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## **Some Recommendations on Building Lectures for the Functions and Duties of Inspectors in the Program Training of Court Inspectors**

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### **Abstract**

In 2012, the School of Court Officers successfully organized a professional training course for examiners. This is the first professional training course for examiners held for 3 months, with 65 students who are officials from units of the Supreme People's Court participating, in order to train and improve their skills. qualifications of court officials in general and examiners in particular. After that, the School issued two sets of lectures (volume 1, volume 2) to train examiners. Through studying the content of these two sets of lectures, the content of the program basically focuses on equipping examiners with the most basic and necessary knowledge and skills of the profession of adjudicating all types of cases. Equip examiners with important skills in cassation

and retrial work in specialized courts. In addition, the general topics also provide examiners with a deeper understanding of the history of the Vietnamese Court industry and the industry's development orientation; Ho Chi Minh's ideology and professional ethics of examiners; skills in drafting procedural documents and especially the functions, tasks, and powers of the Examiner. However, regarding the examiner training program, some content needs to be researched and supplemented. The article focuses on researching the need to train, retrain, and professionalize court examiners and make some recommendations on developing lectures on the functions and duties of examiners in the training program court examiner.

**Keywords:** Functions and Duties of Inspectors, Lectures, Program Training of Court Inspectors

### **1. Introduction**

In general, the current team of Court officials and civil servants at all levels, especially officials with judicial titles, have received basic training in professional expertise and professional skills; The majority of officials and civil servants, including the team of court examiners, have good political and moral qualities and a high sense of responsibility in their work. These are important conditions that have created positive changes in all aspects of the People's Court sector's work in recent years. However, in general, the team of examiners still does not meet standards; their ability to synthesize and propose solutions to cases after examination is limited and not on par with job requirements, especially in judicial reform, international economic integration and the development of the socio-economic situation. Most of the Inspectors have not undergone vocational training; Training and updating new knowledge for examiners still has many limitations. Faced with the above situation, one of the key tasks identified by the People's Court sector is to build a strong and clean team of Court officials and civil servants, including improving qualifications. Professional expertise and political bravery, ethical qualities, lifestyle, and sense of responsibility in work for court officials and civil servants at all levels, especially the team of judges, examiners, and secretaries, are needed, identified as both a requirement and an important solution to improve the operational efficiency of Courts at all levels. The leadership of the Supreme People's Court has assigned the Court Academy to open a training class for examiners to gradually standardize this team to meet the requirements of assigned tasks.

### **2. Literature Review**

#### **2.1 Position and Role of the Examiner**

Pursuant to Clause 1, Clause 2, Clause 3, Article 93 of the Law on Organization of the People's Courts 2014: "Investigators are specialized civil servants of the Court who have worked as Court Clerks for 5 years or more and are professionally trained." Inspector and appointment to the rank of Inspector".

Accordingly, Court Investigators have three ranks: Investigator; Principal examiner; Senior examiner.

- An examiner is a civil servant with professional expertise in the field of verification, assisting leaders of the People's Courts from the district level or higher, directly performing the verification of cases as assigned by the leaders of the Court.
- The main examiner is a highly professional civil servant in the field of examining cases, helping the People's Court leaders preside over the organization and carry out the task of examining cases under the jurisdiction of the Provincial Courts or higher. go up.
- Senior examiners are civil servants with the highest professional expertise in the field of examining cases, helping leaders of the Supreme People's Court preside over organizing, directing and directly performing the task of examining important cases. Important, very complex and related to many fields.

*Standards, conditions and exams for promotion to the rank of Inspector are prescribed by the Chief Justice of the Supreme People's Court.* Conditions for sending officials, civil servants, and public employees of the People's Court to professional training for senior examiners, principal examiners, and examiners are specified in Article 17 of Decision 636/QD-TANDTC of 2018 on Regulations on training and fostering cadres, civil servants and public employees of the People's Court issued by the Supreme People's Court, specifically as follows:

- Conditions for sending to examiner professional training: Civil servants who have held the rank of Secretary for 4 years or more (not including probationary period) or civil servants currently ranked as Inspectors staff but have not received professional training as an examiner.
- Conditions for being sent for professional training as a Principal Inspector: Have held the rank of Inspector or equivalent for 8 years or more (of which the minimum period of holding the rank of Inspector is 01 year); Have at least 2 years immediately following the year of being sent to study and successfully complete work tasks.
- Conditions for sending to senior inspector professional training: Have held the rank of Principal Inspector or equivalent for 5 years or more (of which the period of holding the rank of Principal Inspector is at least 01 year); Have at least 3 years immediately following the year of being sent to study and successfully complete work tasks.

## 2.2 Functions and Duties of Court Inspector

- Functions and duties of examiners at district, town, provincial city and equivalent courts:

Based on the tasks and powers of the People's Courts of districts, towns, provincial cities and equivalents as prescribed in Article 44 and Article 93 of the 2014 LTCTAND, the People's Courts of districts, districts and towns, provincial cities and equivalents have the ranks of examiner and principal examiner. The Chief Justice of the People's Court of the province or centrally run city appoints the ranks of examiners and principal examiners at the People's Courts of districts, towns, provincial cities and the equivalent.

Examiners at the People's Court at district, district, town, provincial city and equivalent levels perform criminal judgment enforcement tasks under the court's jurisdiction

and perform other tasks according to the law. Assignment by the Chief Justice of the Court.

- Functions and duties of examiners at provincial and centrally run city courts:

According to the assignment of the leader of the unit, the Inspector of the Court of the province or centrally run city is responsible for researching, proposing and issuing decisions to execute criminal judgments under the direction of the Chief Justice within the scope of the investigation. Their authority, and at the same time inspect the execution of criminal judgments and professional work of lower People's Courts. Provincial-level examiners are also responsible for making statistics, synthesizing data, keeping records and writing summary and thematic reports on operations as assigned by the Chief Justice. In addition, we also organize coordination with relevant professional branches to serve the execution of criminal judgments to ensure accuracy and compliance with the law.

- Functions and duties of the Examiner at the High People's Court:

At the High People's Court, examiners work mainly in professional departments such as: Criminal and Administrative Inspection Director's Office; The Director's Office examines Civil - Business and Commercial cases; The Director's Office examines the case of Marriage, Family, Labor and Minors.

Examiners at the High People's Court are responsible for verifying and reviewing first instance judgments and decisions of the People's Courts of districts, towns, provincial cities and the People's Courts of provinces and cities. Centrally run cities within their regional jurisdiction that have not yet taken legal effect are appealed or protested against according to the provisions of procedural law, thereby proposing grounds to help the Court Judges Committee. The senior level answers the petition or does not accept the appeal or protest.

Examiners at the High People's Court are also responsible for researching legally effective judgments and decisions of the People's Courts of provinces and centrally run cities, and the People's Courts of districts and districts. Towns, provincial cities and the equivalent within the scope of territorial jurisdiction from which, if errors or new details are discovered according to the provisions of law, a proposal to appeal for cassation or retrial shall be made according to regulations. Provisions of procedural law.

The examiner at the High People's Court also participates as a Secretary at court hearings when assigned, and also undertakes other tasks in the supporting apparatus of the High People's Court.

- Functions and duties of the Examiner at the Supreme People's Court:

Previously, examiners worked mainly in specialized courts of the Supreme People's Court, the Inspection Committee, the Secretariat. When the 2014 Law on Organization of the People's Court took effect, the Court's examiners The Supreme People's Court mostly works in inspection director cases and inspection boards. Their main functions and tasks are to supervise, inspect, review and re-examine legally effective judgments that are protested against according to the cassation and retrial review functions of the People's Court. Supreme.

Examiners at the Supreme People's Court, especially in the Department of Legal Affairs and Scientific Management, the Inspection Committee, the General Department... and a

number of other Departments are also responsible for scientific research and drafting. drafting legal documents, documents guiding the implementation of the law and a system of precedents. Therefore, examiners must also have experience summarizing trial practice, have skills in chairing scientific conferences and scientific research skills.

Due to the work needs and specificities of the Court system, the Supreme People's Court's leadership has appointed a number of examiners at units under the Supreme People's Court such as the Department of Legal Affairs and Faculty Management, Department of Education, Department of International Cooperation, Department of Statistics and General Statistics, Office.

### 3. Some Recommendations on Developing Lectures on the Functions and Duties of Examiners in the Court Examiner Training Program

In training institutions, the activities of compiling textbooks, lectures, learning materials and teaching plans of lecturers play a very important role in organizing training activities. This is the basis and foundation to innovate teaching methods suitable for learners and improve the school's training quality. Along with content and methods, teaching goals are indispensable factors and are closely related to each other in the teaching process. A good lecture depends not only on how the teacher and students' activities take place, what methods and means are used, but also whether or not the objectives are set after that lecture? Inaccurate or unclear determination of the lesson's objectives makes it difficult to teach well. Lecturers and learners can easily get lost in a "forest of knowledge" without knowing the destination. Therefore, writing with the right objectives in the process of compiling textbooks, lectures, lesson plans... needs to clearly understand its nature in order to write correctly.

Lecture objectives can be understood in many ways, such as:

- Lecture objectives are the results that the lecturer wants learners to achieve after the lecture;
- The lesson objective is a statement about what learners must understand and be able to do after the lesson;
- Objectives talk about what learners will be like or be able to do after finishing a lecture.

Thus, according to the "learner-oriented teaching" perspective, the goals set are those of the learner, not the teacher. Therefore, the lesson goal statement is always: After finishing this lesson, learners/children will be able to.

Teaching goals in general and lectures in particular are important in orienting and planning teaching activities, and when implemented, will determine the success of the plan, and at the same time, it also orients students. Finding teaching materials; is the basis for determining the learning outcomes to be achieved, to test and evaluate learners, teachers as well as the value of a lecture or training program.

The meaning of determining lesson objectives shows:

For teachers: (i) Objectives are clearly defined, complete, specific and accurate to help lecturers choose and arrange appropriate lesson content; (ii) Lesson objectives guide the next steps in the lesson plan; Based on the objectives, choose the content, methods and forms of teaching organization to give the lesson the best results; (iii) Lecture objectives are the basis for lecturers to develop questions, tests and forms of testing to assess the cognitive status of

learners and measure learners' capacity after the lecture. or study the subject section; is the basis for lecturers to evaluate the progress of learners according to set standards; (iv) Create passion, professional interest and a sense of responsibility in the teaching process.

For learners: (i) Learners who grasp the lecture objectives set by the lecturer will determine for themselves the goals they need to aim for in the process of learning the subject, lesson, class period, etc. From there, the learner Learn how to choose learning materials, how to learn, and organize your own learning process in a clear direction to achieve the set goals. (ii) Learners know the standards to compare and evaluate their own progress in learning; (iii) Achieving the objectives of the lesson will develop in learners intellectual abilities, thinking qualities, action skills, forming attitudes and passion for the subject.

Since 2012, the Court Officer School, now the Court Academy, has successfully organized a professional training course for examiners. This is the first professional training course for examiners held for a period of 3 months, with 65 students who are officials from units of the Supreme People's Court participating, in order to train and improve the qualifications of Court officials. judges in general and examiners in particular. After that, the School issued two sets of lectures (volume 1, volume 2) to train examiners. Through studying the content of these two sets of lectures, the content of the program basically focuses on equipping examiners with the most basic and necessary knowledge and skills of the profession of adjudicating all types of cases. Equip examiners with important skills in cassation and retrial work in specialized courts. In addition, the general topics also provide examiners with a deeper understanding of the history of the Vietnamese Court industry and the industry's development orientation; Ho Chi Minh's ideology and professional ethics of examiners; skills in drafting procedural documents and especially the functions, tasks, and powers of the Examiner.

In order for the lectures in the court examiner training program to be truly effective, especially the functions and duties of the examiner Need to research and implement some of the following contents:

*Firstly*, the lesson objectives must be expressed according to the learner's requirements, not the teacher's function. Lecture objectives must be relevant (important, practical, appropriate), feasible (achievable). The lesson objective must be expressed with a single action verb (easy to understand and understand equally) and focus on results:

- Expected results must be expressed in terms of observable (measurable) behavior;
- Determine the circumstances in which the behavior will take place: time, conditions of implementation;
- Must be suitable for learners (psychological characteristics, current qualifications of learners, most learners are professional civil servants of Courts at all levels).

*Secondly*, the lesson objectives need to target the following perspectives: Knowledge, skills, autonomy and responsibility. The lesson objective must be written from the perspective of the learner and begin with an action verb corresponding to the level of knowledge mastery and have a complement that clarifies the meaning of that verb. Do not use general, unmeasurable verbs to write goals such as: grasp, understand, know, understand, master, be able, think, have knowledge, equip people learn.....

The opening goal of the lecture is always "After completing the lecture (lesson), the learner will be able to acquire "knowledge", "skills", "autonomy and responsibility".

**About knowledge**

It is "Information stored in the brain". This information may include: Actual events; concept; principles; procedure;

progress; structure etc..

- The lesson objectives proposed by BJBloom are as follows: Remember, understand, apply, analyze, evaluate, create. From there, when writing knowledge goals, you can use verbs appropriate to each level of knowledge as follows:

**Table 1:** Lesson objectives according to BJBloom

Level	Define	The words are usually use
Miss	Including learners being able to recall special or general things, complete or partial processes, forms, structures... that have been learned. At this level, learners need to remember exactly what is being asked	Present, Repeat, Describe, List...
Understand	Learners need to grasp the meaning of information, demonstrated through the ability to interpret, infer, and relate.	Explain, Distinguish, Generalize, Give examples, Compare...
Manipulate	Learners have the ability to apply known information to a new situation or condition.	Apply, Apply, Calculate, Prove, Explain, Construct...
Analysis	Learners have the ability to divide content and information into small parts to be able to point out their elements, relationships, and structural principles.	Analyze, Explain, Compare, Chart, Distinguish, Systematize...
Evaluate	Learners have the ability to make their own judgments and judgments about a problem based on existing standards and criteria.	Evaluate, Give Opinion, Comment, Synthesize, Compare...
Creative	Achieving this highest level of awareness, learners have the ability to create new things, establish new information and things on the basis of existing information and things.	Establish, Synthesize, Build, Design, Propose....

**Regarding Skills**

What level of proficiency in skills must learners achieve? Needs to be written starting with verbs and followed by quantifiable interpretations. For theoretical lesson plans, the level of proficiency in thinking skills must be demonstrated when solving situations within the scope of professional communication and behavior or problems associated with practical professional activities. For practice lesson plans, it must show the level of skill proficiency when learners solve tasks in practical labor, production, in service activities or in activities of a service nature. Support. For integrated lesson plans, there needs to be a harmonious combination of both of the above factors.

starting to prepare lesson plans, teachers need to correctly, specifically and clearly determine the lesson objectives.

**4. References**

1. National Assembly, Law on Organization of People's Courts 2014, 2014.
2. Supreme People's Court, Decision 636/QD-TANDTC of 2018 on Regulations on training and fostering cadres, civil servants and employees of the People's Court, 2018.

**About the capacity for Autonomy and Self-Responsibility**

Self-control ability is expressed in the level of proactively applying one's own knowledge and skills to organize and execute work to create products. It can be seen that the subject's ability to be autonomous is revealed through initiative, creativity, independence, and management capacity when applying knowledge and skills to perform professional work tasks. profession in a specific context. That job task is performed by individuals independently or working in groups.

For example: When teaching the content "Functions and duties of the Inspector" in the topic "Role, functions and duties of the Inspector". The low-level lecture objectives according to BJ Bloom can be written as follows:

- Knowledge: Present the functions and tasks of the Inspector.
- Skills: distinguish the functions and tasks of examiners at People's Courts at all levels.
- Attitude: Respect the regulations in the Law on Organization of the People's Courts 2014.

In short, a successful lecture depends on many factors, of which preparing lesson plans for class is extremely important. Although the lesson goal is not the central part of a classroom lesson plan, it is not revealed during class time, but it is the final "destination" that teachers and students must aim for and achieve; It is the basis for lecturers to have appropriate teaching methods for each lesson and each subject to make the lesson successful. Therefore, when