Information Technology

Inherent Course Requirements

The inherent course requirements below relate to the following higher education courses.

Associated Higher Education Course(s)	Course Code	Course Duration	AQF Level	Notes
Bachelor of Information Technology (Cybersecurity)	CRS1401742	3 years full-time	Level 7	
Associate Degree of Information Technology (Cyber Security)	CRS1401740	2 years full-time	Level 6	Exit award only
Bachelor of Information Technology (Artificial Intelligence and Data Science)	CRS1401743	3 years full-time	Level 7	
Associate Degree of Information Technology (Artificial Intelligence and Data Science)	CRS1401741	2 years full-time	Level 6	Exit award only

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1. Purpose

Inherent course requirements are the essential components of a course that are required to support participation, learning, assessment, and demonstration of the learning outcomes. They reflect the core abilities, knowledge, skills, and professional behaviours necessary to successfully complete the course.

2. Scope

These inherent course requirements apply to all students enrolled in the course, across all modes of delivery (on-campus, online, blended), and all learning, assessment, simulated, and work-integrated learning environments, including placements where applicable.

Inherent course requirements are distinct from Academic, English language and Course specific admission requirements.

3. Reasonable Adjustments and Equity Statement

Chisholm Institute is committed to inclusive education and equitable participation. Students may meet inherent course requirements with reasonable adjustments, provided such adjustments do not compromise academic integrity, fundamentally alter learning outcomes, or undermine professional, safety, or accreditation standards.

Students are encouraged to engage early with Chisholm Equitable Learning and Disability Support to discuss adjustment needs.

4. Inherent Requirements

4.1. Professional and Ethical Behaviour

Rationale:

Students in the Bachelor of Information Technology may engage with information, digital systems, datasets, artificial intelligence tools, security environments, software platforms and online collaboration systems. Ethical behaviour is essential to ensure that students act responsibly, protect privacy and confidentiality, respect intellectual property, and use technology appropriately in academic and professional contexts.

Requirements: Students must be able to:

- Act with honesty, integrity and accountability.
- Follow academic integrity requirements, including responsible use and acknowledgement of AI tools.
- Respect privacy, confidentiality, intellectual property and data security.
- Use digital systems, datasets, software and cybersecurity tools only for academic purposes.
- Recognise ethical issues related to AI, data science, cybersecurity and technology use.

4.2. Legal and Regulatory Requirements

Rationale: Students are required to comply with relevant legislation, institutional policies, professional expectations and industry requirements that apply to information technology practice. This includes obligations relating to privacy, copyright, intellectual property, data handling, cybersecurity, accessibility and appropriate use of digital systems.

Requirements: Students must be able to:

- Follow relevant privacy, copyright, data protection and information security requirements.

- Comply with Chisholm policies on academic conduct, technology use and cybersecurity.
- Access systems, data, software and networks only where authorised.
- Meet workplace, project or industry compliance requirements where applicable.

4.3. Behavioural Stability and Emotional Regulation

Rationale: Students require behavioural stability and emotional regulation to participate effectively in learning environments, team projects, industry-related activities and professional interactions. IT study often involves collaborative problem-solving, iterative feedback, project deadlines, troubleshooting and changing technical requirements.

This requirement does not expect students to be free from stress or difficulty. Rather, it describes the baseline ability to behave in a safe, respectful and professional manner while engaging with the normal demands of the course.

Requirements: Students must be able to:

- Follow relevant privacy, copyright, data protection and information security requirements.
- Comply with Chisholm policies on academic conduct, technology use and cybersecurity.
- Access systems, data, software and networks only where authorised.
- Meet workplace, project or industry compliance requirements where applicable.

4.4. Communication

Rationale: Students in the Bachelor of Information Technology must communicate effectively in academic, digital, technical and professional contexts. Students need to engage with educators, peers, project teams, industry stakeholders and both technical and non-technical audiences. Communication is required for learning activities, group projects, technical documentation, presentations, problem-solving, feedback, and responsible participation in digital and professional environments.

a. Verbal Communication

Rationale: Verbal communication is required for students to participate in classes, workshops, tutorials, project meetings, presentations, consultations, and industry-related activities. IT students must be able to explain ideas, ask questions, clarify requirements, and communicate technical concepts in ways that are appropriate to the audience.

Requirements: Students must be able to:

- Understand and respond appropriately to verbal instructions and information.
- Communicate clearly and respectfully with educators, peers, support staff and industry stakeholders.
- Participate in discussions, meetings, presentations and collaborative project activities.
- Ask questions and clarify academic, technical or project requirements.
- Explain project progress, problems, findings or recommendations at an appropriate level for the audience.

b. Non-verbal Communication

Rationale: Non-verbal communication supports respectful, professional and effective interaction in face-to-face, online and hybrid learning environments. Students need to recognise and use appropriate non-verbal behaviours to support collaboration, teamwork, professional conduct and inclusive participation.

Requirements: Students must be able to:

- Recognise and respond appropriately to relevant non-verbal cues in academic and professional settings.

- Demonstrate respectful and professional behaviour during classes, meetings, consultations and presentations.
- Use appropriate body language, attention, tone, facial expression and online meeting etiquette.
- Engage appropriately in group work, workshops, virtual meetings and project discussions.
- Adapt non-verbal communication to suit face-to-face, online and hybrid environments.

c. Written Communication

Rationale: Written communication is essential for academic study and professional IT practice. Students must be able to read, interpret and produce written information for academic, technical and professional purposes. This includes assessment tasks, project reports, technical documentation, emails, data summaries, security observations, reflective writing and communication through approved digital platforms.

Requirements: Students must be able to:

- Read and understand academic, technical, procedural and administrative information.
- Produce written communication that is clear, coherent, accurate and appropriate for the audience.
- Document information responsibly and professionally.
- Follow required formats for reports, assessments, project documentation and technical records.
- Communicate appropriately through email, learning management systems and digital collaboration tools.
- Use written communication to describe project requirements, findings, issues, recommendations or reflections.

4.5. Cognitive Capacity

Rationale: Students must have the baseline capacity to process information, reason logically, solve problems and make informed decisions in IT learning environments.

Requirements: Students must be able to:

- Interpret instructions, project requirements and scenarios.
- Apply logical reasoning and critical thinking.
- Analyse information and evaluate options.
- Maintain attention and concentration during lectures and learning activities.

4.6. Relational and Interpersonal Skills

Rationale: IT work often involves collaboration with peers, educators, users, clients and industry stakeholders across diverse backgrounds.

Requirements: Students must be able to:

- Build and maintain respectful working relationships.
- Work collaboratively in teams.
- Respect diversity and differing perspectives.
- Give and receive constructive feedback.
- Contribute to shared project responsibilities.

4.7. Digital Literacy

Rationale: Students need foundational digital literacy to access course materials, communicate, complete assessments and use approved learning technologies.

Requirements: Students must be able to:

- Use digital devices, software and online systems required for study.
- Navigate learning management systems, student portals and collaboration tools.
- Store, retrieve and submit digital information.
- Use technology safely, responsibly and securely.

4.8. Numeracy

Rationale: Students need foundational numeracy to interpret data, charts, metrics, logs and quantitative information, particularly in AI, data science and cybersecurity contexts.

Requirements: Students must be able to:

- Interpret basic numerical, statistical and graphical information.
- Apply basic mathematical reasoning.
- Work accurately with quantitative information.
- Understand simple patterns, trends and comparisons.

4.9. Reflective Practice

Rationale:

Students in the Bachelor of Information Technology, including the Artificial Intelligence and Data Science and Cybersecurity streams, are required to reflect on their own learning, conduct, wellbeing, and professional development. Reflective practice supports students to recognise their strengths and limitations, respond to feedback, improve performance, and participate responsibly in the IT profession. It also helps students understand the importance of belonging to a professional and intellectual community that values ethical practice, continuous learning, innovation, data responsibility, cybersecurity awareness, and the advancement of technology for positive social and organisational outcomes.

Requirements: Students must be able to:

- Reflect on their academic progress, professional conduct, and personal learning needs.
- Respond constructively to feedback from educators, peers, supervisors, and industry stakeholders.
- Review their performance against academic, ethical, professional, and technical expectations.
- Demonstrate commitment to continuous learning and professional development in the changing IT field.
- Adjust their approach to learning, collaboration, communication, and project work based on reflection and feedback.

4.10. Sustainable Performance

Rationale: Students must sustain participation across classes, workshops, projects, assessments and independent study periods.

Requirements: Students must be able to:

- Maintain engagement in scheduled and self-directed learning.
- Sustain attention during classes, labs and project work.
- Complete tasks within reasonable timelines.
- Manage competing academic responsibilities.
- Participate in extended or staged project activities.

5. References – Professional, Accreditation or Additional Context

Australian Computer Society ACS - The Professional Association for Australia's ICT sector

Code of Professional Ethics / Professional Conduct. Ethic and Discipline

Disability Discrimination Act 1992 (Cth). https://www.legislation.gov.au/C2004A04426/latest/text

Australian AI Ethics Principles. Australia's artificial intelligence ethics principles | AGA

Australian Cyber Security Centre guidance. New guidance for engaging with artificial intelligence | Cyber.gov.au

6. Student Acknowledgement

Students and prospective students are required to review and consider their understanding of, and capacity to meet, the inherent course requirements prior to enrolment.