

**ACCA
Accounting
Technician
Paper 7**

Planning, Control and Performance Management: Module Introduction

Welcome to this part of your ACCA Accounting Technician course. This module is designed to prepare you for Paper 7: Planning, Control and Performance Management.

It is assumed that you have already mastered all the skills required for Paper 2: Information for Management Control and Paper 4: Accounting for Costs. But some relevant topics will be covered again in this module.

The Course

The course has been written to match the Paper 7 (Higher Level) syllabus set by the Association of Chartered Certified Accountants. This is the equivalent of NVQ (National Vocational Qualification) level 4 and it is recognised throughout the worlds of business and industry as a required professional standard.

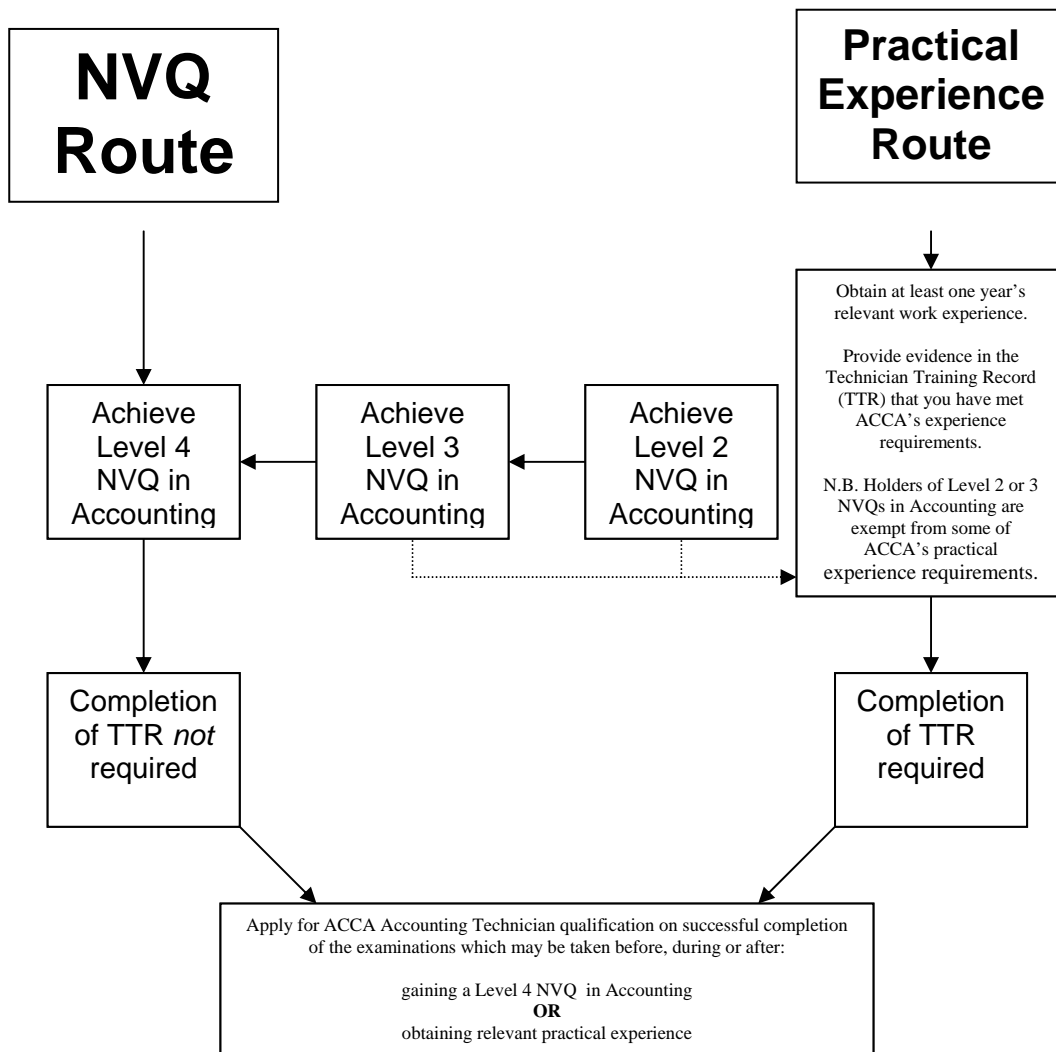
If you pass the examinations at Introductory Level (NVQ2), Intermediate Level (NVQ3) and Higher Level (NVQ4) and complete all the ACCA requirements, you will be entitled to write CAT ('Certified Accounting Technician') after your name - one of the most prestigious qualifications in the accounting profession.

There are a number of tests similar to the written examination that you must tackle at Paper 7. In addition there will be plenty of guidance and practice in the practical (and NVQ) skills that go with each theoretical topic.

Much of the information in this Introduction is reproduced by kind permission of ACCA from documents supplied by ACCA to members of its association. Since you will need to be a member to tackle the examination, you may well already be familiar with much of this information and guidance. Much of the same information is also to be found in other module introductions.

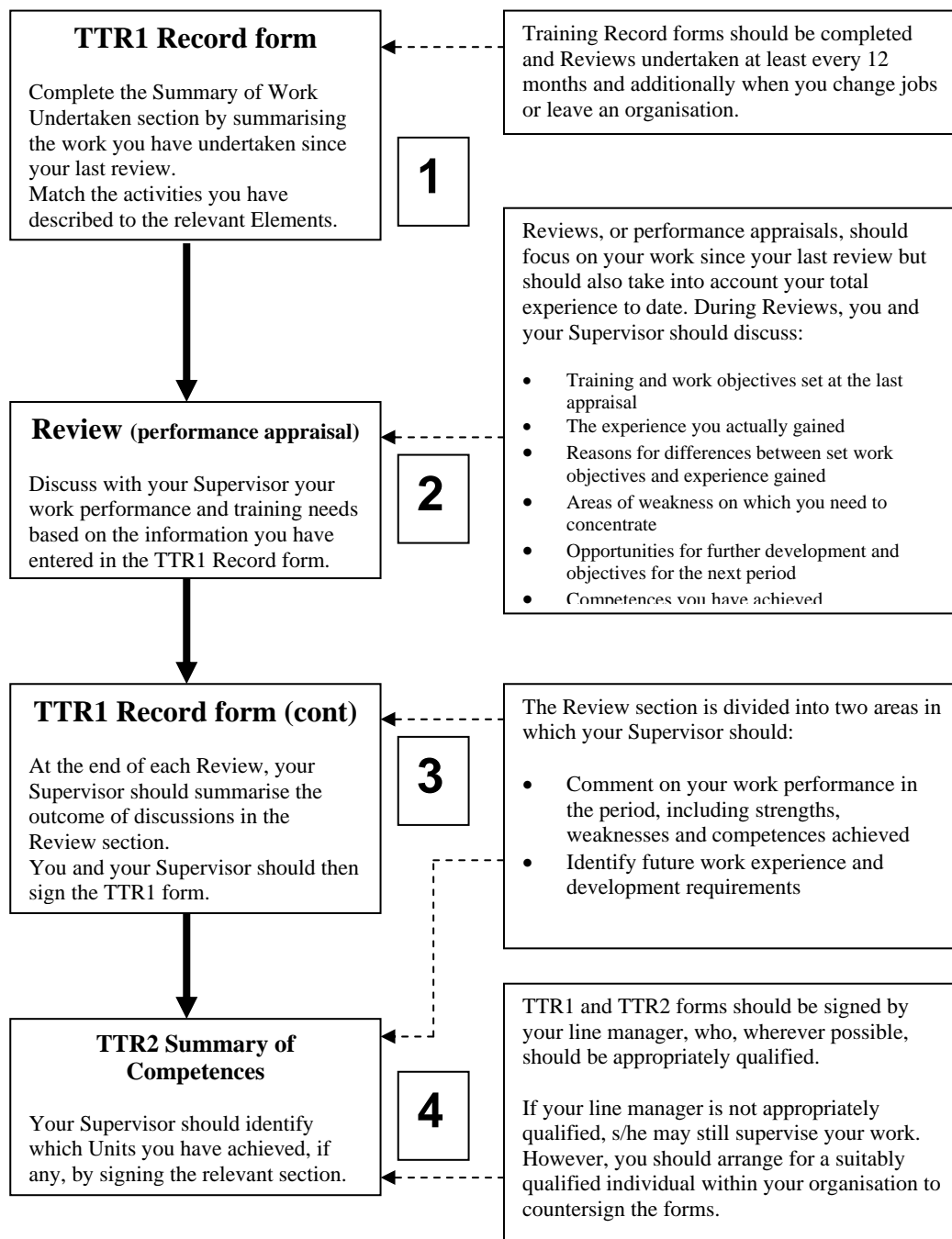
Becoming an Accounting Technician

To become an ACCA Accounting Technician, you must pass the examinations and *either* achieve a Level 4 NVQ in Accounting (this is called 'the NVQ route') *or* meet ACCA's practical experience requirements ('Practical Experience route'). The exceptions are shown in diagrammatic form below:



Guidance on Completing the Technician Training Record (TTR)

The TTR contains two forms: Records (Forms TTR1) and a Summary of Competences (Form TTR2). These forms are located in the back of the TTR supplied by ACCA. You may create your own computerised versions of these forms provided you retain the same format.



Paper 7 Lesson Structure

Lesson Subject

1. Accounting for Management
2. The Collection and Presentation of Information
3. Cost Accumulation: Absorption Accounting

4. Activity-based Costing
5. Costing Methods
Tutor-marked Assignment A
6. Design of Planning and Control Systems
7. The Budgetary Process and Development of Departmental Budgets
8. From Departmental to Master Budgets
9. Forecasting
10. Flexible Budgets and Alternative Budget Systems
Tutor-marked Assignment B
11. Standard Costing: Material and Labour Variances
12. Overhead Variances
13. Sales Quantity, Price and Mix Variances
14. Reconciliation
15. Analysis of Variances and Management Control using Variances and Ratios
Tutor-marked Assignment C
16. Cost Management
17. Performance Measurement
18. Decision-making and CVP Problems
19. Pricing
Tutor-marked Assignment D
Tutor-marked Assignment E (Mock Examination)
Suggested Answers to Self-Assessment Tests

There are also sets of suggested answers for all the tutor-marked assignments. Students will normally receive these when their assignments are returned to them from their tutor.

Lesson Structure


Each lesson in this course is linked directly to a topic required for the examination and lessons follow the sequence of skills (or topic development) required by the syllabus.

At the beginning of each lesson, you will find an 'Aims' section which provides a direct link between the syllabus and the content of the lesson. This can also serve as a checklist to ensure that all the necessary competences have been covered.

After the Aims, the Context section describes how this lesson relates to the ones that come before and after, to provide a sense of the overall development of the course.

Within the lessons, you should find all the theoretical knowledge that is required for the examination at this level. There is a wide left-hand margin so that you can add your own notes as you go along.

Each lesson contains 'Activity' sections, marked by black boxes. These Activities enable you to test your understanding of the previous section of the lesson and also to build up a portfolio that demonstrates the broad range of competences required.

Sample Activity	<p>You will probably be asked to tackle a series of numbered questions.</p> <p>Answers are to be found at the end of the lesson.</p>
	<p>Underneath there is an empty box with a pencil symbol to the left. This reminds you that you are expected to write something here! The size of the space is roughly equivalent to the scale of the answer required.</p>

Depending on whether you are taking the NVQ route or the Practical experience route, you may wish to take a photocopy of each activity and answer and file these as evidence of your understanding of the required topics and competence to perform various functions.

At the end of each lesson you will normally find suggested answers to these activities, as well as a 'Self-Assessment Test' (SAT) which is designed to test your understanding of the entire lesson. These tests tend to be similar in form to the written paper you can expect to face.

Tutor-marked Assignments (TMAs)

After every five lessons (approximately), you will find a TMA. These are similar to the SATs except that you should send the answers to your tutor for marking.

Your tutor will be able to help you best if you also include workings or a brief account of *why* you have opted for a particular answer. It could be that you have happened upon the right answer for the wrong reason but your tutor will not be able to help you if no explanation is given. However, a wrong explanation does not affect the mark you get!

When your script is returned, you should also receive a set of suggested answers.

ACCA: Background Information

ACCA's aim has always been to provide qualifications which are closely linked to the needs of accountants and their staff in the modern business world and which prepare members for work in any sector of the economy - public practice, industry, commerce or the public sector.

ACCA's Accounting Technician qualification offers the opportunity for individuals to obtain recognition for their work as accounting technicians and support staff. In line with ACCA's tradition of open entry, anyone can enrol for the ACCA Accounting Technician qualification.

With this aim in mind, the structure of the ACCA Accounting Technician syllabus has been designed to:

- assist learning and understanding
- develop an appreciation of the development and interdependence of subjects.

To qualify, you will need to complete up to nine examinations designed to test the knowledge and understanding required for work as accounting technicians.

The nine examinations are broken down into three levels. Candidates may sit between 1 and 4 papers taken from two consecutive levels. Papers should be sat in sequence, except for the optional papers (Papers 8-10) which may be sat in any order: All passes will be retained and examinations can be attempted twice a year (in June and December).

The New Scheme

The new (2004) structure of the CAT examinations is as follows:

Paper	Assessment
Introductory	
Paper 1 Recording Financial Transactions*	2 hr CBE** or written exam
Paper 2 Information for Management Control	2 hr CBE** or written exam
Intermediate	
Paper 3 Maintaining Financial Records*	2 hr CBE** or written exam
Paper 4 Accounting for Costs	2 hr CBE** or written exam
Advanced	
Paper 5 Managing People and Systems	2 hr written exam
Paper 6 Drafting Financial Statements*	3 hr written exam
Paper 7 Planning, Control & Performance Management	3 hr written exam
2 options from	
Paper 8 Implementing Audit Procedures*	3 hr written exam
Paper 9 Preparing Taxation Computations	3 hr written exam
Paper 10 Managing Finances	3 hr written exam

* denotes International and UK adapted streams available

** denotes computer-based exams

Credit for Old Scheme Papers under the New Scheme

Students who have already taken module examinations in the old (2003) Technician scheme may be given credits.

Current	New paper credited
Level A	
A1 Transaction Accounting	Paper 1 Recording Financial Transactions
A2 Office Practice & Procedure	Paper 2 Information for Management Control
Level B	
B1 Maintaining Financial Records & Accounts	Paper 3 Maintaining Financial Records
B2 Cost Accounting Systems	Paper 4 Accounting for Costs
B3 Information Technology Processes	Paper 5 Managing People and Systems
Level C	
C1/A Drafting Financial Statements	Paper 6 Drafting Financial Statements
C2 Information for Management	Paper 7 Planning, Control & Performance Management
C3 Audit Practice & Procedure	Paper 8 Implementing Audit Procedures
C4 Preparing Taxation Computations & Returns	Paper 9 Preparing Taxation Computations
C5 Managing Finances	Paper 10 Managing Finances
C6 Managing People	Transitional option paper

Please also note:

- There is no direct equivalent to A2 and B3 under the new scheme. Students

will be given credit for new papers 2 and 5 respectively.

- Paper C6 also has no direct equivalent under the new scheme. Students who pass C6 will be credited with a transitional optional paper pass and will be required to pass only one additional option paper under the new scheme. Students planning to take C6 in June 2004 will need to choose a different option.

Guidance on Completing the TTR

The TTR contains two forms: Records (Forms TTR1) and a Summary of Competences (Form TTR2). These forms are located in the pocket at the back of the TTR. You may create your own computerised versions of these forms provided you retain the same format.

Experience Gained Prior to Student Registration

ACCA will accept experience gained prior to registration if it is relevant and recorded and verified in the TTR. You are advised to obtain evidence of previous experience as soon after student registration as possible. When recording experience gained prior to student registration, you may complete Record forms for periods longer than 12 months, e.g. for each post held.

The TTR forms must be signed off by your previous Supervisor(s) if the experience is to be counted toward the requirements for qualification purposes. Previous Supervisors should also be encouraged to make comments on your past performance in the Review section of the Record forms.

Further Guidance

If you or your Supervisor have any queries about completing the TTR forms, you should contact an ACCA Training Consultant.

Part-Time and Temporary Work

Part-time and temporary work is acceptable provided that it is properly supervised, can be verified and it enables students to achieve competence in the required Units. Part-time work, if relevant, will be counted on a pro-rata basis. (ACCA classifies full-time work as a minimum of 35 hours per week.)

Work in Small Organisations

A number of students may be employed in small organisations where there are no suitable staff to act as Supervisor, eg where the student is the only/most senior member of the accounting staff. Experience gained in this way should be capable of verification.

It may be possible to make an arrangement with the firm's accountants/auditors, either through the employer or with their permission, for them to accept responsibility for confirmation of the experience received. ACCA recommends that:

- the student should be supervised by suitably qualified individual
- informal contact between the student and the Supervisor is made at least every quarter and on an as needs basis
- a formal performance review is undertaken at least once a year.

Self-Employment

Experience obtained while self-employed does not normally constitute approved experience (see below). However, a number of practising firms provide students with work on a contractual basis. This experience is acceptable provided the Supervisor is able to confirm that supervision and training is provided on the same basis as for salaried trainees.

Students are permitted to provide basic book-keeping services direct to the public without supervision, provided they do not refer to their status as a student or potential qualified ACCA Accounting Technician. Such experience cannot constitute approved accountancy experience for the purpose of obtaining the Technician qualification. Details regarding the work students are permitted to undertake without supervision are given in the ACCA Accounting Technician's Handbook.

Syllabus Content

Paper 7: Planning, Control and Performance Management

(NVQ Level 4) 3 hour examination

Aims of Paper 7:

To develop knowledge and understanding of the application of management accounting techniques to support the management processes of planning, decision-making, control and performance measurement.

Objectives

On completion of this module candidates should be able to:

- identify valid, relevant data from internal and external sources
- present cost information using appropriate methods
- prepare forecasts of income and expenditure
- monitor and analyse actual costs against forecasts and trends
- compare actual costs with standard costs and analyse and explain any variances
- prepare draft budget proposals
- prepare and present reports comparing actual performance with planned performance for the organisation or for responsibility centres and analyse any variances for management control purposes
- prepare and monitor relevant performance indicators, interpret the results and recommend how to reduce costs and enhance value
- make short-term decisions to enhance business performance.

Syllabus Content

1 Principles of cost accounting

- (a) Absorption costing
- (b) Marginal costing
- (c) Activity based costing

2 Collection of information

- (a) Internal information
 - (i) accounting information

- (ii) wage and salary information
- (iii) strategic plans
- (b) External information
 - (i) on costs, prices, demand and availability of resources (from suppliers, providers of services, competitors, customers and markets), market research
 - (ii) government statistics, trade associations, financial press
 - (iii) uses and limitations of published statistics
 - (iv) impact of the general economic environment / general economic information
- (c) Sampling techniques
 - (i) random, systematic, stratified, multistage, cluster, quota
 - (ii) choice of appropriate method, advantages and disadvantages

3 Analysis of information

- (a) Methods of presenting information
 - (i) written reports
 - (ii) graphs
 - (iii) diagrams
 - (iv) tables
- (b) Index numbers to allow for price and volume changes

4 Forecasting

- (a) Cost forecasting
 - (i) high-low method
 - (ii) linear regression analysis
- (b) Time series analysis
 - (i) moving averages to determine a trend
 - (ii) linear regression analysis to determine a trend
 - (iii) seasonal variations for both additive and multiplicative models
- (c) Advantages and disadvantages of forecasting techniques
- (d) Impact of product lifecycle
- (e) Usefulness of computer packages and forecasting

5 Variance analysis

- (a) Standard costing systems
- (b) Calculation of variances
 - (i) material price and usage
 - (ii) labour rate and efficiency
 - (iii) variable overhead expenditure and efficiency
 - (iv) fixed overhead expenditure, volume, capacity and efficiency

- (v) sales margin volume and sales price variances
- (c) Reconciliation between budgeted, standard and actual costs and profits
 - (i) absorption costing system
 - (ii) marginal costing system
- (d) Analysis of variances
 - (i) subdivision of variances
 - (ii) factors to consider before investigation
 - (iii) significance and identification of possible reasons for variances
 - (iv) recommended control actions

6 Budgetary planning

- (a) Different types of budget
 - (i) for demand
 - (ii) for income
 - (iii) for resource usage (materials, labour and overheads)
 - (iv) for cost of resources usage
 - (v) for capital
- (b) Functions of a system of budgetary planning and control
- (c) Budget development and review process
 - (i) link between planning cycles, budgets and forecasts
 - (ii) principal budget factors (demand, capacity and resource)
 - (iii) order of budget preparation
 - (iv) coordination of sub-budgets
 - (v) revisions for limiting factors
- (d) Alternative approaches to budgeting
 - (i) incremental
 - (ii) zero based
 - (iii) rolling
- (e) Usefulness of computer packages in budgeting

7 Budgetary control

- (a) Responsibility accounting
 - (i) link between the design of cost collection and reporting and the control structure of the organisation
 - (ii) controllable and uncontrollable costs
 - (iii) cost centres, revenue centres, profit centres, investment centres

- (b) Flexible budgets
 - (i) fixed versus flexible budgets
 - (ii) preparation of flexible budgets
 - (iii) impact of capacity variations
 - (iv) calculation and analysis of variances
 - (v) presentation of budgetary control reports for management
 - (vi) recommendation of appropriate control action
 - (vii) use of relevant computer packages
- (c) Budgets and behaviour of managers and other employees
 - (i) motivational factors
 - (ii) participation in the budgetary process
 - (iii) goal congruence and dysfunctional decision-making

8 Performance measurement

- (a) Use of performance indicators to measure:
 - (i) perspectives of the balanced scorecard
 - (ii) economy, effectiveness and efficiency
 - (iii) unit costs
 - (iv) resource utilisation
 - (v) profitability
 - (vi) quality of service
- (b) Control ratios
 - (i) efficiency
 - (ii) capacity
 - (iii) activity
- (c) Scenario planning ('what-if' analysis)
- (d) Cost reduction and value enhancement recommendations
 - (i) efficiencies
 - (ii) modifications to work processes
 - (iii) benchmarking

9 Decision-making

- (a) Cost behaviour and cost volume profit analysis
- (b) Break-even charts
- (c) Make or buy decisions
- (d) Opportunity costs and relevant costs
- (e) Pricing policies and procedures

10 Cost management

- (a) Life cycle costing
- (b) Target costing (including value engineering)

- (c) Activity based costing
- (d) Total Quality Management
 - (i) basic principles
 - (ii) costs of quality

Assessment Methods and Format of the Paper

Questions are designed to demonstrate that the candidates have acquired the above skills with *all* questions to be answered.

	Number of marks
Question 1	40
Question 2	20
Question 3	20
Question 4	<u>20</u>
	100

Be sure to spend time per question appropriate to the number of marks allotted.

ACCA's Notes on Studying for the Examination

In order to prepare for the examinations, ACCA have indicated that you may study by day or evening classes at a college or university, or you may study privately using the various materials available, such as those supplied by Oxford Open Learning.

In studying, you are preparing for a profession where change is the only constant. During the course of your studies, you will see the introduction of new legislation, revisions to accounting and auditing standards, more sophisticated financial instruments, developments in technology, and economic and political change. In view of this, it is important that you keep up to date with accounting and the related subjects.

In order to help students do this, ACCA issues the monthly *Technician Bulletin* and *Students' Newsletter* and you should read these as well as current periodicals and the financial press. If you are registered as a joint scheme student you may receive another newsletter/journal which will give details of variant papers, tax and law changes and other helpful information.

The Importance of the Examination

While you might view the examinations as hurdles to be jumped as quickly as possible and then forgotten, many of the skills you

develop while preparing for the examinations will be of use to you in your working life.

A pass in the examinations means that you have gained not only the necessary technical knowledge. It also means you have developed skills of time management, organising and summarising data, report writing, communicating with others and identifying and solving problems.

ACCA examinations are designed to provide you with both technical understanding and the professional attributes and skills needed to do your job. For example, when tackling an examination question at Level C, you will need to be able to analyse it and provide an accurate and concise answer without including irrelevant material. The same skills will help you in your work, where you will be expected to write reports which are easy to understand and to explain problems and solutions to colleagues who may not be accountants.

The examinations will give you valuable experience of working under pressure. This will be useful to you in your job where you may frequently be asked to produce work which you had not expected to be asked for - and to produce it very quickly.

Pilot Examination Papers

You should always check pilot papers for the subjects you intend to sit. They will give you a good indication of the usual format of questions and, if your first language is not English, an idea of the sort of English used by the Examiners. You may decide to purchase the ACCA Pilot Papers which will show you how you should approach your answers. These can be obtained by using the order form in the *Technician Bulletin* or downloading it from the Web site (<http://www.accaglobal.com>).

Please note that the questions from the 2003 Pilot Paper have already been incorporated into this course, by kind permission of ACCA.

The Units of Competence for the TTR

For the purposes of setting practical experience requirements for the ACCA Accounting Technician qualification, ACCA has listed 21 Units of Competence, including many based on NVQs in Accounting.

The Units cover personal development as well as technical, management and IT related functions. The Summary of Competences (form TTR2) in the pocket at the back of this TTR provides an overview of these Units. Each Unit is comprised of Elements which define what you should be able to do in respect of a particular activity. These are listed below.

You must achieve competence in at least 10 Units including:

3 Mandatory Units and
a minimum of 7 other Units

Mandatory Units are marked on the TTR2 form by the symbol M.

To achieve competence in any given Unit, you must either:

obtain sufficient work experience in all, or the specified number,
of Elements listed;

OR

be assessed through the NVQ route.

This is the complete list of units:

Unit 1 Recording income and receipts

Unit 2 Making and recording payments

Unit 3 Preparing ledger balances and an initial trial balance

Unit 4 Supplying information for management control

Unit 5 Maintaining financial records and preparing accounts

Unit 6 Recording and evaluating costs and revenues

Unit 7 Preparing reports and returns

Unit 8 Contributing to the management of performance and the
enhancement of value

Unit 9 Contributing to the planning and control of resources

Unit 10 Managing systems and people in the accounting
environment

Units 11-14 Drafting Financial Statements

Unit 15 Operating a cash management and credit control system

Unit 17 Implementing audit procedures

Unit 18 Preparing business taxation computations

Unit 19 Preparing personal taxation computations

Unit 21 Working with computers

Unit 22 Contribute to the maintenance of a healthy, safe and
productive working environment

Unit 23 Achieving personal effectiveness

Filling in TTR2 (the Summary of Competences)

1. The student's supervisor signs and dates the relevant section of TTR2 when the required number of Elements for each Unit have been covered; *or*

2. The student records the NVQ level which covers the Unit together with the awarding body and date of achievement.

If (1), it would be a good idea to discuss with your supervisor what kinds of evidence you will need to gather and how your work should be organised.

If (2), it generally means NVQ Level 2 which is the equivalent of Accounting Technician Foundation Level. Many UK-based students will be attempting to achieve NVQ Level 2 at the same time as following this course and, in terms of theory, this course should form an excellent preparation for Accounting NVQ2 accreditation.

Practical Experience Requirements

Students who follow the Practical Experience route must obtain at least one year's supervised work experience and meet ACCA's competence requirements.

Audits of Technician Training Records

As part of its quality control procedures, ACCA reviews a significant number of Technician Training Records each year to ensure that the experience recorded is an accurate reflection of the work undertaken and competence demonstrated. You will be notified if your TTR is selected as part of this review. Failure to comply with this review process may lead to your work experience not being recognised for qualification purposes.

Further Reading

First it should be emphasized that this course is designed to give you exactly the right amount of reading, taking each topic to the required depth. So if all sections of the text are fully understood, there should be no necessity for purchases of additional textbooks. But some students will find that certain topics are more difficult than others and that they need additional guidance or a fresh approach.

ACCA's *Student Accountant* is the best source of information about supporting textbooks, including advertisements from some of the major publishers. BPP and AT Foulks Lynch are two publishers with strong reputations in this field and their texts can be recommended.

Oxford Open Learning also publishes Accounting courses for GCSE and 'A' level which cover some of the Accounting Technician topics in greater detail.

Syllabus Changes in 2004

This course is designed to match the Accounting Technician syllabus examined for the first time in 2004. The first new syllabus computer-based examinations were scheduled for March 2004 and the first new syllabus paper-based examinations were scheduled for June 2004.

Minimum Entry Requirements and Exemptions

Exam entrants must be at least 16 years of age. Exemption will only be considered on the basis of qualifications which contain relevant content to CAT papers. The exemption policy will be widened to recognise qualifications which contain some element of workplace assessment. At the first level, employers may certify that the student has sufficient prior experience to be awarded exemption.

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