Acicis Course Outline

Sustainable Tourism Professional Practicum

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Acicis 2025 Sustainable Tourism Professional Practicum: Course Outline

Program Details

Title	Acicis Sustainable Tourism 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	Bali, Indonesia	Mode	Off-Campus

Contact Details

Program Facilitator	Acicis
Website	http://www.acicis.edu.au
Perth Office	Acicis Secretariat
Email	enquiries@acicis.edu.au
Phone Number	+61 8 6488 6675
Academic Program Officer	TBC
Email	TBC
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Acicis Resident Director	Dr Adrian Budiman
Email	a.budiman@acicis.edu.au
Phone Number	+62 274 225 3471
Contact hours	Total Program time commitment: Approximately 300 hours Comprised of approximately: 40 hours of Indonesian language classes 30 hours of seminars and fieldtrips 70 hours of independent study and structured assignments 160 hours of professional placement
Online program description	https://www.acicis.edu.au/our-programs/business-law/sustainable-tourism-professional-practicum-stpp/

Description

The Acicis Sustainable Tourism Professional Practicum (STPP) combines an academic program with a 160 hours supervised professional placement at an Indonesian or international host organisation operating within Indonesia's tourism and hospitality sector.

Indonesia's tourism sector continues to contribute significantly to Indonesia's economic growth. However, tourism faces various development challenges. In recent years Indonesian government authorities – at both national and municipal levels – have been encouraging the development of sustainable tourism services, and the incorporation of sustainable development into the tourism value chain. Through the STPP, Australian (and international) students will have the opportunity to gain an understanding of the social, cultural, and political systems that underpin the tourism industry in Indonesia, and to gain practical experience in tourism and hospitality management and other commercial practices within Indonesia's tourism and hospitality sector.

Professional Placement Organisations include a wide range of companies and organisations operating within Indonesia's tourism sector, including, but not limited to, those practising in the fields of: tourism, hospitality, leisure and entertainment, development, environmental conservation.

and protection, event management, and corporate governance. Placements give students the chance to engage with the complexity of Indonesia's tourism industry. The STPP 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 STPP are to:

1. Provide students with a practical learning experience with a Professional Placement in an Indonesian business workplace environment; and
2. 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 sustainable tourism.
3. To develop students' knowledge of sustainability and sustainable tourism practices, and the application of these concepts and practices within Indonesia's tourism industry.

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 STPP 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 STPP will run from 20 November - 24 December 2025. The structure of the program is as follows:

- 40 hours of intensive Indonesian language classes at an Indonesian partner university (TBC), designed to give participants basic Indonesian language capacity;
- 30 hours of seminars, tutorials, and fieldtrips experts and practitioners from Indonesia's legal sector; and
- A 160-hour supervised professional placement to give participants an (English-speaking) professional experience, within an Indonesian or international organisation operating within Indonesia's legal sector.

Professional Placement Options and Selection

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

The STPP 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 STPP, students are encouraged and assisted to:

- Develop and apply their academic skills and knowledge in an Indonesian tourism 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;

Learning Outcomes

Students who complete the STPP 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; and
- Identify how sustainability is impacting the wider tourism industry in Indonesia.

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 STPP Academic Program Officer. This experience is augmented by an academic program — undertaken prior to students' professional placements. This academic program consists of compulsory Indonesian language classes as well as a series of industry seminars, tutorials, and field trips designed to equip students with an understanding of Indonesia's tourism industry and of contemporary government-, industry-, and community-led initiatives aimed at introducing sustainable practices within the sector.

Evaluation

Throughout the program, the STPP 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 STPP 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 STPP 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 STPP 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%	Attend, participate and complete all assessment components of your Indonesian language classes.

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

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

Students are required to attend 40 hours of intensive classes in Indonesian language and culture 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. 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 STPP 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 STPP consists of six seminars and two field trips. Students are expected to attend and participate actively in a minimum of 80% of all scheduled seminars and field trips. Prior to each seminar, students are required to complete a number of set readings. Students must demonstrate adequate preparation for each seminar and field trip through informed contributions to discussions and activities in order to pass this component. Lively discussion groups and Q&A sessions will be a key aspect of these sessions. Please see Appendix I for more detail about this component of the program. A marking rubric for the component is provided in Appendix IV.

3. Professional Placement (160 hours)

Students undertake a supervised Professional placement at a participating professional placement organisation. Required tasks will vary depending on the professional placement organisation. Without good reason and the permission of their professional placement organisation mentor, students must attend their placement during all contracted working hours. Furthermore, students must satisfy both their professional placement organisation and the STPP 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 STPP. 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 STPP 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 STPP Academic Program Officer. Students should provide a brief account (no more than 1-2 paragraphs each day) of observations, challenges, learning

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

- Some questions students may like to reflect on at the end of each week might include, but are not limited to:
  - How did your daily tasks contribute to your project's end goals?
  - Did you come up against any hurdles this week (and if yes, how did you overcome them?)
  - How do you find working in a cross-cultural environment?
  - Do you notice different styles of management or teamwork in your Indonesian workplace compared with your home country?
  - How does this compare with workplaces in which you have worked previously?
  - How does your experience in the workplace compare with your university studies in this field previously?
  - Describe your organisation's location in the broader context of the Indonesia's tourism 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 STPP 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 STPP 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 business sector firsthand while on the STPP program. An outline of the practicum report assignment can be found in Appendix III. A marking rubric for this component is provided in Appendix IV.

Award of Grade for the Course

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

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].

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*. 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

Aurelio, RZ 2023, 'The Bleak Face of Yogyakarta Tourism', Balairung Press. Available from: <https://www.balairungpress.com/2023/06/the-bleak-face-of-yogyakarta-tourism/>.

Azmi, W 2019, 'Beyond '10 New Balis': New Tourism Strategy Involves Nature Conservation', The Jakarta Post. Available from: <https://www.thejakartapost.com/academia/2019/11/18/beyond-10-new-balis-new-tourism-strategy-involves-nature-conservation.html>.

Brown, C 2003, A Short History of Indonesia: An Unlikely Nation? Chapter 1: the Indonesian Context, pp.1-9. Byczzek, C 2011, 'Blessings for All? Community-Based Ecotourism in Bali Between Global, National, and Local Interests – A Case Study', Austrian Journal of South-East Asian Studies, vol. 4, pp. 81-106. Available from: <https://doi.org/10.4232/10.ASEAS-4.1-5>.

Christianto, J, Amalia, A & Furqan, A 2023, 'Green Hotels Development Policy as a Low Carbon Tourism Development Effort In Indonesia'. International Journal of Sustainable Competitiveness on Tourism, vol. 2, no. 1, pp.12-24. Available from: <https://doi.org/10.34013/ijscot.v2i01.1048>.

Cole, S 2006, 'Information and Empowerment: The Keys to Achieving Sustainable Tourism', Journal of Sustainable Tourism, vol. 14, no. 6, pp. 629-644. Available from: <https://doi.org/10.2167/jost607.0>.

CRCS UGM 2023, 'Indonesian Pluralities Today: Seeking Equality in Diversity'. Available from: <https://www.youtube.com/watch?v=vMer9Gv1nWk>.

Curzon, K 2018, 'How Climate Change Threatens Indonesia's Marine Tourism', The Jakarta Post. Available from: <https://www.thejakartapost.com/travel/2018/02/02/how-climate-change-threatens-indonesias-marine-tourism.html>.

Graci, S 2013, 'Collaboration and Partnership Development for Sustainable Tourism', Tourism Geographies, vol. 15, no. 1, pp. 25-42. Available from: <https://doi.org/10.1080/14616688.2012.675513>.

Jaya, PHI, Izudin, A & Aditya, R 2022, 'The Role of Ecotourism in Developing Local Communities in Indonesia, Journal of Ecotourism, pp. 1-18. Available from: <https://doi.org/10.1080/14724049.2022.2117368>.

Jong, HN 2023, 'Indonesia's Mandalika Project a Litany of Violations for Indigenous Sasak', Mongabay. Available from: <https://news.mongabay.com/2023/10/indonesias-mandalika-project-a-litany-of-violations-for-indigenous-sasak/>.

Koerner, B, Sushartami, W & Spencer, DM 2023, 'An Assessment of Tourism Policies and Planning in Indonesia, Tourism Recreation Research, pp. 1-12. Available from: <https://doi.org/10.1080/02508281.2023.2214030>.

Kondo, S 2020, 'Bali's Environment: The Looming Threat of Waste & Water Scarcity, NOW! Bali. Available from: <https://www.nowbali.co.id/balis-environment-challenges-for-the-paradise-island/>.

Legge, JD, McDivitt, JF, Leinbach, TR, Mohamad, GR, Wolters, OW & Adam, AW 2020. Indonesia. Encyclopædia Britannica. Available from: <https://www.britannica.com/place/Indonesia>.

Lemy, DM, Teguh, F & Pramezwary, A 2019, 'Tourism Development in Indonesia', Bridging Tourism Theory and Practice, pp. 91-108. Available from: <https://doi.org/10.1108/s2042-14432019000011009>.

Marett, C 2022, 'Potato Head Founder Ronald Akili Talks Sustainability, Hope and Pride of Place', Tatler. Available from: <https://www.tatlerasia.com/lifestyle/travel/potato-head-founder-ronald-akili>.

Muamar, A 2022, 'Are Komodo Dragons for Tourism?', Green Network Asia. Available from: <https://greennetwork.asia/brief/are-komodo-dragons-for-tourism/>.

Mulyanto, R 2022, 'Indonesia's Raja Ampat: Balancing Tourism with Protecting the Sea, NIKKEI Asia. Available from: <https://asia.nikkei.com/Business/Travel-Leisure/Indonesia-s-Raja-Ampat-balancing-tourism-with-protecting-the-sea>.

Neubauer, IL 2019, 'Bali: The Tropical Indonesian Island That is Running Out of Water', Al Jazeera. Available from: <https://www.aljazeera.com/news/2019/12/1/bali-the-tropical-indonesian-island-that-is-running-out-of-water>.

Pickel-Chevalier, S & Ketut, B 2016, 'Towards Sustainable Tourism in Bali', Mondes Du Tourisme, Hors-série. Available from: <https://doi.org/10.4000/tourisme.1187>.

Pickel-Chevalier, S, Bendesa, IKG & Putra, IND 2019, 'The Integrated Touristic Villages: An Indonesian Model of Sustainable Tourism?', Tourism Geographies, vol. 23, no. 3, pp.623-647. Available from: <https://doi.org/10.1080/14616688.2019.1600006>.

Rojo, M 2020, 'Ecofeminism: When Women's Rights Meet Ecology, Fair Planet. Available from: <https:// www.fairplanet.org/story/ecofeminism-when-womens-rights-meet-ecology/>.

Rush, JR 2018, Southeast Asia: A Very Short Introduction, Oxford University Press, Oxford. Siddharta, AT 2021, 'Bali Fights for Its Beautiful Beaches by Rethinking Waste, Plastic Trash', National Geographic. Available from: <https://www.nationalgeographic.com/science/article/bali-fights-for-its-beautiful-beaches-by-rethinking-waste-plastic-trash>.

Talasi 2021, 'Our Focus', Talasi. Available from: <https://www.talasi.com/our-focus/>.

Taylor, M 2023, 'In Bali, 'Sea-Sun-Sand' Tourists Threaten Ancient Rainforest', The Japan Times. Available from: <https://www.japantimes.co.jp/environment/2023/10/19/sustainability/bali-tourists-ancient-rainforest/?mc_cid=5742e5d155&mc_eid=00426dc848>.

The Southeast Asia Development Solutions Knowledge and Innovation Platform 2022, Why Southeast Asia Needs to Embrace Sustainable Tourism, The Southeast Asia Development Solutions Knowledge and Innovation Platform. Available from: <https://seads.adb.org/solutions/why-southeast-asia-needs-embrace-sustainable-tourism>.

Tjiptono, F, Yang, L, Setyawan, A, Permana, IBGA, & Widaharthana, IPE 2022, 'Tourism Sustainability in Indonesia: Reflection and Reformulation,' in Balasingam, AS & Ma, Y, (eds), Asian Tourism Sustainability. Available from: <https://doi.org/10.1007/978-981-16-5264-6_8>.

Trupp, A & Dolezal, C 2020, 'Tourism and the Sustainable Development Goals in Southeast Asia', Austrian Journal of Southeast Asian Studies, vol. 13, no. 1, pp. 1-16. Available from: <https://doi.org/10.14764/10.ASEAS-0026>.

UN News 2023, 'Sunshine, sea, and sustainable tourism: Indonesian women entrepreneurs adapt to a changing world', United Nations. Available from: <https://news.un.org/en/story/2023/01/1132252>.

Watchdog Image 2015, 'Kala Benoa'. Available from: <https://www.youtube.com/watch?v=QZIZt5VexoM>.

Westoby, R, Gardiner, S, Carter, B, & Scott, N 2021, 'Sustainable Livelihoods from Tourism in the "10 New Balis" in Indonesia, Asia Pacific Journal of Tourism Research, vol. 26, no. 6, pp. 702-716. Available from: <https://doi.org/10.1080/10941665.2021.1908386>.

Appendix I: Seminars, Tutorials and Field Trips

#	Date	Title	Speakers	Readings
Week One (Online)				
1	1 Nov	Seminar 1: Introduction to Indonesia (Plenary - All Program This seminar will introduce students to Indonesia's history, politics, society and culture	TBC	Through reputable, recent sources, *Familiarise yourself with Indonesia's history, political system (including key players and recent developments), society and culture. Possible sources include, but are not limited to:* **Optional:** 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: <https://www.youtube.com/watch?v=vMer9Gv1nWk>. Legge, JD, McDivitt, JF, Leinbach, TR, Mohamad, GR, Wolters, OW & Adam, AW 2020. 'Indonesia'. Encyclopædia Britannica. Available from: <https://www.britannica.com/place/Indonesia>. Rush, JR 2018, 'Southeast Asia: A Very Short Introduction', Oxford University Press, Oxford. **Tutorial Discussion** *How does Indonesia's history, politics, society, and culture differ from other countries, particularly Australia?*
Week two (Online)				
2	8 Nov	Seminar 2: Sustainable Tourism and Sustainability: The View from Asia & Current	TBC	**Required:** The Southeast Asia Development Solutions Knowledge and Innovation Platform 2022, 'Why Southeast Asia Needs to Embrace Sustainable Tourism', The Southeast Asia Development Solutions Knowledge and Innovation Platform. Available from: <https://seads.adb.org/solutions/why-southeast-asia-needs-embrace-sustainable-tourism>.

#	Date	Title	Speakers	Readings
		Issues in Indonesia		Tjiptono, F, Yang, L, Setyawan, A, Permana, IBGA, & Widaharthana, IPE 2022, 'Tourism Sustainability in Indonesia: Reflection and Reformulation,' in Balasingam, AS & Ma, Y, (eds), Asian Tourism Sustainability. Available from: <https://doi.org/10.1007/978-981-16-5264-6_8>. Trupp, A & Dolezal, C 2020, 'Tourism and the Sustainable Development Goals in Southeast Asia', Austrian Journal of Southeast Asian Studies, vol. 13, no. 1, pp. 1-16. Available from: <https://doi.org/10.14764/10.ASEAS-0026>. **Optional:** Koerner, B, Sushartami, W & Spencer, DM 2023, 'An Assessment of Tourism Policies and Planning in Indonesia, Tourism Recreation Research, pp. 1-12. Available from: <https://doi.org/10.1080/02508281.2023.2214030>. **Tutorial Questions** *In what ways is tourism development intertwined with the SDGs?* *What are some of the main focuses of efforts towards sustainability in Indonesia?* *What kinds of differences and similarities have you seen between the sustainable tourism industry in Indonesia and in Australia?* *Do you think the definition of sustainability is the same in both contexts?* *Some critiques of sustainable initiatives characterize sustainable tourism efforts as "greenwashing" and point out that they do little to address the inequalities and global environmental issues between and within countries, simply putting "green" name on exploitative and destructive practices. What do we need to consider in developing sustainable*

#	Date	Title	Speakers	Readings
				frameworks for tourism that includes these larger concerns?
				How do we determine or judge if something is truly aligned with the principles of sustainability?
Week Three (Online)				
3	15 Nov	Seminar 3: Communities and Tourism in Sustainability	TBC	**Required:** Aurelio, RZ 2023, 'The Bleak Face of Yogyakarta Tourism', Balairung Press. Available from: <https://www.balairungpress.com/2023/06/the-bleak-face-of-yogyakarta-tourism/>. Cole, S 2006, 'Information and Empowerment: The Keys to Achieving Sustainable Tourism', Journal of Sustainable Tourism, vol. 14, no. 6, pp. 629-644. Available from: <https://doi.org/10.2167/jost607.0>. Jong, HN 2023, 'Indonesia's Mandalika Project a Litany of Violations for Indigenous Sasak', Mongabay. Available from: <https://news.mongabay.com/2023/10/indonesias-mandalika-project-a-litany-of-violations-for-indigenous-sasak/>. Pickel-Chevalier, S, Bendesa, IKG & Putra, IND 2019, 'The Integrated Touristic Villages: An Indonesian Model of Sustainable Tourism?', Tourism Geographies, vol. 23, no. 3, pp.623-647. Available from: <https://doi.org/10.1080/14616688.2019.1600006> **Optional:** Graci, S 2013, 'Collaboration and Partnership Development for Sustainable Tourism', Tourism Geographies, vol. 15, no.1, pp. 25-42. Available from: <https://doi.org/10.1080/14616688.2012.675513>. **Tutorial Discussion**

#	Date	Title	Speakers	Readings
				What are some of the consequences of tourism? How does it relate to the models of sustainability? *What do you think of the concept of Responsible Tourism? How does it relate to models of sustainability?* *You have been asked by the Indonesian Ministry of Tourism to design a community-based tourism program that can be implemented across Indonesia. Discuss what you think would be the most important guidelines for implementing a program like this?*
Week Four (In-Country)				
4	24 Nov	Seminar 4: Sustainable Business and The Tourism Sector	TBC	**Required:** Marett, C 2022, 'Potato Head Founder Ronald Akili Talks Sustainability, Hope and Pride of Place', Tatler. Available from: <https://www.tatlerasia.com/lifestyle/travel/potato-head-founder-ronald-akili>. UN News 2023, 'Sunshine, sea, and sustainable tourism: Indonesian women entrepreneurs adapt to a changing world', United Nations. Available from: <https://news.un.org/en/story/2023/01/1132252>. Westoby, R, Gardiner, S, Carter, B, & Scott, N 2021, 'Sustainable Livelihoods from Tourism in the "10 New Balis" in Indonesia, Asia Pacific Journal of Tourism Research, vol. 26, no. 6, pp. 702-716. Available from: <https://doi.org/10.1080/10941665.2021.1908386>. **Optional:** Christianto, J, Amalia, A & Furqan, A 2023, 'Green Hotels Development Policy as a Low Carbon Tourism Development Effort In Indonesia'. International Journal of Sustainable Competitiveness on Tourism, vol. 2, no. 1, pp.12-24. Available from: <https://doi.org/10.34013/ijscot.v2i01.1048>.

#	Date	Title	Speakers	Readings
				Tutorial Discussion *Why are considerations about creating sustainable livelihoods an important part of tourism development in Indonesia?* *How can entrepreneurial models be aligned with the goals of sustainability?* *What role does local identity or regional products play in thinking about sustainability in developing products or businesses for tourism?* *How is knowledge about equity, access and inclusion for different groups important in the development of sustainable businesses?*
5	25 Nov	**Field Trip 1** **TBC**	TBC	**Required:** TBC **Recommended:** TBC **Tutorial Discussion** *TBC*
6	26 Nov	**Seminar 5:** **Environment, Culture, and Sustainability**	TBC	**Required:** Kondo, S 2020, 'Bali's Environment: The Looming Threat of Waste & Water Scarcity, NOW! Bali. Available from: <https://www.nowbali.co.id/balis-environment-challenges-for-the-paradise-island/>. Neubauer, IL 2019, 'Bali: The Tropical Indonesian Island That is Running Out of Water', Al Jazeera. Available from: <https://www.aljazeera.com/news/2019/12/1/bali-the-tropical-indonesian-island-that-is-running-out-of-water>. Pickel-Chevalier, S & Ketut, B 2016, 'Towards Sustainable Tourism in Bali', Mondes Du Tourisme, Hors-série. Available from: <https://doi.org/10.4000/tourisme.1187>.

#	Date	Title	Speakers	Readings
				Rojo, M 2020, 'Ecofeminism: When Women's Rights Meet Ecology, Fair Planet. Available from: <https://www.fairplanet.org/story/ecofeminism-when-womens-rights-meet-ecology/>. Siddharta, AT 2021, 'Bali Fights for Its Beautiful Beaches by Rethinking Waste, Plastic Trash', National Geographic. Available from: <https://www.nationalgeographic.com/science/article/bali-fights-for-its-beautiful-beaches-by-rethinking-waste-plastic-trash>. Taylor, M 2023, 'In Bali, 'Sea-Sun-Sand' Tourists Threaten Ancient Rainforest', The Japan Times. Available from:<https://www.japantimes.co.jp/environment/2023/10/19/sustainability/bali-tourists-ancient-rainforest/?mc_cid=5742e5d155&mc_eid=00426dc848>. Watchdog Image 2015, 'Kala Benoa'. Available from: <https://www.youtube.com/watch?v=QZIZt5VexoM>. **Tutorial Discussion** *What does a model for sustainable tourism in Bali need to take into account?* *In what ways can the perspective of Balinese communities be used to guide tourism planning or the development of tourism businesses?* *Do you think it is important to take the culture of local communities into account in national or international tourism development?* *What are the possible challenges that can emerge when trying to balance sustainable goals between local, national and international contexts?*

#	Date	Title	Speakers	Readings
				Assignment: Students are required to watch the movie 'Kala Benoa' before joining the seminar.
7	27 Nov	**Field Trip 2:** TBC	TBC	**Required:** TBC **Tutorial Discussion** *TBC*
8	28 Nov	**Seminar 6:** **Ecotourism and Biodiversity as A Sustainable Tourism Focus**	TBC	**Required:** Azmi, W 2019, 'Beyond '10 New Balis': New Tourism Strategy Involves Nature Conservation', The Jakarta Post. Available from: <https://www.thejakartapost.com/academia/2019/11/18/beyond-10-new-balis-new-tourism-strategy-involves-nature-conservation.html>. Curzon, K 2018, 'How Climate Change Threatens Indonesia's Marine Tourism', The Jakarta Post. Available from: <https://www.thejakartapost.com/travel/2018/02/02/how-climate-change-threatens-indonesias-marine-tourism.html>. Jaya, PHI, Izudin, A & Aditya, R 2022, 'The Role of Ecotourism in Developing Local Communities in Indonesia, Journal of Ecotourism, pp. 1-18. Available from: <https://doi.org/10.1080/14724049.2022.2117368>. Muamar, A 2022, 'Are Komodo Dragons for Tourism?', Green Network Asia. Available from: <https://greennetwork.asia/brief/are-komodo-dragons-for-tourism/>. Mulyanto, R 2022, 'Indonesia's Raja Ampat: Balancing Tourism with Protecting the Sea, NIKKEI Asia. Available from: <https://asia.nikkei.com/Business/Travel-Leisure/Indonesia-s-Raja-Ampat-balancing-tourism-with-protecting-the-sea>.

#	Date	Title	Speakers	Readings
				Optional: Byczek, C 2011, 'Blessings for All? Community-Based Ecotourism in Bali Between Global, National, and Local Interests – A Case Study', Austrian Journal of South-East Asian Studies, vol. 4, pp. 81-106. Available from: <https://doi.org/10.4232/10.ASEAS-4.1-5>. **Tutorial Discussion** *What are some of the possible ways in which conservation, or tourism that focuses on the environment, be problematic for local communities in Indonesia? What are the positives for communities in developing or supporting ecotourism initiatives?* *Some environmental advocates see limiting tourism as essential to protecting biodiversity and endangered species/environments. Others see tourism as a way to draw attention and investment and increased protection to environments and species that have 'value' on the tourist market. Which approach do you think makes the most sense given what you have heard from our speakers today?* *How do our cultural understandings of the 'the environment' or the natural world affect the way we think about conservation and eco-friendly initiatives and programs?* *In what ways do issues of equity, identity and justice play into the development of conservation and eco-aware businesses and initiatives? Does gender or other identities play a role in who gets to make decisions about how the lived environment is meant to be used and treated?*

Appendix II: Reflective Journal Reading List & Journal Template

Reflective Journal Reading List

Prior to commencing the STPP 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:

Brown, C 2003, A Short History of Indonesia: An Unlikely Nation? Chapter 1: the Indonesian Context, pp.1-9.

Legge, JD, McDivitt, JF, Leinbach, TR, Mohamad, GR, Wolters, OW & Adam, AW 2020. Indonesia. Encyclopædia Britannica. Available from: <https://www.britannica.com/place/Indonesia>.

Rush, JR 2018, Southeast Asia: A Very Short Introduction, Oxford University Press, Oxford.x

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, had a productive discussion with my mentor about my stories for the week	E.g. New to the team, feeling shy.	Ask questions, be friendly

Socialise with different people, ask questions, read as much as possible

Research readings |
| Tue 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:

• 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. I'm looking forward to seeing how an Indonesian organisation operates compared to its Australian counterpart. | | | |

	• AUTHOR NAME (Year) argues that sustainable tourism development aims to alleviate poverty and preserves cultural heritage. I got a sense of that this week when... **Goals for next week** • Next week I hope to look up more readings/meet with my supervisor and ask her/him about the local community involvement in.
Sent to STPP 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 STPP?
- 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 STPP program, students are required to complete a 2,000-word report on a contemporary theme related to agriculture in Indonesia. The aim of the report is to encourage students to think critically about contemporary practices within Indonesia's agriculture sector by drawing on a range of secondary sources (academic journal articles, research papers, books and online articles), as well as the experience of observing and participating in the Indonesian legal sector firsthand through the STPP program.

Students should choose **one** of the topics below to serve as the basis for their Practicum Report:
1. The role of tourism in the production of national and regional tourism in Indonesia
2. The impact of tourism on Indonesian culture(s)
3. The impact of tourism development on the subak system in Bali
4. The future of tourism in Indonesia
5. Tourism planning in Indonesia
6. The role and influence of ecotourism in Indonesia
7. Tourism planning in the context of natural disasters
8. Land reclamation, tourism development and local government in Indonesia
9. Tourism and the informal economy in Indonesia
10. Environmental tourism management
11. Resolving conflict in contested tourism development projects
12. Cross-cultural dimensions of sustainable tourism accommodation
13. The role of sustainable tourism policy and planning in relation to indigenous Balinese experiences

Alternatively, students may suggest their own topic, in consultation with, and the approval of, the STPP 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 Balinese Tourism 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;

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

Students are advised to consult with the STPP Academic Program Officer by the end of the two-week academic program (language classes and seminar series) regarding topic selection and suitability to individual STPP 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 STPP 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
☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐

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

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

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

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

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

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

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

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

Professional Placement

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

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

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

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

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

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

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

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

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

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
☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐

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

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

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

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

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

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

STPP Report

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

1. **Depth and breadth of knowledge demonstrated:** Student shows a deep understanding of the issue within or field of practice being examined, and can situate it within the contemporary Indonesian legal context in Indonesia.

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

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

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

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

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

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

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

Acknowledgements