Comptables
agréés
du Québec

PROFESSIONAL EDUCATION PROGRAM FOR CANDIDATES TO THE CA DESIGNATION

Prepared by the Bureau of the Ordre
des comptables agréés du Québec
in accordance with section 17 of
the "Regulation respecting the terms
and conditions for the issue of a permit
of the Ordre des comptables agréés du Québec"

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SUMMARY

Following the adoption of the "Regulation respecting the terms and conditions for the issue of a permit of the Ordre des comptables agréés du Québec" in June 1993, the Ordre initiated a process to develop and implement a professional education program which will replace the transitional measures currently in place.

This document proposes a general framework and content for the professional education program to universities wishing to obtain the Ordre's accreditation of a graduate education program.

The objective of the Ordre's professional education program is to allow candidates to develop professional skills that will be recognized nationally and internationally. The program focuses on the acquisition and integration of in-depth specialized knowledge in fields in which engagements are likely to be entrusted to CAs.

The approach advocated by the Ordre is set within the following framework.

- Four AREAS OF EXPERTISE to be mastered: assurance engagements, taxation, management and management consulting, and fiduciary activities.
- Seven APPLICATION CONTEXTS with which to become familiar: business combinations, financially troubled businesses, privatization and outsourcing, value-for-money, settlements of disputes, personal financial planning and business opportunities.
- KNOWLEDGE, SKILLS AND ATTITUDES to acquire.
- ENGAGEMENTS that will allow candidates to acquire up-to-date expertise in the application contexts retained, with emphasis on problem solving and integration of knowledge, skills and attitudes.
- EDUCATIONAL STRATEGIES adapted to targeted objectives. The innovative and concrete engagement-based approach is at the heart of the professional education program. It serves as a backdrop to enable candidates to the CA designation to acquire the needed expertise and professionalism more rapidly. Engagements will be defined based on a number of variables during the development of educational material by the Ordre and its partners.

The content of the professional education program described in this document is intended to focus on the acquisition and integration of in-depth specialized knowledge in fields in which engagements are most likely to be entrusted to CAs. It hinges on the seven application contexts retained and calls on the four major areas of expertise. In each application context, circumstances in which action must be taken and specific objectives are illustrated for the relevant areas of expertise.

The document concludes with some thoughts on the stakes and consequences of the implementation of the Ordre's professional education program for the major stakeholders involved, i.e. candidates, universities, training employers, the Ordre and its members, and society as a whole.

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INTRODUCTION

This document was prepared as part of the process initiated to implement the professional education program which will soon be a prerequisite for candidates to the CA designation and will replace the transitional measures currently in place.

This process was launched with the coming into force of the "Regulation respecting the terms and conditions for the issue of a permit of the Ordre des comptables agréés du Québec" on June 10, 1993. According to Section 17 of this regulation, from now on *"to sit for an examination, a candidate shall show the ability to successfully complete the professional training program established by the Bureau."*[1]

By recognizing the relevance of a specific professional education program and by entrusting the Bureau of the Ordre with the responsibility of its establishment, the regulation opens the way for the implementation of graduate programs. Interested authorities are presently studying this approach.

The coming into force of the new regulation means that this professional education program will become compulsory for obtaining the CA designation. It is open to candidates to the profession who hold a currently recognized undergraduate diploma or who are deemed to have equivalent education. The other conditions for obtaining the CA designation remain unchanged, such as passing the Uniform Final Examination and completing the 24-month training period.

As soon as the graduate diploma is approved by the appropriate authorities, the Ordre will see to it that the regulations respecting the diplomas which give access to the chartered accountant's permit are amended, so that the current undergraduate and professional education programs are replaced by the new diploma.

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1 "Regulation respecting the terms and conditions for the issue of a permit of the Ordre des comptables agréés du Quebec," *Gazette officielle du Québec* of May 26, 1993, order-in-council 679.83.

However, the Ordre and its partners must first clear the following stages:

- the content of the professional education program must be prepared;
- the universities must design their graduate program;
- educational material must be developed;
- an accreditation process must be set up.

At the present time, responsibility for developing and implementing the professional education program is shared by two committees. The Bureau set up the Advisory Committee for the Professional Education Program (ACPEP), which is responsible for developing the program content.[2] The Bureau authorized some members of the Ordre to participate in a joint CREPUQ/OCAQ committee,[3] which is mandated to recommend to CREPUQ a desirable and realistic path for candidates to the CA profession.

The work and consultations of ACPEP led to the development of the professional education program content which the universities will use as a basis to design a graduate diploma program that the Ordre will be able to accredit.

The first two parts of this document describe the general framework of the professional education program and its content, as approved by the Bureau of the Ordre at its February 16, 1995, meeting. A third section explains what's at stake for the various partners involved in the implementation of the program, as well as the challenges they face and the commitment required of each stakeholder.

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2 The mandate and composition of the committee, as well as the mandates of the other players of the Ordre involved in the development of the professional education program content can be found in Appendix 1.

3 Conference of University Rectors and Principals of Québec and the Ordre des comptables agréés du Québec.

This document is based on a framework developed by a previous committee.[4] The timing of its release is in accordance with the implementation schedule for the professional education program as prepared by the CREPUQ/OCAQ committee[5] for the development and implementation of the professional education program.

The process leading to the implementation of a professional education program for future CAs that will satisfy their needs and meet the requirements of those who will be using their services has been initiated. The Ordre intends to work with its partners to ensure that it is successful.

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4 Report of a special committee set up by the Bureau to study the content of the professional education program, June 8, 1994.

5 Report of the joint CREPUQ/OCAQ committee, June 1994.

1. GENERAL FRAMEWORK OF THE PROGRAM

The professional education program for future CAs is intended to allow candidates to develop professional skills that will be recognized nationally and internationally. The program focuses on the acquisition and integration of in-depth specialized knowledge in fields in which engagements are likely to be entrusted to CAs.

More specifically, the objective of the professional education program is to develop the analytical skills, diagnostic capabilities and evaluation skills needed for the exercise of professional judgment, and for decision making in matters of assurance engagements, taxation, management and management consulting, and fiduciary activities. Candidates who enroll in the professional education program have already acquired a general education, as well as an education in business and accounting sciences. They will continue their training in accounting sciences as part of the new program, acquiring more in-depth knowledge and further developing their skills and attitudes so as to be able to solve practical problems related to public accountancy. Such education is accessible to them through the professional education program and the training period. CAs then pursue their education throughout their careers by following a continuing education program adapted to their needs.

The Ordre has taken a concrete and innovative approach to the development of the professional education program. It is part of a well-structured conceptual framework made up of the following elements:

- AREAS OF EXPERTISE to be mastered;
- APPLICATION CONTEXTS with which to become familiar;
- KNOWLEDGE, SKILLS AND ATTITUDES to acquire;
- ENGAGEMENTS that allow candidates to acquire up-to-date expertise in the application contexts retained;
- EDUCATIONAL STRATEGIES adapted to targeted objectives.

These elements form an indivisible whole, and each must be considered in relation to the whole.

The program focuses on preparing candidates for their career and for the Uniform Final Examination. A CA's career is made up of two stages: first the training period, and then the subsequent pursuit of professional activities in public practice, business, government, industry or education.

Part of the program should be devoted to updating knowledge following the publication of new accounting and auditing standards, or amendments to tax legislation, in order to better prepare candidates for the Uniform Final Examination. Of course, part of the program will be devoted to directly preparing candidates for examinations.

1.1 AREAS OF EXPERTISE

For purposes of the professional education program, the Ordre retained four areas of expertise which encompass almost all engagements carried out by CAs.

- ASSURANCE ENGAGEMENTS
  Engagements where a practitioner is engaged to issue a report that expresses a conclusion concerning the reliability of information for which another party is responsible. Assurance engagements include, in particular, audit, review and compilation engagements.

- TAXATION
  Area of activity related to taxation legislation, including advisory services offered to individuals and corporations concerning their tax position.

- MANAGEMENT AND MANAGEMENT CONSULTING
  Services relating to the organization and management techniques of enterprises and organizations.

- FIDUCIARY ACTIVITIES
  Services consisting of administering the property or assets of another for the benefit of a third party.

1.2 APPLICATION CONTEXTS

The approach adopted by the Ordre for the professional education program focuses on the application of knowledge to concrete situations. To this end, the Ordre retained seven application contexts among those in which CAs are most often called upon to act.

- BUSINESS COMBINATIONS
  Expansion of activities, particularly through the acquisition of another entity or merger with another entity.

- FINANCIALLY TROUBLED BUSINESSES
  Businesses experiencing financial difficulties, without necessarily being insolvent or going bankrupt, and that are looking to improve their financial position, in particular through a reduction, rationalization or recovery plan.

- PRIVATIZATION AND OUTSOURCING
  Transaction through which an enterprise or activity is transferred or entrusted to another entity (by assignment, subcontracting, concession, etc.).

- VALUE-FOR-MONEY
  The search for economy, efficiency and effectiveness in the use and management of available resources.

- SETTLEMENT OF DISPUTES
  Search for a solution to problems related, for example, to fraud or embezzlement, claims, lawsuits, divorces, layoffs, or compensation claims in matters of insurance.

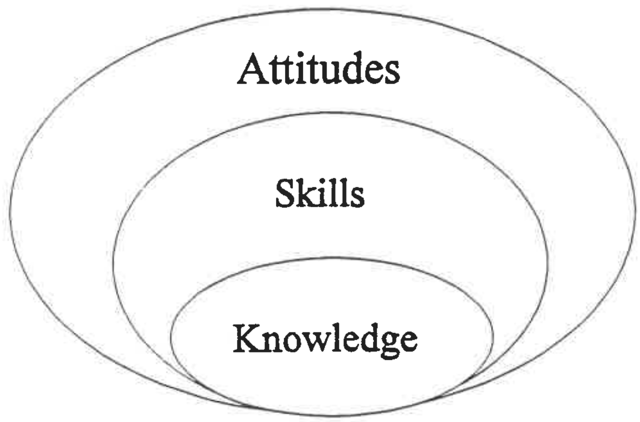
- PERSONAL FINANCIAL PLANNING
  Assessment of the personal financial position of an individual and development of a program to enable such individual to meet his/her financial needs and attain his/her objectives.

- BUSINESS OPPORTUNITIES
  Circumstances that are favorable to the start-up of a new business or project or to the development of an existing enterprise (particularly through such means as franchising or the establishment of a joint venture).

1.3 KNOWLEDGE, SKILLS AND ATTITUDES

Candidates should be able to develop the knowledge, skills and attitudes[6] required of CAs by mastering the areas of expertise retained in the application contexts chosen for the variety and number of engagements that can be performed. This is the objective of professional education.

Knowledge	=	*Understanding*
Skills	=	*Know-how*
Attitudes	=	*Appropriate bevahiours*



Knowledge

- professional practice;
- information systems and control;
- audit and related professional services;
- financial accounting and reporting;
- managerial accounting and financial management;
- taxation.

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6 The required knowledge, skills and attitudes are described in the *Syllabus for Entry to the Chartered Accountancy Profession* and in a document entitled *Profil du CA* (Education Committee, August 20, 1993).

Skills

Intellectual abilities

- use abilities to solve problems and make decisions;
- collect, read and interpret information;
- identify, define and rank problems and issues explicitly or implicitly presented in the question, to be dealt with in a concrete situation;
- solve various or unstructured problems in unfamiliar contexts;
- critically analyze information;
- examine the various aspects of a situation in relation to one another and as a whole;
- suggest realistic solutions;
- exercise professional judgment at each stage of the decision-making process.

Communication

- improve written and oral communication skills;
- convey ideas clearly, concisely and logically using proper English;
- present opinions effectively;
- listen effectively and attentively.

Interpersonal relations

- demonstrate an attitude of cooperation;
- display leadership abilities;
- know how to organize and delegate tasks;
- know how to motivate staff;
- know how to resolve conflicts;
- be open to the world and to different cultures.

Attitudes

Professional attitudes

- adhere to CAs' professional ethics;
- identify ethical matters and exercise judment in analyzing them;
- display a high degree of professional scepticism and discernment;
- work effectively despite the numerous constraints;
- progressively become the master of one's own learning and education to be able to take charge of one's personal development and continuing education and be able to adapt more easily to changes that can affect the course of one's career;
- develop a proactive attitude to change.

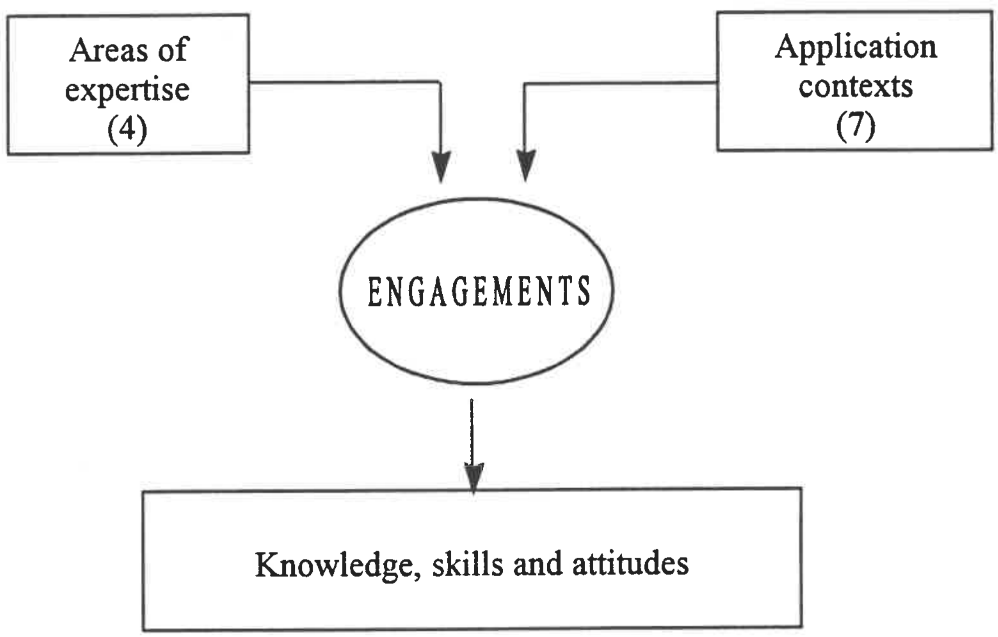
Personal attitudes

- develop personal qualities such as integrity, curiosity, initiative, dynamism, adaptability, a sense of social responsibilities, open-mindedness and creativity.

1.4 ENGAGEMENT-BASED APPROACH

To maintain ties between the areas of expertise and the application contexts and to promote the development of the required knowledge, skills and attitudes, the Ordre favors an innovative educational approach: the engagement-based approach. An engagement is defined here as a mandate given to a CA to supply services to a third party.

This engagement-based approach is at the heart of the development of the professional education program. It serves as a backdrop to enable CA candidates to develop more quickly the required expertise and professionalism.



The basic principles of the engagement-based approach are as follows:

- focus on analysis and solving of practical, realistic problems related to public accountancy;
- comprehensive and integrated approach to accounting sciences (knowledge, skills and attitudes);
- progressive integration throughout the program;
- increasing complexity of engagements during the program;

- varying characteristics of engagements;
- use of a wide variety of educational strategies.

Problem-solving, in particular, contributes to the development of professional expertise which is reflected by knowledge, skills and attitudes.

Yet the professional education program does not neglect the following basic principles:

- an approach geared towards decision making (rather than towards rules);
- an approach geared towards learning (not towards a specific discipline);
- focus on the learning process - "learning to learn" (more than on content).

To facilitate the implementation of this innovative approach, the Ordre and its partners will prepare educational material based on the varying characteristics of engagements, a preliminary list of which is reproduced on the following pages.

1.5 EDUCATIONAL STRATEGIES

The activities of the professional education program focus on solving unstructured problems that reflect current realities. In addition, the educational environment aims for a balance between personal initiatives and achievements and the cooperation required for teamwork. Teams play an important role in the learning process insofar as complex and multidisciplinary problems are discussed.

Several educational strategies can contribute to attaining the desired learning objectives. Some emphasize content presentation while others focus on content application.

These educational strategies include, for example, conferences by practitioners, visits of enterprises, debates, case studies, simulations, role-playing, the reading program, the training period and tutoring.

MAIN ENGAGEMENT CHARACTERISTICS

- *Legal context of the engagement*
  individual; trust; sole proprietorship; general partnership; limited partnership; undeclared partnership; private company; public company; joint venture; public sector; not-for-profit organizations.

- *Size of the entity*
  small; medium-sized; large.

- *Geographical scope*
  local; regional; provincial; national; international.

- *Stage of development*
  start up; growth; maturity; collapse.

- *Field of activity in which the engagement takes place*
  according to the "Standard Industrial Classification" (SIC) of Statistics Canada (division A to R; group 01 to 99; four-digit code, e.g.: 0111 dairy farms).

- *Nature of engagement*
  first; repetitive; special.

- *Control of entities*
  limited; family; divided among a large number of persons; government; foreign.

- *Role of public accountant*
  external auditor; internal auditor; management consultant; tax consultant; trustee; manager of an entity; controller; financial analyst; entrepreneur; forensic accountant; expert witness; arbitrator.

- *Access to information*
  limited or unlimited; real or non-real time; formal or informal network.

- *Management style*
  centralized; geographically decentralized; decentralized by function.

- *Human resources management*
  unionized or non-unionized staff; quality of work relations; quality of interpersonal relations.

- *Technology*
  high technology; in transition; outdated technology.

- *Production system*
  continuous; made-to-order; just-in-time.

A portion of the training period could be completed during the program, in order to allow candidates to acquire practical experience which would count as part of the 24-month training period required for obtaining the CA designation. Training periods could take place from January to May, which is when training employers are generally most in need of CA students. Candidates would thus find it easier to assume the costs of a graduate diploma while acquiring practical experience. The professional education program could end during the summer preceding the Uniform Final Examination.

As for educational strategies, research on the subject has not proven the superiority of a particular teaching method. The effectiveness of a method depends on the objective set and on the educational material used.

2. Program Content

The content of the professional education program presented in the following pages was designed with a view to favoring, in accordance with the program objectives, the acquisition and integration of in-depth knowledge in areas of expertise in which engagements are likely to be entrusted to CAs.

CAs who practice in Québec must consider, in their analyses, the federal and provincial legislation pertaining to their work. Relevant federal and provincial legislation is thus an integral part of the professional education program content. As well, since technology is at the heart of the work and concerns of CAs, the integration of information technology and information systems is omnipresent, even though it is not specifically mentioned in the program content.

In accordance with the general framework retained, the content of the professional education program hinges on seven application contexts and calls on four major areas of expertise.

An overview of the program content is presented in the following pages. For each application context, the following is provided:

- an illustration of the engagement context, i.e., of the circumstances in which CAs are called upon to act;
- education objectives, i.e. the specific objectives of the professional education program for each area of expertise, based on its application in the context in question.

With regard to these education objectives, Appendix 2 contains examples of activities that CAs can be called upon to perform during an engagement, according to the application context and the area of expertise.

This approach will ultimately enable us to circumscribe all the engagements to be included in the professional education program.

Of course, to these examples should be added audit, review and compilation engagements that CAs perform for their clients in the normal course of business.

2.1 BUSINESS COMBINATIONS AND THE CA

Illustration of the engagement context

When the expertise of a CA is required in matters of business combinations, he/she is called upon, in particular, to prepare relevant information, justify the purchase price, participate in negociations, choose financing methods and assess the impact of the acquisition.

The engagement entrusted to the CA is set in specific application contexts, such as: parent company in operation; acquisition of an interest in another entity; acquisition of all or substantially all assets of another entity; merger with another entity; liquidation of an entity.

Education objectives by area of expertise

Assurance engagements

- plan, perform and assess audit and review engagements:
  - for a group of entities in operation,
  - during the period, with different risks following changes in the corporate structure;
- plan, perform and assess pre-audit engagements to ensure due diligence in the course of a business combination;
- participate in the development of a prospectus or in its evaluation;
- prepare, present and defend pro-forma financial statements;
- analyze, summarize and justify interim financial statements.

Taxation

- analyze records, returns and documents in order to identify the tax characteristics of the entity;
- determine, describe and defend the tax implications of the various acquisition strategies for the entities of the economic group and the shareholders;
- choose, present and justify a specific acquisition strategy;
- analyze, discuss and defend the purchase price allocation.

Management and management consulting

- choose, describe and justify the acquisition strategies of another entity;
- prepare and defend budgets;
- choose, plan and defend a financing plan;
- prepare and criticize a business valuation;
- analyze, describe and assess performance;
- analyze, discuss and justify costs;
- analyze, present and criticize management methods;
- choose, present and defend a compensation policy.

2.2 FINANCIALLY TROUBLED BUSINESSES AND THE CA

Illustration of the engagement context

The shareholders, managers and creditors of a financially troubled business call on a CA to improve the financial position of the entity. An entity may experience financial difficulties without necessarily being insolvent or going bankrupt. The CA must assess the seriousness of the situation, prepare special reports and future-oriented financial information, defend restructuring plans with creditors and employees, identify new financing methods, temporarily manage operations and account for the administration of property entrusted to him/her.

The engagement entrusted to the CA is set in specific application contexts, such as: entity; interest; client; supplier; franchisor; franchisee; individual who is experiencing difficulties, insolvent or going bankrupt; negociation with creditors; recovery plan (restructuration, refinancing, government assistance, budget reduction plan, rationalization plan); forced or voluntary liquidation and dissolution; receivership; management under trusteeship; and interim management of activities.

Education objectives by area of expertise

Assurance engagements

- organize, prepare and assess audit and review engagements with various risk levels following financial difficulties;
- analyze, prepare and criticize special reports on the level of seriousness of the financial difficulties;
- prepare, summarize and justify future-oriented financial information;

- prepare, describe and defend pro-forma financial statements;
- analyze, discuss and criticize interim financial statements.

Taxation

- identify, describe and justify the tax implications of financial difficulties;
- analyze, present and assess the tax impact of recovery plans;
- organize, discuss and defend proposed financing techniques;
- choose, summarize and negociate a settlement with tax authorities.

Management and management consulting

- identify, discuss and assess the reasons for the financial difficulties of the entity;
- analyze, schematize and criticize the various solutions put forward;
- analyze, prepare and defend a recovery plan in the following situations in particular:
  - restructuring,
  - refinancing,
  - government assistance,
  - budget reduction plan,
  - rationalization plan;
- analyze, schematize and criticize financing offers;
- devise, describe and defend asset protection techniques.

Fiduciary activities

- analyze, discuss and assess the financial difficulties of an individual;
- identify, describe and defend turnaround proposals;
- analyze, present and measure the implications of turnaround proposals on interested parties;
- prepare and defend a plan for the interim management of activities;
- analyze, present and justify the actions taken when administering the property of third parties.

2.3 PRIVATIZATION, OUTSOURCING AND THE CA

Illustration of the engagement context

Public and private entities are increasingly turning to privatization or outsourcing to improve their performance. In such circumstances, the CA must perform a cost/benefit analysis of the transfer of activities to another entity, assess the tax implications of these transfers, defend the feasability study, communicate the results of these analyses and participate in negociations.

The engagement entrusted to the CA is set in specific application contexts, such as: privatization for economic reasons; privatization for political and social reasons; voluntary or forced assignment; subcontracting; concession; expropriation necessitating temporary recourse to a subcontractor; and loss necessitating temporary recourse to a subcontractor.

Education objectives by area of expertise

Assurance engagements

- plan, perform and justify audit and review engagements presenting specific risks following the transfer of certain activities from one entity to another;
- analyze, draft and defend special reports prepared in the framework of a completed or future transfer of activities;
- prepare and assess future-oriented financial information.

Taxation

- identify, present and assess the tax implications of the outsourcing project;
- discuss and criticize the impact of the privatization project on the tax expenditures of the government.

Management and management consulting

- estimate the value of the entity to be transferred in the privatization process;
- analyze, describe and defend the feasability of privatization/outsourcing;
- determine, present and defend the cost/benefits of privatization/ outsourcing;
- draft and justify a privatization/outsourcing plan.

2.4 VALUE-FOR-MONEY AND THE CA

Illustration of the engagement context

The CA is called upon to express an opinion on the use and operation of available resources. In particular, he/she must examine the use of public funds, reassess information systems, assess management methods and bring them into question, participate in the strategic planning and account for his/her work.

The engagement entrusted to the CA is set in specific application contexts, such as: value-for-money plan; business process reengineering; introduction of new work methods; assessment of management methods, performance and programs; and strategic planning.

Education objectives by area of expertise

Assurance engagements

- plan, perform and assess comprehensive value-for-money audit engagements;
- organize, discuss and defend special engagements aimed at compliance with legislative requirements;
- analyze, draft and defend special reports accounting for the work performed;
- analyze, present and justify interim financial statements.

Taxation

- determine, schematize and assess the tax implications of a value-for-money plan;
- analyze, describe and assess the tax implications of the various methods of compensation;
- analyze and present transactions aimed at recovering direct and indirect taxes, and negociate such recovery.

Management and management consulting

- design an information system and assess its implementation;
- discuss and criticize management methods;
- analyze, plan and assess the recruitment of human resources;
- analyze, explain and assess the performance of resources;
- choose, present and assess compensation methods;

- prepare, discuss and assess the strategy for using resources;
- analyze, discuss and assess accountability for actions taken;
- define, coordinate and assess the work of a multidisciplinary team.

2.5 SETTLEMENTS OF DISPUTES AND THE CA

Illustration of the engagement context

When the expertise of a CA is required for the settlement of disputes or in matters of forensic accounting, he/she must prepare, in particular, a request for insurance benefits, negociate with government authorities, act as an expert witness, and estimate the tax implications of a divorce settlement.

The engagement entrusted to the CA is set in specific application contexts, such as: arbitration; fraud and embezzlement; loss; lawsuit; contractual, matrimonial, family or shareholder disputes; dismissal and layoff; discharge; compensation claim in matters of insurance; claim in matters of professional negligence; expropriation by the government; trusteeship; and accounting interpretation.

Education objectives by area of expertise

Assurance engagements

- plan, perform and assess audit and review engagements in the context of a lawsuit;
- analyze, draft and assess special reports on matters in dispute;
- prepare, discuss and defend various forensic accounting engagements;
- analyze, present and assess information that is relevant to a litigious situation.

Taxation

- identify, discuss and assess the tax implications of settlement proposals;
- choose, set out and criticize the tax aspects of reports on disputes;
- analyze, describe and defend a negociation position in relation to government authorities.

Management and management consulting

- analyze, summarize and assess strategies to resolve a conflict;
- organize, present and defend a point of view in one's capacity as expert witness;
- organize, discuss and defend the settlement of a dispute;
- analyze, describe and assess an entity in the context of litigation;
- indicate, present and estimate the costs/benefits of a proposed settlement;
- identify, schematize and assess the financial implications of a loss.

Fiduciary activities

- prepare and defend a plan for the interim management of operations;
- analyze, describe and assess cash requirements;
- identify, discuss and criticize the consequences of a liquidation;
- discuss and justify settlement proposals;
- choose possible solutions, present and justify them before the various parties to the dispute.

2.6 PERSONAL FINANCIAL PLANNING AND THE CA

Illustration of the engagement context

The CA is called upon to advise individuals on their personal financial planning, which means assessing their personal financial position and develop a program to enable them to meet their financial needs and attain their objectives. In particular, the CA must prepare personal financial statements, discuss various aspects of tax planning, assess the profitability of financial products, act as an executor, account for the management of the property of a curatorship, and justify the distribution of the financial assets of an estate.

The engagement entrusted to the CA is set in specific application contexts, such as: tax planning; retirement planning; risk management; sickness; death; estate planning; management by a trust, curatorship or trusteeship; transfer of a family-owned business.

Education objectives by area of expertise

Assurance engagements

- determine, present and assess the financial position of an individual by way of personal financial statements;
- organize, plan and justify the distribution of the financial assets of a trust;
- choose, prepare and defend the management of property by a curatorship;
- organize, describe and assess the information system following the imposition of a curatorship on an entity;
- analyze, prepare and assess future-oriented financial information.

Taxation

- organize, plan and assess the personal financial position of an individual, before or after his/her death;
- prepare and justify the tax returns of an individual or a trust for the benefit of the estate;
- choose, prepare and defend proposals to improve the overall tax and financial position of a family;
- determine, discuss and assess the tax and financial implications of tax shelters;
- describe and estimate the tax implications of deferred plans.

Management and management consulting

- analyze, discuss and assess the performance of financial products;
- analyze, present and assess investment projects;
- choose, discuss and justify the loan structure of an individual;
- identify, prepare and defend a plan to transfer a family-owned business;
- analyze, discuss and assess the actions of a business in the context of an estate freezing.

Fiduciary activities

- choose, present and recommend the best cash management method for an individual;
- analyze, summarize and assess the management of trust property;
- analyze, describe and criticize the work of an agent;
- discuss and criticize the terms of a loan contract;
- prepare and defend a work plan for a new engagement as an estate liquidator.

2.7 BUSINESS OPPORTUNITIES AND THE CA

Illustration of the engagement context

There are many circumstances which are favorable to the start up of a new business or project, or to the development of an existing business. The role of the CA is to make these business opportunities become a reality. In particular, the CA must advise clients on the most appropriate legal form, collaborate on the preparation of financial forecasts, analyze the profitability of business opportunities, examine the performance of an investment project, describe the consequences of the creation of a new business on the consolidated financial statements, and negociate financing.

The engagement entrusted to the CA is set in specific application contexts, such as: start up of a new business; creation of a new entity to pursue an existing activity; establishment of a joint venture; investment in an entity; franchising; creation of a branch; establishment of a new division; search for a new product or procedure; development of a new product or procedure; investment project.

Education objectives by area of expertise

Assurance engagements

- plan, perform and assess audit and review engagements;
- analyze, prepare and defend special reports on business opportunities;
- analyze, present and criticize a prospectus;
- choose, prepare and justify future-oriented financial information.

Taxation

- determine, discuss and assess the most appropriate legal form for the entity;
- determine, describe and assess the tax implications of the projects;
- choose, plan and criticize indebtedness and the share issue of an entity, taking tax aspects into account;
- organize, design and justify a compensation system for promoters.

Management and management consulting

- analyze, discuss and assess the feasability of a project;
- choose, develop and defend a strategic plan;
- determine, present and assess financing needs;
- identify, discuss and assess solutions to the financing problem;
- describe and defend foreign expansion projects;
- organize, plan and assess the negociation of projects with stakeholders.

2.8 OVERVIEW

The table on the following page presents examples of engagements that may be performed by CAs in the areas of expertise and application contexts retained. Audit, review and compilation engagements that CAs perform for their clients in the normal course of business should also be added to these examples.

Examples of engagements*

APPLICATION CONTEXTS	Areas of expertise			
	Assurance engagement	**Taxation**	**Management and management consulting**	**Fiduciary activities**
Business combinations	• Audit • Due diligence • Pro-forma financial statements • Prospectuses • Interim financial statements	• Acquisition strategy • Personal planning • Analysis of records, returns and documents in order to maximize the tax benefit	• Budget • Financing • Business valuation • Performance • Cost analysis • Analysis of management methods • Compensation policy	n/a
Financially troubled businesses	• Audit • Special reports • Future-oriented financial information • Interim financial statements	• Assessment of the tax implications of the recovery plans • Negociation of a settlement with tax authorities	• Establish a business recovery plan: - revaluation of the business - government assistance - refinancing - rationalization, restructuring - performance analysis - negociation with creditors	• Business turnaround • Voluntary liquidation • Management of operations • Cash management
Privatization and outsourcing	• Audit • Special reports • Future-oriented financial information	• Assessment of the tax implications of the outsourcing project	• Business valuation • Feasability study: - cost/benefit analysis • Development of a privatization plan • Assessment of a subcontracting plan	n/a
Value-for-money	• Audit • Special reports • Value-for-money audit • Interim financial statements	• Assessment of the tax implications of a value-for-money plan • Assessment of the tax implications of compensation methods • Recovery of direct and indirect taxes	• Reassessment or implementation of an information system • Assessment of management methods • Assessment of performance • Reassessment or establishment of compensation methods • Recruitment of resources • Strategic planning	n/a
Settlement of disputes	• Audit • Special reports • Forensic accounting • Personal financial statements	• Assessment of the tax implications of settlement terms and conditions • Negociation with governments	• Expert witness • Negociation • Mediation, for shareholder agreements for example • Business valuation • Assessment of costs related to a proposed settlement • Assessment of a loss	• Management of operations • Cash management • Voluntary liquidation • Custody of assets
Personal financial planning	• Personal, estate, curatorship and trust financial statements • Future-oriented financial information	• Estate tax planning • Personal tax planning • Family tax planning • Assessment of the tax implications of tax shelters	• Assessment of financial products • Investment project • Transfer of the family business (third party, internal, children) • Business valuation	• Cash management • Testamentary trust • Contractual trust • Testamentary executor • Agent
Business opportunities	• Audit • Special reports • Prospectuses • Future-oriented financial information	• Legal form of the enterprise • Assessment of the tax implications of the projects	• Assessment of the project, feasability study • Strategic planning • Financing, including government assistance, purchase or sale • Foreign expansion • Negociation	n/a

* Audit, review and compilation engagements that CAs perform for their clients in the normal course of business should also be added to these examples.

3. STAKES AND CONSEQUENCES FOR THE VARIOUS PARTNERS

Professional education is a major concern of the Ordre des comptables agréés du Québec. There is a consensus within the accounting profession about the need for major changes and new approaches in matters of CA education.

This consensus became apparent from the work undertaken by the various stakeholders of accounting education, namely Québec university committees, OCAQ committees, major public accountancy firms, the Canadian Academic Accounting Association, the American Accounting Association and the Accounting Education Change Commission in the United States.

Clearly, one of the responsibilities of CAs today is to adapt to change affecting organizations. It is therefore vital that they receive initial and continuing education that will allow them to attain and maintain the highest level of professional expertise.

The issue of the initial professional education of CAs, in which the professional education program of the Ordre is set, can be considered from several viewpoints. After examing the issue from a global perspective, we will consider it from the point of view of the five major stakeholders of the initial education of CAs, i.e. candidates, universities, firms and employers, the Ordre and its members, and society as a whole.

3.1 GLOBAL PERSPECTIVE

The accounting sciences environment is constantly changing, whether it be at the legal, political, socio-cultural or economic level. The education of CAs has not kept up with these increased requirements as can be seen by the high rate of failure at the Uniform Final Examination, the difficulties experienced in recruiting high-quality candidates, candidates' tendency to choose other professions, the gap between teaching, research and practice, the preference for an education program centered more on preparing candidates for their career and not only for the Uniform Final Examination, and recognition of the fact that future CAs may not be adequately prepared to face the challenges of the future.

The need for additional education

Here are some of the factors most often cited to justify the need for additional education:

- the information era, constant technological innovation, the explosion of available knowledge and information;
- the growing complexity of the business world and organizations, the move towards a network-type structure instead of a functional hierarchy, the demand for greater accountability on the part of managers;
- market globalization, the change in mentalities and the conflicts of values and cultures, the endless calling into question of managers;
- the increased requirements of persons using the services of CAs, the broadening of the nature of accounting services which means that both generalists and specialists are required, the expansion of management advisory services, increased legal responsibilities, the increasing number of standards and regulations;
- the unique character of situations which requires more innovation and creativity, the increased competition from other professionals.

Expectations with regards to professional education

To meet these increased and repeated demands from the various stakeholders of CA education, the professional education progam should:

- favor the improvement of skills; allow for the acquisition of in-depth knowledge; facilitate the progressive integration of knowledge; develop recognized professional attitudes;
- become closer to professional realities; present an interest for employers so that candidates become more aware of the various engagements that will eventually be entrusted to them; allow for the adaptation of engagements to an evolving business environment; allow for the introduction of concepts of current interest, such as free trade; favor the integration of new technologies;
- be compatible with the profile of the CA approved by the Administrative Committee of the Ordre in the spring of 1993; energize professional education and make it more attractive, especially to candidates;
- consider the leading-edge educational models developed in some Canadian and American universities; develop candidates' capacity to learn to learn;
- promote the significant involvement of professors, practitioners and CAs in business, government and industry in the development of the program and in teaching; favor exchanges between professors and the above-

mentioned CAs; allow for the sharing of resources between CAs of different fields and academics in view of the development of educational material; tie teaching to practice and promote research of a professional nature.

3.2 CANDIDATES

Candidates to the practice of the CA profession are at the heart of the entire approach. The professional education program will contribute to improving their future and that of the society in which they will live. They must understand that the intention is not to pose obstacles simply for the pleasure of making the profession inaccessible, but rather to preserve a hard-earned credibility on which they will be able to build their own future.

Stakes for candidates

Comparisons with certain other disciplines show that the effort required of candidates to the CA designation is already considerable. The additional courses during the undergraduate program and the coaching course testify to this. The professional education program will allow recognition, at the appropriate academic level, of work that was not previously recognized officially.

The graduate diploma will be a positive signal of competence. Having reflected on practical problems and gained maturity, candidates will be able to exercise their judgment more effectively and better communicate their ideas. They will also be more sensitive to matters of ethics. While it is not the primary objective of the professional education program, the development of such professional expertise should increase the success rate at the Uniform Final Examination.

Candidates will integrate their knowledge more easily and will better develop their personal and professional skills. Having had the opportunity to work on several diversified engagements, future CAs should be more aware of the choices available to them in the development of their career plan. Since the new program will be perceived as more demanding and intellectually stimulating, it should attract the most promising candidates to the CA profession and encourage emulation.

Consequences

Once the new professional education program is in place, candidates wishing to obtain the CA designation will have to complete graduate studies, which will require both a financial and personal commitment.

Various measures could however reduce expenses, including:

- the elimination of significant costs associated with the coaching course;
- the possibility of gaining access to financing reserved for graduate students;
- a financial commitment from firms in the form of grants or advance compensation;
- the possibility of working during the summer preceding the beginning of the program and of obtaining a paid training period in the course of the program.

Certain situations will have to be examined, such as additional difficulties and delays for those who are returning to university or for candidates who can only study part time.

3.3 THE UNIVERSITIES

The mission of Québec universities is to educate the citizens of tomorrow and, more specifically, to provide an adequate education to professionals in our society.

The professional education program of the Ordre gives them an opportunity to work with practitioners and CAs in business, government and industry to jointly develop an innovative graduate program that will meet the challenges of the future. Several professors from different universities will thus have the opportunity to renew ties with practice and better familiarize candidates with concrete situations, at the leading edge of challenges currently being taken up by CAs.

Stakes for the universities

The aim of undergraduate programs in Québec universities is to impart a general education. The professional education program is a leading-edge specialized program, and so is set at a higher level. Its objective is the integration of knowledge with a view to solving various problems related to the practice of public accounting.

By joining forces, universities and CAs who practice their profession in different fields will allow candidates to get a better education. They will be providing society with more valuable candidates.

The realignment of accounting sciences at the graduate level should prompt universities to attach greater value to teaching and applied research in this discipline. The partnership between professors and CAs in public practice and other fields should also strengthen the ties between them during the development of educational material.

Consequences

The adoption of the professional education program of the Ordre des comptables agréés du Québec will prompt universities to review their undergraduate programs and develop a graduate program in accounting sciences. Moreover, it will allow them to give a special touch to the overall education they offer.

As we already mentioned, it is essential that the universities and CAs in public practice and other fields work together to develop an innovative program. This means that academics will have to invest their time to develop educational material. This participation will enable them to better understand the realities facing CAs in their professional activities, exchange views with them and identify problems requiring a research effort. As dialogue will have improved, firms and other stakeholders will be encouraged to participate more in the financing and conduct of research in accounting sciences.

In order to improve the effectiveness of the proposed educational strategies and promote a better integration of the approach put forward by the professional education program, information and training sessions could be organized for interested professors.

3.4 TRAINING EMPLOYERS

Precertification requirements include a two-year training period with a training employer. These first employers of candidates to the profession contribute to perfecting their education. The approach suggested in the professional education program favors a partnership between training employers and professors.

Stakes for training employers

By allowing candidates to reflect more on practical problems, the professional education program will make them more effective and productive as soon as they enter the workforce. They will be better equipped to analyze and solve new problems because they will have a better understanding of the business world. The focus on the development of communication abilities will also allow them to adopt an even more professional attitude in their dealings with clients.

It is an accepted fact that high standards attract the most motivated candidates. A number of them will view public accountancy as an important step in their career, and not only as a formality in obtaining the CA designation. In addition, training employers will be able to identify more quickly those candidates who will have a role to play in the future growth of the firm.

Candidates who pursue graduate studies need less preparatory training for the Uniform Final Examination from training employers. This should not be forgotten since it means that training employers will not need to invest as many resources for candidates who will be attempting the UFE for a second time or more. It will then be possible to concentrate these training efforts on a continuous learning process adapted to the training employer's needs.

The improvement in the skills developed by the professional education program will benefit all training employers and the future employers of candidates to the profession.

Consequences

In order for the content of the professional education program to be significant, it is essential that CAs in public practice and in other fields work with academics to develop an innovative program. By participating in the process, training employers will become actively involved in the education of their future CA students and will be able to identify candidates who could meet their needs. Training employers will also be able to meet and exchange views with universities professors, which will help to bridge the gap.

Given the resources required, the development of the program has major financial consequences. However, several firms are making an effort at this level in the framework of programs leading to the Uniform Final Examination.

During the implementation phase of the program, there could be a temporary shortage of CA students. However, adequate planning could forestall this problem. After the transition period, the number of candidates to the practice of the CA profession should stabilize, despite the additional education required.

When CA students complete the education program, training employers will be able to entrust them with engagements of a different nature, which require a higher level of expertise for example. The professional education program will allow candidates to develop their skills and professionalism.

3.5 THE ORDRE AND ITS MEMBERS

CAs, through the Ordre that represents them, must coordinate the efforts of all stakeholders to make them consistent with the strategic vision of the CA profession.

Stakes for the Ordre and its members

A positive image is vital for the advancement of the CA profession. It is therefore essential for CAs to promote their profession. The professional education program will play its part by enhancing the expertise and professionalism of candidates to the profession, thereby responding to the repeated requests of employers.

The quality of recruited candidates and the public's confidence in the profession will thus improve. In addition, an increase in the success rate at the Uniform Final Examination should encourage candidates to persevere towards obtaining the CA designation.

The professional education program should also foster a greater sense of belonging to the profession since closer ties will be forged among candidates, the academic sector, firms, enterprises and government agencies. This should mobilize CAs and energize them in all of their actions.

Consequences

The additional requirement of the professional education program could well be without consequence.

On the other hand, it could considerably reduce candidates' interest in the CA designation. This could prompt many candidates to choose other professional orders, or lead to a generalized disinterest in accounting sciences.

Conversely, the additional requirement could lead to heightened interest in the profession because higher requirements would enhance the prestige of the designation. The implementation of the professional education program as part of a graduate program will allow the profession to remain in the forefront.

Some feel that this professional education program unduly restricts access to the profession. Others have noticed that this restriction exists in other professions and estimate that it is needed in order to better protect the public by training more competent candidates and to optimize the use of public funds by training only the most motivated students.

The costs should not be considered as an expense by members of the profession but rather as an investment required to protect the future of the profession and the public interest.

3.6 SOCIETY

Society must be able to count on CAs with a high degree of professional expertise. As John F. Kennedy once said: "Our progress as a nation can be no swifter than our progress in education."

This professional expertise means that CAs must possess the required knowledge and the skills needed to apply such knowledge with a professional attitude.

CAs take up many challenges. As mentioned in the report of the Macdonald Commission on the public's expectations of audits,[7] expectations are constantly increasing and the nature of the CA's work is broadening. Greater

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7 The Canadian Institute of Chartered Accountants, "Report of the Commission to Study the Public's Expectations of Audits," June 1988.

accountability on the part of directors and managers leads to additional reporting requirements. Also, the needs of society are such that public accountants are first-rate partners in matters of management and business advisory services.

Stakes for society

Thanks to the professional education program, future CAs will better master professional standards; they will have a better grasp of the ethics required in the performance of engagements, and the development of their skills in a realistic engagement context will allow them to reach more quickly the level of expertise needed to ensure the protection of the public's interest.

In the context of North American free trade and market globalization, the issue of the reciprocity of designations with foreign countries is a major concern for Québec society. The trend in the United States is to impose the completion of a graduate diploma (see Appendix 3), which is already offered in English-speaking universities in Québec and in some universities in the rest of Canada. Not only will a graduate program allow candidates to achieve an academic level equal to that which will seemingly be required in North America in the future, but the innovative features of the Québec professional education program will give CAs a competitive edge in public accountancy.

Consequences

While the advantages of the professional education program are not easily measurable, they are undeniable. At first glance, it may seem that the program will lead to a cost increase. A comparative cost analysis must consider current costs however, particularly those associated with the coaching course which will be replaced and with the dropout and failure rate at the Uniform Final Examination. The professional education program may attract only the most motivated candidates to the CA profession.

4. NEXT STAGES

Universities will use this document as a basis to establish a graduate program which integrates the professional education program and is linked to the undergraduate program. This stage should be completed in 1995.

At the same time, the Ordre des comptables agréés du Québec is committed, with the help of ACPEP and other task forces, to prepare the appropriate educational material in collaboration with universities, practitioners and CAs in business, government and industry, and to define and communicate the guiding principles of the program accreditation process.

The Ordre will call on all its members to cooperate in the development of educational material. It intends to find ways to allow interested CAs to participate in the preparation of the professional education program.

Following this, the Ordre des comptables agréés du Québec hopes to proceed on a timely basis with the accreditation of graduate programs on the basis of their compliance with the content of the professional education program adopted by the various authorities concerned. It will then suggest legislative changes following which the graduate diploma will be recognized as a diploma which gives access to the profession.

The Ordre des comptables agréés du Québec and the universities will then determine and communicate the transitional rules for candidates wishing to enter the CA profession and for those already engaged in the education process.

Partnership and concerted action will be the cornerstones of the program's development. The various committees and task forces should be used as favored mechanisms to ensure such partnership.

The following appendices are extracted from the French version "Programme de formation professionnelle des candidats au titre de comptable agréé".

Les annexes suivantes proviennent de la version française du document «Programme de formation professionnelle des candidats au titre de comptable agréé».

Annexe 1

Responsabilités au sein de l'Ordre en regard du contenu du programme de formation professionnelle

LE COCOPFP

Le Comité consultatif et d'orientation du programme de formation professionnelle (COCOPFP) relève du Comité administratif de l'Ordre. Il a pour mandat de réviser et d'orienter les travaux de la ou les personnes qui développent le programme de formation professionnelle et de faire rapport au Comité administratif de façon régulière.

De façon plus particulière, le comité :

1. Approuve la nomination du chargé de projet qui développe le programme de formation professionnelle; cette personne est permanente pour la durée du projet et sous la responsabilité administrative de la directrice de la formation;
2. Examine et commente le budget initial et, par la suite, les budgets annuels nécessaires pour développer le programme de formation professionnelle;
3. S'assure que le programme de formation professionnelle est développé avec diligence, notamment en révisant les étapes que le chargé de projet se propose de franchir et l'approche suggérée, en évaluant le travail qui a été effectué et en veillant au respect des échéanciers;
4. Prépare des rapports périodiques pour le comité administratif;
5. Formule des recommandations sur les mécanismes de mise à jour du programme de formation professionnelle.

Le comité se compose d'un praticien, de deux professeurs, de la directrice de la formation et, à titre de secrétaire, du chargé de projet. Il est présentement formé de :

M. Nadi Chlala, CA (professeur - Université du Québec à Montréal)

M. Daniel McMahon, CA (professeur - Université du Québec à Trois-Rivières)

Mme Lucette Poliquin, CA (associée - Jacques, Davis, Lefaivre & Associés)

Mme Evelyn Paquin, CA (directrice de la formation - OCAQ)

M. François Brouard, CA (chargé de projet - OCAQ)

Depuis sa formation en juillet 1994, le COCOPFP a tenu onze réunions et a participé à deux présentations.

Le mandat et la composition du comité seront revus lorsque la mise en place du programme de formation professionnelle sera achevée.

LES AUTRES INTERVENANTS

Le chargé de projet

Le chargé de projet est un permanent de l'Ordre placé sous la responsabilité administrative de la directrice de la formation. Il a pour mandat de développer le programme de formation professionnelle sous la gouverne du COCOPFP.

De façon plus particulière, le chargé de projet doit notamment :

1. Développer le programme de formation professionnelle;
2. Coordonner et/ou préparer la documentation (ex : matériel pédagogique);
3. Informer les universités, les maîtres de stage, les comités de l'Ordre des comptables agréés du Québec et l'ensemble de ses membres et solliciter leur participation;
4. Formuler des recommandations sur les mécanismes de mise à jour du programme de formation professionnelle;
5. Veiller aux aspects administratifs (budget, communications...).

La directrice de la formation

La directrice de la formation a la responsabilité administrative du développement du programme de formation professionnelle et des ressources affectées au projet. Elle assure le lien entre le COCOPFP et le Comité de formation professionnelle, le Comité administratif et le Bureau de l'Ordre des comptables agréés du Québec.

Le Comité de formation professionnelle de l'OCAQ

Le Comité de formation professionnelle :

- Est informé de l'avancement des travaux;
- Suggère des améliorations au contenu du programme;
- Formule un avis sur les documents de travail qui serviront à produire le rapport final soumis au Comité administratif de l'OCAQ.

Le Comité administratif de l'OCAQ

Le Comité administratif :

- Est informé périodiquement de l'avancement des travaux;
- Adopte le rapport final du programme de formation professionnelle et le recommande au Bureau.

Annexe 2

Exemples d'activités que les comptables agréés peuvent être appelés à accomplir

La présente annexe ne doit pas être vue comme le bagage des connaissances a obtenir grâce au programme de formation professionnelle. Il s'agit d'un inventaire préliminaire et non exhaustif d'activités que les comptables agréés peuvent être appelés à accomplir dans le cadre des missions qui leur sont confiées. La raison d'être de cet inventaire est d'en fournir des exemples; ceux-ci ne seront toutefois pas tous étudiés durant le programme.

REGROUPEMENT D'ENTITÉS

Certification

- Rédiger une lettre de mission; rédiger une lettre de déclaration; évaluer les délais nécessaires pour mener à bien la mission; préparer un budget de temps pour la mission; déterminer l'impact du travail d'autres vérificateurs sur notre mission; coordonner le travail des personnes affectées à la mission; réviser les procès-verbaux des assemblées antérieures.

- Dresser un organigramme du groupe économique avec les pourcentages de participation; établir quels sont les organes de direction des entités (ex. : comités); établir quels sont les principaux secteurs d'activités et unités d'exploitation de l'entité; identifier les principaux produits et services; identifier les acquisitions, cessions ou fusions significatives envisagées ou en cours.

- Évaluer le risque de la mission de certification; évaluer l'incidence de la vente de certains actifs à la suite du regroupement; évaluer l'abandon de certaines activités; évaluer la volatilité des marchés dans lesquels évolue l'entité; évaluer la complexité et le caractère innovateur des techniques financières utilisées; évaluer les possibilités de fraudes et d'activités illégales; évaluer le soutien du cours des actions de la société; évaluer les objectifs des dirigeants (ex. : rémunération basée sur le bénéfice); évaluer l'objectif du maintien des bénéfices au minimum pour minimiser l'impôt; évaluer le respect de la réglementation sur la structure de capital; évaluer la perte de clients importants; évaluer la désuétude des actifs (ex. : immobilisations et stocks).

- Évaluer les PCGR utilisés antérieurement; évaluer les nouveaux principes et méthodes comptables et les modifications apportées aux principes et méthodes existants.

- Procéder à des revues analytiques; demander aux avocats confirmation des litiges; évaluer la conformité de l'entité aux aspects légaux; défendre le respect des exigences environnementales; définir les termes comptables d'un contrat d'acquisition.

- Évaluer le biais des prévisions financières (optimiste ou pessimiste); expliquer le rôle des commissions des valeurs mobilières (CVM); préparer des états financiers pro forma; préparer des états financiers intermédiaires; faire une recherche de textes sur le sujet; rédiger un texte sur un aspect de cette problématique.

Fiscalité

- Identifier les liens de dépendance des personnes qui sont parties à des opérations; discuter de l'impact des transactions avec des non-résidents; déterminer le statut de la société (publique, privée, canadienne, SPCC).

- Examiner les déclarations de revenu des années antérieures pour déterminer : le montant reporté des pertes fiscales antérieures (PCN, PAQC, PDTPE), le montant reporté des crédits d'impôt à l'investissement, le montant reporté des dépenses de recherche et développement, le montant du compte de dividendes en capital (CDC), le montant d'IMRTD, le montant du capital versé fiscal des diverses catégories d'actions, le montant de FNACC des diverses catégories fiscales, la date d'acquisition originale des biens (ex. : avant 1972); examiner les déclarations de revenu des années antérieures pour déterminer les passifs fiscaux.

- Examiner l'impact des règles d'acquisition de contrôle; déterminer les biens ayant subi une moins-value avant le changement de contrôle; évaluer l'impact d'un éventuel changement de statut des sociétés; déterminer la meilleure stratégie d'acquisition : acquisition des actifs, acquisition des actions; déterminer et défendre le prix d'achat; déterminer la répartition optimale du prix d'achat pour l'acheteur et pour le vendeur; évaluer l'impact de la présence ou de l'absence d'une clause de rajustement de prix.

- Évaluer l'utilisation des dispositions de roulement; exposer les conséquences fiscales d'une fusion; exposer les conséquences fiscales d'une liquidation; justifier le choix des véhicules d'investissement; déterminer et évaluer l'utilisation de choix fiscaux spécifiques : comptes clients, bien figurant à un inventaire.

- Préparer les déclarations de revenu des entités; calculer l'impôt à payer en tenant compte : du gain en capital, de la récupération d'amortissement, des dispositions de biens en immobilisation admissibles, des pertes finales.

- Prendre en considération les coûts supplémentaires pour une nouvelle entité à l'égard des contributions sociales (ex. : RRQ/RPC, assurance-chômage) si acquisition en cours d'exercice; prendre en considération les taxes à la consommation (TPS et TVQ); prendre en considération les autres taxes (ex. : droit sur les mutations immobilières perçues par les municipalités).

- Évaluer la solidité des arguments à l'appui des décisions controversées prises antérieurement (ex. : revenu d'entreprise ou gain en capital); rédiger un sommaire des arguments; rechercher la jurisprudence pertinente.

Gestion et conseils de gestion

- Négocier la transaction; déterminer la meilleure stratégie d'acquisition : acquisition des actifs, acquisition des actions; évaluer la réglementation connexe (ex. : FIRA, monopole, environnement); évaluer la complémentarité des produits.

- Considérer le paiement basé sur la production ou l'usage; établir un budget d'immobilisations; évaluer les besoins de financement supplémentaire; évaluer le prix d'achat de l'entreprise; évaluer le manque de ressources à la suite de la croissance; fermer le régime de retraite des entités liquidées; évaluer l'impact sur le remboursement ou la coupure des subventions gouvernementales.

- Évaluer la présence de syndicats; évaluer l'impact sur les conventions collectives; évaluer les implications en vertu du Code du travail sur les conventions collectives; examiner les clauses particulières des conventions collectives ayant trait au changement de contrôle; déterminer quelles sont les responsabilités hiérarchiques des dirigeants; déterminer quel est le degré relatif de centralisation ou de décentralisation.

- Communiquer avec les divers intervenants de la transaction (ex. : clients, employés); évaluer la possibilité de devoir remplacer l'équipe dirigeante; évaluer la compatibilité des pratiques administratives; évaluer des problèmes au niveau international et interculturel; planifier le regroupement physique; estimer les économies d'échelle réalisables (ex. : production, MOD); évaluer la culture d'entreprise (philosophie de gestion); déterminer quelles sont les relations entre la direction et les instances réglementaires gouvernementales.

ENTREPRISES EN DIFFICULTÉ

Certification

- Rédiger une lettre de mission; évaluer la continuité d'exploitation de l'entité; discuter de la dépendance économique; remettre en question l'acceptation d'une mission; évaluer la responsabilité des vérificateurs à la suite d'une poursuite découlant de difficultés financières; discuter des aspects relatifs à la divulgation des difficultés financières.

- Évaluer le risque de la mission confiée; évaluer la pertinence de publier des états financiers; discuter du traitement comptable de l'aide gouvernementale; évaluer le soutien du cours des actions de la société; évaluer les objectifs des dirigeants (ex. : rémunération basée sur le bénéfice); évaluer l'objectif du maintien des bénéfices au minimum pour minimiser l'impôt; évaluer l'impact de la régression des résultats de l'entité; évaluer la tendance vers des prévisions financières biaisées (optimistes ou pessimistes); évaluer le maintien du niveau de versement des dividendes; évaluer les violations des clauses restrictives des contrats de prêt (maintien d'un fonds de roulement, couverture des frais financiers) ou de toute autre clause d'un acte de fiducie; évaluer le respect de la réglementation sur la structure de capital; évaluer la volatilité des marchés dans lequel évolue l'entité; évaluer la complexité et le caractère innovateur des techniques financières utilisées; évaluer la perte de clients importants; évaluer l'abandon de certaines activités; évaluer les possibilités de fraudes et d'activités illégales.

- Estimer les difficultés de recouvrement des débiteurs; évaluer la provision pour mauvaises créances; déterminer les moins-value des placements; déterminer la diminution de la valeur comptable des immobilisations; évaluer l'incapacité d'achever une immobilisation en cours de construction, de développement ou de mise en valeur; estimer les créditeurs; estimer le remboursement des emprunts; estimer le remboursement des intérêts; estimer la raisonnabilité de recouvrement des produits avant la constatation; estimer les éventualités à l'égard de l'environnement; évaluer la possibilité de se prévaloir d'un avantage fiscal à l'égard d'un report de perte comptabilisé antérieurement; évaluer la possibilité qu'une ou plusieurs éventualités connaissent un dénouement défavorable; rédiger un texte sur un aspect de cette problématique.

- Discuter des rapports spéciaux précisant : l'état d'insolvabilité d'une entité, la solvabilité présumée d'une entité; préparer un bilan de liquidation; faire une recherche de textes sur ce sujet.

Fiscalité

- Évaluer l'expectative raisonnable de profit; rédiger un sommaire des arguments; chercher la jurisprudence pertinente.

- Évaluer les périodes de report des pertes; évaluer les périodes de report des crédits d'impôt à l'investissement; évaluer les périodes de report des dépenses de recherche et développement; évaluer la période de report des dons de charité; exposer les conséquences fiscales d'une liquidation.

- Considérer les règles concernant le gain d'un débiteur provenant d'un règlement de dettes et la forclusion d'hypothèques; discuter de l'impact fiscal de l'aide gouvernementale; évaluer l'application des règles concernant les pertes au titre d'un placement d'entreprise; déterminer si les actions sont des actions du capital-actions d'une corporation faillie; évaluer la provision pour mauvaises créances.

- Examiner le transfert de biens entre personnes liées; examiner les transactions entre personnes liées; déterminer l'impact fiscal de différents modes de financement pour se protéger des difficultés financières : cautionnement, lettre de crédit.

- Identifier les recours des autorités fiscales en cas de difficultés financières; contester les paiements préférentiels aux autorités fiscales.

Gestion et conseils de gestion

- Identifier l'apparition de difficultés financières; définir la nature des difficultés financières; estimer l'importance des difficultés financières; énumérer les symptômes des difficultés financières; évaluer les conséquences de la rotation élevée du personnel; évaluer les conséquences du départ de personnes clés; évaluer les conditions économiques générales du marché; évaluer l'affaiblissement du marché des produits; évaluer la cote de solvabilité.

- Évaluer les solutions pour régler un manque de liquidité : vendre des biens, obtenir de nouveaux fonds (emprunts, émission d'actions), réduire les déboursés (réductions de dépenses, paiements en nature), négocier un arrangement avec les créanciers (convertir la dette en actions, modifier les conditions des créances, obtenir une remise partielle de la dette), demander de l'aide gouvernementale; défendre votre proposition de règlement; évaluer les réductions de personnel; négocier des diminutions de salaires du personnel; négocier des concessions avec les syndicats (ex. : report d'augmentations salariales); renégocier un bail; analyser un déménagement pour réduire le coût des installations.

- Estimer les besoins de trésorerie; analyser les sources de financement supplémentaire; choisir, planifier et défendre les solutions de financement; estimer l'insuffisance du fonds de roulement; évaluer l'exploitation déficitaire chronique; entreprendre des démarches en vue d'obtenir le financement nécessaire à la poursuite des activités; évaluer les fonds manquants pour honorer les dettes; évaluer la rentabilité de chaque gamme de produits; évaluer la rentabilité de chaque secteur d'activités; préparer un plan d'affaires pour attirer de nouveaux investisseurs; analyser les coûts reliés à la fermeture d'une division.

- Considérer la location plutôt que l'achat d'immobilisations; déterminer le meilleur mode de financement pour se protéger des difficultés financières : hypothèque immobilière, hypothèque mobilière (avec ou sans dépossession, sur une universalité de biens, sur l'outillage, le stock ou les animaux, sur un immeuble représenté par un connaissement, sur créances, sur les loyers, sur navires, cargaison ou fret, ouverte sur les biens de l'entreprise), acte de fiducie, cession collatérale, cautionnement, lettre de crédit; analyser les techniques de protection des actifs : choisir les garanties pertinentes, évaluer l'utilisation de plusieurs sociétés, évaluer l'utilisation d'une société prête-nom, évaluer l'utilisation d'une fiducie, évaluer les transferts à des personnes liées, évaluer le placement dans des REER insaisissables.

- Évaluer la responsabilité des administrateurs à l'égard : des dividendes illégaux, des réductions de capital versé, des taxes à la consommation, des impôts sur le revenu, des déductions à la source, des salaires, de l'environnement.

Administration de biens d'autrui

- Identifier les différentes catégories de créanciers; expliquer l'effet d'une faillite sur : le débiteur, les créanciers garantis, les créanciers privilégiés, les autres créanciers; exposer les scénarios de redressement financier; expliquer le rôle des autorités gouvernementales.

- Établir un plan de mise sous séquestre; contester des réclamations; prévenir la saisie des régimes de retraite.

- Établir des budgets d'exploitation; établir des budgets de trésorerie; rédiger des rapports aux créanciers; évaluer la rentabilité des différents secteurs d'activité; évaluer la rentabilité des différents produits.

PRIVATISATION ET IMPARTITION

Certification

- Rédiger une lettre de mission.

- Évaluer le risque de la mission confiée; évaluer le contexte politique dans lequel s'opère la privatisation; évaluer le respect de la législation et de la réglementation sur les finances publiques; évaluer la dépendance économique envers un fournisseur important; évaluer la dépendance économique envers un client important; évaluer la volatilité des marchés dans lesquels évolue l'entité.

- Évaluer le manque de ressources à la suite de la croissance; évaluer le surplus de ressources à la suite de l'abandon d'activités.

- Faire une recherche de textes sur ce sujet; rédiger un texte sur un aspect de cette problématique.

Fiscalité

- Estimer le montant des impôts à la suite de la disposition des biens; calculer l'impôt à payer en tenant compte : du gain en capital, de la récupération d'amortissement, de la disposition de bien en immobilisation admissible, des pertes finales.

- Comprendre les répercussions fiscales pour l'acheteur; estimer l'impôt sur le revenu des entités exploitantes après le transfert; rédiger un sommaire des arguments; rechercher la jurisprudence pertinente.

- Estimer l'impact des transactions avec des non-résidents; considérer l'aspect des taxes à la consommation (inscription TPS et TVQ).

Gestion et conseils de gestion

- Préparer des budgets de trésorerie.

- Présenter les avantages et les inconvénients de la privatisation; analyser les coûts et les avantages d'une cession des activités; rédiger un plan de privatisation; négocier la privatisation.

- Évaluer le contrôle de la qualité de l'impartition; rédiger un plan de production; négocier les contrats avec les fournisseurs; établir le prix des contrats; estimer la valeur des activités commerciales d'une entité.

OPTIMISATION DES RESSOURCES

Certification

- Faire apprécier le rôle social des comptables agréés dans une perspective d'optimisation des ressources; négocier l'étendue des travaux de certification; rédiger une lettre de mission; collaborer avec des équipes de travail multidisciplinaires; examiner l'indépendance du vérificateur; discuter de l'objectivité du vérificateur; discuter du degré de compétence du vérificateur; déterminer les questions importantes à examiner; organiser un rapport pour la présentation des constatations; décrire l'étendue de la vérification; décrire l'organisation; évaluer la fiabilité de l'information.

- Évaluer le risque de la mission confiée; déterminer les objectifs des dirigeants; évaluer la sécurité informatique; évaluer les violations des clauses restrictives des contrats de prêt (maintien d'un fonds de roulement, couverture des frais financiers) ou de toute autre clause d'un acte de fiducie; évaluer la rentabilité relative de chaque client; évaluer la rentabilité relative de chaque contrat; évaluer les possibilités de fraudes et d'activités illégales.

- Examiner l'imputabilité de l'utilisation des ressources; déterminer la valeur de l'argent dépensé; énumérer les avantages et les inconvénients d'une vérification intégrée; évaluer des approches pour entreprendre la vérification intégrée; rédiger un mandat de vérification intégrée; définir l'efficience; définir l'économie; définir l'efficacité.

- Examiner les contrôles, les processus et les systèmes de gestion; examiner : la planification financière, l'établissement du budget, la comptabilité et la communication de l'information financière, la planification, le perfectionnement, l'évaluation et l'utilisation des ressources humaines, la planification, l'acquisition et l'utilisation des actifs (immeubles, matériel, stocks et autres), l'établissement et la production des renseignements nécessaires pour planifier, faire fonctionner et contrôler une organisation et s'acquitter de son obligation de rendre compte; examiner les autorisations parlementaires et législatives; analyser les moyens de produire les biens et services; expliquer la raison d'être des activités ou du programme; évaluer les contrôles internes à la suite du transfert de certaines activités.

- Dialoguer avec des gestionnaires pour connaître leur réaction face à un rapport; présenter des suggestions constructives pour améliorer le fonctionnement; faire un suivi de l'implantation des recommandations; examiner les constatations et réagir; présenter les rapports devant divers intervenants (élus, journalistes, etc.).

- Faire une recherche de textes sur ce sujet; rédiger un texte sur un aspect de cette problématique.

Fiscalité

- Déterminer le revenu gagné par l'entité; classer ce type de revenu.

- Énumérer les différentes formes de rémunération; calculer l'impôt à la suite du versement d'un dividende; calculer l'impôt à la suite du versement d'un salaire; évaluer la meilleure forme de rémunération; estimer l'impact des avances à un actionnaire.

- Évaluer l'application des divers impôts directs et indirects; rédiger un sommaire des arguments; rechercher la jurisprudence pertinente; considérer l'aspect des taxes à la consommation (TPS et TVQ).

Gestion et conseils de gestion

- Déterminer les activités requises; déterminer les ressources consommées; catégoriser les activités; déterminer les causes des activités; évaluer les politiques de crédit; évaluer les principales techniques de distribution (vente directe ou par l'intermédiaire d'un courtier) et conditions de distribution (mesures incitatives liées aux quantités, politique de retour de marchandises); évaluer la courbe de développement des produits ou services; évaluer les politiques de prix et de remise; évaluer les actions publicitaires et les méthodes d'évaluation de leur efficacité; utiliser des normes d'efficience afin d'établir des objectifs de production pour les groupes d'employés et évaluer leur rendement en comparaison avec ces objectifs.

- Évaluer la compétence des ressources humaines; évaluer le niveau de qualification, l'expérience et la compétence des employés; évaluer l'à-propos des programmes de formation par rapport au rendement des employés; évaluer les relations avec les employés et les accords contractuels significatifs, conclus avec eux ou avec leurs syndicats; évaluer la politique en matière de recrutement, de promotion et de licenciement; analyser la rémunération et les avantages sociaux, notamment les régimes de retraite, les prestations de sécurité sociale, les congés, les avantages complémentaires de retraite, etc.; décrire les programmes de motivation des salariés, tels que les commissions, les gratifications et les plans d'intéressement aux bénéfices; analyser la rotation des cadres supérieurs et des autres employés; choisir des employés compétents, leur donner une formation, les motiver, et leur donner des directives de travail.

- Concevoir une structure organisationnelle pour réduire les retards de fonctionnement et les doubles emplois; planifier le volume de travail prévu; planifier l'exploitation de telle sorte que les ressources nécessaires soient affectées au volume de travail prévu; planifier les activités en tenant compte des économies d'échelle; utiliser des appareils ou un équipement permettant de réduire la main d'oeuvre (ex. : ordinateurs) afin d'accroître la productivité; simplifier les méthodes de travail et les procédés; planifier et échelonner la production afin de réduire les retards, le temps d'attente du personnel et les pertes de temps et afin de maintenir l'arriéré des travaux à un niveau souhaitable; utiliser les techniques de recherche opérationnelle afin de maximiser l'efficience de l'exploitation lorsque la prise de décision comporte des variables complexes; déterminer les méthodes de collecte des données; examiner les plaintes des clients; examiner l'arriéré de travail.

- Implanter les recommandations à la suite d'une vérification intégrée.

RÈGLEMENT DE LITIGES

Certification

- Rédiger une lettre de mission; rédiger une lettre de déclaration; évaluer le risque de la mission confiée; évaluer la vulnérabilité en matière de responsabilité professionnelle; évaluer la couverture d'assurance nécessaire; évaluer le respect de la réglementation sur la structure de capital; évaluer les conséquences de la perte de clients importants; évaluer la volatilité des marchés dans lequel évolue l'entité; évaluer la complexité et le caractère innovateur des techniques financières utilisées; évaluer les possibilités de fraudes et d'activités illégales.

- Identifier et évaluer les éléments qui influent sur le litige; présenter les points forts et faibles de la position d'un client; analyser les hypothèses et les preuves de la partie adverse afin de s'assurer de leur validité; remettre en question la bonne foi des personnes avec lesquelles on transige.

- Analyser les principes et méthodes comptables susceptibles de controverse; analyser la conformité des principes et méthodes comptables aux normes professionnelles et à la substance économique des opérations; analyser la conformité des principes et méthodes comptables aux différents usages prédominants du secteur d'activité; évaluer les projets de modifications des conventions collectives.

- Calculer le montant d'indemnité à réclamer auprès d'une société d'assurance; calculer le montant des pertes d'exploitation subies; interpréter une convention entre actionnaires pour la mesure du bénéfice à partager; évaluer les violations des clauses restrictives des contrats de prêt (maintien d'un fonds de roulement, couverture des frais financiers) ou de toute autre clause d'un acte de fiducie; juger les états financiers personnels; partager les biens d'un couple suite à un divorce; faire une recherche de textes sur ce sujet; rédiger un texte sur un aspect de cette problématique.

Fiscalité

- Déterminer le traitement fiscal des paiements effectués; déterminer le traitement fiscal des montants reçus; calculer l'impôt à payer à la suite de la disposition involontaire d'un bien (ex. : lors d'un sinistre); examiner les règles des biens de remplacement; calculer l'impôt à payer sur des paiements de pensions alimentaires découlant d'un divorce; considérer l'aspect des taxes à la consommation (TPS et TVQ).

- Décrire un transfert de biens en vertu d'une transaction papillon; discuter des conséquences d'un «dégel successoral»; décrire des moyens pour effectuer un «dégel successoral».

- Examiner un avis de cotisation; rédiger un avis d'opposition; discuter avec un représentant des autorités fiscales; rédiger un sommaire des arguments ; rechercher la jurisprudence pertinente sur un point en litige; faire une recherche de textes sur ce sujet; rédiger un texte sur un aspect de cette problématique.

Gestion et conseils de gestion

- Lire sur les techniques de négociation; identifier des stratégies de résolution de problèmes; identifier les symptômes des problèmes; identifier les causes des problèmes; rédiger un sommaire des arguments; faire une recherche de textes sur un point en litige; rédiger un texte sur la problématique du litige; élaborer des stratégies pour régler un litige; exposer les avantages d'un règlement.

- Énumérer des critères pour évaluer la situation; agir comme médiateur entre les parties d'une convention entre actionnaires; rédiger un code d'éthique interne pour une entité.

- Estimer les pertes d'exploitation; évaluer le montant d'indemnité réclamé par un assuré; évaluer le montant des pertes d'exploitation réclamées par un assuré; concevoir un plan de licenciement; évaluer l'impact du départ d'une personne clé sur la valeur d'une entité; calculer les coûts d'un désaccord.

- Énumérer des facteurs amenant de la crédibilité; préparer un témoignage; rédiger des questions à poser à un témoin expert.

Administration de biens d'autrui

- Établir une structure de gestion; déterminer les tâches et responsabilités de chacun; évaluer l'interprétation d'une convention entre actionnaires.
- Analyser les registres comptables; préparer une demande d'indemnisation; évaluer les besoins de financement supplémentaire; énumérer les sources de financement; identifier les meilleures sources de financement; calculer les montants à recevoir en cas de liquidation.
- Déterminer les objectifs qui doivent être poursuivis; choisir les avenues de solution; déterminer les stratégies à adopter.

PLANIFICATION FINANCIÈRE PERSONNELLE

Certification

- Rédiger une lettre de mission; rédiger une lettre de déclaration; évaluer le risque de la mission confiée; évaluer la connaissance des affaires du client.
- Examiner le contrat de mariage; préparer des états financiers personnels; déterminer l'entité faisant l'objet des états financiers personnels (particulier, couple, famille); évaluer l'impact d'une maladie sur les états financiers personnels; préparer des informations financières prospectives; préparer un bilan successoral.
- Discuter de la classification et de la présentation financière des actifs et des passifs; discuter de la base d'évaluation adoptée dans les états financiers; déterminer l'information à fournir dans les états financiers; schématiser les actifs et les passifs; discuter de la validité des valeurs estimatives choisies; énumérer les hypothèses reconnues; juger de la validité des sources d'information; évaluer la plausibilité des états financiers; faire une recherche de textes sur ce sujet; rédiger un texte sur un aspect de cette problématique.
- Définir une curatelle; préparer un rapport sur les activités par un curateur; définir une tutelle; préparer un rapport sur les activités par un tuteur.

Fiscalité

- Évaluer les objectifs personnels du particulier; déterminer la situation familiale du particulier; identifier une problématique particulière; rédiger un sommaire des arguments; chercher la jurisprudence pertinente; rédiger un rapport sur la situation financière et fiscale d'un particulier.
- Examiner les possibilités de fractionner le revenu; évaluer les possibilités de déplacement du revenu à une autre année; évaluer les possibilités de déplacement d'une déduction à une autre année.
- Identifier le traitement fiscal des types de revenu; préparer les déclarations de revenu d'un particulier; déterminer la déductibilité des pensions alimentaires; considérer l'aspect des taxes à la consommation (TPS et TVQ).

- Examiner le transfert de placement dans des paradis fiscaux; énumérer les différents types de placement; discuter du traitement fiscal des différents types de placement; examiner le choix des véhicules de placement; évaluer l'investissement par une société de portefeuille.

- Identifier le type de fiducie; déterminer les conséquences fiscales du type de fiducie; préparer les déclarations de revenu d'une fiducie; expliquer la différence entre le taux d'impôt marginal et le taux effectif.

- Énumérer les différents régimes différés envisageables; évaluer les conséquences fiscales des régimes différés; énumérer les différents abris fiscaux envisageables; évaluer les conséquences fiscales de ces abris fiscaux; évaluer la légitimité de la planification envisagée (évasion fiscale); examiner l'applicabilité des règles anti-évitement.

- Présenter les avantages et les inconvénients d'un gel successoral; décrire les diverses façons d'effectuer un gel successoral; planifier un gel successoral; évaluer les conséquences de la transmission de biens entre vifs; évaluer les conséquences de la transmission de biens au décès; déterminer le montant optimal auquel les biens peuvent être transférés; déterminer l'incidence fiscale de la réception de sommes importantes à la suite d'une cessation d'emploi; commenter un testament à l'égard des incidences fiscales.

Gestion et conseils de gestion

- Évaluer les objectifs personnels du particulier; déterminer la situation familiale du particulier; déterminer la signification d'indépendance financière pour un particulier; décrire les étapes pour atteindre l'indépendance financière; rédiger un questionnaire de collecte des informations; chercher un questionnaire de collecte des informations; proposer un système de classement des documents personnels; examiner les registres du particulier; examiner le train de vie; commenter le travail produit avec un logiciel de finances personnelles.

- Expliquer à un client la notion de valeur temporelle de l'argent; décrire les principaux produits financiers; préparer un plan financier pour la retraite.

- Évaluer la stratégie pour encaisser les fonds des régimes différés; déterminer les revenus de retraite; déterminer les options pour se procurer du revenu à la retraite; planifier le financement des études des enfants.

- Évaluer la perte de l'emploi ou de contrats importants; énumérer les différents types d'assurance; calculer les besoins d'assurance; calculer la perte financière en cas de maladie; évaluer des propositions d'assurance-invalidité; calculer les besoins d'assurance en cas de décès; évaluer des propositions d'assurance-vie; rédiger un rapport sur la situation financière d'un particulier.

- Déterminer un taux d'actualisation pour l'évaluation d'une entreprise; estimer la valeur des actions d'une entreprise; estimer la valeur des actifs d'une entreprise.

Administration de biens d'autrui

- Énumérer différents modes de gestion de la trésorerie; énumérer des critères d'évaluation : pour les modes de gestion de la trésorerie, pour la gestion des biens d'une fiducie, pour la gestion des biens d'une tutelle, pour la gestion des biens d'une curatelle.

- Définir le mandat qui nous est confié; examiner un contrat d'emprunt; identifier les clauses pertinentes d'un contrat d'emprunt; évaluer les incidences des clauses pertinentes d'un contrat d'emprunt.

- Définir le rôle d'un liquidateur de succession; faire la critique d'un testament; interpréter les clauses d'un testament; examiner les demandes de fonds des bénéficiaires; examiner les registres du particulier; évaluer l'impact de la Loi sur le patrimoine familial; évaluer l'impact du régime matrimonial; décrire les différents types de régimes matrimoniaux; exposer les conséquences d'un mandat en cas d'inaptitude.

OCCASIONS D'AFFAIRES

Certification

- Évaluer le risque de la mission confiée; rédiger une lettre de mission; évaluer la connaissance des affaires du client; évaluer les risques sur les résultats de l'entité; évaluer la continuité d'exploitation de l'entité; évaluer le soutien du cours des actions de la société; évaluer les objectifs des dirigeants (ex. : rémunération basée sur le bénéfice); évaluer la tendance vers des prévisions financières biaisées (optimistes ou pessimistes); évaluer le maintien du niveau de versement des dividendes; évaluer le manque de ressources à la suite de la croissance; évaluer la rédaction de clauses restrictives des contrats de prêt ou d'un acte de fiducie; évaluer la volatilité des marchés dans lesquels évolue l'entité; évaluer la complexité et l'innovation des techniques financières utilisées; évaluer les possibilités de fraudes et d'activités illégales.

- Apprécier les diverses pratiques comptables possibles et leur impact sur les besoins des différents utilisateurs; identifier les diverses options de présentation d'informations financières pour répondre à des besoins spécifiques; identifier les diverses perspectives d'un sujet controversé; vendre des services professionnels.

- Analyser les changements d'activité qui nécessitent la mise en place de nouveaux principes et méthodes comptables, ou leur modification; déterminer s'il s'agit d'activités de recherche ou de développement; identifier les principaux programmes de recherche et de développement; identifier les principaux projets de dépenses en immobilisations; identifier l'expansion dans de nouveaux marchés; identifier l'expansion géographique; identifier les principaux projets de dépenses en immobilisations (ex. : acquisition de nouvelles installations);

examiner les restrictions sur le transfert de fonds avec un pays étranger; déterminer s'il s'agit d'un établissement autonome.

- Identifier les clauses importantes sur le plan comptable dans un contrat de franchisage; déterminer le montant de redevances à payer à un franchiseur; déterminer les engagements contractuels avec un franchiseur et/ou un franchisé; examiner les règles concernant les coentreprises; examiner le transfert d'activité à une nouvelle entité.

- Préparer un prospectus; préparer des informations financières prospectives; préparer des états financiers intermédiaires.

- Faire une recherche de textes sur ce sujet; rédiger un texte sur un aspect de cette problématique.

Fiscalité

- Énumérer les diverses formes juridiques des entités; déterminer le statut fiscal des entités; analyser les procédures à suivre pour obtenir une structure juridique définie; déterminer le traitement fiscal des revenus reçus; évaluer l'incidence des taxes sur le capital.

- Déterminer le type de revenu gagné par l'entité; identifier les points litigieux au niveau du traitement fiscal; rédiger un sommaire des arguments; chercher la jurisprudence pertinente; déterminer le traitement fiscal des frais juridiques; déterminer le traitement fiscal des frais de premier établissement; déterminer la déductibilité des frais d'émission d'actions; déterminer la déductibilité des frais de financement.

- Identifier les clauses importantes sur le plan fiscal dans un contrat de franchisage; déterminer la déductibilité des redevances payées à un franchiseur; évaluer les formes juridiques du point de vue du propriétaire; évaluer la possibilité d'appliquer les pertes d'une entité contre les bénéfices d'une autre entité; considérer l'aspect des taxes à la consommation (inscription TPS et TVQ); évaluer les avantages sociaux à accorder au personnel; prendre en considération l'impôt des succursales; déterminer les conséquences fiscales des transactions avec des non-résidents.

- Énumérer les modes de rémunération des promoteurs; énumérer les avantages et les inconvénients des divers modes de rémunération; établir une politique de rémunération.

Gestion et conseils de gestion

- Décrire le processus budgétaire; établir un budget d'exploitation; établir un budget des investissements; établir un budget de caisse; planifier les ressources requises; déterminer la disponibilité des ressources; identifier divers scénarios; comparer les divers scénarios envisagés; établir les coûts pertinents; déterminer les activités requises; déterminer les ressources consommées; catégoriser les activités; déterminer les causes des activités.

- Établir la rentabilité relative du projet; calculer une V.A.N. pour le projet; identifier les besoins de liquidité; choisir la structure de financement; discuter des informations à préparer pour le financement; évaluer la capacité d'exploitation de l'entité; évaluer les besoins de financement supplémentaire; évaluer les politiques de crédit; évaluer l'existence de risques de change significatifs; évaluer les restrictions pour le rapatriement des fonds investis à l'étranger; évaluer les restrictions significatives liées aux contrats d'emprunt; évaluer l'étendue des contrats de crédit-bail; évaluer les garanties et autres engagements financiers; évaluer les considérations significatives liées au financement des régimes de retraite et autres obligations.

- Établir un plan d'affaires; définir les objectifs poursuivis; identifier les forces concurrentielles; déterminer la richesse consommée; déterminer la richesse produite; déterminer les stratégies à suivre; évaluer la meilleure stratégie.

- Organiser l'informatisation des activités de l'entité; évaluer les types de systèmes informatiques; fixer le prix de vente des produits et services; implanter les changements technologiques; évaluer les concurrents; évaluer les améliorations à apporter aux systèmes informatiques; évaluer les sources d'approvisionnement et la disponibilité des matières premières; évaluer les restrictions ou problèmes liés au transfert de matériel entre secteurs géographiques ou aux contraintes d'ordre politique; évaluer les locaux et l'équipement de l'entité; évaluer les procédés de contrôle de la qualité; évaluer les primes de motivation basées sur des objectifs de ventes.

Annexe 3

États américains qui ont accepté d'exiger une année additionnelle de formation pour le titre de Certified Public Accountant (CPA)

Au mois d'août 1994, 32 états ou territoires liés aux États–Unis avaient adopté une loi ou un règlement imposant une année additionnelle de formation pour les candidats au titre de CPA.[8]

État ou territoire	Date de la loi ou de la réglementation	Date d'entrée en vigueur
Alabama	1989	1995
Alaska	1991	1997
Arkansas	1990	1998
Caroline du Sud	1991	1997
Connecticut	1992	2000
Dakota du Nord	1993	2000
Dakota du Sud	1992	1998
Floride	1979	1983
Georgie	1991	1998
Guam	1994	2000
Hawaï	1977	1978
Idaho	1993	2000
Illinois	1991	2001
Indiana	1992	2000
Iowa	1992	2001
Kansas	1990	1997
Kentucky	1990	2000
Louisiane	1990	1996
Maryland	1993	1999
Mississippi	1990	1995
Missouri	1993	1999
Montana	1989	1997
Nebraska	1991	1998
Nevada	1993	2001
Ohio	1992	2000
Porto Rico	1994	2000
Rhode Island	1992	1999
Tennessee	1987	1993
Texas	1989	1997
Utah	1981	1994
Virginie occidentale	1989	2000
Wyoming	1993	2000

8 Source : AICPA, *150–Hour Curriculum Development Handbook*, American Institute of Certified Public Accountants, New York, 1994.