

# Advanced Audit and Assurance (UK) (P7)

## September 2015 - June 2016

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 STRUCTURE OF THE SYLLABUS AND STUDY GUIDE

#### Relational diagram of paper with other papers

This diagram shows direct and indirect links between this paper and other papers preceding or following it. Some papers are directly underpinned by other papers such as Advanced Performance Management by Performance Management. These links are shown as solid line arrows. Other papers only have indirect relationships with each other such as links existing between the accounting and auditing papers. The links between these are shown as dotted line arrows. This diagram indicates where you are expected to have underpinning knowledge and where it would be useful to review previous learning before undertaking study.

#### Overall aim of the syllabus

This explains briefly the overall objective of the paper and indicates in the broadest sense the capabilities to be developed within the paper.

#### Main capabilities

This paper's aim is broken down into several main capabilities which divide the syllabus and study guide into discrete sections.

#### Relational diagram of the main capabilities

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

#### Syllabus rationale

This is a narrative explaining how the syllabus is structured and how the main capabilities are linked. The rationale also explains in further detail what the examination intends to assess and why.

#### Detailed syllabus

This shows the breakdown of the main capabilities (sections) of the syllabus into subject areas. This is the blueprint for the detailed study guide.

#### Approach to examining the syllabus

This section briefly explains the structure of the examination and how it is assessed.

#### Study Guide

This is the main document that students, learning and content providers should use as the basis of their studies, instruction and materials. Examinations will be based on the detail of the study guide which comprehensively identifies what could be assessed in any examination session. The study guide is a precise reflection and breakdown of the syllabus. It is divided into sections based on the main capabilities identified in the syllabus. These sections are divided into subject areas which relate to the sub-capabilities included in the detailed syllabus. Subject areas are broken down into sub-headings which describe the detailed outcomes that could be assessed in examinations. These outcomes are described using verbs indicating what exams may require students to demonstrate, and the broad intellectual level at which these may need to be demonstrated (\*see intellectual levels below).

#### Learning Materials

ACCA's Approved Content Programme is the programme through which ACCA approves learning materials from high quality content providers designed to support study towards ACCA's qualifications.

ACCA has three Approved Content Providers, Becker Professional Education, BPP Learning Media and Kaplan Publishing.

For information about ACCA's Approved Content Providers please go to ACCA's Content Provider Directory.

The Directory also lists materials by other publishers, these materials have not been quality assured by ACCA but may be helpful if used in conjunction with approved learning materials or for variant exams where no approved content is available. You will also find details of Additional Reading suggested by the examining teams and this may be a useful supplement to approved learning materials.

ACCA's Content Provider Directory can be found here –

<http://www.accaglobal.com/uk/en/student/acca-qual-student-journey/study-revision/learning-providers/alp-content.html>

Relevant articles are also published in Student Accountant and available on the ACCA website.

## 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 Knowledge module, the Skills module and the Professional level 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 line. 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 the Knowledge module, level 2 equates to the Skills module and level 3 to the Professional level, some lower level skills can continue to be assessed as the student

progresses through each module and 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.

## 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 qualifications are recognized and valued by governments, regulatory authorities and employers across all sectors. To this end, ACCA qualifications are currently recognized on the education frameworks in several countries. Please refer to your national education framework regulator for further information.

Each syllabus contains between 23 and 35 main subject area headings depending on the nature of the subject and how these areas have been broken down.

## GUIDE TO EXAM STRUCTURE

The structure of examinations varies within and between modules and levels.

The Fundamentals level examinations contain 100% compulsory questions to encourage candidates to study across the breadth of each syllabus.

The Knowledge module is assessed by equivalent two-hour paper based and computer based examinations.

The Skills module examinations F5-F9 are all paper based three-hour papers containing a mix of objective and longer type questions. The *Corporate and Business Law* (F4) paper is a two- hour computer based objective test examination which is also available as a paper based version.

The Professional level papers are all three-hour paper based examinations, all containing two sections. Section A is compulsory, but there will be some choice offered in Section B.

For all three hour examination papers, ACCA has introduced 15 minutes reading and planning time.

This additional time is allowed at the beginning of each three-hour examination to allow candidates to read the questions and to begin planning their answers before they start writing in their answer books. This time should be used to ensure that all the information and exam requirements are properly read and understood.

During reading and planning time candidates may only annotate their question paper. They may not write anything in their answer booklets until told to do so by the invigilator.

The Essentials module papers all have a Section A containing a major case study question with all requirements totalling 50 marks relating to this case. Section B gives students a choice of two from three 25 mark questions.

Section A of both the P4 and P5 Options papers contain one 50 mark compulsory question, and Section B will offer a choice of two from three questions each worth 25 marks each.

Section A of each of the P6 and P7 Options papers contains 60 compulsory marks from two questions; question 1 attracting 35 marks, and question 2 attracting 25 marks. Section B of both these Options papers will offer a choice of two from three questions, with each question attracting 20 marks.

All Professional level exams contain four professional marks.

The pass mark for all ACCA Qualification examination papers is 50%.

## GUIDE TO EXAMINATION ASSESSMENT

ACCA reserves the right to examine anything contained within the study guide at any examination session. This includes knowledge, techniques, principles, theories, and concepts as specified.

For the financial accounting, audit and assurance, law and tax papers 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 paper based examinations regulation *issued* or legislation *passed* on or before 31<sup>st</sup> August annually, will be examinable from 1<sup>st</sup> September of the following year to 31<sup>st</sup> August <sup>t</sup> of the year after that. Please refer to the examinable documents for the paper (where relevant) for further information.

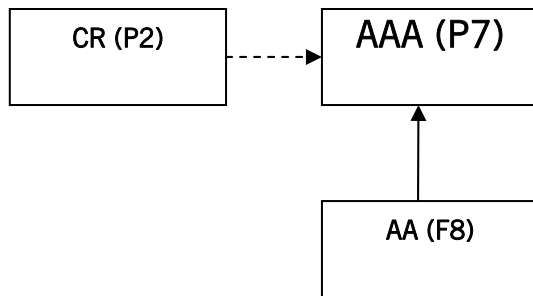
Regulation issued or legislation passed in accordance with the above dates may be examinable even if the *effective* date is in the future.

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.

# Syllabus



## AIM

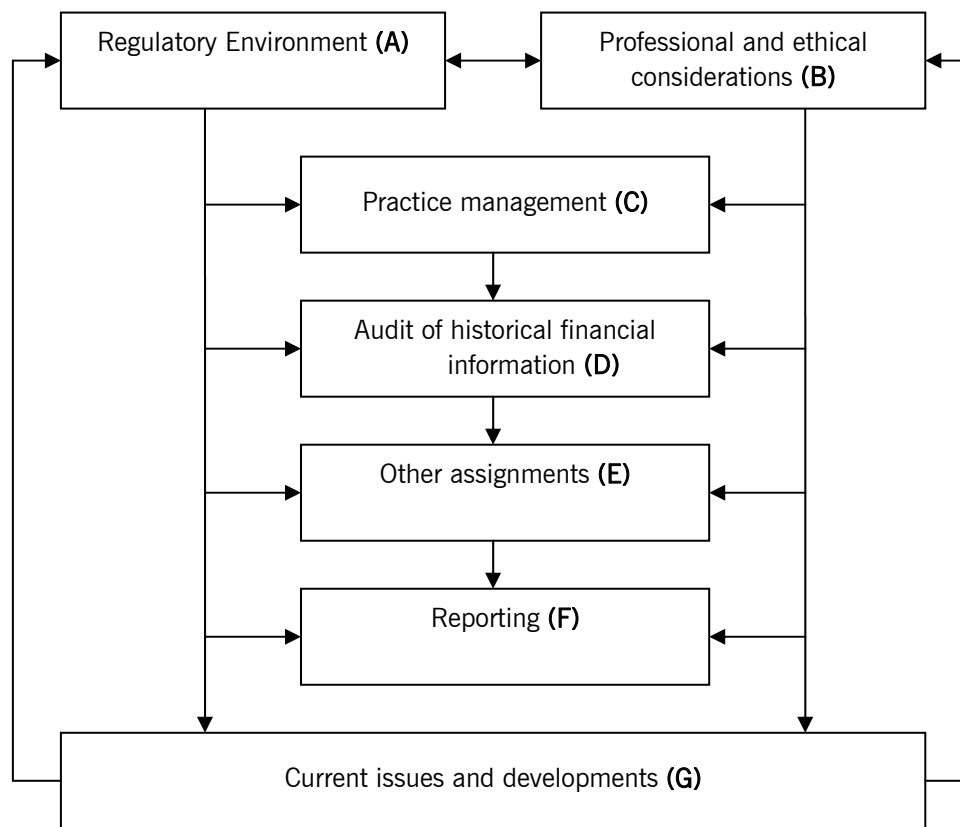
To analyse, evaluate and conclude on the assurance engagement and other audit and assurance issues in the context of best practice and current developments.

## MAIN CAPABILITIES

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

- A** Recognise the legal and regulatory environment and its impact on audit and assurance practice
- B** Demonstrate the ability to work effectively on an assurance or other service engagement within a professional and ethical framework
- C** Assess and recommend appropriate quality control policies and procedures in practice management and recognise the auditor's position in relation to the acceptance and retention of professional appointments
- D** Identify and formulate the work required to meet the objectives of audit assignments and apply the International Standards on Auditing (UK and Ireland)
- E** Identify and formulate the work required to meet the objectives of non-audit assignments
- F** Evaluate findings and the results of work performed and draft suitable reports on assignments
- G** Understand the current issues and developments relating to the provision of audit-related and assurance services

## RELATIONAL DIAGRAM OF MAIN CAPABILITIES



## **RATIONALE**

The Advanced Audit and Assurance syllabus is essentially divided into seven areas.

The syllabus starts with the legal and regulatory environment including money laundering, and professional and ethical considerations, including the Code of Ethics and professional liability. This then leads into procedures in practice management, including quality control and the acceptance and retention of professional engagements.

The syllabus then covers the audit of financial statements, including planning, evidence and review. It then covers other assignments including prospective financial information, and other assurance assignments, as well as the reporting of these assignments.

The final section covers current issues and developments relating to the provision of audit-related and assurance services.

## **DETAILED SYLLABUS**

### **A Regulatory Environment**

1. International regulatory frameworks for audit and assurance services
2. Money laundering
3. Laws and regulations

### **B Professional and Ethical Considerations**

1. Code of Ethics and Conduct
2. Fraud and error
3. Professional liability

### **C Practice Management**

1. Quality control
2. Advertising, publicity, obtaining professional work and fees
3. Tendering
4. Professional appointments

### **D Audit of historical financial information**

1. Planning, materiality and assessing the risk of misstatement
2. Evidence
3. Evaluation and review
4. Group audits

### **E Other assignments**

1. Audit-related and assurance services
2. Prospective financial information
3. Forensic audits
4. Internal audit
5. Outsourcing

6. Auditing aspects of insolvency (and similar procedures)

### **F Reporting**

1. Auditor's reports
2. Reports to those charged with governance and management
3. Other reports

### **G Current Issues and Developments**

1. Professional and ethical
2. Transnational audits
3. The audit of social ,environmental and integrated reporting
4. Other current issues

The examination is a three hour paper constructed in two sections. Questions in both sections will be largely discursive. However, candidates will be expected, for example, to be able to assess materiality and calculate relevant ratios where appropriate.

Number of marks

Question 1	35 marks
Question 2	25 marks
Section B: Choice of 2 from 3 questions 20 marks each	40 mark
	100



# Study Guide

## A REGULATORY ENVIRONMENT

### 1. International regulatory frameworks for audit and assurance services

- a) Explain the need for laws, regulations, standards and other guidance relating to audit, assurance and related services.<sup>[2]</sup>
- b) Outline and explain the legal and professional framework including:<sup>[2]</sup>
  - i) public oversight to an audit and assurance practice
  - (ii) Discuss the provision of the UK Corporate Governance Code and its impact on audit and assurance practise

### 2. Money laundering

- a) Define 'money laundering'.<sup>[1]</sup>
- b) Explain how international efforts seek to combat money laundering.<sup>[2]</sup>
- c) Explain the scope of criminal offences of money laundering and how professional accountants may be protected from criminal and civil liability.<sup>[2]</sup>
- d) Explain the need for ethical guidance in this area.<sup>[2]</sup>
- e) Describe how accountants meet their obligations to help prevent and detect money laundering including record keeping and reporting of suspicion to the appropriate regulatory body.<sup>[2]</sup>
- f) Explain the importance of 'know your customer' (KYC) information.<sup>[2]</sup>
- g) Recognise potentially suspicious transactions and assess their impact on reporting duties.<sup>[2]</sup>
- h) Describe, with reasons, the basic elements of an anti-money laundering program.<sup>[2]</sup>

## 3. Laws and regulations

- a) Compare and contrast the respective responsibilities of management and auditors concerning compliance with laws and regulations in an audit of financial statements.<sup>[2]</sup>
- b) Describe the auditors' considerations of compliance with laws and regulations and plan audit procedures when possible non-compliance is discovered.<sup>[2]</sup>
- c) Discuss how and to whom non-compliance should be reported.<sup>[2]</sup>
- d) Recognise when withdrawal from an engagement is necessary.<sup>[2]</sup>

## B PROFESSIONAL AND ETHICAL CONSIDERATIONS

### 1. Code of Ethics and Conduct

- a) Explain the fundamental principles and the conceptual framework approach.<sup>[1]</sup>
- b) Identify, evaluate and respond to threats to compliance with the fundamental principles.<sup>[3]</sup>
- c) Discuss and evaluate the effectiveness of available safeguards.<sup>[3]</sup>
- d) Recognise and advise on conflicts in the application of fundamental principles.<sup>[3]</sup>
- e) Discuss the importance of professional scepticism in planning and performing an audit.<sup>[2]</sup>
- f) Assess whether an engagement has been planned and performed with an attitude of professional scepticism, and evaluate the implications.<sup>[3]</sup>

### 2. Fraud and error

- a) Define and clearly distinguish between the terms 'error', 'irregularity', 'fraud' and 'misstatement'.<sup>[2]</sup>

- b) Compare and contrast the respective responsibilities of management and auditors for fraud and error.<sup>[2]</sup>
- c) Describe the matters to be considered and procedures to be carried out to investigate actual and/or potential misstatements in a given situation.<sup>[2]</sup>
- d) Explain how, why, when and to whom fraud and error should be reported and the circumstances in which an auditor should withdraw from an engagement.<sup>[2]</sup>
- e) Discuss the current and possible future role of auditors in preventing, detecting and reporting error and fraud.<sup>[2]</sup>

### **3. Professional liability**

- a) Recognise circumstances in which professional accountants may have legal liability.<sup>[2]</sup>
- b) Describe the factors to determine whether or not an auditor is negligent in given situations.<sup>[2]</sup>
- c) Explain the other criteria for legal liability to be recognised (including 'due professional care' and 'proximity') and apply them to given situations.<sup>[2]</sup>
- d) Compare and contrast liability to client with liability to third parties.<sup>[3]</sup>
- e) Evaluate the practicability and effectiveness of ways in which liability may be restricted.<sup>[3]</sup>
- f) Discuss liability limitation agreements.<sup>[2]</sup>
- g) Discuss and appraise the principal causes of audit failure and other factors that contribute to the 'expectation gap' (e.g. responsibilities for fraud and error).<sup>[3]</sup>
- h) Recommend ways in which the expectation gap might be bridged.<sup>[2]</sup>

## **C PRACTICE MANAGEMENT**

### **1. Quality control**

- a) Explain the principles and purpose of quality control of audit and other assurance engagements.<sup>[1]</sup>
- b) Describe the elements of a system of quality control relevant to a given firm.<sup>[2]</sup>
- c) Select and justify quality control procedures that are applicable to a given audit engagement.<sup>[3]</sup>
- d) Assess whether an engagement has been planned and performed in accordance with professional standards and whether reports issued are appropriate in the circumstances.<sup>[3]</sup>

### **2. Advertising, publicity, obtaining professional work and fees**

- a) Recognise situations in which specified advertisements are acceptable.<sup>[2]</sup>
- b) Discuss the restrictions on practice descriptions, the use of the ACCA logo and the names of practising firms.<sup>[2]</sup>
- c) Discuss the extent to which reference to fees may be made in promotional material.<sup>[2]</sup>
- d) Outline the determinants of fee-setting and justify the bases on which fees and commissions may and may not be charged for services.<sup>[3]</sup>
- e) Discuss the ethical and other professional problems, for example, lowballing, involved in establishing and negotiating fees for a specified assignment.<sup>[3]</sup>

### **3. Tendering**

- a) Discuss the reasons why entities change their auditors/professional accountants.<sup>[2]</sup>
- b) Recognise and explain the matters to be considered when a firm is invited to submit a proposal or fee quote for an audit or other professional engagement.<sup>[2]</sup>

- c) Identify the information to be included in a proposal.<sup>[2]</sup>

#### **4. Professional appointments**

- a) Explain the matters to be considered and the procedures that an audit firm/professional accountant should carry out before accepting a specified new client/engagement including:<sup>[3]</sup>
  - i) client acceptance
  - ii) engagement acceptance
  - iii) establish whether the preconditions for an audit are present
  - iv) agreeing the terms of engagement.
- b) Recognise the key issues that underlie the agreement of the scope and terms of an engagement with a client.<sup>[2]</sup>

### **D AUDIT OF HISTORICAL FINANCIAL INFORMATION**

#### **1. Planning, materiality and assessing the risk of misstatement**

- a) Define materiality and performance materiality and demonstrate how it should be applied in financial reporting and auditing.<sup>[2]</sup>
- b) Identify and explain business risks for a given assignment.<sup>[3]</sup>
- c) Identify and explain audit risks for a given assignment.<sup>[3]</sup>
- d) Identify and explain risks of material misstatement for a given assignment.<sup>[3]</sup>
- e) Discuss and demonstrate the use of analytical procedures in the planning of an assignment.<sup>[3]</sup>
- f) Explain how the result of planning procedures determines the relevant audit strategy.<sup>[2]</sup>
- g) Explain the planning procedures specific to an initial audit engagement.<sup>[2]</sup>
- h) Identify additional information that may be required in order to effectively plan an assignment.<sup>[2]</sup>
- i) Recognise matters that are not relevant to the planning of an assignment.<sup>[3]</sup>

#### **2. Evidence**

- a) Identify and describe audit procedures to obtain sufficient audit evidence from identified sources including an assessment of the use of IT to assist the auditor and the use of Computer-assisted audit techniques (CAATs) where appropriate.<sup>[2]</sup>
- b) Identify and evaluate the audit evidence expected to be available to
  - i) support the financial statement assertions and accounting treatments (including fair values)
  - ii) support disclosures made in the notes to the financial statements.<sup>[3]</sup>
- c) Apply analytical procedures to financial and non-financial data.<sup>[2]</sup>
- d) Explain the specific audit problems and procedures concerning related parties and related party transactions.<sup>[2]</sup>
- e) Recognise circumstances that may indicate the existence of unidentified related parties and select appropriate audit procedures.<sup>[2]</sup>
- f) Evaluate the use of written management representations to support other audit evidence.<sup>[2]</sup>
- g) Recognise when it is justifiable to place reliance on the work of an expert (e.g. a surveyor employed by the audit client).<sup>[2]</sup>
- h) Assess the appropriateness and sufficiency of the work of internal auditors and the extent to which reliance can be placed on it.<sup>[2]</sup>

#### **3. Evaluation and review**

- a) Evaluate the matters (e.g. materiality, risk, relevant accounting standards, audit evidence) relating to:<sup>[3]</sup>
  - i) inventory
  - ii) standard costing systems
  - iii) statement of cash flows
  - iv) changes in accounting policy
  - v) taxation (including deferred tax)
  - vi) segmental reporting
  - vii) non-current assets
  - viii) fair values

- ix) leases
- x) revenue from contracts with customers
- xi) employee benefits
- xii) government grants
- xiii) related parties
- xiv) earnings per share
- xv) impairment
- xvi) provisions, contingent liabilities and contingent assets
- xvii) intangible assets
- xviii) financial instruments
- xix) investment properties
- xx) share-based payment transactions
- xxi) business combinations
- xxii) assets held for sale and discontinued operations
- xxiii) events after the end of the reporting period
- xxiv) the effects of foreign exchange rates
- xxv) borrowing costs.
- b) Explain the use of analytical procedures in evaluation and review.<sup>[3]</sup>
- c) Explain how the auditor's responsibilities for corresponding figures, comparative financial statements, and 'other information', are discharged.<sup>[3]</sup>
- d) Apply the further considerations and audit procedures relevant to initial engagements.<sup>[2]</sup>
- e) Discuss the courses of action available to an auditor if an inconsistency or misstatement of fact exists in relation to other information such as contained in the integrated report.<sup>[2]</sup>
- f) Specify audit procedures designed to identify subsequent events that may require adjustment to, or disclosure in, the financial statements of a given entity.<sup>[2]</sup>
- g) Identify and explain indicators that the going concern basis may be in doubt and recognise mitigating factors.<sup>[2]</sup>
- h) Recommend audit procedures, or evaluate the evidence that might be expected to be available and assess the appropriateness of the going concern basis in given situations.<sup>[3]</sup>
- i) Assess the adequacy of disclosures in financial statements relating to going concern and

explain the implications for the auditor's report with regard to the going concern basis.<sup>[3]</sup>

#### 4. Group audits

- a) Recognise the specific matters to be considered before accepting appointment as group auditor to a group in a given situation.<sup>[3]</sup>
- b) Explain the responsibilities of the component auditor before accepting appointment, and the procedures to be performed in a group situation. .<sup>[2]</sup>
- c) Identify and explain the matters specific to planning an audit or group financial statements including assessment of group and component materiality, the impact of non-coterminous year ends within a group, and changes in group structure.<sup>[2]</sup>
- d) Justify the situations where a joint audit would be appropriate.<sup>[2]</sup>
- e) Recognise the audit problems and describe audit procedures specific to a business combination, including goodwill, accounting policies, inter-company trading, the classification of investments, equity accounting for associates, changes in group structure and accounting for a foreign subsidiary.<sup>[3]</sup>
- f) Identify and explain the audit risks, and necessary audit procedures relevant to the consolidation process.<sup>[3]</sup>
- g) Identify and describe the matters to be considered and the procedures to be performed at the planning stage, when a group auditor considers the use of the work of component auditors.<sup>[3]</sup>
- h) Consider how the group auditor should evaluate the audit work performed by a component auditor.<sup>[2]</sup>
- i) Explain the implications for the auditor's report on the financial statements of an entity where the opinion on a component is modified in a given situation.<sup>[2]</sup>

## **E OTHER ASSIGNMENTS**

### **1 Audit-related and assurance services**

- a) Describe the nature of audit-related services and the comparative levels of assurance provided by professional accountants and distinguish between:<sup>[2]</sup>
  - i) audit-related services and an audit of historical financial statements
  - ii) an attestation engagement and a direct engagement.<sup>[2]</sup>
- b) Plan review engagements, for example:<sup>[2]</sup>
  - i) a review of interim financial information
  - ii) a 'due diligence' assignment (when acquiring a company, business or other assets).
- c) Explain the importance of enquiry and analytical procedures in review engagements and apply these procedures.<sup>[2]</sup>
- d) Describe the main categories of assurance services that audit firms can provide and assess the benefits of providing these services to management and external users.<sup>[3]</sup>
- e) Describe the level of assurance (reasonable, high, moderate, limited, negative) for an engagement depending on the subject matter evaluated, the criteria used, the procedures applied and the quality and quantity of evidence obtained.<sup>[3]</sup>

### **2. Prospective financial information**

- a) Define 'prospective financial information' (PFI) and distinguish between a 'forecast', a 'projection', a 'hypothetical illustration' and a 'target'.<sup>[1]</sup>
- b) Explain the principles of useful PFI.<sup>[1]</sup>
- c) Identify and describe the matters to be considered before accepting a specified engagement to report on PFI.<sup>[2]</sup>
- d) Discuss the level of assurance that the auditor may provide and explain the other factors to be considered in determining the nature, timing and extent of examination procedures.<sup>[1]</sup>

- e) Describe examination procedures to verify forecasts and projections.<sup>[2]</sup>

- f) Compare the content of a report on an examination of PFI with reports made in providing audit-related services.<sup>[2]</sup>

### **3. Forensic audits**

- a) Define the terms 'forensic accounting', 'forensic investigation' and 'forensic audit'.<sup>[1]</sup>
- b) Describe the major applications of forensic auditing (e.g. fraud, negligence, insurance claims) and analyse the role of the forensic auditor as an expert witness.<sup>[2]</sup>
- c) Apply the fundamental ethical principles to professional accountants engaged in forensic audit assignments.<sup>[2]</sup>
- d) Plan a forensic audit engagement.<sup>[2]</sup>
- e) Select investigative procedures and evaluate evidence appropriate to determining the loss in a given situation.<sup>[3]</sup>

### **4. Internal audit**

- a) Evaluate the potential impact of an internal audit department on the planning and performance of the external audit.<sup>[2]</sup>
- b) Explain the benefits and potential drawbacks of outsourcing internal audit.<sup>[2]</sup>
- c) Consider the ethical implications of the external auditor providing an internal audit service to a client.<sup>[2]</sup>

### **5. Outsourcing**

- a) Explain the different approaches to 'outsourcing' and compare with 'insourcing'.<sup>[2]</sup>
- b) Discuss and conclude on the advantages and disadvantages of outsourcing finance and accounting functions.<sup>[3]</sup>
- c) Recognise and evaluate the impact of outsourced functions on the conduct of an audit.<sup>[3]</sup>

## **6. Auditing aspects of insolvency (and similar procedures)**

- a) Explain the meaning of, and describe the procedures involved in placing a company into voluntary or compulsory liquidation or administration.<sup>[2]</sup>
- b) Explain the consequences of liquidation or administration for a company and its stakeholders.<sup>[2]</sup>
- c) Advise on the differences between fraudulent and wrongful trading and the consequences for the company directors.<sup>[2]</sup>
- d) Examine the financial position of a company and determine whether it is insolvent.<sup>[2]</sup>
- e) Identify the circumstances where administration could be adopted as an alternative to liquidation, and explain the benefits of administration compared to liquidation..<sup>[2]</sup>
- f) Explain and apply the priority for the allocation of company assets.<sup>[2]</sup>

## **F REPORTING**

### **1 Auditor's reports**

- a) Critically appraise the form and content of an auditor's report in a given situation.<sup>[3]</sup>
- b) Recognise and evaluate the factors to be taken into account when forming an audit opinion in a given situation and justify audit opinions that are consistent with the results of audit procedures.<sup>[3]</sup>
- c) Assess whether or not a proposed audit opinion is appropriate.<sup>[3]</sup>
- d) Advise on the actions which may be taken by the auditor in the event that a modified audit report is issued.<sup>[3]</sup>
- e) Recognise when the use of an emphasis of matter paragraph and other matter paragraph would be appropriate.<sup>[3]</sup>

## **2. Reports to those charged with governance and management**

- a) Critically assess the quality of a report to those charged with governance and management.<sup>[3]</sup>
- b) Advise on the content of reports to those charged with governance and management in a given situation.<sup>[3]</sup>

## **3. Other reports**

- a) Analyse the form and content of the professional accountant's report for an assurance engagement as compared with an auditor's report.<sup>[2]</sup>
- b) Discuss the content of a report on examination of prospective financial information.<sup>[2]</sup>
- c) Discuss the effectiveness of the 'negative assurance' form of reporting and evaluate situations in which it may be appropriate to modify a conclusion.<sup>[3]</sup>

## **G CURRENT ISSUES AND DEVELOPMENTS**

Discuss the relative merits and the consequences of different standpoints taken in current debates and express opinions supported by reasoned arguments.

### **1. Professional and ethical**

- a) Discuss the relative advantages of an ethical framework and a rulebook.<sup>[2]</sup>
- b) Identify and assess relevant emerging ethical issues and evaluate the safeguards available.<sup>[3]</sup>
- c) Discuss IFAC and FRC developments.<sup>[2]</sup>

### **2. Transnational audits**

- a) Define 'transnational audits' and explain the role of the Transnational Audit Committee (TAC) of IFAC.<sup>[1]</sup>
- b) Discuss how transnational audits may differ from other audits of historical financial information (e.g. in terms of applicable financial reporting and auditing standards, listing requirements and corporate governance requirements).<sup>[2]</sup>

### **3. The audit of social, environmental and integrated reporting**

- a) Plan an engagement to provide assurance on integrated report (performance measures and sustainability indicators).<sup>[2]</sup>
- b) Describe the difficulties in measuring and reporting on economic, environmental and social performance and give examples of performance measures and sustainability indicators.<sup>[2]</sup>
- c) Explain the auditor's main considerations in respect of social and environmental matters and how they impact on entities and their financial statements (e.g. impairment of assets, provisions and contingent liabilities).<sup>[2]</sup>
- d) Describe substantive procedures to detect potential misstatements in respect of socio-environmental matters.<sup>[2]</sup>
- e) Discuss the form and content of an independent verification statement of an integrated report .<sup>[2]</sup>

### **4. Other current issues**

- a) Explain current developments in auditing standards including the need for new and revised standards and evaluate their impact on the conduct of audits.<sup>[3]</sup>
- b) Discuss other current legal, ethical, other professional and practical matters that affect accountants, auditors, their employers and the profession.<sup>[3]</sup>

## **SUMMARY OF CHANGES TO P7**

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. These syllabus changes are effective from September 2015 and will be updated with effect from 1<sup>st</sup> September each year, thereafter.

The changes are introduced to the syllabus to reflect the latest business and educational developments affecting this paper. There have been no significant changes to the syllabus in the current year.