



ASO7 Principal Instructional Designer CDP Redesign Project Academy and Learning Branch People, Culture and Wellbeing Service

ORGANISATIONAL OVERVIEW

South Australia Police (SAPOL) provides a diverse range of services to the community. These services are aimed at producing a safe and peaceful environment by the minimisation of crime and disorder. It is a large complex organisation which, because of the nature of its operations, is constantly subject to public scrutiny and accountability. It provides services to a range of different locations (over 100) spread across the State on a 24 hour a day basis.

SAPOL's vision is to provide 'Safer Communities'. All SAPOL employees are guided by Our Values of Service, Integrity, Courage, Leadership, Collaboration and Respect. SAPOL is an organisation with a proud history and an exciting vision for the future.

POSITION OVERVIEW

Summary

SAPOL's People, Culture and Wellbeing service provides a holistic approach to the future development of our people and the organisation. Through strategic leadership and direction, People, Culture and Wellbeing will ensure our employees are skilled and supported to deliver a more efficient and effective service to the community. This will be achieved by increasing support to the frontline, ensuring the right people are in the right roles, developing talent pools and pipelines, delivering programs and strategies to foster highly effective leaders as well as providing collaborative business partnerships. Recognising that the capability of our workforce is dependent on the physical and mental health of all its members, People Culture and Wellbeing will deliver programs which provide an all-inclusive approach and promote every aspect of health and wellbeing.

The Academy and Learning Branch supports frontline policing and corporate operations of SAPOL through the provision of high-quality training and education for SAPOL employees at all stages of their career.

Service

Integrity

Leadership

Collaboration

Courage

Respect



SAPOL have redesigned the foundational training for police officers - the Constable Development Program (CDP) - with the integration of evidence-based contemporary adult learning and police learning principles. The redesigned program will focus on the core educational objectives, emphasising learning retention and effective workplace application. Informed by cognitive load principles and a focus on developing critical thinking, self-regulation and reflective practice, the new program structure will draw on evidence-based approaches for policing environments. It will adopt a blended learning model that prioritises problem-based learning and integrates engaging, contemporary digital delivery to support deeper understanding and practical skill transfer.

The Principal Instructional Designer is responsible for designing, developing and maintaining high-quality learning and assessment materials that reflect the educational philosophy and strategic intent of the CDP. Working in close collaboration with subject matter experts and key stakeholders across SAPOL, the role ensures that all instructional products are aligned with the evidence-informed principles underpinning the CDP, including cognitive load management, problem-based learning and practical workplace application.

By applying contemporary instructional design methodologies and consistent quality standards, the Principal Instructional Designer plays a pivotal role in embedding the CDP redesign objectives across all training resources. This ensures that learning materials are educationally robust, operationally relevant and supportive of a seamless and sustainable training experience for both Academy-based and workplace-based trainers and learners.

Special Conditions

Work Status	The incumbent must hold a current Australian work eligibility status and will be subject to a criminal history check. The incumbent may be assigned to other duties at this remuneration level or equivalent.
Location	Police Academy, Taperoo.
Qualifications	N/A.
Out of Hours Work	Some out of hours work may be required.
Travel	Some intrastate and interstate travel may be required.
Performance Management	The incumbent is required to participate in SAPOL’s iEngage program.

Reporting / Working Relationships

The Principal Instructional Designer is accountable to the Project Manager, Constable Development Redesign Project and works closely with subject matter experts, program trainers and key stakeholders across SAPOL to design, develop and maintain high-quality course resources.

KEY OUTCOMES

- Lead the development of contemporary teaching, learning and assessment design strategies for the CDP, ensuring alignment with evidence-informed educational principles and organisational training priorities.
- Design, develop and maintain high-quality instructional materials that reflect the pedagogical foundations of the CDP redesign and support consistent, effective program delivery across both Academy and workplace-based learning environments.

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- Develop advanced learning resources and assessment tools, including face-to-face problem-based learning, explicit instruction, blended delivery models and digitally assessed content, ensuring materials are operationally relevant and educationally sound.
 - Establish and manage a continuous improvement framework for all CDP teaching and learning resources, ensuring materials remain current, compliant and reflective of legislative requirements, operational standards and emerging best practice.
 - Provide specialist instructional design expertise to guide trainers, subject matter experts and project stakeholders in applying contemporary education methodologies and designing effective learning experiences.
 - Lead collaborative design processes involving trainers, operational staff and subject matter experts to ensure learning materials accurately reflect contemporary policing practice while adhering to the CDP's educational intent.
 - Evaluate the effectiveness of learning design approaches through data analysis, feedback loops and quality assurance mechanisms and recommend changes to enhance learning outcomes and program consistency.
 - Contribute to the strategic integration of digital learning technologies by identifying innovate instructional solutions and ensuring digital resources meet accessibility, usability and engagement standards.
 - Prepare high-level documentation, reports and recommendations to inform project decision-making, ensuring risks, dependencies and impacts on training delivery are clearly articulated.
 - Provide leadership in maintaining educational integrity across the Program, ensuring all instructional outputs uphold the CDP vision and support the broader workforce capability needs of SAPOL.

QUALIFICATIONS / SKILLS / KNOWLEDGE / EXPERIENCE

Essential Minimum Requirements

- Demonstrated high-level experience in instructional design, including the development of face-to-face learning (problem-based learning and explicit instruction), blended learning and digitally delivered and assessed content.
- Proven ability to translate complex or conceptual ideas into high-quality teaching and learning materials, ensuring alignment with educational principles, project requirements and organisational objectives.
- Advanced capability in applying contemporary adult learning theory, evidence-informed pedagogy and learner-centred design principles to create meaningful and engaging learning experiences.
- Demonstrated expertise in designing, implementing and evaluating valid and reliable assessment strategies, including formative and summative approaches aligned to learning outcomes.
- Strong attention to detail and commitment to producing accurate, high-quality instructional materials that comply with legislative obligations, general orders and organisational standards.
- Highly developed written and verbal communication skills, with the ability to convey complex information clearly and adapt messaging to both technical and non-technical audiences.
- Proven ability to engage, influence and collaborate with a diverse range of stakeholders, including subject matter experts, trainers and operational leaders, to meet project objectives and deliver effective instructional solutions.
- Demonstrated capability to apply analytical and problem-solving skills to diagnose learning needs, identify capability gaps and recommend evidence-informed instructional design solutions.

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- Ability to manage competing priorities and work autonomously within a project environment demonstrating sound judgement, initiative and accountability for meeting deadlines and deliverables.
 - Experience contributing to continuous improvement processes, including evaluating learning effectiveness, integrating feedback and ensuring instructional materials remain current, relevant and aligned with organisational direction.

Desirable Characteristics

- Hold a tertiary qualification in Education, Training and Assessment, Learning Design, Instructional Design or other relevant discipline or the equivalent experience.
- Demonstrated experience in a vocational training environment.
- Demonstrated experience in a police training environment.

CORPORATE RESPONSIBILITIES

- Maintain accurate and complete records in accordance with the *State Records Act 1997* and departmental policies, procedures and practice guidance.
- Act at all times in accordance with the Code of Ethics for the South Australian Public Sector and legislative requirements including (but not limited to) the *Public Sector Act 2009* and *Work Health and Safety Act 2012*.
- Actively contribute to SAPOL's commitment to being an inclusive workplace where everyone is safe, respected and supported to reach their potential by demonstrating inclusive behaviour and showing respect for diverse backgrounds, experiences and perspective.
- Demonstrate an understanding and commitment to **WH&S legislation**, principles and practices and risk assessment in accordance with the **WH&S Act (2012)**, regulations, approved codes of practice and AS/NZS ISO 31000:2018 Risk Management – Guidelines.