A note about this guide

This is a comprehensive starting point for the following CPA Professional Education Program (PEP) modules:

- Core 1
- Core 2
- Assurance
- Finance
- Performance Management
- Taxation
- Capstone 1
- Capstone 2

Please refer to CPA Canada’s Harmonized Education Policies Vol. 1 for national guidelines regarding the implementation of policies for admission, administration, modules, examinations, and other policies for the CPA PEP.
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Common Candidate Guide

Program overview

The journey to becoming a CPA has three stages: student, candidate, and member. The CPA certification program is built on three integrated pillars of education, evaluation, and experience:

- **Education**: Prerequisite education and the CPA PEP
- **Evaluation**: The Common Final Examination (CFE)
- **Experience**: Practical experience

The program is nationally developed by CPA Canada and regionally/provincially delivered. Contact information for each region/province can be found in Appendix I.

CPA Canada refers to individuals at the different stages of certification as follows:

- A **student** is anyone enrolled in a program providing prerequisite courses.
- A **candidate** is anyone enrolled in the CPA PEP.
- A **member** is anyone who has met the education, evaluation, and experience requirements for CPA certification and has been formally accepted into membership by a regionally/provincially regulated CPA body.

Section 1 in Part 2 of *The CPA Competency Map* discusses certification and the CPA PEP in more depth.
Overview of modules

Candidates are required to complete two core modules, then two elective modules, and finally two capstone modules before attempting the CFE. Both core modules must be completed before starting the elective modules, and at least two elective modules must be completed before starting the capstone modules. Candidates may take more than two elective modules before they start Capstone 1. Capstone 1 is a prerequisite course for Capstone 2; successful completion of Capstone 2 is required before attempting the CFE.

In some regions/provinces, candidates may “fast track” the CPA PEP by taking both core modules at the same time and/or two elective modules at the same time; however, the prerequisite courses as described above remain. Section 1 in Part 2 of The CPA Competency Map discusses each of the modules in more depth.

Core and elective modules

The core modules focus on building the enabling and the technical competencies required of a professional accountant. After completion of the two mandatory core modules, candidates will choose two elective modules which allow them to explore a field of their choice.

Detailed information about the delivery of the core and elective modules is provided in the Core and Elective Candidate Guide.

Capstone modules

In the capstone modules, candidates learn about team and self-management and how to communicate in a professional environment. These modules also deepen candidates’ strategic competencies using the knowledge they have acquired in the prerequisites and earlier modules as they prepare to attempt the CFE. No new technical competencies are introduced in the capstone modules.

Capstone 1

Capstone 1 focuses on applying existing knowledge across all competency areas and on further developing candidates’ enabling skills.

Capstone 1 combines individual and teamwork, supported by written activities and oral presentations.

Detailed information about the delivery of the Capstone 1 module is provided in the Capstone 1 Candidate Guide.

Capstone 2

Capstone 2 is the CFE preparation module and is the last module in the CPA PEP. Capstone 2 focuses on preparing candidates for entry into the profession by requiring candidates to apply the competencies acquired throughout the CPA program in unique, complex, and highly integrative cases.
Detailed information about the delivery of the Capstone 2 module is provided in the [Capstone 2 Candidate Guide](#).

**Timing of Capstone 1, Capstone 2, and the CFE**

The case used in Capstone 1 changes for each offering of Capstone 1. The Day 1 practice cases in Capstone 2 and Day 1 of the CFE are linked to the Capstone 1 case.

If you take Capstone 1 and Capstone 2 consecutively leading up to the CFE, the Day 1 practice cases in Capstone 2 and Day 1 of the CFE will be based on your Capstone 1 case. The graphic below shows this relationship between the cases in the capstone modules and the CFE.

It is **strongly** recommended that you consider Capstone 1, Capstone 2, and the CFE as one integrated package and therefore take Capstone 1 and Capstone 2 immediately leading up to the CFE to ensure consistency of the cases. If you choose to take Capstone 1 and plan to delay Capstone 2 and the CFE, you will need to wait one year after your Capstone 1 session to write the same Capstone 1 case in Capstone 2 and the CFE. First time CFE writers must write the Day 1 CFE case offered in their Capstone 1 module, provided it is offered on the CFE they plan to write. See below for a listing of Capstone 1 cases and when they are tested on the CFE:

The Capstone 1 cases are:

- Creative Toys Inc. — introduced in the January 2022 Capstone 1 module
- CanDo Fitness Ltd. — introduced in the May 2022 Capstone 1 module
- Kingsdale Tea Inc. — introduced in the January 2023 Capstone 1 module
- J.R. Pets Inc. — introduced in the May 2023 Capstone 1 module

For the May 2023 CFE, the following Day 1 case will be tested:

- Kingsdale Tea Inc. (version 1)
- Creative Toys Inc. (version 2)

For the September 2023 CFE, the following Day 1 cases will be tested:

- J.R. Pets Inc. (version 1)
- CanDo Fitness Ltd. (version 2)
The graphic below shows the Capstone 1 cases and when each version of that case will be offered on the CFE.

<table>
<thead>
<tr>
<th>Capstone 1 case</th>
<th>2022 CFE</th>
<th>2023 CFE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>May</td>
<td>Sep</td>
</tr>
<tr>
<td>Creative Toys Inc.</td>
<td>v1</td>
<td></td>
</tr>
<tr>
<td>CanDo Fitness Ltd.</td>
<td>v1</td>
<td></td>
</tr>
<tr>
<td>Kingsdale Tea Inc.</td>
<td></td>
<td>v1</td>
</tr>
<tr>
<td>J.R. Pets Inc.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

There are specific implications for repeat CFE writers. In these instances, candidates should reach out to their regional/provincial contacts in Appendix I for more information.

**Learning management system**

Desire2Learn (D2L) is the learning management system used to deliver the CPA PEP. Each module will be delivered within D2L.

**Technical requirements**

**Required hardware**

- A personal computer (PC, Apple, or tablet computer)
- 8 GB minimum of RAM
- 1.5 GB of free hard-drive space
- Webcam may be required depending on the delivery requirements of your region/province, which will be communicated to candidates directly

**Required software**

- Microsoft Word, Excel, and PowerPoint or similar software. Candidates must be able to view AND generate the following file types:
  - .doc/.docx
  - .xls/.xlsx
  - .ppt/.pptx
• Power BI — a Windows operating system is required to run Power BI
• JavaScript enabled
• Cookies enabled
• Adobe Acrobat Reader or other PDF reader software

General requirements
• Sound card with speakers or headphones (modules may contain audio that requires headphones or speakers)
• Internet access; high speed strongly recommended
• One of the following internet browsers:
  o Firefox (latest version)
  o Chrome (latest version)
  o Microsoft Edge (latest version)

Access
You will receive an automated email once your D2L account has been created, and each time you are enrolled in a module within D2L. The email will contain instructions for login and access. You will continue to have access to your modules and their content until you pass the CFE.

Time zone
You can set your time zone based on your location. This allows you to view the due dates in your local time zone. All CPA PEP deadlines are stated in Pacific Time (PT). The time zone feature does not change the due dates; instead, it converts them to a particular time zone.

For example, if you are in Calgary, you would update your time zone to Mountain Time. For a deadline of Friday night at 11:55 p.m. Pacific Time, your calendar and dropbox would show Saturday at 12:55 a.m. Mountain Time. Saturday 12:55 a.m. Mountain Time is equivalent to Friday 11:55 p.m. Pacific Time.

Instructions on how to change your time zone are provided within your module in the getting started checklist.

Email
D2L has an internal email feature that you can use to contact other D2L users. The email works only within D2L. It cannot email external email addresses, nor can external email addresses send emails to the D2L email address.

You can enable D2L to forward internal D2L emails to an external email account so that you are notified of new emails. You cannot reply to the forwarded emails from your external email account. These emails will not be received by the recipients.
Instructions on how to enable your D2L email forwarding settings are provided within your module in the getting started checklist.

**Discussion board**

You may post questions about the technical content of the module material to the discussion board. The discussion board is monitored by the lead facilitator(s). Questions of a personal nature should be emailed to your facilitator (not applicable for Capstone 2).

The goal of the discussion board is to:

- Allow for efficient and consistent information flow to candidates
- Benefit all candidates with learning opportunities
- Provide for candidate-to-candidate interaction

The discussion board will be available from the first day of the module until the module exam. Once the exam begins, the discussion board is locked and no further postings can be made. The postings will still be visible after the exam for candidate reference.

Here are some best practices you should follow when you post to the discussion board:

- Before you post to the discussion board, first check to see if your question has already been asked. You can do so by searching keywords using the search function on the discussion board.
- The tone of discussion board postings should be professional.
- There is no need to say “thank you” after receiving a reply to your post. While this is polite and appreciated, it creates unnecessary posts.
- While lead facilitators will respond on the discussion board, the discussion board is not monitored by those who develop the eBook and module curriculum. Candidates are encouraged to provide any feedback about the program and module format to CPA Canada via the surveys. This ensures that those responsible for making changes to the program receive your valuable feedback.

Instructions on how to set up your discussion board notifications and subscription settings are provided within your module in the getting started checklist.

**Candidate resources**

Candidates have access to several resources during the CPA PEP.

**Facilitator**

A facilitator’s role is to coach candidates throughout the module, review submissions and provide feedback, and help candidates with any questions they have. Note that there is no facilitator for Capstone 2 because candidate responses are marked by the
CPA Canada National Marking Centre, where applicable. Each candidate is assigned to a facilitator. Facilitators will email candidates at the start of the module to introduce themselves. Email (within D2L) is the mode of communication between facilitators and candidates. To ensure privacy and security, facilitators will not provide other email addresses or telephone numbers. Direct communication with facilitators should not occur outside of D2L for the duration of the module. Candidates who attempt to communicate with their facilitator outside of D2L through other channels (for example, sending a direct message on a social networking platform, such as LinkedIn) will not receive a response from their facilitator.

Facilitators are required to respond to candidate emails within 24 hours. If your facilitator has not replied to your email within 24 hours, please contact your region/province using the information in Appendix I.

Candidates are not permitted to email their facilitator to “pre-review” a submission before the deadline. The facilitator is a designated CPA and acts as a coach, meant to support candidates and assess their level of competency based on submitted activities. However, the facilitator does not decide whether a candidate succeeds in a module.

CPA Canada is dedicated to a quality learning experience for all candidates and encourages candidates to email their facilitator if they are unsatisfied with the quality of their learning experience. If you are unable to resolve difficulties with your facilitator, email your region/province using the information in Appendix I.

Lead facilitator(s)

Lead facilitators are designated CPAs who monitor and facilitate discussions on the discussion board. They are subject matter and policy matter experts, and they will help candidates with their questions on technical concepts covered in the module.

Session leader

Session leaders are designated CPAs who guide the two-day workshops within the module. Session leaders are only available to candidates during the two-day workshops. To ensure privacy and security, session leaders will not provide other email addresses or telephone numbers. Direct communication with session leaders should not occur outside of the two-day workshop for the duration of the module. Candidates who attempt to communicate with their session leader outside of the workshop through other channels (for example, sending a direct message on a social networking platform, such as LinkedIn) will not receive a response from their session leader.

Regional/provincial contacts

The regional/provincial contacts are available to you throughout the CPA PEP. You should contact your region/province for the following:

- Module registration and withdrawals
- Workshop location and administration questions
• DiSC profile assessments
• Questions about accommodations for medical reasons or disability
• Extension requests
• Exam location and administration questions
• Additional support and resources not listed in this guide

Your region/province can be reached using the contact information in Appendix I.

Curriculum resources

Introduction to the PEP module

Introduction to the PEP is an optional module that provides you with valuable resources. All candidates are enrolled in Introduction to the PEP.

The resources within the Introduction to the PEP module include, but are not limited to:

• PEP orientation materials for new and transitional candidates
• Core and Elective module syllabi
• Technical reviews that include:
  o Diagnostic assessments that evaluate a candidate’s proficiency on technical topics in the module
  o A personalized syllabus focused on technical topics where candidates require additional study
  o Tailored adaptive reviews that reinforce learning and provide candidates with an opportunity for additional practice
• A case-writing tutorial
• Diversity, equity, and inclusion training

The CPA Canada Competency Map

The CPA Competency Map is a guide to understanding the competencies a candidate must demonstrate to become a CPA. Candidates are responsible for prerequisite knowledge as outlined in this document. Candidates should use this document to understand what concepts are examinable. Details about how to use The CPA Competency Map are located within the document.

Knotia

Knotia is CPA Canada’s research platform for insights into accounting, assurance, and taxation matters. Through Knotia, candidates will have access to the following subscriptions:
• CPA Canada Standards and Guidance Collection (exam reference)
• Excise Tax Act (exam reference)
• Federal Income Tax Collection (exam reference)

If you experience any issues with your Knotia account, please contact the CPA Canada Customer Service Department at 1-800-268-3793 or member.services@cpacanada.ca.

The CPA Canada Learning Library (eBooks)
The eBooks cover technical and enabling competencies and consist of several volumes. The eBooks are not meant to be a comprehensive representation of The CPA Competency Map; rather, they are a tool to help candidates in their studies. The eBooks can be accessed through the module-specific technical reviews, which are accessible through the module and Introduction to the PEP D2L sites.

Exam resources
Candidates will have access to several exam resources within their module.

IT Helpdesk
Direct any technical issues to the CPA Canada IT Helpdesk. For the timeliest resolution of your issue, contact the CPA Canada IT Helpdesk instead of your facilitator or lead facilitator(s), as they are not trained to help with hardware or software issues.

Academic and professional policies
The CPA PEP is a graduate-level accounting designation program. As such, candidates are to familiarize themselves with policies on appeals and conduct, which they are responsible for knowing to be successful in the program.

Conduct
CPAs must abide by a code of conduct, are required to participate in lifelong professional development, and are subject to uniform standards of entry into the profession.

Using the CPA designation
Before passing the CFE and being formally accepted into membership by a regionally/provincially regulated CPA body, candidates may not, under any circumstances, use the designation “CPA” or any other title suggesting that they are Chartered Professional Accountants. Refer to the regional/provincial guidelines on the use of titles for candidates.

Professionalism
How members and candidates act reflects on the CPA designation and affects the level of respect the profession receives. Candidates taking CPA PEP modules are expected
to behave professionally. Refer to the CPA Harmonized Education Policies Vol. 1 and the training contract that you signed with your regional/provincial body.

**Code of ethics**

CPA Canada represents highly qualified professionals who demonstrate an ongoing commitment to providing the highest standards of accounting, ethics, and best business practices. As such, CPA Canada takes violations of ethics very seriously. As stewards of the public trust, students, candidates, and members are expected to maintain a high level of integrity and ethical standards.

All candidates and members are required to abide by their regional/provincial act, bylaws, and the Code of Ethics. Those who do not abide by the Code of Ethics may be subject to the disciplinary process and have their registration removed.

**Academic honesty**

During their studies in the CPA certification program, candidates are expected to maintain the highest standards of academic honesty. While each module has some of its own unique requirements and standards, academic honesty applies equally to all candidates. Plagiarism — the unauthorized and/or uncredited use of others’ intellectual property — is considered a serious offence and may result in penalties, as noted below. There is likewise a no-tolerance policy toward cheating of any sort. Candidates are expected to conduct their studies with professionalism and integrity. Where there is any doubt, candidates should contact their region/province for guidance.

**Plagiarism**

Plagiarism, in any form, is considered a serious offence. All cases of suspected plagiarism will be investigated, are taken very seriously, and will have significant consequences that will impact the educational journey and possibly the careers of the individuals involved. Candidates are reminded that they are expected to maintain the highest standards of academic honesty at all times. These standards should be demonstrated when candidates complete their coursework, write exams, and report practical experience. Ultimately, it is each candidate’s responsibility to ensure they do not commit an act of plagiarism.

**Plagiarism explained**

Plagiarism includes (and is not limited to) whenever a candidate:

- Presents work that has been written in part or in whole by another person
- Presents the words, images, or data of another person as the candidate’s own, without reference to the original author or the original source (that is, does not give credit to the original author or source)
- Presents work that, in any way, compromises the integrity of the evaluation process
- Presents work that is substantially similar to another person’s work
• Presents work that contains any portion of the CPA solutions or feedback guides in the examinations or activities
• Presents work that contains any portion of the CPA Canada Learning Library (eBooks), without reference to the original source
• Shares CPA program files or templates with others (see training contract)
• Purchases or acquires work that has been written in part or in whole by another person and presents it as the candidate’s own

In addition, CPA Canada defines plagiarism to include to use of materials posted to study resource websites or platforms such as, but not limited to, Course Hero, Chegg, OneClass, Quizlet, WhatsApp groups, Kijiji, etc. Any instance of use of these types of materials will be flagged by our plagiarism-detection software and subject to investigation. The posting of content to these websites or platforms before, during, or after a candidate’s enrolment in the program/module enables plagiarism and will be investigated and subject to the same penalties as plagiarism. If candidates have posted to websites and platforms, it is recommended their content be removed immediately.

However, candidates are encouraged to use the module discussion board as a platform to collaborate with their peers before composing their own responses. Collaboration can include:

• Discussing technical topics
• Identifying potential resources for further research
• Discussing a general approach to activities

Collaboration does not involve sharing files or templates with peers. This would be considered enabling plagiarism. Unless explicitly stated otherwise, candidates are expected to compose their responses to module activities independently (or with their team members in Capstone 1).

Plagiarism detection

Each region/province has the right, at its sole discretion and without specific notice to candidates, to use active or passive techniques to detect plagiarism. This includes, but is not limited to, comparative analysis of written submissions in hard copy or electronic form. This analysis can be done by human reviewers or by using plagiarism-detection software that searches a comparative databank of written submissions from other current candidates or program years, program articles, or internet-based resources.

Plagiarism consequences

Plagiarism and cheating are serious offences and are considered to be a breach of the Code of Professional Conduct, as governed by the profession’s discipline committees. Candidates are expected to familiarize themselves with and conform to the standards noted in the CPA Canada Plagiarism Policy and the Code of Professional Conduct on
their regional/provincial website. Those found guilty of plagiarism are subject to penalties and consequences that may include, but are not limited to, the following:

- The finding being noted in the candidate database
- A mark of “fail” in the course/module
- A committee hearing to determine good character
- Enrolment in an ethics course
- Suspension or expulsion
- Suspension of registration and eligibility to continue pursuing designation

The regional/provincial body responsible for investigating plagiarism also has the right to issue additional penalties or contact other regulatory bodies as required.

Any questions regarding the CPA Canada Plagiarism Policy should be directed to your regional/provincial body using the contact information in Appendix I.

**Appeals**

Below is a discussion of the various appeals within the CPA PEP. All contact information regarding appeals for your region/province can be found in Appendix I.

**Appeal of module results**

Candidates should expect a high level of fairness, professionalism, and objectivity in the CPA certification program. The appeals process is designed to handle concerns candidates raise. The intent of the process is to ensure fairness and clear communication.

All appeals related to program policies must be made in writing, and each appeal must clearly state that it is a letter of appeal. The stronger the submission, the greater the likelihood that it will be favourably considered. To make an appeal stronger:

- Include an explanation and appropriate supporting documentation, where applicable, if there were extenuating circumstances that kept you from meeting the requirements or established policies.
- Avoid making general statements such as “I will work harder.” Identify the issue or weakness that created the situation, and clearly outline what changes are required and that you will undertake should your appeal be successful.

The applicable regional/provincial body, in line with its established processes and/or bylaws, will consider appeal submissions. If the appeal is of a confidential nature, any individuals involved in the review are bound by privacy policies. An appeal decision can be expected within six weeks of submission, unless additional information is requested from the candidate. Any other reasons for a delay beyond this time frame will be communicated in writing.
Appeal of fees

Issues with payment and refunds, as per the approved and published schedules, are not appealable. In the case of hardship, contact your regional/provincial body to discuss resources that may be available or alternate arrangements that may be considered. In some situations, a written appeal may be directed to the provincial/regional body for review.

Appeal relating to ethics and conduct

Ethical issues such as cheating or plagiarism will first be dealt with by the candidate’s regional/provincial body. Depending on the nature of the situation, and/or in line with regional/provincial requirements, the matter may have to be forwarded to the individual responsible for ethical issues. Any reported instances of plagiarism may result in disciplinary action according to the standards/policies of your regional/provincial body. Candidates may submit an appeal of the decision for consideration by the appeals committee, and they will be notified of the results in writing. Candidates will be responsible for any costs of the appeal.

For ethical issues that relate to workplace or professional conduct, the regional/provincial committee for disciplinary action will consider the matter.

Appeal of exam results (remark)

For a fee, candidates may appeal exam results after each module exam, up until three business days after the results are released for the exam in question. Candidates must use the guidelines in the CPA Harmonized Education Policies Vol. 1 to appeal their results.

CPA Canada will not accept appeals of grades regarding subject matter from previous exams or related to issues from before the exam for which the appeal has been submitted. Candidates may not appeal on the basis of changes to the program or the program’s curriculum based on previous offerings of the program.

Managing your program

You should be familiar with how to make changes to your program.

Personal information changes

You are responsible for notifying your regional/provincial education body (see Appendix I) when circumstances change, such as the following:

- Address change
- Employer change
- Name change
Enrolling in a module

To enrol in a module, you must be registered with the appropriate program in a Canadian region/province, usually the one in which you are living. You can enrol by visiting your regional/provincial site for specific instructions. Direct any questions about the registration process to the contacts in Appendix I.

Voluntarily withdrawing from a module

If candidates choose to withdraw from a module, they can withdraw by contacting their regional/provincial body using the information in Appendix I.

You may or may not be given a refund or charged an attempt for the module when you withdraw. This depends on when you withdraw. Refer to the CPA Harmonized Education Policies Vol.1 for policies related to withdrawing from a module.

Please note that a “module attempt” means an attempt at a module and/or the module exam. In all cases, if you re-enrol in a module after withdrawing from an earlier offering, you will need to restart the module from the beginning.

Module fees and annual dues

Module fees are required in full at the time of enrolment. To maintain status as a CPA candidate, you are also required to pay annual dues, set by your regional/provincial body.

Important dates

The program schedule lists the module enrolment dates, module start and exam dates, workshop dates, and the dates that results are released. You are encouraged to check your regional/provincial website for key dates.

Accommodations and extensions

Extenuating circumstances sometimes make it difficult for candidates to complete their module activities or attend a workshop in its entirety. CPA Canada has certain procedures in place to deal with these situations.

Extensions: Module activities

Late submissions will not be reviewed and will not receive feedback. However, in extenuating circumstances, candidates may request an extension. To request an extension, contact your region/province using the information in Appendix I. Facilitators do not have the authority to grant extensions or assess the likelihood of an extension being granted. Workload or lack of internet connection are not usually considered extenuating circumstances.
Accommodation: Module workshop

Candidates are expected to attend the entire workshop and participate. If you arrive late or miss part of the session, you may be ineligible to proceed in the module and an attempt may be charged.

In extenuating circumstances, candidates may request permission to arrive late or miss the workshop. In most cases, candidates will be expected to complete an accommodation workshop and may be charged a fee for the accommodation workshop. If candidates do not attend the workshop or do not complete the accommodation workshop, they will not be allowed to successfully complete the module. To request an accommodation, refer to the contact information in Appendix I.

Academic accommodations

If candidates have a religious or medically documented reason or disability that affects their participation in the module activities, workshop, or ability to attempt the module exam as scheduled, they can request an academic accommodation. Such candidates will need to provide appropriate supporting documentation and may be asked to provide additional information. To request module or exam accommodations, see Appendix I.

If candidates are seeking a religious accommodation for a workshop, contact your region/province using the contact information in Appendix I.
Core and Elective Candidate Guide

This section of the Candidate Guide is designed to provide key information pertaining to the administration and delivery of the core and elective modules. If there is guidance provided in this section that conflicts with information provided in the Common Candidate Guide, please use the information contained within this section as the authoritative guidelines for the core and elective modules.

Additional information or answers to any questions not addressed here should generally be directed to the following resources, in this order:
1. The Common Candidate Guide
2. The module discussion board
3. Your facilitator
4. Your region/province

Module format

Each core and elective module contains eight units and a module workshop. Core 1 also includes an orientation workshop. Each module’s syllabus outlines the composition of the module and technical topic coverage. The submission deadlines for each activity can be found within D2L.

Getting started

Once candidates are given access to their module in D2L, they will complete a getting started checklist, familiarize themselves with the module and exam resources, and prepare for the orientation workshop (Core 1 only).

Workshops

Candidates will attend a mandatory two-day module workshop for each core and elective module. Core 1 also includes an orientation workshop that occurs at the beginning of the module. The timing of the module workshop varies from module to module. Refer to your regional/provincial calendar for workshop dates.

Prior to the workshop, candidates are required to complete pre-work and make any submissions to the dropbox (where applicable) by the stated deadline.

During the workshops, candidates will engage in several activities led by a session leader. Candidates may be asked to show their government-issued photo identification at the workshop. Attendance at the workshop(s) is mandatory, and active participation in the workshop is expected.

Your region/province will provide you with logistical details as they relate to your workshop(s).
After each workshop, candidates will provide their feedback on their experience in a workshop session leader evaluation survey and a workshop survey. Both surveys are required to be completed by the stated deadline to receive grades for completion.

**Units**

Candidates will work through eight units to complete each module. Within each unit, candidates will be presented with the approximate time to complete the activities listed in the unit. The timing is an estimate and does not account for time spent reviewing prerequisite knowledge. The times noted are for an average candidate who has the prerequisite proficiency levels outlined in *The CPA Competency Map* for the technical topics in that module.

Each unit is made up of a series of steps that contain the following activities, as applicable.

**eBook**

First, you will learn with the eBook. A number of eBook chapters are recommended for each unit. Each chapter includes a snapshot, written instruction, examples, e-lessons on select technical topics, summary problems, and practice multiple-choice questions (MCQs), as applicable.

The eBook and practice MCQs can be accessed via the module’s technical review, which includes the following resources:

- **Diagnostic assessments that evaluate a candidate's proficiency on technical topics in the module**
  - This diagnostic assessment will take you approximately 3 hours to complete. Each assessment question is timed at 90 seconds (or 1.5 minutes) to answer, for a total of 1.5 hours. The remaining time of 1.5 hours is provided for you to review the results of your diagnostic assessment and your suggested syllabus. **IMPORTANT NOTE:** The time spent on this diagnostic assessment is expected to vary between candidates. Completion of the diagnostic assessment is optional and is provided as a resource for candidates to pin-point areas requiring further study.

- **A personalized syllabus focused on technical topics where candidates require additional study**

- **Tailored adaptive reviews that reinforce learning and provide candidates with an opportunity for additional practice**

Chapters that are commonly tested in the module are noted for candidates. Note that the technical review is a study resource, and any assessments included within the technical review are not graded. Refer to the instructions provided within the technical review for further information on how to use it.
Unit quiz

After learning with the eBook, you will test yourself with a unit quiz in D2L. The quiz consists of MCQs that have been selected to test your understanding of the technical topics covered in the unit and is assigned for completion before the stated deadline. The first attempt on the unit quiz (prior to the deadline) will be graded. MCQs can be attempted, saved, and returned to at any time up until the submission deadline. Once a first attempt on the quiz is submitted, no further changes can be made to that attempt for grades. Any subsequent attempts will not impact a candidate’s overall module grade and are for practice only.

After completing the quiz, you will receive automated feedback for debrief. The quiz will remain available after the deadline for practice.

Webinar (optional)

Optional webinars are provided in each unit for Core 1 and Core 2. They cover a variety of key technical topics and provide strategies for success in the program.

Integrated problem

For each unit, you will apply what you have learned with an integrated problem. The integrated problems draw from the technical topics covered in the unit and provide you with an opportunity to practise applying technical knowledge in an integrated manner.

The integrated problem is assigned and must be submitted before the stated deadline. Upon submission, you will receive the solution and debrief materials for self-debrief. If no submission is made, the solution and debrief materials will release after the deadline has passed.

Your facilitator will return feedback on your submission by uploading a completed feedback guide within 96 hours of the submission deadline (48 hours in Unit 8). Once you receive your facilitator feedback, you will perform a second debrief.

Practice case

In each unit, you will write and debrief a practice case. The practice case provides you with an opportunity to hone your case-writing skills and apply technical knowledge that you have learned in a 60-to-120-minute scenario.

The practice case is designed to be written in exam-like conditions within the suggested time noted on the case. For strategies on how to write a practice case, refer to the case-writing tutorial within the Introduction to the PEP module. Each practice case has a word count limit. If you submit a practice case that has exceeded the word count, the portion of your response that exceeds the limit will not be marked by your facilitator.

The practice case is assigned and must be submitted before the stated deadline. Upon submission, you will receive the solution and debrief materials for self-debrief. If no submission is made, the solution and debrief materials will release after the deadline has passed.
Your facilitator will return feedback on your submission by uploading a completed feedback guide within 96 hours of the submission deadline (48 hours in Unit 8). Once you receive your facilitator feedback, you will perform a second debrief.

**Retired exam case/set (optional)**

The retired exam cases are actual cases that were included on past module exams. Writing the retired exam cases is optional; however, you are strongly encouraged to write the case for practice under time-constrained exam conditions. A complete retired exam set is provided in Unit 8, and retired exam cases are provided for a select number of units.

**Surveys**

In Unit 8, you will be prompted to provide feedback on your experience in the module in a facilitator evaluation survey and a module survey. Both surveys are required to be completed by the stated deadline to receive grades for completion. Your feedback is valuable and is reviewed by the national curriculum staff and your regional/provincial body.

**Learning materials**

Below is a summary of learning materials specific to each module:

<table>
<thead>
<tr>
<th>Material</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPA Canada Learning Library (eBooks)</td>
<td>eBooks for technical studying that include written instruction, examples, e-lessons on key technical topics, summary problems, and practice multiple-choice questions, as applicable.</td>
</tr>
<tr>
<td>Unit quizzes</td>
<td>A quiz consisting of MCQs that have been selected to test your understanding of technical topics. Automated feedback is provided.</td>
</tr>
<tr>
<td>Material</td>
<td>Purpose</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Webinars (core modules only)</td>
<td>You will have the opportunity to attend one-hour live webinars on technical and/or enabling competencies. Attendance at the webinar is optional but highly encouraged. Pre-recorded webinars are available for those who are not able to attend a live webinar.</td>
</tr>
<tr>
<td>Integrated problems</td>
<td>Integrated problems that provide you with an opportunity to practice applying technical knowledge in an integrated manner. Debrief materials, including complete PDF and Excel solutions (if applicable) and feedback guides to self-assess performance.</td>
</tr>
<tr>
<td>Practice cases</td>
<td>Practice cases to hone your case writing skills and apply technical knowledge in a time-constrained scenario. Debrief materials, including complete PDF and Excel solutions (if applicable) and feedback guides to self-assess performance. Note that practice case feedback guides are provided in the core and elective modules to assist with debriefing. They are not intended to mimic the marking guides used by the CPA Canada Evaluations group. Annotated practice cases that explain how to use and organize the facts in the case. Sample candidate responses, including a completed feedback guide. For core modules only: Debrief videos that explain how to approach the case and provide case-writing tips and techniques.</td>
</tr>
<tr>
<td>Material</td>
<td>Purpose</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Retired exam case(s)</td>
<td>Actual exam case(s) provided for additional practice, including solutions and feedback guides. Note that retired exam feedback guides do not contain prescriptive levels and candidates are encouraged to self-assess using the assessment opportunity level descriptions provided.</td>
</tr>
<tr>
<td>Retired exam set</td>
<td>An actual complete exam set provided for additional practice (includes cases and MCQs), including solutions and feedback guides.</td>
</tr>
<tr>
<td>Data analytics activities (Core 2 and electives only)</td>
<td>Optional data analytics activities, including solutions and feedback guides.</td>
</tr>
</tbody>
</table>

### Submitting activities

**Quizzes**

Once all questions in the quiz have been answered, click “Submit Quiz” to submit your quiz attempt.

**Surveys**

Plan to complete each survey in one sitting. Once all questions have been answered, click “Submit Survey” to send your feedback to CPA Canada. You must click “Submit Survey” to complete your survey attempt.

**Integrated problems and practice cases**

**File submission format**

All integrated problem and practice case submissions, unless noted otherwise, must be drafted in one Word and/or one Excel file. The memo should be drafted in Word, and the calculations (if any) should be drafted in Excel. This means that all activities for an integrated problem or practice case will be submitted in one Word file and/or one Excel file. Candidates are encouraged to use page breaks in Word and separate tabs in Excel to organize their responses in a professional manner. Unless otherwise stated, no other file formats (including PDF files) are accepted.
Responses must:

- Be in Arial, Calibri, or Times New Roman 12-point font
- Be single spaced
- Have 1" margins

Files must be named with the following convention:

- LastnameFirstname-XX#, where # is the unit number, and XX is one of the following:
  - MW for module workshop pre-work
  - IP for integrated problem
  - PC for practice case

The file extension after the name will be either .doc or .docx for a Word file, and .xls or .xlsx for an Excel file. Files that are not formatted as stated above may require resubmission.

Submitting to the dropbox

Integrated problem and practice case response files will be uploaded to the related dropbox within D2L. Candidates must submit documents to the correct dropbox. Only one submission is permitted. After submitting your files, you cannot make edits to them, nor can you email your facilitator with a revised file to review. **Be sure to submit your final response only.**

Late or incorrect submissions

All deadlines are quoted in Pacific Time. Facilitators will not review or provide feedback on late submissions unless an extension has been granted by your region/province.

If you have submitted incorrect files to the dropbox, you need to email your facilitator with an explanation of the issue and attach the correct files before the deadline. Facilitators are required to respond to emails within 24 hours, so it is important to email your facilitator the correct submission files, especially when the deadline is approaching. If the facilitator does not receive the correct files before the deadline, then the submission will be considered late and cannot be accepted.

An example of an incorrect file is an integrated problem file submitted to the practice case dropbox. An incorrect file is not a revised version of a file you have already submitted (see submitting to the dropbox) or a file that was missed or damaged/corrupted in the original submission. For example, if a candidate submits a Word file and forgets to attach an Excel file, or the Excel file is damaged/corrupted, the Excel file cannot be accepted via email by facilitators. If your submission qualifies as an incorrect submission, your facilitator will delete your original submission. You will submit the same file(s) you emailed to your facilitator to the correct dropbox. Your facilitator will verify that the same files that were emailed were submitted to the dropbox.
## Debriefing

### Self-debrief

After submitting quizzes, integrated problems, and practice cases, candidates should complete a self-debrief of their performance.

### Quizzes

Automated feedback is provided to explain why the answer selected was correct or incorrect.

### Integrated problems and practice cases

The integrated problem and practice case debrief materials are made available at the earlier of submission to the dropbox or the dropbox deadline.

### Feedback guide

The integrated problems and practice cases are made up of individual assessment opportunities. An assessment opportunity is a specific requirement of an integrated problem or practice case. Each assessment opportunity is further broken up into minimum proficiency indicators (MPIs).

<table>
<thead>
<tr>
<th>Ref.</th>
<th>Minimum Proficiency Indicator (MPI) Description</th>
<th>CPA Way</th>
<th>N/P/Y</th>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>A01</td>
<td>Financial Reporting — Long-lived asset impairment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Identifies the financial reporting issue</td>
<td>Situation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Discusses the event or change in circumstances indicating that the asset is impaired, using case facts</td>
<td>Analyze</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Discusses that the carrying amount of the asset is not recoverable if it exceeds the sum of the undiscounted cash flows expected to result from its use and eventual disposition</td>
<td>Analyze</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Calculates the impairment loss (Yes if compares fair value to carrying amount.)</td>
<td>Analyze</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Recommends whether impairment should be recorded, consistent with the analysis</td>
<td>Conclude</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Concludes on the impact of the adjustment on the financial statements or the current ratio</td>
<td>Conclude</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NA</td>
<td>The candidate does not meet the standards for reaching competence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NC</td>
<td>The candidate attempts to discuss the potential impairment of the long-lived asset (Yes on 2 MPis OR Partial on 3 MPis).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RC</td>
<td>The candidate attempts to discuss the potential impairment of the long-lived asset (Yes on 2 MPis OR Partial on 3 MPis).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>The candidate discusses the potential impairment of the long-lived asset, including a conclusion (Yes on MPis 1-5)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CD</td>
<td>The candidate thoroughly discusses the potential impairment of the long-lived asset, including a conclusion, and discusses the impact of the issue on the financial statements or the current ratio (Yes on all)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Each MPI (or row in the feedback guide) is rated as:

- **No (N):** The candidate did not attempt the MPI.
- **Partially (P):** The candidate attempted the MPI to some degree.
- **Yes (Y):** The candidate fully achieved the MPI as described.
Each assessment opportunity (AO) is rated as:

- Not addressed (NA): The candidate did not address this assessment opportunity.
- Nominal competence (NC): The candidate did not meet the standards for reaching competent.
- Reaching competent (RC): The candidate identifies the assessment opportunity, but the response lacks depth and/or breadth.
- Competent (C): The candidate prepares a reasonable response for the assessment opportunity.
- Competency with distinction (CD): The candidate prepares a thorough response for the assessment opportunity.

Debrief of facilitator feedback

Facilitators will review candidates’ integrated problems and practice case submissions (Word and Excel files) and provide feedback in a feedback guide. The feedback guide will be attached to the activity dropbox.

Within the feedback guide, facilitators will rate each MPI (N, P, or Y) and each assessment opportunity (NA, NC, RC, C, CD). Candidates will receive written feedback for each AO.

Each assessment opportunity is awarded points as follows:

- Not addressed (NA) = 0
- Nominal competence (NC) = 1
- Reaching competent (RC) = 2
- Competent (C) = 2
- Competency with distinction (CD) = 2

Grades

When determining the overall grade on the module activities, the activities are weighted as follows:

Integrated problems: 30%

For each integrated problem, you are eligible for two graded components:

- **Attempt**: One point is awarded if a reasonable attempt* is submitted to the dropbox before the deadline.
- **Score**: A maximum of one point is awarded for each integrated problem, based on your actual performance across all assessment opportunities in that problem. For
example, if you achieve a score of 8 out of 10 on the assessment opportunities, you will receive 0.8 points for your actual performance on the integrated problem.

- Each integrated problem is weighted evenly, worth 1/8 of 30%, or 3.75%. As such, if an integrated problem has more tasks (or more assessment opportunities), more “points” are not available.

* A reasonable attempt on an integrated problem does not include submitting a blank or unrelated response. There is no minimum score requirement.

Practice cases: 30%

For each practice case, you are eligible for two graded components:

- **Attempt**: One point is awarded if a reasonable attempt* is submitted to the dropbox before the deadline.
- **Score**: A maximum of one point is awarded for each practice case, based on your actual performance across all assessment opportunities in that case. For example, if you achieve a score of 6 out of 10 on the assessment opportunities, you will receive 0.6 points for your actual performance on the practice case.

  * A reasonable attempt on a practice case is defined as writing the response under exam-like conditions, without submitting a blank or unrelated response, or using additional time or resources. There is no minimum score requirement. It is recommended that candidates aim to provide their response within the recommended time frame and under exam-like conditions to receive the most valuable feedback from their facilitator.

Quizzes, surveys, and module workshop pre-work (where applicable): 30%

**Unit quizzes**

For each quiz, you are eligible for two graded components:

- **Attempt**: One point is awarded if a reasonable attempt is submitted before the deadline.
- **Score**: A maximum of one point is awarded based on your actual performance in the quiz, which is the number of questions answered correctly divided by the total number of questions in the quiz.

Note that the gradebook will be populated within 96 hours of completion.

**Academic honesty quiz, policy quiz, and module workshop pre-work (where applicable)**

One point is awarded if a reasonable attempt is submitted before the deadline.
Surveys

One point is awarded if a pair of surveys is completed and submitted before the deadline. The following surveys must be completed together to earn one point in the gradebook:

- Orientation workshop session leader evaluation survey and orientation workshop survey (Core 1 only)
- Module workshop session leader evaluation survey and module workshop survey
- Facilitator evaluation survey and module survey

For example, a candidate must complete the module workshop session leader evaluation survey and the module workshop survey to receive one point in the gradebook — otherwise, the grade is 0, even if one survey has been completed.

Note that the gradebook will be populated within 96 hours of completion.

Module workshop participation (includes the orientation workshop; 5% for each workshop in Core 1 only): 10%

- Attendance at each module workshop is mandatory. In addition to this, 10% of the overall module grade is available for participation and behaviour during the workshop. One point will be awarded to those who attend the workshop and act and participate in a professional, respectful, and courteous manner. Candidates will receive either zero or one point on their participation; there are no part marks for workshop participation. When candidates are consistently disrespectful to others attending the workshop or are disengaged during activities (on their phone or computer), the session leader will award a grade of zero on the module workshop participation.

- If candidates arrive late or leave early, session leaders must note this for regional/provincial bodies. It will be up to the regional/provincial bodies to determine the consequences, and they will contact candidates directly. A late candidate may still achieve one point for workshop participation if they act and participate in a professional, respectful, and courteous manner after their arrival. There are limitations on how late a candidate can arrive to the workshop or how early a candidate can leave the workshop. Refer to your region/province for further guidance on lateness and participation grading.

Note that the overall grade on the module activities is cumulative. Therefore, the beginning overall grade on the module activities is 0%. As activities are completed and grades are received on those activities, the overall grade on the module activities will increase proportionately to the grades earned, weighted based on the type of module activity (as outlined above).

Candidates need to achieve at least a 75% overall module grade by the end of the module, as this is used to determine exam eligibility. Candidates may view their overall module grade within D2L at any time.
Module exam

Many of the exam resources are located within the CPA Canada website. They are consolidated for reference within the exam resources section of the module. Candidates should review the exam resources to prepare for exam day. Candidates are responsible for knowing all the material that is examinable given the module and the level as set by *The CPA Competency Map*. Studying all module content may not be enough preparation for the exam. The module covers a large amount of content, but not the entire breadth of content that may be examinable. To reinforce your knowledge of commonly tested topics, refer to the technical review for your module when learning with the eBook.

Eligibility to write the module exam

To be eligible to attempt the module exam, candidates must achieve a minimum overall module grade on the module activities and attend the workshop(s) (or complete an accommodation workshop activity, if required).

A candidate who attends the workshop (or obtains accommodation for the workshop) and achieves an overall module grade of 75% or higher on the module activities by the end of the module (per the Grades feature in D2L) will be eligible to write the module exam.

A candidate who does not meet this requirement may not be eligible to write the module exam. Only candidates who are not eligible to write the module exam will be notified by their region/province. Candidates who have not been contacted should assume they are qualified to write unless they hear otherwise.

Candidates are allowed three attempts to pass each core module. If a candidate does not pass a core module in three attempts, they will be expelled from the program. Each elective module may be attempted three times, and two electives must be passed before proceeding to Capstone 1. If a candidate does not pass two electives before exhausting their three attempts per elective module, they will be expelled from the program.

If you are unsure about your eligibility to write the exam, or would like to dispute any of your activities, please contact your regional/provincial delivery body using the information in *Appendix I*.
Frequently asked questions

- I forgot to complete and submit an activity before the deadline. Can I still receive feedback and grades?
- Where can I find the date and location of my module workshop and exam?
- I’m worried I won’t be able to qualify to write the module exam. What should I do?
- What is going to be on the module exam? Is there a formula sheet?
- The eBook does not cover the entire CPA Competency Map. Why not?
- If I complete and study the quizzes, integrated problems, and practice cases, will that allow me to pass the exam?
- I emailed my facilitator over 24 hours ago and they haven’t emailed me back. What should I do?
- It takes me longer to complete the activities than the suggested timing. Why is that?
- I want to sign up for a different workshop or exam location. How do I request to switch my location?
- I can’t find or never received my DiSC profile, or did not receive link to fill out a DiSC survey. What should I do?
Capstone 1 Candidate Guide

This section of the Candidate Guide is designed to provide key information pertaining to the administration and delivery of the Capstone 1 module. If there is guidance provided in this section that conflicts with information provided in the Common Candidate Guide, please use the information contained within this section as the authoritative guidelines for Capstone 1.

Additional information or answers to any questions not addressed herein should generally be directed to the following resources, in this order:

1. The Common Candidate Guide
2. The module discussion boards
3. Your facilitator
4. Your region/province

Overview

In Capstone 1, there is no new technical material. Instead, the Capstone 1 module focuses on the application of existing knowledge across all competency areas and on the further development of candidates’ enabling skills.

Capstone 1 combines individual and team work, supported by written assignments and oral presentations. Teams will typically consist of three to five candidates who will work together as consultants or internal advisors to resolve issues and provide recommendations. The team will submit a final written report to their facilitator and present an oral report to CPAs acting as a board of directors or as senior managers.

The main challenge of Capstone 1 is the breadth of topic coverage across a vast number of technical competencies. No individual candidate is expected to have all this knowledge; rather, candidates will need to rely on other team members who have more expertise in certain topic areas.

Team dynamics such as leadership, professionalism, ethics, teamwork, and self-management are critical to success in Capstone 1.

Capstone 1 has four primary objectives:

1. To continue the development of candidates’ enabling competencies, particularly their teamwork and leadership skills, professional and ethical behaviour, problem solving and decision-making, and communication competencies.
2. To simulate an authentic business problem, including gathering and evaluating relevant information, developing a written report, and preparing an oral presentation suitable for delivery to a board of directors or a senior management team.
3. To prepare candidates for the Common Final Examination (CFE), particularly Day 1, which will draw on both the content and the skills developed in Capstone 1.

4. To continue the development of candidates’ integration of technical competency areas.

Secondary objectives include continuing the development of candidates’ ability to:

1. Solve problems and make decisions in contexts with significant integration opportunities and in situations with increased ambiguity and uncertainty.
2. Analyze problems where further information must be gathered.
3. Conclude and advise in situations where the decision criteria are difficult to determine or where competing decision criteria are present.
4. Conclude and advise in situations where creativity is encouraged to develop solutions that are not obvious.

**Module format**

**Getting started**

Once candidates are given access to their module in D2L, they will complete a getting started checklist, familiarize themselves with the module resources, and prepare for the module workshop.

**Module workshop**

The module begins with a module workshop. Attendance at the module workshop is required and participation is expected and graded. Candidates are expected to complete the module workshop pre-work and participation will be evaluated as detailed below.

**Capstone 1 case — report**

There is one case that flows throughout the module: the Capstone 1 case. It is focused on strategic analysis and integrates all technical areas.

The case is designed to allow for many different recommendations, resulting in a situation where there isn’t necessarily a single “correct” response. As a result, team performance on the Capstone 1 case is assessed holistically.

Teams will begin by preparing planning documents (team agreement, project plan, and project schedule) and then submit their Capstone 1 report in three parts, incorporating feedback received along the way.

Teams may be required to complete revisions on their planning documents, Part 1 and/or Part 2. Optional revisions (those not requested by a facilitator) are not allowed and revisions are not possible on Part 3. See later on for information on the revision process.
The following sections outline what should be included in each submission.

**Planning for the report (due in Week 1)**

Teams will begin their report by preparing a series of planning documents in the module workshop. These planning documents include a team agreement, a project plan, and a project schedule.

Teams will submit the completed planning documents to their facilitator for feedback in Week 1. This feedback will help with preparing Parts 1, 2, and 3 of the report.

**Part 1 of the report (due in Week 2)**

In Part 1 of the report, teams will be asked to:

- Provide an overall situational assessment, including appropriate internal, external, and financial analyses to identify major issues.
- Demonstrate the CPA Mindset, especially due care and objectivity.
- Exhibit strong communication that addresses audience needs.

Teams will submit Part 1 to their facilitator for feedback. Feedback on Part 1 will help with preparing Parts 2 and 3 of the report.

**Part 2 of the report (due in Week 4)**

Teams will complete analyses of the **strategic options** in the Capstone 1 case. Part 2 will focus on the following areas:

- Explanations for choices of quantitative and qualitative tools
- Identification and justification of appropriate assumptions in the absence of relevant case facts
- Thorough analyses using appropriate tools and methods
- Interpretation of analyses, including integration of relevant case facts, research, and the overall situational assessment
- Demonstration of the CPA Mindset, especially due care and objectivity
- Strong communication that addresses audience needs

Teams will submit Part 2 to their facilitator for feedback. Feedback on Part 2 will help with preparing Part 3 of the report.
Part 3 of the report (due in Week 7)

The assessment for Part 3 will focus on the integration of the teams’ conclusions and recommendations based on their prior assessment of the current situation and analysis of the issues. The Part 3 report should include:

- A cover page
- An executive summary
- A table of contents
- An introduction
- Finalized analyses from Parts 1 and 2 (updated for feedback from the facilitator)
- Recommendations on, and implementation steps for, strategic analyses from Part 2
- Data analysis
- Analysis of additional issues, which may include those related to vision or mission alignment, ethics, performance management, tax, financial reporting, assurance, and others
- A financial forecast based on all recommendations, including additional issue costs (the forecast should include a projected income statement and at least one other full or partial relevant statement)
- A conclusion
- Appendixes and/or exhibits
- References (footnotes and/or bibliography)

Teams will submit Part 3 to their facilitator for feedback. Feedback on Part 3 will help with preparing the oral presentation.

Refer to the Capstone 1 D2L site for weekly instructions, which contain detailed guidance on the required content for these team submissions, organized by submission week.

Also refer to the module resources section of the Capstone 1 D2L site for a mock team report based on a retired Capstone 1 case. The mock team report will provide further information on what may be included in each submission.

File submission format

All submissions must be in Word and/or Excel. The file extension for submitted documents will be .doc or .docx for a Word file, and .xls or .xlsx for an Excel file. Files that are not formatted as stated above may require resubmission. For each of Parts 1, 2, and 3 of the report, a maximum of one Excel and one Word file will be submitted.
The formatting specifications for the three parts of the Capstone 1 case are as follows:

<table>
<thead>
<tr>
<th></th>
<th>Part 1 of the report</th>
<th>Part 2 of the report</th>
<th>Part 3 of the report</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Maximum length</strong></td>
<td>1,600 words, excluding appendixes/exhibits¹</td>
<td>3,400 words, excluding appendixes/exhibits¹</td>
<td>8,300 words, excluding cover page, executive summary (no more than two pages), table of contents, appendixes/exhibits, and references¹</td>
</tr>
<tr>
<td><strong>Maximum appendix/ exhibit pages</strong></td>
<td>10 pages (Word and Excel combined)¹</td>
<td>20 pages (Word and Excel combined)¹</td>
<td>25 pages (Word and Excel combined)¹, ²</td>
</tr>
</tbody>
</table>
| **Document type and page layout** | • Letter paper size: 8½” × 11”  
• Margins: 2.54 cm / 1”  
• Font:  
  o Word: Arial, Calibri, or Times New Roman 12-point font  
  o Excel: Arial, Calibri, or Times New Roman 10-point font³  
100% scaling  
Use of the “fit to page” function is not permitted  
All pages must be sequentially numbered  
Financial data may be rounded to the nearest thousand or million if labelled and if rounding does not mislead the reader | | |
| **Content of appendixes/ exhibits** | Quantitative and/or qualitative information, which must be consulted to follow main points in the report, such as:  
• Charts or graphs  
• Tables of data  
• Calculations  
• Summaries of information acquired through research  
An audit trail with clear referencing must be provided in both Word and Excel, including labelling of amounts, sources of data, and calculation details (unless calculations are clearly evident when a hard copy is printed). | | |

¹ All submissions will be checked for word count / page limits by your facilitator using the print preview function. Print options will be set according to the paper size, margins, scaling, and other specifications noted above. Any content exceeding the maximums will not be marked. Candidates should ensure that all requirements are met. If Excel is used to prepare appendixes/exhibits, do **NOT** copy the Excel content into the Word document.
2 The appendix/exhibit page limit for Part 3 of the report (25 pages) is less than the combined page limit for Parts 1 and 2 of the report (30 pages). Candidates are expected to demonstrate professional judgement in determining what is relevant for inclusion in their final Part 3 of the report.

3 Excel exhibits comprising 60% or more of non-quantitative text must be in Arial, Calibri, or Times New Roman 12-point font.

**Capstone 1 case — oral presentation**

At the end of the Capstone 1 module, each team will be responsible for providing a presentation on their Capstone 1 report. Teams will use presentation software, such as PowerPoint or Google slides, and presentations must not exceed 30 minutes. Teams will be provided with more detail on the logistics and delivery method of their presentation, including any Q&A, if applicable, by their regional or provincial offices.

The oral presentation should focus on the overall issues and recommendations. The introduction and closing should emphasize these elements. The presentation should not contain the same amount of detail as the written report, since information presented verbally is assimilated differently than information conveyed in written form. The written report cannot be read during the presentation, nor can the script for the oral presentation be submitted as the written report.

For more details on the oral presentation, see Appendix V and the Enabling Competencies eBook chapter on Presentation Skills.

**Chat calls**

Teams will take part in two live 30-minute chat calls with their facilitator in Weeks 3 and 6 of the module. The purpose of the chat calls is to discuss the upcoming submission requirements, address any questions that teams may have, and discuss any concerns about team dynamics. Chat calls are limited to 30 minutes, and so the most important issues should be raised first, including any team dynamic issues the team would like to discuss. Facilitators cannot go over the 30-minute time limit or hold extra chats.

Facilitators will email candidates an initial greeting at the start of the module that will contain possible dates and times for the chat calls.

Teams must send the facilitator an email with **at least two** dates, times, and team time zone (from the facilitator’s options) for each chat call, listed in order of preference. The facilitator will then confirm one date and time for each chat call.

During the chat calls, facilitators cannot provide “answers” to the Capstone 1 case. However, they may be able to respond by asking probing questions to aid in the thought process.

Candidates are expected to attend all chat calls, and grades are awarded for attendance. See Appendix VI for instructions on how to access the chat calls.
Peer and self-assessments
Periodically throughout the module, candidates will complete peer and/or self-assessments. Feedback from the peer assessments will be summarized by the facilitator and will be discussed during the chat sessions. The feedback from the peer assessments will be anonymous.

Facilitator questions
As a team, candidates will develop three questions that they would like their facilitator to address during the chat calls. The questions should be well thought out and are not limited to questions on specific parts of the report.

Introduction to Capstone 2 and the CFE
The Introduction to Capstone 2 and the CFE module is a self-study module that prepares you for Capstone 2 and the CFE and can be completed while you are working through Capstone 1. Completion of this module is OPTIONAL. There is no facilitator support, required submissions, grades, or deadlines in this module. Capstone 1 facilitators are focused on guiding their teams to success in Capstone 1 and are not available to answer CFE study questions.

The Introduction to Capstone 2 and the CFE module contains the following resources:

- A Capstone technical review that includes:
  - access to the eBooks and practice MCQs
  - diagnostic assessments that evaluate your proficiency on technical topics
  - a personalized syllabus focused on technical topics where you require additional study
  - tailored adaptive reviews that reinforce your learning and provide you with an opportunity for additional practice
- A sample CFE study calendar
- Practice cases with supporting materials (debrief notes, walk-throughs, and feedback guides)
- DAIS activities
- An unmonitored discussion board where candidates can discuss study plans and form Capstone 2 and CFE study groups

Submissions
Capstone 1 by week
Below is a summary of the activities by week. Refer to the Capstone 1 D2L site for weekly instructions on submission of activities.
<table>
<thead>
<tr>
<th>Week</th>
<th>Submission</th>
<th>Submission type</th>
</tr>
</thead>
<tbody>
<tr>
<td>MW</td>
<td>Module workshop pre-work</td>
<td>Individual submission</td>
</tr>
<tr>
<td>1</td>
<td>Team agreement</td>
<td>Team submission</td>
</tr>
<tr>
<td></td>
<td>Project plan</td>
<td>Team submission</td>
</tr>
<tr>
<td></td>
<td>Project schedule</td>
<td>Team submission</td>
</tr>
<tr>
<td></td>
<td>Academic honesty quiz</td>
<td>Individual D2L quiz</td>
</tr>
<tr>
<td></td>
<td>Module workshop session leader evaluation survey and module workshop survey</td>
<td>Individual D2L surveys (both must be completed for a grade to be awarded)</td>
</tr>
<tr>
<td>2</td>
<td>Part 1 of the report</td>
<td>Team submission</td>
</tr>
<tr>
<td></td>
<td>If required, revisions on the team submission from Week 1</td>
<td>Team submission</td>
</tr>
<tr>
<td></td>
<td>Chat call questions for facilitator</td>
<td>Team submission</td>
</tr>
<tr>
<td></td>
<td>Peer and self-assessments</td>
<td>Individual submissions</td>
</tr>
<tr>
<td>3</td>
<td>Chat call with facilitator</td>
<td>N/A — no submission, chat call attendance required</td>
</tr>
<tr>
<td></td>
<td>If required, revisions on the team submission for Part 1 in Week 2</td>
<td>Team submission</td>
</tr>
<tr>
<td>4</td>
<td>Part 2 of the report</td>
<td>Team submission</td>
</tr>
<tr>
<td>5</td>
<td>Chat call questions for facilitator</td>
<td>Team submission</td>
</tr>
<tr>
<td></td>
<td>Peer and self-assessments</td>
<td>Individual submissions</td>
</tr>
<tr>
<td></td>
<td>If required, revisions on the team submission for Part 2 in Week 4</td>
<td>Team submission</td>
</tr>
<tr>
<td>6</td>
<td>Chat call with facilitator</td>
<td>N/A — no submission, chat call attendance required</td>
</tr>
</tbody>
</table>
Submission deadlines
Weekly **initial** responses are due each Friday at 11:55 p.m. Pacific Time.

**Revisions**, if required, are due Mondays at 11:55 p.m. Pacific Time.

A facilitator may require revisions from a team for the following activities:

<table>
<thead>
<tr>
<th>Week</th>
<th>Team submission</th>
<th>When revisions are required (per the Overall tab in the Feedback Guide document)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Team agreement</td>
<td>The team receives an Overall Score of Reaching Competent (RC) or lower.</td>
</tr>
<tr>
<td></td>
<td>Project plan</td>
<td>The team receives an Overall Score of RC or lower.</td>
</tr>
<tr>
<td></td>
<td>Project schedule</td>
<td>The team receives an Overall Score of RC or lower.</td>
</tr>
<tr>
<td>2</td>
<td>Part 1 of the report</td>
<td>The team receives an Overall Score of RC or lower.</td>
</tr>
<tr>
<td>4</td>
<td>Part 2 of the report</td>
<td>The team receives an Overall Score of RC or lower.</td>
</tr>
</tbody>
</table>

If you are unsure whether your team is required to complete revisions, email your facilitator.

If revisions are required, the team must revise the submission using track changes (or a new font colour in Excel) for all sections with a **Summary Score** of RC or lower in the Feedback Guide. Note that the Summary Score is different than the Overall Score. The Overall Score is on the Overall tab. The Summary Scores are within the Minimum Proficiency Indicator (MPI) sections in the corresponding activity tab.

Note: If a team receives some Summary Scores of RC or lower, but its Overall Score is a Competent (C), no revisions are required.
Teams are not permitted to submit non-mandatory revisions for review by their facilitator. However, it is still expected that teams update each part of their report to incorporate facilitator feedback and guidance, and improve the overall quality of their Part 3 report and/or their oral presentation.

Formatting, as outlined earlier, must be maintained after revisions are completed. For example, a team may not exceed the maximum page length or word count after completing revisions.

Revisions must be submitted to the revision dropbox by the specified due date.

Online facilitation and feedback

Each candidate/team is assigned to a facilitator. An online facilitator’s role is to coach and support candidates/teams in their learning, review and provide feedback on submissions, assess candidate/team competency based on assignments, and help candidates/teams with any questions they have. However, the facilitator does not decide whether a candidate/team succeeds in a module.

Facilitators will provide detailed feedback via the dropbox on the team agreement, project plan, project schedule, and Parts 1, 2, and 3 of the report, within 96 hours of the submission deadline (48 hours for revisions).

The primary purpose of the facilitator feedback is to help candidates learn, not to measure their performance. Facilitators will review responses for evidence that the candidate/team understands the assignment, not that the candidate/team has produced an answer that is free of error.

Facilitator feedback is designed to guide candidates toward understanding the process used to arrive at a competent response that addresses concerns raised in the case. Facilitator feedback on Part 1 of the report should be reviewed and incorporated into Part 2 of the report. Facilitator feedback on Part 2 of the report should be reviewed and incorporated into Part 3 of the report. Facilitator feedback on Part 3 of the report should be reviewed and incorporated into the oral presentation that takes place in Week 8 of the module.

Facilitators will be available via email within D2L and will respond to emails within 24 hours. Candidates/teams are not permitted to email their facilitator to “pre-review” a submission before the deadline.

CPA Canada is dedicated to a quality learning experience for all candidates and encourages candidates to email their facilitator if they are unsatisfied with the quality of their learning experience. If you are unable to resolve difficulties with your facilitator, or your facilitator has not replied to an email you sent within D2L within the required 24 hours, please contact your region/province using the contact information in [Appendix I].
Grading
The grading in Capstone 1 is as follows:

Team submission
Initial submission:
Competent (C) = 5 points
Reaching Competent (RC) = 3 points
Nominal Competence (NC) = 2 points
Not Addressed (NA) = 0 points

Upon revision:
C = 3 points
RC = 1 point
NC = 0 points
NA = 0 points

A candidate must achieve a grade of at least 5 (after revisions) to pass each part of the report.

For example, if a team receives an RC on initial submission (3), then they can only pass by receiving a C on their revisions (3); in other words, the team can't pass by receiving an RC on their revisions (1).

If a team receives an NC on initial submission (2), then they can only pass by receiving a C on their revisions (3); the team can't pass by receiving an RC on their revisions (1).

If a team receives an NA on initial submission (0), then they automatically fail (there is no way to bring their grade up to 5 on revision). An NA on submission implies that the team didn't submit that part of the report at all.

Individual submission
Competent (C) = 2 points
Not Addressed (NA) = 0 points

Note that there are no revision opportunities for individual submissions.

Module workshop
Attendance at the module workshop is mandatory. Two points will be awarded to those who attend the workshop and act and participate in a professional, respectful, and courteous manner. Candidates will receive either zero or two points on their participation; there are no part marks for workshop participation. When candidates are consistently disrespectful to others attending the workshop or are disengaged during activities (on their phone or computer), the session leader will award a grade of zero on the module workshop participation.
If candidates arrive late or leave early, session leaders must note this for regional/provincial bodies. It will be up to the regional/provincial bodies to determine the consequences, and they will contact candidates directly. A late candidate may still achieve two points for workshop participation if they act and participate in a professional, respectful, and courteous manner after their arrival. There are limitations on how late a candidate can arrive to the workshop or how early a candidate can leave the workshop. Refer to your region/province for further guidance on lateness and participation grading using the contact information in Appendix I.

Capstone 1 passing profile

To pass Capstone 1, candidates must:

1. Attend the module workshop.
2. Pass at the team level (Part 1, 2, and 3 of the report, as well as the Oral Presentation and Q&A).
3. Contribute effectively to the team. Candidates are contributing effectively to the team when they are:
   - **Respectful.** Respectful candidates are courteous, polite, and listen to and consider how they can be influenced by the ideas of their team members.
   - **Available.** Available candidates respond to team members within 48 hours of contact, unless they have explained otherwise.
   - **Approachable.** Approachable candidates are friendly, thank their team members for sharing their ideas, and ask open-ended questions.
   - **Collaborative.** Collaborative candidates understand their role and the role of others, recognize interdependencies between team members and share information instead of withholding it.
   - **Helpful.** Helpful candidates assist team members when they are unable to solve a problem, offer to teach others their skills and pitch in when team members are overwhelmed with work.
   - **Reliable.** Reliable candidates get their work done on time, and if a deadline will be missed, they notify their team members of the issue in advance.
   - **Active participants.** Candidates who are active participants are fully engaged in the work of the team, come well prepared for team meetings, listen actively and speak up when they have an idea, comment or concern.
   - **Committed.** Committed candidates care about their work and the work of their team members. They are punctual and always put in their best effort.
4. Make a reasonable attempt (and where applicable, upload to the dropbox) 75% (rounded up), or six of the Capstone 1 weekly individual activities, which include:
   - Module workshop pre-work
   - Academic honesty quiz
   - Two peer and self-assessments (Weeks 2 and 5)
   - Attendance at two chat calls (Weeks 3 and 6)
   - Two pairs of surveys (both surveys within the pair must be completed):
     - module workshop session leader evaluation survey and module workshop survey
     - facilitator evaluation survey and module survey
       - For example, a candidate must complete both the module workshop session leader evaluation survey and the module workshop survey for a reasonable attempt on this survey pair. Otherwise, the survey pair will be considered incomplete, and no attempt will be granted, even if one survey has been completed.
   - Module workshop participation

5. Demonstrate development of the Enabling Competencies.

   Note: See the CPA Competency Map for a detailed list and description of the Enabling Competencies.

Refer to Appendix III and IV for details on the Capstone 1 passing profile.

What impact do team dynamics have on the final module assessment?

In a normal group setting, all teams are likely to experience issues. Candidates are responsible for reporting any significant team issues first to the facilitator (through peer reviews, chat calls, and/or through email). If the facilitator is unable to help the team resolve the issue, then it will be escalated to the mentor and regional or provincial administrator.

If the team is unable to resolve the issue, the individuals responsible for creating the issue could be at risk of failing Capstone 1, even if the team passes the written report and the oral presentation components of the module.

Submitting to the dropbox

If candidates experience technical difficulties while submitting a response, they should create a support ticket with the IT Helpdesk (https://cpacanada.service-now.com/support).

All responses must be submitted to the D2L dropbox by the deadline.
Teams should designate one member to submit each team submission, ensuring that all requisite files are submitted by one person. Another team member should verify that the submission has been made by the deadline.

Candidates/teams must submit documents to the correct dropbox. Only one submission is permitted. After submitting your files, you cannot make edits to them. Be sure to submit your final response only.

Name your submissions as follows:

<table>
<thead>
<tr>
<th>Submission type</th>
<th>Naming protocol</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team submission</td>
<td>Team#-Week#-ActivityName</td>
<td>Team1-Week1-TeamAgreement.docx</td>
</tr>
<tr>
<td></td>
<td>Note: Add an “R” at the end of the file name for revisions.</td>
<td></td>
</tr>
<tr>
<td>Individual submission</td>
<td>LastnameFirstname-Week#-ActivityName</td>
<td>SmithJan-Week2-SelfAssessment.docx</td>
</tr>
</tbody>
</table>

All deadlines are quoted in Pacific Time, and you can translate the deadlines into your local time zone. Deadlines can be found in the D2L calendar. Facilitators will not provide feedback or review late submissions unless an extension has been granted by the region/province.

If you have submitted the incorrect file to the dropbox, you need to email your facilitator with an explanation of the issue and attach the correct files before the deadline. Facilitators are required to respond to emails within 24 hours, so it is important to email your facilitator the correct submission files, especially when the deadline is approaching. If the facilitator does not receive the correct files before the deadline, then the submission will be considered late and cannot be accepted.

An incorrect file is not a revised version of a file you have already submitted or a file that was missed or damaged/corrupted in the original submission. For example, if a candidate submits a Word file and forgets to attach an Excel file, or the Excel file is damaged/corrupted, the Excel file cannot be accepted via email by facilitators. If your submission qualifies as an incorrect submission, your facilitator will delete your original submission. You will submit the same file(s) you emailed to your facilitator to the correct dropbox. Your facilitator will verify that the same files that were emailed were submitted to the dropbox.
Capstone 2 Candidate Guide

This section of the Candidate Guide is designed to provide key information pertaining to the administration and delivery of the Capstone 2 module. If there is guidance provided in this section that conflicts with information provided in the Common Candidate Guide, please use the information contained within this section as the authoritative guidelines for Capstone 2.

Additional information or answers to any questions not addressed here should generally be directed to the following resources, in this order:

1. The Common Candidate Guide
2. The module discussion board
3. Your region/province

Introduction

Capstone 2 has three primary objectives:

1. Continue the development of your enabling competencies, particularly your communication and self-management competencies
2. Prepare you for all three days of the Common Final Examination (CFE)
3. Continue the development of your ability to integrate technical competency areas

During the module, you will receive a variety of feedback and support, including:

- Individualized feedback on select case responses from a team of national markers, referred to as the National Marking Centre (see below for more information on the National Marking Centre)
- Debrief guidance that is case specific
- Technical knowledge support through the eBooks
- Continuous support provided by lead facilitator(s) on the discussion board

Candidates should expect to spend approximately 15 hours weekly on Capstone 2.

Candidates are not assigned a facilitator, nor are they permitted to email their lead discussion board facilitator. Candidates are encouraged to use the discussion board to ask questions on practice cases and/or questions of a technical nature. In addition, candidates are encouraged to respond to their peers’ questions and comments. Candidates may contact the National Marking Centre about their individual performance on practice cases marked by the National Marking Centre.
CPA Canada is dedicated to a quality learning experience for all candidates and encourages candidates to email their region/province using the contact information in Appendix I if they are unsatisfied with the quality of their learning experience.

Module requirements
Aside from a workshop, the balance of the module consists of independent online learning.

Throughout Capstone 2, candidates will be writing practice cases that resemble the three days of the CFE. These Capstone 2 practices cases are commonly referred to as “Day 1,” “Day 2,” and “Day 3” cases. Candidates will also write a two-day mock CFE that resembles Days 2 and 3 of the CFE.

There is no examination at the end of Capstone 2. To pass Capstone 2 and be eligible to proceed to the CFE, candidates must:

1. Attend the Module Workshop*.
2. Make a reasonable attempt** on (and where applicable, upload to the dropbox) 75% (rounded up), or 17 of the Capstone 2 weekly activities, which include:
   - 12 marked practice cases
   - Two marked Module Workshop cases
   - Four unmarked practice cases
   - Module Workshop surveys (Module Workshop session leader evaluation survey and Module Workshop survey — both surveys must be completed to fulfil this survey activity requirement)
   - End-of-module survey
   - Capstone 2 Introduction quiz
   - Academic honesty quiz
   - Module Workshop participation*

* Grade will be awarded after Module Workshop participation is verified. If an accommodation has been granted, grade will be awarded once candidates complete the assigned accommodation activities by the stated deadline.

** A reasonable attempt on a practice case is defined as writing the response under exam-like conditions, without submitting a blank or unrelated response, or using additional time or resources. There is no minimum score requirement. It is recommended that candidates aim to provide their response within the recommended time frame and under exam-like conditions to receive the most valuable feedback from the National Marking Centre.
Eligibility to proceed to the CFE will be posted to the D2L homepage by the date specified on your regional/provincial website.

**Gradebook**

Candidates can track their performance throughout Capstone 2 by referring to the gradebook in D2L (accessed by clicking “grades” in the toolbar at the top of the webpage).

A reasonable attempt on each activity is worth two points, for a total of 46 points in the module. Candidates need to achieve 75% (rounded up), or 34 points overall by the end of the module to proceed to the CFE.

**IMPORTANT NOTE:** Grades will be displayed in the gradebook within 96 hours of the posted deadline for the activity, with the exception of the Module Workshop grade, which will be displayed eight days after the end of the Module Workshop. **Feedback on practice cases marked by the National Marking Centre will be returned to candidates on the dates noted in the Capstone 2 calendar.**

If your grades are not displaying in the gradebook after the timeframe outlined above, file a ticket with the IT Helpdesk by selecting the IT Helpdesk button.

**National Marking Centre**

The Capstone 2 National Marking Centre consists of markers from across Canada, many of whom have marked the CFE and the CPA PEP core and elective end-of-module exams. These markers are tasked with marking and providing meaningful feedback to candidates on 12 Capstone 2 practice cases. The National Marking Centre will also mark the Day 3 Module Workshop practice case and selected common assessment opportunities (AOs) of the Day 2 Module Workshop practice case. The Day 1 Module Workshop case and the remaining four practice cases in the Capstone 2 module will be self-debriefed by candidates. For information on which practice cases will be marked by the National Marking Centre, consult the Capstone 2 calendar.

Markers are selected based on their past marking experience, their attendance and performance at a training session, their completion of the session-specific training requirements prior to each marking session going live, and their demonstrated commitment to the profession. Markers will be overseen by a team leader and a group of assistant team leaders for each marked practice case. Team leaders and assistant team leaders continuously monitor the quality of feedback provided and the consistency of the marking across the team, looking for instances where a marker is being too harsh or too lenient on an AO. Where inconsistent marking is noted, the marker will be consulted and retrained, if necessary.

Candidates are reminded that the primary focus of the National Marking Centre is on the feedback being provided to candidates. While consistency of marking is important, candidates may note instances of inconsistency between the rankings they receive and
the rankings of their peers. This is not a cause for alarm. The CFE will be marked much more slowly, over a longer period of time, and will focus on consistency, not feedback.

The National Marking Centre will return feedback to candidates by the dates outlined in the Capstone 2 calendar. Please note that the National Marking Centre will not mark late submissions unless an extension has been granted by the candidate’s regional/provincial delivery body.

**National Marking Centre feedback on Day 1, Day 2, and Day 3 cases**

For cases assessed by the National Marking Centre, markers will complete a feedback guide in Excel, which will rank performance by element (Yes, Partial, or No), rank overall performance by AO, provide a place for markers to comment on why candidates received a certain assessment and how to move to the next assessment level (where applicable), and provide a place for markers to give feedback on communication and the candidate’s response as a whole.

In addition to written feedback, candidates will receive a short audio message from their marker that communicates overall performance. The feedback guide and audio feedback will be returned to candidates via the D2L dropbox, by the dates outlined in the Capstone 2 calendar.

**Quartile performance**

Quartile performance scores will be provided for Day 2 and Day 3 practice cases to help candidates determine where they rank in relation to overall candidate performance.

Each feedback guide will include a total score based on the number of AOs and candidate performance. Scores will be determined for each ranking as follows:

- Not addressed (NA) = 0/2
- Nominal competence (NC) = 0/2
- Reaching competence (RC) = 1/2
- Competent (C) = 2/2
- Competence with distinction (CD) = 2/2

Once candidates receive feedback from the National Marking Centre, they are encouraged, as part of their second self-debrief, to compare the total score from their completed feedback guide to the quartile performance document. This will help candidates determine where they rank in relation to overall candidate performance. For cases that are not assessed by the National Marking Centre, the quartile performance is based on historic candidate results, and candidates are encouraged to review the quartile performance during the initial self-debrief.

Please refer to the quartile performance document for each case for more detail and instructions.
Note that a quartile performance document and a total score will not be provided for Day 1 practice cases. However, for Day 1 cases only, the average candidate performance on the overall assessment will be provided in the "Candidate performance by AO" document.

**Contacting the National Marking Centre**

Once candidates have reviewed their feedback from the National Marking Centre, they may have questions on their individual assessment.

Candidates can ask questions about their feedback by submitting a ticket to the National Marking Centre hotline after their feedback has been returned. The hotline can be accessed through the [CPA Canada Helpdesk](https://cpa-canada.ca) by clicking the “Capstone 2 National Marking Centre” button and filling out the form as prompted.

When completing the form, candidates must enter their candidate ID, also known as their D2L ID. Candidates can find their candidate ID on their Capstone 2 module registration documentation. The candidate ID must be inputted correctly, as the hotline will use this ID to retrieve the candidate’s response and completed feedback guide.

In the “Description of issue” field, candidates should be specific about the concern and which AO(s) the question relates to. For example: “AO1 was assessed at RC, but I think that I should have been assessed at C because of [insert rationale here]. Can you please clarify why I was held at RC so that I can learn how to strengthen my response? Thank you.” Questions that do not include an appropriate rationale for why the candidate feels the grading is inaccurate may be sent back to the candidate to provide more details. The hotline will not re-evaluate responses on request.

Candidates can expect a response within 24 hours of their ticket being assigned to a hotline agent. For questions that are more complex to answer or for times when the National Marking Centre is experiencing high ticket volumes, candidates will be provided with an estimated timeline for a response.

The National Marking Centre hotline will answer questions only about the candidate’s individual performance on practice cases marked by the National Marking Centre. General case-writing and Capstone 2 questions should be posted to the appropriate discussion board topic. If general case-writing and Capstone 2 questions are received by the National Marking Centre, candidates will be redirected to the appropriate place for their questions.

The cutoff for tickets received by the National Marking Centre is 2 p.m. Pacific Time the day before Day 1 of the CFE. Tickets received by the National Marking Centre after this time will not be answered.

**Calendar**

The [Capstone 2 calendar](https://cpa-canada.ca) (also accessible through the module) runs from Saturday to Friday and provides candidates with detailed information about when each practice
case is due and when feedback from the National Marking Centre can be expected, where applicable. Consult the calendar carefully to determine which practice cases are required to be submitted in each week.

**IMPORTANT NOTE:** Unlike other modules, practice cases are not all due on Fridays. Candidates are reminded to refer to the Capstone 2 calendar for the due dates.

**Writing early**

While candidates have the option of writing and submitting their practice case responses at any time before the stated deadline, candidates are encouraged to write their practice case responses only in the week in which they are due. The reason for this recommendation is twofold: practice case responses that are submitted early will not be marked and returned to candidates by the National Marking Centre before the stated feedback deadline. Also, it is known that candidates improve their writing skills by digesting and applying feedback received on previously submitted practice case responses. If candidates write all of their practice case responses in the first few weeks of the module, they will not have an opportunity to apply feedback received from the National Marking Centre and gauge their improvement over the course of the module.

**Learning materials**

The cases written throughout Capstone 2 are prior years’ CFE cases, with the exception of the Day 1 cases. While the cases will cover some of the [CPA Competency Map](#), they will not provide candidates with a summary or comprehensive coverage of all of the technical topics required for the CFE. **Candidates will be responsible for technical studying beyond what is in the practice cases in the module.**

For information on the standards and regulations that candidates are responsible for on the CFE, see the technical update on the [CPA Canada website](#) for more detail.

Capstone 2 is designed to provide candidates with all of the learning materials and resources necessary to facilitate effective studying in the weeks leading up to the CFE, with no time off from work. Learning materials for each practice case are accessible within the module.

The following learning materials will be provided for the **Day 1** practice cases:

<table>
<thead>
<tr>
<th>Debrief material</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solution</td>
<td>A complete solution that includes a situational analysis framework. Note that the solution is beyond the requirements for a “clear pass” response, and is usually much longer than what can be achieved in an exam setting.</td>
</tr>
<tr>
<td>Feedback guide*</td>
<td>A guide to assess performance, based on the solution.</td>
</tr>
<tr>
<td>Walk-through</td>
<td>An annotated version of the practice case, highlighting key facts and triggers to the requireds.</td>
</tr>
<tr>
<td>Debrief material</td>
<td>Explanation</td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Debrief notes</td>
<td>Notes to highlight specific areas of the practice case and to summarize key learning points.</td>
</tr>
<tr>
<td>Strong sample response and marked feedback guide</td>
<td>A strong, passing response, demonstrating the level of depth and breadth that can realistically be achieved in an exam setting.</td>
</tr>
<tr>
<td>Candidate performance by AO</td>
<td>For Day 1 practice cases assessed by the National Marking Centre, overall candidate performance will be provided, highlighting key areas of strengths and weaknesses to aid in candidate assessment of their performance relative to peers.</td>
</tr>
</tbody>
</table>

The following learning materials will be provided for the **Day 2 and Day 3** practice cases:

<table>
<thead>
<tr>
<th>Debrief material</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solution</td>
<td>A complete solution that demonstrates case-writing best practices, including the use of headings, point form, templates, and exhibits. Note that the solution is a competency with distinction response and is usually much longer than what can be achieved in an exam setting. The solution is meant to illustrate to candidates <em>how</em> to write a best response for the various issues in the practice case, and to provide some technical detail for study purposes.</td>
</tr>
<tr>
<td>Feedback guide*</td>
<td>A guide to assess performance, based on the solution.</td>
</tr>
<tr>
<td>Walk-through</td>
<td>An annotated version of the practice case, highlighting key facts and triggers to the requireds.</td>
</tr>
<tr>
<td>Debrief notes</td>
<td>Notes to highlight specific areas of the practice case and to summarize key learning points.</td>
</tr>
<tr>
<td>Strong sample response and marked feedback guide</td>
<td>A strong, competent response, demonstrating the level of depth and breadth that can realistically be achieved in an exam setting.</td>
</tr>
<tr>
<td>Quartile performance</td>
<td>An allocation of the range of possible scores across four quartiles, based on overall candidate performance, to enable assessment of candidate performance in relation to overall results, where applicable.</td>
</tr>
<tr>
<td>Candidate performance by AO</td>
<td>For select cases, National Marking Centre comments on overall candidate performance by AO, highlighting key areas of strengths and weaknesses.</td>
</tr>
</tbody>
</table>

*Feedback guides are provided in Capstone 2 to assist with debriefing. They are not intended to mimic the marking guides used by the CPA Canada Evaluations group. Certain components of the feedback guides have been automated, to assist with
determining ranking on each AO. Please refer to the spotlight videos in D2L for more detail on the automation.

Additional module resources

- A workshop at the beginning of the module where candidates are provided with information on Capstone 2 and the CFE — candidates will also learn valuable case-writing and study tips, and will have an opportunity to write parts of a Day 1, Day 2, and Day 3 practice case
- One-hour weekly webinars that cover a number of topics including case-writing tips, Capstone 2, and CFE frequently asked questions, as well as themes and challenging technical topics encountered in weekly practice cases (candidates unable to attend the live webinars will be able to access pre-recorded versions of the webinars)
- A discussion board with at least one lead discussion board facilitator who continuously monitors and provides timely responses to candidate questions
- Additional practice cases (with supporting learning materials) beyond those practice cases included in the Capstone 2 module
- Flashcards summarizing key technical content covered in the Capstone 2 practice cases
- Technical knowledge support through the eBooks
- An Excel tracking sheet designed to facilitate results tracking and interpretation
- A sample CFE study calendar
- Access to the National Marking Centre, which marks and provides feedback to candidates on the two Module Workshop case submissions and 12 practice cases throughout the module
- Access to employees of the candidates’ regional/provincial body who are dedicated to supporting candidates through the CPA PEP
- A detailed Capstone 2 calendar that outlines the due dates for each of the Capstone 2 activities and feedback return dates for practice cases that are marked by the National Marking Centre
- Short videos that walk through the key learning points of a Day 1, Day 2, and Day 3 practice case
- Spotlight videos that walk through various topics related to Capstone 2 and the CFE

When to use the learning resources

It is not necessary for candidates to use all of the learning materials provided to them in Capstone 2. Below are some common areas of difficulty described by candidates and a suggestion for the learning resources that may help them. Please note that this is not a prescriptive list; some candidates may find different learning resources useful to them in similar situations.
**Question:** I read the case and attempt to analyze the issues, but I always seem to address issues that aren’t important to the case and miss AOs. What should I do?

**Answer:** This seems like an issue related to identifying the requirements in the case. You may be focusing on perceived requests for analysis and not noticing the main triggers in the case.

**Recommended learning resource:** Walk-throughs; debrief notes

Walk-through files help identify where the triggers are located in a case and help determine how other case facts can be used in the analysis. The debrief notes identify the main triggers in the case, as well as other additional triggers that point to the main issues.

**Question:** I am able to see the requirements in the case, gather all the case facts, and attempt an analysis, but I can’t seem to provide enough details in my response or structure my response to provide a meaningful analysis. What should I do?

**Answer:** This seems like an issue with achieving depth in your response. You might be performing a superficial analysis or might not be approaching the analysis from the correct perspective.

**Recommended learning resource:** Solutions; debrief notes; eBooks, strong sample responses

The solution, debrief notes and eBooks explain the technical subject matter; a solid understanding of the technical material is necessary as a foundation for achieving depth in the case response. These learning resources also demonstrate how to apply the case facts to perform the required analyses. The strong sample responses provide examples of how to format your response and how to structure and approach the different issues in your case response.

**Question:** I read the case, can recognize what is required, and perform a very detailed analysis on a few elements. However, I am often held back from achieving competence. What should I do?

**Answer:** This seems like an issue with achieving adequate breadth in your discussion. Your case response must discuss each element in depth, but it must also discuss enough of the elements related to each issue (breadth). You might not be identifying enough case facts related to each issue, which is holding you back from performing a broad enough analysis.

**Recommended learning resource:** Walk-throughs; feedback guide

The walk-through files help identify additional case facts that should be used in the calculations or discussions, to help increase the breadth of the analyses. The feedback guide provides details on the amount of breadth that was expected for each issue to reach competence.
Question: I read the case and am able to easily recognize all the issues that need to be addressed, but I don’t understand how to perform the analyses that are being requested.

Answer: This seems like an issue with technical knowledge. It is important to have a solid foundation of the technical competencies so that you can understand how to address the issues and to formulate your response.

Recommended learning resource: Solutions, eBooks, flashcards, debrief notes

These learning resources explain the technical concepts on the various competency areas.

Mock CFE

The mock CFE consists of the Day 2 and Day 3 exam papers from a recent CFE.

The Day 2 mock CFE paper should be written in five hours, and the Day 3 mock CFE paper should be written in four hours. The mock CFE will be written remotely (not in a writing centre) and may be written by candidates at any time, as long as the files are submitted by the calendar due date. Day 2 of the mock CFE is due on the Saturday of Week 4. Day 3 of the mock CFE consists of three practice cases in one exam and is due on the Sunday of Week 4.

The mock CFE provides candidates with an opportunity to practice writing Day 2 and Day 3 of the CFE. It is a valuable study resource.

IMPORTANT NOTE: For the Mock CFE Day 3 exam, you must write each case in a separate Word and Excel file and submit to the corresponding Dropbox in D2L.

CPA Canada strongly recommends that candidates wait until Week 3 of Capstone 2 to write the mock CFE. This will ensure that candidates have received feedback from the National Marking Centre on their Module Workshop, Week 1 and 2 practice cases and are provided with an opportunity to apply some of the skills they have learned on the mock CFE.

Discussion board

A discussion board, moderated by lead facilitator(s) for each region/province, is made available to candidates for the duration of Capstone 2. While the lead facilitator(s) are not the same people who are marking candidates’ practice case responses, they are very familiar with the content of each practice case and can address any module-related inquiry. Candidates are encouraged to subscribe to the “Important Announcements” board and any other forums or topics that are of interest.
The discussion boards that are available to candidates include:

- **Important announcements**: Capstone 2 lead facilitator(s) will post important information to candidates about Capstone 2 and/or the CFE here. Candidates are not permitted to post under this topic. Any candidate posts to this topic will not show up and will not be answered.

- **CFE questions**: candidates are encouraged to post questions about the CFE here.

- **General Capstone 2 questions**: candidates are encouraged to post general questions about the Capstone 2 module here.

- **General case-writing questions**: lead facilitator(s) will share case-writing best practices and answer candidate questions related to case-writing here.

- **Additional practice cases**: lead facilitator(s) will answer questions about the additional practice cases here.

- **Case-specific questions (by case and AO)**: lead facilitator(s) will answer questions about specific practice cases here. Lead facilitator(s) will not answer questions about individual performance on specific practice cases received from the National Marking Centre. Candidates should contact the National Marking Centre via the hotline for queries related to individual performance.

- **Module Workshop questions**: lead facilitator(s) will answer questions about the Module Workshop here.

- **Study partners**: candidates can use this discussion board to find a study partner to work with. This discussion board will not be monitored by the lead facilitator(s).

Candidates are reminded to use online discussion board etiquette, as outlined in the [Common Candidate Guide](#).

The lead facilitator(s) will only address discussion board posts related to cases written as part of Capstone 2 or included in the additional practice cases folder. **Questions pertaining to any other case will not be addressed.**

The lead discussion board facilitator(s) will not be available after 2 p.m. Pacific Time the day before Day 1 of the CFE. Discussion board posts will not be addressed after this time.

### Additional practice cases

Additional practice cases, along with the solutions and select supporting material, are available to candidates in Capstone 2, as a resource to supplement their study. Completion of these cases is **optional**. These cases will not be marked by the National Marking Centre.

The additional practice cases and solutions were used in prior offerings of Capstone 2 and are based on past CFE cases.
The following additional practice cases have been updated for changes to the *Handbook* and the *Income Tax Act*:

**Day 2**
Solar Panel Solutions Inc.
RMZ Pharmaceuticals Inc.
EnviroCab Inc.

**Day 3**
Perkins Packing Inc.
King Street Theatre
Lake Country Camping Inc.
StillGood Food
Veza Eye Centre Limited
Dreamy Donuts Co.
Jump Inc.
Festival Inc.
Sally’s Good Furniture

The following additional practice cases have *not* been updated for all changes to the *Handbook* and the *Income Tax Act* or case-writing best practices:

**Day 2**
Atlantic Shellfish Inc.
K-Med Ltd.
Ferguson Real Estate Inc.
TankCo Limited

**Day 3**
Bamboo Bikes Inc.
Chang ESL Academy Inc.
Katwill Lodge Inc.
Perfecto Painters Inc.
National Mail
Canadian Holistic Health Practitioners
Dogani Inc.
Culinary Crawl
Play Canada Inc.
Elder Care Centre and Spa Inc.
Roxanne Kalpert
World Wide Windows Inc.

**Study partners**
In addition to the Capstone 2 resources, candidates are encouraged to work with a coach and/or a study group.
When looking for a coach, candidates are encouraged to find someone that they feel comfortable with, who is willing to share their knowledge and experience and who will be available to the candidate for moral support, if needed. A coach doesn't have to reside in the same city as the candidate, as information can be easily shared electronically or by phone.

Candidates may also want to consider joining a study group. Study groups can take many different forms. Some study groups choose to write, mark, and debrief every Capstone 2 practice case together, while other study groups only come together to mark and debrief practice cases after having written and marked the practice cases individually. Some study groups have members that reside across Canada and come together using tools, such as Zoom or Skype, while other study group meet in person daily. Candidates are reminded that an effective study group is a group that works for each member. There is no “right way” when it comes to study groups.

In some situations, a candidate may decide that their study group is no longer providing the support that the candidate needs during their CFE preparations. When this happens, candidates are encouraged to leave the study group. Although this may cause a disruption to the other group members, it is very important that each candidate prepares for the CFE in a way that works for them.

Study group members can be found in many different ways. Candidates can:

- Form study groups with colleagues.
- Use the Introduction to Capstone 2 and the CFE module “Study partners” discussion board or the Capstone 2 “Study partners” discussion board to find a study partner(s).
- Connect with CFE candidates who were enrolled in the same CPA PEP modules or preparatory courses.

Peer review is not formally mandated by CPA Canada. However, it is a recommended step to help candidates learn from one another. It has been demonstrated that significant learning can be derived from seeing another’s work.

**Submissions**

If candidates experience technical difficulties while submitting a response, they should visit the [IT Helpdesk](#).

Case responses must be written in Word and Excel and uploaded to the D2L dropbox. Unless otherwise stated, no other file formats (including PDF files) are accepted. **Submissions may only be a maximum of one Word and one Excel file. Submissions containing an extra file (for example, two Word files) will not be marked.**

The Excel portion of case responses must be written using only one worksheet. **Do not use multiple worksheet (tabs).**
Responses must:

- Be in Arial, Calibri, or Times New Roman 12-point font
- Be single spaced
- Have 1” margins

Candidates will use Knotia to access reference material when writing case responses. For more detail on Knotia, refer to your Capstone 2 D2L site.

- An important difference to note from earlier modules is that the Capstone 2 D2L dropboxes will accept multiple submissions up until the submission deadline. Only the last submission will be retained.

- The naming convention also has an important difference from the instructions provided for other modules. In Capstone 2 candidates must use their candidate ID number in place of their candidate name.
  - For example, a Week 2 Day 3 practice case would be “1234567_W2D3.docx”.
  - For the Module Workshop practice cases, the file name would include “MW” in place of week number, for example, “1234567_MWD2.docx”.
  - For the Mock CFE, utilize the following naming conventions, for the applicable case:
    - 1234567_MockD2_TMB
    - 1234567_MockD3_STH
    - 1234567_MockD3_TFS
    - 1234567_MockD3_Brokers

- PDF documents and encrypted practice exam files will not be accepted by the National Marking Centre.

It is expected that candidates will attempt and submit all practice cases on time. The National Marking Centre will not mark late submissions. In extenuating circumstances, a candidate may request an extension with their region. See the Common Candidate Guide for more details on extensions. Regional/provincial contacts for extensions can be found in Appendix I.

Debriefing

A thorough debriefing of each practice case is an important element in preparing to successfully write the CFE. With the aid of the solutions and other supporting documents, such as feedback guides, debrief notes, and so on, debriefing will help candidates gauge their performance and improve their ability to identify issues, address user needs, and prepare useful and efficient qualitative and quantitative analyses. Debriefing also helps candidates develop and learn how to apply technical knowledge.
For more detail on how to effectively debrief a practice case response, review the “Exam Preparation – Debriefing a Case” chapter in the Enabling Competencies eBook.

The total time spent on debriefing a practice case should be at least as long as it took to write the practice case. This total debrief time includes both the initial self-debrief and, for practice cases marked by the National Marking Centre, any additional time spent on the second debrief after the National Marking Centre feedback is received.

Ideally, the initial self-debrief of a practice case should occur shortly after writing the response. For marked practice case responses, the second debrief should be performed shortly after receiving feedback from the National Marking Centre.

As noted earlier, candidates are encouraged to compare the total score from their completed feedback guide to the quartile performance document, where applicable, as part of their debrief.

**Surveys**

The candidate Module Workshop session leader evaluation survey, Module Workshop survey, and end-of-module survey are required activities in Capstone 2. The surveys are completed within D2L. Plan to complete each survey in one sitting. After all questions have been answered, click “Submit Survey” to send your feedback to CPA Canada. You must click “Submit Survey” to complete your survey attempt.

Note that the Module Workshop session leader evaluation survey and Module Workshop survey must be completed together to earn a grade. Candidates must complete the Module Workshop session leader evaluation survey and the Module Workshop survey to receive a grade in the gradebook or they will receive a grade of zero, even if one survey has been completed.

**CFE marking**

Details on how the CFE is marked are outlined in the [CFE Board of Examiners’ Reports](#).

It is strongly suggested candidates familiarize themselves with how the CFE will be marked, including paying particular attention to the message to candidates, which details what past CFE writers did well and where there was room for improvement.

**Writing the CFE**

For information on CFE software, reference materials, and all other CFE-related questions, please refer to the following resources:

- [Technical update for the CFE](#)
- [CFE examination regulations](#)
- Supplemental CFE frequently asked questions, located in the ‘Access the CFE resources’ section in the CFE resources checklist of the Capstone 2 D2L site
• Regional/provincial specific guidance, to be released by the regions/provinces close to the CFE writing date
### Appendix I: Regional/provincial contact information

#### Academic accommodations

<table>
<thead>
<tr>
<th>For information related to:</th>
<th>Contact:</th>
</tr>
</thead>
<tbody>
<tr>
<td>An academic accommodation for missing module activities or exam accommodations for medical reasons or disability</td>
<td><a href="#">Visit the Accessibility and Special Accommodation Requests page.</a></td>
</tr>
</tbody>
</table>

#### CPA West (CPAWSB)

<table>
<thead>
<tr>
<th>For information related to:</th>
<th>Contact:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A change in the assigned in-person workshop location</td>
<td><a href="mailto:cpamodule@cpawsb.ca">cpamodule@cpawsb.ca</a></td>
</tr>
<tr>
<td>Enrolment questions and requests, including withdrawing from a module and DiSC profile assessments</td>
<td><a href="mailto:cpamodule@cpawsb.ca">cpamodule@cpawsb.ca</a></td>
</tr>
<tr>
<td>An activity extension</td>
<td><a href="#">Visit the Extensions page on the CPA Western School of Business website.</a></td>
</tr>
<tr>
<td>Exam locations (posted two weeks before exam date)</td>
<td><a href="#">Visit the CPA Western School of Business website.</a></td>
</tr>
<tr>
<td>In-person workshop locations (posted two weeks before workshop)</td>
<td><a href="#">Visit the CPA Western School of Business website.</a></td>
</tr>
<tr>
<td>Counselling or mental health resources</td>
<td><a href="#">Visit the CPA Western School of Business website.</a></td>
</tr>
</tbody>
</table>
### CPA Ontario

<table>
<thead>
<tr>
<th>For information related to:</th>
<th>Contact:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A change in the assigned in-person workshop location</td>
<td><a href="mailto:cpaPEPenrolment@cpaontario.ca">cpaPEPenrolment@cpaontario.ca</a></td>
</tr>
<tr>
<td>Enrolment questions and requests, including withdrawing from a module</td>
<td><a href="mailto:cpaPEPenrolment@cpaontario.ca">cpaPEPenrolment@cpaontario.ca</a></td>
</tr>
<tr>
<td>An activity extension</td>
<td><a href="mailto:cpaextensions@cpaontario.ca">cpaextensions@cpaontario.ca</a></td>
</tr>
<tr>
<td>Module or challenge exam registration, including Module Zero</td>
<td><a href="mailto:cpaPEPenrolment@cpaontario.ca">cpaPEPenrolment@cpaontario.ca</a></td>
</tr>
<tr>
<td>DiSC profile assessments</td>
<td><a href="mailto:cpmodule@cpaontario.ca">cpmodule@cpaontario.ca</a></td>
</tr>
<tr>
<td>In-person workshop locations (posted one week before the module start date)</td>
<td>Visit the CPA Ontario website.</td>
</tr>
</tbody>
</table>

### CPA Quebec

<table>
<thead>
<tr>
<th>For information related to:</th>
<th>Contact:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A change in the assigned in-person workshop location</td>
<td><a href="mailto:programmenational@cpaquebec.ca">programmenational@cpaquebec.ca</a></td>
</tr>
<tr>
<td>Enrolment questions and requests, including withdrawing from a module and DiSC profile assessments</td>
<td><a href="mailto:programmenational@cpaquebec.ca">programmenational@cpaquebec.ca</a></td>
</tr>
<tr>
<td>An activity extension</td>
<td><a href="mailto:programmenational@cpaquebec.ca">programmenational@cpaquebec.ca</a></td>
</tr>
<tr>
<td>In-person workshop locations (provided 10 days before the workshop)</td>
<td>Candidates will be contacted directly</td>
</tr>
<tr>
<td>For information related to:</td>
<td>Contact:</td>
</tr>
<tr>
<td>---------------------------------------------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>A change in the assigned workshop location</td>
<td><a href="mailto:programs@cpaatlantic.ca">programs@cpaatlantic.ca</a></td>
</tr>
<tr>
<td>Enrolment questions and requests, including withdrawing from a module and DiSC profile assessments</td>
<td><a href="mailto:programs@cpaatlantic.ca">programs@cpaatlantic.ca</a></td>
</tr>
<tr>
<td>An activity extension</td>
<td><a href="mailto:programs@cpaatlantic.ca">programs@cpaatlantic.ca</a></td>
</tr>
<tr>
<td>Workshop locations (provided shortly after the module start date)</td>
<td>Posted directly to D2L</td>
</tr>
</tbody>
</table>
Appendix II: Capstone 1 — How to find your team

To determine who is in your Capstone 1 team, log in to D2L and navigate to your Capstone 1 module homepage. Then, click on “Dropbox.”

Navigate to one of the team dropboxes to view the team you have been assigned to. The team name will also indicate who your facilitator is.
Appendix III: Capstone 1 — Passing profile for team level

**PART 1 OF THE REPORT**
- Acceptable
  - Acceptable

**PART 1 REVISIONS**
- NOT acceptable
  - Note 1

**PART 2 OF THE REPORT**
- Acceptable
  - Acceptable

**PART 2 REVISIONS**
- NOT acceptable
  - Note 1

**PART 3 OF THE REPORT**
- Acceptable
  - NOT acceptable
    - Note 2

**ORAL PRESENTATION AND Q&A**
- Acceptable
  - Acceptable

**REVISIONS OF ORAL PRESENTATION AND Q&A**
- NOT acceptable
  - Note 3

**TEAM FAILS**
**TEAM FAILS**
**TEAM FAILS**
**TEAM FAILS**

**TEAM Passes**

---

63 / 70
Appendix IV: Capstone 1 — Passing profile for the individual level

TEAM PASSES (see Capstone 1 passing profile for team level)

INDIVIDUAL CONTRIBUTED effectively to the team

INDIVIDUAL ATTENDED the module workshop

INDIVIDUAL COMPLETED sufficient individual components (75%)

INDIVIDUAL DEMONSTRATED development of the Enabling Competencies

INDIVIDUAL FAILS

NOT acceptable

Note 4

INDIVIDUAL FAILS

NOT acceptable

INDIVIDUAL FAILS

NOT acceptable

INDIVIDUAL FAILS

NOT acceptable

INDIVIDUAL FAILS

Acceptable

Acceptable

Acceptable

Acceptable

INDIVIDUAL PASSES
Notes:

1. When Part 1 or Part 2 of the report requires revision, that revision is marked by the team’s facilitator. If the revised report is deemed not acceptable, the report will be cross marked by an experienced lead facilitator. The cross-marked evaluation is the final evaluation.

2. If the original submission of Part 3 of the report is deemed not acceptable, the report will be cross marked by an experienced lead facilitator. The cross-marked evaluation is the final evaluation.

3. If a Capstone 1 team is unsuccessful on their panel presentation, they will have one opportunity to re-present to a second panel. Unsuccessful re-presentations are evaluated at least twice and reviewed by another province/region before the unsuccessful result is released. Appeals (remarks) are not available for unsuccessful panel presentations.

4. Candidates are contributing effectively to the team when they are respectful, available, approachable, collaborative, helpful, reliable, active participants, and committed. An individual’s contribution to the team may be deemed to be unacceptable if there is substantial evidence throughout the module via peer reviews and facilitator meetings to support the claim. Regional or provincial administration staff will be involved before this stage, and the individual will be adequately warned of the consequences.
Appendix V: Capstone 1 — Oral presentations

As noted earlier, each team will be required to provide a presentation on their Capstone 1 report, which should focus on the overall issues and recommendations. The written report cannot be read during the presentation, nor can the script for the oral presentation be submitted as the written report. The presentation evaluators will not have access to the team’s written report, and teams may not submit their written report as part of their presentation supporting materials.

Following the presentation, teams must be available for a question and answer (Q&A) period, at the discretion of their region/province. The team’s region/province will provide details on the logistics of the presentation process.

During the Q&A period, team members should be able to respond to questions confidently. If necessary, teams should clarify questions before attempting to provide answers. The answers should address both the specifics of the question and, if appropriate, the underlying assumptions. Team members should be able to support the arguments and recommendations made during the presentation. Teams may be asked for more information in the Q&A period, and the team should be prepared to answer any questions. This may mean creating additional visual exhibits to be used for the Q&A period. Each team member should participate equally in the presentation and the Q&A period.

Teams will receive their final pass/fail assessment from their region or province. It is important to note that individuals can fail the oral presentation even if their team passes. If teams fail their oral presentation, they will be advised by the regional or provincial office and will be provided with details on re-presenting their oral presentation.

The following are preparation and presentation tips for teams to consider:

- Divide the topics in the presentation, and plan who will respond to questions for that topic, if required.
- Practice handing off discussion to a team member in a way that appears natural.
- Consider what to do if a team member appears to be struggling with the question.
- Teams should be well prepared for the oral presentation and have a strong understanding of the content of the presentation. At the same time, the presentation should not seem overly rehearsed.
- During the Q&A, if team members are unsure of the question being asked, they should seek clarification before an answer is attempted.
- Team members should speak clearly and audibly at a moderate speed. Team members are reminded that the expectation is that they present without cue cards.
• Team members should maintain eye contact and face the audience at all time, avoid the use of excessive hand gestures, and manage their time.
• Practise, practise, practise!

**Oral presentations — frequently asked questions**

1. **Will there be any warnings/repercussions for oral presentations that are too short or too long?**

   Teams are encouraged to spend the full 30 minutes on their oral presentation.

   Teams are responsible for managing their time during the oral presentation. Panel members will stop the oral presentation after 30 minutes, and teams will not be able to present after this point. The team will not be penalized for ending the oral presentation early.

2. **What should teams focus on in the presentation — content or communication?**

   Teams should focus on both content and communication in the oral presentation.

   **Content:** The oral presentation should focus on a discussion of the overall issues in the case and the team’s recommendations to address these issues. The presentation should follow a logical flow and should not contain the same amount of detail as the written report. Candidates are reminded to focus on the issues that the board is interested in. For example, the board isn't looking for a detailed discussion of the options that the team is not recommending, nor will the board be looking for a presentation of a detailed SWOT analysis of a company that they know intimately. For more information, refer to the Oral Presentation Evaluation Form and Oral Presentation Evaluation Form addendum available in the Content tab of D2L.

   **Communication:** Teams should ensure that they address their audience in a clear and professional manner, maintaining eye contact, and conveying confidence and interest in the subject matter. For more information, refer to the Oral Presentation Evaluation Form and addendum on the Capstone 1 D2L site.

3. **Are you permitted to use cue cards?**

   It is strongly recommended that teams **not** use cue cards, as they distract from the presentation and may make it seem as if the team did not prepare for their oral presentation adequately. Candidates may also want to consider that reading from cue cards limits eye contact and the use of gestures, both of which are points for consideration on the Oral Presentation Evaluation Form Addendum.
4. Can the team provide the panel with supplemental materials? If so, what kinds of material would be appropriate?

The panel is able to accept supplemental materials that meet three major objectives:

- They provide a framework for the presentation.
- They enhance audience understanding.
- They maintain audience attention.

Teams are prohibited from providing the panel with copies of their Capstone 1 report.

5. Is there a dress code for the oral presentation?

Yes. Team members should be dressed in appropriate business professional attire.

6. Are all team members expected to participate in the Q&A period of the oral presentation?

The expectation is that each candidate will answer at least one question. Team members should be able to speak about all topic areas of the Capstone 1 report and should decide in advance how they will allocate the questions asked of the team.

7. Is there a list of sample questions for the oral presentation? How should the team prepare for the Q&A?

A list of sample questions will not be provided to teams. Team members are encouraged to brainstorm the types of questions they could be asked and practise their answers to these questions before the oral presentation.
Appendix VI: Capstone 1 — Chat calls guide

The cloud conferencing platform Zoom will be used for the Week 3 and Week 6 chat calls in Capstone 1. Facilitators and candidates will meet virtually using the free version of the Zoom platform. While candidates are required to have functional computer audio, the use of video in the chat calls is optional. Once your team and the facilitator have confirmed the chat call dates and times via email, your facilitator will email you with the Zoom meeting information.

For information on how to install, test, and use Zoom, please read Zoom’s Getting Started Guide. Important setup specifications that are applicable for Capstone 1 are noted below.

Zoom account

If you do have a Zoom account already, sign in via your professional email address or dedicated Google credentials. Do not use your personal email address or Facebook account to sign in to Zoom. If you do not have a professional email address or a Google account that is dedicated for use as a PEP candidate, you can sign up for a free account.

Day of chat call

About five minutes before the scheduled chat call start time, open the email you received from your facilitator through D2L and click on the meeting link. Log in using your professional email address as noted above. When asked, click on “Join with Computer Audio.”

Note: Due to CPA Canada’s best privacy practices, recording of Capstone 1 meetings is not permitted, and facilitators are asked to disable the recording feature.

If due to human error your meeting is recorded and you see a message stating that the meeting is being recorded, please alert your facilitator immediately in order to stop the recording.

Once the meeting has started, click on “Start Video” to enable your video camera.

Zoom technical support

For Zoom technical support, visit Zoom Support.
Appendix VII: Capstone 2 preparation

The following is information for candidates regarding Capstone 2:

- Access to Capstone 2 will be granted in the same way as other modules, within one week of the module start date.
- There is a mandatory workshop at the beginning of Capstone 2.
- Candidates will need to complete pre-work prior to the module workshop. This pre-work requirement will be available once candidates have access to the Capstone 2 D2L site.
- In Capstone 2, candidates will have access to all module materials (including debrief materials) for all weeks at the beginning of the module. The purpose of this approach is to enable candidates to work on their own schedules as they study for the CFE.
- There is no examination at the end of Capstone 2.
- For details on the passing profile for Capstone 2, please refer to the Capstone 2 Candidate Guide.
- Candidates who would like to begin preparing for Capstone 2 in advance of the module start can refer to the Introduction to Capstone 2 and the CFE Module in D2L and work through the materials in that module.