Capstone 1

Candidate Guide — Addendum

2022-05-17

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INTRODUCTION

This addendum is designed to provide key information pertaining to the Capstone 1 module. If there is guidance provided in this document that conflicts with information provided in the common Candidate Guide, please use the information contained within this document 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 four 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

Module workshop

The module begins with a module workshop. Attendance at the module workshop is required and participation is graded. Candidates are expected to complete the module workshop pre-work. See the common Candidate Guide for information on module workshop expectations.

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
- an 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
- a 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 **operational** 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 operational 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 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 formatting specifications for the three parts of the Capstone 1 case are as follows:

<table>
<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>
<tr><td>Maximum length</td><td>1,600 words, excluding appendixes/exhibits[1]</td><td>3,400 words, excluding appendixes/exhibits[1]</td><td>8,300 words, excluding cover page, executive summary (no more than two pages), table of contents, appendixes/exhibits, and references[1]</td></tr>
<tr><td>Maximum appendix/ exhibit pages</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]</td></tr>
<tr><td>Document type and page layout</td><td colspan="3">• letter paper size: 8½″ × 11″
• margins: 2.54 cm / 1″
• font:
  ○ Word: Arial, Calibri, or Times New Roman 12-point font
  ○ Excel: Arial, Calibri, or Times New Roman 10-point font[2]
• 100% scaling
• use of the “fit to page” function is not permitted
• all pages sequentially numbered
• financial data may be rounded to the nearest thousand or million if labelled and if rounding does not mislead the reader</td></tr>
<tr><td>Content of appendixes/ exhibits</td><td colspan="3">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, source of data, and calculation details (unless calculations are clearly evident when a hard copy is printed).</td></tr>
</table>

[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] 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, 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 IV and the Learning eBook chapter on Oral Presentations.

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 V 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 CFE Module

The Introduction to Capstone 2 and CFE Module is a self-study module that prepares you for Capstone 2 and the Common Final Examination (CFE) and will be completed while you are working through Capstone 1. Completion of this module is OPTIONAL. There will be 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 CFE Module contains the following resources:

- a study guide
- practice cases with supporting materials (debrief notes, walk-throughs, and feedback guides)
- access to the Learning eBooks through Knotia
- a sample CFE study calendar
- an unmonitored discussion board with two forums: general Capstone 2/CFE study plan questions and study groups (where candidates can connect with each other to form Capstone 2/CFE study groups)

SUBMISSIONS

Capstone 1 by week

Below is a summary of the activities by week. **Refer to the Content section of the Capstone 1 D2L site for weekly instructions on submission of activities.**

Week	Submission	Submission type
MW	Module workshop pre-work	Individual submission
1	Team agreement	Team submission
	Project plan	Team submission
	Project schedule	Team submission
	Academic honesty quiz	Individual D2L quiz
	Module workshop survey	Individual D2L survey
2	Part 1 of the report	Team submission
	If required, revisions on the team submission from Week 1	Team submission
	Chat call questions for facilitator	Team submission
	Peer and self-assessments	Individual submissions
3	Chat call with facilitator	N/A — no submission, chat call attendance required
	If required, revisions on the team submission for Part 1 in Week 2	Team submission
4	Part 2 of the report	Team submission

5	Chat call questions for facilitator	Team submission
	Peer and self-assessments	Individual submissions
	If required, revisions on the team submission for Part 2 in Week 4	Team submission
6	Chat call with facilitator	N/A — no submission, chat call attendance required
7	Part 3 of the report	Team submission
8	Prepare for oral presentation	N/A — no submission, presentation delivered to region/province
	Module survey	Individual D2L survey

Submission deadlines

Weekly **initial** responses are due each Friday at 11:55 p.m. PST.

Revisions are due Mondays at 11:55 p.m. PST.

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

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

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 sections on the Minimum Proficiency Indicator (MPI) tab.

Note: If a team receives some Summary Scores of RC or lower, but their 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 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. To ensure privacy and security, facilitators will not provide other email addresses or telephone numbers or accept invitations to connect on social networks. Candidates/teams are <u>not permitted</u> 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 of the common Candidate Guide.

Grading

The grading in Capstone 1 is as follows:

<u>Team submission</u>

Initial submission:

Competent (C) = 5
Reaching Competent (RC) = 3
Nominal Competence (NC) = 2
Not Addressed (NA) = 0

Upon revision:

C = 3
RC = 1
NC = 0
NA = 0

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
Not Addressed (NA) = 0

Note that there are no revision opportunities for individual submissions.

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.*

4. Make a reasonable attempt (and where applicable, upload to the dropbox) 75% (rounded up), or 6 of the Capstone 1 weekly individual activities, which include:

    - Module workshop pre-work
    - Academic honesty quiz
    - 2 peer and self-assessments (Weeks 2 and 5)
    - Attendance at 2 chat calls (Weeks 3 and 6)
    - 2 surveys (Module Workshop and end-of-module)
    - 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.

* Candidates are contributing effectively to the team when they are:

- **Respectful**. Respectful candidates are courteous, polite, listen 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.

Refer to Appendix II and III 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:

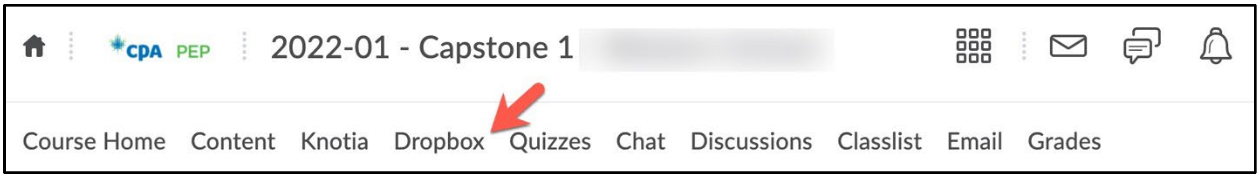
Submission type	Naming protocol	Example
Team submission	Team#-Week#-ActivityName Note: Add an “R” at the end of the file name for revisions.	Team1-Week1-TeamAgreement.docx
Individual submission	LastnameFirstname-Week#-ActivityName	SmithJan-Week2-SelfAssessment.docx

All deadlines are quoted in PST, 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.

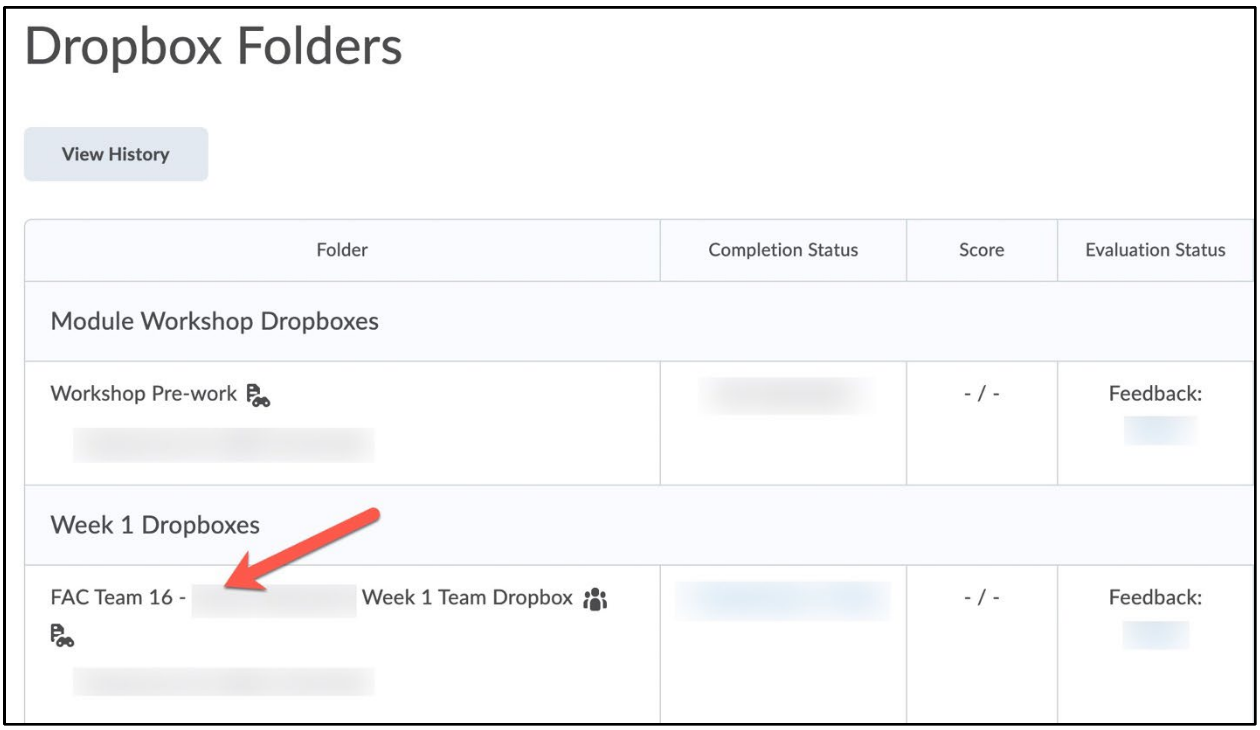
If you have submitted the incorrect file to the dropbox, you need to contact your online facilitator before the deadline. Ask your facilitator to delete the original submission so that you can submit the right file. Facilitators are required to respond to emails within 24 hours, so if it is near the deadline, email your facilitator the submission files along with the request to extend the dropbox. If the files are received via email before the deadline, the facilitator will then delete the incorrect file and extend the dropbox, and they can verify that the same files were submitted to the dropbox. If the facilitator does not receive the correct files before the deadline, then the submission will be considered late and cannot be accepted.

APPENDIX I: YOUR CAPSTONE 1 TEAM

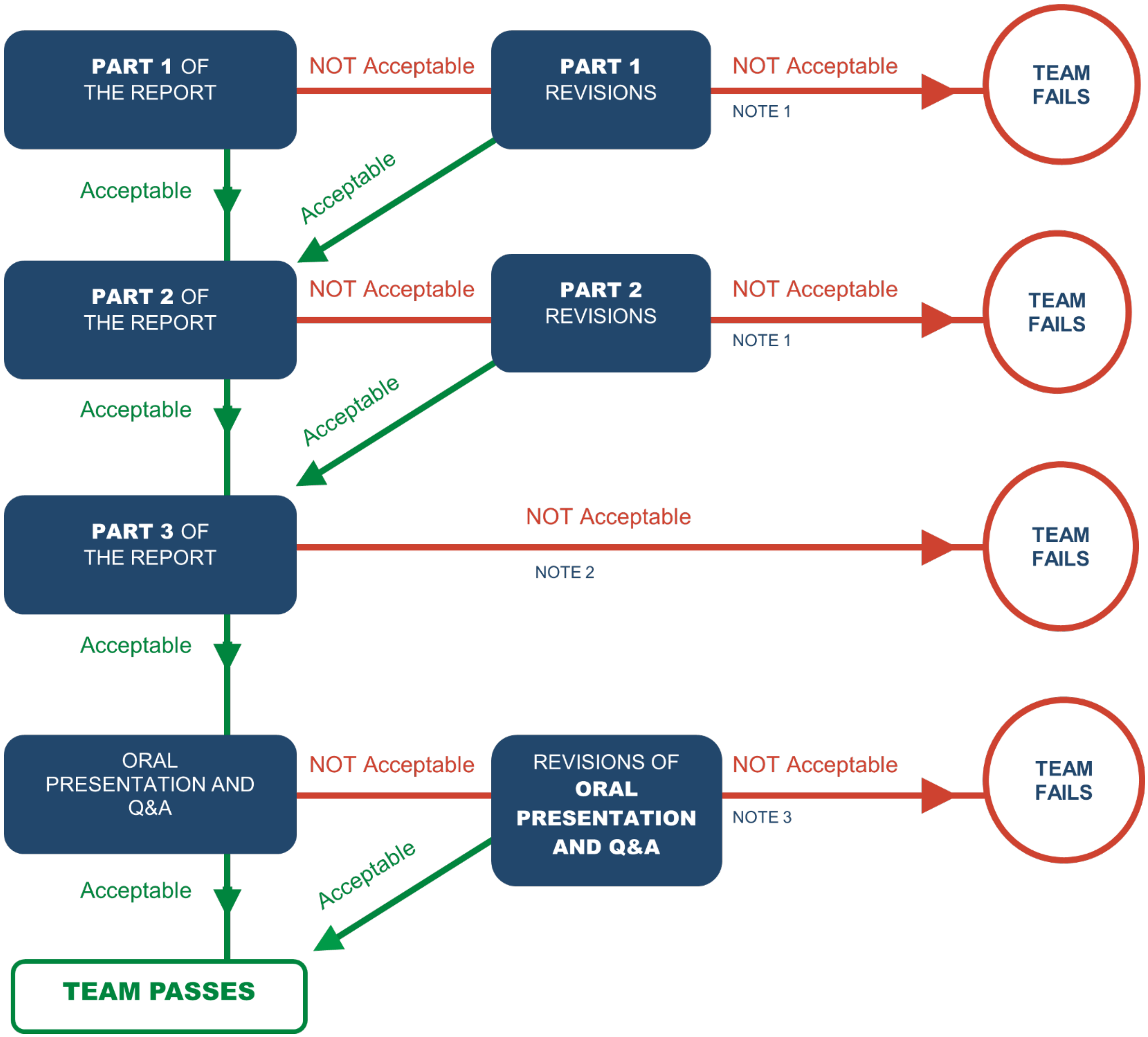
To determine who is in your Capstone 1 team, log in to D2L and navigate to your Capstone 1 module homepage. Then, click on “Dropbox”:



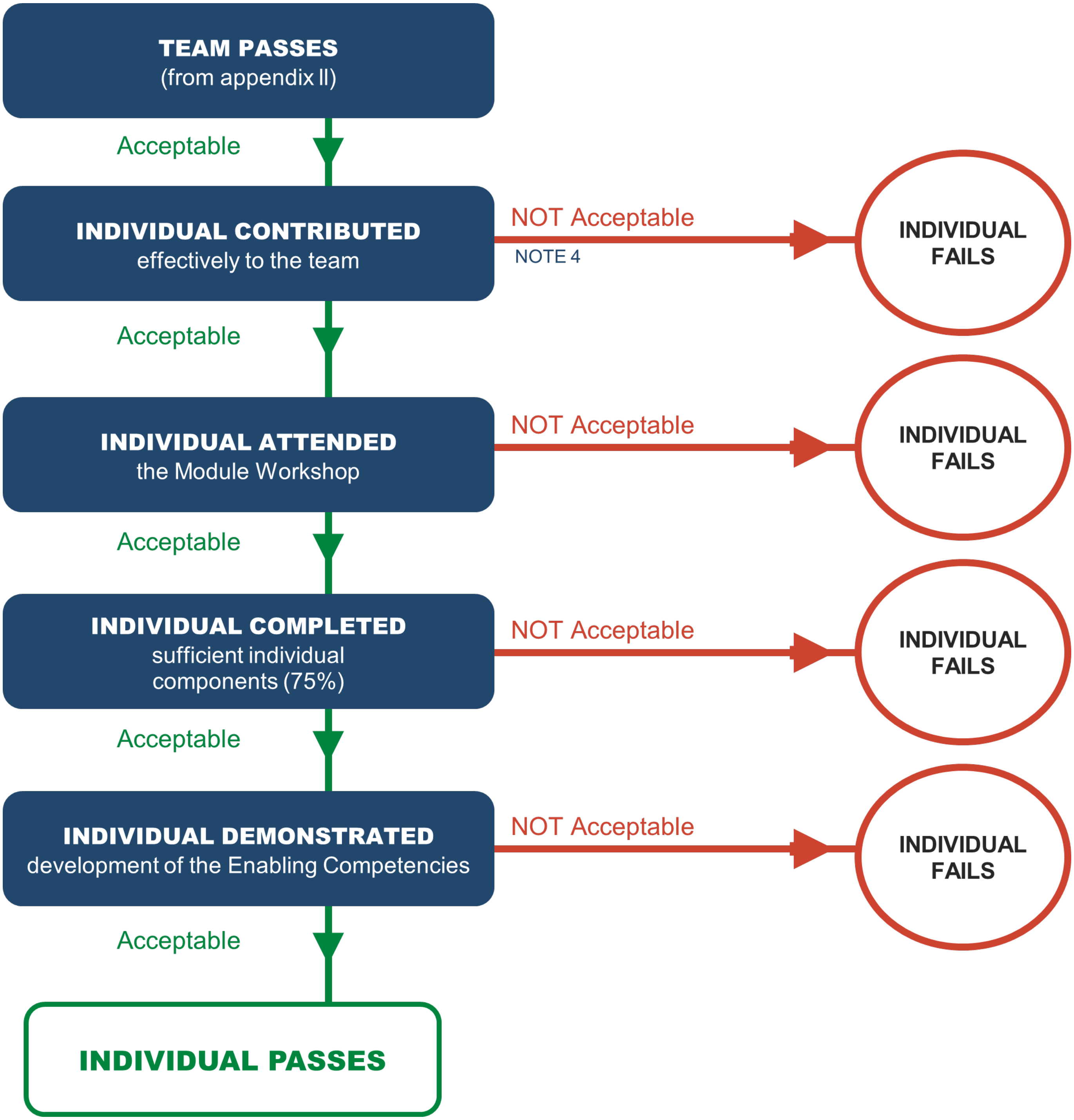
Navigate to one of the team dropboxes to view the team you have been assigned to. The team name will also indicate who your facilitator is.



APPENDIX II: PASSING PROFILE FOR TEAM LEVEL



APPENDIX III: PASSING PROFILE FOR THE INDIVIDUAL LEVEL



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 IV: 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, including whether a Q&A period is required.

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 will be 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.
- Practice, practice, practice!

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 on the Capstone 1 D2L site.

   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?

If a Q&A is required, 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 V: 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. Login 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 VI: 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 Addendum.
- 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 CFE module in D2L and work through the materials in that module.