



## COURSE OUTLINE

# DIG200 Fintech Innovations

**Course Coordinator:** Hammad Siddiqi (hsiddiqu@usc.edu.au) **School:** School of Business and Creative Industries

2021 | Semester 2

USC Moreton Bay

ON CAMPUS

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.

*Please go to the USC website 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

This course looks at how the practice of finance is changing due to tech-driven financial innovations. Such innovations have had a dramatic effect on financial intermediation, business finance, and consumer finance. After taking this course, you will have an understanding of how technology has changed finance. You will see the good side as well as the dark side which potentially amplifies financial crises.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>ON CAMPUS</b>			
<b>Tutorial/Workshop 1</b> – In-class tutorial	2hrs	Week 2	11 times
<b>Online</b> – Pre-recorded concept videos and associated activity	1hr	Week 1	12 times
<b>ONLINE 1</b>			
<b>Tutorial/Workshop 1</b> – Interactive zoom tutorial	2hrs	Week 2	11 times
<b>Online</b> – Pre-recorded concept videos and associated activity	1hr	Week 1	12 times

### 1.3. Course Topics

- Introduction: An Overview of Fintech Innovations
- Why Now? Disruption and Disintermediation in Finance
- The Technology of Money: Blockchain, Bitcoins, & Mobile and E-Commerce Payments
- Challenger Banks
- Fintech: Bubbles, Panics, Crashes, and Crises
- Fintech Lenders
- Fintech, Global Trade, and Forex
- Fintech and Financial Markets
- The Role of Fintech in Start-up Financing
- Fintech and Government Regulations
- The Future of Finance

### 2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

### 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...	Association to Advance Collegiate Schools of Business
<b>1</b> Analyse and evaluate how Fintech firms make money and the risks that they face by examining various Fintech Innovations.	Creative and critical thinker	PC1 - Communication PC2 - Collaboration PC3 - Creative and Critical Thinking
<b>2</b> Evaluate and recommend improvements to a Fintech business plan.	Creative and critical thinker	PC1 - Communication PC3 - Creative and Critical Thinking
<b>3</b> Create a pitch focused on improving an existing Fintech idea	Creative and critical thinker	PC1 - Communication PC2 - Collaboration PC3 - Creative and Critical Thinking
<b>4</b> Evaluation of the new society-wide or systemic risks that Fintech Innovations have created and what can be done to mitigate such risks.	Knowledgeable Ethical	PC1 - Communication PC3 - Creative and Critical Thinking PC4 - Community Consciousness

### 5. Am I eligible to enrol in this course?

Refer to the [USC 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

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

Practice concept-test quizzes will be available weekly with instant feedback provided on Blackboard. In addition, on-the-spot feedback on activities completed during the workshop will be provided during workshops.

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	Quiz/zes	Individual	30%	60min	Week 5	Online Assignment Submission
All	2	Written Piece	Group	30%	2000 words	Week 10	Online Assignment Submission with plagiarism check
All	3	Written Piece	Individual	40%	Take home assignment with a duration of one week	Week 13	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Quiz/zes

<b>GOAL:</b>	Demonstrate an understanding of problems, solutions and key issues related to Fintech firms.		
<b>PRODUCT:</b>	Quiz/zes		
<b>FORMAT:</b>	This is an individual task completed in class. You will answer a series of questions based on the learning materials covered in the first three weeks.		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Analysis of problems and the solutions offered by Fintech firms.	1
	2	Demonstrated understanding of new society-wide or systemic risks created by Fintech firms.	4
	3	Evaluation of the risks that Fintech firms face.	1

All - Assessment Task 2: Dissecting a Fintech Business Plan

<b>GOAL:</b>	Demonstrate an understanding of how a Fintech firm makes money, the risks it faces, any society-wide or systemic risks, and make recommendations for improvement.
<b>PRODUCT:</b>	Written Piece
<b>FORMAT:</b>	In groups of 3-4 members, you will be dissecting the business plan of a given Fintech firm. Each group will be assigned a different Fintech firm. You will dissect the business plan of the Fintech firm assigned to you to investigate and evaluate how the firm makes money, the risks it faces, and any society-wide or systemic risks. You will identify one particular business in your region that will benefit from adopting the product/service of the Fintech firm. Based on what you discover while dissecting the business plan, you will prepare an outline of an improved business plan for the Fintech firm.

CRITERIA:	No.	Learning Outcome assessed
	1	Evaluation of a Fintech business plan. <span>1</span> <span>4</span>
	2	Recommended improvements to the business plan. <span>2</span> <span>3</span>
	3	Identification of a business in your local region that benefits from the Fintech innovation.

### All - Assessment Task 3: Problem Solving

<b>GOAL:</b>	Demonstrate an understanding of how Fintech Innovations are useful for businesses and managers	
<b>PRODUCT:</b>	Written Piece	
<b>FORMAT:</b>	You will be given a series of questions to answer based on the material covered in the course	
CRITERIA:	No.	Learning Outcome assessed
	1	Analysis and evaluation of how Fintech adds value to businesses <span>1</span>
	2	Analysis and evaluation of how Fintech is changing finance <span>1</span> <span>4</span>

## 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. Directed study hours may vary by location. 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 Blackboard site– Please log in as soon as possible.

### 8.1. Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	PUBLISHER
Required	John Hill	2018	Fintech and the Remaking of Financial Institutions	Elsevier

### 8.2. Specific requirements

Not applicable

## 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 Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

## 10.2. Assessment: Additional Requirements

### Eligibility for Supplementary Assessment

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

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct

## 10.3. Assessment: Submission penalties

Late submission of assessment tasks will be penalised at the following maximum rate:

5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task

10% (of the assessment task's identified value) for the third day

20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task

A result of zero is awarded for an assessment task submitted seven days from the date identified as the due date for the assessment task.

Weekdays and weekends are included in the calculation of days late.

To request an extension, you must contact your Course Coordinator and supply the required documentation to negotiate an outcome

## 10.4. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au).

## 10.5. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

## 10.6. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, , injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email [AccessAbility@usc.edu.au](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

## 10.7. 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
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: <http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

## 10.8. General Enquiries

### In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

**Tel:** +61 7 5430 2890

**Email:** [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)