

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

| Part 1: Basic Data | | | | | |
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| Module Title | Economics of Money and Banking | | | | |
| Module Code | UMED8Q-15-2 | Level | 2 | Version | 1 |
| Owning Faculty | FBL | Field | Economics | | |
| Contributes towards | BA (Hons) Economics, BA (Hons) Banking & Finance | | | | |
| UWE Credit Rating | 15 | ECTS Credit Rating | 7.5 | Module Type | Standard |
| Pre-requisites | Economic Principles in a Contemporary Context (UMED8D-15-1) or equivalent. | Co- requisites | None | | |
| Excluded Combinations | None | Module Entry requirements | | | |
| Valid From | September 2012 | Valid to | | | |

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| CAP Approval Date | QMAC Dec 11 |
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| Part 2: Learning and Teaching | |
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| Learning Outcomes | <p>On successful completion of this module students will be able to demonstrate the following:</p> <ul style="list-style-type: none"> • Understanding of the specific features of banks' balance sheets and be able to show how flows of funds in the economy affect various monetary magnitudes. (Component A, Component B) • Critical analysis of the theory and the practice of monetary policy (Component A, Component B) • Ability to analyse the UK sterling money market (Component A, Component B) • Evaluation of the role that banks play in the macroeconomy from a theoretical and empirical perspective (Component A, Component B) • Analysis of the role banks have played in recent financial crises, recent trends in banking activity, the role of banking regulation and the relationship between banks and central banks with particular reference to the UK situation (Component A, Component B) <p>In addition the educational experience may explore, develop, and practise <u>but not formally discretely assess</u> the following:</p> <ul style="list-style-type: none"> • Asking questions and encouraging problem-solving within groups. • Students participation in seminars and voicing opinions so as to understand their views and ethics. |
| Syllabus Outline | This module will cover the following topics: |

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| | <ul style="list-style-type: none"> • Banks and the supply of money: banks' balance sheets, the central bank balance sheets, monetary aggregates, loan and deposit creation, controlling the expansion of bank loans. • Monetary policy & monetary theory: aggregate supply and aggregate demand, the inflationary bias, rules versus discretion, independence and credibility, the transmission mechanism of monetary policy, should central banks only target the interest rate? Quantitative easing. • The UK sterling money market: repo operations, interbank market, the asset purchase program. • History and recent trends in UK banking and other financial intermediaries, ownership structure and competition issues. • The role of banks in the micro and macro-economy: deregulation, financial crises, macroprudential regulation. |
| Contact Hours/Scheduled Hours | There are 3 hours of contact time with staff that a student can expect in a week. This will comprise a combination of lectures, seminar and may include lectorials. |
| Teaching and Learning Methods | <p>Lectures will sometimes be driven by theory, sometimes by current events but always connecting the theory to reality in order to provide students with tools to analyse economic problems and to understand the limitations of theory and modelling. Other whole group encounters may include guest speakers. This will result in a deeper learning experience.</p> <p>Seminars will take a variety of forms, and students may be asked to present to the class their answers to questions and problems which will be provided during the year. These seminars will aim to develop student's analytical ability and problem-solving skills through investigating an issue or theme in greater detail. Lectorials may involve some transmission of material (like a lecture) combined with opportunities for group work (like a seminar).</p> <p>In addition staff will be available during the semester during their office hours (2 hours a week) for face to face meetings. Queries and extended discussions with staff can also be approached virtually through e-mail.</p> <p>Extensive use will be made of Blackboard for weekly guided independent study work; to support students' learning.</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> <ul style="list-style-type: none"> • The MySkills Study Skills website at http://www.uwe.ac.uk/library/resources/hub/ • Skills4study (s4s) as part of the MySkills resource [Academic reading and note making; Critical thinking; Academic writing; Referencing and plagiarism] • iSkillzone http://iskillzone.uwe.ac.uk |
| 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 interested in applying for. |

Key Information Set - Module data

Number of credits for this module

15

| Hours to be allocated | Scheduled learning and teaching study hours | Independent study hours | Placement study hours | Allocated Hours |
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| 150 | 36 | 114 | 0 | 150 |



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

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

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| Total assessment of the module: | |
| Written exam assessment percentage | 50% |
| Coursework assessment percentage | 50% |
| Practical exam assessment percentage | 0% |
| | 100% |

Reading Strategy

All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through websites and information gateways. The University Library web pages provide access to subject relevant resources and services and to the library catalogue. Many of these resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.

Students will be directed and expected to undertake key readings 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.

Blackboard – 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

UWE Libraries – Engagement with online resources available through the library will be a core requirement of this module.

Essential and further reading

The essential text for the module is:

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| | <p>Howells, P. and Bain, K. (2008). <i>The Economics of Money, Banking and Finance</i>, London: FT-Prentice Hall.</p> <p>There is an essential text for this module; however, we will suggest other useful texts to which they could refer. Students will be provided with a wide variety of written, audio and video texts that will be taken from the core and other recommended text books, journal articles, national and international newspapers and websites. Journal articles will be available electronically, or in the library. Students will be guided throughout the module as to the appropriate texts. Module guides will also reflect the range of reading to be carried out. Students will be told texts to read from books and from academic papers within the module handbook. Online videos and audio recordings may be recommended too of economists and policy makers.</p> |
| Indicative Reading List | <p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. CURRENT advice on additional reading will be available via the module guide or Blackboard pages.</p> <p>Howells, P. and Bain, K. (2008). <i>The Economics of Money, Banking and Finance</i>, London: FT-Prentice Hall. Mishkin, F. (2010). <i>The Economics of Money, Banking and Financial Markets</i>, New York: Addison Wesley.</p> <p>Articles from academic journals will be drawn on. These will include specific webpages that students will be recommended to read regularly as well as respected economic blogs.</p> <p>Academic and Practitioner Journals: these might include Journal of Macroeconomics Applied Economics Economic Letters Applied Economic Letters Journal of Money, Credit and Banking Journal of Banking & Finance</p> <p>Recommended Websites include: Bank of England Financial Services Authority European Central Bank Financial Times</p> |

Part 3: Assessment

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| Assessment Strategy | <p>This module deploys a mix of formative and summative assessment. Formative assessment takes various forms and will occur throughout the module; it may include peer feedback on informal activities. Summative assessment will be multi-faceted. The first opportunity for summative assessment is an assessed written work. The coursework is designed to assess students' abilities to apply core concepts in the module to a real-world problem. The examination will assess the entire module content and will occur at the end of the module.</p> <p>Summative Assessment</p> <ul style="list-style-type: none"> • Component A: The examination constitutes 50 per cent of the final grade. The examination will be based on the topics covered throughout the syllabus and will reward understanding and analysis of theory in relation to current events. • Component B: Written work – 2,000 words. This will be an individual piece of work that relates to a current topical theme or |
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| | event in the Banking and Financial sector with which a particular theory or theories can be tested against. | | |
| | Formative Assessment: <ul style="list-style-type: none">Engagement with other students in seminars that encourages a sense of belonging.Presentation of individual answers in seminars. | | |
| Identify final assessment component and element | | Component A | |
| % weighting between components A and B (Standard modules only) | | A: | B: |
| | | 50% | 50% |
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| First Sit | | | |
| Component A (controlled conditions) Description of each element | | Element weighting | |
| 1. Examination 2 hours | | 100% | |
| Component B Description of each element | | Element weighting | |
| 1. 2,000 word written assignment | | 100% | |
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| Resit (further attendance at taught classes is not required) | | | |
| Component A (controlled conditions) Description of each element | | Element weighting | |
| 1. Examination 2 hours | | 100% | |
| Component B Description of each element | | Element weighting | |
| 1. 2,000 word written assignment | | 100% | |
| If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences. | | | |