

**Date:** 17 March 2021  
**Our Reference:** FOIA-2021-017

**RE: Your request for information under the Freedom of Information Act 2000**

I write in response to your Freedom of Information Act 2000 ('FoIA 2000') request dated **16/02/2021**, in which you requested:

"1. Do either yourselves (or any UK police forces) offer any training, modules, courses or learning/educational materials or documents to police officers and/or police forces on the subjects of:

a) Critical Thinking

and/or

b) Argumentation

As per their respective academic disciplines and general subject areas?

2. If so, as a separate FOIA 2000 request, can you please provide me with some information and any available sources/documents with regards to any critical thinking and/or argumentation training information/training/curriculum offered to police officers across the UK?"

**Decision**

When a request for information is made under the FoIA 2000, a public authority has a general duty under section 1(1) of the Act to inform an applicant whether the requested information is held. There is then a general obligation to communicate that information to the applicant.

In line with section 1(1) of the FoIA 2000, I can confirm the College does hold information relevant to part of your request. For ease, I have dealt with both parts of your email in this letter. Please find responses to both parts of your request below.

1. Do the College (or any UK police forces) offer any training, modules, courses or learning/educational materials or documents to police officers and/or police forces on the subjects listed above?

Information held. The College holds curriculum documents which include specific references to critical thinking. No specific references are made to 'argumentation' within any training materials provided by the College, however the concept is encapsulated within several areas of learning.

The College does not hold any information on the training you have specified above that is offered by UK police forces.

2. Can you provide me with some information and any available sources/documents with regards to any critical thinking and/or argumentation training information/training/curriculum offered to police officers across the UK?"

The College holds information relating to critical thinking that falls within the terms of your request and this information has been disclosed to you. As advised above, the College does not hold information that refers specifically to argumentation, however elements of the principle are embedded throughout the curriculum.

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Yours sincerely,

**Sarah Lawrence | Legal Advisor**

**Information Management and Legal Team**

**College of Policing**

Email: [FOI@college.pnn.police.uk](mailto:FOI@college.pnn.police.uk)

Website: [www.college.police.uk](http://www.college.police.uk)

## **Your right of review**

Under the Freedom of Information Act 2000 you have a right to request an internal review if you are dissatisfied with our handling of your request. Review requests should be made in writing (by email or post) within **40 working days** from the date of our original response. We will aim to respond to your review request within **20 working days**.

### **The Information Commissioner's Office (ICO)**

If, after lodging a review request you are still dissatisfied, you may raise the matter with the ICO. For further information you can visit their website at <https://ico.org.uk/for-the-public/official-information/>. Alternatively, you can contact them by phone or write to them at the following address:

#### **Information Commissioner's Office**

**Wycliffe House**

**Water Lane**

**Wilmslow**

**Cheshire**

**SK9 5AF**

**Phone: 0303 123 1113**

Extract from Evidence Based Practice, Creativity and Innovation National Policing Curriculum Learning Standard – Fast Track to Inspector Programme (version 2.0)

**Learning Overview:**

In this module learners examine the strategic importance of evidence-based practice in policing and examine past successes, challenges and future opportunities for implementing an evidence-based approach. Learners examine the strategic importance of creativity and innovation in policing and learn how to use practical tools to boost the creativity of themselves and others. Learners cover frameworks for fostering innovation in organisations and look at how to shape organisational culture to support the successful implementation of innovative ideas. Learners review their personal strengths and development needs as leaders of innovation and create a plan to promote innovation in their area

**3. Investigate their role as a Fast Track officer in identifying opportunities and promoting evidence based practice throughout the service**

3.2 Skills for reviewing evidence

b. Critical thinking

Extract from Critical Incident Management 2 National Policing Curriculum Learning Standard – Core Leadership Programme (Inspector) (version 2.0)

**Learning Overview:**

This module provides learners with the theory and practical aspects of critical incident management at an Inspector level. This module will give learners the opportunity to put into practice their knowledge of critical incidents. They will explore the implications of declaring a critical incident and how to demonstrate effective communication skills during the incident. They will have the opportunity to make decisions whilst reviewing and recording their decisions and rationale. Learners will also be able to demonstrate their understanding of the structured command process and adhere to policy and process in relation to closing an incident.

**2. Make effective decisions when managing an ongoing critical incident and evaluate decision rationale**

2.1. Critical thinking to evaluate decision rationales

- a. Meaning and application of critical thinking
- b. Application of the National Decision Model (NDM)
- c. Application of the Code of Ethics

d. Benefit of using emotional intelligence in the decision-making process

Extract from Policing Education Qualifications Framework: Police Constable Degree Apprenticeship – National Policing Curriculum (Complete Version) (Version number 4.0 February 2021)

**i. Learning and development applicable across a comprehensive range of policing professional situations and contexts**

Learning and development under this heading will enable the police constable to:

- Make decisions, founded upon critical thinking, in complex professional situations and contexts, demonstrating appropriate knowledge and application of powers, legislation and Authorised Professional Practice

5 Apply key concepts in relation to models of learning and reflective practice	***Content removed – outside scope of request***
	5.2 Critical thinking
	***Content removed – outside scope of request***
	***Content removed – outside scope of request***

Extract from Policing Education Qualifications Framework: Degree-Holder Entry Programme (DHEP) National Policing Curriculum (Version number 4.0 February 2021)

**ii. Learning and development applicable across a comprehensive range of policing professional situations and contexts**

Learning and development under this heading will enable the police constable to:

<ul style="list-style-type: none"><li>• Make decisions, founded upon critical thinking, in complex professional situations and contexts, demonstrating appropriate knowledge and application of powers, legislation and Authorised Professional Practice</li></ul> <p>***Content removed – outside scope of request***</p>
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**Part 2: Qualification and Assessment**

\*\*\*Content removed – outside scope of request\*\*\*

Due to the generic transferable skills acquired by a degree-holder as part of their original degree-based studies, learning delivery methodologies for graduate education programmes tend to rely less upon 'traditional', 'face-to-face' and 'front-loaded' methods. Instead the approach taken should be one that recognises and builds upon experience, skills and abilities the learner already possesses (specifically in practical activities such as study, research, written and oral communication, and the capacity for independent and critical thinking) and should also be reflective of adult styles of learning.