

Business (Accounting)

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 Business (Accounting)	CRS1401273	3 years full-time	Level 7	
Associate Degree of Business (Accounting)	CRS1401271	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: Accountants must uphold ethical conduct, confidentiality, and integrity in line with the Accounting Professional & Ethical Standards Board (APESB). Professional standards are essential for building public trust and meeting the expectations of professional bodies CPA Australia and Chartered Accountants Australia and New Zealand (CA ANZ).

Requirements: Students must demonstrate knowledge of and adherence to ethical, legal, and professional standards relevant to accounting and financial practice.

Examples:

- > Applying APES 110 Code of Ethics for Professional Accountants in simulated assessments
- > Respecting confidentiality when handling simulated client data
- > Acknowledging sources using APA referencing

4.2. Behavioural Stability and Emotional Regulation

Rationale: Accounting professionals are expected to make sound judgments and maintain professional behaviour during stressful or high-stakes situations.

Requirements: Students must consistently manage emotions, adapt to feedback, and remain composed under academic and professional pressure.

Examples:

- > Maintaining focus during complex calculations or audit case studies
- > Accepting and incorporating feedback on financial reporting tasks
- > Participating professionally in team-based financial projects

4.3. Communication

a. Verbal Communication

Rationale: Effective verbal communication is necessary for client meetings, presentations, and team discussions.

Requirements: Clearly express financial and conceptual information in spoken English.

Examples:

- > Explaining financial statements in class discussions
- > Presenting audit findings in group assessments

b. Non-verbal Communication

Rationale: Non-verbal cues aid in building trust and understanding in client and peer relationships.

Requirements: Use appropriate non-verbal cues to support communication, demonstrating professionalism.

Examples:

- > Maintaining eye contact in presentations
- > Demonstrating active listening in group work

c. Written Communication

Rationale: Accountants must prepare professional documents such as reports, letters, and financial statements.

Requirements: Produce clear, well-structured, and accurate written communication using correct financial and academic conventions.

Examples:)

- > Writing business reports, memos, and audit plans
- > Completing assessment tasks using correct referencing and structure

4.4. Cognitive Capacity

a. Knowledge and Cognitive Skills

Rationale: Accounting requires analytical thinking, judgement, and decision-making grounded in standards and laws.

Requirements: Acquire, integrate, and apply accounting knowledge to analyse and solve problems.

Examples:

- > Applying Australian Accounting Standard Board (AASB) standards in case studies
- > Analysing financial data for budgeting or tax scenarios

b. Reflective Capacity

Rationale: Reflection supports ongoing development and ethical practice.

Requirements: Reflect on one's learning, decisions, and professional growth.

Examples:

- > Identifying personal learning needs through assessments
- > Adjusting approaches based on feedback from lecturers or peers

4.5. Relational and Interpersonal Skills

Rationale: Accountants often work in teams and engage with clients or stakeholders from varied sectors and cultures.

Requirements: Work collaboratively and respectfully with peers, staff, and clients from diverse backgrounds.

Examples:

- > Participating in group financial planning projects
- > Demonstrating professionalism in role-played client meetings

4.6. Digital Literacy

Rationale: The accounting profession uses software like Xero, MYOB, and Excel; students must be proficient in relevant tools.

Requirements: Use digital tools and accounting systems for learning, communication, and analysis.

Examples:

- > Creating presentations using tools like PowerPoint or Canva
- > Using spreadsheets to produce financial statements
- > Completing assessments using accounting software (i.e., XERO, MYOB, QuickBooks)
- > Completing academic reports and essays using word processing software (i.e., MS words or google doc)

4.7. Numeracy

Rationale: Accounting is fundamentally quantitative and involves preparing, interpreting, and analysing financial information.

Requirements: Accurately interpret, analyse, and present numerical information in accounting and finance contexts.

Examples:

- > Performing reconciliations and calculations in Excel
- > Completing tax and budgeting exercises

4.8. Sustainable Performance

Rationale: Accounting study is demanding and requires physical, mental, and emotional resilience.

Requirements: Maintain consistent academic and professional performance across tasks and time.

Example:

- > Meeting deadlines, attending classes regularly, completing placements or tasks to standard

5. References – Professional, Accreditation or Additional Context

Accounting Professional & Ethical Standards Board (APESB). (2024). APES 110 Code of Ethics for Professional Accountants (including Independence Standards). https://apesb.org.au/wp-content/uploads/2024/12/Compiled_APES_110_Jun_24.pdf

Australian Qualifications Framework (AQF). (2013). Australian Qualifications Framework – Second Edition. <https://www.aqf.edu.au/sites/default/files/aqf-2nd-edition-january-2013.pdf>

Chartered Accountants Australia and New Zealand (CA ANZ), & CPA Australia. (n.d.). Accreditation guidelines and graduate competency requirements. <https://www.charteredaccountantsanz.com/> | <https://www.cpaaustralia.com.au/>

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

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.