



UNSW Course Outline

FINS5568 Capstone - Portfolio Management Process - 2024

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General Course Information

Course Code : FINS5568

Year : 2024

Term : Term 2

Teaching Period : T2

Is a multi-term course? : No

Faculty : UNSW Business School

Academic Unit : School of Banking and Finance

Delivery Mode : In Person

Delivery Format : Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Postgraduate

Units of Credit : 6

Useful Links

[Handbook Class Timetable](#)

Course Details & Outcomes

Course Description

The course presents a continuous and systematic approach to the process of portfolio management. The process begins with the development of a policy statement to suit the needs, constraints and preferences of an investor. A thorough examination of past, current and

projected conditions of the economy, markets, industries and companies is then conducted to form the basis for portfolio construction and implementation of investment strategy. The last stage of the process focuses on the continual evaluation of portfolio performance and monitoring of investor-related factors and economy and market input factors. The feedback obtained from this stage will serve as an impetus for portfolio rebalancing, revision of the investment policy statement and changes to asset allocation and investment strategy.

Course Aims

FINS5568 is a capstone course for Programs 8404 and 8417. To enrol in this course, students must have completed FINS5513 and 30 units of credit.

Relationship to Other Courses

FINS5568 is integral to the Master of Commerce (MCom) program. The course is open to all MCom students who have met the conditions for enrolment. Like the other capstone courses of the MCom program, FINS5568 promotes the consolidation of business knowledge and problem-solving skills and the development of employability skills such as business communication to prepare students for the real world.

Course Learning Outcomes

Course Learning Outcomes	Program learning outcomes
CLO1 : Implement a systematic approach to plan, assemble and manage an investment portfolio to meet the investment objectives of a client.	<ul style="list-style-type: none">PLO1 : Business KnowledgePLO2 : Problem SolvingPLO3 : Business CommunicationPLO5 : Responsible Business Practice
CLO2 : Formulate answers to questions raised by the prospective investors ahead of a roadshow to promote interest in social impact bond investing.	<ul style="list-style-type: none">PLO2 : Problem SolvingPLO3 : Business CommunicationPLO5 : Responsible Business Practice
CLO3 : Produce a video to convince a panel of government officials that a social service provider is worthy to receive funding from an issue of social impact bonds to pay for the delivery of an intervention program to improve the wellbeing of vulnerable people.	<ul style="list-style-type: none">PLO2 : Problem SolvingPLO3 : Business CommunicationPLO5 : Responsible Business Practice

Course Learning Outcomes	Assessment Item
CLO1 : Implement a systematic approach to plan, assemble and manage an investment portfolio to meet the investment objectives of a client.	<ul style="list-style-type: none">AssignmentFinal Exam
CLO2 : Formulate answers to questions raised by the prospective investors ahead of a roadshow to promote interest in social impact bond investing.	<ul style="list-style-type: none">AssignmentFinal Exam
CLO3 : Produce a video to convince a panel of government officials that a social service provider is worthy to receive funding from an issue of social impact bonds to pay for the delivery of an intervention program to improve the wellbeing of vulnerable people.	<ul style="list-style-type: none">Oral Presentation

Learning and Teaching Technologies

Moodle - Learning Management System | Echo 360 | Microsoft Teams

Learning and Teaching in this course

The philosophy underpinning this course is summarised by the following list of guidelines extracted from Guidelines on Learning that inform teaching at UNSW:

- Effective learning is supported when students are actively engaged in the learning process.
- Students become more engaged in the learning process if they can see the relevance of their studies to professional, disciplinary and/or personal contexts.
- Clearly articulated expectations, goals, learning outcomes, and course requirements increase

- student motivation and improve learning.
- Effective learning is facilitated by assessment practices and other student learning activities that are designed to support the achievement of desired learning outcomes.
 - Meaningful and timely feedback to students improves learning.

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates	Program learning outcomes
Assignment Assessment Format: Individual	30%	Start Date: See Detailed assessment description Due Date: See Detailed assessment description	• PLO1 : Business Knowledge • PLO2 : Problem Solving • PLO3 : Business Communication
Oral Presentation Assessment Format: Individual	20%	Start Date: See Detailed assessment description Due Date: See Detailed assessment description	• PLO2 : Problem Solving • PLO3 : Business Communication
Final Exam Assessment Format: Individual	50%	Start Date: See Detailed assessment description Due Date: See Detailed assessment description	• PLO1 : Business Knowledge • PLO2 : Problem Solving • PLO3 : Business Communication • PLO5 : Responsible Business Practice

Assessment Details

Assignment

Assessment Overview

There are five lecture-topic specific tasks in total. The first task is a written assignment. Students may attempt this task individually or with up to two other classmates from the same or different sections. The remaining tasks are quizzes and to be attempted individually. The tasks are worth 6% each. Staff will post the details and due dates of the respective tasks on the course Moodle page in due course.

Assesses: PLO1, PLO2, PLO3

Course Learning Outcomes

- CLO1 : Implement a systematic approach to plan, assemble and manage an investment portfolio to meet the investment objectives of a client.
- CLO2 : Formulate answers to questions raised by the prospective investors ahead of a roadshow to promote interest in social impact bond investing.

Detailed Assessment Description

Weight	Assessment Name	Assessment Due Date / Timing
6%	Task 1 - Social impact bond	9 am Friday of Week 3
24%	Tasks 2 to 5 - Class activity assignment	Weeks 3 - 6 respectively (Look up exact due date in course Moodle page)

Assessment Length

For Task 1, see Moodle page for word limit

Submission notes

See Detailed assessment description

Assignment submission Turnitin type

Not Applicable

Oral Presentation

Assessment Overview

Details of the assessment will be posted to the course Moodle page. Students are strongly encouraged to commence preparation for this assessment as early as 0-week. Briefly you are required to pre-record a video of no more than two minutes. You will assume the role of general manager of a not-for-profit organisation in the social sector and the purpose of the presentation is to convince a panel of government officials that your organisation and the proposed intervention are well suited to SIB (social impact bond) funding.

Assesses: PL02, PL03

Course Learning Outcomes

- CLO3 : Produce a video to convince a panel of government officials that a social service provider is worthy to receive funding from an issue of social impact bonds to pay for the delivery of an intervention program to improve the wellbeing of vulnerable people.

Detailed Assessment Description

We encourage students to submit an interim video of the presentation for [formative assessment](#) before the (potentially improved) final video which is due in Week 9.

Assessment Length

A two-minute prerecorded video

Submission notes

See Detailed assessment description

Assignment submission Turnitin type

Not Applicable

Final Exam

Assessment Overview

The final exam is centrally organised and held during University exam period. This assessment task covers the course materials taught throughout the term. Staff will announce the format of the exam and types of questions in due course.☒

Assesses: PLO1, PLO2, PLO3, PLO5

Course Learning Outcomes

- CLO1 : Implement a systematic approach to plan, assemble and manage an investment portfolio to meet the investment objectives of a client.
- CLO2 : Formulate answers to questions raised by the prospective investors ahead of a roadshow to promote interest in social impact bond investing.

Detailed Assessment Description

The final exam is in-person, invigilated and held on campus. The University will release Term 2 provisional and final exam timetables on 10 July and 15 July respectively for students to access via myUNSW.

Assessment Length

2 hours

Submission notes

See Detailed assessment description

Assignment submission Turnitin type

Not Applicable

General Assessment Information

As a student at UNSW you are expected to display [academic integrity](#) in your work and interactions. Where a student breaches the [UNSW Student Code](#) with respect to academic integrity, the University may take disciplinary action under the Student Misconduct Procedure. To assure academic integrity, you may be required to demonstrate reasoning, research and the

process of constructing work submitted for assessment.

To assist you in understanding what academic integrity means, and how to ensure that you do comply with the UNSW Student Code, it is strongly recommended that you complete the [Working with Academic Integrity](#) module before submitting your first assessment task. It is a free, online self-paced Moodle module that should take about one hour to complete.

This course prohibits [the use of AI tools](#), such as ChatGPT, for assessments. Students must produce their own work. Please respect this prohibition and be aware that where unauthorised use is detected, [penalties](#) will apply. If you need help with your assessments, there are alternatives to unauthorised AI use. You can

- Book a staff consultation appointment if you do not understand the assessments and struggle with learning and understanding the subject.
- Apply for [Special Consideration](#) if you're under too much pressure.
- Seek help from the [Academic Skills Team](#), the [Student Support Team](#) or from the [Psychology & Wellness](#) Team.

Grading Basis

Standard

Requirements to pass course

In order to pass this course students must:

- Achieve a composite mark of at least 50 out of 100.
- Engage actively in course learning activities and attempt all assessment requirements.
- Meet any additional requirements specified in the assessment details.
- Meet the specified attendance requirements of the course (see Schedule section).

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 27 May - 2 June	Blended	<p>Before class, watch the prerecorded lecture videos to learn the subject matter and do the reading to prepare for active class participation.</p> <p>In class, we will</p> <ul style="list-style-type: none"> • Welcome everyone and deliver an overview of the course. • Highlight the various features of social impact bonds, an innovative financial product that has given the government a new approach to fund the social service sector effectively, efficiently and fairly. • Open the floor to questions to facilitate significant learning. • Run a mock quiz and engage students in activities to facilitate development of business knowledge and problem solving skills.
	Reading	<ul style="list-style-type: none"> • Course outline • Prerecorded lecture videos and readings posted on Moodle • Homework
Week 2 : 3 June - 9 June	Blended	<p>Before class, watch the prerecorded lecture videos to learn the subject matter and do the reading to prepare for active class participation.</p> <p>In class, we will</p> <ul style="list-style-type: none"> • Highlight the essential components of the investment policy statement, a document in writing to set out the investment objective of an investor along with applicable constraints and preferences that are specific to the investor. • Open the floor to questions to facilitate significant learning. • Engage students in activities to facilitate development of business knowledge and problem solving skills.
	Reading	<ul style="list-style-type: none"> • Maginn Chs 1 & 2 and readings posted on Moodle • Homework
Week 3 : 10 June - 16 June	Topic	<ul style="list-style-type: none"> • Asset allocation
	Reading	<ul style="list-style-type: none"> • Maginn Ch 5 and readings posted on Moodle
Week 4 : 17 June - 23 June	Topic	<ul style="list-style-type: none"> • Economic analysis and industry analysis • Factor analysis
	Reading	<ul style="list-style-type: none"> • Reilly Ch 9 and readings posted on Moodle
Week 5 : 24 June - 30 June	Topic	<ul style="list-style-type: none"> • Company valuation
	Reading	<ul style="list-style-type: none"> • Reilly Ch 8
Week 6 : 1 July - 7 July	Blended	<p>Before class, watch the prerecorded lecture videos to learn the subject matter and do the reading to prepare for active class participation.</p> <p>In class, we will</p> <ul style="list-style-type: none"> • Provide a summary of alternative equity portfolio management strategies that are supported by empirical research and applied by fund managers in practice to demonstrate various disciplined approaches to investing. • Open the floor to questions to facilitate significant learning. • Engage students in activities to facilitate development of business knowledge and problem solving skills.
	Reading	<ul style="list-style-type: none"> • Reilly Ch 11 and readings posted on Moodle • Homework
Week 7 : 8 July - 14 July	Blended	<p>Before class, watch the prerecorded lecture videos to learn the subject matter and do the reading to prepare for active class participation.</p> <p>In class, we will</p> <ul style="list-style-type: none"> • Highlight the tools that could be used for portfolio reporting and management to facilitate the goal of achieving the investor's investment objective. • Open the floor to questions to facilitate significant learning. • Engage students in activities to facilitate development of business knowledge and problem solving skills.
	Reading	<ul style="list-style-type: none"> • Reilly Ch 18, Maginn Chs 11 and 13 and readings posted on Moodle • Homework
Week 8 : 15 July - 21 July	Presentation	This week, Henry will play the interim videos in class and give the respective presenters constructive feedback to take on board.
Week 9 : 22 July - 28 July	Other	<p>No lectures will be held in this revision/reflection week. Students may use the time to</p> <ul style="list-style-type: none"> • Revise the self-paced LinkedIn Learning courses suggested for the oral presentation assignment. • Reflect on the feedback given to the interim videos.

		<ul style="list-style-type: none"> • Produce the final video for submission before the due date posted on the course Moodle page.
Week 10 : 29 July - 4 August	Blended	<p>Before class, watch the prerecorded lecture videos to learn the subject matter and do the reading to prepare for active class participation.</p> <p>In class, we will</p> <ul style="list-style-type: none"> • Illustrate business ethics in finance by highlight the requirements of the investment managers based on the CFA Institute Soft Dollar Standards. • Open the floor to questions to facilitate significant learning. • Engage students in activities to facilitate development of business knowledge, problem solving skills and responsible business thinking. <p>We will also</p> <ul style="list-style-type: none"> • Deliver a summary of the course. • Address questions and prepare students for the final exam.
	Reading	<ul style="list-style-type: none"> • Prerecorded lecture videos and readings posted on Moodle • Homework

Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

General Schedule Information

During O-Week, we strongly encourage students to complete a self-paced online course to learn effective presentation skills that are useful to the oral presentation assessment. To access the course, follow the steps posted on the course Moodle page under "O-week: Structured learning of oral communication".

Detailed information about the weekly activities can be found in the course Moodle page. To prepare for these weekly activities, it is best to follow the Tips for Effective Reading (via the link) [HERE](#).

Course Resources

Prescribed Resources

The website for this course is on Moodle.

Recommended Resources

Below is a list of recommended textbooks for reference and private study.

- Maginn, John L., Donald L. Tuttle, Dennis W. McLeavey, and Jerald E. Pinto, 2007, Managing Investment Portfolios - A dynamic process, 3rd edition, John Wiley & Sons
- Reilly, Frank K., Keith C. Brown, and Sanford J. Leeds 2024, Investment Analysis and Portfolio Management, 12th edition, Cengage Learning

We have added a link in the course Moodle page for students to access textbooks via UNSW Library. Alternatively, below are the links for purchase via UNSW Bookshop.

- Maginn et al. - [Print](#)
- Reilly et al. - [Print, eBook](#)

Course Evaluation and Development

Feedback is regularly sought from students and continual improvements are made based on this feedback. At the end of this course, you will be asked to complete the myExperience survey , which provides a key source of student evaluative feedback. Your input into this quality enhancement process is extremely valuable in assisting us to meet the needs of our students and provide an effective and enriching learning experience. The results of all surveys are carefully considered and do lead to action towards enhancing educational quality.

For example, in response to the constructive feedback provided by past students on how we may improve student engagement and understanding of the subject materials, in 2021, we gave students a practice exam to show them the questions used in the past and help them familiarise with the online exam setting.

Furthermore, we have never stopped taking the initiative to improve the student learning experience. In 2018 for example, Henry was successful in his application for a Scientia Education Investment Fund grant provided by the Office of the PVCE to develop a suite of resources for students to learn oral communication skills and build confidence in public speaking. Then in 2019, we participated in the digital uplift initiative of the PVCE to improve the student experience and learning outcomes. The welcoming video, introduction of mock presentation and a oral presentation rubric with short videos and links to LinkedIn Learning available in the course Moodle page are some examples of the outputs of this digital uplift project. In 2023, revision quizzes are introduced as an in-class activity for students to test their knowledge and for staff to provide immediate feedback to help students gain a deeper understanding of the subject. This year, we are increasing the usage of prerecorded lecture videos to free up class time for in-class activities.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Henry Yip		Room 347, Business School building	+612 9385 5870	Tuesday 3:00 PM to 5:00 PM	Yes	Yes
Lecturer	Susan Rui Sun		n/a	n/a	By appointment only	No	No

Other Useful Information

Academic Information

COURSE POLICIES AND SUPPORT

The Business School expects that you are familiar with the contents of this course outline and the UNSW and Business School learning expectations, rules, policies and support services as listed below:

- Program Learning Outcomes
- Academic Integrity and Plagiarism
- Student Responsibilities and Conduct
- Special Consideration
- Protocol for Viewing Final Exam Scripts
- Student Learning Support Services

Further information is provided on the [key policies and support](#) page.

Students may not circulate or post online any course materials such as handouts, exams, syllabi or similar resources from their courses without the written permission of their instructor.

STUDENT LEARNING OUTCOMES

The Course Learning Outcomes (CLOs) – under the Outcomes tab – are what you should be able to demonstrate by the end of this course, if you participate fully in learning activities and successfully complete the assessment items.

CLOs also contribute to your achievement of the Program Learning Outcomes (PLOs), which are developed across the duration of a program. PLOs are, in turn, directly linked to [UNSW graduate capabilities](#). More information on Coursework PLOs is available on the [key policies and support](#) page. For PG Research PLOs, including MPDBS, please refer to the [UNSW HDR Learning Outcomes](#).

Academic Honesty and Plagiarism

As a student at UNSW you are expected to display [academic integrity](#) in your work and interactions. Where a student breaches the [UNSW Student Code](#) with respect to academic integrity, the University may take disciplinary action under the Student Misconduct Procedure. To assure academic integrity, you may be required to demonstrate reasoning, research and the

process of constructing work submitted for assessment.

To assist you in understanding what academic integrity means, and how to ensure that you do comply with the UNSW Student Code, it is strongly recommended that you complete the [Working with Academic Integrity](#) module before submitting your first assessment task. It is a free, online self-paced Moodle module that should take about one hour to complete.

Submission of Assessment Tasks

SPECIAL CONSIDERATION

You can apply for special consideration when illness or other circumstances beyond your control interfere with your performance in a specific assessment task or tasks, including online exams. Students studying remotely who have exams scheduled between 10pm and 7am local time, are also able to apply for special consideration to sit a supplementary exam at a time outside of these hours.

Special consideration is primarily intended to provide you with an extra opportunity to demonstrate the level of performance of which you are capable. To apply, and for further information, see Special Consideration on the UNSW [Current Students](#) page.

Special consideration applications will be assessed centrally by the Case Review Team, who will update the online application with the outcome and add any relevant comments. The change to the status of the application immediately sends an email to the student and to the assessor with the outcome of the application.

Please note the following:

1. Applications can only be made through Online Services in myUNSW (see the UNSW [Current Students](#) page). Applications will not be accepted by teaching staff. The lecturer-in-charge/ course coordinator will be automatically notified when your application is processed.
2. Applying for special consideration does not automatically mean that you will be granted a supplementary exam or other concession.
3. If you experience illness or misadventure in the lead up to an exam or assessment, you must submit an application for special consideration, either prior to the examination taking place, or prior to the assessment submission deadline, except where illness or misadventure prevent you from doing so.
4. If your circumstances stop you from applying before your exam or assessment due date, you must apply within 3 working days of the assessment or the period covered by your supporting documentation.

5. Under the UNSW Fit To Sit/Submit rule, if you sit the exam/submit an assignment, you are declaring yourself well enough to do so and are cannot subsequently apply for special consideration.
6. If you become unwell on the day of – or during – an exam, you must stop working on your exam, advise your course coordinator or tutor and provide a medical certificate dated within 24 hours of the exam, with your special consideration application. For online exams, you must contact your course coordinator or tutor immediately via email, Moodle or chat and advise them you are unwell and submit screenshots of your conversation along with your medical certificate and application.
7. Special consideration requests do not allow the awarding of additional marks to students.

Further information on Business School policy and procedure can be found under “Special Consideration” on the [key policies and support](#) page.

LATE SUBMISSION PENALTIES

For assessments other than examinations, late submission will incur a penalty of 5% per day or part thereof (including weekends) from the due date and time. An assessment will not be accepted after 5 days (120 hours) of the original deadline unless special consideration has been approved. An assignment is considered late if the requested format, such as hard copy or electronic copy, has not been submitted on time or where the ‘wrong’ assignment has been submitted.

For assessments which account for 10% or less of the overall course grade, and where answers are immediately discussed or debriefed, the LIC may stipulate a different penalty. Details of such late penalties will be available on the course Moodle page.

FEEDBACK ON YOUR ASSESSMENT TASK PERFORMANCE

Feedback on student performance from formative and summative assessment tasks will be provided to students in a timely manner. Assessment tasks completed within the teaching period of a course, other than a final assessment, will be assessed and students provided with feedback, with or without a provisional result, within 10 working days of submission, under normal circumstances. Feedback on continuous assessment tasks (e.g. laboratory and studio-based, workplace-based, weekly quizzes) will be provided prior to the midpoint of the course.

Faculty-specific Information

PROTOCOL FOR VIEWING FINAL EXAM SCRIPTS

UNSW students have the right to view their final exam scripts, subject to a small number of very specific exemptions. The UNSW Business School has set a [protocol](#) under which students may view their final exam script. Individual schools within the Faculty may also set up additional local processes for viewing final exam scripts, so it is important that you check with your School.

If you are completing courses from the following schools, please note the additional school-specific information:

- Students in the **School of Accounting, Auditing & Taxation** who wish to view their final examination script should also refer to [this page](#).
- Students in the **School of Banking & Finance** should also refer to [this page](#).
- Students in the **School of Information Systems & Technology Management** should also refer to [this page](#).

COURSE EVALUATION AND DEVELOPMENT

Feedback is regularly sought from students and continual improvements are made based on this feedback. At the end of this course, you will be asked to complete the [myExperience survey](#), which provides a key source of student evaluative feedback. Your input into this quality enhancement process is extremely valuable in assisting us to meet the needs of our students and provide an effective and enriching learning experience. The results of all surveys are carefully considered and do lead to action towards enhancing educational quality.

QUALITY ASSURANCE

The Business School is actively monitoring student learning and quality of the student experience in all its programs. A random selection of completed assessment tasks may be used for quality assurance, such as to determine the extent to which program learning goals are being achieved. The information is required for accreditation purposes, and aggregated findings will be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential.

TEACHING TIMES AND LOCATIONS

Please note that teaching times and locations are subject to change. Students are strongly advised to refer to the [Class Timetable website](#) for the most up-to-date teaching times and locations.