Research on MPAcc Cultivation Status in China

Xingxing Tan and Xiaohang Liu

ABSTRACT

Through the tracking investigation on the development of MPAcc in 199 colleges and universities which have Master of Professional Accounting (MPAcc), we compared, analyzed and studied the background, degree setting, course setting, training years, and training mode and so on. It is found that the MPAcc in China has many problems to be solved, such as late start, rapid development, rapid increase in the number of students, and unsatisfactory graduation export. In order to create a group of advanced accounting talents with core competence and social needs, we put forward a series of suggestions to the school, the major itself, the students themselves, and the curriculum and so on in view of the existing problems.¹

KEYWORDS

Master of Professional Accounting, The cultivation of MPAcc, Senior Accounting Talents

INTRODUCTION

In order to cultivate application-oriented high-level accounting talents for accounting profession and improve the training system for high-level accounting personnel and build a contingent of high-quality accounting personnel, in 2003, the

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degree committee of the state council established master of accounting (MPAcc), to explore the training pattern of the high-level accounting talent in China. Comparing the master's degree in accounting with the academic degree in accounting, it focuses more on the cultivation of individual practical abilities, highlights the demand for talents in the contemporary accounting profession, and pays more attention to the combination of academic practice and practice. MPAcc cultivates a deep understanding of accounting practice and innovative talents.

In the development of more than ten years, MPAcc project has grown from scratch. From the beginning, only 21 graduate training units such as Renmin University of China began to carry out the pilot work of accounting masters’ degree education from 2009 to 2014. Seventy-five universities have been approved for MSc licensing points, adding 71 new accountancy masters by 2015. In September 2016, an additional 23 new MPAcc schools were added. Up to now, there are 199 MPAcc training colleges and universities all over the country. As shown in the following figure:

Through investigation and research, we realize that MPAcc in China is developing rapidly and some problems are inevitable. At the same time, some aspects need to be further improved, need to analyze the problem and put forward suggestions on the problem. More importantly, through investigation and research, we can broaden our knowledge, and let ourselves have a deep level, high field and all aspects of knowledge and culture to improve our personal accomplishment and knowledge and culture level.

Figure 1. The development of 199 MPAcc training colleges and universities in China.
INVESTIGATION CONTENT

With the rapid development of the world economy, our country needs more outstanding talents in accounting specialty. In order to train this kind of talents and improve the level of accounting masters’ degree, China has set up its own enrollment object, training target and training mode.

Target of Enrollment

The enrollment targets are college graduates with a national education series (generally should have a bachelor's degree), college graduates with a national education series and two years of work experience and above. Since 2009, fresh graduates can also apply for full-time MPAcc.

Cultivation Mode

The overall training is based on curriculum learning, professional practice, midterm verification, and the combination of thesis and defense. Course learning, professional practice and effect, and quality management of dissertations are essential in training.

Train Objective

The education of master degree in accounting is oriented to the accounting profession, which enables the students to have good professional ethics and law and discipline concept, and to master the knowledge and skills of modern accounting, auditing, financial management and related fields. And making them have full understanding of accounting practice and a strong ability to solve practical problems.

SURVEY METHODS AND RESULT

General Survey

First of all, we investigated the proportion of men and women, the employment situation of the master of accounting, and then we investigated the establishment of full-time and part-time accounting masters, the establishment of the 985,211 colleges and non 985,211 colleges and universities.

MALE FEMALE RATIO

Since 2010, the number of female masters has increased year by year. In 2016, the ratio of boys to girls was 48.65%, female 51.35%, and girls 647800 more than boys.
EMPLOYMENT SITUATION

Accounting masters graduate from a wide range of employment, such as accounting firms, state-owned enterprises, banks and foreign companies. At present, the employment rate of the master of accounting is about more than 80%, the employment prospect is very good, it can be said that accounting is essential to any company or enterprise. In recent years, the demand for male accountants is large, and the employment salary level of accounting masters is also increasing. According to statistics, the average salary level reached about 7-22 million yuan a year.

ESTABLISHMENT OF FULL-TIME AND PART-TIME

There are 188 full-time accounting institutions, of which 56 are full-time accounting masters. There are 118 Part-time Masters, of which 4 are Part-time Accountants. Both full-time and non-full-time accounting masters have established 115 colleges and universities. In addition, there is a comparative exception, Southeast University of the full-time accounting professional master only accept students.

Figure 2. MPAcc college.

Figure 3. Types of colleges and universities.
ESTABLISHMENT OF 985,211 INSTITUTIONS AND NON-985, 211 INSTITUTIONS

In 985 universities, there are 28 accounting masters. In 211 universities, 41 have MPAcc, while non 985211 have 124.

Sampling Survey

We have made a certain investigation on the MPAcc of 50 universities in our country in the aspects of professional degree setting, course setting, training years and degree thesis requirements.

PROFESSIONAL DEGREE SETTING

Of the 50 schools, 30 are full-time and non-full-time accounting masters, accounting for 60 percent of the survey results. There are 35 full-time colleges and universities, accounting for 70 percent of the survey results. Enrolling part-time professional master of accounting 31, accounting for the results of the investigation 62% among them, 30 colleges and universities enroll two forms of masters’ degree in accounting at the same time. (As shown in Table I)

<table>
<thead>
<tr>
<th>Area</th>
<th>Name of university</th>
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<tbody>
<tr>
<td>North China, Northeast</td>
<td>Central University of Finance and Economics, Nankai University, Beijing University of Technology, Tianjin University of Finance and Economics, North China Electric Power University, Hebei Agricultural University, Inner Mongolia University of Finance and Economics, Northeast Petroleum University, Harbin Commercial University, Tianjin University of Science and Technology</td>
</tr>
<tr>
<td>Central China</td>
<td>Shanghai University of Finance and Economics, Hefei University, Nanjing University, Anhui University of Technology, Xiamen University, Nanchang University, Jiangxi University of Finance and Economics, Nanjing Audit University, Zhengzhou University, Wuhan University of Science and Technology, Changsha University of Technology, Central South University</td>
</tr>
<tr>
<td>Southwest, northwest,</td>
<td>Sichuan University, Chongqing University, Yunnan University, Kunning University of Technology, Lanzhou Jiaotong University, Xinjiang University, Jinan University, Guangdong University of Finance and Economics</td>
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<td>South</td>
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COURSE OFFERE

As a vocational education, the master of accounting is more focused on practice, and the purpose of study is to solve the problems in practical work. Each school is
unique to the curriculum, including public basic courses, basic accounting courses, professional and other practical links, lectures and dissertations, and so on. Some schools emphasize the requirements of degree credits and practical credits. For example, 20 colleges and universities, including Renmin University of China and Southwest University, have specific requirements to balance different types of courses.

An accounting masters’ degree is a two-year process for students with background in accounting. Through the comparison among different universities, there are several ways to set up masters’ degree in accounting major: according to different position setting[1] (such as setting up CFO direction in Northeast University of Finance and Economics, for example, in Northeast University of Finance and Economics), The direction of certified public accountants (CPAs), or the combination of the different disciplines (such as the direction of accounting, the direction of finance and the direction of CPAs) or the combination of the two, But the majority of Chinese universities apply the professional direction of accounting master is set according to the subject.

TRAINING YEARS

According to this survey, there are differences in the training years between the two types of MPAcc, full-time and non-full-time. Moreover, the requirements for the same type of academic system are different among colleges and universities. Among them 23 colleges and universities to the full-time minimum term has the explanation. There are three kinds of cultivation years, which are 2 years, 2.5 years and 3 years respectively. Fifteen of them use 2 years as the minimum number of years, the most selected of the three designs. The information on the top 20 colleges and universities shows three designs: 2.5 years, 3 years, and 4 years.

CONCLUSION AND STUDY PERSPECTIVES

The survey results show that full-time and part-time MPAcc in some outstanding universities in China do not exist at the same time. Moreover, most colleges and universities have full-time MPAcc, and very few institutions only have part-time MPAcc, but not have full-time MPAcc. Full-time MPAcc has more time and more extensive learning content than part-time MPAcc. Some colleges and universities only have full-time MPAcc instead of part-time MPAcc, however, full-time MPAcc has weaker practice than non-full-time MPAcc. In response to this phenomenon, it is possible to imitate some of the top schools in the Master of Professional Accounting. For example, the Renmin University of China has established both full-time and part-time Master of Professional Accounting to promote the further development of the school’s ability to develop a master’s degree in accounting. And by increasing the exchange of full-time and part-time masters, the students’ theoretical knowledge and practical ability are continuously combined to become even better. All in all,
colleges should combine their own development advantages and focus on developing their own master degree in accounting, proceed from their actual conditions.

In addition, in terms of male-female ratio, the accounting profession has always had the problem of unbalanced male-female ratio. In recent years, the imbalance between male and female has been particularly serious. However, looking back at the current status of the industry demand, the demand for male accountants in companies is increasing day by day. The heavy accounting work also requires men with better physical strength, leading to a serious imbalance between the supply and demand ratios of men and women. In order to alleviate this problem, the state can encourage interdisciplinary examinations and encourage more male and female students who are passionate about financial accounting to enter the financial field and learn financial knowledge. The school itself can expand the students' understanding of the economic management profession, and make students more interested in it.

MPAcc Postgraduate Entrance Examination Including English and Management Studies, and the Management Studies includes mathematics, logic, and writing[2]. In our country, college students are slack in learning and their professional foundation is weak, which is not conducive to the deep study in the future. Therefore, the school should encourage students to study independently, strengthen their own quality education, and arouse their attention to the study.

In the training mode, the goal and specific purpose of the accounting master's degree are practical talents, and colleges and universities all require students' practical time, so the value of the enterprise tutor cannot be ignored. Therefore, we can adopt the system of double tutors, that is, academic tutors and practical mentors outside the school, which can not only widen the academic field of knowledge, but also test the true knowledge in practice and train practical talents.

In addition, in the training years and curriculum system, we can adopt credit system, students who can meet certain credits can graduate. They also can take cutting-edge courses in international accounting to maximize their professional level and skills.

Of course, we cannot deny the success of the Master of Accounting in recent years. The development of MPAcc education is a development trend in accounting profession, it has an important significance to promote the development of China's diversified accounting education. The creation of MPAcc education also promoted the advancement of higher accounting education in China and promoted the construction of the teaching staff. In order to continue this momentum, we should not only absorb its essence, but also remove its dross. So we should take measures to improve the educational level, such as improving professional quality, controlling enrollment standards, respecting differences, adopting two-track system and pluralistic evaluation mechanism.
REFERENCES