

## MODULE DESCRIPTOR

<b>TITLE</b>	Understanding Financial Services
<b>SI MODULE CODE</b>	44-4923-00L
<b>CREDITS</b>	20
<b>LEVEL</b>	4
<b>JACS CODE</b>	
<b>SUBJECT GROUP</b>	Banking and Finance
<b>DEPARTMENT</b>	FABS
<b>MODULE LEADER</b>	Denzil Watson

<b>MODULE STUDY HOURS (based on 10 hours per credit)*</b>			
<b>Scheduled Learning and Teaching Activities</b>	<b>Placement (if applicable)</b>	<b>Independent Guided Study</b>	<b>Total Number of Study Hours</b>
<b>36</b>		<b>164</b>	<b>200</b>

### **MODULE AIM**

To gain an understanding of the nature of the banking industry and to gain an overview of the main financial products and services offered by global banks.

### **MODULE LEARNING OUTCOMES**

By engaging successfully with this module a student will be able to

- Understand the role and functions of a bank
- Appreciate how banks are funded and the risks they face
- Understand the basic products and services which banks offer
- Develop an appreciation of the main careers in finance and the skills required.

### **INDICATIVE CONTENT**

- The origins of banks
- Confidence and moral hazard
- Deposit taking activities
- Lending activities
- The role of banks in the money transfer system
- Bank liquidity
- Sources of finance used by banks
- The operation of current accounts and how customer can access their money
- Interest bearing accounts
- Lending products e.g. mortgages, credit cards
- Other banks services such as insurance, investment services and foreign travel.

## **LEARNING, TEACHING AND ASSESSMENT - STRATEGY AND METHODS**

Students will be supported in their learning, to achieve the above outcomes, in the following ways

### **Lectures**

Lectures will be used to introduce the major concepts, principles and theories relevant to each topic, and to identify and explain key terms, cases and statutory provisions. Visual aids, such as PowerPoint, will be used in lecture sessions.

### **Seminars**

Seminars will be used enhance student learning. Attendance, preparation and participation in these sessions are essential for the student to achieve the learning outcomes specified above. It is essential that students prepare in advance answers to any set exercises/questions, so that errors/misunderstandings can be spotted and corrected. Seminars can also be used as a session where students will have the chance to have verbal feedback and a chance for a regular formative self-assessment.

### **Virtual Learning Environment (VLE) - Blackboard**

The module has a dedicated Blackboard site, which students are expected to access on a regular basis. The Blackboard site is used to communicate information to students outside of contact sessions (via the 'Announcements' page). In addition, the blackboard site includes:

- An electronic version of the module handbook
- Links to lecture/PowerPoint slides
- Details regarding assessments
- Additional topical and contemporary information with direct links to external websites.

Students will also be required to engage in self-directed/self-motivated learning activities, such as supplementary reading of extra material, in order to enhance their understanding of the topics discussed in classes.

## **ASSESSMENT TASK INFORMATION**

<b>Task No.*</b>	<b>Short Description of Task</b>	<b>SI Code EX/CW/PR</b>	<b>Task Weighting %</b>	<b>Word Count or Exam Duration**</b>	<b>In-module retrieval available</b>
1	Individual report	CW	40%	2000 words	N
2	Exam	EX	60%	2 Hours	N

**Assessment Criteria**

<b>Assessment Outcomes</b>	<b>Assessed</b>	<b>below 40%</b>	<b>40-49%</b>	<b>50-59%</b>	<b>60-69%</b>	<b>70%+</b>
Understand the role and functions of a bank	Coursework / Exam	Little / no evidence of understanding the role and functions of a bank	Some evidence of understanding the role and functions of a bank and return.	A sound evidence of understanding the role and functions of a bank	A good evidence of understanding the role and functions of a bank	An excellent evidence of understanding the role and functions of a bank
Appreciate how banks are funded and the risks they face	Coursework / Exam	No or limited appreciation of banks funding options and the risks banks face.	Some appreciation of banks funding options and the risks banks face.	A sound appreciation of banks funding options and the risks banks face.	A good appreciation of banks funding options and the risks banks face.	A comprehensive appreciation of banks funding options and the risks banks face.
Understand the basic products and services which banks offer	Coursework / Exam	no / limited evidence of understanding the basic products and services which banks offer	Some understanding of the basic products and services which banks offer	A sound understanding of the basic products and services which banks offer	A good understanding of the basic products and services which banks offer	A detailed and comprehensive of understanding of the basic products and services which banks offer
Develop an appreciation of the main careers in finance and the skills required.	Coursework / Exam	Little / no clear research undertaken to explore careers in banking / finance or the skills to gain such jobs.	Some research undertaken to explore careers in banking / finance or the skills to gain such jobs.	Some good research undertaken to explore careers in banking / finance or the skills to gain such jobs.	Good research undertaken to explore careers in banking / finance or the skills to gain such jobs.	Comprehensive research undertaken to explore careers in banking / finance or the skills to gain such jobs.

## **FEEDBACK**

Students will receive feedback on their performance in the following ways

Feedback will be given in the tutorials on all submitted work (formal assessments and also tutorial work). The feedback will take various formats (summative, formative, formal, informal, written and oral) adopted as appropriate to suit the specific task.

### **Formative Feedback**

- Formative feedback is to be provided by module tutors and peers. The seminar discussions and informal student presentations will enable the students to receive informal oral feedback from the tutor and other members of the seminar group.

### **Summative Feedback**

- Summative feedback is to be provided following the submission of the first assessment task. Specific, individual feedback along with comments from the tutor will be presented to the students. The students will also have an opportunity to meet with the tutor(s), after the return of the coursework scripts, for individual feedback and guidance.
- Summative feedback will be available following completion of the examination (Task 2). The students will be given the opportunity to meet with the tutor(s) for individual feedback.

## **LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)**

The module leader liaises closely with the University Learning Centre to ensure a wide variety of the latest books and articles are available to aid your studies. You will also be able to utilise the online journals database via the learning centre website. The module guide will outline key readings.

Core Text:

- Retail banking, Keith Pond, Global Professional Publishing
- Appropriate articles and web-links will be placed on the module blackboard site.

**SECTION 2 MODULE INFORMATION FOR STAFF ONLY****MODULE DELIVERY AND ASSESSMENT MANAGEMENT INFORMATION****MODULE STATUS - INDICATE IF ANY CHANGES BEING MADE**

NEW MODULE	Y
EXISTING MODULE - NO CHANGE	N
Title Change	N
Level Change	N
Credit Change	N
Assessment Pattern Change	N
Change to Delivery Pattern	N
Date the changes (or new module) will be implemented	<b>09/2013</b>

**MODULE DELIVERY PATTERN** - Give details of the start and end dates for each module. If the course has more than one intake, for example, September and January, please give details of the module start and end dates for each intake.

	<b>Module Begins</b>	<b>Module Ends</b>
<b>Course Intake 1</b>	01/09/2013	31/08/2014
<b>Course Intake 2</b>	DD/MM/YYYY	DD/MM/YYYY
<b>Course Intake 3</b>	DD/MM/YYYY	DD/MM/YYYY

<b>Is timetabled contact time required for this module?</b>	Y – 2 hours per week
---	----------------------

<b>Are any staff teaching on this module non-SHU employees?</b>	N
<b>If yes, please give details of the employer institution(s) below</b>	
<b>What proportion of the module is taught by these non-SHU staff, expressed as a percentage?</b>	

**MODULE ASSESSMENT INFORMATION**

<b>Indicate how the module will be marked</b>	
<b>*Overall PERCENTAGE Mark of 40%</b>	Y
<b>*Overall PASS / FAIL Grade</b>	N

\*Choose one only – module cannot include both percentage mark and pass/fail graded tasks

**SUB-TASKS**

<b>Will any sub-tasks (activities) be used as part of the assessment strategy for this module?</b>	N
--	---

If sub-tasks / activities are to be used this must be approved within the Faculty prior to approval. Sub-task / activity marks will be recorded locally and extenuating circumstances, extensions, referrals and deferrals will not apply to sub-tasks / activities.

**FINAL TASK**

<b>According to the Assessment Information shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Information Grid in Section 1 of the Descriptor)</b>	Task No.2
---	-----------

**NON-STANDARD ASSESSMENT PATTERNS**

<b>MARK 'X' IN BOX IF MODULE ASSESSMENT PATTERN IS NON STANDARD, eg MODEL B, ALL TASKS MUST BE PASSED AT 40%.</b>	
<b>NB: Non-standard assessment patterns are subject to faculty agreement and approval by Registry Services - see guidance. notes.</b>	