1. **Title of the module**

BUSN8015 (CB8015) Financial Regulation and Financial Crises

1. **School or partner institution which will be responsible for management of the module**

Kent Business School

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

MSc Finance (International Banking and Finance); MSc Finance (Finance and Management); MSc Finance (Financial Markets)

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 Demonstrate knowledge, critical analysis and understanding of regulations and supervision of banking and non-banking financial institutions.

8.2 Demonstrate knowledge, synthesis and understanding of the recent changes and evolution of regulatory framework of domestic and international financial institutions.

8.3 Demonstrate knowledge and understanding of various concepts, principles and key issues centring the role, operations and working mechanism of regulation and supervision of financial institutions.

8.4 Demonstrate knowledge and understanding of how prudential regulation and the conduct of business regulation are managed and supervised by multi-agency regulatory bodies in highly developed financial markets.

8.5 Use subject knowledge to critical analyse and synthesise the problem and provide a reasoned response to that problem in the context of financial regulation.

8.6 Critically evaluate and compare roots of financial crises based on the case studies.

8.7 Demonstrate knowledge and understanding of the roots of the Global Financial Crisis and the role of Financial regulators.

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 Develop and define complex argument and provide critical insights on the practical financial, business, institutional and policy problems of financial services regulation.

9.2 Read and summarise transactions, financial statement, and conduct of business operation relating to financial services regulation and supervision.

9.3 Apply numerical skills to solve numerical problems faced by financial institutions with regards to financial services regulation.

9.4 Read, analyse, evaluate and summarize economic, financial and business events relating to financial services regulation.

9.5 Locate, extract, and analyse data from different sources, e.g. Newspapers, library, internet, etc., to be presented in an appropriate format.

9.6 Plan and work independently using various learning resources.

9.7 Plan and work within groups, share ideas with each other and discuss the relevant issues/results by positively responding to constructive criticism.

9.8 Use information technology to acquire, analyse, and communicate effectively.

1. **A synopsis of the curriculum**

This module aims to develop the ability to analyse financial crises and bank regulation, examining the roots, consequences and remedies for the financial crises with the special emphasis on the current global financial crisis. The module also aims to understand the complexity of the financial crisis and the role of bank regulation.

The module will cover topics including the Financial Crisis, banking supervision and regulation, the Basle Accord, banking failures, rating agencies and Financial Crisis, the role of international financial institutions.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Barwell, R. (2013). *Macroprudential Policy.* Basingstoke: Palgrave Macmillan

Buckley, A. (2011). *Financial Crisis: Causes; Context and Consequences.* Harlow: Financial Times Prentice Hall

Rochet, J-C. (2008). *Why Are There So Many Banking Crises? : The Politics and Policy of Bank Regulation*, Princeton, New Jersey: Princeton University Press

1. **Learning and teaching methods**

Total contact hours: 36

Private study hours: 114

Total study hours: 150

1. **Assessment methods**
   1. Main assessment methods

Individual Report (2500 words) (30%)

Group presentation (10%)

Examination, 2 hour (60%).

13.2 Reassessment methods

Like for Like

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *8.7* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* | *9.7* | *9.8* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** |
| Lectures | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  | **X** |
| Seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Individual report | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** |
| Group presentation | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** |  | **X** | **X** |
| Exam | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

Finance is an international language and associated quantitative techniques will reflect this. The intended learning outcomes are applicable worldwide as part of the universal principles of Finance. With regard to subject content, the material within the syllabus has been developed for use within an international educational setting for students who will apply financial theories in a wide range of international contexts. The reading list also has references to international research. Our international teaching team is also diverse and international. Our support for students in KBS is also internationally attuned, given our international student body.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 27/01/2019 | Major | January 2020 | 7, 8, 10, 11, 13, 14, 17 |  |
|  |  |  |  |  |

Revised FSO Jan 2018