

<b>MODULE TITLE</b>		Banking and Financial Markets			
<b>MODULE LEVEL</b>		7			
<b>MODULE CREDIT POINTS</b>		15			
<b>SI MODULE CODE (if known)</b>		25-7A01-00S			
<b>MODULE JACS CODE</b>		N300			
<b>SUBJECT GROUP</b>		Financial Services and Banking			
<b>MODULE DELIVERY PATTERN (✓ as applicable or give dates for non-standard delivery)</b> NB "Semester 3" ends on 31 July each year					
<b>LONG (2 semesters)</b>		<b>SHORT (1 semester)</b>		<b>NON-STANDARD DELIVERY</b>	
Sem 1 & 2		Sem 1	✓	Start Date	
Sem 2 & 3		Sem 2		End Date	
		Sem 3			
<b>MODULE ASSESSMENT PATTERN (✓ as applicable - also complete Table A, Section 5, below)</b>					
Single Module Mark with Overall Module Pass Mark of 40%					✓
Single Module Mark - Pass/Fail only					
Up to Three Assessment Tasks with Pass Mark of 40% for each Task and Overall Module Pass Mark of 40%					
Up to Three Assessment Tasks - Pass/Fail only					
Other - if choosing "Other" please give further details of assessment pattern in the blank space below. "Other" should be chosen where, for example, a PSRB has specified an overall Module Pass Mark of higher than 40% - if so, give details below and specify higher pass mark. Or, e.g., where PSRB has specified an Individual Task Pass Mark of higher than 40% give details in space below and complete final column in Table A, Section 5)					
Overall Module Pass Mark if other than 40% (subject to approval)					%
<b>MODULE INFORMATION (✓ as applicable - also complete Table A, Section 5)</b>					
Is a timetabled examination required for the assessment of this module?					✓
Is a timetabled examination required for the reassessment of this module?					✓
Is the module delivered wholly by Distance Learning (i.e. not timetabled at SHU)					
Are any staff who are responsible for teaching on this module non-SHU employees?					
<b>MODULE STATUS (✓ as applicable to status of module in the context of current proposal)</b>					
<b>Unchanged:</b> an existing module, presented as unchanged from previous years					
<b>Modified:</b> an existing module being modified as a result of this validation, e.g. changes to delivery or assessment pattern, title, credit weighting etc					✓
<b>New:</b> new module to be approved through current validation process					
<b>If status is 'Modified', please give date when modified version is to be available from</b>				<b>Modified Version Available from 01/08/2009</b>	
<b>Breakdown of notional study hours by type</b> (Typically requires 10 hours of notional study time for 1 CATS credit)		<b>Tutor-Led (Contact Hours)</b>	<b>Tutor-Directed Study</b>	<b>Self-Directed Study</b>	<b>TOTAL STUDY HOURS for this Module</b>
		30	60	60	150
<b>OTHER COURSES FEATURING THIS MODULE (please list below)</b>					

## **1 AIM OF THIS MODULE**

The aim of this module is to provide a critical understanding of the functions of banking and financial markets, the factors affecting their development and key issues in the management of financial institutions and the use of financial markets.

## **2 BY ENGAGING SUCCESSFULLY WITH THIS MODULE YOU WILL BE ABLE TO**

1. explain and apply the terminology, concepts, contracts, relationships and theories used in banking and financial markets;
2. analyse and evaluate contemporary competitive, risk, and other policy issues affecting the management and stability of banks and the efficiency and stability of financial markets at both the national and global level;
3. identify, research, evaluate and make appropriate use of information from a wide range of sources relevant to management and policy issues affecting banking and financial markets, and use appropriate references to, and compile a suitable bibliography of, such information.

## **3 THESE ARE EXAMPLES OF THE CONTENT OF THE MODULE**

- The Financial System: Functions, Evolution, and Structure
- The Theory of Financial Intermediation and the Banking Firm
- Commercial Banking and the Payments System
- Money Markets
- Capital Markets
- Derivatives Markets
- Commercial Bank Management
- Investment Banking
- Banking System Efficiency: Structure, Conduct and Performance in the Banking Industry
- Monetary and Financial Stability: The Role of the Central Bank

## **4 THESE ARE THE MAIN WAYS YOU WILL BE SUPPORTED IN YOUR LEARNING TO ACHIEVE THESE OUTCOMES**

This module involves acquiring knowledge and understanding of: the role of financial institutions and markets in the economy; the general principles governing the operation of banking institutions; and the use of financial markets by financial and non-financial institutions, as well as the general public, to place and source funds and manage risks.

Students will be provided with a detailed topic-by-topic reading list, covering general background material, specialist texts, journal articles, contemporary professional literature and specialist on-line information sources, giving ample scope for the broadening and deepening of prior knowledge. Exposure to a wide-ranging literature and substantial reading activities will form the basis of the programme of study for this module. Minimum reading requirements prior to contact sessions will be fully documented.

Contact sessions will be used for three main purposes, broadly in equal measure:

- The delivery of formal lectures, intended to provide the basis for study and to stimulate an enquiring and exploratory approach within students.
- Tutor led exercises and discussion dealing with questions and issues highlighted by the module leader for consideration by students within the context of their self study.
- Group led activities and presentations and discussion of questions and issues arising from the group work activities undertaken by the students. This activity provides the forum in which students can relate theoretical concepts and analysis to contemporary issues and problems affecting banking and financial markets.

The module will be based on 3 hours of class contact per week for 10 weeks. The 10 class sessions will be delivered over 11 weeks, with a one-week break, after week 5, for extended course reading and consolidation of learning across all modules as well as undertaking research for formative coursework component requirements. The balance of 150 hours for the module will be devoted to directed learning, emphasising directed reading and the use of on-line information sources, self-directed reading, information exploration and research, and problem investigation, group work preparation sessions, and personal reflection on the learning experience.

The overall emphasis upon reading the literature, guided analysis and reflection, the preparation for classes, group presentations to peer groups and group discussions relating of theory to real world contexts, is felt to be the most appropriate learning and teaching package for achieving the learning outcomes of this module.

## **5      THESE ARE THE WAYS THAT WILL BE USED TO ENABLE YOU TO DEMONSTRATE YOU HAVE MET THE LEARNING OUTCOMES**

This will take the form of two individual assignments, each accounting for 25% of the total marks for the module and a three hour written examination accounting for 50% of the total marks. The two assignments will be written reports or essays (each within a 2,000 word limit), one to be submitted in week seven of the semester and the second at, or after, the end of the semester. The first assignment is intended to provide formative feedback as well as contribute to the overall summative assessment for the module. The first assignment will focus on the role of financial institutions in the economy and be case study orientated in that students will choose the financial institution(s) used in their assignment. The second assignment will focus more on banking and financial markets in relation to the efficiency and stability of the financial system and be more evaluative in nature than the first assignment. The examination paper is divided into two sections, each carrying 50% of the marks for the examination as a whole. The first section comprises short answer questions designed to assess students' knowledge and understanding of concepts and relationships, and their applicability in banking and financial markets, across the full range of the subject area. The second section of the examination requires students to write a comprehensive essay involving an in-depth analysis and evaluation of a major issue in banking and financial markets.

Each assignment relates to all three learning outcomes but together they give particular emphasis on learning outcome 3. The examination places more emphasis on learning outcomes 1 and 2. The two assignments in conjunction with the examination will be designed together to ensure that all learning outcomes are assessed.

In addition to the formative role of the first assignment, other formative, non assessed tasks will be carried out throughout the module which will typically be group presentations. These tasks will relate to the learning outcomes through the application of contemporary theories and empirical findings to current issues affecting banking and financial markets.

The assessment criteria for a ***pass*** are given below in the assessment grid.

Learning Outcome from Module Descriptio	Assessment Criterion	FAIL	PASS	PASS	PASS	DISTINCTION
		<39	40-49	50-59	60-69	70>

n						
1	Demonstrate an ability to explain and apply relevant terminology, concepts, contracts, relationships and theories	Inadequate, inaccurate and confused explanation and/or use of the relevant terms, concepts, relationships and theories.	<b>Correct but limited explanation of some of relevant terms, concepts, relationships and theories with some application.</b>	Correct explanation and more extensive application of relevant terms, concepts, relationships and theories.	Correct and more extensive explanation and application of relevant terms, concepts, relationships and theories.	Excellent explanation with supporting examples and comprehensive application of relevant terms, concepts, relationships and theories.
2	Demonstrate an ability to analyse and evaluate relevant issues	Inadequate and confused analysis with no attempt at evaluation of developments and issues.	<b>Sound but limited analysis using relevant theories, models and data. Little evaluation.</b>	Sound analysis using relevant theories, models and data. Partial attempt at evaluation with some use of supporting evidence.	Extensive analysis using relevant theories, models and data. Sound attempt at evaluation with use of supporting evidence.	Comprehensive analysis with extensive use of relevant theories and supporting evidence. Demonstrates clear ability to synthesise material from a variety of sources. Perceptive critical evaluation of contemporary issues and policy debates.
3	Demonstrate an ability to use and evaluate relevant information and follow appropriate referencing and bibliographical conventions in using information sources.	Incomplete, confused, and/or inappropriate selection and use of information. Inadequate and/or misleading referencing. No or incomplete and inadequately presented bibliography.	<b>Correct but limited use and evaluation of relevant information. Referencing conventions followed but not applied fully. Limited bibliography with some errors of presentation.</b>	Sound use of relevant information with some evaluation. Referencing conventions applied fully. Sound bibliography with only minor presentation errors..	Extensive use of relevant information with sound evaluation. Referencing conventions applied fully. Sound bibliography correctly presented.	Comprehensive use of relevant information with extensive critical evaluation. Referencing conventions applied fully. Extensive and correctly presented bibliography
<b>Not included in outcomes but desirable: Written communication</b>	Clarity and effectiveness of written communication	Poorly written, hard to follow, spelling and grammatical errors.	<b>Able to follow points made, some spelling and grammatical errors.</b>	Reader-friendly and few spelling and grammatical errors.	Very reader-friendly, few or no spelling and grammatical errors.	Very reader-friendly, few or no spelling and grammatical errors, imaginative/innovative approach to communication.

**TABLE A: ASSESSMENT TASK INFORMATION**

ASSESSMENT TASK	% weighting of overall module mark	Duration of task / word count / length of exam	In-module retrieval available?	Individual task pass mark ONLY IF OVER 40%**
Assignment 1	25%	2000 words	no	
Assignment 2	25%	2000 words	no	
Examination	50%	3 hours	no	

Failure can be retrieved through the assessment task information specified in Table B.

**TABLE B: RE-ASSESSMENT TASK INFORMATION**

ASSESSMENT TASK	% weighting of overall module mark	Duration of task / word count / length of exam	Individual task pass mark ONLY IF OVER 40%**
Examination	50%	3 hours	
Assignment	50%	4000 words	

## 6 THIS IS HOW YOU WILL BE GIVEN FEEDBACK ON YOUR PERFORMANCE

The module leader will provide written feedback on the first piece of coursework within two weeks of the submission deadline. In addition, students will be given the opportunity for individual feedback and learning guidance on their coursework through scheduled meetings with the module leader. The timing of the piece of coursework, combined with the methods of feedback, is intended to provide the student with formative guidance as well as contribute to the summative assessment of the module.

The timing of the first piece of coursework and feedback will provide the student with the opportunity to use the remaining weeks of formal class contact sessions, as well as additional meetings with the module leader, to remedy deficiencies in their approach to learning and improve the development of their skills, which the student will have the opportunity to demonstrate in the second piece of coursework. For the second piece of coursework, the module leader will provide written feedback within three weeks of the submission deadline, which will be after the end of the module but before the examination. Students will be offered the opportunity for individual meetings as an additional means of feedback on the second assignment. There will also be an additional class before the examination to provide an opportunity for students to discuss possible areas of learning concern in relation to the examination arising from their performance in the second assignment.

General feedback, particularly of a formative nature, will be given in class sessions or by posting to the relevant BB site. Generic feedback to previous cohorts will also be made available electronically.

## 7 THESE ARE EXAMPLES OF THE KEY LEARNING RESOURCES YOU WILL USE

The module guide provides students with a detailed topic-by-topic reading list, encompassing general background material, specialist texts, journal items and

contemporary professional literature, giving ample scope for both the broadening and deepening of prior knowledge. Exposure to a wide-ranging literature and substantial reading activities form the bedrock of the programme of study for this module. Minimum reading requirements prior to contact sessions will be fully documented. Specific examples of learning resources include

- Lecture slides and course notes written by the module leader and distributed to students in advance by BB. The notes form part of the students' core reading which should be done prior to each session.
- The module guide used to direct students' information source research and reading, and the questions to be discussed in class.
- Given the nature of the module there is a significant emphasis on learner autonomy. Students are encouraged to seek out their own additional reading to support their knowledge and assignments. However on BB there is a considerable number of websites and industry journals which students could utilise
- Extensive use of Blackboard will be made with recent articles and documents posted. Various additional documents will also be available for students such as generic feedback from previous years and FAQ's on the module and coursework.
- In addition to the main academic journals relating to finance, banking and financial markets the module guide directs students to key websites including those of the Bank of England, US Federal Reserve, BIS for research reports and papers, as well as those of individual banks and NBFIs for their financial reports and other data.
- The core texts plus supplementary reading are outlined in the module guide.