

# Acicis Course Outline

Agriculture Professional Practicum

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# Acicis 2025 Agriculture Professional Practicum: Course Outline

## Program Details

Title	Acicis Agriculture Professional Practicum		
Dates	1, 8 & 15 November 2025 (online seminar series)  20 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
Website	<a href="http://www.acicis.edu.au">http://www.acicis.edu.au</a>
Perth Office	Acicis Secretariat
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Acicis Resident Director	Dr Adrian Budiman
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Phone Number	+62 274 225 3471
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	<a href="https://www.acicis.edu.au/our-programs/science-agriculture/agriculture-professional-practicum-app/">https://www.acicis.edu.au/our-programs/science-agriculture/agriculture-professional-practicum-app/</a>

## Description

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

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

Professional Placement Organisations include a wide range of companies and organisations operating within Indonesia's agriculture sector, including, but not limited to, those practising in the fields of agriculture, agribusiness, food science, resource management, conservation biology, environmental management, animal production and technology, and forestry. Placements give students the chance to engage with the complexity of Indonesia's agriculture industry. The APP is designed as an academic credit-bearing university program that meets requirements for work integrated learning modules and other practicum-based courses at Acicis member universities.

## Aims

The main aims of the APP are to:

- Provide students with a practical learning experience with a Professional Placement Organisations in the Indonesian agriculture sector;
- To develop students' knowledge of Indonesian agriculture and agribusiness practices, and the application these practices within Indonesia's agriculture sector; 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 agriculture and related fields.

## Supervision

An Academic Program Officer (APO) will be assigned for the duration of the APP to oversee all aspects of the program, including the supervision of its academic content. The APO also

acts as the primary source of guidance and advice for students. The APO is available for student consultations by appointment.

Participants will also be allocated a workplace mentor at their respective Professional Placement Organisation who will manage the student's work within the organisation for the duration of the student's placement. Participants must endeavour to regularly meet with their workplace mentor (as a guide, approximately once a week) throughout the placement. Throughout the program, the APO should be invited to attend at least two meetings between the student and their professional placement organisation mentor.

Acicis programs in Indonesia operate under the overall direction of the Acicis Resident Director, Dr Adrian Budiman, assisted by administrative staff in both Australia and Indonesia. Acicis' administrative staff will check in with participants throughout the program and are available during business hours to assist with any concerns.

### **Structure and Schedule of Learning Activities**

The APP will run from 20 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 fieldtrips led by industry experts and practitioners from Indonesia's agricultural sector; and
- A 160-hour supervised professional placement to give participants an (English-speaking) professional experience, within an Indonesian or international organisation operating within Indonesia's agricultural sector.

### **Professional Placement Options and Selection**

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

The APP 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 APP, students are encouraged and assisted to:

- Develop and apply their academic skills and knowledge in an Indonesian workplace;
- Make a valued contribution to the professional placement organisation;
- Enhance employability by increasing awareness of employers' expectations of performance and conduct;
- Enhance their understanding of Indonesian organisational culture;
- Gain first-hand experience of the challenges of intercultural management and communication;
- Establish networks and contacts with professionals working within Indonesia's agriculture sector; and
- Increase their knowledge of agriculture and agribusiness practices, and the applicability of these practices within the Indonesian context

## Learning Outcomes

Students who complete the APP successfully should be able to:

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

## Teaching and Learning Strategies

Students undertake an unpaid 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 APP 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 agriculture industry and of contemporary government-, industry-, and community-led initiatives aimed at developing the sector.

## Evaluation

Throughout the program, the APP Academic Program Officer will conduct monitoring visits to each student's workplace to gauge feedback from both student and 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 APP 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 APP Academic Program Officer.

To complete this program satisfactorily, students must demonstrate the ability to perform tasks in a workplace, at a satisfactory standard, as well as to reflect on the experience and relate it back to their academic studies. Students must attend a minimum of 80% of scheduled language classes, industry seminars and 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 APP Academic Program Officer's 'Student Outcome Evaluation' report. Students are required to satisfactorily complete all components in order to achieve an overall grade of 'Satisfactory' for the program:

#	Component	Weighting	Notes
1	Indonesian Language Classes	10%	Undertaken at Atma Jaya University - assessments Language administered by Atma Jaya University's Language Teaching Centre through regular assignments and written tests.
2	Seminar series and 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 APP 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 <b>11:59 PM on 5, 12 19 and 24 December</b> . 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 <b>11:59 PM on Saturday, 27 December</b> to be assessed by the APO.

### Assessment Component Details

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

#### 1. Indonesian Language Classes (40 hours)

Students are required to attend 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 APP 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 APP 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 APP 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 APP. It should serve as a space in which students are able to reflect on the challenges and rewards of working in a cross-cultural professional environment, and guide students' workplace tasks week-by-week based on input from their APP Academic Program Officer and workplace mentor. The reflective journal should also demonstrate evidence of a student's understanding of set course readings and ability to relate these readings to their practicum experience.

To complete the Reflective Journal, students are required to:

- Complete a set of required readings on cross-cultural learning and self-reflective learning. The list of readings is provided at [Appendix II](#).

- Keep a weekly log of activities and duties performed in the workplace during their professional placement to be submitted at the end of each week of the placement to the APP Academic Program Officer. Students should provide a brief account (no more than 1-2 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 agriculture sector.

Reference and reflect on the set readings and seminar topics.

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

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

Students are required to complete a 2,000-word report on a contemporary issue related to the Indonesian agriculture sector, to be submitted no later than 11:59pm on Saturday, 27 December 2025. This report aims to encourage students to think critically about agriculture as it is currently practised in Indonesia. In writing the report, students are expected to draw on a range of secondary sources (academic journal articles, research papers, books,

academic seminars and online articles) as well as their experience of observing and participating in Indonesia's agriculture industry firsthand through the APP program. A fuller description of the practicum report assignment and a list of report topics from which students may choose is provided in [Appendix III](#). Alternatively, students may request permission to work on an alternative topic, with the approval of the Academic Program Officer. A marking rubric for this assessment component of the APP is provided in [Appendix IV](#).

### **Award of Grade for the Course**

Both the student and the student's home university will receive a copy of the APP Academic Program Officer's Student Outcome Evaluation (SOE) report. These assessment documents will be sent electronically from the Acicis Secretariat in Perth within six weeks of a student's completion of the program. The home university may choose to award a grade or an ungraded pass/fail on the basis of these documents and any additional home university assessment requirements for the program. Detailed marking rubrics for assessment items 2, 3, 4 and 5 (seminar series, professional placement, reflective journal, and APP report) are provided in [Appendix IV](#). These rubrics are provided as background information to students and home university course coordinators regarding how the Acicis APP Academic Program Officer assesses these particular assessment items and their contribution to a student's overall grade of 'Satisfactory' or 'Unsatisfactory' for the program.

## Reading List

### Cross-cultural learning and development

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

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

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

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

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

### Self-reflexive learning

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

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

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

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

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

### Seminar readings

A., Jaaman, S., McKenzie, L., Pilcher, N., Ponnampalam, L., Rajamani, L. and Marsh, H. (2024).

Alongi, DM, 2008, 'Mangrove forests: resilience, protection from tsunamis, and responses to global climate change', *Estuarine, Coastal and Shelf Science*, 76(1), 1-13.

<https://appliedecology.cals.ncsu.edu/absci/wp-content/uploads/Alongi-2008.pdf>.

Arsanti, I. (2023). Empowering Indonesian Young Farmers through Youth Entrepreneurship and Employment Support Serive Program. FFTC Agricultural Policy Platform. Retrieved from <https://ap.ffc.org.tw>.

Ashari, N. et al. (2017). Factors Determining Organic Farming Adoption: International Research Results and Lessons Learned for Indonesia. Forum Penelitian Agro Ekonomi. 35 (1). 45-58. [doi:10.21082/fae.v35n1.2017.45-58](https://doi.org/10.21082/fae.v35n1.2017.45-58).

Business-Indonesia. (2024). Livestock. Retrieved from <https://business-indonesia.org/livestock>.

Chang, H., Sumantri, I., Panjaitan, T. Hilmiati, N., Edriantina, R., Prameswari, F. (2020). Beef Demand Trends in Indonesia and the Implications for Australian Live Cattle and Beef Exports. Australasian Agribusiness Review, University of Melbourne, Department of Agriculture and Food Systems, vol. 28(4), October. DOI: [10.22004/ag.econ.335254](https://doi.org/10.22004/ag.econ.335254).

David, W., Ardiansyah. (2017). Organic agriculture in Indonesia: challenges and opportunities. Org. Agr. 7, 329–338. <https://doi.org/10.1007/s13165-016-0160-8>.

Digdo, A., Dandoro, A., Septiani, C. (2023). Seagrass meadows support biodiversity and people in North Donato, DC, Kauffman, JB, Murdiyarso, D, Kurnianto, S, Stidham, M, & Kanninen, M 2011, 'Mangroves among the most carbon- rich forests in the tropics', Nature geoscience, 4(5), 293-297.

[https://www.fs.fed.us/psw/publications/4154/psw\\_2011\\_donato001.pdf](https://www.fs.fed.us/psw/publications/4154/psw_2011_donato001.pdf)>.

East West Seed Indonesia. <https://www.panahmerah.id/id>.

E Indrawati 2018 IOP Conf. Ser.: Earth Environ. Sci. 106 012052

E M Djafar et al 2023 IOP Conf. Ser.: Earth Environ. Sci. 1181 012021 Retrieved from <https://iopscience.iop.org/article/10.1088/1755-1315/1181/1/012021>.

FishLog. (2024). Connecting the Nation Through the Fisheries Supply Chain. Retrieved from <https://fishlog.co.id/en>.

Hapsari, A., Nurhasan, M., Anggraini, E. (2024). Toward Sustainable Fisheries Food Systems in Indonesia. Center for Regulation Policy and Governance (CRPG). Retrieved from <https://crpg.info/wp-content/uploads/2024/07/Toward-Sustainable-Fisheries-Food-Systems-in-Indonesia.pdf>.

InvestinAsia. (2024). Indonesia Agriculture Industry: Outlook and Potential. Retrieved from <https://investinasia.id/blog/indonesia-agriculture-industry>

Maritime Southeast Asia. Bonn: United Nations Environment Programme. Chapter 7.

- Minahasa, North Sulawesi, Indonesia. Retrieved from <https://www.projectseagrass.org/wp-content/uploads/2023/12/YAPEKA-Project-Seagrass-Report-1.pdf>
- Nurbaya, S. (2024). The State of Indonesia Forest 2024: Towards Sustainability of Forest Ecosystem in Indonesia. Ministry of Environment and Forestry of the Republic of Indonesia. Retrieved from [https://statistik.menlhk.go.id/sisklhkX/assets/publikasi/file/SolFo%202024\\_B5\\_ENG%2007.14.24.pdf](https://statistik.menlhk.go.id/sisklhkX/assets/publikasi/file/SolFo%202024_B5_ENG%2007.14.24.pdf).
- Nurhasan, M., Samsudin, Y.B., McCarthy, J.F., Napitupulu, L., Dewi, R., Hadihardjono, D.N., Rouw, A., Melati, K., Bellotti, W., Tanoto, R., Campbell, S.J., Ariesta, D.L., Setiawan, M.H., Khomsan, A.P., Ickowitz, A. 2021. Linking food, nutrition and the environment in Indonesia: A perspective on sustainable food systems. Bogor, Indonesia. Center for International Forestry Research (CIFOR). <https://doi.org/10.17528/cifor/008070>.
- Permani, R. (2023). Do online agri-food sellers contribute to food security in Indonesia? A PCA-based composite index and a Tobit approach. *Food Sec.* 15, 1541–1561. <https://doi.org/10.1007/s12571-023-01392-2>.
- Quimpo, T., Aquino, T., Aragones, L., Blair, D., de longh, H., Digdo, A.A., Hodgson, Retrieved from [https://yapeka.or.id/wp-content/uploads/2024/08/UNEP\\_Chapter7\\_FINAL\\_3006.pdf](https://yapeka.or.id/wp-content/uploads/2024/08/UNEP_Chapter7_FINAL_3006.pdf)
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- Sadaresruwati, Suryaningsih, D., Haryanta, D. (2023). Strategies to Uphold Food Sovereignty in Indonesia. *Journal of Applied Plant Technology (JAPT)*. 2 (2). 86-99. DOI: <https://doi.org/10.30742/japt.v2i2.116>.
- Salim, M. N., Susilastuti, D., Novia, M., & Sulistyaningsih, E. (2023). Urban Farming Competitiveness in Jakarta City in the Digital Era. *International Journal of Science and Society*, 5(4), 330-346. <https://doi.org/10.54783/ijssoc.v5i4.790>.
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## Appendix I: Seminars, Tutorials and Field Trips

#	Date	Title	Speakers	Readings
Week One (Online)				
1	1 Nov	<b>Seminar 1:</b>  <b>Plenary Session</b>  <b>Introduction to Indonesia: History, Politics, Society and Culture</b>  This seminar will introduce students to Indonesia's history, politics, society and culture	TBC	<b>Required</b> Brown, C 2003, 'A Short History of Indonesia: An Unlikely Nation?' Chapter 1: the Indonesian Context, pp.1-9.  CRCS UGM 2023, 'Indonesian Pluralities Today: Seeking Equality in Diversity'. Available from: <a href="https://www.youtube.com/watch?v=vMer9Gv1nWk">https://www.youtube.com/watch?v=vMer9Gv1nWk</a> .  Legge, JD, McDivitt, JF, Leinbach, TR, Mohamad, GR, Wolters, OW & Adam, AW 2020. 'Indonesia'. Encyclopædia Britannica. Available from: <a href="https://www.britannica.com/place/Indonesia">https://www.britannica.com/place/Indonesia</a> .  Rush, JR 2018, 'Southeast Asia: A Very Short Introduction', Oxford University Press, Oxford.  <b>Tutorial Discussion</b> <i>How does Indonesia's history, politics, society, and culture differ from other countries, particularly Australia?</i>
Week two (Online)				
2	8 Nov	<b>Seminar 2:</b>  <b>Strengthening Food Security through Agribusiness: Insights from Indonesia and Indonesia-Australia Livestock Partnerships</b>	TBC	<b>Required</b> Permani, R. (2023). Do online agri-food sellers contribute to food security in Indonesia? A PCA-based composite index and a Tobit approach. Food Sec. 15, 1541–1561. <a href="https://doi.org/10.1007/s12571-023-01392-2">https://doi.org/10.1007/s12571-023-01392-2</a>  Chang, H., Sumantri, I., Panjaitan, T. Hilmiati, N., Edriantina, R., Prameswari, F. (2020). Beef Demand Trends in Indonesia and the Implications for Australian Live Cattle and Beef Exports. Australasian Agribusiness Review, University of Melbourne, Department of Agriculture and Food Systems, vol. 28(4), October. DOI: <a href="https://doi.org/10.22004/ag.econ.335254">10.22004/ag.econ.335254</a>

#	Date	Title	Speakers	Readings
		<p><b>Speaker 1:</b>  <b>Exploration of current Indonesia Agribusiness.</b>  This session will examine the current state of Indonesia's agribusiness and explore the challenges and opportunities in enhancing food security through the sector.</p> <p><b>Speaker 2:</b>  <b>Indonesia-Australia Livestock Partnership and Supply Chain.</b>  This session will explore the Indonesia-Australia livestock partnership, focusing on the livestock supply chain in Indonesia. It will also discuss the challenges and</p>		<p><b>Recommended</b>  InvestinAsia. (2024). Indonesia Agriculture Industry: Outlook and Potential. Retrieved from <a href="https://investinasia.id/blog/indonesia-agriculture-industry">https://investinasia.id/blog/indonesia-agriculture-industry</a></p> <p>Business-Indonesia. (2024). Livestock. Retrieved from <a href="https://business-indonesia.org/livestock">https://business-indonesia.org/livestock</a></p> <p><b>Tutorial Questions</b>  <i>What is the main challenge and opportunity of agribusiness in Indonesia?</i></p> <p><i>What is the main challenge and opportunity of Indonesia livestock trade?</i></p>



#	Date	Title	Speakers	Readings
		opportunities in strengthening food security through livestock trade and chain development.		
Week Three (Online)				
3	15 Nov	<b>Seminar 3:</b>  <b>Empowering Indonesian Farmers: Youth Entrepreneurship and Seed Development for Sustainable Growth</b>  <b>Speaker 1:</b> <b>Indonesia Young Farmers Education Supporting program.</b> This session will explore the current state of youth farmer education in Indonesia and discuss the challenges and	TBC	<b>Required:</b> Arsanti, I. (2023). Empowering Indonesian Young Farmers through Youth Entrepreneurship and Employment Support Serive Program. FFTC Agricultural Policy Platform. Retrieved from <a href="https://ap.ffmpeg.org.tw">https://ap.ffmpeg.org.tw</a>  15 Years of Harvesting Opportunities, Cultivating Growth with YBTS <a href="https://www.youtube.com/watch?v=A0SvF8HjOjQ">https://www.youtube.com/watch?v=A0SvF8HjOjQ</a>  <b>Recommended:</b> Siswoyo, D., & Effendy, L., Hartono, R. (2020). Rural Youth Capacity Building Model of the Chili Farming Community in Garut Regency West Java, Indonesia. Journal of the Social Sciences. 48. Retrieved from <a href="https://polbangtan-bogor.ac.id/responsive_filemanager/source/jss%20rural.pdf">https://polbangtan-bogor.ac.id/responsive_filemanager/source/jss%20rural.pdf</a>  <b>East West Seed Indonesia.</b> <a href="https://www.panahmerah.id/id">https://www.panahmerah.id/id</a>  <b>Tutorial Discussion</b> <i>Which best practices from Australia related to young farmer education support?</i>

#	Date	Title	Speakers	Readings
		<p>opportunities in strengthening entrepreneurship among farmer</p> <p><b>Speaker 2: Farmers Empowerment Supporting Program from International Food Service Chain.</b></p> <p>This session will explore East West Seed Indonesia (EWINDO) program of seed development and Bina Tani Sejahtera Foundation (YBTS) program for supporting young farmers</p>		<p><i>What are the determinants of young people getting interested to be involved in the agri-food sector?</i></p> <p><i>How do you compare the seed industry development in Indonesia and Australia?</i></p>
Week Four (In-Country)				
4	24 Nov	<p><b>Seminar 4:</b></p> <p><b>Sustainable Land Use for Climate Resilience: Integrating Forest Management</b></p>	TBC	<p><b>Required:</b></p> <p>Nurbaya, S. (2024). The State of Indonesia Forest 2024: Towards Sustainability of Forest Ecosystem in Indonesia. Ministry of Environment and Forestry of the Republic of Indonesia. Retrieved from <a href="https://statistik.menlhk.go.id/sisklhkX/assets/publikasi/file/SolFo%202024_B5_ENG%2007.14.24.pdf">https://statistik.menlhk.go.id/sisklhkX/assets/publikasi/file/SolFo%202024_B5_ENG%2007.14.24.pdf</a></p>

#	Date	Title	Speakers	Readings
		<p><b>and Organic Agriculture</b></p> <p>Speaker 1: This session will address challenges, opportunities, and best practices in Forest management in Indonesia.</p> <p>Speaker 2: This session will explore Indonesia's organic agriculture development and discuss challenges and opportunities in multi-stakeholder sustainability</p>		<p>David, W., Ardiansyah. (2017). Organic agriculture in Indonesia: challenges and opportunities. <i>Org. Agr.</i> 7, 329–338.  <a href="https://doi.org/10.1007/s13165-016-0160-8">https://doi.org/10.1007/s13165-016-0160-8</a></p> <p><b>Optional:</b>  E M Djafar et al 2023 IOP Conf. Ser.: Earth Environ. Sci. 1181 012021 Retrieved from  <a href="https://iopscience.iop.org/article/10.1088/1755-1315/1181/1/012021">https://iopscience.iop.org/article/10.1088/1755-1315/1181/1/012021</a></p> <p>Ashari, N. et al. (2017). Factors Determining Organic Farming Adoption: International Research Results and Lessons Learned for Indonesia. <i>Forum Penelitian Agro Ekonomi</i>. 35 (1). 45-58. <a href="https://doi.org/10.21082/fae.v35n1.2017.45-58">doi:10.21082/fae.v35n1.2017.45-58</a></p> <p><b>Tutorial Discussion</b>  <i>What are the main challenges and opportunities of sustainable forest management in Indonesia?</i>  <i>Cost of organic certification among smallholder producers/SMEs is still considered high., thus the product selling price is also less competitive than conventional products. How is the situation in Australia?</i>  <i>Do you think the Participatory Guarantee System (PGS) should be widely adopted and promoted among organic growers in Indonesia? How would you educate the end consumer of such certification awareness and acceptance?</i></p>
5	25 Nov	<p><b>Field Trip 1 Mangrove Ecotourism Centre</b></p> <p>PIK</p>	<p>Mangrove Ecotourism Centre PIK team</p>	<p><b>Required:</b>  Donato, DC, Kauffman, JB, Murdiyarso, D, Kurnianto, S, Stidham, M, &amp; Kanninen, M 2011, 'Mangroves among the most carbon- rich forests in the tropics', <i>Nature geoscience</i>, 4(5), 293-297.  <a href="https://www.fs.fed.us/psw/publications/4154/psw_2011_donato001.pdf">https://www.fs.fed.us/psw/publications/4154/psw_2011_donato001.pdf</a></p>

#	Date	Title	Speakers	Readings
				<p><b>Recommended:</b></p> <p>Alongi, DM, 2008, 'Mangrove forests: resilience, protection from tsunamis, and responses to global climate change', <i>Estuarine, Coastal and Shelf Science</i>, 76(1), 1-13.  <a href="https://appliedecology.cals.ncsu.edu/abscl/wp-content/uploads/Alongi-2008.pdf">https://appliedecology.cals.ncsu.edu/abscl/wp-content/uploads/Alongi-2008.pdf</a></p> <p><b>Tutorial Discussion</b></p> <p><i>What factors contribute to the mangrove ecosystem destruction?</i></p> <p><i>How do local communities/government/stakeholders contribute to restoring mangrove ecosystems?</i></p>
6	26 Nov	<p><b>Seminar 5:</b></p> <p><b>Marine Biodiversity and Fishery Development</b></p> <p><b>Speaker 1:</b> Indonesia Marine Biodiversity This session will address challenges, opportunities, and best practices in Indonesia Marine Biodiversity.</p> <p><b>Speaker 2:</b> Indonesia Fishery Development</p>	TBC	<p><b>Required:</b></p> <p>Quimpo, T., Aquino, T., Aragones, L., Blair, D., de longh, H., Digdo, A.A., Hodgson, A., Jaaman, S., McKenzie, L., Pilcher, N., Ponnampalam, L., Rajamani, L. and Marsh, H. (2024). <i>Maritime Southeast Asia</i>. Bonn: United Nations Environment Programme. Chapter 7. Retrieved from <a href="https://yapeka.or.id/wp-content/uploads/2024/08/UNEP_Chapter7_FI_NAL_3006.pdf">https://yapeka.or.id/wp-content/uploads/2024/08/UNEP_Chapter7_FI_NAL_3006.pdf</a></p> <p>Hapsari, A., Nurhasan, M., Anggraini, E. (2024). <i>Toward Sustainable Fisheries Food Systems in Indonesia</i>. Center for Regulation Policy and Governance (CRPG). Retrieved from <a href="https://crpg.info/wp-content/uploads/2024/07/Toward-Sustainable-Fisheries-Food-Systems-in-Indonesia.pdf">https://crpg.info/wp-content/uploads/2024/07/Toward-Sustainable-Fisheries-Food-Systems-in-Indonesia.pdf</a></p> <p><b>Tutorial Discussion</b></p> <p><i>What kind of challenges and opportunities in marine biodiversity preservation in Indonesia?</i></p> <p><i>How is the development and trend of e-fishery in Australia, compared to Indonesia?</i></p>

#	Date	Title	Speakers	Readings
		This session will explore challenge and opportunity in fishery chain development		
7	27 Nov	<b>Field Trip 2:</b>  <b>Ragunan Agro Education Tourism</b>	Ragunan Agro Education Tourism Team	<b>Required:</b> Salim, M. N., Susilastuti, D., Novia, M., & Sulistyaningsih, E. (2023). Urban Farming Competitiveness in Jakarta City in the Digital Era. International Journal of Science and Society, 5(4), 330-346. <a href="https://doi.org/10.54783/ijssoc.v5i4.790">https://doi.org/10.54783/ijssoc.v5i4.790</a>  <b>Recommended:</b> E Indrawati 2018 IOP Conf. Ser.: Earth Environ. Sci. 106 012052  <b>Tutorial Discussion</b> <i>What are the best practices of urban farming in Australia?</i>  <i>What can we do to encourage sustainable farming practices?</i>
8	28 Nov	<b>Seminar 6:</b>  <b>Fresh-Cut Vegetables: Enhancing Nutrition and Advancing Food Sovereignty</b>  <b>Speaker 1: Indonesia Fresh-Cut Vegetables Industry</b> This session will address challenges	TBC	<b>Required:</b> Wiryawan, F., Marimin, Djatna, T. (2020). Value chain and sustainability analysis of fresh-cut vegetable: A case study at SSS Co. Journal of Cleaner Production. 260. DOI: <a href="https://doi.org/10.1016/j.jclepro.2020.121039">https://doi.org/10.1016/j.jclepro.2020.121039</a> .  Nurhasan, M., Samsudin, Y.B., McCarthy, J.F., Napitupulu, L., Dewi, R., Hadihardjono, D.N., Rouw, A., Melati, K., Bellotti, W., Tanoto, R., Campbell, S.J., Ariesta, D.L., Setiawan, M.H., Khomsan, A.P., Ickowitz, A. 2021. Linking food, nutrition and the environment in Indonesia: A perspective on sustainable food systems. Bogor, Indonesia. Center for International Forestry Research (CIFOR). <a href="https://doi.org/10.17528/cifor/008070">https://doi.org/10.17528/cifor/008070</a>

#	Date	Title	Speakers	Readings
		<p>and opportunities in high quality vegetables supply and market.</p> <p><b>Speaker 2: Indonesia Food Sovereignty</b>  This session will explore the challenge and opportunity in strengthening food sovereignty.</p>		<p><b>Recommended:</b>  Raffo, A., Paoletti, F. (2022). Fresh-Cut Vegetables Processing: Environmental Sustainability and Food Safety Issues in a Comprehensive Perspective. Front. Sustain. Food Syst. 5. doi: <a href="https://doi.org/10.3389/fsufs.2021.681459">10.3389/fsufs.2021.681459</a></p> <p>Sadaresruwati, Suryaningsih, D., Haryanta, D. (2023). Strategies to Uphold Food Sovereignty in Indonesia. Journal of Applied Plant Technology (JAPT). 2 (2). 86-99. DOI: <a href="https://doi.org/10.30742/japt.v2i2.116">https://doi.org/10.30742/japt.v2i2.116</a></p> <p><b>Tutorial Discussion</b>  Partnership with local farmers sometimes failed in keeping the corporate quality standard. How to overcome this?</p> <p>What is the future trend of the fresh-cut vegetables industry?</p> <p>What is the main challenge of Food sovereignty in Indonesia?</p> <p>What do you know about Indonesia's new nutritious meal, initiated by the new administration?</p>

## Appendix II: Reflective Journal Reading List & Journal Template

### Reflective Journal Reading List

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

#### 1. Cross-cultural learning and development readings

##### Required:

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

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

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

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

##### Optional:

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

#### 2. Self-reflexive learning

##### Required:

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

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

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

##### Optional:

Gardner, P, Gross, L & Steglitz, I 2008, 'Unpacking Your Study Abroad Experience: Critical Reflection for

Workplace Competencies.’ Collegiate Employment Research Institute (CERI) Research Brief, vol. 1, no.1

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

## Reflective Journal Template

Work Placement: Week One

Day	Activities	Personal Rewards	Challenges/Obstacles	How can I overcome these?
Mon 1 Dec	E.g Met team, had induction, read through trading reports	Found the office, understood my first team meeting on a specific project and its associated tasks	E.g. New to the team, feeling shy.  Don't know much about the business	Ask questions, be friendly  Sit with different people ask questions, read as much as possible
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	<b>Weekly summary</b>  Two long paragraphs to half a page reflecting on your week: <ul style="list-style-type: none"> <li>In my first week with 'professional placement organisation/Company', I spent most of my time adjusting to.</li> </ul>			



	<ul style="list-style-type: none"> <li>It's been really different working here compared to when I worked with 'Business Name' in Australia. This is a very different environment. I'm looking forward to seeing how an Indonesian organisation operates compared to its Australian counterpart.</li> <li>AUTHOR NAME (Year) argues that sustainable agricultural practices aim to alleviate poverty and preserve cultural heritage, I got a sense of that this week when...</li> </ul> <p><b>Goals for next week</b></p> <ul style="list-style-type: none"> <li>Next week I hope to look up more readings/meet with my supervisor and ask her/him about the local community involvement in</li> </ul>
Sent to APP Academic Program Officer? Yes, Friday, 5 December	

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 APP?
- What were the most enjoyable elements of the experience? What were the least enjoyable elements of the experience?

## Appendix III: Practicum Report Outline

### Assessment

As part of the overall assessment load of the APP program, students are required to complete a 2,000-word report on a contemporary theme related to agriculture in Indonesia. The aim of the report is to encourage students to think critically about contemporary practices within Indonesia's agriculture sector by drawing on a range of secondary sources (academic journal articles, research papers, books and online articles), as well as the experience of observing and participating in the Indonesian agriculture sector firsthand through the APP program.

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

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

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

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

### Learning Outcomes

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

- Identify a contemporary issue or field of practice within the Indonesian agriculture sector, and its related sub-issues;
- Analyse the history and context of this issue or field of practice;
- Situate the issue or field of practice in its Indonesian context, and identify the key stakeholders involved;
- Critically reflect on the relationship between theory and practice;
- Identify and analyse how the activities of their practicum 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 APP

### Weighting & Grading

The thematic practicum report is worth 20% of a student's overall participation mark on the APP program, along with language classes (10%), seminar and fieldtrip attendance (10%), reflective journal (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 APP Academic Program Officer on a student's topic selection, analysis, quality and breadth of case studies and references used, and insightfulness of observations drawn from a student's own experience on the APP.

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



## APP 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 agriculture 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 Agriculture Professional Practicum (Indonesian Partner University)



### Universitas Atma Jaya (UAJ)

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

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

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