

The ACCA logo is a red square with the letters 'ACCA' in white, bold, sans-serif font.

**ACCA**

# Strategic Business Reporting (SBR) (INT)

**Syllabus and study guide**

September 2019 to June 2020

A woman with dark hair tied back, wearing glasses and a white lace-trimmed top, is sitting at a desk. She is looking towards the right side of the frame, where a computer monitor is partially visible. Her hands are on the desk, and she appears to be working. The background is a wall of vertical wooden planks.

**Think Ahead**

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## 1. Intellectual levels

The syllabus is designed to progressively broaden and deepen the knowledge, skills and professional values demonstrated by the student on their way through the qualification.

The specific capabilities within the detailed syllabuses and study guides are assessed at one of three intellectual or cognitive levels:

Level 1:	Knowledge and comprehension
Level 2:	Application and analysis
Level 3:	Synthesis and evaluation

Very broadly, these intellectual levels relate to the three cognitive levels at which the Applied Knowledge, the Applied Skills and the Strategic Professional exams are assessed.

Each subject area in the detailed study guide included in this document is given a 1, 2, or 3 superscript, denoting intellectual level, marked at the end of each relevant learning outcome. This gives an indication of the intellectual depth at which an area could be assessed within the examination. However, while level 1 broadly equates with Applied Knowledge, level 2 equates to Applied Skills and level 3 to Strategic Professional, some lower level skills can continue to be assessed as the student progresses through each level. This reflects that at each stage of study there will be a requirement to broaden, as well as deepen capabilities. It is also possible that occasionally some higher level capabilities may be assessed at lower levels.

## 2. Learning hours and education recognition

The ACCA qualification does not prescribe or recommend any particular number of learning hours for examinations because study and learning patterns and styles vary greatly between people and organisations. This also recognises the wide diversity of personal, professional and educational circumstances in which ACCA students find themselves.

As a member of the International Federation of Accountants, ACCA seeks to enhance the education recognition of its qualification on both national and international education frameworks, and with educational authorities and partners globally. In doing so, ACCA aims to ensure that its qualification is recognised and valued by governments, regulatory authorities and employers across all sectors. To this end, ACCA qualification is currently recognised on the education frameworks in several countries. Please refer to your national education framework regulator for further information.

Each syllabus is organised into main subject area headings which are further broken down to provide greater detail on each area.

### 3. Guide to ACCA examination structure and delivery mode

The structure and delivery mode of examinations varies.

#### Applied Knowledge

The Applied Knowledge examinations contain 100% compulsory questions to encourage candidates to study across the breadth of each syllabus. These are assessed by a two-hour computer based examination.

#### Applied Skills

The *Corporate and Business Law* exam is a two-hour computer-based objective test examination for English and Global. For the format and structure of the *Corporate and Business Law* or *Taxation* variant exams, refer to the 'Approach to examining the syllabus' in section 9 of the relevant syllabus and study guide.

The other Applied Skills examinations (PM, TX-UK, FR, AA, and FM) contain a mix of objective and longer type questions with a duration of three hours for 100 marks. These are assessed by a three hour computer-based exam. Prior to the start of each exam there will be time allocated for students to be informed of the exam instructions.

The longer (constructed response) question types used in the Applied Skills exams (excluding Corporate and Business Law) require students to effectively mimic what they do in the workplace. Students will need to use a range of digital skills and demonstrate their ability to use spreadsheets and word processing tools in producing their answers, just as they would use these tools in the workplace. These

assessment methods allow ACCA to focus on testing students' technical and application skills, rather than, for example, their ability to perform simple calculations.

#### Strategic Professional

*Strategic Business Leader* is ACCA's case study examination at Strategic Professional and is examined as a closed book exam of four hours, including reading, planning and reflection time which can be used flexibly within the examination. There is no pre-seen information and all exam related material, including case information and exhibits are available within the examination. Strategic Business Leader is an exam based on one main business scenario which involves candidates completing several tasks within which additional material may be introduced. All questions are compulsory and each examination will contain a total of 80 technical marks and 20 Professional Skills marks.

The other Strategic Professional exams are all of three hours and 15 minutes duration. All contain two Sections and all questions are compulsory. These exams all contain four professional marks.

For September and December 2019 sessions, all Strategic Professional exams will be assessed by paper based examination. From March 2020, these exams will become available by computer based examination. More detail regarding what is available in your market will be on the ACCA global website.

With Applied Knowledge and Applied Skills exams now assessed by computer based exam, ACCA is committed to continuing on its journey to assess all

exams within the ACCA Qualification using this delivery mode.

The question types used at Strategic Professional again require students to effectively mimic what they would do in the workplace and, with the move to CBE, these exams again offer ACCA the opportunity to focus on the application of knowledge to scenarios, using a range of tools – spreadsheets, word processing and presentations - not only enabling students to demonstrate their technical and professional skills but also their use of the technology available to today's accountants.

ACCA encourages students to take time to read questions carefully and to plan answers but once the exam time has started, there are no additional restrictions as to when candidates may start producing their answer.

Time should be taken to ensure that all the information and exam requirements are properly read and understood.

The pass mark for all ACCA Qualification examinations is 50%.

## 4. Guide to ACCA examination assessment

ACCA reserves the right to examine any learning outcome contained within the study guide. This includes knowledge, techniques, principles, theories, and concepts as specified. For the financial accounting, audit and assurance, law and tax exams except where indicated otherwise, ACCA will publish *examinable documents* once a year to indicate exactly what regulations and legislation could potentially be assessed within identified examination sessions.

For most examinations (not tax), regulations **issued** or legislation **passed** on or before 31 August annually, will be examinable from 1 September of the following year to 31 August of the year after that. Please refer to the examinable documents for the exam (where relevant) for further information.

Regulation issued or legislation passed in accordance with the above dates may be examinable even if the **effective** date is in the future.

The term issued or passed relates to when regulation or legislation has been formally approved.

The term effective relates to when regulation or legislation must be applied to an entity transactions and business practices.

The study guide offers more detailed guidance on the depth and level at which the examinable documents will be examined. The study guide should therefore be read in conjunction with the examinable documents list.

For UK tax exams, examinations falling within the period 1 June to 31 March will

generally examine the Finance Act which was passed in the previous year. Therefore, exams falling in the period 1 June 2019 to 31 March 2020 will examine the Finance Act 2018 and any examinable legislation which is passed outside the Finance Act before 31 July 2018.

For additional guidance on the examinability of specific tax rules and the depth in which they are likely to be examined, reference should be made to the relevant Finance Act article written by the examining team and published on the ACCA website.

None of the current or impending devolved taxes for Scotland, Wales, and Northern Ireland is, or will be, examinable.

## 5. Relational diagram linking Strategic Business Reporting (SBR) (INT) with other exams

This diagram shows links between this exam and other exams preceding or following it. Some exams are directly underpinned by other exams such as Strategic Business Reporting by Financial Reporting. This diagram indicates where students are expected to have underpinning knowledge and where it would be useful to review previous learning before undertaking study.



## 6. Overall aim of the syllabus

This syllabus and study guide is designed to help with planning study and to provide detailed information on what could be assessed in any examination session.

The aim of the syllabus is to discuss, apply and evaluate the concepts, principles and practices that underpin the preparation and interpretation of corporate reports in various contexts including the ethical assessment of managements' stewardship and the information needs of a diverse group of stakeholders.

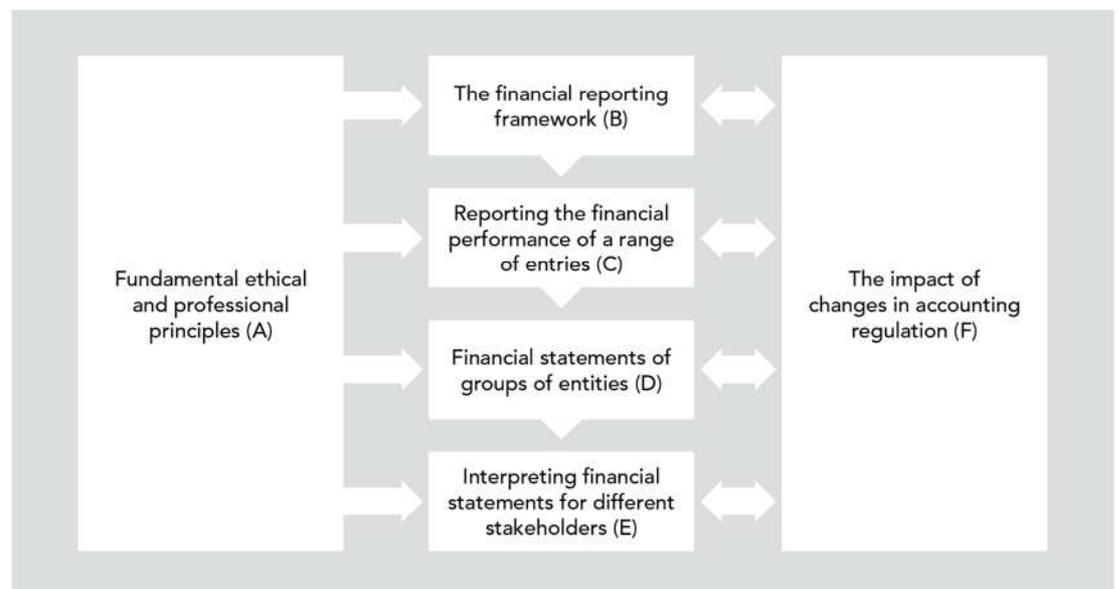
## 7. Main capabilities

On successful completion of this paper, candidates should be able to:

- A Apply fundamental ethical and professional principles to ethical dilemmas and discuss the consequences of unethical behaviour
- B Evaluate the appropriateness of the financial reporting framework and critically discuss changes in accounting regulation
- C Apply professional judgement in the reporting of the financial performance of a range of entities

**NOTE** the learning outcomes in Section C of the syllabus can apply to: single entities, groups, public sector entities and not-for profit entities (where appropriate)

- D Prepare the financial statements of groups of entities
- E Interpret financial statements for different stakeholders
- F Communicate the impact of changes and potential changes in accounting regulation on financial reporting



This diagram illustrates the flows and links between the main capabilities of the syllabus and should be used as an aid to planning teaching and learning in a structured way.

## 8. Rationale

The syllabus for *Strategic Business Reporting*, assumes knowledge acquired at the Fundamentals level including the core technical capabilities to prepare and analyse financial reports for single and combined entities.

The syllabus requires students to examine corporate reporting from a number of perspectives, not only from the point of view of the preparer of corporate reports, but also from the perspective of a variety of different stakeholders such as finance providers. The syllabus further requires the assessment and evaluation of the reporting decisions made by management and their implications for a range of stakeholders and entities. It also explores the professional and ethical responsibilities of the accountant to these stakeholders.

The subject matter of the syllabus requires students to have a cohesive understanding of the IASB's Conceptual Framework for Financial Reporting<sup>®</sup> and to use the Framework as a basis for judgement in applying International Financial Reporting Standards in corporate reports. The syllabus considers both the principles and practices of IFRS<sup>®</sup> Standards and uses these principles as a basis for the preparation of the financial statements of single entities and groups.

The syllabus requires students to reflect on the usefulness of corporate reports to stakeholders including developments in narrative reporting such as Integrated Reporting and to discuss the nature of the information that would help stakeholders assess the future prospects of the entity. This involves the analysis and interpretation of corporate

reports, and the provision of advice on the reporting implications of transactions.

The final section of the syllabus addresses current developments in corporate reporting and the implications of any potential changes. This includes a discussion of the deficiencies of existing accounting standards and the ability to explain the implications for a business and its stakeholders of significant changes to reporting frameworks.

## 9. Approach to examining the syllabus

The syllabus is assessed by a three-hour fifteen minute examination. It examines professional competences within the business reporting environment.

Students will be examined on concepts, theories, and principles, and on their ability to question and comment on proposed accounting treatments.

Students should be capable of relating professional issues to relevant concepts and practical situations. The evaluation of alternative accounting practices and the identification and prioritisation of issues will be a key element of the exam. Professional and ethical judgement will need to be exercised, together with the integration of technical knowledge when addressing business reporting issues in a business context.

Students will be required to adopt either a stakeholder or an external focus in answering questions and to demonstrate personal skills such as problem solving, dealing with information and decision making. Students will also have to demonstrate communication skills appropriate to the scenario.

The exam also deals with specific professional knowledge appropriate to the preparation and presentation of consolidated and other financial statements from accounting data, to conform with accounting standards.

### Section A

Section A will consist of two scenario based questions that will total 50 marks. The first question will be based on the financial statements of group entities, or extracts thereof (syllabus area D), and is also likely to require consideration of some financial reporting issues (syllabus area C). Candidates should understand that in addition to the consideration of the numerical aspects of group accounting (max 25 marks), a discussion and explanation of these numbers will also be required. The second question in Section A will require candidates to consider the reporting implications and the ethical implications of specific events in a given scenario.

### Section B

Students will be required to answer a further two questions in Section B, which may be scenario or case-study or essay based and will contain both discursive and computational elements. Section B could deal with any aspect of the syllabus but will always include either a full question, or part of a question, that requires the appraisal of financial and/or non-financial information from either the preparer's or another stakeholder's perspective.

Two professional marks will be awarded in Section A and two in Section B.

### Current issues

The current issues element of the paper (syllabus area F) may be examined in Section A or B but will not be a full question; it is more likely to form part of another question.

## 10. The syllabus

### A Fundamental ethical and professional principles

1. Professional behaviour and compliance with accounting standards
2. Ethical requirements of corporate reporting and the consequences of unethical behaviour

### B The financial reporting framework

1. The applications, strengths and weaknesses of the accounting framework

### C Reporting the financial performance of a range of entities

1. Revenue
2. Non-current assets
3. Financial instruments
4. Leases
5. Employee benefits
6. Income taxes
7. Provisions, contingencies and events after the reporting date
8. Share-based payment
9. Fair Value Measurement
10. Reporting requirements of small and medium-sized entities (SMEs)
11. Other reporting issues

### D Financial statements of groups of entities

1. Group accounting including statements of cash flows

2. Associates and joint arrangements
3. Changes in group structures
4. Foreign transactions and entities

### E Interpret financial statements for different stakeholders

1. Analysis and interpretation of financial information and measurement of performance

### F The impact of changes and potential changes in accounting regulation

1. Discussion of solutions to current issues in financial reporting

## 11. Detailed study guide

### A Fundamental ethical and professional principles

#### 1. Professional behaviour and compliance with accounting standards

- a) Appraise and discuss the ethical and professional issues in advising on corporate reporting.<sup>[3]</sup>
- b) Assess the relevance and importance of ethical and professional issues in complying with accounting standards.<sup>[3]</sup>

#### 2. Ethical requirements of corporate reporting and the consequences of unethical behaviour

- a) Appraise the potential ethical implications of professional and managerial decisions in the preparation of corporate reports.<sup>[3]</sup>
- b) Assess the consequences of not upholding ethical principles in the preparation of corporate reports.<sup>[3]</sup>
- c) Identify related parties and assess the implications of related party relationships in the preparation of corporate reports.<sup>[3]</sup>

### B The financial reporting framework

#### 1. The applications, strengths and weaknesses of an accounting framework

- a) Discuss the importance of the Conceptual Framework for Financial Reporting in underpinning the

production of accounting standards.<sup>[3]</sup>

- b) Discuss the objectives of financial reporting including disclosure of information that can be used to help assess management's stewardship of the entity's resources and the limitations of financial reporting.<sup>[3]</sup>
- c) Discuss the nature of the qualitative characteristics of useful financial information.<sup>[3]</sup>
- d) Explain the roles of prudence and substance over form in financial reporting.<sup>[3]</sup>
- e) Discuss the high level of measurement uncertainty that can make financial information less relevant.<sup>[3]</sup>
- f) Evaluate the decisions made by management on recognition, derecognition and measurement.<sup>[3]</sup>
- g) Critically discuss and apply the definitions of the elements of financial statements and the reporting of items in the statement of profit or loss and other comprehensive income.<sup>[3]</sup>

### C Reporting the financial performance of a range of entities

#### 1. Revenue

- a) Discuss and apply the criteria that must be met before an entity can apply the revenue recognition model.<sup>[3]</sup>
- b) Discuss and apply the five step model relating to revenue earned from a contract with a customer.<sup>[3]</sup>

- c) Apply the criteria for recognition of contract costs as an asset.<sup>[3]</sup>
  - d) Discuss and apply the recognition and measurement of revenue including performance obligations satisfied over time, sale with a right of return, warranties, variable consideration, principal versus agent considerations and non-refundable up-front fees.<sup>[3]</sup>
- 2. Non-current assets**
- a) Discuss and apply the recognition, derecognition and measurement of non-current assets including impairments and revaluations.<sup>[3]</sup>
  - b) Discuss and apply the accounting requirements for the classification and measurement of non-current assets held for sale.<sup>[3]</sup>
  - c) Discuss and apply the accounting treatment of investment properties including classification, recognition, measurement and change of use.<sup>[3]</sup>
  - d) Discuss and apply the accounting treatment of intangible assets including the criteria for recognition and measurement subsequent to acquisition.<sup>[3]</sup>
  - e) Discuss and apply the accounting treatment for borrowing costs.<sup>[2]</sup>
- 3. Financial Instruments**
- a) Discuss and apply the initial recognition and measurement of financial instruments.<sup>[3]</sup>
  - b) Discuss and apply the subsequent measurement of financial assets and financial liabilities.<sup>[3]</sup>
- c) Discuss and apply the derecognition of financial assets and financial liabilities.<sup>[2]</sup>
  - d) Discuss and apply the reclassification of financial assets.<sup>[2]</sup>
  - e) Account for derivative financial instruments, and simple embedded derivatives.<sup>[2]</sup>
  - f) Outline and apply the qualifying criteria for hedge accounting and account for fair value hedges and cash flow hedges including hedge effectiveness<sup>[2]</sup>
  - g) Discuss and apply the general approach to impairment of financial instruments including the basis for estimating expected credit losses.<sup>[2]</sup>
  - h) Discuss the implications of a significant increase in credit risk.<sup>[2]</sup>
  - i) Discuss and apply the treatment of purchased or originated credit impaired financial assets.<sup>[2]</sup>
- 4. Leases**
- a) Discuss and apply the lessee accounting requirements for leases including the identification of a lease and the measurement of the right of use asset and liability.<sup>[3]</sup>
  - b) Discuss and apply the accounting for leases by lessors.<sup>[3]</sup>
  - c) Discuss and apply the circumstances where there may be re-measurement of the lease liability.<sup>[3]</sup>
  - d) Discuss and apply the reasons behind the separation of the components of a lease contract into lease and non-lease elements.<sup>[3]</sup>

- e) Discuss the recognition exemptions under the current leasing standard.<sup>[3]</sup>
- f) Discuss and apply the principles behind accounting for sale and leaseback transactions.<sup>[3]</sup>

#### **5. Employee benefits**

- a) Discuss and apply the accounting treatment of short term and long term employee benefits and defined contribution and defined benefit plans.<sup>[3]</sup>
- b) Account for gains and losses on settlements and curtailments.<sup>[2]</sup>
- c) Account for the “Asset Ceiling” test and the reporting of actuarial gains and losses.<sup>[2]</sup>

#### **6. Income taxes**

- a) Discuss and apply the recognition and measurement of deferred tax liabilities and deferred tax assets.<sup>[3]</sup>
- b) Discuss and apply the recognition of current and deferred tax as income or expense.<sup>[3]</sup>
- c) Discuss and apply the treatment of deferred taxation on a business combination.<sup>[2]</sup>

#### **7. Provisions, contingencies and events after the reporting date**

- a) Discuss and apply the recognition, de-recognition and measurement of provisions, contingent liabilities and contingent assets including environmental provisions and restructuring provisions.<sup>[3]</sup>
- b) Discuss and apply the accounting for events after the reporting period.<sup>[3]</sup>

#### **8. Share based payment**

- a) Discuss and apply the recognition and measurement of share-based payment transactions.<sup>[3]</sup>
- b) Account for modifications, cancellations and settlements of share-based payment transactions.<sup>[2]</sup>

#### **9. Fair Value Measurement**

- a) Discuss and apply the definitions of ‘fair value’ measurement and ‘active market’.<sup>[3]</sup>
- b) Discuss and apply the ‘fair value hierarchy’.<sup>[3]</sup>
- c) Discuss and apply the principles of highest and best use, most advantageous and principal market.<sup>[3]</sup>
- d) Explain the circumstances where an entity may use a valuation technique.<sup>[3]</sup>

#### **10. Reporting requirements of small and medium-sized entities (SMEs)**

- a) Discuss the key differences in accounting treatment between full IFRS Standards and the IFRS for SMEs Standard<sup>®</sup>.<sup>[3]</sup>
- b) Discuss and apply the simplifications introduced by the IFRS for SMEs Standard.<sup>[3]</sup>

#### **11. Other reporting issues**

- a) Discuss and apply the accounting for, and disclosure of, government grants and other forms of government assistance.<sup>[2]</sup>

- b) Discuss and apply the principles behind the initial recognition and subsequent measurement of a biological asset or agricultural produce.<sup>[2]</sup>
- c) Outline the principles behind the application of accounting policies and measurement in interim reports.<sup>[2]</sup>
- d) Discuss and apply the judgements required in selecting and applying accounting policies, accounting for changes in estimates and reflecting corrections of prior period errors.<sup>[3]</sup>
- f) Discuss and apply the application of the control principle.<sup>[2]</sup>
- g) Determine and apply appropriate procedures to be used in preparing consolidated financial statements.<sup>[3]</sup>
- h) Discuss and apply the implications of changes in ownership interest and loss of control.<sup>[3]</sup>
- i) Prepare group financial statements where activities have been discontinued, or have been acquired or disposed of in the period.<sup>[3]</sup>

## **D Financial statements of groups of entities**

### **1. Group accounting including statements of cash flows**

- a) Discuss and apply the principles behind determining whether a business combination has occurred.<sup>[2]</sup>
- b) Discuss and apply the method of accounting for a business combination including identifying an acquirer and the principles in determining the cost of a business combination.<sup>[2]</sup>
- c) Apply the recognition and measurement criteria for identifiable acquired assets and liabilities including contingent amounts and intangible assets.<sup>[3]</sup>
- d) Discuss and apply the accounting for goodwill and non-controlling interest.<sup>[3]</sup>
- e) Apply the accounting principles relating to a business combination achieved in stages.<sup>[3]</sup>

- j) Discuss and apply the treatment of a subsidiary which has been acquired exclusively with a view to subsequent disposal.<sup>[2]</sup>

- k) Identify and outline:
  - the circumstances in which a group is required to prepare consolidated financial statements.<sup>[2]</sup>
  - the circumstances when a group may claim an exemption from the preparation of consolidated financial statements.<sup>[2]</sup>
  - why directors may not wish to consolidate a subsidiary and where this is permitted.<sup>[2]</sup>
- l) Prepare and discuss group statements of cash flows.<sup>[3]</sup>

### **2. Associates and joint arrangements**

- a) Identify associate entities.<sup>[3]</sup>
- b) Discuss and apply the equity method of accounting for associates.<sup>[3]</sup>
- c) Discuss and apply the application of the joint control principle.<sup>[3]</sup>

- d) Discuss and apply the classification of joint arrangements.<sup>[3]</sup>
- e) Prepare the financial statements of parties to the joint arrangement.<sup>[3]</sup>

### **3. Changes in group structures**

- a) Discuss and apply accounting for group companies in the separate financial statements of the parent company.<sup>[2]</sup>
- b) Apply the accounting principles where the parent reorganises the structure of the group by establishing a new entity or changing the parent.<sup>[2]</sup>

### **4. Foreign transactions and entities**

- a) Outline and apply the translation of foreign currency amounts and transactions into the functional currency and the presentational currency.<sup>[3]</sup>
- b) Account for the consolidation of foreign operations and their disposal.<sup>[3]</sup>

## **E Interpret financial statements for different stakeholders**

### **1. Analysis and interpretation of financial information and measurement of performance**

- a) Discuss and apply relevant indicators of financial and non-financial performance including earnings per share and additional performance measures.<sup>[3]</sup>
- b) Discuss the increased demand for transparency in corporate reports, and the emergence of non-financial reporting standards.<sup>[3]</sup>

- c) Appraise the impact of environmental, social, and ethical factors on performance measurement.<sup>[3]</sup>
- d) Discuss the current framework for integrated reporting (IR) including the objectives, concepts, guiding principles and content of an Integrated Report.<sup>[3]</sup>
- e) Determine the nature and extent of reportable segments.<sup>[3]</sup>
- f) Discuss the nature of segment information to be disclosed and how segmental information enhances the quality and sustainability of performance.<sup>[3]</sup>

## **F The impact of changes and potential changes in accounting regulation**

### **1. Discussion of solutions to current issues in financial reporting**

- a) Discuss and apply the accounting implications of the first time adoption of new accounting standards.<sup>[2]</sup>
- b) Identify issues and deficiencies which have led to proposed changes to an accounting standard.<sup>[3]</sup>
- c) Discuss the impact of current issues in corporate reporting. The following examples are relevant to the current syllabus.<sup>[3]</sup>:
  1. the revised Conceptual Framework for Financial Reporting
  2. Accounting policy changes
  3. Materiality in the context of financial reporting
  4. Defined benefit plan amendments, curtailment or settlement

5. Management commentary
  6. Developments in sustainability Reporting
- d) Discuss developments in devising a structure for corporate reporting that addresses the needs of stakeholders.<sup>[3]</sup>

## Summary of changes to Strategic Business Reporting (SBR) (INT)

ACCA periodically reviews its qualification syllabuses so that they fully meet the needs of stakeholders such as employers, students, regulatory and advisory bodies and learning providers.

The main areas which have been added to the syllabus are summarised in the table below.

**Table 1 – Amendments to SBR (INT)**

	Section and subject area	Syllabus content
F1(c)	<p>Discuss the impact of current issues in corporate reporting. The following examples are relevant to the current syllabus.<sup>[3]</sup>:</p> <ol style="list-style-type: none"> <li>1. the revised Conceptual Framework for Financial Reporting</li> <li>2. Accounting policy changes</li> <li>3. Materiality in the context of financial reporting</li> <li>4. Defined benefit plan amendments, curtailment or settlement</li> <li>5. Management commentary</li> <li>6. Developments in sustainability Reporting</li> </ol>	<p>This learning outcome has been updated to reflect contemporary current issues</p>