acicis

Australian Government

NEW COLOMBO PLAN
Connect to Australia's future - study in the region

Acicis Course Outline

Flexible Language Immersion Program

Get global with Acicis
www.acicis.edu.au

List of Contents

Program Details **3**
Contact Details **4**
Description **5**
Academic Supervision 5
Structure and Schedule of Learning Activities 5
FLIP Professional Placement 6
Subject and Placement Selection 7
Educational Principles and Graduate Attributes **8**
Learning Outcomes 8
Teaching and Learning Strategies **9**
Evaluation 9
Attendance 9
Assessment **9**
Assessment Components 10
Assessment Component Details 11
Language Test 12
FLIP Professional Placement 22
Award of the Grade for the Program **23**
Appendix I: FLIP Professional Placement Work Plan **24**
Appendix II: FLIP Professional Placement Report Structure **25**
Appendix III: Marking Rubrics **27**
FLIP Professional Placement 27
Final Reflective Presentation 30
Appendix IV: Course Content and Assessment for INCULS **32**

Acicis 2026 Flexible Language Immersion Program: Course Outline

Program Details

Title	Acicis Flexible Language Immersion Program		
Dates	Semester One: January – June Semester Two: July – December	**Credit Points**	Recommended equivalency 100% of a full semester load (0.5 EFTSL). Actual subject weighting and academic credit awarded to be determined by a student's home university.
Location	Yogyakarta, Indonesia	**Mode**	Off-Campus

Contact Details

Program Facilitator	Acicis
Website	http://www.acicis.edu.au
Perth Office	Acicis Secretariat
Email	enquiries@acicis.edu.au
Phone Number	+61 8 6488 6675
Program Assistant	Sella Wardhani
Email	s.wardhani@acicis.edu.au
Acicis Resident Director	Dr Adrian Budiman
Email	a.budiman@acicis.edu.au
Phone Number	+62 274 225 3471
Contact hours	Total semester time commitment: Approximately 504 hours-790 hours Approximately 168-210 hours of lectures and in-class activities Approximately 336-420 hours of independent study and assignments OR Approximately 168-210 hours of lectures and in-class activities Approximately 336-420 hours of independent study and assignments Approximately 160 hours of professional placement
Online program description	www.acicis.edu.au/programs/semester/flexible-language-immersion-flip

Description

Acicis' Flexible Language Immersion Program (FLIP) is a semester-long program hosted by Universitas Gadjah Mada (UGM), Yogyakarta. The program provides students with an immersive learning opportunity in an Indonesian university setting.

Students enrol in Indonesian language classes at UGM's Indonesian Culture and Language Learning Services (INCULS) at the Faculty of Cultural Sciences, as well as in classes at other faculties within the University that are taught in English and Indonesian.

The FLIP also offers students the option to undertake a 'professional placement', enabling students to put their studies into practice and gain a professional experience outside the classroom. Students are placed with local enterprises, community-based organisations, as well as governmental or non-governmental organisations, and are given the opportunity to develop professional skills in areas relevant to their interests.

The FLIP has been designed for students with or without existing Indonesian language skills. The Indonesian language classes at INCULS cater to six proficiency levels, namely beginner 1, beginner 2, intermediate 1, intermediate 2, advanced 1 and advanced 2.

Academic Supervision

Acicis semester programs in Indonesia operate under the direction of the Acicis Resident Director, Dr Adrian Budiman.

Additionally, Acicis employs a full-time Program Assistant in Yogyakarta specifically for the FLIP. The Acicis Program Assistant works alongside an appointed course coordinator at UGM's Indonesian Language and Culture and Learning Service (INCULS), to coordinate all aspects of the FLIP.

All academic work undertaken by FLIP students is taught, supervised and assessed by UGM academic staff.

During their professional placement, students work under the supervision of a professional placement organisation workplace mentor. The workplace mentor will supervise and guide a student's work within the professional placement organisation for the duration of the student's placement, as well as provide feedback to supervising Acicis staff regarding student's conduct and performance within the workplace.

Structure and Schedule of Learning Activities

The FLIP runs in two intakes each year: from July to December, and from January to June. The structure of the semester-long program is as follows:

- A semester of academic classes and coursework (approximately 504-630 hours in total) at Universitas Gadjah Mada (UGM), including those taken at Indonesian Culture and Language Learning Services (INCULS);

OR

- A semester of academic classes and coursework (approximately 504-630 hours in total) at Universitas Gadjah Mada (UGM), including those taken at Indonesian Culture and Language Learning Services (INCULS);

Concurrent with;

- One-and-a-half to two days per week professional placement – provided the placement organisation is located in Yogyakarta or surrounds (approximately 160 hours).

OR

- A semester of academic classes and coursework (approximately 504-630 hours in total) at Universitas Gadjah Mada (UGM), including those taken at Indonesian Culture and Language Learning Services (INCULS);

Followed by

- Four-week 'block' professional placement at a placement organisation in or outside of Yogyakarta (approximately 160 hours).

FLIP Professional Placement

The FLIP Professional Placement provides an opportunity for students to gain valuable experience working in local or national organisations around Yogyakarta and its surrounding areas. The Professional Placement offers students the chance to apply their knowledge in an Indonesian professional context while fostering important practical skills in Indonesian language as well as other skills relevant to their areas of study or interest.

Throughout the professional placement, students undertake a supervised placement at a participating professional placement organisation. Professional placement organisations for the FLIP Professional Placement option include local enterprises, community-based organisations, studies centres, and government agencies, and non-governmental organisations (NGOs) working on a range of issues, such as: gender, environmental conservation, corruption and governance, health and sanitation, and education, among others.

Required tasks will vary depending on each professional placement organisation. Without good reason and the permission of their workplace mentor, students must attend their placement during all contracted working hours for the entire contracted duration. Students must satisfy both their professional placement organisation and Acicis staff that they have performed all assigned tasks to a satisfactory standard. On completion of the professional placement, the workplace 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. This feedback will inform each student's end-of-semester student outcome evaluation report prepared by Acicis' Resident Director.

When applying to participate in Acicis' FLIP, applicants should be aware that they are applying for the program, not a specific placement. Participants are advised that it may not

be possible for Acicis to accommodate a student's stated preferences with respect to their professional placement organisation. Additionally, all Acicis placements depend entirely on the goodwill and preparedness of the consortium's professional placement organisations to host participants. As such, professional placement organisations retain the right to withdraw from the program or vary the number of participants they host at any stage. Therefore, while acting in good faith in preparing students for placements, Acicis cannot guarantee any specific professional placement site and participants must accept this need for flexibility as a condition of participation in the FLIP Professional Placement.

Subject and Placement Selection

Students may submit their subject selection to Acicis – and indicate their intention to undertake the FLIP Professional Placement – prior to the commencement of semester, should they wish. However, confirmation of subject enrolment will not be finalised until students arrive in Indonesia.

Students undertaking the FLIP Professional Placement will be given the option to nominate their preferred placement area and their preferred professional placement organisation. A student's stated placement preferences will be considered alongside their academic record, demonstrated skill set, and professional placement organisation requirements, prior to placing a student with a particular organisation.

A Yogyakarta Program Assistant and Acicis' Resident Director oversee selection and professional placement allocation. Professional placement organisations are encouraged to provide details for preferred or required candidate skillsets in their workplaces.

Acicis will confer with a professional placement organisation prior to confirming a student's placement. Professional placement organisations may nominate to review a student's qualifications or to arrange a pre-placement interview via telephone, video call, in-person meeting, or email prior to accepting a candidate.

Educational Principles and Graduate Attributes

Through participation in the FLIP, students will:

- Develop a deeper understanding of Indonesian language in an immersive context;
- Enhance employability by improving Indonesian language proficiency;
- Establish networks and contacts with peers and professionals in their field of study and/or area of interest; and

For those students undertaking a professional placement;

- Apply their academic knowledge in an Indonesian professional setting;
- Make a valued contribution to the community or the professional placement organisation;
- Enhance employability by developing professional skills, performance and conduct;
- Develop an understanding of Indonesian academic and organisational culture; and
- Gain first-hand experience of the challenges of intercultural collaboration and communication in a professional setting.

Learning Outcomes

- Students who complete the FLIP successfully should be able to:
- Communicate effectively in spoken and written Indonesian at a level appropriate to their level of language learning; and
- For those students undertaking a FLIP professional placement:
- Apply their knowledge and academic skills in an Indonesian professional context;
- Critically reflect and report on their experience in an Indonesian workplace;
- Understand the activities and processes of their professional placement organisation, and how their organisation is positioned within their sector;
- Perform tasks set by an employer to a professional industry standard and make a positive contribution to achieving the goals of the professional placement organisation overall;
- Demonstrate sound cross-cultural communication skills, flexibility, resourcefulness, ability to work as part of a team, and time management skills; and
- Respect diversity in a range of environments.

Teaching and Learning Strategies

All academic content of the FLIP is delivered and assessed by academic staff from Universitas Gadjah Mada (UGM). Students have the option to complement their academic studies with a professional placement, allowing students to apply theoretical knowledge in an Indonesian professional context while developing practical skills in administration, research and reporting, and project management.

Evaluation

Classes and coursework

All academic work undertaken by students at Universitas Gadjah Mada (UGM) will be supervised and evaluated by UGM academic staff.

Professional Placement

During a student's FLIP Professional Placement, Acicis staff will conduct two monitoring visits to a student's professional placement organisation to obtain feedback from both student and professional placement organisation mentor. Upon completion of the placement students are invited to provide specific feedback to Acicis staff through a final 'exit interview' and also through an anonymous online survey. This assists Acicis in improving the quality of placements for subsequent iterations of the program.

Attendance

Students must attend 80% of all classes, as well as the professional placement (if selected) to satisfactorily complete the program.

Assessment

Upon completion of the program the Acicis Resident Director provides a student's home university with a Student Outcome Evaluation (SOE) 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').

To complete this program satisfactorily, students must demonstrate the ability to perform tasks in their professional placement (if undertaken), to a satisfactory standard, and also to reflect on the experience and relate it back to their academic studies. Students must attend a minimum of 80% of scheduled classes at UGM, as well as achieve a 'pass' grade minimum in all subjects undertaken.

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 Components

Acicis' FLIP program is composed of the following key components, as outlined below. Students are required to satisfactorily complete all components in order to achieve an overall grade of 'Satisfactory' for the program:

Program Structure 1: FLIP: Classes and Coursework Only

#	Component	Weighting	Notes
1	Classes at UGM a) INCULS Subjects b) Immersion Subjects	100%	Classes delivered by Indonesian Language and Culture Learning Service (INCULS) and other various faculties and departments at Universitas Gadjah Mada (UGM).

Program Structure 2: FLIP with Professional Placement

#	Component	Weighting	Notes
1	Classes at UGM a) INCULS Subjects b) Immersion Subjects	60%	Classes delivered by Indonesian Language and Culture Learning Service (INCULS) and other various faculties and departments at Universitas Gadjah Mada (UGM).
2	FLIP Professional Placement	30%	Professional placement organisation mentors and Acicis staff will monitor student progress and provide feedback.

#	Component	Weighting	Notes
3	Final Reflective Presentation	10%	A brief (20 minute) presentation providing reflections on a student's professional placement experience.

Assessment Component Details

The FLIP is designed to meet the equivalency requirements of a full-time semester load (0.5 EFTSL) at Acicis member universities, and includes the following assessable components:

1. Classes at UGM

All students undertake full-time study at the Indonesian Language and Culture Learning Service (INCULS and various faculties and departments at UGM. Students are required to complete a total study load of 12- 15 SKS (credit points) per semester, or approximately 5-7 subjects.

a) INCULS Subjects

Units in Bahasa Indonesia for foreigners are offered by Gadjah Mada's Indonesian Language and Culture Learning Service (INCULS). Indonesian is taught at six levels: Beginner 1, Beginner 2, Intermediate 1, Intermediate 2, Advanced 1 and Advanced 2. For more information about the language levels at INCULS, please see Appendix IV. Classes are taught each morning between 9am and 3pm, Monday to Friday. The program is modular with the following electives on offer:

Subject	Beginner 1&2 (Dasar 1&2)	Intermediate 1&2 (Menengah 1&2)	Advanced 1&2 (Lanjut 1&2)
Writing (Menulis)	2 SKS/credit points		
Reading (Membaca)	2 SKS/credit points		
Conversation (Percakapan)	2 SKS/credit points		
Listening (Menyimak)	2 SKS/credit points		
Grammar (Tata Bahasa)	2 SKS/credit points		
Vocabulary (Kosa Kata)	2 SKS/credit points		
Indonesian History (Sejarah Indonesia)		2 SKS/credit points	
Indonesian Politics (Politik Indonesia)		2 SKS/credit points	

Indonesian Culture (Kebudayaan Indonesia)		2 SKS/credit points	
Indonesian Tourism (Pariwisata Indonesia)		2 SKS/credit points	
Indonesian for Research (Bahasa Indonesia Untuk Riset)			2 SKS/credit points
English – Indonesian Translation (Terjemahan Inggris-Indonesia)			2 SKS/credit points

Language Test

When students first arrive in Yogyakarta, they will be required to sit a 'placement test' administered by INCULS. A student's score on this placement will determine the language level of INCULS subjects into which a student will be permitted to enrol. Special consideration and exceptions may be granted in cases where a student is required by their home university to enrol in INCULS subjects at a specific language level and provide a recommendation letter from their home university. For other students, the placement test will be the deciding factor in regards to the composition of subjects they will be permitted to undertake at UGM. So far as permitted, students are encouraged to choose a mix of language classes as well as immersion classes at UGM.

Students may take a combination of subjects at INCULS and at other faculties and departments at UGM. Acicis students will be required to follow the below guidelines when enrolling in the Flexible Language Immersion Program (FLIP):

- Beginner 1&2: students are to enrol in at least 12 SKS (credit points) (at least 6 subjects) at INCULS plus subjects taught in English (with IUP codes) at UGM's Faculty of Cultural Sciences (FIB), Faculty of Social, Political Sciences (FISIPOL), and/or other faculties (total of 1-2 subjects)
- Intermediate 1&2: students are to enrol in at least 8 SKS (credit points) (at least 4 subjects) at INCULS plus subjects taught in English at FIB, FISIPOL and/or other faculties (with IUP or INT codes) (total of 2-3 subjects)
- Advanced 1&2: students are to enrol in at least 6 SKS (credit points) (at least 3 subjects) at INCULS plus any regular curriculum subjects taught in Indonesian at FIB, FISIPOL, and/or other faculties (total of 3-4 subjects)

b) Immersion Subjects

Immersion subjects are available from any faculty in the university. While Acicis students enjoy flexibility in terms of enrolment choices, they are subject to the same assessment criteria as local students.

Outlines for the subjects listed below can be made available to those students requiring details for credit approval at their home university. Acicis can obtain these on students' behalf. Please contact the Acicis Secretariat at enquiries@acicis.edu.au to in order to obtain subject outline information.

The following are lists of subjects available to students undertaking the FLIP.

List of recommended subjects

Below are subjects that have been taken and recommended by past Acicis students in the Faculty of Cultural Sciences (FIB), the Faculty of Social and Political Sciences (FISIPOL), and the Faculty of Law (FH).

Faculty of Cultural Sciences (FIB)

January – June Semester

Subject	English/Indonesian	SKS/Credit points
Anthropology of Religion (ANS2423)	ID	3
Javanese for Non-Native Speakers (JWS1221)	ID	3
Contemporary History of Indonesia (SJS3625)	EN	3
Ethnovideography (ANS3637)	ID	3
Indonesian Cultural Arts (Karawitan) (IBS1202)	ID	3
Indonesian Cultural Arts (Batik) (IBS1202)	ID	3
Indonesian Cultural Arts (Tari) (IBS1202)	ID	3

July–December Semester

Subject	English/Indonesian	SKS/Credit points
Indonesian Cultural Arts (Karawitan) (IBS1202)	ID	3
Indonesian Cultural Arts (Batik) (IBS1202)	ID	3
Indonesian Cultural Arts (Tari) (IBS1202)	ID	3
Introduction to Indonesian History (SJS1101)	ID	4

*Please note that these subject outlines and descriptions are subject to change depending on Gadjah Mada University's policy each year.

Faculty of Social and Political Sciences (FISIPOL)

January – June Semester

Subject*	English/Indonesian	SKS/Credit points
American Foreign Policy: An Introduction (SPB2318IUP)	EN/ID	3
Area Studies: Asia Pacific (SPB1212IUP)	EN/ID	3
Constitutional Law (SPA1224IUP)	EN/ID	4
Corruption and Anti-Corruption (SPA8236)	EN	3
Social Movement and Development (SPE8206)	ID	3
Globalisation (SPB8469)	EN/ID	3
Government and Politics of the Middle East (SPB2420IUP)	EN/ID	3
Australian-Indonesian Relations (SPB466IUP)	EN/ID	3
Indonesian Social and Political System (International Relations) (SPU1103IUP)	EN	3
Indonesian Social and Political System (Public Policy) (SPU1102IUP)	EN	3
International Law (SPB1204IUP)	EN/ID	3
International Politics (SPB1201IUP)	EN/ID	3
International Security Studies (SPB2405IUP)	EN/ID	3
Introduction to Human Rights Study (SPB466IUP)	EN/ID	3
Military and Politics (SPB2430)	ID	3
Non-Violence Studies (SPB2408IUP)	EN/ID	3
Political Corruption in the Global Context (SPB3512IUP)	ID	3
Religious Studies (International Relations) (UNU100IUP)	EN	3
Religious Studies (Public Policy) (UNU100IUP)	EN	3
Strategy (SPB2307IUP)	EN/ID	3

*Please note that these subject outlines and descriptions are subject to change depending on Gadjah Mada University's policy each year.

July - December Semester

Subject*	English/Indonesian	SKS/Credit points
American Foreign Policy: An Introduction (SPB23181UP)	EN/ID	3
China's International Relations in the 21st Century (SPB2317IUP)	EN/ID	3
Gender and Politics (SPB3506IUP)	EN/ID	3
Gender, Family and Development (SPE1238)	ID	3
Global Social Movements (SPB2307IUP)	EN/ID	3
International Humanitarian Law (SPB2322)	EN/ID	3
Indonesian Social and Political History (SPU1103IUPA)	EN/ID	3
International Economics (SPB2311IUP)	EN/ID	3
Peacebuilding (SPB2421)	EN/ID	3
Photojournalism (SPC5314)	ID	3
Political Corruption in the Global Context (SPB3512IUP)	EN	3
Theories of Development (SPA2343IUP)	EN	3
Theory of International Politics (SPB2306IUP)	EN/ID	3
Transnationalism in Global Politics (SPB3505IUP)	EN/ID	3
Violence in World Politics (SPB3504IUP)	EN	3
Introduction to Democracy Studies (SPB3540)	ID	3

*Please note that these subject outlines and descriptions are subject to change depending on Gadjah Mada University's policy each year.

Faculty of Law (FH)

January – June Semester

Subject*	English/Indonesian	SKS/Credit points
Constitutional Law (HKIUP212203)	EN	4
Administrative Law (HKIUP212201)	EN	4
Civil Law (HKIUP212202)	EN	4
Criminal Law (HKIUP212204)	EN	4
Foundational International Law (HKIUP212205)	EN	4
Research Methodology (HKIUP212206)	EN	3
Natural Resources Law and Land Law (HKIUP212216)	EN	3
Adat Law: Introduction and selected issues (HKIUP212211)	EN	2
Civil Procedural Law (HKIUP212212)	EN	4
Tax Law (HKIUP212218)	EN	4
Contract Law (HKIUP212213)	EN	3
Special Criminal Law (HKIUP212217)	EN	3
International Economic Law (HKIUP212215)	EN	2
International Business Transactions ((HKIUP212214)	EN	3
Criminal Court Practice (HKIUP212221)	EN	4
Interviewing, Counselling and Negotiation (HKIUP212223)	EN	3
Company Law (HKIUP212251)	EN	3
Intellectual Property Law (HKIUP212252)	EN	3
The Law of Banking & Financial Institution (HKIUP212253)	EN	3
Diplomatic Laws (HKIUP212281)	EN	3
International Law of the Sea (HKIUP212282)	EN	3
Law of Treaty (HKIUP212283)	EN	3
Indonesian Judiciary (HKIUP212262)	EN	3
Local Government Law (HKIUP212263)	EN	3
Criminology (HKIUP212272)	EN	3
Penitentiary Law (HKIUP212273)	EN	3

*Please be advised that syllabus for each course is available upon request and that these subject outlines and descriptions are subject to change depending on Gadjah Mada University's policy each year.

July – December Semester

Subject*	English/Indonesian	SKS/Credit points
Indonesian Values & ideology (HKUI 116)	ID	3
Introduction to Law (HKIUP212104)	EN	4
Introduction to Indonesian Law (HKIUP212103)	EN	3
General Theory of State (HKIUP212101)	EN	3
Environmental Law (HKIUP212115)	EN	3
Business Law (HKIUP212112)	EN	4
Islamic Law (HKIUP212116)	EN	4
Criminal Procedural Law (HKIUP212114)	EN	3
Constitution and Legislation (HKIUP212113)	EN	3
Oversight of the Administration (HKIUP212117)	EN	4
Civil Court Practice (HKIUP212121)	EN	5
Legal Audit (HKIUP212128)	EN	2
Labour Law (HKIUP212126)	EN	2
Land Law (HKIUP212127)	EN	2
Legal Writing and Language (HKIUP212129)	EN	3
Human Rights Law (HKIUP212123)	EN	2
Conflict of Laws (HKIUP212122)	EN	2
Philosophy of Law (HKIUP212130)	EN	2
International Environmental Law (HKIUP212181)	EN	3
Advanced International Law (HKIUP212111)	EN	3
International Dispute Settlement (HKIUP2121240)	EN	2
Competition Law (HKIUP212151)	EN	3
Investment and Capital Market Law (HKIUP212152)	EN	3
International Human Rights Law (HKIUP212182)	EN	3
Comparative Constitutional Law (HKIUP212161)	EN	3
Executive-Legislative Relations (HKIUP212162)	EN	3
Electoral law (HKIUP212261)	EN	3
Criminal Law on Women & Children (HKIUP212171)	EN	3
International Criminal Law (HKIUP212172)	EN	3
Criminal Policy (HKIUP212271)	EN	3

Faculty of Economics & Business (FEB)

January – June Semester

Subject*	English/Indonesian	SKS/Credit points
Intermediate Accounting 1 (AKU2101)	EN	3
Cost and Management Accounting (AKU2203)	EN	3
Digital Business (AKU4408)	EN	3
R Programming (EBAK222201)	EN	3
Advanced Accounting (AKU3105)	EN	3
Special Topics in Accounting (AKU4613)	EN	3
Auditing (AKU3301)	EN	3
Governmental Accounting (AKU4507)	EN	3
Business & Profession Ethics (AKU3610)	EN	3
Management & Control System (AKU3203)	EN	3
Forensic Accounting & Fraud Investigation (AKU3305)	EN	3
Accounting Theory (AKU4105)	EN	3
International Taxation (AKU4505)	EN	3
Portfolio and Investment Analysis (AKU4612)	EN	3
Corporate Governance (AKU4615)	EN	3
Introduction to Economics 2 (EBIE222201)	EN	3
Mathematics 2 (EBIE222202)	EN	3
Mathematical logic (EKO1109)	EN	3
Statistics 2 (EBIE222204)	EN	3
Microeconomics 2 (EBIE222206)	EN	3
Macroeconomics 2 (EBIE222207)	EN	3
Development Economics 1 (EKO2601)	EN	3
Monetary Economics 1 (EKO2401)	EN	3
Public Economics 1 (EKO2201)	EN	3
International Trade 1 (EBIE222209)	EN	3
Econometrics 1 (EKO2112)	EN	3
Economic Research Methods (EBIE222210)	EN	3
Workshop on Development Economics (EKO3702)	EN	3
Workshop on Monetary Economics (EKO3703)	EN	3
Bank and Financial Institutions (EBIE222114)	EN	3
Economics of Education (EBIE222116)	EN	3
Industrial Economics (EKO3501)	EN	3

Environmental Economics (EKO4201)	EN	3
Game Theory (EKO4603)	EN	3
Development Planning (EKO4604)	EN	3
Crime Economics (EBIE222112)	EN	3
Gender Economics (EBIE222119)	EN	3
Planetary Health and Sustainability (EBIE222212)	EN	3
Organisational Behaviour (EBMN212212)	EN	3
Management (EBMN212210)	EN	3
Marketing (EBMN212211)	EN	3
Business Communication & Negotiation (EBMN212209)	EN	3
Strategic Management (EBMN212226)	EN	3
Business Ethics and Sustainability (EBMN212124)	EN	3
Information and Innovation Management (EBMN212225)	EN	3
Portfolio Theory and Investment Analysis (EBMN212230)		
Business Modelling (EBMN212228)	EN	3
Business Planning (EBMN212229)	EN	3
Business Research Methodology (EBMN212227)		
Customer Value Discovery, Creation, and Delivery (EBMN212134)	EN	6
Value-Based Finance (EBMN212132)	EN	6
Business Law (EBMN212050)	EN	2

*Please be advised that syllabus for each course is available upon request and that these subject outlines and descriptions are subject to change depending on Gadjah Mada University's policy each year.

July – December Semester

Subject	English/Indonesian	SKS/Credit points
Introduction to Accounting (AKU1601)	EN	3
System and Information Technology (AKU2402)	EN	3
Intermediate Accounting II (AKU2102)	EN	3
Accounting Information System (AKU2403)	EN	3
Public Sector Accounting (AKU3502)	EN	3
Taxation (AKU3501)	EN	3
Information System Auditing (AKU3304)	EN	3
Research Methodology in Accounting (AKU3604)	EN	3
Financial Statement Analysis (AKU3106)	EN	3
Internal Auditing (AKU3303)	EN	3
Accounting Theory (AKU4105)	EN	3
Tax Planning (AKU4504)	EN	3
Introduction to Economics 1 (EBIE222101)	EN	3
Mathematics (EBIE222102)	EN	3
Public Speaking (EBIE222105)	EN	3
Statistics (EBIE222104)	EN	3
Business Economics (EBIE222111)	EN	3
Circular Economy (EBIE222120)	EN	3
Cooperative Economics (EKO4707)	EN	3
Indonesian Economy (EKO3104)	EN	3
Islam and Economic Development (EKO3113)	EN	3
Macroeconomics 1 (EBIE222107)	EN	3
Microeconomics 1 (EBIE222106)	EN	3
Sociology Economics (EBIE222108)	EN	3
Central Banking (EBIE222118)	EN	3
Development Economics 2 (EKO2602)	EN	3
Economics of Conflict (EBIE222113)	EN	3
Energy Economics (EBIE222117)	EN	3
Experimental Economics (EBIE222115)	EN	3
Health Economics (EKO4204)	EN	3
International Finance 1 (EBIE222109)	EN	3
Labor Economics (EKO4608)	EN	3
Macro-econometrics (EKO3116)	EN	3
Micro-econometrics (EKO3115)	EN	3
Monetary Economics 2 (EKO2402)	EN	3

Public Economics 2 (EKO2202)	EN	3
Regional Economics (EKO2231)	EN	3
Introduction to Business (EBMN212101)	EN	3
Human resource Management (EBMN212118)	EN	3
Workshop on Human Resource Analytics (EBMN212121)	EN	1
Operation and Technology Management (EBMN213117)	EN	3
Decision Making (EBMN2122119)		
Financial Management (EBMN212216)	EN	3
Consumer Behaviour (EBMN212120)	EN	3
Workshop on Customer Insight (EBMN212308)	EN	1
Business Process Improvement and Innovation (EBMN212135)	EN	6
Customer Value Discovery, Creation, and Delivery (EBMN212134)	EN	6
Leading Change (EBMN212133)	EN	3
International Business (EBMN212131)	EN	3
Business Law (EBMN212050)	EN	2

*Please be advised that syllabus for each course is available upon request and that these subject outlines and descriptions are subject to change depending on Gadjah Mada University's policy each year.

FLIP Professional Placement

Students may undertake the FLIP Professional Placement – either alongside their UGM classes (e.g. one-and-a-half to two day/s per week around classes), or as a 'block' at the end of their semester – for a total of 160 hours.

Throughout the professional placement, students undertake a supervised placement at a participating Acicis Professional Placement Organisation. Required tasks will vary depending on each Professional Placement Organisation, but generally may include: research and report writing, content editing, website editing, translation, data entry, monitoring and evaluation, and other tasks as required by individual Professional Placement Organisations.

FLIP Professional Placement Assessment

Students are assessed as follows:

- Work plan design 10%*
- Professional Placement Report 20%**
- Participation 70%***

* A template of the FLIP Professional Placement work plan is provided in Appendix I.

** A template for the FLIP Professional Placement report is provided in Appendix II.

*** The placement component will be assessed by the student's Professional Placement Organisation workplace mentor and Acicis staff. Upon completion of the Professional Placement, the workplace mentor will be asked to comment on the student's performance according to criteria related to both generic skills (e.g., interpersonal, communication, professionalism, initiative) and discipline-specific knowledge. This feedback will inform each student's end-of-semester Student Outcome Evaluation (SOE) report prepared by the Acicis Resident Director.

Final Reflective Presentation

At the end of the program, students will be required to give a brief (20 minute) presentation regarding their professional placement experience to their fellow FLIP students and supervising Acicis staff, followed by a brief question and answer session. Students are to prepare PowerPoint slides to accompany their presentation.

Award of the Grade for the Program

Both the student and the student's home university will receive a copy of the Acicis Resident Director's Student Outcome Evaluation (SOE) report as well as an official academic transcript from Universitas Gadjah Mada. These assessment documents will be sent electronically from the Acicis Secretariat in Perth within three months 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.

Appendix I: FLIP Professional Placement Work Plan

Student Name:	
Home University:	
Professional Placement Organisation:	
Professional Placement Organisation's key working areas	
Professional Placement Organisation's details and location	
Address:	
General Office Phone Number:	

Direct Mentor/Supervisor details	
Name:	
Position:	
Email Address:	
Mobile Number:	

	Project Description	Roles and Duties	Hours	Supervisor
Regular Projects				
Other Projects				

Appendix II: FLIP Professional Placement Report Structure

1. Cover Page

Your cover page should include:

- The Acicis logo;
- Your Professional Placement Organisation's logo with their name (please ask for permission from your supervisor before using it);
- Title: Acicis Flexible Language Immersion Program;
- Subtitle: Professional Placement Final Reflective Report;
- Your full name, and your home university.

2. Signature Page

3. Table of Contents

4. Introduction (1-2 paragraphs)

- Briefly explain your motivation for participating in the FLIP,
- Provide brief detail of your Professional Placement and Professional Placement Organisation, and
- Outline the objective of your reflective report.

5. Chapter 1: Background

a) Details of your Professional Placement Organisation: A brief paragraph detailing the Professional Placement Organisation (HO)'s profile, vision and mission, as well as the HO's past, current, and future projects based on your understanding. Please note there will be a penalty for plagiarism.

b) Division that you work with: A brief description of the division(s) and the team member(s) that you work with.

c) Motivation: Answering the question on why you chose to intern at this Professional Placement Organisation.

6. Chapter 2: Internship Report

a) Tasks and duties: What were your tasks and duties at the HO? How did you carry these out? What were the outcomes of the projects that you were working on? How were various stakeholders involved within this activity?

b) Achievements: Which achievements did you consider most successful? Were there any measurable changes (personal, physical, financial, social, natural resources) – directly or indirectly? How will the success that you achieved be sustainably carried on

once you leave the Professional Placement Organisation? How have you contributed to the HO's mission?

c) Challenges: Explain any problems experienced during the project implementation, both internally and externally, outline any efforts made to solve the problems, and elaborate the end result. Who was involved in the effort to problem solve and what did they do? Did you require any type of support or assistance, and if yes, specify where you could obtain that support to help you with the challenges?

d) Learning and Recommendations: What aspects of your university studies – particularly in Indonesia – have you applied throughout your professional placement? Did you achieve any personal growth and development through your placement, and if yes, describe what you learnt and how.

e) Program Analysis: Please provide comments and recommendations regarding the strengths and weaknesses of the FLIP Professional Placement as a learning experience for Acicis students.

7. **Chapter 3: Conclusion**

8. **Reference List/Bibliography**

9. **Appendices**: Please include your work plan and any non-confidential material/ documents that you have written for the Professional Placement Organisation during your professional placement.

Appendix III: Marking Rubrics

FLIP Professional Placement

Student Name:		
Date:		
Assessor:		
Final Mark for component:	/80	Represents 30% of total program assessment

Work Plan Design 10%

1. **Work plan design**

None		Poor		Weak	Pass	Average		Good		Excellent
0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐	8 ☐	9 ☐	10 ☐

Professional Placement Report 20%

2. **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 ☐

3. **Writing:** Well written, clear, concise, with spelling and grammar checked, usage of appropriate headings and structure.

None		Poor		Weak	Pass	Average		Good		Excellent
0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐	8 ☐	9 ☐	10 ☐

Participation 70%

4. **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
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

5. **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
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

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

None		Poor		Weak	Pass	Average		Good		Excellent
0	1	2	3	4	5	6	7	8	9	10
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

7. **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
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

8. **Critical reflection on workplace performance and practice:** Student demonstrated ability to identify and evaluate issues and problems encountered within their placement Professional Placement Organisation; and to reflect upon and analyse their own experience in the workplace and relate this back to concepts and theories encountered in their academic studies.

None		Poor		Weak	Pass	Average		Good		Excellent
0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐	8 ☐	9 ☐	10 ☐

Final Reflective Presentation

Student Name:		
Date:		
Assessor:		
Final Mark for component:	/40	Represents 10% of total program assessment

1. **Reflexive practice:** Student demonstrated ability to critically analyse and describe their professional placement experience and its impact on their own learning and development.

None		Poor		Weak	Pass	Average		Good		Excellent
0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐	8 ☐	9 ☐	10 ☐

2. **Integration of experiences and learning:** Student demonstrated familiarity with prior learning, evidence of critical engagement and ability to apply knowledge to own experiences during the program.

None		Poor		Weak	Pass	Average		Good		Excellent
0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐	8 ☐	9 ☐	10 ☐

3. **Organisation of presentation:** Student demonstrated appropriate use of media, smooth transitions, and a logical flow within their presentation.

None		Poor		Weak	Pass	Average		Good		Excellent
0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐	8 ☐	9 ☐	10 ☐

4. **Presentation delivery:** Student demonstrated confident and clear presentation delivery, appropriate pacing, engagement with the audience, and an ability to respond appropriately to audience questions.

None		Poor		Weak	Pass	Average		Good		Excellent
0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐	8 ☐	9 ☐	10 ☐

Appendix IV: Course Content and Assessment for INCULS

Course Levels: Beginner 1, Beginner 2, Intermediate 1, Intermediate 2, Advanced 1, Advanced 2

Beginner 1

1. Approach

In the teaching-learning process, a communicative approach is applied. This particular approach employs learner-centered learning process theory, where the teacher serves as facilitator. This means that during the process learners are given maximum opportunity to learn how to communicate with other learners and their teachers using a certain medium.

The teaching-learning process with communicative approach is carried out not only in class activities, but also out of class activities. There are various kinds of out of class activities that have been arranged by the teacher such as a casual gathering while having cups of coffee, weekly discussion with actual topics, and others.

2. Learning Outcomes

At the end of the course, students who successfully complete this level should be able to:

- Pronounce Indonesian phonemes correctly;
- Introduce themselves and others;
- Inquire and answer questions about private information such as name, address, occupation, home country, family, etc.;
- Use and comprehend daily expressions to fulfil concrete needs such as asking for directions, locations, and narrating daily activities; and
- Interact in a simple manner to others that are willing to help them.

3. The Subjects

Students of **the beginner 1 level must take all subjects below**. The number of credits for each subject is as follows:

Subjects	Credit points
Reading	2
Conversation	2
Vocabulary	2
Writing	2
Grammar	2
Listening	2

4. Prescribed Texts

Titian Bahasa: Jembatan Berbahasa Indonesia bagi Penutur Asing – Pemula 1.

Additional sources suited to the topics are prepared by teachers.

5. Assessment

Assessment is continually made by teachers based on learners' activities in the classroom. The assessment components include the following aspects.

#	Component	% Weighting
1	Classroom activities, attendance & homework	30%
2	Midterm Test	35%
3	Final Test	35%

Beginner 2

1. Approach

In the teaching-learning process, a communicative approach is applied. This particular approach employs learner-centered learning process theory, where the teacher serves as facilitator. This means that during the process learners are given maximum opportunity to learn how to communicate with other learners and their teachers using a certain medium.

The teaching-learning process with communicative approach is carried out not only in class activities, but also out of class activities. There are various kinds of out of class activities that have been arranged by the teacher such as a casual gathering while having cups of coffee, weekly discussion with actual topics, and others.

2. Learning Outcomes

At the end of the course, students who successfully complete this level should be able to:

- Comprehend relevant sentences and expressions that are commonly used in public spaces, such as the bank, the ATM, immigration office, hospital, campus, and library;
- Directly interact about matters related to simple routines;
- Simply describe matters related to private needs, such as education, health, social interaction, and entertainment; and
- Simply describe feelings, personal background, and matters related to one's environment or surroundings such as the weather and the city they live in.

3. The Subjects

Students of **the Beginner 2 level must take all subjects below**. The number of credits for each subject is as follows:

Subjects	Credit points
Reading	2
Conversation	2
Vocabulary	2
Writing	2
Grammar	2
Listening	2

4. Prescribed Texts

Titian Bahasa: Jembatan Berbahasa Indonesia bagi Penutur Asing – Pemula 2.

Additional sources suited to the topics are prepared by teachers.

5. Assessment

Assessment is continually made by teachers based on learners' activities in the classroom. The assessment components include the following aspects.

#	Component	% Weighting
1	Classroom activities, attendance & homework	30%
2	Midterm Test	35%
3	Final Test	35%

Intermediate 1

1. Approach

In the teaching-learning process, a communicative approach is applied. This particular approach employs learner-centered learning process theory, where the teacher serves as facilitator. This means that during the process learners are given maximum opportunity to learn how to communicate with other learners and their teachers using a certain medium.

The teaching-learning process with communicative approach is carried out not only in class activities, but also out of class activities. There are various kinds of out of class activities that have been arranged by the teacher such as a casual gathering while having cups of coffee, weekly discussion with actual topics, and others.

2. Learning Outcomes

At the end of the course, students who successfully complete this level should be able to:

- Comprehend the main topic of information that is clear yet somewhat complex about daily matters related to work, education, and free time;
- Comprehend and rephrase things related to personal interests with a clear and complex expression;
- Comprehend and rephrase things about one's surroundings through speech and writings; and
- Face various situations, especially cultural ones, when visiting Indonesia.

3. The Subjects

The course consists of six subjects. Students **of the intermediate level can take up to 12 credits with details:**

- **Minimum 8 credits of Indonesian language skills lessons** (listening, reading, vocabulary, grammar, speaking, and writing which are 2 credits each)
- **Choose a maximum of 4 credit elective courses** (Indonesian Tourism and Indonesian Culture). Elective courses **will be implemented** if there are **at least 4 students**.

The number of credits for each subject is as follows:

Subjects	Credit points
Reading	2
Conversation	2
Vocabulary	2
Writing	2
Grammar	2
Listening	2
Indonesian Tourism	2
Indonesian Culture	2

4. Prescribed Texts

Titian Bahasa: Jembatan Berbahasa Indonesia bagi Penutur Asing – Madya 1.

Additional sources suited to the topics are prepared by teachers.

5. Assessment

Assessment is continually made by teachers based on learners' activities in the classroom. The assessment components include the following aspects.

#	Component	% Weighting
1	Classroom activities, attendance & homework	30%
2	Midterm Test	35%
3	Final Test	35%

Intermediate 2

1. Approach

In the teaching-learning process, a communicative approach is applied. This particular approach employs learner-centered learning process theory, where the teacher serves as facilitator. This means that during the process learners are given maximum opportunity to learn how to communicate with other learners and their teachers using a certain medium.

The teaching-learning process with communicative approach is carried out not only in class activities, but also out of class activities. There are various kinds of out of class activities that have been arranged by the teacher such as a casual gathering while having cups of coffee, weekly discussion with actual topics, and others.

2. Learning Outcomes

At the end of the course, students who successfully complete this level should be able to:

- Express experiences, incidents, hopes, and ambitions briefly and with reasonings;
- Correctly or abstractly comprehend the main idea of a complex text about topics related to their field;
- Spontaneously and fluently interact and express ideas about various themes related to one's surroundings, such as society and social issues; and
- Write clear and detailed texts related to various subjects and elaborate on various perspectives by stating the weaknesses and advantages of said perspectives.

3. The Subjects

The course consists of six subjects. Students **of the intermediate level can take up to 12 credits with details:**

- **Minimum 8 credits of Indonesian language skills lessons** (listening, reading, vocabulary, grammar, speaking, and writing which are 2 credits each)
- **Choose a maximum of 4 credit elective courses** (Indonesian Tourism and Indonesian Culture). Elective courses **will be implemented** if there are **at least 4 students**.

The number of credits for each subject is as follows:

Subjects	Credit points
Reading	2
Conversation	2
Vocabulary	2
Writing	2
Grammar	2
Listening	2
Indonesian Tourism	2
Indonesian Culture	2

4. Prescribed Texts

Titian Bahasa: Jembatan Berbahasa Indonesia bagi Penutur Asing – Madya 2.

Additional sources suited to the topic are prepared by teachers.

5. Assessment

Assessment is continually made by teachers based on learners' activities in the classroom. The assessment components include the following aspects.

#	Component	% Weighting
1	Classroom activities, attendance & homework	30%
2	Midterm Test	35%
3	Final Test	35%

Advanced 1

1. Approach

In the teaching-learning process, a communicative approach is applied. This particular approach employs learner-centered learning process theory, where the teacher serves as facilitator. This means that during the process learners are given maximum opportunity to learn how to communicate with other learners and their teachers using a certain medium.

The teaching-learning process with communicative approach is carried out not only in class activities, but also out of class activities. There are various kinds of out of class activities that have been arranged by the teacher such as a casual gathering while having cups of coffee, weekly discussion with actual topics, and others.

2. Learning Outcomes

At the end of the course, students who successfully complete this level should be able to:

- Comprehend long text with a systematic structure and grasp implied meanings;
- Express ideas fluently and spontaneously without difficulty in finding the appropriate expressions.
- Utilise language effectively and appropriately in a variety of social academic and professional contexts; and
- Write clear and systematic social, academic, and/or professional texts with detailed sentences in a well-organized structure.

3. The Subjects

The course consists of six subjects. Students **of the advanced level can take up to 12 credits with details:**

- **Minimum 6 credits of Indonesian language skills lessons** (listening, reading, vocabulary, grammar, speaking, and writing which are 2 credits each)
- **Choose maximal 6 credit elective courses** (Indonesian Politics, Indonesian Tourism, English-Indonesian Translations, and/or Indonesian Culture). Elective courses **will be implemented** if there are **at least 4 students**.

The number of credits for each subject is as follows:

Subjects	**Credit points**
Reading	2
Conversation	2
Vocabulary	2
Writing	2
Grammar	2
Listening	2
Indonesian Tourism	2
Indonesian Culture	2
Indonesian Politics	2
English-Indonesian Translations	2

4. Prescribed Texts

Titian Bahasa: Jembatan Berbahasa Indonesia bagi Penutur Asing – Lanjut 1

Additional sources suited to the topic are prepared by teachers.

5. Assessment

Assessment is continually made by teachers based on learners' activities in the classroom. The assessment components include the following aspects.

#	Component	% Weighting
1	Classroom activities, attendance & homework	30%
2	Midterm Test	35%
3	Final Test	35%

Advanced 2

1. Approach

In the teaching-learning process, a communicative approach is applied. This particular approach employs learner-centered learning process theory, where the teacher serves as facilitator. This means that during the process learners are given maximum opportunity to learn how to communicate with other learners and their teachers using a certain medium.

The teaching-learning process with communicative approach is carried out not only in class activities, but also out of class activities. There are various kinds of out of class activities that have been arranged by the teacher such as a casual gathering while having cups of coffee, weekly discussion with actual topics, and others.

2. Learning Outcomes

At the end of the course, students who successfully complete this level should be able to:

- Comprehend almost all spoken and written information with ease;
- Draw conclusions from a range of written and spoken information;
- Reconstruct data and arguments in a coherent manner; and
- Express ideas spontaneously and fluently with accuracy, distinguishing meaning even in complex situations.

3. The Subjects

The course consists of six subjects. Students **of the advanced level can take up to 12 credits with details:**

- **Minimum 6 credits of Indonesian language skills lessons** (listening, reading, vocabulary, grammar, speaking, and writing which are 2 credits each)
- **Choose maximal 6 credit elective courses** (Indonesian Politics, Indonesian Tourism, English-Indonesian Translations, and/or Indonesian Culture). Elective courses **will be implemented** if there are **at least 4 students**.

The number of credits for each subject is as follows:

Subjects	Credit points
Reading	2
Conversation	2

Vocabulary	2
Writing	2
Grammar	2
Listening	2
Indonesian Tourism	2
Indonesian Culture	2
Indonesian Politics	2
English-Indonesian Translations	2

4. Prescribed Texts

Titian Bahasa: Jembatan Berbahasa Indonesia bagi Penutur Asing – Lanjut 2

Additional sources suited to the topic are prepared by teachers.

5. Assessment

Assessment is continually made by teachers based on learners' activities in the classroom. The assessment components include the following aspects.

#	Component	% Weighting
1	Classroom activities, attendance & homework	30%
2	Midterm Test	35%
3	Final Test	35%

Acicis Flexible Language Immersion Program
Indonesian Partner University

Universitas Gadjah Mada (UGM)

Founded in 1949, Universtas Gadjah Mada (UGM) is a comprehensive research university and is one of the top four universities in Indonesia. UGM has 18 faculties, a graduate school and 28 research centres. UGM has around 54,000 students, including over 13,000 postgraduate students and over 700 international students. UGM is located in Yogyakarta in central Java, 443km east of Jakarta. Yogyakarta, with a population of a little over 500,000, is regarded as a centre of Javanese culture as well as a centre of learning.

Acknowledgements

Acicis gratefully acknowledges the financial and in-kind support it has received from the Australian Government's 'New Colombo Plan'Mobility Grant Program, which has partially funded the development of, and student participation in, the Flexible Language Immersion Program since 2016.

The New Colombo Plan is a signature initiative of the Australian Government which aims to lift knowledge of the Indo-Pacific in Australia by supporting Australian undergraduates to study and undertake professional experiences in the region. For more information on the New Colombo Plan, please visit: www.dfat.gov.au/new-colombo-plan/

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.