

Guideline: Enhancement Plan (EP)

PURPOSE:

The purpose of this guideline is to outline a process of support for a student who demonstrates difficulty in meeting outcomes in their current theory or practice course. The EP is intended to foster student growth and development in academic and practice settings to ensure professional practice standards and entry level competencies (ELCs) are satisfactorily met.

DEFINITIONS:

N/A

GUIDELINE SCOPE:

This guideline applies to students enrolled in theory and practice courses in the NESA BN Programs.

SPECIFICS OF THE GUIDELINE

1. Should an instructor determine that a student is at risk of not meeting course expectations or course outcomes, the instructor must initiate the implementation of an EP as early as possible in the course to ensure adequate opportunity for student success. Consultation with the Program Chair or Practice Coordinator at Lethbridge Polytechnic (LP) or Assistant Dean Nursing at University of Lethbridge (UL) could occur in certain circumstances as determined by the instructor.
 - a. PART A: The instructor provides detailed documentation of evidence of unsatisfactory performance—including dates of occurrence—for course-related outcomes.
 - b. PART B: The instructor clearly documents the activities, relationships, and resources available to meet performance outcomes and expectations for satisfactory performance/course outcomes. The instructor and student set a timeline within which the student can achieve the course outcomes within the academic semester. (Although written assignments or time in Simulation Hub/SHC are valuable learning experiences and provide an opportunity to assist in increasing knowledge and demonstrate that course outcomes are met, these activities may NOT be use in place of clinical hours and cannot be used to evaluate clinical competency).
 - c. PART C: The instructor documents the extent to which the performance outcomes (Part B) have or have not been met.
2. The student and instructor each sign the EP acknowledging that the document has been reviewed and discussed by both the instructor and student.
3. A signed copy of the EP is provided to the student and the Program Chair, Practice Courses Coordinator or Assistant Dean Nursing at the applicable campus immediately after implementation. This ensures support for the student and instructor.
4. In split praxis courses (i.e. NSG 2322, 2422, 3122, 3322, 3522, 4622), the instructor who initiated the

EP will provide a copy to the following praxis instructor for the purpose of ongoing student support.

5. EPs must remain in place until the student has had an opportunity to demonstrate a satisfactory performance in the at-risk competency areas. If the course does not provide such opportunities (e.g., limited/different clinical experiences, lack of time remaining in rotation after EP initiation), then the EP must be carried forward to the next semester.
6. EPs may only carry forward one semester, unless the limited/different learning opportunities available do not address the initial EP (e.g., EP in medication administration carrying forward to a Praxis with Populations rotation would extend past that to the next acute rotation with similar opportunities to those being assessed/monitored in the EP).
7. When an EP is carried forward to the next semester, the Program Chair (LP) or Assistant Dean (UL) will notify the student and instructor/Faculty Advisor for the course; the student bears the ultimate responsibility for reviewing the EP generated in the previous semester with their instructor at the beginning of the new semester.
8. A student who does not fully meet the course outcomes (Part B of the EP) receives a failing grade (F) in the course.
9. The EP is an official record. At the completion of the term, all EPs will be shared electronically with the Practice Coordinator or Program Chair (LP) and the Assistant Dean Nursing (UL) for storage on the student's file. The completed EP will be shared with the Practice Coordinator/Assistant Dean to provide ongoing support for students and to identify patterns of behaviour that may necessitate additional program, institutional, or other supports.
10. All Lethbridge Polytechnic EP documents will be provided to the Assistant Dean Nursing (UL) at the end of each academic year, or when Out-of-Sequence students transfer campuses mid-year. This is to ensure patterns leading to potential academic performance issues can be identified early and appropriate support provided to students. These patterns may include but are not limited to repeated absences, multiple EPs, behavioural concerns, or other indicators that may affect the student's success in UL courses.

APPENDIX:

NESA BN Programs Enhancement Plan template

RELATED POLICIES/ASSOCIATED GUIDELINES:

N/A

REFERENCES:

N/A

****NOTE: NESA Guidelines exist within organizational frameworks of policy for Lethbridge Polytechnic and the University of Lethbridge, and within agreements established with practice partner organizations. If and when NESA guidelines are found to differ from such policies and agreements, it is important to note that such policies/agreements will take precedence.***

Revised By/date:	Approved by/date:
Policy Review Committee: March 2015	Not Required: editorial and formatting
Policy Review Committee: April 2016	Not Required: no change
Policy Review Committee: April 2017	Not Required: no change
Policy Review Committee: May 2018	Not Required: editorial changes
Policy Review Committee: January 2019	Not Required: editorial changes
Policy Review Committee: February 2020	Not Required: editorial changes/position titles
Policy Review Committee: March 2021	Not Required: editorial changes
Policy Review Committee: April 2022	Not Required: removed old EP template
Policy Review Committee: April 2023	NESA Joint Faculty Council: May 2023
Policy Review Committee: December 2024	NESA Joint Faculty Council: December 2024
Policy Review Committee: May 2025	NESA Joint Faculty Council: May 2025