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Acicis Course Outline

Law Professional Practicum

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Acicis 2026/2027 Law Professional Practicum: Course Outline

Program Details

Title	Acicis Law Professional Practicum		
Dates	**November-December 2026** • 14 November 2026 (online seminar series) • 20 November - 24 December 2026 (in-country) **January-February 2027** • 6 January – 19 February 2027 (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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Acicis Resident Director	Dr Adrian Budiman
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Contact hours	Total Program time commitment: Approximately 300 hours Comprised of approximately: 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
Online program description	https://www.acicis.edu.au/our-programs/business-law/law-professional-practicum-lpp/

Description

Acicis' Law Professional Practicum (LPP) is designed for students who do not necessarily have Indonesian language skills or experience in Indonesia but wish to gain experience of Indonesia's legal system. The LPP will provide Australian (and international) law students with an introduction to the Indonesian legal system and an opportunity to put legal theory and analysis into practice within an Indonesian context.

Indonesia's legal system is characterised by complexity and pluralism. It is the product of inherited colonial European civic and criminal codes, seventy years of post-independence legal reform under both authoritarian and democratic regimes, as well as residual – and often overlapping – bodies of pre-colonial, Islamic, and customary adat law. With increasingly important commercial, trade, tourism, and security links between Australia and Indonesia, understanding the legal system of Australia's northern neighbour has never been more important.

Professional Placement Organisations for the month-long professional placement include a broad range of firms and organisations operating within Indonesia's legal sector, including, but not limited to, those practising in the fields of: commercial, industrial, environmental, international, human rights, administrative, and Islamic law. Placements will give students the chance to engage with the complexity of Indonesia's legal system.

The LPP is designed as an academic credit-bearing university program that meets requirements for work integrated learning modules and other practicum-based courses at Acicis member universities. The LPP is a competitive entry program with an anticipated limit of 30 participants per program iteration.

Aims

The main aims of the LPP are to:

1. Provide students with a practical learning experience with a Professional Placement Organisation (or individual practitioner) in the Indonesian legal environment;
2. To develop students' knowledge of Indonesian law and legal practices, and the application of these legal concepts and practices within Indonesia's legal sector; and
3. To enhance bilateral understanding through the creation of new partnerships between Australian and Indonesian counterparts, and serve as a medium for the exchange of ideas in the field of law.

Supervision

An Academic Program Officer (APO) will be appointed for the duration of the LPP to provide academic supervision of the program. 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 (see page 2) or by appointment.

Participants will also be allocated a workplace mentor at their respective professional placement organisation who will manage the student's work within the organisation for the duration of the student's 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 LPP will run from 20 November - 24 December 2026 and 6 january-19 February 2027. 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 fieldtrips experts and practitioners from Indonesia's legal sector; and
- A 160-hour supervised professional placement to give participants an (English-speaking) professional experience, within an Indonesian or international organisation operating within Indonesia's legal sector.

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 in advance of preferred or required candidate skill sets for 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 LPP, students are encouraged and assisted to:

- Develop and apply their academic skills and knowledge in real-life legal 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 agriculture sector; and
- Increase their knowledge of Indonesian law and legal practices, and the applicability of these concepts and practices to the Indonesian context.

Learning Outcomes

Students who complete the LPP successfully should be able to:

- Apply legal knowledge and academic skills to a workplace environment;
- Identify and analyse real-life legal problems;
- Perform tasks set by an employer to a satisfactory standard;
- Critically reflect and report on experience in the workplace;
- Demonstrate sound cross-cultural communication skills and cross-cultural teamwork behaviour; and
- Respect diversity in a range of academic and professional environments.

Teaching and Learning Strategies

Students undertake an unpaid professional placement (160 hours) in a work environment in Indonesia under the professional supervision of a professional placement organisation mentor as well as the academic supervision of the Acicis LPP Academic Program Officer. This experience is augmented by a 70 hours course of study conducted at Atma Jaya University. 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 Indonesia's legal system.

Evaluation

Throughout the program, the Academic Program Officer will conduct monitoring visits to each student's workplace to garner feedback from both student and the professional placement organisation mentor. Upon completion of the program, students are invited to

provide specific feedback to the Academic Program Officer at a final debriefing session. Students are also asked to complete an anonymous online student feedback survey to assist 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 LPP Academic Program Officer provides a student's home university with a two-page 'Student Outcome Evaluation' report detailing the 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 workplace 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 components of the program will be carried out by the Acicis Academic Program Officer.

To complete this 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 fieldtrips, as well as achieve a grade of at least 60% in the Indonesian language component.

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 the appropriate level of academic credit to be awarded upon a student's successful completion of the program, it is up to the home universities to determine their own protocols and rules for awarding academic credit to students who undertake and successfully complete the program. Home universities are able to adjust Acicis' recommended LPP assessment weightings to suit home institution requirements.

Assessment Mechanisms

The following components are used to inform the Acicis LPP 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.
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 LPP 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 (Nov-Dec 2026)** & **29 January, 5 12 and 19 February (Jan-Feb 2027)**. Evidence of familiarity with set readings will be assessed through reflective journal submissions.
5	Practicum Report	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 (Nov-Dec 2026)** & **Sunday, 21 February (Jan-Feb 2027)** to be assessed by the APO.

Assessment Component Details

The LPP 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 LPP participants must achieve a mark of at least 60% for this component.

2. Seminar Series and Field Trips (30 hours)

The Seminar Series and Fieldtrip component of the LPP 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. A marking rubric for the component is provided in Appendix IV.

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 LPP 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 LPP. 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 LPP Academic Program Officer and workplace 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 LPP 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 Indonesia's legal 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 **11:59 pm on 4, 11, 18 and 24 December (Nov-Dec 2026)** & **29 January, 5 February, 12 February and 19 February (Jan-Feb 2027)**.

A template for the Reflective Journal is provided in Appendix II. A marking rubric for this assessment component of the LPP is provided in Appendix IV.

5. Practicum Report: 2,000 words (40 hours)

Students are required to complete a 2,000-word report on a contemporary issue related to the Indonesian legal system. A list of report topics from which students may choose is provided in Appendix III. Alternatively, students may request permission to work on an alternative topic, with the approval of the LPP Academic Program Officer. The aim of this report is to encourage students to think critically about law and legal practices in the Indonesian context. 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 their experience of observing and participating in Indonesia's legal sector first-hand through the LPP program. A fuller description of the practicum report assignment can be found in Appendix III. A marking rubric for this component 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 LPP Academic Program Officer's student outcome evaluation 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 numerical 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 LPP report) are provided in Appendix IV. These rubrics are provided as background information to students and home university course coordinators regarding how the Acicis LPP 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

Adam B. Cohen, and Norman B Anderson. 'Many Forms of Culture' (2009) 64(3) American Psychologist 194-204.

Alison Dundes Renteln, 'Cross-Cultural Justice and the Logic of Reciprocity: When Westerners Run Afoul of the Law in Other Countries' (2009) 92(5) Judicature 238.

Allan Bird and Joyce Osland, 'Making Sense of Intercultural Collaboration.' (2005) 35(4) International Studies of Management and Organizations 115.

D.W. McCormick, 'Critical Thinking, Experential Learning, and Internships.' (1993) 17(2) Journal of Management Education 260-62.

Gordon Robert, Going Abroad: Travelling Like an Anthropologist (Routledge, 2010).

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

Madeleine Green, 'Global Citizenship: What are we Talking About and Why Does it Matter? Trends and Insights for International Education Leaders, (online, 11 March 2012) https://www.insidehighered.com/blogs/globalhighered/global-citizenship-–-what-are-we-talking-about-and-why-does-it-matter.

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.

Self-reflexive learning

S. I. Strong, *How to Write Law Essay & Exams* (Oxford University Press, 6th ed, 2022).

Steve Foster, *How to Write Better Law Essays* (Pearsons, 4th ed, 2016).

Charles Lipson, *How to Write a BA Thesis* (The University of Chicago Press, 2005).

David Boud and Heather Middleton, 'Learning from Others at Work: Communities of Practice and Informal Learning' (2003) 15(5) Journal of Workplace Learning 194.

D.W. McCormick, 'Critical Thinking, Experiential Learning, and Internships. (1993) 17(2) Journal of Management Education 260.

Christine Fanthome, Work Placements: A Survival Guide for Students (Palgrave Macmillan, 2004).

Kelley Burton and Judith McNamara, 'Assessing Reflection Skills in Law Using Criterion' (2009) 19(1) Legal Education Review 171.

Martha Bell, 'What Constitutes Experience? Rethinking Theoretical Assumptions' (1993) 16(1) Journal of Experiential Education 19.

Philip Gardner, Inge Steglitz, and Linda Gross, 'Translating Study Abroad Experiences for Workplace Competencies.' (2009) 11(4) Peer Review 19.

Philip Gardner, Linda Gross, and Inge Steglitz, 'Unpacking your Study Abroad Experience: Critical Reflection for Workplace Competencies' (Research Report, Collegiate Employment Research Institute, Michigan State University, March 2008) https://eric.ed.gov/?id=ED509854.

Seminar readings

Assegaf, R. S. (2018). Sentencing guidance in Indonesia's criminal code reform bill: For whose benefit?. Australian Journal of Asian Law, 19(1), 87-104. Available at SSRN: https://search.informit.org/doi/abs/10.3316/informit.066607204684383.

Bedner, A., & Arizona, Y. (2019). Adat in Indonesian land Law: a promise for the future or a dead end? The Asia Pacific Journal of Anthropology, 20(5), 416–434. Available at https://doi.org/10.1080/14442213.2019.1670246.

Bell, G. (2011). Indonesia: The challenges of legal diversity and law reform. In E. Black & G. Bell (Eds.), Law and Legal Institutions of Asia: Traditions, Adaptations and Innovations (pp. 262-298). Cambridge: Cambridge University Press. Available at https://doi.org/10.1017/CBO9780511921131.009.

Butt, S., & Lindsey, T. (2018). The judicial system. In Oxford University Press eBooks. Available at https://doi.org/10.1093/oso/9780199677740.003.0004.

Dickerson, N. P. (2009, March 28). What makes the internet so special? and why, where, how, and by whom should its contents be regulated? Published in Houston Law Review. Available at: https://houstonlawreview.org/article/4371-what-makes-the-internet-so-special-and-why-where-how-and-by-whom-should-its-contents-be-regulated.

Diprose, R., McRae, D., & Hadiz, V. R. (2019). Two decades of Reformasi in Indonesia: Its Illiberal Turn. Journal of Contemporary Asia, 1–22. Available at: https://doi.org/10.1080/00472336.2019.1637922.

Eddyono, S. W. (2021). Restorative Justice for victim's rights on sexual violence. Journal of Southeast Asian Human Rights, 5(2), 176. Available at: https://doi.org/10.19184/jseahr.v5i2.28011.

Feenberg, A. (2017). The internet and the end of dystopia. Communiquer, 20, 77–84. Available at: https://doi.org/10.4000/communiquer.2267.

Herbert, J (2008). The legal framework of human rights in Indonesia. In T. Lindsey (Eds), Indonesia: Law and Society Ch. 21, p.456 (see also Ch. 22, 23, 24, 25). The Federation Press: ISEAS Publishing.
Indonesia - the World Factbook. (n.d.). Available from: https://www.cia.gov/the-world-factbook/countries/indonesia/.

Indonesia Investments. (2023, December 7). Indonesian Politics - The Political History of Indonesia | Indonesia Investments. Available from: https://www.indonesia-investments.com/culture/politics/item65.

Leinbach, T. R., McDivitt, J. F., Legge, J. D., Mohamad, G. S., Wolters, O. W., & Adam, A. W. (2023, December 17). Indonesia | History, Flag, Map, Capital, Language, Religion, & Facts. Encyclopedia Britannica. Available from: https://www.britannica.com/place/Indonesia.

Lindsey, T. (2004). Legal Infrastructure and Governance Reform in Post-Crisis Asia: The case of Indonesia. Asian-Pacific Economic Literature, 18(1), 12–40. Available at: https://doi.org/10.1111/j.1467-8411.2004.00142.x.

Nastiti, A. (2017, September 26). Drivers' stories reveal how exploitation occurs in Gojek, Grab and Uber. The Conversation. Retrieved December 20, 2023, from http://theconversation.com/drivers-stories-reveal-how-exploitationoccurs-in-GoJek-grab-and-uber-82689.

Nurlaelawati, E., & Van Huis, S. C. (2019). THE STATUS OF CHILDREN BORN OUT OF WEDLOCK AND ADOPTED CHILDREN IN INDONESIA: INTERACTIONS BETWEEN ISLAMIC, ADAT, AND HUMAN RIGHTS NORMS. Journal of Law and Religion, 34(3), 356–382. Available at: https://doi.org/10.1017/jlr.2019.41.

Oppusunggu, Y. U. (2015). Sudargo Gautama and the Development of Indonesian Public Order: A Study on the Application of Public Order Doctrine in a Pluralistic Legal System (Doctoral dissertation), pp. 10-50. Available at https://digital.lib.washington.edu/researchworks/handle/1773/33994.

Rush, J. R. (2018). Southeast Asia: A very short introduction. In Oxford University Press eBooks. Available from: https://doi.org/10.1093/actrade/9780190248765.001.0001.

Satrio, A., & Cahyana, I. N. (2022). The New Criminal Code and the Continuation of the Culture of Ambiguity in Indonesia. Indon. J. Int'l & Comp. L., 9, 439. Available at: https://heinonline.org/HOL/LandingPage?handle=hein.journals/indjicl9&div=25&id=&page=.

Soepadmo, N. R. (2020). Dimension of Justice in Restorative Justice Paradigm in the Criminal System for Sexual Violence in Indonesia. EU Agrarian Law, 9(2), 14–20. Available at: https://doi.org/10.2478/eual-2020-0008.

Suzor, N., Dragiewicz, M., Harris, B., Gillett, R., Burgess, J., & Van Geelen, T. (2018). Human Rights by Design: The responsibilities of social media platforms to address GenderBased Violence online. Policy & Internet, 11(1), 84–103. Available at: https://doi.org/10.1002/poi3.185.

Wirastri, T. D., & Van Huis, S. C. (2021). The second wife: Ambivalences towards state regulation of polygamy in Indonesia. Journal of Legal Pluralism, 53(2), 246–268. Available at: https://doi.org/10.1080/07329113.2021.1912579.

Appendix I: Seminars, Tutorials and Field Trips

November-December 2026

#	Date	Title	Speakers	Readings
Week One				
1	14 Nov	Seminar 1: (Online) Introduction to Indonesia (Plenary - All Program This seminar will introduce students to Indonesia's history, politics, society and culture	TBC	Through reputable, recent sources, 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: Required: Central Intelligence Agency 2021. Indonesia. Available from: https://www.cia.gov/the-world-factbook/countries/ indonesia/. Indonesia Investments n.d. Politics of Indonesia. Available from: https://www.indonesia-investments.com/culture/ politics/item65. Legge, J, McDivitt, J, Leinbach, T, Mohamad, G, Wolters, O & Asvi, A 2021, 'Indonesia', Encyclopædia Britannica. Available from: https://www.britannica.com/place/Indonesia. Rush, JR 2018, 'Southeast Asia: A Very Short Introduction', Oxford University Press, Oxford Tutorial Discussion How does Indonesia's history, politics, society, and culture differ from other countries, particularly Australia?
2	21 Nov	Field Trip 1 Law Enforcement Visit to Museum POLRI Jakarta This field trip offers	TBC	Required: Simon Butt & Tim Lindsey, Indonesian Law (Oxford: Oxford University Press, 2018), pp. 209-224. https://berkas.dpr.go.id/perpustakaan/sipinter/files/sipinter--933-20200907144822.pdf. Recommended: "THE LAW OF THE REPUBLIC OF INDONESIA NUMBER 2 YEAR 2002 CONCERNING THE STATE POLICE OF THE REPUBLIC OF

EXAMPLE

#	Date	Title	Speakers	Readings
		insight into law enforcement in Indonesia, with a focus on criminal legal system. The students are expected to learn the procedural aspects of the criminal legal system. Unveiling Indonesia's Criminal Legal System: A Visit to Museum POLRI Discover the intricacies of law enforcement in Indonesia with a field trip to Museum Polri. This visit offers students a deeper understandi		INDONESIA ." policehumanrightsresources.org/content/uploads/2016/08/Indonesia-Law-No-2-Concerning-the-State-Police-2002.pdf?x96812. Accessed 21 Nov. 2024. "Indonesian National Police (INP)." JCLEC, Jakarta Centre for Law Enforcement Cooperation, 22 Jan. 2024. jclec.org/indonesian-national-police/. Tutorial Discussion TBC

EXAMPLE

#	Date	Title	Speakers	Readings
		ng of the criminal legal system, focusing on its procedural aspects. Explore the history, roles, and contributions of law enforcement in maintaining justice and order, gaining valuable insights into Indonesia's legal framework		
Week two				
3	23 Nov	Seminar 2: Introduction to Indonesia's Legal System This seminar will provide participants with an overview of Indonesia's legal framework,	TBC	Required: The Economist, Why Indonesia is so bad at lawmaking (June 21, 2018) https://www.economist.com/asia/2018/06/21/why-indonesia-is-so-bad-at-lawmaking. Recommended: Lawrence Rosen, Law as Culture: An Invitation (Princeton University Press, 2017), ch. 4. Simon Butt & Timothy Lindsey, 1962-. 2018, Indonesian law / Simon Butt and Tim Lindsey. Oxford University Press Oxford. pp 34-57. Hikmahanto Juwana, Indonesia, in The Oxford Handbook of International Law in Asia and the Pacific, Simon Chesterman (ed.) pp 386-405.

EXAMPLE

#	Date	Title	Speakers	Readings
		exploring the structure and roles of key institutions like BPHN, DPR RI, and the Ministry of Foreign Affairs. The session aims to give students foundational knowledge of how laws are made, enforced, and interpreted in Indonesia.		Tutorial Questions What is the most compelling observation or argument you discover in the reading materials that could greatly influence the distinctiveness of the Indonesian legal system? Considering the assigned readings and the accompanying lectures and your current understanding of the Australian legal system, do you concur with the assertion that law is primarily a matter of experience rather than logic? Is it possible to pinpoint a specific socio-historical factor that you consider to be the driving force behind the development and implementation of the Indonesian legal system? Are there any inconsistencies or conflicting details presented in the readings compared to the lectures? Are there notable similarities between the claims articulated in the readings and those expressed in the lectures? Based on the lectures and the reading material, are there aspects of the Indonesian legal system which may be improved in your opinion? Are there aspects of the Indonesian legal system that can be improved by adapting portions of the Australian legal system? Based on your understanding of the Indonesian legal system, do you perceive that Indonesia has a good set of rules but lacks the implementation of those rules in real life? Are there many aspects of the Indonesian legal system that can still be improved?

EXAMPLE

#	Date	Title	Speakers	Readings
4	24 Nov	Seminar 3: Exploring Refugee Law: Indonesia's Role as a Key Transit Nation This seminar focuses on Indonesia's position as a transit country for refugees and asylum seekers. Representatives from UNHCR and Kemenkopolhukam/ Kemensos will discuss legal, social, and humanitarian aspects of refugee management and Indonesia's obligations under international law.	TBC	Required: Damos Agusman, 'International Law and Indonesia: An Interview,' 1(1) Indonesian Journal of International and Comparative Law 1067-75 (2014). Recommended: Bilal Dewansyah and Ratu Durotun Nafisah, 'The Constitutional Right to Asylum and Humanitarianism in Indonesian Law: "Foreign Refugees" and PR 125/2016,' 8(3) Asian Journal of Law and Society 536-557 (2021). Bryony Lau, 'A Transit Country No More' (Research Report, The Mixed Migration Centre (MMC), May 2021), pp. 12-23. Tutorial Discussion What significant issues remain unaddressed in the reading materials? Which argument presented in the paper do you find least persuasive? What constitutes the most feasible and pragmatic resolution to the refugee crisis? What is the most effective strategy for communicating the refugee situation in Indonesia to the general public? From a legal standpoint, what can Indonesia do to strengthen it's refugee situation? Are there aspects where the Indonesian government can strengthen their legal framework similar to Australia? Can you describe the refugee crisis in Indonesia based on the lectures presented? Were there aspects that you considered were not highlighted?

EXAMPLE

#	Date	Title	Speakers	Readings
5	25 Nov 11 Jan	Seminar 4: Controversial Criminal Laws in Indonesia: Addressing Gender-Based Violence and the Death Penalty for Drug Offenses This session will delve into controversial aspects of Indonesia's criminal law, particularly the laws addressing domestic and gender-based violence and death penalty for drug offenses Indonesia. Speakers from LBH Masyarakat/ ICJR and BNN will provide insights into	TBC	Required: Simon Butt, Indonesia's New Criminal Code: Indigenising and Democratising Indonesian Criminal Law? 32(2) Griffith Law Review 190-214. Recommended: Peter Just, Let the Evidence Fit the Crime: Evidence, Law, and "Sociological Truth" among the Dou Donggo, 13(1) American Ethnologist 743-61 (1986). Saskia E Wieringa, Criminalisation of Homosexuality in Indonesia: The Role of the Constitution and Civil Society, 20(1) Australian Journal of Asian Law 227-245 (2019). Tutorial Discussion According to the reading materials, what is the key assumption that underpins Indonesia's retentionist position or the upholding of the constitutionality of the death penalty? Imagine you are an international law advisor selected by Indonesia to assist in formulating a legal argument for legitimating its retentionist stance. What type of argument do you believe would be deemed acceptable under international law? If one were to engage with an Indonesian non-governmental organization focused on abolitionism, which advocacy strategy would be most effective in persuading the Indonesian government to accept this position? In a legal system like that of Indonesia, what would be the most effective method to advocate for liberal values, such as the abolition of death penalty?

EXAMPLE

#	Date	Title	Speakers	Readings
		the legal, ethical, and human rights dimensions of these issues.		Do you think Indonesia should abandon the death penalty as a form of punishment in Indonesia? How would you change the ways punishment is set out as a replacement based on current practices in International law? How would you go about the reasoning in abolishing the death penalty? What do you think the major obstacles would be the suggesting replacing the death penalty to another form of punishment?
6	25 Nov	Seminar 5: Navigating Indonesia's Legal Landscape: Intellectual Property, Halal Certification, and the Rise of Sharia Banking This seminar will explore key areas of private and business law in Indonesia, focusing on intellectual property rights, the regulatory framework	TBC	Required: Gary F. Bell, Codification and Decodification: The State of the Civil and Commercial Codes in Indonesia, in Wen-Yeu Wang (ed.), Codification in East Asia: Selected Papers from the 2nd IACL Thematic Conference (2014), pp 39-50. Optional: Petra Mahy, The Evolution of Company Law in Indonesia: An Exploration of Legal Innovation and Stagnation, 61(2) The American Journal of Comparative Law 377-432 (2013). Gary F. Bell, Formation of Contract and Stipulations for Third Parties in Indonesia, in Mindy Chen-Wishart, Alexander Loke, & Stefan Vogenauer (eds.), Formation and Third Party Beneficiaries (Oxford University Press, 2021). pp.365–395. Royhan Akbar, Nathaniel Mangunsong, & Dan W. Puchniak, The Abolition of Independent Directors in Indonesia: Rationally Autochthonous or Foolishly Idiosyncratic?, European Corporate Governance Institute - Law Working Paper No. 802 (2024). Halal Certification and Sharia Banking

EXAMPLE

#	Date	Title	Speakers	Readings
		for halal certification, and the growing role of Sharia banking. Participants will gain a deeper understanding of legal compliance and business practices in these sectors.		Required: Cammack and Feener, The Islamic Legal System in Indonesia, 21 Pacific Rim Law & Policy 13-42 (2012). Recommended: Michelle Limenta, Bayan M. Edis, & Oscar Fernando, Disabling Labelling in Indonesia: Invoking WTO Laws in the Wake of Halal Policy Objectives. World Trade Review. 2018;17(3):451-476. Syafiq Hasim, The Politics of 'Halal': From Cultural to Structural Shariatisation in Indonesia 22(1) Australian Journal of Asian Law 81-97(2022). Bowen, Islam, Law, and Equality in Indonesia: An Anthropology of Public Reasoning Cambridge University Press, 2010. ch. 5. Tutorial Discussion What distinguishes the Indonesian Halal certification from the Kosher certification in Australia? Which legal concern do you find most prominent in Indonesia's method of halal certification? What is the most compelling rationale for the growth of the Indonesian halal certification industry in light of the WTO's normative requirements for the global integration of national markets? Can Indonesia's mandate for all halal products to obtain a Halal Certificate be interpreted as a violation of World Trade Organization (WTO) regulations?
7	27 Nov	Seminar 6:	TBC	Required:

EXAMPLE

#	Date	Title	Speakers	Readings
		The Legal Protection of Indigenous People's Rights in Indonesia Explore the fascinating world of hukum adat (Indigenous Legal System) in Indonesia, where centuries-old traditions coexist with the modern legal system. This seminar delves into how local wisdom shapes legal practices, resolves disputes, and influences national legislation. Understand the dynamic interplay between Indigenous		Bedner, A. and Arizona, Y. (2019) 'Adat in Indonesian Land Law: A Promise for the Future or a Dead End?', The Asia Pacific Journal of Anthropology, 20(5), pp. 416–434. https://www.tandfonline.com/doi/full/10.1080/14442213.2019.1670246. Recommended: Benda-Beckmann, F. v., & Benda-Beckmann, K. v. (2011). Myths and stereotypes about adat law: A reassessment of Van Vollenhoven in the light of current struggles over adat law in Indonesia. Bijdragen tot de taal-, land- en volkenkunde / Journal of the Humanities and Social Sciences of Southeast Asia, 167(2-3), 167-195. https://doi.org/10.1163/22134379-90003588. Ompusunggu, M. (2018) 'Adat' communities want their own special law: Why?. Available https://www.thejakartapost.com/news/2018/05/11/adat-communities-want-their-own-special-law-why.html (Accessed 18 November 2024). Tutorial Discussion How are human rights protected in Indonesia? How would you summarize human rights developments in Indonesia in the past decade? What problems have emerged? What strategies and policies have been implemented to reform legal institutions? To what extent are court reforms related to economic development; and to what extent to the realization of human rights? What impression do you get from the presentations about Indonesia's human rights and institutional reform commitments?

EXAMPLE

#	Date	Title	Speakers	Readings
		Legal System and state law, and how this relationship impacts communities, governance, and human rights in Indonesia.		
8	26 Nov	Field Trip 2: TBC	TBC	Required: TBC Tutorial Discussion TBC

EXAMPLE

January-February 2027

#	Date	Title	Speakers	Readings
Week One				
1	11 Jan	Seminar 1: Introduction to Indonesia (Plenary - All Program This seminar will introduce students to Indonesia's history, politics, society and culture	TBC	Through reputable, recent sources, 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: Required: Central Intelligence Agency 2021. Indonesia. Available from: https://www.cia.gov/the-world-factbook/countries/ indonesia/. Indonesia Investments n.d. Politics of Indonesia. Available from: https://www.indonesia-investments.com/culture/ politics/item65. Legge, J, McDivitt, J, Leinbach, T, Mohamad, G, Wolters, O & Asvi, A 2021, 'Indonesia', Encyclopædia Britannica. Available from: https://www.britannica.com/place/Indonesia. Rush, JR 2018, 'Southeast Asia: A Very Short Introduction', Oxford University Press, Oxford Tutorial Discussion How does Indonesia's history, politics, society, and culture differ from other countries, particularly Australia?
2	12 Jan	Seminar 2: Introduction to Indonesia's Legal System This seminar will provide participants with an overview of	TBC	Required: The Economist, Why Indonesia is so bad at lawmaking (June 21, 2018) https://www.economist.com/asia/2018/06/21/why-indonesia-is-so-bad-at-lawmaking. Recommended: Lawrence Rosen, Law as Culture: An Invitation (Princeton University Press, 2017), ch. 4. Simon Butt & Timothy Lindsey, 1962-. 2018, Indonesian law / Simon Butt and Tim Lindsey. Oxford University Press Oxford. pp 34-57.

EXAMPLE

#	Date	Title	Speakers	Readings
		Indonesia's legal framework, exploring the structure and roles of key institutions like BPHN, DPR RI, and the Ministry of Foreign Affairs. The session aims to give students foundational knowledge of how laws are made, enforced, and interpreted in Indonesia.		Hikmahanto Juwana, Indonesia, in The Oxford Handbook of International Law in Asia and the Pacific, Simon Chesterman (ed.) pp 386-405. Tutorial Questions What is the most compelling observation or argument you discover in the reading materials that could greatly influence the distinctiveness of the Indonesian legal system? Considering the assigned readings and the accompanying lectures and your current understanding of the Australian legal system, do you concur with the assertion that law is primarily a matter of experience rather than logic? Is it possible to pinpoint a specific socio-historical factor that you consider to be the driving force behind the development and implementation of the Indonesian legal system? Are there any inconsistencies or conflicting details presented in the readings compared to the lectures? Are there notable similarities between the claims articulated in the readings and those expressed in the lectures? Based on the lectures and the reading material, are there aspects of the Indonesian legal system which may be improved in your opinion? Are there aspects of the Indonesian legal system that can be improved by adapting portions of the Australian legal system? Based on your understanding of the Indonesian legal system, do you perceive that Indonesia has a good set of rules but lacks the implementation of those rules in real life?

EXAMPLE

#	Date	Title	Speakers	Readings
				Are there many aspects of the Indonesian legal system that can still be improved?
3	13 Jan	Field Trip 1 Law Enforcement Visit to Museum POLRI Jakarta This field trip offers insight into law enforcement in Indonesia, with a focus on criminal legal system. The students are expected to learn the procedural aspects of the criminal legal system. Unveiling Indonesia's Criminal Legal System: A Visit to Museum POLRI Discover the intricacies of law	TBC	Required: Simon Butt & Tim Lindsey, Indonesian Law (Oxford: Oxford University Press, 2018), pp. 209-224. https://berkas.dpr.go.id/perpustakaan/sipinter/files/sipinter--933-20200907144822.pdf. Recommended: "THE LAW OF THE REPUBLIC OF INDONESIA NUMBER 2 YEAR 2002 CONCERNING THE STATE POLICE OF THE REPUBLIC OF INDONESIA ." policehumanrightsresources.org/content/uploads/2016/08/Indonesia-Law-No-2-Concerning-the-State-Police-2002.pdf?x96812. Accessed 21 Nov. 2024. "Indonesian National Police (INP)." JCLEC, Jakarta Centre for Law Enforcement Cooperation, 22 Jan. 2024. jclec.org/indonesian-national-police/. Tutorial: Required: Discussion TBC

EXAMPLE

#	Date	Title	Speakers	Readings
		enforcement in Indonesia with a field trip to Museum Polri. This visit offers students a deeper understanding of the criminal legal system, focusing on its procedural aspects. Explore the history, roles, and contributions of law enforcement in maintaining justice and order, gaining valuable insights into Indonesia's legal framework		
4	14 Jan	Seminar 3: Exploring Refugee Law: Indonesia's Role as a	TBC	Required: Damos Agusman, 'International Law and Indonesia: An Interview,' 1(1) Indonesian Journal of International and Comparative Law 1067-75 (2014). Recommended:

#	Date	Title	Speakers	Readings
		Key Transit Nation This seminar focuses on Indonesia's position as a transit country for refugees and asylum seekers. Representatives from UNHCR and Kemenkopolhukam/ Kemensos will discuss legal, social, and humanitarian aspects of refugee management and Indonesia's obligations under international law.		Bilal Dewansyah and Ratu Durotun Nafisah, 'The Constitutional Right to Asylum and Humanitarianism in Indonesian Law: "Foreign Refugees" and PR 125/2016,' 8(3) Asian Journal of Law and Society 536-557 (2021). Bryony Lau, 'A Transit Country No More' (Research Report, The Mixed Migration Centre (MMC), May 2021), pp. 12-23. Tutorial Discussion What significant issues remain unaddressed in the reading materials? Which argument presented in the paper do you find least persuasive? What constitutes the most feasible and pragmatic resolution to the refugee crisis? What is the most effective strategy for communicating the refugee situation in Indonesia to the general public? From a legal standpoint, what can Indonesia do to strengthen it's refugee situation? Are there aspects where the Indonesian government can strengthen their legal framework similar to Australia? Can you describe the refugee crisis in Indonesia based on the lectures presented? Were there aspects that you considered were not highlighted?
Week Two				
5	18 Jan	Seminar 4: Controversial Criminal Laws in Indonesia:	TBC	Required: Simon Butt, Indonesia's New Criminal Code: Indigenising and Democratising Indonesian Criminal Law? 32(2) Griffith Law Review 190-214. Recommended:

EXAMPLE

#	Date	Title	Speakers	Readings
		Addressing Gender-Based Violence and the Death Penalty for Drug Offenses This session will delve into controversial aspects of Indonesia's criminal law, particularly the laws addressing domestic and gender-based violence and death penalty for drug offenses Indonesia. Speakers from LBH Masyarakat/ICJR and BNN will provide insights into the legal, ethical, and human rights dimensions of these issues.		Peter Just, Let the Evidence Fit the Crime: Evidence, Law, and "Sociological Truth" among the Dou Donggo, 13(1) American Ethnologist 743-61 (1986). Saskia E Wieringa, Criminalisation of Homosexuality in Indonesia: The Role of the Constitution and Civil Society, 20(1) Australian Journal of Asian Law 227-245 (2019). Tutorial Discussion According to the reading materials, what is the key assumption that underpins Indonesia's retentionist position or the upholding of the constitutionality of the death penalty? Imagine you are an international law advisor selected by Indonesia to assist in formulating a legal argument for legitimating its retentionist stance. What type of argument do you believe would be deemed acceptable under international law? If one were to engage with an Indonesian non-governmental organization focused on abolitionism, which advocacy strategy would be most effective in persuading the Indonesian government to accept this position? In a legal system like that of Indonesia, what would be the most effective method to advocate for liberal values, such as the abolition of death penalty? Do you think Indonesia should abandon the death penalty as a form of punishment in Indonesia? How would you change the ways punishment is set out as a replacement based on current practices in International law?

EXAMPLE

#	Date	Title	Speakers	Readings
				How would you go about the reasoning in abolishing the death penalty? What do you think the major obstacles would be the suggesting replacing the death penalty to another form of punishment?
6	19 Jan	Seminar 5: Navigating Indonesia's Legal Landscape: Intellectual Property, Halal Certification, and the Rise of Sharia Banking This seminar will explore key areas of private and business law in Indonesia, focusing on intellectual property rights, the regulatory framework for halal certification, and the growing role of Sharia banking. Participants will gain a deeper understandi	TBC	Required: Gary F. Bell, Codification and Decodification: The State of the Civil and Commercial Codes in Indonesia, in Wen-Yeu Wang (ed.), Codification in East Asia: Selected Papers from the 2nd IACL Thematic Conference (2014), pp 39-50. Optional: Petra Mahy, The Evolution of Company Law in Indonesia: An Exploration of Legal Innovation and Stagnation, 61(2) The American Journal of Comparative Law 377-432 (2013). Gary F. Bell, Formation of Contract and Stipulations for Third Parties in Indonesia, in Mindy Chen-Wishart, Alexander Loke, & Stefan Vogenauer (eds.), Formation and Third Party Beneficiaries (Oxford University Press, 2021). pp.365–395. Royhan Akbar, Nathaniel Mangunsong, & Dan W. Puchniak, The Abolition of Independent Directors in Indonesia: Rationally Autochthonous or Foolishly Idiosyncratic?, European Corporate Governance Institute - Law Working Paper No. 802 (2024). Halal Certification and Sharia Banking Required: Cammack and Feener, The Islamic Legal System in Indonesia, 21 Pacific Rim Law & Policy 13-42 (2012). Recommended:

EXAMPLE

#	Date	Title	Speakers	Readings
		ng of legal compliance and business practices in these sectors.		Michelle Limenta, Bayan M. Edis, & Oscar Fernando, Disabling Labelling in Indonesia: Invoking WTO Laws in the Wake of Halal Policy Objectives. World Trade Review. 2018;17(3):451-476. Syafiq Hasim, The Politics of 'Halal': From Cultural to Structural Shariatisation in Indonesia 22(1) Australian Journal of Asian Law 81-97(2022). Bowen, Islam, Law, and Equality in Indonesia: An Anthropology of Public Reasoning Cambridge University Press, 2010. ch. 5. Tutorial Discussion What distinguishes the Indonesian Halal certification from the Kosher certification in Australia? Which legal concern do you find most prominent in Indonesia's method of halal certification? What is the most compelling rationale for the growth of the Indonesian halal certification industry in light of the WTO's normative requirements for the global integration of national markets? Can Indonesia's mandate for all halal products to obtain a Halal Certificate be interpreted as a violation of World Trade Organization (WTO) regulations?
7	20 Jan	Field Trip 2: TBC	TBC	Required: TBC Tutorial Discussion TBC
8	21 Jan	Seminar 6:	TBC	Required: Bedner, A. and Arizona, Y. (2019) 'Adat in Indonesian Land Law: A Promise for the Future

EXAMPLE

#	Date	Title	Speakers	Readings
		The Legal Protection of Indigenous People's Rights in Indonesia Explore the fascinating world of hukum adat (Indigenous Legal System) in Indonesia, where centuries-old traditions coexist with the modern legal system. This seminar delves into how local wisdom shapes legal practices, resolves disputes, and influences national legislation. Understand the dynamic interplay between Indigenous Legal System and state law, and how this		or a Dead End?', The Asia Pacific Journal of Anthropology, 20(5), pp. 416–434. https://www.tandfonline.com/doi/full/10.1080/14442213.2019.1670246. Recommended: Benda-Beckmann, F. v., & Benda-Beckmann, K. v. (2011). Myths and stereotypes about adat law: A reassessment of Van Vollenhoven in the light of current struggles over adat law in Indonesia. Bijdragen tot de taal-, land- en volkenkunde / Journal of the Humanities and Social Sciences of Southeast Asia, 167(2-3), 167-195. https://doi.org/10.1163/22134379-90003588. Ompusunggu, M. (2018) 'Adat' communities want their own special law: Why?. Available https://www.thejakartapost.com/news/2018/05/11/adat-communities-want-their-own-special-law-why.html (Accessed 18 November 2024). Tutorial Discussion How are human rights protected in Indonesia? How would you summarize human rights developments in Indonesia in the past decade? What problems have emerged? What strategies and policies have been implemented to reform legal institutions? To what extent are court reforms related to economic development; and to what extent to the realization of human rights? What impression do you get from the presentations about Indonesia's human rights and institutional reform commitments?

EXAMPLE

#	Date	Title	Speakers	Readings
		relationship impacts communities , governance, and human rights in Indonesia.		

Appendix II: Reflective Journal Reading List & Journal Template

Reflective Journal Reading List

Prior to commencing the LPP 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:

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

Alison Dundes Renteln, 'Cross-Cultural Justice and the Logic of Reciprocity: When Westerners Run Afoul of the Law in Other Countries' (2009) 92 Judicature 238-242.

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

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:

S. I. Strong, How to Write Law Essay & Exams (Oxford University Press, 6th ed, 2022).

Steve Foster, How to Write Better Law Essays (Pearsons, 4th ed, 2016)

Charles Lipson, How to Write a BA Thesis (The University of Chicago Press, 2005)

D.W. McCormick, 'Critical Thinking, Experiential Learning, and Internships.' (1993) 17(2) *Journal of Management Education* 260-62

David Boud, and Heather Middleton. 'Learning from Others at Work: Communities of Practice and Informal Learning.' *Journal of Workplace Learning* 15, no. 5 (2003): 194-202.
Christine Fanthome, Work Placements: A Survival Guide for Students. (Palgrave Macmillan, 2004).

Kelley Burton and Judith McNamara, 'Assessing Reflection Skills in Law Using Criterion'; (2009) 19(1) Legal Education Review 171.

Martha Bell, 'What Constitutes Experience? Rethinking Theoretical Assumptions.' (1993) 16(1) *Journal of Experiential Education* 19-24.

Philip Gardner, Inge Steglitz, and Linda Gross, 'Translating Study Abroad Experiences for Workplace Competencies.' (2009) 11(4) Peer Review 19.

Reflective Journal Template

Work Placement: Week One

Day	Activities	Personal Rewards	Challenges/Obstacles	How can I overcome these?
Mon 30 Nov 2026/ / Mon 25 Jan 2027	E.g Met team, had induction, read through trading reports	Understood my first team meeting on a specific case and its associated tasks	E.g. New to the team, feeling shy.	Ask questions, be friendly Socialise with different people, ask questions, read as much as possible Research readings
Tue 1 Dec 2026/ / Tue 26 Jan 2027	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 2026/ Wed 27 Jan 2027	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 2026/ Thu 28 Jan 2027	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 2026/ / Fri 29 Jan 2027	Weekly summary Two long paragraphs to half a page reflecting on your week: • In my first week with 'AGENCY/FIRM NAME', I spent most of my time adjusting to. • It's been really different working here compared to when I worked with 'FIRM/ ORGANISATION/INDIVIDUALPRACTITIONER'S NAME' in Australia. This is a very different environment. I'm looking forward to seeing how an Indonesian legal organisation operates compared to its Australian counterpart. • AUTHOR NAME (Year) argues that it is Indonesia's growing population which is driving change in Indonesia's legal sector and is placing significant pressure on the judiciary. I got a sense of that this week when… Goals for next week • Next week I hope to look up more readings/ meet with my supervisor and ask her more about the growing number of opportunities within the legal sector…
Sent to LPP Academic Program Officer? Yes, each Friday on 4, 11, 18, 24 December 2026 (Nov-Dec 2026) / 29 January, 5, 12, 19 February 2027 (Jan-Feb 2027);	

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 LPP?

- 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 LPP program, students are required to complete a 2,000-word report on a contemporary theme related to agriculture in Indonesia. The aim of the report is to encourage students to think critically about contemporary practices within Indonesia's agriculture sector 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 Indonesian legal sector firsthand through the LPP program.

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

1. Investigating a range of behavioural consequences as a result of the differing cultural beliefs that underpin legal interaction.
2. Examining the practical effects of legal pluralism in a transplanted legal system like Indonesia.
3. Uncovering various forms of (mis)translation and indigenisation of Western key legal notions.
4. Inspecting the parallels and contrasts between Australia's and Indonesia's legal systems.
5. Identifying and analysing the primary impediment that renders universal human rights standards in Indonesian law problematic.
6. Examining what is the best course of action for a developing jurisdiction to approach environmental challenges.
7. Investigating alternative proposals for achieving a balance between human and environmental interests that can be enacted into legislation.
8. Exploring the best path ahead for developing economies to be more environmentally or human rights conscious through legal development.
9. Identifying and investigating several potential options for an international development organisation to take in order to make a more meaningful contribution to the establishment of more effective law reform in recipient nations.
10. Examining some of the lessons that might be drawn from the law and development project's "failure".
11. Examining the interplay between international and foreign laws in promoting domestic legal development in the developing nations.
12. Examining the different difficulties that have arisen as a result of the globalisation of legal education in the context of legal development in the developing nations.

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

An example of the structure of the report will be provided.

Learning Outcomes
Following the completion of the practicum report, students should be able to:

- Identify a contemporary legal issue in Indonesia, and its related sub-issues;
- Analyse the history of this issue in Indonesia;
- Situate the issue in the contemporary 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 LPP.

Weighting & Grading
The thematic practicum report is worth 20% of a student's overall participation mark on the LPP 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 LPP 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 LPP.

Students are advised to consult with the Academic Program Officer regarding topic selection and suitability to individual LPP placements. Please do this by: **Friday, 4 December 2026** (Nov-Dec 2026 intake) and **Friday, 29 January 2027** (Jan-Feb 2027 intake)

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** (Nov-Dec 2026 intake) and **Friday, 29 January 2027** (Jan-Feb 2027 intake)**.**
- The LPP report is due: 11:59, **Sunday, 27 December 2026** (Nov-Dec 2026 intake) and **Sunday, 21 February 2027** (Jan-Feb 2027 intake).

Appendix IV: Marking Rubrics

Seminars and Field Trips

Student Name	
Date	
professional placement organisation	
Academic Program Officer	
Final Mark for component	/50 (Represents 50% 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 ☐

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 ☐

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 ☐

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 ☐

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
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

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 ☐

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 ☐

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 ☐

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 ☐

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 ☐

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 ☐

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 ☐

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 ☐

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 their placement.

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

LPP Report

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 Indonesian legal context in Indonesia.

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

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 ☐

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 ☐

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 ☐

Acicis Law 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.