



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Contemporary Issues in Banking and Finance				
Module Code	UMEDFT-30-3	Level	3	Version	1.1
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No
Owning Faculty	FBL	Field	Economics		
Department	BBS, AEF	Module Type	Standard		
Contributes towards	BA (Hons) Banking and Finance				
Pre-requisites	UMED8T-30-2 Principles and Practice of Banking	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	None		
First CAP Approval Date	13 February 2014	Valid from	September 2014		
Revision CAP Approval Date	18 November 2015	Revised with effect from	September 2015		

<b>Review Date</b>	September 2020
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1. Critically evaluate the role of banks in the economic process in terms of their functioning and operation (Components A and B)</li> <li>2. Demonstrate an understanding of the theory and practice of modern banking in major industrialized countries (Component A).</li> <li>3. Discuss key financial risks faced by banks and critically analyse different approaches to risk management (Component A).</li> <li>4. Analyse the causes of financial sector underdevelopment in emerging markets and contrast structural differences between developed and emerging financial markets (Component A, and possibly B).</li> <li>5. Critically analyse the impact of globalisation and free movement of capital on financial sector development and the real economic activity (Components A and B).</li> <li>6. Explain the expansion of banks into non-banking financial services, including derivatives products, and critically evaluate consequences of this expansion in the context of current global financial crisis (Components A and B).</li> </ol>

	<p>7. Analyse the causes of bank failures and explain importance of micro and macro prudential regulation in their mitigation (Component A).</p> <p>8. Reflect critically on the ethical dilemmas and challenges in the practice of contemporary banking, and develop personal resilience and reflexive self-awareness skills to achieve career goals (Component B).</p>
Syllabus Outline	<p>An indicative outline of topics and themes on this module includes</p> <p>Diversification of banking activities  Management of risks in banking  Global regulation of banks  Differences in banking structures in key economies: UK, USA, Japan and EU  Structural differences between developed and emerging banking sectors  Competitive issues in banking  Bank failures  Causes, consequences, and regulatory responses to recent financial crises  The eurozone banking union  Relevant case studies  Career opportunities in the financial industry and beyond.</p> <p>The module is designed to be flexible and therefore the indicative topics merely reflect issues that are current at present.</p>
Contact Hours	<p>This is a long and thin module, implying it will run across two semesters. The module delivery will be based on 3 hours of scheduled learning and teaching activities per teaching week. 1 hour a week will be 'whole-group' work, e.g. lectures and/or external speakers. The other 2 hours will be seminars.</p>
Teaching and Learning Methods	<p><b>Core Contact: Lectures and Seminars</b></p> <p>Lectures will focus on core material, with a particular focus on theory and its application. They may also involve specialist expert speakers, including those working in the financial sector. Most seminars will focus on investigating and practising the lecture material. Students will prepare answers in advance or in the seminar, either working individually or in small groups. Help, explanations and answers will be given in the workshop and/or through Blackboard. Interactive lectures and discussion-based seminars facilitate critical thinking and help to develop good presentation skills.</p> <p><b>Supporting Employability</b></p> <p>The module provides content which may prove highly valuable for students in their later careers. Knowledge and understanding of contemporary issues in modern financial intermediation, as well as research skills developed in connection with the preparation of assessed individual coursework contribute to transferable skills. The module also requires debate and presentation, further enhancing employability skills. In conjunction with the UWE Careers Service, students will be encouraged to take a self-directed approach to their personal development and career planning. This may further be supported by invited guest speakers from the financial industry.</p> <p><b>Additional Contact</b></p> <p>In addition staff will be available during the semester during their office hours for face to face meetings. Queries and extended discussions with staff can also be approached virtually through e-mail.</p> <p><b>Other Support (on-line)</b></p> <p>Extensive use will be made of Blackboard for weekly guided independent study work; to support students' learning; to facilitate interactions between students e.g. for group project work and to provide feedback with quizzes and forums.</p> <p>Students will also be directed towards the University Library online Study Skills resources for the development of skills appropriate to the level and style of the module. In addition a number of e-learning resources will also be used:</p>

- The Study Skills website at <http://www1.uwe.ac.uk/students/studysupport/studyskills.aspx>
- Workshops for information retrieval and referencing at <http://www1.uwe.ac.uk/library/help.aspx>

Learn Higher <http://www.learnhigher.ac.uk/Students.html>

- Also, of particular importance for learning will be online resources from the websites of major central banks and bank regulatory bodies such as the Bank of England, European Central Bank, the Federal Reserve Bank and the Federal Deposit Insurance Corporation (FDIC) of the US, and the Bank for International Settlements (BIS).
- [www.bankofengland.co.uk](http://www.bankofengland.co.uk)
- [www.ecb.europa.eu](http://www.ecb.europa.eu)
- [www.federalreserve.gov/](http://www.federalreserve.gov/)
- <http://www.fdic.gov/>
- <http://www.bis.org/index.htm>

Other useful online learning resources include various dedicated important business, banking, finance and economics websites and data sources such as

- [www.bloomberg.com](http://www.bloomberg.com)
- Bankscope, the Economist and the Financial Times, available from the UWE library web pages <http://www1.uwe.ac.uk/library/yoursubject/accountingandfinance.aspx>.

#### Key Information Sets Information

Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are

Key Information Set - Module data				
<i>Number of credits for this module</i>				30
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Career planning study hours	Allocated Hours
300	66	228	6	300

The table below indicates as a percentage the total assessment of the module which constitutes a -

**Written Exam:** Unseen written exam, open book written exam, In-class test

**Coursework:** Written assignment or essay, report, dissertation, portfolio, project

**Practical Exam:** Oral Assessment and/or presentation, practical skills assessment, practical exam

	<table border="1"> <tr> <td colspan="2">Total assessment of the module:</td> <td></td> <td></td> </tr> <tr> <td>Written exam assessment percentage</td> <td></td> <td>50%</td> <td></td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> <td>40%</td> <td></td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> <td>10%</td> <td></td> </tr> <tr> <td></td> <td></td> <td>100%</td> <td></td> </tr> </table>	Total assessment of the module:				Written exam assessment percentage		50%		Coursework assessment percentage		40%		Practical exam assessment percentage		10%				100%	
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		100%																			
<p>Reading Strategy</p>	<p>All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University Library. These include a range of electronic journals. Training is provided by the library into how to find the relevant e-journals online. All of the online resources needed for this module can be accessed remotely. The use of electronic journals is highly relevant for the successful preparation of the essay. In addition, although not required, students may choose to use electronic databases and statistical packages in their essays.</p> <p>Students will be directed and expected to undertake reading throughout the module. However, depending upon specific topics addressed over the course of the module, students will be expected to undertake additional reading for themselves. A list of indicative textbooks and relevant journals is provided below but students are expected to recognise that these may be starting points only and that they should extend their reading as widely as is necessary to demonstrate a comprehensive knowledge. Specific websites will be recommended to keep students up to date with current issues in banking and finance from both an academic and real world perspective.</p> <p><b>Blackboard</b> – This module is supported by Blackboard, where students will be able to find all necessary module documentation, including guidance on Further Reading within the module handbook/outline. Direct links to information resources will also be provided from within Blackboard.</p> <p><b>UWE Libraries</b> – Engagement with online resources available through the University Study Skills web pages will be a core requirement of this module <a href="http://www1.uwe.ac.uk/students/studysupport/studyskills.aspx">http://www1.uwe.ac.uk/students/studysupport/studyskills.aspx</a></p>																				
<p>Indicative Reading List</p>	<p>Arnold, G. (2012), Modern Financial Markets and Institutions: A Practical Perspective. Harlow: FT Prentice Hall.</p> <p>Berger, A., P. Molyneux, and J.O.S. Wilson (2010), The Oxford Handbook of Banking, Oxford: Oxford University Press.</p> <p>Heffernan, S. (2005) Modern Banking Theory and Practice, Chichester: John Wiley.</p> <p>Blinder, A. S. (1998) Central Banking in Theory and Practice. Cambridge: MIT Press.</p> <p>Greenbaum, S. I. and A. V. Thakor (2007) Contemporary Financial Intermediation. London: Academic Press.</p> <p>Kindleberger, C. P. and R. Z. Aliber (2011) Manias, Panics, and Crashes. A History of Financial Crises. Hampshire: Palgrave Macmillan, 6th Edition.</p>																				

### Part 3: Assessment

#### Assessment Strategy

#### Summative Assessment

This module uses a mixture of formative and summative assessments. They are designed to allow students to demonstrate their competence in dealing with various advanced topics in the area of banking and finance contained in the module programme. Formative assessment takes various forms and will occur in interactive lectures as well as discussion-based seminars; it may also include peer feedback on informal activities. Summative assessment will be multi-faceted. It is designed to provide a balance between controlled conditions (end of year examination), and non-controlled assessment methods (e.g. essays). The examination will be based on the topics addressed and will reward, in particular, critical analysis and application. The two essays provide an opportunity for students to develop and display a deeper understanding of the module content through further reading; they will also give an opportunity for timely formative feedback, which can be auctioned upon.

#### Component A:

**Component A** consists of an examination (conducted under controlled conditions) which will be three hours in length. It will assess students' knowledge of core material and their ability to apply it to real world scenarios..

#### Component B:

**Component B1 and B2** are two separate essays designed to assess the students' understanding of the complex and dynamic nature of contemporary banking and their ability to apply acquired knowledge and analytical skills in new and unfamiliar contexts. Independent work on assessed essays helps to develop writing skills which will be of use when writing reports of different nature for various audiences and purposes. In particular, to promote reflective thinking on career planning, students will also be asked to reflect upon ethical dilemmas and challenges in the practice of contemporary banking in B1.

#### Component B3 and B4:

Students will give presentations and take part in debates. Attaining and practicing these skills is both an important part of the learning process and helps to prepare students for future employment. All students are required to give one presentation and to take part in one debate. Presentations will be based on a list of pre-announced papers. Each presentation group will give a presentation summarising and critically analysing one paper. Students must attend the presentations given by other groups and complete a feedback form. These forms provide a useful peer-review feedback mechanism

Students will take part in one assessed debate on a current policy-relevant topic. Two teams will be required to take opposing sides on a topic provided in advance. The teams take turns in a structured format to raise points in favour of their side of the argument or to rebut points raised by the opposing side.

The titles and topics will be announced during the module, sufficiently far in advance to enable students time to conduct independent research relating to the topics.

Identify final assessment component and element	<b>Component A</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>50%</b>	<b>50%</b>
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b>	
1. Examination ( 3 hours)	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b>	
1. Written Project 1 (2000 words)	40%	
2. Written Project 2 (2000 words)	40%	
3. Presentation	10%	
4. Debate	10%	
<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b>	
1. Examination (3 hours)	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b>	
1. Written Project 1 (2000 words)	50%	
2. Written Project 2 (2000 words)	50%	
If a student is permitted a retake of the module the assessment will be that indicated by the Module Description at the time that retake commences.		