



**ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Financial Crime				
Module Code	UJUUKY-15-3	Level	3	Version	1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No
Owning Faculty	FBL	Field	Law Undergraduate		
Department	Law	Module Type	Standard		
Contributes towards	BA (Hons) Banking and Finance, BA (Hons) Business Management with Accounting and Finance				
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	N/A	
First CAP Approval Date	February 2016		Valid from	Sept 2016	
Revision CAP Approval Date			Revised with effect from		

<b>Review Date</b>	September 2022
--------------------	----------------

Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate a critical understanding of the principles of international, regional and national global financial regulation and of the functions of the main regulatory bodies. (Component B)</li> <li>• Critically assess and discuss the interrelationships which exist when multilateral communication is achieved between regulatory bodies. (Component B)</li> <li>• Critically evaluate the effectiveness of financial regulation in the context of financial crime in the banking sector.( Component B)</li> <li>• Analyse factual problems drawn from real case studies and issues arising from them. (Component A)</li> <li>• Understand the exposure and consequences of financial crime for the financial sector. (Components A and B)</li> <li>• Identify the main types of financial crime and their characteristics. (Components A and B )</li> </ul>
Syllabus Outline	<ul style="list-style-type: none"> <li>• From drugs to terrorism and the nature of predicate crimes in money laundering – case studies.</li> <li>• Different typologies of financial crime used by criminals.</li> </ul>

	<ul style="list-style-type: none"> <li>• ‘Just like a legit business’: the organisational structure of criminal businesses and why, how and where they move money.</li> <li>• Drivers and enablers of financial crime in the financial sector in relation to financial secrecy laws and offshore financial centres – with a focus on British Overseas Territories and Crown Dependencies – case studies.</li> <li>• Drivers and enablers of financial crime part II.</li> <li>• The specific aims and objectives of different financial regulation bodies at the national, regional and global levels.</li> <li>• International, regional and national financial regulations and conflicts of interests.</li> <li>• Financial regulation in the context of financial crime as it occurs in the informal banking sector – case studies.</li> <li>• The emergence of an international anti-money laundering/financial crime movement from a synthesis of global regulatory bodies; is it possible?</li> <li>• The socio-economic effects of financial crime – looking at the wider picture of how financial crime affects the everyday person.</li> </ul>
Contact Hours	<p>The module is delivered through 3 hours of contact time per week for eleven weeks, composed of lectures/workshops and seminars. There will also be three, one hour drop in research sessions. 36 hours in total</p> <p>Student preparation will be required for seminars and lectures, involving directed tasks, e.g. group discussion, posters and presentations etc.</p>
Teaching and Learning Methods	<p>The emphasis throughout will be on providing the student with the opportunity and facilities to question, understand, analyse and evaluate the topic of financial crime and how to combat it, in the broader historical, practical, academic and social settings.</p> <p>The learning context is student-centred and utilises a variety of techniques to encourage independent thought and constructive criticism. Dialogue is promoted between students and lecturers in an inter-active relationship which emphasises the two-way flow of information and criticism.</p> <p>Subject to the requirements of the Professional Bodies, it is not necessarily envisaged that every topic in the syllabus will be covered in any one academic year. Areas which have topical significance could, therefore, be developed at greater length and less topical areas dealt with in outline only; therefore reflecting the current financial crime issues with greatest significance.</p> <p>Students will be expected to conduct research with both traditional and electronic sources and will be instructed on how to do so, both during the Programme as a whole and, where necessary, within the module.</p> <p><b>Scheduled Learning:</b></p> <p>Lectures: On most topics covered, outline learning materials will be supplied to students during or in advance of the lectures. Lectures are generally designed to:</p> <ol style="list-style-type: none"> <li>(a) communicate the principal features of a topic, including its major principles, rules, concepts, relationships and values;</li> <li>(b) to stimulate interest in the topic and provide alternative views; and</li> <li>(c) to provide other information necessary to facilitate its further study, including updating.</li> </ol> <p>Guest speakers may be utilised where appropriate to stimulate additional interest in the topic, from an alternative point of view.</p> <p>Seminars: Seminars will involve problem-solving and the analysis and synthesis of</p>

conceptual and contextual issues, through plenary discussion and presentations by individual students or groups of students. Students are expected to fully participate in seminar discussions, which will cover the controversial and difficult areas of the subject.

We see the function of seminars to be:

- (a) to monitor the acquisition by students of the knowledge, understanding and skills mentioned under the *Learning Outcomes*; and
- (b) to facilitate and enhance the acquisition of that knowledge, understanding and skills and to foster deeper learning.
- (c) to allow students to evaluate, analyse and synthesise materials in an interactive environment and to facilitate their appreciation of the levels of variation of opinion which may be generated in discussion.

**Surgeries:** In order to assist students with their research task (components A1 & B1) a series of campus based research surgeries will be scheduled. These are designed as opportunities for students to discuss problems and issues they are experiencing with their research with a member of the teaching team. Students are expected to have prepared for these sessions and to undertake suggested follow up action.

***Student preparation:***

**Lectures:** In most cases there is no expectation of preliminary work. However, students may be given directed preliminary reading from recommended texts. Occasionally material may be also given out in advance so as to provide the basis for practical exercises or for more detailed discussion of topics to be conducted within the lecture.

**Seminars:** The Programme estimates a preparation time of 5 hours per seminar. Seminar preparation tasks include working individually, in pairs or in small groups. Students will be given seminar sheets in advance of their seminars which will both highlight the required preparation and the tasks to be completed during the seminar.

Directed reading will be suggested along with internet sources and video material as appropriate. Students are expected to make full use of their independent learning time to reflect critically upon the subject and to develop their own ideas.

Key Information Sets Information

K

<b>Key Information Set - Module data</b>				
<i>Number of credits for this module</i>				15
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
150	36	114	0	150
				

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

	<b>Written Exam:</b> Unseen written exam, open book written exam, In-class test																
	<b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project																
	<b>Practical Exam:</b> 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:																
	<table border="1"> <tr> <td>Total assessment of the module:</td> <td></td> <td></td> </tr> <tr> <td>Written exam assessment percentage</td> <td></td> <td></td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> <td>60%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> <td>40%</td> </tr> <tr> <td></td> <td></td> <td>100%</td> </tr> </table>			Total assessment of the module:			Written exam assessment percentage			Coursework assessment percentage		60%	Practical exam assessment percentage		40%		
Total assessment of the module:																	
Written exam assessment percentage																	
Coursework assessment percentage		60%															
Practical exam assessment percentage		40%															
		100%															

Reading Strategy	<p>All students will be encouraged to make full use of the print and electronic resources available to them via the UWE Library-held electronic journals and resources available through web sites and information gateways. Students should also engage in essential and recommended reading as well as preparing for their seminars and assessments.</p> <p>Students will be encouraged to read widely using the library search, a variety of bibliographic and full-text databases, and Internet resources. Many resources can be accessed remotely.</p> <p>Additional support is provided through the library by means of information and academic skills sessions and self-directed online tutorials available via the University Study Skills website, supported by the online library enquiry service.</p>
------------------	---

Indicative Reading List	<p><i>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. However, as indicated above, current advice on readings will be available via the module handbook.</i></p> <p>Key texts:</p> <p>Booth, R. et al (2011) <i>Money Laundering Law and Regulation: A Practical Guide</i>. Oxford: Oxford University Press.</p> <p>Lilley, P. (2011) <i>Dirty Dealing: The Untold Truth About Global Money Laundering, International Crime and Terrorism</i>. London: Kogan Page.</p> <p>Unger, B., and Van Der Linde, D. (2015) <i>Research Handbook on Money Laundering</i>. Cheltenham: Edward Elgar Original Reference.</p> <p>Young, M. A. (2012) <i>Banking Secrecy and Offshore Financial Centres: Money Laundering and Offshore Banking</i>. Abingdon: Routledge.</p>
-------------------------	--

<b>Part 3: Assessment</b>	
Assessment Strategy	<ul style="list-style-type: none"> <li>The Assessment Strategy is designed to allow students to explore the syllabus from two perspectives - using the typologies of financial crime in proposing solutions to applied problems , and reflecting more broadly on the dynamics of regulating and combating financial crime at the global level. Students will thereby demonstrate their</li> </ul>

knowledge, be able to apply abstract concepts to a factual context , and develop their critical analysis, evaluation and reasoning skills. They will also build their communication skills through presenting , discussing and defending their ideas, concepts and arguments, both verbally and in writing.

**Component A: 15 minute individual presentation**

Component A will focus on the typologies of financial crime and will require students to design, plan and implement solutions to problems in financial crime and analyse the potential effectiveness of such solutions. Students will be offered a choice of topics . The presentation will conclude with a 5 minutes question and answer session with the assessors.

**Component B : 2,500 word essay**

Component B will consist of a written piece of coursework which will reflect upon the dynamics of regulating and combating financial crime at the global level. Students will be expected to adopt a holistic approach to the topic and should be able to assess the global regulatory framework and its effectiveness in combating money laundering and financial crime. The essay is required, as it will allow students to investigate, evaluate and present complex information.

Identify final assessment component and element	Comp B	
% weighting between components A and B (Standard modules only)	A:	B:
	40%	60%
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting (as % of component)</b>	
1. Individual Presentation (15 minutes)	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting (as % of component)</b>	
1. Essay (2,500 words)	100%	

<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 (as % of component)</b>	
1. Individual Presentation (15 minutes)	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting (as % of component)</b>	
1. Essay (2,500 words)	100%	
If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.		