



## 1. General Course Information

### 1.1 Course Details

<b>Course Code:</b>	<b>1203AFE</b>
<b>Course Name:</b>	<b>Money Banking and Finance</b>
<b>Trimester:</b>	<b>Trimester 2, 2020</b>
<b>Program:</b>	Diploma of Commerce
<b>Credit Points:</b>	10
<b>Course Coordinator:</b>	Eliot Sanft
<b>Document modified:</b>	28/5/2020

### Course Description

Money, Banking and Finance is a 10 Credit Point course within the Diploma of Commerce. The course is situated within the Diploma of Commerce. The course is situated within the second trimester of the program. The Diploma of Commerce is designed to provide students with a pathway to:

- further university studies in Commerce, Business and related degrees or
- direct employment

This course provides an overview of the Australian financial system, particularly the role of the financial markets and institutions. It also presents a brief survey of the theory of money and an analysis of the conduct of monetary policy in recent years.

### Assumed Knowledge

This course is useful for students of economics, banking, finance, commerce and other business-related programs. It provides a basic understanding of the participants, roles, functions, products and operations of the various types of financial institutions, markets and instruments that make up a modern financial system. Understanding of these issues is crucial if students wish to pursue a qualification in the above fields.

## 1.2 Teaching Team

Your lecturer/tutor can be contacted via the email system on the portal.

Name	Email
Eliot Sanft	eliot.sanft@staff.griffithcollege.edu.au
Tania Driver	tania.driver@staff.griffithcollege.edu.au

## 1.3 Staff Consultation

Your lecturer/tutor is available each week for consultation outside of normal class times. Times that your lecturer/tutor will be available for consultation will be found on the Moodle Course Site.

## 1.4 Timetable

Your timetable is available on the Griffith College Portal at Class Timetable in Student and Services.

## 1.5 Technical Specifications

All students must have access to a computer or suitable mobile device.

## 2. Aims, Outcomes & Generic Skills

### 2.1 Course Aims

This course aims to provide students with an understanding of concepts and inter-relationships among various components of a financial system with a particular focus on the Australian Financial system. This is required if you wish to obtain PS 146 compliance. For more information on PS146, students should visit the Australian Securities and Investments Commission (ASIC) Training Register website at: <http://www.asic.gov.au/etraining/etrain.nsf> or check with their Program Coordinator.



### 2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Apply basic mathematical concepts to finance including the concept of time value of money to investment problems using simple and compound interest.
2. Explain the structure and operation of the financial system, the economic framework and regulatory agencies
3. Explain the economic function of money markets and capital markets while comparing the various market instruments
4. Analyse the roles, functions, operations and regulation of key financial institutions including commercial and investment banks, funds management, superannuation, insurance and venture capital



## 2.3 Generic Skills and Capabilities

For further details on the Generic Skills please refer to the Graduate Generic Skills and Capabilities policy.

Griffith College aims to develop graduates who have an open and critical approach to learning and a capacity for lifelong learning. Through engagement in their studies, students are provided with opportunities to begin the development of these and other generic skills.

Studies in this course will give you opportunities to begin to develop the following skills:

Generic Skills and Capabilities		Taught	Practised	Assessed
Acquisition of discipline knowledge and skills with critical judgement		✓	✓	✓
Communication and collaboration		✓	✓	✓
Self-directed and active learning		✓	✓	✓
Creative and future thinking		✓	✓	✓
Social responsibility and ethical awareness		✓	✓	
Cultural competence and awareness in a culturally diverse environment		✓	✓	



## 3. Learning Resources

### 3.1 Required Learning Resources

Lecture notes, notices and other issues relating to the course will be made available through the Griffith College portal.

#### Required Textbook & Resources:

Kidwell, D.S., Brimble, M.A., Docherty, P., Mazzola, P. and Basu, A. (2018).

[Financial Markets, Institutions and Money](#) (4<sup>th</sup> ed). Brisbane: John Wiley and Sons.

If you are considering undertaking the Finance major, most finance courses involve problems requiring calculations. As many of these are solvable using a scientific calculator (addition, subtraction, division, multiplication, powers, square roots, logarithms and exponentials, statistical functions) you should make sure that you have access to such a calculator and its manual at the beginning of each course.

You will also find a range of statistical, scientific and financial functions in electronic spreadsheets like Microsoft Excel, and these are useful for the preparation of work where manual calculation is not strictly required or recommended.

You should also consider purchasing a financial calculator as these offer nearly all of the functions found in scientific calculators, as well as compound interest and discounting, amortization, bond pricing and yields and investment appraisal functions (including net present value and the internal rate of return). You will find these are of great benefit in your studies and future careers. Examples include the Casio FX-100AU Plus, Sharp EL733A and EL735, Hewlett- Packard HP 10bII, 12c, 12c Platinum and 17bII+ and Texas Instruments BA II Plus.

## 3.2 Recommended Learning Resources

Other material related to the Course:

Hunt, B and Terry, C, (2019), *Financial Institutions and Markets*, (8th ed.), Cengage Learning, Melbourne.

Viney, C and Phillips, P (2015), *Financial Institutions, Instruments and Markets*, (8th ed.), McGraw-Hill

Valentine, T., Ford, G., Edwards, V., Sundamacher, M & Copp, R (2010), *Financial Markets and Institutions in Australia*, (1st ed.), Pearson Education, Aust.

## 3.3 College Support Services and Learning Resources

The College provides many facilities and support services to assist students in their studies. Links to information about College support resources that are available to students are included below for easy reference.

[Digital Library](#) – Databases to which Griffith College students have access to through the Griffith Library Databases.

MyStudy – there is a dedicated website for this course via MyStudy on the Griffith College Portal.

[Academic Integrity Tutorial](#) - this tutorial helps students to understand what academic integrity is and why it matters. You will be able to identify types of breaches of academic integrity, understand what skills you will need in order to maintain academic integrity, and learn about the processes of referencing styles.

Services and Support provides a range of services to support students throughout their studies including academic advice and assignment help from Student Learning Advisors, and personal and welfare support from Student Counsellors.

Jobs and Employment in the [Student Hub](#) can assist students with career direction, resume and interview preparation, job search tips, and more.

[IT Support](#) provides details of accessing support, information on s numbers and internet access and computer lab rules.

## 3.4 Other Information about your Learning

### Attendance

You are expected to actively engage in all learning experiences and learning activities which underpin the learning content in this course. You are expected to engage with the learning content and learning activities outside of timetabled class times. This requires you to be an active agent of your learning. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you are encouraged to BYOD (bring your own device) to class such as a laptop or tablet. This is not a requirement as computer lab facilities are available on campus, however, the use of such devices in the classroom is encouraged with appropriate and considerate use principles being a priority.

### Preparation and Participation in Learning

In order to enhance your learning, you need to prepare before participating in the learning experiences. Absorb the learning content and complete the learning activities that are provided online before you attend the scheduled learning experiences. Make sure you complete the learning activities set each week, they are designed to support your learning. Active participation in your learning will enhance your success. Ask questions when something is unclear or when you want to bring some issue to your lecturer or tutor's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

### Consultation Sessions

Teachers offer extra time each week to assist students outside the classroom. This is known as 'consultation time.' You may seek assistance from your teacher on email or in person according to how the teacher has explained this to the class. Attendance during consultation time is optional but you are encouraged to use this extra help to improve your learning outcomes.

## **Course Learning Materials**

Learning materials are made available to you in MyStudy on the Griffith College Portal. The learning materials are arranged in Modules. In each Module you will find the learning content, learning activities and learning experiences. Actively working your way through these course learning materials together with your lecturer or tutor will prepare you to succeed when completing the evidence of learning (assessment).

## **Self-Directed Learning**

You will be expected to learn independently. This means you must organise and engage with the course learning content even when you are not specifically asked to do so by your lecturer or tutor. The weekly guide will be helpful to organise your learning. This involves revising the weekly course learning material and completing the learning activities. It also means you will need to find additional information to evidence your learning (assessment) beyond that given to you, and to construct your own response to a question or topic. All of this requires careful planning of your time. Expect to spend, on average, at least 10 hours per week including class time for each of your courses.

## **Program Progression**

You are reminded that satisfactory Program Progression requires that attendance in classes is maintained at equal to or greater than 80%, and that GPA is maintained at equal to or greater than 3.5 [please see Griffith College Policy Library - Program Progression Policy - for more information].






## **Teacher and Course Evaluation**

Your feedback is respected and valued by your lecturers and tutors. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your lecturer and tutor or by completing course and lecturer evaluations via Griffith College's evaluation tool whenever these are available.



## 4. Learning Content, Learning Activities and Learning Experiences

### 4.1 Modules for Learning and Weekly Learning Content, Learning Activities and Learning Experience

	Learning Content 	Learning activities 	Learning experiences 	Evidence of learning 	Learning outcome 
<b>Module 1: Financial Numeracy</b>					
1	<u>Financial Numeracy 1 Maths Refresher</u>  Financial Workbook 1	Videos 1203AFE Course Outline, Assessment Prepare for in-class activities and discussion	Icebreakers Discussion: Introduction to Finance/Finance careers Activity: Maths Refresher You Try Quiz	Formative Quiz:  Workbook 1 - Review Questions (end Week 1)	1
2	<u>Financial Numeracy 2 Simple and Compound Interest</u>  Financial Workbook 2	Videos Prepare for in-class activities and discussion	Review Maths Refresher Financial Maths 2 You Try Quiz 2	Formative Quiz:  Workbook 2 - Review Questions (end Week 2)	1
<b>Module 2: The Financial System</b>					
3	<u>The Financial System</u>  Chapter 1 and 2 (Kidwell, Brimble et al.)	Videos Prepare for in-class activities and discussion TedEd video: what is a financial system? Direct vs Indirect finance	Review Financial Numeracy Discussion: economy vs financial system, how are productive units financed?	Formative Assessment:  Short Report Modern financial system? (200 words)	2
4	<u>Monetary Authorities</u> Regulating financial systems  Chapter 3	Videos Prepare for in-class activities and discussion Class Quiz: The financial system Direct and indirect finance	Class discussion: Why do we need regulation? Who are the regulators and what do they do? Activity: who are the financial regulators around the world?	<u>Quiz 1:</u> Financial Numeracy 1 and 2 (15%)	2
5	<u>Monetary Policy</u>  Textbook reading and exercises: Chapter 8	Videos Prepare for in-class activities and discussion Class Quiz: 3 monetary authorities	Class discussion and activity: How RBA injects money into the financial system to keeps it functioning	Formative Quiz:  Practice Quiz: Introduction to the Financial System	2

<b>Module 3: Financial Markets</b>					
6	<u>Money Markets</u> Textbook reading and exercises: Chapter 8	Videos Prepare for in-class activities and discussion Class Quiz: Goals of monetary policy	Class discussion and activity: Balancing liquidity using money markets Short report presentation and discussion	Formative Assessment:  Short Report A secure financial mechanism to lend money (200 words)	3
7	<u>Bond Markets</u> Textbook reading and exercises: Chapter 6 and 9	Videos Prepare for in-class activities and discussion Class review: The purpose of money markets	Class discussion: firms raising debt finance – issuing bonds Activity: Bond issues by Newcrest Mining	Summative Assessment:  Quiz 2 MCQs and SAQs covering Weeks 3-5 (20%)	3
8	<u>Equity Markets</u> Textbook reading and exercises: Chapter 10	Videos Prepare for in-class activities and discussion Class homework: Bond markets and capital markets	Class discussion and activity: the public listing of Alibaba and Facebook	Formative Assessment:  Practice quiz Financial markets Weeks 6-8	3
<b>Module 4: Financial Institutions</b>					
9	<u>Commercial and Investment Banks</u> Textbook reading and exercises: Chapter 14 and 18	Videos Prepare for in-class activities and discussion Class Homework: Equity markets	Class discussion and activity: Commercial banks must satisfy three stakeholders Quiz 3 review	Formative assessment:  Short report  The business model of a commercial bank Profitability and liquidity (200 words)	4
10	<u>Prudential Regulation</u> Textbook reading and exercises: Chapter 13	Videos Prepare for in-class activities and discussion Class Homework: Commercial bank profitability and liquidity	Class discussion and activity: why do we need regulation and keeping institutions solvent	Summative Assessment:  Quiz 3 MCQs and SAQs covering Weeks 6 - 8 (20%)	4
11	<u>Insurance and Superannuation</u> Textbook reading and exercises: Chapter 17	Videos Prepare for in-class activities and discussion Class homework: Prudential regulation in Australia	Class discussion and activity: How do insurance companies achieve profitability	Formative assessment:  Portal quiz Elements of a good presentation	4
12	<u>Presentations</u> Textbook reading and exercises: Chapter 1, 2, 3, 4, 6, 8, 9, 10, 13, 14, 17 and 18		Presentations Quiz 4 review	Summative Assessment:  Presentations (25%)  Quiz 4 (20%)	2, 3, 4



## 5. Evidence of Learning (Assessment Plan)

### 5.1 Evidence of Learning Summary

	 Evidence of learning	 Weighting	 Learning outcome	 Due Date
1	Online Maths Quiz	15%	1	Week 4
2	Online Content Quiz	60%	2, 3, 4	Week 7, 10, 12
3	Presentation	25%	2, 3, 4	Week 12

### 5.2 Evidence of Learning Task Detail

#### Online Maths Quiz:

The Online Maths Quiz will be held in Week 4 to assess students on Module 1. The duration of the quiz will be 30 minutes and the Quiz 1 is worth 15%. The quiz contains a set of maths problems covering basic financial numeracy from Week 1 and simple and compound interest applications from Week 2. Students require a standard non-programmable scientific calculator.

#### Online Content Quiz

Three Moodle quizzes will be conducted during the semester in Weeks 7, 10 and 12. The purpose of each quiz is to check the progress of students learning and understanding of key concepts and issues covered in each module. The duration of each quiz is 45 minutes (or as advised) and contains a combination of true/false, multiple choice (5%) and three short answer questions (15%).  
 Quiz 2 held in Week 7 will cover Module 2: topics 3, 4 and 5  
 Quiz 3 held in Week 10 will cover Module 3: topics 6, 7 and 8.  
 Quiz 4 held in Week 12 will cover Module 4: topics 9, 10 and 11.

#### Tutorial Presentation:

From a range of learning outcome questions extracted from the text each student will be allocated a topic to research and required to prepare a 5 – 6 minute presentation to be delivered in Week 12. Students will be provided with comprehensive marking criteria specifying the marks allocated for both content and presentation skills. This assessment enables students to demonstrate their understanding of course content and contemporary issues in a presentation format. Students are required to prepare a five-minute oral tutorial presentation. Presentations are required to be supported by 5 to 6 PowerPoint content slides (excluding title and references slides) which should be submitted in hard copy form at the beginning of the tutorial.

### 5.3 Late Submission

An evidence of learning (assessment) item submitted after the due date, without an approved extension from the Course Coordinator, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 5% of the maximum mark applicable for the assessment item, for each working day or part working day that the item is late. Evidence of learning items submitted more than five working days after the due date are awarded zero marks.

Please refer to the Griffith College website - Policy Library > Assessment Policy for guidelines and penalties for late submission.



## 5.4 Other Information about Evidence of Learning

### Retention of Originals

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the course.

### Requests for extension

To apply for an extension of time for an evidence of learning item, you must submit an [Application for Extension of Assignment](#) form to your teacher at least 24 hours before the date the assignment is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation [e.g. [Griffith College Student Medical Certificate](#)]. Please refer to the Griffith College website - Policy Library - for guidelines regarding extensions and deferred assessment.

### Return of Evidence of Learning Items

1. Marks awarded for in-trimester evidence of learning items, except those being moderated externally with Griffith University, will be available on the Student Portal within fourteen [14] days of the due date. This does not apply to the final evidence of learning item in this course (marks for this item will be provided with the final course result).
2. Students will be advised of their final grade through the Student Portal. Students can review their final exam papers after student grades have been published. Review of final exam papers will not be permitted after the final date to enrol.
3. Marks for **all** evidence of learning items including the final exam (if applicable) will be recorded in the Moodle Course Site and made available to students through the Moodle Course Site.

*The sum of your marks of evidence of learning items in this course does not necessarily imply your final grade for the course. Standard grade cut off scores can be varied for particular courses, so you need to wait for the official release of grades to be sure of your grade for this course.*

## 6. Policies & Guidelines

Griffith College assessment-related policies can be found in the [Griffith College Policy Library](#) which include the following policies:

Assessment Policy, Special Consideration, Deferred Assessment, Alternate Exam Sitting, Medical Certificates, Academic Integrity, Finalisation of Results, Review of Marks, Moderation of Assessment, Turn-it-in Software Use. These policies can be accessed using the 'Document Search' feature within the [Policy Library](#)

**Academic Integrity** Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual's and the College's reputation.

All staff and students of the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered to be one of the most serious forms of fraudulent academic behaviour, for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.

However, Griffith College also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your lecturers, tutors and academic advisors will provide you with guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you are unsure about appropriate academic conduct.

In the case of an allegation of a breach of academic integrity being made against a student he or she may request the guidance and support of a Griffith College Student Learning Advisor or Student Counsellor.

Please ensure that you are familiar with the Griffith College Academic Integrity Policy; this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Griffith College website - Policy Library > Academic Integrity Policy

### **Reasonable Adjustments for Assessment – The Disability Services policy**

The Disability Services policy (accessed using the Document Search' feature with the [Policy Library](#)) outlines the principles and processes that guide the College in making reasonable adjustments to assessment for students with disabilities while maintaining academic robustness of its programs.

### **Risk Assessment Statement**

There are no out of the ordinary risks associated with this course.

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