



Unit outline

Name of unit (Unit Code)

FinTech & Technology Innovations (MGB FTC 301)

Unit description

The unit introduces key concepts, applications and disruptions of technology to financial industry. It is aimed at enabling participants to deal with the financial decisions using technological innovations and data analytics. The unit will cover the global fintech investments' landscape, technology enabled payment and remittances, digital innovation in lending and commercial banking, block chain, cryptocurrencies and distributed ledgers. The unit will also expose students to the evolution of Insurtech and Regtech.

SECTION 1 – GENERAL INFORMATION (CORE)

1.1 Administrative details

Associated higher education awards (for example, Bachelor, Diploma)	Duration (for example, one semester, full year)	Level (for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)	Unit coordinator
Master of Global Business	16 months	Term 3	To be decided

1.2 Core or elective unit

Indicate if the unit is a:

- ☐ core unit
- ☒ elective unit
- ☐ other (please specify below):

1.3 Unit weighting

Using the table below, indicate the credit point weighting of this unit and the credit point total for the course of study (for example, 10 credit points for the unit and 320 credit points for the course of study).

Unit credit points Example: 10 credit points	Total course credit points Example: 320 credit points
1 credit	36 credits

1.4 Student workload

Using the table below, indicate the expected student workload per week for this unit.

No. timetabled hours per week (1)	No. personal study hours per week (2)	Total workload hours per week (3)
9 hours	9 hours	18 hours

1.5 Delivery mode

Tick all applicable delivery modes for the unit and provide details in the following text box: If necessary or preferred, you may provide this information in a separate document, using the 'Attach evidence here' function of the online form.

- ☒ Face to face on site
- ☐ E-learning (online)
- ☒ Intensive/block mode (where the unit or a face to face component is delivered in a block)
- ☐ Mixed/blended
- ☐ Distance/independent learning (untimetabled)
- ☒ Full-time
- ☐ Part-time
- ☐ External
- ☐ Fast track
- ☐ Other (please specify)

1.6 Work-integrated learning activity

If the unit includes a work-integrated learning component (where completion of the unit requires students to undertake learning in a workplace outside of their higher education provider), provide details including the rationale, the specification and methods for assessing the learning outcomes, monitoring arrangements and whether the work integrated learning is required for professional accreditation. If necessary or preferred, you may provide this information in a separate document, using the 'Attach evidence here' function of the online form.

Also if available, upload copies or templates of the formal agreements with third parties for the work-integrated learning activity, using the 'Attach evidence here' function of the online form.

Refer to the TEQSA Guidance Note on Work-Integrated Learning as required (available on the TEQSA website).

n/a

1.7 Prerequisites and co-requisites

Are students required to have undertaken a prerequisite or co-requisite unit for this unit?

☐ Yes ☒ No

If **YES**, provide details of the prerequisite or co-requisite requirements below.

1.8 Other resource requirements

Do students require access to specialist facilities and/or equipment for this unit (for example, special computer access, physical education equipment)?

☐ Yes ☒ No

If **YES**, provide details of specialist facilities and/or equipment below.

SECTION 2 – ACADEMIC DETAILS (CORE)

2.1 AQF Mapped Course Learning Outcomes – Master of Global Business

Course	Master of Global Business - MGB	
AQF specification	Level 9	Learning outcomes
Knowledge	<p>Graduates of a Master's Degree (Coursework) will have:</p> <ul style="list-style-type: none"> a body of knowledge that includes the understanding of recent developments in a discipline and/or area of professional practice knowledge of research principles and methods applicable to a field of work and/or learning. 	<p>Graduates of MGB will be equipped with:</p> <ul style="list-style-type: none"> the latest disciplinary and interdisciplinary business knowledge with the support of the digital and technology literacy, to aid planning and control in a dynamic and volatile global environment. the principles and methods of research for the purpose of responsible investigation from an applied perspective in the field of management and business.
Skills	<p>Graduates of a Master's Degree (Coursework) will have:</p> <ul style="list-style-type: none"> Cognitive skills to demonstrate mastery of theoretical knowledge and to reflect critically on theory and professional practice or scholarship cognitive, technical and creative skills to investigate, analyse, and synthesize complex information problems, concepts, and theories and to apply established theories to different bodies of knowledge or practice cognitive, technical, and creative skills to generate and evaluate complex ideas and concepts at an abstract level communication and technical research skills to justify and interpret theoretical propositions, methodologies, conclusions and professional decisions to specialist and non-specialist audiences technical and communication skills to design, evaluate, implement, analyse and theorise about 	<p>Graduates of MGB will:</p> <ul style="list-style-type: none"> <u>Global Adaptability</u>: understand business issues to acquire disciplinary and interdisciplinary skills to solve problems in the respective local, regional and global environments. <u>Ethics and Integrity</u>: identify ethical dilemmas and the concept of integrity in the context of global business situations. <u>Problem Solving</u>: be able to identify, analyze and acquire skills to make reasoned and sound business decisions by using models and tools to solve problem effectively in various business situations. <u>Effective Communication</u>: attain professional skills in written, nonverbal and verbal communication tailor-made to the needs of different stakeholders consistent with mindful listening, empathy, and reliability. <u>Teamwork</u>: participate collaboratively and contribute effectively to achieve team outcomes. <u>Creativity & Innovation</u>: should seek effective alternative solutions by improving and thinking "out of the box".

	developments that contribute to professional practice or scholarship	
Application of knowledge and skills	<p>Graduates of a Master's Degree (Coursework) will demonstrate the application of knowledge & skills:</p> <ul style="list-style-type: none"> • with creativity and initiative to new situations in professional practice and/or for further learning • with high level personal autonomy and accountability • to plan and execute a substantial research-based project, capstone experience and/or piece of scholarship 	<p>Graduates will demonstrate the application of knowledge and skills:</p> <ul style="list-style-type: none"> • <u>Application and Research competencies:</u> demonstrate their ability to apply learning outcomes 1-8 within a variety of practical situations and contexts; consequently enabling value creation for students and organizations within their respective areas of expertise and specialization with personal autonomy and accountability.

2.2 Master of Global Business- Course Learning Outcomes

Master of Global Business- Course Learning Outcomes (AQF Level 9)	
Graduate attribute 1: Knowledge of Business and Digital Literacy	
Students should be prepared with the latest disciplinary and interdisciplinary knowledge with the support of the digital and technology literacy, to aid planning and control in a volatile global environment.	
Graduate attribute 2: Knowledge of Research Principles and Methods	
Students should be equipped with the principles and methods of research for the purpose of responsible investigation from an applied perspective in the field of management and business.	
Graduate attribute 3: Global Adaptability	
Students should understand business issues to acquire disciplinary and interdisciplinary skills to solve problems in the respective local, regional and global environments.	
Graduate attribute 4: Ethics & Integrity	
Students should identify ethical dilemmas and the concept of integrity in the context of global business situations.	
Graduate attribute 5: Problem Solving	
Students should be able to identify, analyze and acquire skills to make reasoned and sound business decisions by using models and tools to solve problem effectively in various business situations.	
Graduate attribute 6: Effective Communication	
Students should attain professional skills in written, nonverbal and verbal communication tailor-made to the needs of different stakeholders consistent with mindful listening, empathy, and reliability.	
Graduate attribute 7: Teamwork	
Students should participate collaboratively and contribute effectively to achieve team outcomes.	
Graduate attribute 8: Creativity & Innovation	
Students should seek effective alternative solutions by improving and thinking "out of the box".	
Graduate attribute 9: Application and Research Competencies	

Students should demonstrate application of learning outcomes 1-8 by planning and executing research/application-based assignments and projects within their respective areas of expertise and specialization with personal autonomy and accountability.

2.3 Learning outcomes for the unit

Learning outcomes for the unit On successful completion of this unit students will be able to:
A. Acquire knowledge of disruptive and innovative Financial Technologies in business.
B. Understand the suitability of emerging technologies in local/regional/global banking, payments and financial services domain.
C. Evaluate innovative FinTech solutions to address complex, real-world problems considering the associated risks.
D. Apply sound judgement and ethical principles in adopting fin-tech solutions that cater to diverse stakeholders.

2.4 Topics included in the unit

Topics included in the unit
Introduction to Fintech Technology and Global Investment Landscape
Disruptions in Banking sector and lending innovations
Emerging Trends in Payments & Remittances
Digitalisation of peer-to-peer Lending and evolution of credit risk
Crowd investing and Innovative Wealth Management
The Power of Big Data and Artificial Intelligence
Block Chain, Cryptocurrencies and Distributed Ledgers
Evolution and Business Model of Insurtech
IOT, Cybersecurity and Regtech

2.5 Assessment Tasks

Assessment tasks			
Type (1) (see examples noted below this table)	When assessed – year, session and week (for example, year 1, semester 1, week 1)	Weighting (% of total marks for unit)	Cross reference to unit learning outcomes
Class Participation	Ongoing	10%	A, B
Individual Assignments	Session 5, 7	15%	A, B, D

Assessment tasks			
Type (1) (see examples noted below this table)	When assessed – year, session and week (for example, year 1, semester 1, week 1)	Weighting (% of total marks for unit)	Cross reference to unit learning outcomes
Group Assignments	Session 4,8	35%	B, C, D
Final Examination	Exam week	40%	A, B, C, D
	Total	100%	

2.6 Constructive Alignment of Assessment

Unit title	Fintech & Technology Innovations	
Course learning outcomes On completion of the course the student should be able to:	Unit learning outcomes On completion of the unit the student should be able to:	Assessment
<u>CLO 1 - Knowledge of Business and Digital Literacy:</u> Students should be prepared with the latest disciplinary and interdisciplinary knowledge with the support of the digital and technology literacy, to aid planning and control in a volatile global environment.	A. Acquire knowledge of disruptive and innovative Financial Technologies in business.	Class Participation Individual Assignments Final Examination
<u>CLO 2 – Knowledge of Research Principles and Methods:</u> Students should be equipped with the principles and methods of research for the purpose of responsible investigation from an applied perspective in the field of management and business.	Not Addressed	Not Addressed
<u>CLO 3 – Global Adaptability:</u> Students should understand business issues to acquire disciplinary and interdisciplinary skills to solve problems in the respective local, regional and global environments.	B. Understand the suitability of emerging technologies in local/regional/global banking, payments and financial services domain.	Class Participation Individual Assignments Group Assignments Final Examination
<u>CLO 4 – Ethics & Integrity:</u> Students should identify ethical dilemmas and the concept of integrity	D. Apply sound judgement and ethical principles in adopting fin-tech solutions	Individual Assignment Group Assignments Final Examination

Unit title	Fintech & Technology Innovations	
Course learning outcomes On completion of the course the student should be able to:	Unit learning outcomes On completion of the unit the student should be able to:	Assessment
in the context of global business situations.	that cater to diverse stakeholders.	
<u>CLO 5 – Problem Solving:</u> Students should be able to identify, analyse and acquire skills to make reasoned and sound business decisions by using models and tools to solve problem effectively in various business situations.	C. Evaluate innovative FinTech solutions to address complex, real-world problems considering the associated risks.	Group Assignments Final Examination
<u>CLO 6 – Effective Communication:</u> Students should attain professional skills in written, nonverbal and verbal communication tailor-made to the needs of different stakeholders consistent with mindful listening, empathy, and reliability.	Not Addressed	Not Addressed
<u>CLO 7 – Teamwork:</u> Students should participate collaboratively and contribute effectively to achieve team outcomes.	Not Addressed	Not Addressed
<u>CLO 8 – Creativity & Innovation:</u> Students should seek effective alternative solutions by improving and thinking “out of the box”.	B. Understand innovative FinTech solutions to address complex, real-world problems considering the associated risks.	Individual Assignments Group Assignments Final Examination
<u>CLO 9 – Application and Research Competencies:</u> Students should demonstrate application of learning outcomes 1-8 by planning and executing research/application-based assignments and projects within their respective areas of expertise and specialisation with personal autonomy and accountability.	D. Apply sound judgement and ethical principles in adopting fin-tech solutions that cater to diverse stakeholders.	Individual Assignments Group Assignments Final Examination

2.7 Prescribed and Recommended Reading

Provide below, in formal reference format, a list of the prescribed and recommended reading for the unit.

Prescribed text:

- Rubini, A. (2018). *Fintech in a flash: Financial technology made easy*. Walter de Gruyter GmbH & Co KG.

Recommended text:

- Chishti, S., & Barberis, J. (2016). *The FinTech book: the financial technology handbook for investors, entrepreneurs and visionaries*. John Wiley & Sons.

Prescribed reading:

Articles:

- Goldstein, I., Jiang, W., & Karolyi, G. A. (2019). To FinTech and beyond. *The Review of Financial Studies*, 32(5), 1647-1661.
- Lee, I., & Shin, Y. J. (2018). Fintech: Ecosystem, business models, investment decisions, and challenges. *Business Horizons*, 61(1), 35-46.
- King, M.R. (2018). Elixir: A Fintech Banking Solution for Millennials. *Harvard Business Publishing*.

Cases:

- Yang, A., Gao, X., Zhang, H., Massa, M. (2019). *R3: Bringing the 'Fin' Back to FinTech*. Harvard Business Publishing Main Case.
- Zhu, F., Zhang, Y., Palepu, K G., Woo, A K & Dai, N H. (2019). *Ant Financial (A)*. Harvard Business Publishing Main Case.
- King, M.R. (2018). *Elixir: A Fintech Banking Solution for Millennials*. Harvard Business Publishing
- Lafon-Vinai, V & Orr, E. (2018). *The Neat Account: Fintech Innovation in Hong Kong*. Harvard Business Publishing.
- Allayannis, Y & Cartwright, K. (2017). *Cutting through the Fog: Finding a Future with Fintech*. Darden School of Business.

SECTION 3 – OTHER MATTERS

Assignment	Description	Weightage	Due Date
Class Participation	Evaluated under parameters such as attentiveness, preparation, constructive contribution to class discussions and decorum. Refer Section 3.1 for Assessment Rubric	10%	All sessions
Individual Assignments	Reflect upon the lessons learnt from each session through Case Study Reports. Refer Section 3.2 for Assessment Rubric	15%	Sessions 5, 7
Group Assignments	Develop business decision making capabilities using Fintech & Technology Innovations through Case Study discussions. Refer Section 3.3 Assessment Rubric	35%	Session 4,8
Final Examination	Assess student's knowledge, skills and application for the unit learning outcomes. Refer Section 3.4 for more details	40%	Exam Week

3.1 Assessment of Class Participation

Subject: Rubric for assessing Class Participation / Contribution applicable to all units. This rubric is a scoring tool that clearly characterises the performance of class participation / contribution of a student and to provide formative feedback, to support and guide.

Class participation will be assessed objectively and scientifically e.g. through in-class quizzing using tools such as "Socrative".

Score	(<4/10 score)	(4 to < 6 /10 score)	(6 to < 8 /10 score)	(8 to 10 /10 score)
Measurement	Fail/Low Pass	Satisfactory	Good	Excellent
Prepared for Learning (45%)	Student does not come to class with an attitude to learn and does not demonstrate any familiarity with assigned readings	Student demonstrates a surface understanding of the assigned readings and is able to ask and answer questions	Student comes to class with an attitude to learn and familiar with assigned readings and is able to ask and answer questions	Student comes to class with an attitude to learn, well versed on the assigned readings and is able to ask and answer questions
Level of engagement (45%)	Student is not able to answer questions. Appears to be sleeping in the class	Student can only respond if questions are repeated or when clarifications provided	Student does not volunteer but able to answer all questions without any assistance	Student actively contributes to class discussion
Class decorum and behaviour (10%)	Student makes inappropriate or disruptive comments	Students occasionally makes inappropriate or disruptive comments	Student listens to others without interrupting and rarely make inappropriate or disruptive comments	Student never makes disruptive or inappropriate comments

3. 2 Individual Assessment: Case Study Report

Individual assessment will be assessed objectively and scientifically through Case Study Report

Student Name: Name of the Subject: Date:		
Measurement	Score (1- 10) <i>"10" being highest score and "0" being the lowest</i>	Comments if any
Use of a relevant framework		
Analysis of data / information		
Understanding of key issues		
Quality of content (extent of research and relevance)		
Quality of recommendation (feasibility and impact)		
Innovation in recommendations		
Quality of writing and APA referencing		
Total / Average score		

Individual assessment will be scored on the scale 1 (the lowest) to 10 (the highest).

3.3 Assessment of Group Work /Assignment/Presentation

This rubric describes a set of components for assessing **written** group work / assignment as well group presentation (to be filled by the instructor). The measurements not being tested in the group assignment are to be deleted by the instructor. Marks will vary among group members while assessing group presentation.

Group No: Name of the Unit: Date:		
Measurement	Score (1- 10) <i>"10" being highest score and "0" being the lowest</i>	Comments if any
Group Effort:		
Use of a relevant framework		
Analysis of data / information		
Understanding of key issues		
Quality of content (extent of research and relevance)		
Quality of recommendation (feasibility and impact)		
Quality of Presentation		
Quality of Visual Presentation		
Total Group Score:		
Individual Effort:		
Oral Presentation and defence –		
Student 1: _____		

Student 2: _____		
Student 3: _____		
Student 4: _____		
Total Individual Score:		
Student 1:		
Student 2:		
Student 3:		
Student 4:		

3.4 Assessment of Final Examination

The unit concludes with the individual final examination comprising main questions with several sub-sections. The format and content of questions will closely resemble with the exercises, cases, and write-ups etc., distributed in the class. The rationale of the final examination is to assess the student understanding of the knowledge, skills and their application imparted in the subject in relation to achievement of the learning outcome and goals of the course and the learning outcome described in this subject outline. Marking criteria and assessment rubrics will be made available to students in the class.

3.5 Quality Assurance by demonstrating the achievement of course learning outcome and goals and learning outcome of the individual subject.

S P Jain monitors the quality of student learning and student experience for its entire course. For this purpose, both internal audit by designated academic staff and external audit by external examiners of good standing from reputed universities are conducted periodically. These audits are conducted to determine the extent to which both course and subject learning goals and outcomes are achieved. For this purpose, test check of answer scripts and other assignments are also undertaken periodically. The reports arising as a result of these audits will be used to implement changes aimed at improving the quality of S P Jain courses.

