

SHORT PAPER

The Use of Simulated Scenarios in the Training of the National Police: Pedagogical Innovation in SERÁS FORMACIÓN

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ABSTRACT

Simulated scenarios have emerged as an effective pedagogical tool in the training of National Police officers, allowing trainees to develop critical skills in a controlled and realistic environment. This article explores the implementation of simulated scenarios in SERÁS FORMACIÓN, highlighting their theoretical basis, benefits and practical application. A specific example of a scenario related to domestic violence is presented, highlighting how these simulations contribute to the development of technical, emotional and ethical competencies essential in police performance.

KEYWORDS

simulated scenarios, police training, pedagogical tools, emotional intelligence, SERÁS FORMACIÓN, experiential learning

1 INTRODUCTION

Police training faces the challenge of preparing officers to respond effectively to complex, dynamic, and emotionally charged situations. In this context, simulated scenarios have established themselves as an innovative methodology that facilitates experiential learning. According to Kolb [3], experiential learning is fundamental for the development of practical skills and decision-making in critical environments. SERÁS FORMACIÓN, committed to educational excellence, has adopted this methodology to ensure that agents not only acquire theoretical knowledge but also develop competencies applicable in the field.

The challenges of police training vary globally, requiring a nuanced understanding of the socio-political and cultural context of each region. For instance, training requirements in Latin America differ significantly from those in Canada, the USA, or the UAE. Issues such as resource allocation, community engagement, and exposure to specific types of crimes shape the training needs and the implementation of

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methodologies like simulated scenarios. Research on the regional dynamics where SERÁS FORMACIÓN operates would further enrich this discussion, offering valuable insights into the unique challenges faced in this context.

Spain presents a unique regional context in terms of police training, where challenges are marked by cultural diversity, migration phenomena, and the need to address complex situations in a well-established democratic environment. According to the Spanish Ministry of the Interior [6], security forces face increasing demands in managing conflicts related to gender-based violence, cybercrimes, and the integration of migrant communities. Additionally, authors such as Fernández [2] emphasize that police training in Spain must ensure not only technical competencies but also ethical and emotional skills to handle high-pressure situations with sensitivity and professionalism. In this framework, simulations, such as those implemented at SERÁS FORMACIÓN, become essential tools to prepare officers to respond effectively and humanely in real-life scenarios, aligning with the demands of a multicultural and ever-changing society.

2 THEORETICAL BASIS OF THE SIMULATED SCENARIOS

The design and application of simulated scenarios in police training are based on educational theories such as Lave and Wenger's [4] situated learning, which emphasizes the importance of realistic context for the development of practical skills. Additionally, Piaget's [5] constructivist learning model supports the creation of environments that allow students to actively interact with situations that reflect real-world challenges. Simulated scenarios also incorporate principles of the competency-based approach, where agents are evaluated on their ability to apply technical, communicative, and ethical skills in specific situations. This aligns with international police training recommendations that emphasize comprehensive professional skills development [7].

Further research into simulation-based learning highlights its transformative impact on vocational training. For example, Chernikova et al. [1] demonstrate how simulation practices can be implemented even before on-the-job training, offering opportunities to enhance skills in various domains. These insights underline the potential of simulated scenarios to bridge the gap between theory and practice effectively.

3 IMPLEMENTATION OF SIMULATED SCENARIOS IN SERÁS FORMACION

SERÁS FORMACIÓN integrates simulated scenarios into its curriculum as part of a pedagogical strategy that combines technology and active methodologies. Virtual simulators and live actors create immersive environments that allow agents to practice critical skills, such as negotiation, crisis management, and risk assessment, under controlled conditions.

The methodology includes three main phases:

1. Preparation: Theoretical introduction to the scenario and its learning objectives.
2. Simulation: Execution of the scenario in a realistic environment, where agents must make decisions and act according to established protocols.
3. Feedback and Evaluation: Detailed review of decisions made, emphasizing areas for improvement and highlighting successes.

4 PRACTICAL EXAMPLE

In the context of police training, simulated scenarios are a key tool to prepare officers to deal with critical situations in an effective and ethical manner. This example focuses on a domestic violence case involving minors, a situation that demands a careful approach, technical skills, and a thorough understanding of the family and legal dynamics involved.

The purpose of this scenario is to provide officers with a practical and realistic experience that allows them to develop essential competencies, such as identifying direct and indirect victims, assessing special protection needs, and making decisions based on established protocols. Through this exercise, students reflect on their actions, receive constructive feedback, and refine their performance in a safe environment, preparing them to respond with sensitivity and professionalism in similar real-world situations.

At SERÁS FORMACIÓN, iSpring Suite has been used as a fundamental tool to design interactive simulated scenarios for training National Police agents. This software facilitates the creation of branching scenarios, where students make decisions and experience the consequences of their choices, promoting practical and reflective learning. It integrates multimedia content such as videos, audios, and graphics to add realism and enrich the learning experience. Moreover, it provides immediate and personalized feedback, helping students identify errors and improve their skills in real-time. Integrated with learning management systems (LMS), iSpring enables detailed progress tracking, ensuring training is tailored to the real challenges agents will face in the field.



Fig. 1. Del Valle, M. (2023). *Police Simulation*. Didactic resource elaborated with iSpring Suite. Internal use in SERÁS FORMACIÓN¹

¹ Translation: **SCENARIOS TOPIC LAW PNC**

Carlos Martínez, an Argentine citizen, has been residing in Spain for the past five years in the city of Barcelona. He has worked as an engineer at a local company and has decided that he wants to apply for Spanish nationality to permanently settle in the country. Carlos goes to the Civil Registry Office to begin the process.



Fig. 2. Del Valle, M. (2023). *Police Simulation*. Didactic resource elaborated with iSpring Suite. Internal use in SERÁS FORMACIÓN²

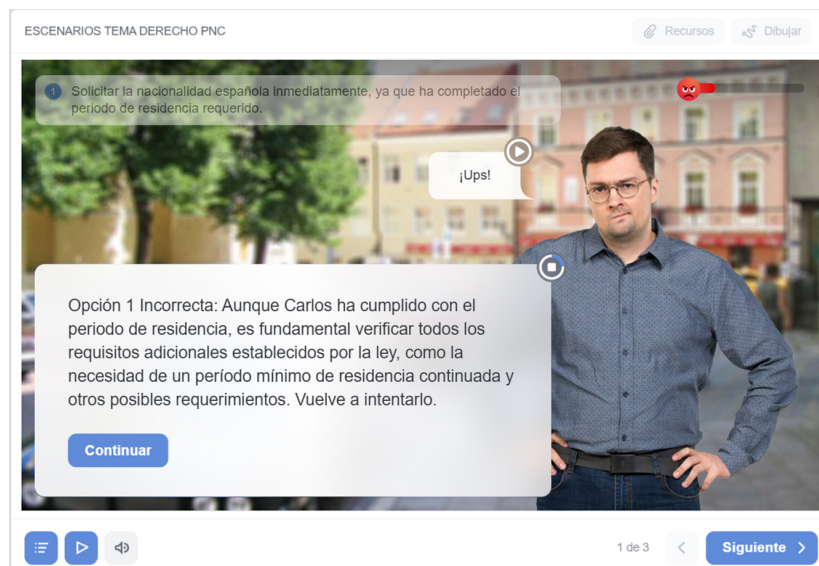


Fig. 3. Del Valle, M. (2023). *Police Simulation*. Didactic resource elaborated with iSpring Suite. Internal use in SERÁS FORMACIÓN³

² Translation: **SCENARIOS TOPIC LAW PNC**

What should I do?

1. Apply for Spanish nationality immediately, since you have completed the required residency period.
2. Declare to the Civil Registry officer your willingness to retain Argentine nationality.
3. Consult the Civil Code to verify if all the requirements for applying for nationality are met.

³ Translation: **SCENARIOS TOPIC LAW PNC**

Option 1 Incorrect: Although Carlos has met the residency period, it is essential to verify all additional requirements established by law, such as the need for a minimum period of continuous residency and other possible requirements. Try again.

4.1 Scenario 1

Domestic violence involving minors: scenario context. As a National Police officer, you receive a domestic violence alert at a home where two adults and three minors live. Upon arrival, you observe signs of violence on the victim and notice the state of shock of the minors present. The alleged aggressor has been arrested at the scene.

4.2 Decisions and questions

Scope of Application and Types of Victims: Who should you consider as direct and indirect victims in this context?

- **Feedback:**
 - Correct: The assaulted person is the direct victim, and the minors, although not physically assaulted, are indirect victims due to the emotional impact.

Special Protection Needs Assessment: What steps would you take to ensure an adequate assessment of their special needs?

- **Feedback:**
 - Correct: Contact the victim assistance office and provide the necessary protective measures for minors.

This type of scenario not only reinforces theoretical knowledge, but also develops emotional and ethical skills, such as empathy and the ability to handle sensitive situations with sensitivity.

5 BENEFITS OF SIMULATED SCENARIOS

Simulated scenarios offer multiple benefits in police training:

- **Practical Skills Development:** They allow agents to apply their knowledge in controlled situations before facing reality.
- **Improved Decision Making:** Agents learn to assess risks and act effectively under pressure.
- **Constructive Feedback:** Post-evaluation allows identifying strengths and areas for improvement, promoting continuous learning.

According to a study by the University of Minnesota [8], the use of simulations in vocational training increases skill retention by 45% compared to traditional teaching methods.

6 CONCLUSION

The use of simulated scenarios in National Police training at SERÁS FORMACIÓN represents a pedagogical innovation that prepares officers to face complex challenges in an ethical and efficient manner. These immersive environments not only

strengthen technical skills, but also emotional competencies and critical judgment, essential for effective performance in the field.

7 REFERENCES

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