

Acicis Course Outline

Business Professional Practicum

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Acicis 2025 Business Professional Practicum: Course Outline

Program Details

Title	Acicis Business Professional Practicum		
Dates	1, 8 & 15 November 2025 (online seminar series) 24 November - 24 December 2025 (in-country)	Credit Points	Recommended equivalency: 50% of a full semester load (0.25 EFTSL). Actual subject weighting and academic credit awarded to be determined by a student's home university.
Location	Jakarta, Indonesia	Mode	Off-Campus

Contact Details

Program Facilitator	Acicis
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Contact hours	<p>Total Program time commitment: Approximately 300 hours</p> <p>Comprised of approximately:</p> <p>40 hours of Indonesian language classes</p> <p>30 hours of seminars and fieldtrips</p> <p>70 hours of independent study and structured assignments</p> <p>160 hours of professional placement</p>
Online program description	https://www.acicis.edu.au/our-programs/business-law/business-professional-practicum-bpp/

Description

The Acicis Business Professional Practicum (BPP) is suitable for senior undergraduate students, postgraduate coursework students, and early career professionals.

Professional Placement Organisations for the practicum are drawn from a wide range of Jakarta's business and industry sectors, including: banking and finance, infrastructure and mining, small and medium enterprises (SMEs), creative industries, the Indonesian Stock Exchange, Indonesian Ministries of Finance and Trade, as well as chambers of commerce. Previous Professional Placement Organisations for the program have included: Ernst & Young, Indonesia Investment Coordinating Board (BKPM), Kiroyan Partners, Hill & Associates, Bank Syariah Mandiri, Bank Danamon, Bank Commonwealth, Trade and Investment Queensland (TIQ), Government of Western Australia (GoWA), Pacific Place, Jack's Labs, Selaras Daya Utama, Australian Mining Chamber, Merck, Auditsi Perdana, Corpus Prima Mandiri, Okusi Associates, Linfox Logistics, Economic Research Institute for ASEAN and East Asia (ERIA), Institute for Economic and Social Research (LPEM), Holcim, Jababeka and VPC Asia Pacific.

Placements provide students with the chance to engage within the Indonesian business community and to apply business theory and academic learning in professional practice. All industry placements provide an English-language working environment.

Aims

The main aims of the BPP are to:

- Provide students with a practical learning experience with a Professional Placement Organisation in an Indonesian business workplace environment; and
- 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 business and commerce.

Supervision

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

In addition, an Academic Program Officer (APO) is assigned for the duration of the BPP to oversee all aspects of the program, including the supervision of its academic content. Participating students are also allocated a workplace mentor at their practicum Professional Placement Organisation who will supervise a student's work within the organisation for the duration of the student's professional placement.

Structure and Schedule of Learning Activities

The BPP will run from 24 November - 24 December 2025. The structure of the program is as follows:

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

Professional Placement Options and Selection

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

The BPP Academic Program Officer and Acicis Resident Director manage selection and professional placement allocation. Professional placement organisations are encouraged to provide details in advance of preferred or required candidate skill sets for their workplaces. Acicis will confer with Professional Placement Organisations prior to confirming students' placements. Professional placement organisations may nominate to review participant qualifications or to arrange an interview over ZOOM or phone prior to accepting a practicum candidate.

Educational Principles and Graduate Attributes

Through the BPP, students are encouraged and assisted to:

- Develop and apply their academic skills and knowledge in an Indonesian workplace;
- Make a valued contribution to the Professional Placement Organisation;
- Enhance employability by increasing awareness of employers' expectations of performance and conduct;
- Enhance their understanding of Indonesian organisational culture;
- Gain first-hand experience of the challenges of intercultural management and communication;
- Establish networks and contacts with professionals working within Indonesia's business community.

Learning Outcomes

Students who complete the BPP successfully should be able to:

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

Teaching and Learning Strategies

Students undertake an unpaid professional placement (160 hours) in a work environment in Indonesia under the professional supervision of a Professional Placement Organisation mentor as well as the academic supervision of the Acicis BPP Academic Program Officer. This experience is augmented by an academic program conducted at Atma Jaya University (UAJ) — undertaken prior to students' professional placements. This academic program consists of compulsory Indonesian language classes as well as a series of industry seminars and field trips designed to equip students with an understanding of Indonesia's business culture and environment.

Evaluation

Throughout the program, the BPP Academic Program Officer will conduct monitoring visits to each student's workplace to garner feedback from both student and the Professional Placement Organisation mentor. Upon completion of the program, students are invited to provide specific feedback to the Academic Program Officer at a final debriefing session. Students are also asked to complete an anonymous online student feedback survey to assist Acicis in improving the quality of subsequent iterations of the program.

Attendance

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

Assessment

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

The student's Professional Placement Organisation workplace mentor is also required to provide a brief report on the student's activities and performance while undertaking their placement. This includes evaluation of a student's professional demeanour and conduct, their ability to reflect critically and adapt to issues encountered in the workplace, their approach to work, and their demonstrated cross-cultural communication skills (both oral and written). Assessment of the academic components of the program will be carried out by the Acicis BPP 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 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 to be awarded upon a student's successful completion of the program, it is up to the home universities to determine their own protocols and rules for awarding academic credit to students who undertake and successfully complete the program.

Assessment Mechanisms

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

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

#	Component	Weighting	Notes
2	Seminar series and Field Trips	10%	Attendance at, and participation, all seminars and field trips organised by Acicis is required. Evidence of familiarity with set readings will be assessed through seminar participation.
3	Professional Placement	40%	Professional placement organisation workplace mentor to submit an evaluation to the BPP Academic Program Officer (APO); APO to gauge performance based on monitoring visits and discussions with Professional Placement Organisation mentor and student.
4	Reflective Journal	20%	Weekly submissions are to be submitted electronically to the APO by 11:59 PM on 5, 12 19 and 24 December . Evidence of familiarity with set readings will be assessed through reflective journal submissions.
5	Practicum Report	20%	Students are to submit a 2,000 - word report on a contemporary issue within the Indonesian context relevant to their field of study by 11:59 PM on Saturday, 27 December to be assessed by the APO.

Assessment Component Details

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

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

2. Seminar Series and Field Trips (30 hours)

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

3. Professional Placement (160 hours)

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

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

The purpose of the Reflective Journal is to encourage critical thinking and reflection from students on their theoretical and vocational learning processes while on the BPP. 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 BPP Academic Program Officer and workplace mentor. The reflective journal should also demonstrate evidence of a student's understanding of set course readings and ability to relate these readings to their practicum experience.

To complete the Reflective Journal, students are required to:

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

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

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

Reference and reflect on the set readings and seminar topics.

Students are encouraged to use the Reflective Journal to record and elaborate on the significant issues encountered during each week of their professional placement, and to talk these through with their professional placement organisation mentor and/or the BPP Academic Program Officer wherever possible. A useful way to complete the Reflective Journal can be for students to complete this in Microsoft Word or Excel as the last task done each day (for 10 -15 minutes) prior to leaving the office. Students can then – on Fridays – allocate around 20 minutes to jot down their longer weekly reflections. Weekly logs are to be submitted to the Academic Program Officer electronically by **11:59 pm on 5, 12, 19 and 24 December**.

A template for the Reflective Journal is provided in [Appendix II](#). A marking rubric for this assessment component of the BPP 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 business sector, to be submitted no later than 11:59pm on Saturday, 27 December 2025. This report aims to encourage students to think critically about business 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 business sector firsthand while on the BPP program. An outline of this practicum report assignment can be found in [Appendix III](#). A marking rubric for this assessment component of the BPP 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 BPP Academic Program Officer's Student Outcome Evaluation (SOE) report as well as an official academic transcript from Atma Jaya University. These assessment documents will be sent electronically from the Acicis Secretariat in Perth within six weeks of a student's completion of the program. The home university may choose to award a grade or an ungraded pass/fail on the basis of these documents and any additional home university assessment requirements for the program. Detailed marking rubrics for assessment items 2, 3, 4 and 5 (seminar series, professional placement, reflective journal, and BPP report) are provided in [Appendix IV](#). These rubrics are provided as background information to students and home university course coordinators regarding how the Acicis BPP Academic Program Officer assesses these particular assessment items and their contribution to a student's overall grade of 'Satisfactory' or 'Unsatisfactory' for the program.

Reading List

Cross-cultural learning and development

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

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

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

Green, Madeleine. 2012. "Global citizenship – what are we talking about and why does it matter?" *Trends and Insights for International Education Leaders*

<http://www.nafsa.org/about/default.aspx?id=30005>

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

Self-reflexive learning

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

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

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

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

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

Seminar readings

Asia News Network. "Traction for Impact Investing in Indonesia." Asia News Network, December 2022. <https://asianews.network/traction-for-impact-investing-in-indonesia/>.

Australia Indonesia Business Council (AIBC) & RSM AAJ. (2014). *Doing business in Indonesia* (4th ed.). Australia Indonesia Business Council.

Bureau Veritas. “Why Corporations and Businesses Need to Align Their Sustainability Programs with UN SDGs.” Bureau Veritas Indonesia, December 2022.
<https://www.bureauveritas.id/newsroom/why-corporations-and-businesses-need-align-their-sustainability-programs-un-sdgs>.

Brink, Ingmar van den. “Qualitative Researchers; Jack of All Trades, Master of None.” BOI Research, May 1, 2024. <https://boi-research.com/2023/08/qualitative-researchers-jack-of-all-trades-master-of-none/>.

Eddymurthy, Ira A, and Bima D. Adhijoso. “Doing Business in Indonesia: Overview I Practical Law.” Thomas Reuters Practical Law, December 1, 2021.
[https://uk.practallaw.thomsonreuters.com/5-501-2646?transitionType=Default&contextData=\(sc.Default\)&firstPage=true](https://uk.practallaw.thomsonreuters.com/5-501-2646?transitionType=Default&contextData=(sc.Default)&firstPage=true).

Indonesia Investment Authority. “Impact Investing Gains Momentum in Indonesia.” Indonesia Investment Authority, December 2022. <https://www.ina.go.id/ina-in-the-news/impact-investing-gains-momentum-in-indonesia>.

Required readings

About Traveloka, 2024. <https://www.traveloka.com/en-id/about-us>.

Indonesia Investment Authority. “Impact Investing Gains Momentum in Indonesia.” Indonesia Investment Authority, December 2022. <https://www.ina.go.id/ina-in-the-news/impact-investing-gains-momentum-in-indonesia>.

InvestinAsia Team. “Understanding Indonesia Business Law: A Comprehensive Guide.” InvestinAsia, October 31, 2024. <https://investinasia.id/blog/indonesia-business-law/>.

“International Support.” Economic and political overview in Indonesia, December 16, 2024. <https://international.groupecreditagricole.com/en/international-support/indonesia/economic-overview>.

“The Hunt for Talent: Winning the Talent War.” Indonesia Economic Forum, 2021. <https://www.indonesiaeconomicforum.com/the-hunt-for-talent-winning-the-talent-war/>.

PT Kawasan Industri Jababeka Tbk. (n.d.). Official website. Retrieved December 17, 2024. <https://www.jababeka.com>.

Sapulette, Militcyano Samuel, and Pyan A. Muchtar. “Redefining Indonesia’s Digital Economy.” ERIA, January 2023. <https://www.eria.org/uploads/media/policy-brief/FY2022/Redefining-Indonesia%E2%80%99s-Digital-Economy.pdf>.

Tavares, Rodrigo. *Paradiplomacy: Cities and states as Global Players*. New York: Oxford University Press, 2016. ISBN: 9780190462123.

Recommended readings

Basri, Chatib, and Pierre van der Eng. *Business in Indonesia: New challenges, old problems*. ISEAS- Yusof Ishak Institute, 2004.

Bresnan, John. *Managing Indonesia: The Modern Political Economy*. New York: Columbia University Press, 1993.

“Economy of Indonesia.” Indonesia, December 7, 2024. <https://www.indonesia-investments.com/culture/economy/item177>.

East Ventures. “Indonesia’s Traveloka Eyes Sustainability Demand as Tourists Return.” East Ventures News, September 2023. <https://east.vc/news/from-portfolios/indonesias-traveloka-eyes-sustainability-demand-as-tourists-return/>.

“Five Tips for Student Recruitment - Indonesia.” Five tips for Student Recruitment - Indonesia | British Council. Accessed December 18, 2024. <https://opportunities-insight.britishcouncil.org/features/five-tips-student-recruitment-indonesia>.

Hakim, Arif Rahman, and Nurul Asfiah. “Driving Sustainability in Indonesia: The Importance of Corporate Citizenship in Realizing Sustainable Development Goals.” *Mednarodno inovativno poslovanje = Journal of Innovative Business and Management* 16, no. 2 (November 28, 2024): 1–16. <https://doi.org/10.32015/jibm.2024.16.2.2>

Hendara, H., Ratnawati, A., Wan Ab Razak, W. M., & Abdullah, Z. (2020). “Market intelligence on business performance: The mediating role of specialized marketing capabilities”, *Journal of Intelligence Studies in Business*, 10(1), 42–58.

Ma’ruf, Zuhri Umar, and Lita Tyesta Wardhani. “Omnibus Law and Conflicting Norms and Their Relevance to Business Ease in Indonesia.” *Journal of Private and Commercial Law* 6, no. 2 (November 28, 2022): 100–113. <https://doi.org/10.15294/jpcl.v6i2.39616>.

Mayuzumi, Yoko. “Is Meeting the Needs of Tourists through Ethnic Tourism Sustainable? Focus on Bali, Indonesia.” *Asia-Pacific Journal of Regional Science* 6, no. 1 (April 16, 2021): 423–51. <https://doi.org/10.1007/s41685-021-00198-4>.

Nikkei Asia. “Indonesia’s Traveloka Eyes Sustainability Demand as Tourists Return.” Nikkei Asia, September 2023. <https://asia.nikkei.com/Business/Travel-Leisure/Indonesia-s-Traveloka-eyes-sustainability-demand-as-tourists-return>.

PT PricewaterhouseCoopers Indonesia Advisory. Investment in the Indonesian University Sector: A Regulatory Overview for Australian Universities. Jakarta: PwC Indonesia, September 2021.

Simek, Lea, and William H. Stewart. "International Student Recruitment and Support in Indonesia: A Systematic Review of Literature from 2012–2022." *Journal of Studies in International Education* 28, no. 5 (March 6, 2024): 818–34.
<https://doi.org/10.1177/10283153241235706>.

Syaifudin, Noor, and Yanrui Wu. "Sustainable Development in Indonesian Regions: Towards an Assessment." *Strategies for Sustainability*, October 16, 2019, 41–61.
https://doi.org/10.1007/978-3-030-19550-2_3.

The Jakarta Post. "Corporate Sustainability in Indonesia: Where to Go from Here?" The Jakarta Post, December 19, 2022.
<https://www.thejakartapost.com/opinion/2022/12/19/corporate-sustainability-in-indonesia-where-to-go-from-here.html>.

Tijaja, J., & Faisal, M. (2014). Industrial Policy in Indonesia: A Global Value Chain Perspective. Economics Working Paper No. 411. Asian Development Bank. Retrieved from Asian Development Bank. <https://www.adb.org/sites/default/files/publication/110982/ewp-411.pdf>.

"International Distribution Strategy & Global Marketing." *Exporteers*, August 7, 2024.
<https://exporteers.com/international-distribution-channels/>.

"Market Report Indonesia." *educationfair.net*, November 4, 2024.
<https://www.educationfair.net/market-reports/asia/indonesia/>

Van den Brink, Ingmar. "Qualitative Researchers; Jack of All Trades, Master of None." *BOI Research*, May 1, 2024. <https://boi-research.com/2023/08/qualitative-researchers-jack-of-all-trades-master-of-none/>

Wie, Thee Kian. *Indonesia's Economy Since Independence*. ISEAS Publishing, 2012.
Widodo, Tri. "FROM DUTCH MERCANTILISM TO LIBERALISM: INDONESIAN HISTORICAL PERSPECTIVE." *Jurnal Ekonomi dan Bisnis Indonesia* 21, no. 4 (October 2006): 323–43.
<https://doi.org/https://jurnal.ugm.ac.id/jieb/article/download/39915/22488>.

Appendix I: Seminars, Tutorials and Field Trips

#	Date	Title	Speakers	Readings
Week One (Online)				
1	1 Nov	<p>Seminar 1:</p> <p>Introduction to Indonesia (Plenary - All Program)</p> <p>This seminar will introduce students to Indonesia's history, politics, society and culture</p>	TBC	<p>Required:</p> <p>Through reputable, recent sources, <i>Familiarize yourself with Indonesia's history, political system (including key players and recent developments), society and culture. Possible sources include, but are not limited to:</i></p> <p>Central Intelligence Agency 2021. Indonesia. Available from: https://www.cia.gov/the-world-factbook/countries/indonesia/.</p> <p>Indonesia Investments n.d. Politics of Indonesia. Available from: https://www.indonesia-investments.com/culture/politics/item65.</p> <p>Legge, J, McDivitt, J, Leinbach, T, Mohamad, G, Wolters, O & Asvi, A 2021, 'Indonesia', Encyclopædia Britannica. Available from: https://www.britannica.com/place/Indonesia.</p> <p>Rush, JR 2018, 'Southeast Asia: A Very Short Introduction', Oxford University Press, Oxford</p> <p>Tutorial Discussion:</p> <p><i>How does Indonesia's history, politics, society, and culture differ from other countries, particularly Australia?</i></p>
Week two (Online)				
2	8 Nov	<p>Seminar 2:</p> <p>Introduction to Indonesia's Economic and Investment Landscape</p>	TBC	<p>Required:</p> <p>"International Support." Economic and political overview in Indonesia, December 16, 2024. https://international.groupecreditagricole.com/en/international-support/indonesia/economic-overview.</p> <p>Widodo, Tri. "FROM DUTCH MERCANTILISM TO LIBERALISM: INDONESIAN HISTORICAL PERSPECTIVE." Jurnal Ekonomi dan Bisnis Indonesia 21, no. 4 (October 2006): 323–43.</p>

#	Date	Title	Speakers	Readings
		Provide an overview of the Indonesian Economic and Investment Landscape from the Perspective of Economists, Investment, and Regulators		<p>https://doi.org/https://jurnal.ugm.ac.id/jieb/article/download/39915/22488.</p> <p>Recommended: Wie, Thee Kian. Indonesia's economy since independence. ISEAS Publishing, 2012. "Economy of Indonesia." Indonesia, December 7, 2024. https://www.indonesia-investments.com/culture/economy/item177.</p> <p>Bresnan, John. Managing Indonesia: The Modern Political Economy. New York: Columbia University Press, 1993.</p> <p>Tutorial Questions: <i>How does the history of the Modern Indonesian Economy shape its current future?</i> <i>What is Indonesia's current economic landscape and what is its effect on Indonesia's investment climate?</i> <i>Can Indonesia become a developed country and avoid both the "Resource Curse" and "Middle Income Trap"?</i></p>
Week Three (Online)				
3	15 Nov	<p>Seminar 3: Indonesia: Business Beyond Boundaries</p> <p>Provide an overview of the initial steps for Australians" or international Businesses</p>	TBC	<p>Required: "Indonesia: A Rising Global Economy That's Open for Business: Insights: HSBC Indonesia." Insights HSBC Indonesia, May 19, 2023. https://www.business.hsbc.co.id/en-gb/insights/growing-my-business/indonesia-a-rising-global-economy-thats-open-for-business.</p> <p>Brink, Ingmar van den. "Qualitative Researchers; Jack of All Trades, Master of None." BOI Research, May 1, 2024. https://boi-research.com/2023/08/qualitative-researchers-jack-of-all-trades-master-of-none/.</p> <p>Recommended:</p>

#	Date	Title	Speakers	Readings
		to Enter the Indonesian market in Market Research to gather insight and the sales business development process to strengthen their foothold.		<p>“International Distribution Strategy & Global Marketing.” Exporteers, August 7, 2024. https://exporteers.com/international-distribution-channels/.</p> <p>Hendara, H., Ratnawati, A., Wan Ab Razak, W. M., & Abdullah, Z. (2020). Market intelligence on business performance: The mediating role of specialized marketing capabilities. <i>Journal of Intelligence Studies in Business</i>, 10(1), 42–58.</p> <p>Tutorial Discussion: <i>Why is it important to gather information and business intelligence in Indonesia?</i></p> <p><i>What are the most important things to consider when developing international business in Indonesia?</i></p>
Week Four (In-Country)				
4	24 Nov	<p>Seminar 4:</p> <p>Overcoming Business and HR Challenges in Indonesia</p> <p>Provide an overview of navigating the challenges of doing business in Indonesia through a dual lens of Business Law and Regulatory compliance while</p>	TBC	<p>Required:</p> <p>Law Perspective Team, InvestinAsia. “Understanding Indonesia Business Law: A Comprehensive Guide.” InvestinAsia, October 31, 2024. https://investinasia.id/blog/indonesia-business-law/.</p> <p>Eddymurthy, Ira A, and Bima D. Adhijoso. “Doing Business in Indonesia: Overview Practical Law.” Thomas Reuters Practical Law, December 1, 2021. https://uk.practicallaw.thomsonreuters.com/5-501-2646?transitionType=Default&contextData=(sc.Default)&firstPage=true.</p> <p>HR Perspective “The Hunt for Talent: Winning the Talent War .” Indonesia Economic Forum, 2021. https://www.indonesiaeconomicforum.com/the-hunt-for-talent-winning-the-talent-war/.</p>

#	Date	Title	Speakers	Readings
		secondly on how to lead and manage Indonesian Talent since having the right people is the key to doing business in Indonesia.		<p>Recommended:</p> <p>Law Perspective Ma'ruf, Zuhri Umar, and Lita Tyesta Wardhani. "Omnibus Law and Conflicting Norms and Their Relevance to Business Ease in Indonesia." <i>Journal of Private and Commercial Law</i> 6, no. 2 (November 28, 2022): 100–113. https://doi.org/10.15294/jpcl.v6i2.39616.</p> <p>HR Perspective Basri, Chatib, and Pierre van der Eng. <i>Business in Indonesia: New challenges, old problems</i>. ISEAS-Yusof Ishak Institute, 2004.</p> <p>Tutorial Discussion: <i>Why do International businesses need to have a great Lawyer / Legal Advisor to manage their business in Indonesia?</i></p> <p><i>What are the most challenging parts of the Indonesian Business Law Landscape?</i></p> <p><i>Why is finding the right talent fundamental in establishing a sustainable business for the long term in Indonesia?</i></p> <p><i>What is the most challenging part of Talent and Human Capital for International Business?</i></p>
5	25 Nov	<p>Field Trip 1</p> <p>Jababeka Industrial Park</p>	Jababeka Staff	<p>Required: PT Kawasan Industri Jababeka Tbk. (n.d.). Official website. Retrieved December 17, 2024. https://www.jababeka.com.</p> <p>Wie, Thee Kian. <i>Indonesia's economy since independence</i>. ISEAS Publishing, 2012. Part IV</p> <p>Recommended: Tijaja, J., & Faisal, M. (2014). <i>Industrial Policy in Indonesia: A Global Value Chain Perspective</i>. Economics Working Paper No. 411. Asian Development Bank. Retrieved from Asian</p>

#	Date	Title	Speakers	Readings
				<p>Development Bank. https://www.adb.org/sites/default/files/publication/110982/ewp-411.pdf.</p> <p>Tutorial Discussion: <i>What is the challenge of Indonesia's manufacturing sector?</i></p> <p><i>Is Indonesia the right place to open manufacturing facilities in the Asia Pacific region?</i></p>
6	26 Nov	<p>Seminar 5:</p> <p>Australian Businesses in Indonesia</p> <p>Provide an overview of Australian Business in Indonesia. Sharing Experiences , and how to successfully promote Australian business in Indonesia.</p>	TBC	<p>Required: "Doing Business in Indonesia." Australian Government. Accessed December 18, 2024. https://export.business.gov.au/find-export-markets/market-explorer-tool/market-explorer-results/all/all/idn.</p> <p>Australia Indonesia Business Council (AIBC) & RSM AAJ. (2014). Doing business in Indonesia (4th ed.). Australia Indonesia Business Council.</p> <p>Tavares, Rodrigo. Paradiplomacy: Cities and states as Global Players. New York: Oxford University Press, 2016. ISBN: 9780190462123</p> <p>Recommended: PT PricewaterhouseCoopers Indonesia Advisory. Investment in the Indonesian University Sector: A Regulatory Overview for Australian Universities. Jakarta: PwC Indonesia, September 2021.</p> <p>"Five Tips for Student Recruitment - Indonesia." Five tips for Student Recruitment - Indonesia British Council. Accessed December 18, 2024. https://opportunities-insight.britishcouncil.org/features/five-tips-student-recruitment-indonesia.</p> <p>"Market Report Indonesia." educationfair.net, November 4, 2024. https://www.educationfair.net/market-reports/asia/indonesia/.</p>

#	Date	Title	Speakers	Readings
				<p>Simek, Lea, and William H. Stewart. "International Student Recruitment and Support in Indonesia: A Systematic Review of Literature from 2012–2022." <i>Journal of Studies in International Education</i> 28, no. 5 (March 6, 2024): 818–34. https://doi.org/10.1177/10283153241235706.</p> <p>Tutorial Discussion:</p> <p><i>Why is Indonesian Business important for Australia?</i></p> <p><i>What are the most challenging parts of promoting Australia as a brand in Indonesia?</i></p>
7	27 Nov	<p>Field Trip 2:</p> <p>Traveloka</p> <p>BSD Office</p>	TBC	<p>Required:</p> <p>Sapulette, Militcyano Samuel, and Pyan A. Muchtar. "Redefining Indonesia's Digital Economy." <i>ERIA</i>, January 2023. https://www.eria.org/uploads/media/policy-brief/FY2022/Redefining-Indonesia%E2%80%99s-Digital-Economy.pdf.</p> <p>"E-Conomy: Profits on the Rise, Harnessing SEA's Advantage." <i>temasek.com</i>. Accessed December 18, 2024. https://www.temasek.com.sg/content/dam/temasek-corporate/news-and-views/resources/reports/google-temasek-bain-e-conomy-sea-2023-report.pdf.</p> <p>About Traveloka. Accessed December 18, 2024. https://www.traveloka.com/en-id/about-us.</p> <p>Recommended:</p> <p>Nikkei Asia. "Indonesia's Traveloka Eyes Sustainability Demand as Tourists Return." <i>Nikkei Asia</i>, September 2023. https://asia.nikkei.com/Business/Travel-Leisure/Indonesia-s-Traveloka-eyes-sustainability-demand-as-tourists-return.</p>

#	Date	Title	Speakers	Readings
				<p>East Ventures. “Indonesia’s Traveloka Eyes Sustainability Demand as Tourists Return.” East Ventures News, September 2023. https://east.vc/news/from-portfolios/indonesias-traveloka-eyes-sustainability-demand-as-tourists-return/.</p> <p>Travel and Tour World. “How Digital Platforms Are Shaping the Future of Travel in APAC: Traveloka’s Study Reveals How Indonesia, Singapore, and Malaysia Are Embracing Technology in Tourism.” Travel and Tour World, September 2023. https://www.travelandtourworld.com/news/article/how-digital-platforms-are-shaping-the-future-of-travel-in-apac-travelokas-study-reveals-how-indonesia-singapore-and-malaysia-are-embracing-technology-in-tourism/.</p> <p>Tutorial Discussion: <i>What is the most challenging part of Traveloka Expansion Internationally? Especially their market entry into Australia.</i></p> <p><i>Why is sustainable tourism important for a Travel Tech company like Traveloka?</i></p> <p><i>What is the landscape of Digital Business in Indonesia?</i></p>
8	28 Nov	<p>Seminar 6:</p> <p>Sustainable Business in Indonesia</p> <p>Provide an overview of the Sustainability Business and Impact Investment</p>	TBC	<p>Required: The Jakarta Post. “Corporate Sustainability in Indonesia: Where to Go from Here?” The Jakarta Post, December 19, 2022. https://www.thejakartapost.com/opinion/2022/12/19/corporate-sustainability-in-indonesia-where-to-go-from-here.html.</p> <p>Bureau Veritas. “Why Corporations and Businesses Need to Align Their Sustainability Programs with UN SDGs.” Bureau Veritas Indonesia, December 2022. https://www.bureauveritas.id/newsroom/why-</p>

#	Date	Title	Speakers	Readings
		works in Indonesia from the perspective of Impact investors and one of Indonesia's most sustainable business groups with more than 100 years of history.		<p>corporations-and-businesses-need-align-their-sustainability-programs-un-sdgs.</p> <p>Asia News Network. "Traction for Impact Investing in Indonesia." Asia News Network, December 2022. https://asianews.network/traction-for-impact-investing-in-indonesia/.</p> <p>Indonesia Investment Authority. "Impact Investing Gains Momentum in Indonesia." Indonesia Investment Authority, December 2022. https://www.ina.go.id/ina-in-the-news/impact-investing-gains-momentum-in-indonesia.</p> <p>Recommended:</p> <p>Mayuzumi, Yoko. "Is Meeting the Needs of Tourists through Ethnic Tourism Sustainable? Focus on Bali, Indonesia." Asia-Pacific Journal of Regional Science 6, no. 1 (April 16, 2021): 423–51. https://doi.org/10.1007/s41685-021-00198-4.</p> <p>Hakim, Arif Rahman, and Nurul Asfiah. "Driving Sustainability in Indonesia: The Importance of Corporate Citizenship in Realizing Sustainable Development Goals." Mednarodno inovativno poslovanje = Journal of Innovative Business and Management 16, no. 2 (November 28, 2024): 1–16. https://doi.org/10.32015/jibm.2024.16.2.2.</p> <p>Syaifudin, Noor, and Yanrui Wu. "Sustainable Development in Indonesian Regions: Towards an Assessment." Strategies for Sustainability, October 16, 2019, 41–61. https://doi.org/10.1007/978-3-030-19550-2_3.</p> <p>Tutorial Discussion:</p> <p><i>What are the challenges of implementing SDG and ESG Goals in Indonesia?</i></p> <p><i>Why is sustainability important for businesses in Indonesia?</i></p>

#	Date	Title	Speakers	Readings
				<i>Will Social Impact Investment be important for Indonesia?</i>

EXAMPLE

Appendix II: Reflective Journal Reading List & Journal Template

Reflective Journal Reading List

Prior to commencing the BPP 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:

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

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

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

Green, Madeleine. 2012. "Global citizenship – what are we talking about and why does it matter?" *Trends and Insights for International Education Leaders*
<http://www.nafsa.org/about/default.aspx?id=30005>.

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.

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

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

Reflective Journal Template

Work Placement: Week One

Day	Activities	Personal Rewards	Challenges/Obstacles	How can I overcome these?
Mon 1 Dec	E.g Met team, had induction, read through trading reports	Found the office, understood my first team meeting on social media in Gen Y banking approaches	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
Tue 2 Dec	Project-related team meeting	Incorporated meeting notes in my tasks	'Jam Karet' poses an issue for me	Trying to adapt to my co-workers work patterns and habits
Wed 3 Dec	Sent project to supervisor for feedback	Supervisor was happy with project status Feeling more comfortable in my new environment	Communicating in Indonesian	Practice
Thu 4 Dec	Project related meeting	My project was accepted	Traffic made it hard to get to work	Ask colleagues/students for other/better options
Fri 5 Dec	Weekly summary Two long paragraphs to half a page reflecting on your week: <ul style="list-style-type: none"> In my first week with 'Professional Placement Organisation/Company', I spent most of my time adjusting to. It's been really different working here compared to when I worked with 'Business Name' in Australia. This is a very different environment. 			

	<p>I'm looking forward to seeing how an Indonesian organisation operates compared to its Australian counterpart.</p> <ul style="list-style-type: none"> • AUTHOR NAME (Year) argues that it's Indonesia's rising middle class which is driving the rise in..... I got a sense of that this week when..... <p>Goals for next week</p> <ul style="list-style-type: none"> • Next week I hope to look up more readings/meet with my supervisor and ask her/him about the local community involvement in
<p>Sent to BPP Academic Program Officer? Yes, Friday, 5 December</p>	

Students will be assessed on their:

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

Overall students should reflect on:

- The degree to which you were able to draw on your existing skills and experience? What knowledge did you gain during the placement?
- How did you feel you related to staff at your professional placement organisation, and the organisation's other stakeholders? What techniques or strategies did you find useful in building rapport with others?
- How did you feel about any differences in culture or communication encountered while working at your professional placement organisation? How successful do you feel you were at "fitting in?" How did the way you presented yourself affect the way that others related to you?
- How did you develop your professional skills? How successful were you at working autonomously, or within a team? How did you exercise initiative in your position? In what ways were you required to be flexible in your role? What might you do differently to be more effective if you had the opportunity again? What advice might you give another student about undertaking the BPP?
- 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 BPP program, students are required to complete a 2,000-word report on a contemporary theme related to business in Indonesia. The aim of the report is to encourage students to think critically about contemporary practices within Indonesia's business 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 business sector firsthand through the BPP program.

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

1. Indonesia's Foreign Direct Investment's Challenges to Support its Development
2. The Future of Indonesia's Digital and Tech Business: Start Up and Scales Up?
3. Indonesia Business Role on Sustainability and Impact Investment
4. Australia-Indonesia CEPA: How can it benefit both countries?
5. Leading in Indonesia: How to Solve HR & People Challenges

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

Weighting & Grading

The thematic practicum report is worth 20% of a student's overall participation mark on the BPP program, along with language classes (10%), seminar and field trip attendance (10%), reflective journal (20%) and professional placement (40%). 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 BPP 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 BPP.

Students are advised to consult with the BPP Academic Program Officer by the end of the two-week academic program (language classes and seminar series) regarding topic selection and suitability to individual BPP placements. Please do this by: **Friday, 5 December 2025.**

Formatting and Referencing

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

Deadlines

- Consult with APO on topic selection and suitability no later than: **Friday, 5 December 2025.**
- The BPP practicum report is due: **11:59, Sunday, 27 December 2025.**

Appendix IV: Marking Rubrics

Seminars and Field Trips

Student Name	
Date	
professional placement organisation	
Academic Program Officer	
Final Mark for component	/50 (Represents 40% of total program assessment)

1. Attendance: Student consistently attended seminars and fieldtrips.

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

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

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

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

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

4. Level of Communication: Student can describe clearly the key elements of the issues being discussed and can communicate these clearly to others within a seminar context. Experiences, skills and academic studies and apply these to their professional placement organisation's workplace setting.

None		Poor		Weak	Pass	Average		Good		Excellent
------	--	------	--	------	------	---------	--	------	--	-----------

0	1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

Professional Placement

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

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

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

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

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

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

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

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

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

Reflective Journal

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

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

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

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

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

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

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

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

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

BPP Report

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

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

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

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

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

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

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

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

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

Acicis Business Professional Practicum (Indonesian Partner University)



Universitas Atma Jaya (UAJ)

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

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

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