

Policy and Procedure for Enhanced Learning Plans for Residents

Enhanced Learning Plan

An Enhanced Learning Plan (ELP) is a focused curricular intervention to address a pattern of performance that does not meet the standard expected of a resident at his or her stage of training. It is specific and focused to the particular area of concern; this focus is represented in the defined learning objectives of the plan. It adopts learning strategies that align with the stated learning objectives. It has a clear outcome to be achieved by the resident. It includes an assessment strategy to measure that performance outcome. Further, an ELP occurs concurrently with training and does not put a resident off-cycle.

In reviewing resident performance, the RPC can mandate an ELP. When mandated by RPC, the ELP is a required learning plan for the resident. Failure to progress through the learning plan as laid out in the ELP will trigger formal remediation. The resident has the right to appeal the decision to remediate in accordance with Queen's University's Assessment, Promotion, and Appeals Policy.

Residents who self-identify their need for additional training can be placed on a voluntary ELP*. Performance not meeting expectations on learning objectives in voluntary ELPs will not be used to trigger remediation directly. Further, residents on a voluntary ELP should be granted opportunity to adapt their learning plan, in partnership with the Program Director/Academic Advisor, as appropriate. In the event of persistent poor performance, RPRC/Competence Committee has the right to change a voluntary ELP to a mandated ELP at its discretion.

ELPs are primarily formative. They will not appear on reports or references coming from the program (e.g., Program Director Letter for CaRMS).

*Voluntary ELPs are to enable residents to address specific areas in which they are not meeting performance expectations. This should be distinguished from the expectation that all residents are self-directed and self-regulated learners, who continually pursue learning goals within the context of normal progression through training.