Judicial Training Assessment Policy & Guidelines

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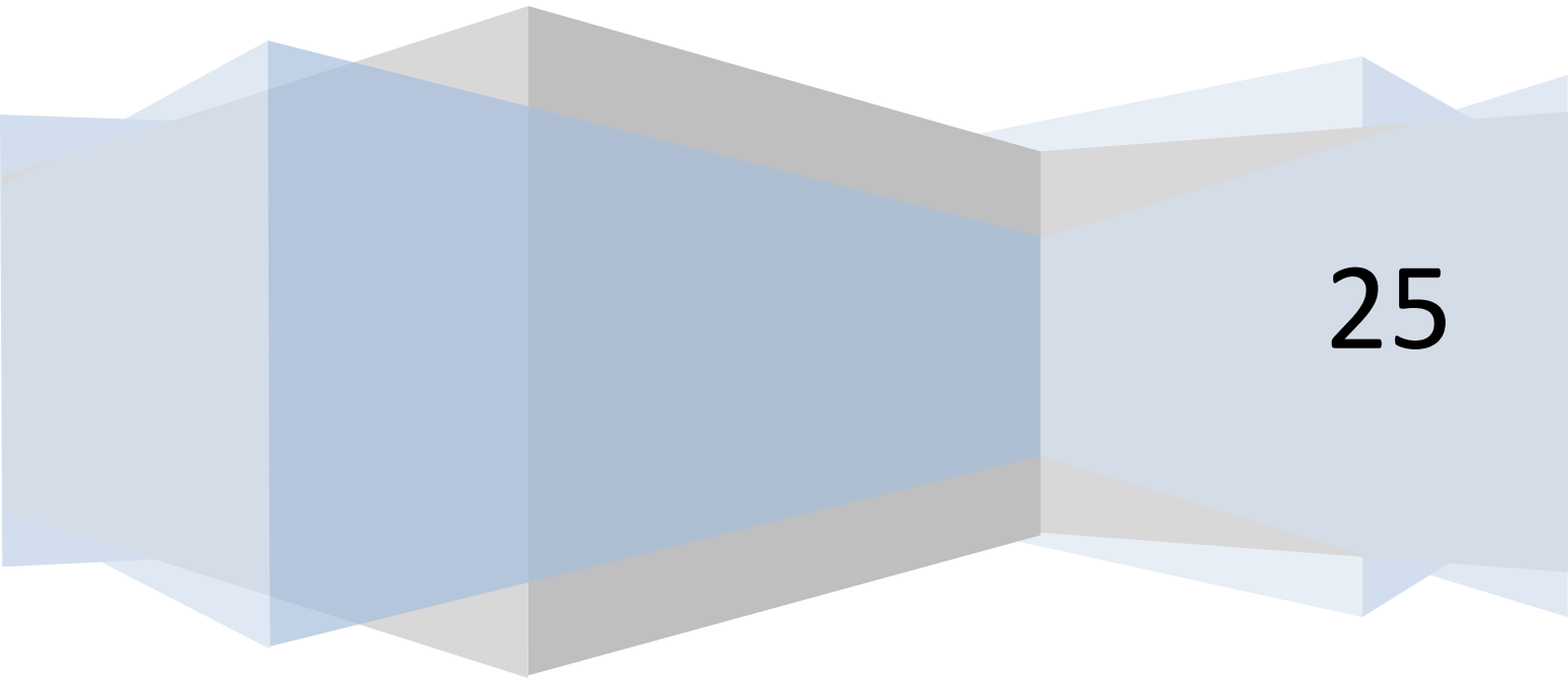

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1) Scope

1.1 This policy applies to:

a) all training held at the Academy, including induction and pre-promotion training; and
b) all those involved in the assessment of trainees.

1.2 The assessment framework shall be as mentioned in the assessment components for specified training.

1.3 The Roles and Duties assigned to the Officers of the KP Judicial Academy under the Khyber Pakhtunkhwa Judicial Academy Staff (Terms & Conditions of Services) Rules, 2012 shall be read as part and parcel of the present policy.

1.4 In case of any ambiguity or doubt, the matter shall be placed before the Academic Committee constituted under Rule (11) of the Khyber Pakhtunkhwa Judicial Academy Rules of Business of Board of Governors, 2012, for guidance and directions.

1.5 The provisions of this policy are subject to such modifications as may, from time to time, be made by the Academic Committee as aforesaid.

1.6 The Director General of the Academy may issue such directions as deemed necessary for the effective implementation of this policy.

2) Purpose of Assessment

2.1. The purpose of assessment is to gauge trainees' knowledge, skills, and attitude.

2.2 The assessment is formative when:

a) intended to give feedback to the trainee on their progress; and
b) improving training curricula and standards.

2.3 The assessment is summative when it counts towards marks or grade.

3) Principles of Assessment

Transparency

3.1

1) The Academy shall ensure that all assessment processes are conducted with transparency.

2) At the commencement of each training program, the Dean shall, in his introductory brief, explain the course curriculum, training modules, learning expectations, and the assessment mechanism applicable to the training program.

3) The Academy shall share with the trainees in advance:

a) the assessment methods, grading criteria, and performance expectations for each component of the training; and
b) reading materials—including concept notes, training schedules;
c) where applicable, the video recordings of lectures in compressed format.

4) The Senior Director Administration, in his briefing, shall inform the trainees on administrative aspects of the training program, including stay in hostel, attendance, punctuality, dress code, and observance of the code of conduct.

5) The Senior Director Research & Publication, in his briefing, shall explain research-related activities and applicable assessment criteria.

Fairness and Validity

3.2

1) Assessment criteria shall:

a) be linked to learning outcomes; and
b) correspond to volume norms, so that tests proportionally correspond to the learning outcomes of each module.

2) In selection of resource persons, Academy shall have due regard to the past ratings and evaluations recorded by trainees.

3) The assessment methods and components shall not be altered to the detriment of trainees.

4) The Academy may adopt the *Flipped Classroom* approach where possible. Under this method, the recorded lecture of the resource person would be shared with the trainees in advance. Trainees will then be expected to view the lecture beforehand, allowing for effective utilization of time and deeper engagement with subject matter during actual discourse.

5) MCQs and post-training tests shall be drawn from the content delivered and the topics covered by the resource persons.

Reliability and Rigour

3.3

1) Assessments shall conform to the applicable procedures.

2) Efficient management and administration shall support all assessment processes.

Probity

3.4

1) Assessment shall conform to the integrity and ethical standards. Confidentiality, impartial evaluation, and avoidance of conflicts of interest shall be ensured.

Training and Learning Management System

3.5

1) The IT Wing of the Academy shall develop a Training and Learning Management System.

2) The Training and Learning Management System shall facilitate the secure generation, storage, and retrieval of all training-related data, including:

a) trainees' profiles, evaluations;
b) resource person's profile, ranking, evaluations;
c) training reports;
d) automated generation of training schedules, letter of invitation to the resource person and participants;
e) digital submissions of resource person evaluation, assignments, pre- and post-training evaluations;
e) communication of training-related documents to trainees, resource persons, and Academy Officers;
f) generation of learning curves based on the standard Kirkpatrick model; and
g) automated and anonymous marking.

4) Resource Person Evaluation Form

Grading Key

4.1

Resource Person Evaluation Grading Key

Excellent	**Above 90%**
Very Good	**80% – 90%**
Good	**70% – 79%**
Average	**55% – 69%**
Below Average	**Below 55%**

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1. Topic – Resource Person

Please select only one topic from the list below:

Topic:

Evaluation Questions

Please mark only one option per row.

1. To what extent was the Content relevant to the topic?
( ) Excellent | ( ) Very Good | ( ) Good | ( ) Average | ( ) Below Average

2. To what extent did the Resource Person have command over the Subject?
( ) Excellent | ( ) Very Good | ( ) Good | ( ) Average | ( ) Below Average

3. Communication Skills of the Resource Person
( ) Excellent | ( ) Very Good | ( ) Good | ( ) Average | ( ) Below Average

4. To what extent was the Lecture Participatory?
( ) Excellent | ( ) Very Good | ( ) Good | ( ) Average | ( ) Below Average

5. Will you be able to apply the knowledge acquired or skills learnt, if so to what extent?
( ) Big Yes | ( ) Yes | ( ) To good extent | ( ) To some extent | ( ) No

6. Did the resource person deliver the lecture/discourse within the allotted time?
( ) Big Yes | ( ) Yes | ( ) To good extent | ( ) To some extent | ( ) No

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7. Suggestions / Comments (mandatory):

- All evaluation factors (except Question 6) shall be averaged to generate the overall score/grading for the resource person.
- Time management shall not count towards the overall grade, but would be reflected separately in graphical form.
- The evaluation shall be anonymous. Trainee name or identifying information shall not show in the generated result.
- Trainees shall be bound to record the evaluation for all resource persons and shall also record his/her comments in the comments section.

5) Responsibilities for Assessment and Marking

5.1) Marking shall be done under anonymity.

5.2) The Research Wing shall be responsible for marking:

a) Book Reviews.
b) Research Articles.
c) Field Visit Reports.
d) any research-related assignments.

5.3) The Senior Director Research and Publication may:

a) either undertake the marking personally; or
b) assign the task to any other officer of the Research Wing or an External Examiner.

5.4) The Senior Director Research and Publication shall issue guidelines for the use of AI in research submissions.

5.5) The Academic Wing shall be responsible for marking:

a) post-training tests.
b) IT Skills.
c) professional Conduct of the trainees and their participation in training.
d) presentation skills of the trainees.
e) any other assignment related to training, not being a research activity.

5.5) The Dean Faculty may:

a) either undertake the marking himself;
b) assign the task to any of the Director Instructions or an External Examiner.

5.6) In the event of absence or non-availability of the officers aforesaid, or any other justifiable cause, the Director General shall submit the case before the Academic Committee constituted under Rule (11) of the Khyber Pakhtunkhwa Judicial Academy Rules of Business of Board of Governors, 2012 for an order regarding the marking of tests, assignments, or any other Academic and Research Wing documents.

6) Assessment Components

6.1) Additional District & Sessions Judges (Pre-promotion Training)

Component	Sub-Component	Marks Allocated	Key Details
Assessment Test & Knowledge	Post-Training Knowledge Test	70	MCQs, Short Answers, Problem-Solving; all topics taught during training.
	Field Visit Report	10	Evaluation of observations, analysis. Adherence to relevant Synopsis requirements
	IT Skills	10	Assessment of participants' ability to use legal research databases, drafting, word processing, and IT tools.
Professional Conduct & Participation	Punctuality	10	Full attendance, adherence to schedule; deductions for delays/absences.
	Conduct Inside & Outside Classroom	10	Respectful behavior, adherence to rules, professional decorum.
	Participation in Training	20	Active engagement, quality contributions in discussions/Q&A sessions (10) Presentation skills (10)
Assignments	Book Reviews / Research Article / Case Study	20	Book Reviews: 10; Research Article / Case Study: 10
Total		150	

6.2) Senior Civil Judges (Pre-Promotion training)

Component	Sub-Component	Marks Allocated	Key Details
Assessment Test & Knowledge	Post-Training Knowledge Test	70	MCQs, Short Answers, Problem-Solving; all topics taught during training.
	Field Visit Report	10	Evaluation of observations, analysis. Adherence to relevant Synopsis requirements
	IT Skills	10	Assessment of participants' ability to use legal research databases, drafting, word processing, and IT tools.
Professional Conduct & Participation	Punctuality	10	Full attendance, adherence to schedule; deductions for delays/absences.
	Conduct Inside & Outside Classroom	10	Respectful behavior, adherence to rules, professional decorum.
	Participation in Training	20	Active engagement, quality contributions in discussions/Q&A sessions (10) Presentation skills (10)
Assignments	Book Reviews / Research Article / Case Study	20	Book Reviews: 10; Research Article / Case Study: 10
Total		150	

6.3) Civil Judges (Pre-promotion Training)

Component	Sub-Component	Marks	Key Details

		Allocated	
Assessment Test & Knowledge	Post-Training Knowledge Test	70	MCQs, Short Answers, Problem-Solving; all topics taught during training.
	Field Visit Report	10	Evaluation of observations, analysis. Adherence to relevant Synopsis requirements
	IT Skills	10	Assessment of participants' ability to use legal research databases, drafting, word processing, and IT tools.
Professional Conduct & Participation	Punctuality	10	Full attendance, adherence to schedule; deductions for delays/absences.
	Conduct Inside & Outside Classroom	10	Respectful behavior, adherence to rules, professional decorum.
	Participation in Training	20	Active engagement, quality contributions in discussions/Q&A sessions (10) Presentation skills (10)
Assignments	Book Reviews / Research Article / Case Study	20	Book Reviews: 10; Research Article / Case Study: 10
Total		150	

Assessment Components (Induction Trainings)

6.4

6.4.1) Additional District & Sessions Judges|

Component	Sub-Component	Marks Allocated	Key Details
Assessment Test & Knowledge	Post-Training Knowledge Test	70	MCQs, Short Answers, Problem-Solving; all topics taught during training.
	Field Visit Report	10	Evaluation of observations, analysis. Adherence to relevant Synopsis requirements
	IT Skills	10	Assessment of participants' ability to use legal research databases, drafting, word processing, and IT tools.
Professional Conduct & Participation	Punctuality	10	Full attendance, adherence to schedule; deductions for delays/absences.
	Conduct Inside & Outside Classroom	10	Respectful behavior, adherence to rules, professional decorum.
	Participation in Training	20	Active engagement, quality contributions in discussions/Q&A sessions
Assignments	Book Reviews / Research Article / Case Study	20	Book Reviews: 10; Research Article / Case Study: 10
Total		150	

6.4.2 Assessment Components (Civil Judges, Induction)

Component	Sub-Component	Marks Allocated	Key Details
Assessment Test & Knowledge	Post-Training Knowledge Test	60	MCQs, Short Answers, Problem-Solving; all topics taught during training.
	Field Visit Report	10	Evaluation of observations, analysis. Adherence to relevant Synopsis requirements
	IT Skills	10	Assessment of participants' ability to use legal research databases, drafting, word processing, and IT tools.
Professional Conduct & Participation	Punctuality	10	Full attendance, adherence to schedule; deductions for delays/absences.
	Conduct Inside & Outside Classroom	10	Respectful behavior, adherence to rules, professional decorum.
	Participation in Training	20	Active engagement, quality contributions in discussions/Q&A sessions (10) Mock-Trials (10)
Assignments	Book Reviews / Research Article / Case Study	80	Book Reviews: 10; Research Article / Case Study: 10 Order-Sheet Writing(20) Judgment Writing (20) Framing of Charge(10) Framing of Issues(10)
Total		200	

6.5) Assessment Components (Training other than mandatory)

Assessment Test & Knowledge	Post-Training Knowledge Test	70	MCQs, Short Answers, Problem-Solving; all topics taught during training.
Professional Conduct & Participation	Punctuality	10	Full attendance, adherence to schedule; deductions for delays/absences.
	Conduct Inside & Outside Classroom	10	Respectful behavior, adherence to rules, professional decorum.
	Participation in Training	10	Active engagement, quality contributions in discussions/Q&A sessions
TOTAL MARKS		100	

6.5 Grading Scale & Percentage Equivalents *(Same for all categories)*

Score Range (Marks)	Percentage	Grade	Remarks
135–150	90–100%	Excellent (A)	Significantly exceeds threshold standard for a pass
120–134	80–89%	Very Good (B)	Very much exceeds threshold standard for a pass
105–119	70–79%	Good (C)	Above threshold standard for a pass

90–104	60–69%	Satisfactory (D)	Meets threshold standard for a pass
Below 90	<60%	Unsatisfactory (F)	Does not meet threshold standard for a pass

7) Field Visit Reports and Synopsis

7.1) If the field visits report falls under the summative assessment framework, the following shall be the guidelines:

7.1.1) The Director Instructions shall coordinate and oversee the visit.

7.1.2) Trainees shall nominate a participant to deliver a vote of thanks at the conclusion of the visit and for the exchange of shields.

7.1.3) A trainee is required to prepare a Synopsis of the visit or an event in **1000-1500 words**.

7.2.) The Synopsis should:

7.2.1) correctly reflect and capture the essence of the proceedings of the event or visit;

7.2.2) mention all relevant details, including the questions raised and responses given, the identity of the participants, the persons raising the questions and giving answers;

7.2.3) be recorded in third-person; and

7.2.4) be free of grammatical errors, and meet the basic principles of effective communication.

8.3) For further guidance on the Synopsis Writing, see the Research Guides published by the University of Southern California. The link is in the description below:

Guides BY SUBJECT - Research Guides at University of Southern California

9) Book Review

9.1) If the Book Review falls under the summative assessment framework, the following shall be the guidelines:

9.1.1) The Senior Director Research & Publication shall, immediately after the lecture on Research Methodology, share with participants the list of books for writing a Book Review.

9.1.2) Book Review shall be approximately **1000 words**.

9.1.3) Book Review is to be **critical rather than descriptive**.

9.1.4) Trainees shall follow standard academic conventions for book reviews.

9.1.5) For further guidance on writing Book Review, see the Research Guides published by the University of Southern California. The link is in the description below:

Guides BY SUBJECT - Research Guides at University of Southern California

10) Research Article Guidelines

10.1) If the Research Article falls under the summative assessment framework, the following shall be the guidelines:

10.1.1) The Senior Director Research & Publication shall, immediately after the lecture on Research Methodology, share with participants the research articles that trainees are expected to write.

10.1.2) The Research article shall be approximately **4000 words**.

10.1.3) The research article is expected to demonstrate critical analysis, coherent argumentation, and application of legal principles, rather than merely descriptive content.

10.1.4) Trainees shall follow standard academic conventions for legal research writing.

10.1.5) For further guidance on writing Research Articles, see the Research Guides published by the University of Southern California. The link is in the description below:

Guides BY SUBJECT - Research Guides at University of Southern California

11) Presentation Assignment Guidelines

11.1) If the Presentation falls under the summative assessment framework, the following shall be the guidelines:

11.1.1) The Academic Wing shall assign topic(s) for presentation(s).

11.1.2) The trainee shall make a presentation on the assigned topic(s).

11.1.3) The presentation's duration shall be **30 minutes, inclusive of a 10-minute Question-and-Answer session**.

11.1.4) Presentations shall be delivered during the morning feedback session or specially arranged extended sessions.

11.1.5) The presentation, if it relates to the resource person's discourse, shall focus on the central theme addressed by the speaker, and may also incorporate relevant points raised during the Question-and-Answer segment.

11.1.6) Presentation shall be delivered in PowerPoint.

11.1.7) Nominated participant(s) shall be required to introduce the resource person(s) for the respective session(s). He or she shall be provided with the CV of the respective resource person in advance.

11.2) Assessment of Presentations

11.2.1) Presentations shall be attended and assessed by the Dean and or Director Instructions, as the case may be, on the following factors:

a) Introduction – Well-structured / needs improvement (Remarks).

b) Objectives – Clearly stated / unclear (Remarks).

c) Logical Arrangement – Coherent / lacks flow (Remarks).

d) Use of Facts and Figures – Accurate and relevant / insufficient or unsupported (Remarks).

e) Handling of Questions – Confident and accurate / requires improvement (Remarks).

f) Delivery or Facilitative Skills – Clear, paced, and engaging / unclear or uneven. (Remarks).

g) Conclusion – Logical, with clear take-away points / weak or missing take-away. (Remarks).

11.2.2) Where more than one presentation is delivered by a trainee, it shall be assessed by different officers for fairness and diversity in evaluation.

11.2.3) Video Recording

1) Each presentation shall be video recorded.

2) The recording shall be preserved to:

a) enable re-assessment by officers where required, and
b) substantiate the assessment awarded.

12) Post-Training Test

12.1) If the Post-Training Test falls under the summative assessment framework, the following shall be the guidelines:

12.1.1) The test shall be drawn:

a) from the contents delivered and the topics covered during the lectures;
b) based on questions with a fair proportion from each module; and
c) may be either unseen or open book examination.

12.1.2) The assessment may include:

a) Multiple Choice Questions (MCQs).
b) Short-answer questions.

12.1.3) The test shall be administered and marked electronically.

12.1.4) There shall be no negative marking.

12.1.5) Adequate and reasonable time shall be allocated for completion of the test.

12.1.6) The questions shall be designed to assess **higher-order thinking skills rather than rote memorization.**

12.1.7) In formulating the test, the Dean Faculty may consider one or more of the following factors:

a) proposed questions shared by the Director Instructions based on observations recorded during the lectures, but from the contents delivered and the topics covered during the lectures;
b) proposed questions from resource persons, based on their lecture content; and
c) technology-assisted question generation from the contents delivered by the resource persons in lectures.

13) Punctuality and Code of Conduct

13.1) Trainees shall observe strict punctuality during the training program.

13.2) Punctuality and attendance shall, preferably, be monitored using a biometric device.

13.3) Late arrival shall be marked and may adversely affect a participant's punctuality profile within the assessment framework.

13.4) Trainees must avoid violations of the code of conduct, academic and administrative instructions, including:

a) Disruption of class decorum.
b) Unauthorized use of mobile phones.
c) Violation of dress code.
d) Breach of timelines.

13.5) Penalties for Violations of the code of conduct, academic or administrative instructions shall be dealt with as follows:

a) First Violation: An **ADVICE** shall be issued.
b) Second Violation: A **CAUTION** shall be issued to forewarn of the deduction of marks.
c) Third Violation: A **WARNING** shall be issued, and **1 mark shall be deducted**.
d) On further violation, if found serious, the case may be recommended for surrender from the course.
e) Trainees shall, however, be provided with copies of Advice, Caution, and Warning notices for their records.