## Unit Outline

**PRINCIPLES OF MANAGEMENT**

<table>
<thead>
<tr>
<th>Unit Number:</th>
<th>MN101</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode of Study:</td>
<td>Internal</td>
</tr>
<tr>
<td>Credit:</td>
<td>3 credit points</td>
</tr>
<tr>
<td>Pre-requisites:</td>
<td>Academic Writing</td>
</tr>
<tr>
<td>Location:</td>
<td><strong>Sheridan College</strong>&lt;br&gt;18/7 Aberdeen St, Piccadilly Square West, Perth WA 6000</td>
</tr>
<tr>
<td>Student Workload:</td>
<td>168 hours (12 hours per week over 14 weeks)&lt;br&gt;Seminars – 36 hours (3 hours per week over 12 teaching weeks)&lt;br&gt;<em>Private Study</em> – 132 hours (9 hours per week over 12 teaching weeks + 12 hours per week over 2 non-teaching weeks)</td>
</tr>
<tr>
<td>Learning Management System:</td>
<td>Canvas (canvas.sheridan.edu.au)</td>
</tr>
</tbody>
</table>

**Unit Coordinator:**<br>Mr Arjun Murthy<br>Phone: 9221-8170<br>Email: amurthy@sheridan.edu.au

**Course Coordinator:**<br>Mr Matthew Bambach<br>Phone: 9221-8170<br>Email: mbambach@sheridan.edu.au
Introduction
Welcome to Principles of Management. Principles of Management is an introductory unit primarily concerned with the definitions, concepts, principles and theories necessary to develop a clear understanding of the tasks and roles managers need to play in all organisations. As there is often a wide gap evident between conventional managerial wisdom and what is practiced in organisations, this unit endeavours to inform participants of likely consequences and, as such, what professional managers and leaders need to be effective. To this end, the unit also provides a broad spectrum of skills aimed at aiding in the definition of business problems, associated remedies and the analytical, written and presentation skills needed to convey these ideas effectively. Thus, Principles of Management is designed to provide a broad presentation of the management discipline.

Diploma of Business Learning Outcomes
The Sheridan College Diploma of Business has been accredited by the Tertiary Education Quality and Standards Agency (TEQSA) as meeting the standards set by the Australian Qualifications Framework (AQF).

Diplomas qualify individuals who apply integrated technical and theoretical concepts in a broad range of contexts to undertake advanced skilled or paraprofessional work, and provide a pathway for further learning.

Upon successful completion of your study you (the student) will be able to:

- Demonstrate your theoretical and technical knowledge of specialised learning areas within the field of business.
- Exercise your cognitive skills successfully to identify, analyse and synthesise information from a range of sources.
- Plan, propose and evaluate potential solutions to unpredictable problems relating to specialised learning areas within the field of business.
- Communicate your understanding of knowledge and skills relating to specialised learning areas within the field of business to others in various contexts.
- Apply learned technical and creative tools from one or more specialised learning areas within the field of business to interpret and resolve unpredictable problems in a range of scenarios.
- Demonstrate your capacity to seek knowledge and truth with persistence, independence, rigour, and integrity.
- Evaluate the relevance of Christian faith and practice to the pursuit of knowledge in the field of business.
- Model self-discipline, ethical decision-making, servant leadership and respect for the dignity of individuals and groups in various settings.

Each unit you take in the Diploma of Business program will contribute towards the fulfilment of these broader learning outcomes.
Principles of Management Learning Outcomes
Upon successful completion of this unit, students will be able to:

A. Define the fundamentals of management including its control processes, functions and roles in contemporary organisations.
B. Identify key management issues affecting organisations in contemporary society.
C. Demonstrate effective application of basic management frameworks in problem analysis.
D. Identify effective remedies to address managerial problems defined in an analysis.
E. Successfully write a sound professional management report.
F. Conduct a presentation that engages an audience and conveys key ideas effectively.

Graduate Attributes
Study does more than equip you with knowledge in a specific academic field. It can also have a transformational effect on your own nature.

Moreland and Craig write:

“Study itself is a spiritual discipline, and the very act of study can change the self. One who undergoes the discipline of study lives through certain types of experiences where certain skills are developed through habitual study: framing an issue, solving problems, learning how to weigh evidence and eliminate irrelevant factors, cultivating the ability to see important distinctions instead of blurring them, and so on. The disciplines of study also aids in the development of certain virtues and values; for example, a desire for the truth, honesty with data, an openness to criticism, self-reflection and an ability to get along nondefensively with those who differ with one.”


The higher education sector in Australia describes these kinds of outcomes as “Graduate Attributes” (GAs). GAs don't necessarily follow in a direct line from learning outcomes (LOs) but are shaped by the learning process itself. Sheridan College’s GAs, displayed in the table on the next page, are integrated into the College’s assessments and cultivated in all the College’s learning activities. They describe the kind of personal characteristics we hope you will exhibit when you graduate. If in future your referees use these kinds of descriptors when writing about you, we will consider this a sign of a successful higher education.
## Sheridan College Graduate Attributes

**College Vision Statement**
To offer higher education to those who are seeking to live an extraordinary life. To this end, the College will inspire its students to...

**College Graduate Attributes**
Sheridan College graduates will be...

<table>
<thead>
<tr>
<th>Methods of Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>See unit assessment schedule for alignment with specific assessments.</td>
</tr>
</tbody>
</table>

### ...love truth...

1. **Lovers of truth who:**
   
a. Pursue knowledge, understanding and insight with persistence, independence, rigour, critical thinking and academic integrity.
   
b. Attain a comprehensive understanding of the body of knowledge and professional skills within a specialised learning area or discipline.
   
c. Identify and analyse the pre-theoretical assumptions that underpin the relevant theoretical frameworks and perspectives within a specialised learning area or discipline.

### ...seek wisdom...

2. **Seekers of wisdom who:**
   
a. Recognise the limits of their knowledge and understanding, receiving and evaluating correction or advice with grace and humility.
   
b. Exercise sound, fair and ethical judgment in study and workplace learning environments.
   
c. Carefully consider their life’s purpose and make the most of opportunities as they emerge.

### ...embrace innovation...

3. **Innovative thinkers who:**
   
a. Identify research gaps and make original contributions that extend the body of knowledge, both independently and in collaboration with others.
   
b. Synthesise, analyse and interpret information drawn from diverse sources using diverse mechanisms.
   
c. Adapt effectively to changing circumstances, take appropriate risks, and solve problems in new situations.

### ...and become instruments of peace in the world.

4. **Effective communicators who:**
   
a. Demonstrate the ability to communicate clearly and effectively to a range of audiences and across a range of mediums/technologies.
   
b. Build classmates and colleagues up according to their needs and for their benefit. Avoid slanderous speech.
   
c. Promote respect, hospitality and understanding towards cultures and groups.

5. **Independent learners who:**
   
a. Perform tasks to the best of their own abilities and strive for a high academic standard.
   
b. Set reasonable goals, determine personal boundaries and drive set tasks to completion.
   
c. Take responsibility for their own learning and research.

6. **Servant leaders who:**
   
a. Model respectful and ethical behaviour in team environments.
   
b. Serve the local, national and global community.
   
c. Understand and support Australian democratic traditions, including pluralism, freedom of speech, freedom of association, and equality of opportunity.
Course Structure

Academic Calendar
Diplomas are 1-year programs at Sheridan College. Units are delivered in 15-week trimesters. Each trimester comprises 12 weeks of teaching, two non-teaching study weeks, and an examination week.

Trimesters 1 and 3 are dedicated coursework trimesters. If you are enrolled full-time, you will take 3-4 core or elective units during this trimester.

Trimester 2 is a dedicated research trimester. Whether you are enrolled full-time or part-time, your only formal study during Trimester 2 will be a single research-related unit relevant to your field of study. The schedule provides a focused opportunity to acquire valuable research skills, and to practise applying those skills under the direction of the College faculty.

The Trimester 2 schedule also offers you some freedom to pursue personal, professional and learning goals outside of your formal coursework. The College provides a range of informal extra-curricular programs during this trimester for you to gain life experience and enhance your employability. A description of these programs can be found on the College website at http://sheridan.edu.au/index.php/home/academic-calendar.

The table below gives you an idea of your academic program over the year.

SAMPLE DIPBUS PROGRAM

<table>
<thead>
<tr>
<th></th>
<th>PRE-TRIMESTER</th>
<th>TRIMESTER 1</th>
<th>TRIMESTER 2</th>
<th>TRIMESTER 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR 1</td>
<td>Academic Writing</td>
<td>Principles of Management (3cp)</td>
<td>Introduction to Business Reporting (3cp)</td>
<td>Introduction to Microeconomics (3cp)</td>
</tr>
<tr>
<td>(24 credit points)</td>
<td></td>
<td>Principles of Marketing (3cp)</td>
<td>Extra-curricular programs and activities</td>
<td>Principles of Business Law (3cp)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduction to Christianity (3cp)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(24 credit points)</td>
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<td></td>
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</tbody>
</table>

Seminars
You will meet with the instructors for one 3-hour session each week. Please arrive with a willingness to learn, reflect and contribute to class discussions. It is essential that you prepare thoroughly for each class by reading the assigned chapters and/or journal articles.

Private Study Expectations
You should expect to spend an additional nine (9) hours per week of private study, immersing yourself in the course material and completing the assessment requirements. Reading and preparation for each course week should be done prior to or during the early part of each course week. Students may choose to begin reading over the weekend prior to each course week, keeping a notebook of insights and questions to contribute during the week’s discussion.

Consultation
At Sheridan College, instructors make themselves available during office hours for individual consultations for a minimum of 25% of the total time spent teaching the unit. For this unit, the instructor will nominate an additional one (1) hour either before or after class to be available for
individual student queries. The specific times will be set after discussions with the class on the first day.

**IT Resources**
The internet is an extraordinary resource for students and using it effectively contributes to the nurturing of the College’s graduate attributes in each student. We encourage you to bring your electronic devices (college-supplied or personal tablets, mobile phones, laptops) into the class as a learning resource. As a courtesy to your classmates, please keep these learning devices on “silent” and do not take phone calls during class hours.

Wireless internet access will be available for all students at the Piccadilly Square West campus, if you wish to meet there in study groups or for private study. You can also access printers, scanners and photocopiers at the office.

**Location**
The unit will be taught at Unit 18, 7 Aberdeen Street, Perth WA 6000

Time: TBA
Room: TBA

**Learning Resources**

**Prescribed Reading(s)**

**Supplementary Reading(s)**
You may find the following texts listed below useful for additional explanation and for assistance in writing essays. Copies of these texts have been placed in the Reserve Section of the Sheridan College Library:


Unit materials and resources provided on WebCT.

Students can also find relevant journal articles in the following journals:
- Harvard Business Review
- Sloan Management Review
- Academy of Management review
- Any online journals found on EBSCO and other databases.

**College Library Resources**
In 2017, Sheridan College students will have direct access to four (4) major academic database collection providers, granting Sheridan College students direct onsite (IP) and remote access to:

1. **Academic OneFile** from Cengage Gale (now active)
2. **Oxford University Press Arts and Humanities Collection** (now active)
3. **EBSCO collections** (to be activated from 1 February 2017), including:
   - Business Source Premier
   - Academic Search Premier
   - Humanities International Complete
   - Science and Technology Collection
4. **Informit collections** (to be activated from 1 February 2017), including:
   - Business Collection
   - HSS Collection

**Cunningham Library**
Sheridan College is an institutional member of the *Australian Council of Educational Research’s Cunningham Library*.

Cunningham Library is a unique, comprehensive collection of Australian educational research material dating from the early 1900s to the present day. The vast resources of Cunningham Library offer the researcher a complete and up to date collection of educational research documents in Australia, including:

- books with over 50,000 titles, both Australian and overseas publications
- journals with over 400 titles, both Australian and overseas publications
- e-journals
- government reports & conference proceedings
- bibliographic database of educational theses
- audio, video & CD-ROM material
- educational and psychological tests
- databases, directories and research discovery tools
- web documents & e-books


**Aberdeen Street Campus Reserve Collection**
A growing physical reserve library of books will be maintained at the Aberdeen St campus for resources specifically chosen by lecturers for individual units. These resources will be nominated by the lecturers and purchased if there are no online options available.

**Public Libraries**
You will have signed up with the *State Library of WA* (SLWA) and the *National Library of Australia* (NLA) when you enrolled at Sheridan College. It takes about one week from the date of enrolment for your subscription to SLWA to become active.

The e-resources of SLWA and NLA are available online for library members (free to members of the public with an Australian residential address), including thousands of peer-reviewed journals across the full range of academic disciplines. For business these include:

- Business Advisors Guide
- EBL (EBook Library)
- EconLit
- Informit Business Collection
- Academic Search Premier
- Business Source Premier
- EBSCO
- Emerald Journals
- GIBLIN: Giblin Working Papers
- IBIS World
- MasterFile Premier
- MEDGE: Management and Environment Information
- Regional Business Books

**Other Free Resources**
Access to free full-text journals can also be found through the following sites, among many others:
Community Memberships

If those are insufficient for research purposes, community memberships are also available at Perth higher education institutions. Research students wishing to join the libraries of Perth’s universities will be fully reimbursed by Sheridan College for their membership costs.

Community memberships are available at the following university and other higher education libraries:

- Edith Cowan University: $88 ($22 with concession)
- University of Notre Dame ($40)
- UWA [http://www.is.uwa.edu.au/about/visitors-friends/visitors#community](http://www.is.uwa.edu.au/about/visitors-friends/visitors#community)

Please note: For some universities, community members may only be able to access online resources while logging in from a terminal within the university library itself.

Learning Support

Any student who feels they may need special provisions for any type of disability should see an instructor during regular office hours or contact the Registrar, Mrs Christa Smith, who will help you make any necessary accommodations for academic support.

Assessment Schedule

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Value</th>
<th>Due Date</th>
<th>LOs Assessed</th>
<th>GAs Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Case Analysis</td>
<td>20%</td>
<td>Week 6</td>
<td>A,B,C,E,F</td>
<td>1,3,5</td>
</tr>
<tr>
<td>Essay</td>
<td>40%</td>
<td>Week 11</td>
<td>A,B,C,D,E,F</td>
<td>1,2,3,4,5,6</td>
</tr>
<tr>
<td>Exam</td>
<td>40%</td>
<td>Week 13</td>
<td>A,B,C,D,E,F</td>
<td>1,2,3,4,5</td>
</tr>
</tbody>
</table>

Explanation of Assessments

Sheridan College assessments are designed both to measure your successful demonstration of the full range of learning outcomes in the unit, and to cultivate the Sheridan College graduate attributes.

You must submit all assessments in order to satisfy the unit requirements.

1. Individual Case Analysis

Students will be required to do an analysis of a contemporary situation presented in the course from one or more of the following topic areas: Organisation of the Firm, Motivation and Leading.
The situation must be recent and approved by the lecturer. The overall mark will be worth 20% of the final mark. This assignment must be done as an individual assessment.

Word Limit: 1000 words.

*LOs assessed: A, B, C, E, F*

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### Article Analysis Rubric (AQF Level 5)

<table>
<thead>
<tr>
<th>Category/Grade</th>
<th>Fail (&lt;50)</th>
<th>Pass (50-64)</th>
<th>Credit (65-74)</th>
<th>Distinction (75-84)</th>
<th>High Distinction (85+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification of the main issues in the article</td>
<td>No identification of the main issues in the article</td>
<td>Attempts to identify the issues in the article</td>
<td>Engages in identifying the issues in the article</td>
<td>Demonstrates an ability to identify the issues in the article</td>
<td>Demonstrates a pronounced ability to identify the issues in the article</td>
</tr>
<tr>
<td>Analysis of the issue</td>
<td>No analysis of any of the issues in the article</td>
<td>Attempts to engage with the issues in the article</td>
<td>Engages with the issues in the article</td>
<td>Demonstrates ability to engage with the issues in the article</td>
<td>Demonstrates an pronounced ability to engage with the issues in the article</td>
</tr>
<tr>
<td>Comments on Solutions or Strategies</td>
<td>Demonstrates no ability to propose solutions to the problems identified in the article</td>
<td>Attempts to propose appropriate solutions</td>
<td>Engages in proposing appropriate solutions</td>
<td>Demonstrates ability to propose appropriate solutions</td>
<td>Demonstrates an pronounced ability to propose appropriate solutions</td>
</tr>
</tbody>
</table>

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2. **Essay**

The purpose of this assignment is for the student to go more deeply into the unit. Sub-topics can be taken from a list given out in the first week or a topic of choosing by the student but approved by the lecturer.

The report should include an analysis and evidence of an extensive literature review plus an analysis of how you would apply your learning in the future to inform the way you manage. The overall mark will be worth 40% of the final mark for this unit.

Word Limit: 2000 words

*LOs assessed: A, B, C, D, E, F*
<table>
<thead>
<tr>
<th>Category/Grade</th>
<th>Fail (&lt;50)</th>
<th>Pass (50-64)</th>
<th>Credit (65-74)</th>
<th>Distinction (75-84)</th>
<th>High Distinction (85+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification of the Main Issues/Problems</td>
<td>Has not grasped the issues in this assignment</td>
<td>Evidences a basic grasp of the issues in this assignment</td>
<td>Has begun to grasp the issues in this assignment</td>
<td>Evidences a grasp of the issues in this assignment</td>
<td>Evidences a sound grasp of the issues in this assignment</td>
</tr>
<tr>
<td>Analysis of the Issues</td>
<td>No analysis or engagement of the issues</td>
<td>Attempts to engage with the issues in this assignment</td>
<td>Demonstrates engagement with the issues in this assignment</td>
<td>Demonstrates ability to engage with the issues in this assignment</td>
<td>Demonstrates pronounced ability to engage with the issues in this assignment</td>
</tr>
<tr>
<td>Engagement with a Range of Scholarly Viewpoints</td>
<td>No evidence of engagement with scholarly viewpoints</td>
<td>Shows awareness of relevant scholarly viewpoints</td>
<td>Evidences engagement with a range of scholarly viewpoints</td>
<td>Shows promise in the task of critically evaluating a range of scholarly viewpoints</td>
<td>Shows promise in the task of critically evaluating a wide range of scholarly viewpoints</td>
</tr>
<tr>
<td>Organisation and Coherence</td>
<td>No recognisable organisation; lacks transitions and coherence.</td>
<td>Attempts to organise logical arguments and present a coherent structure</td>
<td>Engages in the organisation of logical arguments. Paragraphs may lack internal coherence.</td>
<td>Demonstrates ability to organise logical arguments and coherent paragraph transitions</td>
<td>Demonstrates pronounced ability to organise logical arguments. Reasonably sophisticated transitional sentences.</td>
</tr>
<tr>
<td>Language Conventions</td>
<td>Consistently poor spelling and grammar, rendering it impossible for the reader to follow thinking from sentence to sentence</td>
<td>Errors in spelling and grammar block understanding and ability to see connections between thoughts</td>
<td>Contains several errors which may temporarily confuse the reader, but not impede overall understanding</td>
<td>May contain a few errors which may annoy the reader, but do not impede understanding</td>
<td>Consistently uses correct grammar and spelling</td>
</tr>
<tr>
<td>Referencing</td>
<td>No referencing</td>
<td>Some referencing</td>
<td>Satisfactory referencing</td>
<td>Good referencing</td>
<td>Excellent referencing</td>
</tr>
</tbody>
</table>
3. Final Exam

The final exam will be a 2-hour exam assessing all the material covered in the unit. There will be two sections:

**Section A**: Short answer questions. You will be given 5 questions and you have to answer 4 questions only. Each question will be worth 5% giving a total of 20% of the overall mark for this unit. Students should spend about 1 hour for this section.

**Section B**: Essay questions. You will be given 4 essay topics and you have to select 2 essays only. Each essay will be worth 10% giving a total of 20% of the overall mark for this unit. Students should spend about 1 hour for this section.
Guidelines for Written Assignments

These general guidelines will assist you in preparing and writing your assignments. Your instructor will discuss these in greater detail before you commence your assignment. If you have any questions please ask your instructor to assist you. Do not ask other students, as they may not give you the correct information.

Presentation

- The assignment must be typed on A4 paper with 1.5 or 2-line spacing and a 3cm margin at the top, bottom and right hand side to allow for marker's comments. Headings should be used to identify the main points in your discussion and may be underlined.
- Your assignment should be grammatically correct and well punctuated. A high standard of written English is expected and your assignments should be clear, concise, neatly presented and easy to read. Failure to comply with these requirements may result in a significant loss of marks.

Academic Integrity

- Your assignment must be your own original piece of work and not that of another student or previously submitted work for another subject. Please be aware that there are serious penalties for handing in assignments that have been copied from another source (plagiarism). Your lecturer will discuss this with you during your class. Please note also that Sheridan College deploys plagiarism-detection mechanisms. The Sheridan College Academic Integrity Policy can be found at http://sheridan.edu.au/index.php/home/policy-library.
- You are expected to acknowledge the source of your ideas and expressions used in your written work. Students at Sheridan College are required to use the APA Referencing style. A guide to using the APA referencing style has been posted on Canvas.

Submission

- Your assignment should be submitted to your instructor by the date specified. If you require an extension of time, it is your responsibility to contact your lecturer before the due date, and provide documentation from a medical practitioner, or the student counsellor as to why you cannot adhere to the stated due date.
- Any assignment submitted after the due date without the instructor's permission will be subject to a deduction of 10% of the original mark for each working day (including weekends) for which it is late. Assignments submitted more than one week late will only be accepted with a current medical certificate, which must be dated on the day of the illness.
- You must keep a copy of the completed assignment when you submit the original document for marking.
- If you are in doubt about any of these requirements, you should discuss them with your instructor who will clarify any misunderstanding.
- All assignments must be submitted to assignments@sheridan.edu.au.

Assessment Moderation

- Your major assessment may also be marked by an external examiner, in addition to your instructor. This is common practice in higher education and is designed to ensure that your marks are equivalent to students being assessed at other higher education institutions.
# Unit Outline

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPICS COVERED</th>
<th>READINGS</th>
<th>ASSESSMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Welcome, Groups Assigned, Unit Outline &amp; Structure; Administration Procedures; Discussion on Assessments Principles of Management; An Organisation’s Internal and External Environment</td>
<td>Chapters 1-2</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Ethics and Social Responsibility</td>
<td>Chapter 3</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Decision-Making</td>
<td>Chapter 4</td>
<td></td>
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<tr>
<td>4</td>
<td>Goals, Plans and Strategic Management</td>
<td>Chapters 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>In-Trimester Study Week</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Changes, Conflicts and Their Challenges</td>
<td>Chapter 6</td>
<td>Individual Case Analysis (20%)</td>
</tr>
<tr>
<td>6</td>
<td>Human Resource Management</td>
<td>Chapter 7</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Teams and Behaviour in Groups</td>
<td>Chapter 11</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Motivation: A Key to Success</td>
<td>Chapter 8</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Leading: Is There a Difference Between a Leader and a Manager</td>
<td>Chapter 9</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>How Do Managers Control?</td>
<td>Chapter 12</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Managing Complexity: The International Realm</td>
<td>Chapter 13</td>
<td>Essay (40%)</td>
</tr>
<tr>
<td>12</td>
<td>Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Pre-Exam Study Week</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Examination</td>
<td></td>
<td>Final examination (40%)</td>
</tr>
</tbody>
</table>