

ENHANCING THE QUALITY OF ACCOUNTING-AUDITING WORKFORCE TRAINING IN VIETNAM

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SUMMARY

The demand for accounting-auditing professionals with high professional qualifications is increasing amid international economic integration. However, the quality of training currently has many limitations. This article analyzes the current situation of accounting-auditing workforce training in Vietnam and proposes several solutions to enhance the quality of training, including: establishing a continuous and flexible learning environment, strengthening practical links with businesses and professional organizations, updating and diversifying training content...

Keywords:

Training quality, workforce, accounting, auditing, Vietnam.

1. INTRODUCTION

The Accounting-Auditing sector is pivotal in any economy, serving as the backbone for ensuring transparency and efficiency in organizational financial activities. With the ongoing process of international economic integration, the demand for highly skilled professionals in this field is on the rise. In the age of globalization and economic advancement, the significance of the Accounting-Auditing sector is ever more pronounced, contributing significantly to the sustainable development of each nation. In Vietnam, the imperative to enhance the quality of training for accounting-auditing professionals has been a primary concern for governmental bodies, universities, and training institutions alike. Nonetheless, this endeavor encounters numerous challenges, necessitating innovation and relentless effort to overcome.

2. THE CURRENT STATUS OF ACCOUNTING-AUDITING WORKFORCE TRAINING IN VIETNAM**2.1. Advantages**

In recent years, there have been significant improvements in the training of accounting and auditing personnel in Vietnam, reflecting the development and enhancement of the quality of this field. Universities and training organizations have developed and provided diverse and rich training programs in accounting and auditing. These programs not only focus on specialized knowledge but also include supplementary subjects such as soft skills, languages, and management. Accounting and auditing training programs in Vietnam are becoming more flexible and updated with market trends and business requirements. This helps students acquire the latest skills and knowledge to adapt and thrive in diverse business environments. Universities and training organizations are increasingly enhancing practical activities such as internships, research projects, and collaboration with businesses. This provides students with opportunities to engage with real-world business practices and apply their learned knowledge to practical work.

Moreover, the job market for the accounting and auditing sector in Vietnam is expanding and developing. Therefore, students benefit from increased career opportunities and diversity in job fields after graduation. The accounting and auditing community in Vietnam also actively contributes to improving training quality by providing materials, experience support, and participating in educational activities and training. Recognizing the demand for high-quality accounting and auditing personnel, many educational institutions have quickly referenced accounting and auditing training programs from advanced universities worldwide, applying high-quality training programs and international linkages. They incorporate some courses from international accounting organizations into their teaching programs (Tran Ngan Ha, 2023).

Furthermore, training institutions also strive to update according to changes in standards, adapting Vietnamese accounting standards to international accounting standards to serve teaching that closely matches practical requirements. As of June 2022, there were 223 organizations granting college degrees

in accounting, 126 organizations granting university degrees, 18 organizations granting master's degrees, and 5 organizations granting doctoral degrees in accounting. Annually, between 50,000 and 60,000 graduates from colleges and universities specializing in accounting enter the domestic and international labor markets in the field of accounting and auditing. In addition, the number of students awarded a master's degree in accounting is also over 3,000 students (Nguyen Loc, 2022).

2.2. Some limitations and existing constraints

The current situation of accounting and auditing education in Vietnam is facing numerous challenges and difficulties. With the continuous development of information technology, accounting and auditing training needs to be constantly updated to meet the demands of the labor market. In the era of digital economy, accounting is not just about recording and calculating figures. It also involves big data analysis, risk management, and decision-making based on digital information. Therefore, current accounting and auditing training programs need to integrate knowledge of information technology and big data into the curriculum. Universities and research institutes in Vietnam have begun to recognize the importance of this and gradually introduce new courses such as electronic accounting, business data analysis, and risk management in business...

Training institutions are actively innovating teaching methods in accounting and auditing. However, the quality of accounting and auditing training programs at universities is uneven. Some institutions have more diverse programs by using training programs from foreign universities. However, the application of foreign training programs needs to be effectively adjusted to fit the market conditions and practical training situations in Vietnam to avoid training students with knowledge and skills that are not suitable for Vietnam. Although there have been positive changes in recent years, the approach to accounting and auditing education in Vietnam still leans towards "technical" training, focusing excessively on teaching accounting and bookkeeping techniques, especially overemphasizing accounting entries and ledger keeping. Some progress has been made in teaching accounting principles/standards, but it is not widespread...

The process of updating knowledge in teaching is also inconsistent across training institutions. Standard content such as financial reporting, international auditing, and professional ethics has not been fully integrated into training programs, even in institutions that have modernized their curriculum and teaching activities. Although some programs have subjects compatible with international standards, many universities still focus on fundamental knowledge and bookkeeping activities, failing to meet the requirements of the labor market. Despite the overall good quality of teaching materials and course content, there are still certain limitations. The cost of some existing textbooks and teaching materials is relatively high, and some universities do not have separate textbooks for subjects related to corporate management and professional ethics...

The quality of examinations also varies among accounting training institutions in Vietnam. Although most institutions organize written exams, the difficulty level of these exams does not always correspond to the level of the course. Furthermore, despite the increasing importance of technology and digital skills in the field of accounting and auditing, not all training programs in Vietnam fully integrate the necessary skills and knowledge about technology into their curriculum. Some accounting and auditing training programs in Vietnam focus too much on theory with limited opportunities for practical application. This can reduce students' ability to apply their knowledge in real business environments. Additionally, the lack of close ties with the business sector is a major limitation in accounting and auditing education in Vietnam. Many training institutions lack information about the actual needs of the labor market, leading to training programs that do not meet the requirements of businesses. Another existing issue is that, although international accounting standards such as IFRS are widely used globally, updating and integrating these standards into accounting and auditing training programs in Vietnam remains limited.

3. SOLUTIONS TO IMPROVE THE QUALITY OF ACCOUNTING AND AUDITING HUMAN RESOURCES TRAINING IN VIETNAM

In the current context of economic integration and development, the role of the accounting and auditing profession in Vietnam is becoming more important than ever. However, to meet the increasing demands of the labor market and ensure the sustainable development of the industry, enhancing the quality of accounting and auditing human resources training is a top priority. Below are some specific strategies and solutions to achieve this goal.

First, it is necessary to establish a continuous and flexible learning environment. One of the fundamental steps is to develop an internationally standardized accounting and auditing education program that is also

suitable for Vietnam's economic and social conditions. The curriculum should be designed to equip students with solid fundamental knowledge and practical skills needed for effective work immediately after graduation. Additionally, creating a flexible and engaging learning environment that stimulates students' curiosity and creativity is essential. Providing modern and diverse learning resources, from books and electronic materials to instructional videos and online lectures, is crucial. Encouraging and facilitating student participation in extracurricular activities, seminars, discussions, and practical research projects is also important.

Second, strengthening practical links with businesses and professional organizations is crucial. Building and developing strategic cooperation relationships with enterprises and specialized organizations is essential. Promoting the organization of internships, research projects, and collaboration between universities and businesses is vital. Organizing exchange programs, seminars, and counseling sessions between students, teachers, and businesses to share experiences, knowledge, and employment opportunities is necessary. Moreover, linking with international accounting and auditing organizations and domestic businesses will provide opportunities for students to engage and learn from real-world practices, thereby enhancing their ability to apply knowledge to their work. Additionally, universities should focus on developing soft skills for students, such as communication, teamwork, problem-solving, and critical thinking.

Third, updating and diversifying the training content is crucial. Continuously updating and diversifying the training content to fully and accurately reflect the latest regulations and policies in the accounting and auditing field is necessary. Strengthening teaching on new technologies and advanced trends in the industry, such as information technology, data analysis, and digital auditing, is crucial. Moreover, the integration of information technology into the teaching and learning process is indispensable. New technologies such as artificial intelligence (AI), big data analysis, and blockchain will be invaluable tools for teaching and learning accounting and auditing.

Fourth, developing soft skills and leadership. Integrating courses on soft skills and leadership into the training program is essential. Ensuring that students not only have professional knowledge but also have communication, teamwork, and problem-solving skills is vital. Creating extracurricular activities and real-world projects for students to develop and test their soft skills and leadership in a real-world environment is necessary.

Fifth, providing financial support and scholarships. Providing financial support and scholarships for outstanding students and those with difficult circumstances to facilitate their access to and completion of the training program effectively is crucial. Encouraging investment from social organizations and businesses in scholarships and training programs to support the development of high-quality human resources in the accounting and auditing industry is important.

Sixth, strengthening international links and student exchanges. Expanding opportunities for scholarships and student exchanges with international universities and training organizations to enhance cultural exchange and knowledge sharing is necessary. Promoting cooperation and experience exchange between Vietnamese universities and training organizations with international partners is essential.

Seventh, accreditation from reputable professional bodies, such as the Association of Chartered Certified Accountants (ACCA) and the Institute of Internal Auditors (IIA), can signify that a program meets high standards of quality and rigor in accounting and auditing education. By seeking accreditation from these organizations, universities and training institutions can demonstrate their commitment to excellence and attract students who value accredited programs.

Eighth, fostering partnerships with professional organizations and industry associations can provide valuable resources and networking opportunities for students. These organizations often offer workshops, seminars, and networking events that allow students to interact with professionals in the field, gain insights into industry trends, and expand their professional networks. Universities can collaborate with these organizations to offer co-curricular activities and guest lectures. These activities complement academic coursework and provide real-world perspectives on accounting and auditing practice.

CONCLUSION

In conclusion, enhancing the quality of accounting and auditing human resources training in Vietnam is a crucial and urgent task in the context of international economic integration and the Fourth Industrial Revolution and should be appropriately addressed. Implementing the proposed solutions in this article

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will contribute to improving the quality of human resources and meeting the development needs of the accounting and auditing industry in Vietnam.

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