

COURSE OUTLINE: BF2206 WEALTH MANAGEMENT

Academic Year	2022/23	Semester	2
Course Coordinator	Bryan Low Yi Teng		
Course Code	BF2206		
Course Title	Wealth Management		
Pre-requisites	AB102 or AB1201		
No of AUs	4		
Contact Hours	52		
Proposal Date	7 December 2020		
A) Course Aims/Description			
<p>This course provides an intermediate study on the subject of wealth management and contemporary personal financial management. Students will learn and experience current macro-economic analysis and its application. The course will touch on more complex wealth management topics such as trusts, estate planning and private banking.</p> <p>By the end of the course, students will be technically competent to put together their own personal financial plan. Students looking to a career in Wealth Management/Private Banking will find the knowledges and frameworks taught to be immediately applicable.</p>			
B) Intended Learning Outcomes (ILO)/Objectives			
<p>By the end of this course, you should be able to:</p> <ol style="list-style-type: none"> 1. Apply various frameworks used in Wealth Management and Financial Planning 2. Create a suitable and relevant insurance portfolio illustrating various insurance types, cost/benefits 3. Explain the basic macro-economic analysis and the implications to asset allocation 4. Apply various instruments used in constructing a portfolio, namely; direct (vanilla) methods, mutual funds/unit trusts, and structured products. 5. Explain the working of Trusts and other wealth planning structures 6. Explain the workings of Private Banking 7. Put together an <u>executable wealth plan</u> in an Asian context. <p>See Appendix 1 for learning objective taxonomy</p>			
C) Course Content			
<ul style="list-style-type: none"> - Wealth Management Frameworks - Risk management / Insurance portfolio management - Macro-economic analysis for wealth management - Asset classes - Direct entry into asset classes 			

- Funds
- Structured Products
- Trusts / Wealth Planning

D) Assessment (includes both continuous and summative assessment)

Component	ILO Tested	NBS Learning Goal (Refer to Appendix 1 for list)	Weightage	# Team/Individual	Assessment Rubrics (attach rubrics in appendix)
1. Final Examination	ILO1-5	Critical Thinking, Acquisition of knowledge	40%	Individual	Critical thinking Rubric
2. Group Project (written report and/or * in-class presentation)	ILO1-7	Critical Thinking, Acquisition of knowledge	50%	Team & Individual, there will be peer review, all students will be required to present. Q&A will be directed to all members of the team. Marks (20% of total project assessment) will be awarded accordingly for individual performance for both presentation and Q&A	Critical thinking Rubric, Teamwork Rubric, Oral Communication & Written Communication
3. Participation	ILO1-7	Teamwork & Interpersonal Skills	10%	Individual	Oral Communication & Written Communication
Total			100%		

Important Notes:

Note: All students will be required to complete a peer evaluation for the group project.

E) Formative feedback

The project is essentially a wealth plan that you will build based on a real individual based on a life stage. Prior to the main project, there will be 3 ungraded presentations that I will give you feedback to improve, i.e. you will have opportunities to work on the identified gaps prior to the graded assessments. As you work on your project, you will be using content and knowledge learnt, your application to the program will be a reflection of your understanding and reaching out for feedback.

F) Learning and Teaching approach

The following are some learning and teaching approaches which have been submitted. When writing learning and teaching approaches, the questions which need to be asked include:

- How does the learning and teaching approach prepare students for the assessments?
- Is the learning and teaching approach aligned with the learning outcomes?

Approach	How does this approach support you in achieving the learning outcomes?
Lectures	The interactive lecture session where there is ample opportunities for open discussion on the conceptual questions raised in the class allows you to think critical and share their ideas and concept with the class. This also allows me to get the concepts clearly through the entire class by involving you and ensure that the targeted learning outcomes are being achieved
Tutorials	This would allow you to crack some intriguing problems and thus help me achieve the learning outcome.
Individual assignment(s)	The assignments require you to generate, analyze and deliver humorous materials in a guided manner.
In-Class activities	Some learning outcomes for this course are skills which are practical in nature and cannot be achieved by reading and writing. The achievement of such learning outcomes requires hands-on experience, in-class activities provide such opportunities.

G) Reading and References

Notes will be provided for wealth management frameworks and the theoretical aspects of the course. Updated economic reports from various sources will be provided on a timely

basis to allow the student to appreciate a real and current world view for your macro-economic analysis.

H) Course Policies and Student Responsibilities

General

You are expected to attend all seminar classes punctually and take all scheduled assignments and tests by due dates. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for seminar sessions they have missed. You are expected to participate in all seminar discussions and activities.

Absenteeism

Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies.

If you miss a seminar, you must inform the course instructor via email prior to the start of the class.

I) Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

J) Course Instructors

Instructor	Office Location	Phone	Email	Consultation Hours
Bryan Low		+65 87171717	bryanlowyt@ntu.edu.sg	

K) Planned Weekly Schedule

Week	Topic	ILO	Readings/ Activities
01	Introduction	1	Handouts
02	Frameworks	1	Handouts
03	Macro Analysis for WM	3	Handouts
04	Risk Management	2	Handouts
05	Entry – Direct	4	Handouts
06	Entry – Funds	4	Handouts
07	Entry – Structured Products	4	Handouts
08	Alternatives	4	Handouts
09	Wealth Planning and Introduction to Private Banking	5, 6	Handouts
10	Presentation	7	
11	Presentation	7	
12	Revision Seminar		

Annex A(i)**a. Wealth Management Project**

You are required to prepare a present a wealth management plan. The submission format is a presentation, with a maximum of 40 minutes. The objective is to allow the student to demonstrate understanding.

The presentation will be done on a real individual of your choice, albeit each group in the glass needs to have a different age group. The assessment of the project is as follows

Wealth Management Project Rubrics

S/N	Description	Learning Point	Marks
Individual Centric			20
1	Goal/Intent/ Action	Translation into financial goals/intent/actions	3
2	Risk Profiling	Critique of risk profiling	5
3	Client Data - Balance Sheet, Cash Flow Etc	Capture and use for (2)	5
4	Strategic Asset Allocation	Translation from Risk Profile	1
5	Insurance	Gaps - Types and Amounts	6
Market Outlook			35
1	Market Outlook	Perform and conclude macro outlook of 10 regions	10
2	Selection of target equities market	Added analysis for justification	10
3	Selection of target fixed income market	Added analysis for justification	10
4	Selection of currency	Added analysis for justification	5
Entry Selection			30
1	Selection of Method (direct vs funds)	Provide justification	5
2	Consideration for funds	List and explain considerations	10
3	Present 3 funds for equities / 3 funds for fixed income	Present	5
4	Selection of chosen funds	Explain considerations	10
Others			15
1	Presentation	Delivery of presentation	10
2	Adherence to time/ Bonus marks for creative content delivery etc.		5

Annex A(i)

CONFIDENTIAL PEER EVALUATION FORM FOR TEAM PROJECT

Member’s name: _____

Seminar group and team number: _____

Please use the attached Peer Evaluation Rubric to evaluate yourself and your team members on each of the 5 stated attributes (on a scale of 1 to 7). State your ratings for yourself and each of your team members in the table below. For your self-assessment, insert “(Self)” after your name in the table below.

Index #	Name of team members	1 - RR	2 - CM	3 - CR	4 - CT	5 - RS	Average Rating
1							
2							
3							
4							
5							
6							

If any of your ratings above is < 4, please provide a brief explanation to justify the ratings.

Index #	Brief explanation to justify a rating of < 4

You may attach supporting documents (like emails and screen shots), if any, to support your explanations above.

Teamwork & Interpersonal Skills (Peer Evaluation) Rubric**Learning Objective: The ability to work effectively with others in a group setting.**

Traits	Performance	
<p><u>1. Roles and Responsibility (RR)</u> Behaves professionally by upholding responsibility and assuming accountability for self and others in progressing towards the team's goal.</p>	<p>Scant Unclear about his/her own role; refuses to take a role in the group; insists to work individually and has limited coordination or communication with others.</p>	<p>Substantially Developed Always fulfills responsibilities; performs his/her role within the group with enthusiasm and demonstrates willingness to work collaboratively.</p>
<p>Evaluation: Scant <u>1 2 3 4 5 6 7</u> Substantially Developed</p>		
<p><u>2. Communication (CM)</u> Identifies appropriate mechanisms to coordinate and correspond with team members.</p>	<p>Scant Modes of communication are not appropriate, causing confusion and miscommunication among team members.</p>	<p>Substantially Developed Modes of communication are appropriate, and maintaining timely communication and correspondence with team members.</p>
<p>Evaluation: Scant <u>1 2 3 4 5 6 7</u> Substantially Developed</p>		
<p><u>3. Conflict Resolution (CR)</u> Resolves conflicts using a variety of approaches.</p>	<p>Scant Does not recognize conflicts or is unwilling to resolve conflicts.</p>	<p>Substantially Developed Consistently resolves conflicts through facilitating open discussion and compromise.</p>
<p>Evaluation: Scant <u>1 2 3 4 5 6 7</u> Substantially Developed</p>		
<p><u>4. Contributions (CT)</u> Contributes positive input for the team; effectively utilizes one's knowledge and expertise.</p>	<p>Scant Largely disinterested in working in a group and refuses to participate; observes passively or is unwilling to share information with other team members.</p>	<p>Substantially Developed <u>Actively attends and participates in all activities and provides meaningful contribution in articulating ideas and opinions.</u></p>
<p>Evaluation: Scant <u>1 2 3 4 5 6 7</u> Substantially Developed</p>		
	Scant	Substantially Developed

5. Relationship (RS) Maintains cooperative interaction with other team members regardless of individual /cultural differences and respects diverse perspectives.	Rarely listens to others and does not acknowledge the opinions that differ from his/her own.	Engages in respectful relationships with all other members in the team. Embraces and accepts diverse points of view without prejudice.
	Evaluation: Scant <u>1</u> 2 3 4 5 6 <u>7</u> Substantially Developed	

References:

Teamwork Value Rubric - Association of American Colleges and Universities. Retrieved from <http://www.aacu.org/value/rubrics/pdf/teamwork.pdf>

Class Participation (Sample, not Standard Rubric)

Traits	Performance		
	1	2	3
Engagement	Hardly focuses in class (e.g. using mobile phone, unnecessary chatting)	Occasionally engages in distracting activities (e.g. using mobile phone, unnecessary chatting) in class.	Engages fully in class
Contribution frequency	Does not speak up/contribute in class	Occasionally speaks up/contributes in class	Speaks up/contributes in all classes
Contribution quality	No contributions/Contributions lack substance	Contributions demonstrate knowledge of subject matter	Contributions are constructive and insightful

List of NBS Learning Goals

LEARNING GOAL	LEARNING OBJECTIVE	CHECK
TASK SKILLS		
Acquisition of Knowledge	Instructors, please define.	<input type="checkbox"/>
Ethical Reasoning	The ability to recognize and understand ethical issues, and apply sound ethical reasoning.	<input type="checkbox"/>
Critical Thinking & Creative Thinking	The ability to define, examine, evaluate, analyze and synthesize various arguments and knowledge to form independent judgment.	X
	The ability to provide insight in an innovative way characterized by high degree of adaptiveness.	<input type="checkbox"/>
Problem Solving & Decision Making	The ability to identify problem, generate a plan to solve problem, implement and evaluate the plan and make sound business decision.	<input type="checkbox"/>
Planning & Execution	The ability to set clear priorities and plans of action for the task and define task objectives to fulfill goals within a planned schedule for execution.	<input type="checkbox"/>
PEOPLE SKILLS		
Oral Communication & Written Communication	The ability to communicate well with others verbally so that it clearly expresses the intended message and is understandable and useful to the receiving party.	X
	The ability to communicate well with others in writing so that it clearly expresses the intended message and is understandable and useful to the receiving party.	<input type="checkbox"/>
Negotiation	The ability to systematically plan and prepare for negotiation and apply negotiation skills in personal and professional practice.	<input type="checkbox"/>
Cultural Intelligence	The ability to function effectively in situations characterized by cultural diversity.	<input type="checkbox"/>
Teamwork & Interpersonal Skills	The ability to work effectively with others in a group setting.	X
Motivation & Development of Self & Others	The ability to develop a better understanding of one's strengths and weaknesses, and learn to view others and mistakes positively as sources of personal and professional development.	<input type="checkbox"/>

Please write to NBS Accreditation office (nbsacro@ntu.edu.sg) for sample rubrics.

Appendix 1: Taxonomy for Learning Outcomes/Objectives

Action Words for Bloom's Taxonomy					
Knowledge	Understand	Apply	Analyze	Evaluate	Create
define	explain	solve	analyze	reframe	design
identify	describe	apply	compare	criticize	compose
describe	interpret	illustrate	classify	evaluate	create
label	paraphrase	modify	contrast	order	plan
list	summarize	use	distinguish	appraise	combine
name	classify	calculate	infer	judge	formulate
state	compare	change	separate	support	invent
match	differentiate	choose	explain	compare	hypothesize
recognize	discuss	demonstrate	select	decide	substitute
select	distinguish	discover	categorize	discriminate	write
examine	extend	experiment	connect	recommend	compile
locate	predict	relate	differentiate	summarize	construct
memorize	associate	show	discriminate	assess	develop
quote	contrast	sketch	divide	choose	generalize
recall	convert	complete	order	convince	integrate
reproduce	demonstrate	construct	point out	defend	modify
tabulate	estimate	dramatize	prioritize	estimate	organize
tell	express	interpret	subdivide	find errors	prepare
copy	identify	manipulate	survey	grade	produce
discover	indicate	paint	advertise	measure	rearrange
duplicate	infer	prepare	appraise	predict	rewrite
enumerate	relate	produce	break down	rank	role-play
listen	restate	report	calculate	score	adapt
observe	select	teach	conclude	select	anticipate
omit	translate	act	correlate	test	arrange
read	ask	administer	criticize	argue	assemble
recite	cite	articulate	deduce	conclude	choose
record	discover	chart	devise	consider	collaborate
repeat	generalize	collect	diagram	critique	collect
retell	give examples	compute	dissect	debate	devise
visualize	group	determine	estimate	distinguish	express
	illustrate	develop	evaluate	editorialize	facilitate
	judge	employ	experiment	justify	imagine
	observe	establish	focus	persuade	infer
	order	examine	illustrate	rate	intervene
	report	explain	organize	weigh	justify
	represent	interview	outline		make
	research	judge	plan		manage
	review	list	question		negotiate
	rewrite	operate	test		originate
	show	practice			propose
	trace	predict			reorganize
	transform	record			report
		schedule			revise
		simulate			schematize
		transfer			simulate
		write			solve
					speculate
					structure
					support
					test
					validate