Business (Management and Leadership)

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 (Management and Leadership)	CRS1401274	3 years full-time	Level 7	
Associate Degree of Business (Management and Leadership)	CRS1401272	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: Business leaders must act ethically, comply with legal standards, and maintain public trust.

Requirements: Demonstrate integrity and ethical conduct in academic and professional contexts.

Examples:

- Applying ethical frameworks (e.g., stakeholder theory) to business case studies
- Maintaining confidentiality during simulated client or employee scenarios
- Adhering to academic integrity standards in written assessments

4.2. Behavioural Stability and Emotional Regulation

Rationale: Leadership roles demand emotional intelligence, resilience, and professionalism under pressure.

Requirements: Regulate emotions, respond to feedback constructively, and adapt to dynamic learning or workplace conditions.

Examples:

- Participating constructively in group debates or conflict resolution exercises
- Adjusting behaviour based on peer or lecturer feedback
- Managing deadlines during peak assessment periods

4.3. Communication

a. Verbal Communication

Rationale: Managers must communicate effectively in meetings, interviews, and presentations.

Requirements: Clearly articulate ideas and business strategies in spoken English.

Examples:

- Delivering business pitches or project updates
- Participating in role-plays simulating staff management or negotiations

b. Non-verbal Communication

Rationale: Non-verbal cues support trust, leadership, and clarity in communication.

Requirements: Demonstrate appropriate body language, listening skills, and professional demeanour.

Examples:

- Maintaining eye contact and professional posture during class presentations
- Demonstrating active listening during group discussions

c. Written Communication

Rationale: Business professionals prepare reports, proposals, and strategic documents.

Requirements: Compose clear, professional, and logically structured documents using academic or business conventions.

Examples:

- Writing business plans, reports, or leadership strategy documents
- Referencing research using APA style

4.4. Cognitive Capacity

a. Knowledge and Cognitive Skills

Rationale: Business leaders must evaluate complex information and think strategically.

Requirements: Understand, analyse, and apply management concepts to solve problems and support decision-making.

Examples:

- Analysing organisational behaviour scenarios
- Developing strategic responses to market or HR challenges

b. Reflective Capacity

Rationale: Reflection fosters ethical leadership and lifelong learning.

Requirements: Engage in self-evaluation and apply feedback for growth and professional development.

Examples:

- Completing reflective journals after leadership simulations
- Adjusting management styles based on feedback

4.5. Relational and Interpersonal Skills

Rationale: Effective leadership involves empathy, cultural awareness, and collaboration.

Requirements: Build positive relationships, collaborate with diverse teams, and lead with respect and inclusivity.

Examples:

- Leading team projects and resolving interpersonal conflicts
- Participating in group tasks with diverse cohorts
- Demonstrating professionalism in simulated managerial scenarios

4.6. Digital Literacy

Rationale: Business operations rely heavily on digital platforms for productivity and data management.

Requirements: Use digital tools for communication, collaboration, and business analysis.

Examples:

- Creating presentations using tools like PowerPoint or Canva
- Analysing business data using spreadsheets or online dashboards
- Preparing academic reports and essays using words processing software
- Participating in virtual meetings and collaborative platforms like Teams or Moodle

4.7. Numeracy

Rationale: Business professionals use data to inform financial, operational, and strategic decisions.

Requirements: Interpret and apply basic numerical concepts in business contexts.

Examples:

- Interpreting sales and budgeting data
- Applying quantitative reasoning to business case studies

4.8. Sustainable Performance

Rationale: Management and Leadership 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

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

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.