



**ABFI INSTITUTE
PERBANAS**



ABFII PERBANAS V19

Innovative Program of Studies
and Curriculum Development
Architecture
V19 Based Initiatives

Asian Banking Finance and Informatics Institute Perbanas

Fundamental Objectives



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| No. | Fundamental Objectives |
|-----|--|
| 1 | To establish fundamental architecture for entire ABFII Perbanas program of studies; |
| 2 | To establish distinctive characteristic of the related curriculum which in turn create unique selling value proposition to the program; |
| 3 | To serve as the underlying framework for developing innovative curriculum as mandated by V19 and Strategic Initiatives |
| 4 | To develop systemic framework which is required to build a coherent and informative course complete information, study pack, course facilitators guide and learning guide for the program of studies |
| 5 | To build a solid and conceptual basis for the development of curriculum which can represent distinctive value proposition of ABFII Perbanas in the longer term |

Basic Assumption



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Basic assumption relates to our fundamental belief about our program of studies and therefore our curriculum. Basic assumption serves as the “soul” of the curriculum.

| | | |
|---|--|---|
| 1 | Leadership Program rather than vocational or even courses; | We believe that our program serve to facilitate the development of versatile human capital of the future which entail the development of leadership and |
| 2 | Encouraging rather than discouraging | We believe that education means enlightenment and promoting universal values of humanity therefore education must be inspiring, supportive, promotes |
| 3 | Develop human Capital rather than merely technical competency; | Human capital means that our program consider systemic existence of its dynamic environment |
| 4 | Dynamic rather than stable; | We believe that business and organizational environment is dynamic. |
| 5 | Also consider the unknown rather than merely the known; | We believe that our program must equip our students to be able to learn to understand the unknown; |

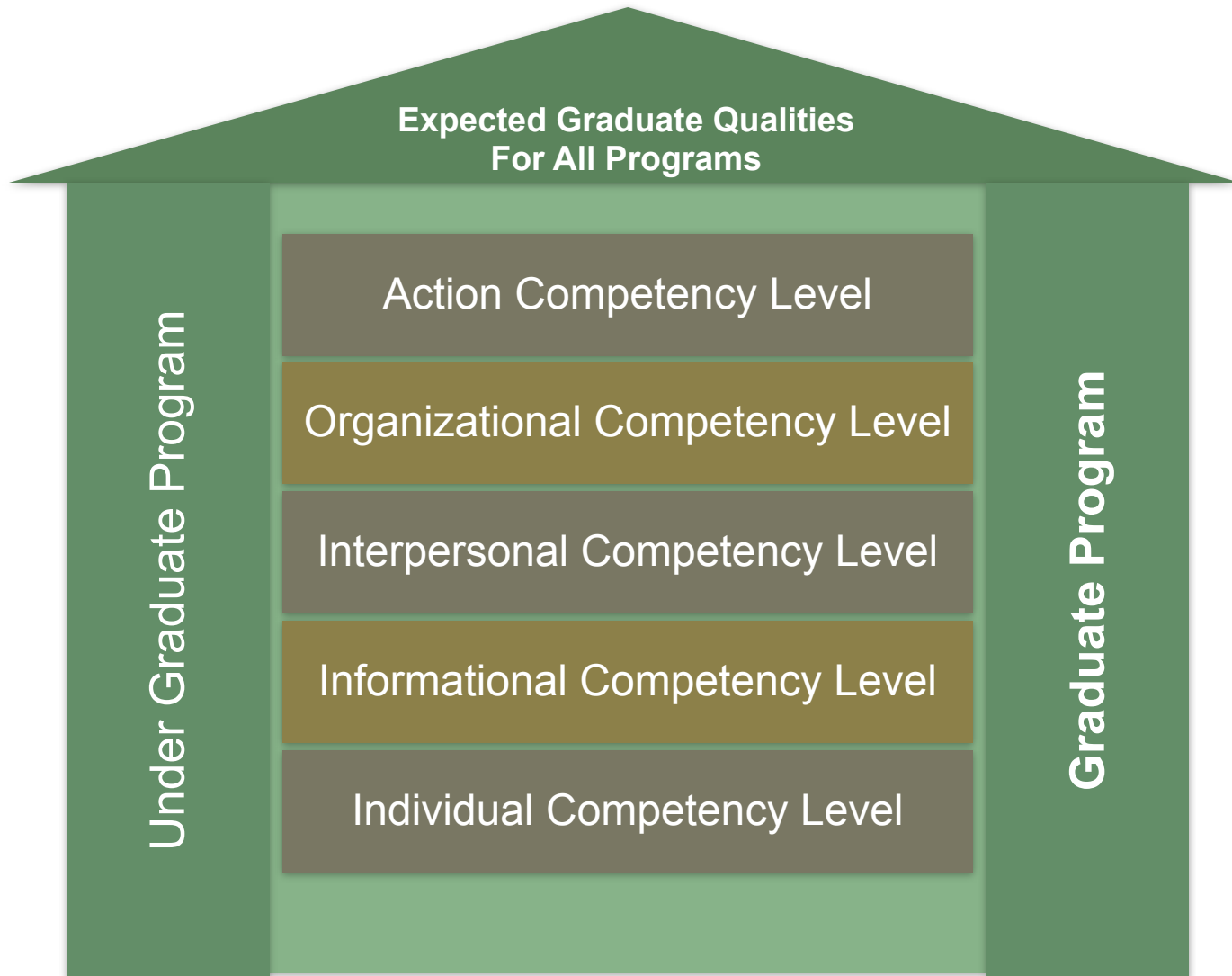
Underlying Principles



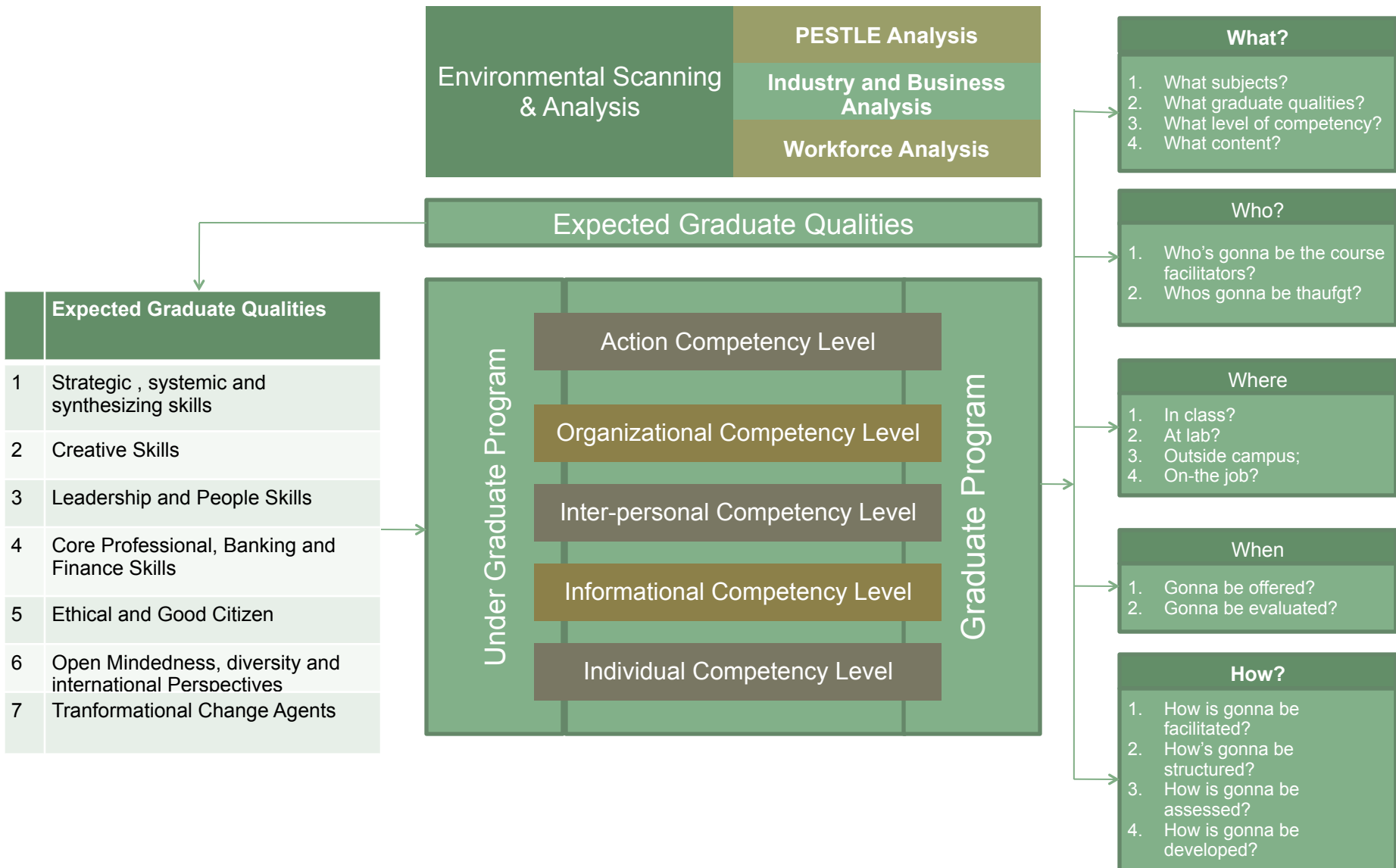
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| No. | Related Principles | Description |
|-----|--------------------|--|
| 1 | Aligned | There is a closed alignment between: 1. expected Graduate Qualities, learning objectives, courses content, learning approaches, assignment and assessment system; |
| 2 | Balanced | Balanced focus between: 1. Hardg. and soft competencies; 2. Concepts and practice; |
| 3 | Integrated | Systemic in nature |
| 4 | Innovative | Innovative in subjects offered, delivery, content and context of the curriculum and program of studies; |
| 5 | Unique | Different in substance, delivery, communication and packaging (physical evidence) |
| 6 | Well communicated | Well shared and communicated to the key stakeholders and through creative marketing communication. |

Program of Studies Architecture



Curriculum Taxonomy



Hint: Terminology, Related Meanings and Implications



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| No. | Major Elements of the Curriculum | Related Meanings Implications |
|-----|---|---|
| i. | Expected Graduate Qualities/ Characteristics | Relates to the overall characteristics that ABFII Perbanas graduates must have in general after completing their program; |
| 1 | Individual Competency Level | Distinctive graduate competency at the very individual level i.e: leadership and team skills, expected mental attitude, strategic and systemic thinkers, being creative and innovative, open-mindedness,, |
| 2 | Informational Competency Level | Relates to how the graduates be able to capitalize massive flow of information i.e: Management Information System; ICT Management |
| 3 | Interpersonal Competency Level | Relates to how the graduates can develop and capitalize genuine relationship with others to achieve common goals i.e: People Management, Organizational Behavior ; |
| 4 | Organizational Competency Level | Relates to how graduates understand the dynamic complexities of the organization environment i.e: Competitive Landscape in Globalization; Business Environment Analysis; |
| 5 | Action Competency Level | Relates to core professional skills of the graduates i.e: core accounting or management subjects, project management, concentration subjects |

Expected Graduate Qualities and Its Behavioral Attributes



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| No. | Expected Graduate Qualities | Related Behavioral Attributes |
|-----|--|---|
| 1 | Strategic and Systemic Thinking Skills | Be able to employ strategic thinking cycle and systemic thinking into one assignment and various learning activities; |
| 2 | Creative Thinking Skills | Be able to be create in completing the assignment and in various learning activities |
| 3 | Leadership and People Skills | Be able to demonstrate leadership and people management skills (become a productive, inspiring and effective team players); |
| 4 | Core Professional, Businesss, Banking and Finance Capabilities; | Be able to demonstrate solid capabilities within the core competencies; |
| 5 | Ethical Consideration, Socially and Environmentally Responsible Citizens | Social empathy and social intelligent ; able to demonstarte high consideration to the environment and social issues; |
| 6 | Open mindedness, diversity and International Perspective | Be able to express their own argumentation clearly but open to other people ideas |
| 7 | Transformational Change Agents | Be able to initiate, lead and implement change |

How the Curriculum Designed and Realized?

A Step by Step Proccess

| No. | Major Steps | Description | Remarks |
|-----|--|--|--|
| 1 | Analyze the Environment | Analyze the dynamic of PESTLE, business industry and organization as well as workforce environment to identify key trends of the future human capital; | |
| 2 | Determine the Expected Graduate Characteristics | Define and determine the expected graduate characteristics derived from the dynamic environment analysis; | Expressed in 5 – 10 major elements of graduate qualities which can differentiate ABFII Perbanas graduates from its competitors |
| 3 | Develop Learning Objectives | Define what competency level which are expected to be achieved within the overall program and each subjects; | Please consider the cognitive level which aims to be achieved (must be high cognitive level: to contextualize; to synthesize, to analyze; to investigate; to |
| 4 | Define and Determine What Subjects , Content and structure to be delivered within each competency levels | <ol style="list-style-type: none"> 1. Define and determine what subjects to be offered within each competency level; 2. Determine the related contents (subjects); 3. Define the reference and text book; 4. Define how the subjects are going to be | The name of the subjects can be innovative and combination between two or more relevants subjects; |
| 5 | Define how to facilitate the learning Process | What kind of creative learning activities which are designed and facilitated for the students (by considering the expected graduate qualities and learning objectives) | Such as: <ol style="list-style-type: none"> 1. Contextual Learning; 2. Action Learning Activities; 3. Case Studies; 4. Experiential Learning |

How the Curriculum Designed and Realized? A Step by Step Proccess

| No. | Major Steps | Description | Remarks |
|-----|--|---|---|
| 6 | Define how creative assignment to be given to the students | <ol style="list-style-type: none"> 1. Group or individual assignment or both? 2. How and when structured and contextualized assignment be given to the students; 3. How expected graduate qualities are incorporated within the assignments; 4. What code of conduct is going to be delivered | <ol style="list-style-type: none"> 1. Assignment must represents expected graduate qualities, learning objectives and competency level of the participants; 2. Assignment must be |
| 7 | Define how to assess the students performance | <ol style="list-style-type: none"> 1. How students assignment is going to be evaluated and under what criteria? 2. How and when examination being given to the students? 3. Whether examination being given to the students? | |
| 8 | Define how to give the feedback to the students | <ol style="list-style-type: none"> 1. What and how qualitative and constructive feedbacks being given to the students? 2. How motivation be incorporated within the feedback? | The student may have qualitative feedback after completing the subject rather than merely receiving the mark or grade. |
| 9 | Cascade the above steps into individual subjects course complete information | Cascade down all the above elements and substance of the curriculum into pre-established course contract; | The beggining of separate components of the curriculum. |

How the Curriculum Designed and Realized? A Step by Step Proccess

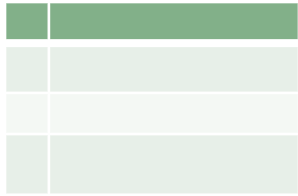


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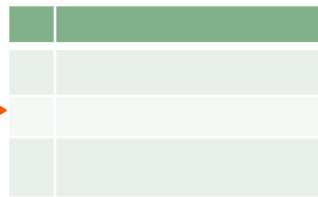
| No. | Major Steps | Description | Remarks |
|-----|---------------------------|---|---|
| 10 | Study Pack | A systemic package of learning materials and course content to be delivered to the students within particular study period (Semester) | At the initial stage can be chosen from the particular subjects which is considered as significant within the curriculum: |
| 11 | Learning guide | <ol style="list-style-type: none"> 1. Learning guide for the student in order to follow the program in effective way; 2. Consist of all relevant approach and method of learning to assist the student in coping with | Broad guide to learn sucessfully in ABFII Perbanas |
| 12 | Final Project Paper Guide | Guide for the students to complete their final project paper. | Depends on the type of project paper which will be given to the students; |
| 13 | Course Facilitators Guide | Guide for the course facilitators in facilitating the course contain all relevant issues for facilitating effective learning process, and curriculum as a whole. | Must be shared in the beginning of the semester in course facilitators meeting. |

The Curriculum Taxonomy

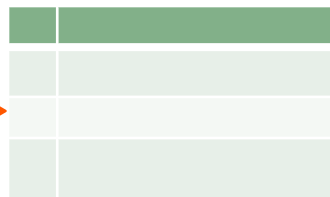
Expected Graduate
Qualities



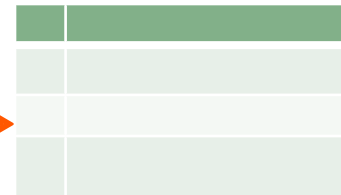
Learning
Objectives



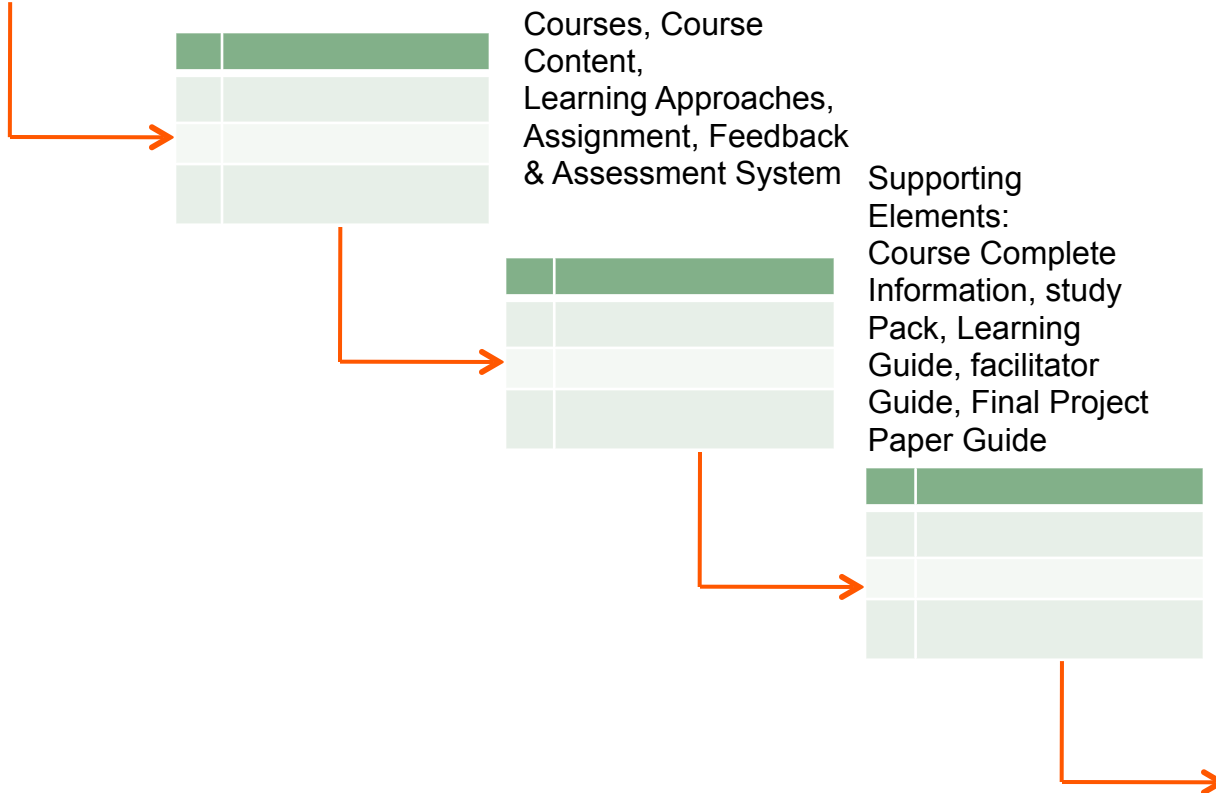
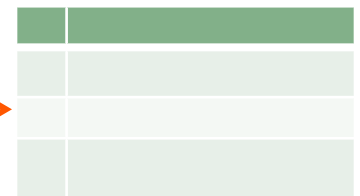
Curriculum:
Courses, Course
Content,
Learning Approaches,
Assignment, Feedback
& Assessment System



Supporting
Elements:
Course Complete
Information, study
Pack, Learning
Guide, facilitator
Guide, Final Project
Paper Guide



Marketing,
Communication
& Stakeholders
Collaboration



Curriculum Development Framework – Planning Stage

| Phase | Major Activities | Expected Outcomes | Remarks |
|-------|---|--|---------|
| 1 | Environmental Analysis | Key trends of human capital development | 2 weeks |
| 2 | Industry Analysis | Industry needs assessment | 2 weeks |
| 3 | Formulation of expected Graduate Qualities & Learning Objectives | Well defined Expected Graduate Qualities and Learning Objectives | 3 weeks |
| 4 | Formulation of courses within each competency level | Offered Courses and course structure (within each semester) | 3 weeks |
| 5 | Identification and formulation of relevant and innovative learning approaches | Suggested Learning Approach | 2 weeks |
| 6 | Develop relevant assignment approach | Assignment System | 2 weeks |
| 7 | Design and develop assessment system | Assessment System | 2 weeks |
| 8 | Preparing 1st draft | Draft of curriculum | 2 weeks |
| 8 | Communicating the curriculum to key stakeholders | Curriculum Information sharing mechanism | 2 weeks |

Curriculum Development Framework – Development Stage

| Phase | Major Activities | Expected Outcomes | Remarks |
|-------|---|--|---------|
| 1 | Final Reporting | Final Report | 2 weeks |
| 2 | Communication and information to key stakeholders | Well communicated and shared understanding | 2 weeks |
| 3 | Preparation of CCI (Course Complete Information) | 1. Team Formation; 2. Distribution of work; | 2 weeks |
| 4 | CCI submission and refinement | Final CCI | 3 weeks |
| 5 | Preparation of Course Facilitators Guide (CFG) | 1. Team formation; 2. Work Arrangement | 2 weeks |
| 6 | CFG refinement and finalization | Final Form of CFG | 3 weeks |
| 7 | Preparation of Student Learning Guide | 1. Team formation; 2. Work Arrangement | 2 weeks |
| 8 | SLG Refinement and Finalization | Final Draft of SLG | 3 weeks |

How To Develop Curriculum?

Expected Competencies

1. Individual Competency Level

ABFII Perbanas graduates are expected to have personal traits, belief system, integrity, open-mindedness, creative and critical mental model, adherence to core values and basic mental attitude as the versatile, professional yet responsible 21st century human

| Expected Graduate Qualities: | Related Learning Objectives (higher order learning): | Related Courses , Suggested Learning Approaches and Assignment: |
|---|--|---|
| <ol style="list-style-type: none"> 1. Strategic, Systemic and Synthesizing Skills; 2. Creative and Innovative Thinkers; 3. Leadership and People Skills; 4. Ethical mind-set and to socially and environmentally responsible; 5. Diversity and international Perspective; 6. Transformational Change Agents | <ol style="list-style-type: none"> 1. Behavioral Changing Objectives: 2. Be able to contextualize; 3. Be able to apply; 4. Be able to analyze. | <ol style="list-style-type: none"> 1. Leadership Dynamics; 2. Change Management; <p>Suggested Learning Approaches:</p> <ol style="list-style-type: none"> 1. Lecture; 2. Contextualize; <p>Assignment</p> <ol style="list-style-type: none"> 1. Structured Individual Assignment; 2. Structured Group Assignment; |

How To Develop Curriculum?

Expected Competency

2. Informational Competency Level

ABFII Perbanas graduates are capable of identifying and capitalizing relevant informations for business process and value creation activities in an effective, efficient and timely manners;

| Expected Graduate Qualities: | Related Learning Objectives (higher order learning): | Related Courses , Suggested Learning Approaches and Assignment: |
|---|--|---|
| <ol style="list-style-type: none"> 1. Strategic, Systemic and Synthesizing Skills; 2. Creative and Innovative Thinkers; 3. Leadership and People Skills; 4. Core, Professional, business, banking and finance capabilities; 5. Ethical mind-set and to socially and environmentally responsible; 6. Diversity and international Perspective; 7. Transformational Change Agents | <ol style="list-style-type: none"> 1. Behavioral Changing Objectives: 2. Be able to contextualize; 3. Be able to apply; 4. Be able to analyze. | <ol style="list-style-type: none"> 1. Management Information System; 2. Data Base Management System; 3. System Design and Application; 4. Financial Accounting <p>Suggested Learning Approaches:</p> <ol style="list-style-type: none"> 1. Lecturing; 2. Contextualize; 3. Case Study; 4. Assignment <p>Assignment</p> <ol style="list-style-type: none"> 1. Structured Individual Assignment; 2. Structured Group Assignment |

How To Develop Curriculum?

Expected Competency

5. Action Competency Level

ABFII Perbanas graduates are capable of identifying and capitalizing relevant informations for business process and value creation activities in an effective, efficient and timely manners;

| Expected Graduate Qualities: | Related Learning Objectives (higher order learning): | Related Courses , Suggested Learning Approaches and Assignment: |
|--|---|--|
| <ol style="list-style-type: none"> 1. Strategic, Systemic and Synthesizing Skills; 2. Creative and Innovative Thinkers; 3. Leadership and People Skills; 4. <i>Core, Professional, business, banking and finance capabilities;</i> 5. Ethical mind-set and to socially and environmentally responsible; 6. Diversity and international Perspective; 7. Transformational Change Agents | <ol style="list-style-type: none"> 1. Behavioral Changing Objectives: 2. Be able to contextualize; 3. Be able to apply; 4. Be able to analyze; 5. Be able to investigate particular situation by utilizing various concepts. | <ol style="list-style-type: none"> 1. Financial Accounting; 2. Management Accounting; 3. Strategic Cost Management; 4. Cost Accounting; <p>Suggested Learning Approaches:</p> <ol style="list-style-type: none"> 1. Lecturing; 2. Contextualize; 3. Case Study; 4. Action and Experiential Learning : <p>Assignment</p> <ol style="list-style-type: none"> 1. Structured Individual Assignment; 2. Structured Group Assignment |

Standardized Content of Course Complete Information (CCI)

| No. | Major Components | Remarks |
|-----|---|--|
| i | Headings: Course name; program of studies; credit amount; course code; | Concise and complete information about the course. |
| 1 | About Course Facilitators: Facilitators Name; Course Facilitators Resume (Credentials); Contact Address; Scheduled Consultation Time. | To give credentials to the course facilitators and description of where and when course facilitators can be contacted by the students. |
| 2 | Course Description | Brief explanation about the course: what will be discussed and learnt as well as what are expected after completing the course. |
| 3 | Relevant Expected Graduate Qualities | Description of graduate qualities which is relevant with the subject. |
| 4 | Learning Objectives; | Indication about expected level of competency development |
| 5 | Text Book and Learning Materials | Text and other learning materials which are used as the conceptual foundation of the learning process; |
| 6 | Course Content and Time Table | Session based or weekly based topics and sub-topics to be learnt and discuss in the class (out side the class) |
| 7 | Learning Approaches | Creative learning approaches which are utilized to achieve learning objectives. |
| 8 | Assignment | Type of structured assignment which will be given to the students to achieve learning objectives |
| 9 | Expected Behavior and Plagiarism Statement | What is expected from the student when joining this course i.e: proactive etc. Plagiarism statement implies what are the things which is not allowed academically in completing the assignment |
| 10 | Assessment | Description of how the assignment and examination will be evaluated as well as its weight and proportion to the overall mark. |

Standardized Content of Course Facilitators Guide (CFG)

| No. | Major Components | Remarks |
|-----|---|--|
| I | Cover Sheet | |
| ii. | Greetings from Head of Program | |
| iii | Table of Content | |
| 1 | About the Program | Brief description about the program; program strategic objectives |
| 2 | Aims and Objectives of Course Facilitators Guide | Description about the fundamental purpose of course facilitators guide; |
| 3 | Expected Outcomes | Brief explanation about what are the expected outcomes of the course facilitator guide |
| 3 | Expected Graduate Qualities | A clear explanation of expected graduate qualities and behavioral attributes which have been set by the program; |
| 4 | Learning Objectives | Description about the higher order learning objectives of the entire program |
| 5 | Curriculum: Expected Competency Based Courses and Course Structure | Brief description about the curriculum in a systemic way; This will include: related courses within the context of the expected competency level; the overall structure of the courses |
| 6 | Expected Learning Approaches | Description about the learning approaches expected to be facilitated to the students |
| 7 | Expected Behavior of Course Facilitators | Clear description of what are expected behavior of the course facilitators |
| 8 | Expected Assignment | Discuss various type assignment available to be given to the student to achieve the previously established learning objectives in an effective manner; |
| 9 | Expected Assessment and Feedback Mechanism | Discuss how to assess and give constructive feedback for the student |

Standardized Content of Student Learning Guide (SLG)

| No. | Major Components | Remarks |
|------|--|--|
| i | Cover Sheet | |
| ii. | Greetings | From Student Enhancement Division |
| iii. | Table of Content | |
| 1 | About SLG | Brief description about SLG and the underlying rationale of why SLG needed to assist the student to perform successfully in ABFII Perbanas. |
| 2 | Learning at ABFII Perbanas | Primary characteristics of learning at ABFII Perbanas which entails expected graduate qualities (expected behavioral implication), learning objectives, curriculum, learning approach and learning atmosphere. |
| 3 | Aims and Objectives | Related Aims and Objectives of SLG; to help the students to obtain their best performance and maximize their learning environment in ABFII Perbanas ; |
| 4 | Creative Learning Experience | Characteristics of creative learning experience which is provided to the students; |
| 5 | Type of Assignment and Handling Assignment Effectively | Various assignment which will be given to the students and how to deal with it in an effective manners; |
| 6 | Analyzing Questions and Assignment Tasks | Discuss how to deal and handle tough questions in an effective and efficient manners; |
| 7 | Preparing Academic and Business Report | Discuss how to prepare the business report paper and or academic paper style effective and efficient manner. |
| 8 | Managing Your Time Effectively and Prioritizing Assignment | Discuss how to manage the time and balance between study and life as well as prioritize the work effectively |
| 9 | Making Learning Log | Discuss how to make learning log effectively |
| 10 | Learning for the 21st Century Principles | Discuss the characteristic of effective learning within the global competitive landscape |
| 11 | Mind Mapping for Effective Learning | Discuss how to utilize mind mapping for effective learning purposes |

Higher Order Learning, Learning Objectives and Tasks

| No. | Higher Order Learning | Learning Objectives | Related Words |
|-----|-----------------------|--|---|
| 1 | Synthesize | To be able to amalgamate various concepts into relevant contextual setting | |
| 2 | Contextualize | To be able to contextualize relevant concepts into particular organizational environment | Contextualize relevant concepts into particular organization or working |
| 3 | Apply | To able to apply relevant concepts ; | Apply what you have learnt |
| 4 | Investigate | To be able to investigate problems by utilizing relevant concepts; | N/A |
| 5 | Analyze | To be able to analyze certain phenomenon by adopting various methods and concepts | Please analyze |
| 6 | Examine | To examine | N/A |
| 7 | Explain | Explain certain condition through conceptual lenses | Explain |