

The Australian Consortium for 'In-Country' Indonesian Studies

Agriculture Professional Practicum 2025

Course Outline



supported by:



Australian Government



NEW COLOMBO PLAN

Connect to Australia's future - study in the region



ACICIS
Study Indonesia

Contents

Program Details

ACICIS Agriculture Professional Practicum

2 January - 14 February 2025

Indonesia

Credit Points: Recommended equivalency 50% of a full semester load (0.25 EFSTL). Actual subject weighting and academic credit awarded to be determined by a student's home university.

Mode: Off-Campus

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 practicum placement

www.acicis.edu.au/programs/practicum/agriculture-professional-practicum-app/

Contact Details

Practicum Facilitator: Australian Consortium for 'In-Country' Indonesian Studies (ACICIS)

www.acicis.edu.au

Perth Office: ACICIS Secretariat

@ enquiries@acicis.edu.au

+61 8 6488 6675

Academic Program Officer: TBC

@ TBC

+61 8 6488 6675

ACICIS Resident Director: Dr Adrian Budiman

@ a.budiman@acicis.edu.au

+62 274 561 477



1	Description
3	Educational Principles and Graduate Attributes
4	Teaching and Learning Strategies
5	Assessment
11	Reading List
15	Appendix I: Seminar Series and Fieldtrips
29	Appendix II: Reflective Journal Reading List & Journal Template
32	Appendix III: Practicum Report Outline
32	Appendix IV: Marking Rubrics

Description

The ACICIS Agriculture Professional Practicum (APP) is designed for students who do not necessarily have Indonesian language skills or experience in Indonesia but wish to gain first-hand experiential knowledge of Indonesia's agriculture sector. The APP combines a formal academic program with a four-week professional internship.

Indonesia is rich in natural resources with the second highest biodiversity of any country in the world. Sharing a strategic waterway with Australia, Indonesia's fish-rich waters also make it one of the biggest seafood producers in the world, with main commodities including tuna, shrimp and seaweed. With 45% of workers in Indonesia engaged in agriculture and 31 million hectares of cultivated land, Indonesia is the third largest producer of rice in the world and also a leading producer of sugarcane, cassava, spices, coffee, cocoa, palm oil and rubber. Despite this, Indonesian agricultural policy is prioritising the diversification of food sources away from cereals, presenting unique challenges for the agriculture and food science sectors. Indonesia is strategically important to Australia as a principal cattle trade partner and has great potential for further bilateral trade partnerships.

Host organisations for the month-long professional placement include a wide range of companies and organisations operating within Indonesia's agriculture sector, including, but not limited to, those practising in the fields of: agriculture, agribusiness, food science, resource management, conservation biology, environmental management, animal production and technology, and forestry. Placements give students the chance to engage with the complexity of Indonesia's agriculture industry. The APP 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.

Aims

The main aims of the APP are to:

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

Supervision

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

Participants will also be allocated a workplace mentor at their respective practicum host organisation who will manage the student's work within the organisation for the duration of the student's practicum placement. Participants must endeavour to regularly meet with their work placement mentor (as a guide,

approximately once a week) throughout the placement. Throughout the program, the APO should be invited to attend at least two meetings between the student and their host organisation mentor.

ACICIS programs in Indonesia operate under the overall 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 APP will run from 2 January – 14 February, 2025. The structure of the six-week program is as follows:

- ◆ 40 hours of intensive Indonesian language classes at Atma Jaya University, designed to give participants basic Indonesian language capacity. This component, alongside the seminar, tutorial and field trip component, is delivered full-time between weeks 1 and 3, and will conclude before the commencement of the Australian university semester;
- ◆ 30 hours of seminars, tutorials, and fieldtrips led by industry experts and practitioners from Indonesia's agricultural sector; and
- ◆ A 160-hour supervised practicum placement to give participants an (English-speaking) professional experience, within an Indonesian or international organisation operating within Indonesia's agricultural sector.

Practicum 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 Host Organisation requirements in order to assign the student to a placement that is appropriate to both student and Host Organisation.

The APP Academic Program Officer and ACICIS Resident Director manage selection and practicum placement allocation. Host Organisations are encouraged to provide details in advance of preferred or required candidate skill sets for their workplaces.

ACICIS will confer with Host Organisations prior to confirming students' placements. Host 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 APP, students are encouraged and assisted to:

- ◆ Develop and apply their academic skills and knowledge in an Indonesian workplace;
- ◆ Make a valued contribution to the Host 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 agriculture and agribusiness practices, and the applicability of these practices within the Indonesian context.

Learning Outcomes

Students who complete the APP successfully should be able to:

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

Teaching and Learning Strategies

Students undertake an unpaid practicum placement (160 hours) in a work environment in Indonesia under the professional supervision of a Host Organisation mentor as well as the academic supervision of the ACICIS APP Academic Program Officer. This experience is augmented by a two-week academic program conducted at Atma Jaya University (UAJ) — undertaken prior to students' practicum placements. This academic program consists of compulsory Indonesian language classes as well a series of industry seminars and fieldtrips designed to equip students with an understanding of Indonesia's agriculture industry and of contemporary government-, industry-, and community-led initiatives aimed at developing the sector.

Evaluation

Throughout the program, the APP Academic Program Officer will conduct monitoring visits to each student's workplace to gauge feedback from both student and Host 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 are required to attend a minimum of 80% of all language classes, seminars and fieldtrips, as well as the practicum placement to complete the program satisfactorily. Without good reason and the permission of their Host Organisation mentor, students must attend their placement during all contracted working hours.

Assessment

Upon completion of the program, the APP Academic Program Officer provides a student's home university with a twopage '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 Host 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 APP 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 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 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.

Assessment Mechanisms

The following components are used to inform the ACICIS APP 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 Fieldtrips	10%	Attendance at, and participation in, all seminars and fieldtrips organised by ACICIS is required. Evidence of familiarity with set readings will be assessed through seminar participation.
3	Practicum Placement	50%	Practicum Host Organisation workplace mentor to submit an evaluation to the APP Academic Program Officer (APO); APO to gauge performance based on monitoring visits and discussions with Host Organisation mentor and student.
4	Reflective Journal	10%	Weekly submissions are to be submitted electronically to the APO by 11:59pm on Friday (week three), Friday (week four), Friday (week five) and Friday (week six). 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 11:59pm on Sunday (after the closing ceremony) to be assessed by the APO.

Assessment Component Details

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

1. Indonesian Language Classes (40 hours)

Students are required to attend two weeks 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 practicum 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. Language classes are four hours in duration each day from Monday to Friday for the first two weeks of the program. 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 APP

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

2. Seminar Series and Fieldtrips (30 hours)

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

3. Practicum Placement (160 hours)

Students undertake a supervised practicum placement at a participating Host Organisation. Required tasks will vary depending on the Host Organisation. Without good reason and the permission of their Host Organisation mentor, students must attend their placement during all contracted working hours. Furthermore, students must satisfy both their Host Organisation and the APP Academic Program Officer that they have performed all assigned tasks to a satisfactory standard. On completion of the practicum, the Host 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 APP. 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 APP 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.

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 APP. 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 APP 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 practicum placement to be submitted at the end of each week of the placement to the APP Academic Program Officer. Students should provide a brief account (no more than 1-2 paragraph each day) of observations, challenges, learning experiences, or unexpected outcomes. Students should note down any important meetings they attended or interesting stakeholders with whom they met.
- ◆ Some questions students may like to reflect on at the end of each week might include, but are not limited to:
 - ◇ How did your daily tasks contribute to your project's end goals?
 - ◇ Did you come up against any hurdles this week (and if yes, how did you overcome them?)
 - ◇ How do you find working in a cross-cultural environment?
 - ◇ Do you notice different styles of management or teamwork in your Indonesian workplace compared with your home country?
 - ◇ How does this compare with workplaces in which you have worked previously?
 - ◇ How does your experience in the workplace compare with your university studies in this field previously?
 - ◇ Describe your organisation's location in the broader context of the Indonesian agriculture 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 practicum placement, and to talk these through with their Host Organisation mentor and/or the APP Academic Program Officer wherever possible.

A useful way to complete the Reflective Journal can be for students to complete this in Microsoft Word or Excel as the last task done each day (for 10 -15 minutes) prior to leaving the office. Students can then – on Fridays – allocate around 20 minutes to jot down their longer weekly reflections.

Weekly logs are to be submitted to the Academic Program Officer electronically by **11:59pm each Friday during weeks 3, 4, 5, and 6.**

A template for the Reflective Journal is provided in Appendix II. A marking rubric for this assessment component of the APP 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 agriculture sector, to be submitted no later than **11:59pm on Sunday (after the closing ceremony)**.

This report aims to encourage students to think critically about agriculture as it is currently practised in Indonesia. In writing the report, students are expected to draw on a range of secondary sources (academic journal articles, research papers, books, academic seminars and online articles) as well as their experience of observing and participating in Indonesia's agriculture industry firsthand through the APP program. A fuller description of the practicum report assignment and 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 Academic Program Officer. A marking rubric for this assessment component of the APP 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 APP Academic Program Officer's Student Outcome Evaluation (SOE) report. These assessment documents will be sent electronically from the ACICIS Secretariat in Perth within six weeks of a student's completion of the program. The home university may choose to award a grade or an ungraded pass/fail on the basis of these documents and any additional home university assessment requirements for the program.

Detailed marking rubrics for assessment items 2, 3, 4 and 5 (seminar series, practicum placement, reflective journal, and practicum report) are provided in Appendix IV. These rubrics are provided as background information to students and home university course coordinators regarding how the ACICIS APP 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

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

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

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

Green, M 2012, 'Global citizenship – what are we talking about and why does it matter?' *Trends and Insights for International Education Leaders*. Available from: <http://www.nafsa.org/about/default.aspx?id=30005> [23 April 2018]

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

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

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

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

Gardner, P, Gross, L & Steglitz, I 2008, 'Unpacking Your Study Abroad Experience: Critical Reflection for Workplace Competencies.' *Collegiate Employment Research Institute (CERI) Research Brief*, vol. 1, no.1

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

Seminar readings

Ayuningtyas, G., Sembada, P., Priyambodo, D., Kurniawan, F. A., Dewi, S. P., Syahfitri, A. E. N., ... & Inayah, A. K. (2023). Growth performance and blood profile of IPB D1 chicken on Black Soldier Fly (BSF) larvae feed treatment. *Developing Modern Livestock Production in Tropical Countries*, 15.

Breckwoldt, A., et al., A review of stressors, uses and management perspectives for the larger Jakarta Bay Area, Indonesia, *Marine Pollution Bulletin* (2016), <http://dx.doi.org/10.1016/j.marpolbul.2016.08.040>

Centennial Group International. (2013). *Indonesia Country Report*. Annex 2 & 3. Fisheries & Livestock Outlook 2010–2040. <https://openjicareport.jica.go.jp/pdf/12145538.pdf>

Central Intelligence Agency 2020. *East Asia/Southeast Asia: Indonesia*, Central Intelligence Agency, viewed 22 November 2021, <<https://www.cia.gov/the-world-factbook/countries/indonesia/>>.

Circular Economy in the Indonesian Agricultural Sector. <https://agrodite.com/circular-economy/>

Encyclopædia Britannica, viewed 22 November 2021, <<https://www.britannica.com/place/Indonesia>>. Rush, JR 2018, *Southeast Asia: A Very Short Introduction*, Oxford University Press, Oxford.

Gawande, V., Saikanth, D. R. K., Sumithra, B. S., Aravind, S. A., Swamy, G. N., Chowdhury, M., & Singh, B. V. (2023). Potential of Precision Farming Technologies for Eco-Friendly Agriculture. *International Journal of*

Plant & Soil Science, 35(19), 101–112. <https://doi.org/10.9734/ijpss/2023/v35i193528>

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

Legge, JD, McDivitt, JF, Leinbach, TR, Mohamad, GR, Wolters, OW & Adam, AW 2020. *Indonesia*.

Lux, M., & Astbury, M. (2017, June). *Foreign Market Entry Strategies: A Study of Born Global B2B SME's*. Stockholm, Sweden. Retrieved from <https://shorturl.at/fmxMV>

Meyer, K. E., Li, J., Brouthers, K. D., & Jean, R.-J. (2023). International business in the digital age: Global strategies in a world of national institutions. *Journal of International Business Studies*, 577–598. doi:10.1057/s41267-023-00618-x

Nattassha, R., Handayati, Y., Simatupang, T.M. et al. Understanding circular economy implementation in the agri-food supply chain: the case of an Indonesian organic fertiliser producer. *Agric & Food Secur* 9, 10 (2020). <https://doi.org/10.1186/s40066-020-00264-8>

Northwest Territories Tourism, & W. (2021). *Marketing plan*. Retrieved from <https://jstor.org/stable/community.30714658>

Nurhasan, M., Samsudin, Y.B., McCarthy, J.F., Napitupulu, L., Dewi, R., Hadihardjono, D.N., Rouw, A., Melati, K., Bellotti, W., Tanoto, R., Campbell, S.J., Ariesta, D.L., Setiawan, M.H., Khomsan, A.P., Ickowitz, A. 2021. Linking food, nutrition and the environment in Indonesia: A perspective on sustainable food systems. Bogor, Indonesia. Center for International Forestry Research (CIFOR). <https://doi.org/10.17528/cifor/008070>

Organization, W. T. (2014). *Connecting to global markets*. Switzerland. Retrieved from <https://shorturl.at/eholZ>

PT Capricorn Indonesia Consult. 2019. 'A Cold Chain Study of Indonesia.' In Kusano, E. (ed.), *The Cold Chain for Agri-food Products in ASEAN*. ERIA Research Project Report FY2018 no. 11, Jakarta: ERIA, pp.101-147. https://www.eria.org/uploads/media/8_RPR_FY2018_11_Chapter_4.pdf

Slamet, A.S. and Nakayasu, A. (2017). Exploring Indonesian consumers' preferences on purchasing local and imported fruits. *Acta Hort.* 1179, 1-8 DOI: 10.17660/ActaHortic.2017.1179.1 <https://doi.org/10.17660/ActaHortic.2017.1179.1>

Sulaeman, A. (2012). Analysis of organic food regulation and its impact on organic supply chains in Indonesia.

Schreer, V., Padmanabhan, M. The many meanings of organic farming: framing food security and food sovereignty in Indonesia. *Org. Agr.* 10, 327–338 (2020). <https://doi.org/10.1007/s13165-019-00277-z>

Vermeulen, S.J., Wellesley, L., Airey, S., Singh, S., Agustina, R., Izwardy, D., & Saminarsih, D.S. (2019). Healthy Diets from Sustainable Production: Indonesia. <https://www.switch-asia.eu/site/assets/files/2461/2019-01-24-vermeulenetal.pdf>

Walidatush Sholihah, Andri Hendriana, Ima Kusumanti, Inna Novianty (2022). Design of Lot Based Water Monitoring System (Simonair) For Arwana Fish Cultivation. *Journal Eduvest*. Vol 2 (12): 2872-2884

Winoto, Joyo, and Hermanto Siregar. "Agricultural Development in Indonesia: Current Problems, Issues, and Policies." *Analisis Kebijakan Pertanian*, vol. 6, no. 1, 2008, pp. 11-36, doi:10.21082/akp.v6n1.2008.11-36.

Appendices

Appendix II: Seminars, Tutorials and Fieldtrips

#	Date	Title	Speaker/s	Readings
Week One				
1	Monday 13:00 – 17:00 (Seminar and Tutorial)	Seminar 1: Plenary Session (All PPs) Introduction to Indonesia: History, Politics, Society and Culture <i>This seminar will introduce students to Indonesia's history, politics, society, and culture</i>	TBC	Required <i>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:</i> Central Intelligence Agency 2020. <i>East Asia/Southeast Asia: Indonesia</i> , Central Intelligence Agency, viewed 22 November 2021, < https://www.cia.gov/the-world-factbook/countries/indonesia/ >. Indonesia Investments 2020, <i>Politics of Indonesia</i> , Indonesia Investments, viewed 22 November 2021, < https://www.indonesia-investments.com/culture/politics/item65 >. Legge, JD, McDivitt, JF, Leinbach, TR, Mohamad, GR, Wolters, OW & Adam, AW 2020. <i>Indonesia</i> . Encyclopædia Britannica, viewed 22 November 2021, < https://www.britannica.com/place/Indonesia >. Rush, JR 2018, <i>Southeast Asia: A Very Short Introduction</i> , Oxford University Press, Oxford. Tutorial Discussion 1. <i>How does Indonesia's history, politics, society, and culture differ from other countries, particularly Australia?</i>
2	Tuesday 13:00 – 15:30 (Seminar) 15.45 – 17.00 (Tutorial)	Seminar 2: Food Sustainability Speaker 1: Food sustainability in Indonesia <i>This seminar will present sustainable consumption and sustainable nutrition within Indonesia sustainable food system context.</i> Speaker 2: Organic farming Overview <i>The presentation coverage are: development, challenge, statistics of organic production or farming in Indonesia, also involvement of its community and farmer groups.</i>	1. Prof. Ir. Ahmad Sulaeman, MS, PhD. <i>Head of Food Management and Environmental Health Division of Bogor Agriculture University.</i> 2. Sukmi Alkausar, B.Sc. <i>Program Coordinator of Indonesia Organic Alliance</i>	Required Sulaeman, A. (2012). <i>Analysis of organic food regulation and its impact on organic supply chains in Indonesia</i> . Optional Vermeulen, S.J., Wellesley, L., Airey, S., Singh, S., Agustina, R., Izwardy, D., & Saminarsih, D.S. (2019). <i>Healthy Diets from Sustainable Production: Indonesia</i> . https://www.switch-asia.eu/site/assets/files/2461/2019-01-24-vermeulenetal.pdf Tutorial Discussion 1. <i>Food packaging has not been treated properly to be environmentally friendly, and that consumers have been neglecting sustainable consumption. How is the best practice sharing in Australia?</i> 2. <i>Cost of organic certification among smalholder producer/SMEs is still considered high, thus the product selling price is also less competitive than conventional products. high. How is the Australian situation?</i> 3. <i>Do you think Participatory Guarantee System (PGS) should be widely adopted and promoted among organic grower in Indonesia? How do you thing to educate end consumer of such certification awareness and acceptance?</i>

#	Date	Title	Speaker/s	Readings
3	Wednesday	Fieldtrip 1: Field Trip: Mangrove Nature Park Jakarta This field trip will deepen students' understanding of contemporary issues of the mangrove ecosystem and management in Indonesia.	<i>Mangrove Nature Park Team</i>	Required Donato, DC, Kauffman, JB, Murdiyarso, D, Kurnianto, S, Stidham, M, & Kanninen, M 2011, 'Mangroves among the most carbon-rich forests in the tropics', Nature geoscience, 4(5), 293-297. < https://www.fs.fed.us/psw/publications/4154/psw_2011_donato001.pdf > Optional Alongi, DM, 2008, 'Mangrove forests: resilience, protection from tsunamis, and responses to global climate change', Estuarine, Coastal and Shelf Science, 76(1), 1-13. < https://appliedecology.cals.ncsu.edu/absci/wp-content/uploads/Alongi-2008.pdf > Tutorial Discussion <ol style="list-style-type: none"> 1. <i>What factors contribute to mangrove ecosystem destruction?</i> 2. <i>How do local communities/government/stakeholders contribute to restoring mangrove ecosystems?</i>
4	Thursday 13:00 – 15:30 (Seminar) 15.45 – 17.00 (Tutorial)	Seminar 3: Contemporary Agribusiness Practices This seminar will explore K-Smart Greenhouse application, that is currently applied by Indonesia Ministry of Agriculture for its Agricultural Education programs and how Great Giant Food (GGF) sources their local fruits under their popular brand of "Sunpride", for further supply to wet and modern also horeca markets.	1. Annisa Nur Ichniarsyah, STP,M.Si. Lecturer and Project Manager of K-Smart Greenhouse of Bogor Polytechnic of Agricultural Development, Indonesia Ministry of Agriculture. 2. Vera Monika Suryo Laksana, M.Sc. Local Sourcing Manager and Head of Farmer Partnership of Great Giant Foods	Required Winoto, Joyo, and Hermanto Siregar. "Agricultural Development in Indonesia: Current Problems, Issues, and Policies." Analisis Kebijakan Pertanian, vol. 6, no. 1, 2008, pp. 11-36, doi:10.21082/akp.v6n1.2008.11-36 Optional Gawande , V., Saikanth , D. R. K., Sumithra, B. S., Aravind , S. A., Swamy , G. N., Chowdhury , M., & Singh , B. V. (2023). Potential of Precision Farming Technologies for Eco-Friendly Agriculture. International Journal of Plant & Soil Science, 35(19), 101–112. https://doi.org/10.9734/ijpss/2023/v35i193528 Slamet, A.S. and Nakayasu, A. (2017). Exploring Indonesian consumers' preferences on purchasing local and imported fruits. Acta Hortic. 1179, 1-8 DOI: 10.17660/ActaHortic.2017.1179.1 https://doi.org/10.17660/ActaHortic.2017.1179.1 Focus questions <ol style="list-style-type: none"> 1. <i>The application of smart green house is still limited in Indonesia. Among farmer reluctant determinants are: cheaper labour fee is than GH operational cost, less technology adaptive generation, also market. How is the best practice in Australia, promoting vegetables produced by smart GH? Is there any market target/segment switching?</i> 2. <i>From which country (if any) that Australian smart GH is mostly imported? Why they become preferences there?</i> 3. <i>There are cases where local fruits are more expensive than the imported ones Indonesia. Is this also happening in Australia? If this is so, is there any best practices on how to promote local produce there?</i> 4. <i>Partnership with local farmers sometimes failed in keeping the corporate quality standard. How to overcome this?</i>

#	Date	Title	Speaker/s	Readings
Week Two				
5	Monday	Seminar 4: Innovations in Poultry and Fish Farming The speakers will present: 1) Local feed approach for chicken 2) Smart farming application for fishery sector	1. Dr. Pria Sembada. Deputy Chairman for Certification and Competency - Institute for Leadership and Executive Education of Bogor Agriculture University. 2. Ima Kusumanti S.Pi., M.Sc. Lecturer of Bogor Agriculture University.	Required Centennial Group International. (2013). Indonesia Country Report. Annex 2 & 3. Fisheries & Livestock Outlook 2010–2040. https://openjicareport.jica.go.jp/pdf/12145538.pdf Optional Ayuningtyas, G., Sembada, P., Priyambodo, D., Kurniawan, F. A., Dewi, S. P., Syahfitri, A. E. N., ... & Inayah, A. K. (2023). Growth performance and blood profile of IPB D1 chicken on Black Soldier Fly (BSF) larvae feed treatment. <i>Developing Modern Livestock Production in Tropical Countries</i> , 15. Breckwoldt, A., et al., A review of stressors, uses and management perspectives for the larger Jakarta Bay Area, Indonesia, <i>Marine Pollution Bulletin</i> (2016), http://dx.doi.org/10.1016/j.marpolbul.2016.08.040 Walidatush Sholihah, Andri Hendriana, Ima Kusumanti, Inna Novianty (2022). Design of Lot Based Water Monitoring System (Simonair) For Arwana Fish Cultivation. <i>Journal Eduvest</i> . Vol 2 (12): 2872-2884 Focus questions <ol style="list-style-type: none"> 1. <i>There are limited demand on healthy chicken e.g. probiotics one at local markets here. They mostly are promoted or provided in modern market or retailer. How is the consumption trend of healthy chicken in Australia e.g probiotics one? Is there any best practice on how to educate consumers?</i> 2. <i>How is the development and trend of e-fishery in Australia?</i> 3. <i>At modern market or retailer, eco labelled fishes are still rarely promoted, also not yet become consumer preference. Is there any best practice in Australia on how to educate consumers (as pull-marketing)?</i>

#	Date	Title	Speaker/s	Readings
6	Tuesday 08:00 – 10:30 (Seminar) 10.45 – 12.00 (Tutorial)	<p>Seminar 5:</p> <p>Reaching out to the Global Market and Economic Sustainability</p> <p>Doing Business Internationally: from Domestic Products to Global Marketplaces</p> <p>The session will explore the significance of international business expansion and the challenges that come with it. Speakers will share their experiences and strategies for overcoming these challenges, as well as insights into risk management in global companies.</p> <p>Circular Economy in the Agricultural Sector.</p> <p>The session covers the concept of circular economy in Indonesia's agriculture sector, emphasizing sustainable development and circularity through innovative case studies.</p>	<p>1. Ibnu Edy Wiyono, SE., MSE., Country Director Indonesia at US Soybean Export Council.</p> <p>2. Mr. Thomas van Rossum. Director of AGRODITE.</p>	<p>Required</p> <p>Meyer, K. E., Li, J., Brouthers, K. D., & Jean, R.-J. (2023). International business in the digital age: Global strategies in a world of national institutions. <i>Journal of International Business Studies</i>, 577–598. doi:10.1057/s41267-023-00618-x</p> <p>Northwest Territories Tourism, & W. (2021). Marketing plan. Retrieved from https://jstor.org/stable/community.30714658</p> <p>Circular Economy in the Indonesian Agricultural Sector. https://agrodite.com/circular-economy/</p> <p>Optional</p> <p>Organization, W. T. (2014). Connecting to global markets. Switzerland. Retrieved from https://shorturl.at/eholZ</p> <p>Lux, M., & Astbury, M. (2017, June). Foreign Market Entry Strategies: A Study of Born Global B2B SME's. Stockholm, Swedia. Retrieved from https://shorturl.at/fmxMV</p> <p>Nattassha, R., Handayati, Y., Simatupang, T.M. et al. Understanding circular economy implementation in the agri-food supply chain: the case of an Indonesian organic fertiliser producer. <i>Agric & Food Secur</i> 9, 10 (2020). https://doi.org/10.1186/s40066-020-00264-8</p> <p>Focus questions</p> <ol style="list-style-type: none"> 1. Indonesian product, (both fresh or processed food/beverage e.g. vegetable, exotic fruit, spices), are often less competitive than product of other neighbouring countries (e.g. Malaysia, Vietnam, Thailand, and India). According to your experience, what kind factors that influence consumer preference on above imported products in Australia? 2. The circular economy is quite new concept trend in agriculture here. Will moving toward a circular economy require changes in consumer behavior?
7	Wednesday	Extracurricular Activity		
8	Thursday	<p>Field Trip 2:</p> <p>Agro Edukasi Wisata Ragunan</p> <p>This field trip will deepen students' understanding of Indonesia's sustainable farming and permaculture practices in Indonesia.</p>	Agro Edukasi Wisata Ragunan Team	<p>Required</p> <p>Salim, M. N., Susilastuti, D., Novia, M., & Sulistyaningsih, E. (2023). Urban Farming Competitiveness in Jakarta City in the Digital Era. <i>International Journal of Science and Society</i>, 5(4), 330–346. https://doi.org/10.54783/ijssoc.v5i4.790</p> <p>Optional</p> <p>E Indrawati 2018 IOP Conf. Ser.: Earth Environ. Sci. 106 012052</p> <p>Focus questions</p> <ol style="list-style-type: none"> 1. How to apply urban farming in the Indonesian context e.g. concerning local wisdom? 2. What we can do to encourage sustainable farming practices?

#	Date	Title	Speaker/s	Readings
9	Friday 08:00 – 10:30 (Seminar) 10.45 – 12.00 (Tutorial)	Seminar 6: Cold Chain Overview The potential of cold chain businesses in Indonesia for livestock, fisheries, fresh and processed food. Food Supply Chains: Business Resilience, Innovation, and Adaption The seminar will highlight on local food supply chain approaches for Business resilience	1. Hasanuddin Yasni, M.Sc. Chairman of Indonesia Cold Chain Association. 2. Ir. Muhammad Hariyadi Setiawan. CEO of EntreVA and Director of PT LAPI ITB	Required PT Capricorn Indonesia Consult. 2019. 'A Cold Chain Study of Indonesia.' In Kusano, E. (ed.), <i>The Cold Chain for Agri-food Products in ASEAN</i> . ERIA Research Project Report FY2018 no.11, Jakarta: ERIA, pp.101-147. https://www.eria.org/uploads/media/8_RPR_FY2018_11_Chapter_4.pdf Optional Nurhasan, M., Samsudin, Y.B., McCarthy, J.F., Napitupulu, L., Dewi, R., Hadihardjono, D.N., Rouw, A., Melati, K., Bellotti, W., Tanoto, R., Campbell, S.J., Ariesta, D.L., Setiawan, M.H., Khomsan, A.P., Ickowitz, A. 2021. Linking food, nutrition and the environment in Indonesia: A perspective on sustainable food systems. Bogor, Indonesia. Center for International Forestry Research (CIFOR). https://doi.org/10.17528/cifor/008070 Focus questions <ol style="list-style-type: none"> <i>Cold logistics/facility is one of the crucial factor of sustaining agriculture produce quality along supply chain. However, this is not yet reaching ideal application level among small producers in Indonesia. Is there any suggested solution for this obstacle?</i> <i>Cluster-based supply chains is a suitable approach for an archipelagic nation like Indonesia, where traditional diets are diverse in different locations. It promotes food systems resilience during pandemics and beyond. However the local food diversity still not in favourably applied in daily menu. Do you have suggestion on how to promote local (diversed) food among young generation, as best practice sharing from Australia?</i>

Appendix II: Reflective Journal Reading List & Journal Template

Reflective Journal Reading List

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

1. Cross-cultural learning and development readings

Required

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

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

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

Green, M 2012, 'Global citizenship – what are we talking about and why does it matter?' *Trends and Insights for International Education Leaders*. Available from: <http://www.nafsa.org/about/default.aspx?id=30005> [23 April 2018]

Optional

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

2. Self-reflexive learning

Required

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

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

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

Optional

Gardner, P, Gross, L & Steglitz, I 2008, 'Unpacking Your Study Abroad Experience: Critical Reflection for Workplace Competencies.' *Collegiate Employment Research Institute (CERI) Research Brief*, vol. 1, no.1

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

Reflective Journal Template

Work Placement: Week One

Day	Activities	Personal Rewards	Challenges/obstacles	How can I overcome these?
Mon	◆ E.g. Met team, had induction, read through trading reports	◆ Found the office, understood my first team meeting on a specific project and its associated tasks	◆ E.g. New to the team, feeling shy ◆ Don't know much about the business	◆ Ask questions, be friendly ◆ Sit with different people, ask questions, read as much as possible
Tues	◆ 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	◆ Sent a project to supervisor for feedback	◆ Supervisor was happy with project status ◆ Feeling more comfortable in my new environment	◆ Communicating in Indonesian	◆ Practice
Thurs	◆ Project-related team meeting	◆ My project was accepted	◆ Traffic made it hard to get to work	◆ Ask colleagues/students for other/better options
Fri	Weekly summary Two long paragraphs to half a page reflecting on your week: ◆ In my first week with "Host Organisation/Company", I spent most of my time adjusting to.. ◆ It's been really different working here compared to when I worked with "Business Name" in Australia. This is a very different environment I'm looking forward to seeing how an Indonesian organisation operates compared to its Australian counterpart. ◆ AUTHOR NAME (Year) argues that sustainable agricultural practices aim to alleviate poverty and preserve cultural heritage. 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/him more about the local community involvement in..			

Sent to APP Academic Program Officer?

Yes: Friday

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 work 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 Host 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 Host 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 APP?
- ◆ 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 APP 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 agriculture sector firsthand through the APP program.

Students should choose **one** of the 12 topics below to serve as the basis for their Practicum Report:

- 1. Live cattle trade from Australia and its significance for Indonesia's economy.**
What is the live cattle trade's significance to the Indonesian economy, and to Australia's? What is the Indonesian cultural view of the trade? Is Indonesia becoming more self-sufficient in its beef production?
- 2. Indonesia's sustainable forestry and its importance for environmental resilience.**
What is the state of Indonesia's forests and their importance for environmental resilience? What programs and policies exist to achieve sustainable forestry in Indonesia? What are the environmental, social and cultural impediments to achieving sustainable forestry in Indonesia?
- 3. Indonesia's energy resources and the contribution of agriculture and forestry to renewable energy.**
What is the state of Indonesia's energy resources and what is the current and potential role of forestry and agriculture in contributing to renewable energy in Indonesia?
- 4. Small-scale farmers and their participation in Indonesia's new economy.**
Rural demography: As Indonesia modernises what pathways are there for small-scale farmers to participate in the new economy?
- 5. Agricultural policy as support for natural resource management**
- 6. Agricultural productivity and climate impacts**
- 7. Land management and restoration practices**
- 8. Indonesian products, food safety and access to the international market**
- 9. The future of Indonesia's palm-oil industry**
- 10. The development of Small-to-Medium Enterprises (SMEs) and modern agri-preneurs in Indonesia**
- 11. The challenges and opportunities of marine conservation in Indonesia**
- 12. The livelihood of female farmers in Indonesia**

Alternatively, students may suggest their own topic, in consultation with, and the approval of, the APP 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 issue or field of practice within the Indonesian agriculture sector, and its related sub-issues;
- ◆ Analyse the history and context of this issue or field of practice;
- ◆ Situate the issue or field of practice in its Indonesian context, and identify the key stakeholders involved;
- ◆ Critically reflect on the relationship between theory and practice;
- ◆ Identify and analyse how the activities of their practicum Host 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 APP.

Weighting & Grading

The thematic practicum report is worth 20% of a student's overall participation mark on the APP program, along with language classes (10%), seminar and fieldtrip attendance (10%), reflective journal (10%) and practicum 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 APP 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 APP.

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

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.

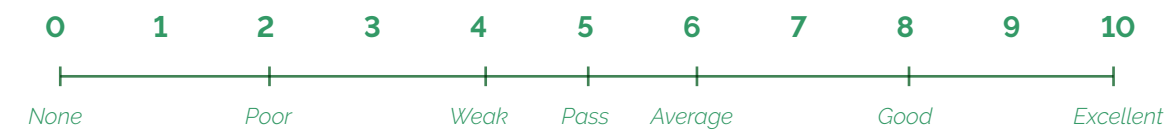
Deadlines

- ◆ Consult with APP APO on topic selection and suitability no later than: **Friday, (week two).**
- ◆ The APP practicum report is due: **11:59 pm, Sunday, (after the closing ceremony)**

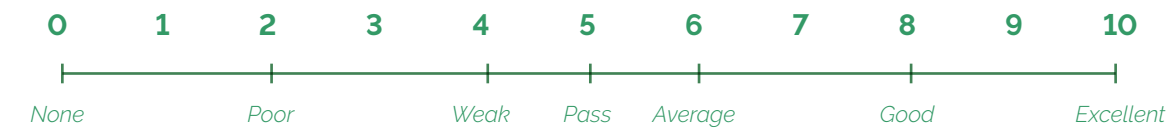
Appendix IV: Marking Rubrics
Seminars & Fieldtrips

Student Name		
Date		
Host Organisation		
Academic Program Officer		
Final Mark for component	/50	(represents 10% of total program assessment)

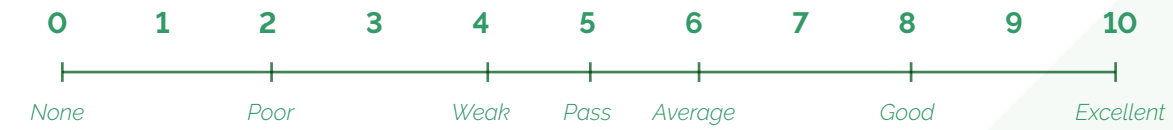
1. **Attendance:** Student consistently attended seminars and fieldtrips



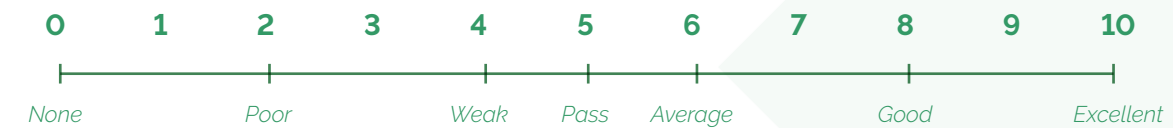
2. **Contribution of Ideas:** Student demonstrates understanding of relevant topics by contributing to discussions with ideas



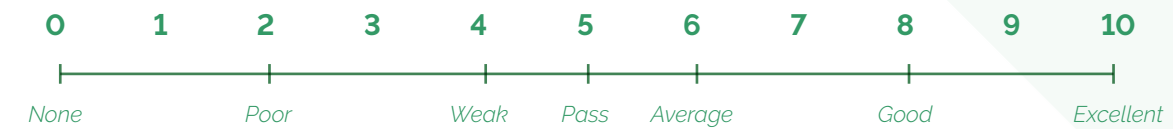
3. **Evidence of Preparation and Critical Thinking:** Student demonstrates familiarity with set seminar readings and evidence of critical engagement with texts.



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.experiences, skills and academic studies and apply these to their Host Organisation's workplace setting



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.



Practicum Placement

Student Name	
Date	
Host Organisation	
Academic Program Officer	
Final Mark for component	/50 (represents 50% of total program assessment)

1. **Host Organisation's Expectations met:** Overall satisfaction with student's performance.

012345678910

NonePoorWeakPassAverageGoodExcellent

2. **Work initiative:** Student worked proactively, independently and demonstrated a flexible approach to tasks assigned by Host Organisation..

012345678910

NonePoorWeakPassAverageGoodExcellent

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

012345678910

NonePoorWeakPassAverageGoodExcellent

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

012345678910

NonePoorWeakPassAverageGoodExcellent

Reflective Journal

Student Name	
Date	
Host 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.

012345678910

NonePoorWeakPassAverageGoodExcellent

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

012345678910

NonePoorWeakPassAverageGoodExcellent

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

012345678910

NonePoorWeakPassAverageGoodExcellent

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

012345678910

NonePoorWeakPassAverageGoodExcellent

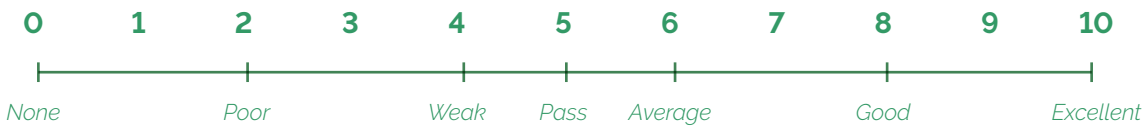
Practicum Report

Student Name	
Date	
Host Organisation	
Academic Program Officer	
Final Mark for component	/40 (represents 20% of total program assessment)

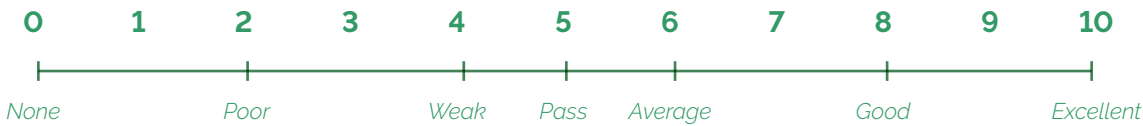
1. **Depth and breadth of knowledge demonstrated:** Student shows a deep understanding of the issue or field of practice being examined within the context of Indonesia's agriculture industry.



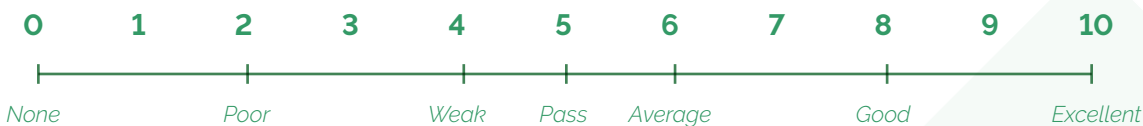
2. **Research:** Quality academic sources used, supporting evidence to back up claims, correct and consistent referencing of all source materials.



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



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



ACICIS Agriculture Professional Practicum
Professional Placement Host Organisations



ACICIS Agriculture 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.

Acknowledgements

ACICIS gratefully acknowledges the financial and in-kind support it has received from the Australian Government's New Colombo Plan Mobility Program, which has partially funded the development of ACICIS' Agriculture Professional Practicum since 2019 through the provision of student mobility grants. 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: <https://www.dfat.gov.au/new-columbo-plan/>

ACICIS also gratefully acknowledges the significant assistance and input provided by The Australian National University, The University of Adelaide, The University of Melbourne, and Western Sydney University in the drafting and design of this APP Course Outline.

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.

ACICIS Member Universities



Australian
National
University



Curtin University



Flinders
University
Adelaide Australia



Griffith
UNIVERSITY
Queensland, Australia



LA TROBE
UNIVERSITY • AUSTRALIA



Universiteit
Leiden



MONASH
University



Queensland University of Technology
Brisbane Australia



RMIT
UNIVERSITY



SOAS
University of London



THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA



THE UNIVERSITY OF
SYDNEY



THE UNIVERSITY OF
WESTERN
AUSTRALIA



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA



UNSW
SYDNEY



UTS
UNIVERSITY OF TECHNOLOGY SYDNEY

WESTERN SYDNEY
UNIVERSITY


ACICIS is gratefully hosted by

supported by:



Australian Government



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



ACICIS
Study Indonesia