

# MODULE 8

## COMPUTERISED ACCOUNTING

### Note to the Teacher:

Computerised accounting is a very important skill that accountants and bookkeepers require when seeking employment. We live in a technological age and thus the field of Accounting has also had to adapt and change.

This aspect has now been introduced into the curriculum for those schools that have access to computer facilities and, therefore, all teachers are urged to cover this aspect as comprehensively as possible.

While the ideal is for each and every learner to have access to a computer on which they can learn this valuable skill, it does not mean that it cannot be taught if this is not the situation. Any exposure to this very valuable skill is better than nothing. Learners can share computers, or take it in turns if you only have one computer available. Demonstrations can also be done to expose them to the skills that computerised accounting requires and they can appreciate the value that this adds. Many learners believe that it is not necessary to do a manual system, like we do in class, if you operate a computerised system. This misconception will be cleared up as soon as they work with the programme and realise that the basic knowledge is vital and that they can only be a data puncher if they do not have the necessary knowledge of Accounting.

Therefore, the teaching of this very valuable skill will not only give the learners another skill but this will add to their knowledge of the subject area.

### SOFTWARE:

It is an essential requirement that an accounting software package be bought and installed prior to teaching this section. There are several software programmes available and you are urged to research these and find the one that best suits yours and your school's needs and also to consider whether this programme is used in the market place. The big problem with most software packages, from a school point of view, is that the company data has to be set up prior to processing. This is an extremely time consuming exercise and one that the majority of schools will not be able to afford as computer room space is at a premium and the curriculum is also long. Contact the various computer companies to find out what they are doing to assist the teachers in this process prior to making your choice.

If you do not have access to an accounting package, it would be advisable to allow the learners an opportunity to at least make use of a spreadsheet programme, e.g. Excel in the processing of any of the Accounting exercises covered in this textbook.

### TASK 8.1 Questions & Answer

The purpose of this task is to allow the learners an opportunity to reflect on what they already know about computerised accounting. In their discussions some of the misconceptions that arise around this topic will arise. You can take this opportunity to discuss these issues or make a note of them and come back to the points at the end of the module. Hopefully in this way the learners will have discovered the knowledge to overcome their misconceptions.

### TASK 8.2 Parts of computer

You can add to this list if you so desire.

- 8.2.1 Screen or desktop.
- 8.2.2 Keyboard.
- 8.2.3 Hardware / Hard drive.
- 8.2.4 Mouse.

## TASK 8.3 Debate

The purpose of this discussion is to force the learners to look at the statement from different points of view. Using De Bono's theory on the 6 hats learners will look at the statement from the particular point of view allocated to them.

- Divide the class into groups of 6.
- Allocate each learner of the group a different colour hat. You could use coloured pieces of paper or hats to reinforce the concepts.
- Explain the different perspectives as outlined by De Bono as indicated in the learner book, e.g. the white hat must focus only on facts while the yellow hat looks at positive attitudes only, etc. This means that within the group they will look at the statement from different points of view. Without this mechanism to help, groups often get locked into one way of thinking and do not consider alternatives.
- Finally, the blue hat from each group must give a summary to the class as a whole. Groups can compare the different group statements.

## TASK 8.4 Flow diagram

- What is similar in the 2 flow diagrams?
  - Both start with documents.
  - In both cases, the documents are summarised in the journals and posted to the ledger.
  - In both cases, financial reports can be obtained as well as ratios and graphs.
- What is different in the 2 flow diagrams?
  - In the computerised system only the first step needs to be completed. The rest is processed immediately.
  - Financial reports and graphs can be obtained instantaneously.
- What other differences are there that are not shown in the flow diagram?
  - Speed of processing.
  - Check points are introduced.
  - Setting up becomes very important. You cannot process what is not set up.
  - Stock control is easier and more efficient. The perpetual stock system is used.
  - Calculations are done by the system.
  - Etc.

## TASK 8.5 - TASK 8.14 Computerised accounting

These tasks involve an actual setting up and processing of Rambo Sports Shop using an accounting package. Any software can be used. The entries are generic.

You will be required to help the learners with the actual management of the software, as each programme will differ.

## TASK 8.15 Project

This is a further task that the learners can do if time permits. They are required to set up their own business and so some processing. If you run an entrepreneurship programme this can be used in conjunction with their business.

The suggested marking rubric could be used to assess either task, i.e. Rambo Sport Shop or their own business.

### Suggested marking grid

| Criteria   | Level 1<br>Inadequate                                       | Level 2<br>Partial  | Level 3<br>Adequate  | Level 4<br>Satisfactory                          | Level 5<br>Meritorious   | Level 6<br>Outstanding   |
|--|---|---|--|--|--|--|
| Ability to use a computerised accounting package | Attempted to set up and process but many errors are obvious | Incomplete set up and processing with some errors still obvious | Able to set up and process but some errors are still obvious | Able to set up and process all necessary entries | Insight has been shown in the setting up in order to produce statements of a higher standard | Excellent insight is shown in the setting up to ensure that processing is producing statements of the greatest value |

### CHECKLIST

| Skills  | Yes – proficient | Requires more attention | Complete |
|---|------------------|-------------------------|----------|
| Understand the difference between manual and computerised accounting. |                  |                         |          |
| Process entries using a computerised accounting package.              |                  |                         |          |