



ECON335

The Economics of Financial Institutions

S1 Evening 2014

Economics

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General Information

Unit convenor and teaching staff

Unit Convenor

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E4A 426

Available on iLearn

Credit points

3

Prerequisites

6cp at 200 level including (ECON200 or ECON201 or ECON203 or ECON204)

Corequisites

Co-badged status

Unit description

This unit provides an overview of the Australian and global financial systems and examines, in depth, the various aspects of financial institutions management. Topics include: the objectives and performance of financial institutions; risks and their controls; asset and liability management; off balance sheet banking; merchant banking; central banking; capital adequacy; and regulation. The unit pays particular attention to the events and circumstances that, in recent times, have caused great difficulties in the financial sector, as well as the lessons learnt as a consequence. The role that financial institutions play in economic development is explored, as are the problems and possibilities of what has become known as microfinance. Rigorous economic analysis is central to the methodological approach of this unit but other disciplines, such as history, are also employed to provide a fully rounded picture.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

To be open to new (and old!) ways of thinking and appreciate the importance of intellectual curiosity and reflection as the foundation for continuous learning.

To demonstrate a capacity to work independently including the ability to plan and achieve goals.

To identify, define and analyse problems and recommend creative solutions within real-world constraints.

To critically evaluate underlying theories, concepts, assumptions, limitations and arguments in disciplinary and cross-disciplinary fields of study.

To be intellectually ready to participate in public policy discussions arising in social, business and policy environments.

To manage, analyse, evaluate and use information efficiently and effectively.

Assessment Tasks

Name	Weighting	Due
<u>Research Review</u>	20%	4 pm Thursday 9 April
<u>Class Test</u>	20%	Week 10
<u>Final Examination</u>	60%	University Examination Period

Research Review

Due: **4 pm Thursday 9 April**

Weighting: **20%**

Write a 1600 word summary and evaluation of **one** of the two articles listed below. A "review essay" is a summary of your own words of the article you have chosen to review, together with an appraisal of it. Your review essay should be about 60% summary and 40% appraisal. Summary means you summarize the main points and explain the chosen article in your own words. Figures, tables, or equations in the article may not be included in your essay. Appraisal means you express your thoughts about the article. For example, whether the article is full of insightful remarks, whether the article gives adequate consideration/analysis of the main issues, or if the article covers too much or too little ground, any additional aspects should be included in the article. Your bibliography can be minimal.

Submission

The Research Review described above is due at 4.00pm on Thursday, 9 April. This assignment must be handed in at the box provided in BESS.

Before the due date the assignment must **also** be submitted to Turnitin. Assignments not submitted through this programme will receive zero marks.

Extension

Except in the cases of documented illness or misadventure, no requests for extensions will be entertained.

Penalties

Any assignment submitted after 4.00pm on Thursday 9 April will be subject to an immediate penalty of 2 marks (out of the 20 available). For every calendar day after 9 April that an assignment is still outstanding, a further 2 marks will be deducted.

What is required to complete the unit satisfactorily

Handing in the assignment is a necessary condition for satisfactorily completing Econ 335.

The Two Articles

Choose one of the following to write your review:

1. Gambacorta, L. and van Rixtel, A. 2013, 'Structural Bank Regulation Initiatives: Approaches and Implications', *BIS Working Papers, No.412*, April 2013, <<http://www.bis.org/publ/work412.htm>>

2. Stewart, C., Robertson, B. and A. Heath 2013, 'Trends in the Funding and Lending Behaviour of Australian Banks', *Reserve Bank of Australia, Research Discussion Paper, RDP 2013-15*, December 2013, <www.rba.gov.au/publications/rdp/2013/pdf/rdp2013-15.pdf>

On successful completion you will be able to:

- To be open to new (and old!) ways of thinking and appreciate the importance of intellectual curiosity and reflection as the foundation for continuous learning.
- To demonstrate a capacity to work independently including the ability to plan and achieve goals.
- To critically evaluate underlying theories, concepts, assumptions, limitations and arguments in disciplinary and cross-disciplinary fields of study.
- To be intellectually ready to participate in public policy discussions arising in social, business and policy environments.
- To manage, analyse, evaluate and use information efficiently and effectively.

Class Test

Due: **Week 10**

Weighting: **20%**

In week 10 there will be a Class Test for all students in Econ 335. This test will consist of true/false questions, drawn from lecture topics up to that point, and external readings (which will be listed on i-learn and as notified in class). The test will take place in lectures and, as such, you are required to attend the Test according to the lecture stream in which you are enrolled. The tests for both streams (ie, day and evening) cover the same material, but the questions are completely different. There will be no advantages to anyone having access to the questions asked in the other stream, or even from discussing these with other students (as you will see). Normal examination conditions will apply of course, and you must bring with you your official University

ID card.

On successful completion you will be able to:

- To demonstrate a capacity to work independently including the ability to plan and achieve goals.
- To critically evaluate underlying theories, concepts, assumptions, limitations and arguments in disciplinary and cross-disciplinary fields of study.

Final Examination

Due: **University Examination Period**

Weighting: **60%**

The final examination will consist of true/false and essay-type questions. Further details relating to the number of questions and so on will be given closer to the Exam.

This two hour final exam will be held during the University Examination period.

You are expected to present yourself for examination at the time and place designated in the University Examination Timetable. The timetable will be available in Draft form approximately eight weeks before the commencement of the examinations and in Final form approximately four weeks before the commencement of the examinations:

<http://www.exams.mq.edu.au/>

The only exception to not sitting an examination at the designated time is because of **documented** illness or **unavoidable** disruption. In these circumstances you may consider applying for Special Consideration. Information about unavoidable disruption and the special consideration process is available at: <http://www.reg.mq.edu.au/Forms/APSCon.pdf>

If a Supplementary Examination is granted as a result of the Special Consideration process, the examination will be scheduled after the conclusion of the official examination period.

You are advised that it is Macquarie University policy not to set early examinations for individuals or groups of students. All students are expected to ensure that they are available until the end of the teaching semester, the final day of the official examination period.

In the unlikely event of documented illness or misadventure a supplementary exam **may** be awarded. Such an exam would consist of essay-type questions only.

On successful completion you will be able to:

- To be open to new (and old!) ways of thinking and appreciate the importance of intellectual curiosity and reflection as the foundation for continuous learning.
- To identify, define and analyse problems and recommend creative solutions within real-

world constraints.

- To critically evaluate underlying theories, concepts, assumptions, limitations and arguments in disciplinary and cross-disciplinary fields of study.
- To manage, analyse, evaluate and use information efficiently and effectively.

Delivery and Resources

Classes

Students attend three classroom hours per week, comprising lectures using a mix of theory and practical applications, delivered in First Semester in the following sessions:

Day thursday, 12 – 3 p.m. C5C T1

Evening Friday, 6 – 9 p.m. E7B T3

Students are expected to attend the full quota of lectures; all the material covered in class is examinable. Of course, you only have to attend one of these streams. Note that there is no lecture in Week 2.

If you are ever in doubt about timetabling and class times and places, see the University's website: <http://www.timetables.mq.edu.au/>

Required and Recommended Texts and/or Materials

There is no 'set' textbook for Econ 335.

One very useful textbook for the course (as it is for the 'sister unit', Econ 350, Money and Finance) is Kidwell, D. et al. 2012, *Financial Markets, Institutions and Money*, (11th edn) John Wiley & Sons, Milton, Qld.

Other useful books include:

(a) Australian

Gup, B.E., Avram, K. et.al., (2007) *Commercial Banking: The Management of Risk*, Melbourne: John Wiley & Sons Australia.

Saunders, A. and Lange, H. (2007), *Financial Institutions Management: A Modern Perspective*, Sydney: Irwin.

Valentine, T. et al. 2011, *Financial Markets and Institutions in Australia*, Pearson, Frenchs Forest, NSW

Hunt, B. and Terry, C. 2008, *Financial Institutions and Markets*, 5th edn, Thomson

(b) International

A. Saunders and Cornett, M.M. (2007) *Fundamentals of Financial Institutions Management*, 6th Edn, Boston: Irwin.

Sinkey, J.F. (2002), *Commercial Bank Financial Management*, 5th ed., Macmillan.

Technology Used and Required

It is my expectation that the lectures of Econ 335 will be recorded on the University's i-Lecture facility. This can be found at: <http://ilearn.mq.edu.au>

The iLearn facility at this same site will also be the main vehicle through which unit communications will be made, and via which students can communicate with each other.

Learning and Teaching Activities

As noted above, this unit is taught via three hours of lectures per week. In terms of student activity in relation to this, it is suggested that lecture slides and/or any readings be read in advance. Meanwhile, keeping up to speed on events impacting financial institutions and markets will be highly advantageous.

Unit Schedule

Week	Lecture Topics
1	Introduction – Functions and Forms of Banking, Regulatory Overview
2	The Theoretical Rationale of Financial Institutions. Case Study Extra: The Pillars of Australian Banking
3	The Management of Financial Institutions I: Liabilities Management. Case Study Extra: The Global Network Banks, HSBC, Standard Chartered, Citigroup
4	The Management of Financial Institutions II: Credit Evaluation. Case Study Extra: Banking on the USA
5	The Management of Financial Institutions III: Commercial, Real Estate and Consumer Lending. Case Study Extra: Banking European Style
6	The Management of Financial Institutions IV: Securities Portfolio Management. Case Study Extra: Emerging Market Banks
7	The Management of Financial Institutions V: Interest Rate Risk Management.
8	The Management of Financial Institutions VII: Liquidity Management.
9	The Management of Financial Institutions VIII: Capital Management.
10	Financial Institutions and Economic Development.
11	Moneylenders, Informal, and Microfinance Institutions.
12	The Zeitgeist: Foreign banking, shadow banking, 'crowd funding'.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Academic Honesty

The nature of scholarly endeavour, dependent as it is on the work of others, binds all members of the University community to abide by the principles of academic honesty. Its fundamental principle is that all staff and students act with integrity in the creation, development, application and use of ideas and information. This means that:

- all academic work claimed as original is the work of the author making the claim
- all academic collaborations are acknowledged
- academic work is not falsified in any way
- when the ideas of others are used, these ideas are acknowledged appropriately.

Further information on the academic honesty can be found in the Macquarie University Academic Honesty Policy at http://www.mq.edu.au/policy/docs/academic_honesty/policy.html

Grades

Macquarie University uses the following grades in coursework units of study:

- HD - High Distinction
- D - Distinction
- CR - Credit
- P - Pass
- F - Fail

Grade descriptors and other information concerning grading are contained in the Macquarie University Grading Policy which is available at:

<http://www.mq.edu.au/policy/docs/grading/policy.html>

Grading Appeals and Final Examination Script Viewing

If, at the conclusion of the unit, you have performed below expectations, and are considering lodging an appeal of grade and/or viewing your final exam script please refer to the following website which provides information about these processes and the cut off dates in the first instance. Please read the instructions provided concerning what constitutes a valid grounds for appeal before appealing your grade.

http://www.businessandeconomics.mq.edu.au/new_and_current_students/undergraduate_current_students/how_do_i/grade_appeals/

Special Consideration Policy

The University is committed to equity and fairness in all aspects of its learning and teaching. In stating this commitment, the University recognises that there may be circumstances where a student is prevented by unavoidable disruption from performing in accordance with their ability. A special consideration policy exists to support students who experience serious and unavoidable disruption such that they do not reach their usual demonstrated performance level. The policy is available at:

http://www.mq.edu.au/policy/docs/special_consideration/policy.html

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- To be open to new (and old!) ways of thinking and appreciate the importance of intellectual curiosity and reflection as the foundation for continuous learning.
- To demonstrate a capacity to work independently including the ability to plan and achieve goals.
- To identify, define and analyse problems and recommend creative solutions within real-world constraints.
- To critically evaluate underlying theories, concepts, assumptions, limitations and arguments in disciplinary and cross-disciplinary fields of study.
- To be intellectually ready to participate in public policy discussions arising in social, business and policy environments.
- To manage, analyse, evaluate and use information efficiently and effectively.

Assessment tasks

- Research Review
- Class Test
- Final Examination

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- To be open to new (and old!) ways of thinking and appreciate the importance of intellectual curiosity and reflection as the foundation for continuous learning.
- To demonstrate a capacity to work independently including the ability to plan and achieve goals.
- To identify, define and analyse problems and recommend creative solutions within real-world constraints.
- To critically evaluate underlying theories, concepts, assumptions, limitations and arguments in disciplinary and cross-disciplinary fields of study.
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- To manage, analyse, evaluate and use information efficiently and effectively.

Assessment tasks

- Research Review
- Class Test
- Final Examination

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- To be open to new (and old!) ways of thinking and appreciate the importance of intellectual curiosity and reflection as the foundation for continuous learning.
- To demonstrate a capacity to work independently including the ability to plan and achieve goals.
- To identify, define and analyse problems and recommend creative solutions within real-world constraints.
- To critically evaluate underlying theories, concepts, assumptions, limitations and arguments in disciplinary and cross-disciplinary fields of study.
- To be intellectually ready to participate in public policy discussions arising in social, business and policy environments.

- To manage, analyse, evaluate and use information efficiently and effectively.

Assessment tasks

- Research Review
- Final Examination

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcome

- To be intellectually ready to participate in public policy discussions arising in social, business and policy environments.

Assessment tasks

- Research Review
- Final Examination

Research and Practice

This unit makes extensive use of Macquarie University researchers, as can be seen from the reading guide, lecture slides, and elsewhere.