



Direktorat Jenderal Pendidikan Tinggi
Kementerian Pendidikan Tinggi,
Sains, dan Teknologi Republik Indonesia



DIKTISA INTEK
BERDAMPAK



PANDUAN

NATIONAL UNIVERSITY DEBATING CHAMPIONSHIP

KOMPETISI DEBAT MAHASISWA INDONESIA

NUDC KDMI 2025

“ Mahasiswa Indonesia
Berkarakter, Berprestasi, Berdampak ”

**PANDUAN
NATIONAL UNIVERSITY DEBATING CHAMPIONSHIP
KOMPETISI DEBAT MAHASISWA INDONESIA
TAHUN 2025**

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KATA PENGANTAR

Puji syukur kami panjatkan ke hadirat Tuhan Yang Maha Esa, karena atas limpahan rahmat dan karunia-Nya, panduan *National University Debating Championship* (NUDC) dan Kompetisi Debat Mahasiswa Indonesia (KDMI) Tahun 2025 ini dapat disusun dan diselesaikan. Panduan ini merupakan rujukan resmi pelaksanaan ajang talenta debat tingkat nasional bagi mahasiswa Indonesia yang berada di bawah naungan Direktorat Pembelajaran dan Kemahasiswaan, Direktorat Jenderal Pendidikan Tinggi, Kementerian Pendidikan Tinggi, Sains, dan Teknologi Republik Indonesia. Ajang NUDC dan KDMI bukan sekedar lomba keterampilan berbicara, namun merupakan wahana strategis dalam mewujudkan transformasi pendidikan tinggi yang berdampak. Sesuai dengan arah kebijakan Diktisaintek Berdampak, ajang ini menjadi media penguatan literasi kritis, komunikasi publik, dan daya saing global mahasiswa Indonesia.

Pelaksanaan NUDC dan KDMI juga memperkuat implementasi ruang aktualisasi diri mahasiswa yang berbasis pada nilai-nilai kebangsaan, keberagaman, dan kebebasan berpikir secara bertanggungjawab. Kegiatan ini sejalan dengan cita-cita luhur bangsa yang tertuang dalam Visi Indonesia Emas 2045, yaitu membangun generasi unggul yang mampu menjadi pemimpin berkarakter, produktif, inovatif, serta berkontribusi aktif dalam peradaban dunia. Melalui kompetisi debat, mahasiswa dibekali keterampilan berpikir kritis dan analitis, kemampuan mengelola informasi secara logis, serta kepekaan terhadap isu-isu sosial, ekonomi, budaya dan geopolitik yang berkembang baik di tingkat nasional maupun internasional.

Dalam kerangka pembangunan nasional yang inklusif dan berkelanjutan, ajang ini turut mendukung pencapaian indikator Asta Cita, terutama pada cita keempat: memajukan kebudayaan yang mencerminkan kepribadian bangsa, cita kelima: mewujudkan kualitas hidup manusia Indonesia yang tinggi, maju dan sejahtera, serta cita kedelapan: memperteguh kepribadian bangsa melalui penguatan kebudayaan. Melalui debat, mahasiswa tidak hanya belajar menyampaikan gagasan, tetapi juga membentuk kepribadian yang demokratis, toleran, dan berpijak pada nilai-nilai keilmuan dan kemanusiaan.

Panduan ini membuat informasi mengenai syarat peserta, mekanisme seleksi dan perlombaan, sistem penjurian, hingga teknis pelaksanaan kegiatan. Penyusunan panduan ini juga mengacu pada prinsip tata kelola ajang talenta yang inklusif, akuntabel, berorientasi pada pertumbuhan, dan berkelanjutan. Harapannya, pelaksanaan NUDC dan KDMI tahun 2025 dapat berjalan dengan baik, tertib dan mampu mencetak lebih banyak mahasiswa berprestasi.

Kami menyampaikan apresiasi setinggi-tingginya kepada semua pihak yang telah memberikan kontribusi dalam penyusunan panduan ini, termasuk tim penyusun, para pakar, juri, mitra perguruan tinggi, serta seluruh insan Kemdiktisaintek yang telah bekerja dengan penuh dedikasi. Semoga panduan ini menjadi panduan yang bermanfaat dalam menyelenggarakan kegiatan yang tidak hanya kompetitif, tetapi juga edukatif dan inspiratif. Akhir kata, mari kita jadikan ajang NUDC dan KDMI tahun 2025 sebagai momentum penguatan talenta intelektual muda Indonesia, demi terwujudnya generasi emas yang siap membawa bangsa ini menuju masa depan yang gemilang.



Jakarta, Juli 2025

Beny Bandanadjaja
Direktur Pembelajaran dan Kemahasiswaan

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BAB I PENDAHULUAN

A. Latar Belakang

Dalam semangat Kampus Berdampak dan sejalan dengan visi pembangunan nasional melalui Asta Cita, pendidikan tinggi memiliki mandat strategis untuk mencetak generasi muda yang bukan hanya unggul secara akademik, tetapi juga mampu memberikan kontribusi nyata bagi pembangunan bangsa. Pendidikan tinggi tidak semata-mata mencetak tenaga kerja, melainkan menjadi pusat pembinaan intelektual yang berpikir jernih, kritis, dan solutif dalam menghadapi persoalan masyarakat serta perubahan global yang dinamis.

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)* dan Kompetisi Debat Mahasiswa Indonesia (KDMI).

NUDC dan KDMI tahun 2025 masing-masing mempertemukan 96 tim terbaik se-Indonesia. Dengan menggunakan format debat parlemen, NUDC dan KDMI menuntut mahasiswa tidak hanya mampu mengungkapkan ide dalam bahasa Inggris dan bahasa Indonesia, tetapi juga mampu menguasai pengetahuan global, menganalisis, membuat keputusan, 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 dan KDMI di tingkat wilayah dilaksanakan secara daring, sedangkan NUDC dan KDMI tingkat nasional dilaksanakan secara luring guna memperkuat jejaring, interaksi langsung, dan atmosfer kompetisi yang lebih intensif. Dengan demikian, kompetisi debat mahasiswa menjadi media strategis dalam menanamkan budaya komunikasi intelektual, memperkuat kemampuan negosiasi dan

diplomasi, serta mendorong mahasiswa untuk aktif dalam proses pembangunan nasional. Seluruh proses ini mendukung pencapaian Kampus Berdampak dan implementasi Asta Cita menuju Indonesia Emas 2045.

B. Dasar Hukum

- a. Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
- b. Undang-Undang Republik Indonesia Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
- c. Undang-Undang Republik Indonesia Nomor 59 Tahun 2024 tentang Rencana Pembangunan Jangka Panjang Nasional (RPJN) Tahun 2025-2045;
- d. Peraturan Pemerintah Republik Indonesia Nomor 4 Tahun 2014 tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
- e. Peraturan Presiden Republik Indonesia Nomor 189 Tahun 2024 tentang Kementerian Pendidikan Tinggi, Sains, dan Teknologi;
- f. Peraturan Presiden Republik Indonesia Nomor 12 Tahun 2025 tentang Rencana Pembangunan Jangka Menengah Nasional (RPJMN) Tahun 2025-2029; dan
- g. Peraturan Menteri Pendidikan Tinggi, Sains, dan Teknologi Nomor 1 Tahun 2024 tentang Organisasi dan Tata Kerja Kementerian Pendidikan Tinggi, Sains, dan Teknologi.

C. Tujuan

Tujuan penyelenggaraan *National University Debating Championship (NUDC)* dan Kompetisi Debat Mahasiswa Indonesia (KDMI) Tahun 2025 sebagai berikut:

- a. Meningkatkan kemampuan bahasa Inggris dan bahasa Indonesia lisan, dan menciptakan kompetisi yang sehat antar mahasiswa;
- b. Meningkatkan kemampuan mahasiswa untuk berpikir kritis dan analitis, sehingga mahasiswa mampu bersaing di tingkat nasional maupun internasional;
- c. Mengembangkan kemampuan mahasiswa dalam menyampaikan pendapat secara logis dan sistematis;
- d. Memperkuat karakter mahasiswa melalui pemahaman akan permasalahan nasional dan internasional beserta alternatif pemecahannya melalui kompetisi debat; dan
- e. Meningkatkan daya saing mahasiswa dan lulusan perguruan tinggi melalui media debat ilmiah.

BAB II PERSYARATAN PESERTA DAN PENYELENGGARAAN

A. Asas dan Prinsip

Asas dan prinsip mencakup nilai, norma, asas penyelenggaraan, dan prinsip penyelenggaraan. Penyelenggaraan NUDC dan KDMI Tahun 2025 harus mencerminkan dan menerapkan asas dan prinsip yang sesuai dengan tujuan pendidikan, yakni:

1. Nilai

Nilai-nilai yang dikandung dalam pelaksanaan ajang talenta tidak bertentangan dengan nilai-nilai pendidikan, seperti pembelajaran, obyektivitas, produktivitas, estetika, keteladanan, kedisiplinan, kejujuran, dan nilai-nilai karakter positif lainnya. Nilai-nilai tersebut perlu disosialisasikan kepada seluruh komponen yang terlibat dalam penyelenggaraan agar dipahami dan diaktualisasikan dalam berbagai aspek kegiatan.

2. Norma

Norma ajang talenta mencakup norma etika yang tidak tertulis, yang berlaku sesuai dengan kebudayaan setempat, serta norma tertulis yang berwujud ketentuan atau peraturan, termasuk tata tertib acara seremonial dan kegiatan ajang itu sendiri. Selain untuk mengatur berlangsungnya kegiatan yang tertib, lancar, dan aman, penegakan norma diharapkan dapat mendorong tumbuh dan berkembangnya motivasi berprestasi para peserta, mengekspresikan kreativitas dan keindahan, serta keterbukaan. Selain itu, penyelenggaraan ajang talenta juga harus mengikuti asas dan prinsip penyelenggaraan yang ditentukan dalam dokumen ini.

3. Asas penyelenggaraan

- a. Diselenggarakan dalam kerangka pembangunan pendidikan nasional;
- b. Menjadi bagian dari gerakan perubahan menuju kemajuan;
- c. Menjadi wadah bagi aktualisasi prestasi talenta mahasiswa; dan
- d. Terbuka bagi mahasiswa jenjang Sarjana dan Diploma di lingkungan Direktorat Jenderal Pendidikan Tinggi.

4. Prinsip penyelenggaraan

Penyelenggaraan Ajang Talenta mengikuti prinsip *Inclusive, Growth, Participative* dan *Sustain*, yang dimanifestasikan dengan upaya-upaya berikut:

- a. Pemerataan kesempatan bagi seluruh mahasiswa Indonesia tanpa membedakan suku, agama, rupa, dan ras;
- b. Pemberian kebebasan pengenalan diri dan kesempatan tumbuh-kembang mahasiswa tanpa intervensi yang eksploitatif;

- c. Pembinaan yang membuka peluang mahasiswa untuk berprestasi internasional dan berkarya sebagai pionir perubahan bangsa meraih keunggulan kompetitif (*competitive advantage*);
- d. Tata kelola penyelenggaraan yang obyektif, efisien, akuntabel dan transparan;
- e. Intensifikasi pembinaan di perguruan tinggi dalam rangka mengupayakan pemerataan prestasi melalui kegiatan pencarian dan pemanduan bakat (*talent scouting*) yang melibatkan seluruh pemangku kepentingan;
- f. Partisipasi seluruh pemangku kepentingan di semua aspek penyelenggaraan;
- g. Perencanaan, pelaksanaan, dan evaluasi yang konsisten dan berkesinambungan;
- h. Implementasi penjaminan mutu yang berkelanjutan.

B. Sasaran

Sasaran penyelenggaraan NUDC & KDMI Tahun 2025 adalah mahasiswa di bawah naungan Kemdiktisaintek yang terdaftar pada Pangkalan Data Pendidikan Tinggi (PDDIKTI).

C. Penyelenggara & Unsur Penyelenggara

Penyelenggara kegiatan NUDC & KDMI Tahun 2025 adalah Direktorat Pembelajaran dan Kemahasiswaan, Direktorat Jenderal Pendidikan Tinggi, Kementerian Pendidikan Tinggi, Sains, dan Teknologi Republik Indonesia bekerjasama dengan Universitas Jenderal Soedirman sebagai Tuan Rumah atau Pelaksana NUDC-KDMI tingkat Nasional.

D. Syarat dan Ketentuan Peserta

1. Tim Delegasi Perguruan Tinggi
 - a. Setiap Perguruan Tinggi dapat mengirimkan maksimal 1 (satu) tim untuk berpartisipasi di NUDC dan maksimal 1 (satu) tim untuk berpartisipasi di KDMI;
 - b. Satu tim terdiri atas 2 (dua) *debaters* dan 1 (satu) *NI Adjudicator*;
 - c. Setiap *debater* ataupun *NI Adjudicator* tidak dapat terdaftar di dua kompetisi yang berbeda (NUDC dan KDMI); dan
 - d. Setelah pendaftaran anggota tim tidak boleh diganti dengan alasan apapun.
2. *Debater*
 - a. *Debater* NUDC dan KDMI adalah Warga Negara Indonesia (WNI);
 - b. *Debater* adalah mahasiswa aktif di bawah naungan Kemdiktisaintek 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>;

- c. *Debater* adalah mahasiswa yang belum pernah memiliki gelar Sarjana/Diploma; dan
 - d. *Debater* wajib mengikuti *Seminar on Debating* baik pada saat pelaksanaan seleksi wilayah maupun nasional.
3. *N1 Adjudicator*
- a. *N1 Adjudicator* NUDC dan KDMI adalah Warga Negara Indonesia (WNI);
 - b. *N1 Adjudicator* adalah mahasiswa aktif atau dosen dari perguruan tinggi asal *Debater* yang dibuktikan dengan surat tugas yang ditandatangani oleh pimpinan perguruan tinggi;
 - c. *N1 Adjudicator* wajib mengikuti *Seminar on Adjudicating*, *Seminar on Debating*, dan *Adjudicator Accreditation* pada saat pelaksanaan NUDC & KDMI Tingkat Nasional; dan
 - d. *N1 Adjudicator* tidak berpartisipasi di Seleksi Wilayah.

E. Mekanisme Penyelenggaraan

1. Seleksi Perguruan Tinggi

Perguruan tinggi melaksanakan seleksi untuk menentukan 1 (satu) tim terbaik untuk NUDC dan 1 (satu) tim terbaik untuk KDMI.

Masing-masing tim terdiri atas 2 (dua) mahasiswa sebagai *debater* yang selanjutnya berhak untuk mengikuti seleksi tingkat wilayah. **(Juri N1/N1 Adjudicator belum berpartisipasi di NUDC dan KDMI Tiingkat Wilayah).**

2. Pelaksanaan Wilayah

Direktorat Pembelajaran dan Kemahasiswaan, Ditjen Dikti melaksanakan seleksi Tingkat wilayah untuk NUDC dan KDMI secara daring. Tim yang diundang merupakan hasil dari seleksi administrasi sesuai dengan ketentuan yang ada dalam panduan.

3. Pelaksanaan Nasional

Direktorat Pembelajaran dan Kemahasiswaan, Ditjen Dikti bekerja sama dengan Universitas Jenderal Soedirman melaksanakan NUDC dan KDMI nasional. Peserta yang dinyatakan lolos pada seleksi tingkat wilayah mengikuti pelaksanaan NUDC dan KDMI secara luring.

F. NUDC & KDMI Tingkat Wilayah

NUDC & KDMI Tingkat wilayah menggunakan mekanisme turnamen debat daring tanpa babak eliminasi untuk menentukan tim terbaik untuk berkompetisi ke tingkat nasional sesuai dengan kuota wilayah yang telah ditentukan. NUDC & KDMI Tingkat wilayah akan

dilaksanakan dalam satu kali perlombaan dengan sejumlah tim terbaik dari masing-masing LLDIKTI sesuai kuota nasional dipilih untuk mewakili LLDIKTI nya di Tingkat nasional.

1. Persyaratan

Operator perguruan tinggi melakukan pendaftaran peserta NUDC dan KDMI yang sesuai dengan syarat dan ketentuan peserta untuk mengikuti seleksi wilayah melalui tautan <https://simbelmawa.kemdikbud.go.id/nudc-kdmi> dengan melengkapi surat rekomendasi yang ditandatangani oleh pimpinan perguruan tinggi (format terlampir).

2. Penentuan Tim yang Berpartisipasi

- a. Tim delegasi Perguruan Tinggi mendaftarkan diri secara daring ke laman <https://simbelmawa.kemdikbud.go.id/nudc-kdmi>
- b. **Team Capacity:** Jumlah tim yang berpartisipasi di masing-masing NUDC dan KDMI Tingkat Wilayah adalah **360 tim**, masing-masing mewakili 1 (satu) perguruan tinggi.
- c. **Protected Quota:** Setiap LLDIKTI diberikan kuota terlindungi (*protected quota*) sebagaimana tertera pada Tabel 1, yang ditentukan berdasarkan data historis partisipasi per LLDIKTI. Kuota ini menjamin bahwa paling sedikit sejumlah perguruan tinggi dari masing-masing LLDIKTI sesuai dengan kuota yang bersangkutan memperoleh hak berpartisipasi sepanjang memenuhi persyaratan pendaftaran yang ditetapkan.
- d. **Slot Allocation:** Perguruan tinggi yang mendaftar melebihi kuota terlindungi LLDIKTI-nya akan ditempatkan pada daftar tunggu. Setelah seluruh kuota terlindungi LLDIKTI dialokasikan, sisa tempat (apabila ada) akan diberikan kepada perguruan tinggi pada daftar tunggu tersebut berdasarkan asas *first-come, first-serve*, yakni urutan waktu penerimaan berkas pendaftaran lengkap oleh Direktorat Pembelajaran dan Kemahasiswaan.

Apabila sampai batas akhir pendaftaran masih terdapat sisa kuota, Direktorat Pembelajaran dan Kemahasiswaan berwenang mendistribusikan tempat tersebut secara proporsional atau melalui mekanisme lain yang ditetapkan kemudian, dengan tetap memprioritaskan urutan pada daftar tunggu.

- e. **Final Team List:** Daftar final perguruan tinggi peserta ditetapkan dan diumumkan oleh Direktorat Pembelajaran dan Kemahasiswaan setelah seluruh tahapan verifikasi selesai. Keputusan Direktorat Pembelajaran dan Kemahasiswaan bersifat final dan tidak dapat diganggu gugat.

3. Mekanisme Perlombaan

- a. Akan ada 6 (enam) ronde penyisihan. Seluruh tim wajib mengikuti seluruh ronde penyisihan, sementara *NI Adjudicator* dari masing-masing perguruan tinggi belum berpartisipasi di Tingkat Wilayah.
- b. *Pairing* tim di setiap ronde penyisihan mengikuti aturan *power-pairing* dalam sistem *British Parliamentary*.
- c. Terdapat maksimal 90 ruangan dalam setiap babak penyisihan. Ruang tersebut dibagi dengan platform debat daring yang digunakan.
- d. Masing-masing ruang akan mempertemukan 4 (empat) tim, mengikuti format *British Parliamentary* / Parlemen Inggris. Seluruh ronde penyisihan bersifat terbuka (*open / non-silent round*) di mana juri di masing-masing ruangan akan memberikan hasil penjurian secara lisan (*oral adjudication*).
- e. Tim terbaik dari masing-masing LLDIKTI, berdasarkan akumulasi penilaian selama 6 (enam) ronde penyisihan, akan terpilih untuk mewakili LLDIKTI nya di Tingkat nasional. Jumlah tim yang mewakili tiap LLDIKTI disesuaikan dengan kuota nasional masing-masing LLDIKTI seperti tertera pada tabel berikut:

Tabel 1 Kuota Partisipasi Tingkat Wilayah & Kuota Finalis Tingkat Nasional per LLDIKTI

No	LLDIKTI	Kuota	
		Wilayah	Nasional
1.	LLDikti Wilayah I	24	7
2.	LLDikti Wilayah II	20	7
3.	LLDikti Wilayah III	40	9
4.	LLDikti Wilayah IV	40	9
5.	LLDikti Wilayah V	24	7
6.	LLDikti Wilayah VI	36	7
7.	LLDikti Wilayah VII	56	9
8.	LLDikti Wilayah VIII	18	5
9.	LLDikti Wilayah IX	18	7
10.	LLDikti Wilayah X	10	3
11.	LLDikti Wilayah XI	32	5
12.	LLDikti Wilayah XII	7	5

No	LLDIKTI	Kuota	
		Wilayah	Nasional
13.	LLDikti Wilayah XIII	12	4
14.	LLDikti Wilayah XIV	7	4
15.	LLDikti Wilayah XV	4	2
16.	LLDikti Wilayah XVI	4	2
17.	LLDikti Wilayah XVII	8	4
	Total	360	96

G. NUDC dan KDMI Tingkat Nasional

1. Persyaratan Peserta

Peserta nasional merupakan tim yang dinyatakan lolos dari seleksi wilayah NUDC dan KDMI. Peserta diwajibkan untuk melakukan pendaftaran ulang ke <https://simbelmawa.kemdikbud.go.id/nudc-kdmi> dan mengikuti pelaksanaan NUDC dan KDMI secara Luring di Universitas Jenderal Soedirman.

2. Jumlah peserta

Peserta NUDC dan KDMI Tingkat nasional masing-masing berjumlah 96 tim yang merupakan wakil dari LLDIKTI I-XVII. Daftar peserta didapatkan dari hasil seleksi daring tingkat wilayah yang diumumkan oleh Direktorat Pembelajaran dan Kemahasiswaan.

3. Sistem Perlombaan

- a. Semua peserta mengikuti 6 babak penyisihan.
- b. *Matching* peserta di babak penyisihan mengikuti aturan dalam system *British Parliamentary*.
- c. Terdapat 24 ruangan dalam setiap babak penyisihan.
- d. Masing-masing ruangan akan mempertemukan 4 (empat) tim, dengan *pairing* di babak penyisihan mengikuti prinsip *power-pairing*.
- e. Terdapat dua divisi babak eliminasi dalam NUDC yaitu **Open** dan **Novice**, dan dua divisi babak eliminasi dalam KDMI yaitu **Terbuka** dan **Pratama**.
- f. Divisi *Open* pada NUDC dan *Terbuka* pada KDMI akan mempertemukan sejumlah tim terbaik berdasarkan akumulasi poin dari babak penyisihan.
- g. Divisi *Novice* pada NUDC dan *Pratama* pada KDMI akan mempertemukan tim terbaik yang memenuhi syarat sebagai tim *Novice* / *Pratama* serta belum termasuk tim terbaik divisi *Open-Draw*.

- h. Pengaturan babak eliminasi NUDC & KDMI mengikuti tata aturan di *World Universities Debating Championship*.

4. Tahapan

Terdapat tiga tahapan dalam NUDC dan KDMI tingkat nasional yaitu:

1. *Preliminary Rounds* (Babak Penyisihan)

Terdapat 6 babak penyisihan di NUDC dan KDMI tingkat nasional yang wajib diikuti oleh seluruh tim.

2. *Open Break* (Babak Eliminasi Divisi *Open* / Terbuka)

Divisi *Open* dan Terbuka merupakan divisi utama dalam NUDC dan KDMI.

Divisi ini akan terdiri dari babak-babak berikut

a. *Octofinal Round* (Babak Perdelapan Final)

Babak ini mempertemukan tim yang berada pada peringkat 1 s/d 32 hasil babak penyisihan. Dua tim pemenang di masing-masing ruang debat akan mengikuti babak *Quarterfinals*.

b. *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.

c. *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*.

d. *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 Harapan.

3. *Novice Break* (Babak Eliminasi *Novice* / Pratama)

Novice dan Pratama merupakan divisi babak eliminasi khusus yang bisa diikuti oleh peserta yang memenuhi kriteria *Novice* dan Pratama. Kriteria tim *Novice* dan Pratama mengikuti aturan-aturan pada Lampiran 3 dan Lampiran 4 dari buku panduan ini.

a. Babak Eliminasi di Kategori *Novice* / Pratama dapat terdiri dari *Novice Quarterfinals*, *Novice Semifinals*, dan *Novice Finals*.

b. Jumlah tim dan jumlah babak eliminasi yang akan bertanding di babak eliminasi kategori *Novice* dan Pratama NUDC dan KDMI dapat sewaktu-

waktu disesuaikan oleh CAP / Dewan Juri Inti berdasarkan jumlah tim yang memenuhi kriteria *Novice* / Pratama. Jumlah tim *Novice* / Pratama yang dapat dinyatakan lolos ke Babak Eliminasi *Novice* / Pratama (atau *break size*) tidak lebih dari 50% dan tidak kurang dari 25% dari jumlah keseluruhan tim yang memenuhi kriteria sebagai *Novice* / Pratama.

- c. Terdapat juara 1,2,3, dan Harapan di babak *Novice Grand Final* / Final Kategori Pratama.

H. Format Debat yang Digunakan (*British Parliamentary*/Parlemen Inggris)

Sistem yang digunakan dalam NUDC & KDMI tingkat wilayah dan tingkat nasional adalah sistem *British Parliamentary* (BP). Sistem ini adalah sistem yang digunakan dalam *World Universities Debating Championship* (WUDC) atau lomba debat antar perguruan tinggi tingkat dunia. Detail format lebih lanjut, termasuk skema penilaian dapat dilihat pada panduan debat parlementer untuk NUDC dan KDMI di Lampiran 1 dan 2.

a. 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

- i) *Opening Government* atau Pro 1;
- ii) *Opening Opposition* atau Kontra 1;
- iii) *Closing Government* atau Pro 2; dan
- iv) *Closing Opposition* atau Kontra 2.

b. Mosi

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

c. Tabulasi

Tabulasi sistem BP dilakukan secara terbuka dan daring. NUDC dan KDMI menggunakan *Tabbycat*¹ untuk mentabulasi semua babak. Semua informasi tim, skor, nama juri, ranking tim, mosi dan proses perlombaan tercatat di tabulasi dan diberikan kepada peserta.

¹*Tabbycat* adalah aplikasi terstandar yang digunakan untuk tabulasi kompetisi debat parlementer. Dokumentasi detail aplikasi ini dapat dilihat di <https://tabbycat.readthedocs.io/>

I. Lini Masa Pelaksanaan

Tabel 2 Masa Pelaksanaan

No	Kegiatan	Waktu
1	Sosialisasi NUDC & KDMI	24 Juli 2025
2	Pendaftaran	
	a. Pendaftaran Akun Perguruan Tinggi	1 – 8 Agustus 2025
	b. Pendaftaran Peserta dengan Sistem <i>First-Come First-Serve (FCFS)</i>	9 – 31 Agustus 2025
3	Verifikasi Berkas	1 - 7 September 2025
4	Pengumuman Hasil Verifikasi	8 September 2025
5	Pengarahan, <i>Technical Meeting, Seminar on Debating</i> dan <i>Dummy Round</i> NUDC	19 September 2025
6	NUDC Tingkat Wilayah	20 - 21 September 2025
7	Pengarahan, <i>Technical Meeting, Seminar on Debating</i> dan <i>Dummy Round</i> KDMI	26 September 2025
8	KDMI Tingkat Wilayah	27 - 28 September 2025
9	Pengumuman Hasil Seleksi Wilayah	2 Oktober 2025
10	Registrasi Ulang Peserta Lolos Nasional	2-9 Oktober 2025
11	Pelaksanaan NUDC dan KDMI Tingkat Nasional	20 - 26 Oktober 2025

J. Rangkaian Acara

1. Pelaksanaan Tingkat Wilayah

NUDC & KDMI Tahun 2025 Tingkat Wilayah akan dilaksanakan secara daring dengan rangkaian acara sebagai berikut:

1. Upacara Pembukaan
2. Pengarahan, *Technical Meeting, Seminar on Debating*, dan *Dummy Round*
3. *Preliminary Rounds* / Babak Penyisihan
4. Penutupan dan Pengumuman Finalis Tingkat Nasional.

Rincian jadwal pelaksanaan akan diinformasikan lebih lanjut.

2. Pelaksanaan Tingkat Nasional

NUDC & KDMI Tahun 2025 Tingkat Nasional akan dilaksanakan secara luring di perguruan tinggi tuan rumah pelaksana. Berikut adalah rangkaian acara NUDC & KDMI Tahun 2025 Tingkat Nasional:

1. Upacara Pembukaan
2. *Briefings*/Pengarahan Awal
 - a. *Seminar on Debating* / Pengarahan Debat
Mencakup penjelasan teknis dan substantif tentang sistem dan strategi perlombaan kepada seluruh peserta, dan wajib diikuti oleh seluruh peserta (*debater* dan *NI Adjudicator*).
 - b. *Seminar on Adjudicating* / Pengarahan Penjurian
Mencakup penjelasan teknis dan substantif penjurian. Seluruh *NI Adjudicator* wajib mengikuti seminar ini, dan bersifat tidak wajib / opsional bagi *debater*.
 - c. *Adjudicator Accreditation* / Tes Akreditasi Penjurian
Tes penjurian untuk menentukan nilai tertulis bagi setiap juri yang berpartisipasi. Hanya *NI Adjudicator* yang diwajibkan untuk mengikuti tes akreditasi penjurian.

Pelaksanaan *briefing*/pengarah awal akan dilaksanakan secara daring sebelum pelaksanaan tingkat nasional yang akan diinformasikan lebih lanjut.
3. *Preliminary Rounds* / Babak Penyisihan
4. *Elimination Rounds* / Babak Eliminasi
5. Penutupan dan Penganugerahan Pemenang

BAB III NORMA DAN KETENTUAN

A. Peristilahan

Berikut ini adalah istilah dan ketentuan yang bersifat umum yang berlaku dalam buku panduan ini, yang disadur dari sumber-sumber yang otoritatif, atau dirumuskan kembali dengan penyesuaian konteks dan tujuan panduan.

1. *National University Debating Championship (NUDC)* adalah ajang talenta yang diselenggarakan oleh Direktorat Pembelajaran dan Kemahasiswaan bagi mahasiswa (jenjang pendidikan tinggi) dalam bidang debat Bahasa Inggris.
2. Kompetisi Debat Mahasiswa Indonesia (KDMI) adalah ajang talenta yang diselenggarakan oleh Direktorat Pembelajaran dan Kemahasiswaan bagi mahasiswa (jenjang pendidikan tinggi) dalam bidang debat Bahasa Indonesia.
3. *Debaters* adalah 2 (dua) orang peserta debat yang mengikuti perlombaan.
4. *Convener* adalah orang yang mengatur keseluruhan acara dalam NUDC dan/atau KDMI.
5. *Tournament Director* adalah orang yang mengatur jalannya perlombaan.
6. *Core Adjudication Panels (CAP)* adalah panel juri yang mengatur mekanisme penjurian.
7. *NI Adjudicator* adalah calon juri yang dikirim oleh universitas dan melekat pada tim untuk diikuti dalam proses akreditasi juri.
8. *Invited Adjudicator* adalah juri yang diundang oleh Direktorat Pembelajaran dan Kemahasiswaan atas dasar kompetensi.
9. *Tabulator* adalah orang yang bertanggungjawab terhadap tabulasi penilaian dalam perlombaan.

B. Juri

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

Akreditasi dan Alokasi Juri

1. Akreditasi Juri

Chief Adjudication Panels (CAP) / Dewan Juri Inti melaksanakan akreditasi juri NUDC dan KDMI 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. Etik & Sanksi

Sesuai dengan prinsip pelaksanaan NUDC & KDMI yang terlampir pada Lampiran 1 dan Lampiran 2, segala bentuk kecurangan yang dilakukan oleh tim akan ditindak secara aktif dan proporsional. Kecurangan dalam hal ini, termasuk namun tidak terbatas pada:

1. Penggunaan *search engine*, Generative AI / LLM, alat bantu penerjemah digital, serta berkas/material digital, dan/atau ekuivalen setelah mosi dirilis hingga selama jalannya perdebatan.
2. Komunikasi, dalam bentuk dan dengan tujuan apapun, dengan pihak ketiga, seperti pelatih, pembina, dosen, *NI Adjudicator*, teman, dan/atau ekuivalen setelah mosi dirilis hingga selama jalannya perdebatan.
3. Menerima dan/atau memberikan informasi-informasi yang bersifat rahasia kepada pihak-pihak di luar yang seharusnya menerima informasi tersebut (seperti namun tidak terbatas kepada *NI Adjudicator* memberikan informasi hasil babak tertutup / *silent round* atau skor pembicara kepada orang lain di luar panel juri ronde tersebut).
4. Hal-hal lainnya yang melanggar kode etik dan mencederai keadilan kompetisi.

Dewan Juri Inti berhak melakukan investigasi dan apabila terbukti terjadi kecurangan, berhak memberikan sanksi yang dianggap proporsional, seperti namun tidak terbatas pada peringatan lisan, diskualifikasi, serta peringatan tertulis melalui Direktorat Pembelajaran dan Kemahasiswaan kepada Perguruan Tinggi yang bersangkutan.

D. Penghargaan

NUDC & KDMI Tahun 2025 akan memberikan penghargaan kepada peserta terbaik/juara dengan kategori sebagai berikut:

1. Tingkat Wilayah

- a. Sertifikat diberikan kepada *debaters*.
- b. Penghargaan tim berupa sertifikat dan bentuk lainnya bagi 15 (lima belas) tim terbaik di tingkat wilayah:

Tabel 3 Penghargaan Tim Tingkat Wilayah

Pencapaian Tim	Penghargaan
<ol style="list-style-type: none"> 1. <i>Best Team</i> Peringkat 1 - 5 NUDC Tingkat Wilayah 2. Tim Terbaik Peringkat 1 - 5 KDMI Tingkat Wilayah 	Setara Medali Emas
<ol style="list-style-type: none"> 3. <i>Best Team</i> Peringkat 6 - 10 NUDC Tingkat Wilayah 4. Tim Terbaik Peringkat 6 - 10 KDMI Tingkat Wilayah 	Setara Medali Perak
<ol style="list-style-type: none"> 5. <i>Best Team</i> Peringkat 11 - 15 NUDC Tingkat Wilayah 6. Tim Terbaik Peringkat 11 - 15 KDMI Tingkat Wilayah 	Setara Medali Perunggu

- c. Penghargaan individu berupa sertifikat dan bentuk lainnya bagi 15 (lima belas) pembicara terbaik di Tingkat Wilayah:

Tabel 4 Pencapaian Individu Tingkat Wilayah

Pencapaian Individu	Penghargaan
1. <i>Best Speakers</i> Peringkat 1 - 5 NUDC Tingkat Wilayah 2. Tim Terbaik Peringkat 1 - 5 KDMI Tingkat Wilayah	Setara Medali Emas
3. <i>Best Speakers</i> Peringkat 6 - 10 NUDC Tingkat Wilayah 4. Tim Terbaik Peringkat 6 - 10 KDMI Tingkat Wilayah	Setara Medali Perak
5. <i>Best Speakers</i> Peringkat 11 - 15 NUDC Tingkat Wilayah 6. Tim Terbaik Peringkat 11 - 15 KDMI Tingkat Wilayah	Setara Medali Perunggu

- d. Penghargaan berupa sertifikat dan bentuk lainnya kepada 5 (lima) pembicara terbaik masing-masing LLDIKTI.

2. Tingkat Nasional

- a. Sertifikat diberikan kepada peserta (*Debaters* dan *Adjudicators*).
b. Penghargaan tim berupa sertifikat, medali, dan piala bagi:

Tabel 5 Penghargaan Tim Tingkat Nasional

Pencapaian Tim	Penghargaan
1. Juara 1 (<i>Champion</i>), <i>Open Category</i> NUDC 2. Juara 1 (<i>Champion</i>), <i>Novice Category</i> NUDC 3. Juara 1, Kategori Terbuka KDMI 4. Juara 1, Kategori Pratama KDMI	Medali Emas, Piala, Bantuan Dana Pembinaan.
5. Juara 2 (<i>First Runner-up</i>), <i>Open Category</i> NUDC 6. Juara 2 (<i>First Runner-up</i>), <i>Novice Category</i> NUDC 7. Juara 2, Kategori Terbuka KDMI 8. Juara 2, Kategori Pratama KDMI	Medali Perak, Piala, Bantuan Dana Pembinaan.
9. Juara 3 (<i>Second Runner-up</i>), <i>Open Category</i> NUDC 10. Juara Harapan (<i>Third Runner-up</i>), <i>Open Category</i> NUDC 11. Juara 3 (<i>Second Runner-up</i>), <i>Novice Category</i> NUDC	Medali Perunggu, Piala, Bantuan Dana Pembinaan.

Pencapaian Tim	Penghargaan
12. Juara Harapan (<i>Third Runner-up</i>), <i>Novice Category</i> NUDC	Medali Perunggu, Piala, Bantuan Dana Pembinaan.
13. Juara 3, Kategori Terbuka KDMI	
14. Juara Harapan, Kategori Terbuka KDMI	
15. Juara 3, Kategori Pratama KDMI	
16. Juara Harapan, Kategori Pratama KDMI	

c. Penghargaan individu berupa sertifikat, medali dan/atau piala bagi:

Tabel 6 Penghargaan Individu Tingkat Nasional

Pencapaian Individu	Penghargaan
1. <i>Best Speaker</i> NUDC Kategori <i>Open</i> peringkat 1 - 5	Setara Medali Emas
2. <i>Best Speaker</i> NUDC Kategori <i>Novice</i> peringkat 1 - 5	
3. Pembicara Terbaik KDMI Kategori Terbuka peringkat 1 - 5	
4. Pembicara Terbaik KDMI Kategori Pratama peringkat 1 - 5	
5. <i>Best Speaker</i> NUDC Kategori <i>Open</i> peringkat 6 - 10	Setara Medali Perak
6. <i>Best Speaker</i> NUDC Kategori <i>Novice</i> peringkat 6 - 10	
7. Pembicara Terbaik KDMI Kategori Terbuka peringkat 6 - 10	
8. Pembicara Terbaik KDMI Kategori Pratama peringkat 6 - 10	
9. <i>Best Speaker</i> NUDC Kategori <i>Open</i> peringkat 11 - 15	Setara Medali Perunggu
10. <i>Best Speaker</i> NUDC Kategori <i>Novice</i> peringkat 11 - 15	
11. Pembicara Terbaik KDMI Kategori Terbuka peringkat 11 - 15	
12. Pembicara Terbaik KDMI Kategori Pratama peringkat 11 - 15	

d. 10 (sepuluh) besar *NI Adjudicator* terbaik akan diberikan penghargaan *NI Adjudicator* terbaik peringkat 1 - 10.

BAB VII KETENTUAN KHUSUS

Ketentuan teknis dalam pelaksanaan NUDC dan KDMI pada pelaksanaan Tingkat wilayah dan nasional akan diberitahukan lebih lanjut oleh Direktorat Pembelajaran dan Kemahasiswaan, Direktorat Jenderal Pendidikan Tinggi melalui laman ke <https://simbelmawa.kemdikbud.go.id/nudckdmi> atau media sosial Direktorat Pembelajaran dan Kemahasiswaan.

BAB VIII PENUTUP

Panduan ini digunakan sebagai acuan pelaksanaan *National Univeristy Debating Championship* (NUDC) dan Kompetisi Debat Mahasiswa Indonesia (KDMI) Tahun 2025. Pelaksanaan NUDC dan KDMI dapat berjalan dengan lancar dengan dilaksanakannya tata aturan yang sudah tertuang dalam panduan ini. Pembinaan dalam aspek sikap dan teknis kompetisi semakin dirasa penting dalam membangun karakter peserta. Panduan NUDC dan KDMI 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 dan KDMI.

Lampiran 1.

NUDC Official Debating and Judging Manual

Notes on Authorship

The Adjudication Core of the **Indonesian National Universities Debating Championship (hereinafter “NUDC”)** would like to express our 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**:

- **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.
- **The Belgrade WUDC 2022 Adjudication Core:** Brent Schmidt, Enting Lee, Hadar Goldberg, Juanita Hincapié Restrepo, Milos Marjanovic, Noluthando Honono, Robert Barrie, Yarn Shih.
- **The Madrid WUDC 2023 Adjudication Core:** Jessica Musulin, Klaudia Maciejewska, Njuguna Macharia, Ruth Silcoff, Sourodip Paul.
- **The Vietnam WUDC 2024 Chief Adjudicators:** Aditya Dhar, Banun Sabri, Daniel Maier-Gant.
- **The Panama WUDC 2025 Adjudication Core:** Erasmus Mawuli Segbefia, Jane Mentzinger, Juanita Hincapié Restrepo, Kat Cheng, Marta Vasić, Pranav Kagalkar, Shudipto R. Ahmed
- **The Malaysia Worlds 2015 Adjudication Team:** Shafiq Bazari, Jonathan Leader Maynard, Engin Arıkan, Brett Frazer, Madeline Schultz, Sebastian Templeton, Danique van Koppenhagen.
- **Past Worlds Chief Adjudicators:** Michael Baer, Sam Block, Doug Cochran, Lucinda David, Harish Natarajan, Sharmila Parmanand.
- **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.
- **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.

- **The Athens EUDC 2019 Adjudication Core:** Dan Lahav, Sharmila Parmanand, Benji Kalman, Brian Wong, Clíodhna 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.

Basics of British Parliamentary Debating

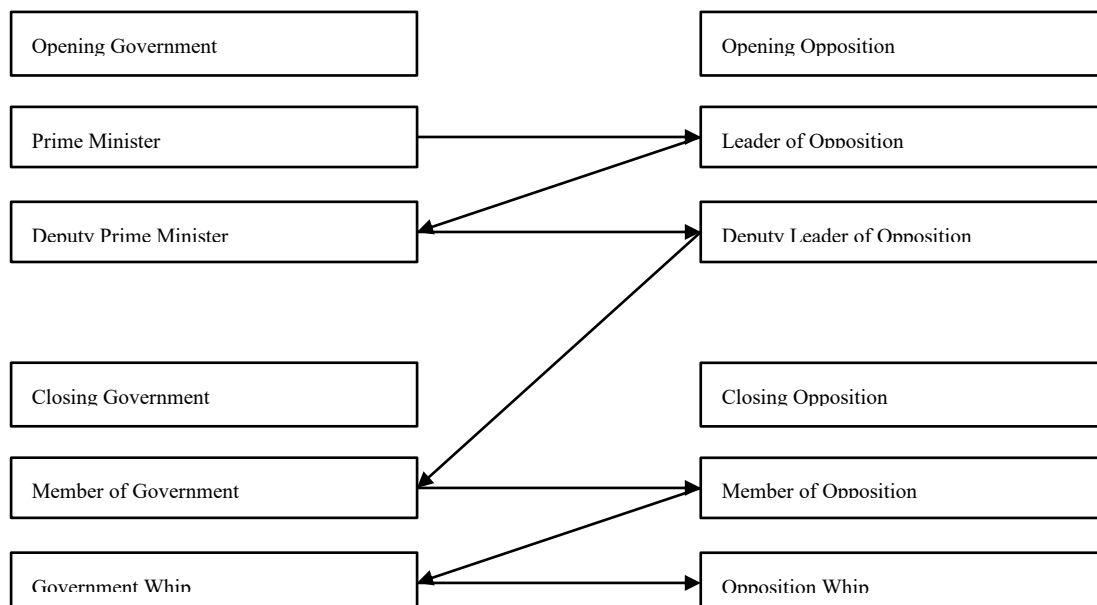
Each debate will contain four teams, each team consisting of eight speakers. There are two teams on each side of the debate. On one side are Opening Government (OG) and Closing Government (CG), on the other side are Opening Opposition (OO) and Closing Opposition (CO).

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.

Speaking Order

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



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. If at any point a speaker hits 7 minutes and 30 seconds (which should never happen), the chair should call for "order" and instruct the speaker to sit down immediately.

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.

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.

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”.

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.

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.

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.

Before the Debate

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.

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 infoslide.

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 Adjudication Core, 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.

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 Committee (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.

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'.

Debating and Judging at NUDC

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.

'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.

Persuasiveness

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.

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:

- the number of arguments the speaker makes;
- how clever/innovative the argument was;
- how interesting the argument was;
- 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.

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:

- They are comprehensible.
- They clearly and precisely convey the speaker’s meaning.
- 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.

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.

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.

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.

As additional examples of providing definitions and models, Prime Ministers should define the motion reasonably as inferred by the motion. For example, if the term “widespread use of [X]” is used, it refers to a state of the world where X is a **relatively broad phenomenon**. The Prime Minister has the ability to characterise what this looks like as long as it is reasonable. In motions related to specific “timing”, i.e. if the term “rise of [X]” is used, it refers to the development of a trend up until the debate. It does not refer to the future growth of the trend.

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.

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.

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.

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.

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:

1. 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.
2. 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.

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.

Lastly on pair-wise comparison, it is important to note that Closing teams are not required to explicitly justify why their arguments should be valued more than those from the Opening teams in order to win over Opening teams. While ‘bench weighing’ can increase the persuasive value of a team’s arguments, the absence of ‘bench weighing’ is not, by itself, a sufficient reason for a team to lose. If provided, judges should assess it rigorously like any other argument.

Debating as Closing Teams

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 characterizations,
- 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).

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 member's 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, such as:
 - new characterizations
 - new mechanisms
 - new framing
- 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.

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.

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.

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.

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 squirrelled 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 geo-political 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.

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.

Motion Types and Strategies

Policy Motions

“This House would [do X]”

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.

“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 have fiat and are encouraged to implement a model.

Take as an example the motion “THBT the US should sanction Saudi Arabia”. While it is possible for teams to debate the merits and demerits of sanctions in abstract, the debate would be made much clearer if Government teams present a model outlining what sanctions entail, what kinds of sanctions would be implemented, and so on. Like other policy debates, Opposition teams may also propose a counter-prop. These motions should not be confused with actor motions or analysis motions, discussed in the sections below.

Analysis Motions

“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.

Motions which use the words to the effect of ‘prefer’ (e.g., ‘rather than’, ‘as opposed to’, ‘instead of’) would also bind Opposition teams to defending the specific comparison, even though it is not worded as “This House prefers”. For example, if the motion is “This House believes that it is in the interest of Vietnam to strengthen relations with the US rather than China”, Opposition teams are bound to defend strengthening relations with China. Opposition teams would not be allowed to defend ‘we do both and play the countries off against each other’. For more details about “This House prefers” motions, please refer to this [section](#).

However, If the motion is “This House believes that it is in the interest of Vietnam to strengthen relations with the US”, Opposition teams have to defend the status quo. If the status quo involves playing the countries off against each other, then the Opposition may defend that comparative.

“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.

“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.

“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.

In addition to considering past harms and benefits, teams can also consider how a world without the existence of X may prevent future harms and/or create future benefits.

“This House predicts [X]”

Motions that begin with “This House predicts that [X]” ask teams to analytically prove that [X] will happen. This motion requires teams to prove that [X] will happen, in the same way that an analysis motion would ask them to prove that [X] is true. There is no burden on teams to prove that the outcome of [X] is good or morally desirable.

For example, with the motion “This House predicts that Germany will not meet its climate goals”, teams should not debate whether it would be good if Germany was to meet its climate goals or if it has a duty to do so, but rather whether or not, given what we know about Germany at the time the motion is set, we believe they will hit their goal. This means judges need to evaluate the level of persuasiveness teams put forward as to **whether it is likely that [X] will happen, rather than whether the outcome of [X] is desirable.**

This motion is not a battle between who knows more contexts and recent news. While they could be useful, judges should make sure that they are incorporated into logical analyses without necessarily giving teams that provide more contexts or factual updates more credits.

We recommend that Adjudication Cores should not use the abbreviation “THP” for this motion type because “THP” is presumed to refer to “This House prefers”.

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.

Teams should explore what genuinely aligns with the actor’s overall well-being. For instance, arguments about minimising pain or maximising pleasure should be explained

within the overall interests and well-being of the actor. Minimising pain or maximising pleasure are not automatically more important to the actor than other interests and values. Actor debates are not about predicting likely behaviour, but rather what is best for the actor in question.

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.

Additional Notes on Motion Types

Outside of NUDC, you might encounter uncommon motion types. They may look like:

- “This House hopes [X]”
- “This House celebrates [X]”
- “This House welcomes/embraces [X]”

The above motions should be treated as ‘This House supports/opposes’. We recommend that Adjudication Cores avoid these alternative phrasings, and or default to ‘opposes’ or ‘supports’ wording instead.

Note: NUDC 2025 will not feature **all of the above** motion types (except for “This House predicts [X]”). However, we believe that teams may benefit from knowing that such motion types exist out there, and acknowledging that motions should be interpreted reasonably based on the action words stipulated in the motion wording.

Opposing the Debate

Counter-Propping

In policy debates, it is sufficient for the Opposition to provide reasons not to do the policy. 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).

For example, if the motion is “This House would ban the sale of junk food”:

OO Strategy	Evaluation
“We will put a tax on junk food”	<p>Mutually exclusive counter-prop that alters the comparative of the debate.</p> <p>In short, this is allowed and still operates within the scope of what is explained above.</p>
“We will advertise promotions for healthy foods”	<p>Not mutually exclusive to the OG model; not a counter-prop (i.e. banning the sale of junk food and promoting healthy food can coexist).</p>
“The effort and resources needed for this is better used in other areas such as stopping smoking”	<p>At face value, this is not a counter-prop and thus OO has no fiat power. OO should explain why these are mutually exclusive and why efforts are likely to be directed to other areas.</p>

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.

As a last note, teams should choose which to employ between counter-proposals and alternatives as they see fit. There is no definitive formula to determine why and how one should or could be more important than the other. Teams should bear in mind the respective burdens and implications as laid out above when strategizing their possible options in directing their case.

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.

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.

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: **20 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 **20 minutes**. Taking into account the time taken to decide on individual speaker points, this means you should consider a vote around **18 minutes** into a discussion. Importantly, during the discussion, it is very possible for judges to underestimate the time they have left to deliberate, or overestimate their ability to convince the other judges to change their decisions within the timeframe. This means that once **18 minutes** have elapsed, judges must immediately vote without exceptions. 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 Committee

(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).

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.

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 **20 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. Ideally, the discussion should wrap up by the 12th minute mark, considering that the chair will need to fill in the ballot that takes time to do and review. Additionally, we believe that prolonging deliberation beyond this mark is counter-productive, considering that: (a) what you remember from the debate has started to fade, (b) longer deliberation increases the risk of each judge stepping in and coming up with their own

interpretations, and (c) it is likely to have become a battle of ego rather than trying to come up with a consensus.

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.

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.

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.

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

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.

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.”

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.”

It is important to note that giving the loss to a team for what they “did not do” or “failed to do” can be considered as failing to judge the debate as it happened. For instance, saying things like “OG got fourth in this debate for not explaining [X], [Y], & [Z]”. While this might come across as sufficient in practice, it may not give enough reasons to explain why failing to explain such elements should result in a loss against the other teams in the debate. Therefore, we would suggest judges to refrain from relying on such a reasoning, and if it is indeed a critical aspect of the evaluation of the debate, judges should provide additional explanation(s) by specifically comparing such

a lack of analysis/response with what the opposing teams said. As such, the judging comes across as more comparative and decisive.

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.

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 whip speech, these are to be discounted, as though the speaker had said absolutely nothing during that part of their speech.
- Judges that justify their call solely on the reasoning that closing teams “did not **explicitly** weigh their argument” against their opening teams, **IS a form of penalty judging.**

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.

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.

Summary on Changes from the Previous Version

- Added new [instructions](#) for chairs in situations where speakers start speaking beyond reasonable time upon being called and/or speak longer than they should.
- Added new criteria for bench weighing: Closing teams are not required to explicitly justify why their arguments should be valued more than those from the Opening teams in order to win over Opening teams. This is flagged in the last bit of this [section](#).

- “This House believes that [X] should do [Y]” motion is now classified as a **policy motion**. This means that Government teams in this motion are encouraged to present a model and therefore have a fiat in doing so. This change has been reflected [here](#).
- Motions which use the words to the effect of ‘prefer’ (e.g., ‘rather than’, ‘as opposed to’, ‘instead of’) would also bind Opposition teams to defending the specific comparison, even though it is not worded as “This House prefers” (e.g. it is worded as “This House believes that it is in the interest of [X] to [do Y] rather than [do Z]”). This change has been reflected [here](#).
- [This section](#) now clarifies that in a “This House regrets [X]” motion, in addition to considering past harms and benefits, teams can also consider how a world without the existence of X may prevent future harms or create future benefits.
- A new motion type, namely 'This House predicts [X],' has been added, and the rules governing it are explained [here](#).
- Added additional clarifications for [actor motions](#), namely: “Teams should explore what genuinely aligns with the actor’s overall well-being. For instance, arguments about minimising pain or maximising pleasure should be explained within the overall interests and well-being of the actor. Minimising pain or maximising pleasure are not automatically more important to the actor than other interests and values. Actor debates are not about predicting likely behaviour, but rather what is best for the actor in question.”
- Clarified that any undefined phrasings of motions (e.g. “welcomes”, “celebrates”, “embraces”) should be treated as “This House supports/opposes [X]” motions.
- Added additional examples in this [section](#) to demonstrate reasonable definitions that Prime Ministers can set up, particularly in regards to motions that use the phrases “the widespread use of [X]” and/or “the rise of [X]”.
- Added a worked example related to [counter-propping](#), using the motion “This House would ban the sale of junk food”, to further clarify legitimate counter-propping and how to evaluate potential different strategies that an OO team may choose.
- Added “new characterizations” as a legitimate form of an [“extension”](#).
- It is now specified that new explanations of previously-made arguments (including, but not limited to: new characterisation, new mechanisms, new

framing, etc.) do not count as new arguments and are permissible for [Whips](#) to engage in.

- It is now specified that judges justifying their call solely on the reasoning that closing teams “did not **explicitly** weigh their argument” against their opening teams, **IS a form of [penalty judging](#)**.

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;

	<ul style="list-style-type: none"> ● 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.
70 - 72	<ul style="list-style-type: none"> ● Arguments are frequently relevant;

	<ul style="list-style-type: none"> ● 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;

	<ul style="list-style-type: none">• 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.
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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.

Table of Chair Feedback Scale

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</p>

		effectiveness and judgement in managing the panel discussion.
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>
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>
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>
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.

Table of Panellist/Wing and Trainee Feedback Scale

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</p>

		<p>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>
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</p>

		and useful to discussion; helpful, with only minor lapses in attention and judgement.
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>
4	Below Average	<p>Accuracy: Inaccurate call that nonetheless identifies the ‘obvious’ rankings correctly; call reflects one or more</p>



		<p>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>
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 2.

Ketentuan Umum Mengenai Format Parleментар Inggris pada KDMI

A. Urutan Pembicara

Saya, Uphie Abdurrahman, mewakili Juri Inti Kompetisi Debat Mahasiswa Indonesia (KDMI) mengucapkan terima kasih yang sebesar-besarnya kepada

- Dewan Juri Inti KDMI 2024: Ir. Muhammad Akbar Walenna, S.T., M.Sc., Ph.D, Gabriel Charlotte Wajong, S.Psi., M.Sc., Jeanne Sanjaya, S.Ip, dan Meganusa Prayudi Ludvianto, MCommun
- Dewan Juri Inti KDMI 2023: Citra Dewi Harmia, M.A., Feliani, S.Pd., Leonardus Hans Sebastian Tahyudin, S.T., Muhammad Batara Mulya, S.Kom., Shannon, S.H.

Atas kontribusinya dalam menjaga keberlanjutan dan perkembangan substantif KDMI secara keseluruhan.

B. Sekilas terkait format debat Parleментар Inggris

Debat parlementer yang diadopsi menjadi sistem utama Kompetisi Debat Mahasiswa Indonesia (KDMI) menggunakan sistem yang berasal dari Inggris Raya. Sistem ini dipilih karena selaras dengan padanan yang digunakan di NUDC, sekaligus karena kompleksitas format sehingga perdebatan memiliki lebih banyak elemen tantangan dan strategi yang bisa diulik oleh peserta. Format ini juga sudah teruji penggunaannya dalam menghasilkan ruang debat yang dinamis namun tetap adil, karena setiap tim dan posisi memiliki keuntungan masing-masing yang bisa dimanfaatkan secara maksimal oleh peserta.

Dalam format ini, sebuah perdebatan terdiri atas empat tim, masing-masing beranggotakan 2 (dua) orang. Dua tim akan mendukung mosi, disebut sebagai tim Pemerintah atau Pro, dan dua tim akan menolak mosi, disebut sebagai tim Oposisi atau Kontra. Dua tim akan berbicara terlebih dahulu, disebut tim Pembuka atau tim bagian pertama perdebatan, dua tim akan berbicara terakhir, disebut tim Penutup atau tim bagian kedua perdebatan.

Nomenklatur yang akan digunakan untuk menyebut tim-tim yang terlibat dalam sebuah debat adalah Pro 1 atau, sebagaimana disadur dari format Inggrisnya, Pemerintah Pembuka (*Opening Government / OG*). Kemudian diikuti oleh Kontra 1 atau Oposisi Pembuka (*Opening Opposition / OO*); Pro 2 atau Pemerintah Penutup (*Closing Government / CG*); dan Kontra 2 (*Closing Opposition / CO*).

Walaupun disadur dari bahasa Inggris, penyebutan “OG”, “OO”, “CG”, dan “CO” harus menggunakan lafal Indonesia.

Setiap tim akan dinilai secara terpisah, sehingga walaupun ada di sisi yang sama, tim 1 adalah lawan kompetisi dari tim 2 sehingga tidak disarankan saling membantu. Akan tetapi, karena mendukung sisi yang sama, kedua tim di sebuah sisi tidak boleh saling membidas satu sama lain. Menemukan strategi bagaimana tetap berada di sisi yang sama, berkompetisi, tapi tidak secara frontal, adalah salah satu tantangan unik dari format ini.

Debat akan ditentukan oleh sejumlah juri terakreditasi yang ada di sebuah panel. Ketua dewan juri di sebuah ruangan debat akan berperan sebagai moderator yang mengelola jalannya perdebatan.

C. Urutan Pembicara

Berikut adalah urutan pembicara dalam sebuah debat, secara kronologis:

Pembicara Pertama Pro 1 (OG)

Pembicara Pertama Kontra 1 (OO)

Pembicara Kedua Pro 1 (OG)

Pembicara Kedua Kontra 1 (OO)

Pembicara Pertama Pro 2 (CG)

Pembicara Pertama Kontra 2 (CO)

Pembicara Kedua Pro 2 (CG)

Pembicara Kedua Kontra 2 (CO)

Setiap tim bebas menentukan urutan pembicara di setiap debat yang dihadapi.

D. Durasi Pidato

Setiap pembicara diberikan maksimal 7 menit untuk menyampaikan pidatonya, dengan tambahan 15 detik untuk menyampaikan kesimpulan penutup.

Semua poin yang disampaikan setelah 7 menit 15 detik tidak akan dicatat oleh dewan juri.

Bel pengingat akan dibunyikan di menit pertama 1 (tanda interupsi boleh diajukan), menit keenam 6 (tanda interupsi tidak boleh lagi diajukan), dan dua bel di menit ketujuh 7 (tanda waktu habis), kemudian tiga bel di detik 7:15 sebagai tanda bahwa pidato sudah harus ditutup. Jika, walaupun tiga bel sudah dibunyikan berturut-turut, pembicara masih terus berbicara jauh melebihi 7:15, maka ketua dewan juri dapat secara verbal meminta pembicara untuk menyudahi pidatonya.

E. Interupsi

Interupsi adalah pertanyaan, sanggahan, klarifikasi, atau komentar singkat lainnya yang diajukan kepada seorang pembicara dari sisi yang berseberangan.

Interupsi boleh diajukan dari menit pertama hingga menit keenam di sebuah pidato. Menit pertama dan terakhir dari tiap pidato bersifat steril dan terlindungi, sehingga tidak boleh ada pidato yang diajukan di menit-menit tersebut.

Pembicara yang sedang berbicara sepenuhnya berhak menerima atau menolak interupsi yang diajukan. Interupsi tidak boleh disampaikan kecuali jika jelas sudah diterima oleh yang sedang berbicara. Kendati demikian, pembicara dianjurkan menerima satu atau dua interupsi dalam pidatonya untuk menunjukkan itikad baik untuk merespon lawan bicara secara dinamis, dan juga menunjukkan bahwa pembicara memang menguasai apa yang sedang disampaikan. Tidak menerima interupsi sama sekali akan merugikan pembicara karena akan dianggap sebagai kurang bisa memberikan respon atau jawaban, sehingga akan mendapatkan penalti berupa pertimbangan pengurangan nilai dengan dasar kurang

Interupsi diajukan oleh pembicara di sisi yang berseberangan dengan cara berdiri dan menyatakan “interupsi” secara jelas namun tanpa perlu berteriak atau menggunakan suara yang terlalu keras. Jika ditolak, sebaiknya sebuah tim memberikan jeda kurang lebih 20 detik antara satu interupsi dan yang selanjutnya. Jika diterima, penanya diberikan maksimal 15 detik untuk menyampaikan interupsi. Pembicara yang menerima interupsi boleh memotong interupsi yang diajukan jika sudah menangkap apa intinya, dengan catatan bahwa jika menurut dewan juri interupsi tersebut dipotong terlalu awal, dewan juri dapat mempertimbangkan bahwa pembicara tidak mengambil interupsi sama sekali.

Hasil dari dinamika interupsi dapat memengaruhi nilai pembicara, dan dapat menjadi penentu dan mengubah ranking jika perbedaan antara dua tim.

F. Iron-Person

Iron Person adalah istilah yang digunakan untuk menyebut kondisi di mana sebuah tim berdebat hanya beranggotakan 1 (orang), alih-alih 2 (dua) seperti biasanya.

Kondisi ini dapat diterima hanya jika alasan absennya satu anggota dapat diterima berdasarkan izin dan keputusan jelas dari Panitia Penyelenggara, Komite Kode Etik, dan Tim Juri Inti. Alasan yang dapat diterima contohnya adalah kondisi sakit berat,

adanya gangguan teknis masif seperti mati lampu, kedukaan, musibah, dan lainnya, yang keabsahannya akan dipertimbangkan berdasarkan bukti pendukung dan diputuskan secara ad hoc.

Saat kondisi ini terjadi, anggota tim yang tersisa akan menyampaikan kedua pidato untuk timnya. Tim dan kedua pidato ini akan dinilai secara normal dan objektif oleh dewan juri, sehingga dapat mendapatkan ranking apapun sesuai kualitas pidato yang disampaikan. Nilai yang akan pembicara tersebut dapatkan adalah nilai tertinggi dari kedua pidato tersebut. Pembicara yang tidak dapat hadir akan mendapatkan nilai 0 (nol).

Sebuah tim hanya diperbolehkan untuk bertanding secara iron-person selama 1 (satu) kali di babak pre-eliminasi. *Iron-person* tidak diperbolehkan di babak eliminasi, dan tim yang tidak dapat bertanding secara penuh di babak eliminasi akan secara otomatis gugur dari turnamen.

G. Persiapan Debat

Mosi

“Mosi” adalah bahasan spesifik yang akan diperdebatkan, terdiri atas sebuah kalimat aktif yang berisi aksi yang akan dilaksanakan dan konteks umum. Kalimat mosi disusun menggunakan kata-kata yang dianggap bisa dipahami oleh pendebat sesuai tingkat akademik yang dipertandingkan.

Mosi yang digunakan dalam LDI akan dirumuskan oleh Tim Juri Inti, yakni juri paling berpengalaman di turnamen tersebut. Setiap mosi dipilih dengan pertimbangan matang bahwa tidak ada sisi yang lebih berat beban pembuktiannya, dan temanya relevan dengan dinamika sosial dan intelektual yang kini dan modern. Semua mosi dalam turnamen akan bersifat impromptu. Mosi akan dirahasiakan secara ketat dan diumumkan kepada peserta, juri, dan khalayak umum 15 menit sebelum perdebatan dimulai. Waktu untuk mempersiapkan kasus adalah 15 menit. Selama 5 menit pertama dalam waktu persiapan kasus, peserta boleh mengajukan pertanyaan ataupun permohonan klarifikasi terkait mosi, dan jika ada pertanyaan/permohonan klarifikasi, hanya boleh dijawab oleh tim juri inti.

Apabila ada informasi lain yang dianggap penting sebagai konteks perdebatan, mosi dapat dilengkapi oleh sejumlah salindia informasi yang berisi informasi lebih lanjut terkait mosi tersebut. Kala tersedia salindia informasi untuk melengkapi sebuah mosi, semua informasi yang tercantum dalam salindia informasi harus dianggap

benar dalam debatnya. Selebihnya, pendebat boleh menambahkan atau membawa contoh/konteks/informasi lain yang relevan selama tidak menyalahi mosi/salindia informasi yang diberikan.

H. Waktu Persiapan Kasus

Setelah mosi diumumkan, setiap tim diberikan 15 menit untuk mempersiapkan kasus.

Persiapan kasus hanya boleh dilakukan oleh kedua anggota tim. Tidak boleh ada pihak eksternal lain (pembimbing, juri, teman, dan sebagainya) yang terlibat.

Pendebat tidak boleh menggunakan gawai digital ataupun mengakses internet saat mempersiapkan kasus. Catatan mengenai waktu dimulainya debat, ataupun salindia informasi dan mosi, harus disimpan secara analog.

Dalam mempersiapkan kasus, pendebat boleh menggunakan bahan acuan dan referensi yang bersifat fisik, misalnya buku, majalah, almanak, artikel koran, *print-out*, catatan tangan, dsb.

Proses persiapan kasus akan disupervisi oleh pengawas turnamen, yang juga menerima laporan jika terdeteksi ada indikasi kecurangan. Pelanggaran terhadap aturan di atas adalah pelanggaran serius terkait kode etik dan sportivitas turnamen dan akan diproses dan ditindak secara serius, sehingga dapat mengakibatkan diskualifikasi ataupun hukuman lainnya.

Tim Pro 1 (OG) diberikan hak untuk mempersiapkan kasus di dalam ruangan tempat terjadinya debat, sementara tiga tim lainnya boleh mencari tempat yang nyaman untuk mempersiapkan kasus di sekitar ruangan debat.

Apabila ada tim yang tidak muncul saat debatnya harus dimulai, dewan juri akan menginformasikan tim tabulasi untuk mengirim tim pengganti (*swing team*). Jika tim yang harusnya bertanding belum muncul saat *swing team* sudah tiba di ruangan, maka tim tersebut kehilangan hak untuk bertanding.

Penggunaan gawai untuk mencatat secara digital, baik dalam persiapan kasus maupun saat debat berlangsung, secara umum tidak diperbolehkan. Apabila ada kebutuhan khusus, hal ini harus disampaikan sebelum turnamen dimulai ke Tim Kode Etik dengan berkonsultasi dengan Tim Juri Inti dan Tim Pembina.

I. Tolok Ukur Penilaian

Secara umum, penilaian dalam format ini mencakup empat elemen utama: pembuktian logis sebuah kasus, kualitas retorika dan penyampaian, serta bagaimana

sebuah tim memanfaatkan posisi khusus mereka secara strategis terkait aturan dan kekhususan lain yang termaktub dalam format BP.

J. Logika

Komponen menganalisis runtut logika pernyataan dan pembuktian yang dilakukan. Seorang pembicara harus menyampaikan pernyataan yang diikuti oleh pembuktian kuat mengenai cara kesimpulan tersebut dicapai: bagaimana proses terjadinya kesimpulan tersebut? Apakah betul konteksnya demikian? Apakah runtut logika terpenuhi, atautkah ada proses terlompati sehingga pembuktian lemah?

Pembicara juga diminta untuk melakukan perbandingan logis antara apa yang mereka nyatakan dan apa yang dinyatakan oleh lawan. Misalnya, jika kedua premis benar, mana yang bobotnya lebih berat dan mengapa? Apakah premis yang terbukti benar berlaku secara umum atau hanya dalam sekelumit kecil konteks saja?

Karena format ini tidak memperbolehkan peserta untuk melakukan riset, tidak ada tuntutan untuk mencantumkan bukti konkret ataupun acuan eksternal lain. Kendati demikian, penggunaan contoh konkret yang dapat dipaparkan secara logis dan sederhana sangat disarankan.

Argumen yang disampaikan harus relevan dengan mosi yang dibahas. Cakupan mosi secara umum adalah konteks demokrasi, sehingga debat tidak harus mengenai negara Indonesia ataupun kondisi di Indonesia, kecuali jika mosinya menyatakan bahwa debatnya khusus mengenai negara Indonesia.

K. Retorika

Walaupun tidak menjadi tolok ukur utama penilaian, retorika dapat memengaruhi bagaimana sebuah kasus menjadi persuasif dan menentukan nilai.

Retorika mencakup teknik berbicara di hadapan publik, intonasi, ketepatan diksi, keluwesan berbahasa, penguasaan panggung, penggunaan humor yang efektif, dan sebagainya.

Tujuan diperhatikannya retorika bukanlah untuk menekankan elemen oratorial dalam pidato, sehingga hal-hal seperti volume suara atau postur tidak menjadi bagian utama dari komponen ini. Idealnya, komponen retorika ingin melihat apakah penyampaian yang digunakan sudah efektif untuk mengemukakan ide yang ingin diutarakan, dan apakah ada elemen-elemen retorika fungsional yang berhasil

pembicara gunakan untuk membangun persuasi lebih dalam, misalnya secara emosional dan empatetik.

Retorika juga mencakup penggunaan bahasa Indonesia yang baik, cair, luwes, dan efektif dalam konteks berbicara di hadapan publik dan komunikasi ke khalayak ramai. Penggunaan bahasa Indonesia yang baik, benar, dan berterima harus diperhatikan sebagai salah satu komponen yang akan mempengaruhi penilaian. Dalam hal ini, peserta didorong untuk menggunakan bahasa Indonesia dalam hal kata-kata yang dipilih serta struktur kalimat yang digunakan. Bahasa Indonesia yang digunakan tidak harus selalu baku, dan penggunaan bahasa saduran dari bahasa lain (baik Inggris maupun bahasa daerah) diperbolehkan selama porsinya masih wajar dan tidak menjadi dominan. Nuansa ke-Indonesia-an harus tetap terasa dalam pidato yang disampaikan, baik secara tutur logika, struktur kalimat, dan secara keseluruhan.

L. Pemilih Awam yang Cerdas

Perlu dicatat bahwa format parlementer disebut ‘parlementer’ karena menjadi sebuah simulasi di mana anggota parlemen (representatif rakyat) berbicara kepada rakyat tentang sebuah kebijakan, sebuah pembahasan posisi, ataupun tentang topik yang penting. Oleh karena itu, perlu ditekankan bahwa posisi juri bukanlah sebagai ahli di bidang yang dibahas, namun sebagai pemilih awam yang cerdas.

Definisi pemilih awam yang cerdas adalah seseorang yang tertarik atas isu global. Ia mengetahui tajuk utama dan topik-topik besar yang terjadi secara global dan nasional saat ini, dan juga memiliki pemahaman umum terhadap titik-titik besar dalam sejarah, namun pengetahuan ini tidak terperinci ataupun mendalam.

Pemilih awam yang cerdas adalah orang yang terbuka dan tidak memiliki preferensi sisi manapun dari debat yang dihadapi, sehingga posisinya netral menghadapi mosi dan bisa terpersuasi sisi manapun sepanjang diberi penjelasan yang baik berdasarkan tolok ukur di atas. Ia juga tidak memiliki bias atau preferensi terhadap konteks geografis, latar belakang sosial budaya, jenis argumen, ataupun contoh apapun. Juri yang memiliki preferensi atau pandangan tertentu di dunia nyata akan mengesampingkan pandangan pribadi tersebut untuk keperluan analisis debat secara objektif, sehingga juri yang dihadapi pendebat diharapkan dapat menjunjung elemen netralitas ini dalam mencapai keputusan.

Terakhir, pemilih awam yang cerdas adalah seseorang yang mahir berlogika, sehingga mampu menginvestigasi secara logis pernyataan dan analisis yang ia dengarkan. Ia juga memiliki kompetensi dan keahlian dalam seluk beluk aturan format debat parlementer, sehingga dapat secara akurat mengetahui dan menilai terpenuhinya aturan, tugas, dan kekhususan posisi setiap tim maupun pembicara dalam debat yang terjadi.

M. Peran, Tugas, dan Kewajiban Tiap Tim/Pembicara

Selain mengelaborasi poin dengan baik dan logis, setiap pembicara dan posisi tim memiliki kekhususan tertentu. Untuk itu, perlu dipahami seluk beluk peran dan kewajiban tiap pembicara. Peran, tugas, dan kewajiban ini membantu untuk memastikan bahwa debat berlangsung secara lancar dan setiap tim dapat bertanding secara adil.

N. Definisi

Tim Pro 1 (OG) memiliki tugas untuk mendefinisikan mosi secara masuk akal. Definisi yang harus disampaikan bukanlah definisi harfiah atau sesuai kamus, melainkan definisi yang membuat debatnya lebih jelas dan terperinci. Misalnya, definisi privatisasi dalam mosi “Dewan ini mendukung privatisasi perusahaan energi” bukan hanya sebagai “proses pengalihan manajemen ke pihak swasta”, namun lebih terperinci misalnya melibatkan proses tender yang terbuka dan transparan, dilakukan secara bertahap, menggunakan model kerjasama antara BUMN dan swasta, dsb. Hal ini sering disebut sebagai “mekanisme kebijakan” atau bagaimana sesuatu dilakukan atau diterapkan.

Tidak semua debat memerlukan definisi yang terperinci, karena ada mosi yang sudah cukup jelas maknanya apa. Namun, jika ada, definisi harus disampaikan sedini mungkin.

Jika definisi yang disampaikan terlalu jauh dari makna yang bisa dipahami secara intuitif, atau terlalu mengerang ke konteks tertentu, maka definisi dapat disanggah dan diganti baru hanya oleh Pembicara Pertama Kontra 1.

O. Cakupan Mosi

Debat harus terjadi dalam cakupan sesuai dengan tingkat generalitas yang dinyatakan mosi. Mosi yang umum dan tanpa konteks (misalnya, seperti di atas, Dewan ini mendukung privatisasi perusahaan energi) harus diasumsikan terjadi di

sebagian besar negara demokrasi, sehingga analisis konteks dan contoh kasus yang cukup beragam dapat menjadi relevan.

Debat dengan cakupan lebih khusus akan dinyatakan secara khusus dalam mosi (misalnya, Dewan ini mendukung privatisasi perusahaan energi di Indonesia). Jika mosi didefinisikan dengan cakupan yang terlalu sempit, maka sah bagi tim-tim lain, jika menghendaki demikian, untuk memberikan klarifikasi sebagaimana mestinya dan memperluas cakupannya sehingga sesuai dengan apa yang dititahkan mosi.

Dalam debat apapun, kasus dan skenario yang ekstrem boleh dikecualikan dari debatnya, dengan catatan tim bisa memberikan alasan yang jelas mengapa bisa dikategorikan ‘ekstrem’ dan mengapa pengecualian ini dapat dijustifikasi.

P. Bidang dan Perbandingan

Hasil dari suatu debat harus ditentukan berdasarkan apa yang disampaikan oleh tim-tim yang berdebat. Juri tidak boleh ikut campur dalam debat. Jangan menciptakan argumen untuk tim, jangan menyempurnakan argumen mereka, dan jangan melakukan sanggahan untuk mereka.

Juri tidak boleh secara otomatis menolak argumen hanya karena mereka tidak setuju, atau karena mereka melihat kelemahan dalam argumen tersebut. Argumen menjadi persuasif dan berdampak jika sudah disampaikan dan didukung dengan pembuktian; argumen menjadi kurang persuasif dan kurang berdampak jika ada kontradiksi internal, atau sudah dibidas oleh tim lain. Juri tetap perlu mempertimbangkan seberapa signifikan suatu argumen sebelum memutuskan bagaimana pengaruhnya terhadap peringkat tim-tim dalam debat.

Jika suatu argumen secara jelas sangat tidak masuk akal (sedemikian rupa sehingga mustahil membayangkan pemilih awam yang cerdas biasa mempercayai logika dan/atau premisnya), atau jika argumen tersebut hanya memiliki peran kecil dalam pidato pembicara yang menyampaikannya, maka masuk akal bagi tim yang merespons untuk memilih mengalokasikan waktunya pada bagian lain, terutama jika ada materi lain yang lebih kuat dalam debat. Lebih lanjut, juri berhak menilai seberapa kuat pembuktian suatu argumen – argumen yang hanya merupakan pernyataan tanpa pembuktian selanjutnya seharusnya tidak mendapatkan banyak kredit. Tidak ada kewajiban mutlak bagi pembicara untuk “menanggapi setiap argumen” dari sisi lawan. Namun, akan menguntungkan bagi tim-tim lain untuk menunjukkan dan menanggapi argumen yang dibangun dengan lemah. Jika klaim

besar dibiarkan tanpa tantangan oleh tim lain, maka ini harus dianggap sebagai pengakuan atau konsesi dari tim yang melewatkan kesempatan untuk merespons.

Sanggahan mencakup semua materi yang disampaikan oleh pembicara yang menunjukkan mengapa argumen yang disampaikan oleh tim lawan itu salah, tidak relevan, kurang penting, tidak cukup kuat, tidak memadai, atau inferior dibanding kontribusi timnya sendiri dalam debat. Sanggahan tidak harus secara eksplisit diberi label 'sanggahan', dan bisa muncul di bagian mana pun dalam pidato. Materi yang diberi label sanggahan bisa juga bersifat konstruktif, dan materi yang diberi label konstruktif juga bisa berfungsi sebagai sanggahan.

Juri harus melacak argumen-argumen dan menilai, berdasarkan saling tanggapan antara tim, kontribusi tim mana yang lebih signifikan dalam mendukung posisi bahwa kita seharusnya melakukan kebijakan tersebut, atau bahwa kita seharusnya tidak melakukannya. Namun, ketika tim-tim tidak mendapatkan kesempatan untuk saling menanggapi, menentukan siapa yang lebih persuasif menjadi lebih sulit. Ini sering terjadi, misalnya antara Pro 1 dan Kontra 2.

Dalam kondisi seperti ini, juri terpaksa harus melakukan penilaian yang lebih independen terhadap argumen-argumen yang disampaikan. Juri harus menilai tidak hanya argumen mana yang paling penting, tetapi juga argumen mana yang paling jelas terbukti. Argumen yang membutuhkan banyak lompatan logika memang lebih baik daripada tidak ada argumen sama sekali, namun tetap tidak lebih baik dari argumen yang dirancang dengan baik dan membutuhkan asumsi yang lebih sedikit. Menilai argumen juga melibatkan perbandingan dengan materi lain dalam debat. Misalnya, saat juri membandingkan dua tim secara diagonal (misalnya Pro 1 dan Kontra 2), mereka harus terlebih dahulu menanyakan apakah ada bagian dari kasus tim yang berbicara lebih awal yang secara inheren menanggapi. Apakah tim opening telah mengantisipasi materi yang muncul dalam konstruk atau substansi tim penutup? Apakah tim yang berbicara kemudian menghadapi bagian yang lebih kuat dari kasus tim opening, atau hanya menanggapi bagian yang lebih lemah? Periksa juga apakah mereka memberi kesempatan kepada tim diagonal untuk masuk dengan interupsi, sebagai peluang untuk berinteraksi.

Singkatnya, bidasan dan respon sangat penting porsinya dalam menentukan persuasi, kualitas, dan hasil perdebatan. Hindari situasi di mana poin-poin tidak dijelaskan dengan baik atau kasus masing-masing sisi berjalan dengan paralel.

Q. Pro 1 dan Kontra 1

Selain dari mendefinisikan debatnya, tim yang berdebat di bagian awal sebaiknya membawa dan membuktikan argumen yang paling inti dalam perdebatannya, baik dari segi mudah dibuktikan, memiliki imbas paling nyata atau paling besar, memiliki nilai prinsip dan etis yang tinggi, dsb. Tim Pro 1 dan Kontra 1 harus saling membidas satu sama lain, dan Pembicara Kedua dari masing-masing tim harus memiliki argumen yang berbeda dengan Pembicara Pertama mereka.

R. Pro 2 dan Kontra 2

Anda harus mendukung sisi, posisi, kebijakan, dan kerangka yang kurang lebih sama dengan tim yang berbicara sebelum Anda

Perbedaan tim Anda adalah argumen yang digunakan untuk mendukung sisi, aksi, atau kerangka tersebut. Alasan Anda harus lebih baik dari tim sebelumnya. Mereka adalah kompetitor Anda. Disarankan Anda tidak mengamini, memperkuat, atau mengulang argumen yang sudah ada dari Tim 1 karena ini malah akan merugikan tim Anda.

Sampaikan alasan baru (disebut ekstensi atau perluasan, nomenklatur untuk menyebut kontribusi baru yang unik) untuk mendukung sisi/kerangka kerja yang sama, berupa argumen baru, analisis logika baru terhadap argumen yang sudah ada, bidasan baru, contoh baru, sudut pandang baru, runtut logika baru, pemangku kepentingan baru, dll. Ekstensi atau perluasan ini wajib dimunculkan oleh Pembicara Pertama Pro 2 atau Kontra 2. Jika dirasa kontribusi baru ini hanya terlihat di Pembicara Kedua, maka kontribusinya dikurangi karena akan dianggap terlambat dan kurang adil karena sedikit kesempatan bagi lawan untuk merespon.

Pembicara Kedua Tim Pro 2 atau Kontra 2, yakni pembicara terakhir dari masing-masing sisi, memiliki tugas khusus yakni (1) menekankan apa yang menjadi kontribusi unik tim Anda (2) menjelaskan mengapa tim tersebut sudah memenangkan debat dengan cara merangkum debat dengan rapi, namun dengan kesimpulan yang bias pada tim Anda, dengan tujuan untuk membantu juri mencapai keputusan yang menguntungkan tim Anda.

Pembicara Kedua Tim Pro 2 atau Kontra 2 tidak boleh membawa argumen yang sepenuhnya baru, namun boleh membawa contoh, tambahan penjelasan, atau bidasan baru terhadap argumen yang sudah muncul sebelumnya.

S. Kontradiksi

Seorang pembicara tidak boleh melakukan kontradiksi antara satu pernyataan dengan pernyataan yang lain, atau tidak konsisten dengan rekan setim, atau menyatakan pernyataan yang menyalahi sisi mosi yang harus didukung seorang pembicara.

Kontradiksi dapat terjadi karena salah ucap atau merupakan pernyataan yang bobotnya tipis ataupun minor, sehingga tidak terlalu fatal. Ini dapat dikoreksi dengan mudah oleh seorang pembicara, atau pembicara selanjutnya.

Akan tetapi, ada kontradiksi lain yang lebih berbahaya, misalnya saat ada situasi di mana jika satu argumen terbukti, maka argumen yang sudah dibangun sebelumnya menjadi tidak valid, atau malah akan mendukung argumen di sisi lawan. Dalam kondisi ini, tim di sisi berseberangan tidak dapat diberikan keuntungan kecuali jika mereka mendeteksi kontradiksi tersebut. Dalam memutuskan mana argumen yang diambil, juri bisa memilih apakah akan mengambil (1) argumen yang dibuktikan pertama, atau (2) argumen yang lebih tebal pembuktiannya.

T. Jenis Mosi

Mosi Kebijakan

Fokus mosi ini adalah pembahasan di sebuah dewan legislatif untuk membahas apakah sebuah kebijakan sebaiknya dilaksanakan atau tidak. Jenis mosi ini paling dekat dengan semangat debat parlementer, yakni menjadi simulasi debat perumusan kebijakan nyata oleh para wakil rakyat.

Pembahasan yang dilaksanakan bersifat normatif, sehingga tidak mengikutsertakan elemen “apakah kebijakan ini akan betul-betul diundangkan di dunia nyata” (karena banyak sekali factor eksternal maupun politis terkait ini jika didiskusikan). Pendebat harus mengasumsikan bahwa kebijakan tersebut akan diterapkan/diundangkan (disebut fiat), kemudian menganalisis seperti apa penerapan yang dibayangkan dan apa hasil yang mungkin akan terjadi.

Pendebat juga diharapkan bisa menghadirkan elemen penjelasan mengapa implementasi kebijakan tersebut menjadi tugas pelaksana (misalnya pemerintah negara, pemerintah daerah, atau pelaksana kebijakan lainnya).

Biasanya mosi ini membutuhkan mekanisme spesifik dan analisis kelayakan dalam menjelaskan bagaimana implementasi yang masuk akal dan dapat terlaksana.

Pembahasan di mosi ini biasanya berpusar di memperbandingkan opsi kebijakan terbaik untuk sebuah masalah. Oleh karena itu, sisi Kontra bisa memilih untuk tidak menerima masalah yang diajukan tim Pro, atau bersetuju bahwa masalah yang dihadapi memang valid dan berat namun butuh alternatif solusi yang lain. Sisi kontra sangat disarankan tidak hanya menunjukkan kelemahan kebijakan yang diajukan, tapi juga membuktikan mengapa status quo (saat ini, tanpa kebijakan) lebih baik dan/atau mengajukan solusi/alternatif lain sebagai respon terhadap rumusan masalah. Alternatif kebijakan/solusi lain yang dipilih oleh tim Kontra harus sepadan dari segi sumber daya yang dibutuhkan dengan kebijakan yang diajukan oleh tim Pro.

Sebagai bahasan tambahan, (1) perlu dibedakan antara alternatif dan kontraproposal. Kontraproposal adalah pilihan kebijakan tandingan yang spesifik, sehingga debat terkunci antara tim Pro yang mendukung kebijakan X, dan tim Kontra yang mendukung kebijakan tandingan Y. Saat ini dipilih dan merupakan kebijakan tandingan yang masuk akal, tim penutup harus mengikuti kontraproposal yang dipilih oleh Kontra 1. Kontraproposal hanya bisa diajukan oleh Pembicara Pertama Kontra 1. Sementara itu, alternatif tidak mengunci debatnya secara tegas, karena berupa beberapa pilihan hal-hal lain yang dapat dilakukan sebagai opsi lain. Terakhir, terkait fiat yang sempat dibahas di atas, fiat adalah aturan logis untuk memastikan bahwa debat bisa berjalan. Fiat mengasumsikan bahwa (a) parlemen dapat bersetuju untuk meloloskan/mengundangkan sebuah kebijakan, (b) tersedia kelayakan dasar yang dapat digunakan untuk menjalankan sebuah kebijakan. Fiat bersifat terbatas, hanya menyentuh hal-hal yang dasar. Artinya kelayakan (ketersediaan anggaran, kemampuan mekanisasi, dukungan politik) hanya sebatas yang minimum saja, sisanya bisa dibahas dalam debatnya. Fiat tidak bisa melindungi pendebat dari prediksi bagaimana pemangku kepentingan akan bereaksi dengan kebijakan yang diajukan.

Tim Kontra bisa menggunakan jumlah fiat yang sama untuk memilih alternatif atau kontraproposal mereka. Artinya, jumlah dukungan politik yang kurang lebih dibutuhkan untuk menggolkan kebijakan x, sebaiknya diarahkan ke kebijakan lainnya yakni y, z, dsb.

Mosi Pandangan atau Pendapat

Anda cukup melakukan analisis apakah nilai baik hal yang diperbincangkan lebih besar dibandingkan nilai buruknya. Nilai yang dibahas bisa berupa prinsip

(pemenuhan hak, pemenuhan mandat, keselarasan konsep, adat dan norma, dsb.) ataupun imbas praktis (keuntungan dan kerugian materiil maupun immateriil, efek baik, dampak buruk, dsb.)

Dalam debat jenis ini, objek yang dibahas adalah objek yang ada saat ini, bisa berupa objek konkret, fenomena sosial, ataupun hal lain yang sifatnya abstrak. Oleh karena itu, merupakan tugas pendebat untuk dapat memberikan gambaran atau karakterisasi yang tajam tentang bagaimana bentuk manifestasi dari objek yang dibahas di dunia nyata saat ini, agar debatnya kemudian bisa menentukan apakah sisi baiknya lebih banyak dari sisi buruknya, atau sebaliknya.

Debat jenis ini tidak mengharuskan Anda menghadirkan kebijakan, solusi, atau aksi sebagai manifestasi pandangan/pendapat tersebut. Kendati demikian, (1) Anda boleh lakukan ini jika Anda rasa perlu; (2) kebutuhan untuk membahas alternatif mungkin dapat muncul, tergantung kasus yang dibawa lawan/perdebatan yang terjadi.

Mosi Penyesalan

Diawali dengan “dewan ini menyayangkan atau menyesalkan...”, mosi jenis ini digunakan untuk menganalisis hal yang sudah ada di status quo dan sudah cukup lama terjadi (sehingga bersifat lebih reflektif dan historis), dengan pokok analisis berupa apakah objek bahasan menghasilkan lebih banyak sisi buruknya dibandingkan sisi baiknya.

Sering dipandang sebagai ekuivalen “regret” dalam bahasa Inggris. Dalam mosi ini, Anda harus menemukan kontrafakta: hal yang akan muncul jika objek yang disesalkan tidak ada atau tidak terlalu dominan, kemudian memperbandingkan kedua hal tersebut. Contohnya, dalam mosi “Dewan ini menyesalkan dolarisasi di Amerika Latin”, selain membahas baik/buruknya fenomena dolarisasi, para pendebat harus menentukan apa yang akan terjadi tanpa dolarisasi (misalnya, diperkuatnya mata uang lokal seperti balboa di Panama) kemudian membandingkan pilihan mana yang proyeksinya lebih baik.

Mosi Prediksi

Mosi ini murni merupakan analisis apakah hal yang dibahas akan terjadi di masa depan atau tidak. Pendebat tidak akan membahas baik/buruknya kejadian tersebut, cukup di pembuktian apakah akan terjadi atau tidak. Untuk itu, pendebat harus menentukan apa saja parameter yang harus dipenuhi agar hal tersebut ditentukan

sebagai hal yang benar, kemudian menggambarkan bukti-bukti yang tersedia untuk menunjang pembuktian tersebut.

Mosi dengan Aktor Spesifik

Diawali dengan “Sebagai X, Dewan ini...” Dalam mosi ini, perspektif, kepentingan, dan sudut pandang aktor yang disebutkan dalam mosi adalah yang dianggap paling penting. Ini berbeda dengan debat jenis lain, di mana landasan awalnya adalah bahwa semua aktor atau pemangku kepentingan sama pentingnya. Dalam debat jenis ini, para pendebat harus secara signifikan membahas aktor utama yang disebutkan dalam mosi. Anda tentu dapat membahas pemangku kepentingan lain ataupun argumen-argumen lain yang relevan. Jangan lupa untuk mengaitkan analisis mengenai aktor lain dengan aktor utamanya.

Penting untuk dicatat pada titik ini bahwa memprioritaskan sudut pandang aktor A tidak sama dengan mengasumsikan bahwa aktor A hanya peduli pada kepentingannya sendiri. Sebagian besar, jika tidak semua, aktor memiliki keyakinan moral dan prinsip-prinsip, dan akan bertindak untuk mewujudkan keyakinan tersebut. Oleh karena itu, para debater seharusnya merasa bebas untuk mengajukan argumen berdasarkan prinsip dalam debat aktor, selain argumen yang lebih praktis, selama mereka juga mampu menjelaskan mengapa aktor tersebut memiliki keyakinan prinsip tertentu.

Tim-tim sebaiknya mengeksplorasi apa yang benar-benar selaras dengan kesejahteraan menyeluruh aktor. Misalnya, argumen tentang meminimalkan rasa sakit atau memaksimalkan kesenangan harus dijelaskan dalam konteks kepentingan dan kesejahteraan keseluruhan aktor. Meminimalkan rasa sakit atau memaksimalkan kesenangan tidak secara otomatis lebih penting bagi aktor dibandingkan dengan kepentingan dan nilai-nilai lainnya. Debat aktor bukanlah tentang memprediksi perilaku yang mungkin terjadi, melainkan tentang apa yang terbaik bagi aktor yang dimaksud.

Selain itu, apa yang seharusnya dilakukan oleh seorang aktor berbeda dengan apa yang kemungkinan besar akan mereka lakukan. Sebagai contoh, meskipun pernyataan niat di masa lalu membantu kita memahami sudut pandang seorang aktor, ini tidak berarti bahwa mereka tidak dapat diyakinkan untuk mengikuti jalur yang berbeda.

U. Skema Penjurian

Menentukan Ranking

Setelah debat selesai, para pendebat dipersilakan meninggalkan ruangan debat. Para juri kemudian secara kolektif menentukan hasil debat, yakni peringkat keempat tim. Tiap tim yang berdebat harus mendapatkan peringkat yang berbeda (ranking 1, 2, 3, dan 4). Tidak diperkenankan ada hasil seri.

Perembukan dilaksanakan semua juri di panel juri melalui proses yang disebut deliberasi, sebuah musyawarah dengan tujuan mencapai mufakat dan konsensus terkait hasil debat yang dihadapi, dimoderasi oleh ketua dewan juri. Waktu maksimal proses ini adalah 15 menit, dan jika belum tercapai mufakat, maka harus dilaksanakan proses pemungutan suara. Dalam hal jumlah panelis yang genap, maka ketua dewan juri mendapatkan satu suara ekstra untuk menentukan mayoritas. Para juri menilai debatnya dengan mempertimbangkan paradigma Tolok Ukur Penilaian sebagaimana yang telah disampaikan di bagian awal manual ini. Para juri bertindak sebagai pemilih awam yang cerdas dan menganalisis keseluruhan debat secara holistik (mempertimbangkan semua poin yang disampaikan dan semua aspek yang relevan) dan komparatif (memperbandingkan satu tim dengan tim yang lain, bukan menilai kualitas argumen secara terpisah atau terisolir).

Tidak ada ranking yang bisa diberikan secara otomatis, karena walaupun ada kesalahan besar atau hal yang luar biasa brilian yang dilakukan sebuah tim, bisa saja ada tim lain yang juga melakukan hal yang lebih baik atau lebih buruk.

Pertama-tama, para juri harus mengidentifikasi (dan, kalau bisa, bersetuju terhadap) poin-poin apa saja yang sudah disampaikan masing-masing tim dan pembicara, sehingga tidak ada yang lupa dibahas. Selanjutnya, para juri menganalisis apakah poin yang disampaikan sudah terbukti dengan baik secara objektif dan rasional, bukan menggunakan preferensi pribadi. Terakhir, para juri melihat bagaimana tim-tim lain merespon argumen tersebut, atau apakah ada poin dari tim lain yang secara langsung ataupun tidak langsung bertumbukan dengan poin yang dibahas, kemudian diperbandingkan kualitas penjelasan mana yang lebih bisa diterima.

Dalam proses ini, sangat penting untuk memberikan atribusi yang tepat. Pernyataan yang dinyatakan oleh sebuah tim harus direkam secara akurat dan diatribusikan ke tim/pembicara yang menyatakan hal tersebut. Sebuah tim tidak boleh diuntungkan menggunakan pernyataan dari tim lain.

V. Komponen Panel Juri

Setiap panel penjurian di setiap ruangan akan terdiri atas seorang ketua panel juri (dengan tanda ©) dan sejumlah panelis (tanpa tanda). Kedua jenis juri ini diasumsikan memiliki kemampuan menjuri yang sama berdasarkan hasil akreditasi dan umpan balik, hanya saja panelis tidak memegang tanggung jawab untuk mengelola jalannya debat dan proses deliberasi. Proses deliberasi dan penentuan skor harus dituntaskan dalam waktu 20 menit setelah debat selesai.

Beberapa juri akan mendapatkan status sebagai juri dalam pelatihan (*trainee*, dengan tanda ⊕) setelah proses akreditasi. Status ini bisa berubah dari satu ronde ke ronde selanjutnya, sesuai dengan umpan balik yang didapatkan, dan bukan merupakan refleksi dari kemampuan atau intelektualitas pribadi yang bersangkutan. Seorang *trainee* berpartisipasi dan berkontribusi dalam proses deliberasi layaknya panelis. Perbedaannya, (1) jika mufakat belum tercapai dan harus memungut suara, *trainee* tidak memiliki hak suara; dan (2) *trainee* tidak memiliki suara dalam penentuan skor (walaupun diperkenankan untuk beropini dalam proses ini).

Adalah tugas dari ketua panel juri untuk memastikan bahwa semua juri di sebuah panel terlibat secara konstruktif dan positif dalam sistem deliberasi. Semua anggota panel (baik ketua, panelis, maupun *trainee*) harus berinteraksi satu sama lain dengan sopan dan hormat, mengutamakan itikad baik untuk berembuk dan bermusyawarah alih-alih untuk bersitegang atau bersikukuh. Masalah terkait ketua panel yang tidak inklusif, atau friksi lainnya dalam proses deliberasi, adalah hal yang bisa didiskusikan dengan komite etik dan tim juri inti sebagai bahan pertimbangan terkait akreditasi kualitatif juri. Tidak tercapainya mufakat atau konsensus harus dicapai dengan baik-baik. Akan tetapi, harus diperhatikan bahwa begitu terbatasnya waktu mengharuskan semua anggota panel bersifat efisien dalam menyampaikan pendapat masing-masing dan merespon pandangan yang lain.

W. Memimpin Deliberasi

Beberapa deliberasi tidak sulit dinavigasi karena pandangan yang cukup serupa antara para panelis. Situasi bisa pelik saat ranking awal sangat berbeda antara para panelis. Untuk menavigasi proses tersebut:

- Saat meminta ranking awal dari para panelis, dapat diindikasikan bahwa panelis boleh menyebutkan beberapa perbandingan yang masih belum jelas

(misalnya, “ranking 1 OG, ranking 2 OO, belum bisa menentukan antara CG dan CO”).

- Keputusan tidak harus sama dengan ketua panel juri
- Tidak ada implikasi negatif saat keputusan awal berubah, apalagi jika berubah sebagai hasil pemahaman dari proses deliberasi yang diskursif dan produktif.

Ada beberapa skenario yang umum muncul di awal proses deliberasi:

- Apabila seluruh juri memberikan peringkat yang persis sama, lakukan diskusi singkat untuk memastikan bahwa kesamaan tersebut didasarkan pada alasan yang serupa. Setelah itu, dapat segera dilanjutkan ke tahap penilaian.
- Apabila seluruh juri sepakat kecuali satu orang, mintalah juri yang berbeda pendapat tersebut untuk menjelaskan dan mempertahankan posisinya. Permintaan pembelaan harus bersifat spesifik dan disesuaikan dengan perbedaan pendapat yang muncul antara mayoritas dan minoritas.
- Apabila terdapat kesamaan dalam beberapa peringkat namun juga perbedaan yang signifikan, mulailah dengan mengidentifikasi bagian-bagian mana yang telah mencapai kesepakatan dan bagian mana yang masih perlu didiskusikan. Kesepakatan yang sudah tercapai dapat dijadikan sebagai dasar untuk membangun diskusi lebih lanjut dan menyelesaikan perbedaan pendapat yang masih ada.
- Apabila tidak terdapat kesamaan sama sekali dalam peringkat yang diberikan, fasilitasi diskusi mengenai alasan di balik masing-masing peringkat yang diberikan, atau, jika lebih relevan dalam konteks tertentu, diskusikan benturan antara pasangan tim tertentu. Perdebatan semacam ini sering kali bergantung pada bagaimana sebuah argumen dievaluasi, sehingga tujuan utama adalah mengidentifikasi perbedaan dalam interpretasi. Diskusi awal ini bertujuan untuk saling memberikan pemahaman atas perspektif masing-masing juri dan menemukan titik temu. Apabila terdapat perbedaan pendapat mengenai argumen mana yang dianggap paling penting, arahkan diskusi untuk membandingkan prioritas relatif dari argumen-argumen tersebut. Minta setiap juri untuk menjelaskan posisinya dan berupaya menetapkan suatu tolok ukur dalam menilai bobot argumen dalam konteks debat.

Setelah diskusi singkat ini, peringkatkan kembali tim dan bandingkan hasilnya. Lakukan pemungutan suara jika diperlukan. Dalam setiap proses deliberasi, para juri tidak boleh merasa terikat pada keputusan awal hanya karena itu merupakan pandangan pertama mereka. Fleksibilitas dan keterbukaan dalam berdiskusi merupakan hal yang esensial, dan proses deliberasi harus selalu diarahkan pada tercapainya konsensus.

Para juri tidak diperkenankan melakukan “tukar-menukar hasil” semata-mata untuk memastikan bahwa pandangan mereka masing-masing terwakili dalam peringkat akhir. Praktik semacam ini berpotensi menghasilkan keputusan yang tidak konsisten dan tidak dapat dipertanggungjawabkan secara logis. Apabila seorang juri meyakini bahwa suatu tim layak menempati posisi pertama sementara juri lain tidak sependapat, maka juri tersebut harus menyampaikan dan mengargumentasikan alasannya secara jelas. Semua juri harus bersikap terbuka dan bersedia untuk diyakinkan, namun apabila tidak meyakini argumen yang disampaikan, mereka harus tetap mempertahankan keyakinan terhadap apa yang mereka anggap benar.

Perlu diperhatikan bahwa meskipun konsensus adalah hasil yang ideal, namun tidak selalu dapat dicapai. Pendapat mungkin tidak berubah, atau waktu yang tersedia tidak cukup untuk mengubahnya. Dalam situasi seperti ini, perbedaan pendapat (split decision) dapat lebih merepresentasikan kenyataan yang terjadi dalam debat. Hindarilah kompromi yang tidak tertata dengan baik, namun jangan ragu untuk melakukan pemungutan suara apabila diperlukan. Dalam sesi umpan balik, kami mengharapkan Ketua Panel untuk menjelaskan kepada peserta debat alasan di balik pengambilan suara serta bagaimana hasil pemungutan suara tersebut memengaruhi keputusan akhir.

X. Mengisi Kolom Penilaian

Kolom penilaian dapat berupa surat suara berbentuk fisik yang harus diisi oleh ketua dewan juri secara manual, atau tabulasi digital menggunakan aplikasi TabbyCat. Kolom ini berisi daftar nama pembicara per tim, skor yang diberikan secara konsensus ke tiap pembicara, dan ranking tiap tim. Kolom penilaian adalah dokumen legal berupa berita acara resmi hasil penjurian sebagai bagian dari rapat atau acara yang diselenggarakan pemerintah, sehingga harus betul-betul diperhatikan secara saksama. Ketua dewan juri diwajibkan memastikan bahwa

nama pendebat tertulis dengan tepat dan tidak tertukar urutannya, begitu pun semua skor yang diberikan.

Skor tim adalah gabungan dari dua skor pembicara di tim tersebut. Ranking hasil debat harus konsekuen dengan urutan jumlah skor setiap tim: tim yang skor totalnya paling tinggi adalah tim yang berada di ranking pertama, dan seterusnya. Tidak boleh ada jumlah skor tim yang sama, karena ini akan menghasilkan ranking seri, yang tidak diperkenankan.

Ketua dewan juri wajib memastikan bahwa proses ini dilaksanakan secara musyawarah bersama panelis. Ketua panel tidak boleh mengisi skor secara arbitrer. Pastikan bahwa skor diberikan dengan mempertimbangkan berbagai komponen holistik, seperti retorika, interupsi, dan sebagainya. Skor tidak dipengaruhi oleh waktu berbicara (misalnya, tidak tepat untuk mengurangi satu skor karena hanya berbicara selama enam menit). Mohon pastikan bahwa bias pribadi seperti preferensi terkait gaya bicara, nada suara, dan hal-hal lain yang subjektif tidak terlalu mempengaruhi pemberian skor.

Kolom penilaian wajib diisi secara lengkap sebelum hasil dibacakan dan diumumkan kepada peserta, atau sebelum para panelis juri meninggalkan ruangan. Apabila ada rubrik yang belum lengkap atau masih kurang akurat, ketua dewan juri harus memprioritaskan koreksi, revisi, atau konfirmasi kolom penilaian terlebih dahulu.

Y. Pembacaan Hasil

Setelah kolom penilaian telah terisi dengan baik, hasil dapat dibacakan kepada peserta di ronde-ronde yang memiliki kesempatan ini. Hasil dibacakan dan diumumkan kepada hadirin di ruangan oleh ketua panel juri, kecuali saat ketua dewan juri merasa tidak mampu menyampaikan hasil karena berada di suara minoritas dan kurang memahami duduk keputusan suara mayoritas – dalam hal ini ketua dewan juri akan menunjuk salah satu panelis untuk menyampaikan hasil.

Pembacaan hasil dimulai dengan ranking yang diperoleh tiap tim, dilanjutkan dengan alasan mengapa ranking tersebut diberikan demikian. Alasan atau justifikasi yang diberikan harus diberi membandingkan satu tim dan tim lainnya, alih-alih hanya berupa komentar umum. Pembacaan hasil juga harus memprioritaskan bagaimana kasus yang disampaikan dibandingkan satu sama lain, bukan mengenai saran atau input mengenai apa kasus yang seharusnya dibawa oleh para pembicara.

Z. Umpan Balik kepada Juri

Mekanisme ini adalah penilaian yang diberikan dari pendebat terkait kualitas penjelasan yang diberikan oleh ketua dewan juri yang membacakan hasil sebuah perdebatan. Pendebat harus memberikan nilai kuantitatif (skala 1-10) dan komentar kualitatif terkait hasil yang didapatkan. Hal ini sangat membantu untuk merekam dan memantau dinamika kinerja juri secara *real-time* saat turnamen berlangsung, sehingga menjadi pertimbangan untuk alokasi di babak-babak selanjutnya, penganugerahan, dan lain sebagainya. Umpan balik harus diberikan secara objektif.

Tabel Rentang Nilai Pembicara

Skor	Nilai Kualitatif
89 – 100	<ul style="list-style-type: none"> • Secara penyampaian, pidato mendekati sempurna, menggugah sukma hingga ke lubuk hati terdalam. • Penjelasan argumen sepenuhnya lengkap, dilengkapi dengan contoh brilian.
81 – 88	<ul style="list-style-type: none"> • Pidato yang sangat efektif, sepenuhnya relevan dan poin-poin dijelaskan dengan mendalam dan komprehensif, membutuhkan bidasan yang sangat mendalam. Kelengkapan kasus sudah hampir tercapai sepenuhnya. • Penyampaian sangat efektif dalam mengutarakan poin dalam konteks berbicara di hadapan publik menggunakan bahasa Indonesia. • Struktur pidato sangat baik dan dapat diikuti.
75 – 80	<ul style="list-style-type: none"> • Poin-poin yang dibahas relevan dengan mosi yang dibahas, disertai dengan penjelasan yang sudah cukup baik, walaupun masih ada hal-hal yang bisa dipertajam ataupun diperdalam. Secara umum bidasan dan kasus • Penjelasan sudah disampaikan dengan cukup terstruktur dan penyampaian yang cukup baik, walaupun masih disertai dengan catatan perbaikan struktur dan penyampaian.

Skor	Nilai Kualitatif
70 – 74	<ul style="list-style-type: none"> • Pidato menyampaikan poin-poin yang terkadang belum relevan, dan penjelasan seringkali belum lengkap. Bidang atau dasar-dasar pembangunan kasus dan argumen seringkali belum lengkap. • Struktur dan penyampaian seringkali belum tertata dengan baik, ataupun diulangi dan berputar, sehingga walau secara umum bisa dimengerti, penyampaian konten belum baik.
63 – 69	<ul style="list-style-type: none"> • Argumen disampaikan dengan penjelasan yang sangat minim, sehingga secara umum butuh penebalan konten yang sangat signifikan. Kelengkapan kasus ataupun bidang hampir tidak ada atau kosong sama sekali. • Pembicara gagal menyampaikan poin dengan efektif, bertutur secara terstruktur dan pantas, ataupun memenuhi kebutuhan dasar berbicara di hadapan publik.
50 - 63	<ul style="list-style-type: none"> • Argumen disampaikan tanpa penjelasan sama sekali sehingga tidak dapat dipahami tanpa harus mengintervensi. Saat ada konten, sama sekali tidak relevan. • Ada masalah signifikan dalam penyampaian sehingga sangat amat sulit untuk dimengerti, atau dipahami sebagai pidato publik yang pantas. • Hampir tidak berbicara sama sekali, hanya mengucapkan salam, atau sama sekali tidak relevan.

Tabel Rentang Nilai untuk Sesama Juri

Nilai	Penjelasan Umum	Deskripsi
8-10	Sangat Baik	<p>Juri memiliki akurasi sangat tinggi dalam menangkap poin yang disampaikan dalam debat, dan jeli dalam menghubungkan poin (baik pernyataan, analisis, maupun contoh) dengan apa yang disampaikan oleh pihak yang berseberangan.</p> <p>Juri memberikan pertimbangan dan justifikasi yang tajam, akurat, dan masuk akal terkait putusan yang diberikan. Pertimbangannya mendalam, komprehensif, dan objektif, disiplin untuk hanya mengikutsertakan apa yang disampaikan dalam debat.</p> <p>Dapat berdiskusi dan bermusyawarah secara efektif: menekankan poin utama dan mengesampingkan yang tidak utama, menyampaikan poin secara lugas, tidak bertele-tele dan membahas apa yang disampaikan juri lain.</p>
5-7	Cukup	<p>Juri memiliki akurasi yang cukup tepat dalam menangkap poin yang disampaikan dalam debat, walaupun beberapa poin besar masih belum tuntas penangkapan ataupun pembahasannya. Terlihat kesalahan dalam menghubungkan poin dengan padanan di tim lawan.</p> <p>Pertimbangan dan justifikasi juri sudah cukup baik, namun sering terdapat penjelasan yang belum komprehensif, belum mendalam, kurang</p>

Nilai	Penjelasan Umum	Deskripsi
		<p>logis, atau masih terlalu banyak menggunakan jargon.</p> <p>Cukup baik namun efektivitas bisa ditingkatkan dalam berdiskusi dengan cara memilih poin yang lebih penting untuk dikedepankan, lebih lugas, dan/atau lebih akurat dalam membahas apa yang sedang dibahas sehingga menjaga struktur diskusi.</p>
1-4	Butuh Perkembangan	<p>Akurasi penangkapan poin belum tepat ataupun akurat. Interpretasi terhadap poin belum mendalam ataupun sering tidak tepat. Belum dapat menghubungkan satu poin dengan jawaban atau padanannya di tim lain.</p> <p>Pertimbangan harus ditingkatkan secara signifikan dalam hal kedalaman, logika, dan seberapa luas penjelasan mencakup hal-hal yang harus dibahas secara umum.</p> <p>Kontribusi dalam musyawarah harus lebih efektif, baik dari segi kelugasan ataupun membahas poin yang sedang ada di meja diskusi sehingga diskusi bersifat konstruktif.</p>

Lampiran 3.

NOVICE RULE

National University Debating Championship 2025

This Novice Rule for National University Debating Championship 2025 (“Rule”) is prepared by the Novice Committee (as defined below) of the National University Debating Championship 2025.

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 2025; “Novice Break” means an advanced round in NUDC 2025 exclusively for qualified Novice Teams to determine the novice champion of NUDC 2025, subject to the provision of Article;

“Novice Committee” means a committee appointed by the Adjudication Core of NUDC 2025 to prepare and enforce this Rule in NUDC 2025;

“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 2025;

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

“NUDC 2025” means the 2023 National University Debating Championship;

“Open Break” or “Main Draw” means the an advanced debate rounds in NUDC 2025 open for all qualified teams to determine the champion of NUDC 2025;

“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 2025; “Preliminary Rounds” are the general debate rounds participated by all speakers of NUDC 2025.

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.

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 2025 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 2025 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 2025.

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

161. 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. Speakers may be granted either of the following Final Status: (a) “Approved”; or (b) “Rejected”.

162. Speakers who obtained the “Approved” status shall be considered as a Novice Speaker in NUDC 2025.

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

164. 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 2025.
- 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 2025.
- 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 2025.
- 18.3 Novice Teams who advanced as the Top 32 Teams of NUDC 2025 or to the Open Break of NUDC 2025 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 2025.
- 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 2025 or to the Open Break of NUDC 2025; 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 2025 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.

Lampiran 4.

Aturan Kategorisasi Tim dan Individu Pratama Kompetisi Debat Mahasiswa Indonesia 2025

Aturan Kategori Pratama untuk Kompetisi Debat Mahasiswa Indonesia 2025 (“Aturan Kategorisasi”) disiapkan oleh Tim Pratama Kompetisi Debat Mahasiswa Indonesia 2025 sebagaimana didefinisikan pada aturan ini.

BAGIAN I KETENTUAN UMUM

1. Pasal 1 - Definisi

Untuk kepentingan peraturan ini:

“Kompetisi” mengacu pada keseluruhan rangkaian acara Kompetisi Debat Mahasiswa Indonesia 2025; “Dewan Juri Inti / Tim Juri Inti” mengacu pada sekumpulan juri yang ditunjuk untuk memimpin proses penjurian Kompetisi; “Babak Eliminasi Pratama” mengacu pada babak eliminasi / babak gugur dalam Kompetisi yang eksklusif untuk tim-tim yang memenuhi kualifikasi sebagai **Tim Pratama**, dan bertujuan untuk menentukan Juara Kategori Pratama pada Kompetisi;

“Dewan Pratama” mengacu pada sekumpulan individu yang ditunjuk oleh Dewan Juri Inti Kompetisi untuk menyiapkan, menginterpretasikan, dan mengimplementasikan Aturan Kategorisasi pada Kompetisi;

“Pendebat Pratama” dijelaskan secara rinci pada Pasal 4 Aturan Kategorisasi yang berlaku;

“Penghargaan Individu Kategori Pratama” mengacu pada penghargaan dan/atau pencapaian individu yang diberikan kepada Pendebat Pratama sesuai dengan pemeringkatan individu yang berlaku pada Kompetisi;

“Tim Pratama” dijelaskan secara rinci pada Pasal 3 Aturan Kategorisasi yang berlaku;

2. Pasal 2 - Interpretasi

- 2.1 Dewan Pratama memiliki hak penuh dalam melakukan interpretasi dan implementasi Aturan Kategorisasi.
- 2.2 Dalam proses interpretasi dan implementasi Aturan Kategorisasi, Dewan Pratama dapat berkonsultasi dengan Dewan Juri Inti atau individu-individu lain yang dirasa perlu dalam memenuhi fungsinya.

BAGIAN II

KUALIFIKASI TIM DAN INDIVIDU KATEGORI PRATAMA

3. Pasal 3 - Tim Pratama

- 3.1 Tim Pratama adalah tim yang terdiri dari 2 (dua) Pendebat Pratama.
- 3.2 Sebagai klarifikasi, suatu tim yang terdiri dari 1 (satu) Pendebat Pratama tidak memenuhi syarat dan tidak dianggap sebagai Tim Pratama.

4. Pasal 4 - Pendebat Pratama

- 4.1 Pendebat Pratama adalah pendebat yang:
 - (a) belum pernah maju dan bertanding di Babak Eliminasi kategori Terbuka / Utama pada Kompetisi Debat Tingkat Mahasiswa, Nasional dan/atau Internasional; dan
 - (b) belum pernah mendapat penghargaan individu kategori Terbuka / Utama pada Kompetisi Debat Tingkat Mahasiswa, Nasional dan/atau Internasional.
- 4.2 Sebagai klarifikasi, seorang Pendebat Pratama dari suatu tim yang terdiri dari 1 (satu) Pendebat Pratama tetap akan diakui sebagai Pendebat Pratama.

5. Pasal 5 - Kompetisi Debat

- 5.1 "Kompetisi Debat" dalam Aturan Kategorisasi ini mengacu pada seluruh kompetisi debat yang:
 - (a) dilaksanakan dalam Bahasa Indonesia maupun Bahasa Inggris;
 - (b) dilaksanakan dengan format Parlementer Inggris / *British Parliamentary*, Parlementer Asia / *Asian Parliamentary*, Parlementer Australasia / *Australasian Parliamentary*.
- 5.2 Format debat lain yang tidak tertulis pada Ayat 5.1 dapat dipertimbangkan sebagai Kompetisi Debat sesuai dengan diskresi Dewan Pratama.

6. Pasal 6 - Kompetisi Debat Tingkat Mahasiswa

- 6.1 Sebuah Kompetisi Debat akan dianggap sebagai Tingkat Mahasiswa apabila:
 - (a) Kompetisi Debat tersebut membatasi partisipasi sebagai pendebat hanya untuk mahasiswa aktif; atau

(b) Kompetisi Debat lainnya yang diikuti oleh mahasiswa aktif dan alumni perguruan tinggi, atau tidak membatasi usia partisipasi.

6.2 Tanpa mengurangi ketentuan pada Ayat 6.1, suatu Kompetisi Debat **tidak** akan dianggap sebagai Kompetisi Debat Tingkat Mahasiswa apabila kompetisi tersebut membatasi partisipasi berdasarkan pengalaman debat, kelompok keilmuan / jurusan, dan/atau topik debat.

7. Pasal 7 - Kompetisi Debat Tingkat Nasional

7.1 "Kompetisi Debat Tingkat Nasional" mengacu pada Kompetisi Debat yang:

- (a) diselenggarakan di Indonesia; dan
- (b) diikuti oleh peserta dari minimal 3 (tiga) provinsi di Indonesia yang berbeda; dan
- (c) minimum sepertiga dari kompetisi debat tersebut berasal dari provinsi di luar domisili institusi penyelenggara di mana kompetisi tersebut dilaksanakan.

7.2 Tanpa mengurangi ketentuan pada Ayat 7.1, suatu Kompetisi Debat tidak dianggap sebagai Kompetisi Debat Tingkat Nasional apabila kompetisi tersebut membatasi partisipasi berdasarkan provinsi, wilayah, dan/atau kepulauan.

8. Pasal 8 - Kompetisi Debat Tingkat Internasional

"Kompetisi Debat Tingkat Internasional" mengacu pada Kompetisi Debat yang:

- (a) diikuti oleh peserta dari minimal 3 (tiga) negara yang berbeda; dan
- (b) minimum sepertiga dari kompetisi debat tersebut berasal dari negara di luar negara asal institusi penyelenggara di mana kompetisi tersebut dilaksanakan.

9. Pasal 9 - Babak Eliminasi

9.1 "Babak Eliminasi" mengacu pada ronde lanjutan pada suatu kompetisi debat yang hanya diikuti oleh tim-tim yang memiliki cukup kualifikasi setelah babak penyisihan, sesuai dengan kriteria yang ditentukan oleh dewan juri inti dari Kompetisi Debat tersebut.

9.2 Babak Eliminasi Kategori Terbuka mengacu pada babak eliminasi dimana seluruh peserta yang berpartisipasi secara otomatis dinyatakan layak berpartisipasi pada kategori tersebut, sementara Babak Eliminasi Kategori lainnya akan menyesuaikan sesuai dengan aturan yang berlaku pada kompetisi

debat yang bersangkutan (semisal, kategori Pratama / *Novice* atau kategori *English as Foreign Language*)

10. Pasal 10 - Penghargaan Individu

- 10.1 Penghargaan Individu mengacu pada penghargaan atau pengakuan yang diberikan kepada pendebat yang diumumkan secara umum oleh dewan juri inti atau setara oleh suatu kompetisi debat.
- 10.2 Dalam situasi dimana tidak ada pengumuman umum resmi oleh dewan juri inti atau setara oleh suatu kompetisi debat sebagaimana tertera pada Ayat 10.1, maka Penghargaan Individu diasumsikan diberikan kepada 10 (sepuluh) individu terbaik (atau sejumlah lain sebagaimana dianggap proporsional oleh Dewan Pratama) berdasarkan urutan akumulasi skor individu dari kompetisi tersebut.
- 10.3 Tanpa mengurangi ketentuan pada Ayat 10.1, penghargaan atau pengakuan individu dimana tidak seluruh peserta kompetisi debat yang bersangkutan tidak terhitung dalam pemeringkatannya (seperti penghargaan berbasis gender) tidak akan dianggap sebagai Penghargaan Individu, kecuali penghargaan berbasis kualifikasi bahasa dalam Kompetisi Debat Tingkat Internasional (seperti penghargaan individu *English as Foreign Language* atau *English as Secondary Language*).

BAGIAN III

PENENTUAN KATEGORI PRATAMA

11. Pasal 11 - Penentuan Status

Tim dan Individu yang berpartisipasi dalam Kompetisi hanya akan menerima status Pratama jika dan hanya jika telah dinyatakan sebagai Tim dan Individu dengan Kategori Pratama oleh Dewan Pratama.

12. Pasal 12 - Pendaftaran Kategori Pratama

12.1 Pendebat yang berpartisipasi pada Kompetisi wajib masing-masing wajib mendaftarkan diri secara mandiri sesuai dengan prosedur yang diberikan oleh Dewan Pratama Kompetisi.

12.2 Prosedur Pendaftaran sesuai yang disebutkan pada Ayat 12.1 wajib dilakukan sebelum tenggat waktu yang ditentukan oleh Dewan Pratama. Pendaftaran yang dilakukan di luar tenggat waktu ini tidak akan diproses oleh Dewan Pratama, kecuali untuk situasi *force majeure* khusus yang berterima.

12.3 Juri Institusi tidak dapat mendaftar untuk Kategori Pratama.

13. Pasal 13 - Status Sementara (“Interim Status”)

13.1 Setelah tenggat waktu yang diberikan, Dewan Pratama akan melakukan evaluasi terhadap seluruh aplikasi dan akan mengumumkan status sementara terhadap masing-masing aplikasi (“Interim Status”). Interim Status bukanlah keputusan akhir dan tidak akan dianggap sebagai demikian.

13.2 Aplikasi dapat diberikan salah satu dari Interim Status berikut:

- (a) “Diterima”; atau
- (b) “Ditolak”; atau
- (c) “Dibutuhkan Wawancara Lebih Lanjut”.

14. Pasal 14 - Wawancara

14.1 Aplikasi dengan Interim Status “Dibutuhkan Wawancara Lebih Lanjut” wajib menemui salah satu anggota Dewan Pratama sebelum status mereka dapat difinalisasi, sesuai prosedur yang diberikan oleh Dewan Pratama sebelum tenggat waktu yang diberikan.

14.2 Permintaan wawancara setelah tenggat waktu yang diberikan tidak akan disetujui dan status pembicara otomatis tertolak.

- 14.3 Sebagai klarifikasi, pemenuhan wawancara sesuai pada Ayat 14.1 tidak secara otomatis memberikan pendebat yang bersangkutan status Pratama. Status Pratama ditentukan berdasarkan hasil deliberasi Dewan Pratama sesuai dengan informasi yang didapat dari wawancara yang dilakukan.

15. Pasal 15 - Pengajuan Banding

- 15.1 Banding dapat dilakukan oleh individu terhadap Interim Status yang diberikan kepada aplikasi manapun.
- 15.2 Banding dapat dilakukan dengan menghubungi dan meminta banding kepada Dewan Pratama sesuai prosedur dan tenggat waktu banding yang diberikan oleh Dewan Pratama.
- 15.3 Permintaan banding setelah tenggat waktu yang diberikan tidak akan disetujui dan Dewan Pratama berhak melanjutkan proses dan memutuskan status seorang aplikasi tanpa mendengarkan permintaan banding tersebut.
- 15.4 Sebagai klarifikasi, pengajuan banding sesuai pada Ayat 15.1 tidak secara otomatis memberikan seorang pendebat yang bersangkutan status Pratama. Status Pratama ditentukan berdasarkan hasil deliberasi Dewan Pratama sesuai dengan informasi yang didapat dari pengajuan banding yang dilakukan.
- 15.5 Dewan Pratama secara resmi akan menjaga kerahasiaan pengaju banding, kecuali dalam situasi mendesak dimana kerahasiaan identitas pengaju banding menghambat proses deliberasi dan investigasi.

16. Pasal 16 - Status Akhir (“Final Status”)

- 16.1 **Status Akhir** diberikan kepada seluruh aplikasi setelah masa Wawancara dan Banding berakhir, mewakili keputusan akhir yang dibuat oleh Dewan Pratama
- 16.2 Pendebat dapat diberikan Status Akhir (a) “Diterima” atau (b) “Ditolak”
- 16.3 Pendebat dengan Status Akhir “Diterima” akan diikutsertakan dalam pemeringkatan individu kategori Pratama pada Kompetisi
- 16.4 Tim yang memenuhi kriteria Tim Kategori Pratama sebagaimana tertulis pada Pasal 3 akan diikutsertakan dalam pemeringkatan tim kategori Pratama dalam Kompetisi
- 16.5 Dewan Pratama tidak akan menerima banding dalam bentuk apapun setelah Final Status dipublikasikan secara resmi.

BAGIAN IV

PENENTUAN BABAK ELIMINASI KATEGORI PRATAMA DAN PENGHARGAAN INDIVIDU KATEGORI PRATAMA

17. Pasal 17 - Keikutsertaan pada Babak Penyisihan

- 17.1 Seluruh Tim Pratama akan ikut serta dalam seluruh babak penyisihan seperti tim-tim lainnya dalam Kompetisi.
- 17.2 Tidak ada perbedaan perlakuan sistematis bagi Tim Kategori Pratama selama babak penyisihan Kompetisi berjalan.
- 17.3 Aturan dan Ketentuan terkait babak penyisihan ditentukan lebih lanjut oleh Dewan Juri Inti.

18. Pasal 18 - Babak Eliminasi Kategori Pratama

- 18.1 Jumlah Tim Pratama yang akan berpartisipasi pada Babak Eliminasi Kategori Pratama ditentukan oleh Dewan Juri Inti setelah Final Status resmi dipublikasikan.
- 18.2 Tim Pratama yang akan bertanding di Babak Eliminasi Kategori Pratama akan ditentukan setelah seluruh rangkaian Babak Penyisihan Kompetisi usai.
- 18.3 Tim Pratama yang berhasil masuk ke Babak Eliminasi Kategori Terbuka Kompetisi tidak dapat masuk dan bertanding di Babak Eliminasi Kategori Pratama.
- 18.4 Aturan dan Ketentuan terkait babak penyisihan ditentukan lebih lanjut oleh Dewan Juri Inti.

19. Pasal 19 - Penganugerahan Penghargaan Pembicara Pratama

- 19.1 Jumlah Pembicara Pratama yang menerima Penghargaan Pembicara akan ditentukan oleh Dewan Juri Inti setelah Status Final diumumkan..
- 19.2 Para Pembicara Pratama yang menerima penghargaan pembicara akan ditentukan di akhir Babak Penyisihan KDMI 2025.
- 19.3 Pembicara Pratama yang:
 - (a) Tidak berbicara sebagai anggota Tim Pratama; atau,
 - (b) Anggota tim yang baju ke babak eliminasi KDMI 2025 tetap berhak menerima penghargaan pembicara pertama.
- 19.4 Pembicara Pratama yang berhak menerima Penghargaan Pembicara Kategori Terbuka berhak juga menerima Penghargaan Pembicara Pratama.

Jelasnya, seorang pembicara dapat menerima penghargaan pembicara dari dua kategori berbeda: Pratama dan Terbuka.

19.5 Aturan lain yang memperinci Penghargaan Pembicara Pratama akan ditentukan lebih lanjut oleh Dewan Juri Inti dan Dewan Pratama.

BAGIAN V

KETENTUAN PENUTUP

20. Pasal 20 - Cakupan dan Penerapan

Aturan ini hanya akan berlaku untuk Kompetisi ini dan kompetisi lain yang secara khusus menyebutkan penerapan pedpman ini, sehingga dapat namun tidak serta merta menjadi aturan liga pratama untuk kompetisi lain.

21. Pasal 21 - Perubahan

Dewan Pratama dapat menghadirkan perubahan seperti revisi, penambahan, penghilangan, atau perubahan lainnya dengan pertimbangan mereka secara mandiri. Saat ada perubahan yang diputuskan berdasarkan pasal ini, Dewan Pratama akan mengumumkan secara umum agar diketahui sepenuhnya oleh khalayak sebagaimana mestinya, serta untuk menerapkan perubahan tersebut agar dipatuhi sesuai ketentuan yang diputuskan.

22. Pasal 22 - Penutup

Semua hal-hal yang terkait Aturan ini namun tidak secara eksplisit disebutkan di pasal-pasal ini akan diperjelas oleh Dewan Pratama yang bertugas di Kompetisi yang bersangkutan.