
SCENA Scenario Based Instructor Course

Training Announcement

Raptor Protection is pleased to announce a first-of-its-kind learning opportunity for North American Law Enforcement Trainers.

Raptor Protection, in partnership with Team Dynamis Ltd, has confirmed the **SCENA Scenario Instructor Certification Course** is coming to Canada!

If your agency is dedicated to providing evidence-informed training approaches to develop agile, resilient, and adaptive officers capable of problem solving in complex policing environments, this course is for you.

Please read this comprehensive training bulletin closely for detailed information on the learning outcomes that students will achieve from attending this course.

You've read the bulletin, and you are ready to register? Follow the registration links → and you are ready to attend!

Once you have registered, detailed course joining instructions (including recommended hotels) will be sent to the email provided at registration. →

Any questions can be directed to Chris Butler at chris@raptorprotection.com

Course Dates & Registration

Thanks to our progressive host agencies, the Calgary Police Service (Alberta) and York Regional Police, the following two SCENA courses are *now* available for registration.

COURSE ONE

Date: September 22-26, 2025

Host Agency: Calgary Police Service, Chief Crowfoot Learning Centre.

Location: Westwinds Headquarters, 5111 47 St NE, Calgary, AB T3J 3R2

Cost: \$1600.00 / Student

→ Register:
<https://raptorprotection.com/event/scena-course-calgary/>

COURSE TWO

Date: September 29 – October 3, 2025

Host Agency: York Regional Police Service, Aurora, ON.

Location: York Regional Police Training Centre, 70 Bales Drive East, East Gwillimbury, Ontario.

Cost: \$1600.00 / Student

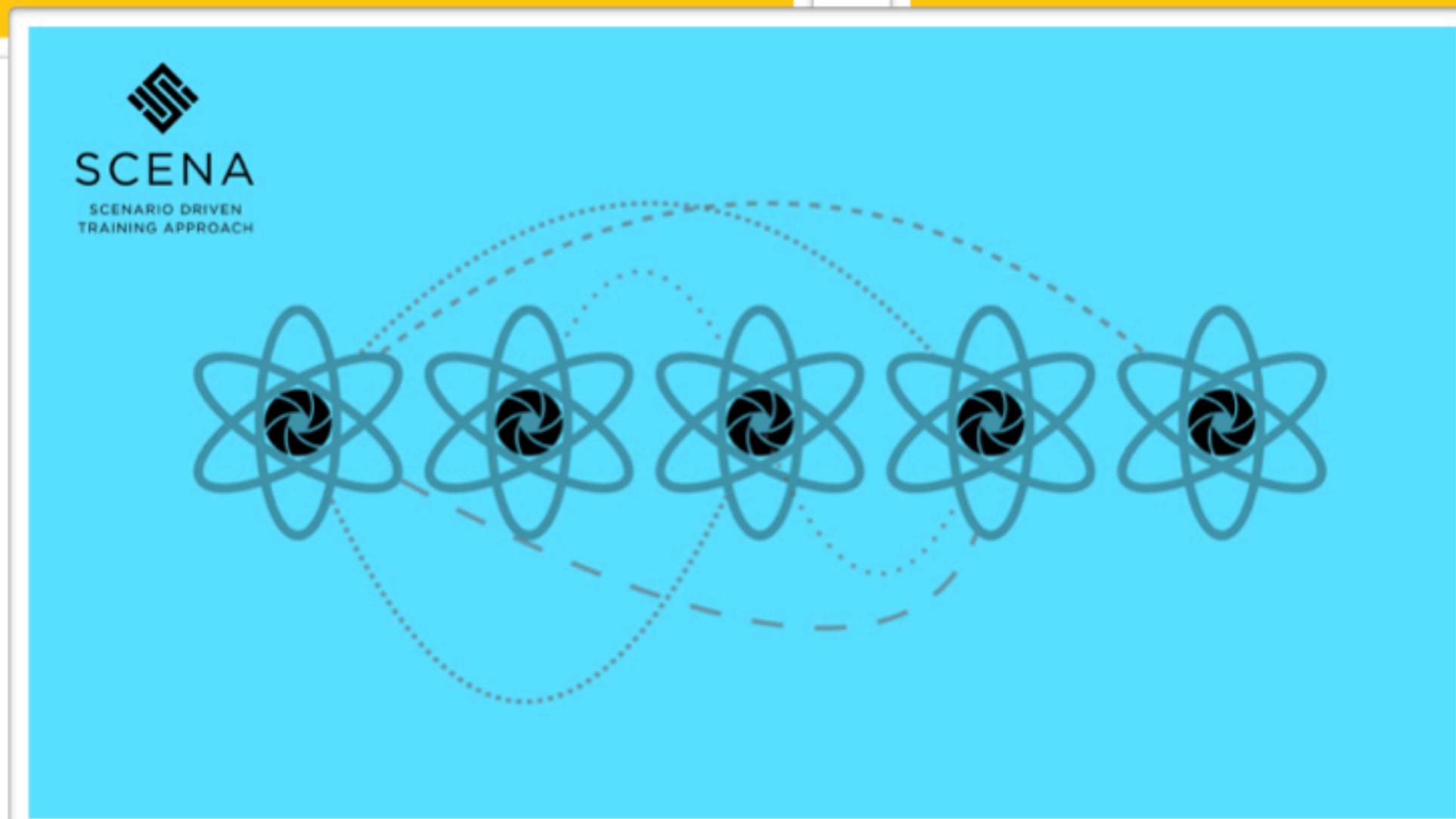
→ Register:
<https://raptorprotection.com/event/scena-course-ontario/>

NOTE: Only 24 students per course are allotted to ensure maximum facilitator / student engagement for optimal learning. Please register early to ensure your spot.

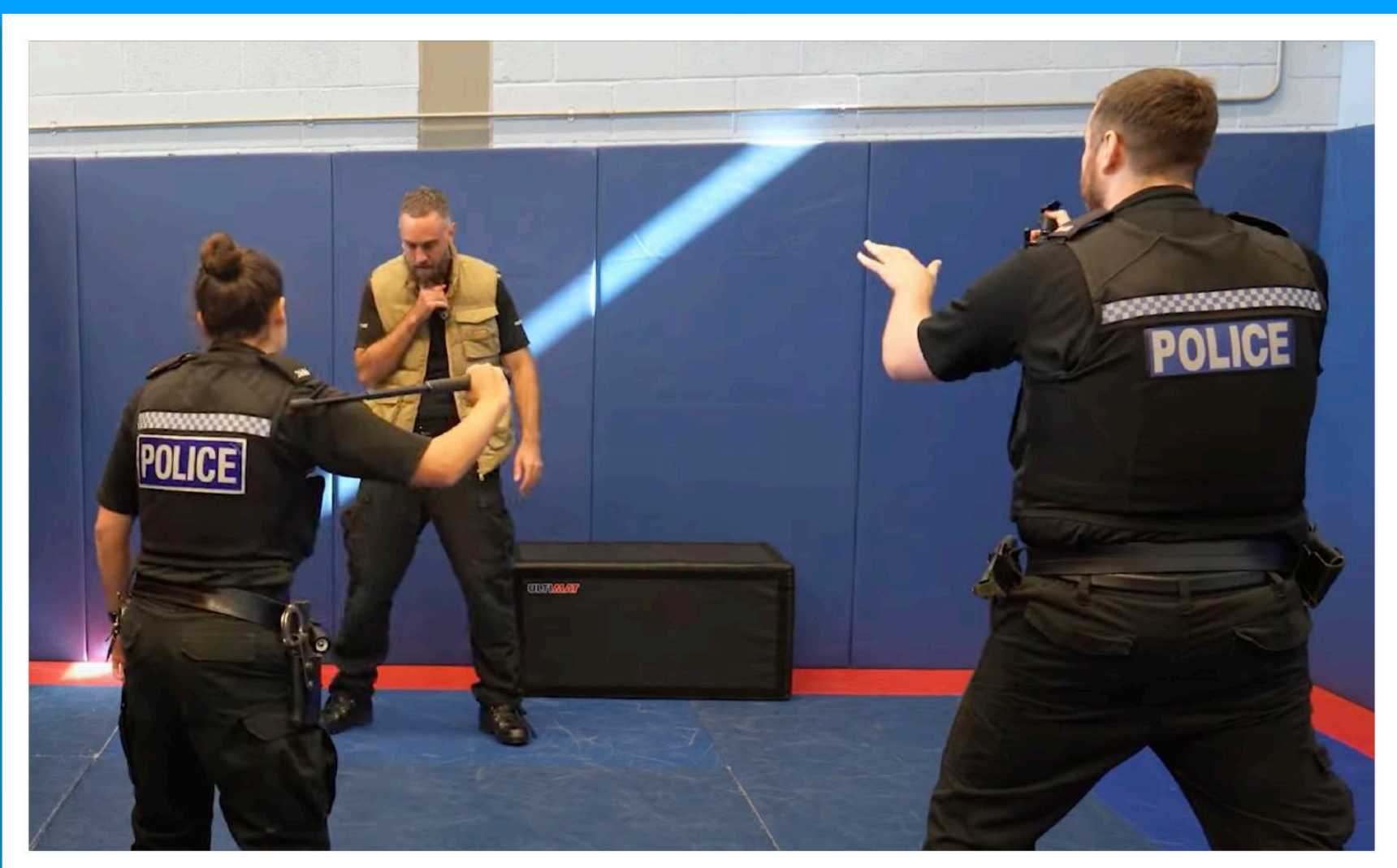
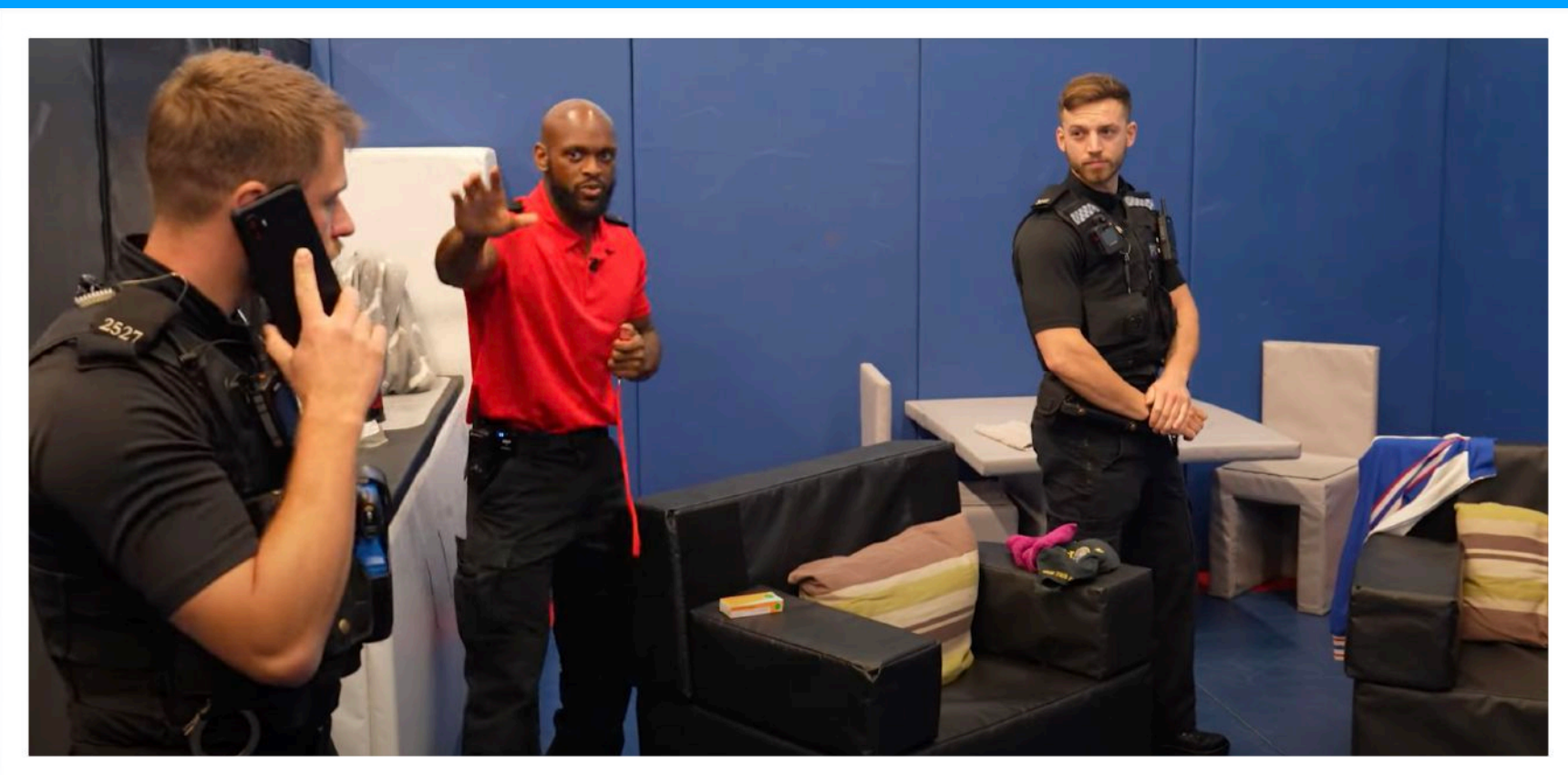
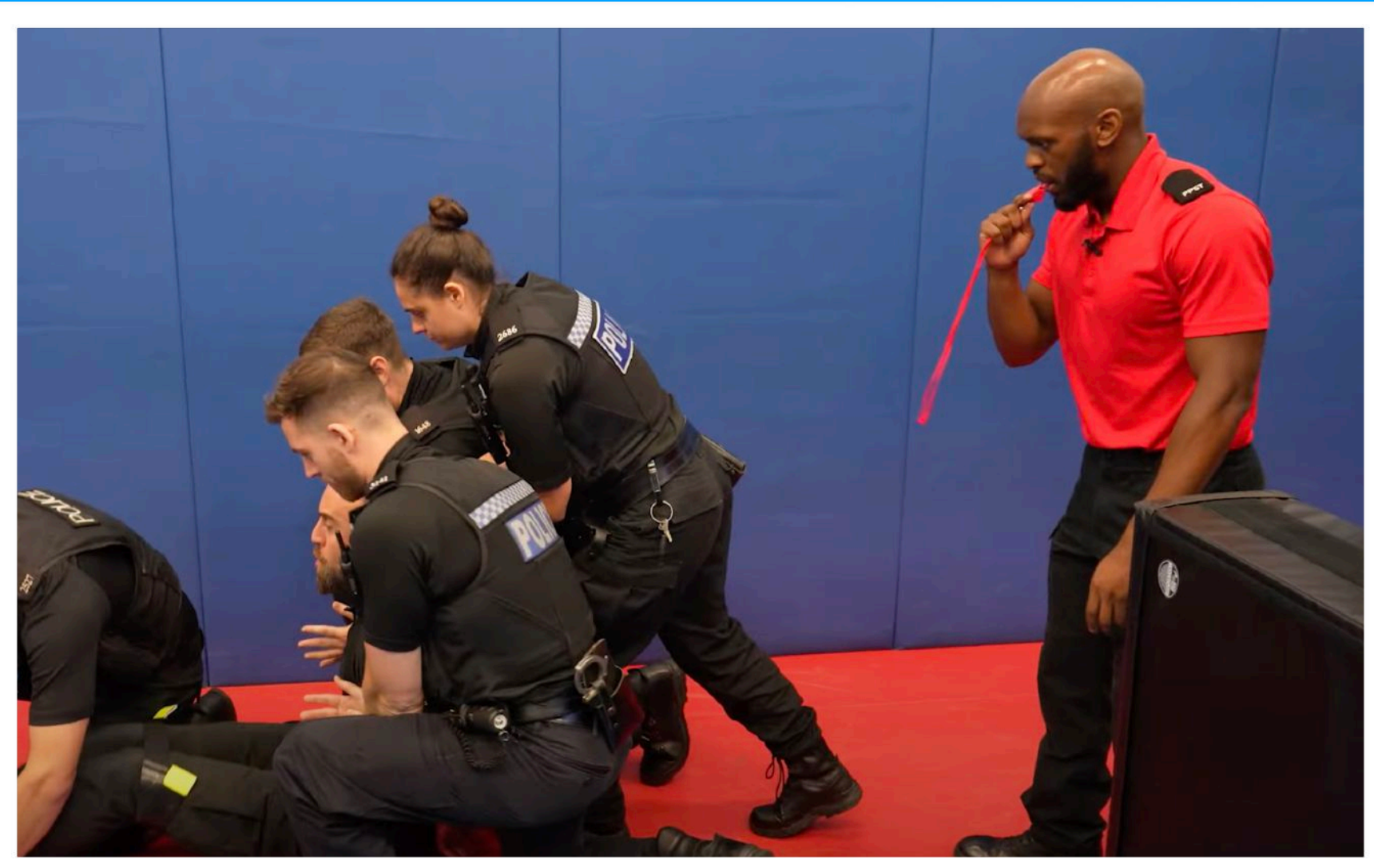


SCENA

Scenario Driven Training



More Effective, Engaging and Efficient training programmes using a Scenario-Driven Approach.



SCENA

What is SCENA?...

SCENA is an instructor-development training programme for conflict management and use of force trainers. It teaches trainers modern evidence-based approaches to learning based on a scenario-driven and task-focused approach.

This approach is original in that it focuses on 'how' to train, and therefore the outcomes of training (the creation of effective practitioners) rather than the current training paradigm of 'what' to train, which is often a curriculum-focused approach.

Who is SCENA for?

Trainers in public-sector organisations are the natural focus for instructor development.

Public-sector organisations have large staff groups, are generally exposed to higher levels of risk and are constrained by shrinking finances, including training budgets.

Trainers are increasingly under pressure to provide high-quality training with fewer resources - time and people.

How does SCENA change things?

Using evidence-based and research-informed approaches, SCENA aims to enable instructors to deliver effective, efficient and engaging training to improve outcomes for the frontline staff they train.

Staff that frequently encounter difficult, distressed or dangerous persons in public-facing roles need skills which transfer well from the training room to their operational roles.

Scena Instructor teams see an immediate improvement in the relevance of their training.

Training sessions become more contextual and directly help teams to rehearse and improve their responses to real-world conflicts.



"I can say without question this was one of the most interesting, challenging and enjoyable events I have attended in my career."

Sgt. Dan P.
Public and Personal Safety Training
Subject Matter Expert
Metropolitan Police Service
London, United Kingdom



"Context is so important in how NHS staff manage violent and aggressive behaviours. Decisions made under pressure are different than those made without, we need to create this pressure. If learners cannot see the how or why the techniques will help them, they will disengage."

The current style of teaching is not fully encompassing self-awareness, dynamic risk assessing and decision making under pressure that is a constant expectation of staff in their wards and areas."

Scenario driven training closes the context gap, staff leave training more confident and safer at being able to prevent and manage violence and aggression."

Emily Bull
Violence and Aggression Lead
NHS Grampian
SCENA graduate March 2022



LinkedIn Article - One NHS Trust's Experience with SCENA

<https://www.linkedin.com/pulse/one-nhs-trusts-experience-scenario-driven-approach-pmva-gerard-o-dea-of02e/>



Scenario-Driven Training - Team:

Professor Chris Cushion, Loughborough University

Professor Chris Cushion is a Professor of Coaching and Pedagogy at Loughborough University. His interests focus on understanding coach learning and education, coaching practice, and coach behaviour across a range of practice and performance settings. The aim of this understanding is to contribute to developing learning environments primarily for where an element of 'performance under pressure' is an outcome. This includes 'end users' and those tasked with teaching, training, instructing, and coaching— including design, delivery, and evaluation.

He has published three books and has over 100 publications in the area. As well as having a strong academic grounding he has extensive experience working as a coach, instructor, and Head of Coaching. He has worked on numerous projects with Sport Governing bodies and with professional sport organisations in the UK and overseas.

This work extends into non-sporting contexts working on coaching and coach education, training and 'train-the-trainer'. This includes seven years of experience and collaboration with the College of Policing developing a new evidence informed model for officer safety in the Police that informs the curriculum and training packages for trainers and officers. This Scenario Based Training model has also been introduced into the training of NHS and Education staff when dealing with the prevention and management of violence. He also has considerable experience of embedding coaching approaches to training and 'train-the-trainer' with the Military such as the Royal Marines and British Army.



Gerard O'Dea, Director of Training, Dynamis

Gerard O'Dea is a Level 4 Physical Skills Tutor (ICM PSTA), author on personal safety, board member of the Institute of Conflict Management, a certified Cardiff University trained Expert Witness and Team Dynamis' Director of Training.

Dynamis, established in 2006, is an Institute of Conflict Management (ICM) Quality Award Centre (#2201) and has a 5-star endorsement from the expert panel at SWC - Safety Without Compromise, specialists focussed on the appropriate care of volatile or vulnerable people.

Since inception, Dynamis has been at the forefront of new training methodologies which are practice-based and which deliver the greatest effect on learning given the short timeframes and limited budgets of almost every security, healthcare, social care and education-based institution who must prepare their teams to face conflict, aggression or violence.

Recent engagements include for the Ministry of Education in Abu Dhabi, the Ministry of Health of Trinidad and Tobago, the University of Ljubljana, Slovenia and the UK College of Policing with Loughborough University.



The 2018 article "Exploring the Delivery of Officer Safety Training" by Christopher J. Cushion examines the structure, methods, and efficacy of Officer Safety Training (OST) in the UK. The study, using participant observation and interviews, highlights significant limitations in OST, identifying a lack of realistic and scenario-based practice, inadequate time spent in active engagement, and gender-related issues.

Key Findings:

1. Instructor-Centric Approach: The study found that OST sessions are predominantly instructor-led, with officers spending about half of the time passively observing demonstrations and listening to feedback rather than actively practicing. This instructor-centered methodology, grounded in behavioral ideology, limits officer engagement and restricts their skill development. There is minimal individual feedback, which fails to address diverse competency levels among trainees

2. Lack of Realism: Training often lacks realistic scenarios that mimic the chaotic and high-stress situations officers face in the field. For instance, training scenarios involved predictable, linear attacks rather than spontaneous, multi-directional ones. Consequently, officers do not experience the physical, cognitive, or emotional stressors that real-life situations impose, reducing skill transfer to on-duty performance.

3. Gender Issues: A “hidden curriculum” within OST reinforces gender stereotypes, resulting in female officers often feeling marginalized or undervalued. The study observed that female officers generally practiced with one another, missing the opportunity to engage with larger, stronger male counterparts. Additionally, sexist behavior, such as inappropriate jokes, further isolated female participants and impacted their confidence in using OST techniques.

4. Time Constraints and Inefficient Use of Practice Time: Officers receive limited annual training time, approximately two days, covering a wide range of skills. Observations showed that even within this restricted time, actual practice is minimal, with officers often practicing each technique just once. This inefficient use of training time prevents adequate skill mastery and impedes officers’ ability to perform under stress.

5. Lack of Cohesion and Strategy: The content and order of OST training sessions varied significantly across courses and lacked a consistent strategy, making it challenging for officers to integrate different skills. This piecemeal approach creates a fragmented learning experience, where techniques are not built on or integrated with each other, limiting overall effectiveness.

Exploring the Delivery of Officer Safety Training: A Case Study

Christopher J. Cushion*

Abstract The training of police arrest and self-defence skills (ASDS), known as officer safety training (OST) in the UK, is assumed to produce highly skilled practitioners in the use of force. However, little is known about the nature and effectiveness of such training. The purpose of this study was to provide evidence concerning the structure and organization of OST, to begin a discussion about the effectiveness of training and to open up avenues for the development of training. Data were collected using a case study approach utilizing participant observation, interviews, and time-on-task analysis. Data suggested instructor-centric training based on behavioural education ideology where officers spent at least 50% of the time passive. Practice activities were organized without an agreed or consistent strategy that produced a curriculum delivered in a disjointed fashion resulting in unrealistic training that had limited officer engagement. The training also highlighted issues related to women officers with a ‘hidden curriculum’ reinforcing notions of women officers as different, inferior and objectified. The findings highlight a need to maximize practice time-on-task, which includes reality-based practice under pressure, and to review instructor-training provision, to ensure that instructors and those responsible for training are abreast of the latest developments in the training of ASDS, and more innovative pedagogy for the delivery of such training.

Introduction

When ... the police officer is rolling around the floor of a public house in mud, blood and beer, their inability to cope with violent encounters becomes apparent (Buttle, 2007, p. 165).

Of any occupation, the police are most exposed to violence (Waddington *et al.*, 2006) with data from the UK alone suggesting 23,000 reported assaults on police officers in 2015/16 (Home Office, 2017). Police safety and use of force decisions are an on-going source of concern for both the police and the public (Andersen and Gustafberg, 2016) but

research investigating police violence and use of force remains limited (Buttle, 2007). Indeed, relatively little is known, in comparison to other factors, about police officers’ ability to adequately manage violence or factors that influence this ability (Kendin *et al.*, 2015a,b). Violent and violent encounters present ‘complex, multi-faceted and sometimes subtle problems’ (Waddington *et al.*, 2006, p. 182), but in preparation for violent situations, police officers are trained in a ‘largely off the shelf’ and ‘rather stereotyped catalogue’ (Waddington *et al.*, 2006, p. 181) of arrest and self-defence skills (ASDS)—known in the UK as officer safety training (OST). Surprisingly, few

*Loughborough University, Loughborough, UK. E-mail: c.cushion@lboro.ac.uk

“a smarter training strategy will improve the effectiveness of the training. Learners need to accumulate experience by performing skills. Simple and blocked practice is a waste of time.

If the learner is doing de-contextualized repetitions, just over and over again, they might as well be at home watching TV, because it's useless.”

“officers competent in use of force have a wider range of techniques and use less force than unskilled and often frightened officers who are more likely to use excessive force“

- Prof. Chris Cushion

Changing Police Personal Safety Training Using Scenario-Based-Training: A Critical Analysis of the 'Dilemmas of Practice' Impacting Change

Christopher Cushion*

Loughborough University, Loughborough, United Kingdom

This paper outlines an analysis of using Scenario-Based-Training (SBT) to change officer Personal Safety Training (PST) based on existing research evidence and reflections from supporting a National Police Agency attempting to change PST practice. SBT is interrogated in light of its underlying assumptions and situated within the ambiguities, tensions and compromises inherent within police training cultures. Using Windschitl's framework of conceptual, pedagogical, cultural, and political dilemmas this paper analyses the forces impacting using SBT to change PST. An alternative agenda for change is presented to develop skilled officers and trainers equipped with innovative pedagogies to 're-culture' PST.

Keywords: scenario-based-training, police training, officer safety, use-of-force, practice issues

INTRODUCTION

Police officers deal with potentially dangerous or violent encounters daily (Rajakaruna et al., 2017), in some cases necessitating the use of force (Di Nota and Huhta, 2019). Use of force decisions remain a source of concern for the police and the public (Andersen and Gustafberg, 2016; Cushion, 2020; Todak and James, 2018; *inter-alia*). To deal with volatile and violent encounters that present "complex, multi-faceted and sometimes subtle problems" (Waddington et al., 2006, p. 182), police officers are trained in arrest and self-defence skills—known in the United Kingdom as Personal Safety Training (PST). However, PST has been subject to criticism in terms of content, delivery, and effectiveness (Waddington et al., 2006; Rendlen et al., 2015b; Cushion, 2020), with recognition that this training needs to be 'overhauled' (College of Policing, 2020). Rather than specific techniques or 'systems', the 'what' of PST, this paper focuses on the 'how', or pedagogy, which currently aligns with a 'traditional' model of police training (cf. Cushion, 2020). This is "a behavioral and militaristic model of training rooted in obsolete and counter-productive practices long ago abandoned by educators and other occupational and professional communities" (Cleveland and Saville, 2007, p. 3) that is recognizable in the United Kingdom and internationally. A training model that, arguably, does not develop perception, judgement, decision-making, critical thinking or competence (cf. Rajakaruna et al., 2017). An 'overhaul' of PST in the England and Wales has provided an opportunity to improve the 'traditional' delivery of police training and explore alternative pedagogical approaches to deliver innovation to police training systems that can have impact for policing that involves 'police-citizen' encounters (cf. Wolfe et al., 2019).

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The 2022 paper by Christopher Cushion, titled "Changing Police Personal Safety Training Using Scenario-Based Training: A Critical Analysis of the 'Dilemmas of Practice' Impacting Change," explores the challenges and possibilities of implementing Scenario-Based Training (SBT) in police Personal Safety Training (PST) within the UK.

Key Points:

1. Conceptual Dilemmas: Many police trainers rely on a traditional, skills-first approach that views learning as procedural and linear. This approach limits the effectiveness of training as it often lacks context and realism, which are crucial for complex decision-making under stress. Cushion argues that trainers need to adopt an alternative view of learning that incorporates decision-making, perception, and critical thinking, facilitated by realistic and dynamic scenarios. SBT, with its focus on realistic, holistic training, offers a pathway for this shift, emphasizing situational complexity over isolated skill acquisition.

2. Pedagogical Dilemmas: Implementing SBT requires trainers to move away from instructor-centered approaches toward learner-centered methodologies. However, many trainers lack experience with these methods, which are different from their own training backgrounds. Trainers often struggle with facilitating SBT, as it demands greater preparation, observational skills, and the ability to create adaptive learning experiences based on complex, real-life scenarios.

3. Cultural Dilemmas: Police training in the UK is deeply rooted in a traditional culture that resists innovation. The entrenched militaristic and behavioral approach, where trainers impart knowledge to passive learners, creates an environment where PST relies on repetition and rigid structures. Introducing SBT challenges these norms by encouraging interactive, experience-based learning that fosters adaptability and critical thinking.

4. Political Dilemmas: Changing PST through SBT also encounters political resistance, as power dynamics within police organizations can impede pedagogical reforms. Centralized control over PST curriculum might inhibit the flexible application of SBT, leading to scenarios that become overly standardized and detached from real-life complexities.

"A linear or modular approach that positions techniques/skills first often results in 'end-on-end' or 'blocked' practice; reviews and evaluation studies have shown training in this way is a significant consumer, or even a waste, of training time"

"a combination of low level of engaged activity, limited number of repetitions, and ecologically weak practice conditions (lack of realism) make it less likely that police officers will perform under pressure. Learners need to accumulate experience by performing skills under complicated and realistic circumstances"

- Prof. Chris Cushion

Scenario Based Training Approach - Outcomes

Reduction in Injuries

There was a **reduction in the number of people injured as a result of police use of force**. The likelihood of injury during incidents dropped significantly, contributing to better public safety outcomes.

1,200 fewer use of force incidents

In one police service, there were **1200 fewer incidents of use-of-force over a 12-month period** following the introduction of an evidence-based scenario-based training approach.

Officer Satisfaction Improvements

92% of officers were 'very satisfied' or 'satisfied' with this training, while **89% of officers said the course was relevant** to the demands of their job.



College of
Policing

Evaluation of Authentic SBT

<https://library.college.police.uk/docs/college-of-policing/Evaluation-conflict-management-training-2024.pdf>



- 1. Reduction in Use of Force:** The training led to significant reductions in the overall use of force, particularly in officers going "hands-on," meaning they were less likely to resort to physical force. This also translated into an estimated 1,200 fewer use-of-force incidents over 12 months.
- 2. Improved Public Safety:** There was a reduction in the number of people injured as a result of police use of force. The likelihood of injury during these incidents dropped significantly, contributing to better public safety outcomes.
- 3. Officer Safety Maintained:** Despite the reduction in use of force, there was no significant increase in injuries to officers during incidents, indicating that officer safety was not compromised.
- 4. Increased Officer Confidence:** Officers reported a significant increase in their confidence in using almost all use-of-force tactics after training. This confidence was maintained even three months after the training.
- 5. High Officer Satisfaction:** Officers were significantly more satisfied with the new training compared to previous training methods. They also rated the quality of the new training higher.
- 6. Effective Training Delivery:** The scenario-based approach and the personalized feedback provided during the training helped officers refine their conflict management skills in a realistic and supportive environment.
- 7. No Negative Impact on Other Policing Activities:** The training did not result in officers disengaging from other policing activities, such as responding to calls or making arrests, which indicates that it effectively enhanced conflict management without diminishing other duties.

UK College of Policing project

Media Coverage



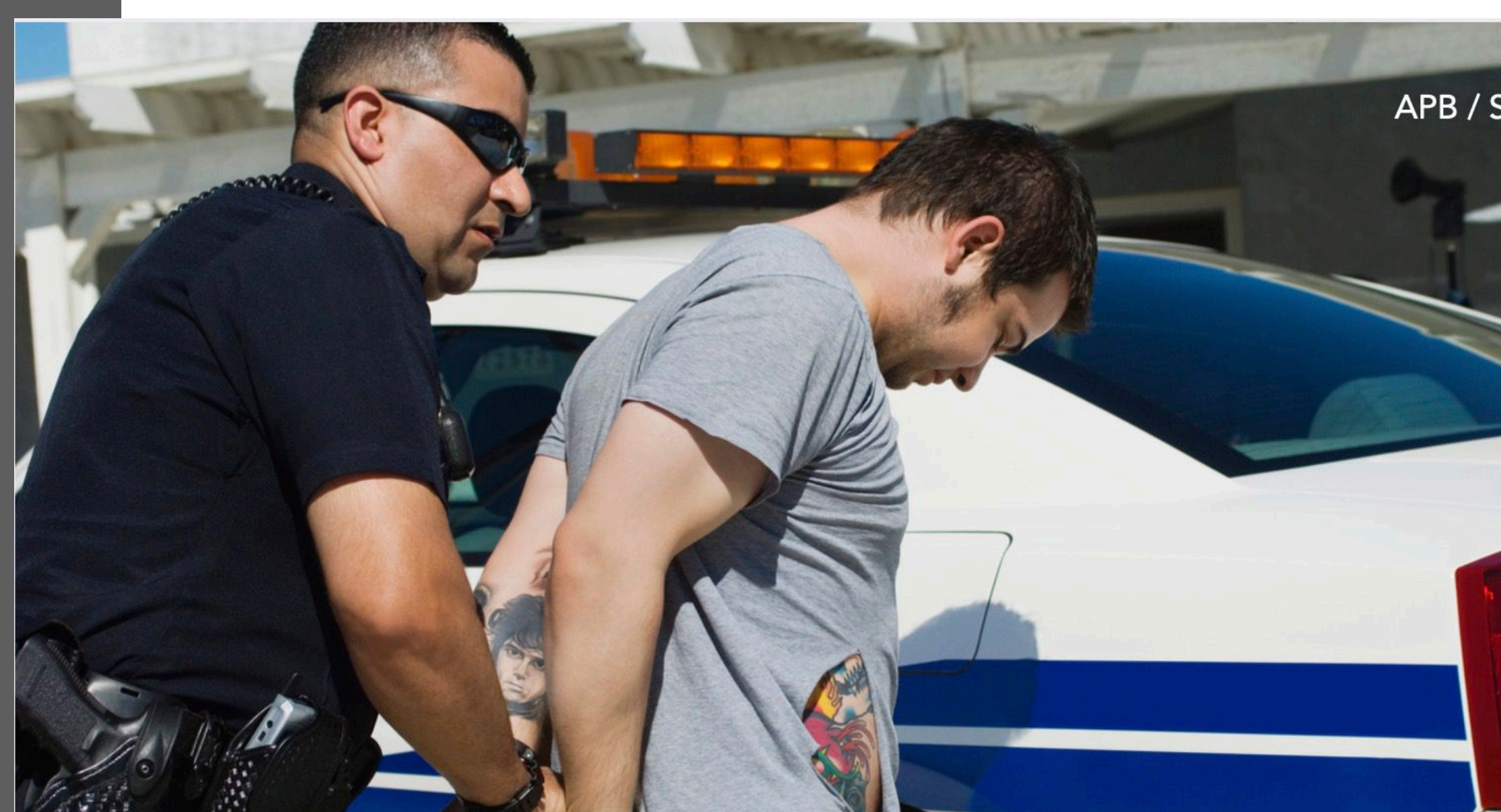
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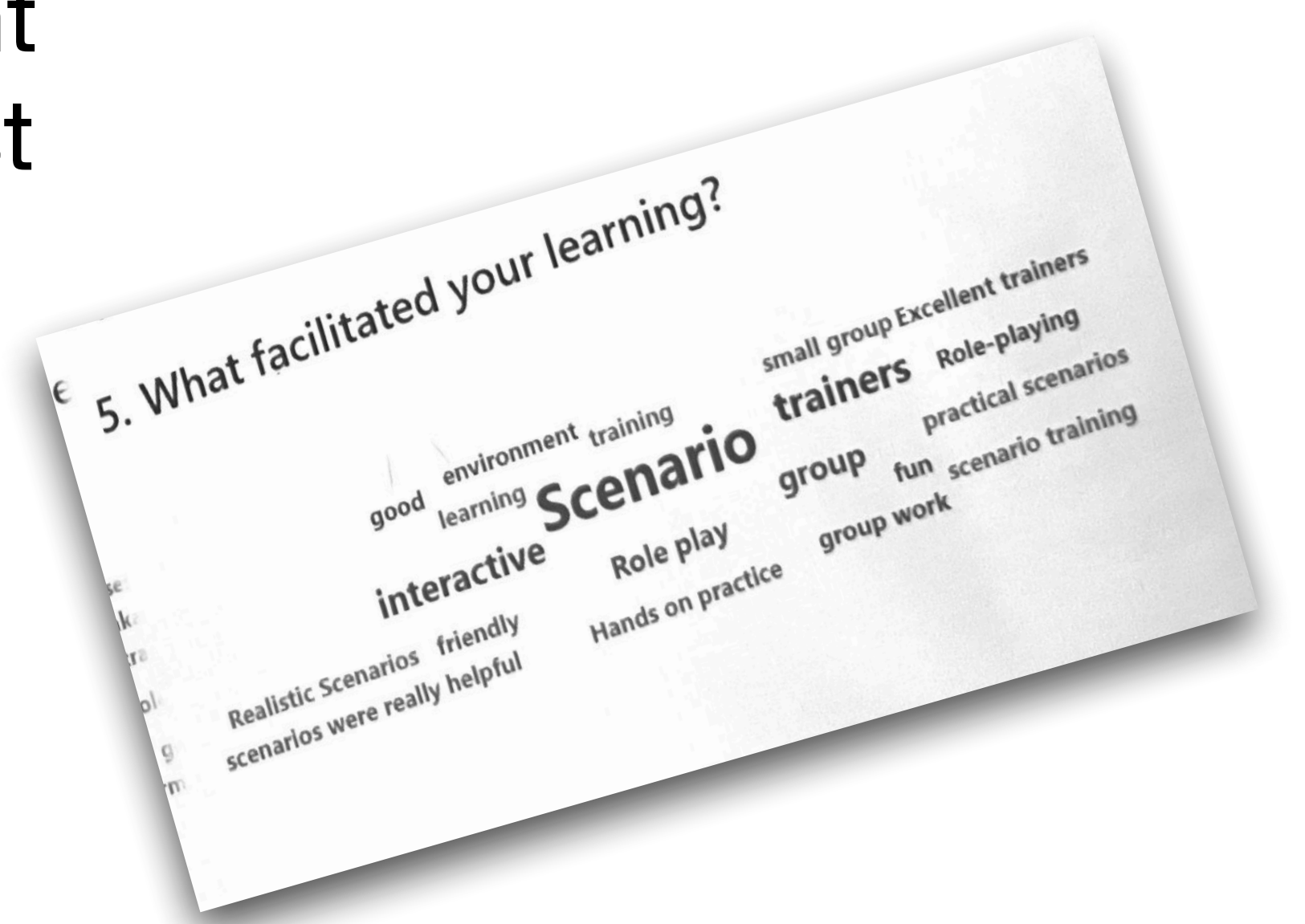
How to Implement Authentic Scenario-Based Training

Christopher Cushion (Ph.D.)
Loughborough University



The benefits of the SCENA approach

- 1. A properly structured, evidence-based training programme** will protect the organisation from learning gaps which can occur due to compressed training timeframes and from the professional scrutiny of expert witnesses looking for knowledge 'successfully imparted' and 'authentic' to the operational environment.
- 2. More engaged learners will engage with the training,** helping to co-create the content by bringing their real-life experiences to bear within the practice sessions, feeling the incremental improvements which happen both when they are newly exposed to the training and during their refreshers and updates.
- 3. Better use of time, facilities and trainers** is the result of a modern design methodology - even if course time is compressed. When the training is scenario-driven and task-focussed, trainers can maximise the learners' opportunities to practice and get the best transfer even in limited timeframes.
- 4. More effective transfer of skills to the operational environment** will happen as the training will derive its content from operational scenarios which are the most pressing, most common and most in question, due to a learner-centred approach.
- 5. More motivated trainers** will use the most up-to-date methods of course design, training needs analysis and classroom delivery methods which will maintain their intrinsic motivation, appeal to their creativity and allow them to express their expertise in new and effective ways.



SCENA Phase 1

Learning Outcomes over 5 days

This course aims to:

- Provide a supportive and safe environment to learn and practice delivering training in a scenario-driven approach, using evidence-informed methods specific to conflict management, personal safety, and physical interventions.
- Give 1-to-1 coaching about practice design, delivery, and feedback skills.
- Allow feedback from peers and sector experts to support training delivery.
- Give the opportunity to refine training delivery over the course of 5 days of practice-driven instruction and coaching. (*Approximately 80% of the course is active teaching practice and feedback.*)
- **1: KNOW**
 - The difference between learning and performance to maximise retention and transfer.
 - When different practice activities are appropriate and effective in helping learners achieve competence and confidence.
 - How to give effective timely and specific feedback to learners.
- **2: UNDERSTAND**
 - The relationship between, practice design, learning and trainer behaviour.
 - The gaps left by traditional approaches to training delivery.
 - The importance of time-on-task.
 - The concepts of whole-task practice and scenario-based-training.
 - The different types of practice activity available to support learners.
- **3: DO**
 - Execute evidence-informed practice changes to improve learning.
 - Design and deliver training sessions which are more effective and efficient for learners and learning.
 - Exaggerate and shape practice using conditions to focus on specific areas of learning.
 - Use coaching interventions *in* and *through* practice activities.



SCENA

SCENARIO DRIVEN
TRAINING APPROACH

Coach Candidates receive instruction and feedback on:

- learning versus performance
- creating a learner centred approach
- how to ensure contextualised learning
- scenario session design
- scenario practice design
- teaching *through* the scenario
- achieving time-on-task
- coaching behaviours (feedback, questioning)

Additionally:

- Pre-course video resources
- Written Resources and Guides
- Archive of Research Papers
- Regular Check-ins with the SCENA community
- Access to 1:1 advice and guidance from trainers

PHASE 1 SCENA INSTRUCTORS GET 5 DAYS OF TEACHING PRACTICE, WITH EXPERT FEEDBACK AND 1:1 COACHING ON SCENARIO-BASED TRAINING DELIVERY SPECIFIC TO THEIR SERVICE.

