

Acicis Course Outline

Development Studies Professional
Practicum

List of Contents

Description	4
Aims	4
Supervision	4
Structure and Schedule of Learning Activities	5
Professional Placement Options and Selection	5
Educational Principles and Graduate Attributes	5
Learning Outcomes	6
Teaching and Learning Strategies.....	6
Evaluation	6
Attendance	6
Assessment	7
Assessment Mechanisms	7
Assessment Component Details	8
Award of Grade for the Course	11
Reading List	12
Cross-cultural learning and development.....	12
Self-reflexive learning.....	12
Seminar readings	12
Appendix I: Seminars, Tutorials and Field Trips	16
Appendix II: Reflective Journal Reading List & Journal Template	26
Reflective Journal Reading List	26
Reflective Journal Template	27
Appendix III: Practicum Report Outline	29
Assessment.....	29
Appendix IV: Marking Rubrics.....	30

Acicis 2026 Development Studies Professional Practicum: Course Outline

Program Details

Title	Acicis Development Studies Professional Practicum		
Dates	31 October, 7 November & 14 November (online seminar series) 20 November - 24 December 2026 (in-country)	Credit Points	Recommended equivalency: 50% of a full semester load (0.25 EFTSL). Actual subject weighting and academic credit awarded to be determined by a student's home university.
Location	Jakarta, Indonesia	Mode	Off-Campus

Contact Details

Program Facilitator	Acicis
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Phone Number	+62 274 225 3471
Contact hours	<p>Total Program time commitment: Approximately 300 hours</p> <p>Comprised of approximately:</p> <p>40 hours of Indonesian language classes 30 hours of seminars and fieldtrips 70 hours of independent study and structured assignments 160 hours of professional placement</p>
Online program description	https://www.acicis.edu.au/our-programs/international-relations-development/development-studies-professional-practicum-dspp/

Description

The Acicis Development Studies Professional Practicum (DSPP) is designed for students who do not necessarily have Indonesian language skills or experience in Indonesia but wish to gain first-hand experiential knowledge of Indonesia's development studies sector. The DSPP combines a formal academic program with a professional placement.

Professional Placement Organisations cover a wide range of development sector interests and include monitoring bodies, research institutes, funding bodies, managing contractors, and advocacy groups with the key sectoral interest in environment, governance, transparency, poverty reduction, and gender equity. All placements provide an English-language working environment.

The long-term goal of the program is to enhance bilateral understanding through the creation of new partnerships between Australian students and Indonesian counterparts and to serve as a medium for the exchange of ideas and experiences in the field of development studies.

Aims

The main aims of the DSPP are to:

1. Provide students with a practical learning experience with a Professional Placement Organisations in the Indonesian development workplace sector;
2. To develop students' knowledge of Indonesian working practices, and the application of these practices within Indonesia's working sector; and
3. Enhance bilateral understanding through the creation of new partnerships between Australian and Indonesian counterparts, and to serve as a medium for the exchange of ideas in the field of working and related fields.

Supervision

An Academic Program Officer (APO) will be assigned for the duration of the DSPP to oversee all aspects of the program, including the supervision of its academic content. The APO also acts as the primary source of guidance and advice for students. The APO is available for student consultations on a regular schedule or by appointment.

Participating students are also allocated a professional placement mentor at their practicum Professional Placement Organisation who will supervise a student's work within the organisation for the duration of the student's professional placement. Participants must endeavour to regularly meet with their professional placement mentor (as a guide, approximately three times a week) throughout the placement. Over the course of the program, the APO should be invited to attend at least two meetings between the student and their Professional Placement Organisation mentor.

All Acicis programs operate under the direction of the Acicis Resident Director, Dr Adrian Budiman, assisted by administrative staff in both Australia and Indonesia. Acicis' administrative staff will check in with participants throughout the program and are available during business hours to assist with any concerns.

Structure and Schedule of Learning Activities

The DSPP will run from 20 November - 24 December 2026. The structure of the program is as follows:

- 40 hours of intensive Indonesian language classes at Atma Jaya University, designed to give participants basic Indonesian language capacity;
- 30 hours of seminars, tutorials and field trips led by experts and practitioners from Indonesian and international development organisations operating within Indonesia and practitioners of development studies practices in Indonesia; and
- A 160-hour supervised professional placement designed to give participants an English-speaking professional experience within an Indonesian or international development organisation operating within Indonesia.

Professional Placement Options and Selection

In their initial program application, students are asked to nominate sectoral interests and preferred professional placements. A student's preferences will be considered alongside their academic record, demonstrated skill set, relevant work experience, and Professional placement organisation requirements in order to assign the student to a placement that is appropriate to both student and professional placement organisation.

The Academic Program Officer and Acicis Resident Director manage selection and professional placement allocation. Professional placement organisations are encouraged to provide details for preferred or required candidate skill sets in their workplaces.

Acicis will confer with professional placement organisations prior to confirming students' placements. Professional placement organisations may nominate to review participant qualifications or to arrange an interview over ZOOM or phone prior to accepting a practicum candidate.

Educational Principles and Graduate Attributes

Through the DSPP, students are encouraged and assisted to:

- Develop and apply their academic skills and knowledge in an Indonesian workplace;
- Make a valued contribution to the professional placement organisation;
- Enhance employability by increasing awareness of employers' expectations of performance and conduct;
- Enhance their understanding of Indonesian organisational culture;

- Gain first-hand experience of the challenges of intercultural management and communication;
- Establish networks and contacts with professionals working within Indonesia's development sector; and
- Increase their knowledge of development studies practices, and the applicability of these practices within the Indonesian context.

Learning Outcomes

Students who complete the DSPP successfully should be able to:

- Apply discipline-specific knowledge and academic skills to a workplace environment;
- Identify and analyse work-related situations and problems;
- Perform tasks set by an employer to a satisfactory standard;
- Critically reflect and report on their experience in the workplace;
- Demonstrate sound cross-cultural communication skills and the ability to work effectively within a cross-cultural team, and
- Respect diversity in a range of academic and professional environments.
- Identify the key features of Indonesia's development sector.

Teaching and Learning Strategies

Students undertake an unpaid professional placement (160 hours) in a work environment under the professional supervision of a professional placement organisation mentor as well as the academic supervision of the Acicis Academic Program Officer. This experience is augmented by a 70-hour classroom-based course of study conducted at Atma Jaya University-prior to students' professional placements. This course of study consists of compulsory Indonesian language classes as well as a series of industry seminars, tutorials and field trips designed to equip students with an understanding of the development sector in Indonesia.

Evaluation

Throughout the program, the DSPP Academic Program Officer will conduct monitoring visits to each student's professional placement to garner feedback from both student and professional placement mentor. Upon completion of the program, students are invited to provide specific feedback to the Academic Program Officer through a final debriefing session with fellow students. Students are also asked to complete an anonymous online student feedback survey which assists Acicis in improving the quality of subsequent iterations of the program.

Attendance

Students must attend a minimum of 80% of all language classes, seminars, tutorials and field trips, as well as the professional placement to satisfactorily complete the program. Without good reason and the permission of their Professional Placement Organisation mentor, students must attend their placement during all contracted working hours.

Assessment

Upon completion of the program, the Academic Program Officer provides a student's home university with a two page 'Student Outcome Evaluation' report detailing a student's academic performance on the program. Student performance will be assessed only as 'Satisfactory' or 'Unsatisfactory' (equivalent to an 'ungraded pass/fail').

The student's Professional Placement Organisation mentor is also required to provide a brief report on the student's activities and performance while undertaking their placement. This includes evaluation of a student's professional demeanour and conduct, their ability to reflect critically and adapt to issues encountered in the workplace, their approach to work, and their demonstrated cross-cultural communication skills (both oral and written). Assessment of the academic classwork component of the program will be carried out by academic staff at Atma Jaya University and the Acicis Academic Program Officer.

To complete the program satisfactorily, students must demonstrate the ability to perform tasks in a workplace at a satisfactory standard, as well as to reflect on the experience and relate it back to their academic studies. Students must attend a minimum of 80% of scheduled language classes, industry seminars, tutorials and field trips, as well as achieve a mark of at least 60% in the Indonesian language component of the program.

A student's home university retains the right to set and grade other assessment tasks related to the program. While Acicis makes a recommendation about how much academic credit a student should be awarded for their participation in the program, it is up to individual home universities to determine their own protocols and rules for awarding academic credit to students who undertake and successfully complete the program.

Assessment Mechanisms

The following components are used to inform the Acicis DSPP Academic Program Officer's 'Student Outcome Evaluation' report. Students are required to satisfactorily complete all components in order to achieve an overall grade of 'Satisfactory' for the program:

#	Component	Weighting	Notes
1	Indonesian Language Classes	10%	Undertaken at Atma Jaya University - assessments Language administered by Atma Jaya University's Language Teaching Centre through regular assignments and written tests.

#	Component	Weighting	Notes
2	Seminar series and Field Trips	10%	Attendance at, and participation, all seminars and field trips organised by Acicis is required. Evidence of familiarity with set readings will be assessed through seminar participation.
3	Professional Placement	50%	Professional placement organisation workplace mentor to submit an evaluation to the DSPP Academic Program Officer (APO); APO to gauge performance based on monitoring visits and discussions with Professional Placement Organisation mentor and student.
4	Reflective Journal	10%	Weekly submissions are to be submitted electronically to the APO by 11:59 PM on 4, 11, 18 and 24 December . Evidence of familiarity with set readings will be assessed through reflective journal submissions.
5	Thematic Research Essay	20%	Students are to submit a 2,000 - word report on a contemporary issue within the Indonesian context relevant to their field of study by 11:59 PM on Sunday, 27 December to be assessed by the APO.

Assessment Component Details

The DSPP are designed to meet the equivalency requirements of is designed to meet the Australian university equivalency requirements of half of a full-time semester load (0.25 EFTSL) at Acicis member universities, and includes the following assessable components:

1. Indonesian Language Classes (40 hours)

Students are required to attend 40 hours of intensive classes in Indonesian language and culture at Atma Jaya University to develop language skills that will help them operate more effectively in their professional placements and the wider Indonesian community. Students sit a placement test on the first day of orientation and be placed in Beginner, Intermediate or Advanced Indonesian language classes at Atma Jaya's Language Teaching Centre. Students will be assessed on four macro skills areas: Listening, Speaking, Reading, and Writing. Students will sit a final language exam and be given a percentage mark and grade

for this assessment component. To be awarded an overall 'Satisfactory' grade for the DSPP participants must achieve a mark of at least 60% for this component.

2. Seminar Series and Field Trips (30 hours)

The Seminar Series and Field Trip component of the DSPP consists of six seminars and two field trips. Students are expected to attend and participate actively in a minimum of 80% of all scheduled seminars and field trips. Prior to each seminar, students are required to complete a number of set readings. Students must demonstrate adequate preparation for each seminar and field trip through informed contributions to discussions and activities in order to pass this component. Lively discussion groups and Q&A sessions will be a key aspect of these sessions. Please see [Appendix I](#) for more detail about this component of the program.

3. Professional Placement (160 hours)

Students undertake a supervised professional placement at a participating Professional Placement Organisation. Required tasks will vary depending on the Professional Placement Organisation. Without good reason and the permission of their Professional Placement Organisation mentor, students must attend their placement during all contracted working hours. Furthermore, students must satisfy both their Professional Placement Organisation and the DSPP Academic Program Officer that they have performed all assigned tasks to a satisfactory standard. On completion of the practicum, the Professional Placement Organisation mentor will be asked to evaluate the student's performance. The mentor will be asked to comment on criteria related to both generic skills (e.g. interpersonal, communication, professionalism, initiative) and discipline-specific knowledge. A marking rubric for the component is provided in [Appendix IV](#).

4. Reflective Journal: 300 - 500 words (30 hours)

The purpose of the Reflective Journal is to encourage critical thinking and reflection from students on their theoretical and vocational learning processes while on the DSPP. It should serve as a space in which students are able to reflect on the challenges and rewards of working in a cross-cultural professional environment, and guide students' workplace tasks week-by-week based on input from their DSPP Academic Program Officer and professional placement mentor. The reflective journal should also demonstrate evidence of a student's understanding of set course readings and ability to relate these readings to their practicum experience.

To complete the Reflective Journal, students are required to:

- Complete a set of required readings on cross-cultural learning and self-reflective learning. The list of readings is provided at [Appendix II](#).
- Keep a weekly log of activities and duties performed in the workplace during their professional placement to be submitted at the end of each week of the placement to the DSPP Academic Program Officer. Students should provide a brief account (no more than 1-2 paragraphs each day) of observations, challenges, learning

experiences, or unexpected outcomes. Students should note down any important meetings they attended or interesting stakeholders with whom they met.

- Some questions students may like to reflect on at the end of each week might include, but are not limited to:
 - How did your daily tasks contribute to your project's end goals?
 - Did you come up against any hurdles this week (and if yes, how did you overcome them?)
 - How do you find working in a cross-cultural environment?
 - Do you notice different styles of management or teamwork in your Indonesian workplace compared with your home country?
 - How does this compare with workplaces in which you have worked previously?
 - How does your experience in the workplace compare with your university studies in this field previously?
 - Describe your organisation's location in the broader context of the Indonesian development sector.

Reference and reflect on the set readings and seminar topics.

Students are encouraged to use the Reflective Journal to record and elaborate on the significant issues encountered during each week of their professional placement, and to talk these through with their professional placement organisation mentor and/or the Academic Program Officer wherever possible. A useful way to complete the Reflective Journal can be for students to complete this in Microsoft Word or Excel as the last task done each day (for 10 -15 minutes) prior to leaving the office. Students can then – on Fridays – allocate around 20 minutes to jot down their longer weekly reflections. Weekly logs are to be submitted to the Academic Program Officer electronically by **11:59pm on 4, 11, 18 and 24 December**.

A template for the Reflective Journal is provided in [Appendix II](#). A marking rubric for this assessment component of the DSPP is provided in [Appendix IV](#).

5. Thematic Research Essay: 2,000 words (40 hours)

DSPP students are required to complete a 2,000-word research essay on a contemporary theme in Indonesian development. The aim of the report is to encourage students to think critically about a contemporary development issue in Indonesia. In writing the report, students are expected to draw on a range of secondary sources (academic journal articles, research papers, books and online articles) as well as the experience of observing and participating in Indonesia's development initiatives first-hand through the DSPP program. An outline of this practicum report assignment can be found in [Appendix III](#). A marking rubric for this assessment component of the DSPP is provided in [Appendix IV](#).

Award of Grade for the Course

Both the student and the student's home university will receive a copy of the DSPP Academic Program Officer's Student Outcome Evaluation (SOE) report as well as an official academic transcript from Atma Jaya University. These assessment documents will be sent electronically from the Acicis Secretariat in Perth within six weeks of a student's completion of the program. The home university may choose to award a grade or an ungraded pass/fail on the basis of these documents and any additional home university assessment requirements for the program. Detailed marking rubrics for assessment items 2, 3, 4 and 5 (seminar series, professional placement, reflective journal, and DSPP report) are provided in [Appendix IV](#). These rubrics are provided as background information to students and home university course coordinators regarding how the Acicis DSPP Academic Program Officer assesses these particular assessment items and their contribution to a student's overall grade of 'Satisfactory' or 'Unsatisfactory' for the program.

Reading List

Cross-cultural learning and development

Abu-Lughod, Lila. 2002. "Do Muslim Women Really Need Saving?: Anthropological Reflections on Cultural Relativism and Its Others." *American Anthropologist* 104(3): 783-790.

Cohen, Adam B. 2009. "Many Forms of Culture." *American Psychologist* 64(3): 194–204.

Gordon, Robert. 2010. *Going Abroad: Traveling like an Anthropologist*. Boulder, CO: Paradigm Publishers.

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Yershova, Yelena, Joan DeJeagbere, and Josef Mestenhauser. 2000. "Thinking not as usual: Adding the intercultural perspective." *Journal of Studies in International Education* 4 (1): 59-78.

Self-reflexive learning

Bell, Martha. 1993. "What Constitutes Experience? Rethinking Theoretical Assumptions." *Journal of Experiential Education* 16(1): 19-23.

Boud, D. and Middleton, H. 2003. "Learning from others at work: communities of practice and informal learning." *Journal of Workplace Learning* 15(5): 194-202.

Fanthome, C. 2004. *Work Placements: a Survival Guide for Students*. Basingstoke: Palgrave Macmillan.

Gardner, Phil, Linda Gross, and Inge Steglitz 2008. "Unpacking Your Study Abroad Experience: Critical Reflection for Workplace Competencies." *Collegiate Employment Research Institute (CERI) Research Brief* 1(1). East Lansing, MI: Michigan State University

McCormick, D.W. 1993. "Critical thinking, experiential learning, and internships." *Journal of Management Education* 17(2): 260-262.

Seminar readings

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Eddyono, S W 2023, 'The Relationship between Human Rights and Criminal Law: A Human Rights-Based Criminal Justice System', in *Human Rights in ASEAN: Indonesian and*

International Perspectives, Taylor & Francis.

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Eddyono, S W, et al. 2016, When and Why the State Responds to Women's Demands: Understanding Gender Equality Policy Change in Indonesia, UNRISD, research report.
<https://cdn.unrisd.org/assets/library/papers/pdf-files/indonesia-claims-making-report.pdf>.

Estrelita, G T & Facal, G 2024, 'Human Rights Activism in Indonesia: An Interview with Usman Hamid', in Facal, G, Lafaye de Micheaux, E & Norén-Nilsson, A (eds), The Palgrave Handbook of Political Norms in Southeast Asia, Palgrave Macmillan, Singapore.
Hasyim, S n.d., 'Human Rights and Democracy and the Response of Indonesian Islam', The Publication of Human Rights in ASEAN: Indonesian and International Perspectives.
<https://hrrca.org/the-publication-of-human-rights-in-asean-indonesian-and-international-perspectives/>.

Hatley, B 2015, 'Performance in Contemporary Indonesia – Surveying the Scene', in Performing Contemporary Indonesia, Brill, pp. 1-12
Heryanto, A 2008, 'Pop Culture and Competing Identities'. https://arielheryanto.com/wp-content/uploads/2016/03/2008_pop-culture-competing-identities-c.pdf.

Indonesia Investments 2020, Politics of Indonesia, Indonesia Investments, viewed 22 November 2021. <https://www.indonesia-investments.com/culture/politics/item65>.

INOVASI 2020, Gender Equality, Disability, and Social Inclusion (GEDSI) Strategy. Innovation for Indonesia's School Children, https://www.inovasi.or.id/wp-content/uploads/2021/12/2020_inovasi-gender-equality-disability-social-inclusion-gedsi-strategy-phase-ii.pdf.

Kenny, S, Fanany, I & Rahayu, S 2013, 'Community development in Indonesia: westernization or doing it their way?', Community Development Journal, vol. 48, no. 2, pp. 280–297. <https://doi.org/10.1093/cdj/bss053>

Legge, JD, McDivitt, JF, Leinbach, TR, Mohamad, GR, Wolters, OW & Adam, AW 2020. Indonesia. Encyclopædia Britannica, viewed 22 November 2021, <https://www.britannica.com/place/Indonesia>

Martawardaya, B, Rakatama, A, Junifta, D.Y, Maharani, D.A 2022, 'Green economy post COVID-19: Insights from Indonesia', Development in Practice, vol. 32, no. 1, pp. 98-106
Oktarina, F & Kurniawan, K R 2021, 'The History of Jakarta's Chinatown: The Role of the City Gate as a Transition Area and a Starting Point in the Spatial Transformation from the First Chinatown to the Renewal Phase', SPAFA Journal, vol. 5, <https://doi.org/10.26721/spafajournal.2021.v5.650>

Padawangi, R 2014, 'Reform, resistance and empowerment: constructing the public city from the grassroots in Jakarta, Indonesia', *International Development Planning Review*, vol. 36, no. 1, <https://doi.org/10.3828/idpr.2014.3>

Padawangi, R 2019, 'Forced evictions, spatial (un)certainities and the making of exemplary centres in Indonesia', *Asia Pacific Viewpoint*, <https://doi.org/10.1111/apv.12213>
Peluso, N L, Afiff, S & Rachman, N F n.d., *Claiming the Grounds for Reform: Agrarian and Environmental Movements in Indonesia*,
https://www.academia.edu/34204984/Claiming_the_Grounds_for_Reform_Claiming_the_Grounds_for_Reform_Agrarian_and_Environmental_Movements_in_Indonesia.

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Saraswati, A n.d., 'The role for social change: book review of Ariel Heryanto (ed.), *Budaya populer di Indonesia; Mencairnya identitas pasca-Orde Baru*, translated by Eka S Saputra, Jalasutra, Yogyakarta, 2012, viii + 317 pp., ISBN: 9-786028-252812.

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Warburton, E 2024, 'Democracy & Development in the Jokowi Years & Beyond', interview, *Indonesia Over*, Georgetown University.
https://repository.library.georgetown.edu/bitstream/handle/10822/1088857/Warburton_Indonesia%20Over_2024.pdf

Watts, M J 2020, 'Developmentalism Philosophy', *International Encyclopedia of Human Geography (Second Edition)*, Elsevier, pp. 147-154

Wiratraman, H P 2022, 'Constitutional Struggles and the Court in Indonesia's Turn to Authoritarian Politics', *Journal of Asian and African Studies*, vol. 50, no. 3.
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Required readings

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Appendix I: Seminars, Tutorials and Field Trips

#	Date	Title	Speakers	Readings
Week One (Online)				
1	31 Oct	<p>Seminar 1:</p> <p>Introduction to Indonesia (Plenary - All Program)</p> <p>This seminar will introduce students to Indonesia's history, politics, society and culture</p>	TBC	<p>Required</p> <p>Through reputable, recent sources, <i>Familiarise yourself with Indonesia's history, political system (including key players and recent developments), society and culture. Possible sources include, but are not limited to:</i></p> <p>Central Intelligence Agency 2021. Indonesia. Available from: https://www.cia.gov/the-world-factbook/countries/indonesia/.</p> <p>Indonesia Investments n.d. Politics of Indonesia. Available from: https://www.indonesia-investments.com/culture/politics/item65.</p> <p>Legge, J, McDivitt, J, Leinbach, T, Mohamad, G, Wolters, O & Asvi, A 2021, 'Indonesia', Encyclopædia Britannica. Available from: https://www.britannica.com/place/Indonesia.</p> <p>Rush, JR 2018, 'Southeast Asia: A Very Short Introduction', Oxford University Press, Oxford</p> <p>Tutorial Discussion</p> <p><i>How does Indonesia's history, politics, society, and culture differ from other countries, particularly Australia?</i></p>
Week two (Online)				
2	7 Nov	<p>Seminar 2:</p> <p>Development Studies in Indonesia</p> <p>This seminar will explore development studies in</p>	TBC	<p>Required:</p> <p>Watts, M J 2020, 'Developmentalism Philosophy', International Encyclopedia of Human Geography (Second Edition), Elsevier, pp. 147-154.</p> <p>Optional:</p> <p>Scoones, I 2010, 'Livelihoods perspectives and rural development', in Critical Perspectives in Rural Development Studies, 1st edn, Routledge, pp. 1–26</p>

#	Date	Title	Speakers	Readings
		Indonesia. Post-reformation Indonesia in 1998 has become an interesting case in development studies with complex problems related to social, economic and political development . How to balance economic growth with sustainability, overcome disparities, improve governance, and encourage inclusive development are interesting topics to discuss.		<p>Warburton, E 2020, 'A New Developmentalism in Indonesia?', in The Indonesian Economy in Transition, ISEAS Publishing, Singapore https://doi.org/10.1355/9789814843102-005.</p> <p>Warburton, E 2024, 'Democracy & Development in the Jokowi Years & Beyond', interview, Indonesia Over, Georgetown University. https://repository.library.georgetown.edu/bitstream/handle/10822/1088857/Warburton_Indonesia%20Over_2024.pdf.</p> <p>Tutorial Questions</p> <p><i>Can Indonesia transition to a green economy without sacrificing current economic growth? How?</i></p> <p><i>What key policies does Indonesia need to implement to ensure that the benefits of economic growth are distributed more inclusively, especially to marginalized groups such as women, indigenous peoples, and people with disabilities?</i></p> <p><i>How can Indonesia address the urban-rural economic gap or inequality to ensure that urban and rural populations have equal access to opportunities and services?</i></p>
Week Three (Online)				
3	14 Nov	Seminar 3: Human Rights Based Development	TBC	<p>Required:</p> <p>Hasyim, S n.d., 'Human Rights and Democracy and the Response of Indonesian Islam', The Publication of Human Rights in ASEAN: Indonesian and International Perspectives. https://hrrca.org/the-</p>

#	Date	Title	Speakers	Readings
		<p>t in Indonesia</p> <p>This seminar will examine human rights cases in Indonesia, focusing on key issues and challenges. We will also explore the role of civil society organisations (CSOs), analysing their weaknesses and opportunities in advocating for human rights. Students will gain insights into the complexities of human rights advocacy in Indonesia and the impact of CSOs in this context.</p>		<p>publication-of-human-rights-in-asean-indonesian-and-international-perspectives/.</p> <p>Eddyono, S W, et al. 2016, When and Why the State Responds to Women's Demands: Understanding Gender Equality Policy Change in Indonesia, UNRISD, research report. https://cdn.unrisd.org/assets/library/papers/pdf-files/indonesia-claims-making-report.pdf.</p> <p>Recommended:</p> <p>Estrelita, G T & Facal, G 2024, 'Human Rights Activism in Indonesia: An Interview with Usman Hamid', in Facal, G, Lafaye de Micheaux, E & Norén-Nilsson, A (eds), The Palgrave Handbook of Political Norms in Southeast Asia, Palgrave Macmillan, Singapore.</p> <p>Wiratraman, H P 2022, 'Constitutional Struggles and the Court in Indonesia's Turn to Authoritarian Politics', Journal of Asian and African Studies, vol. 50, no. 3. https://doi.org/10.1177/0067205X221107404.</p> <p>Tutorial Discussion</p> <p><i>How are the human rights of marginalized groups, such as women, children, disability, and migrant workers, protected or violated in Indonesian society?</i></p> <p><i>What are the key successes and failures of Indonesian NGOs in influencing government policy on human rights issues?</i></p> <p><i>In what ways can Indonesian human rights policy be reformed to better reflect the evolving challenges of the 21st century, such as climate change, digital rights, and labour rights in the gig economy?</i></p>
Week Four (In-Country)				
4	23 Nov	Seminar 4:	TBC	Required:

#	Date	Title	Speakers	Readings
		<p>Gender Equality, Disability, and Social Inclusion (GEDSI) in Practice</p> <p>This seminar will explore GEDSI (Gender Equality, Disability, and Social Inclusion) in Indonesia, focusing on the intersection of law and gender. We will examine the rights of persons with disabilities and the conditions of minority groups. Students will gain insights into the challenges and progress in promoting gender equity and inclusivity within Indonesian</p>		<p>Eddyono, S W, et al. 2016, When and Why the State Responds to Women's Demands: Understanding Gender Equality Policy Change in Indonesia, UNRISD, research report. https://cdn.unrisd.org/assets/library/papers/pdf-files/indonesia-claims-making-report.pdf.</p> <p>Optional: INOVASI 2020, Gender Equality, Disability, and Social Inclusion (GEDSI) Strategy. Innovation for Indonesia's School Children, https://www.inovasi.or.id/wp-content/uploads/2021/12/2020_inovasi-gender-equality-disability-social-inclusion-gedsi-strategy-phase-ii.pdf.</p> <p>Tutorial Discussion <i>How has Indonesia's legal framework evolved in addressing gender inequality, and what are the main gaps that still exist in terms of legal protection for women and marginalized genders?</i> <i>How can Indonesia's education system be reformed to provide more inclusive opportunities for students with disabilities, especially in general education and vocational training?</i> <i>What is the role of education in promoting GEDSI values in Indonesia, and how can the curriculum be reformed to teach students about gender equality, disability rights, and social inclusion from an early age?</i></p>

#	Date	Title	Speakers	Readings
		law and society.		
5	24 Nov	<p>Field Trip 1</p> <p>Pecinan Glodok</p> <p>Glodok Chinatown is one of the tourist attractions in West Jakarta. Since the events of 1740 (Geger Pecinan), and with the implementation of the rule that Chinese people must live outside the walls of Batavia, Glodok began to form and became the centre of the Chinese residential area (or what we call Chinatown). Now, Glodok Chinatown is an example of development that involves</p>	Jababek a Staff	<p>Required:</p> <p>Oktarina, F & Kurniawan, K R 2021, 'The History of Jakarta's Chinatown: The Role of the City Gate as a Transition Area and a Starting Point in the Spatial Transformation from the First Chinatown to the Renewal Phase', SPAFA Journal, vol. 5, https://doi.org/10.26721/spafajournal.2021.v5.650.</p> <p>Recommended:</p> <p>Tjiiook, W 2017, 'Pecinan as an inspiration: The contribution of Chinese Indonesian architecture to an urban environment', Wacana, vol. 18, no. 2, pp. 556–580, https://cihc.nl/wp-content/uploads/2016/04/Wacana_Tjiiook_Wiwi_24076899_018_02_s012_text.pdf.</p> <p>Tutorial Discussion</p> <p><i>What are the biggest challenges facing Glodok Chinatown in terms of preserving its cultural identity and adapting to the demands of modern urbanism?</i></p> <p><i>What are the challenges and opportunities in fostering social cohesion and integration among diverse ethnic groups in an urban environment like Glodok?</i></p> <p><i>What is the role of local organisations, youth and the government in advocating for the rights and welfare of Glodok residents?</i></p>

#	Date	Title	Speakers	Readings
		collaboration of all existing ethnic groups, such as Chinese, Sundanese, Betawi, Javanese and others.		
6	25 Nov	<p>Seminar 5:</p> <p>Community Development in Indonesia</p> <p>This session will discuss community development in Indonesia as a scientific study and as a practice in the form of movements, programs and collaborations carried out by civil society, government and the private sector. In practice in the field, we will see the variations in paradigms,</p>	TBC	<p>Required:</p> <p>Peluso, N L, Afiff, S & Rachman, N F n.d., Claiming the Grounds for Reform: Agrarian and Environmental Movements in Indonesia, https://www.academia.edu/34204984/Claiming_the_Grounds_for_Reform_Claiming_the_Grounds_for_Reform_Agrarian_and_Environmental_Movements_in_Indonesia.</p> <p>Rukmana, D & Ramadhani, D 2021, 'Income Inequality and Socioeconomic Segregation in Jakarta', in Urban Socio-Economic Segregation and Income Inequality, pp. 135-152. https://link.springer.com/chapter/10.1007/978-3-030-64569-4_7.</p> <p>Optional:</p> <p>Kenny, S, Fanany, I & Rahayu, S 2013, 'Community development in Indonesia: westernization or doing it their way?', Community Development Journal, vol. 48, no. 2, pp. 280–297. https://doi.org/10.1093/cdj/bss053.</p> <p>Guggenheim, S 2006, Crises and contradictions: understanding the origins of a community development project in Indonesia, World Bank Group, Washington, D.C.</p> <p>Tutorial Discussion</p> <p><i>How does community development in Indonesia address the needs of marginalized groups such as women, indigenous peoples, the urban poor and</i></p>

#	Date	Title	Speakers	Readings
		approaches and theories promoted as well as the active involvement of the community in this process.		<p><i>people with disabilities, and how can these groups be better integrated into the development process?</i></p> <p><i>What are the common barriers to effective collaboration between civil society, government and the private sector in community development projects, and how can these be overcome?</i></p> <p><i>How can community development in Indonesia be made more adaptive to emerging issues such as digital inclusion, the gig economy and youth unemployment?</i></p>
7	26 Nov	<p>Field Trip 2:</p> <p>Kampung Susun Aquarium</p> <p>In 2016, Kampung Aquarium became the public spotlight after the Jakarta government through Jakarta Governor Basuki Tjahaja Purnama or Ahok evicted this area in order to revitalize the coastal area for the development</p>	TBC	<p>Required:</p> <p>Sari, A N I, Hermintomo, A, Irawaty, D T & Tanny, V 2022, 'Participation within the insurgent planning practices: A case of Kampung Susun Aquarium, Jakarta', in Routledge Handbook of Urban Indonesia, 1st edn, Routledge. https://doi.org/10.4324/9781003318170.</p> <p>Optional:</p> <p>Padawangi, R 2014, 'Reform, resistance and empowerment: constructing the public city from the grassroots in Jakarta, Indonesia', International Development Planning Review, vol. 36, no. 1, https://doi.org/10.3828/idpr.2014.3.</p> <p>Padawangi, R 2019, 'Forced evictions, spatial (un)certainities and the making of exemplary centres in Indonesia', Asia Pacific Viewpoint, https://doi.org/10.1111/apv.12213.</p> <p>Tutorial Discussion</p> <p><i>What is the role of civil society groups and the media in raising awareness and advocating for the rights of residents of Kampung Aquarium?</i></p> <p><i>What is the role of community organising in fighting for residents' rights?</i></p>

#	Date	Title	Speakers	Readings
		of the project. This process invited public debate regarding the right to housing, forced evictions, and also the socio-economic problems of the affected community. During the leadership of Governor Anies Baswedan, the DKI Provincial Government and residents of Kampung Aquarium agreed to build a shelter on the former evicted land. The DKI Provincial Government also returned the residential status of residents of Kampung		<i>What lessons can be learned from the Kampung Aquarium case in terms of urban planning, community engagement, and protection of residents' rights.</i>

#	Date	Title	Speakers	Readings
		Akuarium who were previously evicted. Kampung Akuarium became a case study where the process of organizing the community to obtain rights as city residents.		
8	27 Nov	<p>Seminar 6:</p> <p>Culture and Art: The Role in Social Change</p> <p>This seminar will explore how modern theater and pop culture in Indonesia shape development and act as tools for social change. We will examine their roles in raising awareness, promoting dialogue, and</p>	TBC	<p>Required:</p> <p>Hatley, B 2015, 'Performance in Contemporary Indonesia – Surveying the Scene', in <i>Performing Contemporary Indonesia</i>, Brill, pp. 1-12</p> <p>Heryanto, A 2008, 'Pop Culture and Competing Identities'. https://arielheryanto.com/wp-content/uploads/2016/03/2008_pop-culture-competing-identities-c.pdf.</p> <p>Optional:</p> <p>Saraswati, A n.d., 'The role for social change: book review of Ariel Heryanto (ed.), <i>Budaya populer di Indonesia</i>; Mencairnya identitas pasca-Orde Baru, translated by Eka S Saputra, Jalasutra, Yogyakarta, 2012, viii + 317 pp., ISBN: 9-786028-252812.</p> <p>Tutorial Discussion</p> <p><i>How are themes of identity, tradition and modernity manifested in Indonesian theatre, and how do these themes contribute to broader conversations about cultural preservation versus social change?</i></p> <p><i>How does Indonesian popular culture (e.g. music, film, television) influence public opinion and social</i></p>

#	Date	Title	Speakers	Readings
		fostering community engagement. Students will gain insights into how these cultural forms can drive development initiatives and influence societal progress.		<p><i>norms, particularly in areas such as gender roles, politics and religious tolerance?</i></p> <p><i>How do modern forms of art and popular culture help redefine Indonesia's national identity in the context of globalization, and how do they balance global influences with local traditions?</i></p>

Appendix II: Reflective Journal Reading List & Journal Template

Reflective Journal Reading List

Prior to commencing the DSPP program, all students are required to read the following readings in the three thematic areas: cross-cultural learning and development, self-reflexive learning, and introduction to Indonesia. These readings will help students understand the purpose of reflective journal writing and the challenges in cross-cultural vocational learning.

1. Cross-cultural learning and development readings

Required:

Bird, A, & Osland, JS 2005, 'Making Sense of Intercultural Collaboration.' *International Studies of Management and Organization*, vol. 35, no. 4, pp. 115-32.

Cohen, A 2009: 'Many Forms of Culture' *American Psychologist*, vol 64. no 3, pp. 194-204.

Gordon, R 2010, *Going Abroad: Traveling like an Anthropologist*. Boulder, CO: Paradigm Publishers. Green, M 2012, 'Global citizenship – what are we talking about and why does it matter?' *Trends and Insights for International Education Leaders*. Available from: <http://www.nafsa.org/about/default.aspx?id=30005> [23 April 2018].

Optional:

Yershova, Y, DeJeagbere, J, & Mestenhauser, J 2000, 'Thinking not as usual: Adding the intercultural perspective.' *Journal of Studies in International Education*, vol. 4, no. 1, pp. 59-78.

2. Self-reflexive learning

Required:

Bell, M 1993, 'What Constitutes Experience? Rethinking Theoretical Assumptions.' *Journal of Experiential Education*, vol. 16, no. 1, pp. 19-23.

Boud, D & Middleton, H 2003, 'Learning from others at work: communities of practice and informal learning.' *Journal of Workplace Learning*, vol. 15, no. 5, pp. 194-202.

Fanthome, C 2004, *Work Placements: a Survival Guide for Students*, Palgrave Macmillan: Basingstoke.

Optional:

Gardner, Phil, Linda Gross, and Inge Steglitz 2008. "Unpacking Your Study Abroad Experience: Critical Reflection for Workplace Competencies." *Collegiate Employment Research Institute (CERI) Research Brief* 1(1). East Lansing, MI: Michigan State University

McCormick, D 1993, 'Critical thinking, experiential learning, and internships.' *Journal of Management Education*, vol. 17, no. 2, pp. 260-262.

Reflective Journal Template

Work Placement: Week One

Day	Activities	Personal Rewards	Challenges/Obstacles	How can I overcome these?
Mon 30 Nov	E.g Met team, had induction, read through trading reports	Understood my first team meeting on designing indicators for field monitoring visits	E.g. New to the team, feeling shy. Don't know much about Monitoring and Evaluation	Ask questions, be friendly Socialise with different people, ask questions, read as much as possible
Tue 1 Dec	Project-related team meeting	Incorporated meeting notes in my tasks	'Jam Karet' poses an issue for me	Trying to adapt to my co-workers work patterns and habits
Wed 2 Dec	Sent project to supervisor for feedback	Supervisor was happy with project status Feeling more comfortable in my new environment	Communicating in Indonesian	Practice
Thu 3 Dec	Project related meeting	My project was accepted	Traffic made it hard to get to work	Ask colleagues/students for other/better options
Fri 4 Dec	Weekly summary Two long paragraphs to half a page reflecting on your week: <ul style="list-style-type: none"> • In my first week with 'Professional Placement Organisation/Company', I spent most of my time adjusting to. • It's been really different working here compared to when I worked with 'Business Name' in Australia. This is a very different environment. I'm looking forward to seeing how an Indonesian organisation operates compared to its Australian counterpart. 			

	<ul style="list-style-type: none"> AUTHOR NAME (Year) argues the ‘Most Significant Change’ methodology is useful when conducting qualitative fieldwork. I got a sense of that this week when.... <p>Goals for next week</p> <ul style="list-style-type: none"> Next week I hope to look up more readings/meet with my supervisor and ask her more about different approaches to conducting fieldwork...
<p>Sent to DSPP Academic Program Officer?</p> <p>Yes, each Friday on 4, 11, 18 & 24 December</p>	

Students will be assessed on their:

- Ability to accept feedback
- Level of initiative and awareness and acceptance of personal limitations;
- Demonstrated willingness to reassess their own practice in light of feedback; and
- Reflection on overall work experience and their expectations.

Overall students should reflect on:

- The degree to which you were able to draw on your existing skills and experience? What knowledge did you gain during the placement?
- How did you feel you related to staff at your professional placement organisation, and the organisation’s other stakeholders? What techniques or strategies did you find useful in building rapport with others?
- How did you feel about any differences in culture or communication encountered while working at your professional placement organisation? How successful do you feel you were at “fitting in?” How did the way you presented yourself affect the way that others related to you?
- How did you develop your professional skills? How successful were you at working autonomously, or within a team? How did you exercise initiative in your position? In what ways were you required to be flexible in your role? What might you do differently to be more effective if you had the opportunity again? What advice might you give another student about undertaking the DSPP?
- What were the most enjoyable elements of the experience? What were the least enjoyable elements of the experience?

Appendix III: Practicum Report Outline

Assessment

As part of the overall assessment load of the DSPP program, students are required to complete a 2,000-word thematic research essay on a contemporary theme related to development issue in Indonesia. The aim of the report is to encourage students to think critically about development issues in Indonesia by drawing on a range of secondary sources (academic journal articles, research papers, books and online articles), as well as the experience of observing and participating in the development issues in Indonesia firsthand through the DSPP program.

Students should choose **one** of the topics below to serve as the basis for their Practicum Report:

1. Environment (e.g. deforestation, climate change policy, oceans and reefs, mining/resource management, waste management);
2. Health & Sanitation (e.g. malnutrition, maternal and infant mortality, water availability and accessibility);
3. Infrastructure (e.g. roads, bridges, water systems, schools, hospitals and health clinics);
4. Education (e.g. curriculum development, access to free education, higher education and research);
5. Governance and Corruption (e.g. local governance, elections, civic participation, corruption eradication efforts);
6. Gender issues (e.g. women's political participation in politics and government, gender-sensitive policy, gender-based violence, LGBTQI issues, underage marriage, female circumcision);
7. Human rights (e.g. refugee and asylum seeker rights; ethnic and religious minority rights; labour rights and freedom of association; freedom of expression); or
8. Economic justice and access to livelihoods (e.g. micro-finance/community coops and small industries; participatory banking and loans systems or communal creative projects).

Alternatively, students may suggest their own topic, in consultation with, and the approval of, the DSPP Academic Program Officer.

In this research essay, a student will select their main theme, design a research question, and then through the main theme and a range of sub-themes, critically analyse the issue based on theory and a student's experience on the DSPP. An example of the structure of the report will be provided.

Learning Outcomes

Following the completion of the thematic research essay, students should be able to:

- Identify a contemporary issue or field of practice within the Indonesian development sector, and its related sub-issues;
- Analyse the history and context of this issue or field of practice;
- Situate the issue or field of practice in its Indonesian context, and identify the key stakeholders involved;
- Critically reflect on the relationship between theory and practice;
- Identify and analyse how the activities of their practicum professional placement organisation relate to this issue; and
- Offer recommendations or suggestions as to how this issue or field of practice might be ameliorated/ developed in Indonesia in the future, based on the academic literature and student's own observations on the DSPP

Weighting & Grading

The thematic research essay is worth 20% of a student's overall participation mark on the DSPP program, along with language classes (10%), seminar and field trip attendance (10%), reflective journal (10%) and professional placement (50%). In accordance with Acicis' final grading of 'Satisfactory' or 'Unsatisfactory', the practicum report will be graded on a 'pass/fail' basis with extensive feedback provided by the DSPP Academic Program Officer on a student's topic selection, analysis, quality and breadth of case studies and references used, and insightfulness of observations drawn from a student's own experience on the DSPP.

Students are advised to consult with the DSPP Academic Program Officer by the end of the two-week academic program (language classes and seminar series) regarding topic selection and suitability to individual DSPP placements. Please do this by: **Friday, 4 December 2026.**

Formatting and Referencing

Students should format their practicum report in Calibri or Times New Roman font, 11 or 12 point; double-spaced and justified. The report must be completed to an academic standard. Students should include a bibliography with the standard Harvard referencing (including page numbers). Footnotes can be included, if they are relevant to, and support, the argument. Students are advised to consult their home university learning resource pages for more information on academic referencing.

Deadlines

- Consult with APO on topic selection and suitability no later than: **Friday, 4 December 2026.**
- The DSPP practicum report is due: **11:59, Sunday, 27 December 2026.**

Appendix IV: Marking Rubrics

Seminars and Field Trips

Student Name	
Date	
professional placement organisation	
Academic Program Officer	
Final Mark for component	/50 (Represents 10% of total program assessment)

1. Attendance: Student consistently attended seminars and fieldtrips.

None		Poor		Weak	Pass	Average		Good		Excellent
0	1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Contribution of Ideas: Student demonstrates understanding of relevant topics by contributing to discussion ideas.

None		Poor		Weak	Pass	Average		Good		Excellent
0	1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Evidence of Preparation and Critical Thinking: Student Demonstrates familiarity with set seminar readings and evidence of critical engagement with texts.

None		Poor		Weak	Pass	Average		Good		Excellent
0	1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Level of Communication: Student can describe clearly the key elements of the issues being discussed and can communicate these clearly to others within a seminar context.

None		Poor		Weak	Pass	Average		Good		Excellent
0	1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Integration of Experiences and Learning: Student demonstrates an ability to apply seminar readings to experiences and observations drawn from the program as a whole.

None		Poor		Weak	Pass	Average		Good		Excellent
0	1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Professional Placement

Student Name	
Date	
professional placement organisation	
Academic Program Officer	
Final Mark for component	/50 (Represents 50% of total program assessment)

- 1. Professional placement organisation's Expectations met:** Overall satisfaction with student's performance.

None		Poor		Weak	Pass	Average		Good		Excellent
0	1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 2. Work initiative:** Student worked proactively, independently and demonstrated a flexible approach to tasks assigned by professional placement organisation.

None		Poor		Weak	Pass	Average		Good		Excellent
0	1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 3. Social and intercultural skills:** Student demonstrated sound cross-cultural communication skills and cross-cultural teamwork behaviour in the workplace.

None		Poor		Weak	Pass	Average		Good		Excellent
0	1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 4. Application of discipline-specific knowledge:** Student showed ability to draw on previous experiences, skills and academic studies and apply these to their professional placement organisation's workplace setting.

None		Poor		Weak	Pass	Average		Good		Excellent
0	1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 5. Critical Reflection on Workplace Performance and Practice:** Student demonstrates ability to identify and evaluate opportunities and problems encountered within their practicum Professional Placement Organisation, and to reflect, report on, and analyse their own experience in the workplace.

None		Poor		Weak	Pass	Average		Good		Excellent
0	1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Reflective Journal

Student Name	
Date	
professional placement organisation	
Academic Program Officer	
Final Mark for component	/40 (Represents 10% of total program assessment)

- 1. Reflexive Practice:** Student demonstrates ability to identify problems encountered in the workplace, to reflect on behaviour and expectations – both their own and that of others – in relation to identified problems in the workplace, and a willingness to modify their own work practice. Student also shows an awareness and acceptance of personal limitations.

None		Poor		Weak	Pass	Average		Good		Excellent
0	1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 2. Intercultural understanding:** Evidence of development of adequate techniques and strategies to overcome cultural barriers encountered in the professional placement organisation workplace during course of practicum.

None		Poor		Weak	Pass	Average		Good		Excellent
0	1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 3. Critical engagement with, and application of, readings to professional placement:** Student demonstrates familiarity with set course readings, evidence of critical engagement with texts and an ability to apply these readings to experience on professional placement.

None		Poor		Weak	Pass	Average		Good		Excellent
0	1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 4. Existing skills:** Student shows ability to draw on pre-existing skills, experience and academic studies in reflecting on experience within professional placement organisation workplace during course of practicum.

None		Poor		Weak	Pass	Average		Good		Excellent
0	1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DSPP Thematic Research Essay

Student Name	
Date	
professional placement organisation	
Academic Program Officer	
Final Mark for component	/40 (Represents 20% of total program assessment)

- 1. Depth and breadth of knowledge demonstrated:** Student shows a deep understanding of the issue within or field of practice being examined, and can situate it within the contemporary context in Indonesia.

None		Poor		Weak	Pass	Average		Good		Excellent
0	1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 2. Research:** Quality academic sources used, supporting evidence to back up claims, correct and consistent referencing of all source materials.

None		Poor		Weak	Pass	Average		Good		Excellent
0	1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 3. Writing:** Well written, clear, concise, with spelling and grammar checked, usage of appropriate headings and structure, and adherence to correct word limit.

None		Poor		Weak	Pass	Average		Good		Excellent
0	1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 4. Presentation of research:** Depth and quality of exploration of issue. Overall engaging, appropriate, and relevant to the topic chosen.

None		Poor		Weak	Pass	Average		Good		Excellent
0	1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Acicis Development Studies Professional Practicum (Indonesian Partner University)



Universitas Atma Jaya (UAJ)

Universitas Atma Jaya (UAJ) is one of Indonesia's premier private universities. Founded in 1960, this dynamic institution has two campuses located in the heart of the bustling capital, Jakarta. Atma Jaya has consistently been ranked in Indonesia's Top 5 private universities by Globe Asia and Tempo magazines, and has been Acicis' Professional Practicum partner in Jakarta since 2007. Its Faculty of Business Administration and Communication Sciences, which facilitates all Acicis Professional Practica, is staffed by industry professionals which both Jakarta-based and international teaching and research experience.

Acicis Professional Practica academic module takes place at the Semanggi campus, located in the centre of Jakarta's business and commerce district on Jl. Jenderal Sudirman.

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Acicis is gratefully hosted by The University of Western Australia (UWA), one of Australia's leading teaching, learning and research universities. From its heritage riverside campus in Perth, UWA is consistently ranked in the top 100 universities in the world and is a national leader in student demand, graduate starting salaries, research grants and more.