

DISTANCE LEARNING IN THE POLICE FORCE: TOWARDS AN EFFECTIVE BLENDED LEARNING MODEL FOR CONTINUING EDUCATION IN THE CNP

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Abstract

The COVID-19 pandemic forced a rethinking of face-to-face training models in the National Police Force (CNP), prompting the accelerated adoption of distance learning methodologies. This article explores the advantages, challenges, and opportunities of a blended learning model adapted to police needs. Based on an analysis of the institutional, technological, and training context of the CNP, a strategic framework is proposed for the sustainable implementation of online and blended learning, with an emphasis on pedagogical quality, teacher training, and equitable access.

Keywords: distance learning, police training, blended learning, National Police Force, COVID-19, ICT, blended learning, educational innovation

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1. Introduction

The global outbreak of COVID-19 caused unprecedented disruption at all levels of training, including police training. Lockdowns, social distancing, and mobility restrictions forced institutions to urgently transition to distance learning models. In this context, the National Police Force (CNP) had to adapt its traditionally classroom-based training system to distance learning schemes.

This article analyzes this transition from a critical perspective, focusing on the possibilities and limitations of the blended learning model as a long-term strategy for the continuous training of officers.

2. Theoretical framework

E-learning and blended learning have been widely studied in educational and corporate contexts. However, their application in the training of law enforcement agencies poses specific challenges: the need for practical simulations, ethical issues, information security, and the adaptation of technical content to virtual environments.

Authors such as Salinas (2004) and Area (2007) emphasize that the success of online learning depends both on instructional design and on the prior training of teachers and students in the use of digital technologies. In the case of the CNP, this transition has also required a cultural transformation within the organization.

3. Methodology

This article is based on a documentary review of the process of implementing distance learning at the CNP during 2020 and 2021, complemented by an analysis of institutional guidelines, the technological resources made available, and the training plans currently in place. In addition, teaching experiences and recommendations proposed by the teams responsible for the process are systematized.

4. Results

The findings show that, despite initial improvisation, the CNP managed to develop a functional distance learning infrastructure that included:

- LMS (Learning Management Systems) platforms adapted for police content.
- Asynchronous and synchronous courses focused on regulatory updates, tactical and theoretical training, and digital skills.
- Internal training for online tutors.
- Monitoring and evaluation through specific rubrics.

However, weaknesses were identified: limited previous experience in online training, technical difficulties for some officers, and a lack of teaching strategies adapted to police contexts.

5. Discussion

The blended learning model emerges as a sustainable response to future contingencies, but also as an opportunity to modernize training at the CNP. The experiences accumulated during the pandemic should be consolidated into a structured plan that includes:

- Continuous training in digital skills for teachers and students.
- Incorporation of active methodologies (PBL, virtual simulations).
- Cybersecurity protocols appropriate to the institutional context.
- Formative and summative assessments adapted to the online environment.

The change should not be understood as a temporary solution, but as a necessary evolution of police training, in line with international standards.

6. Conclusions

Distance learning cannot completely replace the essential face-to-face practice of police work, but it can effectively complement teaching and learning processes. The pandemic revealed both the limitations and the potential of educational technology in this area. Adopting a blended learning model ensures training continuity, organizational efficiency, and constant staff updating, without compromising pedagogical quality.

The challenge now is to consolidate an institutional culture that values digital learning as an integral part of professional training for officers.

References (*provisional extract – expandable with complete data*)

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