Chartered
Professional
Accountants

# CPA PROFESSIONAL PROGRAM

## Module Guide

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# Purpose

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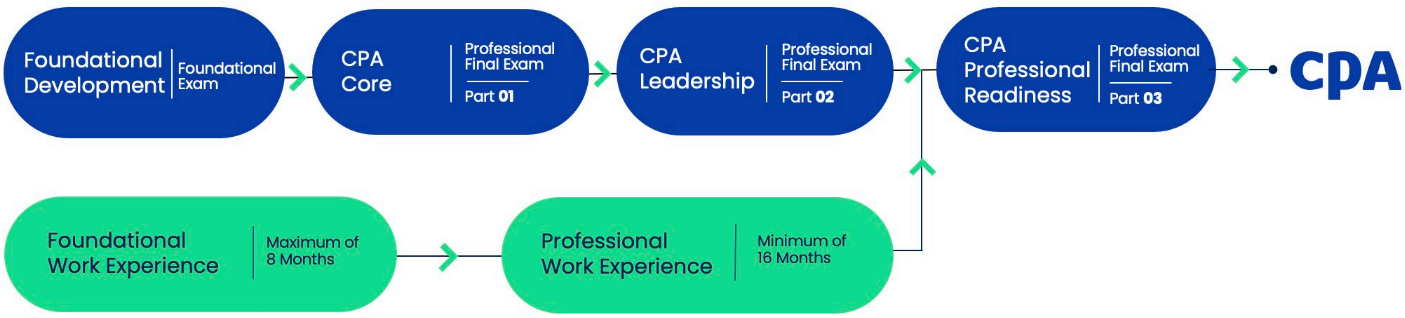
The CPA Professional Program Module Guide (Module Guide) was developed for educators and is intended to:

- provide Competency Map interpretation guidance; and
- describe, through representative learning outcomes, the level of knowledge and skills that learners need to demonstrate to be successful in each CPA Professional Program module and meet the expectations required at the point of obtaining the CPA designation.

Therefore, although developed for educators, the Module Guide will also be useful for learners, regulators, and others in understanding the expectations of the CPA Professional Program.

# CPA Professional Program

# Overview of the CPA Professional Program




The CPA Professional Program is a modernized CPA certification program designed to prepare CPAs to lead in a fast-changing economic, technological, and social environment. The program starts with a Knowledge Assessment and consists of the Foundational Development module and three professional modules: the CPA Core, CPA Leadership, and CPA Professional Readiness exams.

The Knowledge Assessment gauges whether learners bring the knowledge and competencies that will help them succeed in the Foundational Development module of the program.

Learners from a post-secondary institution, either Canadian or international, who have obtained the specified accounting and business knowledge are exempt from writing the Knowledge Assessment. All other learners must pass the Knowledge Assessment to gain entrance to the Foundational Development module.

In the Foundational Development module, learners develop Specific, Foundational, and Sub-Foundational Competencies, and they begin to develop the CPA Advanced Professional Competencies (discussed in more detail later in this Module Guide) as they progress towards a higher proficiency level. This is also the first time that learners begin integrating the competencies that make up the Foundational Common Core and begin developing their CPA Ethical Mindset, including human skills/values and Professional Competencies.

From the Foundational Development module, all learners move into the CPA Core module, choosing either the CPA Core - Common or CPA Core – Licensure module.

CPA Core – Common develops the Advanced Professional Competencies and builds on learners' Specific Competencies in the topic areas of assurance and trust, big data and data analytics, and tax.

CPA Core – Licensure is for learners who are considering a public accounting licence. It is designed to prepare learners to protect the public interest in specific licensure-related roles. The CPA Core – Licensure module includes the content of the CPA Core - Common module and further develops the Specific Competencies in the topic areas of assurance and trust, big data and data analytics, financial reporting, non- financial reporting, and tax to a higher level of proficiency and complexity.

The CPA Leadership module follows CPA Core. In this module, learners further develop their CPA Ethical Mindset and develop the CPA Advanced Professional Competencies to a higher proficiency level by applying the decision process to real-world challenges encountered by CPAs. These challenges require learners to integrate all competencies across all topic areas.

This integration enables learners to cultivate a deep understanding of the competencies necessary for professional success as a CPA. While there is progression in some of the Specific Competencies, the module’s primary focus is on developing learners’ CPA Advanced Professional Competencies, particularly their critical thinking.

In the CPA Professional Readiness module, learners hone their CPA Ethical Mindset and develop CPA Advanced Professional Competencies to the highest level of proficiency by working through cases that help them understand the professional code of conduct, what it means to be a professional, and how to contribute effectively to a team.

In addition, emerging issues are discussed, and learners work at applying the CPA Advanced Professional Competencies to these new social, global, and technological issues. Learners must meet all practical experience requirements before they take this module so that they can demonstrate they are ready for membership.

# Competency Groupings

Learners in the CPA Professional Program will develop the CPA Ethical Mindset and CPA Advanced Professional Competencies with a focus on those competencies specific to the CPA profession, based on Foundational and Sub-Foundational Competencies. This development will be applied to identified Topic Areas as indicated below.

| CPA Ethical Mindset and CPA Advanced Professional Competencies | + | Specific Competencies for Topic Areas | + | Foundational and Sub-Foundational Competencies for Topic Areas |
|---|---|---|---|---|
| Critically evaluate actions and decisions:<br>• Applying an ethical mindset, including professional skepticism<br>• Using optimal technology<br>• Applying systems thinking<br>• Recognizing the need to ask a more experienced CPA<br><br>There are five steps in facilitating and implementing performance- related decisions:<br><br>**Step 1** – Assess the situation and decide what needs to be done.<br><br>**Step 2** – Plan/design approach.<br><br>**Step 3** – Implement plan, including measuring and monitoring progress, and recalibrate where necessary.<br><br>**Step 4** – Complete (if discreet project).<br><br>**Step 5** – Reflect and learn. | | 1. Assurance and trust<br>2. Big data and data analytics<br>3. Ethical Decision-Making and organizational governance/ data governance<br>4. Finance<br>5. Financial reporting<br>6. Management decision-making and information (data) systems/technology<br>7. Non-financial reporting<br>8. Strategy, risk management, and innovation<br>9. Tax*<br>10. Value creation<br><br>*Personal tax, corporate tax, and GST matters | | Foundational Topic Areas:<br>1. Economics and the underlying areas of quantitative methods and probability<br>2. Law and legal forms of business<br>3. Organizational behaviour<br>4. Sustainability<br><br>Sub-Foundational Topic Areas:<br>1. Emerging and transformative technologies<br>2. Equity, diversity, and inclusion<br>3. Indigenous views/Indigeneity<br>4. Systems thinking and complexity theory |

The CPA Advanced Professional Competencies (Decision Competencies) illustrate the rigour that CPAs bring to the process of measuring and managing performance. They integrate the Decision Process steps, considering the levels of proficiency of the Specific, Foundational, and Sub-Foundational Competencies.

Although there is always merit in considering all steps in the Decision Process, learners are expected to use professional judgment in determining the specific steps they will undertake. This determination is based on the nature and significance of the decision being made, as well as associated risks.

The proficiency levels for the CPA Advanced Professional Competencies (Decision Competencies) use verbs to identify the depth of competence, according to the following scale:

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|
| Describe<br>Identify | Apply<br>Collect<br>Determine<br>Explain<br>Prepare | Analyze<br>Document<br>Manage | Assess<br>Communicate<br>Measure<br>Prioritize<br>Reflect | Collaborate<br>Create<br>Critically evaluate<br>Design<br>Formulate<br>Interpret |

*In this guide, a learning outcome's attained proficiency level is shown by the shaded meter (e.g., ■ ■ ■ □ □ = level 3 of 5), read against this scale.*

Ethics are considered at every stage of the Decision Process, reflecting the fact that CPAs protect the public and act in the public interest.

The CPA Ethical Mindset reflects who CPAs are, what CPAs do, and where CPAs do it, as follows:

- Who CPAs are — CPAs are ethical, protecting the public and acting in the public interest, with integrity, due care, objectivity, and competence. CPAs are innovative, collaborative, agile, curious, creative, resilient, inclusive, and technologically savvy as they continue to learn, lead, and grow.
- What CPAs do — CPAs create and sustain value by bringing logic, structure, and trust to information and the process of measuring and managing performance. CPAs are future-focused, embracing change and technology to foresee opportunities, create long-term value, and manage risk for people, organizations, and, more broadly, society and the planet.
- Where CPAs do it — CPAs operate in a global environment that is ever-changing.

Further, Ethical Decision-Making involves

- understanding the higher level of accountability and responsibility afforded by being part of the CPA profession;
- adhering to the Provincial/Regional Body's CPA Code of Professional Conduct, including
    - maintaining the good reputation of the profession, protecting the public, and acting in the public interest,
    - performing with integrity and due care, and
    - not allowing professional judgment to be compromised by bias, conflict of interest, or undue influence of others;
- exhibiting behaviours to comply with laws, regulations, organizational policies, societal norms, and personal ideals; and
- identifying and raising unethical behaviours.

The Specific Competencies are particular to professional accountancy and will be developed to the highest level of proficiency within the Competency Map.

The Foundational Competencies relate to business, government, and other organizations and their structure and operation (economics and the underlying areas of quantitative methods and probability, law and legal forms of business, organizational behaviour, and sustainability).

The Sub-Foundational Competencies reflect general and emerging areas that are present in the global environment in which CPAs work (emerging and transformative technologies; equity, diversity, and inclusion; Indigenous views and Indigeneity; systems thinking; and complexity theory).

The proficiency levels for the Specific Competencies, Foundational Competencies, and Sub-Foundational Competencies use verbs to identify the depth of competence, according to the following scale:

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|
| Describe<br>Identify | Apply<br>Collect<br>Determine<br>Explain<br>Prepare | Analyze<br>Document<br>Manage | Assess<br>Communicate<br>Measure<br>Prioritize<br>Reflect | Collaborate<br>Create<br>Critically evaluate<br>Design<br>Formulate<br>Interpret |

*In this guide, a learning outcome's attained proficiency level is shown by the shaded meter (e.g., ■ ■ ■ ■ ■ = level 3 of 5), read against this scale.*

The learning outcomes for the Foundational and Sub-Foundational Competencies are presented in the Foundational Competencies and Sub-Foundational Competencies sections of this guide.

It is expected that these competencies will be integrated and assessed alongside the Specific and CPA Advanced Professional Competencies (Decision Competencies).

For example, the primary focus of a problem might address the Specific Competency of Assurance and Trust, with an underlying integration of emerging technology. That same problem would also require learners to demonstrate their proficiency in a variety of CPA Advanced Professional Competencies (Decision Competencies).

# Module Objectives

# Module Objectives

## Entry (Knowledge Assessment)

The goal of the Knowledge Assessment is to ensure that learners have the required minimum level of competencies and professional skills to successfully complete the Foundational Development module.

## Foundational Development

In the Foundational Development module, learners will do the following:

1. Apply the CPA Advanced Professional Competencies in making, facilitating, communicating, and implementing performance-related decisions in a multitude of scenarios and contexts at low levels of proficiency.
2. Apply the CPA Ethical Mindset.[1]
3. Apply Specific, Foundational, and Sub-Foundational Competencies in a directed manner.
4. Integrate competencies, case facts, and topic areas.
5. Be introduced to new topic areas relevant to the Sub-Foundational and Foundational Competencies.

## CPA Core – Common

In the CPA Core - Common module, learners will do the following:

1. Apply the CPA Advanced Professional Competencies in making, facilitating, communicating, and implementing performance-related decisions in a multitude of scenarios and contexts at increased levels of proficiency.
2. Apply the CPA Ethical Mindset, including human skills and values and professional judgment.
3. Apply Specific Competencies at increased levels of proficiency in the following areas:
    - Financial Reporting
    - Non-financial Reporting
    - Assurance and Trust
    - Tax
    - Big Data and Data Analytics
4. Integrate competencies, case facts, and topic areas, while increasing complexity and proficiency.

## CPA Core – Licensure

In the CPA Core - Licensure module, learners will meet all the objectives of the CPA Core - Common module outlined above and will also do the following:

1. Apply Specific Competencies at increased levels of proficiency, with emphasis on the following:
    - Financial reporting (focused on non-routine transactions at a low to moderate complexity).
    - Assurance and other engagements within the scope of the *CPA Canada Handbook – Assurance*
    - Assurance work that may be outside the scope of the *CPA Canada Handbook – Assurance*; for example:
        - Providing assurance on environmental, social, and governance (ESG) matters.
        - Assessing the effectiveness of a company's cybersecurity framework.
        - Offering assurance on the accuracy and completeness of datasets used in decision-making or regulatory compliance.

[1] The CPA Ethical Mindset includes human skills and values (such as being innovative, collaborative, agile, and curious), as well as professional competencies.

        - Providing assurance on non-financial key performance indicators (KPIs).
    - Tax (focused on more complex tax planning)

## CPA Leadership

In the CPA Leadership module, learners will do the following:

1. Apply the CPA Advanced Professional Competencies in making, facilitating, communicating, and implementing performance-related decisions in a multitude of scenarios and contexts at further increased levels of proficiency.
2. Apply the CPA Ethical Mindset, including human skills and values.
3. Apply Specific, Foundational, and Sub-Foundational Competencies in a less directed manner.
4. Integrate competencies, case facts, and topic areas with an increased level of proficiency, ambiguity, and complexity.

## CPA Professional Readiness

In the CPA Professional Readiness module, learners will do the following:

1. Apply the CPA Advanced Professional Competencies in making, facilitating, communicating, and implementing performance-related decisions in a multitude of scenarios and contexts at further increased levels of proficiency.
2. Apply the CPA Ethical Mindset, including human skills and values.
3. Apply Specific, Foundational, and Sub-Foundational Competencies in a less directed manner.
4. Integrate competencies, case facts, and topic areas with an increased level of proficiency, ambiguity, and complexity.
5. Solve authentic, ambiguous problems, factoring in the following:
    - The applicable Code of Professional Conduct and regulatory requirements
    - Ethical Decision-Making
    - Emerging global, social, and technological issues
6. Evaluate the responsibilities and benefits of membership to the profession.

# CPA Advanced Professional Competencies

(Decision Competencies)

# CPA Advanced Professional Competencies (Decision Competencies)

Each CPA Advanced Professional Competency (Decision Competency) is shown once and tracked across the modules. Proficiency is shown by the shaded meter (e.g., ■■■□□ = level 3 of 5). The first column shows the competency per the Competency Map and the proficiency level it ultimately reaches. Module columns show the learning outcome and its level in each module. The Knowledge Assessment does not assess CPA Advanced Professional Competencies (Decision Competencies).

It is important to recognize that not all CPA Advanced Professional Competencies (Decision Competencies) will apply equally or be relevant to every situation. Learners must exercise professional judgment to determine which competencies are most appropriate for the specific context they are addressing. This selective application demonstrates an understanding of when and how to deploy particular competencies based on the unique circumstances, available information, and desired outcomes.

In addition, when applying the applicable CPA Advanced Professional Competencies (Decision Competencies), learners should integrate across the relevant topic areas.

| Competency | Foundational Development | CPA Core – Common | CPA Core – Licensure | CPA Leadership | CPA Professional Readiness |
|---|---|---|---|---|---|
| **Overall** | | | | | |
| ■■■■■<br>**DC1 –** CRITICALLY EVALUATE actions and decisions using the CPA Ethical Mindset (including exercising professional skepticism). | ■■□□□<br>**FD-DC-1**<br>Apply the CPA Ethical Mindset in real-world scenarios: Collect relevant information, determine the ethical implications of actions and decisions, and explain the reasoning behind them. At this level, learners follow ethical frameworks to address situations rather than develop approaches for more complex ethical dilemmas.<br><br>Explain the ethical responsibilities of CPA membership, including obligations to maintain public trust, adhere to professional standards, and uphold the integrity of financial reporting systems. | ■■■□□<br>**CC-DC-1**<br>Analyze more complex ethical situations using the CPA Ethical Mindset, document the factors influencing decisions, and manage ethical dilemmas by considering multiple perspectives and potential consequences. At this level, learners investigate ethical complexities without yet making final judgments about optimal ethical responses.<br><br>Analyze how CPA membership contributes to capital market efficiency through enhanced interested party confidence, transparency in financial reporting, and maintenance of professional competence. | *Same as CPA Core – Common* | ■■■■□<br>**LD-DC-1**<br>Assess more complex ethical situations by making judgments about appropriate courses of action using the CPA Ethical Mindset, weighing competing ethical considerations, and justifying conclusions based on professional standards. For example, assess the relative importance of different parties' interests and assess potential solutions against established ethical criteria.<br><br>Communicate reasoned recommendations to interested parties. At this level, learners make informed judgments about which ethical considerations deserve greatest attention and develop specific recommendations with appropriate rationales.<br><br>Assess the relationship between CPA membership requirements and the protection of public interests, | ■■■■■<br>**PR-DC-1**<br>Critically evaluate ambiguous ethical situations by challenging underlying assumptions and synthesizing insights from diverse ethical perspectives. Formulate solutions to ethical situations that consider competing parties' interests, justifying positions with reasoning that acknowledges limitations and anticipates counterarguments. At this level, learners move beyond assessing the situation to developing ethical responses that address both explicit and implicit ethical challenges.<br><br>Critically evaluate how CPA bodies establish and enforce standards that balance member interests with broader societal needs for reliable financial information and market stability. |

| Competency | Foundational Development | CPA Core – Common | CPA Core – Licensure | CPA Leadership | CPA Professional Readiness |
|---|---|---|---|---|---|
| | | | | explaining how regulatory oversight, continuing education, and ethical frameworks safeguard market participants. | |
| ■■■■□ **DC2 –** ASSESS the need to use optimal technology and apply systems thinking at every stage. | ■■□□□ **FD-DC-2** Apply knowledge of optimal technology use and systems thinking to identify appropriate technological solutions for specific situations, collect data on system requirements, and determine how technology can enhance overall performance. At this level, learners follow existing protocols and use technologies according to established guidelines, rather than determine optimal solutions independently. | *Same as Foundational Development* | *Same as Foundational Development* | ■■■□□ **LD-DC-2** Analyze contexts to identify technological needs and systems relationships by examining interdependencies between different systems and parties and comparing potential technological solutions against specific business requirements. At this level, learners analyze what is needed but do not yet make final judgments about optimal approaches or implementations. | ■■■■□ **PR-DC-2** Assess the need for technological optimization and systems integration by evaluating competing solutions against criteria, making informed judgments about which technologies best serve business objectives, and justifying technology selection decisions based on quantitative and qualitative factors. At this level, learners move beyond analysis to form conclusions about optimal approaches, weighing trade-offs, establishing priorities, and determining the most appropriate technological strategy for the context. |
| ■■■■□ **DC3 –** ASSESS the need to ask a more experienced CPA. | ■■■□□ **FD-DC-3** Analyze situations to identify gaps in personal knowledge or experience by examining the boundaries of one's own professional expertise, comparing current challenges with previous experiences, and recognizing situations where additional guidance would benefit decision-making. At this level, learners evaluate the nature and scope of professional questions but do not yet make final judgments about when to seek assistance. | ■■■■□ **CC-DC-3** Assess the need to consult with more experienced CPAs by making informed judgments about the complexity and risk of situations, evaluating the sufficiency of one's own professional expertise against specific case requirements, weighing the potential consequences of proceeding independently, and determining appropriate circumstances for seeking guidance. At this level, learners move beyond analysis to form conclusions about when consultation is necessary, prioritizing situations that require senior input based on potential impact, novelty, or regulatory sensitivity. | *Same as CPA Core – Common* | *Same as CPA Core – Common* | *Same as CPA Core – Common* |

| Competency | Foundational Development | CPA Core – Common | CPA Core – Licensure | CPA Leadership | CPA Professional Readiness |
| --- | --- | --- | --- | --- | --- |
| **STEP 1 – Assess the situation + Decide what needs to be done** | | | | | |
| ■■■■■<br>**DC4 –** CRITICALLY EVALUATE, ANALYZE opportunities and risks, to determine decisions to be made and courses of action to be taken, given changing internal and external environment (e.g. understand controls and governance structure of an entity plus industry and economic trends). | ■■■□□<br>**FD-DC-4**<br>Analyze opportunities and risks by examining relationships between internal factors and external conditions and identifying patterns in changing environments. At this level, learners investigate the nature and implications of opportunities and risks but do not yet make final judgments about optimal decisions or actions. | *Same as Foundational Development* | *Same as Foundational Development* | ■■■■□<br>**LD-DC-4**<br>Assess opportunities and risks by making informed judgments about their relative significance, weighing competing factors against established criteria, determining appropriate responses to changing conditions, and justifying decision recommendations based on a thorough understanding of organizational context.<br>At this level, learners move beyond analysis to form conclusions about which opportunities to pursue and which risks to mitigate, prioritizing options and recommending specific courses of action based on their evaluated importance and feasibility. | ■■■■■<br>**PR-DC-4**<br>Critically evaluate opportunities and risks by judging their merit, questioning assumptions, combining different viewpoints, and recommending solutions that recognize potential weaknesses. At this level, learners not only assess options but also anticipate how decisions might need to evolve in future scenarios and defend strategic choices through reasoning. |
| ■■■■□<br>**DC5 –** ASSESS (changing) information needs and expectations of appropriate stakeholders (e.g. investors, members of surrounding communities) considering potential bias, significance (e.g. materiality) of issues and long-term (multi-generational) impacts. | ■■□□□<br>**FD-DC-5**<br>Explain how interested parties' information needs may change over time by identifying basic shifts in priorities, recognizing potential biases, and determining which issues may have long-term impacts. At this level, learners address information needs rather than develop approaches for varied interested-party expectations. | *Same as Foundational Development* | *Same as Foundational Development* | ■■■□□<br>**LD-DC-5**<br>Analyze interested parties' information needs by examining interconnections between changing expectations, investigating sources of potential bias in information requests, and uncovering relationships between current issues and their impacts. At this level, learners explore information needs but do not yet make final judgments about their relative importance or how to prioritize responses. | ■■■■□<br>**PR-DC-5**<br>Assess the information needs of interested parties by making informed judgments about the significance of expectations, evaluating the nature and extent of potential biases that may influence information requests, measuring the relative importance of issues based on their long-term impacts, and prioritizing responses that address both immediate concerns and long-term implications. At this level, learners move beyond analysis to form conclusions about which information needs are most critical and how they should be addressed. |

| Competency | Foundational Development | CPA Core – Common | CPA Core – Licensure | CPA Leadership | CPA Professional Readiness |
|---|---|---|---|---|---|
| ■■■■□<br>**DC6 –** PRIORITIZE opportunities, risks and other decision-related issues based on stakeholder information needs and expectations. | ■■□□□<br>**FD-DC-6**<br>Determine the relative importance of opportunities, risks, and decision-related issues by collecting information about interested-party needs and explaining how these factors influence business decisions. At this level, learners follow criteria to rank issues rather than develop custom prioritization approaches. | *Same as Foundational Development* | *Same as Foundational Development* | ■■■□□<br>**LD-DC-6**<br>Analyze relationships between interested-party information needs and decision-related issues by examining how different expectations influence prioritization and managing competing priorities within the decision-making process. At this level, learners investigate interested-party demands without yet making final judgments about their relative importance. | ■■■■□<br>**PR-DC-6**<br>Assess the significance of diverse opportunities and risks by evaluating their alignment with key interested party expectations, prioritizing decision-related issues based on interested party analysis, measuring potential impacts across different time horizons, and reflecting on how prioritization choices may affect various interested parties differently. At this level, learners make informed judgments about which issues deserve highest attention and communicate these priorities with appropriate rationales. |
| **STEP 2 – Plan/design approach** | | | | | |
| ■■■■■<br>**DC7 –** Given stakeholder needs and expectations, use creativity and up-to-date insights to DESIGN the approach. Consider opportunities to lead, innovate and collaborate with others, including experts in other disciplines, as well as best practices. | ■■□□□<br>**FD-DC-7**<br>Determine appropriate approaches based on interested-party needs, collecting current insights from recognized sources and explaining how these elements can address expectations. At this level, learners implement existing best practices rather than develop approaches or consider more complex collaborative opportunities. | ■■■□□<br>**CC-DC-7**<br>Analyze interested-party needs and expectations by examining how creative approaches might address requirements, documenting relationships between diverse disciplinary insights, and managing the integration of best practices into proposed solutions. At this level, learners explore innovative possibilities without yet finalizing design decisions or leading collaborative initiatives. | *Same as CPA Core – Common* | ■■■■□<br>**LD-DC-7**<br>Assess the potential of various creative approaches by evaluating their alignment with interested-party expectations, prioritizing innovative elements based on their likely effectiveness, measuring the value of incorporating cross-disciplinary expertise, and communicating how selected approaches will meet specific needs. At this level, learners make informed judgments about which innovative techniques and collaborative opportunities<br>will best serve interested parties. | ■■■■■<br>**PR-DC-7**<br>Create approaches to address interested-party needs<br>by designing frameworks that synthesize multiple perspectives. Collaborate with experts across diverse disciplines to develop integrated solutions. At this level, learners move beyond assessment to lead initiatives that create approaches tailored to interested-party dynamics. |
| ■□□□□<br>**DC8 –** IDENTIFY appropriate and up-to-date internal standards and criteria (e.g. vision, mission, strategy and entity/societal values) and/or external standards, regulations, laws and criteria (e.g. accounting, assurance and tax). | ■□□□□<br>**FD-DC-8**<br>Identify appropriate and up-to-date internal standards and criteria (e.g., vision, mission, strategy, and entity/societal values) and/or external standards, regulations, laws, and criteria (e.g., accounting, assurance, and tax) that apply to professional situations. | *Same as Foundational Development* | *Same as Foundational Development* | *Same as Foundational Development* | *Same as Foundational Development* |

| Competency | Foundational Development | CPA Core – Common | CPA Core – Licensure | CPA Leadership | CPA Professional Readiness |
|---|---|---|---|---|---|
| ■ ■ ■ ■ ■ **DC9 –** IDENTIFY key performance indicators/metrics. | ■ ■ ■ ■ ■ **FD-DC-9** Identify key performance indicators/metrics relevant to specific business contexts, organizational objectives, and operational processes. | *Same as Foundational Development* | *Same as Foundational Development* | *Same as Foundational Development* | *Same as Foundational Development* |
| ■ ■ ■ ■ ■ **DC10 –** ASSESS level of expertise required and whether/when/how to consult/collaborate with experts in other disciplines. | ■ ■ ■ ■ ■ **FD-DC-10** Determine situations that may require expertise beyond one's professional knowledge by recognizing knowledge boundaries, explaining when consultation with experts in other disciplines is appropriate, and preparing for basic interdisciplinary collaboration. At this level, learners identify when external expertise is needed rather than make independent judgments about collaborative arrangements. | *Same as Foundational Development* | *Same as Foundational Development* | ■ ■ ■ ■ ■ **LD-DC-10** Analyze the nature and scope of expertise required for situations by examining the boundaries of one's professional knowledge, documenting how different disciplinary perspectives might contribute to problem-solving and managing preliminary communications with potential experts from other fields. At this level, learners investigate requirements for external expertise without yet making final judgments about optimal collaboration strategies. | ■ ■ ■ ■ ■ **PR-DC-10** Assess the level of expertise required for situations by evaluating the complexity of issues against one's capabilities, prioritizing when and how to consult or collaborate with experts from other disciplines, measuring the potential value of various interdisciplinary approaches, and communicating effectively to establish productive working relationships across professional boundaries. At this level, learners make informed judgments about optimal collaboration strategies and implement appropriate consultation processes. |
| ■ ■ ■ ■ ■ **DC11 –** DETERMINE nature of data required as an input for decision-making (e.g. type [financial versus non-financial]; source [internal versus external], information systems, timeframe [past versus future], and perspective [entity versus stakeholders]). | ■ ■ ■ ■ ■ **FD-DC-11** Determine data requirements for routine decisions by identifying financial and non-financial information sources, distinguishing between internal and external data needs, and explaining how timeframe considerations affect data selection. At this level, learners identify straightforward data requirements. | *Same as Foundational Development* | *Same as Foundational Development* | ■ ■ ■ ■ ■ **LD-DC-11** Collect and organize data inputs by determining appropriate combinations of financial and non-financial information, applying criteria to evaluate internal versus external sources, and preparing data summaries that explain how different timeframes and perspectives inform specific decisions. At this level, learners demonstrate deeper application of data selection principles. | ■ ■ ■ ■ ■ **PR-DC-11** Explain relationships between decision types and corresponding data requirements by determining optimal combinations of financial/non-financial information, historical/future-oriented data, and entity/interested-party perspectives. Prepare data requirement plans that account for decision complexity, time constraints, and resource limitations. At this level, learners demonstrate sophisticated judgment. |

| Competency | Foundational Development | CPA Core – Common | CPA Core – Licensure | CPA Leadership | CPA Professional Readiness |
|---|---|---|---|---|---|
| ■■■■■<br>**DC12 –** FORMULATE forward-looking assumptions, considering major uncertainties, interdependencies (e.g. tax or other implications), and reasonableness of possible options/scenarios. | ■■■□□<br>**FD-DC-12**<br>Analyze the nature and impact of uncertainties by examining interdependencies between key variables, documenting how different assumptions affect possible scenarios, and managing the range of reasonable options to be considered. At this level, learners investigate relationships between assumptions without yet making final judgments about their relative significance or developing original frameworks. | *Same as Foundational Development* | *Same as Foundational Development* | ■■■■□<br>**LD-DC-12**<br>Assess the relative importance of different uncertainties by evaluating their potential impacts across multiple scenarios, prioritizing key interdependencies that most significantly influence outcomes, measuring the reasonableness of various assumptions against available evidence, and reflecting on how different forward-looking perspectives affect decision quality. At this level, learners make informed judgments about which assumptions deserve greatest attention and communicate these priorities with appropriate rationales. | ■■■■■<br>**PR-DC-12**<br>Critically evaluate uncertainty by challenging underlying assumptions and formulating forward-looking perspectives that integrate diverse viewpoints. At this level, learners move beyond assessing uncertainties to developing approaches to uncertainty management and interpreting implications across multiple time horizons to generate scenario-based decision frameworks. |
| ■■■■□<br>**DC13 –** COMMUNICATE the approach to relevant stakeholders to ensure that it makes sense in the context of stakeholder needs. | ■■□□□<br>**FD-DC-13**<br>Determine appropriate communication approaches for interested parties by identifying their basic information needs and explaining key concepts. At this level, learners select from existing communication methods rather than create customized approaches. | ■■■□□<br>**CC-DC-13**<br>Analyze interested-party characteristics to document tailored communication approaches and manage the delivery process across different channels. At this level, learners break down interested-party needs to understand communication requirements and implement established strategies rather than evaluate their effectiveness. | *Same as CPA Core – Common* | ■■■■□<br>**LD-DC-13**<br>Assess the relative importance of different interested-party information needs, prioritize key messages based on analysis, and communicate approaches in an integrative manner that addresses diverse perspectives. At this level, learners make judgments about communication effectiveness and adapt approaches based on interested-party feedback. | *Same as CPA Leadership* |
| **STEP 3 – Implement plan, including measuring and monitoring progress, recalibrate where necessary** | | | | | |
| ■■■□□<br>**DC14 –** Effectively MANAGE the work, including sharing plan, working with others, mentoring staff, identifying opportunities to innovate and delivering results on a timely basis (for example, leading assurance engagement team during site visit, supervising subordinates, managing workflows and being accountable to manager). | ■□□□□<br>**FD-DC-14**<br>Identify basic work management practices, including plan sharing methods, collaborative approaches, mentoring techniques, and innovation opportunities. Describe timelines and deliverable expectations in professional settings. At this level, learners recognize work management concepts without applying them independently. | *Same as Foundational Development* | *Same as Foundational Development* | ■■□□□<br>**LD-DC-14**<br>Determine appropriate work management approaches by applying established planning templates, explaining tasks to team members, collecting progress updates, and preparing basic mentoring interactions. At this level, learners implement existing work management frameworks to maintain timely delivery of results and rely on standard procedures rather | ■■■□□<br>**PR-DC-14**<br>Effectively manage work requirements and team dynamics by examining how different planning approaches affect collaboration and documenting effective mentoring interactions. At this level, learners investigate relationships between planning, team coordination, and staff development. |

| Competency | Foundational Development | CPA Core – Common | CPA Core – Licensure | CPA Leadership | CPA Professional Readiness |
|---|---|---|---|---|---|
| | | | | than developing customized approaches. | |
| ■■■■■<br>**DC15 –** Using measurement and risk/uncertainty management frameworks, COLLABORATE with experts in other disciplines to CREATE and ASSESS flexible, predictive and other models that are future-focused. | ■■■□□<br>**FD-DC-15**<br>Analyze how different measurement and risk/uncertainty management frameworks can be applied to future-focused modelling by documenting methodological considerations and managing preliminary collaborative processes with experts from other disciplines. At this level, learners investigate model components and collaboration requirements without yet making final judgments about optimal modelling approaches or leading innovative interdisciplinary initiatives. | *Same as Foundational Development* | *Same as Foundational Development* | ■■■■□<br>**LD-DC-15**<br>Assess the effectiveness of various predictive modelling approaches by evaluating their flexibility across different scenarios, communicating technical concepts across disciplinary boundaries, prioritizing key risk factors based on uncertainty analysis, and reflecting on how different expertise contributes to model reliability. At this level, learners make informed judgments about which modelling approaches and collaborative strategies will yield the most valuable future-focused insights. | ■■■■■<br>**PR-DC-15**<br>Collaborate with experts to design innovative measurement approaches that integrate multiple perspectives, critically evaluating risk assessment methodologies and interpreting interdependencies across different time horizons. At this level, learners move beyond assessing to collaborating in interdisciplinary teams in developing modelling approaches that generate future-focused insights. |
| ■■□□□<br>**DC16 –** COLLECT sufficient and appropriate data/evidence/inputs for decision. | ■□□□□<br>**FD-DC-16**<br>Identify basic sources of data, evidence, and inputs necessary for decisions. Describe criteria for determining data sufficiency and appropriateness in routine business contexts. At this level, learners recognize data collection requirements without independently implementing collection strategies. | ■■□□□<br>**CC-DC-16**<br>Collect relevant data and evidence from established sources by applying standard protocols for data gathering, determining appropriate sample sizes and formats based on decision requirements, and explaining how the collected inputs support specific objectives. At this level, learners implement existing data collection frameworks to acquire sufficient information and follow prescribed methodologies rather than develop customized approaches. | *Same as CPA Core – Common* | *Same as CPA Core – Common* | *Same as CPA Core – Common* |
| ■■□□□<br>**DC17 –** PREPARE data, including cleaning data and grading quality. | ■□□□□<br>**FD-DC-17**<br>Identify data quality and formatting issues. Describe data cleaning techniques and criteria for grading data quality in routine business contexts. At this level, learners recognize data preparation requirements without | ■■□□□<br>**CC-DC-17**<br>Prepare data for analysis by applying data cleaning protocols, determining appropriate quality thresholds, and implementing techniques to address incomplete or inconsistent information. At this level, learners execute | *Same as CPA Core – Common* | *Same as CPA Core – Common* | *Same as CPA Core – Common* |

| Competency | Foundational Development | CPA Core – Common | CPA Core – Licensure | CPA Leadership | CPA Professional Readiness |
|---|---|---|---|---|---|
| | independently implementing cleaning procedures. | basic data preparation procedures using existing frameworks to transform data into usable formats, while explaining how data quality affects decision reliability. | | | |
| ■■■■□<br>**DC18 –** ASSESS data integrity (e.g. trustworthiness) and technical validity/precision of measurement information (e.g. in the context of materiality). | ■□□□□<br>**FD-DC-18**<br>Identify indicators of data integrity, including source credibility, completeness, and accuracy. Describe measurement precision concepts and validity issues in data sets. At this level, learners recognize obvious data quality problems without independently evaluating technical validity or making judgments about trustworthiness. | ■■□□□<br>**CC-DC-18**<br>Determine the trustworthiness of data sources by applying data integrity frameworks, explaining common validity threats to measurement information, and preparing assessments of data precision using criteria. At this level, learners implement existing evaluation protocols to check data quality and rely on prescribed methodologies rather than develop customized approaches. | *Same as CPA Core – Common* | ■■■□□<br>**LD-DC-18**<br>Analyze data integrity challenges by examining patterns of inconsistency across multiple sources, documenting relationships between measurement techniques and resulting precision levels, and managing technical validation processes for data sets. At this level, learners investigate data quality dimensions without yet making final judgments about their relative significance or developing validation frameworks. | ■■■■□<br>**PR-DC-18**<br>Assess the relative importance of different data integrity factors by evaluating their impact on decision quality, measuring technical validity, prioritizing requirements based on specific use contexts, and communicating data quality limitations. At this level, learners make informed judgments about data trustworthiness across varied sources and develop approaches to validity assessment. |
| ■■■■■<br>**DC19 –** Considering decision made in DC8, CRITICALLY EVALUATE and ANALYZE prioritized issues (and alternatives) including identifying interdependencies (e.g. financing or data privacy implications) and any biases that may be present. | ■■□□□<br>**FD-DC-19**<br>Apply appropriate internal standards and criteria identified in DC8 and evaluate prioritized issues and alternatives. Collect relevant information and determine any interdependencies (e.g., financing or data privacy implications) and potential biases. Apply the core theories, frameworks, and terminology in the decision-making process in an integrated manner. | ■■■□□<br>**CC-DC-19**<br>Analyze prioritized issues (and alternatives), considering interdependencies (e.g., financing and data privacy implications) and biases. At this level, learners investigate how changes to one variable affect others within the decision context without yet making final judgments about optimal choices. | *Same as CPA Core – Common* | ■■■■□<br>**LD-DC-19**<br>Assess the relative significance of identified interdependencies by evaluating how they impact different alternatives, prioritizing issues based on their strategic importance, measuring potential ripple effects across related decision areas, and reflecting on how various combinations of choices might produce different outcomes. At this level, learners make informed judgments about which alternatives best address prioritized issues. | ■■■■■<br>**PR-DC-19**<br>Critically evaluate both the framing of prioritized issues and the range of alternatives by challenging underlying assumptions, mapping interdependencies, and formulating analytical frameworks. At this level, learners move beyond assessing to questioning how issues are conceptualized and developing approaches to understanding systemic connections. |
| ■■■■■<br>**DC20 –** Given stakeholder information needs and expectations, INTERPRET findings in an integrative manner. | ■■□□□<br>**FD-DC-20**<br>Explain findings to interested parties by determining their primary information needs, collecting relevant data points, and preparing clear presentations of results. At | ■■■□□<br>**CC-DC-20**<br>Analyze interested parties' objectives, conflicts, biases, and information needs in a decision-making context and document how different parties may be affected by | *Same as CPA Core – Common* | ■■■■□<br>**LD-DC-20**<br>Assess interested-party information needs against organizational objectives, communicate findings with appropriate context and detail, and reflect on how effectively | ■■■■■<br>**PR-DC-20**<br>Critically evaluate the implications of findings across diverse interested-party perspectives, interpret data in ways that acknowledge competing interested-party |

| Competency | Foundational Development | CPA Core – Common | CPA Core – Licensure | CPA Leadership | CPA Professional Readiness |
|---|---|---|---|---|---|
| | this level, learners connect findings with interested party expectations and focus on straightforward explanations rather than analyze underlying relationships or conflicts. | findings. At this level, learners break down dynamics across related parties and focus on understanding rather than evaluating impacts. | | the information addresses interest parties' expectations. At this level, learners evaluate the alignment between findings and parties' needs. | priorities, and formulate narratives that address multilayered information needs. At this level, learners combine findings into structures that present technical information in ways interested parties can easily understand. |
| **DC21 –** DETERMINE optimal communication channel and form of communication (e.g. financial statements, sustainability report or speech), considering regulatory requirements, technology and stakeholder needs. | **FD-DC-21**<br>Identify common communication channels and forms used in professional settings and describe basic considerations for selecting among them. At this level, learners recognize existing options without independently determining optimal approaches. | *Same as Foundational Development* | *Same as Foundational Development* | **LD-DC-21**<br>Determine optimal communication channels and forms by applying established criteria related to regulatory requirements, technology constraints, and interested-party preferences.<br>At this level, learners explain the rationale for communication choices using predefined frameworks and consideration of key factors. | *Same as CPA Leadership* |
| **DC22 –** Effectively MANAGE controls, systems and other activities on a continuous basis, MEASURING against key performance indicators/ metrics and deciding if recalibration is necessary. | **FD-DC-22**<br>Identify controls and systems used in organizational settings and describe common key performance indicators used to monitor their effectiveness. Recognize signs of weakness in controls and systems. At this level, learners identify management concepts without independently implementing monitoring or remediation activities. | **CC-DC-22**<br>Determine appropriate controls and systems for routine operational contexts by applying monitoring frameworks, collecting performance data against standard metrics, and explaining when basic remediation may be needed. At this level, learners implement existing management protocols and rely on prescribed methodologies rather than make independent judgments about systems. | *Same as CPA Core – Common* | **LD-DC-22**<br>Effectively manage controls for tracking key performance indicators by collecting relevant operational data, determining appropriate measurement frequencies, and applying criteria to identify deviations from expected performance. At this level, learners demonstrate higher skills in preparing for continuous management activities while still working within established frameworks. | **PR-DC-22**<br>Assess relationships between controls, systems, and performance outcomes by examining patterns in metric data, documenting how different factors influence operational effectiveness, and managing continuous monitoring processes that identify when remediation is necessary. At this level, learners investigate performance dynamics to adapt management approaches to specific operational contexts. |

| Competency | Foundational Development | CPA Core – Common | CPA Core – Licensure | CPA Leadership | CPA Professional Readiness |
|---|---|---|---|---|---|
| **STEP 4 – Complete (if discrete project)** | | | | | |
| **DC23 –** DOCUMENT and COMMUNICATE analysis, findings, decision and next steps in a transparent and understandable manner, considering audience/stakeholders and appropriate communication channels/tools. Ensure all communications fairly reflect underlying substance. | **FD-DC-23**<br>Identify documentation requirements for analysis and findings and describe communication channels appropriate for different interested parties. Recognize the importance of transparency and fair representation in professional communications. At this level, learners recognize fundamental communication concepts without independently creating documentation or tailoring messages. | **CC-DC-23**<br>Prepare clear documentation of analysis and findings, explaining decisions and next steps in straightforward language and determining appropriate channels based on interested-party characteristics. At this level, learners implement existing communication frameworks to ensure transparency and follow standard formats rather than develop customized approaches. | *Same as CPA Core – Common* | **LD-DC-23**<br>Analyze interested-party information needs by examining their different perspectives, documenting findings in structured formats that highlight key relationships, and managing communication processes to ensure consistent messaging across multiple channels. At this level, learners adapt communication approaches to specific contexts while ensuring all documentation fairly represents the underlying substance. | **PR-DC-23**<br>Assess the effectiveness of various documentation approaches by evaluating their clarity for diverse interested parties, communicating analyses with the appropriate level of detail for each audience, prioritizing critical information based on interested-party needs, and measuring how well communications represent the underlying substance. At this level, learners make informed judgments about optimal communication strategies and implement approaches that balance comprehensiveness with accessibility. |
| **STEP 5 – Reflect and learn** | | | | | |
| **DC24 –** CRITICALLY EVALUATE, ANALYZE and REFLECT on the findings and processes in order to continue to learn and identify possible innovations that will create added value in future. This is done at individual, team and organizational levels. | **FD-DC-24**<br>Analyze findings and process outcomes by examining patterns and relationships. At this level, learners investigate the factors influencing success without yet making judgments about innovation opportunities or leading transformative change initiatives. | *Same as Foundational Development* | *Same as Foundational Development* | **LD-DC-24**<br>Assess the relative significance of different findings by evaluating their implications for future value creation; reflecting on process strengths and weaknesses across individual, team, and organizational dimensions; prioritizing learning opportunities based on strategic impact; and measuring potential benefits of identified improvements. At this level, learners make informed judgments about which insights offer greatest innovation potential and communicate these priorities with reasoned justification. | **PR-DC-24**<br>Critically evaluate both findings and established processes by challenging underlying assumptions, creating frameworks for organizational learning, and interpreting patterns to anticipate future needs. At this level, learners move beyond assessing to developing learning systems that integrate diverse perspectives and generate insights across organizational boundaries. |

# Specific Competencies

# Area I – Assurance and Trust

*Each outcome is shown once and tracked across the modules. Proficiency is shown by the shaded meter (e.g., ■ ■ ■ □ □ = level 3 of 5).*

*The term "project" includes engagements and projects.*

*The annotations in the learning outcomes refer to the following:*

> **AT1 –** *The learning outcome applies to audits, reviews, and compilations of historical financial statements, as appropriate.*
>
> **AT2 –** *The learning outcome not only applies to audits, reviews, and compilations of historical financial statements that were included in AT1, but goes further to also apply to assurance and trust engagements or projects within the scope of the CPA Canada Handbook – Assurance and outside the scope of the CPA Canada Handbook – Assurance.*

| Concept | Entry (Knowledge Assessment) | Foundational Development | CPA Core – Common | CPA Core – Licensure | CPA Leadership | CPA Professional Readiness |
|---|---|---|---|---|---|---|
| ■ ■ □ □ □<br>**SC1 –** APPLY accounting and assurance standards, and tax requirements as needed (e.g. CPA Canada Handbooks, CPA Canada Public Sector Handbook and Canadian Income Tax Act) by researching and analyzing issues in routine situations of low to moderate levels of ambiguity, complexity and uncertainty. Need not know all aspects of the accounting and assurance standards and tax requirements but must be able to navigate the body of knowledge as it continues to evolve.<br><br>■ ■ □ □ □<br>**SC2 –** EXPLAIN the features of other standards, regulations, laws and criteria (i.e. those that do not relate to accounting, assurance and tax) relevant to the circumstances. Need not know all standards, regulations, laws and criteria but be able to research and identify the standards, regulations, laws and criteria to be applied as these evolve. | | | | | | |
| **Project Overview** | ■ □ □ □ □<br>**KA-I-1.1**<br>Describe assurance projects and the advantages and disadvantages to relevant interested parties.[AT1] | ■ ■ □ □ □<br>**FD-I-1.1**<br>Explain the most appropriate assurance project, considering the interested parties and their objectives, as well as the entity's mission, vision, and values.[AT1] | *Same as Foundational Development* | ■ ■ □ □ □<br>**CL-I-1.1**<br>Explain the most appropriate assurance project, considering the interested parties and their objectives, as well as the entity's mission, vision, and values.[AT2] | *Same as Foundational Development* | *Same as Foundational Development* |
| **Role Assurance** | ■ ■ □ □ □<br>**KA-I-1.2**<br>Explain the critical role of public accounting in capital markets, explaining how interested party reliance, market integrity, professional reputation, and public protection mechanisms collectively establish the profession's societal value and regulatory importance. | *Same as Entry* | *Same as Entry* | *Same as Entry* | *Same as Entry* | *Same as Entry* |

| Concept | Entry (Knowledge Assessment) | Foundational Development | CPA Core – Common | CPA Core – Licensure | CPA Leadership | CPA Professional Readiness |
|---|---|---|---|---|---|---|
| **Project Planning and Acceptance** | ■□□□□<br>**KA-I-1.3**<br>Describe the planning and acceptance requirements (e.g., consideration of ethical issues, issues of independence, competence, internal resource availability, objectivity, and predecessor auditor communications, where relevant) for assurance projects.[AT1] | *Same as Entry* | ■■□□□<br>**CC-I-1.1**<br>Explain whether there are barriers to the acceptance (e.g., consideration of ethical issues, issues of independence, competence, internal resource availability, objectivity, and predecessor auditor communications, where relevant) of the assurance project.[AT1]<br><br>Explain the acceptability of the financial reporting framework for the assurance project.[AT1] | ■■□□□<br>**CL-I-1.2**<br>Describe the planning and acceptance requirements (e.g., consideration of ethical issues, issues of independence, competence, internal resource availability, objectivity, and predecessor auditor communications, where relevant) for assurance projects.[AT2]<br><br>Explain whether there are barriers to the acceptance (e.g., consideration of ethical issues, issues of independence, competence, internal resource availability, objectivity, and predecessor auditor communications, where relevant) of the assurance project.[AT2]<br><br>Explain the acceptability of the financial reporting framework, other framework, or criteria for the assurance project.[AT2] | *Same as CPA Core – Common* | *Same as CPA Core – Common* |
| **Materiality** | ■■□□□<br>**KA-I-1.4**<br>Explain an appropriate basis for materiality with reference to interested parties and their objectives.[AT1] | *Same as Entry* | *Same as Entry* | ■■□□□<br>**CL-I-1.3**<br>Explain an appropriate basis for materiality, with reference to interested parties and their objectives.[AT2] | *Same as Entry* | *Same as Entry* |
| **Risk Assessment** | ■■□□□<br>**KA-I-1.5**<br>Prepare an assessment of the risks (at the overall financial statement level and the assertion level, where relevant) for the assurance project, considering the entity and its control environment (as appropriate).[AT1] | ■■□□□<br>**FD-I-1.2**<br>Prepare an assessment of the risks (at the overall financial statement level and the assertion level, where relevant) of the assurance project, considering the entity, its components of control, current financial statements and other information, its industry, the economic | *Same as Foundational Development* | ■■□□□<br>**CL-I-1.4**<br>Prepare an assessment of the risks (at the overall financial statement level and the assertion level, where relevant) of the project, considering the entity, its components of control, current financial statements and other information, its industry, the economic environment, its | *Same as Foundational Development* | *Same as Foundational Development* |

| Concept | Entry (Knowledge Assessment) | Foundational Development | CPA Core – Common | CPA Core – Licensure | CPA Leadership | CPA Professional Readiness |
|---|---|---|---|---|---|---|
| | | environment, its objectives and strategies, and interested parties.[AT1] | | objectives and strategies, and interested parties, as relevant.[AT2] | | |
| **Procedures** | **KA-I-1.6**<br>Explain applicable procedures to address risks.[AT1] | **FD-I-1.3**<br>Prepare applicable procedures to address risks. Consider the nature, timing, and extent of the procedures based on factors such as knowledge of the entity.[AT1] | *Same as Foundational Development* | **CL-I-1.5**<br>Explain and prepare applicable procedures to address risks. Consider the nature, timing, and extent of the procedures based on factors such as knowledge of the entity.[AT2]<br><br>Explain modifications to procedures designed to address risks, considering findings (e.g., ineffective controls, known errors, changes in circumstances or operations, and the presence of fraud risk factors, where relevant).[AT2] | *Same as Foundational Development* | *Same as Foundational Development* |
| **Relying on others** | N/A | N/A | **CC-I-1.2**<br>Explain appropriate procedures to address risks, making use of the work of others (e.g., specialists/experts, internal auditors, external auditors of related entities, and external auditors of service providers).[AT1]<br><br>Explain the need for further research or consultation with a subject matter expert to ensure the information being relied upon and related framework or criteria are relevant and reliable.[AT1] | **CL-I-1.6**<br>Explain appropriate procedures to address risks, making use of the work of others (e.g., specialists/experts, internal auditors, external auditors of related entities, and external auditors of service providers).[AT2]<br><br>Explain the need for further research or consultation with a subject matter expert to ensure the information being relied upon and related framework or criteria are relevant and reliable.[AT2] | *Same as CPA Core – Common* | *Same as CPA Core – Common* |

| Concept | Entry (Knowledge Assessment) | Foundational Development | CPA Core – Common | CPA Core – Licensure | CPA Leadership | CPA Professional Readiness |
|---|---|---|---|---|---|---|
| **SC3 –** MEASURE transaction-based and other information using measurement fundamentals to assess technical validity and precision of the information used in decision-making and reporting. | | | | | | |
| **Assessment of Evidence** | N/A | **FD-I-3.1**<br>Describe inconsistencies, unexpected circumstances, unexpected findings, and findings that indicate possible fraud, error, or illegal acts.[AT1] | **CC-I-3.1**<br>Measure the sufficiency, reliability, and appropriateness of the evidence obtained and assess the significance of the results of analysis.[AT1]<br><br>Analyze inconsistencies, unexpected circumstances, unexpected findings, and findings that indicate possible fraud, error, or illegal acts to determine more pervasive implications.[AT1]<br><br>Explain whether the subject matter conforms with the framework used for evaluation.[AT1] | **CL-I-3.1**<br>Explain inconsistencies, unexpected circumstances, unexpected findings, and findings that indicate possible fraud, error, or illegal acts.[AT2]<br><br>Measure the sufficiency, reliability, and appropriateness of the evidence obtained, and assess the significance of the results of analysis.[AT2]<br><br>Analyze inconsistencies, unexpected circumstances, unexpected findings, and findings that indicate possible fraud, error, or illegal acts to determine more pervasive implications.[AT2]<br><br>Explain whether the subject matter conforms with the framework used for evaluation.[AT2] | *Same as CPA Core – Common* | *Same as CPA Core – Common* |
| **Assessment of Controls** | **KA-I-3.1**<br>Describe the key internal controls that form part of the entity's financial reporting and operational infrastructure. | **FD-I-3.2**<br>Analyze the key internal controls that form part of the entity's financial reporting and operational infrastructure. | *Same as Foundational Development* | *Same as Foundational Development* | *Same as Foundational Development* | *Same as Foundational Development* |
| **Impact of Findings** | N/A | N/A | **CC-I-3.2**<br>Describe the impact of findings on the nature of the project, determining whether it is necessary to modify the nature, timing, or extent of planned procedures.[AT1] | *Same as CPA Core – Common* | *Same as CPA Core – Common* | *Same as CPA Core – Common* |

| Concept | Entry (Knowledge Assessment) | Foundational Development | CPA Core – Common | CPA Core – Licensure | CPA Leadership | CPA Professional Readiness |
|---|---|---|---|---|---|---|
| | | | Analyze the reasonableness of the conclusions on the subject matter, based on an understanding of the nature of the entity and its operations for the period and on the evidence gathered.[AT1] | | | |
| **Misstatements, Errors and Exceptions** | N/A | N/A | **CC-I-3.3**<br>Assess the unadjusted errors/exceptions, considering materiality, and determine whether corrections are required or further work is needed.[AT1] | **CL-I-3.2**<br>Assess the unadjusted errors/exceptions, considering materiality/ significance level. and determine whether corrections are required or further work is needed.[AT2] | *Same as CPA Core – Common* | *Same as CPA Core – Common* |
| **Fraud** | N/A | N/A | **CC-I-3.4**<br>Assess indicators of existence of fraud and implications for the project, including the impact on communication.[AT1] | **CL-I-3.3**<br>Assess indicators of existence of fraud and implications for the project, including the impact on communication.[AT2] | *Same as CPA Core – Common* | *Same as CPA Core – Common* |
| **Results** | N/A | N/A | **CC-I-3.5**<br>Communicate the results of the project in accordance with the terms of the project and regulatory requirements (e.g., CPA Canada Handbook – Assurance).[AT1] | **CL-I-3.4**<br>Communicate the results of the project in accordance with the terms of the project and regulatory requirements, if applicable.[AT2] | *Same as CPA Core – Common* | *Same as CPA Core – Common* |
| **Internal Audit and Audit Committees** | N/A | N/A | **CC-I-3.6**<br>Explain the need for an internal audit function. | **CL-I-3.5**<br>Analyze the effectiveness of an internal audit function.<br><br>Explain the relationship between the audit committee and the external auditor, with reference to CPAB and securities requirements (as applicable). | *Same as CPA Core – Common* | *Same as CPA Core – Common* |

**SC4 –** DESCRIBE how accounting, tax and assurance standards, regulations, criteria and laws are developed and EXPLAIN why they are important in the context of capital markets, government and society (including when they may be lacking).

| Concept | Entry (Knowledge Assessment) | Foundational Development | CPA Core – Common | CPA Core – Licensure | CPA Leadership | CPA Professional Readiness |
|---|---|---|---|---|---|---|
| **Assurance Standards** | **KA-I-4.1**<br>Describe how assurance standards are set and evolve over time.<br><br>Describe the professional bodies, regulators, and other interested parties involved in the development of assurance standards and regulations.<br><br>Describe the authoritative documents to refer to and describe to what extent they can be relied upon.<br><br>Explain how internal and external parties rely on standards and regulations to enhance the trustworthiness of information and/or processes. | *Same as Entry* | *Same as Entry* | *Same as Entry* | *Same as Entry* | **PR-I-4.1**<br>Explain current trends and recent updates in assurance standards.<br>Explain the rationale for, and implications of, exposure drafts and impending changes.<br><br>Explain shortcomings/limitations of current standards in the context of emerging issues. |
| **SC5 –** CRITICALLY EVALUATE, ANALYZE and APPLY core theories, frameworks and terminology underpinning these areas in an integrated manner (including those that are emerging) to inform the decision process. For example, discussions about strategy, business models and innovation would build upon foundational knowledge of sustainability, artificial intelligence and/or value creation. | | | | | | |
| Specific Competency 5 (SC5) serves as an integrative competency that requires learners to critically evaluate, analyze, and apply core theories, frameworks, and terminology across multiple areas. Rather than establishing separate learning outcomes for SC5, this competency is fully expressed and assessed through the CPA Advanced Professional Competencies. By demonstrating proficiency in the CPA Advanced Professional Competencies, learners naturally demonstrate their ability to fulfill the requirements of SC5. Therefore, refer to the CPA Advanced Professional Competencies above. | | | | | | |
| **SC6 –** EXPLAIN the impact of technological innovation and automation including how technology is changing traditional ways of doing things including business models (for example, facilitating forward looking, real-time, decentralized reporting and analysis for decision-making, and requirements for enhanced cyber-security). | | | | | | |
| **Technology** | N/A | N/A | N/A | N/A | N/A | **PR-I-6.1**<br>Describe the impact of emerging technological innovations and automations affecting the topic area. |

# Area II – Big Data and Data Analytics

*Each outcome is shown once and tracked across the modules. Proficiency is shown by the shaded meter (e.g., ■■■□□ = level 3 of 5).*

| Concept | Entry (Knowledge Assessment) | Foundational Development | CPA Core – Common | CPA Core – Licensure | CPA Leadership | CPA Professional Readiness |
|---|---|---|---|---|---|---|
| ■■□□□<br>**SC2 –** EXPLAIN the features of other standards, regulations, laws and criteria (i.e. those that do not relate to accounting, assurance and tax) relevant to the circumstances. Need not know all standards, regulations, laws and criteria but be able to research and identify the standards, regulations, laws and criteria to be applied as these evolve. | | | | | | |
| **Relevant Standards and Regulations** | ■□□□□<br>**KA-II-2.1**<br>Describe other standards, regulations, laws, and criteria that may be relevant to the task or project. | *Same as Entry* | ■■□□□<br>**CC-II-2.1**<br>Explain the applicability of the other standards, regulations, laws, or criteria for data analytics. | *Same as CPA Core – Common* | *Same as CPA Core – Common* | *Same as CPA Core – Common* |
| ■■■■□<br>**SC3 –** MEASURE transaction-based and other information using measurement fundamentals to assess technical validity and precision of the information used in decision-making and reporting. | | | | | | |
| **Data Analysis Project Planning** | ■■□□□<br>**KA-II-3.1**<br>Explain the key steps that constitute a comprehensive plan for a data analysis project. Steps may include problem/question definition, requirement gathering, data collection, data cleaning, data analysis, data transformation, data modelling, interpretation and analysis, and communication. | *Same as Entry* | ■■□□□<br>**CC-II-3.1**<br>Prepare a data analysis plan, considering the motivation, objective, and questions related to the decision being made. | *Same as CPA Core – Common* | *Same as CPA Core – Common* | *Same as CPA Core – Common* |
| **Questions** | ■■□□□<br>**KA-II-3.2**<br>Explain data analysis question(s) by translating identified problems into specific information needs. | *Same as Entry* | ■■■□□<br>**CC-II-3.2**<br>Analyze the alignment between the data analysis question(s) and the objective(s) of the analysis. | *Same as CPA Core – Common* | *Same as CPA Core – Common* | *Same as CPA Core – Common* |
| **Analytic Selection** | ■□□□□<br>**KA-II-3.3**<br>Describe reasonable analytics (e.g., descriptive, diagnostic, prescriptive, and predictive) applicable to the question(s) being addressed. | *Same as Entry* | ■■□□□<br>**CC-II-3.3**<br>Explain which type of analytic (e.g., descriptive, diagnostic, prescriptive, and predictive) would be most appropriate for the question(s) being addressed. | *Same as CPA Core – Common* | *Same as CPA Core – Common* | *Same as CPA Core – Common* |

| Concept | Entry (Knowledge Assessment) | Foundational Development | CPA Core – Common | CPA Core – Licensure | CPA Leadership | CPA Professional Readiness |
|---|---|---|---|---|---|---|
| **Perform Analytic** | ■■■□□<br>**KA-II-3.4**<br>Describe the relevant financial and non-financial data sets and their sources.<br><br>Analyze the data set to determine its quality and appropriateness for the question being addressed and for the analytic being performed, including considering if there is any missing data.<br><br>Prepare data sets for analysis, including tasks such as data cleaning, breaking down data, filtering data, and ensuring completeness.<br><br>Apply the analytic to the data set.<br><br>Analyze the findings. | *Same as Entry* | ■■■■□<br>**CC-II-3.4**<br>Analyze the structure, format, and analytic to be used to quantify and/or determine the value stream of the data.<br><br>Assess the accuracy and dependability of results yielded by the analysis. | *Same as CPA Core – Common* | *Same as CPA Core – Common* | *Same as CPA Core – Common* |
| **Data Visualization** | ■■□□□<br>**KA-II-3.5**<br>Describe the characteristics of effective data visualizations.<br><br>Prepare effective data visualizations. | *Same as Entry* | ■■■■□<br>**CC-II-3.5**<br>Analyze the quality, relevance, and applicability of data visualizations, including whether the outcomes of data analysis effectively address the motivation, objective, and question(s) relevant to the data analysis project.<br><br>Communicate the findings from the data analysis, incorporating data visualizations that allow interested parties to engage with and explore the data. | *Same as CPA Core – Common* | *Same as CPA Core – Common* | *Same as CPA Core – Common* |
| ■■□□□<br>**SC4 –** DESCRIBE how accounting, tax and assurance standards, regulations, criteria and laws are developed and EXPLAIN why they are important in the context of capital markets, government and society (including when they may be lacking). | | | | | | |
| **Trends and Updates** | N/A | N/A | N/A | N/A | N/A | ■■□□□<br>**PR-II-4.1** |

<table>
<tr><th>Concept</th><th>Entry (Knowledge Assessment)</th><th>Foundational Development</th><th>CPA Core – Common</th><th>CPA Core – Licensure</th><th>CPA Leadership</th><th>CPA Professional Readiness</th></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td>Describe current trends, recent updates, and emerging trends.<br>Explain the potential impact of current trends, recent updates, and emerging trends.</td></tr>
<tr><td colspan="7">SC5 – CRITICALLY EVALUATE, ANALYZE and APPLY core theories, frameworks and terminology underpinning these areas in an integrated manner (including those that are emerging) to inform the decision process. For example, discussions about strategy, business models and innovation would build upon foundational knowledge of sustainability, artificial intelligence and/or value creation.</td></tr>
<tr><td colspan="7">Specific Competency 5 (SC5) serves as an integrative competency that requires learners to critically evaluate, analyze, and apply core theories, frameworks, and terminology across multiple areas. Rather than establishing separate learning outcomes for SC5, this competency is fully expressed and assessed through the CPA Advanced Professional Competencies. By demonstrating proficiency in the CPA Advanced Professional Competencies, learners naturally demonstrate their ability to fulfill the requirements of SC5. Therefore, refer to the CPA Advanced Professional Competencies above.</td></tr>
<tr><td colspan="7">SC6 – EXPLAIN the impact of technological innovation and automation including how technology is changing traditional ways of doing things including business models (for example, facilitating forward looking, real-time, decentralized reporting and analysis for decision-making, and requirements for enhanced cyber-security).</td></tr>
<tr><td>Technology</td><td>N/A</td><td>N/A</td><td>N/A</td><td>N/A</td><td>N/A</td><td>PR-II-6.1<br>Describe the impact of emerging technological innovations and automations affecting the topic area.</td></tr>
</table>

# Area III – Ethical Decision-Making and Organizational Governance/Data Governance

*Each outcome is shown once and tracked across the modules. Proficiency is shown by the shaded meter (e.g., ■■■□□ = level 3 of 5).*

| Concept | Entry (Knowledge Assessment) | Foundational Development | CPA Core – Common | CPA Core – Licensure | CPA Leadership | CPA Professional Readiness |
|---|---|---|---|---|---|---|
| ■■□□□<br>**SC2 –** EXPLAIN the features of other standards, regulations, laws and criteria (i.e. those that do not relate to accounting, assurance and tax) relevant to the circumstances. Need not know all standards, regulations, laws and criteria but be able to research and identify the standards, regulations, laws and criteria to be applied as these evolve. | | | | | | |
| **Relevant Standards and Regulations** | ■□□□□<br>**KA-III-2.1**<br>Describe guidelines, internal codes of conduct, policies and procedures, and regulatory requirements (including those related to emerging technology) that may be relevant to an ethical decision. | ■■□□□<br>**FD-III-2.1**<br>Explain the applicability of the guidelines, internal codes of conduct, policies and procedures, and regulatory requirements (including those related to emerging technology) for an ethical decision.<br><br>Apply cultural competency in Ethical Decision-Making. | *Same as Foundational Development* | *Same as Foundational Development* | *Same as Foundational Development* | *Same as Foundational Development* |
| **Ethical Decision-Making and Professional Conduct** | ■□□□□<br>**KA-III-2.2**<br>Describe the sections of the relevant code of professional conduct that apply to an ethical decision. | ■■□□□<br>**FD-III-2.2**<br>Explain the applicability of sections of the relevant code of professional conduct to an ethical decision. | *Same as Foundational Development* | *Same as Foundational Development* | *Same as Foundational Development* | *Same as Foundational Development* |
| **Governance and Compliance** | ■□□□□<br>**KA-III-2.3**<br>Describe other standards, regulations, laws, or criteria that may be relevant to the entity's governance structure. | ■■□□□<br>**FD-III-2.3**<br>Explain the applicability of the other standards, regulations, laws, and criteria for the entity's governance structure (including data governance). | *Same as Foundational Development* | *Same as Foundational Development* | *Same as Foundational Development* | *Same as Foundational Development* |
| ■■■■□ | | | | | | |

| Concept | Entry (Knowledge Assessment) | Foundational Development | CPA Core – Common | CPA Core – Licensure | CPA Leadership | CPA Professional Readiness |
|---|---|---|---|---|---|---|
| **SC3 –** MEASURE transaction-based and other information using measurement fundamentals to assess technical validity and precision of the information used in decision-making and reporting. | | | | | | |
| **Board Structure and Responsibilities** | ■■□□□<br>**KA-III-3.1**<br>Explain the board's structure, considering its composition, legal liability and accountability, mandate, committees, and leadership. | ■■■□□<br>**FD-III-3.1**<br>Analyze the effectiveness of the board's structure.<br><br>Analyze the effectiveness of the key activities of the board and other governing bodies identified.<br><br>Analyze the role, duties, composition, and mandate of the board's committees. | *Same as Foundational Development* | *Same as Foundational Development* | ■■■■□<br>**LD-III-3.1**<br>Assess the relevance of the information provided to the board and committees for effective governance of areas under their oversight. | *Same as CPA Leadership* |
| **Code of Conduct and Compliance Policies** | ■■□□□<br>**KA-III-3.2**<br>Describe the need for and explain the purpose of an entity's code of conduct, conflict of interest policy, and policies and procedures used for compliance purposes. | ■■■□□<br>**FD-III-3.2**<br>Analyze the effectiveness of an entity's code of conduct, conflict of interest policy, and policies and procedures used for compliance purposes. | *Same as Foundational Development* | *Same as Foundational Development* | ■■■■□<br>**LD-III-3.2**<br>Analyze compliance issues related to outside regulators.<br><br>Assess the entity's compliance reporting structures.<br><br>Assess the risks of (non-) compliance with other standards, regulations, laws, criteria, organizational policies, societal norms, and personal ideals, and prioritize those risks. | *Same as CPA Leadership* |
| **Social Responsibility and Sustainability** | ■■□□□<br>**KA-III-3.3**<br>Explain the role of the board in an entity's social responsibility and sustainability strategy. | ■■■□□<br>**FD-III-3.3**<br>Analyze alignment of an entity's core values and board responsibilities with the entity's strategies for sustainability and social responsibility. | *Same as Foundational Development* | *Same as Foundational Development* | ■■■■□<br>**LD-III-3.3**<br>Assess the implications of ethical decisions and governance practices on organizational performance and interested-party relationships. | *Same as CPA Leadership* |
| **Data Governance** | ■■□□□<br>**KA-III-3.4**<br>Explain why data governance (e.g., who has access to data, who can change it, what are the approval levels, who can share data, how often these permissions are reviewed, and whether AI-generated data is used) is needed and | ■■■□□<br>**FD-III-3.4**<br>Analyze the policies and procedures used for data governance (e.g., who has access to data, who can change it, what are the approval levels, who can share data, how often these permissions are reviewed, and whether AI-generated | *Same as Foundational Development* | *Same as Foundational Development* | *Same as Foundational Development* | *Same as Foundational Development* |

| Concept | Entry (Knowledge Assessment) | Foundational Development | CPA Core – Common | CPA Core – Licensure | CPA Leadership | CPA Professional Readiness |
|---|---|---|---|---|---|---|
| | how it impacts an entity's data security and data quality.<br><br>Identify risks associated with emerging technologies, such as AI-driven or machine-learning processes. | data is used) and their impact on data security and data quality.<br><br>Analyze risks associated with emerging technologies, such as AI-driven or machine-learning processes, proposing controls or governance measures (e.g., bias detection, transparency, and data quality standards) to address those risks. | | | | |
| **Ethical Guidelines and Compliance** | N/A | ■■■□□<br>**FD-III-3.5**<br>Analyze the entity's adherence to ethical guidelines, codes of conduct, and regulatory requirements.<br><br>Analyze the impact of organizational policies, societal norms and personal ideals on Ethical Decision-Making. | *Same as Foundational Development* | *Same as Foundational Development* | *Same as Foundational Development* | *Same as Foundational Development* |
| **Board and Data Governance** | ■■□□□<br>**KA-III-3.5**<br>Explain the role of the board in an entity's data governance. | ■■■□□<br>**FD-III-3.6**<br>Analyze the role of the board in assuring effective data governance. | *Same as Foundational Development* | *Same as Foundational Development* | *Same as Foundational Development* | *Same as Foundational Development* |
| ■■□□□<br>**SC4 –** DESCRIBE how accounting, tax and assurance standards, regulations, criteria and laws are developed and EXPLAIN why they are important in the context of capital markets, government and society (including when they may be lacking). | | | | | | |
| **Trends and Updates** | N/A | N/A | N/A | N/A | N/A | ■■□□□<br>**PR-III-4.1**<br>Describe current trends, recent updates, and emerging trends.<br>Explain the potential impact of current trends, recent updates, and emerging trends. |

| Concept | Entry (Knowledge Assessment) | Foundational Development | CPA Core – Common | CPA Core – Licensure | CPA Leadership | CPA Professional Readiness |
|---|---|---|---|---|---|---|
| **SC5 –** CRITICALLY EVALUATE, ANALYZE and APPLY core theories, frameworks and terminology underpinning these areas in an integrated manner (including those that are emerging) to inform the decision process. For example, discussions about strategy, business models and innovation would build upon foundational knowledge of sustainability, artificial intelligence and/or value creation. | | | | | | |
| Specific Competency 5 (SC5) serves as an integrative competency that requires learners to critically evaluate, analyze, and apply core theories, frameworks, and terminology across multiple areas. Rather than establishing separate learning outcomes for SC5, this competency is fully expressed and assessed through the CPA Advanced Professional Competencies. By demonstrating proficiency in the CPA Advanced Professional Competencies, learners naturally demonstrate their ability to fulfill the requirements of SC5. Therefore, refer to the CPA Advanced Professional Competencies above. | | | | | | |
| **SC6 –** EXPLAIN the impact of technological innovation and automation including how technology is changing traditional ways of doing things including business models (for example, facilitating forward looking, real-time, decentralized reporting and analysis for decision-making, and requirements for enhanced cyber-security). | | | | | | |
| Technology | N/A | N/A | N/A | N/A | N/A | **PR-III-6.1**<br>Describe the impact of emerging technological innovations and automations affecting the topic area. |

# Area IV – Finance

*Each outcome is shown once and tracked across the modules. Proficiency is shown by the shaded meter (e.g., ■ ■ ■ □ □ = level 3 of 5).*

| Concept | Entry (Knowledge Assessment) | Foundational Development | CPA Core – Common | CPA Core – Licensure | CPA Leadership | CPA Professional Readiness |
|---|---|---|---|---|---|---|
| ■ ■ □ □ □<br>**SC2 –** EXPLAIN the features of other standards, regulations, laws and criteria (i.e. those that do not relate to accounting, assurance and tax) relevant to the circumstances. Need not know all standards, regulations, laws and criteria but be able to research and identify the standards, regulations, laws and criteria to be applied as these evolve. | | | | | | |
| **Relevant Standards and Regulations** | ■ □ □ □ □<br>**KA-IV-2.1**<br>Describe other standards, regulations, laws, or criteria that may be relevant to the task or project. | ■ ■ □ □ □<br>**FD-IV-2.1**<br>Explain the applicability of the other standards, regulations, laws, or criteria for the task or project. | *Same as Foundational Development* | *Same as Foundational Development* | *Same as Foundational Development* | *Same as Foundational Development* |
| ■ ■ ■ ■ □<br>**SC3 –** MEASURE transaction-based and other information using measurement fundamentals to assess technical validity and precision of the information used in decision-making and reporting. | | | | | | |
| **Working Capital Management** | ■ □ □ □ □<br>**KA-IV-3.1**<br>Describe inefficiencies in working capital management. | ■ ■ ■ □ □<br>**FD-IV-3.1**<br>Analyze an entity's cash flow and working capital management. | *Same as Foundational Development* | *Same as Foundational Development* | ■ ■ ■ ■ □<br>**LD-IV-3.1**<br>Assess the impact of changes and policy adjustments on working capital and the financial health of the organization.<br><br>Assess policies for granting credit to customers, determining appropriate inventory levels, and making payments to suppliers. | *Same as CPA Leadership* |
| **Risk Management** | N/A | ■ ■ □ □ □<br>**FD-IV-3.2**<br>Explain the significant risks affecting an entity, including interest rate risks, foreign exchange risks, and commodity risks. | *Same as Foundational Development* | *Same as Foundational Development* | ■ ■ ■ □ □<br>**LD-IV-3.2**<br>Analyze the impact of the significant risks affecting an entity, including interest rate risks, foreign exchange risks, and commodity risks. | *Same as CPA Leadership* |
| **Financial Health Assessment** | ■ □ □ □ □<br>**KA-IV-3.2**<br>Describe the financial health of an entity, including describing the sources of financial difficulty and the causes.<br>(For Financial Statement Analysis, see learning | ■ ■ ■ □ □<br>**FD-IV-3.3**<br>Analyze the financial health of an entity, including identifying the sources of financial difficulty, determining the causes, and analyzing potential courses of action to rectify the | *Same as Foundational Development* | *Same as Foundational Development* | ■ ■ ■ ■ □<br>**LD-IV-3.3**<br>Assess the financial health of an entity.<br>(For Financial Statement Analysis, see learning outcomes in Financial Reporting.) | *Same as CPA Leadership* |

| Concept | Entry (Knowledge Assessment) | Foundational Development | CPA Core – Common | CPA Core – Licensure | CPA Leadership | CPA Professional Readiness |
|---|---|---|---|---|---|---|
| | outcomes in Financial Reporting.) | situation.<br>(For Financial Statement Analysis, see learning outcomes in Financial Reporting.) | | | | |
| **Sources of Financing** | ■■□□□<br>**KA-IV-3.3**<br>Explain possible sources of financing and their advantages and disadvantages. | ■■■□□<br>**FD-IV-3.4**<br>Analyze possible sources of financing in light of the entity's objectives. | *Same as Foundational Development* | *Same as Foundational Development* | ■■■■□<br>**LD-IV-3.4**<br>Assess an entity's financing needs based on its strategic and operating environment.<br><br>Assess financing alternatives, considering the consequences, relative costs and benefits, and implications for operational and future financing decisions.<br><br>Prioritize financing sources based on assessment. | *Same as CPA Leadership* |
| **Capital Structure** | ■□□□□<br>**KA-IV-3.4**<br>Describe the capital structure of an entity. | ■■■□□<br>**FD-IV-3.5**<br>Analyze (from both a quantitative and qualitative perspective) the capital structure of an entity.<br><br>Explain the impact of decisions on an entity's capital structure. | *Same as Foundational Development* | *Same as Foundational Development* | ■■■■□<br>**LD-IV-3.5**<br>Measure the optimal debt-to-equity ratio. | *Same as CPA Leadership* |
| **Cost of Capital** | ■■□□□<br>**KA-IV-3.5**<br>Explain the concept and the components of the cost of capital. | ■■□□□<br>**FD-IV-3.6**<br>Explain an entity's cost of capital and the implication in capital project/ budgeting decisions. | *Same as Foundational Development* | *Same as Foundational Development* | ■■■■□<br>**LD-IV-3.6**<br>Assess the sensitivity of an entity's cost of capital to potential changes in its operations, underlying risk factors, and capital structure. | *Same as CPA Leadership* |
| **Capital Project/ Budgeting** | ■■□□□<br>**KA-IV-3.6**<br>Apply tools and benchmarks (e.g., free cash flow analysis, horizontal and vertical analyses, ratio and trend analyses, sensitivity analysis, payback period, internal rate of return, and net present value) in capital project/ budgeting decisions. | ■■■□□<br>**FD-IV-3.7**<br>Analyze the results of applying tools and benchmarks (e.g., free cash flow analysis, horizontal and vertical analyses, ratio and trend analyses, sensitivity analysis, payback period, internal rate of return, and net present value) in capital project/budgeting | *Same as Foundational Development* | *Same as Foundational Development* | ■■■■□<br>**LD-IV-3.7**<br>Assess the feasibility of a capital project. | *Same as CPA Leadership* |

| Concept | Entry (Knowledge Assessment) | Foundational Development | CPA Core – Common | CPA Core – Licensure | CPA Leadership | CPA Professional Readiness |
|---|---|---|---|---|---|---|
| | | decisions, including describing the tool and justifying its use, analyzing key findings, and analyzing the impact of the critical assumptions and facts. | | | | |
| **Business Valuation** | ■ ■ □ □ □<br>**KA-IV-3.7**<br>Explain the various methods—asset-based (e.g., adjusted book value, liquidation value, and replacement cost), transaction-based (e.g., capitalization of earnings, capitalization of cash flows, discounted earnings, discounted cash flow), and market-based (multiples)—to value a business. | ■ ■ ■ □ □<br>**FD-IV-3.8**<br>Explain the most appropriate method(s) to value a business—asset-based (e.g., adjusted book value, liquidation value, and replacement cost), transaction-based (e.g., capitalization of earnings, capitalization of cash flows, discounted earnings, discounted cash flow), and market-based (multiples).<br><br>Prepare a valuation estimate of a business using an appropriate method.<br><br>Analyze the results of applying a reasonable method to determine a valuation estimate. | *Same as Foundational Development* | *Same as Foundational Development* | *Same as Foundational Development* | *Same as Foundational Development* |
| ■ ■ □ □ □<br>**SC4 –** DESCRIBE how accounting, tax and assurance standards, regulations, criteria and laws are developed and EXPLAIN why they are important in the context of capital markets, government and society (including when they may be lacking). | | | | | | |
| **Trends and Updates** | N/A | N/A | N/A | N/A | N/A | ■ ■ □ □ □<br>**PR-IV-4.1**<br>Describe current trends, recent updates, and emerging trends.<br>Explain the potential impact of current trends, recent updates, and emerging trends. |
| ■ ■ ■ ■ ■<br>**SC5 –** CRITICALLY EVALUATE, ANALYZE and APPLY core theories, frameworks and terminology underpinning these areas in an integrated manner (including those that are emerging) to inform the decision process. For example, discussions about strategy, business models and innovation would build upon foundational knowledge of sustainability, artificial intelligence and/or value creation. | | | | | | |

| Concept | Entry (Knowledge Assessment) | Foundational Development | CPA Core – Common | CPA Core – Licensure | CPA Leadership | CPA Professional Readiness |
|---|---|---|---|---|---|---|
| Specific Competency 5 (SC5) serves as an integrative competency that requires learners to critically evaluate, analyze, and apply core theories, frameworks, and terminology across multiple areas. Rather than establishing separate learning outcomes for SC5, this competency is fully expressed and assessed through the CPA Advanced Professional Competencies. By demonstrating proficiency in the CPA Advanced Professional Competencies, learners naturally demonstrate their ability to fulfill the requirements of SC5. Therefore, refer to the CPA Advanced Professional Competencies above. | | | | | | |
| **SC6 –** EXPLAIN the impact of technological innovation and automation including how technology is changing traditional ways of doing things including business models (for example, facilitating forward looking, real-time, decentralized reporting and analysis for decision-making, and requirements for enhanced cyber-security). | | | | | | |
| Technology | N/A | N/A | N/A | N/A | N/A | **PR-IV-6.1** Describe the impact of emerging technological innovations and automations affecting the topic area. |

# Area V – Financial Reporting

*Each outcome is shown once and tracked across the modules. Proficiency is shown by the shaded meter (e.g., ■■■■■ = level 3 of 5).*
*The term "transaction" includes transactions and events. The annotations in the learning outcomes refer to the following:*

**FR1 –** *The learning outcome applies to routine transactions at a low to moderate complexity. Under IFRS and ASPE, examples include the following:*

- Revenue
- Inventory
- Property, plant, and equipment (including government assistance)
- Foreign currency transactions of the entity
- Goodwill and intangibles
- Business combinations
- Investments (passive investments and investments with significant influence)
- Financial liabilities (including provisions, asset retirement obligations, and contingencies)
- Taxes (income tax, deferred tax, and GST)
- Leases (from the lessee's perspective)
- Equity/capital transactions
- Non-monetary transactions
- Related-party transactions
- Subsequent events
- Earnings per share (basic)
- Accounting policy changes, corrections, and errors

*Under ASNPO, examples include ASPE topics listed above, plus the following topics:*

- Fund accounting
- Contributions
- Tangible assets
- Collections

**FR2 –** *The learning outcome applies not only to the routine transactions at a low to moderate complexity that were included in FR1 (in Foundational Development) and to business combinations, but also to non-routine transactions at a low to moderate complexity. Under IFRS and ASPE, examples include the following:*

- Assets held for sale and discontinued operations
- Operating segments
- Joint arrangements
- Share-based payments
- Foreign currency translation
- Earnings per share (diluted)

| Concept | Entry (Knowledge Assessment) | Foundational Development | CPA Core – Common | CPA Core – Licensure | CPA Leadership | CPA Professional Readiness |
|---|---|---|---|---|---|---|
| **SC1 –** APPLY accounting and assurance standards, and tax requirements as needed (e.g. CPA Canada Handbooks, CPA Canada Public Sector Handbook and Canadian Income Tax Act) by researching and analyzing issues in routine situations of low to moderate levels of ambiguity, complexity and uncertainty.<br>Need not know all aspects of the accounting and assurance standards and tax requirements but must be able to navigate the body of knowledge as it continues to evolve. | | | | | | |
| **SC2 –** EXPLAIN the features of other standards, regulations, laws and criteria (i.e. those that do not relate to accounting, assurance and tax) relevant to the circumstances.<br>Need not know all standards, regulations, laws and criteria but be able to research and identify the standards, regulations, laws and criteria to be applied as these evolve. | | | | | | |
| **Issue Identification and Contextual Understanding** | **KA-V-1.1**<br>Describe routine transactions referring to the business model and industry, knowing that a transaction that is routine in one environment may not be routine in another.[FR1] | *Same as Entry* | *Same as Entry* | **CL-V-1.1**<br>Describe non-routine transactions referring to the business model and industry, knowing that a transaction that is routine in one environment may not be routine in another.[FR2] | *Same as Entry* | *Same as Entry* |
| **Accounting Framework** | N/A | **FD-V-1.1**<br>Explain which GAAP should be applied (assuming a GAAP environment), considering financial reporting needs and the economic context of the entity. | **CC-V-1.1**<br>Explain whether it is a GAAP or non-GAAP environment, based on financial reporting needs and the economic context of the entity. | **CL-V-1.2**<br>Explain the basis for financial reporting, considering the financial reporting needs and the economic context of the entity (assuming a non-GAAP constraint applies). | *Same as CPA Core – Common* | *Same as CPA Core – Common* |
| **Accounting Application** | **KA-V-1.2**<br>Apply appropriate accounting treatment for routine transactions, considering some transaction-specific and/or entity-specific information (e.g., where a single or limited set of clear facts drives the treatment and few judgments or elections are required).[FR1] | **FD-V-1.2**<br>Apply appropriate financial reporting standards for routine transactions, considering varied transaction-specific and/or entity-specific information (e.g., where multiple facts, conditions, or policy choices interact and must be weighed to arrive at the treatment).[FR1] | **CC-V-1.2**<br>Apply the appropriate financial reporting standards for routine consolidations considering varied transaction-specific and/or entity-specific information. Apply a conceptual framework approach in situations involving choice of accounting policies and procedures. | **CL-V-1.3**<br>Apply the appropriate accounting treatment for transactions, considering some transaction-specific and/or entity-specific information (e.g., where multiple facts, conditions, or policy choices interact and must be weighed to arrive at the treatment).[FR2] | *Same as CPA Core – Common* | *Same as CPA Core – Common* |
| **Public Sector** | **KA-V-1.3**<br>Describe the diverse nature and functions of public sector organizations.<br><br>Describe the role and importance of Public Sector Accounting Standards (PSAS). | *Same as Entry* | *Same as Entry* | *Same as Entry* | *Same as Entry* | *Same as Entry* |

| Concept | Entry (Knowledge Assessment) | Foundational Development | CPA Core – Common | CPA Core – Licensure | CPA Leadership | CPA Professional Readiness |
|---|---|---|---|---|---|---|
| **Impact** | N/A | **FD-V-1.3**<br>Explain appropriate financial reporting standards for routine transactions, considering interested-party needs.[FR1] | **CC-V-1.3**<br>Explain appropriate financial reporting standards for routine consolidations at a low complexity considering interested-party needs. | **CL-V-1.4**<br>Explain appropriate financial reporting standards for transactions, considering interested-party needs.[FR2] | *Same as CPA Core – Common* | *Same as CPA Core – Common* |
| **SC3 –** MEASURE transaction-based and other information using measurement fundamentals to assess technical validity and precision of the information used in decision-making and reporting. | | | | | | |
| **Measure Transactions** | **KA-V-3.1**<br>Describe how to measure and account for routine transactions, including, where applicable, alternative measurement options.[FR1] | **FD-V-3.1**<br>Analyze routine transactions to determine appropriate measurement, including evaluating alternative measurement options where they exist, and analyze the measurement results with professional skepticism.[FR1] | **CC-V-3.1**<br>Describe how to measure and account for routine transactions related to consolidations, including, where applicable, alternative measurement options.<br><br>Analyze routine transactions related to consolidations to determine appropriate measurement, including evaluating alternative measurement options where they exist, and analyze the measurement results with professional skepticism. | **CL-V-3.1**<br>Describe how to measure and account for routine transactions, including, where applicable, alternative measurement options.[FR2]<br><br>Analyze routine transactions to determine appropriate measurement, including evaluating alternative measurement options where they exist, and analyze the measurement results with professional skepticism.[FR2] | *Same as CPA Core – Common* | *Same as CPA Core – Common* |
| **Financial Statement Preparation** | **KA-V-3.2**<br>Prepare financial statements for various entities. | *Same as Entry* | **CC-V-3.2**<br>Prepare financial components disclosed in management communications. | *Same as CPA Core – Common* | *Same as CPA Core – Common* | *Same as CPA Core – Common* |
| **Financial Statement Analysis** | **KA-V-3.3**<br>Prepare financial statement analysis calculations.<br><br>Explain the results of financial statement analysis to a limited degree. | **FD-V-3.2**<br>Analyze the financial statements to facilitate the decision-making process. | **CC-V-3.3**<br>Assess the completeness, fair presentation, and transparency of financial statements. | **CL-V-3.2**<br>Assess whether the financial information in management communications enhances the fair presentation of the entity's financial performance. | *Same as CPA Core – Common* | *Same as CPA Core – Common* |

| Concept | Entry (Knowledge Assessment) | Foundational Development | CPA Core – Common | CPA Core – Licensure | CPA Leadership | CPA Professional Readiness |
|---|---|---|---|---|---|---|
| **SC4 –** DESCRIBE how accounting, tax and assurance standards, regulations, criteria and laws are developed and EXPLAIN why they are important in the context of capital markets, government and society (including when they may be lacking). | | | | | | |
| **Financial Reporting Standards** | **KA-V-4.1**<br>Describe how accounting standards are set and evolve over time.<br><br>Describe the professional bodies, regulators, and other interested parties involved in the development of financial reporting standards and regulations.<br><br>Describe the authoritative documents to refer to and describe to what extent they can be relied upon.<br><br>Describe the legislation that affects accounting. | *Same as Entry* | *Same as Entry* | *Same as Entry* | *Same as Entry* | **PR-V-4.1**<br>Explain current trends and recent updates in financial reporting standards.<br>Explain the rationale for, and implications of, exposure drafts and impending changes.<br>Explain shortcomings/limitations of current standards in the context of emerging issues. |
| **SC5 –** CRITICALLY EVALUATE, ANALYZE and APPLY core theories, frameworks and terminology underpinning these areas in an integrated manner (including those that are emerging) to inform the decision process. For example, discussions about strategy, business models and innovation would build upon foundational knowledge of sustainability, artificial intelligence and/or value creation. | | | | | | |
| Specific Competency 5 (SC5) serves as an integrative competency that requires learners to critically evaluate, analyze, and apply core theories, frameworks, and terminology across multiple areas. Rather than establishing separate learning outcomes for SC5, this competency is fully expressed and assessed through the CPA Advanced Professional Competencies. By demonstrating proficiency in the CPA Advanced Professional Competencies, learners naturally demonstrate their ability to fulfill the requirements of SC5. Therefore, refer to the CPA Advanced Professional Competencies above. | | | | | | |
| **SC6 –** EXPLAIN the impact of technological innovation and automation including how technology is changing traditional ways of doing things including business models (for example, facilitating forward looking, real-time, decentralized reporting and analysis for decision-making, and requirements for enhanced cyber-security). | | | | | | |
| **Technology** | N/A | N/A | N/A | N/A | N/A | **PR-V-6.1**<br>Describe the impact of emerging technological innovations and automations affecting the topic area. |

# Area VI – Management Decision-Making and Information (Data) Systems/Technology

*Each outcome is shown once and tracked across the modules. Proficiency is shown by the shaded meter (e.g., ■ ■ ■ ■ ■ = level 3 of 5).*

| Concept | Entry (Knowledge Assessment) | Foundational Development | CPA Core – Common | CPA Core – Licensure | CPA Leadership | CPA Professional Readiness |
|---|---|---|---|---|---|---|
| ■ ■ ■ ■ ■<br>**SC2 –** EXPLAIN the features of other standards, regulations, laws and criteria (i.e. those that do not relate to accounting, assurance and tax) relevant to the circumstances. Need not know all standards, regulations, laws and criteria but be able to research and identify the standards, regulations, laws and criteria to be applied as these evolve. | | | | | | |
| **Relevant Standards and Regulations** | ■ ■ ■ ■ ■<br>**KA-VI-2.1**<br>Describe other standards, regulations, laws, or criteria that may be relevant to the task or project. | ■ ■ ■ ■ ■<br>**FD-VI-2.1**<br>Explain the applicability of the other standards, regulations, laws or criteria for the task or project.<br><br>Explain the requirements of privacy legislation and its role in determining potential IT solutions for an entity.<br><br>Explain emerging AI regulations and best practices and explain how they influence IT solutions and decision-making. | *Same as Foundational Development* | *Same as Foundational Development* | *Same as Foundational Development* | *Same as Foundational Development* |
| ■ ■ ■ ■ ■<br>**SC3 –** MEASURE transaction-based and other information using measurement fundamentals to assess technical validity and precision of the information used in decision-making and reporting. | | | | | | |
| **Operational Plans, Budgets, and Forecasts** | ■ ■ ■ ■ ■<br>**KA-VI-3.1**<br>Prepare operational plans, budgets, and forecasts. | ■ ■ ■ ■ ■<br>**FD-VI-3.1**<br>Analyze operational plans, budgets, and forecasts, considering the entity's strategies and objectives. | *Same as Foundational Development* | *Same as Foundational Development* | *Same as Foundational Development* | *Same as Foundational Development* |
| **Variance Analysis** | ■ ■ ■ ■ ■<br>**KA-VI-3.2**<br>Determine and explain the variance between actual performance and budget or another relevant benchmark. | ■ ■ ■ ■ ■<br>**FD-VI-3.2**<br>Analyze the variance between actual performance and budget or another relevant benchmark. | *Same as Foundational Development* | *Same as Foundational Development* | *Same as Foundational Development* | *Same as Foundational Development* |
| **Costing** | ■ ■ ■ ■ ■<br>**KA-VI-3.3** | ■ ■ ■ ■ ■<br>**FD-VI-3.3** | *Same as Foundational Development* | *Same as Foundational Development* | *Same as Foundational Development* | *Same as Foundational Development* |

| Concept | Entry (Knowledge Assessment) | Foundational Development | CPA Core – Common | CPA Core – Licensure | CPA Leadership | CPA Professional Readiness |
|---|---|---|---|---|---|---|
| | Explain operational costs and program costs (e.g., cost of goods sold, cost of capacity, and other costs related to ongoing expenses and overhead allocation).<br><br>Prepare costing calculations using costing methods (e.g., activity-based costing, process costing, joint cost allocation, departmental costing, and job costing [in a variety of sectors]). | Analyze which costing method (e.g., activity-based costing, process costing, joint cost allocation, departmental costing, or job costing [in a variety of sectors]) to apply, given the specific costing decision.<br><br>Analyze costing calculations and their impact, considering the entity's strategies and objectives. | | | | |
| **Cost Management** | ■□□□□<br>**KA-VI-3.4**<br>Apply cost management techniques (e.g.: cost-volume-profit/break-even analysis, margin of safety, what-if analysis, target costing and value engineering, life-cycle costing). | ■■□□□<br>**FD-VI-3.4**<br>Analyze the results of the appropriate cost management technique (e.g.: cost-volume-profit/break-even analysis, relevant costing) for planning and making a specific decision (e.g.: make-or-buy, product mix and capacity, keep-or-drop a product line, sell-or-process-further). | *Same as Foundational Development* | *Same as Foundational Development* | ■■■■□<br>**LD-VI-3.1**<br>Assess the effectiveness of cost management techniques (e.g.: cost-volume-profit/break-even analysis, relevant costing) considering the entity's strategies and objectives. | *Same as CPA Leadership* |
| **Revenue Models and Pricing** | ■■□□□<br>**KA-VI-3.5**<br>Explain alternative revenue model options and pricing alternatives. | ■■■□□<br>**FD-VI-3.5**<br>Analyze alternative revenue model options and pricing alternatives, considering the entity's strategies and objectives. | *Same as Foundational Development* | *Same as Foundational Development* | *Same as Foundational Development* | *Same as Foundational Development* |
| **Continuous Improvement** | ■■□□□<br>**KA-VI-3.6**<br>Explain the advantages and disadvantages of continuous improvement methodologies and quality initiatives as they relate to profitability and performance. | ■■■□□<br>**FD-VI-3.6**<br>Analyze the effectiveness of continuous improvement methodologies in improving profitability and performance. | *Same as Foundational Development* | *Same as Foundational Development* | *Same as Foundational Development* | *Same as Foundational Development* |
| **Performance Frameworks and Scorecards** | ■■□□□<br>**KA-VI-3.7**<br>Apply quantitative tools, frameworks, and scorecards to determine performance problems. Performance | ■■■□□<br>**FD-VI-3.7**<br>Analyze performance based on the application of quantitative tools, frameworks, and | *Same as Foundational Development* | *Same as Foundational Development* | ■■■■□<br>**LD-VI-3.2**<br>Assess performance issues to uncover root causes. Performance includes responsibility centres and | *Same as CPA Leadership* |

| Concept | Entry (Knowledge Assessment) | Foundational Development | CPA Core – Common | CPA Core – Licensure | CPA Leadership | CPA Professional Readiness |
|---|---|---|---|---|---|---|
| | includes responsibility centres and incentive systems, among others. | scorecards. Performance includes responsibility centres and incentive systems, among others. | | | incentive systems, among others.<br><br>Assess the ongoing suitability of an existing performance framework or scorecard in light of changing circumstances. | |
| **Responsibility Centres** | ■□□□□<br>**KA-VI-3.8**<br>Describe the assignment of responsibility centre types. | ■■■□□<br>**FD-VI-3.8**<br>Analyze the appropriateness of responsibility centres and relevant guidelines. | *Same as Foundational Development* | *Same as Foundational Development* | ■■■■□<br>**LD-VI-3.3**<br>Assess the effectiveness of responsibility centres and relevant guidelines. | *Same as CPA Leadership* |
| **Incentives and Compensation** | ■□□□□<br>**KA-VI-3.9**<br>Describe incentives options. | ■■■□□<br>**FD-VI-3.9**<br>Analyze the compensation and management incentive policies regarding interested-party interests. | *Same as Foundational Development* | *Same as Foundational Development* | *Same as Foundational Development* | *Same as Foundational Development* |
| **AI-Enhanced Decision-Making** | ■□□□□<br>**KA-VI-3.10**<br>Describe how AI techniques can enhance management decision-making. | ■■■□□<br>**FD-VI-3.10**<br>Analyze the ability of AI techniques to enhance management decision-making, and analyze their effectiveness in supporting an entity's strategic objectives. | *Same as Foundational Development* | *Same as Foundational Development* | *Same as Foundational Development* | *Same as Foundational Development* |
| **IT and Information Assets** | ■□□□□<br>**KA-VI-3.11**<br>Describe management and strategic uses of information assets and technology. | ■■■□□<br>**FD-VI-3.11**<br>Analyze the ability of information technology (IT) solutions (including AI-based solutions) to address management information requirements, considering an entity's objectives.<br><br>Explain potential solutions that may be available to meet information needs, including potential IT solutions and AI-based solutions. | *Same as Foundational Development* | *Same as Foundational Development* | ■■■■□<br>**LD-VI-3.4**<br>Assess how decision-making latency could be improved through deployment of effective information systems (that is, technology and people), including AI-driven analytics.<br><br>Assess system reliability.<br><br>Prioritize information technology (IT) solutions (including AI solutions), considering an entity's objectives. | *Same as CPA Leadership* |
| **Systems Implementation** | ■□□□□<br>**KA-VI-3.12** | ■■□□□<br>**FD-VI-3.12**<br>Prepare and apply a basic systems implementation | *Same as Foundational Development* | *Same as Foundational Development* | ■■■□□<br>**LD-VI-3.5**<br>Analyze a system's implementation plan and the | *Same as CPA Leadership* |

| Concept | Entry (Knowledge Assessment) | Foundational Development | CPA Core – Common | CPA Core – Licensure | CPA Leadership | CPA Professional Readiness |
|---|---|---|---|---|---|---|
| | Describe the steps in a basic systems implementation plan. | plan.<br><br>Explain how AI solutions are deployed within an entity's information systems. | | | application of steps in the plan.<br><br>Analyze the controls, monitoring processes, and governance practices needed to ensure responsible AI use. | |
| **SC4 –** DESCRIBE how accounting, tax and assurance standards, regulations, criteria and laws are developed and EXPLAIN why they are important in the context of capital markets, government and society (including when they may be lacking). | | | | | | |
| **Trends and Updates** | N/A | N/A | N/A | N/A | N/A | **PR-VI-4.1**<br>Describe current trends, recent updates, and emerging trends.<br>Explain the potential impact of current trends, recent updates, and emerging trends. |
| **SC5 –** CRITICALLY EVALUATE, ANALYZE and APPLY core theories, frameworks and terminology underpinning these areas in an integrated manner (including those that are emerging) to inform the decision process. For example, discussions about strategy, business models and innovation would build upon foundational knowledge of sustainability, artificial intelligence and/or value creation. | | | | | | |
| Specific Competency 5 (SC5) serves as an integrative competency that requires learners to critically evaluate, analyze, and apply core theories, frameworks, and terminology across multiple areas. Rather than establishing separate learning outcomes for SC5, this competency is fully expressed and assessed through the CPA Advanced Professional Competencies. By demonstrating proficiency in the CPA Advanced Professional Competencies, learners naturally demonstrate their ability to fulfill the requirements of SC5. Therefore, refer to the CPA Advanced Professional Competencies above. | | | | | | |
| **SC6 –** EXPLAIN the impact of technological innovation and automation including how technology is changing traditional ways of doing things including business models (for example, facilitating forward looking, real-time, decentralized reporting and analysis for decision-making, and requirements for enhanced cyber-security). | | | | | | |
| **Technology** | N/A | N/A | N/A | N/A | N/A | **PR-VI-6.1**<br>Describe the impact of emerging technological innovations and automations affecting the topic area. |

# Area VII – Non-financial Reporting

*Each outcome is shown once and tracked across the modules. Proficiency is shown by the shaded meter (e.g., ■ ■ ■ □ □ = level 3 of 5).*
*The annotations in the learning outcomes refer to the following:*

**NFR1 –** *The Topic Area of Non-financial Reporting includes*

- the role of reporting information about an organization's performance using non-financial data;
- an understanding of the role of strategy and governance;
- the application of sustainability and other frameworks; and
- the reporting of activities in different and emerging circumstances (i.e., beyond traditional financial reporting).

*The reporting may take place in formal and informal formats and can be included within documents such as Management Discussion and Analysis. The learning outcomes often refer to including sustainability matters, but this should not infer that sustainability reporting is the only type of non-financial reporting.*

| Concept | Entry (Knowledge Assessment) | Foundational Development | CPA Core – Common | CPA Core – Licensure | CPA Leadership | CPA Professional Readiness |
|---|---|---|---|---|---|---|
| ■ ■ □ □ □ **SC2 –** EXPLAIN the features of other standards, regulations, laws and criteria (i.e. those that do not relate to accounting, assurance and tax) relevant to the circumstances. Need not know all standards, regulations, laws and criteria but be able to research and identify the standards, regulations, laws and criteria to be applied as these evolve. | | | | | | |
| **Relevant Standards and Regulations** | ■ □ □ □ □<br>**KA-VII-2.1**<br>Describe other standards, regulations, laws, or criteria that may be relevant to the task or project.<br><br>Describe the primary sustainability reporting frameworks (e.g., GRI, SASB, ISSB).[NFR1] | *Same as Entry* | ■ ■ □ □ □<br>**CC-VII-2.1**<br>Explain the applicability of the other standards, regulations, laws, or criteria for the task or project.<br><br>Explain the applicability of the primary sustainability reporting frameworks (e.g., GRI, SASB, and ISSB) to different industries and organizational contexts. | *Same as CPA Core – Common* | *Same as CPA Core – Common* | *Same as CPA Core – Common* |
| ■ ■ ■ ■ □ **SC3 –** MEASURE transaction-based and other information using measurement fundamentals to assess technical validity and precision of the information used in decision-making and reporting. | | | | | | |
| **Non-Financial Metrics** | ■ □ □ □ □<br>**KA-VII-3.1**<br>Describe non-financial metrics (including sustainability metrics) that are relevant to the entity and its industry.[NFR1] | *Same as Entry* | ■ ■ ■ □ □<br>**CC-VII-3.1**<br>Analyze the impacts of non-financial metrics (including sustainability metrics) on the organization and its interested parties.[NFR1] | *Same as Entry* | *Same as Entry* | *Same as Entry* |
| **Data Collection for Non-Financial Metrics** | ■ ■ □ □ □<br>**KA-VII-3.2**<br>Explain appropriate sources (e.g., surveys, interviews, | *Same as Entry* | ■ ■ ■ □ □<br>**CC-VII-3.2**<br>Analyze processes (e.g., surveys, interviews, and | *Same as Entry* | *Same as Entry* | *Same as Entry* |

| Concept | Entry (Knowledge Assessment) | Foundational Development | CPA Core – Common | CPA Core – Licensure | CPA Leadership | CPA Professional Readiness |
|---|---|---|---|---|---|---|
| | and automated systems) to collect reliable data to measure non-financial metrics (including sustainability data).[NFR1] | | automated systems) for collecting and measuring non-financial metrics (including sustainability metrics).[NFR1] | | | |
| **Non-Financial Metric Performance** | ■■□□□<br>**KA-VII-3.3**<br>Explain non-financial metric performance (including sustainability performance) using data collected.[NFR1] | *Same as Entry* | ■■■□□<br>**CC-VII-3.3**<br>Analyze the correlation between financial and non-financial metrics (including sustainability metrics) to identify trends and impacts on organizational performance.<br><br>Analyze the impact of non-financial metric performance (including sustainability results) on organizational performance and interested parties.[NFR1] | *Same as Entry* | *Same as Entry* | *Same as Entry* |
| **Reporting** | ■□□□□<br>**KA-VII-3.4**<br>Describe reports (including sustainability reports) to meet non-financial reporting needs.[NFR1] | *Same as Entry* | ■■■□□<br>**CC-VII-3.4**<br>Analyze appropriateness of reporting options (including sustainability reporting frameworks) to meet organizational and interested-party needs.[NFR1] | *Same as Entry* | *Same as Entry* | *Same as Entry* |
| **Sustainability-Related Risks and Opportunities** | ■□□□□<br>**KA-VII-3.5**<br>Identify sustainability issues (e.g., climate change, social justice, and supply chain ethics) that may affect the entity.[NFR1] | *Same as Entry* | ■■■□□<br>**CC-VII-3.5**<br>Analyze the potential impact of sustainability risks and opportunities on an entity's performance, strategic goals, and interested parties.<br><br>Analyze how integrating sustainability considerations can drive innovation, reduce costs, or enhance brand reputation over the long term.[NFR1] | *Same as Entry* | *Same as Entry* | *Same as Entry* |
| **Integrating Sustainability into Performance Management** | ■□□□□<br>**KA-VII-3.6**<br>Describe ways to incorporate sustainability measures into traditional KPIs, balanced scorecards, and incentive systems.[NFR1] | *Same as Entry* | ■■■□□<br>**CC-VII-3.6**<br>Analyze the advantages and disadvantages of linking executive compensation and operational targets to sustainability performance. | *Same as Entry* | *Same as Entry* | *Same as Entry* |

| Concept | Entry (Knowledge Assessment) | Foundational Development | CPA Core – Common | CPA Core – Licensure | CPA Leadership | CPA Professional Readiness |
|---|---|---|---|---|---|---|
| | | | Analyze how sustainability-aligned performance management supports broader organizational goals (e.g., risk mitigation, interested party engagement, and long-term profitability).[NFR1] | | | |
| **SC4 –** DESCRIBE how accounting, tax and assurance standards, regulations, criteria and laws are developed and EXPLAIN why they are important in the context of capital markets, government and society (including when they may be lacking). | | | | | | |
| **Trends and Updates** | N/A | N/A | N/A | N/A | N/A | **PR-VII-4.1** Describe current trends, recent updates, and emerging trends. Explain the potential impact of current trends, recent updates, and emerging trends. |
| **SC5 –** CRITICALLY EVALUATE, ANALYZE and APPLY core theories, frameworks and terminology underpinning these areas in an integrated manner (including those that are emerging) to inform the decision process. For example, discussions about strategy, business models and innovation would build upon foundational knowledge of sustainability, artificial intelligence and/or value creation. | | | | | | |
| Specific Competency 5 (SC5) serves as an integrative competency that requires learners to critically evaluate, analyze, and apply core theories, frameworks, and terminology across multiple areas. Rather than establishing separate learning outcomes for SC5, this competency is fully expressed and assessed through the CPA Advanced Professional Competencies. By demonstrating proficiency in the CPA Advanced Professional Competencies, learners naturally demonstrate their ability to fulfill the requirements of SC5. Therefore, refer to the CPA Advanced Professional Competencies above. | | | | | | |
| **SC6 –** EXPLAIN the impact of technological innovation and automation including how technology is changing traditional ways of doing things including business models (for example, facilitating forward looking, real-time, decentralized reporting and analysis for decision-making, and requirements for enhanced cyber-security). | | | | | | |
| **Technology** | N/A | N/A | N/A | N/A | N/A | **PR-VII-6.1** Describe the impact of emerging technological innovations and automations affecting the topic area. |

# Area VIII – Strategy, Risk Management, and Innovation

*Each outcome is shown once and tracked across the modules. Proficiency is shown by the shaded meter (e.g., ■ ■ ■ ■ ■ = level 3 of 5).*

| Concept | Entry (Knowledge Assessment) | Foundational Development | CPA Core – Common | CPA Core – Licensure | CPA Leadership | CPA Professional Readiness |
|---|---|---|---|---|---|---|
| ■ ■ ■ ■ ■ **SC2 –** EXPLAIN the features of other standards, regulations, laws and criteria (i.e. those that do not relate to accounting, assurance and tax) relevant to the circumstances. Need not know all standards, regulations, laws and criteria but be able to research and identify the standards, regulations, laws and criteria to be applied as these evolve. | | | | | | |
| **Relevant Standards and Regulations** | ■ ■ ■ ■ ■<br>**KA-VIII-2.1**<br>Describe other standards, regulations, laws, or criteria that may be relevant to the task or project. | ■ ■ ■ ■ ■<br>**FD-VIII-2.1**<br>Explain the applicability of the other standards, regulations, laws, or criteria for the task or project.<br><br>Explain the requirements of privacy legislation and its role in the task or project. | *Same as Foundational Development* | *Same as Foundational Development* | *Same as Foundational Development* | *Same as Foundational Development* |
| ■ ■ ■ ■ ■ **SC3 –** MEASURE transaction-based and other information using measurement fundamentals to assess technical validity and precision of the information used in decision-making and reporting. | | | | | | |
| **Entity Context and Objectives** | ■ ■ ■ ■ ■<br>**KA-VIII-3.1**<br>Explain how the type of organization influences the definition of its overall objective. | ■ ■ ■ ■ ■<br>**FD-VIII-3.1**<br>Explain how the type of organization may have an impact on the governance structure. | *Same as Foundational Development* | *Same as Foundational Development* | *Same as Foundational Development* | *Same as Foundational Development* |
| **Mission, Vision, Values, and Mandate** | ■ ■ ■ ■ ■<br>**KA-VIII-3.2**<br>Explain the entity's mission, vision, values, and mandate. | ■ ■ ■ ■ ■<br>**FD-VIII-3.2**<br>Analyze the alignment of the entity's mission, vision, values, and mandate with its overall objective(s). | *Same as Foundational Development* | *Same as Foundational Development* | ■ ■ ■ ■ ■<br>**LD-VIII-3.1**<br>Assess the alignment of specific decisions and strategies with the entity's mission, vision, values, and mandate. | *Same as CPA Leadership* |
| **Performance Indicators** | ■ ■ ■ ■ ■<br>**KA-VIII-3.3**<br>Describe and prepare key financial and non-financial performance indicators (KPIs) relevant to an entity. | ■ ■ ■ ■ ■<br>**FD-VIII-3.3**<br>Prepare and analyze key financial and non-financial performance indicators, considering the entity's industry, the economic environment, objectives and strategies, and interested parties. | *Same as Foundational Development* | *Same as Foundational Development* | *Same as Foundational Development* | *Same as Foundational Development* |
| **Internal and External Environment** | ■ ■ ■ ■ ■<br>**KA-VIII-3.4** | ■ ■ ■ ■ ■<br>**FD-VIII-3.4** | *Same as Foundational Development* | *Same as Foundational Development* | *Same as Foundational Development* | *Same as Foundational Development* |

| Concept | Entry (Knowledge Assessment) | Foundational Development | CPA Core – Common | CPA Core – Licensure | CPA Leadership | CPA Professional Readiness |
|---|---|---|---|---|---|---|
| | Explain the factors that impact an entity's internal and external environment (e.g., competitive position, value proposition, stage in the entity/product life cycle, customers/target markets, and ownership structure). The identification of these environmental factors may be determined using an internal/external scanning tool (e.g., SWOT, PESTEL, Porter's, and Five Forces analysis). | Analyze the impact of the entity's internal and external environment (e.g., competitive position, value proposition, stage in the entity/product life cycle, customers/target markets, and ownership structure) on informing strategy and in providing insights on existing operations and plans. The identification of these environmental factors may be determined using an internal/external scanning tool (e.g., SWOT, PESTEL, and Porter's Five Forces analysis). | | | | |
| **Strategic Alternatives** | N/A | ■■■□□ **FD-VIII-3.5** Analyze the strategic alternatives presented using a set of qualitative and quantitative criteria. Strategies include corporate, business, and functional strategies. | *Same as Foundational Development* | *Same as Foundational Development* | *Same as Foundational Development* | *Same as Foundational Development* |
| **Control Systems and Accountability** | ■□□□□ **KA-VIII-3.5** Describe the roles of control systems and accountability structures (e.g., policies, directives, codes, and guidelines) in aligning resources with strategies. | ■■■□□ **FD-VIII-3.6** Analyze control systems and accountability structures (e.g., policies, directives, codes, and guidelines). | *Same as Foundational Development* | *Same as Foundational Development* | ■■■■□ **LD-VIII-3.2** Assess the effectiveness of control systems and accountability structures (e.g., policies, directives, codes, and guidelines) in aligning resources with strategies. | *Same as CPA Leadership* |
| **Strategic Decision Implementation** | N/A | ■■■□□ **FD-VIII-3.7** Analyze the implementation plan (e.g., specific actions, timelines, resources, responsibilities, milestones, and metrics) for a strategic decision. | *Same as Foundational Development* | *Same as Foundational Development* | *Same as Foundational Development* | *Same as Foundational Development* |
| **Risk Management** | ■■□□□ **KA-VIII-3.6** Explain the risks that an entity may face and the various risk management policies and procedures that an entity may use. | ■■■□□ **FD-VIII-3.8** Analyze the risks an entity may face and the various risk management policies and procedures an entity may use. | *Same as Foundational Development* | *Same as Foundational Development* | *Same as Foundational Development* | *Same as Foundational Development* |

| Concept | Entry (Knowledge Assessment) | Foundational Development | CPA Core – Common | CPA Core – Licensure | CPA Leadership | CPA Professional Readiness |
|---|---|---|---|---|---|---|
| | Describe the possible consequences of having an ineffective risk management program. | Explain the potential impact of significant changes in the entity's environment on the entity's risk profile. | | | | |
| **SC4 –** DESCRIBE how accounting, tax and assurance standards, regulations, criteria and laws are developed and EXPLAIN why they are important in the context of capital markets, government and society (including when they may be lacking). | | | | | | |
| **Trends and Updates** | N/A | N/A | N/A | N/A | N/A | **PR-VIII-4.1**<br>Describe current trends, recent updates, and emerging trends.<br>Explain the potential impact of current trends, recent updates, and emerging trends. |
| **SC5 –** CRITICALLY EVALUATE, ANALYZE and APPLY core theories, frameworks and terminology underpinning these areas in an integrated manner (including those that are emerging) to inform the decision process. For example, discussions about strategy, business models and innovation would build upon foundational knowledge of sustainability, artificial intelligence and/or value creation. | | | | | | |
| Specific Competency 5 (SC5) serves as an integrative competency that requires learners to critically evaluate, analyze, and apply core theories, frameworks, and terminology across multiple areas. Rather than establishing separate learning outcomes for SC5, this competency is fully expressed and assessed through the CPA Advanced Professional Competencies. By demonstrating proficiency in the CPA Advanced Professional Competencies, learners naturally demonstrate their ability to fulfill the requirements of SC5. Therefore, refer to the CPA Advanced Professional Competencies above. | | | | | | |
| **SC6 –** EXPLAIN the impact of technological innovation and automation including how technology is changing traditional ways of doing things including business models (for example, facilitating forward looking, real-time, decentralized reporting and analysis for decision-making, and requirements for enhanced cyber-security). | | | | | | |
| **Technology** | N/A | N/A | N/A | N/A | N/A | **PR-VIII-6.1**<br>Describe the impact of emerging technological innovations and automations affecting the topic area. |

# Area IX – Tax

*Each outcome is shown once and tracked across the modules. Proficiency is shown by the shaded meter (e.g., ■ ■ ■ ■ ■ = level 3 of 5).*
*The annotations in the learning outcomes refer to the following:*

**TX1 –** *The learning outcome applies to routine federal individual income tax events or transactions at a low to moderate complexity. Examples include the following:*

- Employment income, including employment taxable benefits (e.g., automobiles, allowances and reimbursements, 6(1)(a) exclusions, group plans, stock options, interest-free loans, and low-interest loans)
- Employment income deductions (e.g., legal expenses, sales expenses,
- automobiles, meals, dues, and home office)
- Property income (see TX2)
- Business income (see TX2)
- Other income and deductions (e.g., retiring allowances, support payments received and paid, pension income, moving expenses, childcare expenses, and RRSPs)
- Capital property (see TX2; also, principal residence and personal use and listed personal property)
- Taxable income adjustments (e.g., loss carry forwards, stock option deduction, and capital gains deduction)
- Elements of taxes payable (e.g., graduated tax rates and refundable and non-refundable tax credits [except for foreign tax credits])

**TX2 –** *The learning outcome applies to routine federal corporate income tax and GST events or transactions at a low to moderate complexity, which include the following:*

- Business income (e.g., common Schedule 1 adjustments and CCA [including recapture and terminal losses])
- Property income (e.g., interest, dividends, rentals, and royalties)
- Capital property (e.g., capital gains, business income versus capital gains, identical property, capital gains reserves, replacement property, change in use, available for use, dispositions of land and building, and business investment losses)
- Taxable income adjustments (e.g., donations, loss carry forwards, and dividends)
- Elements of taxes payable (e.g., general tax rate, provincial abatement, small business deduction, general rate reduction, additional tax on personal services business income, RDTOH, refundable Part 1, Part IV, and dividend refund)
- Concepts related to GST, including
  - to whom GST applies;
  - when GST applies;
  - ways to determine GST owing;
  - types of supplies (including impacts on requirement to collect GST and ability to claim input tax credits [ITCs]);
  - components of net tax; and
  - instalments and filing and payment deadlines.

**TX3 –** *The learning outcome applies to routine federal tax planning at a low to moderate complexity. Examples include the following:*

- Non–arm's length transactions
- Dividends paid and the concept of integration
- Advantages and disadvantages of self-employed versus employee status
- Becoming or ceasing to be a Canadian resident
- Divorced individuals

- Deceased individuals
- Compensation planning between a shareholder and a closely held corporation
- Tax deferral and saving opportunities (e.g., RESPs, RRIFs, and TFSAs)

**TX4 –** *The learning outcome not only applies to routine federal tax planning at a low to moderate complexity that were included in TX3, but goes further to also apply to routine tax planning at a higher complexity. Examples include the following:*

- Sale of a business through an asset sale
- Sale of a business through a share sale (including QSBCS capital gains exemption)
- Personal services business income
- Income splitting with family members
- An acquisition of control
- Potential uses and consequences of tax-deferred transactions that use sections 51, 85, and 86

**TX5 –** *The learning outcome not only applies to routine GST concepts at a low to moderate complexity that were included in TX2 (in Foundational Development), but goes further to also apply to routine GST concepts at a higher complexity. Examples include elections to permit GST not to be charged in certain circumstances:*

- Sale of business assets (S.167)
- Sale of real property
- Closely related corporations

| Concept | Entry (Knowledge Assessment) | Foundational Development | CPA Core – Common | CPA Core – Licensure | CPA Leadership | CPA Professional Readiness |
|---|---|---|---|---|---|---|
| **SC1 –** APPLY accounting and assurance standards, and tax requirements as needed (e.g. CPA Canada Handbooks, CPA Canada Public Sector Handbook and Canadian Income Tax Act) by researching and analyzing issues in routine situations of low to moderate levels of ambiguity, complexity and uncertainty.<br>Need not know all aspects of the accounting and assurance standards and tax requirements but must be able to navigate the body of knowledge as it continues to evolve. | | | | | | |
| **Basic Tax Concepts** | **KA-IX-1.1**<br>Describe legal forms and structures and taxation corporate types.<br><br>Describe individual and corporate administrative tax compliance requirements (e.g., filing deadlines for tax returns and objections, retention of books and records, payments and deadlines for instalments and final tax payments, and interest and penalties). | *Same as Entry* | *Same as Entry* | *Same as Entry* | *Same as Entry* | *Same as Entry* |
| **Individual Income Tax Issues** | **KA-IX-1.2**<br>Describe appropriate tax treatment for routine | **FD-IX-1.1**<br>Explain appropriate tax treatment for routine | *Same as Foundational Development* | *Same as Foundational Development* | *Same as Foundational Development* | *Same as Foundational Development* |

| Concept | Entry (Knowledge Assessment) | Foundational Development | CPA Core – Common | CPA Core – Licensure | CPA Leadership | CPA Professional Readiness |
|---|---|---|---|---|---|---|
| | individual income tax elements.[TX1] | individual income tax elements.[TX1] | | | | |
| **Corporate Income Tax Issues** | **KA-IX-1.3** Describe appropriate tax treatment for routine corporate income tax elements.[TX2] | **FD-IX-1.2** Explain appropriate tax treatment for routine corporate income tax elements.[TX2] | *Same as Foundational Development* | *Same as Foundational Development* | *Same as Foundational Development* | *Same as Foundational Development* |
| **Tax planning** | N/A | N/A | **CC-IX-1.1** Explain routine tax-planning opportunities and their impact.[TX3] | **CL-IX-1.1** Explain routine tax-planning opportunities and their impact at a high complexity level.[TX4] | *Same as CPA Core – Common* | *Same as CPA Core – Common* |
| **GST Elements** | **KA-IX-1.4** Describe appropriate treatment for routine GST elements.[TX2] | **FD-IX-1.3** Explain appropriate tax treatment for routine GST elements.[TX2] | *Same as Foundational Development* | **CL-IX-1.2** Explain appropriate tax treatment for routine GST concepts at a high complexity level.[TX5] | *Same as Foundational Development* | *Same as Foundational Development* |
| **SC3 –** MEASURE transaction-based and other information using measurement fundamentals to assess technical validity and precision of the information used in decision-making and reporting. | | | | | | |
| **Individual Income Tax Measurement** | **KA-IX-3.1** Prepare routine individual income tax payable.[TX1] | **FD-IX-3.1** Explain the impact of the calculation of routine individual income tax payable.[TX1] | *Same as Foundational Development* | *Same as Foundational Development* | *Same as Foundational Development* | *Same as Foundational Development* |
| **Corporate Income Tax Measurement** | **KA-IX-3.2** Prepare routine corporate income tax payable.[TX2] | **FD-IX-3.2** Explain the impact of the calculation of routine corporate income tax payable.[TX2] | *Same as Foundational Development* | *Same as Foundational Development* | *Same as Foundational Development* | *Same as Foundational Development* |
| **GST Measurement** | **KA-IX-3.3** Prepare routine GST payable.[TX2] | **FD-IX-3.3** Explain the impact of the calculation of routine GST payable.[TX2] | *Same as Foundational Development* | *Same as Foundational Development* | *Same as Foundational Development* | *Same as Foundational Development* |
| **Tax planning Measurement** | N/A | N/A | **CC-IX-3.1** Measure the impact of routine tax-planning opportunities.[TX3] | **CL-IX-3.1** Measure the impact of routine tax-planning opportunities at a high complexity level.[TX4] | *Same as CPA Core – Common* | *Same as CPA Core – Common* |

| Concept | Entry (Knowledge Assessment) | Foundational Development | CPA Core – Common | CPA Core – Licensure | CPA Leadership | CPA Professional Readiness |
|---|---|---|---|---|---|---|
| **SC4 –** DESCRIBE how accounting, tax and assurance standards, regulations, criteria and laws are developed and EXPLAIN why they are important in the context of capital markets, government and society (including when they may be lacking). | | | | | | |
| **Tax Legislation** | **KA-IX-4.1**<br>Describe how and why tax legislation exists.<br><br>Describe the components of the federal Canadian tax system (e.g., how and why tax legislation exists, various tax revenue sources, and responsibilities of taxpayers, their advisors, and CRA). | *Same as Entry* | *Same as Entry* | **CL-IX-4.1**<br>Explain the existence and purpose of GAAR and anti-avoidance provisions.<br><br>Apply basic tools to perform tax research. | *Same as Entry* | **PR-IX-4.1**<br>Describe current trends, recent updates, and emerging trends.<br>Explain the potential impact of current trends, recent updates, and emerging trends. |
| **SC5 –** CRITICALLY EVALUATE, ANALYZE and APPLY core theories, frameworks and terminology underpinning these areas in an integrated manner (including those that are emerging) to inform the decision process. For example, discussions about strategy, business models and innovation would build upon foundational knowledge of sustainability, artificial intelligence and/or value creation. | | | | | | |
| Specific Competency 5 (SC5) serves as an integrative competency that requires learners to critically evaluate, analyze, and apply core theories, frameworks, and terminology across multiple areas. Rather than establishing separate learning outcomes for SC5, this competency is fully expressed and assessed through the CPA Advanced Professional Competencies. By demonstrating proficiency in the CPA Advanced Professional Competencies, learners naturally demonstrate their ability to fulfill the requirements of SC5. Therefore, refer to the CPA Advanced Professional Competencies above. | | | | | | |
| **SC6 –** EXPLAIN the impact of technological innovation and automation including how technology is changing traditional ways of doing things including business models (for example, facilitating forward looking, real-time, decentralized reporting and analysis for decision-making, and requirements for enhanced cyber-security). | | | | | | |
| **Technology** | N/A | N/A | N/A | N/A | N/A | **PR-IX-6.1**<br>Describe the impact of emerging technological innovations and automations affecting the topic area. |

# Area X – Value Creation

*Each outcome is shown once and tracked across the modules. Proficiency is shown by the shaded meter (e.g., ■ ■ ■ □ □ = level 3 of 5).*

| Concept | Entry (Knowledge Assessment) | Foundational Development | CPA Core – Common | CPA Core – Licensure | CPA Leadership | CPA Professional Readiness |
|---|---|---|---|---|---|---|
| ■■■■□<br>**SC3 –** MEASURE transaction-based and other information using measurement fundamentals to assess technical validity and precision of the information used in decision-making and reporting. | | | | | | |
| **Entity's Value Proposition** | ■□□□□<br>**KA-X-3.1**<br>Describe an entity's value proposition (e.g., what value is being offered, target market for offering, pricing, and promotional activities). | ■■■□□<br>**FD-X-3.1**<br>Analyze an entity's value proposition (e.g., what value is being offered, target market for offering, pricing, and promotional activities). | *Same as Foundational Development* | *Same as Foundational Development* | *Same as Foundational Development* | *Same as Foundational Development* |
| **Competitive Environment** | ■■□□□<br>**KA-X-3.2**<br>Explain the impact of an entity's competitive environment on its value proposition (e.g., what value is being offered, target market for offering, pricing, and promotional activities). | ■■■□□<br>**FD-X-3.2**<br>Analyze the impact of an entity's competitive environment in relation to its value proposition (e.g., what value is being offered, target market for offering, pricing, and promotional activities). | *Same as Foundational Development* | *Same as Foundational Development* | *Same as Foundational Development* | *Same as Foundational Development* |
| **Value Creation Process** | ■□□□□<br>**KA-X-3.3**<br>Describe an entity's value creation process (e.g., value chain). | ■■■□□<br>**FD-X-3.3**<br>Analyze an entity's value-creation process (e.g., value chain), identifying the drivers and strategic models involved in the generation of value. | *Same as Foundational Development* | *Same as Foundational Development* | *Same as Foundational Development* | *Same as Foundational Development* |
| **Human Resources and Value Creation** | ■■□□□<br>**KA-X-3.4**<br>Explain the impact of an entity's human resources on its ability to create value. | ■■■□□<br>**FD-X-3.4**<br>Analyze the impact of an entity's human resources on its ability to create value and achieve its strategic goals. | *Same as Foundational Development* | *Same as Foundational Development* | *Same as Foundational Development* | *Same as Foundational Development* |
| **Value Creation Drivers** | ■□□□□<br>**KA-X-3.5** | ■■■□□<br>**FD-X-3.5** | *Same as Foundational Development* | *Same as Foundational Development* | ■■■■□<br>**LD-X-3.1** | *Same as CPA Leadership* |

| Concept | Entry (Knowledge Assessment) | Foundational Development | CPA Core – Common | CPA Core – Licensure | CPA Leadership | CPA Professional Readiness |
|---|---|---|---|---|---|---|
| | Describe an entity's value creation drivers and strategic models. | Analyze an entity's value-creation drivers and strategic models. | | | Assess value-creation goals and objectives relative to organizational strategy, ethics, and sustainability.<br><br>Reflect on the role that external events play on ethical and sustainable value creation. | |
| **SC4 –** DESCRIBE how accounting, tax and assurance standards, regulations, criteria and laws are developed and EXPLAIN why they are important in the context of capital markets, government and society (including when they may be lacking). | | | | | | |
| **Trends and Updates** | N/A | N/A | N/A | N/A | N/A | **PR-X-4.1**<br>Describe current trends, recent updates, and emerging trends.<br>Explain the potential impact of current trends, recent updates, and emerging trends. |
| **SC5 –** CRITICALLY EVALUATE, ANALYZE and APPLY core theories, frameworks and terminology underpinning these areas in an integrated manner (including those that are emerging) to inform the decision process. For example, discussions about strategy, business models and innovation would build upon foundational knowledge of sustainability, artificial intelligence and/or value creation. | | | | | | |
| Specific Competency 5 (SC5) serves as an integrative competency that requires learners to critically evaluate, analyze, and apply core theories, frameworks, and terminology across multiple areas. Rather than establishing separate learning outcomes for SC5, this competency is fully expressed and assessed through the CPA Advanced Professional Competencies. By demonstrating proficiency in the CPA Advanced Professional Competencies, learners naturally demonstrate their ability to fulfill the requirements of SC5. Therefore, refer to the CPA Advanced Professional Competencies above. | | | | | | |
| **SC6 –** EXPLAIN the impact of technological innovation and automation including how technology is changing traditional ways of doing things including business models (for example, facilitating forward looking, real-time, decentralized reporting and analysis for decision-making, and requirements for enhanced cyber-security). | | | | | | |
| **Technology** | N/A | N/A | N/A | N/A | N/A | **PR-X-6.1**<br>Describe the impact of emerging technological innovations and automations affecting the topic area. |

# Foundational Competencies

# Foundational Competencies

Learning outcomes at both the Foundational and Sub-Foundational levels should be understood as interconnected elements that integrate with and enhance understanding across the specific topic areas. Rather than viewing these statements in isolation, readers should consider how each concept intersects with, supports, and draws meaning from the specific topic areas, creating a nuanced understanding that better reflects real-world complexity.

By the end of the Foundational Development module, learners reach the maximum proficiency levels for the Foundational Competencies and Sub-Foundational Competencies. However, these remain important and relevant underlying competencies throughout the remaining modules of the program.

*Progression spans two stages — Entry (Knowledge Assessment) and Foundational Development and Beyond. The attained proficiency level is shown by the shaded meter (e.g., ■ ■ □ □ □ = level 2 of 5).*

## Economics and the Underlying Areas of Quantitative Methods and Probability

| Concept | Entry (Knowledge Assessment) | Foundational Development and Beyond |
|---|---|---|
| **Core Theories** | ■ ■ □ □ □<br>**KA-FE-1.1**<br>Explain key concepts in microeconomics, such as supply and demand, opportunity cost, scarcity, and market equilibrium.<br><br>Explain key concepts in macroeconomics, such as fiscal and monetary policy, inflation and unemployment, exchange rates and global trade, and short- and long-term views of economic development. | ■ ■ □ □ □<br>**FD-FE-1.1**<br>Apply key micro- and macroeconomic concepts in business and organizational decision-making.<br><br>Apply statistics and mathematical modelling concepts in business and organizational decision-making. |
| **Core Theories** | ■ ■ □ □ □<br>**KA-FE-1.2**<br>Explain basic probability and important distributions. | *Same as Entry* |
| **Frameworks/ Business Structure** | ■ □ □ □ □<br>**KA-FE-2.1**<br>Describe the different types of market structures, including perfect competition, monopolistic competition, monopoly, and oligopoly. | *Same as Entry* |
| **Economic Growth and Stability** | ■ □ □ □ □<br>**KA-FE-3.1**<br>Describe concepts such as GDP, inflation, unemployment, and economic cycles and the impact of changes in these on a business's risk and decision-making process. | ■ ■ □ □ □<br>**FD-FE-3.1**<br>Apply concepts of economic growth and stability (e.g., GDP, inflation, and unemployment) when analyzing the broader market environment for business planning. |
| **Managing Risks and Uncertainty** | ■ □ □ □ □<br>**KA-FE-3.2**<br>Describe how probability theory can be used to identify the likelihood of an event occurring and how it will help deal with risk and uncertainty. | ■ ■ □ □ □<br>**FD-FE-3.2**<br>Apply concepts of probability theory in modelling different scenarios to aid in decision-making. |

# Law and Legal Forms of Business

| Concept | Entry (Knowledge Assessment) | Foundational Development and Beyond |
|---|---|---|
| Key Terms and Concepts | KA-FL-1.1<br>Describe fundamental legal concepts, such as the rule of law, the common law, the doctrine of precedent, the civil law, and the convention of parliamentary supremacy.<br><br>Describe the essential aspects of Canada's legal system, especially the levels and branches of government. | FD-FL-1.1<br>Apply the key legal concepts underlying business law in identifying and evaluating legal risk. |
| Dispute Resolution | KA-FL-1.2<br>Describe when a business requires the expertise and assistance of a lawyer in resolving disputes.<br><br>Describe the role of Canadian courts and tribunals in resolving business disputes.<br><br>Describe the significance of leading alternative methods<br>to litigation, negotiation, mediation, and arbitration. | FD-FL-1.2<br>Determine when to hire a lawyer to resolve a dispute in practice.<br><br>Determine when to turn to the courts or tribunals for resolving disputes.<br><br>Determine when to use the leading alternatives to litigation. |
| Laws | KA-FL-2.1<br>Identify the key areas of the law applicable to business, including civil wrongs, contracts, property, employment law, and human rights. | FD-FL-2.1<br>Describe how the different key areas of business law apply in practice. |
| Organizational Forms, Governance, and Conduct | KA-FL-2.2<br>Identify the advantages and disadvantages of the key forms of business organizations in Canada, namely sole proprietorships, partnerships, and corporations.<br><br>Identify the governance roles of key players: that is, those who own part or all, oversee the management, and execute the<br>day-to-day operations of the organization.<br><br>Identify the key ways in which organizations act through others; mainly agency, employment, and independent contracting. | FD-FL-2.2<br>Identify the most suitable form for various businesses in practice.<br><br>Describe whether the key players in an organization have fulfilled their legal duties.<br><br>Identify the most suitable way for an organization to delegate decision-making. |
| Legal Compliance and Risk Management | KA-FL-3.1<br>Describe the importance of retaining a lawyer's services in managing legal risks.<br><br>Describe how to identify and evaluate the seriousness and likelihood of legal risks, considering the consequences of legal breaches.<br><br>Describe the main strategies used in eliminating or minimizing legal risk: avoiding, transferring, mitigating, and retaining. | FD-FL-3.1<br>Prepare a legal risk management plan. |

# Organizational Behaviour

| Concept | Entry (Knowledge Assessment) | Foundational Development and Beyond |
|---|---|---|
| **Key Terms and Concepts** | **KA-FO-1.1**<br>Describe the role of organizational behaviour in business and organizations.<br><br>Explain key concepts such as individual behaviour, group dynamics, organizational culture, and the relationship between human behaviour and organizational outcomes. | **FD-FO-1.1**<br>Apply key concepts of organizational behaviour in business settings, such as understanding individual motivations, group dynamics, and organizational culture to improve performance. |
| **Laws and Regulations** | **KA-FO-2.1**<br>Describe the various regulations, standards, and ethical considerations that affect human resource management and organizational behaviour in Canadian businesses. | *Same as Entry* |
| **Managing Change and Conflict in Organizations** | **KA-FO-3.1**<br>Explain the importance of managing change and conflict in organizations, highlighting concepts like resistance to change, conflict resolution techniques, and strategies for managing organizational transitions. | **FD-FO-3.1**<br>Apply concepts of change management and conflict resolution techniques and interest-based conflict management strategies. |
| **Human Biases in Decision- Making** | **KA-FO-3.2**<br>Describe how human biases (e.g., cognitive biases and unconscious biases) affect decision-making in organizations and how these biases can lead to suboptimal outcomes in leadership and team dynamics. | **FD-FO-3.2**<br>Apply knowledge of human biases in organizational decision-making, developing strategies to mitigate biases, and promote objective and fair decision-making processes. |

# Sustainability

| Concept | Entry (Knowledge Assessment) | Foundational Development and Beyond |
|---|---|---|
| **Key Terms and Concepts** | **KA-FS-1.1**<br>Describe the role of sustainability in business and organizations.<br><br>Describe key terms and concepts related to sustainability, including environmental, social, and governance (ESG); planetary boundaries; ecosystems; natural assets; and public sector regulation. | **FD-FS-1.1**<br>Apply key concepts related to sustainability, including environmental, social, and governance (ESG); planetary boundaries; ecosystems; natural assets; and public sector regulation. |
| **Laws and Regulations** | N/A | **FD-FS-2.1**<br>Describe the various current and emerging standards, regulations, laws, and frameworks relevant to sustainability in Canada. |
| **Preservation of Natural Resources and Ecosystems** | **KA-FS-3.1**<br>Explain the need to protect and preserve natural resources, biodiversity, and the delicate balance of Earth's ecosystems.<br><br>Explain the importance of planetary boundaries and ecosystems in achieving sustainability. | **FD-FS-3.1**<br>Apply the concept of planetary boundaries and ecosystems in achieving sustainability in decision-making.<br><br>Describe the connectivity of financial and sustainability risks and opportunities. |
| **Enhancing Business Strategies** | **KA-FS-3.2**<br>Describe how sustainability practices can enhance business reputation, reduce risks, attract investment, and contribute to long-term success. | **FD-FS-3.2**<br>Describe how sustainability practices can enhance business reputation, reduce risks, attract investment, and contribute to long-term success. |

# Sub-Foundational Competencies

# Sub-Foundational Competencies

*Sub-Foundational Competencies reflect general and emerging areas present in the global environment in which CPAs work. The attained proficiency level is shown by the shaded meter (e.g., ■ ■ ■ ■ ■ = level 2 of 5).*

## Emerging and Transformative Technologies

| Concept | Entry (Knowledge Assessment) | Foundational Development and Beyond |
|---|---|---|
| **Core Theories** | ■ ■ ■ ■ ■<br>**KA-SFT-1.1**<br>Describe core theories and terminologies underlying emerging and transformative technologies. | ■ ■ ■ ■ ■<br>**FD-SFT-1.1**<br>Explain the significance of emerging and transformative technologies in enabling person-to-person and person-to- technology collaborations. |
| **Business Transformation** | ■ ■ ■ ■ ■<br>**KA-SFT-1.2**<br>Describe how emerging technologies could have the potential to advance ongoing transformation in business. | ■ ■ ■ ■ ■<br>**FD-SFT-1.2**<br>Explain how technology enables and facilitates trust in decision processes and systems in order to advance ongoing transformation. |
| **Benefits and Risks** | ■ ■ ■ ■ ■<br>**KA-SFT-1.3**<br>Describe the potential benefits and risks of emerging and transformative technologies. | ■ ■ ■ ■ ■<br>**FD-SFT-1.3**<br>Explain the social and economic implications of emerging and transformative technologies. |
| **Laws and Regulations** | N/A | ■ ■ ■ ■ ■<br>**FD-SFT-2.1**<br>Describe related standards, regulations, laws, criteria, and frameworks relevant to emerging and transformative technologies.<br><br>Describe emerging frameworks, initiatives, and guidelines that promote responsible innovation, sustainability, and the ethical use of emerging technologies. |

## Equity, Diversity, and Inclusion

| Concept | Entry (Knowledge Assessment) | Foundational Development and Beyond |
|---|---|---|
| **Key Terms and Concepts** | ■ ■ ■ ■ ■<br>**KA-SFD-1.1**<br>Describe key terms and concepts such as equity, diversity, inclusion, intersectionality, systemic factors, unconscious bias, privilege, microaggressions, intercultural competence, cultural safety and humility, critical reflexivity, and allyship. | ■ ■ ■ ■ ■<br>**FD-SFD-1.1**<br>Describe the significance of recognizing and appreciating individual differences, including talents, skills, abilities, experiences, and perspectives, as a means to foster<br>an inclusive and diverse environment. |
| **Addressing Systemic Inequities and Barriers** | ■ ■ ■ ■ ■<br>**KA-SFD-1.2**<br>Describe how recognizing and addressing systemic inequities and barriers based on race, gender, Indigenous identity, social class, age, sexual orientation, gender identity, disability, and other dimensions of diversity can promote fairness, access, and equity for all individuals. | ■ ■ ■ ■ ■<br>**FD-SFD-1.2**<br>Describe the positive impacts of EDI on organizations and society as a whole, such as improved employee engagement, enhanced decision-making, greater innovation and profitability, reduced tension between individual and organizational values, and increased client satisfaction. |

| Concept | Entry (Knowledge Assessment) | Foundational Development and Beyond |
|---|---|---|
| | | Describe challenges such as resistance to change, unconscious biases, and the need for ongoing learning and commitment. |
| **Emerging Practices** | **KA-SFD-1.3**<br>Describe the different kinds of professional contexts and situations in which EDI might be relevant. | **FD-SFD-1.3**<br>Describe emerging and promising practices to advance EDI; how EDI concepts apply to a range of professional contexts; benchmarks, emerging laws, and inclusive leadership models; and the importance of being guided by the voices of marginalized communities who are experts on their contexts. |
| **Laws and Regulations** | N/A | **FD-SFD-2.1**<br>Describe relevant EDI standards, regulations, laws, criteria, and frameworks that may apply to a decision. |

# Indigenous Views/Indigeneity

| Concept | Entry (Knowledge Assessment) | Foundational Development and Beyond |
|---|---|---|
| **Key Terms and Concepts** | **KA-SFI-1.1**<br>Describe key terms and concepts, including colonization, self-determination, cultural appropriation, sovereignty, cultural revitalization, oral tradition, land (dispossession, rights, stewardship, ceded/unceded, Aboriginal title), and treaty rights. | **FD-SFI-1.1**<br>Describe pre-contact Indigenous nations.<br><br>Describe the historical experiences of Indigenous Peoples in Canada, including the impact of colonization, forced assimilation policies, forced relocation and reserves, the Sixties scoop, the Indian Act, and the legacy of residential and day schools, and recognize the significance of these historical events in shaping Indigenous identity and the ongoing struggles faced by Indigenous communities. |
| **Indigenous Culture and Diversity** | **KA-SFI-1.2**<br>Describe the diversity among Indigenous Peoples in terms of languages, cultures, traditions, governance structures, and histories.<br><br>Describe how there is no singular Indigenous experience and each nation and community has its unique context. | **FD-SFI-1.2**<br>Describe the ability to recognize and distinguish the unique constituents of the Indigenous population in Canada, specifically Inuit, Métis, and First Nations peoples, and the uniqueness of their cultures, histories, and world views.<br><br>Describe why “distinctions”-based approaches are needed. |
| **Standards, Regulations, and Indigenous Rights** | **KA-SFI-2.1**<br>Describe the three groups of Indigenous Peoples recognized by the Canadian Constitution of 1982. | **FD-SFI-2.1**<br>Describe related standards, regulations, laws, criteria, and frameworks relevant to Indigenous views and Indigeneity.<br><br>Describe the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), its recognition of inherent and legal rights of Indigenous Peoples globally, its implementation in Canada, and the significance of Indigenous rights, including the right to self-determination; free, prior, and informed consent; and the duty of states to consult and accommodate Indigenous Peoples.<br><br>Describe the protections of the rights of Indigenous Peoples in Canada in the Canadian Charter of Rights and Freedoms. |

| Concept | Entry (Knowledge Assessment) | Foundational Development and Beyond |
|---|---|---|
| | | Describe the Indian Act and what authority it exerts currently.<br><br>Describe current legal obligations of organizations conducting business on reserves or lands to which Indigenous Peoples have claim (traditional lands) (i.e., the duty to consult).<br><br>Describe the roles of key Indigenous organizations operating at national and provincial levels, such as First Nation bands, the Assembly of First Nations, and Métis Nations, and their roles in Indigenous culture, rights, finances, and perspectives. |

## Systems Thinking and Complexity Theory

| Concept | Entry (Knowledge Assessment) | Foundational Development and Beyond |
|---|---|---|
| **Key Terms and Concepts** | N/A | **FD-SFS-1.1**<br>Describe the interconnected nature of human, environmental, technological, organizational, regulatory, and social systems, and recognize how changes or actions in one system can have ripple effects on others. |
| **Laws and Regulations** | N/A | **FD-SFS-2.1**<br>Identify and describe related standards, regulations, laws, criteria, and frameworks relevant to systems thinking and complexity theory. |

# Appendix

Definitions

# Appendix: Definitions

*At times, the guide references the routineness and complexity of outcomes; the following definitions apply.*

## Routineness

**Routine situation:** Circumstances typically encountered by and requiring competencies expected of a newly certified CPA.

**Non-routine situation:** Circumstances not typically encountered by a newly certified CPA; may require advanced technical expertise.

*Note: The repetitiveness of a situation does not make it routine.*

## Complexity

Complexity is the degree of difficulty associated with the number and nature of interrelationships and ambiguities that must be considered simultaneously.

**Low complexity:** Little difficulty associated with a small number of straightforward and frequently encountered issues; may achieve competence relying on a “rote” approach.

**Moderate complexity:** Medium difficulty associated with a number of interconnections or variables that need to be considered simultaneously; circumstances may be less clear and require approaches that are not practised frequently.

**High complexity:** Considerable difficulty associated with many interrelationships and ambiguities that must be considered simultaneously; often requires innovative approaches.

*Note: Highly complex matters, other than being identified, are beyond the scope of newly certified CPA.*