



BALAI PENGEMBANGAN TALENTA INDONESIA
PUSAT PRESTASI NASIONAL
KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI

**MERDEKA
BELAJAR**

DIKTI



Pedoman Pelaksanaan *National University Debating Championship (NUDC) Tahun 2023*



PEDOMAN

NATIONAL UNIVERSITY DEBATING CHAMPIONSHIP TAHUN 2023

Diterbitkan oleh:

Balai Pengembangan Talenta Indonesia, Pusat Prestasi Nasional,
Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi

Pengarah:

Asep Sukmayadi, S.Ip., M.Si.
Sugeng Riyadi, SE., M.M.
Keri Darwindo, S.Pd., M.A.
Fonda Ambita Sari

Tim Penyusun:

Rachmat Nurcahyo, S.S., M.A.
Dora Angelina Aruan, S.Pd., M.Hum.
I Nyoman Rajin Aryana, S.Pd., M.Hum.
Tengku Omar Azfar Haqqani S.E., M.Sc.
Andree Sulistio Chandra
Leonardus Hans Sebastian Tahyudin
Hans Giovanni Yosua, S.H.

Tim Kontributor:

Wachid Hidayat
Nunuk Kumoro Dewi
Suci Heruwati

Penyunting:

Farah Fitriana, S.Si
Fuad Albani, S.Si

Cetakan Pertama, Februari 2023

ISBN:

©2023 Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi

KATA PENGANTAR

Lomba debat antar perguruan tinggi menjadi bagian penting dari kompetisi di era global. Lomba debat ini menuntut wawasan yang luas, kemampuan berbahasa Inggris yang baik dan kemampuan berargumentasi yang mumpuni. Kemampuan bahasa Inggris yang baik akan meningkatkan kemampuan komunikasi mahasiswa dalam berinteraksi dengan masyarakat global. Sedangkan kemahiran dalam berargumentasi akan membentuk kemampuan mahasiswa dalam memahami tantangan lingkungan secara objektif dan mengambil keputusan secara cerdas, sesuatu yang sangat dibutuhkan oleh calon pemimpin masa depan bangsa ini.

Menyadari pentingnya lomba debat bahasa Inggris ini, Balai Pengembangan Talenta Indonesia (BPTI) secara konsisten menyelenggarakan ajang National University Debating Championship (NUDC). Sejak tahun 2008, ajang ini telah menjadi arena positif bagi mahasiswa se-Indonesia untuk menunjukkan kemampuan terbaiknya dalam berpikir kritis dan berkomunikasi dalam Bahasa Inggris, meningkatkan kepercayaan diri, mengembangkan jejaring antar perguruan tinggi, dan memupuk rasa kebanggaan sebagai generasi bangsa.

Menandai berakhirnya pandemi, NUDC tahun 2023 ini juga merupakan tanda semangat dari mahasiswa Indonesia, para talenta potensial di bidang debat, untuk terus bangkit dan memupuk semangat berprestasi tiada henti. Semangat Merdeka Belajar, dan Merdeka Berprestasi dapat diaktualisasikan pada NUDC tahun 2023 ini. Oleh karena itu melalui pedoman ini seluruh rangkaian dan tahapan ajang NUDC dapat diikuti dengan baik oleh para mahasiswa. Demikian juga dapat menjadi pedoman bagi kampus, dosen, pembina dan para pemangku lainnya untuk bersama mendukung para mahasiswa Indonesia terus berprestasi,

Kepada semua pihak yang telah membantu tersusunnya pedoman umum ini dan bekerjasama untuk mengembangkan NUDC selama ini kami mengucapkan terima kasih.

Jakarta, Maret 2023

Kepala Balai Pengembangan
Talenta Indonesia



[Handwritten Signature]
Asen Sukmayadi

NIP. 197206062006041001



DAFTAR ISI

| | |
|---|-----------|
| Halaman depan | 1 |
| Kata Pengantar | 3 |
| Daftar Isi | 4 |
| BAB I. PENDAHULUAN | 5 |
| A. Latar Belakang | 5 |
| B. Dasar Hukum | 6 |
| C. Tujuan | 6 |
| D. Sasaran..... | 6 |
| E. Pengertian | 7 |
| BAB II. SISTEM LOMBA..... | 8 |
| A. Seleksi Perguruan Tinggi..... | 8 |
| B. Seleksi Wilayah..... | 8 |
| C. Tingkat Nasional | 10 |
| D. Format British Parliamentary..... | 11 |
| BAB III. PENDAFTARAN PESERTA | 13 |
| A. Syarat Peserta..... | 13 |
| B. Proses Pendaftaran..... | 13 |
| BAB IV. JURI/ADJUDICATOR..... | 14 |
| A. Dewan Juri..... | 14 |
| B. Akreditasi dan Alokasi Juri | 14 |
| C. Mekanisme Penilaian..... | 15 |
| BAB V. SUSUNAN ACARA DAN JADWAL..... | 16 |
| A. Acara NUDC Nasional..... | 16 |
| B. Jadwal Kegiatan..... | 16 |
| BAB VI. PENGHARGAAN..... | 17 |
| A. Penghargaan NUDC Tingkat Wilayah..... | 17 |
| B. Penghargaan NUDC Tingkat Nasional..... | 17 |
| BAB VII. PENUTUP..... | 18 |
| Lampiran 1. PEDOMAN BRITISH PARLIAMENTARY SYSTEM..... | 19 |
| Lampiran 2. PEDOMAN SKORING | 51 |
| Lampiran 3. KATEGORI NOVICE | 62 |

BAB I

PENDAHULUAN

A. Latar Belakang

Dalam konsep kampus merdeka, pendidikan tinggi pada dasarnya tidak hanya menyediakan tenaga kerja tapi juga menciptakan calon intelektual yang mampuberpikir jernih, kritis dan mendasar untuk pengembangan ilmu. Perguruan Tinggi sudah selayaknya memberikan peran nyata ke masyarakat. Mahasiswa mendapat amanah untuk selalu mengembangkan potensi dirinya. Kemerdekaan belajar mahasiswa menjadi inti dari pengembangan kualitas perguruan tinggi. Mahasiswa yang merdeka dalam belajar diharapkan mampu menyumbangkan keahlian mereka bagi masyarakat. Kegiatan kemahasiswaan berperan besar dalam mewujudkan kampus merdeka. Pembinaan kegiatan mahasiswa dengan demikian dapat diarahkan pada berkembangnya potensi mahasiswa agar menjadi manusia yang beriman dan bertakwa, berakhlak mulia, berilmu, cakap, kreatif, terampil, kompeten dan berbudaya. Salah satu usaha pembinaan tersebut adalah melalui kompetisi debat, yang telah dirumuskan dalam *National University Debating Championship (NUDC)*.

NUDC tahun 2023 mempertemukan 112 tim terbaik se-Indonesia. Dengan menggunakan format debat parlemen, NUDC menuntut mahasiswa tidak hanya mampu mengungkapkan ide dalam bahasa Inggris, tetapi juga mampu menguasai pengetahuan global, menganalisis, membuat *judgement*, dan meyakinkan publik. Di dalam debat, mahasiswa akan dihadapkan pada persoalan-persoalan nyata yang dialami suatu masyarakat atau bangsa. Mahasiswa harus mampu berposisi dan meyakinkan publik bahwa posisi mereka benar dan tepat. Oleh karena itu, debat merupakan media yang tepat dalam melatih kemampuan negosiasi dan argumentasi mahasiswa dalam skala internasional. Institusi pendidikan di Indonesia sudah selayaknya melaksanakan kompetisi debat antar mahasiswa dalam rangka internalisasi semangat kompetisi positif yang bermuatan tuntutan kemampuan komunikasi dan argumentasi.

Sejalan dengan perkembangan jaman yang menuntut kecepatan, fleksibilitas, dan kemampuan beradaptasi dengan berbagai kondisi, NUDC di tingkat wilayah dilaksanakan secara daring, sedangkan NUDC di tingkat nasional dilaksanakan secara luring.

B. Dasar Hukum

1. Undang-Undang RI Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-Undang RI Nomor 12 Tahun 2012 tentang Pendidikan Tinggi
3. Peraturan Pemerintah Republik Indonesia Nomor 17 tahun 2010 tentang Pengelolaan dan

Penyelenggaraan Pendidikan;

4. Peraturan Menteri Pendidikan Nasional RI Nomor 34 Tahun 2006 tentang Pembinaan Prestasi Peserta Didik yang Memiliki Potensi Kecerdasan dan/Bakat Istimewa;
5. Peraturan Menteri Pendidikan Nasional RI Nomor 39 Tahun 2008 tentang Pembinaan Kesiswaan;
6. Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi RI Nomor 27 Tahun 2021 tentang Organisasi dan Tata Kerja Balai Pengembangan Talenta Indonesia;
7. Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi RI Nomor 28 Tahun 2021 tentang Organisasi dan Tata Kerja Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi;
8. Peraturan Menteri Pendidikan dan Kebudayaan RI Nomor 22 Tahun 2020 tentang Rencana Strategis Kementerian Pendidikan dan Kebudayaan 2020-2024;
9. Instruksi Menteri Dalam Negeri Nomor 53 Tahun 2022 tentang Pencegahan dan Pengendalian Corona Virus Disease 2019 pada Masa Transisi Menuju Endemi.
10. Daftar Isian Pelaksanaan Anggaran (DIPA) Balai Pengembangan Talenta Indonesia Nomor: 023.01.2.690516/2023 tanggal 30 November 2022

C. Tujuan

1. Meningkatkan daya saing mahasiswa dan lulusan perguruan tinggi melalui media debat ilmiah.
2. Meningkatkan kemampuan bahasa Inggris lisan, dan menciptakan kompetisi yang sehat antar mahasiswa.
3. Meningkatkan kemampuan mahasiswa untuk berpikir kritis dan analitis, sehingga mahasiswa mampu bersaing di tingkat nasional maupun internasional.
4. Mengembangkan kemampuan mahasiswa dalam menyampaikan pendapat secara logis dan sistematis.
5. Memperkuat karakter mahasiswa melalui pemahaman akan permasalahan nasional dan internasional beserta alternatif pemecahannya melalui kompetisi debat.

D. Sasaran

Sasaran NUDC adalah semua mahasiswa aktif Program Sarjana atau Diploma di Perguruan Tinggi yang terdaftar di Pangkalan Data Pendidikan Tinggi (PD-Dikti).

E. Pengertian

1. Balai Pengembangan Talenta Indonesia yang selanjutnya disingkat BPTI adalah unit pelaksana teknis yang diselenggarakan oleh kementerian yang menyelenggarakan urusan pemerintahan di



bidang pendidikan, kebudayaan, ilmu pengetahuan, dan teknologi.

2. *Debaters* adalah 2 (dua) orang peserta debat yang mengikuti perlombaan;
3. *Convener* adalah orang yang mengatur keseluruhan acara dalam NUDC;
4. *Tournament Director* adalah orang yang mengatur jalannya perlombaan.
5. *Core Adjudication Panels (CAP)* adalah panel juri yang mengatur mekanisme penjurian;
6. *N1 Adjudicator* adalah calon juri yang dikirim oleh universitas dan melekat pada tim untuk diikutkan dalam akreditasi;
7. *Invited Adjudicator* adalah juri yang diundang oleh BPTI atas dasar kompetensi.
8. *Tabulator* adalah orang yang bertanggungjawab terhadap tabulasi penilaian dalam perlombaa

BAB II

SISTEM LOMBA

A. Seleksi Perguruan Tinggi

Perguruan tinggi melaksanakan seleksi untuk menentukan 1 (satu) tim terbaik. Satu tim terdiri atas 2 (dua) mahasiswa sebagai *debater* dan 1 (satu) mahasiswa/dosen di perguruan tinggi tersebut sebagai N1 *adjudicator* yang selanjutnya berhak untuk mengikuti seleksi tingkat wilayah.

B. Seleksi Wilayah

Seleksi tingkat wilayah akan menentukan tim terbaik untuk berkompetisi ke tingkat Nasional sesuai dengan kuota wilayah yang telah ditentukan.

1. Pembagian wilayah

| No | Wilayah | LLDIKTI | Provinsi | | |
|------------|-------------|--------------|------------------------------|-------------|----------------------------|
| 1 | Wilayah I | LLDIKTI I | Sumatera Utara | | |
| | | LLDIKTI II | Sumatera Selatan | | |
| | | | Bangka Belitung | | |
| | | | Bengkulu | | |
| | | | Lampung | | |
| | | LLDIKTI X | Sumatera Barat | | |
| | | | Riau | | |
| | | | Kepulauan Riau | | |
| | | | Jambi | | |
| | | LLDIKTI XIII | Aceh | | |
| | | 2 | Wilayah II | LLDIKTI III | DKI Jakarta, |
| | | | | LLDIKTI IV | Jawa Barat Banten |
| | | 3 | Wilayah III | LLDIKTI V | Daerah Istimewa Yogyakarta |
| LLDIKTI VI | Jawa Tengah | | | | |
| 4 | Wilayah IV | LLDIKTI VII | Jawa Timur | | |
| | | LLDIKTI VIII | Nusa Tenggara Barat Bali | | |
| 5 | Wilayah V | LLDIKTI XI | Kalimantan Selatan | | |
| | | | Kalimantan Barat | | |
| | | | Kalimantan Timur | | |
| | | | Kalimantan Tengah | | |
| | | | Kalimantan Utara | | |
| 6 | Wilayah VI | LLDIKTI IX | Sulawesi Selatan, | | |
| | | | Sulawesi Tenggara, | | |
| | | | Sulawesi Barat | | |
| | | LLDIKTI XVI | Sulawesi Tengah Gorontalo | | |

| No | Wilayah | LLDIKTI | Provinsi |
|----|-------------|-------------|---------------------|
| | | | Sulawesi Utara |
| 7 | Wilayah VII | LLDIKTI XII | Maluku |
| | | | Maluku Utara |
| | | LLDIKTI XIV | Papua Barat |
| | | | Papua |
| | | | Papua Tengah |
| | | | Papua Pegunungan |
| | | | Papua Selatan |
| | | | Papua Barat Daya |
| | | LLDIKTI XV | Nusa Tenggara Timur |

2. Kuota Tim Tiap Wilayah

Kuota tim per wilayah untuk mengikuti NUDC tingkat nasional adalah sebagai berikut.

| No | Wilayah | LLDIKTI | Kuota |
|----|-------------|--------------|-------|
| 1 | Wilayah I | LLDIKTI I | 8 |
| | | LLDIKTI II | 8 |
| | | LLDIKTI X | 8 |
| | | LLDIKTI XIII | 5 |
| 2 | Wilayah II | LLDIKTI III | 10 |
| | | LLDIKTI IV | 10 |
| 3 | Wilayah III | LLDIKTI V | 8 |
| | | LLDIKTI VI | 8 |
| 4 | Wilayah IV | LLDIKTI VII | 10 |
| | | LLDIKTI VIII | 6 |
| 5 | Wilayah V | LLDIKTI XI | 6 |
| 6 | Wilayah VI | LLDIKTI IX | 8 |
| | | LLDIKTI XVI | 3 |
| 7 | Wilayah VII | LLDIKTI XII | 6 |
| | | LLDIKTI XIV | 5 |
| | | LLDIKTI XV | 3 |

3. Pola Seleksi Tingkat Wilayah (daring)

a. Seleksi tingkat wilayah tahun 2023 menggunakan mekanisme turnamen debat daring. Mekanisme seleksi tingkat wilayah adalah sebagai berikut.

- 1) Tim delegasi Perguruan Tinggi mendaftarkan diri secara daring ke Balai Pengembangan Talenta Indonesia, Pusat Prestasi Nasional, Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.

- 2) BPTI akan menentukan tanggal seleksi dengan tuan rumah seleksi tingkat wilayah.
 - 3) Jumlah tim yang mengikuti seleksi tingkat wilayah dibatasi maksimal 120 tim.
- b. Mekanisme perlombaan
- 1) Semua peserta mengikuti maksimal 6 babak penyisihan dan maksimal 4 babak eliminasi
 - 2) *Matching* peserta di babak penyisihan mengikuti aturan dalam sistem *British Parliamentary*
 - 3) Terdapat maksimal 30 ruangan dalam setiap babak penyisihan. Ruang tersebut dibagi dengan platform debat daring yang digunakan.
 - 4) Masing-masing ruang akan mempertemukan 4 (empat) tim. CAP menggunakan sistem *tabby cat* untuk mengatur pertemuan tim di babak penyisihan.
 - 5) Terdapat satu kategori babak eliminasi, yaitu Open-Draw. Jumlah tim yang akan bertanding di babak eliminasi Open-Draw Tingkat Wilayah ditentukan oleh Dewan Juri Inti / CAP.
 - 6) Tim terbaik dari masing-masing LLDIKTI, berdasarkan akumulasi penilaian selama 6 ronde penyisihan, akan terpilih untuk mewakili LLDIKTI nya di Tingkat Nasional. Jumlah tim yang mewakili tiap LLDIKTI disesuaikan dengan kuota masing-masing LLDIKTI.
 - 7) Pengaturan babak eliminasi mengikuti tata aturan di *World Universities Debating Championship*.

C. Tingkat Nasional

1. Jumlah peserta

Peserta NUDC tingkat Nasional berjumlah 112 tim yang merupakan wakil dari 16 LLDIKTI dan 7 wilayah. Daftar peserta didapatkan dari hasil seleksi daring tingkat wilayah.

2. Sistem Perlombaan

- a. Semua peserta mengikuti 9 babak penyisihan dan 4 babak eliminasi.
- b. *Matching* peserta di babak penyisihan mengikuti aturan dalam system *British Parliamentary*.
- c. Terdapat 28 ruangan dalam setiap babak penyisihan.
- d. Masing-masing ruangan akan mempertemukan 4 (empat) tim. CAP menggunakan sistem *tabby cat* untuk mengatur pertemuan tim di babak penyisihan.
- e. Terdapat dua divisi babak eliminasi yaitu *Open-Draw* dan *Novice*.
- f. Divisi *Open-Draw* akan mempertemukan tim terbaik berdasarkan akumulasi poin dan
- g. Divisi *Novice* akan mempertemukan tim terbaik yang memenuhi syarat sebagai tim

Novice serta belum termasuk tim terbaik divisi *Open-Draw*

- h. Pengaturan babak eliminasi mengikuti tata aturan di *World Universities Debating Championship*.
3. Tahapan NUDC Tingkat Nasional
- Terdapat tiga tahapan dalam NUDC tingkat nasional yaitu :
- a. *Preliminary Rounds* (Babak Penyisihan)
 - 1) *Preliminary Rounds* (Babak Penyisihan)

Terdapat 7 babak penyisihan di NUDC tingkat nasional yang wajib diikuti oleh seluruh tim.
 - 2) *Partial Double Octo* (PDO)

PDO merupakan babak 8 dan 9 yang mempertemukan tim pada peringkat 1 s/d 48 berdasarkan hasil pada 7 babak penyisihan sebelumnya. Hasil dari babak 8 dan 9 akan diakumulasikan dengan hasil babak penyisihan untuk menentukan tim yang akan bertanding pada babak eliminasi.
 - b. *Open Break* (Babak Eliminasi *Open-Draw*)

Divisi *Open-Draw* merupakan Divisi utama dalam NUDC. *Open-Draw* terdiri atas babak-babak berikut.

 - 1) *Octofinal Round* (Babak Perdelapan Final)

Babak ini mempertemukan tim yang berada pada peringkat 1 s/d 32 hasil PDO. Dua tim pemenang di masing-masing ruang debat akan mengikuti babak *Quarterfinals*.
 - 2) *Quarterfinal Round* (Babak Perempat Final)

Babak ini mempertemukan enam belas tim pemenang di babak Octofinals. Dua tim pemenang dari masing-masing ruang debat akan mengikuti babak Semifinal.
 - 3) *Semifinal Round* (Babak Semi Final)

Babak ini mempertemukan delapan tim pemenang di babak Quarterfinals. Dua tim pemenang di masing-masing ruang debat akan mengikuti babak *Grand final*.
 - 4) *Grand Final Round* (Babak Final)

Babak ini adalah babak puncak yang mempertemukan empat tim terbaik dari babak semifinal untuk menentukan Juara 1, 2, 3, dan 4
 - c. *Novice Break* (Babak Eliminasi *Novice*)

Novice merupakan divisi babak eliminasi khusus yang bisa diikuti oleh peserta yang memenuhi kriteria *Novice*. Kriteria tim *novice* mengikuti aturan-aturan pada lampiran 3 buku panduan ini.

 - 1) Kategori *Novice* terdiri atas babak *Novice Quarterfinals*, *Novice Semifinals*, dan *Novice*

Grand final.

- 2) Terdapat juara 1,2,3, dan 4 di babak *Novice Grand final.*

D. Format *British Parliamentary*

Sistem yang digunakan dalam NUDC adalah sistem *British Parliamentary* (BP). Sistem ini adalah sistem yang digunakan dalam *World University Debating Championship* (WUDC) atau lomba debat antar perguruan tinggi tingkat dunia.

1. Jumlah *debaters*

Satu tim terdiri atas dua *debaters*. Dalam satu babak debat, terdapat empat tim yang berdebat dalam satu ruangan. Keempat tim tersebut mendapatkan posisi sebagai *Opening Government*, *Opening Opposition*, *Closing Government*, dan *Closing Opposition*.

2. *Mosi*

Mosi debat dalam sistem BP bersifat *impromptu*, yakni mosi diberikan menjelang perdebatan dimulai. Setiap tim mempunyai masa penyiapan kasus selama 15 menit.

3. *Tabulasi*

Tabulasi sistem BP dilakukan secara terbuka dan daring. NUDC menggunakan *tabbycat* untuk mentabulasi semua babak. Semua informasi tim, skor, nama juri, ranking tim, mosi dan proses perlombaan tercatat di tabulasi dan diberikan kepada peserta.

BAB III

PENDAFTARAN PESERTA

A. Syarat Peserta

1. Peserta NUDC adalah Warga Negara Indonesia (WNI) yang dibuktikan dengan Kartu Tanda Penduduk (KTP).
2. Satu tim terdiri atas 2 (dua) *debaters* dan 1 (satu) *N1 Adjudicator*.
3. *Debater* adalah mahasiswa aktif Program Sarjana (maksimal semester sepuluh) atau Diploma (maksimal semester enam untuk D-3 dan semester delapan untuk D-4), yang terdaftar di Pangkalan Data Pendidikan Tinggi (PD-Dikti) pada laman <http://pddikti.kemdikbud.go.id>.
4. *Debater* adalah mahasiswa yang belum pernah memiliki gelar Sarjana (S1) / Sarjana Terapan (D4).
5. *Debater* wajib mengikuti *Seminar on Debating*.
6. *N1 Adjudicator* adalah mahasiswa aktif/ dosen dari perguruan tinggi asal *Debater* yang dibuktikan dengan Surat Tugas yang ditandatangani oleh pimpinan perguruan tinggi.
7. *N1 Adjudicator* wajib mengikuti *Seminar on Adjudicating*, *Seminar on Debating*, dan *Adjudicator Accreditation*.
8. Anggota tim tidak boleh diganti dengan alasan apapun.

B. Proses Pendaftaran

1. NUDC Wilayah

Peserta seleksi wilayah mendaftarkan diri ke BPTI dengan mengisi data di laman <https://nudckdmi.kemdikbud.go.id/>.

2. NUDC Nasional

Tim yang lolos dari seleksi wilayah mendaftarkan diri ke BPTI melalui laman <https://nudckdmi.kemdikbud.go.id/> Selanjutnya, Balai Pengembangan Talenta Indonesia akan mengirimkan undangan untuk mengikuti NUDC Nasional.

BAB IV

JURI / ADJUDICATOR

A. Dewan Juri

1. Dewan juri terdiri atas *Core Adjudication Panels (CAP)*, *Invited Adjudicators* dan *N1 Adjudicator*
2. *Core Adjudication Panels (CAP)* terdiri atas tim pembina debat di BPTI dan lima juri utama yang dipilih oleh BPTI.
3. *Invited adjudicators* ditetapkan melalui mekanisme *open recruitment* atau penunjukkan sesuai dengan kriteria tertentu.
4. *Accredited Adjudicators* adalah juri yang telah terakreditasi.

B. Akreditasi dan Alokasi Juri

1. Akreditasi Juri

Chief Adjudication Panels (CAP) melaksanakan akreditasi juri NUDC dengan mekanisme sebagai berikut.

- a. *Invited adjudicators* dan *N1 Adjudicators* diwajibkan mengikuti *Seminar on Adjudicating*, *Seminar on Debating*, dan *Adjudicator Accreditation*.
- b. CAP membuat soal (tes) untuk *Invited adjudicators* dan *N1 Adjudicators*. CAP kemudian menentukan batas nilai tertentu yang harus didapat oleh juri. Juri yang tidak mampu memenuhi batas nilai tersebut mendapat predikat *Trainee*. Juri *Trainee* tetap harus ikut dalam penjurian di babak penyisihan.
- c. Akreditasi Juri didasarkan pada: Nilai tes dan akumulasi skor yang didapatkan selama babak penyisihan.
- d. Ketua juri di ruang debat akan dinilai oleh peserta. Penilaian didasarkan pada kemampuan juri tersebut menangkap esensi perdebatan, memberikan skor, dan mengkomunikasikan hasil penjurian.
- e. Juri anggota akan mendapatkan skor dari ketua juri ruangan setiap kali selesai babak penyisihan.
- f. Hasil akumulasi skor yang didapat para juri akan menentukan kategorisasi juri terakreditasi.

2. Alokasi Juri

Alokasi juri didasarkan pada pertimbangan berikut.

- a. Nilai tes yang diperoleh juri tersebut.
- b. Juri tidak boleh menjuri peserta dan/atau institusi yang berafiliasi dengan juri tersebut.



- c. Afiliasi tersebut dapat berupa ikatan alumni, ikatan kepelatihan, ikatan persaudaraan, dan bentuk hubungan personal ataupun profesional lainnya. Juri wajib mengisi daftar afiliasi pada saat *seminar on adjudication*.

C. Mekanisme Penilaian

Penilaian ditentukan berdasarkan aturan dalam sistem BP (*British Parliamentary*). Penjelasan lebih lanjut terkait mekanisme debat dan penilaian terdapat pada lampiran.

BAB V

SUSUNAN ACARA DAN JADWAL KEGIATAN

A. Acara NUDC Tingkat Nasional

1. Upacara Pembukaan
2. *Seminar on Debating* berisi penjelasan teknis tentang sistem dan strategi perlombaan kepada tim peserta.
3. *Seminar on Adjudicating* berisi penjelasan teknis tentang penjurian dan tata cara penilaian, dan diakhiri dengan *Adjudicator Accreditation* bagi N1 *adjudicator*. Seminar ini diadakan bersamaan waktunya dengan *Seminar on Debating*.
4. *Preliminary Rounds*.
5. *Partial Double Octofinals* (PDO)
6. *Octofinals/ Novice Quarterfinals*
7. *Quarterfinals/ Novice Semifinals*
8. *Semifinals*
9. *Novice Grand Final*
10. *Grand Final*
11. Penutupan dan Penganugerahan Pemenang

B. Jadwal Kegiatan

| NO | KEGIATAN | MARET | APRIL | MEI | JUNI |
|----|-----------------------------------|-------|-------|-----|------|
| 1 | Sosialisasi NUDC | | | | |
| 2 | Pendaftaran | | | | |
| 3 | Verifikasi Berkas | | | | |
| 4 | Pengumuman Hasil Verifikasi | | | | |
| 5 | Seleksi Tingkat Wilayah | | | | |
| 6 | Pelaksanaan NUDC Tingkat Nasional | | | | 5-12 |

BAB VI

PENGHARGAAN

A. Penghargaan NUDC tingkat wilayah adalah sebagai berikut.

1. Sertifikat diberikan kepada peserta (*Debaters* dan *Adjudicators*).
2. Penghargaan berupa sertifikat dan bentuk lainnya kepada :
 - a. Juara 1, 2, 3, dan 4
 - b. *Octofinalist* (perdelapan finalis), *Quarterfinalist* (perempat finalis), dan *Semifinalist* (semifinalis)
 - c. Lima belas pembicara terbaik tingkat wilayah
 - d. Sepuluh pembicara terbaik masing-masing LLDIKTI

B. Penghargaan NUDC tingkat nasional adalah sebagai berikut.

1. Sertifikat diberikan kepada peserta (*Debaters* dan *Adjudicators*).
2. Penghargaan berupa sertifikat, medali dan/atau piala bagi :
 - a. *Best Speakers Open-Draw* dan *Best Speakers Novice* peringkat 1-5 diberikan penghargaan setara medali emas
 - b. *Best Speakers Open-Draw* dan *Best Speakers Novice* peringkat 6-10 diberikan penghargaan setara medali perak
 - c. *Best Speakers Open-Draw* dan *Best Speakers Novice* peringkat 11-15 diberikan penghargaan setara medali perunggu
 - d. Piala diberikan kepada Juara 1, 2, 3, dan 4 *Open-Draw* serta Juara 1, 2, 3, dan 4 *Novice*.
 - e. Juara satu divisi *Open-Draw* dan *Novice* diberikan penghargaan setara emas
 - f. Juara dua divisi *Open-Draw* dan *Novice* diberikan penghargaan setara perak
 - g. Juara tiga dan empat divisi *Open-Draw* dan *Novice* diberikan penghargaan setara perunggu
3. Bantuan Dana Pembinaan diberikan kepada Juara 1, 2, 3, dan 4 *Open-Draw* serta Juara 1, 2, 3, dan 4 *Novice*.



BAB VII

PENUTUP

Pedoman ini digunakan sebagai acuan pelaksanaan *National Univeristy Debating Championship* (NUDC) Tahun 2023. Pelaksanaan NUDC dapat berjalan dengan lancar dengan dilaksanakannya tata aturan yang sudah tertuang dalam Pedoman ini. Pembinaan dalam aspek sikap dan teknis kompetisi semakin dirasa penting dalam membangun karakter peserta. Pedoman NUDC ini diharapkan mampu memberikan informasi yang memadai terkait kompetisi. Dengan selalu mematuhi aturan kompetisi, peserta diharapkan mampu menyerap keterampilan dan nilai-nilai pendidikan dalam NUDC.



LAMPIRAN-LAMPIRAN

LAMPIRAN 1. PEDOMAN BRITISH PARLIAMENTARY SYSTEM

NUDC Official Debating and Judging Manual

Notes on Authorship

I, Tengku Omar, as the Chief Adjudicator of **the Indonesian National Universities Debating Championship** (hereinafter “NUDC”) would like to express my utmost gratitude to the following groups/individuals who substantially contributed to the **WUDC Debating & Judging Manual**, which is the basis of this **NUDC Official Debating and Judging Manual**:

- A. **The Korea WUDC 2021 Adjudication Core:** Bobbi Leet, Boemo Phirinyane, Connor O’Brien, Dan Lahav, Milos Marjanovic, Mubarrat Wassey, Sebastian Dasso, Sooyoung Park, Tejal Patwardhan, Teck Wei Tan.
- B. **The Belgrade WUDC 2022 Adjudication Core:** Brent Schmidt, Enting Lee, Hadar Goldberg, Juanita Hincapie Restrepo, Milos Marjanovic, Noluthando Honono, Robert Barrie, Yarn Shih.
- C. **The Madrid WUDC 2023 Adjudication Core:** Jessica Musulin, Klaudia Maciejewska, Njuguna Macharia, Ruth Silcoff, Sher May Nar, Sourodip Paul
- D. **The Vietnam WUDC 2024 Chief Adjudicators:** Aditya Dhar, Banun Sabri, Daniel Maier-Gant
- E. **The Malaysia Worlds 2015 Adjudication Team:** Shafiq Bazari, Jonathan Leader Maynard, Engin Arikan, Brett Frazer, Madeline Schultz, Sebastian Templeton, Danique van Koppenhagen.
- F. **Past Worlds Chief Adjudicators:** Michael Baer, Sam Block, Doug Cochran, Lucinda David, Harish Natarajan, Sharmila Parmanand.
- G. **The Manchester EUDC 2013 Adjudication Core:** Alex Worsnip, Andrew Tuffin, Dessislava Kirova, Filip Dobranić, Omer Nevo, Joe Roussos, Jonathan Leader Maynard, Sam Block, and Shengwu Li for their original work on the WUDC Speaker Scale
- H. **The Warsaw EUDC 2016 Adjudication Core:** Emilia Carlqvist, Harish Natarajan, Adam Hawksbee, Helena Ivanov, Radu Cotarcea, and Yael Bezalel for their updates to the speaker scale.
- I. **The Athens EUDC 2019 Adjudication Core:** Dan Lahav, Sharmila Parmanand, Benji Kalman, Brian Wong, Clodhna Ni Cheileachair, and Milos Marjanovic for their creation of the judge feedback scale.

Disclaimer

This manual is based on the most recent **WUDC Debating & Judging Manual**. Therefore, any future updates in the said manual will be reflected in this manual to maintain consistency and standardisation.

A. Basics of British Parliamentary Debating

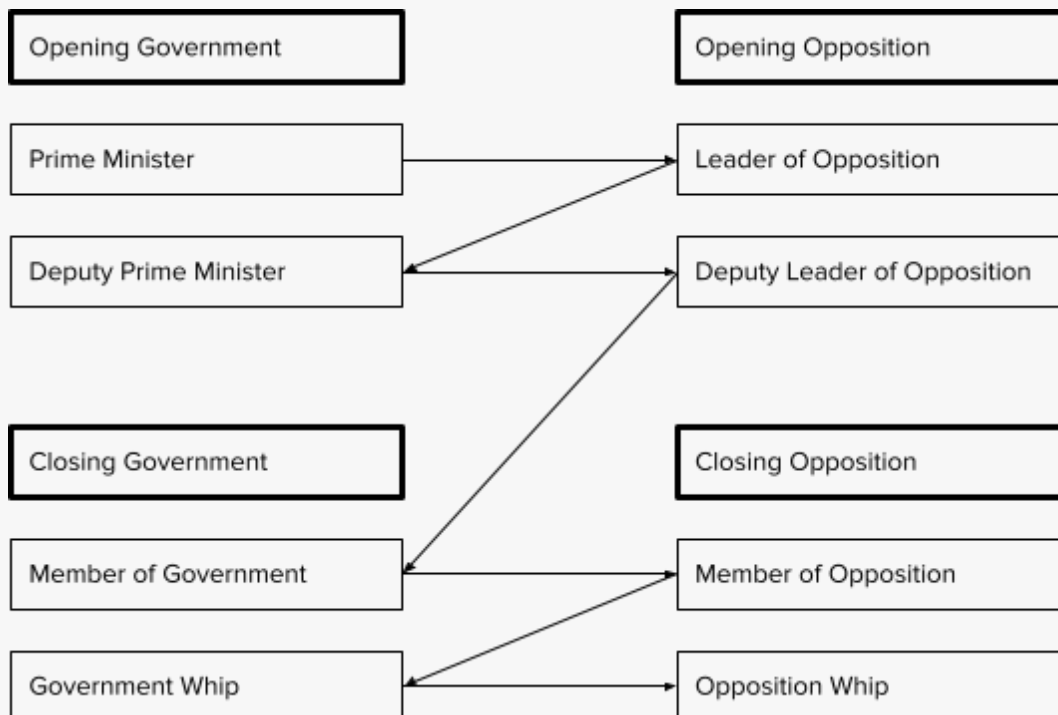
Each debate will contain four teams, each team consisting of eight speakers. There are two teams on each side of the debate. On one side are Opening Government (OG) and Closing Government (CG), on the other side are Opening Opposition (OO) and Closing Opposition (CO).

The two sides of the debate are sometimes called ‘benches’ – as in, ‘the Government bench’ and ‘the Opposition bench’. The first two teams in the debate (OG and OO) are sometimes collectively called the ‘opening/front half’, whilst the third and fourth teams in the debate (CG and CO) are sometimes collectively called the ‘closing/back half’.

The debate is presided over by a ‘Chair’, a designated individual who oversees the proceedings of the debate, calling on speakers to speak and enforcing the rules. At NUDC, the ‘Chair’ will be an adjudicator that has been assigned by the Adjudication Core to the specific debate round and chamber.

1. Speaking Order

In the order specified below, speakers from the four teams give their speeches, with each speaker giving one speech:



2. Duration of Speeches

Speeches last for 7 minutes. Time signals will be given by the timekeeper to indicate when 1 minute, 6 minutes and 7 minutes have elapsed. The timekeeper can be the Chair assigned to the debate chamber or a designated individual/volunteer.

Though speakers should ideally finish their speech by 7 minutes, they may legitimately

continue to speak in order to finish their sentence or wrap up a conclusion which shouldn't take more than a further 15 seconds. Beyond 7 minutes and 15 seconds, judges are no longer permitted to take anything the speaker says into account.

Speakers should start their speech within 1 minute of being called on by the chair of the debate, unless in reasonable circumstances as approved by the chair.

3. Roles of the Four Teams

Each team has a role to play in the debate, and the speakers from that team should attempt to fulfil that role effectively:

- a. OG should define the motion, advance arguments in favour of their side, and rebut arguments made by OO.
- b. OO should rebut OG's case (i.e. the general set of arguments they have offered) and advance constructive arguments as to why their side should win the debate.
- c. CG and CO should provide further analysis in favour of the motion (for CG) or against the motion (for CO), which should be consistent with, but distinct from, the substantive material advanced by OG (for CG) or OO (for CO). Further analysis can take the form of substantive material, refutation, framing, characterization, or any kind of material meant to advance their respective case. For further details, you may refer to the "[Member Speeches: Extending the Debate](#)" section.

4. Points of Information

A Points of Information (POI) is a formalised interjection from any speaker opposing the speaker who has the floor. It is up to the speaker who has the floor to decide which POIs to accept or reject.

The first and last minute of each speech is known as 'protected time', during which no POIs may be offered to the speaker who is making their speech. During the intervening 5 minutes (i.e. from 01:00 up until 06:00) POIs may be offered. Teams should take at least 1 POI per speaker, and are encouraged to take 3 POIs across the team - including at least 1 POI from a team on their diagonal (eg. CO taking POIs from OG).

A POI may last up to 15 seconds. To offer a POI a speaker should, if they are able to, stand and say "point of information," "on that point" or "point". In hybrid (i.e. combination of in-person and virtual) debating, a speaker should utilise available features (e.g. chat box and 'raise hand' on Zoom, text channel on Discord, etc.) to raise a POI; though it is preferable for the offeror(s) to respect the decision of the speaker who has the floor, who should indicate their preferred method of accepting POIs before the start of their speech.

Offerors should not offer 'coded' POIs by uttering anything which reveals the content of the POI before it has been accepted (e.g. "contradiction!" or "we completely disagree"). If the POI offered is refused, the speaker who offered it should sit down immediately and should not heckle the speaker who has the floor.

No POIs may be offered after the 6th minute mark. However, it is acceptable for a POI which was offered and accepted before the 6 minute mark to continue to be made past the 6 minute mark. It is also acceptable for a POI offered before 6 minutes to be accepted by a speaker exactly on the 6 minute mark and then be made.

POIs may be up to 15 seconds in length; however, a speaker may cut off a POI before 15 seconds and resume their own speech. Whenever a debater delivering a POI is cut off or their time elapses they must stop speaking, and sit down. If the offeror does not stop speaking after 15 seconds, or after being cut off, the Chair should intervene by calling “order”.

If a POI is cut off before 15 seconds has elapsed, the panel should assess whether this cutting off was legitimate. If the POI was cut off before the point could be clearly made, it may be appropriate to treat the speaker as though they had not taken the POI. This is because speakers cannot meaningfully engage with POIs if they do not allow their opponents sufficient time in which to ask the POI.

5. Badgering/Barraging/Heckling

After a POI has been offered to a speaker and rejected by them, another POI should not be offered within the next 15 seconds by any debater. Persistently breaching this rule is known as badgering, barraging, or heckling. This is not permitted, as it is disruptive to the debate and unfair to the speaker.

Once the POI has been made/cut off, the debater making it sits down. They must wait the required time and offer a new POI if they wish to interrupt the current speaker again. The only exception to this is if the speaker was unable to catch the POI and asks the offeror to repeat or rephrase their question or comment. In this situation, the debater asking the POI may stay standing and repeat their question or comment.

6. Points of Clarification

Debaters sometimes offer points of information with the phrase “point of clarification”, usually to the Prime Minister’s speech, to indicate that they wish to ask a question about how the Prime Minister is setting up the debate (i.e. model), rather than make an argument. This is permitted – but points of clarification otherwise function entirely as any other point of information.

Speakers are not obliged to take a POI just because it was labelled as a point of clarification. Taking a point of clarification does ‘count’ as taking a POI – because it is a POI. Points of clarification have no special status in the rules whatsoever, speakers offering a POI are simply allowed a special exception to use the label “point of clarification” when offering these types of POI. However, Points of Clarification should not be used as a way to ask Points of Information.

Iron-Personing

If, during any of the Preliminary Rounds, a member of a team is taken ill and requires medical treatment, or a recognised medical condition prohibits them from participating in a given Preliminary Round, the other member of the team is entitled to participate in the Preliminary Round as an ‘iron-person’ team.

In an iron-person team, one speaker delivers both speeches. The speaker must prepare on

their own. In judging an iron-person team, the Adjudication Panel shall treat the team as if they were an ordinary team, and fill out the ballot accordingly (indicating that the team was an iron-person team on the ballot). They may receive any rank in the debate from first to fourth, and will receive two speaker marks, one for each speech, and other teams in the debate will be awarded the other ranks as normal. In the ‘tab’ (the tabulated results for the tournament, maintained round on round and used to determine the break); however, the absent speaker will receive zero speaker points, and the iron-personing speaker will receive a single speaker score, the higher of the two speeches they gave.

The rules relating to iron-person teams shall operate at the discretion of the Adjudication Core and Equity Committee. Where there is a dispute between the two bodies regulating iron-person teams, the judgement of the Equity Committee shall take precedence. Teams may still break as long as they are not speaking as an iron-person team for more than 1 preliminary round as mandated by The Constitution.

7. Before the Debate

a. The Motion

Each round has a specific topic, known as the ‘motion’. The motions are set by a team of judges at the tournament known as the ‘Adjudication Core’ (also known as ‘CA Team’, ‘CAP’ or ‘AdjCore’ for short). Teams should debate the motion in the spirit of the motion and the tournament.

The Adjudication Core will announce the motion for each round of debates, along with the ‘draw’ (showing all the rooms in the tournament and the positions in which each team in the competition will be debating in each room) to all participants 15 minutes before the debates begin.

Though motions should not be ambiguously worded, if debaters are still uncertain about the literal meaning of a word in the motion, they may ask a member of the Adjudication Core to define it for them. They may not ask anyone other than a member of the Adjudication Core to explain any words in the motion, nor may they refer to online resources. They may also not ask for any further assistance from the Adjudication Core beyond a simple definition of the word they are unfamiliar with.

b. Information, Context, or Definitions Accompanying Motions

On some occasions, the Adjudication Core may release an informational slide, or ‘infoslide’, prior to releasing the motion. This usually consists of a short explanatory paragraph which can serve several purposes, from simple clarifications of words in the motion to giving context and relevant information about potential issues in the debate.

Information provided in the infoslide should be assumed to be true for the purposes of the debate following it. For example, if the extra information comes in the form of a definition of a word or term in the motion, this definition should not be disputed in the round following it. However, teams are free to provide additional

definitions, clarifications or contextual information during the debate, on top of whatever information is already provided within the infoslides.

c. **Preparation Time**

After the motion is released, teams have 15 minutes to prepare their speeches. During these 15 minutes, the two speakers in a team must confer solely with each other while preparing.

Receiving assistance from anyone else during prep time is strictly prohibited – teams spotted doing this should be reported, and may be penalised by disqualification from the tournament. Teams are permitted to use printed or written material during preparation and during the debate.

Teams must not, however, under any circumstances, use the Internet to research the motion or to communicate with anyone that is not the CA team, the Organizing Committee, or their partner. However, they may use their electronic devices as stopwatches, or as cameras to take photographs of the draw, motion and info-slide. They may also refer to electronic dictionaries. There are no exceptions unless teams receive authorisation in advance from the Adjudication Core due to special circumstances.

During the 15 minutes of preparation time, the Opening Government may prepare in the venue that will be used for their debate. Other teams, observers and judges should not enter the room until the preparation time is over. Judges should call debaters into the debate room 15 minutes after the motion is announced. Teams must be ready to enter the debate room once the 15 minutes has elapsed. Late teams risk being replaced by a ‘swing team’ (a special ad hoc team created to replace them, which is not a fully participating team at the tournament), which will be summoned if they are not ready to enter the debate room after 15 minutes of preparation time. If the swing team has reached the debate room, and the debate has begun, before the actual team has arrived, then the actual team will not be allowed to participate in the round, and will receive zero points for that round.

d. **Digital Note-Taking**

For the purposes of transparency and fairness, we will not allow any form of digital note-taking in NUDC. However, unless speakers/teams can provide indisputable evidence that they must take digital notes due to accessibility needs, the equity team (as authorised by the Adjudication Core), can approve use of electronic devices for digital note-taking in special circumstances. This authorisation does not include use of online matter files or communication.

e. **Introductions**

Before the debate begins, each of the participants in the room will be invited to introduce themselves (including all judges in the panel) and also be given the

opportunity to introduce a gender pronoun. There is no requirement to express a particular pronoun. Chairs should make this clear when they facilitate the introductions.

If any of the participants does not feel comfortable disclosing a pronoun or do not have a pronoun they wish to disclose, they may simply state their name (and speaker position) as their introduction.

All participants should take note of the pronoun of each speaker and use that pronoun to refer to them (if applicable). Participants should not assume anyone's gender pronoun. If you mistakenly use the wrong pronoun, please apologise. Disregard for a person's gender pronoun may be treated as an equity violation. If a speaker or an adjudicator does not introduce a pronoun, all other participants in the room should use gender neutral language or their designations in the debate in addressing someone else, e.g. 'speaker' or 'Prime Minister' or 'adjudicator'.

B. Debating and Judging at NUDC

1. Winning a Debate

Teams in a debate are all aiming to win the debate. Teams win debates by being persuasive with respect to the burdens their side of the debate is attempting to prove, within the constraints set by the rules of BP Debating. There are two important comments to make about this central statement:

- I. One could be persuasive about anything, but this will not help to win a debate unless it is relevant to the burdens teams are seeking to prove.
- II. The rules of debating constrain legitimate ways to be persuasive. For example, in the absence of rules, the Opposition Whip could often be very persuasive by introducing entirely new arguments, but the rules prohibit this. As such, elements of a speech can only help a team win a round if they are both persuasive and within the rules.

2. 'Ordinary Intelligent Voter'

Judges must assess the persuasiveness of speeches according to a set of shared judging criteria, rather than according to their own views about the subject matter. In particular, judges are asked to conceive of themselves as if they were a hypothetical 'ordinary intelligent voter' (sometimes also termed 'average reasonable person' or 'informed global citizen'). An ordinary intelligent voter can be characterised as someone who has the sort of knowledge you'd expect from someone who regularly reads, but does not memorise, the front pages and world section of a major international publication. This means that they typically would not know much on a specific topic, but could understand complex concepts, facts, or terms once explained. See the table below for more details:

| An 'Ordinary Intelligent Voter' | NOT an 'Ordinary Intelligent Voter' |
|---|---|
| Is open-minded and willing to be convinced by the debaters who provide the most compelling case. | Judge debates based on their personal beliefs or political convictions, or enter a debate thinking that one side is indefensible. |
| Does not know technical terms that one would require a particular degree to understand. They can be assumed to possess the sort of generalist vocabulary that comes from an education of some sort, but not from a specific degree. | Gives leeway to speakers (who make use of specific and/or technical terms) without taking the time to explain such in a way that an average person would understand. |
| Comes from nowhere and thus would expect 'local' examples (e.g. where the judge came from) to be extensively explained as it would be if it was not an example from the judge's 'home country'. | Does not apply the beside rule and automatically credit 'familiar' examples (due to whatever reasons) even when they were not extensively explained in terms of relevance, contribution, etc. |
| Judges the debate as it happened by evaluating logical flow of arguments, determine the extent to which teams have seemed to win them, and ensure that they have done so within the rules. | Allow themselves to favour or prioritise arguments that are more aligned with their specialised knowledge and therefore are biased in evaluating contributions by teams. |

3. Persuasivene

Judges judge debates by assessing which team in the debate was most persuasive. The persuasiveness of an argument is rooted in the plausible reasons that are offered to show that it is true and important (which we term 'analysis' or 'matter'), and the clarity and rhetorical power with which these reasons are explained (which we term 'style' or 'manner').

It is crucial to understand that in BP debating, analysis and style are not separate criteria on which an argument is assessed. In particular, BP debating does not consider it possible for an argument to be persuasive merely because it was stylish. There is nothing persuasive in speaking a sentence clearly and powerfully if that sentence is not in fact a reason for an argument. And equally, reasons for an argument that cannot be understood by a judge cannot persuade them.

4. Analysis

The analysis behind an argument consists of the reasons offered in support of it. Reasons can support arguments in a number of different ways, none of which is, in itself, "better" or "more important". Reasons might explain why arguments are true by:

- presenting empirical evidence for an argument;
- giving mechanistic links for why a certain outcome will come about;
- identifying widely shared moral intuitions in favour of an argument;
- exposing a damaging logical implication of a contrasting argument;
- identifying an emotive response that encourages us to care about a certain outcome;

Certain things do not matter (in themselves) in evaluating how good a speaker's analysis was, such as but not limited to:

- a. the number of arguments the speaker makes;
- b. how clever/innovative the argument was;
- c. how interesting the argument was;
- d. arguments that you're aware of but which weren't made.

What matters is how important its conclusion seems to be in the debate with respect to the burdens that each side is trying to prove, and the extent to which it seems to be analysed and responded to (and how well it withstood or was defended against such responses). Judges do not consider how important they thought a particular argument was, but rather how central it was to the overall contribution of any team in this particular debate, and how strong the reasons speakers offered to support the claim that it was important/unimportant were.

5. Style

There is wide global variation in what makes for an aesthetically pleasing style, and subjective judgments of good style should not carry any weight in judging BP debating. But this does not mean style is irrelevant. Good style is about conveying reasons effectively. Reasons are thus more compellingly delivered to the degree that:

- a. They are comprehensible.
- b. They clearly and precisely convey the speaker's meaning.
- c. They effectively convey the emotional, moral, practical or other significance of the speaker's claim.

To reiterate: arguments cannot be persuasive just because they are stylish. Rather, style and analysis must work together to make an argument persuasive.

6. Burdens

There is no value in being persuasive about an argument that is irrelevant to the debate. In assessing what contributions are relevant, it is helpful to consider the 'burdens' a team has to meet in the debate. Teams and judges should not push unrequired burdens onto their opponents. Even if a team fails to meet a burden, that does not mean that they automatically lose the debate.

There are two key ways that a burden can legitimately be attributed to a team (and speakers may legitimately point out such burdens, and explain why they or other teams need to meet them):

- First, a burden may be implied by the motion itself.
 - If, for example, the motion is "This House believes that new democracies should have laws restricting freedom of speech", government teams have the burden to explain why the laws restricting freedom of speech are crucial for new democracies to have. The government teams do not need to explain why such laws should apply in all cases (i.e.

- ‘older’ democracies).
- Opposition teams need to demonstrate that the Government teams are wrong: that new democracies should not have laws restricting freedom of speech. They do not necessarily need to explain why new democracies should not have other laws that might be relevant to the characterization of ‘new democracies’.
- Second, burdens can be self-imposed.
 - For example, using the same motion as the above, the Leader of Opposition may initially argue that restriction of freedom of speech may result in a civil war. For this to be relevant to the debate, OO has the burden to show the process of a civil war happening, specifically caused by the existence of laws that restrict freedom of speech.
 - The Government teams may choose to engage with the argument, and thus have the burden to prove why a civil war is unlikely to happen by virtue of the laws being present.

7. Competing Frameworks in a Debate

Teams will often dispute the criteria by which the round should be adjudicated on, and argue that points should be judged according to certain frameworks and standards. This is permitted: teams are allowed to debate what criteria should be used to assess whether a policy is good.

Judges should adjudicate this debate about criteria – they should not just apply their own preferred criteria. They should adjudicate this on the following basis:

- Is there one criterion or principle that all teams explicitly agree is true and important?
- If not, is there one criterion or principle that all teams implicitly agree is true and important?
- If not, is there one criterion or principle that one team in the round has successfully proven to be true and important?
- Where none of these apply, judge based on what the Ordinary Intelligent Voter would take to be important. This should be a last resort measure only, as it is very rare that none of the aforementioned scenarios would apply.

One common mistake that judges often make is to assume a utilitarian (“what leads to the best consequences”) framework. This should not be assumed without a team presenting supporting arguments for doing so. It is also wrong to disregard principled argumentation explaining that particular effects are more important than others for reasons unconnected with utility maximisation. So, judges should listen to teams’ arguments about what teams’ aims and principles should be, and evaluate the claims of harm or benefits in that context.

8. Definitions and Models

A model refers to the Opening Government’s explanation of how the policy they are proposing will be implemented. If the motion requires a model, or if the Opening Government team wishes to propose a model, this must be explained in the Prime Minister speech. The Deputy Prime Minister may clarify parts of the model in response to any confusion by the Opposition teams, but should not introduce a new model or new substantive portions of the model. Government teams are allowed a level of fiat in proposing their model. For more details on fiat, please refer to the [Policy Motions](#) section.

The Opening Government team also has a duty to define the motion. Debates are about the motion as defined by OG, not about what other debaters or judges in the room thought the words in the motion meant. If the motion “This House would nationalise energy companies” is defined as “making all energy companies to be state-owned” (a fair definition), then that is what the debate is about for the remainder of the eight speeches.

9. Generality

The definition should be at the level of generality implied by the motion. It is legitimate for OG to exclude marginal and extreme cases (“we’re banning cosmetic surgery like the motion says, but not for burns victims”). It is not legitimate to include only marginal and extreme examples (“we’re banning cosmetic surgery like the motion says, but only for children”). If Adjudication Cores wish a debate to be narrowed down in some specific and radical way, they will state this in the motion.

If teams wish to exclude non-marginal cases from the debate, they must provide a clear criteria on which cases are excluded and a compelling justification for doing so, and their exclusions should not unfairly disadvantage other teams in the debate. Common forms of legitimate restriction include explicitly limiting or focusing the debate onto broad sets of cases where the motion seems particularly applicable or would most plausibly be implemented.

For example, Government teams might argue that the scope of the debate is most relevant to countries in the developing world, and provide reasons for suggesting this. This is not to say that impacts on countries in the developed world are considered out of the debate - merely that a team has provided reasons why the debate might plausibly focus on a particular area. As a general rule, it is sensible for OG teams to avoid restricting and limiting motions too much.

10. Invalid Definition: Time/Place Restriction (Unless Specified Otherwise)

The definition should not be restricted to a specific time or place. Unless the motion specifies otherwise, it should be assumed to apply to the bulk of the world’s states. Some motions may presume a certain level of state capacity. For instance, the motion “This House would double the number of votes of individuals living below the poverty line” will only be relevant in states that are minimally democratic, and OG teams may specify this without being accused of place-setting. However, teams may not restrict the motion to a particular region or country.

Additionally, Unless the motion specifies a particular time, the Opening Government should define the debate as being set in the present day. It is invalid for the Opening Government to define the debate as being in some particular time. However, proposing a specific time scale for a motion does not constitute time-setting provided it keeps implementation reasonably close to the present day. So saying “we will allow a two year transition period for businesses to adapt to the proposed changes our policy

creates before we proceed to full implementation” is legitimate, whereas saying “we believe this policy should eventually be implemented, perhaps in one or two decades, once all countries will have fully harmonised to its requirements” is not.

11. Invalid Definition: Squirrelling

A definition may also be invalid if it is a ‘squirrel’. A ‘squirrel’ is a definition of the motion which seeks to diminish or evade the burden of proof the motion places on Opening Government. A definition may be considered a ‘squirrel’ if:

- It is literally inconsistent with the actual motion that was set.
 - For example, under the motion “This House supports a universal adoption of intellectual property rights as loan collateral” and Opening Government suggests they would support such only a limited adoption (e.g. only applicable for individuals with a net worth of more than 1 billion USD), this is clearly invalid, since the motion specifically says “universal adoption”.
- It is not debatable.
 - For instance, if the motion is “This House would no longer make houses of worship tax-exempt”, it would be illegitimate to claim that this debate is only about negative instances of the tax-exempt status of houses of worship as this unfairly limits the scope of the debate by making it tautological.

If teams make arguments purely based on a squirrel, and their squirrel is challenged, then their arguments may be called into question as well. However, if teams make arguments that may apply to both the squirrelled definition as well as a legitimate definition, then their arguments should be judged based on the content of the argument.

12. Vague Definitions

A vague definition does not clearly answer certain vital questions about what is meant by the motion or what will happen under the policy the Opening Government team is defending. A definition cannot specify everything and OG is not expected to be exhaustive. But common points of vagueness include, where the debate requires it to function fairly, failing to specify: exactly what groups of people a policy applies to, the circumstances where it will be implemented, the agent who will implement the policy, or the consequences for those who resist or defy it.

A definition can be vague to different degrees. A vague definition is not an invalid definition – it just undermines the persuasiveness of OG to the degree that it is unclear exactly what they are proposing to do. The proper response from Opposition teams is to identify this vagueness and its impact on the debate. Later Government speakers can provide more detail on what government plans to do provided that this is principally consistent with and does not substantively change the model provided in the PM.

Beyond prompting requests for clarification from the Opposition, or criticism from them for the policy being vague and unclear, there is nothing more that should arise from a vague definition. Opposition might choose to argue that, given that the motion has been

vaguely specified, a certain reasonable consequence or interpretation might be inferred from it. But they are not permitted to ignore the definition that was made, replace it with a preferred definition of their own choice, or claim that since they haven't defined the motion clearly, OG are committed to defending very unreasonable applications of their policy.

To the extent that a Government team gains an advantage over another team because a previously vague policy has been later clarified or refined in a way that impairs their Opponents ability to respond, that advantage should not be taken into account by the judges.

13. Definitional Challenge

If the definition provided by the OG is invalid, then it can be challenged. This must be done during the Opposition Leader's speech. As stated, the only grounds for claiming that a definition is invalid is if it meets one of the two squirrelling circumstances outlined above, or if it unfairly restricts the time and place of the debate. It is not enough for a definition to not seem "in the spirit of the motion", or for a definition to have not been expected by other teams in the debate.

If a team challenges the definition, they must argue that the definition is illegitimate and explain why. In challenging the definition, the Opposition Leader has two choices:

- a. Firstly, they can complain about the motion having been defined in an invalid way but proceed to debate it anyway. This is preferable if the motion proposed is not a fair reading of the motion but is still debatable. The debate then proceeds and is judged as per normal.
- b. Secondly, they can challenge the definition and redefine it. They should tell the judge and the other debaters what a proper definition would be and should then proceed to argue against that case. Where a team takes this option, it is advisable in some cases (though not required) for them to present 'even-if' analysis engaging with the OG's definition of the motion and the material that stems from that definition, as well as their own.

Judges should not punish teams just for having a 'definitional debate'. However, if teams engage in unnecessary definitional debates over reasonable definitions, this should be treated as self-penalising as they are wasting time on unpersuasive material at the cost of relevant arguments.

In extremely rare cases, the Opening Government may propose a wholly undebatable definition. If the Leader of Opposition neglects to challenge the definition, other Opposition speakers may challenge this definition. In these scenarios, it is advisable for Closing Opposition to offer Points of Clarification to the Opening Government. These scenarios are exceedingly rare, and teams should be aware that attempting to challenge the definition when the motion is not wholly undebatable is likely to harm them. Teams should not pursue this strategy lightly.

If the definition is challenged, judges must weigh the contributions teams made to the debate based on the accepted definition at the time they gave their speeches. To illustrate this, consider the following scenario. Say, for instance, that Opening Government and Opening Opposition agree on a definition, and Opening Opposition clearly wins the top half debate based on this accepted definition. Closing Government and Closing Opposition agree to expand the definition of the debate, and make contributions to the debate based upon the expanded definition. Judges cannot then disregard Opening Opposition because “the debate became about something else” – rather, they must compare the relative contributions that each team made to the round, and consider moments where front half teams engage with back half teams and vice versa.

Please bear in mind that definitional challenges are incredibly rare and more a ‘last resort’ than a first-line of defence against a Government case. Where a definition falls within one of the circumstances outlined above, it is often still advisable for a team to debate the motion as it has been defined, and avoid the procedural complexity of a definitional challenge taking away from their time to present substantive arguments.

Note that a definition cannot be attacked merely for being “the status quo”. Most motions will ask the Government to defend the implementation of some sort of policy, which is likely to involve changing the world from the way it is at present. As such, if OG actually propose something which is identical to the status quo, this might be symptomatic of them failing to define the motion properly.

Whether a definition is valid or not, it is not the duty of the judge to attack the definition. If the definition is successfully attacked as being vague, OG should be penalised only to the extent to which a lack of detail prevents teams from making arguments. Other teams should not be penalised for OG’s vagueness: judges should allow other teams to advance fair and reasonable assumptions, so long as they reasonably and logically follow from OG’s vague definitions.

14. Rebuttal, Engagement, and Comparisons

The outcome of the debate should depend on what the teams say. Judges must not intervene in the debate. Do not invent arguments for teams, do not complete arguments, and do not rebut arguments. Engagement from closing half teams should not benefit their opening (e.g. closing half rebuttal should not influence the pairwise comparison between Opening Government and Opening Opposition).

Judges must not automatically dismiss arguments just because they disagree, or because they can see weaknesses in them. Arguments are persuasive and impactful once they are made and substantiated; they become less persuasive and impactful if they are contradicted internally, or responded to by other teams. This has an important implication: if OG, for instance, makes arguments where the conclusion is ‘we should do the policy,’ and every other team ignores those arguments, then OG does not lose because ‘the debate moved on from them’. Rather, their unrebutted arguments should still be treated as impactful and should be weighed as such. That does NOT mean that the

unresponded-to arguments have a particular effect on the ranking of OG in this example. Judges still need to consider how significant an argument is before deciding how it affects the ranking of teams in a debate.

If an argument is clearly absurd (such that you cannot conceive of any ordinary intelligent voter believing its logic and/or premises), or it was of marginal importance to the speech of the speaker making the argument, then it is reasonable for a responding team to decide to spend their time elsewhere, particularly where there is other stronger material in the round. Furthermore, judges are entitled to assess how well substantiated an argument is – an argument that is just an assertion without any subsequent substantiation should not receive much credit. There is no absolute duty for a speaker to “hit every argument” from the other side. However, it may be advantageous for other teams to point out and respond to weakly constructed arguments. If major claims go unchallenged by teams, this should be counted as conceded by the team which has passed up the opportunity to respond.

Rebuttal consists of any material offered by a speaker which demonstrates why arguments offered by teams on the other side of the debate are wrong, irrelevant, comparatively unimportant, insufficient, inadequate, or otherwise inferior to the contributions of the speaker’s own side of the debate. Rebuttal need not be explicitly labelled ‘rebuttal’, and it may occur at any point of a speech. Material labelled as rebuttal can be constructive as well as rebuttal, and material labelled as constructive can also function as rebuttal.

Judges should track the argument and assess, given their responses to each other, which team’s contribution was more significant in furthering their cause to logically persuade us that we should do the policy, or that we should not. But where teams don’t get a chance to rebut others, determining who was more persuasive is trickier. This happens fairly often, for example:

- between teams on diagonals
- when the Opposition Whip explains something in a new way
- when opening teams are shut out of POIs

In these circumstances, judges are forced to perform some more independent assessment of the arguments made. Judges will have to assess not only which arguments are most important, but also which ones are most clearly proven. Arguments that require the judge to make numerous logical leaps are better than no arguments at all but are not preferable to a well-reasoned argument that rests on fewer unsubstantiated assumptions.

Assessing arguments will also involve a comparison with existing material within the debate. For instance, when judges compare two teams on a diagonal (for example, OG and CO), they should first ask whether anything in the earlier-speaking team’s case is inherently responsive. Did the opening team preempt any material within their case construction or their substantives? Did the later-speaking team being assessed deal with the stronger parts of the opening team’s case, or merely the weaker parts? Check whether they allowed the diagonal team in on POIs, to give them an opportunity to engage.

15. Debating as Closing Teams

a. Member Speeches: Extending the Debate

The Government Member and Opposition Member are each responsible for ‘extending’ the debate. An extension is defined as anything that hasn't yet been said by that side of the debate. An extension can take a number of forms including:

- new arguments which have not yet been made in the debate,
- new rebuttals to material raised by the other side,
- new examples or case studies,
- new analysis or explanation of existing arguments,
- new applications of existing argumentation (e.g. if the Member points out that one of their opening half's arguments is able to defeat a new argument from the other side).
- new criteria for judging the debate or a new defence of existing criteria for weighing arguments

A closing team can only be credited for contributions to the debate that go beyond what has already been contributed by their opening half. Closing teams do not win through minimal additions to already well-substantiated points. As a result, closing teams do not defeat their opening half team merely by “having an extension”. A winning extension will bring out material that is most persuasive.

If certain arguments have already been convincingly won by the analysis of an opening half team, a team which merely adds new analysis to those arguments may be able to, on the basis of that analysis, defeat the teams on the opposing side, but is unlikely to have provided good grounds on which to beat the team ahead of them. When judging the cases of Closing teams, judges should identify what is exclusively new coming from the Closing teams, and then compare only exclusively new material to the Opening case (or to any other team in the debate).

b. Whip Speeches

A good Whip speech will note the major disagreements in the debate (points of clash) between the two sides and will make use of the best arguments from each team on their side to make their case that the motion ought to be affirmed or rejected. A whip speaker may, in line with their team's need to contribute more persuasive material to the debate than their opening, also explain why their own team's contributions are the most persuasive or important on their bench without contradicting their opening half's arguments.

Neither whip speaker should add new arguments to their team's cases. This is true regardless of whether the whip speaker is in Government or Opposition. In this case, new arguments refer to any material which changes the direction of the case from the extension speech, entirely new reasons to do things, claims that new things will happen, or claims of new moral truths.

The following things do not count as new arguments in this sense, and are permissible for Whips to engage in:

- new defences of arguments already made
- new explanations of previously-made arguments
- new rebuttal
- new examples to support existing arguments
- new explanation regarding the impact or prioritisation of existing lines of argumentation, and
- anything the other side can reasonably be expected to understand that team intended from their Member speech.

At times, it's difficult to assess the difference between new rebuttal and analysis (which is permitted) and new arguments (which are not). Judges should consider whether or not the making of the claim raises a new issue or approach to winning the debate on an existing issue, to which the other side has little if any ability to respond.

If a team does make a new argument in the Whip speech, judges should simply ignore it, and not afford it any credit. Adding new arguments shouldn't be penalised beyond this - rather, the judge removes the advantage afforded by the rule violation by ignoring the new material presented.

c. Evaluating POIs as a Judge

POIs are an important component in debate rounds (see "[Points of Information](#)") section for more details about technicalities surrounding POIs). It is the responsibility of judges to track and evaluate POI engagement during the round, which includes but is not limited to: whether or not a speaker was offered POIs, whether or not a speaker accepted a POI, the quality of the POI asked as well as the quality of the POI response. If a speaker has not accepted a POI, judges must remind the room to accept POIs after the speaker has finished speaking. Judges should also comment on POI engagement during their feedback to teams, and will be evaluated on this metric in judge feedback forms.

When evaluating speakers that have not taken POIs (assuming sufficient POIs were offered), judges should see a failure to take a POI as indicative of a reduced level of engagement and should take this into account when determining the call. For instance, judges can lower speaker scores for the speaker that did not accept POIs to reflect their reduced level of engagement, adjust the margin of victory for teams, or flip close calls between teams. This DOES NOT mean that a team will take an automatic fourth for failing to take a POI, NOR DOES IT MEAN that they cannot win the debate!

If a speaker was offered no POIs, or was only offered one or two POIs at the start of their speech and had no opportunities to take POIs towards the later half of their speech, they will not be penalised for a lack of engagement. (After all, it is difficult to engage when there is nothing to engage with!) A speaker in such circumstances may explicitly ask for a POI, and doing so will demonstrate a willingness to engage with arguments even if no POI is subsequently offered.

Failing to take a POI has sometimes been suggested to be equivalent to taking a very damaging POI – **this is NOT an appropriate way to assess this failure**. A judge should never give teams credit for arguments that they have not made.

In general, judges should evaluate the quality of POIs and POI responses in the same way that they consider any other piece of argumentative or responsive material in the rest of the debate.

16. Contradiction

Teams (on either Government or Opposition) should not contradict themselves or their bench partners. Besides being unpersuasive, inconsistency is unfair to opposing teams. It cannot be reasonably expected from a debater to answer two contradicting lines of argumentation.

A contradiction is: explicitly stating and taking a position opposite to one that is already made by your side; advancing claims that are mutually exclusive to the claims that have been advanced by your opening team, your partner, or earlier in your own speech.

A contradiction is not: a statement that is clearly pre-argumentative or mistakenly said (i.e. something that can be deemed pre-argumentative, lacking the sufficient surrounding words to be a reason to support or not support the motion, which appears to contradict an argument that the speaker, their partner, or their

closing member subsequently makes). This is to avoid teams being unduly punished for a speaker mis-speaking and/or saying something otherwise inconsequential.

a. Contradiction within the Same Speech or within the Same Team

Teams cannot be credited for two mutually exclusive claims. They may only be credited for the first claim they have advanced. This is due to the fact that internally inconsistent teams cannot simultaneously get credit for two areas of mutually exclusive argument.

Judges may also consider the extent to which the contradiction has undermined the strength of the team's arguments when determining the team's contribution to the debate. If either the speaker or the team directly contradicts themselves later in their speeches, this undermines their own points and should be taken into consideration during deliberation when determining how plausible their argument is. While the later claim should be disregarded, judges should evaluate how it affected the persuasiveness of the first claim. Judges should not credit opposing teams unless they point out the contradiction.

If a speaker mis-speaks, and they correct it afterwards, they should not have the rest of their speech discounted simply because it contradicts what they said first. Other than the instance of clear mis-speaking by the speaker, the argument made first should be considered to be the stance of the team, and later arguments that contradict the first argument should be discounted.

b. Contradiction Between Teams on the Same Bench/Knifing

It is important to note that contradictions or refutations of an opening team's claims by their own closing team should not be considered when determining the strength of Opening's arguments or their level of persuasiveness.

Arguments made by a closing team that directly contradict their opening team's arguments should be ignored by the judge (i.e. the time spent by the closing speaker contradicting their opening team, is equivalent to the speaker saying nothing at all). This is to ensure that all teams in the debate are treated fairly, as closing teams have a rules-based obligation to stay consistent with their opening teams. This also ensures that debates are coherent and that teams are not forced to defend opposing claims or respond to contradictory cases.

There are some rare exceptions, in which closing teams do not have to be consistent:

- The opening team has conceded the debate, or made an extremely damaging concession that makes the debate impossible to win from the Closing side.
- OG has squirreled the motion (or OO has made an invalid counter-prop).
- The opening team has made a clearly false factual statement that an ordinary intelligent voter would recognize as false.

Under these rare circumstances, closing teams still need to be consistent with their opening – this is not a "blank cheque" to ignore everything that an opening team has said.

Furthermore, proposing a different metric by which the debate should be evaluated does not usually constitute a knife. For example, if OO claimed that the most important thing in the debate is human rights, it is permissible for CO to claim that geopolitical impacts are more important.

Making an 'even if' argument does not constitute knifing. However, as with any other extension, an "even if" extension will not provide good grounds for a closing team win unless it improves the bench's persuasive position.

c. How Teams Should Deal with Contradictions from the Other Side

It is good practice for teams to point out contradictions in the other side's case, including between the two teams on the opposing bench. Teams may choose to also explain why the second claim weakens the first claim; as whenever there is a contradiction, teams should consider the first claim to be the version they must engage with.

Engaging with the opposing team's contradictory claim and explaining why the contradiction is detrimental to the team's overall standing and contribution in the debate will be credited accordingly by the judge(s). However, to reiterate, assuming that the opposing teams/speakers do not point out such contradictions, it does not mean that judges (as an Ordinary Intelligent Voter) does not take the contradiction into account, as judges may also consider the extent to which the contradiction has undermined the

strength of the team's arguments when determining the team's contribution to the debate.

17. Motion Types and Strategies

a. Policy Motions

Motions of the form “This House Would [do X]” involve the Government teams arguing that they should be enacting policy X. A policy is a concrete course of action that Government teams wish to convince the judges should be implemented. Such motions are about whether the House should do X – with Government teams arguing that they should and Opposition teams arguing that they should not. These debates are purely normative. They do not require teams to discuss whether or not policy X is likely to be enacted in the real world, or whether or not policy X is currently status quo.

For the purposes of the debate, the Government teams are the government and the politician that make it up, and the debate is about whether they should or should not do a policy, not whether their real world counterparts will or will not. It should be assumed that the policy will be implemented in the manner that the Government teams set up (also known as Government fiat). As such, it is never a valid line of opposition to such motions to state that “but the government would never do this” or, more subtly, “but politicians would never pass this law”. However, it does not mean that a Government fiat is without limitations. While teams must assume the policy will be passed in the parliament, Government teams cannot simply rely on fiat to say that their model/setup will automatically be feasible, effective, beneficial, or sustainable as they are still required to prove and analyse the likelihood of such.

As an example, the motion for the round is “This House would impose a sugar tax”. The debate should assume that the Government team has the power to implement such a policy and that this policy will pass the approval of Congress or Parliament. However, the Government team cannot control reactions to this policy, and cannot assume that everyone will behave in a compliant manner once the policy is passed. The question of the debate is whether or not the policy should be enacted in the manner that the Government team has set out, not just about whether or not sugar is good or bad. It is perfectly possible for the Opposition teams to agree that sugar is bad, but oppose the policy of imposing a sugar tax.

For Policy motions, Opposition teams may choose to defend status quo, or propose an alternative in the form of a counter-proposition. It is not necessary for Opposition teams to present a counter-proposition, though it may be beneficial in some instances. If presenting a counter-proposition, Opposition teams are granted the same amount of fiat power that Government teams have: the debate should assume that whatever counter-proposition Opposition proposes will also be implemented, and it would be similarly futile to argue that Opposition's counter-proposition would never be passed by any parliament in real life. However, it is crucial to note that the Opposition's counter-proposition should not take significantly more resources to achieve than Government's policy.

18. Analysis Motions

a. *“This House believes that [X]”*

Motions that begin with “This House believes that [X]” are value judgement debates. They require Government teams to argue for the truth of the statement represented by X, whilst Opposition teams argue that X is false. There is no need for Government teams to implement a model.

Take, for example, the motion “This House believes that capitalism has failed democracy”. The debate is about whether or not the statement is true, not about whether or not democracies should do anything about the statement (by, for instance, abolishing capitalism). Government teams need not have a model; they should, however, still define terms within the debate. In this case, they should define what capitalism, democracy, and failure are.

b. *“This House believes that [X] should...”*

Motions that begin with “THBT [X] should...” are about whether or not the statement is true from the perspective of a neutral observer. Even though these motions are phrased as true or false statements, Government teams are encouraged to explain the most likely form of the model to be adopted by the stipulated actor.

Take as an example the motion “This House believes that developing countries should prohibit microfinancing services.” While it is possible for teams to debate the merits and demerits of microfinancing in abstract (especially in developing countries), the debate would be much clearer if Government teams present a model outlining what prohibition entails, what kind of sanctions would be implemented if there is a violation of the prohibition, and so on. Opposition may also propose an alternative. These motions should not be confused with actor motions, to be discussed in a later section.

c. *“This House supports/opposes [X]”*

Motions that begin with “This House supports/opposes [X]” also usually need not involve the Government teams proposing a model. Instead, the Government teams need to argue that they would either symbolically, politically, materially or in some other manner support the person, group, institution, cause, idea, value, or statement expressed by X. Opposition needs to argue that X should not be supported in that way.

Take, for example, the motion “This House supports the abolishment of ASEAN”. Government teams must argue that the abolishment of ASEAN is positive in totality, without picking and choosing which aspects of this motion they are supporting. Similarly, Opposition teams must oppose this motion in totality, without picking and choosing what to oppose. Teams cannot support only favourable aspects of abolishing ASEAN, nor can they oppose only unfavourable aspects of the same.

Additionally, since this is not an actor motion, the Government cannot model how the abolishment will occur. They can argue that the abolishment of ASEAN is likely to happen in a certain way, but this characterization is open to challenge by the other teams. In short, Government teams have no fiat power in this type of motions.

d. “This House prefers”

Motions that begin with “This House prefers” function in the same way as other analytical debates, with one important difference: Opposition teams are bound to defend the specific comparison provided by the motion. For instance, in motions phrased as...

- THP X to Y; the Opposition teams must defend Y,
- THP X; the Opposition teams must defend the status quo.

In the motion “This House prefers a corporate practice that does not engage with management consultancies”, Government must argue in favour of corporations not engaging with management consultancies. Opposition must argue in favour of corporations engaging with management consultancies as they are in status quo. They cannot argue in favour of abolishing management consultancies.

Debaters should also be aware that there is a unique version of “This House prefers” motions, which are phrased “This House prefers a world in which X”. These types of motion set a burden on the Government to envision and argue in favour of the alternate world described in the motion. As in all other types of THP motions, Opposition is still bound to defend the status quo, or whatever comparison is presented in the motion.

In the motion “This House prefers a world where humanity does not have free will”, the Government needs to conceptualise an alternative world without free will. This motion is also backwards looking: it requires teams to consider how the world would have developed had organised free will never existed. Here, it is reasonable to expect the debate to contain some discussion of how the trajectory of human history or development would have been impacted.

As these debates require the conceptualization of an alternative world, arguments about transitions between the status quo and the alternative world are not permissible. For example, using the previous motion, teams should not discuss a sudden chaos where humanity suddenly realises that they no longer have free will in this alternative world.

Debaters should also use their common sense to determine the point at which this new world diverged from the status quo. For example, some motions mention the introduction of a new technology. It would, in most cases, be unreasonable for teams to assume that this technology existed 2000 years ago. It would be more reasonable to assume that this technology was recently introduced. Similarly, in the motion “This House prefers a world where the referendum for Brexit never took place”, it should be clear that teams are meant to discuss the period of time in which

the referendum took place, and not, for instance, a random referendum conducted 200 years ago.

e. *“This House regrets [X]”*

Motions that begin with “This House Regrets [X]” ask whether the world would have been a better place without the existence of X. In this debate, all teams are debating with the benefit of hindsight - the harms or benefits that teams are attributing to X have already occurred (i.e. status quo). Teams must also describe how an alternative world that developed without X occurring would look like. This is also known as a “counterfactual”. For example, with the motion “This House regrets the creation of the United Nations”, teams cannot just debate the merits or demerits of the United Nations. Instead, they should consider what the world would have looked like without the establishment of the United Nations, and whether that alternative would have led to a better or worse state of the world in the status quo.

19. Actor Motions

These motions are more specific about the entity (A) doing (X) and so invite a closer examination of the perspective of the entity about what they should do, with all teams arguing from actor A’s perspective. Teams debating these motions should therefore consider what actor A’s knowledge, values and interests are, and explain why the motion is or is not in actor A’s best interest. Unlike previously discussed debates, actor debates are not about whether or not X action is necessarily best for the world.

It is important to note at this point that prioritising actor A’s perspective is not the same as assuming that actor A only cares about their own interests. Most, if not all, actors hold moral beliefs and principles, and will act to actualize those beliefs. Thus, debaters should feel free to make principled arguments in actor debates, in addition to more practical arguments, so long as they are also able to explain why the actor in question holds those specific principled beliefs.

Additionally, what an actor should do is different to what the actor is likely to do. For example, whilst past statements of intent help us to understand an actor’s perspective, this does not mean they could not be persuaded to follow a different path.

So if, for example, the motion “This House, as a minority actor, would refuse to be nominated or receive an award in the Oscars”, the debate should take place from the perspective of a minority actor. In such a debate, Government teams would first have to explain what the interests of a minority actor are, and then explain why refusing to be nominated or receive an award in the Oscars meet those interests. The interests of a minority actor can be principled (e.g. receiving an award from a structurally racist organisation is against the moral compass of the actor) or practical (e.g. receiving the award may result in a backlash from other minority actors, effectively harming their reputation). Opposition team can do two things: they can either agree with Government teams about the interests of the minority actor, and argue that the proposed course of action does not meet those interests, or they can argue that the minority actor has different interests raised by the Government team, and that this new set of interests can be better met by not refusing to be nominated

or receive an award in the Oscars.

Additionally, a motion worded ‘This house would’ should be treated as an actor motion if it contains an Information Slide describing the perspective of an actor (commonly starting with the wording ‘You are a ’).

For example: You come across a button which, if pressed, will instantly and painlessly erase all of human existence. If not pressed immediately, the button will permanently disappear: This house would press the button. In short, speakers will have to assume the role of the specific actor as described in the info slide.

Lastly, some analysis motions (as discussed in the previous segment) may be worded: This house believes that X is in the interests of Y. These motions are likely to feature similar, and in some cases identical arguments to actor motions. The main distinction between these motions is that, by virtue of their motion type, they will necessarily enliven different burdens. For example, in an actor debate, the Opening Government can model how the actor would do X.

20. Opposing the Debate

a. Counter-Proping

In policy debates, so long as the Opposition provides reasons not to do the policy, this is fine. It is not the Opposition's burden to commit themselves to a particular or specific alternative course of action to the Government's policy. However, they may choose to advance a “counter-proposition”: this refers to a specific policy, or model, promoted by the Opening Opposition. This course of action should only be undertaken when the motion type allows for a policy debate.

Just as only the OG has the right to set out a model for the Government side and must do so in the Prime Minister's speech, only the Opposition Leader may set out a counter-proposition for the Opposition side. When advancing a counter-proposition, Opening Opposition teams are entitled to the same level of fiat as the Opening Government.

The counter-proposition proposed by the Leader of Opposition must be mutually exclusive with the model proposed by the Prime Minister. It is important to note that a counter-prop alters the comparative in the debate, as all teams need to compare the policy proposed by the Government with the counter-prop rather than with the status quo. The debate is judged as per normal: teams advance arguments about the benefits and harms of both proposed models. As a consequence of this strategy, the Closing Opposition team has to be consistent with the counter-proposition proposed by the Opening Opposition and defend it accordingly.

Opening Opposition does not need to advance a counter-proposition, and can still win the debate by arguing against the model proposed by the government (e.g. by arguing that OG's model will make the problem so much worse that inactivity is preferable or showing that OG's action will create a different, even larger problem).

b. Proposing Alternative(s)

Arguments that suggest a range of viable alternative arguments and solutions are not the same as advancing a counter-proposition. Opening Opposition also has the right to point to a variety of possible superior alternatives without committing to a counter-proposition. However, this is not the same as advancing a counter-prop:

- Providing a range of possible alternatives is not the same as providing a specific mechanism that the Opposition bench as a whole must commit to, whereas a counter-prop is a specific mechanism that CO must abide by.
- Opposition teams do not have fiat power when advancing alternatives, and Government teams may question the feasibility of suggested alternatives.
- Providing a range of possible alternatives may affect the persuasiveness of OG's arguments, but does not necessarily alter the comparative in the debate, whereas a counter-prop alters the comparative in the debate

Alternatives, like any other argument, must be proven superior in some way in order to be winning lines. Their mere existence is not sufficient for the team advancing the alternatives to win. Winning alternatives should be:

- Detailed and substantiated – vague and unsubstantiated alternatives are evaluated in the same way vague and unsubstantiated arguments are (i.e. they are found to be unpersuasive).
- Mutually exclusive to OG's model – otherwise, they should be evaluated similarly to all other non-exclusive material in the round.
 - For example, if the Opening Opposition claims only that they can “regulate”, this will be significantly less persuasive than explaining how they might regulate and why this regulation is likely to be effective. Similarly, if the Opening Opposition claims “This money can be better invested in other areas, like hospitals or charities!”; this argument is unpersuasive unless OO can explain both why the money cannot be invested in these areas in OG's case and why the money is likely to be invested in those areas.

21. Judging Logistics

Most of the information on how to judge debates and determine results was provided in the “Debating and Judging at NUDC” and “Motion Types and Strategies” sections – as such all judges must read the aforementioned sections for guidance on judging. This section simply focuses on a few additional issues of a largely administrative nature for judges: such as how to actually engage in the judging deliberation, fill in the ballot, deliver feedback to the debaters, and so forth.

22. Deciding the Results

Once the debate has finished, the debaters should leave the debate room, and the judges should collectively rank the four teams in order: first, second, third and fourth. Judges do

this through a discussion (or ‘deliberation’) aimed at consensus. Judging panels are a team, and their job is to cooperatively decide on the best way to rank the four teams in the debate. Debates cannot result in a draw: one team must take the ‘first’, one team the ‘second’, one team the ‘third’, and one team the ‘fourth’.

Judges assess which teams were most persuasive with respect to the burdens their side of the debate is attempting to prove, within the constraints set by the rules of BP debating. Judges should determine which team did the best to persuade them, by reasoned argument, that the motion ought to be adopted or rejected. The judges do so as the ordinary intelligent voter (see ‘Ordinary Intelligent Voter’), and their assessments are always holistic and comparative: considering all the contributions each team made to the debate in aggregate, and comparing these to other teams. Teams cannot win or lose debates for isolated things they did, like setting up the debate well or contradicting another team on their side.

Crucially, there are no such things as ‘automatic fourths’ or ‘automatic firsts’. This is a matter of logical necessity: however good or bad something a team does is, another team could always do exactly the same good or bad thing and do something else that made them even better or even worse.

Judges can and must assess how well-substantiated arguments are. This will inevitably involve some assessment of the quality of the supporting reasons offered for arguments; seriously implausible claims may constitute weak support for an argument. Judges must exercise the minimum of personal evaluation in making such claims, and even seriously implausible arguments cannot be disregarded entirely by the judge if they haven’t been rebutted – though they may have little persuasive value.

In an ideal debate, teams will engage in extensive responses to each other’s well-detailed points. In most of the debates that occur in actuality, teams will often talk past each other and leave each other’s points unchallenged. Under those circumstances, the judge will have to assess not only which arguments are most important, but equally which are most clearly proven.

Unrebutted points that require the judge to make some logical leaps are often more persuasive than thoroughly-rebutted points and are always more persuasive than no points at all, but are not preferable to a well-reasoned argument which rests on fewer unsubstantiated assumptions. What is and is not rebutted is therefore of vital importance to judging debates.

It is also important to identify correctly the direct engagement between specific teams. Just as Opening Government cannot defeat the Opening Opposition due to constructive arguments that Closing Government provided, similarly, Opening Government cannot defeat Opening Opposition due to a rebuttal

provided by Closing Government. When comparing specific teams, we must take into account what those teams specifically engaged with, and had the opportunity to engage with.

Note that speakers don't have to use the word “rebuttal” to respond to an argument. It may be tidier if they do, but judges should not ignore material that adequately deals with an argument just because the speaker doesn't point out that it does. Equally, this doesn't mean speakers should be “punished” for not refuting everything: some claims do not do any harm at all to the opposite side.

23. Judging Panels

Each judging panel will comprise a single ‘Chair’ and a number of additional judges termed ‘Wings’ (or ‘Panellists’). It is the responsibility of the Chair to manage the deliberation between the judges in a manner that allows all judges to participate fully in the discussion, and produces a consensus decision and completed results sheet (known as a ‘ballot’) within the deliberation time limit: 15 minutes at this year's NUDC. Chairs of panels must manage their time accordingly, and recognise that the rules require a vote if no consensus has been reached early enough for the adjudication to complete in 15 minutes. Taking into account the time taken to decide on individual speaker points, this means you should consider a vote around 12 minutes into a discussion.

The opinions of Wings count just as much as the opinion of the Chair: the main difference is simply that Wings are just not tasked with chairing (i.e. managing) the discussion. Wings should treat the Chair with respect, and not interrupt/speak over them. If wings feel they are not being allowed to meaningfully participate in the discussion, or have concerns about the way in which they were treated by chairs, they should report this to the CAs via the judge feedback form, or to the Equity Officers (if necessary). They should, however, also be aware that Chairs are constrained by the time limit, and so may not be able to allot them as much time to speak as they might like. In return, Chairs should respect the opinions of Wings and give them sufficient opportunity to contribute to the discussion.

After the time has elapsed, the judges must vote on the rankings they disagree over, with the majority, in each disagreement, determining the result. If a panel has an even number of judges, and the result of a vote is tied, the Chair's ‘casting’ vote breaks the tie (i.e. whichever side of the tie the Chair was on is the final result).

a. Trainee Judges

Some judges in the tournament may be designated as ‘trainees’. Trainee judges function exactly like Wing judges in every respect except that they do not get a vote in the eventual determination of the round's results. Trainee judges do still get to participate in the deliberation, and should follow, make notes on, and declare their views/rankings of the debate. Chair judges should give them equal opportunity to voice their views and other judges should engage with them in discussion directly. But the trainee does not get a say in deciding on the ultimate results of the debate, nor are they allowed to cast a vote in the event that there is no consensus among the panel. Being designated a ‘trainee’ should not be read as indicating that the Adjudication Core thinks a judge is bad. More usually it reflects that either the judge has limited judging experience, or that the Adjudication Core lacks information on the judge.

Chair, Wing and Trainee designations may change over the course of the tournament as the Adjudication Core gains more information about the judge in question.

24. Being a Chair: Managing the Discussion/Deliberation

In close rounds, it is to be expected that the judges on the panel may have different views on the debate. Therefore, achieving consensus and filling in the results ballot in 15 minutes is a difficult task, requiring careful management by the Chair. Here we sketch some suggestions for how this could be managed. These are not strict requirements – it is up to the Chair to manage the discussion in an effective way.

It is reasonable to take a few minutes to organise notes and confirm opinions individually prior to starting discussion. The Chair should then ask each Wing to give either a full ranking of the four teams or, at least, some indication of which teams they considered better or worse than each other. If Wings do not yet have a complete ranking, they should feel free to provide more general intuitions (e.g. “top-half” or “bottom half”; “Government bench” or “Opposition bench”). As a chair, it is important to note that in managing discussions, while comparing between specific teams, it is important that such a comparison be ‘pairwise’. That is, if two teams are being compared, the contributions of another team are not relevant in this comparison.

Wings should not feel any pressure to agree with one another or the Chair in their initial call, as there is no negative consequence or inference for changing your call.

The Chair should then assess the level of consensus which exists. There are many possible combinations, but thankfully a few scenarios crop up fairly often:

- Everyone has exactly the same rankings – have a brief discussion to ensure rankings are the same for similar reasons. Move on to scoring.
- Everyone has the same except 1 person – ask them to defend their position. Be specific, tailoring the requested defence to the difference between the minority and majority opinion.
- There is similarity in rankings but also some crucial differences. If you agree on where 1 team is ranked or some relative rankings, then begin by establishing which discussions need to happen. You can also consolidate the consensus that exists, and use this as a platform to break deadlocks.
- There is no similarity between the rankings. Guide a discussion of each team’s arguments, or, depending on what makes sense to you and in context, of the clashes between particular pairs of teams. These debates often hinge on how one argument was evaluated, so your aim is to detect such differences in interpretation. The initial discussion is intended to inform each other of your perspectives and find some level of common understanding. If two judges believe different arguments are central, frame a discussion about their relative priority. Get each judge to explain their position, and attempt to establish a metric for the importance of arguments in the debate.

After this brief discussion, rank the teams and compare again. Vote if necessary. In all deliberations, judges should not feel under any obligation to stick to their original call just because it was their initial view – flexibility and open-mindedness in the discussion is crucial, and deliberations should always aim at consensus. Such consensus is not, however, an ideal that is to be placed above the right result.

As such, judges should not ‘trade’ results in order to each get their own views somewhat represented in the final ranking – this is likely to produce a result that is impossible to coherently justify. If a judge believes that a team placed first and the other judges disagree,

the former judge should try to advance their reasons. All judges must be flexible and willing to be persuaded, but if they are not persuaded, they should stick with what they believe to be right.

Please note that whilst achieving a consensus is ideal, it is not always possible. Opinions may not change or the time it would take to change them is longer than the time allocated. A split may at some points be a more accurate evaluation of what happened in the debate. Do not make decisions based on untidy compromises, but do not fear to call a vote on issues. During feedback, we expect Chairs to explain the decision to use votes to the debaters and how the outcome of these votes affected the final call.

25. Being a Chair: Filling in the Ballot

Decide the ranking first, with no consideration of speaker marks until this has been established. This reflects the fact that teams win debates, not speakers, and they win based on their aggregate contribution. We are not evaluating our aesthetic appreciation of the speeches (or proxy-marking ‘team balance’): we’re assessing the team’s aggregate contribution. Imbalance within a team should be reflected by giving the speakers different speaker marks.

Once a ranking has been decided upon, the Chair should lead the panel in filling in the ballot. This involves recording the rankings and assigning ‘speaker scores’ – a score (see Appendix A for more details) for each speaker in the debate. There are a few important rules about awarding speaker scores:

- Speaker scores are allocated on a consensus basis.
 - Speaker scores should reflect the majority decision of the judges, not be a compromise between various opinions. If the majority doesn't think a relative ranking is close, there is no reason that the speaker scores suggest otherwise.
- The combined speaker scores for the two speakers’ on each team must be compatible with the ranking they received.
 - The team that placed first must have a higher combined speaker score than the team that placed second, the team that placed second must have a higher combined speaker score than the team that placed third, and so on. Teams cannot be given the same total speaker score – there must be at least a one point difference in the total speaker score of each team.
- Chair judges must ensure that sufficient time is left to award the speaker points with care.
 - Speaker points are important. They are used to determine where teams with the same total team points rank after the in-rounds. Therefore, judges should consider the awarding of speaker points carefully.
 - Chairs must also discuss awarding the speaker points with the Wings. Chairs MUST NOT mark speeches independently (i.e. without discussion with the Wings).
- Judges should not be afraid to use the full range of the scale where it is warranted – but speeches should be exceptionally good, or exceptionally weak, to achieve

markets in the very top and bottom brackets.

- Judges should assess all speakers in a fair manner and must take note of the fact that neither language proficiency nor accent influence a speaker's speaker score.
 - Bias on the basis of an individual's language status and/or (cultural) background will not be tolerated by the Adjudication Core and will negatively impact one's judge ranking.

26. Being a Chair: Announcing the Result (Oral Adjudication)

The chair of the panel delivers the oral adjudication (OA). In the case that the chair loses a vote and feels unable to justify the call, they may retire from this position and **require** one of the wing judges who voted in the majority to deliver all or part of the OA. If the chair does give the OA, this must be to defend the majority position, although the chair should overtly state they disagreed with the majority.

The OA should distinguish between the reasons for the decision and advice for teams: judges may give both. The reasons should be about what did happen; while advice is about what didn't happen, but perhaps should have. The latter cannot be a basis for the former. The primary aim of an OA is to convey to the teams the reasoning of the panel in ranking the teams as they did. The OA should therefore present a logical argument for the ranking, using as evidence the arguments made in the debate and how they influenced the judges. Debates shouldn't be judged according to coaching styles (either prescriptive styles like 'problem/solution' or decompositions of persuasiveness like 'content, style, strategy').

At NUDC 2022, the standard time of providing an OA is 10 minutes, and we hope judges adhere to this time limit. We will make sure that all chambers have the Chair judges finish their OAs within the timeframe, and should any judge(s) exceed the allotted time, we will ask for them to immediately wrap up the OA.

a. Structuring an Oral Adjudication

- Step 1 - Announce the ranking of the teams and explain the structure of your adjudication
- Step 2 - Explain the ranking of the teams
 - Go through the teams in an order that makes sense, comparing pairs of teams and explaining why one beat the other. Judges are free to use/follow any structure that they are comfortable with (e.g. chronological, rank-wise from 1st to 4th or the other way around); but whichever structure is used, judges need to remember that each team is competing with the other three teams, which means that there should be at least six comparisons: OG v OO, CG v OG, CG v OO, CO v OO, CO v CG, CO v OG. Judges are free to include other comparisons (e.g. Government bench v Opposition bench, or Opening bench v Closing bench); **though the team-by-team comparisons should be the utmost priority as addressed earlier.**
 - Comparing teams involves more than making isolated statements about Team X and Team Y, and saying "so X clearly beat Y". It requires that you explain the interaction between the teams to

- establish who had the better arguments.
- Be specific and be detailed – the vague application of adjectives is not sufficient judging (e.g. “CG had more expansive sets of arguments compared to OG”). Identify arguments, whether and how they were responded to, and what the impact of the remainder was.
- Step 3 – Provide any general advice on how teams can improve
 - Advice should be separated from the reasons for your decision. There are a number of broad areas of advice you may want to give as a judge: (1) general advice on improvement; (2) suggestions of reasons why things identified in the adjudication happened; and (3) what might have been run (although please minimise this unless asked)
 - We strongly suggest for this step to be done only if there is enough remaining time out of the total time you are given to deliver an OA.
 - You may also wish to do this step later after officially wrapping up your OA
- Step 4 - Invite teams to speak to you and/or your wing judges after the round for more detailed feedback

27. Common Pitfalls in Judging

What follows is a common pitfall that judges may make in determining results and giving feedback. Many of the examples we give on such pitfalls aren't in and of themselves 'bad feedback' if followed with further elaboration. However, such statements are in and of themselves insufficient.

a. *Generality Over Specificity*

It's perfectly fine for adjudicators to use general language to introduce their reasons, provided that each general statement is supported by examples of what actually happened.. Common examples of being too general (minus the examples or additional details) include:

- “We thought that the CG team managed to answer the key question in the debate, so they won.”
- “The OG team had some interesting points, but they could not fly without what the CG said.”
- “OO talked about how capitalism ruins democracy, but it was not properly mechanised.”

b. *Failing to Judge the Debate as It Happened*

Judges may have their own opinion as to what the best arguments for each side in the debate will be, but these are not the criteria on which the debate is to be judged. Judges may advise teams that there were interesting avenues of analysis left unexplored, but they may not penalise teams for their approach to the motion, or the things that each team decided to emphasise. Common examples of this include:

- “OG loses because they never talked about rights in this debate.”
- “It is unfortunate that CG failed to talk about the economic aspect of this debate.”

c. *Granting Certain ‘Classes’ of Arguments Undue Priority*

This judging pitfall takes a number of forms, one of which is the fetishisation of the use of specific knowledge in the making of arguments. Teams which make strong arguments buttressed by good knowledge should be rewarded, but not because of the total amount of facts they named. A clever use of facts makes an argument stronger and better, but it does not make an argument.

A second form of this pitfall is according improper priority to arguments that are of various types (e.g. moral/philosophical/economic/practical). A ‘principled’ argument, for example, is not necessarily better or worse than a ‘practical’ one – it depends what each argument seeks to prove and how well it does so.

d. *Penalty Judging*

Instead of penalising teams, judges should remove the advantages of rule violations. A good judge isn’t one who tries to find as many reasons as possible to exclude consideration of a team’s arguments and speak instead about the form - rather than the content - of their contribution. For instance:

- If a team violates the duties of role fulfilment, they should be penalised only up to the point of removing any harm they caused to the debate through failure to fulfil their role.
- Beginning a point after six minutes probably means a speaker will have less time to develop it, but a judge should still evaluate how substantial the argument’s contribution is to the round. A one-minute argument can be just as persuasive in the last minute of a speech as it can somewhere in the middle.
- Not taking any POIs means that a speaker’s material is to be viewed as less persuasive, not excluded from consideration.
- Lack of clarity in a mechanism should be resolved by allowing the opposition teams to make any reasonable assumptions of their own and letting the debate carry on from there. It may also make the Opening Government’s case less persuasive if the lack of clarity in the mechanism makes it seem less plausible that the policy could be carried out or if the ambiguity calls into question some of the policy’s benefits.
- If a speaker introduces new arguments in an opposition summation speech, these are to be discounted, as though the speaker had said absolutely nothing during that part of their speech.

e. *Judging the Duration/Structure of a Speech Rather Than Content*

Speaking for a certain length of time or placing arguments in a certain order is irrelevant (in and of itself) to which team won the debate. Naturally, speakers and teams who spend all their time on good arguments and spend more time explaining more important and more complex arguments will do better at being persuasive, but they succeed because they have made good arguments and have explained those arguments well, not because they “spent time on them”.

A speaker can win a debate with a one minute speech (but it's very, very hard to do so). Similarly, sometimes it will make a speech more persuasive to discuss arguments in a particular order because a later argument builds on the analysis of an earlier argument.

28. Feedback on Adjudicators

Adjudication Cores want to know how judges are doing, for two reasons: first, to ensure they provide the fairest possible competition by allocating the best judges to chair panels; second, because judges care about their success in the tournament and feedback is key to fairly assessing their performance.

There are two types of feedback:

- teams' feedback on the judge who delivered the adjudication, and
- chairs' feedback on wings and trainees,

Each type is important. The only way Adjudication Cores can effectively assess and allocate judges is if everyone participates in providing feedback.

LAMPIRAN 2. PEDOMAN SKORING

Appendix A: The NUDC Speaker Scale

The mark bands below are rough and general descriptions; speeches need not have every feature described to fit in a particular band. Judges should not treat any individual feature as decisive in and of itself, but should rather aim to balance all features of the speech to come to the speaker score that seems most appropriate. Throughout this scale, ‘arguments’ refers both to constructive material and responses. Judges should assess all speakers in a fair manner and must take note of the fact that neither language proficiency nor accent influence a speaker’s speaker score. Please use the full range of the scale. Initial scale was created by Sam Block, Jonathan Leader Maynard and Alex Worsnip and later updated by the Warsaw EUDC Adjudication Core.

| Score | Qualitative Descriptions |
|----------|--|
| 95 - 100 | <ul style="list-style-type: none"> • Plausibly one of the best debating speeches ever given • It is incredibly difficult to think up satisfactory responses to any of the arguments made; • Flawless and compelling arguments. |
| 92 - 94 | <ul style="list-style-type: none"> • An incredible speech, undoubtedly one of the best at the competition; • Successfully engaging with the core issues of the debate, arguments exceptionally well made, and it would take a brilliant set of responses to defeat the arguments; • There are no flaws of any significance. |
| 89 - 91 | <ul style="list-style-type: none"> • Brilliant arguments successfully engage with the main issues in the round; • Arguments are very well-explained and illustrated, and demand extremely sophisticated responses in order to be defeated; • Only very minor problems, if any, but they do not affect the strength of the claims made. |
| 86 - 88 | <ul style="list-style-type: none"> • Arguments engage with core issues of the debate, and are highly compelling; • No logical gaps, and sophisticated responses required to defeat the arguments; • Only minor flaws in arguments. |
| 83 - 85 | <ul style="list-style-type: none"> • Arguments address the core issues of the debate; • Arguments have strong explanations, which demand a strong response from other speakers in order to defeat the arguments; • May occasionally fail to fully respond to very well-made arguments; but flaws in the speech are limited. |
| 79 - 82 | <ul style="list-style-type: none"> • Arguments are relevant, and address the core issues in the debate; • Arguments well made without obvious logical gaps, and are all well explained; • May be vulnerable to good responses. |
| 76 - 78 | <ul style="list-style-type: none"> • Arguments are almost exclusively relevant, and address most of the core issues; • Occasionally, but not often, arguments may slip into: i) deficits in explanation, ii) simplistic argumentation vulnerable to competent responses or iii) peripheral or irrelevant arguments; • Clear to follow, and thus credit. |
| 73 - 75 | <ul style="list-style-type: none"> • Arguments are almost exclusively relevant, although may fail to address one or more core issues sufficiently; • Arguments are logical, but tend to be simplistic and vulnerable to competent responses; • Clear enough to follow, and thus credit. |

| Score | Qualitative Descriptions |
|---------|--|
| 70 - 72 | <ul style="list-style-type: none"> Arguments are frequently relevant; Arguments have some explanation, but there are regular significant logical gaps; Sometimes difficult to follow, and thus credit fully. |
| 67 - 69 | <ul style="list-style-type: none"> Arguments are generally relevant; Arguments almost all have explanations, but almost all have significant logical gaps; Sometimes clear, but generally difficult to follow and thus credit the speaker for their material. |
| 64 - 66 | <ul style="list-style-type: none"> Some arguments made that are relevant; Arguments generally have explanations, but have significant logical gaps; Often unclear, which makes it hard to give the speech much credit. |
| 61 - 63 | <ul style="list-style-type: none"> Some relevant claims, and most will be formulated as arguments; Arguments have occasional explanations, but these have significant logical gaps; Frequently unclear and confusing; which makes it hard to give the speech much credit. |
| 58 - 60 | <ul style="list-style-type: none"> Claims are occasionally relevant; Claims are not be formulated as arguments, but there may be some suggestion towards an explanation; Hard to follow, which makes it hard to give the speech much credit. |
| 55 - 57 | <ul style="list-style-type: none"> One or two marginally relevant claims; Claims are not formulated as arguments, and are instead are just comments; Hard to follow almost in its entirety, which makes it hard to give the speech much credit. |
| 50 - 55 | <ul style="list-style-type: none"> Content is not relevant; Content does not go beyond claims, and is both confusing and confused; Very hard to follow in its entirety, which makes it hard to give the speech any credit. |

Appendix B: Chair Feedback Scale

The mark bands below are rough and general descriptions; judges need not satisfy every feature described to fit in a particular band. Initial scale was created by the Athens EUDC Adjudication Core.

| Score | General Description | Qualitative Descriptions |
|-------|---------------------|--|
| 10 | Exceptional | <p>Accuracy: Extremely accurate call, reflected through precise appreciation and very meticulous assessment of ‘close’ comparisons between teams; comprehensive recognition of all necessary inter-team comparisons.</p> <p>Reasoning/Justification: Extremely well-justified justification, evidenced by flawlessly or near-flawlessly outlined explanations that are in-depth, insightful, and nuanced; explicit identification and strong justification for any weighing metrics or assumptions employed in judging.</p> <p>Discussion: Offers highly astute and insightful comments on the debate; highly efficient, and demonstrates profound acumen in managing the panel discussion and (where appropriate) offering constructive feedback to teams.</p> |
| 9 | Excellent | <p>Accuracy: Very accurate call, reflected through appreciation and correct assessment of ‘close’ comparisons between teams; comprehensive recognition of most necessary inter-team comparisons.</p> <p>Reasoning/Justification: Very well-justified justification, evidenced by well-outlined explanations that are in-depth, insightful, and nuanced; good attempts made to justify weighing metrics in judging.</p> <p>Discussion: Offers very insightful comments on the debate; consistently efficient, and demonstrates effectiveness and judgement in managing the panel discussion.</p> |
| 8 | Very Good | <p>Accuracy: Accurate call, reflected through largely correct judgement regarding ‘close’ comparisons between teams; detailed recognition of most necessary inter-team comparisons.</p> <p>Reasoning/Justification: Comprehensively justified justification, evidenced by well-outlined explanations that are in-depth and nuanced; very occasional slippage into minor assumptions or personal biases in judging, or minor lack of clarity in one or more inter-team comparisons; metrics for judging are identified but not explicitly justified.</p> <p>Discussion: Offers mostly insightful comments on the debate; largely efficient, and demonstrates effectiveness in managing the panel discussion.</p> |

| Score | General Description | Qualitative Descriptions |
|-------|---------------------|--|
| 7 | Good | <p>Accuracy: Accurate call, reflected through generally correct rankings but potentially wrong regarding ‘close’ comparisons between teams; careful acknowledgment of most necessary inter-team comparisons in consideration.</p> <p>Reasoning/Justification: Generally well-justified justification, evidenced by well-outlined explanations; occasional slippage into minor personal biases and assumptions, or minor lack of clarity in some inter-team comparisons.</p> <p>Discussion: Offers generally relevant comments on the debate; efficient with occasional slip-ups and flaws or imbalance in managing discussion; demonstrates an appropriate level of judgement (at times limited) in oral adjudication.</p> |
| 6 | Above Average | <p>Accuracy: Mostly accurate call, although may fail to get ‘close’ comparisons between teams correct.</p> <p>Reasoning/Justification: Good attempt at justifying decision; explanations demonstrating some appreciation of key clashes and how they are resolved; occasional slippage into minor or insignificant personal biases and assumptions; lack of clarity in some inter-team comparisons.</p> <p>Discussion: Offers some helpful or useful comments on the debate; somewhat inefficient and barely satisfactory at leading discussion; demonstrates a lack of understanding of the key issues in the debate in oral adjudication.</p> |
| 5 | Average | <p>Accuracy: Broadly accurate call that gets the ‘obvious’ clashes correct; may fail to produce accurate judgement regarding ‘close’ comparisons, or may neglect a significant but not substantial part of the debate.</p> <p>Reasoning/Justification: Some attempt at justifying decision; explanations demonstrating some appreciation of key clashes and issues; regular slippage into personal biases and assumptions, some of which may undermine the quality of the justification; lack of clarity regarding specific inter-team comparisons.</p> <p>Discussion: Mostly inefficient at leading discussion; at times, struggles with catering to one or more voices on panel without reason; demonstrates lack of mature judgement in oral adjudication.</p> |

| Score | General Description | Qualitative Descriptions |
|-------|---------------------|--|
| 4 | Below Average | <p>Accuracy: Inaccurate call that nonetheless identifies the ‘obvious’ rankings correctly; call reflects one or more misunderstandings of the debate; some inability to track important arguments/responses.</p> <p>Reasoning/Justification: Unsatisfactory attempt at justifying decision; explanations demonstrate some appreciation of key clashes and issues, but may not warrant or justify the posited call; frequent slippage into personal biases and assumptions, some undermining the quality of the justification; lack of clarity regarding most inter-team comparisons.</p> <p>Discussion: Incompetent at managing discussion; struggles to consider or include all members on panel; somewhat irrelevant in oral adjudication.</p> |
| 3 | Poor | <p>Accuracy: Inaccurate call failing to identify one or more of the ‘obvious’ rankings correctly; call reflects several misunderstandings of the debate, some of which may be fundamental; some inability to track important arguments/responses.</p> <p>Reasoning/Justification: Poor attempt at justifying decision; explanations demonstrating no appreciation of key clashes and issues; frequent slippage into personal biases and assumptions, most of which certainly undermine the quality of the justification and severely distort the results; lack of clarity regarding most inter-team comparisons; justification occasionally slips into utter irrelevance.</p> <p>Discussion: Incompetent at managing discussion; struggles to consider or include all members on panel; mostly irrelevant in oral adjudication.</p> |
| 2 | Very Poor | <p>Accuracy: Wildly inaccurate call that completely fails to identify more than one of the ‘obvious’ rankings correctly; call reflects several core misunderstandings of the debate; clear inability to track important arguments/responses.</p> <p>Reasoning/Justification: Little to no attempt at justifying decision; explanations demonstrating no appreciation of key clashes and issues; frequent slippage into personal biases, irrelevance and assumptions, that cumulatively undermine the quality of the justification and severely skew the results; lack of clarity regarding most inter-team comparisons</p> <p>Discussion: Very incompetent at managing discussion; struggles to consider any views of all members on panel; irrelevant and potentially counterproductive in oral adjudication.</p> |



| Score | General Description | Qualitative Descriptions |
|-------|---------------------|---|
| 1 | Abysmal | <p>Accuracy: Completely inaccurate call that absolutely fails to identify more than one of the 'obvious' rankings correctly; call reflects a fundamental and foundational misunderstandings of both the debate and British Parliamentary debating in general; clear inability to track important arguments/responses.</p> <p>Reasoning/Justification: Effectively no rationalisable attempt at justifying decision; explanations demonstrating no or deeply erroneous appreciation of key clashes and issues; consistent slippage into unwarranted personal biases and assumptions that cumulatively undermine the quality of the justification and severely skew the results; utter irrelevance.</p> <p>Discussion: Entirely incompetent at managing discussion; struggles to consider any views of all members on panel; irrelevant and very counterproductive in oral adjudication.</p> |

Appendix C: Panellist/Wing and Trainee Feedback Scale

The mark bands below are rough and general descriptions; judges need not satisfy every feature described to fit in a particular band. Initial scale was created by the Athens EUDC Adjudication Core.

| Score | General Description | Qualitative Descriptions |
|-------|---------------------|---|
| 10 | Exceptional | <p>Accuracy: Extremely accurate call, reflected through precise appreciation and very meticulous assessment of ‘close’ comparisons between teams (reflected through speaker scores); comprehensive recognition of all necessary inter-team comparisons.</p> <p>Reasoning/Justification: Extremely well-justified justification, evidenced by flawlessly or near-flawlessly outlined explanations that are in-depth, insightful, and nuanced; explicit identification and strong justification for any weighing metrics or assumptions employed in judging; certainly should chair.</p> <p>Discussion: Outstanding contribution to the discussion that reflects exceptional judgement concerning what is relevant and useful to discussion, with a clear sense of prioritisation; highly helpful; incisive in commentary.</p> |
| 9 | Excellent | <p>Accuracy: Very accurate call, reflected through appreciation and correct assessment of ‘close’ comparisons between teams (reflected through speaker scores); comprehensive recognition of most necessary inter-team comparisons.</p> <p>Reasoning/Justification: Very well-justified justification, evidenced by well-outlined explanations that are in-depth, insightful, and nuanced; good attempts made to justify weighing metrics in judging; should chair.</p> <p>Discussion: Valuable contribution to the discussion that reflects good judgement concerning what is relevant and useful to discussion; very helpful.</p> |
| 8 | Very Good | <p>Accuracy: Accurate call, reflected through largely correct judgment regarding ‘close’ comparisons between teams; detailed recognition of most necessary inter-team comparisons.</p> <p>Reasoning/Justification: Comprehensively justified justification, evidenced by well-outlined explanations that are in-depth and nuanced; very occasional slippage into minor assumptions or personal biases in judging, or minor lack of clarity in one or more inter-team comparisons; metrics for judging are identified but not explicitly justified; high potential to chair.</p> <p>Discussion: Comprehensive contribution to the discussion that reflects good judgement concerning what is relevant and useful to discussion; very helpful.</p> |

| Score | General Description | Qualitative Descriptions |
|-------|---------------------|--|
| 7 | Good | <p>Accuracy: Accurate call, reflected through generally correct rankings but potentially wrong regarding ‘close’ comparisons between teams; careful acknowledgment of most necessary inter-team comparisons in consideration.</p> <p>Reasoning/Justification: Generally well-justified justification, evidenced by well-outlined explanations; occasional slippage into minor personal biases and assumptions, or minor lack of clarity in some inter-team comparisons; has potential to chair.</p> <p>Discussion: Good contribution to the discussion that reflects mostly good judgement about what is relevant and useful to discussion; helpful, with only minor lapses in attention and judgement.</p> |
| 6 | Above Average | <p>Accuracy: Mostly accurate call, although may fail to get ‘close’ comparisons between teams correct.</p> <p>Reasoning/Justification: Good attempt at justifying decision; explanations demonstrating some appreciation of key clashes and how they are resolved; occasional slippage into minor or insignificant personal biases and assumptions; lack of clarity in some inter-team comparisons.</p> <p>Discussion: Good contribution to the discussion that reflects mostly good judgments concerning what is relevant to discussion; helpful, with some lapses in attention and judgement.</p> |
| 5 | Average | <p>Accuracy: Broadly accurate call that gets the ‘obvious’ clashes correct; may fail to produce accurate judgement regarding ‘close’ comparisons, or may neglect a significant but not substantial part of the debate.</p> <p>Reasoning/Justification: Some attempt at justifying decision; explanations demonstrating some appreciation of key clashes and issues; regular slippage into personal biases and assumptions, some of which may undermine the quality of the justification; lack of clarity regarding specific inter-team comparisons.</p> <p>Discussion: Average contribution to the discussion that reflects some judgement concerning what is relevant to discussion; mostly helpful, but may be unresponsive to prompts or generic at times.</p> |

| Score | General Description | Qualitative Descriptions |
|-------|---------------------|---|
| 4 | Below Average | <p>Accuracy: Inaccurate call that nonetheless identifies the ‘obvious’ rankings correctly; call reflects one or more misunderstandings of the debate; some inability to track important arguments/responses.</p> <p>Reasoning/Justification: Unsatisfactory attempt at justifying decision; explanations demonstrate some appreciation of key clashes and issues, but may not warrant or justify the posited call; frequent slippage into personal biases and assumptions, some undermining the quality of the justification; lack of clarity regarding most inter-team comparisons.</p> <p>Discussion: Average contribution to the discussion that can be at times irrelevant; sometimes helpful, but frequently unresponsive to prompts or generic.</p> |
| 3 | Poor | <p>Accuracy: Inaccurate call failing to identify one or more of the ‘obvious’ rankings correctly; call reflects several misunderstandings of the debate, some of which may be fundamental; some inability to track important arguments/responses.</p> <p>Reasoning/Justification: Poor attempt at justifying decision; explanations demonstrating no appreciation of key clashes and issues; frequent slippage into personal biases and assumptions, most of which certainly undermine the quality of the justification and severely distort the results; lack of clarity regarding most inter-team comparisons; justification occasionally slips into utter irrelevance.</p> <p>Discussion: Below-average contribution to the discussion that reflects somewhat flawed understanding; rarely helpful; generic or occasionally unhelpful commentary.</p> |
| 2 | Very Poor | <p>Accuracy: Wildly inaccurate call that completely fails to identify more than one of the ‘obvious’ rankings correctly; call reflects several core misunderstandings of the debate; clear inability to track important arguments/responses.</p> <p>Reasoning/Justification: Little to no attempt at justifying decision; explanations demonstrating no appreciation of key clashes and issues; frequent slippage into personal biases, irrelevance and assumptions, that cumulatively undermine the quality of the justification and severely skew the results; lack of clarity regarding most inter-team comparisons</p> <p>Discussion: Poor contribution to the discussion; unhelpful; at times counterproductive to discussion.</p> |

| Score | General Description | Qualitative Descriptions |
|-------|---------------------|--|
| 1 | Abysmal | <p>Accuracy: Completely inaccurate call that absolutely fails to identify more than one of the 'obvious' rankings correctly; call reflects a fundamental and foundational misunderstandings of both the debate and British Parliamentary debating in general; clear inability to track important arguments/responses.</p> <p>Reasoning/Justification: Effectively no rationalisable attempt at justifying decision; explanations demonstrating no or deeply erroneous appreciation of key clashes and issues; consistent slippage into unwarranted personal biases and assumptions that cumulatively undermine the quality of the justification and severely skew the results; utter irrelevance.</p> <p>Discussion: Very poor contribution to the discussion; highly obstructionist; detrimental to the panel.</p> |

LAMPIRAN 3. KATEGORI NOVICE

NOVICE RULE

National University Debating Championship 2023

This Novice Rule for National University Debating Championship 2023("Rule") is prepared by the Novice Committee (as defined below) of the National University Debating Championship 2023.

PART I

GENERAL PROVISIONS

1. Article 1 - Definitions

For the purpose of this Rule:

"Adjudication Core" means the panel of adjudicators appointed to lead the adjudication process of NUDC 2023;

"Novice Break" means an advanced round in NUDC 2023 exclusively for qualified Novice Teams to determine the novice champion of NUDC 2023, subject to the provision of Article;

"Novice Committee" means a committee appointed by the Adjudication Core of NUDC 2023 to prepare and enforce this Rule in NUDC 2023;

"Novice Speakers" shall have the same meaning as described in Article 4 of this Rule, subject to the provision of this Rule;

"Novice Speaker Awards" means individual awards and acknowledgement made to a number of Novice Speakers with the highest speaker score in NUDC 2023;

"Novice Team" shall have the same meaning as described in Article 3 of this Rule, subject to the provision of this Rule;

"NUDC 2023" means the 2023 National University Debating Championship;

"Open Break" or "Main Draw" means the an advanced debate rounds in NUDC 2023 open for all qualified teams to determine the champion of NUDC 2023;

"Open Speaker Awards" or "Main Draw Speaker Awards" means individual awards and acknowledgement made to a number of speakers with the highest speaker score in NUDC 2023;

"Preliminary Rounds" are the general debate rounds participated by all speakers of NUDC 2023.

2. Article 2 - Interpretation

2.1 The Novice Committee maintains exclusive right to interpret this Rule.

2.2 In interpreting this Rule, the Novice Committee may consult with the Adjudication Core or any individuals deemed necessary for such purpose.

PART II

QUALIFICATION OF NOVICE TEAM AND NOVICE SPEAKERS

3. Article 3 - Novice Team

3.1 A Novice Team is a team comprised of 2 (two) Novice Speakers.

3.2 For the avoidance of doubt a team comprised of 1 (one) Novice Speaker will not be considered as a Novice Team.

4. Article 4 - Novice Speaker

4.1 Novice Speaker is a speaker who:

(a) has never advanced into the Elimination Round of any Varsity Level, National or International Debating Competition; and

(b) has never been awarded Speaker Awards in any national or international debating competition.

4.2 For the avoidance of doubt, a Novice Speaker which is a member of a team comprised of 1 (one) Novice Speaker will be considered as a Novice Speaker.

5. Article 5 - Debating Competition

5.1 For the purpose of this Rule, "Debating Competition" means any debate competition conducted in English and using any of the following debate format:

- (a) British Parliamentary System; or
- (b) Asian Parliamentary System; or
- (c) Australasian Parliamentary System.

5.2 Other debate formats not stipulated in Article 5.1 may be considered as a Debating Competition for the purpose of this Rule only upon the discretion of the Novice Committee.

6. Article 6 - Varsity Level Debating Competition

6.1 A Debating Competition will be considered as Varsity Level if:

- (a) such Debating Competition limits participation (as a debater) to students of university or other similar tertiary education; or
- (b) any other Debating Competition in which at least one-third of the participants are either: (i) students of university or other similar tertiary education; or (ii) former students of university or other similar tertiary education.

6.2 Without prejudice to Article 6.1, a Debating Competition will not be considered as a Varsity Level Debating Competition if it limits participation based on major or debate experience.

7. Article 7 - National Debating Competition

7.1 For the purpose of this Rule, "National Debating Competition" means any Debating Competition which:

- (a) is conducted in Indonesia; and
- (b) is joined by at participants from at least 3 (three) different provinces of Indonesia; and
- (c) at least one-third of the participants of such Debating Competition is domiciled outside from the province where such Debating Competition is conducted.

7.2 Without prejudice to Article 7.1, a Debating Competition will not be considered as a National Debating Competition if it limits participation based on province, region, or island.

8. Article 8 - International Debating Competition

For the purpose of this Rule, "International Debating Competition" means any Debating Competition which

- (a) is joined by at participants from at least 3 (three) different states; and
- (b) at least one-third of the participants is domiciled outside from the state where such Debating Competition is conducted.

9. Article 9 - Elimination Round

9.1 Elimination Round refers to any advanced debate rounds in a Debating Competition participated only by qualified teams after the preliminary rounds, as determined by the adjudication core of such Debating Competition.

9.2 Without prejudice to Article 9.1, any advanced round in which not all official participants of the relevant Debating Competition is eligible to participate shall not be considered as an Elimination Round (including but not limited to, novice break), **except**, only in the case of International Debating Competition, advanced debate rounds which are exclusive for team with certain language qualifications (including but not limited to, advanced debate rounds for teams which speak English as a second or foreign language)

10. Article 10 - Speaker Awards

10.1 Speaker Awards refers to any individual awards or acknowledgement which is publicly announced, either verbally or electronically, by the adjudication core of a Debating Competition.

10.2 For the avoidance of doubt, in the event that no formal announcement is made by the adjudication core of such Debating Competition as contemplated in Article 10.1, the Speaker Awards is considered to have been given to the ten individuals (or any such number deemed appropriate by the Novice Committee in the event of tie-scores) who received the highest speaker score in that competition.

10.3 Without prejudice to Article 10.1, any individual awards or acknowledgement which not all official participants of the relevant Debating Competition is eligible for shall not be considered as a Speaker

Award (including but not limited to, novice speaker awards and gender-based speaker awards), except, only in the case of International Debating Competition, individual awards or acknowledgement which are exclusive for speakers with certain language qualifications (including but not limited to, individual awards or acknowledgement for speakers who speak English as a second or foreign language)

PART III DETERMINATION OF NOVICE STATUS

11. Article 11 - Determination of Status

Participants of NUDC 2023 shall only be eligible for the Novice Break and/or Novice Speaker Awards upon being granted Novice Team status and/or Novice Speaker status by the Novice Committee.

12. Article 12 - Application for Novice Status

12.1 The participating speakers of NUDC 2023 may individually apply for Novice Speaker Status by filling an online application form given by the Novice Committee.

12.2 Such application contemplated in Article 12.1 must be made before the date and time determined by the Novice Committee (“Registration Deadline”). Any application made after the Registration Deadline will not be processed, except for special circumstances decided by the Novice Committee.

12.3 For the avoidance of doubt:

- (a) There is no other application form to apply for Novice Speaker status, aside from such requirement of Novice Team as described in Article 3 above.
- (b) Adjudicators cannot apply for Novice Speaker Status in NUDC 2023.

13. Article 13 - Interim Status

13.1 After the Registration Deadline, the Novice Committee will review all eligible application and publish a temporary status of the application (“Interim Status”). The Interim Status is not the final result of the application and shall not be construed as such.

13.2 Speakers may be granted either of the following Interim Status:

- (a) “Approved”; or
- (b) “Rejected”; or
- (c) “Subject to Interview”.

14. Article 14 - Interview

14.1 Applicants which are granted the “Subject to Interview” status shall answer several questions from

14.2 the Novice Committee before their status is finalized.

14.3 Applicants may start the interview by contacting and requesting for interview to any members of the Novice Committee before the date and time determined by the Novice Committee (“Interview Deadline”).

14.4 Any request for interview made after the Interview Deadline shall not be entertained, and the Novice Committee may process and finalize the relevant applications with hearing to results of such interview.

14.5 For the avoidance of doubt, the completion of an interview contemplated in this Article does not automatically grant Novice Speaker status to the applicant conducting such interview. Such status will be granted upon deliberation by the Novice Committee, taking into consideration the information obtained through such interview.

15. Article 15 - Appeals

15.1 Appeals can be made by any individuals against any Interim Status granted to any applicants, subject to the provision of this Article.

15.2 Such appeal may be made by contacting and requesting for appeal to any members of the Novice Committee before the date and time determined by the Novice Committee (“Appeal Deadline”).

15.3 Any request for appeal made after the Appeal Deadline shall not be entertained, and the Novice Committee may process and finalize the relevant applications without hearing the appeal.

15.4 For the avoidance of doubt, the completion of an appeal contemplated in this Article does not automatically change the Interim Status or the eventual finalized result. Such decision will be made upon deliberation by the Novice Committee, taking into consideration the information obtained through such appeal.

15.5 The Novice Committee shall maintain the identity of the individuals submitting an appeal confidential, unless required otherwise due to special circumstances.

16. Article 16 - Final Status

16.1 After the Interview Deadline and Appeal Deadline, the Novice Committee will publish the final status of the application (“Final Status”). The Final Status represents as the final decision of the Novice Committee.

16.2 Speakers may be granted either of the following Final Status:

- (a) “Approved”; or
- (b) “Rejected”.

16.3 Speakers who obtained the “Approved” status shall be considered as a Novice Speaker in NUDC 2023.

16.4 Teams who fulfill the Novice Team criteria pursuant to Article 3, after the Final Status is published shall be considered as Novice Team.

16.5 Novice Committee shall not entertain any appeal or complaints regarding the Final Status after the Final Status is published.

PART IV

DETERMINATION OF NOVICE BREAK AND NOVICE SPEAKER AWARDS

17. Article 17 - Participation in the Preliminary Rounds

17.1 Novice Teams and Novice Speakers shall participate in the Preliminary Rounds along with the all other speakers and teams in NUDC 2023.

17.2 For the purpose of the Preliminary Rounds, all Novice Teams and Novice Speakers will be treated equally with and shall not be differentiated from any other teams or speakers in NUDC 2023.

17.3 The rules and regulation regarding the debate and the Preliminary Rounds will be determined further by the Adjudication Core.

18. Article 18 - Novice Break

18.1 The number of the Novice Teams who will be participating in the Novice Break will be determined by the Adjudication Core after the Final Status is published.

18.2 The Novice Teams who will advance the Novice Break shall be determined after the Preliminary Round of NUDC 2023.

18.3 Novice Teams who advanced as the Top 32 Teams of NUDC 2023 or to the Open Break of NUDC 2023 shall not qualify and is therefore ineligible to participate in the Novice Break

18.4 The rules and regulation for the Novice Break shall be determined further by the Adjudication Core

19. Article 19 - Novice Speaker Awards

19.1 The number of the Novice Speakers who will receive the Novice Speaker Awards will be determined by the Adjudication Core after the Final Status is published.

19.2 The Novice Speakers who will receive the Novice Speaker Awards shall be determined after the end of the Preliminary Round of NUDC 2023.

19.3 Novice Speakers who is:

- (a) not a member of a Novice Team; or
- (b) a member of a team that advanced as the Top 32 Teams of NUDC 2023 or to the Open Break of NUDC 2023; is eligible to receive Novice Speaker Awards.

19.4 Novice Speakers who qualifies to receive the Open Speaker Awards is also eligible to receive Novice Speaker Awards. For the avoidance of doubt, in such case the relevant Novice Speaker shall receive two speaker awards.

19.5 The rules and regulation for the Novice Speaker Awards shall be determined further by the Adjudication Core.



PART V CLOSING PROVISIONS

20. Article 20 - Applicability

This Rule shall only be applicable for NUDC 2023 and expressly stated otherwise in other competitions, does not constitute the novice rule of other competitions.

21. Article 21 - Amendments to the Rule

The Novice Committee may change, add, or remove any provisions of this Rule at its own discretion. The Novice Committee shall make any necessary announcements or notification to enact such changes, additions, or removal.

22. Article 22 - Closing

Matters relevant to this Rule but not regulated herein shall be regulated further by the Novice Committee.