1. **Title of the module**

BUSN8013 (CB8013) Domestic and International Banking

1. **Division 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 course(s) of study to which the module contributes**

MSc Banking and Finance

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

8.1 Demonstrate knowledge, comprehension and understanding to evaluate a specific economy as a suitable market for commercial and investment bank, drawing on knowledge of range of commercial and investment banking services.

8.2 Demonstrate knowledge, comprehension and understanding to account for change in the commercial and investment banking sector.

8.3 Demonstrate knowledge, comprehension, ability to critically analyse and synthesise of various concepts and principles centring the role and operations of universal banks.

8.4 Demonstrate knowledge, comprehension, ability to critically analyse and synthesise how conflicts of interest may lead to ethical dilemmas in investment banks.

8.5 Demonstrate knowledge, comprehension and understanding to assess factors which make the management of universal banks complex and problematic.

8.6 Assess the role of commercial and investment bank in acting on behalf of a client in a specific situation.

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 banking sector.

9.2 Read, critically analyse and summarise transactions and economic events related to financial services providers such as both commercial and investment banks.

9.3 Apply numerical skills to solve numerical problems faced by financial institutions.

9.4 Read, critically analyse and evaluate, and summarize economic, financial and business events relating to financial institutions.

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

1. **A synopsis of the curriculum**

This module aims to develop the ability to critically analyse and synthesise banking operations and strategy, examining banks' balance sheet operations with their need to balance liquidity, risk and return. The module also aims to enable an understanding of competitive strategies and the marketing of banking services and the implementation into the real business environment. Theoretical models will be used to evaluate the rapidly evolving policy of retail, international and investment banking and to understand issues and problems related to banking operations and strategy in the context of contemporary challenges in the financial sectors like business ethics and sustainability of financial services.

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

Bessis, J. (2015). *Risk Management in Banking*. 4th edition. Chichester: John Wiley & Sons

Farquhar, J. D. and Meidan, A. (2010). *Marketing Financial Services*. 2nd edition, Basingstoke: Palgrave Macmillan

Hempel, G. H. and Simonson, D. G. (2008). *Bank Management*. 6th edition. Chichester: John Wiley & Sons

Koch*,* T.W. and MacDonald, S.S. (2015) *Bank Management.* 8th edition. Mason, Ohio: South-Western Cengage Learning

Saunders, A. and Cornett, M.M. (2018). *Financial Institutions Management.* 9th edition. New York: McGraw-Hill

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 – 2500-3000 words (40%)

Examination, 2 hour (60%).

13.2 Reassessment methods

Exam 100%

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* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* | *9.7* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study  | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lectures | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  |  |  |
| Seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** |
| Revision session | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Report  | **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** |

1. **Inclusive module design**

The Division 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**

Banking and 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 banking and 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 the theories of Maths 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.

**DIVISIONAL USE ONLY**

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

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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