

The Australian Consortium for 'In-Country' Indonesian Studies

# Law Professional Practicum 2025

## Course Outline



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## Program Details

ACICIS Law Professional Practicum

2 January - 14 February 2025

Delivered in-country from Jakarta, Indonesia

Credit Points: Recommended equivalency 50% of a full-time student semester load (0.25 EFTSL). 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  
Approximately 40 hours of Indonesian language classes  
Approximately 30 hours of seminars, tutorials and industry case studies  
Approximately 70 hours of independent study  
Approximately 160 hours of practicum placement

 <https://www.acicis.edu.au/programs/practicum/law-professional-practicum-lpp/>

## Contact Details

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## 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.

Host 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 Host 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;
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 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 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 host 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 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;
- AND
- 30 hours of seminars, tutorials and fieldtrips led by experts and practitioners from Indonesia's legal sector.
- ◆ A 160 hour supervised practicum placement designed to give participants an (English-speaking) professional experience within an Indonesian or international organisation – or with an individual practitioner – operating within Indonesia's legal 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 skillset, relevant work experience, future career goals, and Host Organisation requirements in order to assign the student a placement that is appropriate to both student and Host Organisation.

The 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 skillsets 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 videocall 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 a real-life legal 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 legal 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 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 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 work place to garner 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 must attend a minimum of 80% of all language classes, seminars, tutorials and fieldtrips, as well as the practicum placement to complete the program satisfactorily.



## Assessment

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

The student's Host Organisation workplace mentor is also required to provide a brief report on a student's activities and performance while undertaking their placement. This includes evaluation of a student's professional demeanour and conduct, their ability to reflect critically and adapt to issues encountered in the workplace, their approach to work, and their demonstrated cross-cultural communication skills (both oral and written). Assessment of the academic classwork component of the program will be carried out by academic personnel from Atma Jaya University and 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 field trips, 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 for a student's participation in the program, it is up to individual home universities to determine their own protocols and rules for awarding academic credit to students who undertake 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 Academic Project 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– assessment administered by Atma Jaya University's Language Teaching Centre through regular assignments and written tests.
2	Seminars, Tutorials and Fieldtrips	10%	Attendance at, and participation in, all seminars, tutorials, 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 mentor to submit an evaluation to the Academic Program Officer (APO); APO to gauge performance based on discussions with host organisation mentor and student.
4	Reflective Journal	10%	Weekly submissions to be submitted electronically to the APO <b>by 11:59pm on Friday (week three), Friday (week four), Friday (week five) and Friday (week six)</b> . Evidence of familiarity with set readings will be assessed through student's reflective journal submissions.
5	Practicum Report	20%	Student to submit a 2,000-word report on a contemporary legal issue in Indonesia <b>by 11:59pm on Sunday (after the closing ceremony)</b> on to be assessed by LPP Academic Program Officer.

## Assessment Component Details

The LPP is designed to meet the Australian university equivalency requirements of half of a full-time semester load (0.25EFTSL) 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 in order to develop language skills that will help them operate more effectively in their practicum placements and in the wider Indonesian community. Students will sit a placement test on the first day of orientation and be placed in Beginner, Intermediate or Advanced Indonesian language classes. 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. To be awarded an overall 'Satisfactory' grade for the LPP; participants must achieve a mark of at least 60% for this component.

## 2. Seminars, Tutorials and Fieldtrips (30 hours)

The Seminar Series and Fieldtrip component of the LPP consists of eight seminars and two fieldtrips. Students are expected to attend and participate actively in a minimum of 80% all scheduled seminars and fieldtrips. Prior to each seminar or fieldtrip, students are required to complete a number of set readings. Students must demonstrate adequate preparation 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 this component is provided in Appendix IV.

## 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 LPP 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 this component is provided in Appendix IV.

## 4. Reflective Journal

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-to-week based on input from their LPP Academic Program Officer and workplace mentor. The reflective journal should also demonstrate evidence of students' 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 in Appendix II.
- ◆ Keep a weekly log submitted to the Academic Program Officer of activities and duties performed in the workplace during their practicum period. Students should provide a brief account (no more than 1-2 paragraphs each day) of observations, challenges, learning experiences, or unexpected outcomes encountered in the practicum workplace. Students should note down any important meetings they attended or interesting stakeholders with whom they met. Students must be mindful of client confidentiality when preparing their weekly submission.
- ◆ 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?
  - ◇ Have you noticed any cultural differences during interactions this week? How did they affect communication or outcomes or the effectiveness of your work?
  - ◇ 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 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 practicum placement, and to talk these through with their Host 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). Students can then – on Fridays – allocate around 20 minutes to jot down their longer weekly reflections.

Weekly logs are to be submitted electronically by 11:59pm each Friday during the practicum placement.

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

## 5. Practicum Report: 2,000 words

Students are required to complete a 2,000-word report on a contemporary issue within 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 is 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 3, 4 and 5 (seminars & field trips, 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 Academic LPP 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, Experiential 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>
- Yelena Yershova, Joan DaJaeghere, and Josef Mestenhauser, 'Thinking Not as Usual: Adding the Intercultural Perspective' (2000) 4(1) *Journal of Studies in International Education* 39.

### 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 the 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>>.
- Lev, D. S. (2000). The Lady and the Banyan Tree: Civil law change in Indonesia. In Brill | Nijhoff eBooks (pp. 119-142). Available at <[https://doi.org/10.1163/9789004478701\\_008](https://doi.org/10.1163/9789004478701_008)>.
- 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/indjiclg&div=25&id=&page=>>>.
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- 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>>.
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# Appendices

Appendix I: Seminars, Tutorials and Industry Case Studies

#	Date	Title	Speaker/s	Readings
Week One				
1	Monday (13.00 - 17.00)	<b>Seminar 1:</b>  <b>Introduction to Indonesia</b>  This seminar will provide a brief introduction to Indonesia's history, politics, society and culture.	TBC	<p>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:</p> <p><b>Required</b></p> <p>Indonesia - the World Factbook. (n.d.). Available from: &lt;<a href="https://www.cia.gov/the-world-factbook/countries/indonesia/">https://www.cia.gov/the-world-factbook/countries/indonesia/</a>&gt;.</p> <p>Indonesia Investments. (2023, December 7). Indonesian Politics - The Political History of Indonesia   Indonesia Investments. Available from: &lt;<a href="https://www.indonesia-investments.com/culture/politics/item65">https://www.indonesia-investments.com/culture/politics/item65</a>&gt;.</p> <p>Leinbach, T. R., McDivitt, J. F., Legge, J. D., Mohamad, G. S., Wolters, O. W., &amp; Adam, A. W. (2023, December 17). Indonesia   History, Flag, Map, Capital, Language, Religion, &amp; Facts. Encyclopedia Britannica. Available from: &lt;<a href="https://www.britannica.com/place/Indonesia">https://www.britannica.com/place/Indonesia</a>&gt;.</p> <p>Rush, J. R. (2018). Southeast Asia: A very short introduction. In Oxford University Press eBooks. Available from: &lt;<a href="https://doi.org/10.1093/actrade/9780190248765.001.0001">https://doi.org/10.1093/actrade/9780190248765.001.0001</a>&gt;.</p> <p><b>Tutorial Question</b></p> <p>1. How does Indonesia's history, politics, society, and culture differ from other countries, particularly Australia?</p>
2	Tuesday (8.00-12.00)	<b>Seminar 2:</b>  <b>Introduction to Indonesia's Legal System</b>  This seminar will delve into Indonesia's legal system, its main legal institutions and its history. How is Indonesia's legal system organized? What are its unique features? What are the main issues faced by Indonesia's legal system? This seminar will familiarize the students with the main characteristics of Indonesia's legal system, its historical and philosophical underpinnings as well some of the issues it faces in administering justice.	TBC	<p><b>Required</b></p> <p>Bell, G. (2011). Indonesia: The challenges of legal diversity and law reform. In E. Black &amp; G. Bell (Eds.), Law and Legal Institutions of Asia: Traditions, Adaptations and Innovations (pp. 262-298). Cambridge: Cambridge University Press. Available at &lt;<a href="https://doi.org/10.1017/CBO9780511921131.009">https://doi.org/10.1017/CBO9780511921131.009</a>&gt;.</p> <p>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 &lt;<a href="https://digital.lib.washington.edu/researchworks/handle/1773/33994">https://digital.lib.washington.edu/researchworks/handle/1773/33994</a>&gt;.</p> <p><b>Optional</b></p> <p>Butt, S., &amp; Lindsey, T. (2018). The judicial system. In Oxford University Press eBooks. Available at &lt;<a href="https://doi.org/10.1093/oso/9780199677740.003.0004">https://doi.org/10.1093/oso/9780199677740.003.0004</a>&gt;.</p> <p>Lev, D. S. (2000). The Lady and the Banyan Tree: Civil law change in Indonesia. In Brill   Nijhoff eBooks (pp. 119-142). Available at &lt;<a href="https://doi.org/10.1163/9789004478701_008">https://doi.org/10.1163/9789004478701_008</a>&gt;.</p> <p><b>Tutorial Question</b></p> <p>1. How is Indonesia's legal system organized?</p> <p>2. What are its unique features?</p>

#	Date	Title	Speaker/s	Readings
				3. What are the main issues faced by Indonesia's legal system? 4. What do you think are the most important reforms that took place after 1998? 5. What is the most important takeaway from the presentation, in relation to the reading materials?
3	Wednesday (8:00 - 12:00)	LPP Field Trip 1:  Indonesian International Islamic University (UIII)	TBC	
4	Thursday (8.00-12.00)	<b>Seminar 3: Customary and religious law</b>  The speakers in this seminar will discuss the interaction between state law, adat law and religious law in Indonesia. Indonesia's diverse ethnic and religious composition is partly accommodated in Indonesia's plural legal system. However, in practice many issues persist as local conceptions of rights and responsibilities oftentimes clash with national regulations as the case studies of family law and land law will illustrate.	TBC	<b>Required</b>  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: < <a href="https://doi.org/10.1017/jlr.2019.41">https://doi.org/10.1017/jlr.2019.41</a> >.  <b>Optional</b>  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 < <a href="https://doi.org/10.1080/14442213.2019.1670246">https://doi.org/10.1080/14442213.2019.1670246</a> >.  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: < <a href="https://doi.org/10.1080/07329113.2021.1912579">https://doi.org/10.1080/07329113.2021.1912579</a> >.  <b>Tutorial Questions</b> 1. What objectives of Law are served by recognition of legal pluralism, and what less so? 2. To what extent are religious court judges required to consider religious law in family law cases; To what extent customary law? 3. How does recognition of customary adoptions in Indonesia relate to children's rights? Please reflect this with the situation in Australia. 4. Should human rights according to you accommodate local customary and religious norms and values? 5. In light of the reading materials, what is your main takeaway from the presentations?
Week Two				
5	Monday (8.00-12.00)	<b>Seminar 4: Institutional, Legal and Human Rights Developments in the Reformasi Era</b>  In the years 2002-2004 a number of constitutional reforms engrained Human Rights as constitutional rights in Indonesia.	TBC	<b>Required</b>  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: < <a href="https://doi.org/10.1080/00472336.2019.1637922">https://doi.org/10.1080/00472336.2019.1637922</a> >.  <b>Optional</b>  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.

#	Date	Title	Speaker/s	Readings
		The National Commission on Human Rights monitors the implementation of Human Rights in Indonesia. In the same era the Indonesian Supreme Court started to introduce institutional reforms based on its Blueprint for Court Reform. This seminar will discuss the reforms that took place in Indonesia following the stepping down of President Soeharto in 1998, though these examples of the National Commission on Human Rights and the Supreme Court of Indonesia.		<p>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: &lt;<a href="https://doi.org/10.1111/j.1467-8411.2004.00142.x">https://doi.org/10.1111/j.1467-8411.2004.00142.x</a>&gt;.</p> <p><b>Tutorial Question</b></p> <ol style="list-style-type: none"> <li>How are human rights protected in Indonesia?</li> <li>How would you summarize human rights developments in Indonesia in the past decade? What problems have emerged?</li> <li>What strategies and policies have been implemented to reform legal institutions?</li> <li>To what extent are court reforms related to economic development; and to what extent to the realization of human rights?</li> <li>What impression do you get from the presentations about Indonesia's human rights and institutional reform commitments?</li> </ol>
6	Tuesday (13.00-17.00)	<p><b>Seminar 5: The Law and Technological Developments</b></p> <p>Technology has changed our society and economy in ways that were not always foreseen by the lawmakers. In this seminar two different topics are central: first, technology and gender-based violence; second, technology and e-commerce. Unrestrained access to internet has led to online bullying, shaming and sexual harassment – also in Indonesia. To what extent do victims have access to legal and alternative mechanisms to seek address the harm inflicted to them?</p> <p>Large e-commerce platforms such as Gojek have changed the way relations between customer, providers of goods and services and the couriers are established. What are the legal consequences of these changes in terms of customer and labour rights?</p>	TBC	<p><b>Required</b></p> <p>Nastiti, A. (2017, September 26). Drivers' stories reveal how exploitation occurs in Gojek, Grab and Uber. The Conversation. Retrieved December 20, 2023, from &lt;<a href="http://theconversation.com/drivers-stories-reveal-how-exploitationoccurs-in-GoJek-grab-and-uber-82689">http://theconversation.com/drivers-stories-reveal-how-exploitationoccurs-in-GoJek-grab-and-uber-82689</a>&gt;.</p> <p>Suzor, N., Dragiewicz, M., Harris, B., Gillett, R., Burgess, J., &amp; Van Geelen, T. (2018). Human Rights by Design: The responsibilities of social media platforms to address GenderBased Violence online. Policy &amp; Internet, 11(1), 84–103. Available at: &lt;<a href="https://doi.org/10.1002/poi3.185">https://doi.org/10.1002/poi3.185</a>&gt;.</p> <p><b>Optional</b></p> <p>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: &lt;<a href="https://houstonlawreview.org/article/4371-what-makes-the-internet-so-special-and-why-where-how-and-by-whom-should-its-contents-be-regulated">https://houstonlawreview.org/article/4371-what-makes-the-internet-so-special-and-why-where-how-and-by-whom-should-its-contents-be-regulated</a>&gt;.</p> <p>Feenberg, A. (2017). The internet and the end of dystopia. Communiquer, 20, 77–84. Available at: &lt;<a href="https://doi.org/10.4000/communiquer.2267">https://doi.org/10.4000/communiquer.2267</a>&gt;.</p>



#	Date	Title	Speaker/s	Readings
7	Wednesday	Extracurricular Activity		
8	Thursday (13.00-17.00)	LPP Field Trip 2:  Komisi Yudisial (Judicial Commission)	TBC	
9	Friday (13.00-17.00)	<p><b>Seminar 6:</b></p> <p><b>Indonesia's Criminal Law Developments</b></p> <p>In 2025 the colonial Wetboek van Strafrecht will finally be replaced by a new Criminal Code. The Criminal Code contains a number of reforms, but also introduced or continued a number of legal norms that are controversial and triggered protests from students and human rights activists. The first speaker in this seminar will discuss reforms and controversial issues in the new Criminal Code.</p> <p>In 2022 the new Law on Sexual Violence Crimes came into force. Prior to its adoption, issues arose about the definitions of rape centring around the concept of non-consensual sex. The second speaker will discuss the norms that eventually were adopted into the 2012 Sexual Violence Crimes Act from a gender perspective.</p>	TBC	<p><b>Required</b></p> <p>Eddyono, S. W. (2021). Restorative Justice for victim's rights on sexual violence. Journal of Southeast Asian Human Rights, 5(2), 176. Available at: &lt;<a href="https://doi.org/10.19184/jseahr.v5i2.28011">https://doi.org/10.19184/jseahr.v5i2.28011</a>&gt;.</p> <p>Satrio, A., &amp; Cahyana, I. N. (2022). The New Criminal Code and the Continuation of the Culture of Ambiguity in Indonesia. Indon. J. Int'l &amp; Comp. L., 9, 439. Available at: &lt;<a href="https://heinonline.org/HOL/LandingPage?handle=hein.journals/indjic19&amp;div=25&amp;id=&amp;page=&gt;">https://heinonline.org/HOL/LandingPage?handle=hein.journals/indjic19&amp;div=25&amp;id=&amp;page=&gt;</a>&gt;.</p> <p><b>Optional</b></p> <p>Assegaf, R. S. (2018). Sentencing guidance in the Indonesia's criminal code reform bill: For whose benefit?. Australian Journal of Asian Law, 19(1), 87-104. Available at SSRN: &lt;<a href="https://search.informit.org/doi/abs/10.3316/informit.066607204684383">https://search.informit.org/doi/abs/10.3316/informit.066607204684383</a>&gt;.</p> <p>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: &lt;<a href="https://doi.org/10.2478/eual-2020-0008">https://doi.org/10.2478/eual-2020-0008</a>&gt;.</p>

# 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  
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 Judicature 238-242.

Allan Bird and Joyce Osland, 'Making Sense of Intercultural Collaboration.' (2005) 35(4) International Studies of Management and Organizations 115-32.

Yelena Yershova, Joan DaJaeghere, and Josef Mestenhauser, 'Thinking Not as Usual: Adding the Intercultural Perspective' (2000) 4(1) Journal of Studies in International Education 39-78.

### 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	◆ E.g. Met team, had induction, was given a small design project to work on	◆ 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
Tues	◆ Project- related team meeting	◆ Incorporated meeting notes in my tasks	◆ "Jam karet" poses to be an issue for me	◆ Trying to adapt to my co- workers
Wed	◆ Send 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	◆ Frequent interruptions at my home office	◆ 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 '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. ◆ 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 Academic Program Officer (APO)  
Yes: Friday

Students will be assessed on:

- ◆ 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 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 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 legal issue in the Indonesian context. The aim of the report is to encourage students to think critically about the legal system in Indonesia by drawing on a range of secondary sources (academic journal articles, research papers, books and online articles) as well as on the experience of observing and participating in the Indonesian legal sector first-hand through the LPP program.

Students should choose one of the 12 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 indigenization 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 organization 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 thematic 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 Host Organisation relate to this issue;
- ◆ Offer recommendations or suggestions as to how this issue might be addressed or developed in Indonesia in the future, based on the academic literature and a student's own observations on the LPP.

### Weighting & Grading

The practicum report is worth 20% of a student's overall participation mark on the LPP program, along with language classes (10%), seminar, tutorial 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 'pass/fail' basis with extensive feedback provided by the LPP Academic Program Officer on topic selection, analysis, 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. Students should 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 Australian Guide to Legal Citation (AGLC) referencing. 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

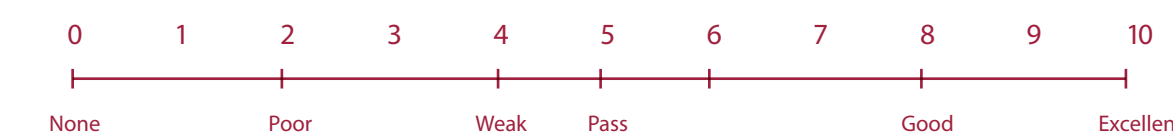
- ◆ Consult with LPP PO on topic selection and suitability no later than: **Friday (week two)**.
- ◆ The LPP practicum report is due: **11:59 pm Sunday (after the closing ceremony)**.

## Appendix IV: Marking Rubrics

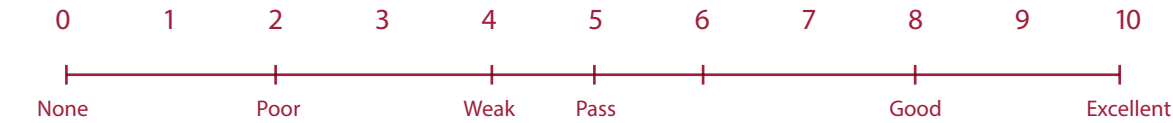
### LPP Seminars, Tutorials & Fieldtrips

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, tutorials and fieldtrips.



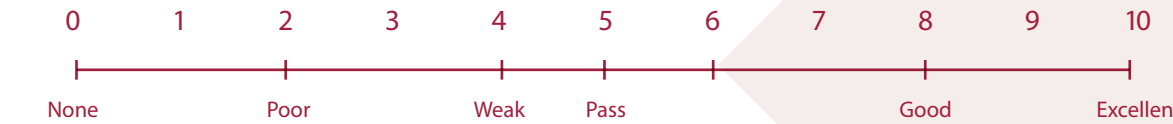
2. Contribution of Ideas: Student demonstrates understanding of relevant topics by contributing to discussions with ideas.



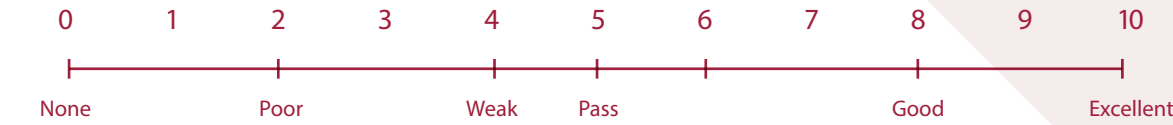
3. Evidence of Preparation and Critical Thinking: Student demonstrates familiarity with set seminar readings and evidence of critical engagement with texts.



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



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.

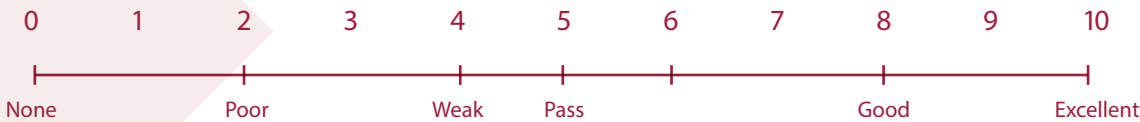




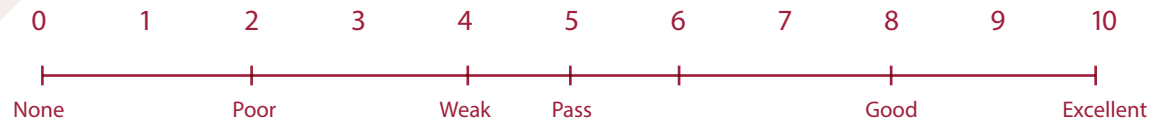
LPP Practicum Placement

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

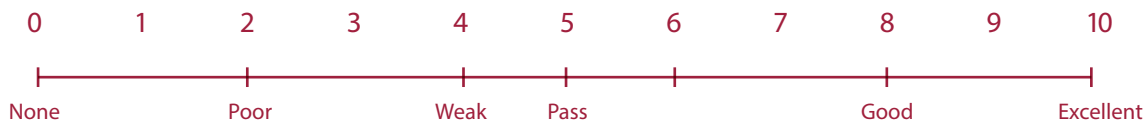
1. Host Organisation's Expectations met: Overall satisfaction with student's performance.



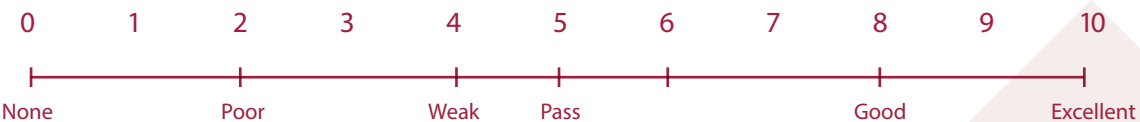
2. Working Initiative: Student worked proactively, independently and demonstrated a flexible approach to tasks assigned by Host Organisation.



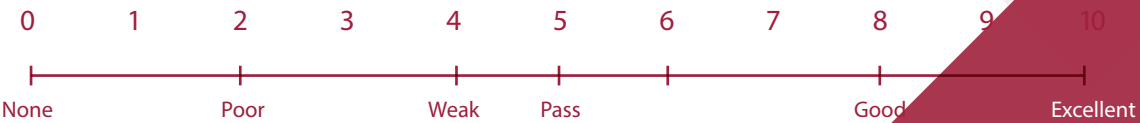
3. Social and Intercultural Skills: Student demonstrates sound cross-cultural communication skills and cross-cultural teamwork behaviour in the workplace.



4. Application of Discipline-specific Knowledge: Student shows ability to draw on previous experiences, skills and academic studies and apply these to their Host organisation's workplace setting



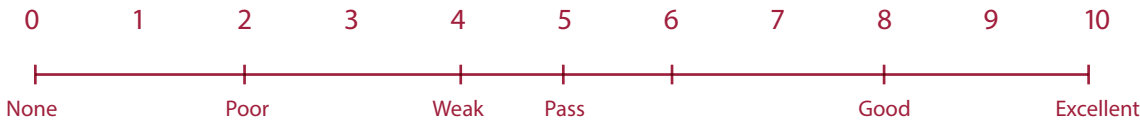
5. Critical Reflection on Workplace Performance and Practice: Student demonstrates ability to identify and evaluate opportunities and problems encountered within their practicum Host Organisation; and to reflect, report on, and analyse their own experience in the workplace.



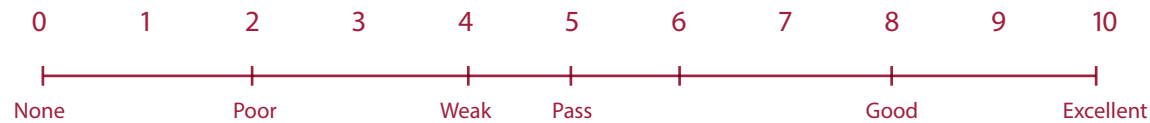
LPP Reflective Journal

Student Name	
Date	
Host Organisation	
Academic Program Officer	
Final Mark for component	/40 Represents 10% of total program assessment

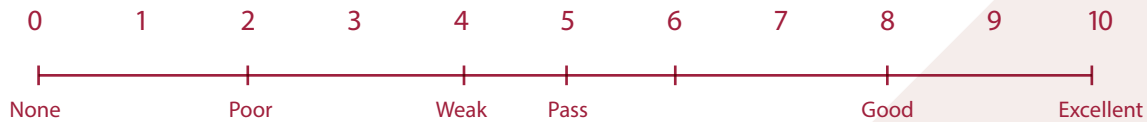
1. Reflexive practice: Student demonstrates ability to identify problems encountered in the workplace, to reflect on behaviour and expectations – both their own and that of others – in relation to identified problems in the workplace, and a willingness to modify their own work practice. Student also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



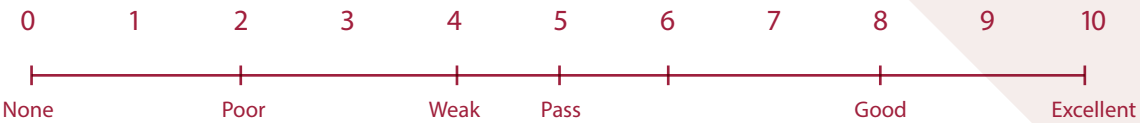
2. Intercultural understanding: Evidence of development of adequate techniques and strategies to overcome cultural barriers encountered in the Host Organisation workplace during course of practicum placement.



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.



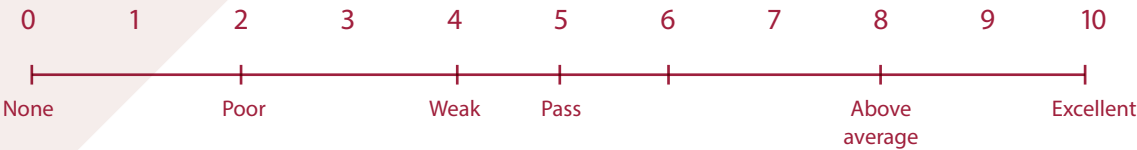
4. Existing skills: Student shows ability to draw on pre-existing skills, experience and academic studies in reflecting on experience within Host Organisation workplace during course of practicum.



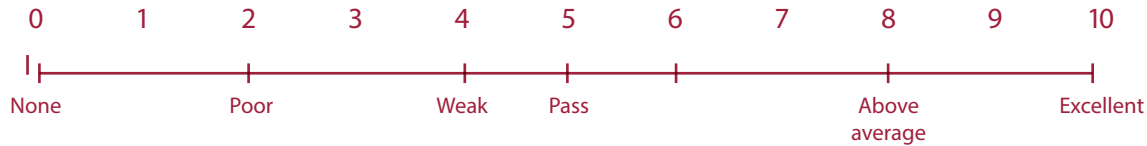
LPP Final Report

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

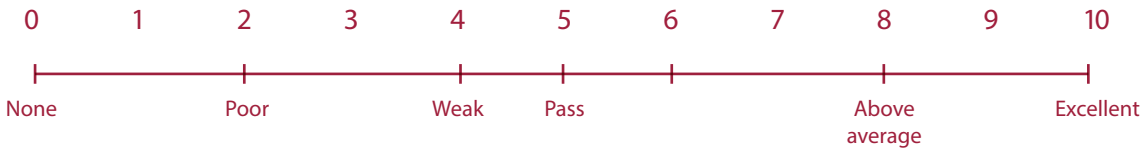
1. Depth and Breadth of Knowledge Demonstrated: Student shows a deep understanding of the issue or field of activity being examined and can situate it within the context of the contemporary Indonesian legal context in Indonesia.



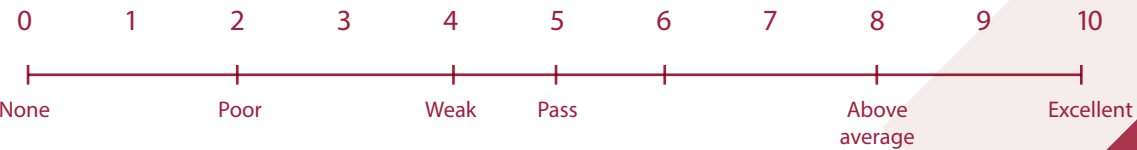
2. Research: Quality academic sources used, supporting evidence to back up claims, correct and consistent referencing of all source materials.



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 legal theory and practice. Overall engaging, appropriate and relevant to the topic chosen.



ACICIS Law Professional Practicum  
Professional Placement Host Organisations



## 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.

## 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, and student participation in, ACICIS' Law Professional Practicum Since 2019. 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-colombo-plan/>

ACICIS also gratefully acknowledges the significant assistance and input provided by Curtin University, Flinders University, Macquarie University, Monash University, Murdoch University, SOAS University of London, UNSW Australia, The University of Sydney, University of Tasmania, and University of Technology Sydney in the drafting and design of this LPP Course Outline.

ACICIS is 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



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