Greater Manchester Cancer Academy

NHS Greater Manchester Cancer Alliance

Greater Manchester ACCEND Registered to Consultant Level Practice Development Guide

Oesophago-Gastric

Developed in collaboration with GM Cancer Alliance OG Pathway Board & CNS and AHP Forum

Greater Manchester Cancer Academy Oesophago-gastric

Greater Manchester Cancer Academy

NHS Greater Manchester Cancer Alliance

Introduction

This guide is underpinned by the principles of the Aspirant Cancer Career and Education Development (ACCEND) Programme, launched in January 2023 in response to significant workforce challenges in cancer care.

The programme is multi-professional in scope and is designed to deliver reform across career pathways while strengthening education, training, learning, and development opportunities for everyone involved in the care of people affected by cancer, across all levels of practice.

Key Features

1. Inclusive scope – relevant to both the generalist and specialist cancer workforce
2. National alignment – consistent with the four UK national frameworks for careers, advanced, and consultant-level practice
3. Practice-wide focus – addressing all levels of practice rather than specific roles
4. Cancer-specific learning – structured opportunities for education, training, and development across the four pillars of practice
5. Flexible learning pathways – offering a broad range of opportunities, including work-based learning, and accredited and non-accredited modules or courses

Utilising this guide

This guide has been developed to provide structured signposting to education and work-based learning that supports the development of specialist knowledge and skills in Breast cancer care. It is designed to support healthcare professionals working within Breast services to build the enhanced clinical skills and knowledge required to deliver high-quality care across the colorectal pathway.

This development guide is designed to be flexible, allowing individuals and teams to use it in a way that best fits their learning needs, roles, and pace of development. Whether used as part of a new starter induction or ongoing development, this package is adaptable to your learning needs. Completion requirements should be agreed with your line manager.

💡 Note: Some resources may require additional funding. Please speak with your line manager or team leader for support and guidance

💡 Note: Some resources may require registration to access education

Greater Manchester Cancer Academy

NHS Greater Manchester Cancer Alliance

ACCEND - 3 Core Components

This guide supports healthcare professionals develop towards the three key components in the ACCEND framework: a career pathway, core cancer Capabilities in Practice (CiPs), and structured education. Together, these ensure that all staff are supported by a recognised career framework, equipped with appropriate capabilities for their role and level of practice, and guided by a development structure that meets individual, team, and service needs. The career pathway outlines progression routes and qualifications across levels of practice; CiPs define the knowledge, skills, and behaviours expected at each level; and the education component provides learning and assessment strategies to help practitioners translate knowledge into practice, evidenced through development of a career portfolio.

Portfolio Development

Developing a career portfolio is an essential part of professional growth for healthcare practitioners. It provides a structured way to capture learning, reflect on experiences, and evidence competencies aligned with clinical standards and frameworks such as ACCEND.

A well-maintained portfolio supports career progression, helps demonstrate readiness for progressing to next level of practice and ensures practitioners have the right skills to provide the best care.

Workplace- based supervision and assessment

Workplace-based supervision and assessment are essential to safe and effective learning at all levels of practice. High-quality supervision supports professional development, values the expertise of clinicians, and promotes effective team interaction. Regular supervision encourages reflective practice, supports career progression, and helps align individual development with organisational and professional standards.

Greater Manchester Cancer Academy

NHS Greater Manchester Cancer Alliance

Levels of Practice

The ACCEND framework focuses on roles in terms of levels of practice rather than job titles or banding. This approach recognises the variation in roles, job descriptions, and scope of practice across the four UK nations.

Level of Practice	Supportive	Assistive	Pre-registration	Registered = R	Enhanced = E	Advanced =AD	Consultant =C
Suggested job title	Nursing assistant Health Care support worker	Nursing associate Assistant practitioner Therapy assistant	N/A	Staff nurse/AHP	Associate Clinical Nurse/AHP (New to role) Specialist Clinical Nurse/AHP Specialist	Advanced Practitioner (Nurse/AHP)	Consultant Practitioner (Nurse/AHP)

Key Considerations

- Practice scope: acknowledging the responsibilities and skills within roles.
- Blended capabilities: a role may draw on capabilities across different levels of practice.
- Ongoing development – as practitioners progress, they will build on capabilities across multiple levels of practice.

Examples

- A practitioner's role may include a blend of registration-level and enhanced-level core cancer Capabilities in Practice (CiPs), particularly as they grow within the role and prepare for progression or grow in an area of expertise.
- An enhanced-level practitioner may begin to develop level 7 academic knowledge or advanced-level capabilities in a particular pillar of practice relevant to their role—before progressing to accredited Health Education England Advanced Clinical Practice training across the four pillars of practice

Speciality Specific Knowledge	Education Resource	Work Based Learning	ACCEND Domain Mapping
Anatomy, Physiology, Prevalence and Epidemiology	Introduction to Oesophageal Cancer – BOPA Introduction to Gastric Cancer – BOPA Stomach Cancer – Stomach Cancer UK Stomach Cancer – Cancer Research UK Oesophageal Cancer - Cancer Research UK	•Shadowing – clinicians, experienced specialist nurses, ACP, surgeons, Dietitian, pathology, radiology •Shadow best timed pathway clinic •Salford surgical clinics and One Stop Clinic •Surgery School	Domain A 3.0 Person-centred care 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
Screening and Health Promotion	Persistent Heartburn – Heartburn Cancer UK Awareness Toolkit – Heartburn Cancer UK Risks and causes of Oesophageal Cancer – Cancer Research UK		Domain A 3.0 Person-centred care 6.0 Helping people make informed choices as they live with or are affected by cancer
Early Diagnosis/ referral pathways for Breast Cancer	Oesophageal Cancer – Gateway C Stomach Cancer – Gateway C Iron Deficiency Anaemia – GM Cancer Academy Barrett's Oesophagus – GM Cancer Academy Symptoms of Stomach Cancer – Cancer Research UK Getting diagnosed with Oesophageal Cancer – Cancer Research UK Getting Diagnosed with Stomach Cancer – Cancer Research UK	•Spend time with pathway navigators/MDT coordinators •Understand PTL •Upper GI pathway board	Domain A 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
Assessment and Investigations	Oesophagus Gastric Best-Timed Pathway – GM Cancer Academy Cancer Diagnostics in Endoscopy – GM Cancer Academy Understanding Blood Results | M&K Update Tests for Oesophageal Cancer – Cancer Research UK Gastric Polyps – GM Cancer Academy Squamous Cell Cancer & Dysplasia – GM Cancer Academy	•MDT shadowing •Case based discussions	Domain B 12.0 Investigations, diagnosis and care planning
Diagnosis, Examination and Staging (Disease Specific)	The Normal Upper Gastrointestinal Endoscopic Examination – eLearning for healthcare Oesophagus: Staging of Tumours – eLearning for healthcare Research and clinical trials for Stomach Cancer – Cancer Research UK Types and grades of Stomach Cancer – Cancer Research UK Stages of Stomach Cancer – Cancer Research UK Stages, types and grades of Oesophageal Cancer – Cancer Research UK	•Best Timed Pathway clinic shadowing •Clinic Shadowing •One Stop clinic shadowing	Domain B 10.0 History taking 11.0 Clinical, physical and mental health assessment 12.0 Investigations, diagnosis and care planning
Types of Treatment (Disease Specific)	Treatment Pathways – Ochre Stomach Stent – Cancer Research UK Laser Therapy for Stomach Cancer – Cancer Research UK Treatment options for Stomach Cancer – Cancer Research UK Research and clinical trials for Oesophageal Cancer – Cancer Research UK Treatment options for Oesophageal Cancer - Cancer Research UK	•MDT meetings •Treatment observation •Review treatment summaries •Patient information services •NICE guidelines •Trust SOPS •Shadowing salford and christie clinics	Domain A 8.0 Multidisciplinary, interagency and partnership working Domain B 11.0 Clinical, physical and mental health assessment 13.0 Clinical management

Radiotherapy - Clinical Oncology	Radiotherapy for Stomach Cancer – Cancer Research UK Radiotherapy for Oesophageal Cancer – Cancer Research UK	• Shadowing radiotherapy pathway - consent, treatment, on-trt review, breast physio • Radiotherapy planning exposure • MDT meetings • Case based discussion/peer review • End of Treatment summary review	Domain B 11.0 Clinical, physical and mental health assessment 13.0 Clinical management
SACT - Medical Oncology	Chemotherapy for Stomach Cancer – Cancer Research UK Chemotherapy for Oesophageal Cancer – Cancer Research UK	• Shadow SACT pathway - consent, delivery • MDT discussions • SACT policies and audit review • Pharma showcases • Shadowing – Chrisite @ clinics	Domain B 11.0 Clinical, physical and mental health assessment 13.0 Clinical management
Genomics	Targeted and Immunotherapy drugs for Stomach Cancer – Cancer Research UK	• Shadowing pathology • Shadowing genomics counselling clinics • genetic MDT discussions	Domain A 5.0 Personalising the pathway for people living with and affected by cancer Domain B 12.0 Investigations, diagnosis and care planning
Clinical Management	Oesophageal Treatment Summary Example – Macmillan	• Shadowing senior clinicians or specialist teams • Supervision - Buddy System • National Guidance/policy • support patient education • Learning from incidents/RCA discussions	Domain B 13.0 Clinical management Domain C 14.0 Managing medical and clinical complexity and risk
Specialist Specific Pharmacotherapy		• MDT meetings/review • Local/National Policies • Clinical Supervision	Domain A 1.0 Professional values and behaviours 2.0 Maintaining an ethical approach and fitness to practice/law, ethics and safeguarding Domain C 14.0 Managing medical and clinical complexity and risk 15.0 Independent prescribing and pharmacotherapy
Living Well With Cancer & Supportive Care	Living with Stomach Cancer – Cancer Research UK Living with Oesophageal Cancer – Cancer Research UK	• Observation of survivorship clinics • Engagement with rehabilitation services • Link with local/GM personalised care teams • Peer support/supervision • Support Health & Wellbeing Events	Domain A 3.0 Person-centred care 7.0 Providing information to support self-management and enable independence for people living with and affected by cancer Domain C 16.0 Prehabilitation and rehabilitation interventions 17.0 Promoting self-management and behaviour change 18.0 Symptom management
Secondary, metastatic cancer	Advanced Stomach Cancer – Cancer Research UK	• Observation of advanced care planning • MDT meetings • Observation of interventional treatment • Case based discussion • Mentorship & Supervsion	Domain C 18.0 Symptom management 19.0 Late effects 20.0 Palliative and end of life care

Pillar of Practice	Education Resources	Work Based Learning	ACCEND Domain Mapping
Research	Critically appraising the evidence base – eLearning for Healthcare (Enh - Cons) Research, Audit and Quality Improvement (R&A) – eLearning for Healthcare (Enh - Cons) Good Clinical Practice – NIHR (Enh - Cons) NIHR Learn - NIHR Research Practice in Clinical Settings - NIHR (Enh - Cons) Intro to quality improvement – NHS Elect (Enh - Cons)	• Embed evidenced based practice • Contribute to literature review • Assist in audit or service evaluation • Collaborate on existing research projects • Join organisations research network • Shadow research team • Design and implement small audit/QI project	Domain A 1.0 Professional values and behaviours 2.0 Maintaining an ethical approach and fitness to practice/law, ethics and safeguarding Domain E 22.0 Research and evidence-based practice Domain F 23.0 Service evaluation and development
Leadership	PDSA Cycles – NHS Elect Giving Feedback Effectively – NHS Elect Introduction to Coaching - Macmillan Management & Leadership Skills – eLearning for Healthcare Edward Jenner Programme – NHS Leadership Academy (Supp - Reg) Mary Seacole Programme – NHS Leadership Academy (Enh - Adv) Rosalind Franklin Programme – NHS Leadership Academy (Adv - Cons)	• Represent your team within forums (such as MDT, PWB, professional forums) • Chair/Co-Chair meetings • Lead small project/initiative/audit • co-ordinate teaching or education event • Support workforce development planning • Shadow senior leaders/managers • Mentorship/Coaching • Contribute to service review/improvement	Domain A 1.0 Professional values and behaviours Domain D 21.0 Leadership, management and organisation
Education	Mentoring – NHS Elect Advocating and Educating for Quality Improvement (A-EQUIP) – eLearning for Healthcare (Enh - Cons) Approaches in Education – eLearning for Healthcare (Reg - Cons) Educator training resources – eLearning for Healthcare (Reg - Cons) Introduction to project management - Macmillan (Supp - Reg) Developing your project management skills - Macmillan (Enh - Cons) Evidencing work-based learning - Macmillan (Reg - Cons)	• Contribute to teaching/learning session • ACT as mentor or preceptor • Mentorship or assessor training (in-house) • Participate in peer review/supervision • Support Learning environment • Support Learning environment audit • Join existing education forums • Link in/Collaborate with HEIs	Domain D 21.0 Leadership, management and organisation Domain G 24.0 Developing a learning culture

Don’t forget to regularly log your learning and development activities in your ePortfolio, a great way to track your achievements and showcase your professional growth