

BUS303

Money and Banking

School: School of Business and Creative Industries

2026 | Trimester 1

UniSC Sunshine Coast

**BLENDED
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

Online

ONLINE

You can do this course without coming onto campus, unless your program has specified a mandatory onsite requirement.

Please go to unisc.edu.au for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

You will develop insight into how money affects important aspects of your own life and the real economy as a whole by studying the institutions and increasingly complex functioning of the banking and broader financial system. You will also explore how financial innovations are rapidly transforming the banking industry, what the future of banking looks like, and what new risks and opportunities are created by this transformation.

1.2. How will this course be delivered?

| ACTIVITY | HOURS | BEGINNING WEEK | FREQUENCY |
|---|-------|----------------|-----------|
| BLENDED LEARNING | | | |
| Learning materials – Interactive online learning activities. | 1hr | Week 1 | 11 times |
| Tutorial/Workshop 1 – Scheduled face to face workshops. | 2hrs | Week 1 | 11 times |
| ONLINE | | | |
| Learning materials – Interactive online learning activities. | 1hr | Week 1 | 11 times |
| Tutorial/Workshop 1 – Scheduled online workshops (Recorded). | 2hrs | Week 1 | 11 times |

1.3. Course Topics

- An overview of money and the financial system
- The meaning of Interest rates
- The behavior of interest rates
- The banking industry
- Central Banks and Money Supply
- Tools of monetary policy and its conduct
- Financial Crises in Advanced Economies
- Payment System Innovations Impacting Banking
- Shadow Banking
- The Future of Money and Banking
- Transmission Mechanisms of Monetary Policy
- The foreign Exchange Market

2. What level is this course?

300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study year of an undergraduate program.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

| COURSE LEARNING OUTCOMES | GRADUATE QUALITIES MAPPING | PROFESSIONAL STANDARD MAPPING * |
|---|--|--|
| On successful completion of this course, you should be able to... | Completing these tasks successfully will contribute to you becoming... | Competencies from multiple Professional Bodies (see below) * |
| 1 Identify, coherently explain and synthesise the operation of financial institutions, their asset structure and the services they perform. | Knowledgeable Creative and critical thinker | PC1.1, PC1.2, PC3.1, PC5.1, PC6.1, PC6.2, 9, 12.1.5, 17.1.2 |
| 2 Apply economic reasoning and analytical skills to make informed judgments concerning the operation of monetary policy of central banks. | Knowledgeable Creative and critical thinker | PC1.1, PC1.2, PC2.1, PC3.1, PC6.2, 8.2.1, 8.2.3 |
| 3 Use economic data to analyse bond yields and explain the role of financial markets in the real economy. | Knowledgeable Creative and critical thinker | PC1.1, PC3.1, 4.1, PC6, PC6.2, 17.1.1 |
| 4 Demonstrate effective written communication skills in a business context | Empowered Engaged | PC1.1, 4.1 |

* Competencies by Professional Body

| CODE | COMPETENCY |
|---|------------|
| ASSOCIATION TO ADVANCE COLLEGIATE SCHOOLS OF BUSINESS | |

| CODE | COMPETENCY |
|-------|-----------------------|
| PC1.1 | Written Communication |
| PC1.2 | Oral Communication |
| PC2.1 | Teamwork |
| PC3.1 | Problem Solving |
| PC5.1 | Diversity |
| PC6 | Career-ready |
| PC6.1 | Self-management |
| PC6.2 | Discipline Knowledge |

| EDUCATION FOR SUSTAINABLE DEVELOPMENT GOALS | |
|---|---|
| 4.1 | Cognitive Learning objectives for “Quality Education” |
| 8.2.1 | The learner is able to discuss economic models and future visions of economy and society critically and to communicate them in public spheres. |
| 8.2.3 | The learner is able to understand how one’s own consumption affects working conditions of others in the global economy. |
| 9 | Industry, Innovation and Infrastructure: Build infrastructure, promote inclusive and sustainable industrialization and foster innovation |
| 12.1.5 | The learner understands dilemmas/trade-offs related to and system changes necessary for achieving sustainable consumption and production. |
| 17.1.2 | The learner understands the importance of global multi-stakeholder partnerships and the shared accountability for sustainable development and knows examples of networks, institutions, campaigns of global partnerships. |
| 17.1.1 | The learner understands global issues, including issues of financing for development, taxation, debt and trade policies, and the interconnectedness and interdependency of different countries and populations. |

5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1. Pre-requisites

BUS102

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

5.5. Microcredential Information

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

From week 2, formative feedback will be provided in the form of answer guides to the tutorial exercises.

6.3. Assessment tasks

| DELIVERY MODE | TASK NO. | ASSESSMENT PRODUCT | INDIVIDUAL OR GROUP | WEIGHTING % | WHAT IS THE DURATION / LENGTH? | WHEN SHOULD I SUBMIT? | WHERE SHOULD I SUBMIT IT? |
|---------------|----------|------------------------|---------------------|-------------|--|-----------------------|--|
| All | 1 | Oral and Written Piece | Individual | 30% | 3-4 pages | Week 5 | Online Submission |
| All | 2 | Case Study | Individual | 30% | 1,500 words | Week 9 | Online Assignment Submission with plagiarism check |
| All | 3 | Written Piece | Individual | 40% | 4-5 pages including graphical analysis | Week 12 | Online Assignment Submission with plagiarism check |

All - Assessment Task 1: Problem set

| | | | |
|------------------------------|---|---|----------------------------------|
| GOAL: | To identify, coherently explain and synthesize current issues concerning the financial sector and present a clear and coherent exposition of these issues in writing and in oral presentation. | | |
| PRODUCT: | Oral and Written Piece | | |
| AUTHORSHIP STATEMENT: | | | |
| FORMAT: | <p>Complete a problem set based on the first four topics of the course. Individual assessment to be undertaken independently.</p> <p>This task is being used for measuring assurance of learning towards Association to Advance Collegiate Schools of Business (AACSB) accreditation. The following Program Competency will be assessed: PC 1.2 - Oral Communication. Further details on the task and the marking rubric are provided in the assessment area in Canvas.</p> | | |
| CRITERIA: | No. | | Learning Outcome assessed |
| | 1 | Demonstrate competence in the use of course specific analytical tools | 1 2 |
| | 2 | Demonstrate effective communication skills in an economic context | 3 4 |
| GENERIC SKILLS: | Communication, Problem solving, Organisation, Applying technologies, Information literacy | | |

All - Assessment Task 2: Case Study

| | | | |
|------------------------------|--|--|----------------------------------|
| GOAL: | To present a clear and coherent exposition of finance and economics knowledge and ideas in relation to a topic relating to the financial sector in the context of a contemporary or historical economic event. | | |
| PRODUCT: | Case Study | | |
| AUTHORSHIP STATEMENT: | | | |
| FORMAT: | Individual assessment to be undertaken independently. This task is being used for measuring assurance of learning towards Association to Advance Collegiate Schools of Business (AACSB) accreditation. The following Program Competency will be assessed: PC 1.1- Written Communication. Further details on the task and the marking rubric are provided in the assessment area in Canvas. | | |
| CRITERIA: | No. | | Learning Outcome assessed |
| | 1 | Demonstrate ability to apply financial sector knowledge and ideas. | 1 2 4 |
| | 2 | Demonstrate ability to reflect on the interaction between the financial sector and the broader economy | 3 4 |
| | 3 | Demonstrate effective written communication skills in a business context. | 3 4 |
| GENERIC SKILLS: | Communication, Problem solving, Organisation, Applying technologies, Information literacy | | |

All - Assessment Task 3: Written Piece

| | | | |
|------------------------------|--|---|----------------------------------|
| GOAL: | To apply reasoning and analytical skills to demonstrate understanding of issues related to how money affects the real economy and present a clear and coherent exposition of economic knowledge. | | |
| PRODUCT: | Written Piece | | |
| AUTHORSHIP STATEMENT: | | | |
| FORMAT: | Individual open book assessment This assessment task will be made up of questions similar to those in weekly tutorial exercises and may cover all parts of the course Further details are provided in the assessment area in Canvas. | | |
| CRITERIA: | No. | | Learning Outcome assessed |
| | 1 | Demonstrate competence in the use of course specific analytical tools | 1 2 3 4 |
| | 2 | Demonstrate effective written communication skills | 4 |
| GENERIC SKILLS: | Communication, Problem solving, Organisation, Applying technologies, Information literacy | | |

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

You need regular access to the resource(s) below. Many texts are available as ebooks through the [Library](#) at no additional cost.

| REQUIRED? | AUTHOR | YEAR | TITLE | EDITION | PUBLISHER |
|-----------|------------------|------|--|----------|-------------------|
| Required | Frederic Mishkin | 2021 | The Economics of Money, Banking and Financial Markets, eBook, Global Edition | 13th ed. | Pearson Higher Ed |

8.2. Specific requirements

A scientific calculator may be useful but is not needed for most problems.

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- (a) The final mark is in the percentage range 47% to 49.4%; and
- (b) The course is graded using the Standard Grading scale

10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

- Less than 15 minutes: No penalty
- From 15 minutes to 30 minutes: 20% penalty
- More than 30 minutes: 100% penalty

10.4. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.5. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- [UniSC Student Central](#)
- [UniSC Adelaide Student Central](#)