Introduction
The focus of this research was to analyze the learning outcomes that police recruits obtain from acting in scenarios as part of the new Justice Institute of British Columbia (JIBC) Police Academy curriculum implemented in 2016. Debrief reports were analyzed in a qualitative approach to determine what junior recruits believe they have learned by acting in scenarios for senior recruits in the new competency-based educational approach.

Background
Previously, the first part of police recruit training included only 2 scenario days where 6 recruits would rotate through 6 scenario stations, and paid actors were brought in. In 2016, The JIBC Police Academy redesigned the delivery model to a new curriculum aligned with principles of competency-based education that incorporated frequent scenarios. Additionally, junior recruits (Block I) participate as actors in the scenarios of senior recruits (Block III). This research provides an understanding of what junior recruits learn from acting in scenarios as part of the new curriculum through analysis of debrief forms completed after each group of scenarios.

Methods
A literature review was conducted through the JIBC library EBSCO host database in order to find what recruits may theoretically learn from being part of scenarios. Ethics approval was obtained by the Justice Institute of British Columbia Ethics Review Committee file # JIBCER2018—04-PRLA for the researcher to analyze redacted debrief forms completed by junior recruits. The targeted population of this research was 48 recruits from Class 154 of the JIBC Police Academy. This class was composed of 30 males and 18 females between the ages of 20 and 39 years old from several municipal police departments. The data was analyzed using NVivo version 11.4.3 software to identify the common themes that emerged. The results were compared with the literature to find any correlation.

Results/Findings
- Recruits are developing behavioural skills, tactical skills, communication skills, teamwork skills and proper body positioning from acting in scenarios;
- Recruits are tacitly learning from the mistakes and success of their senior cohort in a stress-free environment;
- The knowledge and skills that junior recruits gain from acting in the scenarios of senior recruits effectively contributes development of the key constable competencies required for successful completion of municipal police training at the JIBC Police Academy.

Discussion
From this research, it was concluded that recruits in the 2016 JIBC Police Academy curriculum are greatly benefiting from acting in the scenarios of the senior recruits. Participating as actors helped them to acknowledge the importance of building rapport, as well as developing behavioural skills, tactical skills, communication skills, teamwork skills and proper body positioning during encounters by way of learning from each other and their mistakes. “Properly conducted, problem-based, learning-promoted collaboration builds teamwork skills and develops leadership abilities through cooperative work group experiences” (Haberfeld, M.R. & al., 2012, p. 22).

Conclusions or Recommendations
This research revealed that the new curriculum successfully achieved its goal to promote learning through integration of junior recruits into senior recruit scenarios as a part of a competency-based educational approach. Based on the findings, Block I recruits should continue to participate as actors for Block III scenarios.

References