NANYANG TECHNOLOGICAL UNIVERSITY
NANYANG BUSINESS SCHOOL
BF3220
PORTFOLIO MANAGEMENT AND ANALYSIS

Academic Year	: 2023-2024	**Semester**	: 2
Course Coordinator	: Misha Graboi		
Pre-requisites	: BF2201		
No. of AUs	: 3		
Contact Hours	: 39 hours		

A) Course Aims

This course aims to equip students with the building blocks in portfolio management. At each stage of the portfolio management process, from formulating the objective and policy statement to portfolio strategy, selection and execution of investment, risk management and portfolio evaluation, theories and models will be described. Students will get to be exposed to hands-on experience that brings practical sharing of real-world vantages and challenges encountered in portfolio management. This will culminate in a final report where students will need to showcase their ability in designing, constructing, and executing a realistic, well-thought and analysed portfolio that is aligned to its objective and yet profitable.

B) Intended Learning Outcomes (ILO)/Objectives

By the end of this course, you should be able to:

1. Explain how to design a portfolio to meet a particular client's needs
2. Analyse economic growth and business cycles to try to forecast asset class return
3. Apply strategic asset allocation and optimisation techniques and identify their limitations
4. Apply fundamental analysis to stock selection
5. Explain and apply techniques used to analyse and trade other types of portfolios (credit, fixed income, volatility, and private asset)
6. Explain how to implement the portfolio decisions at creation
7. Monitor and rebalance of portfolio
8. Identify, measure and manage different types of risks
9. Analyse and evaluate portfolio performance
10. Acknowledge your ethical duties to clients and show that you can apply these standards in a variety of complex situations.

C) Course Content

1. Refinitiv Workspace introduction
2. Portfolio Management Process and Investment Policy Statement
3. Top-down analysis
4. Asset Allocation
5. Equity Portfolio Management
6. Fundamental analysis
7. Risk Management
8. Execution of Portfolio Decision
9. Evaluating Portfolio Performance
10. Monitoring and Rebalancing of Portfolio

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D) Assessment (includes both continuous and summative assessment)

Component	ILO Tested	NBS Learning Goal (Refer to Annex E for list)	Weighting	Team/Individual	Assessment Rubrics (Please insert rubrics as Appendix)
1.Individual Assignment	5-10	Critical thinking and creative thinking Problem Solving & Decision Making Written Communication	50%	Individual	Annex B1: Assessment rubric for report (Assignment)
2.Group Project	1-4	Critical Thinking Written Communication Teamwork and Interpersonal Skills	20%	Group (subject to peer evaluation)	Annex B2: Assessment rubric for group project Annex B3: Teamwork and Interpersonal Skills
3.Presentation of Group Project	1-4	Oral Communication	10%	Individual	Annex B4: Individual Presentation Rubric
4.Class Participation	1-8	Oral Communication	20%	Individual	Annex B5: Oral Communication – for Class Participation
Total			100%		

For the group project, all students will receive the same basic marks. However, for students who are deemed social loafers by the peer evaluation, they will have the basic mark adjusted downwards. Please see Annex B3 for details.

E) Formative feedback

The following are some of the feedback you will receive:

- Verbal feedback during class discussion of practice questions.
- Feedback on the group project throughout the semester.

F) Learning and Teaching approach

Approach	How does this approach support you in achieving the learning outcomes?
Lectures	The interactive lecture sessions where there are ample opportunities for open discussions on the conceptual questions raised in the class allow you to think critically and share your views with the class. This also allows me to get the concepts clearly through to the entire class by involving you and ensuring that the targeted learning outcomes are being

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	achieved.
Group Project	This assignment requires you to design and construct a portfolio using Refinitiv Workspace (or other data service/tools) to experience the realistic workflow of a portfolio manager.
In-Class Activities	Through these mini in-class practice, students gain a better perspective and deeper understanding of how to apply the concepts and theories.
Individual assignment	The assignment requires you to construct, test, monitor and rebalance a portfolio in order to analyse and evaluate its performance to generate a report that illustrates one's grasp of the knowledge acquired.

G) Reading and References

Required textbook – Most likely Managing Investment Portfolios – A Dynamic Process (3rd edition) by John L. Maginn, Donald L. Tuttle, Jerald E. Pinto and Dennis W. McLeavey.

H) Course Policies and Student Responsibilities

You are expected to complete all assigned pre-class readings and activities, 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 you have missed. You are expected to participate in all seminar discussions and activities.

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.

You may use generative artificial intelligence (AI) for research in developing your assignments. It is mandatory that you check the accuracy of the information provided by the generative AI by citing the actual sources of that information. No generative AI tool may be cited as your sources of that information. If you have employed any generative AI in your research, you must furnish a declaration at the end of your submission that acknowledges such usage, i.e., "I declare that I did use generative AI in my research for this submission.

The written assignment should demonstrate your own analysis based on the requirements of the assignments. You are not permitted to use generative AI tools to complete your assignments. Generative AI detection tools will be used to check for plagiarism. Please ensure each assignment that you submit is truly your own work. Academic disciplinary action will be taken if you are found to use generative AI returns in verbatim to complete your course assignments.

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

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Instructor	Office Location	Phone	Email	Consultation Hours
Misha Graboi		9168 4892	TBD	Weekly 1 hour before class. Can be scheduled at other times via text or email.

K) Planned Weekly Schedule

Week	Topic	ILO	Readings/ Activities
1	Refinitiv Workspace demo; Portfolio Management Process and Investment Policy Statement	1	Textbook, Refinitiv Workspace and Instructor Handouts
2	Capital Market expectations and efficiency	2	Textbook, Refinitiv Workspace and Instructor Handouts
3	Macroeconomic and asset class forecasting	2	Textbook, Refinitiv Workspace and Instructor Handouts
4	Asset Allocation	3	Textbook, Refinitiv Workspace and Instructor Handouts
5	Equity Portfolio Management and fundamental analysis	4	Textbook, Refinitiv Workspace and Instructor Handouts
6	Managing Portfolios of Non-Equity liquid assets	5	Textbook, Refinitiv Workspace and Instructor Handouts
7	Portfolios of Alternative Investments	5	Textbook, Refinitiv Workspace and Instructor Handouts
RECESS WEEK			
8	Group Project Presentation	1-5	
9	Group Project Presentation	1-5	
10—Virtual Session	Portfolio execution, monitoring and rebalancing	6-7	Textbook, Refinitiv Workspace and Instructor Handouts
11	Risk Management	8	Textbook, Refinitiv Workspace and Instructor Handouts
12	Evaluating Portfolio Performance	9	Textbook, Refinitiv Workspace and Instructor Handouts
13	Ethics and duties to clients	10	Textbook, Refinitiv Workspace and Instructor Handouts

ANNEX B1: Assessment Rubric for Report (Assignment – 50% of total course assessment)

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Criteria	Performance Evaluation
Analysis (50%) • Addresses perspective noted previously, and additional diverse perspectives drawn from outside information • Identifies the salient arguments (reasons and claims) pro and con • Examines the evidence and source of evidence; questions its accuracy, precision, relevance, and completeness • Observe cause and effect and addresses existing or potential consequences • Draws warranted, judicious, non-fallacious conclusions	Not Yet 1 2 3 4 5 6 7 8 9 10 Substantially Developed
Use of Data (30%) • Identifies and discusses conclusions, implications, and consequences considering context, assumptions, data, and evidence	Not Yet 1 2 3 4 5 6 7 8 9 10 Substantially Developed
Look and Feel (20%) • Effective use of visual aids; information is organized to maximize reader's understanding • Fonts are easily to be viewed • Organization of ideas and contents clearly creates understanding • Paragraphs contain coherent ideas that are effectively connected with transitions • Writing is well focused and concise, with clear introduction and conclusion	Not Yet 1 2 3 4 5 6 7 8 9 10 Substantially Developed

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Annex B2: Assessment Rubric for Group Project (20% of total course assessment)

Learning Objective: The ability to define, examine, evaluate, analyze and synthesize various arguments and knowledge to form independent judgment.
Learning Objective: 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.

Criteria	Performance Evaluation
Analysis (50%) • Addresses perspective noted previously, and additional diverse perspectives drawn from outside information • Identifies the salient arguments (reasons and claims) pro and con • Examines the evidence and source of evidence; questions its accuracy, precision, relevance, and completeness • Observe cause and effect and addresses existing or potential consequences • Draws warranted, judicious, non-fallacious conclusions	Not Yet 1 2 3 4 5 6 7 8 9 10 Substantially Developed
Use of Data (30%) • Identifies and discusses conclusions, implications, and consequences considering context, assumptions, data, and evidence	Not Yet 1 2 3 4 5 6 7 8 9 10 Substantially Developed
Look and Feel (20%) • Effective use of visual aids; information is organized to maximize reader's understanding • Fonts are easily to be viewed • Organization of ideas and contents clearly creates understanding • Paragraphs contain coherent ideas that are effectively connected with transitions • Writing is well focused and concise, with clear introduction and conclusion	Not Yet 1 2 3 4 5 6 7 8 9 10 Substantially Developed

** Note that other considerations will be taken into account when grading*
** All members of the same group will receive the same score for the group project. However, this basic score will be downgraded for individual group members if the peer evaluation indicates that the member has not contributed enough to the project. Please see Annex B3.*

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Annex B3: Teamwork & Interpersonal Skills Rubric

Learning Objective: The ability to work effectively with others in a group setting.

Traits	Performance	
Roles and Responsibility Behaves professionally by upholding responsibility and assuming accountability for self and others in progressing towards the team's goal. (20%)	**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.	**Substantially Developed** Always fulfills responsibilities; performs his/her role within the group with enthusiasm and demonstrates willingness to work collaboratively.
	Evaluation: **Scant 1 2 3 4 5 6 7 8 9 10 Substantially Developed**	
Communication Identifies appropriate mechanisms to coordinate and correspond with team members. (20%)	**Scant** Modes of communication are not appropriate, causing confusion and miscommunication among team members.	**Substantially Developed** Modes of communication are appropriate, and maintains timely communication and correspondence with team members.
	Evaluation: **Scant 1 2 3 4 5 6 7 8 9 10 Substantially Developed**	
Conflict Resolution Resolves conflicts using a variety of approaches. (20%)	**Scant** Does not recognize conflicts or is unwilling to resolve conflicts.	**Substantially Developed** Consistently resolves conflicts through facilitating open discussion and compromise.
	Evaluation: **Scant 1 2 3 4 5 6 7 8 9 10 Substantially Developed**	
Contributions Contributes positive input for the team; effectively utilizes one's knowledge and expertise. (20%)	**Scant** Largely disinterested in working in a group and refuses to participate; observes passively or is unwilling to share information with other team members.	**Substantially Developed** Actively attends and participates in all activities and provides meaningful contribution in articulating ideas and opinions.
	Evaluation: **Scant 1 2 3 4 5 6 7 8 9 10 Substantially Developed**	
Relationship Maintains cooperative interaction with other team members regardless of individual /cultural differences and respects diverse perspectives. (20%)	**Scant** Rarely listens to others and does not acknowledge the opinions that differ from his/her own.	**Substantially Developed** Engages in respectful relationships with all other members in the team. Embraces and accepts diverse points of view without prejudice.
	Evaluation: **Scant 1 2 3 4 5 6 7 8 9 10 Substantially Developed**	

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Peer Evaluation Instructions

All members are required to complete a peer evaluation for each member of the team (i.e., including a self-assessment). The completed peer evaluation form must be submitted individually to the instructor immediately after the team project has been submitted for grading. Identity of appraisers will be kept **confidential** and will not be revealed to other team members.

We will use a member's ratings (on a scale ranging from 1 to 10) to award marks for the team project to other members by computing the average rating that a member receives from other members (i.e., excluding each member's self-rating). Each member will be informed of his/her average rating. A member's mark for the team project will be computed as follows:

1. If a member's average rating is ≥ 7, the member will receive **100%** of the overall mark awarded to the team project.

2. If a member's average rating is < 7 but ≥ 5, the member will receive **80%** of the overall mark awarded to the team project.

3. If a member's average rating is < 5 but ≥ 3, the member will receive **50%** of the overall mark awarded to the team project.

4. If a member's average rating is < 3, the member will receive **30%** of the overall mark awarded to the team project.

A member who has concerns with the ratings given by other team members and/or his/her average rating should immediately consult his/her instructor upon receiving his/her peer evaluation feedback.

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Annex B4: Oral Communication – Individual Presentation of Group Project (10% of total course assessment)

Learning objective: 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.

Traits	Below Expectations	Above Expectations	
Pacing (10%)	Inappropriate pacing (too fast or slow)	Well-paced with appropriate pauses	**Below Expectations** 1 2 3 4 5 6 7 8 9 10 **Above Expectations**
Content and organization (35%)	Audience has difficulty following the presentation as there no sequence of information	Presents information in a logical, interesting sequence which audience can follow	**Below Expectations** 1 2 3 4 5 6 7 8 9 10 **Above Expectations**
Enthusiasm/ Audience Awareness (15%)	Shows no interest in topic presented	Demonstrates strong enthusiasm during the entire presentation	**Below Expectations** 1 2 3 4 5 6 7 8 9 10 **Above Expectations**
Delivery (20%)	Uncertain and hesitant, does not maintain eye contact with audience. Mumbles, speaks too softly, or speaks in monotone	Stands poised and confident, establishes eye contact with audience. Speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points	**Below Expectations** 1 2 3 4 5 6 7 8 9 10 **Above Expectations**
Responding to Questions (20%)	Does not appear to understand the question and does not make any attempts to clarify the question. Responses are incorrect, unable to respond to questions; superficially responds to questions or only provides answers to rudimentary questions.	Calm and composed when faced with questions. Listens to the entire question and asks questions when clarification of a question is needed. Confidently, spontaneously and accurately responds to all questions	**Below Expectations** 1 2 3 4 5 6 7 8 9 10 **Above Expectations**

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		with persuasive explanations and elaboration; Able to field questions beyond own individual presentation.	

** Note that other considerations will be taken into account when grading.*

Annex B5: Oral Communication – for Class Participation (20% of total course assessment)

Learning objective: 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.

Traits	Below Expectations	Above Expectations	
Contribution frequency (30%)	Does not speak up/contribute in class	Proactively speaks up/contributes in class	**Below Expectations 1 2 3 4 5 6 7 8 9 10 Above Expectations**
Contribution quality (70%)	No contributions/ Contributions lack substance	Contributions demonstrate knowledge of subject matter and beyond	**Below Expectations 1 2 3 4 5 6 7 8 9 10 Above Expectations**

** Note that other considerations will be taken into account when grading*

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ANNEX E: LIST OF NBS LEARNING GOALS

LEARNING GOAL	LEARNING OBJECTIVE	CHECK
TASK SKILLS		
Acquisition of Knowledge	The Acquisition of skills related to portfolio construction and management and the ability to articulate and explain same to clients.	☑
Ethical Reasoning	The ability to recognize and understand ethical issues, and apply sound ethical reasoning.	☑
Critical Thinking & Creative Thinking	The ability to define, examine, evaluate, analyze and synthesize various arguments and knowledge to form independent judgment.	☑
	The ability to provide insight in an innovative way characterized by high degree of adaptiveness.	☑
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.	☑
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.	☐
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.	☑
	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.	☑
Negotiation	The ability to systematically plan and prepare for negotiation and apply negotiation skills in personal and professional practice.	☐
Cultural Intelligence	The ability to function effectively in situations characterized by cultural diversity.	☐
Teamwork & Interpersonal Skills	The ability to work effectively with others in a group setting.	☑
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.	☐

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

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ANNEX C

Academic Year	2022/23	**Semester**	2
Course Coordinator	Wilson Teo		
Course Code	BF3220		
Course Title	Portfolio Management and Analysis		
Pre-requisites	BF2201		
No of AUs	3		
Contact Hours	3hr x 13 weeks = 39 hours		
Proposal Date	30 September 2022		

A) Course Aims

This course aims to equip students with the building blocks in portfolio management. At each stage of the portfolio management process, from formulating the objective and policy statement to portfolio strategy, selection and execution of investment, risk management and portfolio evaluation, theories and models will be described. Students will get to be exposed to hands-on experience that brings practical sharing of real-world vantages and challenges encountered in portfolio management. This will culminate in a final report where students will need to showcase their ability in designing, constructing, and executing a realistic, well-thought and analysed portfolio that is aligned to its objective and yet profitable.

B) Intended Learning Outcomes (ILO)/Objectives

By the end of this course, you should be able to:

1. Explain the design and plan of a portfolio
2. Analyse economic growth and business cycles to forecast asset class return
3. Apply selection of asset class, strategic asset allocation and optimisation
4. Apply fundamental and technical analysis to stock selection
5. Identify, measure and manage different types of risk
6. Apply portfolio execution
7. Monitor and rebalance of portfolio
8. Analyse and evaluate portfolio performance

C) Course Content

1. Refinitiv Workspace introduction
2. Portfolio Management Process and Investment Policy Statement
3. Top-down analysis
4. Asset Allocation
5. Equity Portfolio Management
6. Fundamental analysis
7. Technical analysis
8. Risk Management
9. Execution of Portfolio Decision
10. Evaluating Portfolio Performance
11. Monitoring and Rebalancing of Portfolio

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D) Assessment (includes both continuous and summative assessment)

Component	ILO Tested	NBS Learning Goal (Refer to Annex E for list)	Weighting	Team/Individual	Assessment Rubrics (Please insert rubrics as Appendix)
1.Assignment	5-8	Critical thinking and creative thinking Problem Solving & Decision Making Written Communication	50%	Individual	Annex B1: Assessment rubric for report (Assignment)
2.Group Project	1-4	Critical Thinking Written Communication Teamwork and Interpersonal Skills	30%	Group (subject to peer evaluation)	Annex B2: Assessment rubric for group project Annex B3: Teamwork and Interpersonal Skills
3.Presentation of Group Project	1-4	Oral Communication	10%	Individual	Annex B4: Individual Presentation Rubric
4.Class Participation	1-8	Oral Communication	10%	Individual	Annex B5: Oral Communication – for Class Participation
Total			100%		

For the group project, all students will receive the same basic marks. However, for students who are deemed social loafers by the peer evaluation, they will have the basic mark adjusted downwards. Please see Annex B3 for details.

E) Formative feedback

The following are some of the feedback you will receive:

- Verbal feedback during class discussion of practice questions.
- Feedback on the group project throughout the semester.

F) Learning and Teaching approach

Approach	How does this approach support you in achieving the learning outcomes?
Lectures	The interactive lecture sessions where there are ample opportunities for open discussions on the conceptual questions raised in the class allow you to think critically and share your views with the class. This also allows me to get the concepts clearly through to the entire class by involving you and ensuring that the targeted learning outcomes are being

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	achieved.
Group Project	This assignment requires you to design and construct a portfolio using Refinitiv Workspace to experience the realistic workflow of a portfolio manager.
In-Class Activities	Through these mini in-class practice, students gain a better perspective and deeper understanding of how to apply the concepts and theories.
Individual assignment	The assignment requires you to backtest, execute, monitor and rebalance the portfolio in order to analyse and evaluate its performance in Refinitiv Workspace to generate a report that showcase one's grasp of the knowledge acquired.

G) Reading and References

Required textbook – Managing Investment Portfolios – A Dynamic Process (3rd edition) by John L. Maginn, Donald L. Tuttle, Jerald E. Pinto and Dennis W. McLeavey.

H) Course Policies and Student Responsibilities

You are expected to complete all assigned pre-class readings and activities, 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 you have missed. You are expected to participate in all seminar discussions and activities.

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
Wilson Teo	N.A.		nbs0invest@gmail.com	By appointment and virtual conference

K) Planned Weekly Schedule

Week	Topic	ILO	Readings/ Activities
1	Refinitiv Workspace demo; Portfolio	1	Textbook Chpt 1 and Refinitiv Workspace

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	Management Process and Investment Policy Statement		
2	Capital Market Expectations	2	Textbook Chpt 4 and Refinitiv Workspace
3 (CNY – virtual)	Capital Market Expectations	2	Textbook Chpt 4 and Refinitiv Workspace
4	Asset Allocation	3	Textbook Chpt 5 and Refinitiv Workspace
5	Equity Portfolio Management	4	Textbook Chpt 7 and Refinitiv Workspace
6	Equity Portfolio Management	4	Textbook Chpt 7 and Refinitiv Workspace
7	Equity Portfolio Management	4	Textbook Chpt 7 and Refinitiv Workspace
RECESS WEEK			
8	Group Project Presentation	1-4	
9	Group Project Presentation	1-4	
10	Risk Management	5	Textbook Chpt 9 and Refinitiv Workspace
11	Execution of Portfolio Decision	6	Textbook Chpt 10 and Refinitiv Workspace
12	Evaluating Portfolio Performance	8	Textbook Chpt 12 and Refinitiv Workspace
13	Monitoring and Rebalancing	7	Textbook Chpt 11 and Refinitiv Workspace

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ANNEX B1: Assessment Rubric for Report (Assignment – 50% of total course assessment)

Criteria	Performance Evaluation
Analysis (50%) • Addresses perspective noted previously, and additional diverse perspectives drawn from outside information • Identifies the salient arguments (reasons and claims) pro and con • Examines the evidence and source of evidence; questions its accuracy, precision, relevance, and completeness • Observe cause and effect and addresses existing or potential consequences • Draws warranted, judicious, non-fallacious conclusions	Not Yet 1 2 3 4 5 6 7 8 9 10 Substantially Developed
Use of Data (30%) • Identifies and discusses conclusions, implications, and consequences considering context, assumptions, data, and evidence	Not Yet 1 2 3 4 5 6 7 8 9 10 Substantially Developed
Look and Feel (20%) • Effective use of visual aids; information is organized to maximize reader's understanding • Fonts are easily to be viewed • Organization of ideas and contents clearly creates understanding • Paragraphs contain coherent ideas that are effectively connected with transitions • Writing is well focused and concise, with clear introduction and conclusion	Not Yet 1 2 3 4 5 6 7 8 9 10 Substantially Developed

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Annex B2: Assessment Rubric for Group Project (30% of total course assessment)

Learning Objective: The ability to define, examine, evaluate, analyze and synthesize various arguments and knowledge to form independent judgment.
Learning Objective: 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.

Criteria	Performance Evaluation
Analysis (50%) • Addresses perspective noted previously, and additional diverse perspectives drawn from outside information • Identifies the salient arguments (reasons and claims) pro and con • Examines the evidence and source of evidence; questions its accuracy, precision, relevance, and completeness • Observe cause and effect and addresses existing or potential consequences • Draws warranted, judicious, non-fallacious conclusions	Not Yet 1 2 3 4 5 6 7 8 9 10 Substantially Developed
Use of Data (30%) • Identifies and discusses conclusions, implications, and consequences considering context, assumptions, data, and evidence	Not Yet 1 2 3 4 5 6 7 8 9 10 Substantially Developed
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** Note that other considerations will be taken into account when grading*
** All members of the same group will receive the same score for the group project. However, this basic score will be downgraded for individual group members if the peer evaluation indicates that the member has not contributed enough to the project. Please see Annex B3.*

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Annex B3: Teamwork & Interpersonal Skills Rubric

Learning Objective: The ability to work effectively with others in a group setting.

Traits	Performance	
Roles and Responsibility Behaves professionally by upholding responsibility and assuming accountability for self and others in progressing towards the team's goal. (20%)	**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.	**Substantially Developed** Always fulfills responsibilities; performs his/her role within the group with enthusiasm and demonstrates willingness to work collaboratively.
	Evaluation: **Scant 1 2 3 4 5 6 7 8 9 10 Substantially Developed**	
Communication Identifies appropriate mechanisms to coordinate and correspond with team members. (20%)	**Scant** Modes of communication are not appropriate, causing confusion and miscommunication among team members.	**Substantially Developed** Modes of communication are appropriate, and maintains timely communication and correspondence with team members.
	Evaluation: **Scant 1 2 3 4 5 6 7 8 9 10 Substantially Developed**	
Conflict Resolution Resolves conflicts using a variety of approaches. (20%)	**Scant** Does not recognize conflicts or is unwilling to resolve conflicts.	**Substantially Developed** Consistently resolves conflicts through facilitating open discussion and compromise.
	Evaluation: **Scant 1 2 3 4 5 6 7 8 9 10 Substantially Developed**	
Contributions Contributes positive input for the team; effectively utilizes one's knowledge and expertise. (20%)	**Scant** Largely disinterested in working in a group and refuses to participate; observes passively or is unwilling to share information with other team members.	**Substantially Developed** Actively attends and participates in all activities and provides meaningful contribution in articulating ideas and opinions.
	Evaluation: **Scant 1 2 3 4 5 6 7 8 9 10 Substantially Developed**	
Relationship Maintains cooperative interaction with other team members regardless of individual /cultural differences and respects diverse perspectives. (20%)	**Scant** Rarely listens to others and does not acknowledge the opinions that differ from his/her own.	**Substantially Developed** Engages in respectful relationships with all other members in the team. Embraces and accepts diverse points of view without prejudice.
	Evaluation: **Scant 1 2 3 4 5 6 7 8 9 10 Substantially Developed**	

Peer Evaluation Instructions

All members are required to complete a peer evaluation for each member of the team (i.e., including a self-assessment). The completed peer evaluation form must be submitted individually to the instructor immediately after the team project has been submitted for grading. Identity of appraisers will be kept **confidential** and will not be revealed to other team members.

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We will use a member's ratings (on a scale ranging from 1 to 10) to award marks for the team project to other members by computing the average rating that a member receives from other members (i.e., excluding each member's self-rating). Each member will be informed of his/her average rating. A member's mark for the team project will be computed as follows:

5. If a member's average rating is ≥ 7, the member will receive **100%** of the overall mark awarded to the team project.

6. If a member's average rating is < 7 but ≥ 5, the member will receive **80%** of the overall mark awarded to the team project.

7. If a member's average rating is < 5 but ≥ 3, the member will receive **50%** of the overall mark awarded to the team project.

8. If a member's average rating is < 3, the member will receive **30%** of the overall mark awarded to the team project.

A member who has concerns with the ratings given by other team members and/or his/her average rating should immediately consult his/her instructor upon receiving his/her peer evaluation feedback.

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Annex B4: Oral Communication – Individual Presentation of Group Project (10% of total course assessment)

Learning objective: 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.

Traits	Below Expectations	Above Expectations	
Pacing (10%)	Inappropriate pacing (too fast or slow)	Well-paced with appropriate pauses	**Below Expectations 1 2 3 4 5 6 7 8 9 10 Above Expectations**
Content and organization (50%)	Audience has difficulty following the presentation as there no sequence of information	Presents information in a logical, interesting sequence which audience can follow	**Below Expectations 1 2 3 4 5 6 7 8 9 10 Above Expectations**
Enthusiasm/ Audience Awareness (20%)	Shows no interest in topic presented	Demonstrates strong enthusiasm during the entire presentation	**Below Expectations 1 2 3 4 5 6 7 8 9 10 Above Expectations**
Delivery (20%)	Uncertain and hesitant, does not maintain eye contact with audience. Mumbles, speaks too softly, or speaks in monotone	Stands poised and confident, establishes eye contact with audience. Speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points	**Below Expectations 1 2 3 4 5 6 7 8 9 10 Above Expectations**

** Note that other considerations will be taken into account when grading.*

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Annex B5: Oral Communication – for Class Participation (10% of total course assessment)

Learning objective: 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.

Traits	Below Expectations	Above Expectations	
Contribution frequency (50%)	Does not speak up/contribute in class	Proactively speaks up/contributes in class	**Below Expectations** 1 2 3 4 5 6 7 8 9 10 **Above Expectations**
Contribution quality (50%)	No contributions/ Contributions lack substance	Contributions demonstrate knowledge of subject matter and beyond	**Below Expectations** 1 2 3 4 5 6 7 8 9 10 **Above Expectations**

** Note that other considerations will be taken into account when grading*

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ANNEX E: LIST OF NBS LEARNING GOALS

LEARNING GOAL	LEARNING OBJECTIVE	CHECK
TASK SKILLS		
Acquisition of Knowledge	*Instructors, please define.*	
Ethical Reasoning	The ability to recognize and understand ethical issues, and apply sound ethical reasoning.	
Critical Thinking & Creative Thinking	The ability to define, examine, evaluate, analyze and synthesize various arguments and knowledge to form independent judgment.	
	The ability to provide insight in an innovative way characterized by high degree of adaptiveness.	
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.	
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.	
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.	
	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.	
Negotiation	The ability to systematically plan and prepare for negotiation and apply negotiation skills in personal and professional practice.	
Cultural Intelligence	The ability to function effectively in situations characterized by cultural diversity.	
Teamwork & Interpersonal Skills	The ability to work effectively with others in a group setting.	
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.	

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

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