



Atlantic School of Chartered Accountancy



STUDENT INFORMATION HANDBOOK

2005

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I - Overview of the Profession

The purpose of this publication is to communicate the registration, training, academic, and other requirements for those seeking to qualify for membership in the Institutes of Chartered Accountants of New Brunswick, Prince Edward Island, Nova Scotia, Bermuda and Newfoundland. As a prelude to this detailed information, it is useful to review briefly the role of the Chartered Accountant in today's society and the business community and to describe the provincial Institutes*, the Atlantic School of Chartered Accountancy, and the Canadian Institute of Chartered Accountants.

A. *The Professional Practice of Chartered Accountancy*

In 2005, there are approximately 70,000 Chartered Accountants (CAs). Chartered Accountants earn their professional qualification and designation through academic study and experience while employed with a firm of Chartered Accountants engaged in public practice. During this time, the student follows a prescribed course of study and must pass evaluations in a variety of subjects leading to the Uniform Evaluation. This evaluation is a rigorous three-day uniform national evaluation which must be passed prior to being admitted as a member of a provincial Institute.

Chartered Accountants are a diverse group employed in all major sectors of the Canadian economy. Those in public practice not only report on the financial statements of individuals and corporations, but also advise clients on a variety of financial matters, including management and accounting information systems, business and personal financial planning, mergers and acquisitions, insolvency, business valuations, and taxation.

The majority of Chartered Accountants in Canada are employed in various financial and management positions in industry, government or education. They also play a major role in the university schools of business and in accounting education and research. To these positions in industry, government, and education, CAs bring the same professional attitude and integrity which characterize them in public practice.

The CA is a member of a profession with standards of competence, integrity and service recognized throughout the world.

B. *Provincial Institutes of Chartered Accountants*

Each province and Bermuda has an Institute of Chartered Accountants. Each Institute is governed by a Council (Board in some Institutes) consisting of an executive committee and members at large. The Council meets regularly to conduct the Institute business. Standing committees, under the general guidance of Council, deal with such matters as education, admissions, ethics and professional conduct, taxation, legislation, functions and conferences, public relations, and other professional matters.

C. The Canadian Institute of Chartered Accountants (CICA)

The Canadian Institute of Chartered Accountants is an association of all Canadian Chartered Accountants and every CA who holds membership in a provincial Institute is automatically a member of the CICA. Each member has a voice in the affairs of CICA at its annual and special meetings and through its officers and appointed and elected representatives.

The affairs of the CICA are directed by a Board of Directors appointed on a representative basis.

Canada's Chartered Accountants have adopted the following Vision and Mission Statements:

Vision Statement

We are trusted, internationally recognized financial leaders in senior management, advisory, tax and assurance roles.

Mission Statement

Our mission is to provide relevant, reliable information and decisions in a global context. As trusted financial leaders with strong business skills, we act with integrity and objectivity. Our commitment to excellence and the public interest is enforced through rigorous self-governance and public oversight.

D. Atlantic School of Chartered Accountancy

In November 1966, the Institutes of Chartered Accountants in New Brunswick, Nova Scotia and Prince Edward Island formed the Atlantic Provinces Association of Chartered Accountants (which will hereafter be referred to as APACA). The Institute of Chartered Accountants of Bermuda joined APACA in 1973, followed by the Institute of Chartered Accountants of Newfoundland in 1976. In May 1977, APACA was incorporated under the Societies Act of Nova Scotia. In March 1989, the Board of Directors of APACA adopted the name Atlantic School of Chartered Accountancy (hereafter to be referred to as the School or ASCA) as more accurately reflecting the activities of the organization and its role within the profession.

The Board of Directors of the School is comprised of ten members, two being appointed by each of the five member Institutes. These members, in turn, elect a Chairman, Treasurer and Secretary from the Board membership. The fiscal year-end of the School is August 31, which is also considered its academic year-end.

The School provides a means of combining the resources of member Institutes in the conduct of research, study, and long-range planning in educational matters.

The member Institutes have approved the following statement of purpose for the School:

On behalf of its member Institutes, the Atlantic School of Chartered Accountancy has a mandate to educate registered students for the profession of chartered accountancy and the society it serves.

The School has a mandate to assist in fostering professional attitudes and to ensure that each candidate it qualifies to write the Institutes' Uniform Evaluation has developed the requisite knowledge and skills to satisfy the objectives of this evaluation.

The School strives to provide the foundation of professional education which will allow successful candidates to manage the continuing challenge of change and to practise the chartered accountancy profession into the future.

**The term "provincial Institutes", wherever it appears in this booklet, should be taken as including the Ordre des comptables agréés du Québec, and the Institutes of Chartered Accountants of Bermuda, Northwest Territories, and the Yukon.*

II - Academic

A. General

Each provincial Institute has the responsibility to ensure that candidates for the Uniform Evaluation (UFE) have had an opportunity to develop and be evaluated in the competencies set out in the CA Candidates' Competency Map. With this in mind, the School has developed a program providing comprehensive coverage of the core areas, as required by the Map, and exposure to related fields (law, economics, etc.) to better equip the student to pass the UFE and become a successful professional.

The following courses are required to be successfully completed by each student of the School in order to be eligible to write the UFE:

Group I

Introductory Financial Accounting
Economics
Business Law

Group II

Finance
Cost Accounting, Planning and Budgeting
Management Information Systems
Intermediate Financial Accounting

Group III

Accounting Theory
Introductory Auditing
Advanced Financial Accounting

Professional Program

Tax Technical
Module 1
Module 2
Module 3
Module 4
Finalist Preparation Program

In addition, students have the option of attending the Staff Training Program (details next page).

Students who have completed previous course work at university may receive exemption for courses in Groups I, II and III. A listing of the courses eligible for exemption may be obtained from the commerce or business administration department of each Atlantic Province university or from the School (www.asca.ns.ca). The School does offer Groups II and III courses for students attempting to get an exemption not attained at university. All students must complete the Professional Program through the School.

B. Course Descriptions

1. Staff Training Program

Attendance at this one-week seminar is available, on an optional basis, to all students (normally within 4 to 6 months of registration as a student) whose firms do not provide a comparable “in-house” course. The workshop uses a case study and is designed to familiarize the students with working paper objectives and contents, with basic audit techniques and key audit areas, and with various government forms.

2. Introductory Financial Accounting

Accounting principles and concepts are introduced and reinforced as students apply them in the preparation and analysis of financial statements. The primary issues involved in accounting for key balance sheet and income statement items are addressed.

3. Economics

A general introductory course(s) in micro and macro economics, the course covers the elements of supply and demand, firm analysis, national income analysis, the economic role of government, money and banking, and international trade.

4. Business Law

This course provides an introduction to Canadian law especially as it relates to contracts, sale of goods, negotiable instruments, corporations, agency and partnership. Also covered are methods of securing debts and ensuring performance.

5. Finance

This is a managerial finance course covering a broad range of topics. Included are the Canadian financial environment, the interest factor in financial decisions, capital budgeting, leverage, valuation and rates of return, the cost of capital, working capital management, short, intermediate, and long-term financing, and strategies for growth.

6. Cost Accounting, Planning & Budgeting

This course is essentially a composite of two separate courses. One, on cost accounting, covers such topics as job order and process costing, standard cost and variance analysis, responsibility accounting, inflation effects and holding gains and losses. The second, on planning and budgeting, covers such topics as cost-volume-profit analysis, master budgets, flexible budgets, proforma financial statements, and performance reports.

7. Management Information Systems

This course deals with the impact of information technology and systems on business organizations. A managerial or end user approach to information systems concepts and applications will provide an understanding of how information systems support key business functions, the information resources available to managers, and the role of managers and accountants in the systems development process. The course helps prepare students for their future role as professional accountants involved in the planning, designing, evaluating, controlling, auditing and use of computerized information systems.

8. *Intermediate Financial Accounting*

This course provides the student with the necessary background knowledge to solve accounting problems other than those in certain specialized areas. This course is concerned with the application of accounting concepts, assumptions and principles to the determination of income and to each of the balance sheet classifications commonly found in financial reports of a limited company. Extensive reference is made to the CICA Handbook.

9. *Accounting Theory*

Beginning with approaches to theory formulation and the historical development of accounting thought, the course develops a framework for approaching the study of accounting theory and practice. Issues involved in the definition, recognition and measurement of the accounting elements are discussed and alternatives to the historic cost model are considered.

10. *Introductory Auditing*

This course is designed to introduce the student to the fundamentals of auditing. It covers internal control, audit evidence, audit techniques, working papers and audit programs, and basic procedures for auditing normal balance sheet and income statement items.

11. *Advanced Financial Accounting*

This advanced course is concerned mainly with accounting for combined corporate entities and accounting for foreign transactions and operations. Specialized areas such as partnerships, fiduciary and fund accounting, government accounting and businesses in financial difficulty are also covered.

12. *Tax Technical*

Tax Technical covers the basics of personal and corporate taxation including the computation of employment income, income from a business, income from property, capital gains and losses, and income taxes payable. The course also introduces more complex topics such as corporate reorganizations, distributions and tax planning.

13. *Module 1*

An intensive seminar comprising lectures, small group workshops and simulated client engagements. Primary competency areas include Performance Measurement and Assurance. Finance and Taxation are integrated into the module as you apply your recently obtained tax knowledge in dealing with practical issues for small owner-managed businesses and their shareholders. Organizational Effectiveness and Information and Information Technology play a role in some of the client simulations.

14. *Module 2*

Module 2 integrates all six competency areas with an emphasis on Finance, as you deal with clients' capital budgeting and financing decisions. Assurance and Performance Measurement have continued emphasis as you and your teammates develop an audit plan for a major client that has significant financial accounting issues. Organizational effectiveness, control and risk management is emphasized more heavily and you get continued exposure to Taxation and Information and Information Technology through various assignments and simulations.

15. *Module 3*

Module 3 focuses on Finance and Taxation as you face issues related to business valuations, acquisitions and reorganizations. You'll quickly realize that the competencies you've developed in the earlier modules can't be forgotten, however, because your clients invariably have accounting and assurance issues as well.

16. *Module 4*

Module 4 rounds out your competency development. As your client challenges become more strategic in nature, you need to call on your skills in Organizational Effectiveness, Control and Risk Management, as well as the strategic use of Information and Information Technology. You will need to integrate IT into the audit function, assess controls, analyze budget variances and develop non-financial performance measures.

17. *Finalist Preparation Program*

Finalist Preparation Program helps you prepare for the Uniform Evaluation (UFE). Think of it as a 'finishing school', with the objective of refining your ability to demonstrate your competence on the UFE. The emphasis is on practice writing and marker feedback – with lots of classroom sessions to give you the tips and techniques that you need to become a CA. The two-week classroom session is followed by a web-based component that will give you continued support up until the UFE.

C. Course Exemption Policy

The School evaluates each student's previous education to determine which courses qualify for exemption. A student with a baccalaureate or graduate degree from a recognized university will receive exemption for subjects satisfactorily completed in the university program, which, in the opinion of the School, are equivalent to the School courses. The School reserves the right to designate those courses for which exemptions are granted and to set minimum grade requirements.

An unofficial transcript may be used to complete a preliminary evaluation. However, an official transcript showing the degree obtained and bearing the university seal must be forwarded to the School before the student's registration will be considered complete. This requires that the transcript be sent directly to the School by the university.

In addition to the transcript, students who are graduates of universities outside the Atlantic Provinces must also submit detailed outlines of all relevant courses including the table of contents from textbooks used indicating title, chapters covered, author and edition. The marking system of the university should also be included.

The School recognizes that graduates of other accounting designations (e.g., CMA, CGA) have completed course work which need not be duplicated should they register in the program. Therefore, holders of these designations will receive exemption for certain School courses in recognition of courses completed through their associations in addition to any relevant university courses.

The exemption policy with respect to Atlantic Canada universities and other accounting designations is updated on a regular basis. It is dependent on individual circumstances and performance. Current information can be obtained from the School office or from our website (www.asca.ns.ca).

D. Course Schedule

After the evaluation has been completed and the student is registered, a course schedule is prepared. A copy of the schedule is forwarded to the employer and to the student. This schedule shows the exemptions a student has been granted, the courses required to be completed, and indicates the session in which the course is to be taken.

A student may wish to take a credit course at a university or college in lieu of the comparable pre-professional School course. If so, written application for permission must be made to the School in advance of the course, indicating the course name, number and scheduled times. The employer's written approval is required before the request will be considered by the School. As a registered student in the School program, a mark of 60% or equivalent grade must be achieved in order to receive credit for the course. If the course is failed (less than 60%), it will count as an attempt.

There may be cases where a student does not understand why a schedule is structured as it is or wishes to question the sequencing of courses. In this case, the student should contact the School. If there are valid reasons for changing the schedule, supported by a written request from the employer, a change will be considered. However, no changes are permitted without the School's approval.

The Professional Program is designed to provide a comprehensive set of professional level courses leading to the writing of the UFE. There is a progression from Tax Technical through to the Finalist Preparation Program which facilitates the integration of material as the student moves through the Professional Program.

The following regulations apply to the Professional Program:

1. A student should not normally commence the Professional modules unless all prerequisite courses have been successfully completed.
2. The Professional Program courses must be taken in the sequence in which they are scheduled.
3. A student must pass the previous professional module (or the supplemental) to be eligible to proceed to the next module.

As a practical matter, the results of supplemental evaluations may not be known before the start of a subsequent module. As an example, the student is permitted to start Module 3 pending the results of the Module 2 supplemental evaluation. If the supplemental evaluation is not written or the student fails the supplemental evaluation, they would be permitted to complete Module 3 but would not be permitted to proceed to Module 4. Students in this situation are also given the option to withdraw from Module 3 with no penalty (usually within three working days after the supplemental results are known).

E. Course Presentation

The School does not offer the Group I courses but will refer you to an institution from which these courses are available.

Enrollment in the Professional Program is limited to registered students of the School. However, enrollment in Group II and III courses is not so limited. The limitation respecting enrollment in the Professional Program may be waived at the discretion of the Board.

The School provides access to its courses for all students in its jurisdiction, regardless of their geographical location.

The following courses are offered through distance:

Pre Professional Courses

Cost Accounting, Planning and Budgeting
 Finance
 Introductory Auditing
 Advanced Financial Accounting

Professional Modules

Module 2
 Module 3
 Module 4

As the timely completion of assignments is an integral component of a distance course, the School provides an administrative structure for students to ensure their active participation and to provide feedback on the following basis:

1. Students must submit at least 80% of the assignments in the course by the assignment due date in order to be eligible to write the final evaluation.
2. Suggested approaches will be provided on a timely basis to facilitate the learning process.
3. When submitting assignments, you must ensure you prominently display your name, employer, and course name, and indicate which assignment you are submitting.

F. Academic Integrity

The School is committed to the principle of academic integrity among all its participants. Academic dishonesty will not be tolerated.

Actions which constitute academic dishonesty are considered an offence and include:

- a) plagiarism, which occurs when a student submits or presents work of another person in such a manner as to lead the reader to believe that it is the student's original work;
- b) cheating on evaluations, including giving false reasons for absence;
- c) falsifying records or submitting false documents, including falsifying academic records, transcripts or other University documents, or misrepresenting one's credentials;
- d) other academic misconduct such as the unauthorized use of recording devices or the unauthorized distribution of computer software or other copyright material.

When there is reasonable evidence to support an allegation of academic dishonesty, the matter shall be discussed with the student at the earliest opportunity. A written record of the incident and the response of the School will be sent to the student and will be placed in the student's file by the Registrar.

One or more of the following sanctions may be imposed, depending on the seriousness of the offence. The Executive Committee or its designate may

- a) issue a written reprimand;
- b) notify the student's employer in writing
- c) assign a mark of zero or a failure for the piece(s) of work under review;
- d) charge an "attempt" in the course in which the offence was committed;
- e) suspend or expel the student from the program;
- f) report the student to the Professional Conduct Committee of the appropriate Institute

The student has the right to appeal in accordance with the Administrative Appeal provision of this Handbook.

G. Evaluations

Evaluations are designed to determine the extent to which the student developed the required competencies. In order to pass the course, a grade of 60% is required.

In our professional program, students are evaluated as follows:

- Various evaluation opportunities throughout the module including group projects
- A final evaluation constituting the major component of the overall module grade

It should be noted that the Finalist Preparation Program is designed to enhance the students' chances of passing the UFE and, as such, is not a pass/fail course. However, students are required to participate fully in the tests and cases in this course, and failure to do so could make the student ineligible to attempt the UFE.

(i) Attempts

For those courses designated as Group II, the student is permitted two attempts with no supplemental privileges. For the Group III and Professional Program courses, the student is permitted three attempts, one of which may be a supplemental.

An attempt at a course is defined as:

- (a) failure to complete a course that has been commenced, the successful completion of which would have qualified the student to write the evaluation;
- (b) failure to sit for an evaluation when eligible to write;
- (c) failure to pass the evaluation.

With respect to (a) and (b) above, if a student considers the events causing an attempt to be charged were beyond his/her control (e.g. illness, bereavement), the student may make written application to the Board after the evaluation is written to have this regulation waived.

Special Consideration

A student may request special consideration if he/she knows in advance they are not able to write the final evaluation in an ASCA module. Such a request must be made before the applicable evaluation is written. The student must provide proper documentation supporting their request and must obtain their employer's written support in order for it to be considered. If the request is granted, the candidate writes the supplemental evaluation in lieu of the final evaluation.

(ii) Supplemental Evaluations

Students who have been unsuccessful in an evaluation on a Group III or Professional Program course may qualify for supplemental privileges, provided they have achieved a mark of at least 40% in the course.

The grade assigned in the other evaluation opportunities mentioned earlier will contribute to the supplemental marks. The supplemental retains the same value as the original final evaluation.

The supplemental privilege is lost by a student who does not sit for a supplemental evaluation when eligible. However, failure to sit for the supplemental evaluation will not count as an attempt.

(iii) Maximum Attempts

A student who fails to pass a course evaluation within the number of attempts permitted shall thereupon cease to be a registered student. (See Section III E for provisions relating to re-registration for students required to withdraw from the program as a result of maximum attempts at a module.)

H. Appeals

There are basically two types of appeals: (i) appeal of marks awarded in a course and (ii) administrative appeals relating to the regulations, policies, rules and guidelines of the School.

(i) Course Appeals

Where a candidate has failed a course and believes that the mark awarded on a final evaluation is not correct, the candidate may appeal by sending a written request to the School, accompanied by the appropriate fee. Requests for appeals must be received within 7 days of the release of the results. Students who feel that a letter may not reach the School in that time should email, telephone or fax their request. Only final evaluation results are subject to the appeal process.

The procedure followed is to have a marker, independent of the original marker, review the evaluation papers in question. The appeal marker ensures that no significant errors were made in awarding marks or in the addition of marks, and that the marking was consistent with that of other candidates' papers for that evaluation. If the appeal marker's result is different from the original marker's, the final result will be determined by an appeal committee comprised of the two markers and the Executive Director.

In the past, very few appeals have been sustained. Every effort is made to ensure that marks are fair and consistent and that no mechanical errors have been made before the results are released. In addition, each borderline case is subject to a special review.

If, as a result of an appeal, a candidate's grade is changed from a fail to a pass, the appeal fee will be refunded in full.

(ii) Administrative Appeals

A broad range of situations is covered under the umbrella of an administrative appeal. Circumstances such as illness, compassionate grounds, or interpretation of policies all fall within the scope of an administrative appeal. An example of such a situation would be where a student misses a final evaluation due to extenuating circumstances. The student could submit a request to the Chair of the Board of Directors to write the supplemental as his/her first attempt.

Administrative appeals must be supported by the appropriate documentation e.g. doctor's certificate, and should also be accompanied by a letter of support from the employer. Appeals of this type are generally dealt with by the Executive of the Board. If necessary, the Executive may refer the appeal to the full Board of Directors.

I. Students with Disabilities

A student may request special writing accommodation in the case of a health or similar disability, which may affect his/her ability to write a final evaluation or the UFE. Medical documentation of the problem must be provided and additional information may be requested. Each writing accommodation will be considered on an individual case basis.

This is a lengthy formal process. Therefore, the student must apply as soon as it becomes known a special accommodation is required.

J. Student Relationship with the Institute and the School

When a person is accepted as a student of the School, he/she is also accepted as a student of the Institute which has granted approved office status to the student's training office. Thus, the student has a relationship with both the Institute and the School.

- (i) The relationship between the student and the Institute is governed by the by-laws and regulations of the Institute, as enacted from time to time by the Council, including the Rules of Professional Conduct.
- (ii) The relationship between the student and the School is governed by the by-laws, rules, regulations, policies and guidelines of the School, as enacted from time to time by the Board of Directors.

This Student Information Handbook outlines the significant by-laws, policies, and regulations of the School and the Institute, as they relate to student matters at the time of publication. The Rules of Professional Conduct are available from the Institute and outline a code of ethical conduct designed principally for the protection of the public. It is the student's responsibility to become familiar with both documents and to keep informed of changes as they may be communicated from time to time.

The firms are responsible for the students' development and training. Therefore, the School periodically shares information on the students' academic progress with their approved offices.

Students should be aware that the School collects and, on request, provides member Institutes with information pertaining to their students. This may include information submitted to the School by or on behalf of a student, the grades received in post-secondary courses, the student's employment history, and the performance of the student in courses taken through the School.

III - Registration

A. General Requirements

All persons who wish to register as students must:

- (a) Possess a baccalaureate degree from a recognized university or fulfil the requirements for registration as a mature student as detailed in Section C, and normally must have completed the Group I courses previously defined.
- (b) Be employed in an approved office or have completed his/her practical experience requirements.

Note: for purposes of this Handbook, an approved office includes:

- (i) Offices of all Chartered Accountants in public practice, and*
- (ii) The Provincial and Federal Auditors General (or equivalent)*

provided they have been approved by the Institute to train students.

- (c) Submit an application for registration on the prescribed form.
- (d) Be of good moral character and habits as certified by a member of the Institute.
- (e) Remit the required registration fee.

After a student's application for registration has been accepted, the student's name will be placed on the mailing lists of the School and the CICA. Each registered student should receive the following:

1. Student Information Handbook (to be downloaded from website)
2. The CA Candidates' Competency Map
3. Subscription to CA Magazine
4. CICA Virtual Professional Library
5. Periodic student mailings

B. Transfers Between Institutes

A student transferring from one provincial Institute to another before being eligible to write the UFE will be bound by the regulations of the new Institute, including regulations concerning the number of attempts at the UFE and the term of service, provided the transfer takes place prior to being eligible to write the UFE. A student transferring after becoming eligible to write the UFE will be bound by the regulations of the original Institute.

An exception to the above is possible if the student wishes to retain their membership in an Atlantic Region institute while employed outside the Atlantic Region. Students should contact the ASCA office and staff will work with the student in facilitating the special arrangement. Such an arrangement will only be considered for students who are beyond Module 1 in their professional program.

In cases of transfers into a member Institute of the School, the student's service, education, and evaluation qualifications will be required to be certified by the Institute with which the student was previously registered.

C. Mature Students

A person who does not meet the normal educational requirement may become a registered student by meeting the following requirements:

- (a) possess a high school diploma or equivalent
- (b) possess five years relevant work experience. Applicants may receive credit for up to two years experience on the basis of attendance at a recognized post-secondary educational institution.
- (c) be employed in an approved office
- (d) receive approval of the Council of the Provincial Institute
- (e) must normally have completed all the Group I courses, as previously defined.

Persons who wish to register under the Mature Student provision must first apply to the Institute in the jurisdiction in which they are employed before they can be registered with the School. Once the Institute is assured the above requirements have been met, the mature student registers as an ASCA student.

D. Conditional Registration

Persons in Nova Scotia, New Brunswick, and Prince Edward Island who have one credit to complete for their baccalaureate degree may wish to register as conditional students. They must first be approved by their provincial Institute and meet the following conditions:

- (a) Be employed full-time in an approved office
- (b) Satisfy all other registration requirements
- (c) Agree to meet the degree requirement within one year of the date of recognized employment.

Newfoundland and Bermuda do not have any formal conditional student provisions.

E. Re-registration Policy

A Re-admissions Committee has been established by the Board of Directors to provide a means of re-entry to the program for students who have been de-registered after the maximum number of unsuccessful attempts at a School module or the UFE. The Committee decides, based on the available information, if an applicant for re-registration displays the required maturity, academic competence, and commitment to be accepted as a student.

Membership

The Committee is comprised of the following three members, appointed by the Board of Directors:

- A public practice member of the Board, who will serve as chair
- A member of the academic community, having current or past experience with the School program
- The Executive Director

General Guidelines

1. The applicant must provide a letter explaining the basis for the application. Although the quality of the written presentation is of primary importance to the Committee, the applicant may, on request, appear before the Committee to present his/her case.
2. The applicant must submit a completed “Application for Student Registration” on the required form.
3. The applicant must be employed in an approved office for at least one year before attempting the UFE.
4. In addition to documents submitted by the applicant, the Committee will consider information contained in the applicant’s file and any other relevant information in reaching its decision.
5. The applicant will not be permitted to enroll in any School courses pending approval of the application.
6. The application for re-admission must be accompanied by the required non-refundable fee.
7. The applicant may appeal the decision of the Committee by appearing in person or by making a written presentation to the Executive Committee of the Board of Directors. If necessary, the Executive may refer the appeal to the full Board of Directors.

Guideline specific to applicants de-registered because of maximum attempts at a Professional Program module or the UFE

If approved by the Committee, the applicant will be required to complete all Professional Program modules.

Guidelines specific to applicants de-registered because of maximum attempts at a pre-professional course (Groups I, II and III)

- The applicant must clearly demonstrate self-improvement obtained by academic upgrading and/or relevant experience.
- For each successful applicant, the Committee will develop a schedule of courses which must be completed in order to qualify to write the Uniform Evaluation. The Committee reserves the right to have the applicant retake any courses, or carry out any other academic upgrading.
- The Committee will specify the number of attempts the re-registered student will be allowed in the remaining courses.

Note 1 Approval for re-admission of Nova Scotia candidates who have used their maximum number of UFE attempts is subject to Council approval.

IV - Practical Experience

The chartered accountancy profession requires that each applicant for membership satisfies a specified period of required experience. The rationale for this experience requirement is to enable the profession to ensure that each new member has not only met stringent academic requirements but has also obtained experience in dealing with a broad spectrum of problems faced by professionals. It also provides prospective members with a quality and varied work experience under appropriate supervision in such a way as to develop a sense of professionalism and reinforce and expand upon technical working skills and administrative abilities.

Students should expect to achieve the following specific objectives from their period of required experience:

- opportunity to apply theoretical knowledge;
- reinforcement of technical education;
- development and exercise of judgement, initiative, and administrative ability;
- development of standards of integrity and independence;
- development of responsiveness to client needs;
- development of an entrepreneurial spirit; and
- enhancement of professional communication and interpersonal skills.

Each approved office agrees to provide a professional environment within which the student will be given an opportunity to satisfy the objectives outlined above.

A. Institute Requirements

Each Institute is responsible for setting the requirements for what constitutes appropriate experience. The experience standards set by each Institute are described below, together with regulations covering the application of these requirements. Each Institute is responsible for the interpretation and administration of these requirements.

- a) To ensure the provision of quality experience for students, each Institute must formally approve practice offices wishing to hire students. The approval process includes a review to ensure that the office can provide appropriate experience and a stipulation that the ratio of students to chartered accountants not exceed 3:1. Once approved, these practice offices are designated as approved offices.

Each approved office is inspected on a cyclical basis, at least once every four years, to ensure it has the ongoing ability to provide appropriate quality experience to its students.

Each approved office is required to submit an experience certification form to the School within 30 days of a student ceasing to be employed by the firm or the student becoming eligible for membership. Approved offices in Bermuda must forward the form to the Bermuda Institute.

b) All students are required to complete a 30 month term of experience. All chargeable and nonchargeable activities carried out by a student while employed with an approved office are generally acceptable for purposes of the 30 month requirement. Activities not recognized for experience purposes include paid or unpaid:

- vacation in excess of three weeks per annum;
- leave for study and evaluations. This includes time spent on ASCA courses, preparation and writing of the UFE, and attendance at any other course, unless the course is specifically directed at job training for the approved office;
- sickness, bereavement or other leaves of absence in excess of a reasonable amount as established by the approved office. As a guideline to assist in consistent application, it is recommended that such leaves taken in excess of ten working days per year not be recognized for experience purposes.

c) Students must obtain the following chargeable hours during their 30 month term of experience:

Minimum chargeable hours	2500
Minimum attestation and review hours	1250
of which maximum hours allocated to review are	625
Minimum taxation hours	100

Note: Bermuda does not require any minimum taxation hours.

It is the responsibility of the student and the approved office to ensure all student training requirements are met.

- d) Candidates will be permitted to write the UFE when they have completed the ASCA Professional Program, irrespective of the length of time they have been employed with an approved office.
- e) The work experience of students enrolled in a specifically defined cooperative program will be recognized towards the 30 month term of experience requirement. *(Note 1)*
- f) The work experience of students enrolled in a recognized baccalaureate degree program will be recognized to a maximum of 8 months, provided they have completed at least sixty credit hours towards their degree requirement. Experience obtained prior to completion of sixty credit hours in the degree program will be discounted fifty percent prior to recognition towards the eight month maximum established above. *(Note 1) (Note 2)*
- g) The work experience of registered students with a degree, working part-time in public practice will be recognized on a full-time-equivalent basis, with the proviso that it be completed within five years of registration as a student. Institute approval must be received in advance for the commencement of any part-time arrangements and any subsequent changes thereto.

- h) No retroactive credit will be granted for experience gained prior to the date the student applies for registration except:
- for administrative purposes, the experience commencement date may be up to three months prior to the date on which ASCA receives the student registration application;
 - in cases of an application oversight, as declared by an approved office, retroactive credit may be recognized provided all registration requirements could have been met at the experience commencement date and all annual dues for the interim period have been paid;
 - in cases where the experience was gained while a university student, both co-op and regular.
- i) Each student must ordinarily complete the 30 month requirement within five years from the experience commencement date.
- j) Overtime chargeable hours will count towards fulfilling the minimum chargeable hours set out in (c) above. However, overtime may not be carried forward for credit to a different day or week; that is, overtime may not be utilized to reduce the 30 month experience requirement.
- k) In some circumstances it may be possible to complete a portion of the required experience period outside your Institute. Further details can be obtained from the Institute.

B. Termination of Employment

A registered student who ceases to reside in the School's jurisdiction or who has terminated employment with an approved office shall cease to be a registered student, unless the student is eligible to sit the Uniform Evaluation or has completed his/her practical experience requirements (or has been granted permission to complete the remainder of their term of service requirement in the jurisdiction of another Institute).

All terminations must be reported immediately in writing to the Institute and the School, giving the exact date of termination.

Note 1

For students of the NBICA, the situations referred to in regulations (e) and (f), are covered by the following:

The work experience of students enrolled in a recognized baccalaureate degree program or a specifically defined cooperative program will be recognized to a maximum of 8 months, provided they have completed at least sixty credit hours towards their degree requirement. Experience obtained prior to completion of sixty credit hours in the degree program will be discounted fifty percent prior to recognition towards the eight month maximum established above.

Note 2

Regulation (f) does not apply to students of the ICAB.

V - Fees and Refunds

The School operates on the basis that its revenue should be sufficient to meet its expenses. In other words, the participating Institutes should not be called upon to subsidize the School's operations.

In order to finance its activities, the School charges a variety of fees such as annual registration fees, tuition fees, etc. Current information on these fees can be obtained by contacting the School.

A. Registration Fee

The annual registration fee is payable by all students. In order to sit for the Uniform Evaluation or have the relevant time with a firm recognized towards the term of service requirement, a student must maintain registration by paying the annual registration fee, which is billed in September.

Students who have not paid their annual registration fee by October 31 will be given notice, by registered mail, that if fees are not paid within thirty days of the mailing of the notice, they will be suspended from registration. Such suspension will deny the student the rights of continuing courses, sitting evaluations, etc. The suspension may be removed on application by the student and payment of the amount in arrears at the time suspended plus a penalty of 50% of the registration fee.

B. Refund Regulations

Course fees:

(a) Withdrawal from distance learning courses:

1. Prior to course commencement: full refund of course fees
2. Within two weeks of course commencement: refund of course fee less \$100 administrative penalty
3. If more than two weeks since course commenced, there will be no refund of course fee except in unusual circumstances

(b) Withdrawal from summer courses:

1. Prior to course commencement: full refund of course fees
2. After course commencement:
 - (i) If no classes attended, refund of course fee less \$100 administrative penalty
 - (ii) If classes attended, no refund of course fee except in unusual circumstances

Registration fee: This is not refundable to a student leaving the program.

Residence: If a student withdraws from a summer course after it commences and after having been in residence at the university, the portion of residence fees not used will be refunded.

Supplemental evaluation fee: The fee is refundable only if the evaluation was not written as scheduled and the student notifies the School in writing immediately after the evaluation.

Evaluation appeal fee: This fee is refunded only if the appeal process results in the student achieving a passing grade.

File processing/transcript assessment fee, late filing penalty: These fees and penalties are non-refundable.

VI - Uniform Evaluation

A. General

As stated previously, to become a Chartered Accountant a person must possess a university degree, be recommended by a CA, receive experience in an approved office, complete courses and pass evaluations in various subjects, and pass the UFE. This evaluation is a set of three papers, usually written in September. Students attaining an acceptable level of competence on the three papers are granted a pass standing in the UFE and, on payment of a fee, and subject to term of service fulfillment and successful application to an Institute, are admitted to membership in the profession.

As indicated by the term “Uniform”, this evaluation is used by all provincial Institutes to determine whether candidates have achieved a “desirable level of professional competence”. The CA Candidates’ Competency Map sets out the full range of CA competencies the newly qualified CA is expected to have and the required level of proficiency he or she is expected to achieve in each competency area. The evaluation is prepared and administered by the Board of Evaluators, a subcommittee of the CICA Qualifications Committee (QC).

The Board of Evaluators is also responsible for evaluating candidates’ performance on the UFE, although the results must be approved by each of the provincial Institutes. Candidates are identified by number only. Great care is taken to maintain consistency and fairness of marking through monitoring the performance of the markers.

B. Competency Map

The QC has produced a Competency Map of pervasive and specific competencies upon which students may be evaluated in the Uniform Evaluation.

The Competency Map

- (i) informs candidates of the expectations of the Board of Evaluators,
- (ii) provides a framework for the Board of Evaluators in setting the evaluation, and
- (iii) guides those concerned with the development of programs of study leading to the Chartered Accountant designation.

The Competency Map is divided into two main sections:

The Pervasive Qualities and Skills

- Ethical Behavior and Professionalism
- Personal Attributes
- Professional Skills

The Specific Competencies

- OECRM
- Finance
- Taxation
- Assurance
- Performance Measurement
- Information and Information Technology

Copies of The CA Candidates' Competency Map are available from the School and are sent to each student upon registration and when revised. Students should familiarize themselves with The CA Candidates' Competency Map early in their programs.

C. Eligibility

1. In order to be eligible to write the UFE, an individual must, at the time of writing,
 - (a) be a registered student,
 - (b) have successfully completed or be exempted from all School courses, and
 - (c) be employed with an approved office or have completed his/her practical experience requirement.

On application to the Institute, this requirement may be waived for a candidate who has completed at least one attempt at the UFE and is not presently employed in an approved office. If such application is granted, the candidate must complete the remainder of their term of service in an approved office before being admitted to membership.

2. The maximum number of attempts at the Uniform Evaluation is:

Bermuda.....	3 attempts
New Brunswick.....	3 attempts
Newfoundland and Labrador.....	3 attempts
Nova Scotia.....	4 attempts
Prince Edward Island.....	3 attempts

Failure to sit any Uniform Evaluation for which a student is eligible will be counted as an attempt, unless the student appeals to the Institute for special consideration as permitted in the following paragraph.

Candidates in Bermuda, New Brunswick and Newfoundland and Labrador may take up to five years to complete their three attempts (contact your institute for details). Candidates in Nova Scotia and Prince Edward Island, who are unable to sit the UFE because of medical reasons, may apply to the Institute Council requesting that their failure to sit the evaluation not be counted as an attempt.

3. The Nova Scotia, New Brunswick, Newfoundland and Prince Edward Island Institutes require that students who have written and failed the UFE must enroll in, attend, and write all tests, cases, and evaluations in the Finalist Preparation Program or alternate approved course prior to sitting for the final attempt at the UFE, and that failure to comply with the above will constitute an attempt at the UFE.

D. Application and Fee

Application forms to sit the UFE are mailed to all eligible students in July or August by each provincial Institute, who administer the writing of these evaluations in each province.

The fee for the UFE is set annually by each provincial Institute to cover the cost of setting, marking, and administering the UFE as prorated by the Board of Evaluators, and the costs of establishing the local writing centres.

E. Re-admission Policy

Students who have used up their maximum attempts at the UFE may apply to the ASCA Re-admissions Committee to be re-admitted to the program. (see page 15, item E)

VII – Privacy Policy

Policy Statement

The Atlantic School of Chartered Accountancy (“ASCA”) recognizes the importance of an individual's right to privacy. We are committed to collecting, using and disclosing personal information in a responsible manner in accordance with law. ASCA also recognizes the important principles for the protection of personal information in respect of commercial activity, as set out in the *Personal Information Protection and Electronic Documents Act* (“PIPEDA”). We are committed to protecting any personal information we hold.

What Constitutes Personal Information?

Personal information is any information about an identifiable individual, but does not include the name, title, business address or telephone number of an employee of an organization.

Collection of Personal Information

ASCA collects personal information about our students so we can provide the learning program they require. While such information is usually collected directly from our students, it may also be collected from other sources such as employers and the provincial institute with whom the student is registered.

ASCA collects personal information only as permitted by law, including with the consent of individuals as appropriate.

Use of Personal Information

Personal information about our students is generally used to provide program related information and services.

Disclosure of Personal Information

ASCA respects the confidentiality and right to privacy of its students and has strict policies regarding the disclosure of personal information to other students and to third parties.

In particular, no transcript or related information is transmitted to any third parties without the express written consent of the student involved.

In order to meet its mandate, ASCA does exchange student personal information with the following affiliated organizations:

- The Canadian Institute of Chartered Accountants (CICA)
- The Institutes of Chartered Accountants in Atlantic Canada and Bermuda
- The Approved Training Office in which the student is employed.

The Approved Training Office is responsible for the student's development and training during the experience term. ASCA shares information on the student's academic progress with the Training Office after first advising the student of such progress.

In addition, ASCA provides each Atlantic University with a list of successful candidates on each year's Uniform Evaluation.

Consent and Exceptions to Obtaining Consent

ASCA recognizes the importance of obtaining consent where required by law for collection, use and disclosure of personal information. For the purpose of obtaining an individual's consent, ASCA shall consider the following principles and exceptions, as permitted by PIPEDA:

- consent may be express or implied, depending on the circumstances; express consent should generally be obtained when personal information is likely to be considered sensitive;
- consent can be given by an authorized representative, such as a legal guardian or person having Power of Attorney;
- in order for consent to be meaningful, the individual shall be notified of the purposes for which the personal information will be used or disclosed at or before the time of collection; when personal information that has already been collected is to be used for a new purpose, the additional consent of the individual to use or disclosure for that new purpose shall be obtained if required by law;
- subject to contractual, legal and other limitations, consent may be withdrawn by an individual at any time; however, such withdrawal may affect the student's continuing status with ASCA;
- exceptions to obtaining consent may apply in the following circumstances:
 - (i) when collection or use is clearly in the interest of an individual and consent cannot be obtained in a timely way;
 - (ii) in emergencies;
 - (iii) where consent would compromise investigating a breach of contract or law;
 - (iv) consent may not be required for certain publicly available personal information, as specified by regulation, including name, address, and telephone number in publicly available telephone directories;
 - (v) to collect a debt;
 - (vi) to comply with rules of court relating to the production of information; and
 - (vii) in other circumstances where permitted or required by law.

Safeguards for Personal Information

ASCA shall take appropriate physical, organizational and technological measures in order to safeguard all personal information under our control. The nature of the security measures we employ will vary depending on the amount, distribution, format, method of storage and, above all else, the sensitivity of the information that has been collected. Any personal information that we collect shall be retained as long as is necessary to fulfil the purpose for which the information was collected.

Rights of the Individual

An individual whose personal information is under our control shall, upon request, be informed of the existence, use and disclosure of his or her personal information and shall be given access to that information. He or she shall be able to challenge the accuracy and completeness of the information and have it amended as reasonably required. Furthermore, ASCA shall make available to such individuals a copy of this policy and any other information relating to our management of personal information that we deem appropriate for distribution. Any inquiries from individuals about personal information collected, used or disclosed by ASCA shall be directed to the Privacy Officer identified below.

Contact Us

Individuals who wish to file a complaint, make an inquiry regarding or obtain access to their personal information, may write to ASCA Chief Privacy Officer, PO Box 489, Halifax, NS, B3J 2R7 or by email - tarthur@asca.ns.ca.

Website

Our privacy policy governing the use of our website can be found on our website's homepage.

Changes to this Privacy Policy

Since ASCA regularly reviews its policies and procedures, this Privacy Policy may be changed from time-to-time.

VIII - School of Accountancy and Institute Offices

Atlantic School of Chartered Accountancy

Cogswell Tower, Suite 706
2000 Barrington Street
Halifax, NS
B3J 3K1

Mailing Address
P.O. Box 489
Halifax, NS
B3J 2R7

Phone: (902) 425-7974
FAX: (902) 423-9784
email theschool@asca.ns.ca
Home page www.asca.ns.ca

The Institute of Chartered Accountants of Bermuda

Boyle Building
Queen Street, 2nd Floor
Hamilton, Bermuda

Mailing Address
P.O. Box HM 1625
Hamilton HM GX, Bermuda

Phone: (441) 292-7479
FAX: (441) 295-3121
email icab@northrock.bm
Home page www.icab.bm

The New Brunswick Institute of Chartered Accountants

93 Prince William Street, 4th Floor
Saint John, NB
E2L 2B2

Phone: (506) 634-1588
FAX: (506) 634-1015
email nbica@nbnet.nb.ca
Home page www.nbica.org

The Institute of Chartered Accountants of Newfoundland

95 Bonaventure Ave., 5th Floor
St. John's, NL
A1B 2X5

Mailing Address
P.O. Box 21130
St. John's, NL
A1A 5B2

Phone: (709) 753-7566
FAX: (709) 753-3609
email kharnum@ican.nfld.net
Home page www.ican.nfld.net/

The Institute of Chartered Accountants of Nova Scotia

1791 Barrington Street, Suite 1101
Halifax, NS
B3J 3L1

Phone: (902) 425-3291
FAX: (902) 423-4505
email icans@atcon.com
Home page www.icans.ns.ca

The Institute of Chartered Accountants of Prince Edward Island

129 Kent Street, Suite 303
Charlottetown, PE
C1A 1N4

Mailing Address
P.O. Box 301
Charlottetown, PE
C1A 7K7

Phone: (902) 894-4290
FAX: (902) 894-4791
email amferris@icapei.com

The Canadian Institute of Chartered Accountants (CICA)

277 Wellington Street West
Toronto, ON
M5V 3H2

Phone: (416) 977-3222
FAX: (416) 977-8585
home page <http://www.cica.ca>