



# Accounting Education

The united effort of universities and professional firms

Martin Hoogendoorn



# My involvement with accounting education

Erasmus  
University  
Rotterdam



1. Auditing  
(postgraduate) à  
RA
2. Management  
accounting and  
control  
(postgraduate) à  
RC

Ernst & Young



1. Additional staff training  
(audit methodology)
2. Practical experience
3. Continuing  
Professional  
Development  
(Summercourses)



## General structure of university accounting education in The Netherlands

1. Bachelor (of economics / business administration) à 3 years full time
2. Master of Accounting, Auditing and Control à 1 year full time
3. Postgraduate course à 2 years part-time
  - Auditing (RA) à professional firms participate
  - Management accounting and control (RC)
4. Practical experience
  - Auditing: 3 years in a formalized setting
  - Management accounting and control: On the job



## IAESB Framework – Five points

1. Wideness of scope - education
  - Education is Learning and development:
    - Education sec
    - Practical experience
    - Training (integration education and practical experience)
    - Networking
    - Coaching
    - Self- directed and unstructured gaining of knowledge
    - Observation
    - Reflection
  - Do we want to have standards for all of these aspects?



## IAESB Framework – Five points

### 2. Wideness of scope – professional accountants

- General education guidelines for professional accountants:
  - Auditing
  - Financial accounting
  - Management accounting
  - Tax accounting
- Aren't there significant differences between the groups?
  - Masterlevel – Postgraduate level
  - Formal practical experience – On the job training



## IAESB Framework – Five points

### 3. Role of professional firms / employers

- The Framework does not really discuss how education efforts are best to be distributed between educational institutions and professional firms / employers
- Professional firms especially play a major role in:
  - Practical experience
  - Development of competences
  - Continuing professional development
- Professional firms are not a member of IFAC



## IAESB Framework – Five points

### 4. The learning of competences

- (a) Professional knowledge
- (b) Professional skills
- (c) Professional values, ethics and attitudes

- Are (b) and (c) primarily an element of learning or an element of personal character ?
  - What does that mean for accounting education ?
- Can (b) and (c) be learned at the universities ? Or is this the responsibility of employers ?



# IAESB Framework – Five points

## 5. Assessment

- Input measures / Process measures / Output measures
- Choice on the basis of validity / reliability / cost effectiveness
- Output measures are most closely linked to the objective of accounting education
- Two statements:
  - Output measures are difficult to apply in measuring skills, values, ethics and attitudes (employers indirectly do so by judging the performance of employees, but do not measure the qualities of the professional accountant)
  - Output measures should be more used in Continuing Professional Development





## Concluding remarks

- The close cooperation between universities and professional firms is beneficial for accounting education
- The 'Dutch model' of people being both an academic and an audit partner should be encouraged