



T-103
2022

Program Specification

Program Name: Bachelor of Science in Business Administration /Finance
Program Code (as per Saudi university ranking): 04120101
Qualification Level: level 6
Department: Finance
College: College of Business and Tourism
Institution: University of Prince Mugrin (UPM)
Program Specification: New <input type="checkbox"/> updated* <input checked="" type="checkbox"/>
Last Review Date:

*Attach the previous version of the Program Specification.

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A. Program Identification and General Information

1. Program's Main Location:

Al-Madinah (Male and Female Campuses)

2. Branches Offering the Program (if any):

NA

3. Partnerships with other parties (if any) and the nature of each:

NA

4. Professions/jobs for which students are qualified

Graduates of the Program can work in financial institutions, business organizations or governmental entities such as:

- Corporate Finance Specialist (241301)
- Financial Analysis Specialist (241303)
- Insurance Specialist (241306)
- Banking Service Specialist (241307)
- Money Market Trading Specialist (241310)
- Investment Specialist (241202)
- Financial Planning Specialist (241203)

5. Relevant occupational/ Professional sectors:

- Banking
- Financial institutions
- Business organizations.
- Investment firms
- Insurance and financial services
- Nonprofit organization
- Consulting.

6. Major Tracks/Pathways (if any): NA

Major track/pathway	Credit hours (For each track)	Professions/jobs (For each track)
1.		
2.		

7. Exit Points/Awarded Degree (if any): NA

exit points/awarded degree	Credit hours
1.	
2.	

8. Total credit hours: 127



B. Mission, Objectives, and Program Learning Outcomes

1. Program Mission:

Empowering students with outstanding knowledge, skills, and values, fostering excellence in the finance field through research, and community service.

2. Program Goals:

The Finance program at UPM offers a major that leads to a Bachelor of Finance degree and prepares students for career opportunities in corporate finance, international finance, investments, Financial institutions, consulting, and financial planning. The theoretical and practical aspects of finance are integrated to provide students with critical thinking skills and analytical tools as a foundation for lifelong learning. Students pursuing a bachelor's degree in finance should have:

1. **Comprehensive Financial Knowledge:** Cultivate a deep understanding of financial concepts to address complex professional challenges.
2. **Interdisciplinary Business Integration:** Integrate knowledge from various business disciplines to navigate complex financial environments.
3. **Analytical Proficiency:** Enhance skills in quantitative and qualitative finance analysis for evidence-based decision-making.
4. **Effective Communication:** Strengthen the ability to clearly and persuasively communicate financial solutions in professional settings.
5. **Critical Thinking and Problem-Solving:** Promote innovative problem-solving in diverse financial contexts, supporting Vision 2030's goals of economic diversification and sustainability.
6. **Ethical Awareness:** Foster ethical decision-making to uphold integrity and ethical practices in finance.

3. Program Learning Outcomes*

By the end of the program, students will be able to.....

Knowledge and Understanding

K1	Demonstrate a thorough understanding of financial concepts, principles, and theories. (KLO1)
K2	Outline fundamental business disciplines and their interaction with the financial environment
K3	Exhibit proficiency in statistical, electronic, research, and inquiry techniques relevant to Finance

Skills

S1	Implement financial analysis tools to inform finance decisions and optimize business performance.
S2	Use critical and creative thinking, and problem-solving, to perform tasks, and formulate and analyze business problems, particularly those that span across various financial settings (KLO5)
S3	Develop interpersonal and communication skills to effectively communicate business and financial solutions through both verbal and written means. (KLO3)
S4	Apply essential skills and technologies to solve different problems and in general business and finance (KLO4).





Values, Autonomy, and Responsibility

V1	Identify ethical dilemmas encountered in business, in general, and in the finance environment. (KLO6)
V2	Demonstrate the ability to work independently and as part of a team, utilizing business and financial knowledge and tools to make well-informed and effective decisions. (KLO2)
V3	Develop essential skills crucial for success in the finance and investment field, emphasizing autonomy and commitment to lifelong learning.

* Add a table for each track or exit Point (if any)

4. Program Learning Outcomes mapping with Program Goals

Code	Program Learning Outcomes (PLOs)	Program Goals
1	Knowledge and understanding	
1.1	Demonstrate a thorough understanding of financial concepts, principles, and theories.	Comprehensive Financial Knowledge: Develop a deep understanding of financial concepts to solve complex professional challenges
1.2	Outline fundamental business disciplines and their interaction with the financial environment	Interdisciplinary Business Integration: Integrate knowledge from various business disciplines to understand financial environments
1.3	Exhibit proficiency in statistical, electronic, research, and inquiry techniques relevant to Finance	Analytical Proficiency: Enhance skills in quantitative and qualitative finance analysis for evidence-based decisions.
2	Skills	
2.1	Implement financial analysis tools to inform finance decisions and optimize business performance	Analytical Proficiency: Enhance skills in quantitative and qualitative finance analysis for evidence-based decisions
2.2	Use critical and creative thinking, and problem-solving, to perform tasks, and formulate and analyze business problems, particularly those that span across various financial settings	Critical Thinking and Problem-Solving: Promote innovative problem-solving in diverse financial contexts, supporting Vision 2030's goals of economic diversification and sustainability
2.3	Develop interpersonal and communication skills to effectively communicate business and financial solutions through both verbal and written means.	Effective Communication: Strengthen ability to clearly and persuasively communicate financial solutions in professional settings
2.4	Apply essential skills and technologies to solve different problems and in general business and finance	Interdisciplinary Business Integration: Integrate knowledge from various business disciplines to understand financial environments
3	Values, Autonomy and Responsibility	
3.1	Identify ethical dilemmas encountered in business, in general, and in the finance environment.	Ethical Awareness: Foster ethical decision-making to uphold integrity and ethical practices in finance
3.2	Demonstrate the ability to work independently and as part of a team, utilizing business and financial knowledge and tools to make well-informed and effective decisions.	Comprehensive Financial Knowledge: Develop deep understanding of financial concepts to solve complex professional challenges
3.3	Develop essential skills crucial for success in the finance and investment field, emphasizing autonomy and commitment to lifelong learning	Critical Thinking and Problem-Solving: Promote innovative problem-solving in diverse financial contexts, supporting Vision 2030's goals of economic diversification and sustainability



5. Program Learning Outcomes mapping with ETEC Specialized Academic Standards

Program Learning Outcomes		Key Learning Outcomes (NCAAA)									
Code	PLO	1	2	3	4	5	6				
1	Demonstrate a thorough understanding of financial concepts, principles, and theories.	x									
2	Outline fundamental business disciplines and their interaction with the financial environment										
3	Exhibit proficiency in statistical, electronic, research, and inquiry techniques relevant to Finance										
4	Implement financial analysis tools to inform finance decisions and optimize business performance										
5	Use critical and creative thinking, and problem-solving, to perform tasks, and formulate and analyze business problems, particularly those that span across various financial settings					x					
6	Develop interpersonal and communication skills to effectively communicate business and financial solutions through both verbal and written means.			x							
7	Apply essential skills and technologies to solve different problems and in general business and finance				x						
8	Identify ethical dilemmas encountered in business, in general, and in the finance environment.						x				
9	Demonstrate the ability to work independently and as part of a team, utilizing business and financial knowledge and tools to make well-informed and effective decisions.		x								
10	Develop essential skills crucial for success in the finance and investment field, emphasizing autonomy and commitment to lifelong learning										





C. Curriculum

1. Curriculum Structure

Program Structure	Required/ Elective	No. of courses	Credit Hours	Percentage
Institution Requirements	Required	5	15	12%
	Elective	5	15	12%
College Requirements	Required	19	58	46%
	Elective	2	6	5%
Program Requirements	Required	8	24	19%
	Elective	2	6	5%
Capstone Course/Project		0	0	0%
Field Training/ Internship		1	3	2%
Residency year				
Others				
Total		42	127	%100

* Add a separated table for each track (if any).

2. Program Courses

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College, or Program)
Level 1	ECON 101	Introduction to Micro-economy	R		3	C
	CS115	Introduction to Computing for Business	R		3	C
	MATH 111	Applied Calculus	R	MATH 012	3	C
	ENGL 101	First Year Composition	R	ENG 005	3	I
	GHAL xxx	Humanities, Arts and Languages Elective	E		3	I
Level 2	ECON 102	Introduction to Macro-economy	R		3	C
	MGT 101	Introduction to Management	R		3	C
	MATH 112	Applied Calculus II	R	MATH 111	3	C
	ENGL 102	Introduction to Report Writing	R	ENGL 101	3	I
	GDMC xxx	Diversity and Multiculturalism Elective	E		3	I
Level 3	ACCT 201	Introduction to Financial Accounting	R	MATH 111	3	C
	STAT211	Statistics for Business	R	MATH 112	3	C
	PHSC113	Physical Science	R		3	C
	ENGL 201	Technical Writing	R	ENGL 102	3	I
	GIAS 101	Technical Writing	R		3	I
	MIS 201	Management Information Systems	R	CS 115	3	C
Level 4	ACCT 202	Introduction to Managerial Accounting	R	ACCT 201	3	C
	MGT 222	Organizational Behavior	R	MGT 101	3	C





Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College, or Program)
	MKT 201	Introduction to Marketing	R	ENGL 201	3	C
	ENT 201	Introduction to Entrepreneurship	R	ENGL 201	3	C
	GIAS 102	Arabic Language Skills	R		3	I
Level 5	ACCT 321	Intermediate Accounting	R		3	P
	MGT 331	Business Communication	R	EMGL 201	3	C
	FIN 301	Financial Management	R	ACCT 201	3	C
	STAT 311	Statistics for Business II	R	STAT 211	3	C
	GSOS xxx	Social Sciences Elective	E		3	I
Level 6	MGT 312	Operations Management	R	STAT 211	3	C
	FIN 312	Corporate Finance	R	FIN 301	3	P
	FIN 322	Financial Market and Institutions	R	FIN 301	3	P
	ECON 362	Economy of Saudi Arabia	R	ECON 102	3	P
	MGT 311	Legal Environment of Business	R	ENGL 201	3	C
	FIN 394	Summer Field Experience	R		3	P
Level 7	FIN431	Investment	R	FIN312, STAT311	3	P
	FIN451	International Finance	R	FIN301	3	P
	BUSXXX	Business Elective I	E		3	C
	BUSXXX	Business Elective II	E		3	C
	XXX	Free Elective	E		3	I
Level 8	FIN432	Financial Modeling	R	FIN 431 ACCT 321	3	P
	FIN434	Portfolio Management	R	FIN 431 ACCT 321	3	P
	FINXXX	Professional Elective I	E		3	P
	FINXXX	Professional Elective II	E		3	P
	GIASXXX	Islamic Studies Elective	E		3	I

* Include additional levels (for three semesters option or if needed).

** Add a table for the courses of each track (if any)

3. Course Specifications:

Insert hyperlink for all course specifications using NCAAA template (T-104)

[2. Course Specifications](#)

4. Program learning Outcomes Mapping Matrix:

Align the program learning outcomes with program courses, according to the following desired levels of performance (*I = Introduced, P = Practiced, M = Mastered*).





Course code & No.	Program Learning Outcomes										
	Knowledge and understanding				Skills				Values, Autonomy, and Responsibility		
	K1	K2	K3	---	S1	S2	S3	S4	V1	V2	V3
ECON 101	I			*		I		I			I
CS 115				*				I			
MATH 111			I	*							
ENGL 101			I	*			I				
ECON 102	I			*	I				I		I
MGT 101		I		*			I			I	
MATH 112			I	*						I	
ENGL 102			I	*			I				
ACCT 201	I			*	I			I	I		
STAT 211			I	*		I				I	
PHSC 113				*							I
ENGL 201			I	*			I				
MIS 201		I	P	*				I	I		
GIAS 101				*						I	I
ACCT 202	I			*		I	I		I	I	
MGT 222		I		*		I					I
MKT 201		I		*	I					I	
ENT 201		I		*			I				
GIAS 102				*					I		
ACCT 321	P			*	P	P				P	P
MGT 331		P		*			P		P		
FIN 301	P	P		*	P						P
STAT 311			P	*			P				
MGT 312		P	P	*				P		P	
FIN 312	P		P	*	P	P	M		P		
FIN 322	M			*	P				M		
ECON 362		M		*			M	P		M	
MGT 311		M		*			M		M		
FIN 394	M					M	M		M		M
FIN 431	M		M	*	M	M					M
FIN451	M	M		*			M	M	M		
FIN 432	M		M	*		M		M		M	
FIN 434	M		M	*	M		M				M

* Add a separate table for each track (if any).

5. Teaching and learning strategies applied to achieve program learning outcomes.

Describe teaching and learning strategies to achieve the program learning outcomes in all areas, including curricular and extra-curricular activities.

Courses can choose teaching strategies from the following depending on the taxonomy verb used in the CLO.





Domain	Teaching & Learning strategies
Knowledge and understanding	<ul style="list-style-type: none"> • List • Memory activities • Reading materials • Watching presentations and videos • Concept map • Demonstrations • Diagrams • Flowcharts • Group discussions • Mind map • Matrix activity • Summarize
Skills	<ul style="list-style-type: none"> • Calculate • Case studies • Concept map • Creating examples • Demonstrations • Flipped classroom. • Gamification • Group work • Map • Problem-solving tasks • Short answers • Compare and contrast (with charts, tables, Venn diagrams) • Discussions • Flowchart • Graph • Group investigation • Questionnaires • Report/Survey • Pros and cons list • Review paper • Brainstorm • Decision-making tasks • Develop and describe new solutions or plans • Performances • Presentations • Research projects • Written assignment
Values, Autonomy, and Responsibility	<ul style="list-style-type: none"> • Attending focus groups. • Listen as audience to a presentation. • Read articles/papers/ textbooks. • Active participation in classroom activities • Brainstorm ideas • Group discussions • Present in front of the audience. • Problem-solving activities • Written assignments (essays, reports, etc.) • Debates • Reflection exercises (reflection paper)





	<ul style="list-style-type: none"> • Self-report • Analyze and contrast (with charts, tables, and Venn diagrams) • Concept map (report formal and informal experiences and identify skills) • Critical reflection • Group projects
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6. Assessment Methods for program learning outcomes.

Describe assessment methods (Direct and Indirect) that can be used to measure the achievement of program learning outcomes in all areas.

The program should devise a plan for assessing Program Learning Outcomes (all learning outcomes should be assessed at least twice in the bachelor program's cycle and once in other degrees).

The program employs a combination of direct and indirect assessment methods to measure the achievement of Program Learning Outcomes (PLOs) across all areas. Direct methods include Course Learning Outcomes Assessments, Summer Field Training, and Standardized Tests, each providing measurable insights into students' knowledge and skills. Indirect methods, such as Course Evaluation Surveys, Focus Groups, Program Evaluation Surveys, Alumni Surveys, and Employer Surveys, capture feedback on students' experiences and perceived proficiency. Together, these assessments provide a comprehensive view of PLO attainment, with a structured plan to ensure that all learning outcomes are assessed at least twice during the bachelor's program cycle and once in other degrees.

Method(s)	Direct or Indirect Data
Course Learning Outcomes Assessment	Direct
Summer Field Training	Direct
Standardized Tests	Direct
Course Evaluation Survey	Indirect
Focus Groups	Indirect
Program evaluation Survey	Indirect
Alumni Survey	Indirect
Employer Survey	Indirect







D. Student Admission and Support:

1. Student Admission Requirements

General Admission criteria

To admit students at University of Prince Mugrin, student should:

1. have high school diploma or its equivalent form the kingdom or abroad.
2. be physically fit.
3. Not be dismissed from any other university for disciplinary reasons. Otherwise, his/her admission will be revoked.

A. Admission Criteria based on the educational system:

Educational System	High School score
Saudi System	Scientific stream: 80% and Above Literature stream: 80% and Above
British Diploma IGSCE	Must satisfy one of the below conditions: <ol style="list-style-type: none"> 1. Eight courses O level grade C and above or 2. 5 courses O level grade C and above in addition to two courses AS with score not less than D or 3. Five courses O level grade C and Above and one course A level with grade D
American Diploma	Student must have the American Diploma and set for SAT exam and score at least 1000 out of 1600

- The university can accept high school graduates from other educational systems that follow the non-attendance education pattern if the student fulfills the university's admission requirements, such as homeschooling or any other programs.

B. Admission Conditions for Non-Saudi High School Certificate:

- The American Diploma should be recognized by the Ministry of Education.
- Saudi high school certificates from outside the kingdom must be certified by the Saudi embassy in the country of issuing.
- Students who wish to apply to the university who have a general secondary certificate granted by educational systems other than the Saudi educational system must obtain an equivalency for this certificate if it is from outside the Kingdom of Saudi Arabia and provide the required attestations and accreditations if this certificate is issued by a non-Saudi educational system within the Kingdom of Saudi Arabia.
- If the secondary certificates are of a different type - other than what was mentioned above - the applicant must contact the admission and registration department at the university to find out the admission criteria required according to the secondary certificate he or she obtained.



Special Admission criteria

A. Direct Admission in the academic programs:

Admission to the university originally directs students to the academic programs, and the applicant - in addition to the above - must fulfill the conditions below:

Certificate & Test Type	Required score
IELTS or equivalent	Score 5.0 in IELTS for all academic programs, except international Hospitality Management 6.0
TOEFL	IBT 35-45 for all programs 60 IBT for International Hospitality Management ----- Paper-based 500 for all programs. Paper-based 550 for International hospitality management
UPM placement test	*(Oxford Online Placement Test) 71
UPM math and Computer placement tests	%70 or more

- Students are distributed among the academic programs upon their admission to the university and after fulfilling the admission requirements, according to the determined capacity of each program and college and based on their desire when they apply to the university.

B. Admission to preparatory year program:

If the student does not meet the criteria for direct admission to the academic program, he must join the preparatory program, and if he meets the requirements for passing the preparatory program, he can begin studying in his academic major

Students are distributed among the academic programs after they pass the preparatory program at the university according to the specific capacity of each program and college and based on their wishes that they apply to the university.

Required scores to Pass Preparatory year courses:

Course	Passing Grade	Equal to out of 100%
English Language	C and Above	70% and above
Mathematics	C and Above	70% and above
Computer	D and above	60% and above



- All students enrolled in the preparatory year for the College of Computer and Cyber Sciences programs must achieve a cumulative GPA of no less than 2.5 out of 4.0 in the preparatory year to be admitted into the college's programs.

Documents needed to Apply:

1. Copy of High school certificate or its equivalent.
2. Copy of Saudi ID for Saudi students, Iqama, or visit visa for non-Saudis.
3. Copy of the Aptitude exam result, if set for the exam
4. Copy of Achievement exam result, if set for the exam.
5. Medical reports issued and stamped from a certified hospital or health care center.
6. Copy of English language certificate (IELTS or its equivalent), if available.

The total number of accepted students should not exceed the number specified by the University Council. The Finance Program selects students from the pool admitted to the UPM College of Business & Tourism through the common application procedure. Students admitted to the College of Business & Tourism who are undecided about their major can apply for entry into the finance program during their first or second years. The students will take general education required courses for the first two years before starting their finance Program in the College of Business & Tourism. Students must achieve a Grade Point Average of 2.0 out of 4.0 to proceed to their specialized finance program in the College of Business and Tourism.

2. Guidance and Orientation Programs for New Students

(Include only the exceptional needs offered to the students of the program that differ from those provided at the institutional level).

To assist new students to quickly and easily adapt to their new environment, the office of the Dean of Student Affairs has put in place a well-developed support structure that will help them settle. Before classes start, the Office holds a two-day University orientation for all new intakes, followed by another orientation in each Department and College. On the University's orientation day, incoming students are briefed on what to expect in their years of study at the University. Each new student is given a student handbook containing all information and policies needed and covering their rights and responsibilities.

Each faculty also presented comprehensive orientation sessions for new students to guide them in depth about the course syllabus, i.e., setting rubrics, teaching strategies, semester plan, assessments etc., as well as a course evaluation. The Dean of CBT also familiarized students with the faculty, classes, and facilities. In addition, the Dean explained the objectives and requirements of the program.

3. Student Counseling Services

(Academic, professional, psychological, and social)

(Include only the exceptional needs offered to the students of the program that differ from those provided at the institutional level).

- **Academic Advising:** Each student receives support from an academic advisor who offers advice regarding course choices, career development, and academic advancement.



- **Counseling Services:** Students can access professional counseling services to get help with personal, emotional, or psychological challenges that could affect their academic performance.
- **Financial Aid and Scholarships:** Students are offered support and guidance in applying for financial aid and scholarships to help them handle their education expenses.
- **Internship and Job Placement Assistance:** The program provides internship opportunities, and job placement assistance involves collaboration with industry partners to ensure that students acquire practical experience and are ready for the job market.
- **Student Organizations and Clubs:** Student groups and clubs focused on accounting and finance offer opportunities to connect with others, receive peer support, and participate in extracurricular events.

4. Special Support

(Low achievers, disabled, gifted, and talented students).

- **Low achievers:**
 - **Extra Office Hours:** Faculty members provide extra office hours specifically for students who require additional assistance in comprehending the course material.
 - **Online Resources and Tutorials:** Online learning platforms and tutorials offer extra practice and instruction beyond normal class hours.
 - **Regular Progress Monitoring:** Regularly checking in and assessing progress is important for monitoring student improvement and making necessary adjustments to support strategies.
- **Disabled:**
 - **Disability Services:** Support and accommodations are offered to students with disabilities to guarantee equal access to educational opportunities, planning, and academic advancement.
 - **In-class/exam Support:** During an exam, an applicant with special needs shall be, at his request and based on the evaluation of his special needs, the department provides full support by the department as per the requirement in coordination with the college administration.
- **Gifted and talented:**
 - There is a Talented Students Committee in the DSAAR, working with the students and providing them with opportunities to participate in competitions, workshops, department activities, career orientations, etc.
 - Winners are given apt awards and rewards.



E. Faculty and Administrative Staff:

1. Needed Teaching and Administrative Staff

Academic Rank	Specialty		Special Requirements / Skills (if any)	Required Numbers		
	General	Specific		M	F	T
Professor						
Associate Professor		1	Business industry experience			1
Assistant Professor	2	2	Business industry experience	2	2	4
Lecturer	2	2	Business industry experience	2	2	4
Teaching Assistant		1				1
Technicians and Laboratory Assistant	NA	NA	NA	0	0	0
Administrative and Supportive Staff	2	2	Managerial and secretary skills	2	2	4
Others (specify)						



F. Learning Resources, Facilities, and Equipment:

1. Learning Resources

Learning resources required by the Program (textbooks, references, and e-learning resources and web-based resources, etc.)

The instructors can choose the textbooks and reference materials for the courses in consultation with the head of the department and the dean of the college. The criteria for selection are currency, coverage, and ease of availability. This selection process should be done by the end of May. The department head compiles a list of these books and sends it to the UPM library to purchase selected books from publishers and dealers and makes them available at least one month before the semester starts. Prince Muqrin Library will procure the books and other materials assigned by the instructors. The University's library will also have extensive collections of books and periodicals to meet the needs of both students and professors. The library will also have subscriptions to several electronic and web-based resources.

As a part of the process of ensuring that the curriculum is up to date, the faculty members periodically review the textbooks and other instructional materials. Students will also be able to provide feedback regarding used textbooks and references through a survey conducted at the end of each semester.

2. Facilities and Equipment

(Library, laboratories, classrooms, etc.)

- Library (For more information, please visit library.gc@upm.edu.sa)
- Classrooms
- Cafeteria
- Medical facilities
- Sports and Recreation Activities
- Computer Lab

3. Procedures to ensure a healthy and safe learning environment

(According to the nature of the program)

There are well-maintained:

- Fire extinguishers
- Emergency exits
- Workshops are given for safety measures to students and faculty members.
- Campaigns on safety, cleanliness, manners, etc., are conducted for students in coordination with other units in college.





G. Program Quality Assurance:

1. Program Quality Assurance System

[Link for QA manual](#)

2. Procedures to Monitor Quality of Courses Taught by other Departments

Courses offered and taught by the faculty in the General Education Program provide the university and general education requirements for the degrees offered in the University. These courses provide students with the necessary general knowledge and skills in different subject matters, which meet the needs of the program by providing communication skills, problem-solving skills, mathematics, computer and technology skills, Arabic language, and Islamic philosophy.

Course evaluation is conducted for these courses each semester, and the General Education Program Director looks at the ratings and comments and makes improvements as needed. Faculty also are required to submit course reports each semester.

3. Procedures Used to Ensure the Consistency between Main Campus and Branches (including male and female sections).

- Course Coordinators are assigned to all courses and coordinate with all faculty members in both campuses.
- Regular meetings, emails, and WhatsApp group communications are done for the smooth flow of the work.
- Course follow-up/workshop/meeting reports are prepared and submitted by all coordinators.
- Any concerns are raised to the Chairman and Head of Coordination Committee who look into the matter and resolve them.
- Regular departmental meetings that include all faculty members are held to discuss emerging issues.

4. Assessment Plan for Program Learning Outcomes (PLOs),

	PLOs	Assessment Method	Responsible	Tools	Time	ASSESSMENT Target
	(list program learning outcomes)	(direct/indirect)	(e.g. Faculty, committee, etc)	(e.g. survey, capstone course results, etc)	(e.g. first week in the second semester, etc)	Achievement score
Knowledge and Understanding						
K1	Demonstrate a thorough understanding of financial concepts, principles, and theories. (KLO1)	Direct	<ul style="list-style-type: none"> • Course coordinators • HOD 	<ul style="list-style-type: none"> • ECON101, EOCN 102, ACCT 201, ACCT 202, ACCT 321, FIN 301, FIN 312, FIN 322, FIN 431, FIN 451, 	End of the year.	60%





		Indirect	<ul style="list-style-type: none"> • PQD • DigiVal 	FIN 432, FIN 434) <ul style="list-style-type: none"> • PLO Survey • Alumni Survey • Employer Survey • PES • Focus groups 	1 st and 2 nd semester	3.2
K2	Outline fundamental business disciplines and their interaction with the financial environment.	Direct	<ul style="list-style-type: none"> • Course coordinators • HOD 	<ul style="list-style-type: none"> • MGT 101, MIS 201, MGT 222, MKT 201, ENT 201, MGT 331, FIN 301, MGT 312, ECON 362, MGT 311, MGT 451 	End of the year.	60%
		Indirect	<ul style="list-style-type: none"> • PQD • DigiVal 	<ul style="list-style-type: none"> • PLO Survey • Alumni Survey • Employer Survey • PES • Focus groups 	1 st and 2 nd semester	3.2
K3	Exhibit proficiency in statistical, electronic, research, and inquiry techniques relevant to Finance.	Direct	<ul style="list-style-type: none"> • Course coordinators • HOD 	<ul style="list-style-type: none"> • MATH 111, ENGL 101, MATH 102, ENGL 102, STAT 211, ENGL 201, MIS 201, STAT 311, MGT312, FIN 312, FIN 431, FIN 432, FIN 434 	End of the year.	60%
		Indirect	<ul style="list-style-type: none"> • PQD • DigiVal 	<ul style="list-style-type: none"> • PLO Survey • Alumni Survey • Employer Survey • PES • Focus groups 	1 st and 2 nd semester	3.2
Skills						
S1	Implement financial analysis tools to inform finance	Direct	<ul style="list-style-type: none"> • Course coordinators 	<ul style="list-style-type: none"> • ECON 102, ACCT 201, 	End of the year.	





	decisions and optimize business performance.		<ul style="list-style-type: none"> • HOD 	MKT 201, ACCT 321, FIN 301, FIN 312, FIN 322, FIN 431, FIN 434		
		Indirect	<ul style="list-style-type: none"> • PQD • DigiVal 	<ul style="list-style-type: none"> • PLO Survey • Alumni Survey • Employer Survey • PES • Focus groups 	1 st and 2 nd semester	
S2	Use critical and creative thinking, and problem-solving, to perform tasks, and formulate and analyze business problems, particularly those that span across various financial settings	Direct	<ul style="list-style-type: none"> • Course coordinators • HOD 	<ul style="list-style-type: none"> • ECON 101, STAT 211, ACCT 202, MGT 222, ACCT 321, FIN 301, FIN 312, FIN 431, FIN 432 	End of the year.	60%
		Indirect	<ul style="list-style-type: none"> • PQD • DigiVal 	<ul style="list-style-type: none"> • PLO Survey • Alumni Survey • Employer Survey • PES • Focus groups 	1 st and 2 nd semester	3.2
S3	Develop interpersonal and communication skills to effectively communicate business and financial solutions through both verbal and written means.	Direct	<ul style="list-style-type: none"> • Course coordinators HOD 	<ul style="list-style-type: none"> • ENGL 101, MGT 101, ENGL 102, ENGL 201, ACCT 202, ENT 201, MGT 331, STAT 311, FIN 312, ECON 362, MGT 311, FIN 451, FIN 434 	End of the year.	60%
		Indirect	<ul style="list-style-type: none"> • PQD • DigiVal 	<ul style="list-style-type: none"> • PLO Survey • Alumni Survey • Employer Survey • PES • Focus groups 	1 st and 2 nd semester	3.2





S4	Apply essential skills and technologies to solve different problems and in general business and finance	Direct	<ul style="list-style-type: none"> • Course coordinators • HOD 	<ul style="list-style-type: none"> • ECON 101, CS115, ACCT 201, MIS 201, MGT 312, ECON 362, FIN 451, FIN 432 	End of the year.	60%
		Indirect	<ul style="list-style-type: none"> • PQD • DigiVal 	<ul style="list-style-type: none"> • PLO Survey • Alumni Survey • Employer Survey • PES • Focus groups 	1 st and 2 nd semester	3.2
Values, autonomy, and responsibility						
V1	Identify ethical dilemmas encountered in business, in general, and in the finance environment	Direct	<ul style="list-style-type: none"> • Course coordinators • HOD 	<ul style="list-style-type: none"> • ECON 102, ACCT 201, MIS201, ACCT 202, ENT 201, GIAS 102, MGT 331, FIN 312, FIN 322, MGT 311, FIN 451 	End of the year.	60%
		Indirect	<ul style="list-style-type: none"> • PQD • DigiVal 	<ul style="list-style-type: none"> • PLO Survey • Alumni Survey • Employer Survey • PES • Focus groups 	1 st and 2 nd semester	3.2
V2	Demonstrate the ability to work independently and as part of a team, utilizing business and financial knowledge and tools to make well-informed and effective decisions.	Direct	<ul style="list-style-type: none"> • Course coordinators • HOD 	<ul style="list-style-type: none"> • MGT 101, MATH 112, GIAS 101, STAT 211, GIAS 101, ACCT 202, MKT 201, ACCT 321, MGT 312, ECON 362, FIN 432 	End of the year.	60%
		Indirect	<ul style="list-style-type: none"> • PQD • DigiVal 	<ul style="list-style-type: none"> • PLO Survey • Alumni Survey • Employer Survey • PES 	1 st and 2 nd semester	3.2





				• Focus groups		
V3	Develop essential skills crucial for success in the finance and investment field, emphasizing autonomy and commitment to lifelong learning.	Direct	<ul style="list-style-type: none"> • Course coordinators • HOD 	<ul style="list-style-type: none"> • ECON 101, ECON 102, STAT 211, GIAS 101, MGT 222, ACCT 321, FIN 301, FIN 431, FIN 434 	End of the year.	60%
		Indirect	<ul style="list-style-type: none"> • PQD • DigiVal 	<ul style="list-style-type: none"> • PLO Survey • Alumni Survey • Employer Survey • PES • Focus groups 	1 st and 2 nd semester	3.2

5. Program Evaluation Matrix

Evaluation Areas/Aspects (e.g., leadership, the effectiveness of teaching & assessment, learning resources, services, partnerships, etc.)

Evaluation Sources (students, graduates, alumni, faculty, program leaders, administrative staff, employers, independent reviewers, and others.)

Evaluation Methods (e.g., Surveys, interviews, visits, etc.)

Evaluation Time (e.g., beginning of semesters, end of the academic year, etc.)

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Leadership	<ul style="list-style-type: none"> • Head of Department • Faculty 	<ul style="list-style-type: none"> • Visits • Faculty Evaluation Survey 	<ul style="list-style-type: none"> • End of each year.
Effectiveness of Teaching & Assessment	<ul style="list-style-type: none"> • Students • Peer Review • Head of Department • Examination Committee 	<ul style="list-style-type: none"> • Course evaluation survey. • Peer Class visits • Class visits by HoD • Examination Committee 	<ul style="list-style-type: none"> • End of each semester. • Once per semester. • Once per semester.
Learning resources	<ul style="list-style-type: none"> • Students • Alumni • Faculty 	<ul style="list-style-type: none"> • Course evaluation survey. • Alumni survey. • Faculty survey 	<ul style="list-style-type: none"> • End of semester. • End of the summer semester. • End of the year.
Services	<ul style="list-style-type: none"> • Students • Alumni • Faculty 	<ul style="list-style-type: none"> • Course evaluation survey. 	<ul style="list-style-type: none"> • End of semester. • End of the year.

6. Program KPIs*





The period to achieve the target (5) year(s). (By 2028)

No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
1	KPI-P-1	Students' Evaluation of quality of learning experience in the program.	4.00	Total scores of responses to the last item in the program evaluation survey "I feel generally satisfied with the quality of my educational experience at the university" / Number of respondents to the item.	End of each academic year.
2	KPI-P-2	Students' evaluation of the quality of the courses.	4.00	Total scores of responses to the last paragraph of the course evaluation questionnaire Overall, I am satisfied with the quality of this course. / Number of respondents to the item.	End of each semester.
3	KPI-P-3	Completion rate	90%	(Number of students who graduated / Number of students admitted to the same cohort) * 100	3 rd week from the beginning of each academic year.
4	KPI-P-4	First-year students' retention rate	90%	(Number of students who successfully completed the first year / Number of students accepted from the batch) * 100	3 rd week from the beginning of each academic year.
5	KPI-P-5	Students' performance in the professional and/or national examinations	80%	Percentage of students or graduates who succeed in professional exams	3 rd week from the beginning of each academic year.
6	KPI-P-6	Graduates' employability and enrolment in postgraduate programs	80%	graduates who were employed or enrolled in postgraduate studies during the first year of their graduation / Total number of graduates in the same year) * 100	The end of each academic year.
7	KPI-P-7	Employers' evaluation of the program graduates' proficiency	4.00	Total scores of responses to the last item in the employers' evaluation survey for graduates' performance. (I am generally satisfied with the performance of a graduate of UPM and would recommend employing graduates from this institution again" / number of respondents to the item.	The end of each academic year. (during summer training)
8	KPI-P-8	The ratio of students to teaching staff	12:1	(Number of students / numbers of full-time faculty or equivalent) * 100)	The end of each academic year.
9	KPI-P-9	Percentage of publications of faculty members	80%	The percentage of faculty members who published at least one research during the year	The end of each academic year.





No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
				from the total number of faculty members	
10	KPI-P-10	Rate of published research per faculty member	0.50	The total number of refereed and/or published research to the number of full-time faculty members or equivalent during the year.	The end of each academic year.
11	KPI-P-11	Citations rate in refereed journals per faculty member	5	The number of times faculty publications were cited / the total number of published papers.	The end of each academic year.
12	UMP-FIN-1	The percentage of increase in the number of enrolled students in the program. (FIN)	80%	The annual increase in the number of enrolled students in the program.	The end of each academic year.
13	UMP- FIN -2	The satisfaction of beneficiaries with the community services (UPM)	4.00	The average rating of community service participants in a five-point scale.	The end of each academic year.
14	UMP- FIN -3	The proportion of faculty members with doctoral qualifications. (UPM)	60%	Number of faculty members who have a PhD degree out of the total number.	The end of each academic year.
15	UMP- FIN -4	Percentage of faculty participating in professional development programs. (UPM)	90%	The number of faculty members who participate in faculty development programs out of the total number.	The end of each academic year.
16	UMP- FIN -5	Faculty and staff turnover rate (UPM)	5%	Proportion of teaching staff leaving the program annually for reasons other than age retirement to the total number of teaching staff.	The end of each academic year.

*including KPIs required by NCAAA

H. Specification Approval Data:

COUNCIL / COMMITTEE	ACCT & FIN Department Council
REFERENCE NO.	ACCT&FIN 002.23-24
DATE	21 ST SEPETMBER 2023

