



Practice Readiness Education Program

Student Guidebook

PREP 2020 - 2021

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Introduction

This Student Guidebook provides students (and their principals) with information on what to expect in the Practice Readiness Education Program (PREP), including some important rules. The information in this Guidebook supplements the following key documents (with which students should be familiar):

- the *Legal Profession Act*, and
- the Rules of the Law Society of which the student is registered.

This Guidebook is not intended to override the rules, policies, or procedures of the Law Society. To the extent that any of the above sources deviate from what is in this Guidebook (now or in the future), those sources govern. For questions about the information contained in this Guidebook, please contact CPLED at admin@CPLED.ca. *This Guidebook and the policies and procedures referred to in it may be changed or updated from time to time.*

Program Agreement

To be admitted into PREP, an applicant must agree to certain terms and conditions as set out in the PREP Student Agreement (see Appendix A: Practice Readiness Education Program (PREP) Student Agreement). By signing this agreement, the applicant agrees to be bound by the CPLED Professional Integrity Policy (see Appendix B: Professional Integrity Policy).

Professional Conduct

Students in PREP are expected to maintain the highest standards of integrity. PREP is a critical element of the qualification process and as such, it depends on the integrity of each student. Students must conduct themselves with professional and academic integrity; this is required for successful completion of PREP.

Students are expected to maintain the highest standards of integrity in meeting PREP requirements, including full compliance with the *CPLED Professional Integrity Policy* (see Appendix B: Professional Integrity Policy) and with the Law Society's code of conduct. Breaches of professional integrity, including plagiarism, are not tolerated by CPLED and may result in an investigation, suspension, failure in the program and disciplinary action by CPLED, and/or referral to the Law Society for investigation and disciplinary action.

Students with questions about whether particular conduct could trigger a breach of the CPLED Professional Integrity Policy should contact CPLED at admin@CPLED.ca.

Students with questions about whether particular conduct could trigger a general breach of the lawyer's Code of Conduct should consult, on a confidential basis, with an advisor at their respective Law Society.

Access to Course Materials

Students must pay their tuition fees to receive access to course materials. Tuition fees and installment payment deadline dates can be found on CPLED's website at <https://cpled.ca/deadlines-events/important-dates/>. It can take up to three to five business days

for CPLED to receive and process payments. Students are strongly encouraged to submit tuition fee payments prior to the deadline date as they will not receive access to PREP materials until their payment has been processed.

Program Overview

The Mind of a CPLED-Trained Lawyer – CPLED’s Competency Framework

To be called to the Bar, students require more than knowledge of the law; students must demonstrate that they have the competencies, skills, and character to practice law. New lawyers need to have the communication skills and understanding of how to practice law, as well as the empathy, compassion, integrity, respect, ethical practice and commitment to diversity to serve the public and their clients effectively.

As a part of the redesign of the Bar admission course for students, CPLED developed a new Competency Framework to establish the basis for the program and to guide students, facilitators and assessors in understanding the specific skills and abilities the PREP will help recent law school graduates develop over their articling period.

The CPLED Competency Framework focuses on the whole lawyer – what a lawyer does, how a lawyer practises, who a lawyer is and how a lawyer behaves.

Lawyer Skills – What a Lawyer Does

From that first client meeting to closing the file, lawyers must demonstrate that they can take a legal matter from start to finish through understanding their client’s unique situation, researching and analyzing potential options, executing a solution, and managing all the administrative and client management matters along the way. This takes more than knowledge of the law; it takes organization and discipline.

It also requires lawyers to communicate clearly with clients, the courts, colleagues and other stakeholders. Communication is more than plain language, or a well-crafted brief – it is about understanding your audience, showing empathy, communicating across different channels and making sure your message is understood, while taking care to listen.

Practice and Self-Management – How a Lawyer Practises

Understanding how a legal practice works – from managing risk, to quality control, to the operation of trusts and billing – are all key competencies for new lawyers. All of this comes with demands to understand the technology tools used in today's legal environment while keeping an eye on the trends that will shape that environment in the years ahead.

The CPLED Competency Framework is built to help students understand how a practice works, and how their work within a practice contributes to their success. From time management and project management, to managing relationships and files in a professional manner, students will learn how to be lawyers who are effective and efficient in their practice. A focus on self-awareness, empathy and resilience will help students balance their personal life with their workload.

Professional Ethics and Character – Who a Lawyer Is and How a Lawyer Behaves

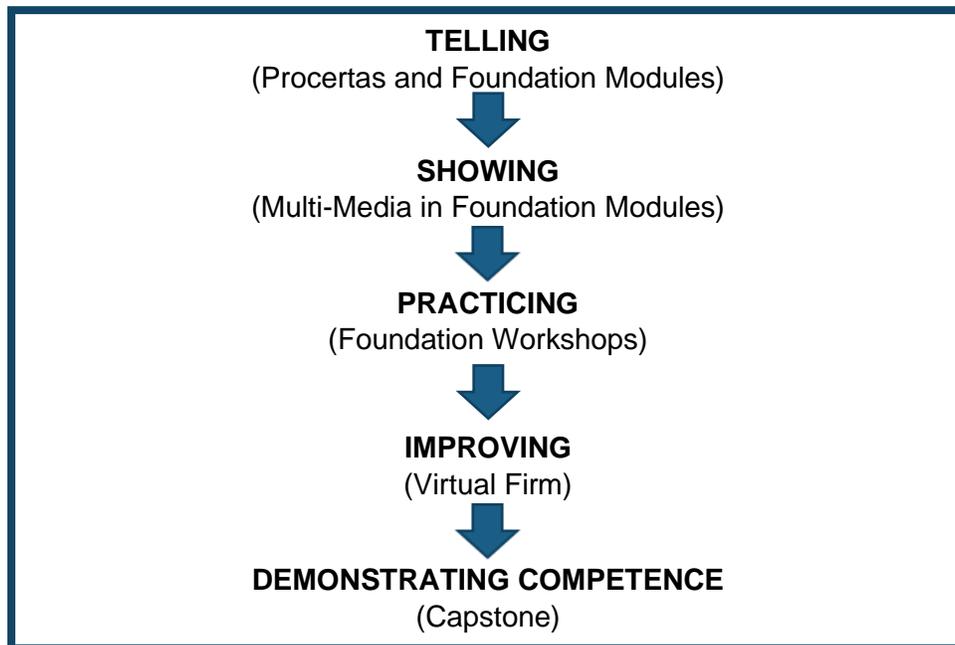
Legal practice is about much more than knowing the law – it is also about acting to preserve the critical role of justice in our society. Earning the trust of your clients, colleagues and the public requires a life-long commitment to ethics, integrity, and fairness in all that you do.

CPLED's Competency Framework prepares students by going beyond the ethical obligations outlined in the code of conduct to understanding the qualities and characteristics lawyers must embody to ensure that decision making is guided by ethics and integrity.

Please visit [CPLED's website](https://cpled.ca/about-cpled/competency-framework/) (https://cpled.ca/about-cpled/competency-framework/) for more information on CPLED's Competency Framework.

PREP Structure and Completion Requirements

PREP consists of four phases where students develop the competencies required to be admitted to the Bar as an entry-level lawyer. The progression of PREP moves from:



Students must successfully complete all four phases to complete PREP. Students are encouraged to complete all requirements within one PREP year (visit the CPLED Website for a detailed PREP schedule at <https://cpled.ca/students/cpled-prep/program-schedule/>).

All requirements for successful completion of PREP must be met within two years immediately preceding enrollment as a PREP student (unless a longer period is approved).

Student Assessment – A Progression of Learning

To help students attain the required knowledge, competences, values and attitudes, a distinctive assessment methodology has been adopted where the learning zone is also used as the assessment zone. PREP's assessment design accommodates a variety of assessment types throughout the program so student achievement can be identified and verified. When performance does not meet standards, there are opportunities for reflection, feedback, and improvement.

PREP is a skills-based curriculum and includes an evaluation model that sets competency levels and scores against standards for entry-level lawyers set in the domains of skills, knowledge, and ethics.

Learning is cumulative in PREP, as each phase prepares students for activities in the next phase of the program as the exercises become more advanced. This method allows for several passes through PREP material with increasing complexity and enables different skills to be taught at the same time in an overlapping learning process. Moving through increasingly

complex transactions and tasks, students gain skills and proficiency reinforced through collaboration with peers and instructors, their reflection, and relevant professional assessment at every phase of the program.

Procertas Legal Technology Assessment

The Procertas Legal Technology Assessment (LTA) is a benchmarking and training platform to assess skills and provide training to improve the quality of work in Word, Excel, PowerPoint and PDF.

A short video describing the Procertas assessment can be accessed at the following: <https://youtu.be/1S1sa-Ts63c>. Students will receive a welcome email message directly from Procertas with login information. Students must complete the LTA by the deadline that will be outlined in the PREP schedule and earn **qualified** or **expert** certification in:

- Word and
- Excel or PDF or PowerPoint

The time to complete each of the above depends on the student's proficiency level at the beginning of the program. Estimated completion time per software program is approximately two to four hours.

Contact Procertas directly for all help desk requests at info@procertas.com and/or tsoliven@procertas.com.

Foundation Modules

In addition to Procertas, the first phase of PREP includes an Orientation and fourteen online modules. The Orientation is a webinar where students are given an overview of PREP and information about technical requirements, assessments, support, and expectations. The online modules combine self-directed study and interactive assessments with multimedia learning to provide a foundation in all CPLED competencies.

Through the online modules, students will have an opportunity to develop and assess their skills and build a strong foundation from which to tackle increasing complexity as students progress through the program. The following section provides an overview of the Foundation Modules.

How a Lawyer Behaves and Who a Lawyer Is

The Effective Lawyer

Reports, studies, and testimonials demonstrate that success as a lawyer depends not only on lawyer skills, but also on personal attributes and skills. The purpose of this module is to provide students with an opportunity to focus on themselves as a person and provide guidance and tools to support students in meeting the demands of their professional and personal life, as well as to develop and maintain productive and healthy relationships with colleagues and clients.

Professional Ethics and Character

Professional ethics and character are simply the foundation to a successful legal practice. Whether a student is in private practice, public practice, or in-house counsel, professional ethics and character are critical to the student's identity as a lawyer. In this module, students look at ethics and character as competencies and the building blocks to their legal career before focusing on professional ethics and character in three separate settings: professional ethics and character in the office; professional ethics and character in the profession; and, professional ethics and character in the community.

Indigenous Law, Cultures and People

In order to represent and work with Indigenous peoples, it is important for lawyers to understand their worldview, culture, and history. Indigenous peoples represent a vast range of cultures and perspectives and this module aims to pique a student's interest to learn more about representing an Indigenous client, Indigenous land claims, or working with Indigenous colleagues.

What a Lawyer Does

Oral Communication: Client Relationship Management

Effective oral communication is essential to legal practice. This module focuses on oral communication skills specific to interviewing, negotiating, and engaging in oral advocacy. General communication skills form the backbone for each of these legal competencies. Students will first examine the components of effective communication, the need for effective cross-cultural communication, and how to employ those communication skills to successfully manage client relationships.

Oral Communication: Interviewing

Interviewing is an integral part of a lawyer's practice. Whether students are performing an initial client interview, preparing witnesses or experts, or dealing with colleagues, solid interviewing skills, routinely applied and practiced, will bring ease and efficiency to students' work. In this

module, students will learn to use a structured interview approach when interviewing a client and learn how to put clients at ease throughout the interview, acknowledging their feelings, and conveying a desire to help.

Oral Communication: Negotiating

Concluding an acquisition agreement, trying to settle a personal injury claim, or conferring with a client about pending legal matters – all these situations require negotiation. Lawyers who cannot effectively negotiate cannot effectively practice law. In this module, students will be introduced to negotiation principles, processes, and preparation guidance to obtain and deliver the best results for their clients. It is a learned skill that students will continue to develop throughout their professional life.

Oral Communication: Advocacy

Oral advocacy is critical to effective oral communication and central to the skillset students must develop as a lawyer. Whether students are discussing matters within their law firm or law office, negotiating a settlement or resolution with counsel opposite, acting on behalf of a client on an application or motion, or representing a client at the trial or appellate level, strong oral advocacy is essential. In this module, students will learn about the importance of oral communication and advocacy, advocacy in applications and motions, and advocacy at trial.

Legal Research, Fact Gathering and Case Management

Clients do not come to their lawyer with clearly laid out legal issues. They come to their lawyer with a problem or a goal and expect their lawyer to apply knowledge and judgment to help. To do that, lawyers engage in fact-gathering, legal research, and case management. These all form part of the process of providing solutions to clients. In this module, students will cover the following topics: fact gathering, legal research, case management and trial preparation in order to effectively solve problems for clients.

Written Communication: Legal Writing

Communication skills are critically important to lawyers in all areas of practice. A poorly written or drafted document is not only a reflection on the competency of the lawyer who created it but may be the foundation for a potential lawsuit. Litigators, too, are judged by the quality of their writing. In this module, students will review the basics of legal writing, and how to write an opinion letter, an advocacy letter, and a retainer agreement.

Written Communication: Legal Drafting

In this module, students will be introduced to drafting, which is a specialized form of writing. Lawyers need drafting skills regardless of the area in which they practice law as they create contracts, wills, settlement agreements, orders, affidavits, motions, pleadings, offers, and other documents every day. Students will learn how to identify and consider the direct and potential audiences of the communication.

Students will learn to adapt communication appropriately in recognition of diverse backgrounds and the needs and sensitivities arising from an individual's circumstances. Students will explore the concept of using plain language and a tone consistent with the formality of the context. Finally, students will be taught how to draft accurate and legally enforceable documents, whether contentious or non-contentious.

How a Lawyer Practices

Technology Skills and Tools for Lawyers

As the use of technology increases in law practices, it is important for lawyers to have the technical skills to meet the business needs for the current legal market and to be aware of how technology can impact the practice of law. In this module, students will learn the importance of developing competence in the basic office technology schools. Students will also learn the professional rules that should be considered with the use of technology and how technology can be used to help manage risk within a law firm (e.g., cybersecurity).

Practice Management and Trust Accounting

While the practice of law is a profession, and as lawyers, students are held to high standards of responsibility and ethics, it is also a business, which students expect will provide them with a reasonable standard of living. The fact is, only a small percentage of claims against lawyers relate to substantive knowledge. The primary area of claims relates to lack of communication and inadequate investigation, many of which relate to lack of time and matter management. Practice management is a key element to becoming a successful lawyer. Lawyers must attend to the business aspects and rules of their practices from the appropriate management of the day-to-day activities of the practice, to competent financial management, including trust accounting. This module will deal with the breadth of these topics.

Multi-Media Learning

Legal Skills in Action

After completing the legal skills modules, students will work through a multimedia educational experience that will involve two different legal matters. It will feature actual lawyers interviewing, negotiating, and advocating, both well and not so well. Students will be involved in writing and drafting documents as well as legal research.

Practice Management Skills in Action

After completing the practice management and technology modules, students will work through a real estate purchase and sale and learn how to set up and manage client trust accounts and how to avoid and manage risk in a law firm. The student will also be shown how to use practice management software to help manage client and financial matters as well as risk within a firm.

In both multimedia segments, students will complete assignments that will be revisited during the Foundation Workshops.

Foundation Modules - Completion Requirements

Students must demonstrate engagement, professionalism and competency to successfully complete each phase of PREP.

1. Engagement: attendance, punctuality, participation, peer assessment.
2. Professionalism: demonstration of professional ethics in completion of assignments, academic integrity, respectful dealings with fellow students, facilitators, assessors and staff.
3. Competency demonstration: successful completion of all mandatory quizzes, assignments and assessments.

1. Engagement – Completing Procertas and Foundation Modules in a Timely Manner

Students must complete their Procertas requirements before they are provided access to the Foundation Modules.

The twelve content modules and two multimedia modules will focus on *learning outcomes* tied to associated competencies. Each module is comprised of:

- Readings (required & optional)
- Videos
- Activities
- Reflections
- Summative quiz (must pass to proceed)

It will take approximately 3 to 6 hours to complete Procertas and between 100 to 110 hours to complete all Foundation Modules readings, activities, and quizzes. Some modules will take longer than others to complete:

Foundation Module	Estimated Hours
The Effective Lawyer	11
Professional Ethics	11
Indigenous Law, Cultures and People	10
Client Relationship Management	5.5
Interviewing	4
Negotiating	4
Advocacy	4
Legal Research, Fact Gathering and Case Management	10.5
Legal Writing	3.5
Legal Drafting	3.5
Practice Management and Trust Accounting	9.5
Technology Skills and Tools	8.5

Foundation Module	Estimated Hours
Multimedia: Legal Skills in Action	8
Multimedia: Practice Management in Action	3

Students must successfully complete a module (i.e. complete readings and activities and pass the quiz) by the deadline date as per the Foundation Modules schedule. Please note that there are no quizzes for the Effective Lawyer and multimedia modules. Students must notify the office (admin@cpled.ca) if they are not able to meet a deadline and explain why. Deadlines are posted on the CPLED website at <https://cpled.ca/students/cpled-prep/program-schedule/>.

Students are encouraged to complete their Foundation Modules well in advance of the due date, if possible. PREP is a compressed and a fast-paced program with no lead time in between phases and students must complete each phase to progress to the next.

If a student misses a deadline:

- **First missed deadline:** on the day after the missed deadline the student will receive a notification from D2L alerting them of the missed deadline. The student will prepare an action plan addressing how the student plans to catch up from the missed deadline and how the student plans to meet remaining deadlines for the Foundation Modules. The student will upload this action plan in the Dropbox in D2L and will notify CPLED at admin@cpled.ca when uploaded.
- **Second missed deadline:** the student may be deferred to the next PREP intake.

2. Professionalism

The student's principal and Law Society may be notified if a student fails to conduct themselves with professional and academic integrity (see Appendix B: Professional Integrity Policy).

3. Competency Demonstration – Assessments

Formative assessments appear throughout the Foundation Modules. These assessments are short, and they are there to help students identify areas where they might need to go back and review. Formative assessments are embedded in the online learning environment and include multimedia activities, opportunities for reflection and online quizzes. Student performance on formative assessments does not form part of the student's licensing assessment in the PREP.

Summative assessments appear at the end of each module (a quiz that consists of 30-multiple choice questions) with the exception of the Effective Lawyer module and the multimedia

modules. These quizzes help to ensure students understand the basics before they move through PREP. To continue to move through the program, students must master the content covered in each Foundation Module.

If a student fails a quiz:

- **First failed quiz:** second quiz is automatically released.
- **Second failed quiz:** a third quiz is automatically released.
- **Third failed quiz:** student continues through the rest of the modules/quizzes but must write and pass a 60-question multi-topic exam before proceeding to Foundation Workshops.

Students have one hour to complete the quiz and students must complete quizzes by the module due date. Students are encouraged to complete their quizzes well in advance of the due date. Quiz answers are not disclosed after the quiz has been submitted.

A student who fails their third attempt at a quiz must successfully pass a 60-question multiple-choice comprehensive quiz that includes questions from all Foundation Modules to move on to the Foundation Workshops. Students will be given 120 minutes (2 hours) to complete this quiz. Students will be given three attempts to pass the quiz. A student who is unsuccessful after the third attempt must re-take the Foundation Modules phase. The comprehensive quiz will be released to students immediately after the deadline date for the Multimedia: Practice Management in Action module. Students have two weeks to complete and successfully pass the comprehensive quiz.

Note: a student who fails their third attempt at a Foundation Modules quiz must attempt all subsequent Foundation Module quizzes to be eligible to write the comprehensive quiz.

Module quizzes do not form part of a student's licensing assessment in PREP, but the student must successfully complete each quiz before progressing to the next phase of PREP. The Foundation Modules are meant to give students the information they need to proceed throughout the later phases of the program where they will practice and eventually demonstrate the skills required of an entry-level lawyer.

Student Survey

Students are required to complete a survey at the end of the Foundation Modules to move forward to the next phase of PREP.

Students must successfully complete all elements of the Foundation Modules to proceed to the Foundation Workshops*.

*Students who fail to complete an element of the Foundation Modules may be deferred to the next PREP intake.

Foundation Workshops

During the Foundation Workshops, students will come together for five days to interact with fellow students and facilitators in a variety of workshops that include role-playing and peer assessment in the areas of interviewing, negotiating, and advocacy. Students will also participate in simulations and practice management.

At the Foundation Workshops, the focus is on integrating knowledge and skills development in social environments, obtaining feedback from peers and experienced lawyers, and applying learning concepts from the Foundation Modules. The workshops will prepare students to manage a matter effectively and independently during the next phase of PREP.

Students must not book work, travel, vacation, family, or other plans that might conflict with the Foundation Workshops.

Foundation Workshops – Completion Requirements

The workshops provide students with an opportunity to practice skills through scenarios, practice, and reflection. To successfully complete the Foundation Workshops, students must:

- Attend the full five-day session and actively participating throughout the workshops.
- Complete all pre-work and homework by the deadline dates.

1. Engagement and Professionalism

- **Mandatory attendance:** students must attend the full five-day workshop sessions. Students must contact the CPLED office immediately if they are not able to attend a portion of the workshops due to extenuating circumstances (work does not qualify as an extenuating circumstance).
- **Punctuality:** Students are expected to arrive on time.
- **Respectful and professional behavior:**
 - Being prepared to participate by completing all pre-work and homework.
 - Providing full attention while in the session.
 - Turning off phones and other devices unless they are used to access instructional content.

- **Appropriate attire:** Students are expected to wear business attire (e.g. business suits).

Concerns related to the above may be shared with the student's practice manager and/or principal and/or law society.

Involvement in other work, regardless of its nature, is not an adequate reason for non-attendance, failure to participate, or failure to satisfactorily complete PREP Foundation Workshops requirements. Students should not schedule work meetings, court appearances, or other work-related activities during this time.

2. Competency Demonstration

Pre-work and Homework

Students **must** complete all assigned pre-work and homework by the scheduled deadline dates so that they are prepared to fully participate in the workshops. A student who fails to submit pre-work or homework will not be allowed to proceed with their cohort and the student will be deferred to the next PREP intake.

Facilitators will review all pre-work and homework submissions for quality of work. A student will be contacted if the student's submission is deemed inadequate (e.g. copying a template with no input, no analysis, etc.) and the student will be required to resubmit their work prior to being allowed to proceed.

CPLED uses Turnitin as a plagiarism detection service within D2L. Breaches of professional integrity, including plagiarism, are not tolerated by CPLED and may result in an investigation, suspension, failure in the program and disciplinary action by CPLED, and possibly the Law Society of the province where the student is registered.

Competencies will not be evaluated during the workshops; however, students will have the opportunity to practice their competencies throughout the workshops.

Note: students will receive peer assessments that will be used for their learning and reflection. These will not be used for evaluation and completion of the Foundation Workshops.

Student Survey

Students are required to complete a survey at the end of the Foundation Workshops to move forward to the next phase of PREP.

Students must complete all assigned work and attend the Foundation Workshops to proceed to the Virtual Law Firm*.

*Students who fail to complete all assigned work and attend the Foundation Workshops may be deferred to the next PREP intake.

Virtual Law Firm

Returning to the online environment, students will put their foundational training to the test, working as lawyers in a Virtual Law Firm, managing the full lifecycle of cases in business law, criminal law, and family law and real estate.

These transactions include interviewing simulated clients. CPLED will assign simulated client interview time slots to students. A student's interview time slot is 30-minutes in length.

Students will also receive coaching and mentoring from a practice manager at the end of each practice rotation. Students are required to take their simulated client interviews and practice manager meetings on the dates assigned. CPLED will inform students well in advance of their interview and meeting times so that they can book these appointments well in advance in their calendars.

Virtual Law Firm - Completion Requirements

In this phase, students work on realistic entry-level cases or matters. Simulated clients pose as clients and assess the student and provide contextual feedback using a rubric. Students will upload several assignments for each case/matter covering a breadth of competencies including practice management, trust accounting, etc.

The matter simulation will require students to manage a case from inception to finalization and the tasks produced throughout that process will be assessed by an assessor from that practice area. Students will upload their completed tasks to D2L for online plagiarism checking and each of the assigned elements will be assessed against a competency-based assessment rubric.

Students must complete all Virtual Law Firm tasks within the assigned deadline dates in order to proceed with their cohort. A student may be deferred to the next PREP intake if the student fails to complete a task. Virtual Law Firm rotations are set around tight deadlines and as such, tasks must be completed on time.

2. Engagement and Professionalism

Students have **two weeks at the start of the simulation to work through the business law and criminal law matters and three weeks for the family law & real estate matter.**

Students must also complete reflections for each practice rotation and reflect on performance prior to meeting with their practice manager and before moving to the next rotation. They are required to participate in meetings with their practice manager (see the section titled Facilitators, Assessors, Practice Managers below for an overview of the role and responsibilities of practice managers).

Punctuality is essential for simulated client interviews and practice manager meetings. Simulated clients and practice managers are assigned back to back interviews and meetings with students. Therefore, interviews and meetings must start and end on time with no opportunity to extend the interview and meeting times. Students are encouraged to test their Wi-Fi connection, laptops, microphones, videocams and headsets before their assigned meeting and to log into their meeting at least 10 minutes early to address concerns.

Students must contact the CPLED office immediately if they are not able to attend an interview or meeting due to extenuating circumstances (work does not qualify as an extenuating circumstance).

Students are required to come prepared for their practice manager meetings. Students will lead discussions by reflecting on their assignments and feedback identifying opportunities for improvement and soliciting advice from their practice manager.

2. Competency Demonstration

Assessors will use rubrics to evaluate student assignments. The assessment criteria are as follows with a sample provided in Appendix C: Sample Assessment Criteria.

NA	No competence demonstrated
NC	Nominal competence demonstrated
RC	Reaching entry-level competence
EC	Entry-level competence
CL	Competent practicing lawyer

CPLED uses Turnitin as a plagiarism detection service within D2L. Breaches of professional integrity, including plagiarism, are not tolerated by CPLED and may result in an investigation, suspension, failure in the program and disciplinary action by CPLED, and possibly the Law Society of the province where the student is registered.

Student Survey

Students are required to complete a survey at the end of the Virtual Law Firm to move forward to the next phase of PREP.

Students must complete all assigned tasks in the Virtual Law Firm rotations to proceed to the Capstone.*

*Students who fail to complete all assigned tasks in the Virtual Law Firm may be deferred to the next PREP intake.

Capstone

In this final assessment, students will demonstrate their skills and competencies in one final simulated transaction. Students will complete tasks that span the full lifecycle of a case and demonstrate their competence in decision-making, provide their client with ethical and professional representation and use the appropriate case management and technical tools to guide their work. Finally, students will submit a final reflection on the entire program.

The program builds on each prior phase, building in complexity and requiring students to develop competencies through tasks that assess not just their knowledge, but how they apply their lawyer and practice management skills and demonstrate professionalism, ethics, and values.

Students must not book work, travel, vacation, family, or other plans that might conflict with the Capstone.

Capstone - Completion Requirements

The Capstone is a four-day session. During the Capstone, students will work through a simulated matter similar to the ones in the Virtual Law Firm. In addition, students will be required to reflect on their entire PREP experience and submit a report reflecting their learnings along with professional development plans post-PREP to address areas that require additional competency development.

Students must complete all assignments, submissions (e.g. legal writing, drafting, research) and summative PREP reflection. A student may be deferred to the next Capstone intake if the student fails to complete an assignment. Capstone assignments are set around tight deadlines and as such, tasks must be completed on time.

1. Engagement and Professionalism

- **Mandatory attendance:** Students must attend the full four-day Capstone session. Students must contact the CPLED office immediately if they are unable to attend a

portion of the Capstone due to extenuating circumstances (work does not qualify as an extenuating circumstance).

- **Punctuality:** Students are expected to arrive on time for simulated client interviews and one-on-one assessments. Simulated clients and assessors are assigned back to back interviews and assessments with no opportunity to extend interview and assessment time. Students are encouraged to test their Wi-Fi connection, laptops, microphones, videocams and headsets before their assigned meeting and to log into their meeting at least 10 minutes early to address concerns.

Students must contact the CPLED office immediately if they are not able to attend an interview or meeting due to extenuating circumstances (work does not qualify as an extenuating circumstance).

- **Respectful and professional behavior:** Students must treat simulated clients, assessors and CPLED staff in a professional manner.
- **Appropriate attire:** Students are expected to wear business attire (e.g. suits).

Concerns related to the above may be shared with the student's principal and/or law society.

Involvement in other work, regardless of its nature, is not adequate reason for non-attendance, failure to participate, or failure to satisfactorily complete PREP Capstone assessment requirements. Students should not schedule work meetings, court appearances, or other work-related activities during this time.

2. Competency Demonstration

This is the phase of the program where entry-level competence for Bar admission will be assessed. Ethical issues and professionalism will be integrated into the matter/case.

CPLED uses Turnitin as a plagiarism detection service within D2L. Breaches of professional integrity, including plagiarism, are not tolerated by CPLED and may result in an investigation, suspension, failure in the program and disciplinary action by CPLED, and possibly the Law Society of the province where the student is registered.

Student Survey

Students will be asked to complete a survey at the end of the Capstone.

Students must complete all assigned tasks and demonstrate entry-level competency to successfully complete the Capstone and PREP.

Capstone Reassessment

Students who are unsuccessful in Capstone will have the opportunity to attempt a Capstone Reassessment. The reassessment will be scheduled approximately six weeks after the Capstone results are released. Students may be required to complete remedial work prior to the Capstone Reassessment.

Students may attempt a maximum of three Capstone competency evaluations (i.e. a total of three Capstone and/or Capstone Reassessment offerings). If a student exceeds the maximum number of attempts, a student may be required to repeat the entire or a portion of PREP, be suspended, or expelled from PREP.

Students must demonstrate entry-level competence in the Capstone Reassessment to successfully pass PREP.

Statement of Program Completion

The Statement of Program Completion indicates whether the student has demonstrated entry-level competence during the Capstone. This Statement of Program Completion is prepared by CPLED approximately six weeks after Capstone. These are then sent to the student and the student's Law Society. The student's principal will receive notification of the student's PREP results one week after the Statement of Program Completion is released to students.

Facilitators, Assessors, Practice Managers, & Simulated Clients

PREP includes highly respected members of the legal community in the following roles:

- Facilitators for Foundation Workshops
- Assessors who evaluate assignments
- Practice Managers who provide guidance and mentorship

Other key support personnel includes:

- Simulated clients who assess interview skills

Foundation Workshops Facilitators

Facilitators guide group discussions during the Foundation Workshops. The Facilitator provides oversight to students and encourages participation and engagement in small and large group discussions. Facilitators provide students with feedback on competencies, behaviour, and engagement throughout the Foundation Workshops. If needed, facilitators will also contact CPLED to bring attention to issues or concerns so that CPLED can follow up with the student.

Virtual Law Firm and Capstone Assessors

Assessors provide students with developmental feedback on their performance for each matter deliverable. These deliverables may take the form of students videotaping themselves (e.g.,

advocacy), videotaping a negotiation with a fellow student, draft documents, legal writing, research, among others.

Assessors are trained on the rubrics. Also, assessors will mark benchmark/consistency papers before marking “live” student assignments to ensure students’ assignments are assessed consistently and fairly.

Practice Managers

The Practice Manager (PM) will coach and mentor students as they go through the Virtual Law Firm simulations. PMs will review the student’s reflections, and the student’s assessments from their assignments (PMs do not assess assignments - they are only looking at the results) and then PMs will spend half an hour on a video call with each student answering questions, providing advice and helping students develop an action plan to move towards entry-level competence.

The PM will also be an assessor in the area of Practice Management (quality and completeness of their student’s Clio updates), self-management (time management, interpersonal skills, etc.), and help students reflect on their performance throughout each of the Virtual Law Firm rotations and the program to date.

Simulated Clients

Students will have opportunities to practice, be assessed and develop competence in client interviewing in the Virtual Law Firm rotations and the Capstone through video interviews. These will be assessed by a trained Simulated Client using a standardized competency-based rubric.

Technical Requirements

PREP is hosted by Desire2Learn (D2L) and it is accessible on a desktop or laptop, tablet, or mobile phone. While this enables students to access PREP anytime and anywhere, *for an optimal experience, students are encouraged to use a computer to complete interactive activities, quizzes, and assignments.* Whatever platform is used, it must have a webcam and microphone.

Students access PREP materials (reading materials, videos, quizzes, etc.) through D2L at <https://cpled.desire2learn.com/d2l/login>. Students will receive their unique login usernames and passwords by email.

D2L Technical Requirements	
✓	Operating System: Windows or Apple
✓	The supported browsers are Chrome and Firefox . Students must use one of those two browsers for FULL functionality in the learning environment. The Internet browser must be up to date (installed or updated within the last month).
✓	Enable browser’s JavaScript and Cookies
✓	Install Adobe Flash Player 10.1 or greater for desktop systems
✓	Reliable high-speed internet

PREP Tools and Resources	
✓	Dropbox for assignment submission
✓	Third-party education partners: <ul style="list-style-type: none"> ○ LexisNexis: QuickLaw and Practice Advisor (computer-assisted legal research) ○ Clio (legal practice management software) ○ Procertas (technology training)
✓	PREP Library (Learning Object Repository)
✓	MyPortfolio is the student's personal space to track competency development. It is a tool for storing, organizing, reflecting on and sharing items that represent the student's learning. Students can include items such as documents, graphics, audio files, videos, presentations, and course work in their portfolio. Students can share items with others (such as the student's Practice Manager) by permitting them to view items, edit items, see, or add comments, and see or add assessments to receive feedback.
✓	Bongo for video assignments. When using Bongo, Chrome is preferred and will provide the best experience.
✓	Reliable high-speed internet.

For additional information on supported platforms and browsers see [D2L Help – Browser Support](#) and [Bongo – Basic System Requirements](#).

Student Communication Through D2L

All students are given a D2L email account. PREP admin, Facilitators, Practice Managers, etc. will be communicating with students via D2L throughout the Program.

Look at the top of the page in the D2L browser window. If you see an orange dot on the email (envelope) icon, or the announcement (bell) icon, click on the icon to see your message(s)



Students may turn on notifications in D2L to forward announcements and alerts to their direct personal or work email inbox so that nothing is missed. D2L is a closed email system, the student must respond to PREP administrators, facilitators, and practice managers with their D2L email account and not their work or personal email accounts.

Concerns with Slow Internet Speed

Approximately 3 to 15 Mbps is good internet speed. Students will need a minimum download speed of 3 Mbps to watch a single video stream in a clear, standard definition. The best internet speed for HD streaming is at least 15 Mbps. The website <https://www.speedtest.net/> is a common speed test site that students may use to test their internet speed.

The following tips may help students with internet connectivity concerns:

- Students should ask members of their household to refrain from streaming videos or other activities that may restrict bandwidth if the student is experiencing connectivity issues.
- Advice from the following article may also be of assistance:
<https://www.digitaltrends.com/computing/how-to-increase-your-internet-speed/>.
- Students can turn to backups such as mobile phones that have a hot spot feature turning the device's cellular connection into a mini Wi-Fi network. While expensive if used all the time, it could be used to complete quizzes or watching videos for the FMs.

Students must have access to reliable high-speed internet for the Foundation Workshops and Capstone. Students with slow internet connectivity will be required to travel to a location with high-speed internet to participate in the Foundation Workshops and Capstone.

PREP Policies

To maintain the integrity of the assessment process and to ensure a level playing field for all students, CPLED consistently applies a clear set of policies. Students should familiarize themselves with these policies.

The Student Guide will highlight where a policy may be different for students because of differences in the Rules of the Law Societies of Alberta, Saskatchewan, Manitoba, and the Nova Scotia Barristers' Society.

- [Rules of the Law Society of Manitoba](#)
- [Rules of the Law Society of Saskatchewan](#)
- [Rules of the Law Society of Alberta](#)
- [Rules of Nova Scotia Barrister's Society](#)

Absences

Attendance at PREP sessions (Foundation Workshops and Capstone) is mandatory for all students. Successful completion of the PREP requires attendance and participation. Students are expected to be available for the entirety of a session.

Sometimes, however, circumstances arise that are beyond a student's control. Such circumstances might include an illness or medical condition, religious conviction, domestic affliction, or bereavement, or other special or unusual circumstance. If such circumstances result in a conflict with a session, students must contact CPLED Administration immediately at admin@CPLED.ca.

Absences may only be excused with the approval of CPLED and may be approved with or without conditions. CPLED's decision is final. Where no application is received, or where the request is denied, the student may be required to defer until the next PREP intake.

To obtain approval to be absent from any part of the PREP, students should complete an *Application for an Excused Absence* form (see Appendix D: Application Forms) and submit to CPLED Administration at admin@CPLED.ca.

If a student misses a substantial portion of The Foundation Workshops or Capstone, the student must instead complete an *Application for a Deferral* form (see Appendix D: Application Forms).

Note: Involvement in other work, regardless of its nature, does not constitute adequate reason for non-attendance, failure to participate, or failure to satisfactorily complete PREP requirements.

Students should not schedule work meetings, court appearances, or other firm-related activities during this time. Students are not granted an excused absence for these types of matters.

Accessibility

CPLED strives to ensure PREP is easily accessible but is sensitive to the fact that the program may present unintended challenges for some students. In some cases, students may have individual needs that necessitate an accommodation, an excused absence, a deferral, scheduling change, or withdrawal from PREP. More information about these options can be found in this guidebook.

Note:

CPLED encourages students to identify individual circumstances of which they would like CPLED to be aware. This information helps CPLED identify students for whom PREP might present unintended challenges. Such circumstances include (but are not limited to) physical disability, mental disability, family status and financial hardship.

Providing this information is voluntary. Such information (as with all personal information) is kept in the strictest confidence.

Accommodation

Accommodation refers to the process of making alterations to the delivery of PREP so that it becomes accessible to more people, including persons with disabilities.

There is no specific time limit for requesting accommodation. To give effect to a request, however, the request must be received within a reasonable period of time, bearing in mind the nature of the accommodation sought. Whenever possible, students are encouraged to raise potential accessibility issues during the registration process.

Accommodation requests must be supported by evidence that the student has a ground for accommodation. The documentation requirement is not intended to create additional challenges for the student, but to ensure that accommodations are only granted when appropriate (to preserve fairness for all students). In many cases, evidence takes the form of medical documentation (e.g. note or report from a physician, psychiatrist, psychologist, counsellor, or other professional). In some cases, other evidence suffices (e.g. a CNIB card as evidence of visual impairment).

CPLED reviews the evidence to determine whether an accommodation can be granted. CPLED does not assess the disability, but only the sufficiency of the evidence provided in support of the request.

Students requesting accommodation are not requesting to be relieved of their responsibility to develop the essential competencies expected of all students. To protect both students and the integrity of the program, all students (regardless of accommodation) must still meet all PREP requirements and participate in all essential program components.

CPLED will work directly with each student to develop an individualized plan, considering a range of environmental, instructional, and assessment conditions. Both the student and CPLED are responsible for working towards a successful accommodation strategy.

Once an accommodation strategy is identified, CPLED will follow up with the student (typically by letter sent via email, unless another method of communication is requested) with the proposed accommodation plan. The student is asked to confirm whether the proposal addresses the relevant concerns and to identify if anything has been missed. Once the plan is complete, relevant portions are then communicated, on a need to know basis, to those involved in delivering PREP.

Collaboration and Plagiarism

Although collaboration is acceptable and encouraged during the Foundation Workshops, during the Virtual Law Firm and in the Capstone, collaboration, of any kind, is **strictly prohibited** on assignments and evaluations.

CPLED uses Turnitin as a plagiarism detection service within D2L.

Students who are found to have participated in or assisted another student's plagiarism in any way, directly or indirectly, may be subject to disciplinary action by CPLED or their Law Society. Breaches of professional integrity, including plagiarism, are not tolerated by CPLED and may result in an investigation, suspension, failure in the program and disciplinary action by CPLED, and possibly the Law Society of the province where the student is registered.

Deferral

Students must comply with all deadlines and timelines. Sometimes, however, circumstances arise that are beyond a student's control. Such circumstances might include an illness or medical condition, religious conviction, domestic affliction, or bereavement, or other special or unusual circumstance.

If a student cannot complete a PREP requirement due to such circumstances, they may apply to CPLED for a deferral.

Students should complete an *Application for a Deferral* form (see Appendix D: Application Forms) and submit it to CPLED Administration at admin@CPLED.ca. Within seven days of the student's application, the application must be supported by evidence satisfactory to CPLED that the student is suffering from illness or other circumstances that materially contributed to his or her inability to complete the PREP.

CPLED notifies a student of the decision by email within 10 business days of receipt of all supporting documentation.

The student will commence PREP where they left off.

Proprietary Content

PREP materials provided to students are proprietary. Module content and materials are for student use only. Students (current or those who have completed PREP) may be subject to disciplinary action by CPLED and the Law Society of the province where they are registered if they lend, give or sell PREP materials to other students, prospective students, or individuals.

Quality of Work and Late or Incomplete Submissions

In completing their work, students are expected to comply with all instructions and protocols provided by CPLED. Students are expected to put effort into their assignments and students may be asked to perform revisions, if required.

Late or Incomplete Submissions

Unless a student obtains prior approval in writing from CPLED, or unless CPLED grants a deferral, submissions for assignments and evaluations are not accepted after the deadline date. The ability to submit online ends promptly on the specified deadline. Deadlines are strictly enforced.

If a student submits more than one document to the Dropbox, the last document submitted at the time of the deadline is the one that is assessed or evaluated.

Incomplete submissions may be provided feedback or evaluated to the extent reasonably possible. Late assignments are not marked or provided feedback.

Except when a belated deferral is granted, there is no exception to the late submission policy with respect to an assignment. CPLED may review the matter, including any special or unusual circumstances, with a view of preserving the integrity of the credentialing process (including maintaining a level playing field for all students).

Reconsideration and Appeal Policy

The following guidelines will govern requests for the Chief Executive Officer (CEO) to reconsider decisions made and appeals of decisions made by the CEO. In these guidelines, a reference to the CEO includes the designates of the CEO.

Decisions Subject to Reconsideration and Appeal

1. The following decisions are subject to reconsideration and appeal:
 - a) a denial of admission to PREP;

- b) a suspension or expulsion from PREP;
- c) a requirement to repeat PREP;
- d) an inability to repeat PREP after reaching the maximum number of permitted attempts;
- e) results of the Capstone re-assessment;
- f) an assessment result based on the grounds of failure to accommodate.

Reconsideration Process

- 2. A student may request the reconsideration of a decision listed in section 1 by submitting a written request for reconsideration to the CEO within 14 calendar days of receiving the decision. The request for reconsideration must include relevant information and documentation.
- 3. The CEO will provide the student with a written reconsideration decision in a timely fashion. Where the CEO upholds the initial decision, the CEO will advise the student of the right to appeal the initial decision in accordance with these guidelines.

Initiation of Appeal

- 4. A student may appeal a decision by submitting a Notice of Appeal in the required form and the appeal fee to the Appeals Coordinator within 14 days of the student's receipt of the reconsideration decision.
- 5. The Appeals Coordinator will send the appellant an electronic notification confirming receipt of the Notice of Appeal and payment of the appeal fee. The Appeals Coordinator will also send an outline of the appeal process.
- 6. The Appellant may be represented by counsel.
- 7. The Appellant and counsel for CPLED will receive a copy of all materials considered by the CEO in making both the initial decision and the reconsideration decision, with the exception that privileged information will not be provided to the Appellant.
- 8. The Appeals Coordinator will provide a copy of the completed Notice of Appeal to the Chairperson of the Appeals Committee and to counsel for CPLED.

Appointment of Appeal Panel

- 9. The Chairperson of the Appeals Committee will appoint three members of the committee to serve on the Appeal Panel and will appoint one member to act as Chair of the Appeal Panel.
- 10. The Appellant and counsel for CPLED will be advised of the proposed composition of the Appeal Panel to determine if either party has an objection based upon a conflict of interest or bias.

Appeal Format

- 11. The Appeal Panel will consider an appeal based solely on written materials unless the Appellant requests an oral hearing or the Chairperson of the Appeal Panel directs an oral hearing.
- 12. The Appeal Panel may convene in any manner, including by teleconference, video conference, or in-person.

13. Witnesses, including the Appellant, may be called during oral hearings only with the leave of the Appeal Panel and only in exceptional circumstances as may be determined by the Appeal Panel. The testimony of an Appellant or witness at an oral hearing must be taken under oath unless the Chairperson of the Appeal Panel waives the requirement.
14. Each party will bear its own costs of appearing before the Appeal Panel and the costs of obtaining a transcript if required.
15. Appeal hearings are not open to the public.

Written Materials

16. All materials, including the Notice of Appeal, must be submitted electronically to the Appeals Coordinator.
17. Upon receipt, the Appellant's materials will be provided to counsel for CPLED.
18. In response to the appeal, counsel for CPLED will provide written materials to the Appeals Coordinator within a reasonable period of time which, upon receipt, will be provided to the Appellant.

Setting the Appeal Date

19. Upon receipt of the Appellant's materials, the Appeals Coordinator will schedule the appeal.
20. The Appeals Coordinator will forward all written materials and appeals submissions to the Appeal Panel no less than 14 days prior to the hearing date.
21. In its discretion, the Appeal Panel may seek additional information from the parties and set timelines for the submission of such materials.

Standard of Review

22. The standard of review on an appeal from a decision is reasonableness.

The Decision of the Appeal Panel

23. If the Appeal Panel determines that the CEO's decision is reasonable, it will dismiss the appeal. The decision of the CEO remains in force.
24. If the Appeal Panel determines that the CEO's decision was not reasonable, it will allow the appeal and:
 - set aside all or part of the decision and issue a new decision; or
 - set aside all or part of the decision and refer the matter back to the CEO with such directions as the Appeal Panel considers appropriate.
25. The Appeal Panel must provide written reasons for its decision to the Appeals Coordinator who will provide it to the Appellant and to counsel for CPLED.
26. The decision of the Appeal Panel is final. There is no right of appeal from the Appeal Panel's decision.

Stay of Proceedings

27. At the written request of the Appellant, the CEO may stay a decision to suspend or expel the Appellant from PREP pending the outcome of the appeal or for such longer period as the CEO considers just in the circumstances.

28. If the Appellant fails to pursue with reasonable dispatch an appeal of a decision listed in Section 1, the CEO may terminate a stay of a decision upon providing 14 days' notice to the Appellant.

Suspension or Expulsion

Students are expected to behave and communicate professionally during their interactions with other learners, CPLED staff, facilitators, simulated clients, and program managers. CPLED will not condone or tolerate any conduct, comment, gesture, or contact that may be considered derogatory, discriminatory, or harassment. CPLED will not tolerate professional misconduct. Acts of professional misconduct will result in expulsion from the program.

Where CPLED concludes that a student has behaved unprofessionally, without academic integrity, or without professional integrity, CPLED may take appropriate action. This includes, without limitation, expulsion from PREP and/or a failed standing in all or part of PREP. CPLED shall advise the student's Law Society of the conduct in question and the action taken as a result. There is a right of appeal of this decision.

Any breaches in professional integrity, including plagiarism, are not tolerated and any cheating that takes place during PREP, will be reported to the student's Law Society. This could result in further disciplinary action by the Law Society which may impact a student's call to the Bar.

Time Limits and Number of Attempts

All requirements for successful completion of PREP must be met within two years immediately preceding enrollment as a PREP student (unless a longer period is approved).

Students may attempt a maximum of three Capstone competency evaluations (i.e. a total of three Capstone and Capstone Reassessment offerings). If a student exceeds the maximum number of attempts, a student may be required to repeat the entire or a portion of PREP, be suspended, or expelled from PREP.

Withdrawal

A student may decide that they no longer wish to pursue their call to the Bar and withdraw from PREP. A student who withdraws from PREP is eligible for a *pro-rata* refund of tuition. The tuition refund is calculated based on the number of phases (out of four) to which the student has not yet been provided access.

If a student is considering withdrawing due to an illness or medical condition, religious conviction, domestic affliction, bereavement, or other special or unusual circumstance, that student may have grounds for a deferral. Contact CPLED for details. See Appendix D: Application Forms for a copy of the *Application to Withdraw* form.

CPLED Privacy Policy

Introduction

The Canadian Centre for Professional Legal Education (CPLED) is established pursuant to the *Societies Act*, (Alberta) S. A. 2000, c.S-14, for the purpose of delivering the Practice Readiness Education Program (PREP) to students-at-law (“Students”) on behalf of the Law Society of Alberta, the Law Society of Saskatchewan, the Law Society of Manitoba and the Nova Scotia Barristers’ Society (the “Participating Law Societies”). Any reference to CPLED in this document also refers to PREP.

CPLED is committed to protecting the privacy and Personal Information of those to whom it provides products and services. CPLED’s Privacy Policy incorporates the applicable portions of the *Personal Information Protection and Electronic Documents Act*, S.C. 2000, c.5 (PIPEDA), the *Personal Information Protection Act*, S.A. 2003 c. P-6.5 (PIPA) and the 10 principles set out in the Canadian Standards Association (CSA) Model Code for the Protection of Personal Information.

Definitions

“Personal Information” - information about an identifiable person. Personal Information does not include information created by aggregating information about an identifiable person that does not identify, or cannot be associated with, a specific person.

“Student” - an individual who purchases, uses, or partakes of any products or services offered by CPLED, regardless of the format in which such products and services are delivered, including students-at-law attending PREP.

Purposes for Collection, Use and Disclosure of Personal Information

CPLED collects, uses, and discloses Personal Information for the following purposes (“Identified Purpose”):

- to assist in the operation and administration of PREP to students in Alberta, Saskatchewan, Manitoba, and Nova Scotia;
- to monitor student performance;
- to communicate with the student, their principal, and the applicable Law Society regarding the student’s participation in PREP or their performance;
- to establish and maintain relationships with students using our products and services;
- to provide requested and ongoing products and services;
- to obtain a better understanding of students accessing our products and services and their requirements and preferences;
- to develop, enhance and/or market products and services;
- to manage and improve business and operations, including for statistical purposes and data analytics;
- to prevent, detect, sanction, or report any breach of the requirements of professional behavior, professional integrity, and academic integrity and to ensure students’ compliance with CPLED’s Professional Integrity Policy;

- to comply with and carry out arrangements with and obligations to the Participating Law Societies;
- to develop and administer PREP in order to assist the Participating Law Societies in meeting legal and regulatory requirements in their respective jurisdictions;
- to verify whether potential instructors meet the requirements established by CPLED; and
- for any other reasonable purposes as required for the effective delivery of PREP.

Collection of Personal Information

CPLED collects the following Personal Information about students enrolled or seeking enrollment in PREP for the purposes identified above:

- name, address, and email address;
- date of birth;
- gender;
- preferred pronoun;
- demographic background;
- emergency contact information;
- articling information including firm name, size of firm, city, province, start date, principal name, principal email address, principal phone number;
- accommodation (if applicable);
- who is paying for PREP tuition fees: student, firm, scholarship;
- if previously enrolled in a Bar admission course, which province;
- legal degree: institution name, degree type, country, year and month obtained;
- NCA Certificate of Qualification (if applicable) and prior legal experience (if applicable) country and years of experience;
- verification of Law Society membership, including roll number;
- changes in membership status (if applicable);
- confirmation as to whether the student has successfully completed the PREP program; and
- concerns or information relating to a contravention of a potential contravention of CPLED's Professional Integrity Policy.

CPLED collects the following Personal Information about individuals who are applying to serve as an instructor for PREP:

- name, address and email address;
- verification of Law Society membership; and
- confirmation with respect to whether they are a member of the Law Society in good standing.

Where practical, CPLED will collect Personal Information directly from the individual to whom the information pertains. Where necessary, Personal Information may be collected from other sources. CPLED will only collect the Personal Information necessary for the Identified Purposes listed above.

PIPEDA and PIPA provide that an individual is deemed to consent to the collection, use, or disclosure of Personal Information about that individual for a particular purpose if the individual voluntarily provides the information for that purpose and it is reasonable that a person would voluntarily provide that information.

In determining the appropriate form of consent, CPLED will consider the sensitivity of the Personal Information and the reasonable expectations of a person. In general, the use of products and services provided by CPLED to a person constitutes implied consent for CPLED to collect, use and disclose Personal Information for all Identified Purposes.

In order to participate in PREP, students are required to provide their Personal Information for the uses set out above. Consent may be withdrawn unless CPLED needs the Personal Information to fulfil a legal obligation, or if the collection, use or disclosure without consent is authorized by PIPA or PIPEDA. If a student withdraws their consent, it may affect the student's ability to participate further in PREP. Students who wish to withdraw their consent may contact CPLED for more information regarding the implications of withdrawing consent to the use or disclosure of Personal Information.

CPLED will undertake reasonable efforts to ensure that the Personal Information collected, used, or disclosed by CPLED is accurate and complete.

Use and Disclosure of Personal Information

CPLED will not use or disclose Personal Information for purposes other than that for which it was collected, except with the consent of the Student or as permitted or required by law, including the exceptions permitting use or disclosure without consent established in PIPA or PIPEDA.

CPLED may disclose Personal Information to third parties, including anyone who in our reasonable judgment is seeking the Personal Information as an agent or authorized representative of the Student to whom the Personal Information relates.

CPLED may, in accordance with the Identified Purposes above, disclose Personal Information to a company or an individual employed or retained by CPLED to perform functions on our behalf, including:

- research;
- data processing;
- evaluating;
- preparation and delivery of services; and
- mailing and other modes of provision of information.

CPLED discloses the following information to the Law Society in which the student is a member:

- upon completion of PREP, a statement indicating whether the student has passed or failed;
- if the student initiates an appeal, the outcome of the appeal;
- if the student does not complete PREP within the period of time prescribed by the Law Society to which the student is a member, CPLED will notify the Law society; or

- if the student has been found to have acted in contravention of CPLED's Professional Integrity Policy.

CPLED may disclose the following information to the student's principal:

- information about the student's participation or performance in PREP, including their statement of program completion.

Protection of Personal Information

CPLED protects Personal Information by using reasonable safeguards appropriate to the sensitivity of the Personal Information and makes reasonable efforts to protect Personal Information against loss or theft, unauthorized access, disclosure, copying, use or modification, regardless of the format in which it is held. PIPEDA and PIPA allow CPLED to retain Personal Information for as long as it is reasonable for legal or business purposes.

CPLED reserves the right to contract out any services to third parties. This contracting of services may include contracting out to third parties who are not located in Canada, including the United States and the United Kingdom. At all times, CPLED will ensure that each third-party contractor has the appropriate privacy safeguards in place in order to ensure all Personal Information is secure.

Access

Upon written request, CPLED will inform a student of the existence, use, and disclosure of their Personal Information. CPLED will provide a student with reasonable access to his or her Personal Information, subject to any applicable exemptions in PIPA or PIPEDA.

CPLED may be unable to provide access to all the Personal Information held about a student if providing access would reveal Personal Information about another individual or would reveal confidential commercial information. If an access request is denied, CPLED will provide the reasons for denying the access request and the forms of recourse that the student may take.

CPLED will respond to a student's request within a reasonable time and, in any event, no later than the time required by law, subject to extensions permitted by law. If an extension is permitted, CPLED will notify the student of the extension, the reason for the extension, the time in which a response may be expected and the types of recourse a student may take in relation to the decision to extend.

Accuracy

PIPEDA and PIPA permit Students to submit written requests to CPLED to correct errors or omissions in their Personal Information within the custody or control of CPLED. CPLED will correct a Student's Personal Information upon request and, if reasonable to do so, send correction notifications to any other organizations to which CPLED disclosed the incorrect information. Alternatively, CPLED may decide not to correct the Personal Information, but annotate the Personal Information that a correction was requested but not made.

Contacting CPLED

If you have any questions, comments or concerns about CPLED's Privacy Policy, please contact admin@cpled.ca.

Student Assistance

Balancing the demands of articling and PREP can be challenging for students. Part of making a successful transition from law school to practice is learning how to manage stress in a healthy manner and knowing when to get outside help. Students who are feeling stressed or overwhelmed are encouraged to contact:

- **Alberta Lawyers' Assistance Society (Assist)**

For immediate help, call **1.877.498.6898 (toll free) 24 hours a day, 7 days a week**. For more information on Assist's services and to access online resources, visit <http://albertalawyersassist.ca/>.

- **Saskatchewan Lawyers Concerned for Lawyers (LCL)**

For immediate help, call **1.800.663.1142 (toll free) 24 hours a day, 7 days a week**. For more information on LCL's services and to access online resources, visit <https://lawyersconcernedforlawyers.ca/>.

- **Manitoba Health and Wellness Program**

For immediate help, call **1.800.590.5553 (toll free) 24 hours a day, 7 days a week**. **Deaf Access Line at 204.775.0586**. For more information on services and to access online resources, visit <http://www.lawsociety.mb.ca/member-resources/lawyers-health-wellness-program>.

- **Nova Scotia Lawyer's Assistance Program (NSLAP)**

NSLAP is a confidential referral and short-term counselling service for practising members of the legal profession, their staff and families who may have health or personal concerns. Resources are available for a full range of personal, family or life events and issues. Assistance is available **24 hours a day, 7 days a week at 1-866-299-1299**. Information on the program can be found at <http://www.nslap.ca/>

Students are also encouraged to re-read The Effective Lawyer module in the PREP Foundation Modules. This module provides guidance and tools to support students to meet the demands of their professional and personal life.

Student Support: Contact Information

Technical Questions

Support is available to assist students with technical issues at prep.support@cpled.ca. Students can expect a response Monday to Friday within 24 hours.

Course Content Questions

D2L contains a discussion board, where students can communicate with other students and their facilitators to further their understanding of the PREP materials. Please allow your facilitator up to 24 hours to respond to content inquiries.

CPLED and PREP General Inquiries

For questions about CPLED or general PREP inquiries, please contact Administrative Support at admin@CPLED.ca.

For up-to-date information about the PREP visit <https://cpled.ca> or contact CPLED at:

CPLED
700, 333 – 11th Avenue SW
Calgary, Alberta, T2R 1L9
Phone: 1-833-549-1571 (toll free)

Appendix A: Practice Readiness Education Program (PREP) Student Agreement

In consideration of the Canadian Centre for Professional Legal Education (“CPLED”) accepting my registration in the Practice Readiness Education Program (PREP), I _____ agree to the following:

1. I will abide by and comply with:
 - a. CPLED’s Professional Integrity Policy (attached hereto);
 - b. PREP protocols (e.g. submission protocols and evaluation protocols);
 - c. CPLED’s policies and procedures;
 - d. The Rules of the Law Society where I am registered; and
 - e. My provincial Law Society’s Code of Conduct as amended from time to time.
2. I understand and acknowledge that the PREP materials provided to me are proprietary and confidential. PREP content and materials are for my use only.
3. I am solely responsible to produce any work required as a result of participating in PREP. All work I submit to PREP will be my own original work.
4. I am responsible for storing my work in a secure manner.
5. Breaches of professional integrity, including plagiarism, are not tolerated by CPLED and may result in investigation, suspension, failure in the program and disciplinary action by CPLED, and possibly the Law Society of the province where I am registered.
6. I will not lend, give, or sell my PREP work or materials to any other students, prospective students, or individuals. If I am found to have participated in or assisted in another student’s plagiarism in any way, directly or indirectly, I may be subject to disciplinary action by CPLED and the Law Society of the province where I am registered.

Personal Information

1. I consent to the following collection, use, and disclosure of my personal information and acknowledge that my participation in PREP is conditional upon my consent:
 - a. CPLED may collect and use my personal information for the following purposes:
 - i. To assist in the operation of PREP, including administering PREP and my participation in it, and monitoring my performance in PREP;
 - ii. To prevent, detect, sanction or report any breach of the requirements of professional behavior, professional integrity, and academic integrity; and
 - iii. To provide evidence relevant to a breach of the requirements of professional behavior, professional integrity, and academic integrity.

- b. CPLED may disclose my personal information to my Law Society for the following purposes, in accordance with the Rules of my Law Society:
 - i. To prevent, detect, sanction or report any breach of the requirements of professional behavior, professional integrity and academic integrity;
 - ii. To advise the Law Society of any actions taken by a student that are unprofessional, without academic integrity, or without professional integrity;
 - iii. To provide evidence relevant to a breach of the requirements of professional behavior, professional integrity, and academic integrity;
 - iv. To monitor student performance; and
 - v. To govern the articling process.
 - c. CPLED may disclose my PREP grades to my principal. CPLED may also communicate to my principal regarding any matter directly pertaining to my participation in PREP.
 - d. CPLED may disclose to my facilitators, assessors, and practice managers my personal information, including my name and the name of the organization(s) where I am completing my articles, for the purposes of assisting in the operation of the PREP and determining whether there are any conflicts involved in a particular individual assessing my assignments.
 - e. CPLED may collect, use, and disclose my personal information, such as my submitted assignments, for the purposes of evaluating and improving PREP. I understand that any materials with personally identifying information will only be disclosed for this purpose to individuals and organizations who are obligated to keep the information confidential pursuant to an agreement with CPLED.
 - f. CPLED may collect and use my contact information to send me information regarding educational resources for articling students.
2. I give permission for my image and voice, captured during the in-person portions of the PREP through video, photo and digital cameras, and audio recording devices, to be collected, used, and disclosed solely for the purposes of the PREP, including evaluating student performance, giving effect to approved accommodations, training facilitators and evaluators, and monitoring and assessing facilitator and evaluator performance, and I waive any rights of compensation or ownership thereto.

(Student Signature)

(Date)

Appendix B: Professional Integrity Policy

1. PREP students must conduct themselves with the honesty and professional integrity expected of a lawyer. To ensure licensing requirements are met and to protect the integrity of PREP, students are bound by the additional provisions in this policy.
2. The onus is on the student to seek clarification from CPLED concerning any activity that could violate this policy.
3. CPLED's primary role is to evaluate students to ensure that they meet licensing requirements for admission to the profession. When students are engaged in PREP evaluation activities, they must ensure that the work they submit, or present represents their own knowledge, skills and abilities. This Professional Integrity Policy restricts students' ability to share information when they are completing assignments and evaluations.
4. All assignment submissions and evaluations must be the student's own original work.
5. To prepare their assignments, students may use precedents from: a) PREP material and b) the LexisNexis account provided to students.
6. Adapting, paraphrasing or incorporating precedents as permitted in paragraph 5 is not plagiarism, but students must provide the source of any precedent that they use, adapt, paraphrase or incorporate. Students may be asked to produce any precedent they copy, paraphrase or incorporate.
7. Students who quote from, paraphrase, or incorporate any part of primary or secondary research materials, including PREP resource materials, into their assignment submissions must provide proper citation.
8. A student who inadvertently breaches this policy must immediately advise CPLED.
9. A student who breaches this policy may be subject to a failed grade on the assignment or evaluation, suspension, or other consequences.

Appendix C: Sample Assessment Criteria

The Interviewing Assessment Criteria is designed for use by simulated clients who will be interviewed by, as well as assess the performance of, student lawyers. For that reason, it differs slightly in presentation from Assessment Criteria for other competencies.

0	NA: No competence demonstrated
1	NC: Nominal competence demonstrated
2	RC: Reaching Entry Level Competence
3	EC: Entry Level Competence
4	CL: Competent Practicing Lawyer

The four areas that are assessed are outlined in the following pages:

1. The greeting and introduction by the student lawyer were appropriate.
2. I felt the student lawyer listened to me.
3. The student lawyer approach to questioning was helpful.
4. The student lawyer accurately summarised my situation.

1. The greeting and introduction by the student lawyer were appropriate

This item is designed to assess the degree to which the lawyer can set you at ease in the first few minutes of the interview. There should be an appropriate attempt to make conversation with you, set you at ease, and then a smooth movement to the matter in hand.

0	1	2	3	4
No attempt to meet & greet you; plunges straight into the matter. Inappropriate remarks made.	Brusque introduction, then straight to matter. Does not seem interested in you. Little or limited recognition of client situation.	Friendly greeting and recognition of client situation.	Included appropriate small talk in greeting; greeting was appropriate in tone and manner to the client's situation. Good transition to the client's narrative.	Fluent and confident greeting; very effective use of small talk in context; made you feel at home from the start. Very smooth transition to client narrative. Instant rapport established.

2. I felt the student lawyer listened to me

This item is designed to assess the degree to which the lawyer can listen carefully to you. These criteria focus especially on the early part of the meeting when the client should be encouraged to tell their story and concerns in their own words. This entails *active* listening – where it is necessary for the interview structure or the lawyer’s understanding of your narrative. The lawyer will not interrupt, cut you off, talk over you or rush you in conversation. The lawyer reacts to your responses appropriately. The lawyer may take notes where appropriate, but if the lawyer does so, the lawyer should not lose much eye contact with you. To some extent in this item we are concerned with what the lawyer does *not* do that facilitates the interview.

0	1	2	3	4
<p>The lawyer prevents you from talking by interrupting, cutting off, talking over, rushing you.</p> <p>Takes over the conversation prematurely as if the lawyer already knows all the answers.</p>	<p>The lawyer limits your opportunity to talk by interrupting, cutting you off, etc.</p> <p>You are allowed to answer specific questions but are not allowed to expand on topics.</p>	<p>The lawyer rarely interrupts or cuts off or rushes you.</p> <p>The lawyer reacts to your responses appropriately in order to allow you to tell your story. More interested in notes taken than in eye contact with you.</p>	<p>The lawyer is clearly listening closely to you.</p> <p>If the lawyer interrupts, it is only to assist you in telling the story more effectively.</p> <p>The lawyer provides opportunities for you to lead the discussion where appropriate.</p> <p>Good eye contact and non-verbal cues.</p>	<p>The lawyer is an excellent listener and speaks only when it is clearly helpful to your telling your story. The lawyer uses silence and other non-verbal facilitators to give you an opportunity to expand.</p> <p>Excellent eye contact and non-verbal cues.</p>

3. The student lawyer approach to questioning was helpful

This item is designed to assess the degree to which the lawyer can use both open and closed questions to elicit information from you. Effective questions often incorporate what the client has previously said and “frame” the question with a brief explanation of why the question is being asked. The use of such questions should vary according to a topic, stage in the interview and many other interpersonal factors. The lawyer should show awareness of when it is appropriate to use one approach rather than another. This criterion is also designed to assess the degree to which the lawyer can identify which facts are germane to the legal scenario and your interests, and which you do not have. You may, of course, have these facts, but in the course of the interview the facts do not become apparent, either because you have forgotten to mention them, or because the lawyer did not pursue the matter sufficiently during the interview.

0	1	2	3	4
<p>The lawyer ignores your cues or misses obvious facts that require questioning; the lawyer uses closed questions where open would be better or <i>vice versa</i>.</p> <p>No attempt by the lawyer to identify relevant facts required; no attempt to pursue in questions; no statement to you about the need for further information.</p>	<p>The lawyer uses questions rather aimlessly; does not seem to know what they are looking for. Does not preview sets of closed questions. Overuses closed questions.</p> <p>Some attempt by the lawyer to identify relevant facts; no attempt to pursue in questions; no statement to you about the need for further information.</p>	<p>The lawyer can question systematically.</p> <p>Effective follow-up questions enable the lawyer to identify the basic relevant facts in your narrative.</p>	<p>The lawyer identifies most of the relevant facts; pursues further facts required, in questions; informs you about the need for further specific information.</p> <p>The lawyer can appreciate when to use open & closed questions; can question systematically and extensively; can pursue facts and legally relevant information.</p> <p>Good use of follow-up questions for clarification in a logical sequence.</p>	<p>Excellent use of a wide variety of questions. Questions fluently embedded in the interview. Confident use of questioning to create a sense of a narrative building within the interview; gives you confidence in their ability to obtain and use information.</p> <p>All relevant facts required are identified by the lawyer; thorough questioning to determine the extent of information required.</p>

4. The student lawyer accurately summarised my situation

This item is designed to assess the degree to which the lawyer communicates with the client to confirm their understanding of the client’s narrative. This can be demonstrated by mini summaries in which the lawyer feeds back an understanding of parts of the client’s narrative to the client. It can also take the shape of a larger summary towards the end of the interview. It should include acknowledgement of the concerns raised by the client, whatever form these concerns may take.

0	1	2	3	4
No confirmation of client narrative and issues. The Lawyer is insensitive to or dismissive of client concerns.	Attempted summary of client narrative, but awkwardly presented (facts only) and incomplete. No or very little communication over client concerns.	Summary of client narrative captures the most important elements of the client’s story and clearly identifies main concern(s).	Very good summary. Lawyer checks accuracy and completeness with client and supplements summary if need be. The Lawyer shows clear sensitivity regarding client’s concerns.	Excellent summary of client narrative. Links to future action. The Lawyer takes account of client’s emotions, concerns, wishes, etc. in the narrative, and shows the client they are taking account of this in the summary.

Failure to avoid breaches of ethical rules will result in the submission not meeting competence.

Appendix D: Application Forms

Application for an Excused Absence

This application form is used to request to be excused from attendance and/or participation at one or more face-to-face components of the PREP. Please read and follow the attached instructions.

Student Information	
Last Name	First Name
Email	Phone
Request	
I request to be excused from the following portion(s) of the face-to-face modules held on the date(s) listed below:	
Reason for Absence	Supporting Documentation
I request to be excused for the following reasons: <input type="checkbox"/> Illness/Medical Condition <input type="checkbox"/> Religious Conviction <input type="checkbox"/> Domestic Affliction/Bereavement <input type="checkbox"/> Other circumstance, namely:	I am providing the following documentation in support: <input type="checkbox"/> Medical documentation <input type="checkbox"/> Letter from my religious organization <input type="checkbox"/> Death certificate, accident report, or similar evidence <input type="checkbox"/> Other (specified below) <input type="checkbox"/> None The above documentation is: <input type="checkbox"/> Attached <input type="checkbox"/> To follow
Additional Information (attach a separate sheet if required):	
I confirm that I have read and understood the instructions and requirements of this form and that all the information and documentation provided in support of this application are accurate and true. Further, I authorize CPLED and my Law Society to contact those who have provided documentation submitted in support of this application, including but not limited to medical documentation, for purposes of verifying authenticity.	
Student Signature	Date [YYYY-MM-DD]
Decision (Office Use Only)	
<input type="checkbox"/> Approved without conditions <input type="checkbox"/> Approved with conditions	<input type="checkbox"/> Denied
Conditions, if any:	Reasons for Decision <input type="checkbox"/> Substantial portion of the face-to-face content – student must complete <i>Application for a Deferral</i> <input type="checkbox"/> Request relates to travel plans or work-related conflicts <input type="checkbox"/> Other
Other Comments (attach a separate sheet if required):	
CPLED Representative Signature	Date [YYYY-MM-DD]

INSTRUCTIONS FOR COMPLETING AN APPLICATION FOR AN EXCUSED ABSENCE

Please read and follow these instructions to avoid delay or rejection of your application.

General Information

1. **Mandatory Attendance.** Attendance at face-to-face PREP sessions is mandatory for all students. Successful completion of PREP requires attendance and participation. Students are expected to be available for the entirety of a face-to-face session.
2. **Application for an Excused Absence.** Students requesting to be excused from the requirement of attendance and participation may apply to CPLED. Absences may only be excused with the approval of CPLED, with or without conditions.
3. **Missing a Substantial Portion.** If the student will miss a substantial portion of a face-to-face session, the student must instead complete an *Application for a Deferral* form.
4. **Documentation.** If the student has supporting documentation to include, that documentation must be provided within seven days of the student's application.
5. **Belated Requests for an Excused Absence.** A belated request for an excused absence is made where a student unexpectedly misses a material portion of a face-to-face component of the PREP (i.e. late arrival).
6. **Decision.** CPLED may grant an excused absence, with or without conditions. Where no application is received, or where the request is denied, the student may be required to defer until the next PREP intake.

Instructions for Completing an Application for an Excused Absence

Complete the application in full.

- (a) **Student Information.** Complete the Student Information section, including an email and phone number at which to contact you if further particulars are required. For official correspondence, CPLED uses the current contact information on file. If your contact information has changed, please contact CPLED as soon as possible.
- (b) **Request.** Identify the specific dates and times of the requested absence. If the contemplated absence will result in the student missing a substantial portion of a face-to-face session the request will be denied and the student will be advised to complete an *Application for a Deferral* form.
- (c) **Reason for Absence.** Please identify the reason for your request to be excused from attendance. Travel plans and work-related conflicts are not valid reasons for a request.
- (d) **Signature.** Please sign the application either digitally or in writing to confirm that you have read and understood the instructions and requirements of the form and that all the information and documentation provided in support of the application is accurate and true. By signing this form, you are also authorizing CPLED and your law society to contact those who have provided documentation submitted in support of the application, including but not limited to medical documentation, for purposes of verifying authenticity.

Submit the application form and supporting documentation to CPLED, Suite 700, 333 – 11th Avenue SW, Calgary AB T2R 1L9 or by email to admin@CPLED.ca.

Application for a Deferral

Please read and follow the attached instructions to avoid delay or rejection of your application.

Student Information	
Last Name	First Name
Email	Phone
Request	
I request to defer the following: <ul style="list-style-type: none"> <input type="checkbox"/> <i>Foundation Modules</i> <input type="checkbox"/> <i>Foundation Workshops</i> <input type="checkbox"/> <i>Virtual Law Firm</i> <input type="checkbox"/> <i>Capstone</i> 	
Reason for Deferral	Supporting Documentation
I request to defer for the following reasons: <ul style="list-style-type: none"> <input type="checkbox"/> Illness/Medical Condition <input type="checkbox"/> Religious Conviction <input type="checkbox"/> Domestic Affliction/Bereavement <input type="checkbox"/> Other Special or Unusual Circumstance, namely: 	I am providing the following documentation in support: <ul style="list-style-type: none"> <input type="checkbox"/> Medical documentation <input type="checkbox"/> Letter from my religious organization <input type="checkbox"/> Death certificate, accident report, or similar evidence <input type="checkbox"/> Other (specified below) The above documentation is: <ul style="list-style-type: none"> <input type="checkbox"/> Attached <input type="checkbox"/> To follow
Additional Information (attach a separate sheet if required):	
I confirm that I have read and understood the instructions and requirements of this form and that all the information and documentation provided in support of this application are accurate and true. Further, I authorize CPLED and my Law Society to contact those who have provided documentation submitted in support of this application, including but not limited to medical documentation, for purposes of verifying authenticity.	
Student Signature	Date [YYYY-MM-DD]
Decision (Office Use Only)	
<input type="checkbox"/> Approved without conditions <input type="checkbox"/> Approved with conditions	<input type="checkbox"/> Denied
Conditions, if any:	Reasons for Decision: <ul style="list-style-type: none"> <input type="checkbox"/> Reasons do not indicate serious illness or extraordinary circumstances beyond student's control <input type="checkbox"/> Insufficient documentation <input type="checkbox"/> Other
Other Comments (attach a separate sheet if required):	
CPLED Representative Signature	Date [YYYY-MM-DD]

INSTRUCTIONS FOR COMPLETING AN APPLICATION FOR A DEFERRAL

Please read and follow these instructions to avoid delay or rejection of your application.

General Information

1. **Application for a Deferral.** Students who are unable to complete a PREP assignment or evaluation or attend a face-to-face session may apply to CPLED for a deferral on or before the scheduled date of the requirement.
2. **Documentation.** Within seven days of the student's application, the application must be supported by evidence satisfactory to CPLED that the student is suffering from illness or other circumstances that materially contributed to his or her inability to complete the requirement.
3. **Belated Requests for a Deferral.** A belated request for a deferral is accepted in the limited circumstances in which the student is able to show objectively that their judgment (at the time of the requirement) was impaired to such an extent that they were unable to know that a deferral should have been requested. Generally, this determination is only made on the basis of medical, psychiatric, or psychological evidence.
4. **Decision.** CPLED may grant a deferral to a time and place determined by CPLED and within a reasonable time of the original requirement. Where no application is received or CPLED is not satisfied that the application is adequately supported by evidence, CPLED may rule that the student has failed the requirement. CPLED will notify you of their decision by email within 10 business days of receipt of all supporting documentation.

Instructions for Completing an Application for a Deferral

1. Complete the application in full.
 - (a) **Student Information.** Complete the Student Information section, including an email and phone number at which to contact you if further particulars are required. For official correspondence, CPLED uses the current contact information on file. If your contact information has changed, contact CPLED as soon as possible.
 - (b) **Request.** Identify the specific PREP phase(s) you are requesting to defer.
 - (c) **Reason for Deferral.** Identify the reason for your request to defer. Deferrals may be granted in cases of serious illness or extraordinary circumstances beyond the student's control. Travel plans and work-related conflicts are not valid reasons for a request.
 - (d) **Supporting Documentation.** Requests are not approved without written evidence of the need for a deferral. Supporting documentation is required in all circumstances. Submission of documentation does not in itself constitute grounds for approval. The reasons in support of the request must clearly demonstrate serious illness or extraordinary circumstances beyond the student's control that would warrant deferral. Note the following:
 - (i) If you are requesting to defer due to a serious illness or medical condition, then you must be seen by a physician while you are ill. Medical documentation must be on the official letterhead of the service provider and include (a) date of onset of illness and date seen by the physician, (b) anticipated date of recovery, and (c) degree of incapacitation.
 - (ii) If you are requesting to defer due to a religious conviction, then you must provide a letter from your religious organization. Religious documentation must be on the official letterhead of the religious organization.
 - (iii) If you are requesting to defer due to a domestic affliction/bereavement

(e.g. a death in the family or serious accident), then you must provide a copy of the death certificate, accident report, or other similar documentation.

(iv) If you are requesting to defer due to a special or unusual circumstance such that the requirement to attend and participate would be unfair or unreasonable, then please consult CPLED regarding appropriate documentation.

(e) **Signature.** Sign the application either digitally or in writing to confirm that you have read and understood the instructions and requirements of the form and that all the information and documentation provided in support of the application is accurate and true. By signing this form, you are also authorizing CPLED and the Law Society of Manitoba to contact those who have provided documentation submitted in support of the application, including but not limited to medical documentation, for purposes of verifying authenticity.

2. Submit the application form and supporting documentation to CPLED, Suite 700, 333 – 11th Avenue SW, Calgary AB T2R 1L9 or by email to admin@CPLED.ca.

Application to Withdraw

This application form is used to request to withdraw from the CPLED Program. This form is used by a student who has already commenced the CPLED Program and is not requesting a deferral. Please read and follow the attached instructions to avoid delay or rejection of your application.

Student Information	
Last Name	First Name
Email	Phone
Request	
I request to withdraw from the PREP effective [YYYY-MM-DD]:	
Reason for Withdrawal	Important – Please Read
I request to withdraw for the following reasons: <i>(optional)</i>	<p>A student who withdraws is deemed to have attempted the PREP.</p> <p>If your request to withdraw is due to an illness/medical condition, religious conviction, domestic affliction/bereavement, or other special or unusual circumstance, you may have grounds to support an <i>Application for a Deferral</i>. Please contact CPLED for details.</p>
Additional Information (attach a separate sheet if required):	
<p>I confirm that I have read and understood the instructions and requirements of this form and that all the information and documentation provided in support of this application are accurate and true. Further, I authorize CPLED and my Law Society to contact those who have provided documentation submitted in support of this application.</p>	
Student Signature	Date [YYYY-MM-DD]
Decision (Office Use Only)	
<input type="checkbox"/> Approved effective:	
Phases to which the student was provided access prior to the effective date of withdrawal: <ul style="list-style-type: none"> <input type="checkbox"/> Foundation Modules <input type="checkbox"/> Foundation Workshops <input type="checkbox"/> Virtual Law Firm <input type="checkbox"/> Capstone 	Tuition refund (if any): <ul style="list-style-type: none"> <input type="checkbox"/> Tuition not paid <input type="checkbox"/> Full refund: \$ _____ paid to: _____ Student _____ Firm <input type="checkbox"/> Partial refund: \$ _____
Other Comments (attach a separate sheet if required):	
CPLED Representative Signature	Date [YYYY-MM-DD]

INSTRUCTIONS FOR COMPLETING AN APPLICATION TO WITHDRAW

Please read and follow these instructions to avoid delay or rejection of your application.

General Information

1. **Application to Withdraw.** For a student who has not yet commenced PREP, an *Application to Withdraw* is not required; the student may simply request to cancel their registration.
2. **Tuition Refund.** A student who withdraws from the PREP is eligible for a *pro-rata* refund of tuition. The tuition refund is calculated based on the PREP phases to which the student has not yet been provided access.
3. **Decision.** CPLED will notify you of their decision by email within 10 business days of receipt of a completed *Application to Withdraw*.

Instructions for Completing an Application to Withdraw

1. Complete the application in full.
 - (a) **Student Information.** Complete the Student Information section, including an email and phone number at which to contact you if further particulars are required. For official correspondence, CPLED uses the current contact information on file. If your contact information has changed, contact CPLED.
 - (b) **Request.** Identify the effective date of your requested withdrawal from the program. The effective date of the withdrawal determines tuition refund eligibility.
 - (c) **Reason for Withdrawal.** Identify the reason for your request to withdraw. If you are withdrawing for reasons that would constitute grounds for a deferral (i.e. serious illness or extraordinary circumstances beyond your control), contact CPLED for information about an *Application for a Deferral*.
 - (d) **Signature.** Sign the application either digitally or in writing to confirm that you have read and understood the instructions and requirements of the form and that all the information and documentation provided in support of the application is accurate and true.
2. Submit the application form and supporting documentation to CPLED, Suite 700, 333 – 11th Avenue SW, Calgary AB T2R 1L9 or by email to admin@CPLED.ca.