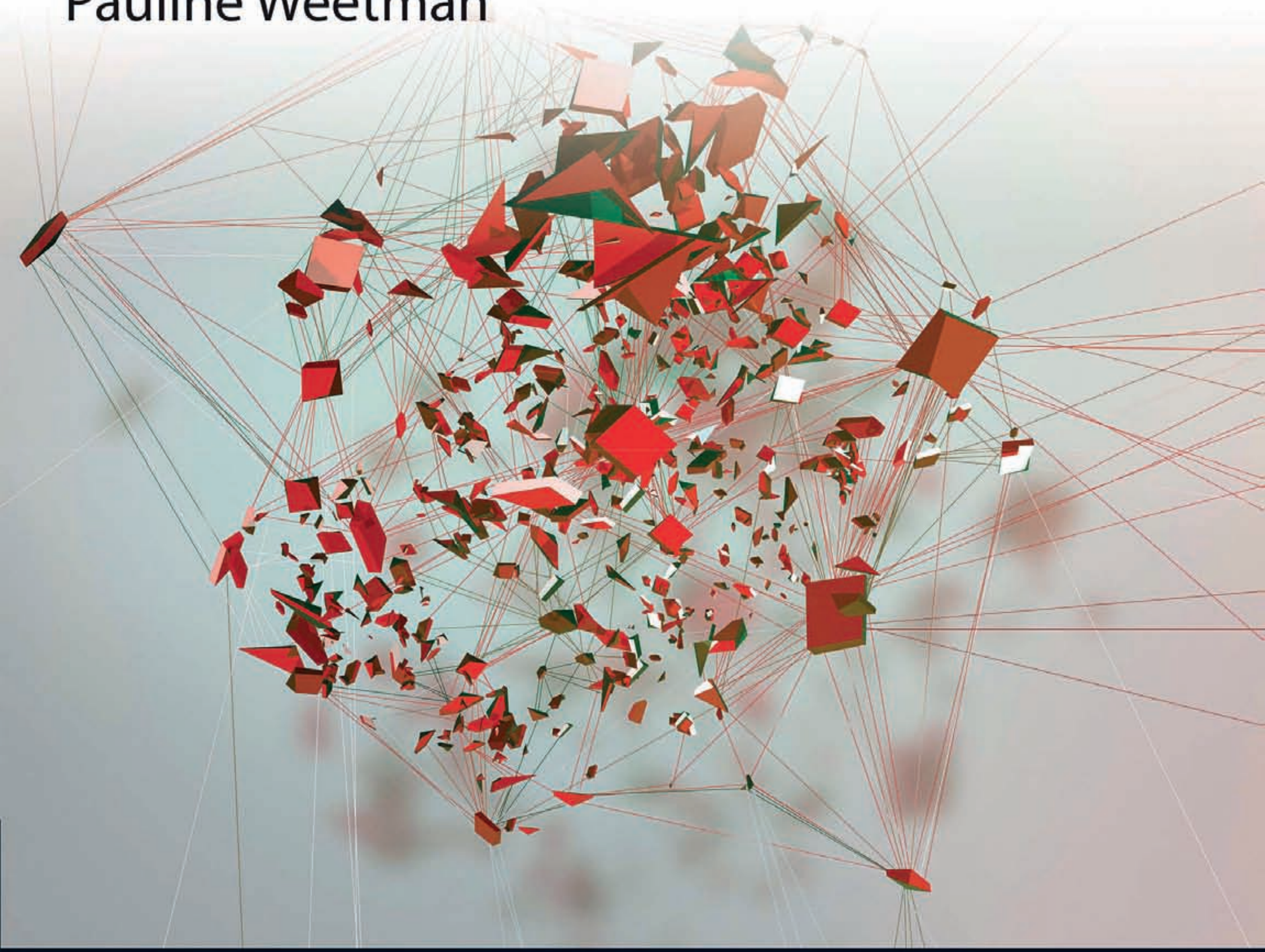
Financial & Management Accounting

An Introduction

Seventh edition

Pauline Weetman



ALWAYS LEARNING

PEARSON

Seventh Edition

FINANCIAL AND MANAGEMENT ACCOUNTING

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Part 3 Recognition in financial statements

Part 4 Analysis and issues in reporting

Part 7 Decision making

Part 8 Planning and control

Preface to the seventh edition

Introduction

This book uses the international *Conceptual Framework* and International Financial Reporting Standards (IFRS) as its primary focus. It enables students in their early stages of study to understand and analyse the published annual reports and financial statements of our largest businesses and public sector institutions. IFRS are now applied in many aspects of government, local authority and other public sector accounting. Where relevant it also refers to the approach used in small and medium-sized businesses where the traditions of UK GAAP continue to be applied.

The book is written for the first level of undergraduate degree study in accounting and business studies, or equivalent introductory accounting courses for any professional training where an understanding of accounting is a basic requirement. While UK listed companies apply IFRS in their published financial statements, the remainder of the annual report is governed by UK-based regulations and codes. All UK companies operate under the Companies Act 2006. Their annual reports are influenced by the regulatory process applied to listed companies in the UK. This seventh edition is thoroughly revised to reflect these regulatory changes, particularly the restructuring of the Financial Reporting Council to take responsibility for the standards previously issued by the UK Accounting Standards Board, and the introduction of the strategic report.

All 'Real World' case studies at the start of each chapter have been updated to reflect current conditions, especially the changes that have resulted from the banking and credit crisis of 2008–09. The underlying pedagogy of previous editions has been retained in response to encouraging comments from reviewers and from users of the book.

As institutions come under increasing scrutiny for the quality of the teaching and learning experience offered, a textbook must do more than present the knowledge and skills of the chosen subject. It must make explicit to the students what targets are to be achieved and it must help them to assess realistically their own achievements of those targets. It must help the class lecturer prepare, deliver, explain and assess the knowledge and skills expected for the relevant level of study. This is achieved by stating learning outcomes at the start of each chapter and by ensuring that the chapter headings and the end-of-chapter questions address the stated outcomes.

The management accounting chapters continue the approach of previous editions in taking some of the newer costing techniques into mainstream discussion, reflecting their increasing acceptance in management accounting practice. Business strategy and competitive position are recurring themes.

An accompanying website at **www.pearsoned.co.uk/weetman** provides the lecturer with a complete resource pack for each chapter. Student handouts containing a skeleton outline of each chapter, leaving slots for students to complete; overhead-projector masters that match the lecture handouts; additional multiple-choice questions and further graded questions in application of knowledge and in problem solving; all are features for this seventh edition.

End-of-chapter questions are graded according to the skills being assessed. There are tests of retained knowledge, tests of application of knowledge in straightforward situations and tests of problem solving and evaluation using the acquired knowledge in less familiar situations.

Overall the aim of the seventh edition is to provide an introduction to financial accounting and management accounting which engages the interest of students and encourages a desire for further study. It also contributes to developing the generic skills of application, problem solving, evaluation and communication, all emphasised by employers.

Subject coverage

Financial reporting is an essential component in the process of communication between a business and its stakeholders. The importance of communication increases as organisations become larger and more complex. Reporting financial information to external stakeholders not involved in the day-to-day management of the business requires a carefully balanced process of extracting the key features while preserving the essential core of information. The participants in the communication process cover a wide range of expertise and educational background, so far as accounting is concerned. The range begins with those who prepare financial statements, who may have a special training in accounting techniques, but it ends with those who may be professional investors, private investors, investment advisers, bankers, employee representatives, customers, suppliers and journalists.

One very significant group of stakeholders in any business is the internal management of the organisation. Managers have access to a wealth of detailed financial information and a responsibility for the careful management of the assets and operations of the organisation. The way in which the managers of an organisation use financial information is very much contingent on the purpose for which the information is intended. Management accounting is a specialist area of study within accounting more generally. Ideally, management accounting and financial accounting would coalesce if the external users could be given access to all internal information, but that might damage the competitive position of the business and would probably swamp the external users in detail.

First-level degree courses in accounting are increasingly addressed to this broad base of potential interest and this book seeks to provide such a broad base of understanding while also supplying a sound technical base for those intending to pursue specialised study of the subject further. In particular it makes use of the *Conceptual Framework* which is used by the International Accounting Standards Board in developing and reviewing accounting standards. That *Conceptual Framework* is intended to help preparers, users and auditors of financial statements to understand better the general nature and function of information reported in financial statements. Fair value accounting principles are introduced.

Aim of the book

The seventh edition has been updated throughout. It aims to provide a full understanding of the key aspects of the annual report, concentrating in particular on companies in the private sector but presenting principles of wider application which are relevant also to organisations operating in the public sector.

In the management accounting section, the book aims to establish a firm understanding of the basic techniques, while recognising that more recent developments in management accounting are becoming widespread. A contingency approach is adopted which emphasises that the selection of management accounting techniques is conditional on management's purpose. To meet this purpose, the management accountant performs the roles of directing attention, keeping the score and solving problems. Strategic management accounting is emphasised from the outset so that students are aware that management accounting must take an outward-looking approach. These themes are reiterated throughout, concluding with an explanation of the role of management accounting in business strategy, particularly e-business in the new economy. A student who has completed this first-level study of management accounting will be aware of many of the day-to-day practices of management accounting in business and the relevance of those practices. It also provides a self-contained, broad introduction to management accounting for business students who do not need to develop specialist knowledge.

In particular

An international perspective reflects the convergence in accounting standards across the European Union for listed companies. *Features specific to the UK* are retained where these continue to be relevant to other enterprises.

Concepts of financial accounting are identified by applying the principles enunciated by the International Accounting Standards Board in its *Conceptual Framework.* The *Conceptual Framework* emphasises the desirability of meeting the needs of users of financial statements and it takes a balance sheet-oriented approach. That approach is applied consistently throughout the book, with some indication of the problems which may arise when it is clear that the established emphasis on the matching of revenues and costs may give a more rational explanation of existing practice.

User needs are explained in every chapter and illustrated by including first-person commentary from a professional fund manager, holding a conversation with an audit manager. The conversations are based on the author's research in the area of communication through the annual report.

The *accounting equation* is used throughout the financial accounting section for analysis and processing of transactions. It is possible for students who do not seek a technical specialism to complete the text without any reference to debit and credit bookkeeping. It is, however, recognised that particular groups of students may wish to understand the basic aspects of debit and credit bookkeeping and for this purpose the end-of-chapter supplements revisit, on a debit and credit recording basis, material already explored in the chapter. Debit and credit aspects of management accounting are not covered since these are regarded as best reserved for later specialist courses if the student so chooses.

Practical illustration is achieved by drawing on the financial information of a fictitious major listed company, taking an overview in early chapters and then developing the detailed disclosures as more specific matters are explored.

Interpretation of financial statements is a feature of all financial reporting chapters, formally brought together in Chapters 13 and 14. The importance of the wider range of corporate communication is reinforced in Chapter 14. This chapter also includes a discussion of some *current developments* that are under debate in the context of international convergence.

A *running case study example* of the fictitious company Safe and Sure plc provides illustration and interpretation throughout the chapters. Safe and Sure plc is in the service sector. The Instructor's Manual contains a parallel example, Craigielaw plc, in the manufacturing sector. In the Instructor's Manual there are questions on Craigielaw to accompany most of the chapters.

Self-evaluation is encouraged by setting learning outcomes at the start of each chapter and reviewing these in the chapter summaries. Activity questions are placed at various stages throughout each chapter. Self-testing questions at the end of the chapter may be answered by referring again to the text. Further end-of-chapter questions provide a range of practical applications. Group activities are suggested at the end of each chapter with the particular aim of encouraging participation and interaction. Answers are available to all computational questions, either at the end of the book or in the Instructor's Manual.

A *sense of achievement* is engendered in the reader of the financial accounting section by providing a general understanding of the entire annual report by the end of Chapter 7. Thereafter specific aspects of the annual report are explored in Chapters 8–12. Lecturers who wish to truncate a first-level course or leave specific aspects to a later level will find Chapters 8–12 may be used on a selective basis.

A *spreadsheet* approach to financial accounting transactions is used in the body of the relevant chapters to show processing of transactions using the accounting equation. The author is firmly convinced, after years of trying every conceivable approach, that the spreadsheet encourages students to apply the accounting equation analytically, rather than trying to memorise T-account entries. Furthermore students now use spreadsheets as a tool of analysis on a regular basis and will have little difficulty in applying suitable software in preparing spreadsheets. In the bookkeeping supplementary sections, the three-column ledger account has been adopted in the knowledge that school teaching is moving increasingly to adopt this approach which cuts out much of the bewilderment of balancing T-accounts. Computerised accounting systems also favour the three-column presentation with continuous updating of the balance.

Flexible course design

There was once a time when the academic year comprised three terms and we all knew the length of a typical course unit over those three terms. Now there are semesters, trimesters, modules and half-modules so that planning a course of study becomes an exercise in critical path analysis. This text is written for one academic year comprising two semesters of 12 weeks each but may need selective guidance to students for a module of lesser duration.

In financial accounting, Chapters 1–4 provide an essential conceptual framework which sets the scene. For a general appreciation course, Chapters 5 and 6 are practical so that one or both could be omitted, leading directly to Chapter 7 as a guide to published accounts. Chapters 8–12 are structured so that the explanation of principles is contained early in each chapter, but the practical implementation is later in each chapter. For a general appreciation course, it would be particularly important to refer to the section of each chapter which analyses users' needs for information and discusses information provided in the financial statements. However, the practical sections of these chapters could be omitted or used on a selective basis rather than attempting full coverage. Chapters 13 and 14 are important to all readers for a sense of interpretation and awareness of the range of material within corporate reports. Chapter 15 takes the reader through a cash flow statement item-by-item with the emphasis on understanding and interpretation.

In teaching and learning management accounting various combinations are possible, depending on course design and aims. Chapters 16, 17 and 18 provide an essential set of basic tools of analysis but thereafter some flexibility is feasible. For applications in job costing, Chapter 19 provides further material. For concentrating on decision making and awareness of business strategy, Chapters 20, 24 and 25 are recommended. For concentrating on planning and control, Chapters 21, 22 and 23 give students experience of the variety of techniques in use.

Approaches to teaching and learning

Learning outcomes

Targets for student achievement in relation to knowledge and understanding of the subject are specified in learning outcomes at the head of each chapter. The achievements represented by these learning outcomes are confirmed against graded questions at the end of each chapter. The achievement of some learning outcomes may be confirmed by Activities set out at the appropriate stage within the chapter.

Skills outcomes

The end-of-chapter questions test not only subject-specific knowledge and technical skills but also the broader general skills that are transferable to subsequent employment or further training.

Graded questions

End-of-chapter questions are graded and each is matched to one or more learning outcomes. Where a solution is provided to a question this is shown by an ***[S]*** after the question number.

A series questions: test your understanding

The A series questions confirm the application of technical skills. These are skills specific to the subject of accounting which add to the specialist expertise of the student. More generally they show the student's capacity to acquire and apply a technical skill of this type.

The answers to these questions can be found in relevant sections of the chapter, as indicated at the end of each question.

B series questions: application

The B series questions apply the knowledge gained from reading and practising the material of the chapter. They resemble closely in style and content the technical material of the chapter. Confidence is gained in applying knowledge in a situation that is very similar to that illustrated. Answers are given in Appendix II or in the Instructor's Manual. These questions test skills of problem solving and evaluation that are relevant to many subjects and many activities in life, especially in subsequent employment. Some initiative is required in deciding how to apply relevant knowledge and in solving problems.

C series questions: problem solving and evaluation

The C series questions apply the knowledge gained from reading the chapter, but in a varied style of question. Problem-solving skills are required in selecting relevant data or in using knowledge to work out what further effort is needed to solve the problem. Evaluation means giving an opinion or explanation of the results of the problem-solving exercise. Some answers are given in Appendix II but others are in the Instructor's Manual so that they can be used in tutorial preparation or class work.

Group and individual cases

Cases apply knowledge gained from the chapter but they also test communication skills. Communication may involve writing or speaking, or both. It may require, for example, explanation of a technical matter to a non-technical person, or discussion with other students to explore a controversial issue, or presentation of a report to a business audience.

S series questions in supplementary sections

The S series questions test knowledge of the accounting records system (bookkeeping entries) to confirm understanding by those who have chosen to study the supplementary bookkeeping sections.

Instructor's Manual

A website is available at **www.pearsoned.co.uk/weetman** by password access to lecturers adopting this book. The Instructor's Manual contains additional problem questions for each chapter, with full solutions to these additional questions as well as any solutions not provided in the book. The Instructor's Manual also includes basic tutorial instructions and overhead-projector masters to support each chapter.

Target readership

This book is targeted at a broad-ranging business studies type of first-level degree course. It is intended to support the equivalent of one semester of 12 teaching weeks. There is sufficient basic bookkeeping (ledger accounts) in the end-of-chapter supplements to make the book suitable for those intending to pursue a specialised study of accounting beyond the first level but the bookkeeping material is optional for those who do not have such special intentions. The book has been written with undergraduate students particularly in mind, but may also be suitable for professional and postgraduate business courses where financial reporting is taught at an introductory level.

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I am grateful to academic colleagues and to reviewers of the text for helpful comments and suggestions. I am also grateful to undergraduate students of five universities who have taken my courses and thereby helped in developing an approach to teaching and learning the subject. Professor Graham Peirson and Mr Alan Ramsay of Monash University provided a first draft of their text based on the conceptual framework in Australia which gave valuable assistance in designing the structure of this book, which was also guided from the publishing side by Pat Bond and Ron Harper. Professor Ken Shackleton of the University of Glasgow helped plan the structure of the management accounting chapters. The Institute of Chartered Accountants of Scotland gave permission for use of some of the end-of-chapter questions.

Subsequently I have received valuable support in successive editions from the editorial staff at Pearson Education. For this latest edition I am grateful to colleagues and students who have used the book in their teaching and learning. I have also been helped by constructive comments from reviewers and by guidance from Rebecca Pedley, Acquisitions Editor, and Natasha Whelan, Senior Project Editor.

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Tables

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Text

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FINANCIAL ACCOUNTING

Part 1

A conceptual framework: setting the scene

Chapter 1

Who needs accounting?

REAL WORLD CASE

Oxfam: meeting users' needs

Extracts from Annual Report and Accounts

Purpose and charitable objects

Oxfam's purpose is to help create lasting solutions to the injustice of poverty.


Oxfam/Pablo Tosco

As stated in its Memorandum of Association, the objects for which Oxfam is established for the public benefit are:

- to prevent and relieve poverty and to protect vulnerable people, including through humanitarian intervention;
- to advance sustainable development;
- to promote human rights, equality and diversity, in particular where to do so contributes to the prevention and relief of poverty; in all cases working anywhere in the world.

Highlights

11 million people reached directly in 52 countries, and millions more benefiting from changes in governments' policy and practice influenced by Oxfam

6.1 million people supported in 24 humanitarian emergencies

600,000 people globally who took online campaign actions

1,337 grants to 81 partner organisations

400,000 people in the UK made a regular donation

Being accountable for the impact of our work

Oxfam is committed to ensuring that, in all that we do, we are accountable to those with whom we work, from our programme partners, communities and donors to other stakeholder groups such as our staff, volunteers, or those who we campaign through and with. We use several tools to monitor, evaluate, assess and learn from our stakeholders. We:

- report data on the numbers of people and communities reached by our programmes

- complete review exercises to understand – and speak about – our outcome achievements as well as our challenges, and how we deal with them
- undertake evaluations to assess our overall strategies, test the core assumptions about how Oxfam contributes to social change, and assess our effectiveness in different contexts
- consult with key stakeholders to gather their insights and assessments about our overall efforts.

Our success in achieving this commitment to accountability is measured annually through our membership of, and compliance with, the International NGO Accountability Charter and International Aid Transparency Initiative. More detail on our accountability objectives and achievements are published on our website.

Accounting conventions

The financial statements are prepared on a going concern basis, under the historical cost convention, as modified by the inclusion of investments at market value, and on an accruals basis except where specified separately below. The Financial Statements are prepared in compliance with the Companies Act 2006, the Charities Act 2011, Accounting and Reporting by Charities: Statement of Recommended Practice 2005 (Revised 2008) ('the SORP'), the Charities Accounts (Scotland) regulations 2006 and Charities and Trustee Investment (Scotland) Act 2005, and applicable accounting standards in the United Kingdom.

Source: *Oxfam Annual Report & Accounts* 2013/14, pp. front cover, 6, 8, 38. http://www.oxfamannualreview.org.uk/wp-content/uploads/2014/09/6182_Oxfam_ARA_web_final.pdf

Discussion points

1. Who might be included in the stakeholders to whom Oxfam is accountable?
2. To what extent do the 'Highlights' meet the information needs of users of the annual report?
3. What is the role of accounting in achieving Oxfam's commitment to accountability?

Contents

Learning outcomes

After studying this chapter you should be able to:

- Define, and explain the definition of, accounting.
- Explain what is meant by a *conceptual framework.*
- Explain the distinguishing features of a sole trader, a partnership and a limited company.
- List the main users of financial information and their particular needs.
- Discuss the usefulness of financial statements to the main users.

Additionally, for those who choose to study the supplement:

- Define the basic terminology of business transactions.

1.1 Introduction

Activity 1.1

Before starting to read this section, write down one paragraph stating what you think the word 'accounting' means. Then read this section and compare it with your paragraph.

There is no single 'official' definition of accounting, but for the purposes of this text the following wording will be used:

Definition

Accounting is the process of identifying, measuring and communicating financial information about an entity to permit informed judgements and decisions by users of the information.[1]

This definition may appear short, but it has been widely quoted over a number of years and is sufficient to specify the entire contents of this introductory textbook.

Taking the definition word by word, it leads to the following questions:

1. What is the process?
2. How is financial information identified?
3. How is financial information measured?
4. How is financial information communicated?
5. What is an entity?
6. Who are the users of financial information about an entity?
7. What types of judgements and decisions do these users make?

Writing the questions in this order is slightly dangerous because it starts by emphasising the process and waits until the final question to ask about the use of the information. The danger is that accountants may design the process first and then hope to show that it is suitable to allow judgements and decisions by users. This is what has often happened over many years of developing the process by accountants.

In order to learn about, and understand, **accounting** by taking a critical approach to the usefulness of the current processes and seeing its limitations and the potential for improvement, it is preferable to reverse the order of the questions and start by specifying the users of **financial information** and the judgements and decisions they make. Once the users and their needs have been identified, the most effective forms of communication may be determined and only then may the technical details of measurement and identification be dealt with in a satisfactory manner.

Reversing the order of the questions arising from the definition of accounting is the approach used in this book, because it is the one which has been taken by those seeking to develop a **conceptual framework** of accounting.

This chapter outlines in particular the Conceptual Framework of the International Accounting Standards Board which has been developed for international use in accounting practice. The chapter explains the nature of three common types of business **entity** and concludes by drawing on various views relating to the users of accounting information and their information needs.

Because the understanding of users' needs is essential throughout the entire text, the chapter introduces David Wilson, a **fund manager** working for a large insurance company. In order to balance the demands of users with the restrictions and constraints on preparers of financial information, the chapter also introduces Leona Rees who is a member of the **accountancy profession** and who works as an **audit manager** with an **accountancy firm**. Both of them will offer comments and explanations as you progress through the text.

Activity 1.2

How does this section compare with your initial notions of what accounting means? If they are similar, then it is likely that the rest of this book will meet your expectations. If they are different, then it may be that you are hoping for more than this book can achieve. If that is the case, this may be a useful point at which to consult your lecturer, tutor or some other expert in the subject to be sure that you are satisfied that this book will meet your personal learning outcomes.

1.2 The development of a conceptual framework

A **conceptual framework** for accounting is a statement of principles which provides generally accepted guidance for the development of new reporting practices and for challenging and evaluating the existing practices. Conceptual frameworks have been developed in several countries around the world. The structure of most conceptual frameworks is along the following lines:

- Who are the users of **financial statements**?
- What are the information needs of users?
- What types of financial statements will best satisfy their needs?
- What are the characteristics of financial statements which meet these needs?
- What are the principles for defining and recognising items in financial statements?
- What are the principles for measuring items in financial statements?

The most widely applicable conceptual framework originated as the *Framework for the Preparation and Presentation of Financial Statements* issued by the International Accounting Standards Board (IASB) in 1989. In 2010 the *Framework* was partially updated, and completed in 2016, after some challenging accounting issues had been addressed. The thinking in those documents can be traced to two discussion papers of the 1970s in the UK and the USA. In the UK, *The Corporate Report*[2] was a slim but highly influential document setting out the needs of users and how these might be met. Two years earlier the *Trueblood Report*[3] in the USA had taken a similar approach of identifying the needs of users, although perhaps coming out more strongly in support of the needs of shareholders and creditors than of other user groups. In the UK, various documents on the needs of users have been prepared by individuals invited to help the process[4] or those who took it on themselves to propose radical new ideas.[5]

Since January 2005, all **listed companies** in member states of the European Union (EU) have been required by an accounting regulation called the IAS Regulation[6] to use a system of international financial reporting standards set by the International Accounting Standards Board. The UK standard-setter has been influential in the development of these international reporting standards and, over a period of years, has been moving UK accounting practice closely into line with the international standards. For **unlisted** companies and other organisations not covered by the IAS Regulation of the EU, the UK Financial Reporting Council (FRC) has a conceptual framework of its own, called the *Statement of Principles.*[7] This document has many similarities to the IASB's *Conceptual Framework.*

Activity 1.3

Most conceptual frameworks start with the question: Who are the users of financial statements? Write down a list of the persons or organisations you think would be interested in making use of financial statements, and their possible reasons for being interested. Have you included yourself in that list? Keep your list available for comparing with a later section of this chapter.

1.3 The *Conceptual Framework* for financial reporting

The *Conceptual Framework* has been in the process of gradual revision over several years, as a joint project of the IASB and the Financial Accounting Standards Board (FASB) of the USA. Progress was delayed by the financial crisis of 2007–08 and eventually the IASB decided to complete the project alone for 2016. The structure is as follows:

Chapters (revised 2016)

1 The objective of general purpose financial reporting.
2 Qualitative characteristics of useful financial information.
3 Financial statements and the reporting entity.
4 The elements of financial statements.
5 Recognition and derecognition.
6 Measurement.
7 Presentation and disclosure.
8 Concepts of capital and capital maintenance.

Chapters 1 and 2 of the *Conceptual Framework* are written at a general level and a reader would find no difficulty in reviewing these at an early stage of study, to gain a flavour of what is expected of financial statements. The remaining sections are a mixture of general principles, which are appropriate to first-level study of the subject, and some quite specific principles which deal with more advanced problems. Some of those problems need an understanding of accounting which is beyond a first level of study. This book will refer to aspects of the various sections of the *Conceptual Framework*, as appropriate, when particular issues are dealt with. You should be aware, however, that this book concentrates on the basic aspects of the *Conceptual Framework* and does not explore every complexity.

A conceptual framework is particularly important when practices are being developed for reporting to those who are not part of the day-to-day running of the business. This is called **external reporting** or **financial accounting** and is the focus of the *Financial Accounting* studied in this book. For those who are managing the business on a day-to-day basis, special techniques have been developed and are referred to generally as **internal reporting** or **management accounting**.

Before continuing with the theme of the conceptual framework, it is useful to pause and consider the types of business for which accounting information may be required.

Activity 1.4

*Visit the website of the International Accounting Standards Board at **www.ifrs.org** and find the link to the* Conceptual Framework. *What does the IASB say about the purpose of the* Conceptual Framework? *How has it been developed?*

*Visit the UK website of the Financial Reporting Council at **www.frc.org.uk** and find the link to the Statement of Principles. What is the stated purpose of the Statement of Principles? How was it developed?*

1.4 Types of business entity

The word **entity** means 'something that exists independently'. A business entity is a business that exists independently of those who own the business. There are three main categories of business which will be found in all countries, although with different titles in different ones. This chapter uses the terminology common to the UK. The three main categories are: **sole trader**, **partnership** and **limited liability company**. This list is by no means exhaustive but provides sufficient variety to allow explanation of the usefulness of most accounting practices and their application.

Activity 1.5

Before reading the next sections, take out a newspaper with business advertisements or a business telephone directory, or take a walk down your local high street or drive round the trading estate. Write down the names of five businesses, shops or other organisations. Then read the sections and attempt to match your list against the information provided in each.

1.4.1 Sole trader

An individual may enter into business alone, either selling goods or providing a service. Such a person is described as a **sole trader**. The business may be started because the sole trader has a good idea which appears likely to make a profit, and has some cash to buy the equipment and other resources to start the business. If cash is not available, the sole trader may borrow from a bank to enable the business to start up. Although this is the form in which many businesses have started, it is one which is difficult to expand because the sole trader will find it difficult to arrange additional