Programme Specification

Programme award and title: Bachelor of Finance BA (Hons)

UCAS code: N300

SCQF Qualification Level: 10  SCQF Credit Value: 484

Educational aims of the programme:
Concise (e.g. a few sentences), general statement of aims and broad purposes of the programme

- Provide students with the knowledge and skills to equip them for a career in the financial sector
- Develop students’ competence and practical skills in finance
- Provide students with the relevant knowledge and understanding of finance as it relates to the wider business context
- Provide student with knowledge of the major theoretical tools of finance and their relevance and application to theoretical and practical problems
- Develop students’ knowledge of the institutional framework necessary for understanding the role, operation and function of financial markets and institutions
- Provide students with an understanding of the financing arrangements and governance structures of business entities and the effectiveness and efficiency of such arrangements
- Develop students’ knowledge of the factors influencing the investment behaviour of private individuals and institutional investors
- Develop students’ awareness and knowledge of the international dimension of finance
- Enable students to understand and interpret financial statements and to appreciate the limitations of financial reporting practices and procedures
- Develop students’ critical evaluation of strengths and weaknesses of current finance theory and the application of theory in practice
- Provide students with an understanding of the relationship between financial theory and empirical testing, and application of this knowledge to the appraisal of the empirical evidence in the field of finance
- Develop students’ capacity for analytical reasoning
- Develop students’ capability for independent learning

Intended programme learning outcomes:
Outline (e.g. one or two paragraphs) of what the student will know, understand and be able to do as a result of their learning, expressed in the categories below. Please consider the contribution made to the student’s personal development planning (PDP) and future employability.

Knowledge and understanding
- An appreciation of the nature of the contexts in which finance can be seen as operating including knowledge of the institutional framework necessary for understanding the role, operation and function of markets and institutions
- A knowledge of the major theoretical tools and theories of finance, and their relevance and application to theoretical and practical problems
- An ability to interpret financial data from accounting statements and data generated in financial markets
- An understanding of the relationship between financial theory and empirical testing, and application of this knowledge to the appraisal of the empirical evidence in at least one major theoretical area
- An understanding of the financing arrangements and governance structures of business entities, and an appreciation of how theory and evidence can be combined to assess the effectiveness and efficiency of such arrangements.
- An understanding of the factors influencing the investment behaviour and opportunities of private individuals and institutional investors
- An ability to understand financial statements, and a basic appreciation of the limitations of financial reporting practices and procedures
Subject-specific skills and other attributes
- Skills in recording and summarising transactions and other economic events; preparation of financial statements; analysis of business operations; financial analysis and projections.
- Applying quantitative finance models derived from asset pricing theory, including event study models, to a range of financial problems.
- Critically appraising the shortcomings of quantitative finance models.

Generic skills (e.g. information skills, communication skills, critical, analytical and problem-solving abilities) and other attributes
- Capacity for critical evaluation of arguments and evidence.
- Ability to analyse and draw reasoned conclusions concerning structured and, to a more limited extent, unstructured problems from a given set of data and from data which must be acquired by the student.
- Ability to locate, extract and analyse data from multiple sources, including the acknowledgement and referencing of sources.
- Capacity for independent and self-managed learning.
- Numeracy skills, including the ability to manipulate financial and other numerical data and to appreciate statistical concepts.
- Use of IT (spreadsheets, word processing software, presentation software, the web and electronic data bases).
- Communication skills, including the ability to present quantitative and qualitative information, together with analysis, argument and commentary.
- Ability to work in groups, and other inter-personal skills, including oral as well as written presentation skills.

Learning, teaching and assessment strategies:
Outline (e.g. one or two paragraphs) on overall approach taken to develop and assess learning outcomes, including any distinctive features.

- Testing of the knowledge base is through a combination of unseen written examinations, assessed course work, practical assignments and extended essays. In addition oral presentations are also used.
- Practical skills are assessed through course tests, unseen written examinations, Multiple choice tests, computer-based assignments and case studies.
- Intellectual skills are assessed through a variety of mediums including unseen written examinations, coursework essays, extended essays, and case study analysis.

Professional/statutory body accreditation or recognition:

Further details:
Entry requirements: [http://www.stir.ac.uk/undergraduate-study/entry-requirements/general-entry-requirements](http://www.stir.ac.uk/undergraduate-study/entry-requirements/general-entry-requirements)

Programme structure: [http://www.calendar.stir.ac.uk/](http://www.calendar.stir.ac.uk/)

Relevant Subject Benchmark statement: [http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx](http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx)


Introduction/revision date: June 2012