



About Our Critical Thinking Courses

Quality Course Design Assessment Participant Support

Thoughtful challenge. Practical application. Respectful support.

A guide for prospective and enrolled participants

The Thinking Centre | In partnership with FIPA Global for selected longer programmes

Our Approach to Learning

The Thinking Centre's critical thinking courses are carefully designed, academically grounded and strongly focused on application. They are not courses in which participants merely read information, remember definitions and complete a test. Participants examine ideas, analyse situations, question assumptions, evaluate possible explanations and apply their learning to decisions and problems encountered in life and work.

Intellectual challenge must not be confused with the withholding of support. We deeply respect our participants. No one should be left to struggle without reasonable guidance and assistance. Individualized attention is therefore a defining feature of our courses, particularly because many adult learners have told us that this is what they find missing from conventional training.

What Participants Can Expect

- Clear learning outcomes and an explanation of what successful completion requires.
- Relevant readings, realistic cases, exercises and opportunities to apply ideas.
- Feedback that identifies both strengths and areas requiring further development.
- Reasonable access to guidance when a concept, assignment or requirement is unclear.
- Respectful challenge within a psychologically safe learning environment.
- Manageable cohorts that allow meaningful interaction and attention.

Challenge With Support

Support does not mean lowering standards. It means making expectations understandable, giving useful feedback and providing reasonable opportunities for participants to improve. Where revision or reassessment is permitted, it is intended to support mastery rather than to make assessment merely easier.

Our courses are designed to be rigorous but highly enjoyable. Participants may work independently, in pairs or in groups, depending on the course, and often depending on their own preferences. Some programmes may include coaching, a personal decision-making audit, an applied project or a practicum. Programmes have optional Zoom sessions for those who need additional support (at no extra cost).

Bloom's Revised Taxonomy

Course activities are designed with reference to Bloom's Revised Taxonomy. The framework recognizes that learning progresses beyond remembering information. While foundational knowledge matters, critical thinking depends particularly on the ability to apply, analyse, evaluate and create.

Level	What It Involves	Example in Our Courses
Remember	Recall relevant terms, concepts and principles.	Identify a bias or define a fallacy.
Understand	Explain ideas accurately and in one's own words.	Explain how an assumption influenced a conclusion.
Apply	Use learning in a realistic situation.	Use a decision-making tool in a workplace or personal case.
Analyse	Examine parts, patterns, evidence and relationships.	Separate facts, interpretations and assumptions in an argument.
Evaluate	Reach a reasoned judgment using appropriate criteria.	Compare explanations and judge the strength of the evidence.
Create	Develop a defensible response, solution or new approach.	Design an action plan for a difficult decision or conflict.

The emphasis placed on each level will vary according to the purpose and length of the course. Longer and more advanced programmes will normally require stronger evidence of analysis, evaluation and creation.

Assessment and Feedback

Assessment should show whether participants can use what they have learned. Depending on the course, evidence may come from short tests, written analyses, case responses, presentations, observed or recorded performance, reflective work, an applied project or a practicum.

Fair and Useful Assessment

- Learning outcomes and assessment requirements are communicated clearly.
- Criteria or rubrics are used where they improve consistency and transparency.
- Feedback addresses observable work and behaviour rather than making judgments about the person.
- Participants may be asked to revise work or complete further practice when competence has not yet been demonstrated.
- Reasonable reassessment may be offered where appropriate, without weakening the required standard.

Practical Work

In courses involving coaching, leadership, conflict management or other interpersonal applications, feedback may address the wording and sequence of questions, the use of silence, responses to what another person says, the handling of assumptions and the extent to which the participant preserves the other person's ownership of decisions.

Attendance and Completion

Participants in longer courses may have up to 12 months to complete the programme, where this completion period is stated in the course information. A participant who misses a Zoom session may, where scheduling permits, make up the session with another cohort. Medical and other serious circumstances will be treated sensitively and considered individually.

Detailed requirements may differ from one course to another. The relevant Course Guide or Frequently Asked Questions document will explain the requirements that apply to a particular programme.

Certificates and Records of Achievement

Certificates and supporting records should accurately reflect what a participant has completed. The type of recognition offered will therefore depend on the length, assessment requirements and purpose of the course.

Recognition	Appropriate Use	What It Communicates
Certificate of Participation	For a course or workshop completed primarily through attendance and engagement.	The participant took part in the learning experience.
Certificate of Completion	For a course with stated requirements, including assessment where applicable.	The participant satisfied the published completion requirements.
Detailed Record of Achievement	For longer or more substantial programmes, particularly those involving assessment, projects or practicum.	The subjects studied, learning hours, assessment and achievement underlying the certificate.

What the Detailed Record May Include

- the participant's full name and the official course title;
- course dates, modules or subjects completed and total learning hours;
- assessment methods and grades, marks or competency ratings, where applicable;
- the practicum, applied project or other substantial work completed;
- attendance and completion requirements; and
- the date of completion, an identifying number and an authorized signature.

The Thinking Centre may maintain a confidential register of certificates and Records of Achievement, with unique identifiers, to support verification and protect the integrity of its awards.

Professional-development status. The Thinking Centre's courses are professional-development programmes. Unless a particular programme expressly states otherwise, they are not university degrees or university-accredited academic qualifications. Certificates and Records of Achievement will describe the learning completed without implying recognition that has not been granted.

Learning Online and Using Technology

Zoom Sessions and Recordings

Live sessions are intended to encourage participation, thoughtful questioning and discussion. Where recordings are used, teaching portions may be recorded for learning purposes. Sensitive discussions, personal disclosures and breakout-room conversations will ordinarily not be recorded. Participants will be informed about recording arrangements.

Responsible Use of Artificial Intelligence

Artificial intelligence can assist learning, but it should not replace a participant's own thinking. Course-specific guidance may explain when AI may be used for brainstorming, organization, language support or feedback, and when work must be completed independently.

- Participants remain responsible for the accuracy and quality of work submitted in their names.
- Confidential, personal or proprietary information should not be entered into an AI system without appropriate permission and protection.
- AI-generated transcripts or summaries, where used, should be reviewed because automated systems can omit, distort or misattribute information.
- The use of AI should be acknowledged when the relevant course instructions require it.

Confidentiality and Respect

Critical thinking sometimes requires the examination of complex workplace, family or personal situations. Participants are expected to protect private information, avoid unnecessary identification of third parties and treat the experiences shared by others with care. Confidentiality requirements will be explained where a course includes coaching, recorded practice, case consultation or practicum work.

Quality Assurance and Continuous Improvement

Course quality is not treated as a one-time design exercise. The Thinking Centre reviews participant feedback, assessment results, facilitator observations and changes in knowledge or professional practice. Course materials and delivery arrangements may be refined when this evidence indicates that improvement is needed.

Our Quality Commitments

- Clear course descriptions, learning outcomes and completion requirements.
- Content that is current, relevant and appropriate for the intended participants.
- Facilitators or specialists with suitable knowledge and experience.
- Assessment methods aligned with the stated learning outcomes.
- Respectful, timely and useful participant support.
- Careful treatment of confidentiality, recordings and AI-assisted work.
- Periodic review of the course using evidence rather than assumption alone.

Partnership With FIPA Global

Selected longer programmes are offered in partnership with FIPA Global, the Farquharson Institute of Public Affairs, an institution established in 1917. Where the partnership applies, it will be identified in the programme information and appropriately reflected on the certificate and supporting Record of Achievement.

About the Educational Leadership

The Thinking Centre was founded by Dr Angela Ramsay, an award-winning educator with qualifications and experience in psychology, education, coaching, mediation, performance improvement and adult learning. She has designed focused training programmes for participants ranging from executives to operational employees and has developed comprehensive systems for organizations.

Dr Ramsay was an architect of the Protocol for the Recruitment of Commonwealth Teachers, published by the Commonwealth Secretariat in London. Her work and study across several continents have also contributed to an approach that values cultural awareness, careful reasoning and the practical realities faced by adult learners.

The Thinking Centre may work with other specialists where their expertise strengthens a programme. Quality, professional conduct and consistency with the Centre's learning approach remain central to these collaborations.

Before Enrolling

Prospective participants should read the description and requirements for the particular course they are considering. Course length, live-session expectations, assessments, technology requirements, completion periods and the form of recognition offered may vary.

Questions are welcome. The aim is for participants to understand both the intellectual demands of the course and the support available before they enrol.

THE THINKING CENTRE

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