

P A R T VI

ANNEXURES AND BIBLIOGRAPHY

QUESTIONNAIRE FOR CHARTERED ACCOUNTANTS (S.A.)

INSTRUCTIONS FOR COMPLETION OF QUESTIONNAIRE

1. Kindly complete and return questionnaire in the enclosed envelope not later than 30th September 1975.
2. Accountants and auditors in public practice and those employed therein: Kindly complete sections A, B, C and E.
3. Accountants not in public practice, with the exception of university teachers of accountancy and retired accountants: Kindly complete sections A, B, D and E.
4. University teachers of accountancy and retired accountants: Kindly complete sections A and B.
5. Written submissions on any aspects of accountancy education will be appreciated and should be submitted to: C.A. (S.A.), P.O. Box 964, Johannesburg. 2000

Complete questionnaire by inserting figures or ticks where appropriate.

SECTION A.

TO BE COMPLETED BY ALL RESPONDENTS

1. Present age   1.a. When did you qualify as a Chartered Accountant? 19
2. City or town and province where presently employed: .....  
Cape Province  Natal  Orange Free State  Transvaal  Rhodesia  South West Africa   
Other
3. Do you have a university degree? Yes  No   
If yes, please specify-  

DEGREE	YEAR ATTAINED	UNIVERSITY	FULL-TIME (F), PART-TIME (P) or CORRESPONDENCE (C)
.....	.....	.....	.....
.....	.....	.....	.....
4. Have you completed any post-qualification specialisation at: university, another institution or through personal incentive? Yes  No   
If yes, kindly indicate area of specialisation:  
Data Processing  Estate Planning  Management Accounting  Taxation   
Other (please specify) .....   

QUALIFICATION (if any)	YEAR ATTAINED	UNIVERSITY OR INSTITUTION	FULL-TIME (F), PART-TIME (P) or CORRESPONDENCE (C)
.....	.....	.....	.....
.....	.....	.....	.....
5. If you are employed indicate your annual income range. If you are in practice indicate your total earnings i.e. salary, share of profits, interest received on capital account and deduct interest at 12% p.a. on capital account.  
Below R10000  R10001 to R15000  R15001 to R20000  R20001 to R25000  R25001 to R30000   
R30001 to R35000  Above R35000
6. Present Occupation (TICK ONLY ONE BLOCK)  
a) Commerce and Industry  b) Consultancy  c) Education  d) Finance  e) Public Practice   
f) Retired  g) Other .....

SECTION B.

TO BE ANSWERED BY ALL RESPONDENTS

PRE-QUALIFICATION TRAINING AND EDUCATION

7. Indicate which of the statements made below is most acceptable to you: (TICK ONLY ONE BLOCK)
  - a) All prospective Chartered Accountants must undergo some period of supervised practical experience (articles) in a practitioner's office prior to qualification.....
  - b) Prospective Chartered Accountants wishing to enter public practice must undergo some period of supervised practical experience (articles) prior to qualification.....
  - c) Practical experience is not required of the prospective Chartered Accountant.....
  - d) Prospective Chartered Accountants should, prior to qualification, either undergo a period of supervised practical experience in a practitioner's office or combine experience in a practitioner's office with a period in commerce and industry.....
  - e) Other: (please specify) .....
8. Assuming that a supervised practical experience period prior to qualification is required, should this be:
  - a) under the present system of articles.....
  - b) or a service contract with free transferability.....
  - c) or other- (please specify) .....
9. Are you in favour of making a university degree a pre-requisite to the commencement of the supervised practical experience period (articles)? Yes  No

10. Indicate which of the statements made below is most acceptable to you: (TICK ONLY ONE BLOCK)
- a) Approved universities should have the power to examine prospective entrants to the profession without the Public Accountants' and Auditors' Board setting a subsequent final examination.....
  - b) Approved universities should have the power to examine prospective entrants to the profession, but the Public Accountants' and Auditors' Board should set an examination for those desiring practising certificates.....
  - c) The Public Accountants' and Auditors' Board should set an examination for all prospective Chartered Accountants.....
  - d) Other - (please specify) .....
- 
11. In the event of universities agreeing to set a uniform final examination in lieu of the Certificate in the Theory of Accountancy, indicate which statement is most acceptable to you: (TICK ONLY ONE BLOCK)
- a) That no further examination whatsoever be set by the Public Accountants' and Auditors' Board and the designation C.A. (S.A.) may be used upon registration with one of the provincial societies.
  - b) That the Public Accountants' and Auditors' Board should set an examination for those desiring practising certificates, and this examination to be written during the last year of the practical experience period and the C.A. (S.A.) designation may be used upon registration with one of the provincial societies.....
  - c) That the Public Accountants' and Auditors' Board should set an examination for all prospective Chartered Accountants.....
  - d) Other - (please specify) .....
- 
12. Should the future accountant be exposed to a broader education allowing for additional optional subjects such as philosophy, psychology, sociology etc. Yes  No

13. Indicate whether the future accountant should have greater exposure to university education in the topics detailed below:
- |  | YES                      | NO                       |  | YES                      | NO                       |
|--|--------------------------|--------------------------|--|--------------------------|--------------------------|
| a) Financial Management.....                   | <input type="checkbox"/> | <input type="checkbox"/> | d) Computers: (i) Elementary programming.... | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Management and related business topics..... | <input type="checkbox"/> | <input type="checkbox"/> | (ii) Detailed programming.....               | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Quantitative techniques.....                | <input type="checkbox"/> | <input type="checkbox"/> | (iii) Systems design.....                    | <input type="checkbox"/> | <input type="checkbox"/> |
|  |                          |                          | (iv) Audit and control features.....         | <input type="checkbox"/> | <input type="checkbox"/> |
|  |                          |                          | (v) Other - (please specify).....            | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Other subjects .....                        |                          |                          |  |                          |                          |

14. Should the subjects prescribed for a student's academic education allow for certain options, depending on whether he intends entering into public practice or one of the other fields? Yes  No
15. Do you consider the present system of part-time attendance at university satisfactory? Yes  No
16. Should some system of block release be introduced? Yes  No  If yes, indicate your preference:
- a) lectures to commence at 14h00 one afternoon per week in addition to part-time lectures..
  - b) trainee accountants to be released one day a week.....
  - c) other - (please specify) .....

- POST-QUALIFICATION EXPERIENCE**
17. Should there be any requirements to acquire approved post-qualification experience with a practitioner before a member may be authorised to practise under his own name? Yes  No
18. If your answer to question 17 is yes, what should the period of post-qualification practical experience be?
- a) 12 months  b) 18 months  c) 24 months  d) other .....months
19. In the event of post-qualification practical experience becoming mandatory before a person may be registered as a practising accountant, should the requirement be waived in the event of a C.A. being admitted into partnership by another practitioner? Yes  No

- STRUCTURE OF THE PROFESSION**
20. How do you envisage the structure of the profession 10 years hence? (TICK ONLY ONE BLOCK)
- a) As presently structured, consisting of C.A.'s, either practising or non-practising.....
  - b) or the present C.A. together with a lower tier, possibly a "technician" grade.....
  - c) or a two-tier structure, the present C.A. together with a higher "specialist" tier.....
  - d) or a multi-tier structure, the present C.A. together with a "specialist" tier as well as a "technician" grade.....
  - e) or other .....

21. How do you envisage the structure of the controlling bodies (or organisations) of the profession 10 years hence? (TICK ONLY ONE BLOCK)
- a) As presently structured, consisting of the Public Accountants' and Auditors' Board, The National Council of Chartered Accountants (S.A.), provincial societies and regional associations.....
  - b) The Public Accountants' and Auditors' Board, a national society of Chartered Accountants (S.A.) and regional associations.....
  - c) One national statutory controlling body together with regional associations.....
  - d) Other - (please specify) .....

CONTINUING EDUCATION

22. Should professionally qualified persons (note: not only accountants) periodically give proof of competence (TICK ONLY ONE BLOCK)
- a) by successfully writing examinations every 5 years? .....
  - b) by attending a prescribed number of approved courses every 2 or 3 years?...
  - c) not at all? .....
23. If continuing education were to become mandatory for Chartered Accountants, should C.A.'s not in public practice be exempt from this requirement? Yes  No
24. How many days (7 hours per day) during the last three years have you spent in attendance at courses presented by:
- a) The National Council of Chartered Accountants (S.A.).....   days
  - b) Universities.....   days
  - c) In-office.....   days
  - d) Other institutions.....   days
- (Note: Attendance at vacation schools and congresses to be excluded from the above)

GENERAL

25. Should the auditor accept greater responsibility by the attest function being extended to include an opinion on the following:
- |   | Yes                      | No                       |
|---|--------------------------|--------------------------|
| a) Half-yearly financial statements.....                              | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Annual and other profit forecasts including underlying assumptions | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Management effectiveness.....                                      | <input type="checkbox"/> | <input type="checkbox"/> |
26. Should the financial statements of small private (but not subsidiary) companies, whose assets do not exceed a certain amount eg. R50000 or R100000 and if all the shareholders agree thereto, still be audited? Yes  No

SECTION C.

ONLY TO BE COMPLETED BY C.A.'S IN PUBLIC PRACTICE OR EMPLOYED THEREIN

27. Your present position in the profession:
- a) a principal for less than 5 years
  - b) a principal for 5 to 10 years
  - c) a principal for over 10 years
  - d) employee in a practitioner's office
28. Number of active partners and qualified employees in
- the firm nationally
- Your local office
29. Does your firm or employer have an association with an overseas firm of accountants? Yes  No
30. In the event of the profession playing a greater role in pre-qualification academic accountancy education, would you be prepared to lecture or assist as a tutor on a part-time basis? Yes  No
- If yes, indicate your specialities
- .....
- .....

31. Which of the following do you personally carry out? Please apportion your time on a broad percentage basis to the nearest 10%

	1975	1972
Auditing.....	.....	.....
Accounting .....	.....	.....
Tax work.....	.....	.....
Management advisory services: Electronic Data Processing .....	.....	.....
Management Information Systems.....	.....	.....
Other.....	.....	.....
Secretarial work.....	.....	.....
Share transfer work.....	.....	.....
Administration of estates.....	.....	.....
Estate planning.....	.....	.....
Practice administration.....	.....	.....
Company directorships.....	.....	.....
Investigations.....	.....	.....
Liquidations and Judicial Managements.....	.....	.....
Other.....	.....	.....
	<u>100%</u>	<u>100%</u>

**SECTION D.**

TO BE COMPLETED BY CHARTERED ACCOUNTANTS NOT IN PUBLIC PRACTICE, WITH THE EXCEPTION OF UNIVERSITY TEACHERS OF ACCOUNTANCY AND RETIRED ACCOUNTANTS.

32. Classify your main activity in your present employment (TICK ONE BLOCK ONLY)

- General management and administration  Marketing  Personnel  Finance  Accounting   
 Data processing  Other (please specify).....

33. Indicate the designation of your present position:

- Executive Director  Non-executive Director  Managing Director  Company Secretary   
 Chief Accountant/Financial Controller  Accountant  Other (please specify).....

34. How many years did you spend in a practitioner's office after qualifying as a C.A., before going into commerce or industry?   years

35. Are any of the following used as aids to the accounting function in any department under your immediate control:

- |  | Yes                      | No                       |                       | Yes                      | No                       |
|--|--------------------------|--------------------------|-----------------------|--------------------------|--------------------------|
| a) Mechanical accounting machines..... | <input type="checkbox"/> | <input type="checkbox"/> | b) Mini-computers.... | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Computer installations.....         | <input type="checkbox"/> | <input type="checkbox"/> | d) Computer bureau .. | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Visual record computers.....        | <input type="checkbox"/> | <input type="checkbox"/> |                       |                          |                          |

36. Indicate whether the use of modern mathematical techniques in your firm has increased, remained constant or decreased compared to 3 years ago. Increased  Same  Decreased

37. Do you consider that the experience gained during your practical experience period (articles) has been of assistance to you in your present career? Yes  No

**SECTION E.**

To be completed by all respondents with the exception of university teachers of accountancy and retired accountants

Indicate opposite each topic listed below its relevant importance in your present work by inserting a tick in the appropriate rating column. Indicate also whether you expect the importance of the topic to be less, the same, or more important 10 years hence.

If the meaning of a topic is not clearly understood, please indicate as such in the relevant column and leave the importance thereof 10years hence blank.

	Topic Unknown	PRESENT WORK - IMPORTANCE				10 YEARS HENCE		
		0 Not Used	1 Below Average	2 Average	3 Above Average	Less Important	Same	More Important
1. Accounting in relation to changes in purchasing power								
2. Accounting for trusts or estates								
3. Accounting for specialised undertakings e.g. banks, co-ops, mines etc.								
4. Audit of E.D.P. systems								
5. Behavioral sciences								
6. Budgetary Control								
7. Communication (written and spoken)								
8. Computer programming								

Topic	PRESENT WORK - IMPORTANCE			10 YEARS HENCE		
	0 Unknown	1 Not Used	2 Below Average	3 Average	Less Important	More Important
9. Consolidations						
10. Corporate Policy						
11. Corporate Finance						
12. Cost-benefit Analysis						
13. Economics						
14. Electronic Data Processing						
15. Farming Accounts						
16. Financial Ratio Analysis						
17. Forecasting						
18. Foreign Exchange						
19. Humanities						
20. Income Tax - Companies						
21. Individuals						
22. Insolvencies and Liquidations						
23. Internal Control Evaluation						
24. Inventory Control						
25. Investigations						
26. Investment Appraisal Techniques						
27. Job Costing						
28. Law: Company-						
29. - of Contract						
30. - of Partnerships						
31. - of Negotiable Instruments						
32. Management Audit						
33. Management Information Systems						
34. Marginal Costing						
35. Marketing						
36. Mathematical Models						
37. Office Management						
38. Organisation Theory						
39. Partnership Accounts						
40. Pert-cost and Network Analysis						
41. Portfolio Selection and Management						
42. Probability Analysis						
43. Process Costing						
44. Product Pricing						
45. Production Control						
46. Profit Planning						
47. Public Practice Management						
48. Regression Analysis						
49. Sampling Techniques						
50. Simulation						
51. Small Business Accounts and Audit						
52. Staff Training and Development						
53. Standard Costing						
54. Statistical Analysis						
55. Tax and Estate Planning						
56. Valuation of Shares and Businesses						
57. Verification of Assets and Liabilities						

Kindly detail below topics of above average importance in your present work, which have been omitted from the above.

.....  
 .....  
 .....

# THE NATIONAL COUNCIL OF CHARTERED ACCOUNTANTS (S.A.)

TELEPHONE 838-6606  
TELEGRAMS "NACASA"  
P. O. BOX 964  
JOHANNESBURG  
2000

SIXTH FLOOR  
HARLAND HOUSE  
17 LOVEDAY STREET  
JOHANNESBURG  
2001

29 August 1975

Dear Member,

It is now nearly 10 years since the profession last had a good look at education.

As this is a subject of prime importance, National Council has appointed Professor B S Wolman to take a hard and close look at education and training in its broadest sense, i.e. both pre-qualifying and post-qualifying.

Professor Wolman has already visited various countries and is at present busy with research concerning South African conditions. For this purpose he needs well-considered replies to the enclosed questionnaire.

Please complete the questionnaire and return it in the enclosed envelope as soon as possible.

Yours sincerely,



W H KRUGER  
Executive Director

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The above letter was sent together with the questionnaires distributed by The Transvaal Society of Chartered Accountants.

## The Orange Free State Society of Chartered Accountants

SECRETARY: F.B.GOUWS

TELEPHONE NO. 78230

P.O. BOX NO. 408

TELEGRAPHIC ADDRESS: "AUDIT"

24th September, 1975.

75 MAITLAND STREET,

BLOEMFONTEIN,

O.F.S.

### SURVEY OF TRAINING AND EDUCATIONAL REQUIREMENTS

Professor B.S. Wolman, a Chartered Accountant (S.A.) of the Department of Accountancy at the Pretoria University is preparing a thesis on the accounting profession in South Africa for his doctorate. As it is nearly 10 years since the profession last examined in some depth the question of the training and educational requirements of the profession, National Council and the Board have agreed to sponsor Professor Wolman and have asked him in his study to embrace the requirements until 1990.

The Professor who has visited various countries already is busy at present with research concerning South African conditions, and in this connection he has prepared the enclosed questionnaire. Members may have difficulty in answering some of the questions and if they are unable to give considered replies, it would be preferable to give no answer at all to avoid the gathering of misleading information. It will assist Professor Wolman if members will find the time to complete the questionnaire to the best of their ability and return it by 24th October, 1975 to:-

C.A. (S.A.)  
P.O. Box 964,  
JOHANNESBURG.  
2000

F.B. GOUWS

S E C R E T A R Y

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Wording similar to that of the above letter, was used in the covering letters sent with the questionnaires distributed by The Cape Society of Chartered Accountants and The Natal /DJH Society of Chartered Accountants.



ANALYSIS OF INFORMATION FROM RESPONSES TO QUESTIONNAIRE

CIRCULATED TO CHARTERED ACCOUNTANTS (S.A.)

PERCENTAL CLASSIFICATION ACCORDING TO OCCUPATION

<u>Total number of responses</u>	<u>2 373</u>	
<u>Chartered Accountants in Public Practice</u>		47,7%
Principal : for less than 5 years	12,0	
5 to 10 years	8,8	
over 10 years	18,1	
Employee in public practice	<u>8,8</u>	
<u>Chartered Accountants not in Public Practice</u>		52,3
Retired	2,4	
Academics	2,5	
Chartered Accountants in other categories	47,4	
Commerce and industry	38,3	
Consultancy	1,0	
Finance	6,1	
Other	<u>2,0</u>	
		<u>100,0%</u>

PERCENTAL ANALYSIS OF AGE OF RESPONDENTS

ACCORDING TO OCCUPATION CLASSIFICATION

	Number of Responses	Below 31 years	31 - 40 years	41 - 55 years	Above 55 years	100%
Commerce	909	21,6	42,9	29,4	6,1	100,0
Consultancy	24	8,3	33,3	29,2	29,2	100,0
Education	60	20,0	46,7	31,7	1,6	100,0
Finance	144	22,9	39,6	31,9	5,6	100,0
Public Practice :						
Principal - less than 5 years	285	41,4	49,1	8,4	1,1	100,0
5 to 10 years	209	5,7	69,9	21,5	2,9	100,0
more than 10 years	428	0,0	17,1	53,5	29,4	100,0
Employee	208	67,8	21,6	6,3	4,3	100,0
Retired	58	0,0	0,0	8,6	91,4	100,0
Other	48	18,7	14,6	50,0	16,7	100,0
TOTAL RESPONSES	2 373	22,1	37,7	28,6	11,6	100,0

PERCENTAL ANALYSIS OF RESPONDENTS ACCORDING TO YEAR WHEN

C A QUALIFICATION ATTAINED

	Number of Responses	Before 1952	1952 to 1960	1961 to 1970	After 1970	Year not indicated	100%
<u>TOTAL RESPONSES</u>	<u>2 373</u>	21,8	19,6	36,6	21,9	0,1	100,0
<u>OCCUPATION</u>							
Public Practice	1 130	21,3	18,4	34,5	25,7	0,1	100,0
Education	60	6,7	26,7	38,3	28,3	0,0	100,0
Retired	58	96,6	1,7	1,7	0,0	0,0	100,0
Commerce etc.	1 125	19,3	21,2	40,5	18,8	0,2	100,0
<u>AGE</u>							
Below 31 years	525	0,0	0,0	20,9	78,5	0,6	100,0
31 - 40 years	893	0,0	14,7	74,2	11,1	0,0	100,0
41 - 55 years	679	18,6	46,7	13,2	1,5	0,0	100,0
Above 55 years	276	92,8	5,4	1,8	0,0	0,0	100,0
<u>DEGREE OR NO DEGREE</u>							
Degree	718	17,2	16,0	33,0	33,7	0,1	100,0
No Degree	1 655	23,9	21,1	38,1	16,8	0,1	100,0

PERCENTAL ANALYSIS OF RESPONDENTS ACCORDING TO REGION WHERE EMPLOYED

	Number of Responses	Cape Province	Natal	Orange Free State	Transvaal	Rhodesia & others	Not Indicated	100%
<u>TOTAL RESPONSES</u>	<u>2 373</u>	21,3	16,4	2,5	58,8	0,9	0,1	100,0
<u>OCCUPATION</u>								
Public Practice	1 130	22,7	18,4	4,2	54,0	0,7	0,0	100,0
Education	60	28,3	15,0	1,7	53,3	1,7	0,0	100,0
Retired	58	24,1	15,5	2,5	56,9	0,0	0,0	100,0
Commerce etc.	1 125	19,3	14,6	0,7	64,0	1,1	0,3	100,0
<u>AGE</u>								
Below 31 years	525	19,6	19,0	1,0	60,2	0,0	0,2	100,0
31 - 40 years	893	19,7	15,0	3,0	61,7	0,5	0,1	100,0
41 - 55 years	679	23,9	16,9	2,7	54,3	2,1	0,1	100,0
Above 55 years	276	23,2	14,9	2,9	57,6	1,4	0,0	100,0
<u>DEGREE OR NO DEGREE</u>								
Degree	718	21,6	9,6	2,8	65,8	0,1	0,1	100,0
No Degree	1 655	21,1	19,4	2,3	55,8	1,3	0,1	100,0

ANALYSIS OF RESPONSES TO QUESTION 3 (UNIVERSITY DEGREES)

Respondents with degrees	30,3%
Respondents without degrees	<u>69,7</u>
	<u>100,0%</u>

Breakdown of Respondents with Degrees according to Occupation Classification

	Percentage of Total Responses			Percentage in each Group		
	Degree	No Degree	Total	Degree	No Degree	Total
<u>Public Practice:</u>						
Principal - less than 5 years	4,8	7,2	12,0	40,0	60,0	100,0
5 to 10 Years	2,5	6,3	8,8	28,4	71,6	100,0
more than 10 years	4,4	13,6	18,0	24,4	75,6	100,0
Employee	3,0	5,8	8,8	34,1	65,9	100,0
<u>Commerce, Industry and Consultancy</u>	9,5	29,8	39,3	24,2	75,8	100,0
<u>Finance</u>	2,5	3,6	6,1	41,0	59,0	100,0
<u>Other</u>	0,8	1,7	2,5	32,0	68,0	100,0
<u>Education</u>	2,0	0,5	2,5	80,0	20,0	100,0
<u>Retired</u>	0,8	1,2	2,0	40,0	60,0	100,0
	30,3	69,7	100,0%			

Type of Degree (based on 718 replies)

1. B.Com.	70,0
2. B.Com.(Hons.), B.Compt., B.Acc.	7,8
3. B.Com., M.B.A.	2,5
4. M.B.A.	2,5
5. B.A./B.Com., LLB.	1,0
6. B.A.	2,5
7. B.Sc.	1,7
8. M.Com.	8,1
9. Other	<u>3,9</u>
	<u>100,0%</u>

Manner of Study (based on 710 replies)

1. Full-time	53,1
2. Part-time	26,8
3. Correspondence	8,3
4. Full-time and part-time	9,4
5. Full-time, part-time and correspondence	<u>2,4</u>
	<u>100,0%</u>

ANALYSIS OF RESPONSES TO QUESTION 4

Post-Qualification Specialisation (Based on 2 367 replies)

Yes	15,1
No	<u>84,9</u>
	<u>100,0%</u>

Field of Specialisation (based on 358 replies)

Data Processing	19,8
Estate Planning	7,0
Management Accounting	42,7
Taxation	7,3
Data Processing and Management Accounting	3,1
Taxation and Management Accounting	1,4
Marketing	0,8
Other	<u>17,9</u>
	<u>100,0%</u>

(Other fields of specialisation include: Banking, Financial Management, Information Systems, Insolvency, Personnel Management, Production, Property Development, Secretarial, Stock Exchange).

Breakdown of Specialisation Qualifications (based on 165 replies)

C.W.A. (C.M.A.)	69,7
Management Qualifications	6,7
Computer	4,2
Taxation	7,9
Other	<u>11,5</u>
	<u>100,0%</u>

Many respondents indicated post-qualification specialisation fields, without having attained a formal qualification. This accounts for the difference between the 358 and 165 replies indicated above.

How Post-Qualification Specialisation Attained (based on 276 replies)

Full-time	11,2
Part-time	20,3
Correspondence and personal initiative	<u>68,5</u>
	<u>100,0%</u>

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ANALYSIS OF RESPONDENTS ACCORDING TO EARNINGS

*If you are employed indicate your annual income range. If you are in practice indicate your total earnings, i.e. salary, share of profits, interest received on capital account and deduct interest at 12% p.a. on capital.*

	Number of Responses	Less than R10 001	R10 001 to R15 000	R15 001 to R20 000	R20 001 to R25 000	R25 001 to R30 000	R30 001 to R35 000	Above R35 000	100%
<b>TOTAL RESPONSES</b>	<b>2 280</b>	<b>10,0</b>	<b>32,9</b>	<b>23,9</b>	<b>13,7</b>	<b>8,0</b>	<b>4,6</b>	<b>6,9</b>	<b>100,0</b>
<b>OCCUPATION</b>									
Commerce and Industry	900	6,2	36,0	28,3	13,0	7,4	3,9	5,2	100,0
Consultancy	23	0,0	34,8	4,3	8,7	8,7	8,7	8,7	100,0
Education	60	13,3	65,0	18,3	0,0	1,7	1,7	0,0	100,0
Finance	144	2,8	37,5	29,9	11,1	6,2	4,2	8,3	100,0
<b>Public Practice:</b>									
Principal - less than 5 years	279	7,9	41,2	31,9	11,8	3,9	2,2	1,1	100,0
- 5 - 10 years	200	2,5	18,5	24,0	22,5	18,5	7,0	7,0	100,0
- above 10 years	415	4,8	13,5	18,3	22,4	13,3	9,4	18,3	100,0
Employee	205	46,3	50,3	3,4	0,0	0,0	0,0	0,0	100,0
Retired	13	53,8	23,1	0,0	7,7	0,0	0,0	15,4	100,0
Other	41	29,3	29,3	22,0	12,2	2,4	2,4	2,4	100,0
<b>AGE</b>									
Below 31 years	516	23,3	51,9	18,2	5,2	0,8	0,2	0,4	100,0
31 - 40 years	879	4,8	32,7	28,3	15,1	9,2	4,3	5,6	100,0
41 - 55 years	661	3,9	21,5	26,3	18,0	12,4	6,7	11,2	100,0
Above 55 years	224	18,3	24,1	12,9	14,3	6,7	9,4	14,3	100,0
<b>DEGREE OR NO DEGREE</b>									
Degree	685	12,8	37,4	19,4	11,2	7,6	4,4	7,2	100,0
No Degree	1 595	8,8	31,0	25,9	14,7	8,2	4,6	6,8	100,0

ANNEXURE B.6

ANALYSIS OF MAIN ACTIVITY OF CHARTERED ACCOUNTANTS NOT IN PUBLIC  
PRACTICE, WITH THE EXCEPTION OF UNIVERSITY TEACHERS OF  
ACCOUNTING AND RETIRED ACCOUNTANTS

	Total Responses	%
1. General Management and Administration	655	58,2
2. Marketing	21	1,9
3. Personnel	5	0,4
4. Finance	228	20,2
5. Accounting	138	12,3
6. Data Processing	12	1,1
7. Secretarial	2	0,2
8. Other	35	3,1
9. Not indicated	29	2,6
	<u>1 125</u>	<u>100,0%</u>

Analysis of Designation of Present Position

	Number	%
Executive Director	220	19,6
Non-Executive Director	18	1,6
Manager Director	153	13,6
Company Secretary	113	10,0
Chief Accountant / Financial Controller / Group Accountant	248	22,0
Accountant	103	9,2
Systems Analyst	7	0,6
Other -(see below)	223	19,8
Not indicated	40	3,6
	<u>1 125</u>	<u>100,0%</u>

The designation "other" includes:

Administrative Manager,	Investment Analyst,
Assistant General Manager,	Investment Manager,
Commercial Manager,	Liquidator / Trustee,
Consultant,	Management Accountant,
Divisional Manager,	Manager,
Financial Manager,	Marketing Manager,
Financial Services Manager,	Merchant Banker,
General Manager,	Property Adviser,
Internal Auditor,	State Auditor,
Investigation Accountant,	Treasurer.

PERCENTAL ANALYSIS OF RESPONSES TO QUESTION 7

Indicate which of the statements made below is most acceptable to you:

- All prospective Chartered Accountants must undergo some period of supervised practical experience (articles) in a practitioner's office prior to qualification.
- Prospective Chartered Accountants wishing to enter public practice must undergo some period of supervised practical experience (articles) prior to qualification
- Practical experience is not required of the prospective Chartered Accountant.
- Prospective Chartered Accountants should, prior to qualification, either undergo a period of supervised practical experience in a practitioner's office or combine experience in a practitioner's office with a period in commerce and industry.
- Other

	Number of Responses	(a)	(b)	(c)	(d)	(e)	No Opinion	100%
<u>TOTAL RESPONSES</u>	<u>2 373</u>	61,7	4,6	0,3	32,6	0,1	0,7	100,0
<u>OCCUPATION</u>								
Public Practice	<u>1 130</u>	72,2	6,2	0,2	20,2	0,0	1,2	100,0
Education	<u>60</u>	51,7	5,0	0,0	40,0	1,7	1,6	100,0
Retired	<u>58</u>	60,4	13,8	0,0	24,1	0,0	1,7	100,0
Commerce etc.	<u>1 125</u>	51,7	2,7	0,4	44,9	0,0	0,3	100,0
<u>AGE</u>								
Below 31 years	<u>525</u>	60,7	4,4	0,2	34,3	0,2	0,2	100,0
31 - 40 years	<u>893</u>	60,4	3,6	0,4	35,4	0,1	0,1	100,0
41 - 55 years	<u>679</u>	62,4	3,7	0,3	32,7	0,1	0,8	100,0
Above 55 years	<u>276</u>	65,6	10,8	0,0	19,6	0,0	4,0	100,0
<u>DEGREE OR NO DEGREE</u>								
Degree	<u>718</u>	64,8	3,6	0,1	30,7	0,1	0,7	100,0
No degree	<u>1 655</u>	60,3	5,1	0,4	33,3	0,1	0,8	100,0

PERCENTAL ANALYSIS OF RESPONSES TO QUESTION 8

Assuming that a supervised practical experience period prior to qualification is required, should this be:

- under the present system of articles
- or a service contract with free transferability
- or other?

	Number of Responses	(a)	(b)	(c)	No Opinion	100%
<u>TOTAL RESPONSES</u>	<u>2 373</u>	53,0	44,8	0,8	1,4	100,0
<u>OCCUPATION</u>						
Public Practice	<u>1 130</u>	64,2	33,8	1,2	0,8	100,0
Education	<u>60</u>	21,7	75,0	-	3,3	100,0
Retired	<u>58</u>	63,8	32,8	-	3,4	100,0
Commerce etc.	<u>1 125</u>	42,8	54,8	0,4	2,0	100,0
<u>AGE</u>						
Below 31 years	<u>525</u>	42,5	54,9	1,5	1,1	100,0
31 - 40 years	<u>893</u>	51,1	47,2	1,0	0,7	100,0
41 - 55 years	<u>679</u>	57,1	40,2	0,3	2,4	100,0
Above 55 years	<u>276</u>	68,9	28,6	0,0	2,5	100,0
<u>DEGREE OR NO DEGREE</u>						
Degree	<u>718</u>	48,3	48,9	1,3	1,5	100,0
No Degree	<u>1 655</u>	55,0	43,0	0,6	1,4	100,0

PERCENTAL ANALYSIS OF RESPONSES TO QUESTION 9

*Are you in favour of making a university degree a pre-requisite to the commencement of the supervised practical experience period?*

	Number of Responses	Yes	No	No Opinion	100%
<u>TOTAL RESPONSES</u>	<u>2 373</u>	36,8	61,4	1,8	100,0
<u>OCCUPATION</u>					
Public Practice	<u>1 130</u>	36,8	61,2	2,0	100,0
Education	<u>60</u>	65,0	35,0	0,0	100,0
Retired	<u>58</u>	32,8	63,8	3,4	100,0
Commerce etc.	<u>1 125</u>	35,5	62,8	1,7	100,0
<u>AGE</u>					
Below 31 years	<u>524</u>	42,9	56,0	1,1	100,0
31 - 40 years	<u>893</u>	35,1	63,8	1,1	100,0
41 - 55 years	<u>679</u>	34,8	62,4	2,8	100,0
Above 55 years	<u>276</u>	35,9	60,9	3,2	100,0
<u>DEGREE OR NO DEGREE</u>					
Degree	<u>718</u>	51,3	47,4	1,3	100,0
No Degree	<u>1 655</u>	30,5	67,5	2,0	100,0

PERCENTAL ANALYSIS OF RESPONSES TO QUESTION 10

*Indicate which of the statements made below is most acceptable to you:*

- Approved universities should have the power to examine prospective entrants to the profession without the Public Accountants' and Auditors' Board setting a subsequent final examination.*
- Approved universities should have the power to examine prospective entrants to the profession, but the Public Accountants' and Auditors' Board should set an examination for those desiring practising certificates.*
- The Public Accountants' and Auditors' Board should set an examination for all prospective Chartered Accountants.*
- Other.*

	Number of Responses	(a)	(b)	(c)	(d)	No Opinion	100%
<u>TOTAL RESPONSES</u>	<u>2 373</u>	12,5	17,8	67,9	0,9	0,9	100,0
<u>OCCUPATION</u>							
Public Practice	<u>1 130</u>	13,2	18,6	66,4	0,8	1,0	100,0
Education	<u>60</u>	18,3	43,3	31,7	1,7	5,0	100,0
Retired	<u>58</u>	1,7	17,3	81,0	-	-	100,0
Commerce etc.	<u>1 125</u>	12,1	15,7	70,7	1,0	0,5	100,0
<u>AGE</u>							
Below 31 years	<u>525</u>	12,8	12,2	71,6	2,3	1,1	100,0
31 - 40 years	<u>893</u>	11,7	17,2	69,5	0,7	0,9	100,0
41 - 55 years	<u>679</u>	14,1	22,2	62,6	0,3	0,8	100,0
Above 55 years	<u>276</u>	10,9	19,5	68,8	0,4	0,4	100,0
<u>DEGREE OR NO DEGREE</u>							
Degree	<u>718</u>	11,7	16,8	69,1	1,4	1,0	100,0
No Degree	<u>1 655</u>	12,9	18,2	67,4	0,7	0,8	100,0



PERCENTAL ANALYSIS OF RESPONSES TO QUESTION 11

In the event of universities agreeing to set a uniform final examination in lieu of the Certificate in the Theory of Accountancy, indicate which statement is most acceptable to you:

- That no further examination whatsoever be set by the Public Accountants' and Auditors' Board and the designation C.A.(S.A.) may be used upon registration with one of the provincial societies.
- That the Public Accountants' and Auditors' Board should set an examination for those desiring practising certificates, and this examination to be written during the last year of the practical experience period and the C.A.(S.A.) designation may be used upon registration with one of the provincial societies.
- That the Public Accountants' and Auditors' Board should set an examination for all prospective Chartered Accountants.
- Other.

	Number of Responses	(a)	(b)	(c)	(d)	No Opinion	100%
<u>TOTAL RESPONSES</u>	<u>2 373</u>	18,5	17,8	61,7	0,4	1,6	100,0
<u>OCCUPATION</u>							
Public Practice	<u>1 130</u>	18,2	20,4	59,4	0,5	1,5	100,0
Education	<u>60</u>	21,7	45,0	25,0	1,6	6,7	100,0
Retired	<u>58</u>	6,9	19,0	74,1	0,0	0,0	100,0
Commerce etc.	<u>1 125</u>	19,1	13,7	65,4	0,3	1,5	100,0
<u>AGE</u>							
Below 31 years	<u>525</u>	20,0	14,1	63,2	0,8	1,9	100,0
31 - 40 years	<u>893</u>	18,4	18,1	61,6	0,4	1,5	100,0
41 - 55 years	<u>679</u>	19,6	19,9	58,8	0,1	1,6	100,0
Above 55 years	<u>276</u>	13,0	18,8	66,7	0,4	1,1	100,0
<u>DEGREE OR NO DEGREE</u>							
Degree	<u>718</u>	17,8	17,0	62,5	0,6	2,1	100,0
No Degree	<u>1 655</u>	18,7	18,1	61,4	0,4	1,4	100,0

PERCENTAL ANALYSIS OF RESPONSES TO QUESTION 12

Should the future accountant be exposed to a broader education allowing for additional optional subjects such as philosophy, psychology, sociology, etc.?

	Number of Responses	Yes	No	No Opinion	100%
<u>TOTAL RESPONSES</u>	<u>2 373</u>	47,1	48,9	4,0	100,0
<u>OCCUPATION</u>					
Public Practice	<u>1 130</u>	41,4	55,4	3,2	100,0
Education	<u>60</u>	43,4	48,3	8,3	100,0
Retired	<u>58</u>	31,0	65,5	3,5	100,0
Commerce etc.	<u>1 125</u>	53,8	41,5	4,7	100,0
<u>AGE</u>					
Below 31 years	<u>525</u>	53,7	43,6	2,7	100,0
31 - 40 years	<u>893</u>	48,7	46,8	4,5	100,0
41 - 55 years	<u>679</u>	42,8	53,2	4,0	100,0
Above 55 years	<u>276</u>	39,5	55,1	5,4	100,0
<u>DEGREE OR NO DEGREE</u>					
Degree	<u>718</u>	50,1	45,7	4,2	100,0
No Degree	<u>1 655</u>	45,7	50,3	4,0	100,0

PERCENTAL ANALYSIS OF RESPONSES TO QUESTION 13(a)

Indicate whether the future accountant should have greater exposure to university education in: *Financial Management.*

	Number of Responses	Yes	No	No Opinion	100%
<u>TOTAL RESPONSES</u>	<u>2 373</u>	87,2	7,1	5,7	100,0
<u>OCCUPATION</u>					
Public Practice	<u>1 130</u>	84,2	9,1	6,7	100,0
Education	<u>60</u>	80,0	8,3	11,7	100,0
Retired	<u>58</u>	70,7	12,1	17,2	100,0
Commerce etc.	<u>1 125</u>	91,3	4,8	3,9	100,0
<u>AGE</u>					
Below 31 years	<u>525</u>	91,2	5,4	3,4	100,0
31 - 40 years	<u>893</u>	88,9	6,7	4,4	100,0
41 - 55 years	<u>679</u>	86,5	6,3	7,2	100,0
Above 55 years	<u>276</u>	75,4	13,8	10,8	100,0
<u>DEGREE OR NO DEGREE</u>					
Degree	<u>718</u>	86,4	8,9	4,7	100,0
No Degree	<u>1 655</u>	87,5	6,3	6,2	100,0

PERCENTAL ANALYSIS OF RESPONSES TO QUESTION 13(b)

Indicate whether the future accountant should have greater exposure to university education in: *Management and Related Techniques*

	Number of Responses	Yes	No	No Opinion	100%
<u>TOTAL RESPONSES</u>	<u>2 373</u>	80,0	11,6	8,4	100,0
<u>OCCUPATION</u>					
Public Practice	<u>1 130</u>	74,4	15,6	10,0	100,0
Education	<u>60</u>	61,6	21,7	16,7	100,0
Retired	<u>58</u>	62,1	15,5	22,4	100,0
Commerce etc.	<u>1 125</u>	87,6	6,9	5,5	100,0
<u>AGE</u>					
Below 31 years	<u>525</u>	85,0	9,1	5,9	100,0
31 - 40 years	<u>893</u>	83,7	10,3	6,0	100,0
41 - 55 years	<u>679</u>	77,3	11,6	11,1	100,0
Above 55 years	<u>276</u>	65,6	20,7	13,7	100,0
<u>DEGREE OR NO DEGREE</u>					
Degree	<u>718</u>	77,7	14,1	8,2	100,0
No Degree	<u>1 655</u>	81,0	10,6	8,4	100,0

PERCENTAL ANALYSIS OF RESPONSES TO QUESTION 13(c)

Indicate whether the future accountant should have greater exposure to university education in quantitative techniques.

	Number of Responses	Yes	No	No Opinion	100%
<u>TOTAL RESPONSES</u>	<u>2 373</u>	46,3	31,6	22,1	100,0
<u>OCCUPATION</u>					
Public Practice	1 130	45,8	31,8	22,4	100,0
Education	60	53,3	31,7	15,0	100,0
Retired	58	34,5	22,4	43,1	100,0
Commerce etc.	1 125	46,9	31,9	21,2	100,0
<u>AGE</u>					
Below 31 years	525	48,2	34,5	17,3	100,0
31 - 40 years	893	47,9	32,6	19,5	100,0
41 - 55 years	679	45,1	28,5	26,4	100,0
Above 55 years	276	40,2	30,4	29,4	100,0
<u>DEGREE OR NO DEGREE</u>					
Degree	718	48,6	30,8	20,6	100,0
No Degree	1 655	45,3	31,9	22,8	100,0

PERCENTAL ANALYSIS OF RESPONSES TO QUESTION 13(d) (i)

Indicate whether the future accountant should have greater exposure to university education in elementary programming.

	Number of Responses	Yes	No	No Opinion	100%
<u>TOTAL RESPONSES</u>	<u>2 373</u>	69,6	16,7	13,7	100,0
<u>OCCUPATION</u>					
Public Practice	1 130	71,6	16,1	12,3	100,0
Education	60	58,3	26,7	15,0	100,0
Retired	58	56,9	12,1	31,0	100,0
Commerce etc.	1 125	68,9	17,0	14,1	100,0
<u>AGE</u>					
Below 31 years	525	74,3	16,0	9,7	100,0
31 - 40 years	893	70,7	17,7	11,6	100,0
41 - 55 years	679	68,5	15,2	16,3	100,0
Above 55 years	276	60,1	18,5	21,4	100,0
<u>DEGREE OR NO DEGREE</u>					
Degree	718	69,4	17,4	13,2	100,0
No degree	1 655	69,7	16,4	13,9	100,0

PERCENTAL ANALYSIS OF RESPONSES TO QUESTION 13(d)(ii)

Indicate whether the future accountant should have greater exposure to university education in detailed computer programming.

	Number of Responses	Yes	No	No Opinion	100%
<u>TOTAL RESPONSES</u>	<u>2 373</u>	11,3	62,9	25,8	100,0
<u>OCCUPATION</u>					
Public Practice	1 130	11,9	62,8	25,3	100,0
Education	60	10,0	68,3	21,7	100,0
Retirement	58	27,6	31,0	41,4	100,0
Commerce etc.	1 125	9,9	64,4	25,7	100,0
<u>AGE</u>					
Below 31 years	525	11,0	70,5	18,5	100,0
31 - 40 years	893	9,4	69,2	21,4	100,0
41 - 55 years	679	11,9	56,7	31,4	100,0
Above 55 years	276	15,9	43,5	40,6	100,0
<u>DEGREE OR NO DEGREE</u>					
Degree	718	11,3	63,9	24,8	100,0
No Degree	1 655	11,2	62,5	26,3	100,0

PERCENTAL ANALYSIS OF RESPONSES TO QUESTION 13(d)(iii)

Indicate whether the future accountant should have greater exposure to university education in design of computer systems.

	Number of Responses	Yes	No	No Opinion	100%
<u>TOTAL RESPONSES</u>	<u>2 373</u>	55,9	26,7	17,4	100,0
<u>OCCUPATION</u>					
Public Practice	1 130	49,6	31,4	19,0	100,0
Education	60	63,3	21,7	15,0	100,0
Retired	58	50,0	17,2	32,8	100,0
Commerce etc.	1 125	62,1	22,9	15,0	100,0
<u>AGE</u>					
Below 31 years	525	62,3	26,5	11,2	100,0
31 - 40 years	893	59,7	27,2	13,1	100,0
41 - 55 years	679	50,8	27,1	22,1	100,0
Above 55 years	276	43,8	25,0	31,2	100,0
<u>DEGREE OR NO DEGREE</u>					
Degree	718	58,9	24,5	16,6	100,0
No Degree	1 655	54,6	27,7	17,7	100,0

PERCENTAL ANALYSIS OF RESPONSES TO QUESTION 13(d)(iv)

*Indicate whether the future accountant should have greater exposure to university education in audit and control features of computers.*

	Number of Responses	Yes	No	No Opinion	100%
<u>TOTAL RESPONSES</u>	<u>2 373</u>	85,3	6,7	8,0	100,0
<u>OCCUPATION</u>					
Public Practice	<u>1 130</u>	89,4	5,0	5,6	100,0
Education	<u>60</u>	76,7	13,3	10,0	100,0
Retired	<u>58</u>	81,0	1,7	17,3	100,0
Commerce etc.	<u>1 125</u>	81,8	8,4	9,8	100,0
<u>AGE</u>					
Below 31 years	<u>525</u>	87,2	7,3	5,5	100,0
31 - 40 years	<u>893</u>	87,3	6,5	6,2	100,0
41 - 55 years	<u>679</u>	82,6	6,5	10,9	100,0
Above 55 years	<u>276</u>	81,2	7,2	11,6	100,0
<u>DEGREE OR NO DEGREE</u>					
Degree	<u>718</u>	85,2	7,8	7,0	100,0
No Degree	<u>1 655</u>	85,2	6,3	8,5	100,0

PERCENTAL ANALYSIS OF RESPONSES TO QUESTION 14

*Should the subjects prescribed for a student's academic education allow for certain options, depending on whether he intends entering into public practice or one of the other fields?*

	Number of Responses	Yes	No	No Opinion	100%
<u>TOTAL RESPONSES</u>	<u>2 373</u>	57,9	40,3	1,8	100,0
<u>OCCUPATION</u>					
Public Practice	<u>1 130</u>	52,5	45,8	1,7	100,0
Education	<u>60</u>	61,7	38,3	0,0	100,0
Retired	<u>58</u>	63,8	32,8	3,4	100,0
Commerce etc.	<u>1 125</u>	62,8	35,2	2,0	100,0
<u>AGE</u>					
Below 31 years	<u>525</u>	61,7	36,4	1,9	100,0
31 - 40 years	<u>893</u>	57,9	40,6	1,5	100,0
41 - 55 years	<u>679</u>	53,9	44,0	2,1	100,0
Above 55 years	<u>276</u>	60,2	37,3	2,5	100,0
<u>DEGREE OR NO DEGREE</u>					
Degree	<u>718</u>	59,2	39,3	1,5	100,0
No Degree	<u>1 655</u>	57,3	40,7	2,0	100,0

PERCENTAL ANALYSIS OF RESPONSES TO QUESTION 15

*Do you consider the present system of part-time attendance at univeristy satisfactory?*

	Number of Responses	Yes	No	No Opinion	100%
<u>TOTAL RESPONSES</u>	<u>2 373</u>	66,8	26,8	6,4	100,0
<u>OCCUPATION</u>					
Public Practice	<u>1 130</u>	66,4	27,6	6,0	100,0
Education	<u>60</u>	41,7	55,0	3,3	100,0
Retired	<u>58</u>	65,5	22,4	12,1	100,0
Commerce etc.	<u>1 125</u>	68,7	24,7	6,6	100,0
<u>AGE</u>					
Below 31 years	<u>525</u>	67,2	28,8	4,0	100,0
31 - 40 years	<u>893</u>	71,6	23,4	5,0	100,0
41 - 55 years	<u>679</u>	62,1	30,2	7,7	100,0
Above 55 years	<u>276</u>	62,3	25,7	12,0	100,0
<u>DEGREE OR NO DEGREE</u>					
Degree	<u>718</u>	64,5	30,3	5,2	100,0
No Degree	<u>1 655</u>	67,8	25,3	6,9	100,0

PERCENTAL ANALYSIS OF RESPONSES TO QUESTION 16

*Should some system of block release be introduced?*

	Number of Responses	Yes	No	No Opinion	100%
<u>TOTAL RESPONSES</u>	<u>2 373</u>	60,5	31,7	7,8	100,0
<u>OCCUPATION</u>					
Public Practice	<u>1 130</u>	52,9	40,4	6,7	100,0
Education	<u>60</u>	65,0	30,0	5,0	100,0
Retired	<u>58</u>	63,8	17,2	19,0	100,0
Commerce etc.	<u>1 125</u>	67,7	23,9	8,4	100,0
<u>AGE</u>					
Below 31 years	<u>525</u>	61,3	33,5	5,2	100,0
31 - 40 years	<u>893</u>	60,3	34,4	5,3	100,0
41 - 55 years	<u>679</u>	61,0	28,0	11,0	100,0
Above 55 years	<u>276</u>	58,3	29,0	12,7	100,0
<u>DEGREE OR NO DEGREE</u>					
Degree	<u>718</u>	59,9	32,6	7,5	100,0
No Degree	<u>1 655</u>	60,8	31,3	7,9	100,0

PERCENTAL ANALYSIS OF RESPONSES TO QUESTION 17

*Should there be any requirements to acquire approved post-qualification experience with a practitioner before a member may be authorised to practise under his own name?*

	Number of Responses	Yes	No	No Opinion	100%
<u>TOTAL RESPONSES</u>	<u>2 373</u>	55,6	43,1	1,3	100,0
<u>OCCUPATION</u>					
Public Practice	<u>1 130</u>	56,3	42,8	0,9	100,0
Education	<u>60</u>	51,7	45,0	3,3	100,0
Retired	<u>58</u>	62,1	36,2	1,7	100,0
Commerce etc.	<u>1 125</u>	54,8	43,6	1,6	100,0
<u>AGE</u>					
Below 31 years	<u>525</u>	46,9	52,4	0,7	100,0
31 - 40 years	<u>893</u>	56,0	42,3	1,7	100,0
41 - 55 years	<u>679</u>	59,8	38,7	1,5	100,0
Above 55 years	<u>276</u>	60,9	38,4	0,7	100,0
<u>DEGREE OR NO DEGREE</u>					
Degree	<u>718</u>	53,9	44,2	1,9	100,0
No Degree	<u>1 655</u>	56,4	42,6	1,0	100,0

PERCENTAL ANALYSIS OF RESPONSES TO QUESTION 18

*If your answer to question 17 is yes, what should the period of post qualification practical experience be?*

*a) 12 months      b) 18 months      c) 24 months      d) other*

	Number of Responses	12 Months	18 Months	24 Months	36 Months	Other	100%
<u>TOTAL RESPONSES</u>	<u>1 320</u>	33,0	13,8	48,3	2,7	2,2	100,0
<u>OCCUPATION</u>							
Public Practice	<u>636</u>	31,0	13,0	50,8	4,1	1,1	100,0
Education	<u>31</u>	38,7	12,9	42,0	3,2	3,2	100,0
Retired	<u>36</u>	33,3	16,7	50,0	0,0	0,0	100,0
Commerce etc.	<u>617</u>	34,8	14,4	45,9	1,5	3,4	100,0
<u>AGE</u>							
Below 31 years	<u>246</u>	39,0	19,5	38,6	1,2	1,7	100,0
31 - 40 years	<u>500</u>	30,8	13,6	50,2	3,0	2,4	100,0
41 - 55 years	<u>406</u>	32,5	12,3	50,8	2,7	1,7	100,0
Above 55 years	<u>168</u>	32,1	9,5	50,6	4,2	3,6	100,0
<u>DEGREE OR NO DEGREE</u>							
Degree	<u>387</u>	37,7	12,9	45,5	1,8	2,1	100,0
No Degree	<u>933</u>	31,1	14,1	49,4	3,1	2,3	100,0

PERCENTAL ANALYSIS OF RESPONSES TO QUESTION 19

*In the event of post-qualification practical experience becoming mandatory before a person may be registered as a practising accountant, should the requirement be waived in the event of a C.A. being admitted into partnership by another practitioner?*

	Number of Responses	Yes	No	No Opinion	100%
<u>TOTAL RESPONSES</u>	<u>2 373</u>	44,8	47,1	8,1	100,0
<u>OCCUPATION</u>					
Public Practice	<u>1 130</u>	44,8	48,5	6,7	100,0
Education	<u>60</u>	41,7	50,0	8,3	100,0
Retired	<u>58</u>	46,6	48,2	5,2	100,0
Commerce etc.	<u>1 125</u>	44,9	45,4	9,7	100,0
<u>AGE</u>					
Under 31 years	<u>525</u>	48,4	42,7	8,9	100,0
31 - 40 years	<u>893</u>	43,2	50,1	6,7	100,0
41 - 55 years	<u>679</u>	42,7	47,6	9,7	100,0
Above 55 years	<u>276</u>	48,2	44,6	7,2	100,0
<u>DEGREE OR NO DEGREE</u>					
Degree	<u>718</u>	44,2	46,2	9,6	100,0
No Degree	<u>1 655</u>	45,1	47,4	7,5	100,0

PERCENTAL ANALYSIS OF RESPONSES TO QUESTION 20

*How do you envisage the structure of the profession 10 years hence?*

- a) *As presently structured, consisting of C.A.s, either practising or non-practising.*
- b) *or the present C.A. together with a lower tier, possibly a "technician" grade*
- c) *or a two tier structure, the present C.A. together with a higher "specialist" tier*
- d) *or a multi-tier structure, the present C.A. together with a "specialist" tier as well as a "technician" grade*
- e) *or other.*

	Number of Responses	(a)	(b)	(c)	(d)	(e)	No Opinion	100%
<u>TOTAL RESPONSES</u>	<u>2 373</u>	41,9	10,1	21,9	23,7	0,5	1,9	100,0
<u>OCCUPATION</u>								
Public Practice	<u>1 130</u>	41,8	12,0	21,9	22,7	0,3	1,3	100,0
Education	<u>60</u>	31,6	6,7	26,7	30,0	0,0	5,0	100,0
Retired	<u>58</u>	41,4	8,6	24,1	22,4	0,0	3,5	100,0
Commerce etc.	<u>1 125</u>	42,7	8,5	21,4	24,4	0,7	2,3	100,0
<u>AGE</u>								
Below 31 years	<u>525</u>	38,7	11,8	22,4	24,2	0,6	2,3	100,0
31 - 40 years	<u>893</u>	42,7	9,5	21,4	24,4	0,4	1,6	100,0
41 - 55 years	<u>679</u>	43,5	10,0	22,1	21,9	0,6	1,9	100,0
Above 55 years	<u>276</u>	42,0	9,1	21,8	24,6	0,0	2,5	100,0
<u>DEGREE OR NO DEGREE</u>								
Degree	<u>718</u>	42,2	8,1	21,6	25,3	0,7	2,1	100,0
No Degree	<u>1 655</u>	41,8	11,0	22,0	23,0	0,3	1,9	100,0



PERCENTAL ANALYSIS OF RESPONSES TO QUESTION 21

How do you envisage the structure of the controlling bodies (or organisations) of the profession 10 years hence?

- a) As presently structured, consisting of the Public Accountants' and Auditors' Board, The National Council of Chartered Accountants (S.A.), provincial societies and regional associations.
- b) The Public Accountants' and Auditors' Board, a national society of Chartered Accountants (S.A.) and regional associations.
- c) One national statutory controlling body together with regional associations
- d) Other

	Number of Responses	(a)	(b)	(c)	(d)	No Opinion	100%
<u>TOTAL RESPONSES</u>	<u>2 373</u>	17,4	32,0	46,7	0,6	3,3	100,0
<u>OCCUPATION</u>							
Public Practice	1 130	18,3	33,3	45,6	0,8	2,0	100,0
Education	60	11,7	35,0	51,6	0,0	1,7	100,0
Retired	58	25,9	32,7	36,2	0,0	5,2	100,0
Commerce etc.	1 125	16,4	30,6	48,1	0,4	4,5	100,0
<u>AGE</u>							
Below 31 years	525	23,6	26,1	46,1	0,6	3,6	100,0
31 - 40 years	893	15,7	30,9	50,1	0,7	2,6	100,0
41 - 55 years	679	14,2	36,8	44,6	0,6	3,8	100,0
Above 55 years	276	19,2	35,1	41,7	0,4	3,6	100,0
<u>DEGREE OR NO DEGREE</u>							
Degree	718	17,4	30,1	47,9	0,4	4,2	100,0
No Degree	1 655	17,4	32,9	46,1	0,7	2,9	100,0

PERCENTAL ANALYSIS OR RESPONSES TO QUESTION 22

Should professionally qualified persons (note: not only accountants) periodically give proof of competence

- a) by successfully writing examinations every 5 years?
- b) by attending a prescribed number of approved courses every 2 or 3 years?
- c) not at all?

	Number of Responses	(a)	(b)	(c)	No Opinion	100%
<u>TOTAL RESPONSES</u>	<u>2 373</u>	2,1	54,0	42,0	1,9	100,0
<u>OCCUPATION</u>						
Public Practice	1 130	2,1	57,8	38,5	1,6	100,0
Education	60	3,3	60,0	33,3	3,4	100,0
Retired	58	1,8	37,9	56,9	3,4	100,0
Commerce etc.	1 125	2,0	50,8	45,2	2,0	100,0
<u>AGE</u>						
Below 31 years	525	2,7	63,8	31,6	1,9	100,0
31 - 40 years	893	2,8	57,8	38,3	1,1	100,0
41 - 55 years	679	0,7	46,8	49,8	2,7	100,0
Above 55 years	276	1,9	40,9	54,7	2,5	100,0
<u>DEGREE OR NO DEGREE</u>						
Degree	718	3,1	53,5	41,2	2,2	100,0
No Degree	1 655	1,6	54,3	42,3	1,8	100,0

ANNEXURE B.18

PERCENTAL ANALYSIS OF RESPONSES TO QUESTION 23

*If continuing education were to become mandatory for Chartered Accountants should C.A.s not in public practice be exempt from this requirement?*

	Number of Responses	Yes	No	No Opinion	100%
<u>TOTAL RESPONSES</u>	<u>2 373</u>	38,9	52,8	8,3	100,0
<u>OCCUPATION</u>					
Public Practice	<u>1 130</u>	32,3	58,6	9,1	100,0
Education	<u>60</u>	30,0	56,7	13,3	100,0
Retired	<u>58</u>	62,1	24,1	13,8	100,0
Commerce etc.	<u>1 125</u>	44,8	48,2	7,0	100,0
<u>AGE</u>					
Below 31 years	<u>525</u>	34,3	57,9	7,8	100,0
31 - 40 years	<u>893</u>	34,5	58,6	6,9	100,0
41 - 55 years	<u>679</u>	43,9	47,3	8,8	100,0
Above 55 years	<u>276</u>	49,6	37,7	12,7	100,0
<u>DEGREE OR NO DEGREE</u>					
Degree	<u>718</u>	38,7	51,7	9,6	100,0
No Degree	<u>1 655</u>	39,0	53,2	7,8	100,0

PERCENTAL ANALYSIS OF RESPONSES TO QUESTION 25(a)

*Should the auditor accept greater responsibility by the attest function being extended to include an opinion on half-yearly financial statements?*

	Number of Responses	Yes	No	No Opinion	100%
<u>TOTAL RESPONSES</u>	<u>2 373</u>	27,6	65,5	6,9	100,0
<u>OCCUPATION</u>					
Public Practice	<u>1 130</u>	22,1	72,8	5,1	100,0
Education	<u>60</u>	31,7	56,6	11,7	100,0
Retired	<u>58</u>	34,5	55,2	10,3	100,0
Commerce etc.	<u>1 125</u>	32,6	59,2	8,2	100,0
<u>AGE</u>					
Below 31 years	<u>525</u>	26,5	65,9	7,6	100,0
31 - 40 years	<u>893</u>	29,9	65,1	5,0	100,0
41 - 55 years	<u>679</u>	28,1	63,9	8,0	100,0
Above 55 years	<u>276</u>	21,4	69,9	8,7	100,0
<u>DEGREE OR NO DEGREE</u>					
Degree	<u>718</u>	28,7	62,7	8,6	100,0
No Degree	<u>1 655</u>	27,2	66,7	6,1	100,0

ANNEXURE B.19

PERCENTAL ANALYSIS OF RESPONSES TO QUESTION 25(b)

*Should the auditor accept greater responsibility by the attest function being extended to include an opinion on annual and other profit forecasts including underlying assumptions?*

	Number of Responses	Yes	No	No Opinion	100%
<u>TOTAL RESPONSES</u>	<u>2 373</u>	26,0	67,3	6,7	100,0
<u>OCCUPATION</u>					
Public Practice	1 130	19,9	73,9	6,2	100,0
Education	60	35,0	56,7	8,3	100,0
Retired	58	20,7	67,2	12,1	100,0
Commerce etc.	1 125	32,0	61,2	6,8	100,0
<u>AGE</u>					
Below 31 years	525	28,6	64,4	7,0	100,0
31 - 40 years	893	27,9	67,4	4,7	100,0
41 - 55 years	679	23,5	69,1	7,4	100,0
Above 55 years	276	21,4	68,1	10,5	100,0
<u>DEGREE OR NO DEGREE</u>					
Degree	718	28,7	63,6	7,7	100,0
No Degree	1 655	24,9	68,9	6,2	100,0

PERCENTAL ANALYSIS OF RESPONSES TO QUESTION 25(c)

*Should the auditor accept greater responsibility by the attest function being extended to include an opinion on management effectiveness?*

	Number of Responses	Yes	No	No Opinion	100%
<u>TOTAL RESPONSES</u>	<u>2 373</u>	31,9	62,3	5,8	100,0
<u>OCCUPATION</u>					
Public Practice	1 130	28,8	66,1	5,1	100,0
Education	60	48,3	46,7	5,0	100,0
Retired	58	17,2	69,0	13,8	100,0
Commerce etc.	1 125	34,9	59,0	6,1	100,0
<u>AGE</u>					
Below 31 years	525	40,8	54,7	4,5	100,0
31 - 40 years	893	32,3	63,0	4,7	100,0
41 - 55 years	679	27,8	65,7	6,5	100,0
Above 55 years	276	23,9	66,3	9,8	100,0
<u>DEGREE OR NO DEGREE</u>					
Degree	718	33,3	59,3	7,4	100,0
No Degree	1 655	31,3	63,6	5,1	100,0

PERCENTAL ANALYSIS OF RESPONSES TO QUESTION 26 *if*

*Should the financial statements of small private (but not subsidiary) companies, whose assets do not exceed a certain amount e.g. R50 000 or R100 000 and if all the shareholders agree thereto, still be audited?*

	Number of Responses	Yes	No	No Opinion	100%
<u>TOTAL RESPONSES</u>	<u>2 373</u>	53,8	44,1	2,1	100,0
<u>OCCUPATION</u>					
Public Practice	<u>1 130</u>	54,1	43,5	2,4	100,0
Education	<u>60</u>	46,6	51,7	1,7	100,0
Retired	<u>58</u>	65,5	27,6	6,9	100,0
Commerce etc.	<u>1 125</u>	53,2	45,2	1,6	100,0
<u>AGE</u>					
Below 31 years	<u>525</u>	52,6	45,7	1,7	100,0
31 - 40 years	<u>893</u>	53,3	44,7	2,0	100,0
41 - 55 years	<u>679</u>	52,0	45,7	2,3	100,0
Above 55 years	<u>276</u>	62,0	32,5	2,5	100,0
<u>DEGREE OR NO DEGREE</u>					
Degree	<u>718</u>	52,5	44,3	3,2	100,0
No Degree	<u>1 655</u>	54,3	44,1	1,6	100,0

# With the translation of question 26 into Afrikaans, the interpretation was altered resulting in the positive Afrikaans responses being the equivalent of the English negative responses and vice versa. Cognisance of this was taken in the processing of the questionnaires.

ANALYSIS OF RESPONSES TO QUESTION 34

*How many years did you spend in a practitioners office after qualifying as a C.A., before going into commerce and industry?*

	Number of Years						Total
	0	1	2	3	4	More than 4 years	
Commerce and Industry	303	215	286	59	26	20	909
Consultancy	8	1	5	3	2	5	24
Finance	51	20	55	6	7	5	144
Other	25	8	8	2	2	3	48
	<u>387</u>	<u>244</u>	<u>354</u>	<u>70</u>	<u>37</u>	<u>33</u>	<u>1 125</u>
Percentage	34,4	21,7	31,5	6,2	3,3	2,9	100%

ANALYSIS OF RESPONSES TO QUESTION 36

*Indicate whether the use of modern mathematical techniques in your firm has increased, remained constant or decreased compared to three years ago.*

	Number of Responses	Increased	Same	Decreased	No Opinion	100%
<u>TOTAL RESPONSES</u>	1 125	49,0	42,9	0,6	7,5	100,0
Commerce and Industry	909	50,0	43,9	0,8	5,3	100,0
Consultancy	24	37,5	45,8	0,0	16,7	100,0
Finance	144	54,2	36,8	0,0	9,0	100,0
Other	48	18,7	39,6	0,0	41,7	100,0

PERCENTAL ANALYSIS OF RESPONSES TO QUESTION 37

*Do you consider that the experience gained during your practical experience period (articles) has been of assistance to you in your present career?*

	Number of Responses	Yes	No	No Opinion	100%
<u>TOTAL RESPONSES</u>	1 125	92,6	4,5	2,9	100,0
<u>OCCUPATION</u>					
Commerce and Industry	909	93,4	4,6	2,0	100,0
Consultancy	24	83,3	4,2	12,5	100,0
Finance	144	96,5	2,1	1,4	100,0
Other	48	70,8	8,4	20,8	100,0

SCHEDULE OF CHI-SQUARE ( $\chi^2$ ) TESTS AND AN ANALYSIS OF "NO OPINIONS" ACCORDING TO REGION WHERE EMPLOYED

Number	Question	Occupation				Age				Degree/No Degree				Analysis - "No Opinions" (%) <sup>3</sup>					
		df	Critical Value <sup>1</sup>	$\chi^2$	S/N.S. <sup>2</sup>	df	Critical Value	$\chi^2$	S/N.S.	df	Critical Value	$\chi^2$	S/N.S.	Total	Cape	Natal	O.F.S.	Transvaal	Other
7	Practical-Experience	16	26,30	186,5	S	16	26,30	47,9	S	8	15,51	5,9	S	0,7	0,6	0,5	0,0	0,9	0,0
8	Service Contract	8	15,51	136,1	S	8	15,51	67,7	S <sup>4</sup>	4	9,49	10,8	N.S.	1,4	1,4	2,1	0,0	1,4	0,0
9	Graduate Entry	4	9,49	20,6	S	4	9,49	10,0	S	2	5,99	91,2	S <sup>4</sup>	1,8	1,4	3,3	1,7	1,7	0,0
10	Universities and Final Qualifying Examination	12	21,03	49,8	S	12	21,03	39,9	S	6	12,59	4,3	S	0,9	1,4	1,5	1,7	0,4	4,5
11	Uniform C.T.A. and Final Qualifying Examination	12	21,03	68,0	S	12	21,03	16,4	N.S.	6	12,59	1,1	S	1,6	1,6	3,3	5,2	0,9	4,5
12	Broader Education	4	9,49	47,1	S	4	9,49	19,6	S	2	5,99	4,2	S	4,0	3,2	4,9	8,6	3,9	4,5
13	Greater Exposure to University Education in:																		
13(a)	Financial Management	4	9,49	21,2	S	4	9,49	25,8	S	2	5,99	4,6	S	5,7	8,7	9,2	8,6	3,6	4,5
13(b)	Management	4	9,49	57,2	S	4	9,49	33,5	S	2	5,99	5,9	S	8,4	13,1	11,8	17,2	5,4	4,5
13(c)	Quantitative Techniques	4	9,49	0,3	N.S.	4	9,49	1,4	N.S.	2	5,99	1,1	S	22,1	28,7	26,4	29,3	18,4	13,6
13(d)	Computers:																		
13(d)(i)	Elementary Programming	4	9,49	5,5	N.S.	4	9,49	4,0	N.S.	2	5,99	0,3	S	13,7	17,4	15,4	19,0	11,7	13,6
13(d)(ii)	Detailed Programming	4	9,49	29,7	S	4	9,49	25,6	S	2	5,99	0,0	S	25,8	28,9	27,2	29,3	24,2	31,8
13(d)(iii)	Systems Design	4	9,49	32,3	S	4	9,49	4,5	N.S.	2	5,99	3,5	S	17,4	21,8	17,9	29,3	15,2	13,6
13(d)(iv)	Audit and Control Features	4	9,49	18,2	S	4	9,49	0,6	N.S.	2	5,99	1,6	S	8,0	10,5	11,3	12,1	5,9	9,1
14	Optional Subjects	4	9,49	27,5	S	4	9,49	8,4	N.S.	2	5,99	0,6	S	1,8	2,8	3,6	0,0	1,1	4,5
15	Part-Time Attendance	4	9,49	25,7	S	4	9,49	12,1	S	2	5,99	5,5	S	6,4	9,1	7,9	10,3	4,7	9,1
16	Block-Release	4	9,49	72,0	S	4	9,49	4,0	N.S.	2	5,99	0,3	S	7,8	11,7	10,8	8,6	5,4	9,1
17	Post-Qualification Experience	4	9,49	1,5	N.S.	4	9,49	25,7	S	2	5,99	0,8	S	1,3	2,4	2,6	1,7	0,6	0,0
18	Period of Post-Qualification Experience	16	26,30	21,7	N.S.	16	26,30	23,8	N.S.	8	15,51	6,6	S	Not applicable					
19	Post-Qualification Experience and Partner	4	9,49	0,8	N.S.	4	9,49	7,2	N.S.	2	5,99	0,0	S	8,1	9,5	10,3	6,9	7,1	9,1
20	Structure - Tiers	16	26,30	15,4	N.S.	16	26,30	7,0	N.S.	8	15,51	6,7	S	1,9	3,8	3,3	0,0	0,9	4,5
21	Structure - Controlling Bodies	12	21,03	10,3	N.S.	12	21,03	34,5	S	6	12,59	2,0	S	3,3	5,9	6,7	5,2	1,4	0,0
22	Required Continuing Education	8	15,51	19,3	S	8	15,51	72,9	S	4	9,49	5,2	S	1,9	3,6	2,8	3,4	1,0	0,0
23	Required Continuing Education - C.A.s not in Public Practice	4	9,49	53,3	S	4	9,49	44,0	S	2	5,99	0,1	S	8,3	9,1	9,7	6,9	7,7	9,1
25	Extension of the Attest Function:																		
25(a)	Half-Yearly Financial Statements	4	9,49	40,6	S	4	9,49	6,5	N.S.	2	5,99	1,3	S	6,9	9,5	10,8	6,9	4,8	9,1
25(b)	Annual and Other Profit Forecasts	4	9,49	48,3	S	4	9,49	6,6	N.S.	2	5,99	4,7	S	6,7	8,3	9,7	8,6	5,0	4,5
25(c)	Management Effectiveness	4	9,49	22,9	S	4	9,49	28,3	S	2	5,99	1,8	S	5,8	8,1	10,0	10,3	3,5	0,0
26	Private Company Audits	4	9,49	6,9	N.S.	4	9,49	9,4	N.S.	2	5,99	0,2	S	2,1	4,0	2,3	3,4	1,4	0,0

1 - Critical Value at probability level 0,5

2 - S = Significant, N.S. = Not significant

3 - The reason for this analysis is that different covering letters were sent with questionnaires in the various provinces. For further particulars see pages 5/6 of main text and annexures A.6 and A.7 for covering letters.

4 - Not significant at probability level 0,1.

ANALYSIS OF RESPONSES TO SECTION E OF THE QUESTIONNAIRE

Respondents were requested to indicate the relevant importance of various topics in their present work and the anticipated importance 10 years hence. The responses to the importance of the topics in the present work was weighted as follows: 1 = not used; 2 = below average; 3 = average; 4 = above average.

MEAN AND RANKING OF TOPICS ACCORDING TO PRESENT IMPORTANCE AND ANTICIPATED IMPORTANCE 10 YEARS HENCE

TOPIC	ALL RESPONDENTS					C.A's NOT IN PUBLIC PRACTICE					C.A's IN PUBLIC PRACTICE				
	Present		Future			Present		Future			Present		Future		
	Mean	Ranking	Less	Same	More	Mean	Ranking	Less	Same	More	Mean	Ranking	Less	Same	More
1. Accounting in relation to changes in purchasing power	1,99	35	1,6%	18,7%	79,7%	2,27	28	1,6	23,1	75,3	1,70	43	1,6	13,8	84,6
2. Accounting for trusts or estates	1,64	50	4,1%	80,0%	15,9%	1,26	54	5,9	86,5	7,6	2,00	35	2,3	73,6	24,1
3. Accounting for specialised undertakings e.g. banks, co-ops, mines etc.	1,78	45	4,2	85,3	10,5	1,54	48	5,0	85,2	9,8	2,03	33	3,3	85,6	11,1
4. Audit of E.D.P. systems	1,90	39	1,8	42,5	55,7	1,60	45	3,0	63,7	33,3	2,20	26	0,6	20,9	78,5
5. Behavioral sciences	1,78	45	2,7	57,8	39,5	2,00	36	1,9	54,5	43,6	1,44	52	3,8	62,9	33,3
6. Budgetary Control	2,90	4	0,6	39,8	59,6	3,44	1	0,7	37,7	61,6	2,32	22	0,6	42,2	57,2
7. Communication (written and spoken)	3,21	2	0,3	49,4	50,3	3,35	3	0,3	43,0	56,7	3,07	7	0,4	56,8	42,8
8. Computer programming	1,65	49	2,4	49,8	47,8	1,87	38	2,9	51,8	45,3	1,43	54	1,9	47,5	50,6
9. Consolidations	2,62	16	1,9	77,1	21,0	2,52	20	3,0	77,2	19,8	2,72	10	0,8	76,9	22,3
10. Corporate Policy	2,60	17	0,7	58,3	41,0	3,06	7	0,6	47,2	52,2	2,07	31	0,9	71,5	27,6
11. Corporate Finance	2,75	8	0,6	55,3	44,1	3,24	4	0,6	47,6	51,8	2,20	26	0,6	64,2	35,2
12. Cost-benefit Analysis	2,25	25	1,5	57,9	40,6	2,60	14	1,5	51,8	46,7	1,84	40	1,5	65,1	33,4
13. Economics	2,10	28	1,9	67,5	30,6	2,42	23	1,6	63,3	35,1	1,74	42	2,1	72,2	25,7
14. Electronic Data Processing	2,31	21	1,5	35,3	63,2	2,47	22	2,4	39,8	57,8	2,12	29	0,6	30,4	69,0
15. Farming Accounts	1,78	45	6,0	87,3	6,7	1,19	55	6,5	89,7	3,8	2,32	21	5,6	85,0	9,4
16. Financial Ratio Analysis	2,72	11	0,8	58,4	40,8	2,85	10	1,1	58,8	40,1	2,58	13	0,4	58,0	41,6
17. Forecasting	2,83	7	0,1	46,4	53,5	3,36	2	0,0	36,9	63,1	2,27	24	0,3	56,8	42,9
18. Foreign Exchange	2,29	23	1,3	67,8	30,9	2,56	19	1,1	63,8	35,1	2,00	35	1,5	72,1	26,4
19. Humanities	1,89	40	2,9	71,5	25,6	2,13	32	2,4	65,2	32,4	1,56	47	3,6	80,0	16,4
20. Income Tax - Companies	3,26	1	0,8	71,1	28,0	3,10	6	1,1	73,8	25,1	3,43	2	0,6	68,2	31,2
21. - Individuals	2,73	9	2,0	77,5	20,5	2,18	30	2,4	84,9	12,7	3,29	3	1,7	70,0	28,3
22. Insolvencies and Liquidations	1,53	53	4,1	87,1	8,8	1,37	50	4,7	91,6	3,7	1,69	44	3,4	82,5	14,1
23. Internal Control Evaluation	2,85	6	1,6	60,0	38,4	2,62	13	2,4	64,7	32,9	3,10	6	0,8	55,1	44,1
24. Inventory Control	2,73	9	0,8	61,9	37,3	2,73	12	1,3	60,2	38,5	2,73	9	0,3	63,8	35,9
25. Investigations	2,48	19	1,1	68,9	30,0	2,59	15	1,7	67,7	30,6	2,36	18	0,6	70,1	29,3
26. Investment Appraisal Techniques	2,31	21	0,6	57,7	41,7	2,58	17	0,8	52,0	47,2	2,05	32	0,4	64,1	35,5
27. Job Costing	2,06	30	3,1	81,3	15,6	2,11	33	3,3	80,2	16,5	2,00	35	3,0	82,7	14,3
28. Law: Company-	2,95	3	1,4	81,1	17,5	2,79	11	2,1	82,3	15,6	3,11	5	0,6	79,9	19,5
29. - of Contract	2,49	18	1,6	88,1	10,3	2,57	18	1,9	86,4	11,7	2,42	17	1,3	90,0	8,7
30. - of Partnerships	1,94	38	4,7	90,1	5,2	1,55	46	6,0	91,1	2,9	2,33	20	3,4	89,1	7,5
31. - of Negotiable Instruments	2,25	25	2,7	90,3	7,0	2,27	28	2,7	89,7	7,6	2,22	25	2,7	91,0	6,3
32. Management Audit	1,97	37	1,3	59,6	39,1	1,80	40	1,8	68,2	30,0	2,16	28	0,9	50,5	48,6
33. Management Information Systems	2,69	14	0,5	41,4	58,1	3,05	8	0,7	36,0	63,3	2,30	23	0,3	47,4	52,3
34. Marginal Costing	2,01	32	2,2	72,6	25,2	2,15	31	2,5	71,8	25,7	1,85	39	2,0	73,4	24,6
35. Marketing	2,00	33	2,0	66,1	31,9	2,51	21	0,9	51,7	47,4	1,45	51	3,1	82,4	14,5
36. Mathematical Models	1,45	55	2,7	72,5	24,8	1,62	44	2,8	66,0	31,2	1,25	57	2,7	80,4	16,9
37. Office Management	2,70	12	2,7	69,9	27,4	2,87	9	3,6	70,6	25,8	2,51	14	1,8	69,3	28,9
38. Organization Theory	2,08	29	1,6	73,0	25,4	2,35	24	1,5	70,1	28,4	1,77	41	1,7	76,5	21,8
39. Partnership Accounts	1,83	42	6,3	89,2	4,5	1,17	56	6,5	92,2	1,3	2,47	15	6,1	86,3	7,6
40. Pert-cost and Network Analysis	1,43	56	2,1	74,0	23,9	1,55	46	2,0	72,9	25,1	1,28	56	2,2	75,7	22,1
41. Portfolio Selection and Management	1,61	51	2,3	79,8	17,9	1,68	43	2,3	80,4	17,3	1,53	49	2,4	79,1	18,5

TOPIC	ALL RESPONDENTS					C.A's NOT IN PUBLIC PRACTICE					C.A's IN PUBLIC PRACTICE				
	Present		Future			Present		Future			Present		Future		
	Mean	Ranking	Less	Same	More	Mean	Ranking	Less	Same	More	Mean	Ranking	Less	Same	More
42. Probability Analysis	1,60	52	1,9	72,4	25,7	1,73	42	1,7	70,5	27,8	1,46	50	2,1	74,7	23,2
43. Process Costing	1,68	48	2,1	85,3	12,6	1,74	41	2,5	84,0	13,5	1,62	45	1,8	86,7	11,5
44. Product Pricing	1,98	36	1,9	75,5	22,5	2,34	25	2,0	67,1	30,9	1,57	46	1,8	84,9	13,3
45. Production Control	1,82	43	2,1	76,4	21,5	2,05	35	2,2	70,2	27,6	1,56	47	2,0	83,5	14,5
46. Profit Planning	2,63	15	0,5	50,6	48,9	3,13	5	0,4	39,9	59,7	2,10	30	0,7	62,3	37,0
47. Public Practice Management	1,80	44	2,3	78,5	19,2	1,11	57	3,9	93,4	2,7	2,46	16	0,7	64,3	35,0
48. Regression Analysis	1,35	57	2,5	83,1	14,4	1,36	51	2,8	85,0	12,2	1,34	55	2,0	80,7	17,3
49. Sampling Techniques	1,84	41	2,7	62,7	34,6	1,33	52	3,7	82,4	13,9	2,35	19	1,6	43,3	55,1
50. Simulation	1,46	54	2,5	75,4	22,1	1,47	49	3,1	71,8	25,1	1,44	52	1,7	80,7	17,6
51. Small Business Accounts and Audit	2,29	23	9,4	78,3	12,3	1,33	52	7,1	89,1	3,8	3,21	4	11,7	67,6	20,7
52. Staff Training and Development	2,70	12	1,0	37,3	61,7	2,59	15	1,3	40,1	58,6	2,82	8	0,7	34,4	64,9
53. Standard Costing	2,03	31	2,3	73,9	23,8	2,08	34	2,6	72,1	25,3	1,97	38	2,0	76,0	22,0
54. Statistical Analysis	2,00	33	1,9	63,4	34,7	2,00	36	2,5	66,3	31,2	2,01	34	1,3	60,3	38,4
55. Tax and Estate Planning	2,24	25	1,7	58,9	39,4	1,82	39	2,5	73,4	24,1	2,66	11	0,9	44,2	54,9
56. Valuation of Shares and Businesses	2,46	20	0,7	67,9	31,4	2,30	26	1,1	68,1	30,8	2,63	12	0,3	67,7	32,1
57. Verification of Assets and Liabilities	2,86	5	1,8	72,4	25,8	2,30	26	2,6	80,0	17,4	3,44	1	1,0	64,4	34,6

TOP FIFTEEN TOPICS ACCORDING TO OCCUPATION CLASSIFICATION

ALL RESPONDENTS	CHARTERED ACCOUNTANTS NOT IN PUBLIC PRACTICE	CHARTERED ACCOUNTANTS IN PUBLIC PRACTICE
1. Company income tax	1. Budgetary Control	1. Verification of Assets and Liabilities
2. Communication	2. Forecasting	2. Company income tax
3. Company Law	3. Communication	3. Income Tax - Individuals
4. Budgetary control	4. Corporate finance	4. Small Business Account and Audit
5. Verification of Assets & Liabilities	5. Profit Planning	5. Company Law
6. Internal Control	6. Company Income Tax	6. Internal Control
7. Forecasting	7. Corporate Policy	7. Communication
8. Corporate Finance	8. Management Information System	8. Staff Training
9. Income Tax - Individuals	9. Office Management	9. Inventory Control
9. Inventory Control	10. Financial Ratio Analysis	10. Consolidation
11. Financial Ratio Analysis	11. Company Law	11. Tax and Estate Planning
12. Office Management	12. Inventory Control	12. Valuation of Shares and Businesses
12. Staff Training	13. Internal Control	13. Financial Ratio Analysis
14. Management Information Systems	14. Cost-Benefit Analysis	14. Office Management
15. Profit Planning	15. Investigations Staff Training	15. Partnership Accounting



TOP FIFTEEN TOPICS OF CHARTERED ACCOUNTANTS IN PUBLIC PRACTICE  
CLASSIFIED ACCORDING TO THE SIZE OF THE FIRM IN WHICH EMPLOYED

1 TO 5 C A's IN FIRM	6 TO 15 C A's IN FIRM	MORE THAN 15 C A's IN FIRM
1. Small Business Accounts and Audit	1. Verification of Assets and Liabilities	1. Verification of Assets and Liabilities
2. Income Tax - Individuals	2. Income Tax - Companies	2. Income Tax - Companies
3. Income Tax - Companies	3. Income Tax - Individuals	3. Internal Control
4. Verification of Assets and Liabilities	4. Small Business Accounts and Audit	4. Communication
5. Company Law	5. Company Law	5. Company Law
6. Tax and Estate Planning	6. Internal Control	6. Income Tax - Individuals
7. Communication	7. Communication	7. Consolidations
8. Internal Control	8. Staff Training	8. Small Business Accounts and Audit
9. Valuation of Shares and Businesses	9. Inventory Control	9. Staff Training
10. Farming Accounts	10. Consolidations	10. Inventory Control
11. Partnership Accounts	11. Tax and Estate Planning	11. Financial Ratio Analysis
12. Inventory Control	12. Partnership Accounting	12. Sampling Techniques
12. Office Management	13. Financial Ratio Analysis	13. Audit of Electronic Data Processing
14. Staff Training	14. Valuation of Shares and Businesses	14. Valuation of Shares and Businesses
15. Partnership Law	15. Public Practice Management	15. Tax and Estate Planning

COMMENTS ON RESPONSES TO SECTION E

As was pointed out in the introduction, reservations were expressed about Section E. The reservations were that Section E was too long and had too many topics and this has been proved. Approximately one-third of the questionnaires in Section E were rejected. In some cases large portions of Section E were not complete. Other respondents, who should have known obvious topics, indicated "topic unknown", suggesting that they did not take this section seriously.

It has often been suggested that prior to qualification as a chartered accountant, the trainee accountant, should be able to choose courses dependent upon whether he wishes to remain in public practice or to go into commerce and industry. This is possibly highlighted by the importance that chartered accountants not in public practice attach to various topics. If the top fifteen topics of chartered accountants not in public practice are compared with those of their colleagues in public practice, it is seen that the requirements are quite different. (See Annexure D 1 and D 2 for details). Small business accounts and audit is ranked one by small firms (consisting of one to five chartered accountants), four by medium-sized firms (consisting of six to fifteen chartered accountants), and eight by large firms (consisting of more than fifteen chartered accountants). Internal control is respectively ranked eight, six and three by small, medium and large-sized firms. Sampling techniques and the audit of electronic data processing are ranked in the top fifteen only by the respondents employed in large firms.

The respondents employed by the small firms did not attach much importance to audit of electronic data processing, consolidations, financial ratio analysis and sampling techniques, but they consider farming accounts to be relevant to their practice. (For ranking see above).

Although firms place different emphasis on various topics depending on the size of the firm, most of the top fifteen topics are common to all the firms. A perusal reveals that the following eleven topics are common to all three groups of chartered accountants in public practice: small business accounts and audit, income tax - individuals, income tax - companies, verification of assets and liabilities, company law, tax and estate planning, communication, internal control, valuation of shares and businesses, inventory control, and staff training.

The topics detailed below should be of greater importance in the future. (More than 50% of responses indicated that the topics would be more important in future).

Chartered Accountants not in Public Practice

Chartered Accountants in Public Practice

Accounting in relation to changes in purchasing power  
Budgetary Control  
Communication - written and spoken  
Corporate Policy  
Corporate Finance  
Electronic Data Processing  
Forecasting  
Management Information Systems  
Profit Planning  
Staff Training and Development

Accounting in relation to changes in purchasing power  
Auditing of E D P Systems  
Budgetary Control  
Computer Programming  
Electronic Data Processing  
Management Information Systems  
Sampling Techniques  
Staff Training and Development  
Tax and Estate Planning

LIST OF PARTICIPATING UNIVERSITIES THAT HAVE CONTRACTED  
WITH THE PUBLIC ACCOUNTANTS' AND AUDITORS' BOARD IN TERMS  
OF THE ACCOUNTANTS' CLERKS' UNIVERSITY EDUCATION SCHEME #

Potchefstroom University for Christian Higher Education

Rhodes University

University of Cape Town

University of Natal

University of the Orange Free State

University of Port Elizabeth

University of Pretoria

University of South Africa

University of Stellenbosch

University of the Witwatersrand

Rand Afrikaans University

University of Durban-Westville

University of the Western Cape

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RANKING OF THE PARTICIPATING UNIVERSITIES IN THE FINAL QUALIFYING EXAMINATION OF  
THE PUBLIC ACCOUNTANTS' AND AUDITORS' BOARD FOR THE YEARS 1973 to 1975

(a) Ranking According to Average for Each Paper

UNIVERSITY	# SIZE	ADVANCED ACCOUNTING PAPER I			ADVANCED ACCOUNTING PAPER II			AUDITING PAPER III		
		1973	1974	1975	1973	1974	1975	1973	1974	1975
A	1	9	10	8	6	6	3	7	5	4
B	2	12	7	11	12	2	9	12	12	10
C	1	6	2	7	4	3	7	8	7	5
D	1	10	9	5	9	9	8	10	3	9
E	1	2	8	4	2	4	6	4	6	11
F #	-	-	-	-	-	-	-	-	-	-
G	1	7	3	9	3	7	5	2	8	6
H	1	5	1	3	7	5	2	5	2	2
I	2	11	11	12	11	11	11	11	10	8
J	2	1	12	10	5	12	12	1	11	12
K	2	8	4	6	10	1	10	3	4	3
L	2	3	6	2	1	8	1	6	9	6
M	2	4	5	1	8	10	3	9	1	1
N #	-	-	-	-	-	-	-	-	-	-

(b) Ranking of First-Timer Candidates of Universities on the following bases:

‡ Successful first-timers (FIRST-TIMERS)

§ Aggregate Attained for all first-timers (AGGREGATE)

University	1973		1974		1975		Ranking of First-timers for the years 1973 to 1975
	First-Timers	Aggregate	First-Timers	Aggregate	First-Timers	Aggregate	
A	9	9	9	9	8	4	8
B	12	12	11	7	10	10	10
C	3	6	7	3	6	6	6
D	10	10	8	8	5	7	9
E	5	2	5	4	4	5	5
F	-	-	-	-	-	-	-
G	6	5	6	6	9	8	7
H	7	4	3	2	1	3	2
I	11	11	12	11	11	11	12
J	1	1	10	12	12	12	11
K	8	8	2	1	3	9	3
L	4	3	4	10	2	2	1
M	1	7	1	5	7	1	4
N	-	-	-	-	-	-	-

# For an explanation of size and blank spaces, see page 232 of the main text.

PART-TIME CURRICULA FOR THE CERTIFICATE IN THE THEORY OF ACCOUNTANCY (OR ITS EQUIVALENT) AT PARTICIPATING UNIVERSITIES THAT HAVE CONTRACTED WITH THE PUBLIC ACCOUNTANTS' AND AUDITORS' BOARD IN TERMS OF THE ACCOUNTANTS' CLERKS' UNIVERSITY EDUCATION SCHEME

POTCHEFSTROOM UNIVERSITY FOR CHRISTIAN HIGHER EDUCATION

First Year

Accounting I  
Business Economics I  
Economics I  
Statistics I

Second Year

Accounting II  
Business Economics II  
Economics II (special)  
Costing I  
Inter-faculty Philosophy I

Third Year

Accounting III  
Auditing I  
Computer Methods  
Mercantile Law I  
Inter-faculty Philosophy II

Fourth Year

Auditing II  
Costing II  
Income Tax I  
Mercantile Law II  
Inter-faculty Philosophy III

Fifth Year

Accounts of the Executors,  
Liquidators and Trustees  
Financial Accounting I  
Auditing III  
Management Accounting IB

Sixth Year

Auditing IV  
Financial Accounting II  
Income Tax II  
Management Accounting IIB

UNIVERSITY OF DURBAN-WESTVILLE

First Year

Accounting 101 & 102  
Practical English or  
Practical Afrikaans  
Economics 101 & 102

Second Year

Accounting 201 & 202  
Commercial Law I  
Statistics 101 & 102 or  
Mathematics I

Third Year

Auditing 101 & 102  
Business Economics 101 & 102  
Commercial Law 201 & 202

Fourth Year

Accounting 301 & 302  
Management Accounting 101&102  
Business Data Processing  
001 & 002

Fifth Year

Auditing 201 & 202  
Income Tax 001 & 002  
Administration of Estates 001  
Industrial Law 001

Sixth Year

Accounting 401 & 402  
Auditing 301 & 302  
Management Accounting 201&202

UNIVERSITY OF NATAL

First Year

Accounting I  
Modern English Usage or  
English, English I or  
Afrikaans or Afrikaans  
en Nederlands  
Commercial Law I

Second Year

Accounting II  
Economics I  
Mathematics C or I

Third Year

Auditing I  
Elements of Management  
Commercial Law II

Fourth Year

Accounting III or IIB  
Managerial Accounting I  
Business Data Processing I

Fifth Year

Auditing II  
Administration of Estates  
Taxation

Sixth Year

Accounting IV  
Auditing III  
Managerial Accounting II

UNIVERSITY OF PORT ELIZABETH

First Year

Accounting I  
Business Economics I  
Economics I  
Mathematics for Economists IE  
Elementary Theory of Finance I

Second Year

Economics 2 or Macro-Economics 2  
or Micro-Economics 2  
Statistics 2  
Electronic Data Processing IA  
Commercial Law I

Third Year

Business Economics II (Options)  
Electronic Data Processing 2B  
Company Law 2

Fourth Year

Cost and Management Account-  
ing 3  
Accounting 2  
Commercial Law 2

Fifth Year

Auditing 3  
Income Tax  
Accounting 3

Sixth Year

Accounting 4  
Auditing 4  
Cost and Management Account-  
ing 4  
Income Tax 4  
Accounts of Executors, Liquid-  
ators and Trustees 2

UNIVERSITY OF STELLENBOSCH

First Year

Economics I  
Accounting I  
Data Processing & Statistics  
(½ course)  
Mathematics (½ course)

Second Year

Accounting II  
Mercantile Law I  
Business Economics I  
Economics II

Third Year

Statistics II  
Cost Accounting  
Auditing I  
Special Accounts

Fourth Year

Accounting III  
Income Tax I  
Mercantile Law IIB  
Company Law I

Fifth Year

Accounting IV  
Auditing II  
Management Controls  
Company Law II

Sixth Year

Accounting V  
Auditing III  
Income Tax II

UNIVERSITY OF THE WESTERN CAPE

First Year

English I or Afrikaans/Neder-  
lands  
Economics I  
Business Economics I  
Mercantile Law IA

Second Year

Mercantile Law 1B  
Accounting I  
Commercial Statistics  
Business Economics II

Third Year

Economics II  
Accounting II  
Auditing I  
Cost and Management  
Accounting I

Fourth Year

Accounting III  
Costing and Management  
Accounting II  
Mercantile Law IIA, IIB, IIC

Fifth Year

Auditing II  
Income Tax  
Accounts of Executors, Liquid-  
ators and Curators  
Electronic Data Processing

Sixth Year

Accounting IV  
Auditing III

NOTE: The above information has been extracted from the 1976 prospectuses of the various universities.

PART-TIME CURRICULA FOR THE CERTIFICATE IN THE THEORY OF ACCOUNTANCY (OR ITS EQUIVALENT) AT PARTICIPATING UNIVERSITIES THAT HAVE CONTRACTED WITH THE PUBLIC ACCOUNTANTS' AND AUDITORS' BOARD IN TERMS OF THE ACCOUNTANTS' CLERKS' UNIVERSITY EDUCATION SCHEME

<u>RAND AFRIKAANS UNIVERSITY</u>	<u>RHODES UNIVERSITY (FULL-TIME ONLY)</u>	<u>UNIVERSITY OF CAPE TOWN</u>
<p><u>First Year</u> Accounting 1A &amp; 1B Business Economics IA &amp; B Economics IA &amp; IB Statistics Methods A,B</p> <p><u>Second Year</u> Accounting IIA AND IIB Auditing IA &amp; IB Business Economics IIA &amp; IIB Commercial Law A &amp; B Research Methods</p> <p><u>Third Year</u> Business Economics IIIA &amp; IIIB Commercial Data Processing Commercial Law IIA &amp; IIB Cost and Management Accounting IA &amp; IB</p> <p><u>Fourth Year</u> Accounts of Executors Income Tax Cost and Management Accounting IC Auditing IIA &amp; IIB Accounting IIIA &amp; IIIB</p> <p><u>Fifth Year</u> Income Tax II Cost and Management Accounting II Auditing III Accounting IV</p>	<p><u>First Year</u> Accounting I Business Mathematics &amp; Statistics English I or Special English or Afrikaans or Afrikaans/Nederlands I An approved course in Economics</p> <p><u>Second Year</u> Accounting II Auditing I An approved course in Business Data Processing Mercantile Law I</p> <p><u>Third Year</u> Accounting III Cost and Management Accounting Accounts of Executors, Liquidators and Trustees Mercantile Law II</p> <p><u>Fourth Year</u> Accounting IV Auditing II Income Tax Practice</p>	<p><u>First Year</u> Commercial Law A Statistics I (Mathematics IA and Statistics IA) Economics IB</p> <p><u>Second Year</u> Accounting A Company Law Commercial Law B</p> <p><u>Third Year</u> Accounting B Auditing A Taxation and Estate Duty I Costing I Introduction To Systems and E.D.P.</p> <p><u>Fourth Year</u> Accounting C Auditing B Taxation and Estate Duty II Costing II and Insolvency</p>

<u>UNIVERSITY OF THE ORANGE FREE STATE</u>	<u>UNIVERSITY OF PRETORIA</u>	<u>UNIVERSITY OF SOUTH AFRICA</u>	<u>UNIVERSITY OF THE WITWATERSRAND</u>
<p><u>First Year</u> Economics 114 &amp; 124 Business Economics 114 &amp; 124 Accounting 114 &amp; 124 Mercantile Law 100 Statistics 114 &amp; 124 Afrikaans or English</p> <p><u>Second Year</u> Economics 214 &amp; 224 Accounting 214 &amp; 224 Data Processing 214 &amp; 224 Mercantile Law 200</p> <p><u>Third Year</u> Accounting 314 &amp; 324 Mercantile Law 300 Auditing 314 &amp; 324 Income Tax 214/222/242</p> <p><u>Fourth Year</u> Accounting 400 Auditing 400 Accounts of Executors Business Finance: (Economics 332)</p> <p><u>Fifth Year</u> Accounting 500 Auditing 500 Income Tax 500 Business Economics 324</p>	<p><u>First Year</u> Accounting I Business Economics I Economics I or Special Mercantile Law IB Statistics I</p> <p><u>Second Year</u> Accounting II Auditing I (½ course) Business Economics II Mercantile Law IIB Accounts of Executors</p> <p><u>Third Year</u> Accounting III Auditing II Cost Accounting and Control Mercantile Law IIIB Income Tax Orientation Course - Computers (Attendance Course)</p> <p><u>Fourth Year</u> Advanced Accounting Advanced Auditing Advanced Management Accounting Advanced Income Tax</p> <p><u>Fifth Year</u> Advanced Accounting Practice</p>	<p><u>First Year</u> Accounting I Commercial Law I Economics I Business Economics I</p> <p><u>Second Year</u> Accounting II Commercial Law II Auditing I Either Business Economics II or Economics II Statistics I (STA 101 STA 102, OPE 101)</p> <p><u>Third Year</u> Accounting III Commercial Law III Administration of Estates Information Systems 301 &amp; 302</p> <p><u>Fourth Year</u> Accounting IV Auditing II Income Tax</p> <p><u>Fifth Year</u> Accounting V Auditing III</p>	<p><u>First Year</u> Mathematics and Statistics IA or IB Commercial Law A Economics IB or I</p> <p><u>Second Year</u> Accounting I Business Economics I Commercial Law B Communication Studies</p> <p><u>Third Year</u> Accounting IIA Auditing I Business Data Processing I Commercial Law C</p> <p><u>Fourth Year</u> Accounting III Accounts of Trustees, Liquidators and Executors Business Finance Income Tax</p> <p><u>Fifth Year</u> Accounting IV Auditing II Cost of Management Accounting</p>

NOTE: The above information has been extracted from the 1976 prospectuses of the various universities.

SELECTED EXTRACTS FROM SYLLABI OF ACCOUNTING INSTITUTES AROUND THE WORLD

Objective: To illustrate the diversity of approaches to defining the common body of knowledge by the various accounting bodies around the world and to illustrate the point that broad outlines for the common body of knowledge can be defined leaving the details to the universities

The subjects outlined are:

1. Accounting
2. Auditing
3. Computers and Data Processing including the audit thereof
4. Management Controls
5. Quantitative Techniques
6. Operational Auditing

The Levels of knowledge referred to in this Annexure are defined by the respective institutes as follows:

THE CANADIAN INSTITUTE OF CHARTERED ACCOUNTANTS

(i) Level One

- (a) appreciation of the nature and fundamentals involved;
- (b) ability to recognize the existence or likelihood of existence of specific features and problems in various business transactions and to determine what further study or research must be undertaken under various conditions.

(ii) Level Two

- (a) understanding of the broad aspects of practices and procedures and awareness of the problems relating to more detailed aspects thereof;
- (b) the ability to apply broad knowledge to situations likely to be encountered, to recognize the more detailed aspects which must be considered and to carry out research and studies necessary to come to a reasonable solution.

- (iii) (a) in-depth understanding of principles practices and procedures;
- (b) the ability to apply in-depth knowledge to situations likely to be encountered and to deal with all aspects thereof without extensive recourse to technical research and assistance.

THE INSTITUTE OF CHARTERED ACCOUNTANTS IN AUSTRALIA

SUBJECT "WEIGHTINGS" are set out

To assist students in the study of the subjects of the alternative course, tentative "weightings" are set out below.

The "weightings" are subjective and to some extent arbitrary. Their purpose is to reflect the scope of and degree of detail in each subject, the level of difficulty and depth the need to acquire manipulative skills in some subjects and the likely degree of prior knowledge by candidates of the subject area.

THE PUBLIC ACCOUNTANTS' AND AUDITORS' BOARD  
(Effective from 1 January 1980)

Definition of knowledge required.

(a) Thorough Knowledge

- (i) Sound understanding of principles practices and procedures.
- (ii) The ability to apply such knowledge to situations likely to be encountered without recourse to extensive further technical study, investigation and assistance.

(b) Good working knowledge

- (i) An understanding of the broad aspects of principles practices and procedures.
- (ii) The ability to apply such knowledge to situations likely to be encountered to recognise the more detailed aspects which must be considered and to carry out such further studies and investigations as are necessary to come to a reasonable solution.

(c) General knowledge

An understanding sufficient to recognize the existence or likelihood of existence of specific features and problems and to determine what further study or investigation must be undertaken.

This implies a level of knowledge higher than what can normally be achieved by skimming through literature.

The information in this annexure has been compiled from the sources detailed below:

AMERICAN INSTITUTE OF CERTIFIED PUBLIC ACCOUNTANTS

1. "Information for CPA Candidates"  
American Institute of Certified Public Accountants, New York, March 1975.
2. Roy Robert H. and MacNeill, James H.,  
"The Horizons for a profession"  
American Institute of Certified Public Accountants. New York, 1967.

NEW ZEALAND SOCIETY OF ACCOUNTANTS

3. "1975 Syllabus of Examination", New Zealand Society of Accountants, Wellington.

THE CANADIAN INSTITUTE OF CHARTERED ACCOUNTANTS

4. "Uniform Final Examination Syllabus" - Adopted by provincial institutes of Chartered Accountants in Canada, The Canadian Institute of Chartered Accountants, Toronto, 1975.

.../THE

THE INSTITUTE OF CHARTERED ACCOUNTANTS IN ENGLAND AND WALES

5. "Examination Regulations and Syllabus", The Institute of Chartered Accountants in England and Wales, London, October 1975.

THE INSTITUTE OF CHARTERED ACCOUNTANTS OF SCOTLAND

6. "The C.A. Student Guide", The Institute of Chartered Accountants of Scotland, Edinburgh, March 1974.

PUBLIC ACCOUNTANTS' AND AUDITORS' BOARD

7. Government Gazette No 4980 dated 6 February 1976 "Schedule C", (Extracts reproduced under Government Printer's Authority No 5671, dated 10 May 1976.

COMMON BODY OF KNOWLEDGE COMMITTEE

8. "Report of the Common Body of Knowledge Committee on the Knowledge Required by the Future Newly Qualified Accountant and other Matters", The National Council of Chartered Accountants (S.A.), Johannesburg, November 1969.

THE SOCIETY OF INDUSTRIAL ACCOUNTANTS OF CANADA

9. "Information Handbook - The Society of Industrial Accountants SIA Educational Programs", and "Course Outline", The Society of Industrial Accountants of Canada, Hamilton.

COMPARISON OF SYLLABI OF VARIOUS ACCOUNTING INSTITUTES - ACCOUNTING

AMERICAN INSTITUTE OF CERTIFIED PUBLIC ACCOUNTANTS

For details see Chapter 4.10.

THE CANADIAN INSTITUTE OF CHARTERED ACCOUNTANTS

FINANCIAL ACCOUNTING AND REPORTING

Theory and Practice

	Level
I Organization, operation and accounting for each type of profit-oriented entity, including the relevant law applicable to each type.	Three
II (a) Theory of accounting - underlying assumptions, concepts principles of asset valuation and income measurement.	Three
(b) Problems relating to all assets, liability, revenue, expense and equity items.	Three
(c) Accounting terminology.	Three
(d) Generally accepted accounting principles and practices as set out in the recommendations of the Accounting Research Committee of the CICA.	Three
(e) Guidelines issued by the Accounting Research Steering Committee of the CICA.	Two
(f) Alternatives to the conventional accounting model, including:	
(i) General price-level adjustment;	Two
(ii) Current value models.	Two
(g) Current accounting literature from the following sources published within two years prior to the date of writing the Uniform Final Examination:	
(i) CA magazine;	Two
(ii) CICA Research Studies;	Two
(iii) CICA Accounting Research Committee Exposure Drafts;	Two
(iv) The Journal of Accountancy;	Two
(v) Pronouncements of the Financial Accounting Standards Board (US), including its predecessors.	Two
(h) History and development of accounting thought.	One
(i) Intercorporate investment - preparation of consolidated financial statements, excluding complex parent subsidiary relationships and complex inter-company transactions.	Three
III Reporting to shareholders, investors, credit granters, regulatory bodies and the public.	
(a) Purpose and uses of the various types of financial statements, including consolidated financial statements.	Three
(b) Statement presentation of all asset, liability, revenue, expense and equity items, including standards of disclosure.	Three
(c) Analysis and interpretation of financial statements.	Two

SPECIALIZED ACCOUNTING

Theory and Practical Application	Level
(a) Fund accounting	Two
(b) Estate and trust accounting	Two
(c) Bankruptcy, liquidation receivership, creditors' arrangements, including pertinent legal requirements.	Two
(d) Agency and branch operations, departmental operations, consignments and installment sales.	Two

PUBLIC ACCOUNTANTS' AND AUDITORS' BOARD

ACCOUNTING:

Note - The importance from the point of view of management of the interpretation of accounting records and the use of information for policy decisions and control purposes is stressed.

- (a) Thorough knowledge.
  - (i) Theory of double entry bookkeeping:
    - Sources of information and nature of documents from which books of account are compiled.
    - Books of prime entry, including columnar records:
      - Recording of transactions and posting to the ledger.
      - Use of journal.
      - Nominal and subsidiary ledgers and control accounts.
      - Balancing the ledgers: Preparation, uses and limitations of the trial balance.
      - Reconciliation statements.
      - Incomplete records.
      - Preparation of basic types of financial statements.
      - Classification of accounts.
      - Accounting terminology.
  - (ii) Underlying concepts and generally accepted principles of accounting:
    - (a) Basic concepts:
      - Distinction between assets of business and those of proprietors.
      - Consistency with previous accounting period.
      - Distinction between capital and recurring revenue.
      - Materiality.
    - (b) Asset valuation:
      - Cost and departure from cost; in special circumstances.
      - Diminution in asset values, e.g. allowance for bad debts, accumulated amortization and depreciation provisions.
      - Specific aspects.
      - Intangibles.
      - Fixed assets.
      - Investments.
      - Stock and work in progress.
      - Debtors.
      - Other current assets.
    - (c) Measurement of profit and loss:
      - Recognition of when income is earned.
      - Matching of costs and revenue.
      - Treatment of non-recurring or exceptional items.
      - Deferred income and deferred expenditure.
      - Taxation, including deferred taxation.
      - Accounting cycle - the natural business year.

.../(iii)



(iii) Preparation and presentation of financial statements:

Balance sheet.  
Profit and loss account.  
Receipts and payments account.  
Income and expenditure account.  
Limitations in use of financial statements.  
Ratio analysis.  
Source and application of funds.  
Standards of disclosure, i.e. accounting principles and legal requirements, such as the provisions of the Companies Act.

Notes to financial statements.  
Reports to shareholders, interim and annual.  
Events subsequent to accounting date.  
Group financial statements.  
Consolidated accounts.  
Other forms of groups accounts.

(iv) General:

Partnership accounts (including treatment of goodwill).  
Branch accounts.  
Specialised transactions, including hire-purchase, instalment, sales, township development, consignment, agency and foreign exchange.

Reporting in relation to changes in purchasing power of money.

Accounts of trustees, liquidators and executors.

Developments and changes in generally accepted accounting principles and practices as published in statements issued from time to time by the Public Accountants' and Auditors' Board, the National Council of Chartered Accountants (S.A.) and other organised professional accounting bodies.

(b) General knowledge.

(i) The accounts of specialised undertakings including those of:

Banks.  
Building societies.  
Co-operatives.  
Friendly societies.  
Mines.  
Insurance companies.  
Pension and provident funds.

(ii) Current developments of and changes in accounting practices which are gaining popularity but which cannot be said to be generally accepted.

COMPARISON OF SYLLABI OF VARIOUS ACCOUNTING INSTITUTES - AUDITING:

AMERICAN INSTITUTE OF CERTIFIED PUBLIC ACCOUNTANTS

For details see Chapter 4.10

THE CANADIAN INSTITUTE OF CHARTERED ACCOUNTANTS

AUDITING:

	<u>Level</u>
(a) Audit objectives	Three
(b) Audit planning, including determination of the scope of the audit	Three
(c) Techniques and procedures:	Three
(i) General;	Three
(ii) Evaluation of internal control;	Three
(iii) Flow charting;	Two
(iv) Statistical sampling.	Two
(d) Generally accepted auditing standards.	Three
(e) Problems relating to:	
(i) Unincorporated businesses;	Three
(ii) Consolidated statements;	Three
(iii) Prospectuses.	Two
(f) Events subsequent to balance sheet date.	Three
(g) Operational and management auditing.	Two
(h) Auditing standards as set out in the recommendations of the Auditing Standards Committee of the CICA.	Three
(i) Guidelines issued by the Auditing Standards Steering Committee of the CICA.	Two
(j) Current auditing literature from the following sources published within two years prior to the date of writing the Uniform Final Examination:	
(i) CA magazine;	Two
(ii) CICA Audit Techniques Studies;	Two
(iii) CICA Auditing Standards Committee Exposure Drafts;	Two
(iv) The Journal of Accountancy;	Two
(v) Statements of Auditing Standards issued by the American Institute of Certified Public Accountants.	Two

PROFESSIONAL PRACTICE:

	<u>Level</u>
(a) Auditor's appointment	Three
(b) Auditor's legal rights, responsibilities and liabilities.	Three
(c) Professional ethics	Three
(d) Organization of the accounting profession	One

INVESTIGATIONS:

- (a) Planning the scope of the investigation, techniques and procedures to be used, and matters to which the final report should be directed.
- (b) Fraud.

THE INSTITUTE OF CHARTERED ACCOUNTANTS IN AUSTRALIA

AUDITING AND INVESTIGATIONS:

General Prescription:

Responsibility of the auditor and auditing standards; use of statistical techniques; problems of valuation and verification; application to various forms of accounting system, including computer systems. Preparation for and implementation of investigations.

Detailed Prescription:

TOPIC	Level
Legal and professional responsibilities, liabilities and rights of auditors.	2
Development of auditing standards	1
Special features of company audits	2
Professional ethics	2
Audit of consolidated statements	2
Qualification of reports	1
Statistical sampling applied to auditing	2
Auditor's role in systems design	1
Investigations and special reports	2
Events subsequent to balance sheet date	2
Auditor's report - formation of opinion and presentation	2
Problems relating to:	
Unincorporated businesses;	1
Prospectuses.	2
Operational and management auditing	1
Auditing principles and practices as set out in the recommendations of the Institute	2
Current developments in auditing principles, practices and techniques, including the publications of the Institute	2
Auditor's appointment	1
Reliance on other auditors	1
Reporting on statements without audit	1
Audit techniques for computer systems including impact of computer processing on audit techniques; hardware controls, program controls and external controls over data processing activity; audit of work processed at a data centre; use of computer as an audit tool.	2
Planning the scope of the investigation, techniques and procedures to be used, and matters to which the final report should be directed.	2
Problem analysis appropriate to: feasibility studies; purchase and sale of business - assets, shares; valuation of shares buy-sell agreements; fraud; insurance losses; credit appraisal	1

THE INSTITUTE OF CHARTERED ACCOUNTANTS IN ENGLAND AND WALES

AUDITING (Professional Examination I):

1. Auditing

- (a) The objects of an audit; various types of audit; appointment of auditors; object and form of audit reports; in particular, the

.../nature

nature and purpose of the audit of the limited company; the place of the auditor in the economic framework of the business community; the importance of the independence of the auditor as a verifier of financial information and the nature of his responsibility for his opinions.

- (b) The audit report under Section 14 of the Companies Act 1967; the meaning of the audit report and the recognised types of qualified opinions; the concept of truth and fairness.
- (c) The responsibility of directors for presenting accounts showing a true and fair view, operating an appropriate system of internal control, and safeguarding the assets of the company; the auditor's relationship with the directors and management including letters of engagement and letters of weaknesses; co-ordination of internal and external audits.
- (d) The form of the audit and the nature of audit evidence; the appraisal and evaluation of the systems of internal control over transactions, assets and liabilities; the design of detailed audit procedures; the drawing of conclusions therefrom; verification of assets and liabilities; audit working papers.

AUDITING (Professional Examination II):

AIM

The aim of the examination is to assess the extent to which students have acquired a sound knowledge of current auditing practice and procedures:

CONTENT

All matters included in the Auditing syllabus in the Auditing, Systems and Data Processing paper.

The provisions of the Companies Acts in so far as they affect the auditor and accountant; accounts including group accounts; reports for prospectuses; special provisions relating to banks and insurance companies; legal rights, duties and responsibilities of the auditor under statute and common law; the law relating to distribution of profits.

The Institute's Recommendations on Accounting and Auditing; Statements of Standard Accounting Practice and (when published) Standard Auditing Practice.

The requirements of the Stock Exchange relating to the admission of securities to quotation in so far as they affect the auditor and reporting accountant, reports on profit forecasts.

An appreciation of the application of statistical sampling techniques for audit purposes.

The principles of the audit of computer systems.

THE INSTITUTE OF CHARTERED ACCOUNTANTS OF SCOTLAND

AUDITING:

- (a) Principles -
  - (i) Nature and scope of audit, statutory and non-statutory.
  - (ii) Case law affecting auditors.
  - (iii) Recommendations by the Institutes of Chartered Accountants on auditing and accounting.
  - (iv) The audit implications of each Statement of Standard Accounting Practice.
  - (v) Professional ethics and etiquette.
  - (vi) Fraud.

- (b) Procedures and techniques:
  - (i) Principles of internal control.
  - (ii) Recording and evaluation of systems of internal control.
  - (iii) Testing and sampling.
  - (iv) The transactions audit.
  - (v) The balance sheet audit.
  - (vi) The audit of mechanical and computer based accounting systems.
  - (vii) The control and management of audits.
  - (viii) The use and significance of letters of engagement management letters and audit verification certificates.
- (c) The audit of all classes of accounts other than those of banks, insurance companies, investment trusts, trusts and executries, liquidations, nationalised undertakings building societies.

PUBLIC ACCOUNTANTS AND AUDITORS BOARD

AUDITING:

- (a) Thorough knowledge.
  - (i) Objectives:
    - Meaning of audit.
    - Primary objectives:
      - Statutory audits.
      - Other audit engagements.
      - Specialised objectives in regard to the various items in financial statements.
  - (ii) Planning and execution:
    - Initial planning.
    - Evaluation of internal control:
      - Purpose.
      - Methods employed in defining system, such as questionnaires and flow charts.
      - Effect of internal audit.
      - Determination of scope.
    - Audit programmes:
      - Purpose.
      - Preparation.
      - Limitations.
    - Audit working papers:
      - Audit of day-to-day transactions:
        - Vouching generally.
        - Procedural testing.
      - Verification of assets and liabilities, including physical inspection and oral enquiry.
    - Procedures necessary to expedite the presentation of financial statements.
    - Sampling techniques: Purpose, advantages and limitations of:
      - Judgmental sampling
      - Statistical sampling
  - (iii) Auditors' responsibilities:
    - Independence and objectivity
    - Rights and duties:
      - Relevant provisions of the Companies Act and the Public Accountants' and Auditors' Act.
      - Relevant Court decisions.
    - Audit reports:
      - Unqualified.
      - Qualified.
      - Reports on unaudited financial statements.
      - Effect of events subsequent to balance sheet date.
      - Ethics and rules of professional conduct.
      - Statutory provisions with regard to appointment.

.../(iv)

(iv) General:

Developments and changes in generally accepted auditing principles and practices as published in statements issued from time to time by the Public Accountants' and Auditors' Board, National Council of Chartered Accountants (S.A.) and other organised professional accounting bodies.

The application of audit procedures to business investigations.

(b) Good working knowledge.

EDP Installations - See Annexure H.1.

(c) General knowledge.

The audit requirements of specialised undertakings, such as-

banks;  
building societies;  
co-operatives;  
friendly societies;  
insurance companies;  
pension and provident funds;  
stockbrokers;  
mortgage participations.

Prospectus reports.

Current development of and changes in standard auditing practices and procedures which are gaining popularity.

COMPARISON OF SYLLABI OF VARIOUS ACCOUNTING INSTITUTES -  
COMPUTERS AND DATA PROCESSING INCLUDING THE AUDIT THEREOF

AMERICAN INSTITUTE OF CERTIFIED PUBLIC ACCOUNTANTS

Electronic data-processing systems and computers are chiefly treated in the auditing section as types of systems which the CPA should understand for audit purposes. Testing in this area will be at the level where candidates are required to demonstrate (1) a basic knowledge of a computer system - the function of the component parts, the general capabilities of the system, and the more universal terms associated with the computer; (2) the ability to design, analyze, and flowchart a system of modest complexity; (3) a general knowledge of the common commands used in computer languages sufficient to program, debug, and test a simple problem; and (4) an understanding of the control procedures and needed modification of auditing methods to conform to computerized systems and to audit using the computer.

CANADIAN INSTITUTE OF CHARTERED ACCOUNTANTS

	Levels
(a) Data processing systems:	
(i) Manual and mechanical processing;	Two
(ii) Computer processing systems.	Two
(b) Computer capabilities:	
A non-technical understanding, emphasizing advantages and limitations, with particular reference to accounting applications.	Two
(c) Programming:	
(i) Programming languages;	One
(ii) Program development;	One
(iii) Flow charting and development-ation.	One
(d) Audit techniques for computer systems:	
(i) Impact of computer processing on audit techniques;	Two
(ii) Hardware controls, program controls and external controls over data processing activity;	Two
(iii) Audit of work processed at a data centre;	Two
(iv) Use of computer as an audit tool.	One

THE INSTITUTE OF CHARTERED ACCOUNTANTS IN AUSTRALIA

DATA PROCESSING AND SYSTEMS ANALYSIS

General Prescription:

The design, evaluation and control of various forms of data processing system for accounting and non-accounting purposes.

Detailed Prescription:

TOPIC	Levels
Mechanised accounting systems.	1
Punched cards and punched tape.	1
General survey and E.D.P. applications.	1
Basic concepts of data, information and information systems.	2
Development of data processing	1
Basic computer concepts	2
Computer hardware configurations.	1
Introduction to number systems.	1
Machine language programming.	1
Higher order languages - compilers and assemblers.	1
Operating systems.	1
Multiprogramming, multiprocessing, and timesharing.	1
File management and maintenance.	2
Feasibility studies.	2
Evaluation of existing systems.	2
System design - organisation and methods.	2
Implementation of new systems.	2
E.D.P. organisation.	2
Computer and system controls.	2
Integrated and real-time systems.	1
Auditing:	
Audit techniques for computer systems including impact of computer processing on audit techniques; hardware controls, program controls and external controls over data processing activity; audit of work processed at a data centre; use of computer as an audit tool.	2

THE INSTITUTE OF CHARTERED ACCOUNTANTS IN ENGLAND AND WALES

AUDITING, SYSTEMS AND DATA PROCESSING

Aim

The aim of the examination is to assess the extent to which the candidates appreciate the nature, purposes and procedures of an audit in the particular context of the information systems of modern business and the ability to:

- (a) evaluate systems from the standpoint of internal control and operating efficiency;
- (b) understand and apply systems techniques;
- (c) understand the functional, though not the technical, characteristics of business equipment and the principles involved in selection and use for particular purposes.

SYSTEMS AND DATA PROCESSING

- (a) SYSTEMS ANALYSIS, DESIGN AND IMPLEMENTATION:

.../Elements

Elements of information systems of all kinds; input, processing and output; objects and methods of systems analysis; flow-charting; principles of systems design; internal control; systems specifications; principles of programming; documentation; control of installation projects.

(b) DATA PROCESSING AND OTHER BUSINESS EQUIPMENT:

Office methods and equipment; the functions (not the technical characteristics) and the principles of selection and use of different kinds of equipment such as mechanical and electronic accounting machines, computers and peripheral equipment; punched cards; paper tape; magnetic tape; software.

The principles of the audit of computer systems.

THE NEW ZEALAND SOCIETY OF ACCOUNTANTS

COST AND MANAGEMENT ACCOUNTING

PLANNING AND DEVELOPMENT OF DATA PROCESSING SYSTEMS:

(i) Systems investigation -

- (a) general background of information
- (b) existing data flow
- (c) information gathering methods
- (d) documentation of results of investigation

(ii) Systems analysis -

- (a) objectives of analysis
- (b) participation of operating personnel and management
- (c) analysis of inputs, outputs, procedures
- (d) definition of future objectives to provide for growth and expansion
- (e) documentation of results of systems analysis

(iii) Systems design -

- (a) output of the system
- (b) input of the system
- (c) processing required to produce output from input
- (d) possible types of controls
- (e) forms design
- (f) coding system design
- (g) master file design
- (h) run structure
- (i) comparison of random access with sequential processing

AUDITING:

- (1)(iv) The principles followed and techniques used in the examination of financial statements, including those prepared by electronic data processing systems.

THE INSTITUTE OF COST AND MANAGEMENT ACCOUNTANTS (ENGLAND)

MANAGEMENT INFORMATION SYSTEMS AND DATA PROCESSING (MISDP)

Candidates will be asked to answer five questions out of seven.

AIM:

To study the theory and practice of management information systems, systems design and the computer as an integral part of such systems.

SYLLABUS:

Basic concepts of systems: deterministic, probabilistic, cybernetic.

The firm as a system composed of sub-systems:

levels of information - operations, planning and policy making, information handling, communication theory. Feedback and control - closed loop and open loop systems; decision-making as information processing; models and simulation.

Development of management information systems: documentation, implementation, maintenance, flexibility and adaptability.

Systems design: objectives of the total system; contribution of each sub-system, avoiding sub-optimisation. Rationalisation of information flows, timing and accuracy. Outputs; destinations; effect of time lag; inputs. Deviations from standards.

Elements of data processing: data collection. Preparation and control methods. Manual and mechanised systems using simple office machinery.

Digital computers:

Hardware: Functions of the central processor, input devices, types of storage and their suitability for specific applications. Output display and transmission devices.

Software: Types of software. Languages. Principles of programming. Use of programming aids, manufacturers' software and application packages. Technical terms in software generally.

Systems analysis and design for computer applications. Selection of batch processing, on-line processing.

Feasibility studies and project planning and control. Processing policy - use of computer bureaux. Impact of the computer on company organisation, reporting methods, management practice etc.

THE SOCIETY OF INDUSTRIAL ACCOUNTANTS (CANADA)

DATA PROCESSING EQUIPMENT AND PROGRAMMING

The content of the course is descriptive and technical. It is designed to introduce the student to computers and programming and thus give him an understanding that will enable him to use and appreciate computers in the rest of the program.

LEVEL OF KNOWLEDGE

Students are expected to have a fair to good knowledge of computers and related equipment - how they operate and the accuracy necessary when addressing them. They should be able to write a simple program that would involve loops, a sub-routine, and a function sub-program.

The Development of Data Processing  
The Computer and Its Components  
Input, Output and Communications  
Flowcharting  
Arithmetic Statements  
Input and Output  
Branching  
Loops and Subscripts  
Computer Systems in Business  
Programming in Business

- Introduction
- Basic Terms Used in Programming
- The Competition Between Languages
- A Comparison of Languages
- Software for Retrieval
- Management Decisions
- Conclusions.

INFORMATION SYSTEMS: ANALYSIS, DESIGN AND IMPLEMENTATION

Building upon the student's earlier exposure to programming and data processing equipment, the objectives of this course are (i) to develop an understanding of the concepts of system structure and design and to relate these concepts to the economic/financial information requirements, information flows, decision criteria and control mechanisms in the organization, and (ii) to emphasize the role of electronic data processing in analysis, design and implementation of information systems.

Level of Knowledge

Students are expected to have a good knowledge of the concepts of systems and the analysis and design of administrative systems. Concepts of interface, integration, common data banks, different types of systems (e.g., data processing and management information storage, retrieval and communication; and the techniques of analysis and flowcharting should be clearly understood.

INFORMATION SYSTEMS: ANALYSIS, DESIGN AND IMPLEMENTATION

Introduction to Systems  
Systems Flowcharting and Block Diagrams  
Concepts of Management Information Systems and Its Implementation  
Analysis of Current Systems Costs and Problem Definition  
Feasibility Study and Systems Selection  
File Design and Forms Design  
Systems Documentation  
Data Base and Data Structures  
Analysis of Computer Systems and Selection  
Systems Study for the Acquisition of a Mini-Computer.

SUGGESTED SYLLABUS OF THE COMMON BODY OF KNOWLEDGE COMMITTEE OF THE NATIONAL COUNCIL OF CHARTERED ACCOUNTANTS (S.A.)

DATA PROCESSING

a. GOOD WORKING KNOWLEDGE:

(i) Systems analysis and design:

- The stages in a systems project, i.e. volumes, requirements, etc.
- Problems in the design of information systems
- Information specification, logic flowcharting and form design
- Alternative methods, i.e. hand-written, mechanical, punched card and EDP
- Management service function
- Procedure manuals

(ii) Automatic data processing (A.D.P.):

- Storage and retention of records
- Creation of input and output, including methods of capturing data
- Installation methods

(iii) Computer systems:

(a) Methods and terminology, including

- Feasibility; Systems analysis; Systems design; Input and output; Processing required; Controls; Forms; Coding; Creation and security of master files; Random and sequential access.

(b) Processing, including:

- Classification of computers: Basic hardware components; Central processing unit; Data representation; Operation; Peripheral units; Software and its importance; Implementation.

(c) Programming languages

- Function of different languages
- Elements of program development
- In respect of one high-level language:
  - Description; Instructions; Sub-routines; Data formatting and editing; Labels.
  - Program preparation
  - Program documentation

(d) Remote terminals and on line and real time applications

- Time sharing

.../b.

b. GENERAL KNOWLEDGE:

- Non-computer equipment capabilities
- Computer capabilities
- Applications and their advantages and disadvantages, including:
  - Simulation; Linear programming; PERT; Forecasting; Inventory control; Mathematical tool, e.g. Fortran; Current developments in available equipment and techniques.

PUBLIC ACCOUNTANTS' AND AUDITORS' BOARD  
(EFFECTIVE 1980)

- (b) Good working knowledge.  
The audit of EDP installations:  
Effect of EDP on audit objectives and conventional techniques.

Hardware controls.

Software (Program) controls.

External controls over processing activities, namely file control, exception reporting, etc.

External controls over source and user departments.

Test decks: Their preparation, purpose, advantages and disadvantages.

Analysis of program logic.

Use of computer as an audit tool, e.g. audit program, loop program, etc.

Audit planning.

Implications of bureau applications.

Special audit requirements at the design stage: Audit files, printouts, etc.



COMPARISON OF SYLLABI OF VARIOUS ACCOUNTING INSTITUTES - MANAGEMENT CONTROLS

THE CANADIAN INSTITUTE OF CHARTERED ACCOUNTANTS

MANAGERIAL ACCOUNTING AND CONTROL: Level

- (a) Accounting information for product costing, including:
  - (i) Absorption costing vs. direct costing; Three
  - (ii) Job order costing; Three
  - (iii) Process costing. Three
- (b) Accounting information for planning, control and decision-making, including:
  - (i) Internal control; Three
  - (ii) Budgeting; Two
  - (iii) Responsibility accounting; Two
  - (iv) Standard costing; Two
  - (v) Management control systems, including divisional performance measurements; Two
  - (vi) Cost-volume-profit relationships; Two
  - (vii) Relevant cost analysis; Two
  - (viii) Capital investment decisions. Two

- Communication and control 1
- Cost concepts and relationship to managerial functions 2
- Cost behaviour studies 2
- Decision models and introduction to operations research techniques 1
- Budgets and profit planning 2
- Capital budgeting and expenditure appraisal 2
- Strategic planning 1
- Management control systems 2
- Responsibility accounting 2
- Performance measurement and control 1
- Quality control 1
- Cost recording systems and treatment of overheads 2
- Joint and by-product costs 1
- Standard cost systems, including variance analysis and behavioural aspects 2
- Direct or variable costing 2
- Non-manufacturing costs 1
- Divisional performance and transfer pricing 2
- Inventory control techniques and models 1
- Use of subjective probability in decision-making 1
- Simulation models 1
- Introduction to network analysis. 1

ASSOCIATED AREAS:

II The management process:

- (a) Concepts in behavioural science that are pertinent to management, including basic human needs and motivation, communication, reactions to stress, change and resistance to change, innovation and creativity. One
- (b) Planning - setting objectives policy-making, long and short range planning. Two
- (c) Organizing and co-ordinating. Two
- (d) Mobilizing resources - personnel, finances, facilities. Two
- (e) Directing and - human relations, supervision. Two
- (f) Communicating and controlling - controls, feedback, corrective action. Two

THE INSTITUTE OF CHARTERED ACCOUNTANTS IN ENGLAND AND WALES

MANAGEMENT ACCOUNTING:

AIM

The aim of the examination is to assess the extent to which candidates are able to use and interpret the methods and techniques available in the financial management of organisations.

CONTENT

The collection, compilation, presentation, analysis and interpretation of financial data for use in the creation of management policy, in short- and longterm planning and decision-making, and in the control of the execution of policy and decisions at all levels of the organisation, and in particular:

- (a) Design and organisation of management information systems, including the use of computer methods.
- (b) Short- and long-term budgetary planning.
- (c) Budgetary control, including the control of costs and revenue in detail.
- (d) Analysis of costs and revenues for decisions, including those relating to capital expenditure and the financing thereof.
- (e) Presentation of reports, including the design of forms and methods of presentation.

Candidates will be expected to understand the use in financial management of statistical and operational research methods and concepts as specified in the syllabi for Statistics (Foundation Examination) and Elements of Financial Decisions. Questions may be set on problems that can be solved by the use of these techniques, but they will not carry more than one-third of the marks for the paper.

THE INSTITUTE OF CHARTERED ACCOUNTANTS IN AUSTRALIA

401 Management Accounting and Organisation

General Prescription:

An advanced treatment of management accounting, including cost accounting, budgetary control and decision techniques, with particular reference to behavioural considerations, organisation theory and operations research methods.

Detailed Prescription:

TOPIC	<u>Level</u>
Management information systems and accounting	1
Business objectives and organisation	1
Organisation structure and delegation	1
Introduction to the functional fields of business, including production, marketing, personnel and labour relations.	1

THE INSTITUTE OF CHARTERED ACCOUNTANTS OF  
SCOTLAND

MANAGEMENT ACCOUNTING (4½ Hours in all comprising one paper of 2½ hours and one paper of 2 hours)

- (a) Costs: the relationship of expenditure and resultant achievement to give cost, different costs for different purposes—standard costs, fixed costs, variable costs, incremental costs, marginal costs, etc.
- (b) Cost accounting: the operation and application to practical situations of all types of cost recording and cost control systems.
- (c) Interpretation and reporting: interpretation of data and reporting to all levels of management; importance of prompt reporting; responsibilities for action.
- (d) Financial planning: fund flow analysis; cash forecasts; profit projections; assessment of additional working capital requirements; effect of investment incentives and taxation on the appraisal of projects; advising on viability and on ranking within fund availability of capital projects; budgeting for and controlling capital expenditure.
- (e) Profitability: optimisation of use of resources and of product mix; use of marginal and incremental techniques and the dangers involved; use of comparative ratios within an organisation and within an industry; the importance of the time/volume relationship of revenue and cost; value analysis.
- (f) Economic factors: the effects of inflation or deflation on stock valuation, asset replacement policy, pricing policy and growth potential; the meaning of productivity and its importance.

MATHEMATICS AND MANAGEMENT:

- (a) Management structures and resources: functions of the manager; management organisation structures; management planning and the use of the specialist services of market research, work study, organisation and methods; measurement of management performance.

PUBLIC ACCOUNTANTS' AND AUDITORS' BOARD

MANAGEMENT CONTROLS:

Note: The importance, from the point of view of management, of the interpretation of accounting records and of the use of information for policy decisions and control purposes is stressed.

- (a) Thorough knowledge.

- (i) Management accounting:

Objects, uses and limitations of accounting as a tool of management at all levels. Sources of information and types of control. The meaning and significance of variances.

Budgetary control:

Preparation of budgets.  
Calculation and explanations of variances.

Cost accounting:

The purposes of cost accounting and its relationship to the determination of profitability.

Elements of cost, i.e. labour, materials, fixed and variable expenses.

Various methods of Cost Accounting, e.g. standard, job, process, and their respective uses.

By-products and joint products.

Developments of specific costing systems:

Techniques commonly employed.

Procedures.

Form design.

Integration with financial records.

- (ii) Analytical control:

Theory, practical application and significance of trends:

Moving averages, exponential smoothing applied to increasing and decreasing trends.

Theory, practical application and significance of return on investment concepts.

Break-even analysis and correlation.

Relationship between sales, costs and capital employed, including effects on profit margins of price variances, differences in volume, etc.

Network analysis.

Inventory control techniques.

- (iii) Internal control:

Characteristics and purpose.

Techniques commonly employed, including accounting controls, authorisation and division of duties.

Significance and nature of internal audit.

Significant features in relation to specific aspects of operations, such as -

general organisation;

cash transactions;

sales, debtors' accounts and receipts;

purchases, expenses, suppliers' accounts

and payments;

payrolls;

stock and work in progress;

fixed assets;

securities.

- (iv) General knowledge:

Current developments in available techniques.

COMPARISON OF SYLLABI OF VARIOUS ACCOUNTING INSTITUTES -  
QUANTITATIVE TECHNIQUES

AMERICAN INSTITUTE OF CERTIFIED PUBLIC  
ACCOUNTANTS

While quantitative techniques applicable to professional accounting may appear in any section of the CPA examination, they more frequently appear in the Accounting Practice examination. Candidates may be tested on their knowledge of the accounting and other business applications of modern algebra (linear and non-linear), calculus (differential and integral), probability and statistics, and other applied mathematical techniques.

The recommended topics are:

	Lectures
1. Probability (Finite sample spaces)	10
2. Differential and integral calculus (Functions of one variable)	39
3. Probability (Infinite sample spaces. Discrete and continuous)	19
4. Linear algebra	39
5. Analysis -	
(a) Functions of several variables, partial derivatives, extreme values of functions, Lagrangian multipliers, inequality constraints.	10
(b) Complex numbers and exponentials Euler's formula, calculus of trigonometric functions.	9
6. Difference and differential equations	20
7. Computation	
(a) Orientation and use of flow diagrams	3
(b) Teaching of a simple language	3
(c) Working examples - tabulating a function, problems in probability theory etc.	7
8. Probability and statistics sequence	
(a) Integration	13
(b) Moment generating functions	4
(c) Sequences of random variables	5
(d) Statistical Inference	20
(e) Relationships and a set of random variables	4
(f) Linear models	10
(g) Design	15
(h) Stochastic processes and review of Markov Chains	7
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CANADIAN INSTITUTE OF CHARTERED ACCOUNTANTS

QUANTITATIVE METHODS:

	Level
(a) Mathematics of finance, including time, value of money, interest, annuities and evaluation of bonds and other securities	Two
(b) Basic statistics, including the graphical display of data, measures of central tendency, the use of histograms in the grouping of data, basic probability, the use of the normal curve in the theory of sampling, and regression and correlation analysis. (The probability portion includes elementary set theory, the fundamental rules of probability, the definition of random variable and the uses of the binomial probability distribution.)	Two
(c) Basic concepts of decision theory, linear programming and simulation.	One

THE INSTITUTE OF CHARTERED ACCOUNTANTS IN  
AUSTRALIA

STATISTICS

General Prescription:

Introduction to descriptive statistics and statistical inference. Elementary probability theory and basic ideas of survey sampling.

Detailed Prescription:

TOPIC	Level
Collection and presentation of numerical data	2
Frequency distributions	2
Measures of central tendency and dispersion	2
Elementary probability theory	2
The binomial distribution	1
The normal distribution and the standard normal area table	2
The sampling distribution of the sample mean	2
Point and interval estimation of a population mean using the normal distribution	2
Test of hypothesis on a single population mean using the normal distribution	2
Type I and type II decision errors	1
The simple linear regression relation and the correlation coefficient	2
Basic ideas of survey sampling	1
Price index numbers	1
The component elements of a time series and determination of the trend	1

THE INSTITUTE OF CHARTERED ACCOUNTANTS IN ENGLAND AND WALES

STATISTICS

AIM

The aim of the examination is to assess the extent to which candidates understand and can use the basic ideas underlying statistical methods, at an introductory level but avoiding superficiality, in order to provide a sound foundation of knowledge for the use of these methods in various aspects of the work of accountants.

CONTENT

1. MEASUREMENT AND DESCRIPTION

- (a) The nature of statistical data: Need for measurement; statistical description and structure; accuracy of data; outlying observations; sources of data.
- (b) Description of sample data: Classification; graphical presentation; histograms and frequency distributions; measures of location and variation and their calculation.

2. PROBABILITY AND SAMPLING

- (a) The meaning of probability: Rules for calculating the probabilities of complex events; mathematical expectation.
- (b) Random variables and probability distributions: Their nature and use; the concept of moments; the binomial distribution and its properties; normal approximation to binomial.
- (c) Sampling: Random sampling; modified random sampling; sampling distribution of the mean; standard error of the mean; small population sampling.
- (d) Index numbers: Purposes of calculation; selection of items; choice of basic period; choice of weights; methods of construction; use of indices in making valid comparisons.

3. INFERENCE

- (a) Estimation: Point estimates and confidence intervals; estimation of a population mean; estimation of unknown proportion in attribute sampling; estimation with large or small samples.
- (b) Testing hypotheses: Type I and type II errors; testing a mean; testing the difference of two means; testing a proportion; testing the difference of two proportions.
- (c) Correlation and regression with two variables: Scatter diagrams; linear relationships; least squares estimation of regression lines; standard error of estimates; correlation coefficient and its interpretation.

Candidates may be asked questions to demonstrate their understanding of the basic principles and assumptions of the methods covered by the syllabus, to show their ability to select appropriate statistical methods in the solution of particular problems, and by solving simple numerical problems to demonstrate their ability to use the methods.

The mathematical level of competence required at the commencement of study is that of the General Certificate of Education O-level syllabus in mathematics.

THE INSTITUTE OF CHARTERED ACCOUNTANTS OF SCOTLAND

ELEMENTARY STATISTICS: description and presentation of statistical data; averages (mean, median, mode); measures of dispersion (standard deviation, mean deviation range, interquartile range); theoretical frequency distributions (normal, binomial, Poisson); logical basis of sampling theory (random systematic, cluster); statistical inference (estimation and confidence intervals, testing hypotheses).

QUANTITATIVE TECHNIQUES -

- (i) Forecasting: elementary time series analysis; seasonal coefficients; exponential smoothing.
- (ii) Linear programming: graphical solution to two variable problems; the Transportation problem; limitations of the linear assumption.
- (iii) Networks: network construction; critical path method; project evaluation and review technique (P.E.R.T.) and uncertain durations; resource profiles.
- (iv) Decision making under uncertainty: mathematical expectation; decision trees.
- (v) Stock control: analysis and classification of stock and stock holding cost; the formula for economic order quantity (E.O.Q.); safety stocks re customer service.

NOTES

- (i) Candidates will be expected to have sufficient knowledge of how to carry out the arithmetic of a technique to enable them to derive a result interpret it and discuss the limitations of the technique.

SUGGESTED SYLLABUS OF THE COMMON BODY OF KNOWLEDGE COMMITTEE OF THE NATIONAL COUNCIL OF CHARTERED ACCOUNTANTS (S.A.)

GOOD WORKING KNOWLEDGE:

Introduction to Mathematical approach to problemsolving; formulation of a model by optimising some objective function subject to specific restraints; importance of reducing 'axioms' to

.../a min-

a minimum; discarding insignificant data; leaving flexibility in the model.

Concept of a function; arithmetic, geometric, binomial and exponential series; limits; derivatives and their application to the solution of maxima and minima; application of elementary calculus to business problems; differentiation, integration, Taylor's Theorem.

Compound interest and discounting formulae and their derivation.

Equalities and inequalities; matrix algebra; linear programming, including 'simplex' method.

Collection and tabulation of statistical data; approximation and limits of accuracy; analysis of statistical information and its interpretation in non-technical language; graphs and diagrams, including logarithmic graphs; decomposition of time series; index numbers.

Measures of central tendency; measures of dispersion; frequency distributions; shapes and parameters of classical distributions, such as normal, binomial, Poisson, exponential and rectangular distributions; simple curve fitting; simple correlation and regression.

Elements of probability theory and relation to set theory and integrating a function; addition and multiplication laws; permutations and combinations; conditional probability.

Sampling distributions; standard errors; confidence limits; the null hypothesis; significance tests based on the normal curve, Student's t-test,  $X^2$  tests.

Use of sampling in business; stock control; quality control; sales forecasting.

THE SOCIETY OF INDUSTRIAL ACCOUNTANTS OF CANADA

BUSINESS MATHEMATICS

The course includes a review of algebra, use of charts and graphs, simple and compound interest, the application of compound interest to bonds, amortization and sinking funds, investment, decision making, and matrices.

Level of Knowledge

The student should have a good knowledge of basic algebra and be able to use investment tables, equations, charts and graphs, and matrices.

COURSE OUTLINE

Introduction to the course.  
Exponentials and logarithmic functions.  
Factoring  
Solving linear equations in 1, 2 and 3 unknowns.  
Word problems - i.e. how to set algebraic equations up, an application of the concepts of this lesson  
Graphs and algebraic equations  
Quadratic equations,  
Notation - progressions; arithmetic, geometric  
Inequalities (linear programming will be used as an example here).

Vectors  
Matrices  
Determinants  
Solving linear equations using matrix algebra (inversion of  $2 \times 2$  matrices only)  
Ratio, proportion and percent  
Simple interest, simple discount, cash discount  
Compound interest and annuities  
Annuities in arrear and deferred annuities  
Investment in bonds extinction of debt, investment decision making  
Sets and probabilities  
Introduction to statistical methods

QUANTITATIVE METHODS I

Quantitative Methods I emphasizes mathematical concepts associated with discovering inner relationships (not superficially revealed in a problem situation). This course provides the foundation from which the ideas, principles and methods of mathematical techniques used in the second section of the course can be developed. To accomplish this, a broad range of mathematical topics must be considered and thus include algebra and aspects of analytical geometry, descriptive and inferential statistics, and set theory. A major portion of this section is devoted to inferential statistics and probability theory on account of its importance: the ability to form opinions, draw conclusions and even make predictions on the basis of observations, despite how incomplete they (observations) may be. From the study of this section, it is hoped that the student will (i) develop a facility with symbolic notation, (ii) be able to reduce complex problems to their significant elements, and (iii) to be able to express the relationships of these elements in quantitative terms.

Level of Knowledge

Students are expected to have a good knowledge of the introductory concepts involved in algebra and analytic geometry, descriptive and inferential statistics, and set theory.

Course Outline

Review of Algebra and Sets  
Introduction to Statistics  
Probability  
Random Variables and Probability Distribution  
The Binomial Model, Binomial Sampling  
The Normal Probability Distribution  
Estimation  
Hypothesis Testing  
Small Sample Theory

QUANTITATIVE METHODS II

Quantitative Methods II builds upon the concepts studied earlier and primarily deals with business problems that can be quantitatively expressed and solved. In essence, emphasis is placed on the model building process. The student is introduced to some of the more modern and sophisticated mathematical tools such as exponential smoothing, and directed to the understanding and methodologies of the above mathematical tools, their applications and limitations.

Level of Knowledge

Students are expected to have a fair to good knowledge of the applications of mathematical techniques to business problems and situations.

Course Outline

Quality Control

Regression and Correlation Analysis

Time Series Analysis

Decision Making under Certainty - The Linear Programming Model; The Simplex Method; Inventory Models; Limitations and Extensions of Economic Orders Quantity Model; PERT - cost; A Formal Statement of the Decision Problem; A Comprehensive Example; Other Decision Criteria; Bayes Theorem; The Machine Set-up Example; The Concept of Information; The Value of Information.

Decision Making under Uncertainty - Bayes Theorem; The Machine Set-up Example; The Concept of Information; The Value of Information.

Decision Making Under Certainty - The Value of Information; Special Cases of the Bayesian Decision Model  
Simulation

- How to Generate Random Draws From a Probability Distribution
- Simulation of Firm's Budgeted Financial Statements
- Simulation Within an Optimizing Model

COURSE OUTLINE - "OPERATIONAL AUDITING" OF THE SOCIETY OF INDUSTRIAL ACCOUNTANTS OF CANADA

The course is substantively operational auditing oriented, as opposed to the traditional external auditing type. Operational Audits - functional, services and overall performance - are covered in fair detail. The framework, audit process and responsibility for conducting the operational audit, are envisaged to be conceptual in nature. To place operational auditing in perspective, the student is introduced to auditing theory and philosophy, which includes the nature of auditing, evidence, internal control and sampling (both judgment and statistical).

Level of Knowledge

Students are expected to have a fair to good knowledge of audit theory and philosophy. They should have a good knowledge of the conceptual framework and process of operational auditing and the application thereof to the audit of operations.

1. Introduction to Auditing

- Accounting and Auditing Contrasted
- Internal Auditing
- Evolution of Internal Auditing
- The Role of Internal Audit
- The Statement of Responsibilities of the Internal Auditor
- Liaison with Shareholder's Auditor

2. Auditing Concepts, Standards and the Nature of Evidence

- Reasons for the Internal Audit
- Auditing Standards
- Internal Control
- Evaluating Internal Control
- Audit Working Papers

3. Auditing the Information System

- Nature and Importance of the Information System
- Nature and Purpose of Operational Auditing
- Identification of Operational Auditing Opportunities
- The Information System
- Internal Control
- Examination of the "Review of Organizational Control"
  - (a) Preparatory Work
  - (b) Examination of Company Program
  - (c) Examination of Specific Operational Activity
  - (d) Conclusions Regarding the Review of Organizational Control

4. Flowcharting and Sampling

- Introduction to Flowcharting
- Introduction to Sampling

5. Using the Computer

- Audit Approach to EDP
- Characteristics of an EDP Audit
- Criteria for Internal Control
- Application of Audit Techniques
- Around Versus Through the Computer
- Generalized Audit Programs
- Specific Applications
- Extensions of the Computer Audit

6. Procurement and Production

- The Procurement Cycle
- Internal Control of Procurement
- Audit Procedures: Procurement
- Production and The Inventory Problem

7. Auditing The Marketing System

- Scope of the Marketing System
- Scope of the Marketing Audit
- Assessment of Strategic Planning
- Audit of Operational Planning
- Monitoring Advertising Payoff
- Evaluating the Salesman/Advertising Balance
- Confirmation from Customers
- Compliance with Regulations

8. The Cash Management System

- Introduction
- Audit of Cash Planning
- Receipts and Disbursements
- Scope of Accounts Receivable
- Centralization Versus Decentralization
- Factoring
- Bank Relationships

9. Auditing The Personnel System

- Extent of the Personnel Audit
- Employment
- Labour Relations Regulations
- Security and Safety
- Personnel Data in the Information System

10. The Reporting Function

- Report to Management
- Structure and Content of an Internal Audit Report
- The Reporting Process

BODY OF KNOWLEDGE FOR SECOND TIER #

The Body of knowledge recommended for candidates in the second tier at the time of qualification should be a part of the wider body of knowledge envisaged for the newly-qualified chartered accountant. It is suggested that the study should comprise:

	<u>Equivalent to:</u>
Accounting	- 2 University courses
Auditing	- 1½ University courses
Company Law, Mercantile Law and other Regulatory Legislation	- 1½ University courses
Taxation	- 1 University Course
Data Processing	- 1 University course
General Business Knowledge	- 1 University course
Comprehension and Communication	- 1 University course

A broad summary of the body of knowledge which would be obtained from this is as follows:

ACCOUNTING

- (a) A good working knowledge in relation to commercial undertakings.
- (b) A general knowledge of management accounting, cost accounting and financial analysis.

AUDITING

- (a) A good working knowledge in relation to the audit of commercial undertakings.
- (b) A general knowledge of current auditing techniques for E.D.P. installations.

COMPANY LAW, MERCANTILE LAW AND OTHER REGULATORY LEGISLATION

- (a) A general knowledge of Company Law as related to the operation of companies and the rights and duties of directors and other officers.
- (b) A general knowledge of Mercantile Law in relation to normal business transactions.

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# As recommended in *Report of the Common Body of Knowledge Committee on the Knowledge required by the Future Newly Qualified Chartered Accountant and other matters*, The National Council of Chartered Accountants (S.A.), Johannesburg, November 1969, pp.5/7.



- (c) A general knowledge of regulatory legislation other than Company Law.

TAXATION

A good working knowledge of South African Law and procedure.

DATA PROCESSING

A good working knowledge of current methods and systems, including automatic and electronic data processing.

GENERAL BUSINESS KNOWLEDGE

- (a) A general knowledge of business economics with emphasis on practical applications relevant to the present day.
- (b) A general knowledge of financing a business.

COMPREHENSION AND COMMUNICATION

Facility in concise and logical expression, both written and oral.

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B I B L I O G R A P H Y - P A R T A

BOOKS

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