurse Specialist Matron
Consultant/Strategic Leader	SACT Consultant Nurse SACT Head of Nursing

You can hear from several SACT nurses about their individual career journeys alongside other **role profiles** available on the ACCEND Learning Hub. Access to the Learning Hub requires a registration and is free. The **role profiles** are available in the 'Registered Enhanced towards Advanced or RETA' section of the hub.

Core Cancer Capabilities in Practice

The ACCEND Framework describes **core capabilities in practice** (CiPs) for safe and effective cancer care set out in 7 'domains' across the levels of practice and aligned to the four pillars of professional practice:

- Clinical Practice (ACCEND domain A-C; section 1-20)
- Leadership & Management (domain D, section 21)
- Research (domain E-F, section 22-23)
- Education (domain G, section 24)

The ACCEND Course Explorer includes a capability explorer which enables you to browse through all **320 CiPs** and discover education for your level of practice and aligned with the development needs for your role.

[1] These examples are for indicative purposes. Individual role requirements and your scope of practice will determine which level of practice is appropriate for your specific role. The level checker can help you find your level of practice.

The UKONS SACT Passport, which sets out the minimum expected competencies required by nurses or other registered healthcare professionals, to care for people receiving SACT and undertake safe and effective administration of SACT, has already been mapped to the ACCEND Framework, along with several accredited SACT education modules. Delivery of SACT is expected to be undertaken by registered healthcare professionals working at the enhanced level of practice. The UKONS SACT Passport aligns to **114 CiPs** at **enhanced practice** level. This means that SACT nurses who have successfully completed the UKONS SACT Passport can **already evidence** underpinning knowledge and skills relevant to over half of the CiPs at enhanced practice level. You can view the list of CiPs aligned to the Passport in the ACCEND Course Explorer.

ACCEND CiPs can be interpreted and applied in the context of your level and scope of practice, role and practice environment. Your progress in achieving CiPs can be recorded in a digitised ACCEND Framework or a paper-based format which will form your Cancer Career Portfolio. Contact your local Cancer Alliance or ACCEND Implementation lead for details of resources available in your area.

Education Framework

This part of the ACCEND Framework defines high level learning outcomes, a syllabus and assessment strategy for each level of the career pathway and to support the knowledge requirements of the core cancer CiPs. The ACCEND Framework presents these in a 'module' and academic programme format, but you can use the learning outcomes to achieve and evidence these through a range of learning and development opportunities including:

workplace-based learning and reflection

continuing professional development (CPD)

e-learning / online learning resources

university accredited modules and programmes

Examples of how this might apply to roles you may find in a SACT service are shown in Appendix 2.

What is ACCEND? Quick summary
The ACCEND Framework is a tool for supporting your ongoing professional development throughout your cancer career. It consists of three parts, a career framework defining levels of practice, core cancer capabilities in practice outlining the skills, knowledge and behaviours required for the cancer workforce and an education framework.
The UKONS SACT Passport has been aligned to CiPs within ACCEND, along with a wealth of other training and education provision and is viewable in the ACCEND Course Explorer.

Benefits of ACCEND for the SACT workforce

ACCEND is a supportive framework for enhancing capability and confidence and enabling career development.

In this section, we outline how ACCEND **directly benefits** SACT practitioners and **enhances** the experience of working within oncology services.

The SACT workforce require specialist skills and education that is essential to delivering safe, high-quality cancer care and treatment. ACCEND supports this workforce by recognising current expertise, enabling professional growth, and ensuring staff feel valued and supported.

Benefits of ACCEND	What this means for the SACT workforce
Recognition of your skills and experience within a national framework for the cancer workforce	• ACCEND sets a national standard for core capabilities in cancer care • Showcases specialist knowledge, skills and expertise gained by the SACT workforce • Your ACCEND portfolio is a personal and portable record of excellence, showcasing your practice, development, and achievements over your career
Promotes clinical excellence and improved patient outcomes	• ACCEND sets a national standard for quality cancer care • Promotes reflective, evidence-based, person-centred practice which can improve patient safety and experience and enhance service delivery
Builds on and complements the existing training environment for the SACT workforce	• UKONS SACT Passport aligns to 114 ACCEND CiPs[2] at enhanced practice level and provides immediate evidence towards achievement of ACCEND CiPs • Your ACCEND portfolio documents skills you have gained from prior learning in one place
Provides a clear, supportive roadmap for progression	• Levels of practice provide transparency, positioning your current expertise and helping focus and plan your development goals within your role and beyond

[2] Capabilities in Practice (CiPs)

Enhances performance appraisal and PDR	• ACCEND helps evidence your strengths, expertise and areas for development aligned to your current role • Supports meaningful goal setting and evidence-based development plans • Helps managers better understand your skills and help support your development • Helps identify potential role models and educators to shape future workforce
A tool for supporting development throughout a career in cancer care	• ACCEND helps you document evidence, reflections and achievement in one place making revalidation and appraisal easier • Your ACCEND portfolio evolves with you as you progress in your role and career
Supports staff wellbeing, retention and feeling valued	• Addresses compassion fatigue in SACT services and promotes retention by ensuring you feel valued and supported, encouraging you to stay and thrive in the specialty • Showcases your strengths and expertise in the context and complexity of your role • Supports evidence-based access to education and training opportunities
Enables effective workforce planning and service development ensuring resilience and appropriate management of future demand	• Considering capabilities across a team or a service, ACCEND can support succession planning, establishing safe staffing levels, identifying future leaders and targeted education initiatives

Benefits of ACCEND for the SACT workforce: Summary
ACCEND can support you by: ✓ Recognising the expertise you already hold ✓ Making your hidden skills more visible ✓ Supporting your wellbeing, aspirations and professional identity ✓ Providing a portable record of your capabilities ✓ Helping you to shape the future of cancer care
ACCEND is for you – to support your growth, celebrate your contribution and strengthen the specialist role you play in cancer services

Getting started with ACCEND – for all staff

In this section we will share some worked examples of how you might incorporate ACCEND into your everyday activities. Browse through the whole section or go back to the contents to jump straight through to activities that are of most interest or relevance to you.

Accessing the ACCEND framework and creating your portfolio

The ACCEND framework and implementation guides are available here. Depending on where you are based you may have access to a specific digital version of ACCEND to record your level of practice, development and progress against the core capabilities in practice relevant to your role.

Digital Learning Solutions (DLS) is the Free NHS England platform supporting the digital implementation of ACCEND and is accessed via your Trust's DLS centre using the DLS Welcome Page with support available through the DLS Support Portal. Other digital portfolio systems for ACCEND are available (subject to a licence fee).

Check your Trust intranet for local ACCEND resources and signposting to your Cancer Alliance or ACCEND implementation leads/champions for advice on which ACCEND digital portfolio system is available to you locally and for support on how to access it.

Once you have access to a digital or other version of ACCEND, select your level of practice and begin to undertake a self-assessment against the capabilities in practice relevant to your role and level of practice. Start by considering any training and education you have already undertaken (including attainment of the UKONS SACT Passport if relevant) (see below).

Education / training opportunities aligned to ACCEND

The ACCEND Course Explorer helps you discover education, training and resources to aligned to ACCEND and includes information on over 250 courses. You can use it to explore the CiPs by section or individually and find training and education to help you meet particular capabilities. You can also use it to check which capabilities are covered by training you may have already undertaken and help you consider further development to address any gaps.

Typing ‘SACT’ into the search box of the course finder section of the tool brings up the UKONS SACT Passport and accredited SACT education modules[3] so that you can see which CiPs are evidenced by successful completion of the UKONS SACT Passport and the various education offers available.

Your local Practice Educator or equivalent may be providing training and education for you and your colleagues or new starters on a regular or ad-hoc basis. Encourage them to identify which ACCEND CiPs are covered by any training to help you document your learning within your ACCEND portfolio. Education providers can also submit a course to the ACCEND Course Explorer, even if it is only available to staff within your Trust. The submission process is designed to be user-friendly, guiding the provider step-by-step through the CiPs to identify which are covered by their content.

Appraisal & PDR

The ACCEND Framework has been developed to support practitioners at all levels of the career pathway to develop the core knowledge, skills and behaviours to care for people affected by cancer. It can be used to demonstrate compliance with NMC revalidation requirements (if relevant for your role) and help identify areas for continued professional development.

ACCEND can be a useful tool to help you make the most of your appraisal or Performance and Development Review (PDR) by:

- Providing clear, structured evidence of practice
- Supporting reflection and development
- Aligning with NMC requirements and standards within the organisation (if relevant for your role)
- Enabling more effective, evidence-based appraisal conversations

A worked example of how ACCEND could be used to support an appraisal conversation is provided in Appendix 3. The example given is that of a SACT nurse but the principle could be applied to any role or setting. Consider your local PDR or appraisal process and draw on the example to think about how you could incorporate ACCEND into your appraisal.

[3] A directory of SACT education modules is available on NHS Futures in the SACT workforce folder within the ACCEND workspace (see here for links to NHS Futures). Education providers for modules not yet listed in the Course Explorer have been contacted and mapping requested.

Supporting revalidation

Revalidation[4] is the process that all nurses and midwives in the UK and nursing associates in England need to follow to maintain their registration with the Nursing and Midwifery Council. Revalidation is required every three years and supports you to continually develop and reflect on your practice in order to demonstrate that you are 'living' the standards set out within the NMC code which is structured around four themes – prioritise people, practise effectively, preserve safety and promote professionalism and trust.

ACCEND can support the revalidation process, as detailed below.

Continued Professional Development (CPD)

Within each three-year revalidation period, nurses and midwives are required to do a minimum of 35 CPD hours, 20 of which must be participatory[5].

The ACCEND Course Explorer can help you find learning opportunities relevant to your role and development and help you gain the CPD required for revalidation.

The tool helps you search for learning that fits with your (and your service's) development goals, needs and preferences, for example time commitment, financial considerations and whether learning is delivered in person or virtually.

Over 200 courses have already been mapped to the ACCEND Framework and available within the Course Explorer, including many relevant to SACT nurses, for example:

- UKONS SACT Passport
- UKONS Acute Oncology Passports[6]
- A range of SACT higher education modules available at Level 6 or 7
- Enhanced and advanced communication skills training
- Psychological support skills training
- UKONS Telephone Triage Training[7]

Practice related feedback

Within each three-year revalidation period, nurses and midwives are required to gather a minimum of five practice-related feedback accounts. The feedback can be from service users, service user relatives, and colleagues. The feedback may be given in a range of formats including verbal, a letter or card, report or survey.

[4] Formal detailed guidance on revalidation is available from the NMC here.
[5] Involves interaction with one or more other professionals in a virtual or physical learning environment
[6] The link takes you to the entry for Acute Oncology Passport Level 2 – the Course Explorer also includes entries for L1, 3 and 4 as well as the e-learning for assessors.
[7] Mapping requested, not yet available within the Course Explorer

If you are undergoing SACT passport competency assessment, the structured feedback from assessors can be used for revalidation purposes.

In addition, your **ACCEND portfolio may be used to capture and document feedback** in one place as evidence of attainment of relevant capabilities in practice which can then be easily collated for revalidation.

Discussions you have with your line manager, mentor, SACT assessor or clinical supervisor exploring aspects of your practice using ACCEND could be documented and used as feedback for revalidation.

Reflective Accounts

Within each three-year revalidation period, nurses and midwives are required to complete a minimum of five reflective accounts that must be aligned to the NMC code of practice.

The ACCEND Framework provides an opportunity for you to self-assess against the capabilities in practice, reflect on your practice and learning from experience or training opportunities, and how your practice could be improved further. Reflections can be documented within your ACCEND portfolio and collated to support revalidation, provided reflections have been written to the NMC standards.

Training aligned to ACCEND may include reflection as part of the course requirement / assessment (e.g. UKONS Acute Oncology and SACT Passport) and again these may be used to support revalidation and **collated in one place within your ACCEND portfolio**.

Using ACCEND to support with Revalidation: Summary		
NMC Requirement	**How ACCEND Helps**	**Key Evidence**
Practice hours	Defines capabilities in practice for your role and level	UKONS SACT Passport progress, capability self-assessment and sign-off
CPD	Identify development needs, Course Explorer to find relevant opportunities aligned to capabilities	Document CPD and associated reflections within ACCEND portfolio (including any training, UKONS SACT Passport attainment and other CPD opportunities – e.g. workshops)
Feedback	Self-assessment against ACCEND capabilities with supervisor feedback	ACCEND portfolio (supervisor comments, capability reviews)
Reflective accounts	Reflections & case studies as evidence for attainment of ACCEND capabilities	ACCEND portfolio (documented reflections)
Reflective discussion	Multidisciplinary learning with team, SACT educators/assessors	ACCEND portfolio (documented reflections)
Confirmation	Provides structured, validated evidence	ACCEND portfolio + UKONS SACT Passport

Service development and learning from incidents

Learning from incidents is a vital part of any safe and effective SACT service and you can use learning from incidents to help frame reflections and evidence attainment of ACCEND CiPs and / or to identify any further development needs and support any required improvements.

To illustrate this we have used a reflection template from a SACT nurse which details a fictional incident involving a potential case of extravasation during chemotherapy administration. The individual reflects on what happened, what they learned, the impact on their future practice and how the experience and learning relates to specific ACCEND CiPs. The reflection template is provided in Appendix 4. This example is written from the perspective of an individual and could be adapted to supporting learning across a team or service.

Date of activity or incident	**Day/Month/Year**
What happened? - brief description- presenting problem	Patient was having chemotherapy and experienced pain in their arm. I stopped injecting the chemotherapy and stopped the fast-running normal saline infusion and examined the patient's arm. I noted skin redness above the site of the peripheral cannula where the patient indicated it was painful. There was no swelling, drip had been running freely and there was good venous return on aspiration during the injection. The chemotherapy drug was epirubicin. I told the patient that I thought the chemotherapy might be leaking outside the vein and that I needed to administer some first aid. I called for help from SACT nurse colleagues and collected the extravasation kit and I looked at the extravasation policy. The SACT nurse in charge came to help and assessed the situation– considering the presenting facts and drawing on her knowledge and experience, she felt it was more likely to be a local skin reaction to epirubicin and not extravasation. After pausing the chemotherapy and applying some topical warmth, symptoms settled, and I was able to continue with chemotherapy without further problems.
Reflection – what did you learn?	That what I thought was an extravasation of chemotherapy wasn't. That some SACT drugs are more likely to cause flare reactions, either tracking along the vein or more localised redness at the site. That veins can also go into spasm, and this can be misinterpreted as extravasation.

	Don't panic- remain calm and don't jump to conclusions. A few extra minutes of assessment and involving more experienced colleagues is essential.
Impact on your practice- what will you do the same or differently next time and why?	I felt that I correctly recognised that something was wrong and did the right thing by stopping the SACT injection and the IV infusion and calling for help and for giving an explanation and information to the patient in a calm way. I learnt how to manage the clinical situation and would be more confident in this type of scenario in the future. I recognised that I jumped straight to the assumption of extravasation and that as this is an emergency situation, I was quick to instigate the procedure for managing extravasation but had I continued with this and not stopped and paused, I would have caused unnecessary anxiety for the patient.
ACCEND capabilities demonstrated and any other learning points to note	Enhanced level of practice: 1.13, 1.15, 4.5, 4.6, 11.3, 11.10, 12.1, 12.8, 12.21, 13.6, 13.7, 13.10, 14.3, 18.1, 18.4 Registered level of practice: 1.4, 12.1 Based on the above reflection, I have considered ACCEND capabilities that I employed in this scenario. I recognise that I don't have much experience of extravasation and localised flare reactions, so I need to increase my knowledge in this area. I recognise that due to the rarity of extravasation, prevention through risk reducing actions is fundamental and that keeping up-to-date and familiar with theoretical knowledge and simulation opportunities is key to my learning.

The full list of ACCEND Capabilities in Practice identified as relevant in this example is provided in Appendix 4.

Getting started with ACCEND – all staff: Summary

- ✓ Find out who your local ACCEND contacts are and what resources you have locally, including access to a digital portfolio
- ✓ Visit the ACCEND Course Explorer to check your level of practice and see which capabilities in practice are evidenced by your previous training and education or UKONS SACT passport completion.
- ✓ Use ACCEND to reflect on and document what you have learned from incidents, experience or any continuous professional development opportunities on an ongoing basis, supporting regular appraisal and revalidation.
- ✓ Use ACCEND to identify and evidence any gaps or opportunities for development and use the Course Explorer to search for relevant training and education opportunities to address those needs.

We have left this page intentionally blank for you to record your own reflections, capture local ACCEND contacts or resource details or start an action plan for getting started with ACCEND

Getting started with ACCEND – for managers, educators and leads

Induction and setting role expectations for new starters

A well-structured induction is essential for supporting new staff joining a SACT unit or ward, helping them understand their role, feel confident in the workplace, and start developing in line with the ACCEND Framework. Here we outline how you can incorporate ACCEND into your local induction processes for new starters and how you can introduce ACCEND to help set clear role expectations from the outset. A checklist template is provided in Appendix 5.

Lewisham and Greenwich NHS Trust have written an ACCEND-aligned induction guide for SACT nurses which is available to download from NHS Futures[8].

a) Introduction to ACCEND

Use this user-guide to help provide an overview of the national ACCEND Framework, outlining how it supports professional development, capability building, and role progression. Confirm the individual's current level of practice (using the level checker if required) to support their understanding of the role expectations and how these relate to achieving the required ACCEND core CiPs in both practice and education.

Top tip: Encourage the new starter to sign up to the ACCEND learning hub and explore 'ACCEND Framework simplified' to find out more.

b) ACCEND Core Capabilities in Practice

Introduce the ACCEND Core Capabilities in Practice (CiPs) and discuss how they apply within your SACT unit. Work with the new starter to identify priority areas for:

- Early self-assessment
- Targeted development
- Support or supervision needs to help you achieve the capabilities.

Top tip: Focus on one or two CiPs initially to avoid overwhelming new starters. There may also be some specific objectives that you want to discuss with the new starter.

[8] The link will take you straight to the folder once you are logged into NHS Futures. See here for more information.

c) ACCEND Portfolio Introduction

Provide an orientation to whichever digital[9] or paper-based tool you use locally for recording attainment of ACCEND CiPs. Explain how it can be used to:

- Record learning
- Upload or document evidence
- Map progress against ACCEND capabilities

Top tip: Discuss examples of good portfolio reflections and entries to set expectations early.

d) Core Training Requirements

Discuss the mandatory training needed for the role, including timeframes for completion and expectations for practice application. Explain how training supports attainment of ACCEND CiPs and use the ACCEND Course Explorer to help identify CiPs for specific required training. This may include:

- UKONS SACT Passport
- UKONS Acute Oncology Passport Level 1 / 2
- Foundations / Fundamentals of Cancer Care

Top tip: Provide a checklist and agreed timeline to help track progress. Appendix 2 lists suggested education and training for example roles and levels of practice within a SACT service.

e) Introduction to Study Leave Policy

Explain how study leave works in your organisation, including:

- How to apply
- Notice periods
- What courses or training are supported

Top tip: Encourage early planning—link study leave to CiP development goals.

f) Key Contacts and Support Network

Introduce the new starter to the key people who will support their development. This may include -

- Practice Educator

[9] Check your Trust intranet for local ACCEND resources or contact your Cancer Alliance or local ACCEND leads / champions for advice on which digital ACCEND platform is available to you – see here for more detail.

- Education Lead
- Local ACCEND Implementation Lead or Champion
- Clinical supervisors or mentors

Top tip: Provide a printed or digital “Who’s Who” contact list to reduce anxiety and help the individual feel connected.

Succession planning

Succession planning is a structured approach to considering the future workforce needs within the service and identifying and developing staff to ensure that critical roles can be filled as service needs change. In cancer services, and particularly in the delivery of SACT, this is essential to maintain safe and effective care in the face of increasing demand and workforce turnover.

Planning ahead helps services anticipate gaps due to retirement, career progression or service redesign (e.g. delivery of SACT in community settings), ensuring that appropriately trained staff are available to step into these roles. Within SACT services, succession planning can take account of the complexity and risk associated with treatment delivery, highlighting the need for a workforce with specific knowledge and skills, which can take time to develop.

How can ACCEND support succession planning?

The ACCEND Framework supports a multi-professional, capability-based approach to succession planning. SACT teams can use ACCEND CiPs to assess and map their current workforce against required capability levels, identifying both existing strengths and potential gaps in teams and services. This enables early identification of individuals who are ready to progress, as well as those who would benefit from further development.

It can support a better understanding of an individual’s current level of practice and the capability development required to move to the next level. This can support meaningful career conversations and also help individuals and managers to write development plans. For example, depending on service need, a support worker may be supported to progress towards an assistant practitioner role, while a registered nurse may work towards enhanced or advanced level of practice in SACT delivery or toxicity management.

How could this work in practice?

In practice, succession planning considers approaches to both recruitment into teams and the development of the existing team, to meet the future needs of SACT services. ACCEND can support both of these approaches.

Recruitment

The ACCEND Framework can be useful in the recruitment of staff as it promotes a clear cancer career pathway, with transparent development pathways. This benefit can be promoted and highlighted at all stages of the recruitment process, for example:

- Initial recruitment process – highlighting structured development opportunities aligned to ACCEND in job adverts, and job descriptions. Incorporating ACCEND into job descriptions and person specifications supports ACCEND to be embedded in roles from the beginning.
- Interview process – ACCEND can be incorporated into the interview process (e.g. interview questions referencing and mapped to ACCEND) to consider current capability and potential.
- Induction and post-recruitment – informed by their ACCEND self-assessment, an ACCEND-aligned induction can be provided to support capability development in role.

Existing workforce

ACCEND can be used to help teams move towards a more structured, transparent capability-based approach to succession planning. Without this structured approach, there is a risk that knowledge and capability gaps may only be realised when someone has left. By using ACCEND to map current capability within existing teams, upcoming workforce 'gaps' and risks may be identified proactively. Transparent and clear progression pathways also support existing staff to visualise how they might progress as opportunities arise, what capabilities will be needed and what education is available to support their progression or career plans. This can help to build capability and capacity in teams before experienced staff leave.

This can be supported through, for example:

- ACCEND self-assessment mapping - Supporting teams to map against the capabilities in practice (CiPs) in the ACCEND framework, identifying where capability gaps exist within the team and any succession risks.
- Appraisal and development review conversations – line managers and staff can co-develop structured, ACCEND-aligned development plans. The ACCEND CiPs can be used, along with tools such as the ACCEND Course Explorer to then find suitable development opportunities to meet identified need.
- Supporting social and legacy learning/mentoring – once 'gaps' in capability are identified within the team, less experienced or new SACT staff can be supported to work with and alongside more experienced staff to increase knowledge transfer and reduce the sudden loss of expertise within the team.
- Supporting trusts to develop cancer internship programmes. Embedding ACCEND within the internship objectives enables registered nurses to develop more specialist knowledge, skills and experience through working directly with

SACT teams. Providing career development opportunities for individuals interested in cancer nursing and capable of progressing to a higher level, whilst supporting the development of their clinical competency, skills and knowledge.

Case study:

A SACT Lead Nurse in a Day Unit was approaching retirement age. A self-assessment against the ACCEND capabilities in practice was undertaken and reviewed against the role description to identify key capabilities required for the role and the role description and person specification was updated. Embedding of ACCEND across the wider team identified individuals with development aspirations and evidence of attainment of some of the capabilities required for the Lead Nurse role. Through annual PDR they were supported to undertake leadership development and have gained a clearer understanding of their additional development needs to prepare them for an application for Lead Nurse role when the vacancy arises. ACCEND will also inform induction and development plans for new appointments, including backfill of any existing staff who secure promotional opportunities.

How can I best support my team with ACCEND?

Here are some top tips for managers and educators to help you to support your teams to get started with ACCEND.

Familiarise yourself with this user guide and consider the benefits of ACCEND for you and your team.
Find out who your local ACCEND contacts are and see what resources (including a digital ACCEND platform) are available locally to help you start using ACCEND – check with the workforce team from your Cancer Alliance if you don't know.
Engage with ACCEND yourself – ACCEND is for anyone working in a clinical team supporting people affected by cancer. The easiest way to understand ACCEND is to consider how it applies to your own role. Consider which level of practice is relevant to your role and those of your team. Use the level checker in the ACCEND Course Explorer to help. Think about which CiPs are important for your role and those of your team. Which CiPs have you already attained and how might you evidence that? What education and training have you undertaken to support those capabilities? What are your development needs or aspirations? Use the course finder or capability explorer within the ACCEND Course Explorer to help you and start to create your own ACCEND portfolio using the platform which is available to you locally.
Use the examples provided in this guide to identify one or two initial opportunities to incorporate ACCEND into your existing working practices where it can benefit you and your team without presenting an additional burden on your capacity.

We have left this page intentionally blank for you to record your own reflections, capture local ACCEND contacts or resource details or start an action plan for getting started with ACCEND

Appendix 1 Task & Finish Group membership

The ACCEND ‘SACT Recommendations’ work programme is led by Rachel Moser rachel.moser2@nhs.net, Programme Manager for Workforce at West Yorkshire & Harrogate Cancer Alliance.

The Task & Finish group membership who developed this user guide included a circulation representing 12 Cancer Alliances in addition to West Yorkshire & Harrogate:

Humber & North Yorkshire	Kent & Medway
Lancashire & South Cumbria	Northern
North Central London	Peninsula
RM Partners	Somerset, Avon, Wiltshire & Gloucestershire
South East London	Surrey & Sussex
Wessex	West Midlands

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- Verna Lavender, Alex Donkin (SACT workforce: roles, levels of practice, education)
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Thanks also to the **15 survey respondents**, based across a range of SACT roles and settings, and other colleagues who shared feedback on an early draft of this user guide and informed this final version.

Appendix 2: SACT workforce – indicative roles, levels of practice and education[10]

Level of Practice	Indicative role title	Education Framework
Supportive	Cancer Support Worker Healthcare Assistant	Principles of Cancer Care Foundations of Cancer Care Communication skills Level 1 Introduction to Acute Oncology
Assistive	Nursing Associate	As above
Pre-Registration	Student Nurse on placement	As above
Registration	Staff Nurse	Fundamentals of Cancer Care Communication skills Level 2 Acute Oncology
Enhanced	SACT Nurse Chemotherapy Nurse Ward Nurse (administering SACT) Oncology Pharmacist / Pharmacy Technician	As above plus: UKONS SACT Passport SACT module BOPA SACT Verification Passport (Pharmacy roles) Enhanced communication skills Level 1 Psychological skills PG Certificate Cancer Care / Qualification in Specialty
Enhanced to Advanced	SACT Unit Manager SACT Clinical Nurse Specialist SACT Professional Development Nurse SACT Practice Educator Oncology Pharmacist	As above plus: UKONS SACT Passport Assessor Training BOPA SACT Verification Passport (Pharmacy roles) Acute Oncology Passport Training Non-Medical Prescribing Advanced communication skills Level 2 Psychological skills Management & leadership Teaching and Education
Advanced	SACT Advanced Nurse Practitioner SACT Lead CNS Matron	As above plus Advanced Practice and / or MSc level education and qualification
Consultant/Strategic Leader	SACT Consultant Nurse SACT Head of Nursing	As above plus MSc / PhD level education and qualification

[10] These examples are for indicative purposes only. Individual role requirements and your scope of practice will determine education and training appropriate for your specific role and level of practice.

Appendix 3: Using ACCEND in PDR and Appraisal

This is a fictional record of a SACT nurse's appraisal discussion and development plan, identifying attainment of a range of ACCEND capabilities in practice, noted in the column on the left, gained through experience, education and reflection.

4 Pillars of Professional Practice**: reflecting on achievements**	
1. Clinical practice and competence *Capabilities in Practice at enhanced level of practice aligned to the UKONS SACT Passport*	I have used my ACCEND portfolio to evidence my capabilities and development as a SACT nurse. I have maintained up-to-date records of my SACT Passport competencies, including safe administration of chemotherapy, immunotherapy, and targeted therapies and achieved reaccreditation on the SACT register. I have completed annual mandatory updates regarding use of the UKONS Telephone Triage Toolkit and CVAD troubleshooting session.
2. Leadership 21.1 Be organised with due consideration for people and colleagues, carrying out both clinical and non-clinical aspects of work in a timely manner, demonstrating effective time management within the constraints of the time limited nature of healthcare 21.2 Respond positively when services are under pressure, acting in a responsible and considered way to ensure safe practice	One of my objectives this year was to develop my leadership skills within the SACT unit. I have co-ordinated several shifts and received positive feedback from colleagues.
3. Service improvement/research 23.5 Identify areas of the current service that could be developed including identification of the gaps and potential opportunities	I co-ordinated a patient satisfaction survey within the unit and several patients fed back that they did not like leaving the unit with wet hair after scalp cooling. I was able to purchase some hairdryers through the Trust Charity to improve the patient experience.
4. Education 24.5 Act as a role model, educator, supervisor, coach and mentor, seeking to instil and develop the confidence of others, actively facilitating the development of others	My ACCEND portfolio includes evidence of supporting junior staff and new starters in developing SACT competencies. I have contributed to competency sign-off and provided

	informal teaching sessions, which are documented within the system.
Continued professional development: **reflecting on any learning undertaken**	
Capabilities in Practice at enhanced level of practice from domain 18.0: (Treatment-related) Symptom Management AND / OR – a specific relevant CiP: 15.13 Support people having pharmacological treatment for cancer including knowledge of and management of side effects and when to seek additional advice 21.6 Demonstrate awareness of policies and procedures relevant to their own area of practice in cancer services and support service developments to improve patient outcomes	I have used my ACCEND portfolio to log 30 hours of CPD relevant to systemic anti-cancer therapy. This includes attendance at a Trust wide SACT study day and attendance at UKONS annual conference. I spent a day shadowing the acute oncology ACP in the emergency department. I have included reflective accounts within ACCEND demonstrating how this learning has impacted my practice and provided evidence against specific Capabilities in Practice. Shadowing the AOS ACP has made me more confident to ask more direct and detailed questions about side effects from SACT. At the Trust SACT study day the new SACT related anti-emetic policy was presented with some significant changes to our practice which includes using Olanzapine for certain groups of patients and I understand the rationale for this.
Reflective clinical practice and patient safety	
Related Capabilities in Practice at enhanced level of practice: 4.7 Engage with individuals and carers and respond appropriately to questions and concerns about their cancer related symptoms and its impact on their current situation and potentially in the future drawing on practitioners' in-depth knowledge of cancer and its effects 9.5 Take an active role in working with others to minimise the occurrence of potential crises e.g. inappropriate admission to hospital 10.12 Deliver diagnosis and test/investigation results, (including bad news) sensitively and appropriately in line with local or national guidance, using a range of mediums including spoken word and diagrams for example to ensure the person has understanding about what has been communicated	I have uploaded 3 reflective entries into my ACCEND portfolio, including one based on managing a patient who reacted to their oxaliplatin infusion. The patient was frightened but I was able to reassure them and keep them safe. I was able to explain to them that if we were to rechallenge with oxaliplatin the steps we would take to maintain their safety. I was able to use the UK SACT Board guidelines to inform this conversation. I completed an incident form as per our Trust policy. Another reflection relates to a medication discrepancy identified during SACT pre-administration checks. This has informed my practice by reinforcing the importance of double-checking chemotherapy prescriptions and contributing to a culture of safety.

15.1 Safely prescribe and/or administer therapeutic medications, relevant and appropriate to scope of practice, including an applied understanding of pharmacology which considers relevant physiological and/or pathophysiological changes and allergies	
Personal Development Plan	
24.1 Critically assess and address own learning needs, negotiating a personal development plan that reflects the breadth of ongoing professional development across the four pillars of clinical practice 24.3 Plan, engage in and record learning and development relevant to their role and in fulfilment of professional, regulatory and employment requirements	My personal objectives this year have included: • developing my leadership skills • building on my existing knowledge to enable me to assess patients SACT related toxicity • mentor nurses training to administer SACT and complete the assessor course

Appendix 4 Incident Reflection Template

Date of activity or incident	*Date and reference*
What happened?	*Give a brief description of the incident. What was the presenting problem?*
Reflection	*What did you learn?*
Impact on your practice	*What will you do the same or differently next time and why?*
ACCEND	*Which Capabilities in Practice (CiPs) were demonstrated and note any further learning points?*

List of ACCEND Capabilities in Practice identified as relevant to the fictional incident:

Professional values and behaviours	1.4	Use their clinical-reasoning skills to undertake an in-depth assessment of the presenting problem, interpret findings, develop working and differential diagnoses, formulate, communicate, implement and evaluate management plans.
	1.13	Inform their practice and professional development and remain up to date with the best available evidence through the appropriate use of clinical guidelines and research findings.
	1.15	Work effectively as part of a team, using their professional knowledge and skills, and drawing on those of their colleagues.
Communication and consultation skills	4.5	Communicate effectively, respectfully and professionally with service users and carers at times of conflicting priorities and opinions.
	4.6	Convey information and address issues in ways that avoid jargon and assumptions; respond appropriately to questions and concerns to promote understanding, including use of verbal, written and digital information
Clinical, physical and mental health assessment	11.3	Undertake observational and functional assessments of individuals relevant to their presenting condition to identify and characterise any abnormality.
	11.10	Record the information gathered through assessments concisely and accurately, for clinical management and in compliance with local guidance, legal and professional

		requirements for confidentiality, data protection and information governance.
Investigations, diagnosis and care planning	12.1	Identify possible differential diagnoses for symptoms using a structured problem-solving method informed by an understanding of probability based on prevalence, incidence and of symptoms to aid decision making.
	12.8	Understand the importance and implications of findings and results and take appropriate action. This may be urgent referral/escalation as in life threatening situations, or further investigation, treatment or referral.
	12.21	Recognise when a clinical situation is beyond individual capability or competence and escalate appropriately.
Clinical management	13.6	Evaluate outcomes of care against existing standards and patient outcomes and manage/adjust plans appropriately in line with best available evidence.
	13.7	Identify when interventions have been successful and complete episodes of care with the person, offering appropriate follow-on advice to ensure people understand what to do if situations/circumstances change
	13.10	Ensure safety netting advice is appropriate and the person understands when to seek urgent or routine review
Managing medical and clinical complexity and risk	14.3	Manage both practitioner and peoples' uncertainty.
Symptom management	18.1	Recognise common symptoms and oncological emergencies.
	18.4	Have a knowledge of the presentations of treatment-related and disease related symptoms and the red flags that would necessitate escalation, emergency admission and/or onward referral

Appendix 5: Induction checklist

Theme	Tasks	Complete Y/N
ACCEND introduction	Provide an overview of the ACCEND Framework	
	Watch the introductory video	
	Explain how ACCEND supports development & progression	
	Confirm the individual's level of practice	
ACCEND Core Cancer Capabilities in Practice (CiPs)	Introduce the CiPs	
	Discuss how the CiPs apply within the SACT service	
	Identify priority areas for self-assessment	
	Agree initial development goals	
ACCEND portfolio	Confirm whether a digital portfolio system is available or signpost to paper-based version	
	Provide a walk-through of the system or local resources or signpost to national implementation guide	
	Demonstrate how to record learning and upload or document evidence	
	Discuss examples of good practice portfolio entries	
Core Training Requirements	Discuss mandatory and role-specific training requirements	
	Confirm timeframes for completion	
	Explain expectations for practice application	
	Provide a training checklist and agreed timeline	
Study Leave policy	Explain the local study leave policy Show how to apply for study leave	
	Clarify notice periods and approval processes	
	Discuss courses relevant to capability development	
	Introduce the ACCEND Course Explorer	
Key Contacts	Introduce the Practice Educator	
	Introduce the Education Lead	
	Introduce the local ACCEND Implementation Lead / Champion	
	Identify mentors / supervisors	
	Provide a contact list / 'who's who' guide	