



ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)



هيئة تقويم التعليم
Education Evaluation Commission

Course Specifications

Institution: Al Yamamah University	Date: 27/02/2019
College/Department : College of Business Administration/ Finance	

A. Course Identification and General Information

1. Course title and code: Portfolio Management and FIN 414			
2. Credit hours: 03 Credit hours			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) Bachelor of Science in Business Administration (Finance)			
4. Name of faculty member responsible for the course: Dr Raheel			
5. Level/year at which this course is offered: Level 4			
6. Pre-requisites for this course (if any): FIN 311 Investments			
7. Co-requisites for this course (if any): None			
8. Location if not on main campus: NA			
9. Mode of Instruction (mark all that apply)			
a. Traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="100"/>
b. Blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text"/>
c. e-learning	<input type="checkbox"/>	What percentage?	<input type="text"/>
d. Correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. Other	<input type="checkbox"/>	What percentage?	<input type="text"/>
Comments:			

B Objectives

1. What is the main purpose for this course?

The purpose of this course is to introduce students to the areas of portfolio management, which are sub-disciplines in the field of Finance. The course investigates in detail the investment environment in which different types of securities are traded, as well as the intricacies of the investment process itself. The course strikes a balance between theory and practice, and is based on the assumption that all firms are combinations of investments and/or portfolios which involve different levels of risk and return. The study of investments and portfolio management has many similarities to that of economics, which examines the ways in which individuals seek to maximize their utility levels through the optimal use of scarce resources. It should be noted that the use of mathematics in some parts of the course is meant to clarify the issues being explained, not to confuse the students.

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)

- Periodically review the entire course content and develop the course as per the need and requirement of the environment.

C. Course Description (Note: General description in the form used in Bulletin or handbook)

This course will help you to understand investment management knowledge and skill and apply them in the financial markets. This subject will involve preparation of financial models for the analysis of financial statements, firm valuation, equity valuation etc.

1 Topics to be Covered		
List of Topics :	No of Weeks	Contact hours
Syllabus and Introduction What is Portfolio Management and its scope and limitations?	1	3
The investment setting	1	3
The asset Allocation decision	1	3
Selecting Investments in a Global Market	1	3

Security-market indexes	1	3
Efficient capital markets	1	3
	1	3
Asset Pricing models concept and application	2	6
Fixed Income Securities	1	3
Multifactor Models of Risk and Return	2	6
Arbitrage pricing theory	2	6
Review	1	3

2. Course components (total contact hours and credits per semester):

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	45					45
	Actual						
Credit	Planned	03					03
	Actual						

3. Additional private study/learning hours expected for students per week. 3

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)



	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
	<p>1.1 Recognize principles and theories of portfolio management and investment strategies and application</p> <p>1.2 Define and understanding financial models, Capital asset pricing models, arbitrage pricing theory, multifactor risk and return, Asset pricing models etc.</p>	<ul style="list-style-type: none"> ▪ Combination of lectures, tutorials and individual and group assignments using print media and web based materials. ▪ Lectures begin with overview of content to be presented linking it to previous information and explaining its significance, and conclude with a review. ▪ Tutorials review material presented in lectures to check understanding and provide clarification required before discussing the potential uses of the information. ▪ Essay assignments require students to locate and use significant information in the field. 	<ul style="list-style-type: none"> ▪ Multiple choice tests carrying 20% of final assessment ▪ Mid and final examination with a combination of multiple choice and essay items.
2.0	Cognitive Skills		
	<p>2.1 The ability to evaluate various security valuation theories.</p> <p>2.2 The ability to evaluate risk return, index models, market efficiency and perform technical analysis</p>	<ul style="list-style-type: none"> ▪ Various methods will be applied like: ▪ Giving assignment where students need to apply skills to solve the problems mentioned in the assignment. ▪ Arranging tutorials that includes discussion of issues and problems where analytical skills are needed to solve it. ▪ Conducting in-class assignments including some open ended problem solving tasks where students need to select appropriate methods or solutions. 	<ul style="list-style-type: none"> ▪ Each test given during semester to include at least one item requiring students to apply formulae or conceptual insight in solution of a new problem. ▪ End of semester test in each course to include items requiring students to identify and use appropriate analytical tools for a new problem.



		<ul style="list-style-type: none"> ▪ Enrolling in the senior project courses where students' deals with a major business problem related to their area of concentration and suggested possible solutions. 	<ul style="list-style-type: none"> ▪ Assessment of final year capstone group problem solving task has 40% of assessment based on appropriate choice and use of appropriate investigative methodology, and includes mark bonus for creativity on solution.
3.0	Interpersonal Skills & Responsibility		
	<p>3.1 The ability to work effectively in groups and exercise leadership when appropriate.</p> <p>3.2 The ability to act responsibly in personal and professional relationships with high moral and ethical standards.</p>	<ul style="list-style-type: none"> ▪ Each course includes at least one group project with a randomly selected team leader. Instructors give mid task counselling on approach taken. ▪ Assessments include evaluation of standard of report by group and individual performance rating on contribution made. ▪ Ethical issues considered in case study and role play tasks with group analysis of appropriate resolution. 	<ul style="list-style-type: none"> ▪ Assessment of group assignments within each course. ▪ Individual project assignments in courses require independent study skills. ▪ Senior project includes an individual component for the contribution of each person.
4.0	Communication, Information Technology, Numerical		
	<p>4.1 Ability to communicate effectively in oral and written forms.</p> <p>4.2 Ability to use information and communications technology, and use basic mathematical and statistical techniques.</p>	<ul style="list-style-type: none"> ▪ Students will go through eight levels of English proficiency courses during orientation year to learn basic communication skills in English. ▪ There are two computer courses and one math course 	<ul style="list-style-type: none"> ▪ Direct assessment of basic skills including communications skills in English Language and use of IT, like class



		<p>during the orientation year where students learn the basic skills of handling computers and the basic of mathematics.</p> <ul style="list-style-type: none">▪ The Introduction of statistics course during the first year of the academic program enables students to learn various statistical tools and techniques.▪ Some courses in each year include required use of ICT for analysis and reporting, with quality of usage forming part of assessment. Assignments include required use of search engines on the internet.	<p>tests, assignment and exams.</p> <ul style="list-style-type: none">▪ For testing the students math and statistical skills, class tests and assignments are taken along with major exams.
5.0	Psychomotor		

5. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Quizzes	Through the term	15
2	Midterm	Week 8	20
3	Group Project	Week 14	15
4	Final Test	16	40
5	Assignments	Through the term	10

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

- In addition to class lectures time, faculty members assign minimum 10 hours per week for student consultations and academic advice. The consultation time is mentioned in the Faculty Time Table and is display on the faculty member's office door.
- During the registration period, faculty members also spend time for review and approving students' registration form. Each faculty member is assigned a group of students for advising. The list is posted in the faculty office and students are advised to visit the faculty member during the time mentioned in his/her faculty time table.

E Learning Resources

1. List Required Textbooks

Analysis of Investments and management of Portfolios, Brown. K.C., and Reilly. F.K., South Western Cengage Learning, 9th Edition, ISBN-9780324658422.

2. List Essential References Materials (Journals, Reports, etc.)

- Financial statement analysis and security valuation, Stephen H Penman, the McGraw-Hill Company, 3rd Edition, ISBN-9780070668195.
- Corporate finance by Aswath Damodaran. (Collect e-Book from me).
- Financial Reporting & Analysis (Eight Edition), by Charles H.Gibson.
- Business Analysis & Valuation (2nd Ed.), by Palepu, Healy & Bernard.
- Advanced Financial Statements Analysis by David Harper.
- <http://www.investopedia.com/university/financialstatements/>
- Building Financial Models: A Guide to Creating & Interpreting Financial Statements, by John S.Tjia, McGraw Hill Publication.
- Essentials of financial analysis, by George t. Friedlob, Lydia l.f. Chleifer, John Wiley & sons, inc.
- Financial analysis: tools and techniques, a guide for managers, by Erich a. Helfert, McGraw-Hill.

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

- LMS portal

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

- College library contains all required references including additional materials that support the course content.
- Digital libraries on the University online library includes many journals, eBooks and periodicals are available for students.

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) <ul style="list-style-type: none"> • A classroom with 40 seating capacity is required. • Classroom should be equipped with multimedia projector and Internet access.
2. Technology resources (AV, data show, Smart Board, software, etc.) <ul style="list-style-type: none"> • Currently there is no need of any special computing resources.
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching <ul style="list-style-type: none"> • During week 13 and 14, the YU's "Student Affairs" department conducts a survey covering all aspects relating to their learning experience for the concerned course. Students are given questionnaire on different areas of the course including the effectiveness of the course. • There are two ways that the survey is undertaken: manually by distributing the printed forms to the students during the class meeting hours and by electronically, where students are required to go to the computer lab for participating in the survey. • The responses are forwarded to the "Information Centre" where it is analysed and reports are prepared. • The report is called "Course Evaluation Survey" or CES and is submitted to the department chairman, who shares the report with the respective faculty members.
2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department <ul style="list-style-type: none"> • Staff Submit course report at the end of each semester. • Classroom observations are conducted by the Department chairman during class periods, especially for the newly recruited faculty members. • A form with some standard questions regarding classroom activities is used to evaluate the performance of the faculty members during the classroom visits. • Faculty members are informed about the classroom visits without notifying a specific day for the visit. • The reports are shared with the faculty members.
3. Processes for Improvement of Teaching The process for improving the teaching includes the following: <ul style="list-style-type: none"> • Workshops and seminars are conducted throughout academic year to address specific teaching strategies and improvements. • Feedbacks from students using different types of survey are shown and discussed with faculty members to improve the teaching.

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)

- The University periodically uses collaborative faculty reviews to ascertain standards of student achievement.

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

The College Board periodically calls for the review of courses in the various disciplines to ensure they are current and applicable, especially for the periodic reports and evaluations to the MOE.

Name of Course Instructor: _____

Signature: _____ Date Specification Completed: _____

Program Coordinator: _____

Signature: _____ Date Received: _____