Programme Specification

<table>
<thead>
<tr>
<th>Programme award and title:</th>
<th>BA Honours in Money, Banking and Finance</th>
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<tbody>
<tr>
<td>UCAS code:</td>
<td>N310</td>
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<tr>
<td>SCQF Qualification Level:</td>
<td>10</td>
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<tr>
<td>SCQF Credit Value:</td>
<td>484</td>
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Educational aims of the programme:
Concise (e.g. a few sentences), general statement of aims and broad purposes of the programme

The main aims of the programme are:

- To provide knowledge and understanding of
  - the principles of economics, finance and their application, especially in a monetary or banking context;
  - key concepts of economics and finance;
  - techniques of economic and financial analysis;
  - the workings of the economy, particularly the monetary sector, and major policy issues;
  - the scope of economics.

- To develop skills in communication, analysis, problem-solving, learning and self-management of value in
  the study of economics and finance and in a range of careers in the financial sector.

- To stimulate interest in using and developing this knowledge and understanding and these skills.

- To provide the knowledge and skill base needed to proceed to further studies in Economics and Finance,
  related areas or in multi-disciplinary areas that involve Economics.

- In sum to provide an education in economics that adds to the value of the graduate as a member of society
  in terms of both their general ability and their specialist ability to think and work as an economist in the
  financial sector.

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
In addition to the outcomes listed here, the specific content of each module will lead to knowledge and
understanding as detailed in the module descriptions in the Department’s Undergraduate Handbook.

- A coherent set of economic principles and their application to economic policy.
- Analytical methods and model-based arguments.
- The performance of the UK and other economies.
- Major economic policy issues in the UK, Europe and the rest of the world.
- Relevant quantitative methods and computing techniques, and their use on actual economic data (if ECN313 is taken).
- the structure of financial institutions
- the interpretation of financial data from accounting statements and date generated in financial markets
- 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.
- The factors influencing the investment behaviour and opportunities of private individuals and institutional
investors
- Financial statements, and the limitations of financial reporting practices and procedures

(Concepts from economics that are useful in solving problems in many fields)
- Opportunity cost
- Marginal valuations
- Comparative advantage
- Sunk cost
- Optimisation and constraints
- Incentives, market forces
- Equilibrium, disequilibrium, and stability
• Strategic behaviour
• Expectations and surprises

**Subject-specific skills and other attributes**

• All the skills developed are generic ones.

**Generic skills (e.g. information skills, communication skills, critical, analytical and problem-solving abilities) and other attributes**

**Written and Oral Communication**
The ability to:
• present arguments clearly and concisely both in writing and orally;
• give a direct answer to a question;
• present both brief summaries that identify the key points and fuller treatments of a topic that are well structured;
• present a balanced view of different opinions on an issue;
• separate fact from opinion, yet present your own views where appropriate;
• use suitable means of presenting arguments, e.g. visual aids in oral presentations, diagrams in written work;
• contribute constructively to a group discussion;
• communicate concisely to different audiences, including those with no training in Economics.

**Analysis and Problem-Solving**
The ability to:
• abstract and simplify in order to identify the essence of a problem;
• analyse and reason;
• identify what should be taken as given or fixed for the purpose of solving a problem;
• set up and analyse a model;
• develop logical arguments;
• marshal and evaluate evidence;
• assimilate, structure and analyse qualitative and quantitative data;
• apply general principles to a specific case;
• make use of previous work but be prepared to develop original ideas where appropriate;
• exercise independent judgement;
• draw conclusions and decide what to do;
• think critically about the limits of your analysis;
• draw policy conclusions and recognise the potential constraints on their implementation;
• evaluate alternative strategies;
• keep an open mind about different methodological approaches;
• relate issues to a wider context;
• think imaginatively and creatively.

**Learning**
The ability to:
• search out relevant material;
• frame and ask questions that elicit the information required;
• synthesise relevant material;
• learn independently;
• make use of the services of libraries and other sources of help and information.

**Self-Management**
The ability to:
• work under pressure;
• meet deadlines;
• manage your time effectively;
• plan projects;
• prioritise tasks;
• work methodically;
• set personal goals and evaluate your own performance;
• work without supervision;
• take initiative and develop ideas independently.

**Computing and Statistics (if ECN313 is taken)**
The ability to:
• use information technology;
• use and interpret statistics.
### 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

All modules are taught by a combination of lectures and small-group teaching.

Lectures aim primarily to impart knowledge and stimulate further study. The small-group teaching aims to provide an opportunity for interaction with staff and other students and development of communication skills; to allow discussion of key issues and problems arising from the lectures and reading; to provide learning support related to the lectures; and to provide feedback on written work. In some of the later modules, students play a more formal role by making presentations and acting as discussants.

In addition to the time-tabled teaching, students are encouraged to make contact with staff for individual help.

The student is encouraged throughout to undertake independent study both to supplement and consolidate what is taught and to broaden their knowledge and understanding of the subject. In the introductory and intermediate modules, lectures cover all the major topics in depth and references are mainly to one textbook. In the later modules, there is greater emphasis on independent study and students expected to read more widely, from journals as well as standard texts. (Reading increasingly includes making use of web-based material.).

The culmination of processing of developing independent study and the analytical skills of an economist is the dissertation written in the final semester. This is an opportunity to plan and produce a piece of independent research. Staff offer advice on the choice of topic and reading and provide feedback on drafts but essentially this is an opportunity to work independently and use the skills developed over the whole programme.

#### Assessment

All modules are assessed by a combination of coursework (weighted 40%) and examination (60%). The examination takes place at the end of the semester in which the module is taught so that the assessment is completed within the semester and a final grade awarded following the examination.

Coursework marks are provided when work is returned, normally within 2-3 weeks of submission. Thus students are kept well-informed about their progress. In the first- and second-year modules, there are resit exams so that students have the opportunity to recover from a fail in the main exam. In the first two years, students who get high coursework marks gain exemption from the examination.

Honours degrees are classified on the basis of the grades in the 11 modules taken in the third and fourth years, weighted by their credit values. Thus the degree result depends on a range of work, including coursework and the dissertation, done over two years.

| Professional/statutory body accreditation or recognition: | none |

### Further details:

- **Entry requirements:** [http://www.external.stir.ac.uk/undergrad/entry_reqs/index.php](http://www.external.stir.ac.uk/undergrad/entry_reqs/index.php)
- **Programme structure:** [http://www.calendar.stir.ac.uk/](http://www.calendar.stir.ac.uk/)
- **Relevant Subject Benchmark statement:** [http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp](http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp)
- **Scottish Credit and Qualifications Framework:** [http://www.scqf.org.uk/the_framework.asp](http://www.scqf.org.uk/the_framework.asp)
- **Introduction/revision date:** August 2007