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Improve the Quality of Training in the Field of Accounting-Auditing in Vietnam during International Economic Integration

¹ Tat Thanh Doan, ² Thi Le Do, ³ Thi Chien Dinh
^{1, 2, 3} University of Labour and Social Affairs, Vietnam

Corresponding Author: **Tat Thanh Doan**

Abstract

Faced with the strong impact of the digital era on the accounting and auditing industry, including education and training activities, the study has synthesized related concepts to clarify the characteristics of accounting and auditing. Digital transformation and core digital platforms have an impact on accounting and auditing and the necessary requirements for the accounting and auditing profession in the future. The article uses qualitative research methods to synthesize current accounting and auditing training trends

around the world. At the same time, the author also proposes recommendations for improvement in the field of accounting training, including improving the development of training programs, how to search and select appropriate textbooks and teaching materials, diversifying quality human resources participating in teaching, improving teaching methods, and diversifying ways of testing and evaluating learners.

Keywords: Digital Transformation, Accounting and Auditing, Training Quality

1. Introduction

In the digital era, humanity is witnessing the rapid development of technology with blockchain, cloud computing, AI, etc. and its applications in life. This has gradually changed all aspects of the profession, from organizations to each individual in society. Accounting processes and work have been automated, especially in some repetitive tasks such as tax declaration, bookkeeping, and whether this is one of the affected industries. Phasing out the application of smart technologies? To adapt to technological changes, what do organizations and individuals participating in the field of accounting education and training in Vietnam need to do so that the output of the schools can meet the requirements? increasingly demanding of employers?

2. Digital Transformation and Impact on Accounting and Audit

Digital transformation is the conversion of analog knowledge and information into a stored form of digital knowledge and information. This provides access to knowledge and information in real time, allowing people to exchange information globally more easily using technical devices (Kane *et al.*, 2015). In other words, digital transformation is the use of data and digital technology to comprehensively change all aspects of socio-economic life, reshaping the way we live, work, and communicate with each other (Draft National Digital Transformation Project, 2019). Transformation is also a change in operating methods, processes, procedures, and culture based on digital platforms to achieve more effective goals, and it will certainly change the process more or less. It is also the mode of operation of many industries today.

2.1 Some Core Digital Technologies Impact Accounting Work

In the context of digital transformation taking place more and more deeply, more and more businesses are deploying digital tools such as software programs, online tools, solutions using cloud computing, and conferences. on the web, digital data storage,... for the accounting industry For the accounting industry, many daily processes have been deployed using online technology and smart platforms to automate: the information provided is more accurate and detailed; accessing data is easier; More reliable data Information stored more securely through cloud storage not only saves costs but also saves a lot of time (Southern Cross University, 2016).

2.2 Requirements for Accountants in the Era of Digital Transformation

Some digital technologies that can be considered core and have more or less impact on changes in current accounting practices include:

Effective teamwork: is one of the top four important skills for the accounting profession (CAANZ, 2017). Accountants need to collaborate, work as a team, and motivate others to achieve common goals (EY, 2018). Overall, this skill set is underdeveloped in accounting (CPA Australia, 2019).

Communicate information effectively: information is compiled from large volumes of data and presented clearly both verbally and in writing to cross-functional teams, management, and customers. An accountant needs to be trained in many different ways of communicating through many channels, and this is also an important communication skill set for accounting organizations (CAANZ, 2017).

Lifelong learning: due to the impact of technology on the profession, accountants must be trained in awareness, lifelong learning skills, and predicting future-oriented possibilities, continuously innovating and updating. Update professional skills closely to meet practical needs in order to create and maintain an advantageous position for accountants in the labor market.

Analytical and contingency planning skills to inform decisions: More than three-quarters of the top 100 accounting firms cited critical thinking as the top skill set for the accounting profession (CAANZ, 2019).

Skills in using information technology: a recent trend of employers looking for accountants with IT skills, including competency in Excel, customer relationship management tools, management software portfolio, business intelligence software, and cloud-based technology (Heath, 2018). Requirements for accountants need to be able to both apply and monitor technology to automate management work. For example, machine learning awareness is a basic requirement but can extend to developing and testing models and audit algorithms (Pan *et al.*, 2019). Competence in programming, data modeling, and database management, such as using SQL, R, and Python, is highly valued (Singh *et al.*, 2019). Collecting, analyzing, and managing large volumes of data both inside and outside the business and converting it into useful and accurate information is a central requirement for accountants. It is critical that accountants not only be able to use data but also be flexible and agile to integrate new technology tools into the work process (Blackline, 2020). Technology literacy is the most highly desired skillset for accountants entering the industry (Sage, 2019), but it is also the main skills gap facing the profession (ACCA, 2016).

Problem solving: is the skill that enables accountants to draw on data and technology to deliver solutions that solve complex business problems and add value to their clients' businesses (Blackline, 2020). One of their most important skills is filling gaps and making sound financial decisions (CAANZ, 2017).

Understanding the business environment: the requirement of accounting work is that the professional must understand the business environment and forecast the business situation in advance to be able to grasp and exploit new opportunities. Accountants must demonstrate business acumen and a comprehensive understanding of their clients, businesses, and the environment in which they operate. Accounting professionals need to have relationship-building skills at work, from the ability to interact effectively with clients to

being self-motivated and motivating team members, which is now also an integral part of the job. Indispensable for accounting roles Blackline (2020). Depending on the field and size of the organization, the necessary capabilities may vary. Communication, task management, and relationship building are most important for small organizations, while using the latest technology is less important (CAANZ, 2017).

3. Accounting and Auditing Training Trends

In some universities, information technology tools have been used to support the learning and teaching process in accounting training courses to help students grasp accounting concepts at a high level basic. In recent years, digital transformation has gradually made accounting education institutions interested in digital game-based learning approaches. Digital game-based learning that combines learning and entertainment is a structured teaching strategy through computer-based applications. Whether digital game-based learning is an effective tool for teaching accounting or just a way to motivate students is an issue being discussed by educators in the field. Accounting field (Carenys and Moya, 2016).

In addition, necessary information technology elements need to be included in the professional accounting training program to match the content of the accounting vocational education program issued by the International Federation of Accountants (IFAC), which covers the following topics and qualifications: be able to analyze the adequacy of general information technology controls and related application uses; can explain the contribution of information technology to data analysis and decision-making; and can use information technology to support analysis and decision-making in business (IFAC, 2014). The expected learning outcome of the accounting training program is that learners will gain knowledge and skills to use information systems in the role of manager, designer, or system controller. The International Federation of Accountants (IFAC) places special importance on integrating information technology-related courses with accounting programs (Pan and Seow, 2016).

Some curricula are being proposed by professional organizations or accounting professionals to include the following topics in training: cloud computing, data analysis, entity-relationship model diagrams (ER), file systems, hardware, information lifecycle, IT controls, non-relational databases (NoSQL), open source software, operating systems, process flow diagrams, base models of relational data, structured query language (SQL), and building simulations for undergraduate and graduate courses (Coyne *et al.*, 2016). In addition, it is recommended to integrate an approach to include data analysis topics into existing courses such as business statistics, accounting information systems, financial accounting, management accounting, auditing, etc. accounting and taxation (Pandula Gamage, 2016).

Currently, many universities have been experimenting with incorporating information technology and advanced analytics courses into their accounting and auditing curricula. For example, Southwest University of Finance and Economics (SWUFE) in Chengdu, China, is creating an entire undergraduate program oriented around business analytics in accounting. The program emphasizes training in mathematics, statistics, and information technology (e.g.,

data mining, machine learning, and databases) in addition to core accounting knowledge. The program includes two innovative courses related to the use of data analytics to complete accounting, auditing, and risk management tasks. Singapore Management University has established the first master's degree in accounting data and analytics in Asia, helping students develop expertise in applying data technology to accounting. Similar efforts have been made by universities in North America and Europe, such as the University of Waterloo in Canada, to integrate basic analytics curricula with undergraduate and graduate programs. and Queen Mary University in the UK teaches undergraduates how to use mathematics and statistics to discover patterns in the fields of finance and accounting. Many universities around the world, including in China, Singapore, Canada, and the UK, are designing innovative courses to meet labor market needs. The focus includes business analytics, blockchain, and aspects of information technology such as data mining and machine learning (Zhang *et al.*, 2018). A major challenge is the lack of tech-savvy and experienced professionals. However, at international economic training schools that follow credit accumulation programs, most do not allow accounting experts to design and teach this content.

4. Solutions to Improve the Quality of Accounting and Auditing Training in the Digital Age

In the digital era, we will continue to witness strong digital transformations in all fields and industries, including accounting and auditing. With the support of computers, technological equipment, and software, the work of accounting and auditing will be greatly eased. However, no matter how modern the technology is, the role of accountants is very important and cannot be replaced by any machine. Good accountants will control and provide complete and correct information, be proficient in support tools to control data flows, and always take the initiative. Each training institution must be aware of the inevitable trend of applying digital technology to work processes in the field of accounting and auditing and adapt to the increasingly changing working environment. To do that, schools must have the right training strategy, ensuring they constantly update and innovate accounting training according to trends that meet and predict the needs of the accounting labor market professional audit.

Develop Training Programs that Meet Current and Future Professional Competency Requirements

A good training program will help training institutions determine what needs to be taught. When to teach? And how to teach? determining and planning resources, including staff, teaching methods, teaching materials, and necessary equipment and facilities to implement the teaching process. A good accounting training program can both meet current output standards and anticipate new industry requirements in the future. This requires the participation and support of professional organizations and the coordination of relevant agencies. These units can periodically survey labor needs and current and expected future job positions. From there, training institutions can choose training objectives that meet market requirements, thereby building the output standards of the accounting training program in a more practical way.

Focus on Selecting Textbooks and Teaching Materials for Modules Related to Accounting and Auditing Knowledge, Skills in Using Technology, and Soft Skills for Learners
Reviewing, compiling, and selecting appropriate textbooks and teaching materials is the key to the success of the training program. This work needs to be done regularly or annually, through which each organization can identify the strengths, weaknesses, opportunities, and threats that their unit is facing when implementing teaching courses. This section allows you to propose implementation plans and select appropriate training programs and textbooks.

Diverse-Quality Human Resources Participating in Teaching Activities

Lecturers participating in teaching need to ensure academic integrity and practical experience. To diversify quality resources to participate in teaching, training institutions need to build a capacity framework for full-time lecturers and a team of visiting experts and collaborators. The competency framework for full-time lecturers serves as a basis for schools to devise policies and mechanisms for recruiting, evaluating, classifying, and improving the development of lecturers. The competency framework for visiting lecturers, experts, collaborating in compiling teaching materials, or participating in assessing learner quality is the basis for helping the school find and build a network of quality and suitable experts, suitable for coordination in school teaching.

Improve Teaching Methods and Diversify Forms of Testing and Assessment to Help Learners form the Necessary Competencies to be Able to Master their Knowledge and Adapt to All Environments and Work Situations

It is extremely necessary to increase the implementation of active teaching and learning methods to help learners learn and practice at the same time. To keep teaching close to reality, training institutions need to design theoretical modules linked to real-life situations based on projects. The school can cooperate with accounting and auditing businesses to develop content, have sharing sessions, and guide students through project exercises. Create content and come to share and guide students through project exercises. Continue to improve the teaching of practice simulation modules to help learners have a realistic view of professional activities, create favorable conditions for learners to approach reality, and enhance necessary skills. essential for learners, such as teamwork, planning, time management, and decision-making, while at the same time helping learners build appropriate professional attitudes and ethics. To do this, the prerequisites are that the schools' internet connection speed must be guaranteed, the computer configuration must be strong enough, appropriate ERP software must be chosen, and computer equipment, tables, and chairs must be arranged as shown in the model. Office room at the enterprise, including having printers, photocopiers, building multimedia management information data sources, etc. When implementing activities as they actually arise, including the human resources department. Accounting, invoicing, e-commerce, electronic invoices, the management panel of the computer telephony integration system in ERP and in the power bank, and the tax supplement system. Simulating the tax authority, where

students provide tax advice to each other as directed by the practice instructor. This study and practice provide students with an in-depth understanding of professional practices and work culture, as well as practice in applying accounting knowledge and developing future-oriented abilities as expected graduate. At the same time, in addition to testing and assessment, which is mostly carried out at school, schools need to deploy and maintain cooperation between schools and businesses in the training process and coordinate assessment of learner capacity.

5. Conclusion

In the digital era, we will continue to witness strong digital transformations in all fields and industries, including accounting and auditing. With the support of computers, technological equipment, and software, the work of accounting and auditing will be greatly eased. However, no matter how modern the technology is, the role of accountants is very important and cannot be replaced by any machine. Good accountants will control and provide complete and correct information, be proficient in support tools to control data flows, and always take the initiative. Each training institution must be aware of the inevitable trend of applying digital technology to work processes in the field of accounting and auditing and adapt to the increasingly changing working environment. To do that, schools must have the right training strategy, ensuring they constantly update and innovate accounting training according to trends that meet and predict the needs of the accounting labor market professional audit.

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