

MANAGEMENT ACCOUNTING SYLLABUS S4-S6

FOR ACCOUNTING PROFESSION

KIGALI 2022

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FOREWORD

Rwanda Basic Education Board (REB) is honored to avail the Management Accounting Syllabus for the Professional Accounting Program. This syllabus serves as official guide to teaching and learning of Management Accounting in the Accounting Program. It ensures consistency and coherence in the delivery of quality education for the Technician Accountant that the country deserves.

The Ministry of Education, through Rwanda Basic Education Board (REB), has undertaken the task to introduce the professional accounting Program in the second cycle of secondary education level. The underlying principle behind the introduction of this program is to ensure that the curriculum responds to the needs of the students, the society, and the labor market.

Management Accounting is one of subjects of Competence Based Curriculum that contributes to shape the students with required knowledge, skills, attitudes, and values to produce well-trained Technician accountants at Secondary school level. High Quality Technician Accounting program is an important component of Finance and Economic development of the Rwanda Vision 2050, *“The Rwanda We Want”* that aims at transforming the country’s socioeconomic status. It is only the qualified Technician accountant who can significantly play a major role in this socioeconomic transformation journey. Management accounting subject teaches the Basic Principles of Costing, managing cost and cash flows, Provide basic cost and revenue information, Principles of budget and principles of credit management to train a Technician Accountant capable of successfully perform his/her duties.

The ambition to develop a knowledge-based society and the growth of regional and global competition in the labor market has necessitated the shift to a competence-based syllabus. With the help of the teachers, whose role is central to the success of the syllabus, students will gain appropriate skills and be able to apply what they have learned in real life situations. Hence they will make a difference not only to their own lives but also to the success of the nation.

I wish to sincerely extend my appreciation to the people who contributed towards the development of this Management Accounting, particularly REB and its staff who organized the whole process from its inception. Special appreciation goes to the development partners who supported the exercise throughout.

Any comments or contributions towards the improvement of this syllabus for the next edition is welcome.

Dr. Nelson MBARUSHIMANA

Director General, REB.

ACKNOWLEDGEMENT

I wish to sincerely express my special appreciation to the people who played a role in the development of Management Accounting syllabus. The process would not have been successful without the support from different stakeholders.

I wish to sincerely express my appreciation to the people who contributed to the development of this syllabus until its completion. These are the ICPAR, REB, Allan & Gill Gray Philanthropy Rw, Educate!, Public and Private Universities , Public and Private secondary schools, Independent Consultant companies who availed their staff at various stages of the development of this syllabus.

Furthermore, I owe gratitude to different partners, especially the Ministry of Education (MINEDUC) and the Ministry of Finance and Economic Planning (MINECOFIN) for their guidance, expertise, and technical support.

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GENERAL INTRODUCTION

1.1. Background on introduction of the Accounting Profession Option in secondary schools

The National strategy for Transformation (NST1) states that, for Rwanda to become a knowledge based economy; one of the targets is to avail a competent and skilled workforce with capable and performing organizations.

The Education Sector Strategic Plan (2018/19–2023/24) accommodates new thinking and policy directions that will support Rwanda’s aspirations for transformation from a predominantly agrarian-based, low-income economy to an industrial upper middle-income nation by 2035. This vision is premised on the ability of Rwanda’s education system to produce enough and appropriately skilled workforce capable of realizing this aspiration, as well as upgrading the skills and competencies of the existing workforce.

In this regard, a competency proficiency assessment carried out indicated that majority of the current Public Financial Management (PFM) staff in public entities do not have the required skills to achieve excellent performance in the PFM system necessary to move the country to the next level of becoming a middle-income country.

An analysis of approved organizational structures of public entities and subsidiary entities show that to achieve a critical mass of PFM staff across the PFM disciplines, the government requires training of 8,441 staff to be employed in the public entities and the subsidiary entities (MINECOFIN, 2018-2024, Public Financial Management Learning and Development Strategy) From this perspective, the Ministerial Order N° 002/MINEDUC/2021 of 20/10/2021 establishing curriculum in general, professional and technical and vocational basic education introduced the Accounting Profession Option under the management of Rwanda Basic Education Board (REB).

Accounting Profession Option is being introduced to provide the support needed in accounting, with capacity to progress in different advanced accounting professions. This decision aims to meet the current and contextual accounting needs that present high demand to provide the accountant technicians at different levels of the accounting system, particularly in the community.

For implementation of the above-mentioned Ministerial order, the Management accounting syllabus is developed to help students in Accounting Profession option to become competent accountant technicians.

The motive of developing Management Accounting is to ensure that the syllabus is responsive to the needs of the student and to shift from objective and knowledge-based learning to competence-based learning. Emphasis in the development of this syllabus is put more on skills, competences and the coherence within the existing content by benchmarking with syllabi elsewhere with best practices.

The Management Accounting syllabus guides the interaction between the teacher and the students in the learning processes and highlights the competences a student should acquire during and at the end of each unit of learning.

Students will have the opportunity to apply Management Accounting methods in different contexts that involve auditing, merchandizing, manufacturing, Finance and Economics and see its importance in daily life. Teachers will help the students appreciate the relevance and benefits for studying this subject at an advanced level. This syllabus is prepared to be taught in seven periods per week in the Accounting Profession Option.

1.2 Accounting Profession Option leaver's profile

Upon completion of upper secondary education in accounting, the student should have acquired relevant knowledge, skills and attitudes to:

1. Prepare, analyse and interpret financial statements.
2. Apply the key features of the taxation system and compute tax liabilities.
3. Apply auditing principles.
4. Apply basic principles of Management accounting.
5. Act in accordance with the fundamental principles of personal and ethical behaviour.
6. Apply digital and data technologies relevant to finance activities.
7. Develop and maintain effective stakeholder relationships.
8. Manage human and financial resources effectively and efficiently.
9. Express themselves fluently with confidence in official languages.
10. Demonstrate appropriate civic and moral norms and values of the society.
11. Contribute to the development of the country through acquisition of financial, vocational, and entrepreneurial skills in the business development.
12. Demonstrate knowledge and skills required to progress to the next career path.

2. Teaching and learning Management Accounting

2.1. Rationale of teaching and learning Management Accounting

2.1.1. Management Accounting and society

Society is changing constantly. The social changes have led to the development of new attitude and aspirations. On the industrial front, traditional management prerogatives are constantly under attack and there is increasing social awareness. There is an enhanced desire for a better and more satisfying life as well as work. The new generation wants to be more and more involved in the matters affecting them. Increased involvement of the employees in the various matters of the organization is the only way to draw out the energies and skills of employees to their full co-operation; that is why management accounting is introduced.

Management Accounting plays a vital role in Accounting Profession Option. Since people's lives are involved, it is crucial that Accountants are really accurate with costs, expenses, and revenue calculations to ensure quality and professional works through data collection, data handling, data/graph analysis, and interpretation as well as taking decisions. Accountants use Management Accounting when they make all production, financial, auditing, and economical related activities that include the interpretation and analysis of functions on purchasing, producing, selling and profit maximization.

In addition, Management Accounting plays an important role in forecasting, planning, budgeting, analysis and interpretation, control over costs and process of decision making. Nerveless, Persons engaged in management are not always familiar with accounts; Management Accounting helps them in the creation of the policy and standards accounts. Further, Management Accounting assists them with the supply of relevant information, at appropriate time, for decision-making and exercise effective control on the operations of the undertaking.

Furthermore, some cross-cutting issues such as inflation, crisis, financial awareness, environment, and sustainability are incorporated in Management Accounting to improve not only worlds' social and economic welfare but also Rwandan society. Management Accounting is key factor element to Rwandan education ambition of developing a knowledge-based and technology-led economy since it provides to students all required knowledge and skills to be used in different decision life areas. Therefore, this Management Accounting syllabus is developed to provide appropriate skills, attitudes, morals, and values needed by Professional Accountant Technicians.

2.1.2. Management Accounting and student

Management accounting help students to develop not only professional skills and behaviors needed in the workplace but also knowledge and understanding of the principles and techniques used in recording, analyzing, reporting costs and revenues for internal management purposes. Hence it covers cash management, management information, cost recording, costing techniques and decision making. The said subject is set in context of an accounting function; however, skills gained are transferred to many other working environments.

Management accounting helps managers within a company make decisions. Also known as cost accounting, management accounting allows employee to be familiar with the process of identifying, measuring, analyzing, interpreting, and communicating information to management to help achieve business goals.

In this regard, learning Management Accounting needs to include real planning and controlling discrete case operations with opportunities for students to plan their own investigations in order to develop their management skills and confidence.

2.2. Competences

Competence is defined as the ability to perform a particular task successfully, resulting from having gained an appropriate combination of knowledge, skills, attitudes, and values.

The Management Accounting syllabus gives the opportunity to students to develop different competences, including basic competences and generic competences.

Basic competences are addressed in the stated broad subject competences, in key competences highlighted year on year basis and in each learning unit.

The generic competences that must be emphasized and reflected in the learning process are briefly described below and teachers will ensure that students are exposed to tasks that help them acquire the skills.

2.2.1. Generic Competences

Critical and problem-solving skills: students use different procedures to solve management problems related to planning, auditing, procurement, production, finance or economic situations. Students use also different cases/scenarios to compute costs and revenues related to individuals, partnerships, and businesses. The acquisition of such skills will help students to think legislatively and broadly to evaluate and find solutions to problems encountered in management of all businesses and non-businesses activities.

Creativity and innovation:

The acquisition of such skills will help students to take initiatives and use imagination beyond knowledge provided to generate new ideas and construct new concepts. Students improve these skills through different investment project-based works and skill lab activities in Management Accounting.

Research: This will help students to find answers to questions basing on existing information in management of business and concepts and to explain current and future sophisticated production system.

Communication skills: students effectively communicate their findings through explanations, construction of argument and drawing relevant conclusions/ decisions.

Teachers, irrespective of not being teachers of language, will ensure the proper use of the language of instruction by students which will help them communicate clearly and confidently and convey ideas effectively through speaking and writing and using the correct language structure and relevant vocabulary used in management accounting.

Cooperation, inter-personal management and life skills: students are engaged in cooperative learning groups to promote higher achievement than do competitive and individual work. This will help them to cooperate with others as a team in whatever task assigned and to practice positive ethical moral values and respect the rights, feelings, and views of others.

Lifelong learning: The acquisition of such skills will help students to update knowledge and improve skills with minimum external support and to cope with evolution of knowledge for personal fulfillment in areas that need improvement and development.

2.2.2. Broad Management Accounting Competences

During and at the end of learning process, the students can:

1. Explain the nature of organization businesses transaction in relation to its accounting system
2. Explain the structure of costing system within an organization
3. Identify source of income and expenditure information
4. Explain material, labor, expenses and centers

5. Identify different methods of coding data
6. Explain different types of material inventory and methods used in inventory management
7. Calculate labor payment
8. Classify and compute the cost
9. To analyze cost behavior for decision making
10. To use the costing methods and take decision related to costing methods
11. To describe cash management procedures in organization
12. Use effectively and efficiently cash balances for better management
13. Identify and record cost accounts used in an organization
14. Forecast income and expenditure
15. Maintain budget and budgetary control in the organization
16. Analyse the rationale behind the different types of budgets
17. To control budgets using standard costing
18. Interpret and advise the top management
19. Explain loan /credit policy
20. Evaluate credit recovery

2.2.3. Management Accounting and Developing Competences

The national policy documents based on national aspirations identify some ‘basic competences’ alongside the ‘Generic competences’ that will develop higher order thinking skills and help students learn subject content and promote application of acquired knowledge and skills.

Through observations, using graphics, applying and generalizing management ideas, and presentation of information during the learning process, the students will not only develop deductive and inductive skills but also acquire cooperation and communication, critical thinking and problem-solving skills.

This will be realized when students make presentations leading to interpretations and conclusions at the end of each learning unit. This will be achieved through group work and cooperative learning which in turn will promote interpersonal relations and teamwork.

The acquired knowledge in learning Management Accounting should develop a responsible citizen who adapts to management reasoning and attitudes and develops confidence in independent decision making. The students should show concern of individual attitudes, environmental protection and comply with the management method of reasoning. The management techniques /method should be applied with the necessary rigor, intellectual honesty to promote critical thinking while systematically pursuing the line of thought.

2.3. Pedagogical approach

The change to a competence-based curriculum is about transforming learning, ensuring that learning is deep, enjoyable, and habit-forming.

In order for secondary school accounting students to develop 21st century skills and technical accounting skills, the pedagogical structure of skills lab is provided in the learning and teaching activities. Skills lab is an easy method to change teacher’s pedagogy from theory-based to competency-based instruction. Skills lab ensures teachers are accountable to completing all the learning activities and projects as outlined in the syllabus and it enables students acquire real life experiences. Students should engage in business clubs to guarantee that they practice real accounting profession.

2.3.1. Role of the student

In the competence-based curriculum, the student is the principal actor of his/her education. He/she is not an empty bottle to fill. Considering the initial capacities and abilities of the student, the syllabus lists under each unit, suggested engaging activities for the student in the learning process. The teaching learning processes will be tailored towards creating a student's friendly environment basing on the capabilities, needs, experiences and interests. Therefore, the following are some of the roles or the expectations from the students:

- Students construct the knowledge either individually or in groups in an active way. From the learning theory, students move in their understanding from concrete through pictorial to abstract. Therefore, the opportunities should be given to students to manipulate concrete objects and to use models.
- Students work on one competence at a time in form of concrete units with specific learning objectives broken down into knowledge, skills, attitudes, and values.
- Students will be encouraged to do research and present their findings through group work activities.
- A student is cooperative; students work in heterogeneous groups to increase tolerance and understanding.
- Students are responsible for their own participation and ensure the effectiveness of their work.
- Students are encouraged to participate in the creation and running of the Students Business Club (SBC) in which they will apply all skills and knowledge got from various Accounting subjects.
- Help is sought from within the group and the teacher is asked for help only when the whole group agrees to ask a question. The students who learn at a faster pace may help others later on.
- Participants ensure the effective contribution of each member, through clear explanation and argumentation to improve the English literacy and to develop sense of responsibility and to increase their self-confidence, the public speech ability, etc.

2.3.2. Role of the teacher

In the competence-based curriculum, the teacher is a facilitator, organizer, advisor, a conflict solver, etc. He/she has to ensure that cross-cutting issues are addressed appropriately in teaching and learning process.

The specific duties of the teacher in a competence-based approach are the following:

- He/she is a facilitator, his/her role is to provide opportunities for students to discuss problems that interest and challenge them and that, with appropriate effort, they can solve them. This requires an elaborated/prepared plan of activities, related learning materials and appropriate learning environment.
- Since every student is expected to have a viable business idea from Senior Four, for which he/she will develop its business plan and implement, teachers are encouraged to provide continuous coaching throughout the entire cycle.
- He/she is an organizer: his/her role is to organize the students in the classroom or outside and engage them through participatory and interactive methods during the learning processes as individuals, in pairs or in groups. To ensure that the learning is personalized, active, participative and co-operative, the teacher must identify the needs of the students, the nature of the learning to be done, and the means to shape learning experiences accordingly.
- He/she is an advisor: he/she provides counseling and guidance for students in need. He/she comforts and encourages students by valuing their contributions in the class activities.
- He/she is a conflict-solver: most of the competence-based activities are performed in groups. The members of a group may have problems such as attribution of tasks; they should find useful and constructive the intervention of the teacher as a unifying element.
- He/she is ethical and preaches by examples, being impartial, being a role-model, and caring for individual needs of students. Slow students and students with physical impairments are provided a special assistance through remedial activities or re-enforcement activities. One should notice that this list is not exhaustive.

2.3.3. Special needs education and inclusive approach

All Rwandans have the right to access education regardless of their different needs. The underpinnings of this provision would naturally hold that all citizens benefit from the same menu of educational programs. The possibility of this assumption is the focus of special needs education. The critical issue is that we have students who are totally different in their ways of living and learning. The difference can either be emotional, physical, sensory, and intellectual learning challenged traditionally known as mental retardation.

These students equally have the right to benefit from the free and compulsory basic education in the nearby ordinary/mainstream schools. Therefore, the schools' role is to enroll them and set strategies to provide relevant education to them. The teacher therefore is requested to consider each student's needs during teaching and learning process. Assessment strategies and conditions should also be standardized to the needs of these students. Detailed guidance for each category of students with special educational needs is provided for in the guidance for teachers.

2.4. Assessment approach

Assessment is the process of evaluating the teaching and learning processes through collecting and interpreting evidence of individual student's progress in learning and to make a judgment about a student's achievements measured against defined standards. Assessment is an integral part of the teaching and learning processes. In the competence-based curriculum, assessment must also be competence-based; whereby a student is given a complex situation related to his/her everyday life and asked to try to overcome the situation by applying what he/she has learned.

Assessment will be organized at the following levels: Comprehensive assessment (School-based assessment, District based assessment, National based assessment) and National examinations. The syllabus is assessed by a three-hour closed book examination. The pass mark is 50%.

Weighting of items

Types of assessment	Category of assessment	Weight
Comprehensive assessment	School based assessment	10%
	District based assessment	
	National based assessment	
National examination	Practical assessment	30%
	Theoretical assessment	60%

2.4.1. Structure and format of the examination

There will be one paper in Management Accounting subject. An examination of three (3) hours will be set and will consist of three sections: “A”, “B” and “C”.

Section A

All questions in section “A” will be compulsory and will require clear and brief answers. This section will carry 40 marks. The questions will be set to give candidates the opportunity to read extensively and express informed, critical thinking, innovative and creative and relevant responses to issues relating to the overall student’s level of knowledge, understanding and comprehension of the syllabus topics and objectives.

Section B

This section will be general in nature and require candidates to draw on their knowledge from across the syllabus while demonstrating an ability to explain, discuss, examine, apply, analyze, synthesize, evaluate, describe and show support for significant issues related to entrepreneurial activities. This section will carry 30 marks and students will answer a given number of questions as instructed. The ability to convey a sustained and well thought out argument will be credited.

Section C

This section will be specific in nature and require candidates to draw on their knowledge from across the syllabus while demonstrating an ability to design, invent, produce, devise, develop, propose, generate, reconstruct, plan, and apply significant issues related to entrepreneurial activities. This section will carry 30 marks and students will answer a given number of questions as instructed.

2.4.2. Types of Assessment

a) Formative Assessment

Formative assessment helps to check the efficiency of the process of learning. It is done within the teaching/learning process. Continuous assessment involves formal and informal methods used by schools to check whether learning is taking place. When a teacher is planning his/her lesson, he/she should establish criteria for performance and behavior changes at the beginning of a unit. Then at the end of every unit, the teacher should ensure that all the students have mastered the stated key unit competences basing on the criteria stated, before going to the next unit.

Additionally, teachers should provide projects to students that will test certain skills that students have acquired. They should also provide feedback to students and remediation before stating the next unit or lesson.

The teacher will assess how well each student masters both the subject and the generic competences described in the syllabus and from this, the teacher will gain a picture of the all-round progress of the student. The teacher will use one or a combination of the following:

(a) Observation (b)pen and paper (c) oral questioning.

b) Summative assessment

When assessment is used to record a judgment of a competence or performance of the student, it serves a summative purpose. Summative assessment gives a picture of a student's competence or progress at any specific moment. The main purpose of summative assessment is to evaluate whether learning objectives have been achieved and to use the results for the ranking or grading of students, for deciding on progression, for selection into the next level of education and for certification. This assessment should have an integrative aspect whereby a student must be able to show mastery of all competences.

Comprehensive assessment average marks by grade (Senior 4 to Senior 5) will contribute 10% of the final national examination but will be progressively increased as teachers gain more experience and confidence in assessment techniques.

2.4.3. Record keeping

This is gathering facts and evidence from assessment instruments and using them to judge the student's performance by assigning an indicator against the set criteria or standard. Whatever assessment procedures used shall generate data in the form of scores which will be carefully recorded and stored in a portfolio because they will contribute to remedial actions, for alternative instructional strategy and feed-back to the student and to the parents to check the learning progress and to advice accordingly or to the final assessment of the students.

This portfolio is a folder (or binder or even a digital collection) containing the student's work as well as the student's evaluation of the strengths and weaknesses of the work. Portfolios reflect not only work produced (such as papers and assignments), but also it is a record of the activities undertaken over time as part of student learning. Besides, it will serve as a verification tool for each student that he/she attended the whole learning before he/she undergoes the summative assessment for the subject.

2.4.4. Item writing in summative assessment

With the objective of ensuring that all students undertaking the accounting qualification are able to become Certified Accounting Technicians (CATs); they shall be expected to attempt an ICPAR examinations, most preferably each time a student finishes each grade level i.e., S.4. and progressively to other levels. ICPAR examinations will be conducted three times in a year i.e., April, August, and December. Any ready student shall engage the institute to ensure exam registration is completed in good time – usually a month to the exam date.

2.5. Reporting to Parents

The wider range of learning in the Competence-based curriculum means that it is necessary to think again about how to share students' progress with parents. A single mark is not sufficient to convey the different expectations of learning highlighted in learning objectives. The most helpful reporting is to share what students are doing well and where they need to improve.

In addition to the school report, student's portfolio containing students' results, behavior, and the report from a team of all concerned teachers about the progress of students will be shared to parents for them to provide feedback to the school administration.

2.6. Resources

2.6.1. Materials needed for implementation of this syllabus

The following list shows the main materials/equipment needed in the learning and teaching process:

- Materials needed in group work activities and presentations: Computers (Desktops & laptops) and projectors; markers, flipcharts, micro business games, etc.
- Materials needed in enhancing research skills: Textbooks and internet (the list of the text books to consult is given in the reference at the end of the syllabus and those books can be found in printed or digital formats).
- Materials needed to maintain management techniques and methods: official gazettes, ICT tools such as scientific calculators, software/applications used in Accounting and Finance.

The technology used in teaching and learning of management accounting must be regarded as tools to enhance the teaching and learning process and not to replace teachers.

2.6.2. Human Resource

The effective implementation of this syllabus needs a joint collaboration of educators at all levels. Given the material requirements, teachers are expected to accomplish their noble role as stated above. On the other hand, school head teachers and directors of studies are required to make a follow-up and assess the teaching and learning of this subject due to their profiles in the schools. These combined efforts will ensure bright future careers and better student lives as well as the contemporary development of the country.

The teacher of management accounting should have the following skills, values, and qualities:

- Engage students in a variety of learning activities.²²
- Use multiple teaching and assessment methods, techniques, and approaches.
- Adjust instruction to the level of the students.
- Have creativity and innovation in the teaching and learning process.

- Be a good communicator and organizer.
- Be a guide/facilitator and a counselor.
- Manifest passion and impartial love for students in the teaching and learning process.
- Link management accounting with other Subjects including in real-life situations; especially provide real life application of management accounting in relation to Financial Accounting, auditing, Management Accounting, Business Mathematics, and Entrepreneurship.
- Have a good master of the credit policy/ laws.
- Have good classroom management skills.

SYLLABUS UNITS

3.1. Presentation of the structure of the Syllabus Units

Management accounting is developed to be taught and learnt at the advanced level of secondary education, i.e., in S4, S5 and S6 respectively. It means that Management accounting syllabus is developed for Professional Accounting Program. At every grade, the syllabus is structured in Topic Areas, Sub-Topic Areas and then further broken down into Units to promote the uniformity, effectiveness and efficiency of teaching and learning Management accounting. The units have the following elements:

1. Unit is aligned with the Number of Periods.
2. Each Unit has a Key Unit Competence whose achievement is pursued by all teaching and learning activities undertaken by both the teacher and the students.
3. Each Key Competence of the unit is broken into three types of Learning objectives as follows:
 - a) *Type I*: Learning objectives relating to knowledge and understanding (*Type I* Learning objectives are also known as Lower Order Thinking Skills or LOTS)
 - b) *Type II and Type III*: These are learning objectives which relate to acquisition of skills, attitudes, and values (*Type II and Type III* learning objectives are also known as Higher Order Thinking Skills or HOTS) – These Learning Objectives are actually considered to be the ones targeted by the Competence Based Curriculum.
4. Each unit has a content which indicates the scope of coverage of what to be taught and learnt in line with stated learning objectives
5. Each unit suggests a non-exhaustive list of learning activities that are expected to engage, as much as possible, students in an interactive learning process (student-centered and participatory approaches).
6. Finally, each unit is linked to other subjects, its assessment criteria, and the materials (or Resources) that are expected to be used in teaching and learning process.

The management accounting syllabus for Professional Accounting Program has five (5) main topic areas: Basic principles of costing, managing costs and cash flows, provide basic cost and revenue information, principles of budget, principles of credit management.

3.2. Senior four

3.2.1. Key competences

After completion of senior 4, the student will be able to:

- Explain the nature of organization businesses transaction in relation to its accounting system
- Explain the structure of costing system within an organization
- Identify source of income and expenditure information
- Explain material, procurement process, labor, expenses and centers
- Identify different methods of coding data
- Explain different types of material inventory and methods used in inventory management.
- Calculate labor payment
- Classify and compute the cost

Subject: Management Accounting		S4		Option :Accounting	
Topic Area: Basic Principles of Costing		Sub Topic: Cost recording system within an organization			
Unit 1: The nature of organization businesses transaction to accounting system				No. of periods: 31	
Key Unit competence: Explain the nature of organization businesses transaction in relation to its accounting system					
Learning objectives			Content	Teaching / Learning Activities	
Knowledge and understanding	Skills	Attitudes and values			
Explain clearly the technical terms used in management accounting.	Differentiate the management accounting terms used in costing systems	Appreciate the difference between different management accounting terms used in costing system	Definition of concepts: <ul style="list-style-type: none"> - Accounting - Management - Costing - Management accounting - Cost accounting - Financial accounting - Expense - Cost - Cost center - Income 	Referring to internet students facilitated by teacher; search and define management accounting terms	

<p>Explain the types of business</p>	<p>Differentiate the types of business according to their classification</p>	<p>Recognize difference between different types of business</p>	<p>Types of business</p> <p>According to ownership</p> <ul style="list-style-type: none"> a) Sole trader. b) Partnership c) Private d) Public e) Parastatal company <p>According to share</p> <ul style="list-style-type: none"> a) Limited company b) Unlimited company c) An unlimited company with or without a share capital <p>According to function</p> <ul style="list-style-type: none"> a) Manufacturing company b) Service company c) Merchandizing company 	<p>Skills lab: students look back into their communities, brainstorm, let them come up with examples of business that belong into public, private, service and manufacturing company. Students share their findings and teacher clarifies & guides their presentation.</p>
<p>Define the concept “transaction”</p> <p>Explain the types of transaction</p>	<p>Describe and define the types of transactions</p>	<p>Differentiate the types of transactions</p>	<p>Transaction</p> <p>Definition of transaction</p> <p>Types of transaction</p> <ul style="list-style-type: none"> a) Cash transaction b) Credit transaction c) Capital transaction d) Revenue transaction 	<p>By the use of concrete cases, students guided by teacher define and explain types of transactions.</p>

<p>Distinguish similarities and difference between cost, financial and management accounting.</p>	<p>Identify the similarities and difference between Financial, Cost and Management accounting.</p>	<p>Recognize the similarities and difference between Financial, Cost and Management accounting.</p>	<p>Distinguish the branches of accounting</p> <p>Types of branches of accounting</p> <p>Similarities of branches of accounting</p> <p>Difference between branches of accounting</p>	<p>Through searching in library, and group discussion, student presents the findings on similarities and difference between branches of accounting. Teacher clarifies the similarities and difference.</p>
<p>Explain the objectives of management accounting</p>	<p>Clarify the objectives of management accounting</p>	<p>Describe the objectives of management accounting</p>	<p>Purpose of Cost and Management accounting:</p> <ul style="list-style-type: none"> - Controlling - Cost ascertainment - Disclosure of waste - Evaluation of alternatives - Pricing of products and projects - Measurement of efficiency and effectiveness - Inventory management - Reporting - Profit evaluation - Financial statement analysis - Planning - Decision making 	<p>Through the debate supplemented by prerequisites, students, under teacher's facilitation list and describe the objectives of management accounting.</p>

Describe the principles of costing	List the principles of costing	Portray the principles of costing.	Principles of costing <ul style="list-style-type: none"> - Objectivity - Materiality - Consistency - Prudence 	Under teacher's facilitation, students list and describe the principles of costing
Assessment criteria: Can explain the nature of organization businesses transaction in relation to its accounting system.				
Link to other subjects: Social studies, Financial accounting, Entrepreneurship, Subsidiary mathematics, Taxation, English, Auditing, ICT				
Resources: Magazines, Case studies, Computer, Internet, Tables, Chairs, Books, Flip chart, Markers, Projector, Stationary, Manuals, DVDS, Software.				

Subject: Management Accounting			S4	Option :Accounting
Topic Area: Managing cost and cash flows			Sub Topic: Principle of costing and cash management	
Unit 2: The Sources of income and expenditure information				No. of periods: 30P
Key Unit competence: Identify sources of income and expenditure information				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Teaching/ Learning Activities
Define “income and expenditure” as used in management accounting	Explain the meaning of income and expenditure	Differentiate income from expenditure	Definition of concepts – Income – Expenditure	By exercise of brainstorming, student, define the income and expenditure.
Explain the types of income and expenditure	Portray the types of income and expenditure		Types of income – Active/earned income – Passive income – Differed/portfolio income.	By exercise of brainstorming, student identifies the types of income.
			Types of expenditure – Capital expenditure – Revenue expenditure – Deferred revenue expenditure	By exercise of brainstorming, student identifies the types of expenditure

- Identify the source of income and expenditure information
- Explain the source of income and expenditure information

Extract income and expenditure detail from relevant sources

Source of income and expenditure information

- Invoice
- Receipt
- Payroll report
- Bank statement
- Sales order
- National household survey(NHS)/ Government statistics
- Goods delivery notes
- Purchase order
- Trade associations
- Financial press
- Quotations
- Price lists.

Skills lab: Using a variety of accounting documents, students in their groups brainstorm and discover the different sources of income and expenditure information. Via presentations, let students share their findings.

Assessment criteria: Can identify source of income and expenditure information

Link to other subjects: Financial accounting, Entrepreneurship, Subsidiary mathematics, Taxation, English, Auditing, ICT

Resources: Magazines, *Case studies*, Computer, Internet, Tables, Chairs, Books, Flip chart, Markers, Projector, Stationary, Manuals, DVDS, Software.

Subject: Management Accounting			S4	Option :Accounting
Topic Area: Managing cost and cash flows			Sub Topic: Component parts of cost recording system and how they operate	
Unit 3: Component of cost in organization				No. of periods: 42P
Key unit competence: Explain material, procurement process, labor cost , expenses and centers				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Teaching/ Learning Activities
<p>Explain and categorize “material”.</p> <p>Describe the procurement process</p>	<p>Identify categories of materials</p> <p>Illustrate the procurement process</p>	<p>Adjust the types of cost according to the business.</p> <p>Defend the process of procurement</p>	<p>Material</p> <p>Definition of material</p> <p>Category of material</p> <p>a) Raw material</p> <p>b) Indirect material</p> <p>c) Business container</p> <ul style="list-style-type: none"> • Returnable container • Non-returnable containable <p>Procurement process</p> <p>– Meaning of procurement/purchase</p> <p>– Type of purchase</p> <p>a) Centralized purchase</p> <p>b) Decentralized purchase</p> <p>– Procurement system and procedure</p> <p>– Sourcing and supply chain</p> <p>– Contracts</p> <p>– E-procurement</p>	<p>Skills lab:</p> <p>By a given business, student identifies, define the material from different tools used in business. Teacher facilitate in clarification of material from different tools.</p> <p>Skills lab:</p> <p>The students brainstorm on how the goods are taken into the business and fill the purchasing order. Teacher facilitates the filling of document related to procurement.</p>

<ul style="list-style-type: none"> - Define the term “labor” - Explain the labor recruitment. - Explain labor turnover structure. 	<p>Explain the labor and labor recruitment</p>	<p>Elaborate the process of labor recruitment</p>	<p>Labor</p> <p>Definition of labor</p> <p>Labor recruitment</p> <ul style="list-style-type: none"> a) Definition of labor recruitment b) Stages of recruitment c) Factors influencing labor recruitment d) Importance of labor in business management e) Challenges of recruitment <p>Labor turnover</p> <ul style="list-style-type: none"> a) Factors affecting labor turnover b) Compute labor turnover 	<p>With guide of teacher, student in group carry out the search in library, on management of labor.</p>
<p>Describe the expenses</p>	<p>Explain the expenses</p>	<p>Classify the types of expense</p>	<p>Expenses</p> <p>Definition of expenses</p> <p>Types of expenses</p> <ul style="list-style-type: none"> a) Direct expenses b) Indirect expenses c) Joint expenses 	<p>By brainstorming in group, student, guided by teacher define and classify the types of expense</p>

Describe the expenses	Explain the cost	Classify the types of cost	Cost Definition of cost Classification of cost <ol style="list-style-type: none"> Direct cost Indirect cost Fixed cost Variable cost Semi-variable cost 	Using books found in library students in group guided by teacher defines and classifies the types of cost.
Describe the center	Explain the center	Classify the types of center	Center Definition of center Types center <ol style="list-style-type: none"> Cost center Revenue center Profit center 	Using by internet and books in library students search about types of center

Assessment criteria: Can explain material, labor, expenses, and centers.

Link to other subjects: Financial accounting, Entrepreneurship, Subsidiary mathematics, Taxation, English ,Auditing, ICT

Resources: Magazines, Case studies, Computer, Internet, Tables, Chairs, Books, Flip chart, Markers, Projector, Stationary, Manuals, DVDS, Software.

Subject: Management Accounting			S4	Option :Accounting
Topic Area: Managing cost and cash flows			Sub Topic: Component parts of cost recording system and how they operate	
Unit 4: Coding data methods			No. of periods: 6p	
Key unit competence: Identify different methods of coding data				
Learning objectives			Content	Teaching/ Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
Describe the process of coding	Explain coding and material to be coded.	Discover coding, methods and importance of coding	Definition of coding Object to be coded <ol style="list-style-type: none"> Current asset (inventory) Fixed asset (material and tools) 	Skills lab: By visiting the store of food at school, student codes different product in store. Teacher clarifies the methods, and importance of coding.
Distinguish methods of coding	list the methods of coding		Methods of coding <ol style="list-style-type: none"> Alphabetical Mnemonic Numerical Decimal Alphanumeric Color codification 	
Explain the importance of coding in business	Discuss the importance coding in the business		Importance of coding in business.	
Assessment criteria: Can Identify the different methods of coding data				
Link to other subjects: Financial accounting, Entrepreneurship, subsidiary mathematics, Taxation, English, Auditing, ICT				
Resources: Magazines, Case studies, Computer, Internet, Tables, Chairs, Books, Flip chart, Markers, Projector, Stationary, Manuals, DVDS, Software.				

Subject: Management Accounting			S4	Option :Accounting
Topic Area: Provide basic cost and revenue Information			Sub Topic: Component parts of cost recording system and how they operate	
Unit 5: Material and inventory management in organization				No. of periods: 44P
Unit key competence: Explain different types of material inventory and methods used in inventory management				
Learning objectives			Content	Teaching/ Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
Define material inventory	Describe the material inventory	Explain the material inventory	Types of material inventory Definition of material inventory	Oriented by teacher, student brainstorm and teacher facilitates to explain their findings.
Describe the structure of stock-keeping	Explain the features of store-keeping, type of stock and condition of good organization of stock.	Depict the stock keeping.	Stock-keeping Features of effective store-keeping Types of stock <ol style="list-style-type: none"> a) Centralized stores b) Decentralized stores c) Imprest stores Conditions of good stocking	Skills lab: After visiting the store of school, student discusses different types of store and good conditions of stocking. Teacher guides and presents the clarification.

<p>Describe the stock in manufacturing business</p> <p>Explain the factors that change the stock.</p>	<p>Explain the stock control and its objectives</p> <p>Compute the stock levels</p> <p>List the factor that affect the stock</p>	<p>Justify the objectives of stock control</p> <p>Determine the stock levels</p> <p>Differentiate the factors affecting the stock of company</p>	<p>Store control</p> <p>Definition of stock control</p> <p>Objectives of stock control</p> <p>Inventory system</p> <ul style="list-style-type: none"> a) Periodic inventory b) Perpetual inventory <p>Explanation and calculation of stock levels</p> <ul style="list-style-type: none"> a) Maximum stock level b) Minimum stock level c) Re-order level d) Average stock 	<p>Skills lab:</p> <p>After checking the different inventory documents, student explains and calculates the stock levels. Teacher demonstrate very well the formulae of stock computation</p>
			<p>Factors affecting stock levels</p> <ul style="list-style-type: none"> a) Economic Order Quantity b) Re-order quantity c) Availability of materials d) Lead time e) Stockholding cost f) Consumption g) Trade discount h) Durability of material 	

Demonstrate the methods of computing the material issue

Calculate the material issued using different stock issue methods

Drawing the store ledger card using the different methods.

Methods of material issues

Introduction

Methods of material issue

- a) First in First out (FIFO)
- b) Last in First out (LIFO)
- c) Simple average (SA)
- d) Weighted average (WA)
- e) Base stock
- f) Replacement cost (RC)
- g) Standard price (SP)

Skills lab:

On the basis of report, stock document (store ledger card), and interview with storekeeper, student find out and justifies variances between stock at real cost and stock at specific identified method.

Assessment criteria: Can explain different types of material inventory and methods used in inventory management

Link to other subjects: Financial accounting, Entrepreneurship, subsidiary mathematics, Taxation, English, Auditing

Resources: Magazines, Case studies, Computer, Internet, Tables, Chairs, Books Flip chart, Markers, Projector, Stationary, Manuals, DVDS, Software.

Subject: Management Accounting			S4	Option :Accounting
Topic Area: Provide basic cost and revenue Information			Sub Topic: Component parts of cost recording system and how they operate	
Unit 6: Labor Management				No. of periods: 38P
Key Unit competence: Calculate labor payment				
Learning objectives			Content	Teaching/ Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
Define different terms used in labor management	<p>Explain different terms</p> <p>Identify different documents used in payroll data recording</p>	Identify different terms used in labor management	<p>Definition of terms used in labor management</p> <p>a) Labor</p> <p>b) Labor costing</p> <p>c) Wage</p> <p>d) Salary</p> <p>e) Overtime</p> <p>f) Idle time</p> <p>g) Idle capacity</p> <p>h) Basic salary</p> <p>i) Allowance</p> <p>j) Gross pay</p> <p>k) Net salary</p> <p>l) Pay slip</p> <p>m) Payroll</p> <p>n) Remittance slip</p> <p>o) Bonus</p>	Student under supervision of teacher, using internet, search out different terms related to labor costing

Explain the different documents used in payroll data recording

Describe the payroll

Identify different documents used in payroll data recording

Present the payroll

Differentiate the different document used in payroll data recording

Explain the payroll

Documents used in payroll data recording

- a) Clock card
- b) Piece ticket
- c) Employee personal card
- d) Contract

Methods of computing wages

- a) Time rate method
- b) Piecework ticket

Presentation of payroll

Bonus schemes

- a) According to Harsey
- b) According to Harsey-Wear
- c) According to Rowan

Group incentive schemes.

Skills lab:

On the basis of concrete cases, teacher identifies different documents from which he/she compute the wages or salary. Teacher explains the documents and clarifies the methods used to calculate the wages and salary.

Assessment criteria: Can calculate labor payment

Link to other subjects: Financial accounting, Entrepreneurship, Subsidiary mathematics, Taxation, English, Auditing, ICT,

Resources: Internet: Magazines, Case studies, Computer, Internet, Tables, Chairs, Books, Flip chart, Markers, Projector, Stationary, Manuals, DVDS, Software

Subject: Management Accounting		S4	Option :Accounting	
Topic Area: Basic Principles of Costing		Sub Topic area : Cost recording system within an organization		
Unit 7: Cost Classification and computation				No. of periods: 41
Key Unit competence: Classify and compute the cost				
Learning objectives			Content	Teaching/ Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<p>Explain the concept “cost”</p> <p>Explain the term overhead</p>	<p>Explain the cost and its elements</p> <p>Give the details of overheads</p>	<p>Describe the term “cost”.</p> <p>Describe the term overhead</p>	<p>The concept “cost”.</p> <p>Definition of cost</p> <p>Elements of cost</p> <p>a) Raw material</p> <p>b) Labor</p> <p>c) Overheads</p> <p>Classification of cost</p> <p>a) By nature,</p> <p>b) By Degree of Traceability of the Product</p> <p>c) By Controllability</p> <p>d) By Relationship with Accounting Period</p> <p>e) By Association with the Product</p> <p>f) By Functions</p> <p>g) By Change in Activity or Volume</p>	<p>Skills lab: on basis documents and visiting to manufacturing business, student identifies the elements of cost and its classification. Teacher clarifies very well their observation.</p>

			<p>Overhead</p> <ul style="list-style-type: none"> a) Definition of overheads b) Classification of overheads <ul style="list-style-type: none"> - Production/factory overheads - Administration overheads - Selling and distribution overheads 	
Determine the cost and its equivalent	Compute the value of cost	Interpret cost statement	<p>Computation of cost</p> <p>Cost statement/</p> <ul style="list-style-type: none"> - cost sheet <p>Calculation of cost per unit</p> <p>Computation of overheads</p> <ul style="list-style-type: none"> - Production/factory overheads - Administration overheads - Selling and distributions overheads <p>Allotment and absorption of overheads</p> <ul style="list-style-type: none"> a) Allocation of overheads b) Apportionment of overheads <ul style="list-style-type: none"> - Simultaneous equation - Repeated distribution <p>Calculation of absorption rate.</p>	<p>Skills lab: Using the source cost documents', student presents the cost statements. Teacher appreciates the results.</p>

Assessment criteria: can classify and compute the cost.

Link to other subjects: Social studies, *Internet*, Financial accounting, Entrepreneurship, Subsidiary mathematics, Taxation, English, Auditing, ICT,

Resources: Magazines, Case studies, Computer, Internet, Tables, Chairs, Books, Flipchart, Markers, Projector, Stationary, Manuals, DVDS, Software.

3.3 Senior five

3.3.1 Key Competences

After completion of senior 5, the student will be able to

- Explain the structure of costing system within an organization
- Analyze Cost behavior for decision making
- Use the costing methods and take decision related to costing methods
- Describe cash management procedures in organization
- Use effectively and efficiently cash balances for better management
- Identify and compute costs used in organization

Subject: Management Accounting			S5	Option :Accounting
Unit 1: The structure of costing system within an organization			S5	No. of periods: 31
Key Unit competence: Explain the structure of costing system within an organization				
Learning objectives			Content	Teaching/ Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Define the “costing system “. - Explain characteristics of costing system - Explain effective conditions of costing system - Explain the challenges of costing system - Explain overcoming challenge to costing system - Explain advantages of good costing system 	Summarize the challenges and solution to costing system	Appreciate the good costing system to be implanted in business	Introduction to costing system <ul style="list-style-type: none"> - Characteristics of costing system - Effective conditions for good costing system - Advantages of costing system - Challenges in installing costing system - Overcoming challenges to costing system 	<p>Under teacher’s facilitation, students define characteristics of costing system.</p> <p>Through debates, student guided by teacher, discuss effective conditions of good costing system.</p> <p>Through debates, student guided by teacher, discuss about challenges and overcoming of costing system.</p> <p>Oriented by teacher, student discusses advantages of good costing system.</p>
Explain the necessary information in costing system	Precise the necessary information in costing system		Information required in costing system <ul style="list-style-type: none"> - Identify information required in costing system. - Clarify information required in costing system 	Skills lab: Oriented by teacher, student discusses the necessary information of good costing system.

Explain types of costing system	List the types of costing system	Clarify the types of costing system	Types of costing system a) Job costing b) Batch costing c) Service costing d) Contract costing	Skills lab: students look into the business, brainstorm, and let them come up with examples of types of costing system used. Students share their findings and teacher clarifies & guides their presentation.
Assessment criteria: Can explain the structure of costing system within an Organization				
Link to other subjects: Financial accounting, Entrepreneurship, Subsidiary mathematics, Taxation, English, Auditing, ICT				
Resources: Magazines, Case studies, Computer, Internet, Tables, Chairs, Books, Flip chart, Markers, Projector, Stationary, Manuals, DVDS, Software.				

Subject: Management Accounting		S5	Option :Accounting	
Topic Area: Basic Principles of Costing		Sub Topic area: Cost recording system within an organization		
Unit 2: Cost behavior analysis			No. of periods: 30	
Key Unit competence: Analyze Cost behavior for decision making				
Learning objectives			Content	Teaching / Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<p>Define cost behavior</p> <p>Outline the main classification of cost behavior</p> <p>Explain the process of separating fixed and variable costs from semi-variable costs</p> <p>Identify the methods of calculating variable, fixed, semi and stepped cost.</p>	<p>Compare and contrast the fixed, variable, semi - variable and stepped costs.</p> <p>Calculate fixed, variable, semi-variable and stepped costs</p>	<p>Internalize the culture of calculating the fixed, variable, semi-variable and stepped cost before making decision.</p>	<p>Introduction to cost behavior</p> <p>Main classification of cost behavior</p> <p>a) Variables costs b) Fixed costs c) Semi-variable costs d) Stepped costs or step-fixed costs</p> <p>Calculating the fixed and variable elements of semi-variables costs.</p> <p>a) Comparison method b) Least squares method c) High and low points or Range method</p> <p>Cost-Volume-Profit (CVP) Analysis.</p>	<p>On basis of documentary search in library, internet students identify :</p> <ul style="list-style-type: none"> - Fixed, variable, semi-variable and stepped cost. - Students present their findings. - From findings, students calculate the fixed, variable, semi-variable and stepped costs using : <ul style="list-style-type: none"> • Comparison method • Least square method • Range method
Assessment criteria: Can draw the graphs showing the cost behavior.				
Link to other subjects: Social studies, Internet, Financial accounting, Entrepreneurship, subsidiary mathematics, Taxation, English, Auditing, ICT,				
Resources: Magazines, Case studies, Computer, Internet, Tables, Chairs, Books, Flip chart, Markers, Projector, stationary, Manuals, DVDS, Software				

Subject: Management Accounting		S5	Option :Accounting	
Topic Area: Basic Principles Of Costing		Sub Topic area: Cost recording system within an organization		
Unit 3: The costing method and decision making			No. of periods: 36	
Key Unit competence: Use the costing methods and take decision related to costing methods				
Learning objectives			Content	Teaching / Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
Explain the different costing methods Calculate costs based on different costing methods	Apply costing methods	Advocate for decisions based on computed cost using different costing methods	Costing methods Introduction to costing methods Calculation based on costing methods a) Job costing b) Process costing c) Services costing d) Activity-Based Costing (ABC)	On the basis of concrete case, student, guided by teacher, are exercised in calculating costs based on different methods
Explain the process of decision making using costing methods	Execute decisions based on analytical results		Decision making – Introduction to decision making – Marginal costing and decision making – Absorption costing and decision making – Break-even point and decision making – Activity-Based costing and decision making – Processing costing and decision making – CVP and decision making	Skills lab: Referring to costs calculated documents, student decides. Teacher clarifies and appreciates decisions.
Assessment criteria: Can use the costing method and decide accordingly				
Link to other subjects: Social studies, Internet, Financial accounting, Entrepreneurship, Subsidiary mathematics, Taxation, English, Auditing, ICT,				
Resources: Magazines, Case studies, Computer, Internet, Tables, Chairs, Books, Flip chart, Markers, Projector, Stationary, Manuals, DVDS, Software				

Subject: Management Accounting		S5	Option :Accounting	
Topic Area: Managing cost and cash flows		Sub Topic area: Principles of costing and cash management		
Unit 4: The cash management procedures in organization			No. of periods: 55	
Key Unit competence: Describe cash management procedures in organization				
Learning objectives			Content	Teaching / Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
Explain cash management procedures	Justify cash management procedures	Appreciate the use of cash within the business	Introduction Definition of concepts: a) Cash flows b) Cash management c) Cash flow statement Types of cash flow activities Objectives of cash management Tools of cash management Techniques of cash flow management Purpose of cash management	Under guidance of teacher, student - Visit library and use internet - Define cash flows, cash management and cash flow management. - List the tools of cash management - List the techniques of cash flow management

<p>Define cash flow statement</p> <p>Make clear the steps of cash flow statement preparation</p> <p>Explain cash flows information</p>	<p>Prepare cash flow statement</p>	<p>Recognize cash flow statement</p>	<p>Cash flow statement</p> <ul style="list-style-type: none"> - Purpose of cash flow statement - Steps of preparing cash flows statement - Methods used to prepare cash flow statement - Prepare cash flow statement - Cash flow information analysis 	<p>With Brainstorming, students give:</p> <ul style="list-style-type: none"> - Purpose of cash flow statement - Methods used to prepare cash flow statement. - With concrete example students present cash flow statement.
<p>Explain the financial and non financial measures</p>	<p>Interpret the financial and nonfinancial measures</p>	<p>Measuring the use of cash performance management</p>	<p>Use of financial and nonfinancial performance measures</p> <ul style="list-style-type: none"> - Introduction - Trend analysis of financial statement - Common-size analysis of financial statements - Ratio analysis of financial information <ul style="list-style-type: none"> a) Ratios used to measure profitability b) Ratios used to measure short-term liquidity c) Ratios used to measure long-term solvency d) Ratios used to measure market valuation 	
<p>Assessment criteria: Can use describe cash management procedures in organization</p>				
<p>Link to other subjects: Social studies, Internet, Financial accounting, Entrepreneurship, Subsidiary mathematics, Taxation, English, Auditing, ICT,</p>				
<p>Resources: Magazines: Case studies, Computer, Internet, Tables, Chairs, Books Flip chart, Markers, Projector, Stationary, Manuals, DVDS, Software</p>				

Subject: Management Accounting			S5	Option :Accounting
Topic Area: Managing cost and cash-flows			Sub Topic area : Component parts of cost recording system and how they operate	
Unit 5: Cash balances management			No. of periods: 20p	
Key Unit competence: Use effectively and efficiently cash balances for better management				
Learning objectives			Content	Teaching/ Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
Define liquidity Explain categories of liquidity asset.	Critically examine the liquidity assets	Interpret the liquidity asset recognize.	Introduction to liquidity Definition of liquidity Liquidity assets – Cash – Inventory – Short-term investment – Fixed term – Trades receivables	On basis of documentary search in group, student, under supervision of teacher, identifies the liquidity assets.
Explain cash management tool	Apply the cash management tools	Interpret the cash management tool	Cash balance Management tool – Checking account – Money market account – Certificate deposit – Saving bonds	Skills lab: after visiting the business (financial department) in area, student read different financial rapports and calculate the ratios. Teacher appreciates the calculations.

			<p>Make informed decisions regarding the management of cash balances within an organization</p> <p>Characteristics of the main types of cash receipts and payments.</p> <ul style="list-style-type: none"> a) Regular revenue receipts b) Capital receipts c) Exceptional receipts and payments d) Drawings.
Explain cash management measures.	Apply the cash management measures.	Appreciating the use of cash in business using different ratios.	<p>Cash management measures.</p> <ul style="list-style-type: none"> - Current ratio - Inventory holding ratio - Trade receivable collection period ratio - Trade payables 'payment period ratio - Cash ratio - Quick ratio
			<p>Statutory and other regulations relating to the management of cash balances.</p>
<p>Assessment criteria: Can identify the effective and efficiency use of cash balances</p>			
<p>Link to other subjects: Social studies, Internet, Financial accounting, Entrepreneurship, Subsidiary mathematics, Taxation, English, Auditing, ICT,</p>			
<p>Resources: Magazines, Case studies, Computer, Internet, Tables, Chairs, Books, Flip chart, Markers, Projector, Stationary, Manuals, DVDS, Software</p>			

Subject: Management Accounting			S5	Option :Accounting
Topic Area: Provide basic cost and revenue information			Sub Topic area : Cost recording system to extract data	
Unit 6: Records of cost accounts				No. of periods: 40p
Key Unit competence: Identify and compute costs used in organization				
Learning objectives			Content	Teaching / Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
Define the different cost accounts Identify the different cost accounts	Explain and classify the different cost accounts	Recognize the relevance of cost accounts in business	Introduction to cost accounts Cost accounts for accounting systems. a) Interlocking cost account b) Integrated cost accounts	Oriented by teacher, student: – Go to library, discuss on cost accounts. – List and explain the cost accounts.
Explain the content of cost accounts	Record and analyze entries in cost accounts.	Appreciate the records of transactions in costs accounts.	Recording and analysis of information relating to cost accounts. a) Recording by interlocking system b) Reconciliation of cost and financial accounts c) Memorandum reconciliation account d) Recording by integrated system	Skills lab: with visiting the manufacturing business (cost accounting department), student checks the cost documents, and exercised to record cost information in cost accounts. Teacher clarifies how to record.
Assessment criteria: Can identify different costs accounts used in business and record different transactions in cost accounts				
Link to other subjects: Social studies, Internet, Financial accounting, Entrepreneurship, Subsidiary mathematics, Taxation, English, Auditing, ICT,				
Resources: Magazines, Case studies, Computer, Internet, Tables, Chairs, Books, Flip chart, Markers, Projector, Stationary, Manuals, DVDS, Software				

3.4 Senior six

3.4.1 Key Competences

After completion of senior 6, the student will be able to:

- Forecasting of income and expenditure
- Maintain budget and budgetary control within organization.
- Analyze the rationale behind different types of budget
- Control budget using standard costing
- Interpret the variance and advise the top management
- Explain the loan/credit procedures
- Evaluate credit recovery

Subject: Management Accounting			S6	Option :Accounting
Topic Area: Managing cost and cash Flows			Sub Topic: Principles of costing and cash management	
Unit 1: Forecast income and expenditure				No. of periods: 40
Key Unit competence: Forecasting of income and expenditure for an accounting period				
Learning objectives			Content	Teaching / Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<p>Explain the term “forecasting”</p> <p>State the source of forecasting information</p>	<p>Interpret the forecasting and its source of information</p>	<p>Advise managers about good ways of forecasting.</p>	<p>Introduction to forecasting</p> <p>Definition of forecasting</p> <p>Source of information in forecasting</p> <p>a) Market or industry data</p> <p>b) Competitors</p> <p>c) Key customers</p> <p>d) Suppliers</p> <p>e) Procurement department</p> <p>f) Human resource department</p> <p>g) Financial goal and objectives</p>	<p>Brainstorming on what has been taught to the students:</p> <p>– Discuss in group about forecasting</p> <p>– Students outline the source information on forecasting.</p>
<p>Explain the forecasting methods</p>			<p>Forecasting Methods</p> <p>a) Strait line</p> <p>b) Moving averages</p> <p>c) Time series</p> <p>d) Linear regression</p> <p>e) Market research</p> <p>f) Delphi method</p>	<p>Reviewing the past taught, student:</p> <p>– State and discuss the forecasting methods.</p> <p>– use different methods in forecasting.</p>

Explain the forecasting models	Announce the forecasting models		Forecasting models a) Time series model b) Econometric model c) Judgmental forecasting model d) Delphi model	Reviewing the past taught, students discuss about the forecasting models. Teacher appreciates and summarizes.
Explain the process of forecasting	Illustrate the process of forecasting		Process/Steps in forecasting a) Determine what the forecast is for b) Select the items for the forecast c) Select the time horizon d) Select the forecast model type e) Gather data to be input into the model f) Make the forecast g) Verify and implement the results	Based on documentary search/ internet in groups, student: – Demonstrate the steps of forecasting – List the challenges of forecasting
Explain the forecasting challenges	Identify the forecasting challenges.		Challenges to forecasting	
Assessment criteria: Can forecast the income and expenditure				
Link to other subjects: Social studies, Internet, Financial accounting, Entrepreneurship, Subsidiary mathematics, Taxation, English, Auditing, ICT,				
Resources: Magazines, Case studies, Computer, Internet, Tables, Chairs, Books, Flip chart, Markers, Projector, Stationary, Manuals, DVDS, Software				

Subject: Management Accounting		S6	Option :Accounting	
Topic Area: Principles of budget		Sub Topic: Budget analysis and decisionmaking		
Unit 2:Budget and budgetary control				No. of periods: 40
Key Unit competence: Maintain budget and budgetary control within organization.				
Knowledge and understanding	Skills	Attitudes and values	Contents	Teaching / Learning Activities
Define the concepts related to budget	Write down the concepts in line with budgeting. Interpret the behavioral aspects of budgeting.	Appreciating the budgeting activities within organization	Definition of concepts a) Budget b) Budgets c) Budgeting d) Budget manual e) Budget period f) Master budget g) Key factor h) Budget committee i) Budget officer j) Budget control	Based on documentary search, in groups student: – Defines budget, – State and explain advantages of budget – State and explain disadvantages of budget

<p>Explain the advantages, disadvantages of budget.</p> <p>Outline skills needed in budgeting</p> <p>Explain the budgeting process</p>		<p>Explain the uses of budgetary control</p>	<p>Advantages/importance and disadvantages of budget</p> <p>Skills needed for budget preparation</p> <p>Stages in budgeting process</p> <p>Techniques in budgetary process</p> <p>Classification of budget according to:</p> <ul style="list-style-type: none"> a) Time b) Ability to change c) Function <p>Approaches to budgeting</p> <p>Characteristics of good budget</p> <p>Hierarchy of budget in an enterprise</p> <p>Preparation of budget</p> <p>Impact of external and internal factors on budget.</p>	
<p>Assessment criteria: Can identify budget and budgetary control within organization.</p>				
<p>Link to other subjects: Social studies, Internet, Financial accounting, Entrepreneurship, Subsidiary mathematics, Taxation, English, Auditing, ICT,</p>				
<p>Resources: Magazines, Case studies, Computer, Internet, Tables, Chairs, Books Flip chart, Markers, Projector, Stationary, Manuals, DVDS, Software</p>				

Subject: Management Accounting		S6	Option :Accounting	
Topic Area: Principles of budget		Sub Topic: Budget analysis and decision making		
Unit 3: The types of budget according to function			No. of periods:40	
Key Unit competence: Analyze the rationale behind different types of budget				
Learning objectives			Content	Teaching/ Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
Illustrate the sales budget	Present and explain the sales and production budget.	Appreciate the different functional budget.	Sales budget analysis <ul style="list-style-type: none"> - Factors of sales budget - Calculation/ presentation of sales budget - Interpreting results and advising the management 	Skills lab: Reflecting to what students do in their business club or by use of a concrete case study, in groups students prepare: <ul style="list-style-type: none"> - Sales budget - Production budget - Purchase budget - Cash budget Then students explain, ‘WHY’ sales budget comes first, and the linkage between the above budgets. Based on results, what advices can they deliver to the club management or to the organization under the case study.

<p>Illustrate the production budget</p>			<p>Production budget analysis</p> <ul style="list-style-type: none"> - Factors of production budget - Calculation/ presentation of production budget - Interpreting results and advising the management 	
			<p>Purchase budget analysis</p> <ul style="list-style-type: none"> - Factors of purchase budget - Calculation/ presentation of purchase budget - Interpreting results and advising the management 	

			<p>Cash budget</p> <ul style="list-style-type: none"> - Factors of cash budget - Calculation/ presentation of cash budget - Interpreting results and advising the management 	
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Assessment criteria: Analyze the rationale behind different types of budget

Link to other subjects: Social studies, Internet, Financial accounting, Entrepreneurship, subsidiary mathematics, Taxation, English, Auditing, ICT,

Resources: Magazines, Case studies, Computer, Internet, Tables, Chairs, Books, Flip chart, Markers, Projector, Stationary, Manuals, DVDS, Software

Subject: Management Accounting	S6	Option :Accounting		
Topic Area: Principles of budget	Sub Topic: Budget analysis and decision making			
Unit 4: Budgetary control and standard costing				No. of periods:20
Key Unit competence: Control budget using standard costing				
Knowledge and understanding	Skills	Attitudes and values	Content	Teaching/ Learning Activities
Explain the standard costing and its elements	List the standards costing elements	Appreciate the standard costing method in budget control	<p>Introduction to standard costing</p> <p>Definition of standard cost</p> <p>Standard costing elements</p> <ol style="list-style-type: none"> Setting the standards Ascertaining actual results Comparing standard and actual results Investigate the variance <p>Purpose of standard costing</p> <p>Advantages/disadvantages of standards costing</p> <p>Types of standards costing</p> <ol style="list-style-type: none"> Basic standard Ideal standard Attainable standard Expected standard Current standard 	<p>With documentary search, students calculate:</p> <ol style="list-style-type: none"> Standard cost Variance <p>and suggest some standard costing methods to apply.</p>

Explain the difference between standard costing and budgetary control

Distinguish standard costing with budgetary control

Recognize the differences between budgetary control and standard costing.

Comparison between budgetary control and standard costing

- a) Similarities
- b) Difference between budgetary control and standard costing.

Using standard costing in budgetary control

- Use of variance in budgetary management

Basing on documentary search in groups, student:

-Distinguishes standard costing from budgetary control.

Assessment criteria: Control budget using standard cost

Link to other subjects: Social studies, Internet, Financial accounting, Entrepreneurship, Subsidiary mathematics, Taxation, English, Auditing, ICT,

Resources: Magazines, Case studies, Computer, Internet, Tables, Chairs, Books, Flip chart, Markers, Projector, Stationary, Manuals, DVDS, Software

Subject: Management Accounting		S6	Option :Accounting	
Topic Area: Principles of budget		Sub Topic: Budget analysis and decision making		
Unit 5: Variance analysis				No. of periods:40
Key Unit competence: Interpret the variance and advice the top management				
Knowledge and understanding	Skills	Attitudes and values	Content	Teaching/ Learning Activities
Explain the reasons of variance in budgeting	Identify all deviation in budgeting Determine the value of variance and present the profit statement adjusted	Recognize the deviation in budgeting and advise how to overcome unfavorable variances.	Identify any significant deviation (variance). – Meaning of variance – Purpose of variance analysis – Structure of variances – Causes of variance – Types of variance – Calculation of variance – Reconciliation statement of budgeted profit and actual profit – Accounting entries of variances. Use budgetary control to ensure organization achievement of target. Report and recommendation to management	Skills lab: With concrete scenario written, students come up with: a) Calculate variances, b) Suggest the measures to prevent unfavorable variance.
Assessment criteria: Interpret the variance and advice the top management				
Link to other subjects: Social studies,Internet,Financial accounting, Entrepreneurship, Subsidiary mathematics, Taxation, English,Auditing, ICT,				
Resources: Magazines, Case studies, Computer, Internet, Tables, Chairs, Books, Flip, Chart, Markers, Projector, Stationary, Manuals, DVDS, Software.				

Subject: Management Accounting		S6	Option :Accounting	
Topic Area: Principles of credit management		Sub Topic: Supply of credit management		
Unit 6: Loan/Credit policy				No. of periods:20
Key Unit competence: Explain the loan/credit procedures				
Knowledge and understanding	Skills	Attitudes and values	Content	Teaching/ Learning Activities
<p>Explain the procedure of granting loan</p> <p>Identify the types and importance of loan</p>	<p>Summarize main procedure for evaluating credit worthiness</p>	<p>Recognize the importance of liquidity management</p>	<p>Introduction</p> <p>Definition of: <i>credit, credit policy, credit control/monitoring, credit services, credit delivery</i></p> <p>Types of loans</p> <p>Importance of loan</p> <p>Importance of liquidity management</p> <p>Granting loan (Applicant profile, application forms, Information required for granting credit)</p> <p>Evaluating credit worthiness</p> <p>How an organization can raise finance from a bank through overdrafts and loans, and the basic terms and conditions associated with each of these types of financing.</p> <p>Types of investments, risks and terms and conditions associated with them.</p> <p>a) Certificates of deposit b) Governments securities c) Shares</p>	<p>With documentary search, student in groups:</p> <ul style="list-style-type: none"> - Discuss and provide a summary presentation on: - The importance of loans. - Types and requirement for credit worthiness.

Subject: Management Accounting		S6	Option :Accounting	
Topic Area: Principles of credit management		Sub Topic:Supply of credit management		
Unit 7: Credit monitoring services			No. of periods: 20	
Key Unit competence: Evaluate credit recovery				
Knowledge and understanding	Skills	Attitudes and values	Contents	Teaching/ Learning Activities
Explain reasons behind doubtful and bad debts	Compute financial ratios	Appreciate the role of financial ratios in credit evaluation	Monitoring credit <ul style="list-style-type: none"> - Credit services - Age analysis and financial ratios - Incidence of bad and debt full debts 	With concrete scenario of bad debtor, ask students to: <ol style="list-style-type: none"> a) Explain why the customer failed to fulfill the loan contract, b) Come up with best method in approaching such category of customers?
Discuss the procedures for loan collection Highlight key points to help in negotiating with customers	Draft performance report	Advocate for the appropriate debt collection method	Collection option and procedures <ul style="list-style-type: none"> - Negotiation with the customer - Methods of debt collection Preparation of performance report and recommendation to management. <ul style="list-style-type: none"> - Internal reporting and write-offs - Internal and external recommendation 	Skills Lab: Group students in 5 manageable teams. Two teams role play a credit officer trying to recover a loan that was given to a customer. The remaining 3 groups of student's draft performance report with recommendations after the roleplay. Students present their findings as the teacher guides them accordingly.
Assessment criteria: To evaluate credit recovery				
Link to other subjects: Social studies, Internet,Financial accounting, Entrepreneurship, Subsidiary mathematics, Taxation, English,Auditing, ICT,				
Resources: Magazines, Case studies, Computer, Internet, Tables, Chairs, Books, Flip chart, Markers, Projector, Stationary, Manuals, DVDS, Software				

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ANNEXES

5.1 SUBJECTS AND WEEKLY TIME ALLOCATION FOR ACCOUNTING

Subjects	Number of periods		
	(Period= 40 minutes)		
	S4	S5	S6
1. Financial Accounting	7	7	7
2. Management Accounting	7	7	7
3. Taxation	7	7	
4. Auditing			7
5. General Studies and Communication Skills	3	3	3
6. Subsidiary Mathematics	3	3	3
7. Entrepreneurship	3	3	3
8. English	3	3	3
Sub-Total 1	33	33	33
II. Core Subject examinable at School level			
9. ICT	3	3	3
10. Kinyarwanda	3	3	3
11. Physical Education and Sports	2	2	2
12. French	3	3	3
Sub-total 2	11	11	11
III. Co-curricular activities (compulsory)			
Total number of contact periods per week	50	50	50
Total number of contact hours/week	33.3	33.3	33.3
Total number of contact hours per year (39 weeks)	13,00	13,00	13,00

5.2 MANAGEMENT ACCOUNTING OVERVIEW

Topic area	Sub topic area	Key competence/learning outcomes		
		S4	S5	S6
Basic Principles of Costing	Cost recording system within an organization	Explain the nature of organization businesses transaction in relation to its accounting system		
		Explain the structure of costing system within an organization	Analyze cost behavior for decision making	
			Use the costing methods and take decision related to costing methods.	
Managing cost and cash flows	Principle of costing and cash management	Identify source the income and expenditure information	Describe cash management procedures in organization	Forecasting income and expenditure for a given accounting period
		Identify different methods of coding data		
		Explain different types of material inventory and methods of inventory management		
	Calculate labor payment			
Provide basic cost and revenue information	Cost recording system to extract data	Classify and compute the cost	Identify and compute cost used in organization.	

Principles of budget	Budget analysis and decision making			Maintain budget and budgetary control within organization
				Analyze the rationale behind different types of budget
				control budget using standard costing
				Interpret the Variance and advice the top management
Principles of credit management	Supply of credit management			Explain the loan /credit policy
				Evaluate Credit recovery