

# Chartered Banker



## Advanced Diploma in Banking and Leadership in a Digital Age



PROFESSIONALISM

AND ETHICS

*Level:*  
SCQF Level 9/EQF Level 5/6

*Credits:*  
30

*Qualification to which  
module contributes:*

- Associate Chartered Banker Diploma
- Advanced Diploma in Banking and Leadership in a Digital Age

# Module Version 1

## AUDIENCE:

Current or aspiring bank employees; although not essential, prior banking qualifications, for example the Institute's *Professional Banker Certificate* and *Professional Banker Diploma*, would be an advantage, as would knowledge of formal academic methods.

## AIM:

To enhance the learner's understanding of professionalism and ethics and the implications of professionalism and ethics for banking in a digital age. The learner will develop their skills in relation to thinking critically about how ethical behaviour can be encouraged in banking, whether through codes of ethics, regulation, or through good leadership. The learner will explore how ethical demands might change with future developments, such as digital innovations and growing environmental pressures.

## LEARNING OUTCOMES:

On completion of this module, the learner will be able to:

1. critically reflect on the moral considerations that apply to bankers which derive from the nature of bank products and services, and the ways in which professionalising banking could help ensure those responsibilities are fulfilled
2. differentiate between a range of theories and approaches to ethical thinking and assess the extent to which these could help resolve ethical dilemmas and ethical arguments

3. examine the impact on banks, their customers, and their employees, of a range of legislation and regulation on current banking practice and the extent to which it is designed to rebuild trust and confidence in banks
4. differentiate between several views on the responsibilities of a business, and assess key ethical issues and challenges facing the banking sector
5. critically assess a range of theories relating to the ethics of leadership and corporate governance in banking
6. critically evaluate, from an ethical perspective, the impact, and potential impact, of environmental factors and technological developments on current and future banking practice.

## DELIVERY METHODOLOGY:

Professionalism and Ethics has six units. The learning approach includes:

- reading and self-study
- self-assessment and reflective activities
- case studies
- online discussion forums
- online knowledge checks at the end of each unit
- applying learning at work
- reviewing and reflecting on current practice
- creating a personal development plan to develop the learner's skills and further enhance their professional practice.

## LEARNING RESOURCES:

Learning resources include:

- an interactive study guide in pdf format
- text books and online resources for core reading
- recommended further reading and resources..

## ASSESSMENT:

Professionalism and Ethics is assessed by a 6,000 word work-based assignment designed to transform theory into practice and ensure a close fit between professional qualification and business need. Completing the assignment will enable the learner to demonstrate their achievement of the module learning outcomes, as well as their understanding of professionalism and ethics in a digital age and their application of professional values and behaviours.

Formative assessment is provided in the form of online objective testing at the end of each unit.

## Module Version 1 (Cont'd.)

### UNIT 1: BANKING AND PROFESSIONALISM

Learning outcomes	Assessment criteria	Indicative content
<p><b>The learner will be able to:</b></p>	<p><b>The learner can:</b></p>	
<p><b>LO1:</b> Critically reflect on the moral considerations that apply to bankers which derive from the nature of bank products and services, and the ways in which professionalising banking could help ensure those responsibilities are fulfilled.</p>	<p><b>1.1</b> Assess the defining characteristics of a profession and the extent to which banking is, or should be, a profession.</p> <p><b>1.2</b> Identify the qualities that define a professional banker and explain the meaning of key concepts used in the Chartered Banker Institute's <i>Code of Professional Conduct</i>.</p> <p><b>1.3</b> Assess the extent to which employers and professional bodies can help instil ethical values in their employees and members.</p> <p><b>1.4</b> Explain why the financial services sector is regulated more tightly than other sectors.</p> <p><b>1.5</b> Reflect on the moral considerations a bank has when selling complex financial products and services to customers.</p>	<p>Understanding the nature of a profession</p> <p>Banking as a profession</p> <p>Chartered Banker Institute, the CB:PSB, and the drive for professionalism</p> <p>Chartered Banker Institute's <i>Code of Professional Conduct</i></p> <p>Fair treatment of customers</p> <p>Integrity</p> <p>Using codes of ethics to instil ethical behaviour</p> <p>Trust</p> <p>Considering transactions from a moral perspective; the moral obligation of the seller</p>

## Module Version 1 (Cont'd.)

### UNIT 2: ETHICAL THEORY AND ETHICAL REASONING

Learning outcomes	Assessment criteria	Indicative content
<p><b>The learner will be able to:</b></p>	<p><b>The learner can:</b></p>	
<p><b>LO2:</b> Differentiate between a range of theories and approaches to ethical thinking and assess the extent to which these could help resolve ethical dilemmas and ethical arguments.</p>	<p><b>2.1</b> Differentiate between ethical and legal requirements.</p> <p><b>2.2</b> Differentiate between the claims of, and assess the objections to: radical subjectivism; moral relativism; moral objectivism; consequentialism; deontology; and virtue theory.</p> <p><b>2.3</b> Distinguish between the concepts of validity and soundness.</p> <p><b>2.4</b> Assess the extent to which making a constructive moral argument could help to resolve moral disagreements.</p> <p><b>2.5</b> Reflect on the ways in which ethical reasoning could be used to challenge perceived unethical behaviour at work.</p>	<p>What is ethics?</p> <p>Ethics and the law</p> <p>Radical subjectivism</p> <p>Moral relativism</p> <p>Moral objectivism</p> <p>Ethical reasoning</p> <p>Consequentialism (including utilitarianism)</p> <p>Deontology</p> <p>Virtue ethics</p>

## Module Version 1 (Cont'd.)

### UNIT 3: REGULATION AND LEGISLATION

Learning outcomes	Assessment criteria	Indicative content
<p><b>The learner will be able to:</b></p>	<p><b>The learner can:</b></p>	
<p><b>LO3:</b> Examine the impact on banks, their customers, and their employees, of a range of legislation and regulation on current banking practice and the extent to which it is designed to rebuild trust and confidence in banks.</p>	<p><b>3.1</b> Outline the scope of legislation and regulation that is of particular significance to banking.</p> <p><b>3.2</b> Assess ethical issues surrounding regulation and the justification for different regulatory practices.</p> <p><b>3.3</b> Evaluate the key arguments for and against the regulation and de-regulation of the banking sector.</p> <p><b>3.4</b> Examine a range of theories about how and why we should regulate.</p> <p><b>3.5</b> Assess the extent to which regulation and legislation can help rebuild trust and confidence in banks.</p>	<p>What is regulation?</p> <p>Rules and principles in banking regulation</p> <p>Private sector regulation</p> <p>Why regulate the banking sector?</p> <p>Motivations to regulate the financial sector</p> <p>Theories of regulation</p> <p>Law, morality, ethics and regulation</p>

## Module Version 1 (Cont'd.)

### UNIT 4: BUSINESS ETHICS

Learning outcomes	Assessment criteria	Indicative content
<p><b>The learner will be able to:</b></p>	<p><b>The learner can:</b></p>	
<p><b>LO4:</b> Differentiate between several views on the responsibilities of a business, and assess key ethical issues and challenges facing the banking sector.</p>	<p><b>4.1</b> Differentiate between, and assess, several views on the responsibilities of a business.</p> <p><b>4.2</b> Assess the ways in which the responsibilities of a business relate to the rights and responsibilities of employees.</p> <p><b>4.3</b> Identify and assess key ethical issues and challenges facing the banking sector.</p> <p><b>4.4</b> Identify key ethical issues that can arise in advertising and international business.</p> <p><b>4.5</b> Examine key ethical questions about the status of whistleblowing.</p>	<p>The purpose and responsibilities of business</p> <p>Ethical stance</p> <p>The responsibilities of employees</p> <p>The Senior Managers and Certification Regime</p> <p>Ethics in the financial sector</p> <p>The rights of employees</p> <p>The ethics of advertising</p> <p>International business ethics</p> <p>Whistleblowing</p>

## Module Version 1 (Cont'd.)

### UNIT 5: LEADERSHIP, GOVERNANCE, CULTURE AND CONDUCT

Learning outcomes	Assessment criteria	Indicative content
<p><b>The learner will be able to:</b></p>	<p><b>The learner can:</b></p>	
<p><b>LO5:</b> Critically assess a range of theories relating to the ethics of leadership and corporate governance in banking.</p>	<p><b>5.1</b> Compare and critically assess different views of leadership.</p> <p><b>5.2</b> Assess the extent to which different views of leadership provide useful insights to what makes a good leader and what makes an ethically good leader.</p> <p><b>5.3</b> Apply a theoretical understanding of leadership to a range of cases.</p> <p><b>5.4</b> Identify the ways in which organisational culture can affect ethical conduct.</p> <p><b>5.5</b> Explain what is meant by corporate governance and identify the principles of good corporate governance.</p>	<p>The ethics of leadership</p> <p>Ethical issues in leadership</p> <p>Leadership case studies</p> <p>Corporate culture</p> <p>UK banking culture</p> <p>Conduct and conduct risk</p> <p>Corporate governance:</p> <ul style="list-style-type: none"> <li>• governance failures in banking</li> <li>• governance and culture</li> </ul>

## Module Version 1 (Cont'd.)

### UNIT 6: THE FUTURE OF BANKING: ARTIFICIAL INTELLIGENCE AND SUSTAINABILITY

Learning outcomes	Assessment criteria	Indicative content
<p><b>The learner will be able to:</b></p>	<p><b>The learner can:</b></p>	
<p><b>LO6:</b> Critically evaluate, from an ethical perspective, the impact, and potential impact, of environmental factors and technological developments on current and future banking practice.</p>	<p><b>6.1</b> Apply a non-theoretical approach to a range of emerging ethical problems affecting banking in a digital age.</p> <p><b>6.2</b> Define 'the tragedy of the commons' and critically evaluate possible solutions to it.</p> <p><b>6.3</b> Analyse the concepts of sustainability and intergenerational justice.</p> <p><b>6.4</b> Evaluate the main arguments that are in favour of banks having moral obligations towards the environment.</p> <p><b>6.5</b> Identify and assess several distinct ethical issues arising from the increased use of technology in banking in a digital age.</p>	<p>A non-theoretical approach to novel ethical problems</p> <p>Understanding environmental problems: the tragedy of the commons</p> <p>Understanding the solution: the concept of sustainability</p> <p>Sustainability and future generations; intergenerational justice</p> <p>Environmental responsibilities of businesses and banks</p> <p>Digital innovations and issues of responsibility</p> <p>Ethical issues in automation and artificial intelligence</p>



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