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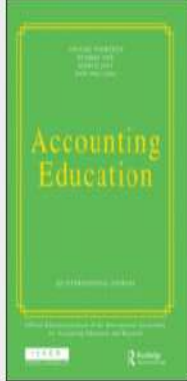
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Authors: Beverley Jackling<sup>a</sup>; Claude Calero<sup>b</sup>

Affiliations: <sup>a</sup> Deakin University, Australia

<sup>b</sup> Government of Victoria, Australia

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Shirley Carr; Frances Chua; Hector Perera

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**Authors:** Shirley Carr <sup>a</sup>; Frances Chua <sup>a</sup>; Hector Perera <sup>a</sup>

**Affiliation:** <sup>a</sup> Massey University, New Zealand

**DOI:** 10.1080/09639280601011040

**Publication Frequency:** 4 issues per year

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Many of the problems associated with accounting education could be due to at least two reasons: inadequate attention to accounting programmes, and the narrow view of stakeholder approach adopted in examining education issues. This paper deals with the design of accounting programmes, and proposes to ascertain the views of an important group of stakeholders (alumni) on this issue. The findings of this study give credence to some of the generally held views, e.g. that it is not appropriate for tertiary education providers to adopt a one-size-fits-all approach. However, in some other areas, the findings represent the views on certain issues promulgated by the professional bodies in New Zealand and overseas including the University of appropriate proportions of accounting, business and liberal studies in an accounting programme). Notably, the findings placed a low importance on auditing as part of an education programme. Further, in terms of the emphasis in an accounting programme, contrary to the endorsement in the literature, 'work experience' was not considered a key area of emphasis, (e.g. global perspective, local perspective, professionalism and social and environmental perspectives).

**Keywords:** Alumni; competency; accounting curriculum; stakeholders; accounting programme design

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