# *Learning and Capability Evaluation Advisor*

## *Position Details*

**Reports to:** Senior Advisor - Teaching and Learning (Assessment and Evaluation)

**Employee Type:** Employee & Constabulary

**Executive Group:** Northern Districts

**Shift Work/Non-Shift Work:** Non-shift work

**Workgroup:** Royal New Zealand Police College (RNZPC)

**Remuneration Range:** Band I

**Location:** RNZPC

**Delegated Financial Authority:** Nil

**Role Level:** Individual Contributor/Emerging Leader

**Direct Reports**: None

## *Working at Police (who we are)*

New Zealand Police delivers services that ensure people can be safe and feel safe in their homes, on our roads and in their communities. Police operate 24 hours a day in a complex environment actively targeting and preventing crime and harm. With around 16,000 staff, we work from urban and rural stations and larger policing hubs.

We operate on land, sea and in the air, and respond to more than 1.2 million events per year – answering more than 992,000 111 calls and over 650,000 non-emergency calls.

We're working towards specific goals and targets that highlight our intent to work collaboratively with iwi and communities, other government sectors and business partners to deliver our business and achieve long-term change.

**Values:**

Our Values provide a guide to the way New Zealand Police work, operate, and make decisions, and reflect what is important to us and the communities we serve.

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| **Professionalism** | Taking pride in representing New Zealand Police and making a difference in the communities we serve |
| **Respect** | Treating everyone with dignity, upholding their individual rights and honouring their freedoms |
| **Integrity** | Being honest and upholding excellent ethical standards |
| **Commitment to Māori and The Treaty** | Acting in good faith of, and respecting the principles of Te Tiriti O Waitangi – partnership, protection, and participation |
| **Empathy** | Seeking understanding of, and considering the experience and perspective of those New Zealand Police serve |
| **Valuing Diversity** | Recognising the value different perspectives and experiences bring to making us better at what we do |

## *Position Overview (where you'll be working)*

The purpose of the RNZPC is to develop and sustain the knowledge, skills, judgement and professional capability required by New Zealand Police to deliver safe and effective policing services.

The Learning and Capability Evaluation Advisor provides specialist evaluation expertise to determine whether learning is effective, where improvements are needed, and how learning contributes to workforce capability and operational performance. The role leads evaluations, analyses complex qualitative and quantitative evidence, and translates findings into clear advice and practical recommendations for programme owners, senior leaders and governance groups. The role also provides specialist advice and guidance on assessment and moderation practices, contributing to quality assurance and continuous improvement across RNZPC.

The role supports a culture of continuous improvement, innovation and evidence-based decision-making and contributes to RNZPC's commitment to excellence in education, adult learning and professional development.

## *Responsibilities (what you'll be doing)*

The Learning and Capability Evaluation Advisor will:

### 1. Learning Evaluation and Insights

- Lead the design and delivery of evaluations of learning and capability initiatives across the RNZPC and contribute evaluation expertise to wider New Zealand Police initiatives as required.
- Lead the design and delivery of evaluations of learning and capability initiatives across the RNZPC and contribute evaluation expertise to wider New Zealand Police initiatives as required.
- Apply the approved RNZPC learning evaluation framework and maintain the practical tools, templates and guidance required for its use. Recommend changes to the framework through the appropriate management or governance process.
- Collect, analyse and interpret qualitative and quantitative data to assess learning effectiveness, learner experience and capability development. Where suitable evidence is available, examine how learning may have contributed to workplace practice and operational performance.
- Use learning analytics and other evidence to identify trends, opportunities and risks, and translate findings into practical recommendations.
- Prepare evaluation reports, dashboards, briefings and strategic insights that explain key findings, implications and practical options to support governance and decision-making.
- Assess the value and return on learning investment using proportionate measures and available evidence, drawing on financial, operational and analytical expertise where required.

### 2. Learning Design and Continuous Improvement

- Provide evaluation findings and specialist feedback to learning advisors, programme owners and other roles responsible for designing or redeveloping learning programmes, resources and assessments.
- Provide evidence-based advice on the effectiveness of learning design approaches and identify opportunities to improve learner experience and programme outcomes.
- Contribute evaluation expertise to the design, redevelopment and quality assurance of learning programmes, resources and assessments, supporting alignment between learning outcomes, delivery and assessment.
- Evaluate emerging learning practices and pathways and provide evidence-based recommendations.

### 3. Assessment and Moderation

- Provide specialist advice and guidance on assessment and moderation practice across RNZPC learning programmes.
- Work collaboratively with learning professionals and subject matter experts to support effective assessment and moderation practice.
- Participate in pre-assessment and post-assessment moderation, working with process owners, assessors, learning professionals and subject matter experts.

- Use assessment and moderation findings, trends and data to identify risks, quality issues and opportunities for continuous improvement.
- Undertake and support moderation activities that promote consistency, fairness, validity and reliability of assessment decisions.
- Contribute to the design, review and quality assurance of assessment tools, marking guidance, evidence requirements and assessment processes.
- Use moderation findings to inform learning evaluation, insights and evidence-based recommendations.
- Commission additional technical expertise where an assessment is complex, high-risk or requires highly specialised knowledge.

### 4. Capability Development and Organisational Performance

- Support alignment of learning programmes with current and future operational capability requirements and organisational priorities.
- Evaluate how effectively learning pathways support intended capability outcomes and contribute to workplace practice, where suitable evidence is available.
- Provide evaluation evidence and advice to roles responsible for workforce capability, learning strategy and service delivery.

### 5. Learning Technology and Innovation

- Evaluate digital learning, e-learning, virtual delivery environments and emerging learning technologies for effectiveness, accessibility and contribution to performance outcomes.
- Provide findings and recommendations to roles responsible for learning-system and digital-product decisions.

### 6. Stakeholder Engagement and Relationship Management

- Develop trusted relationships with RNZPC teams, business groups, Schools of Practice, districts and service centres.
- Facilitate collaborative approaches to evaluation and capability development, and present findings and recommendations appropriately to operational, professional and governance audiences.
- Contribute to communities of practice and build productive external relationships with education, training, research and evaluation professionals.

### 7. Evaluation Projects and Advisory Support

- Lead defined evaluation workstreams and contribute evaluation expertise to broader learning and capability projects.
- Develop fit-for-purpose evaluation plans, methodologies and measures, and advise project teams on evaluation approaches.
- Monitor agreed evaluation risks, timelines and deliverables, and prepare evidence-based papers, briefings and recommendations.

### 8. Leadership and Professional Practice

- Provide subject matter expertise and trusted advice in evaluation, assessment, moderation, learning quality and continuous improvement.
- Share expertise and provide practical guidance to colleagues, facilitators and learning professionals.
- Champion innovation, professional practice and evidence-based decision-making while modelling New Zealand Police Values and expected standards.

### 9. Universal Responsibilities

- Adhere to New Zealand Police standards of integrity and conduct.
- Comply with legislative and statutory requirements within area of expertise, including employment and privacy legislation.
- Model the New Zealand Police Values – Professionalism, Respect, Integrity, Commitment to Māori and The Treaty, Empathy and Valuing Diversity.

- Respect diversity and demonstrate inclusiveness.
- Understand the hazards in their work area and eliminate or minimise the associated risk.
- Report all accidents, incidents and near misses in MyPolice in a timely fashion.
- Actively participate in Wellness and Safety initiatives and training.
- Perform other duties and participate in projects as required.

## *Key Relationships (who you'll be working with)*

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| Internal | RNZPC leadership and teams; Teaching and Learning Advisors; Schools of Practice; learning designers, facilitators and assessors; subject matter experts; districts, service centres and business groups; governance and project stakeholders. |
| External | Education, training, evaluation and research professionals; relevant providers, partners and sector organisations. |

## *Position Specific Competencies (how you'll deliver results)*

- Evaluation and analytical expertise: Designs proportionate evaluations, integrates qualitative and quantitative evidence, applies sound judgement and identifies meaningful insights.
- Assessment and moderation expertise: Applies sound assessment and moderation principles, interprets assessment evidence, contributes to quality assurance, and provides specialist advice to improve assessment and moderation practice.
- Evidence-based advice and judgement: Translates evaluation, moderation and assessment information into clear, practical and defensible advice.
- Continuous improvement: Uses evaluation and moderation evidence to identify practical improvements to learning quality, assessment practice and programme delivery.
- Strategic and systems thinking: Connects learning activity with capability, operational performance and organisational priorities, recognising dependencies and wider impacts.
- Relationship management and influence: Builds trusted relationships, facilitates constructive engagement and influences without relying on formal authority.
- Communication: Produces high-quality reports, governance papers and presentations and communicates technical findings clearly.
- Evaluation delivery: Plans and manages evaluation work effectively, balances priorities and risk, and delivers quality advice and outputs within agreed timeframes.

## *Additional Information (what you need to know)*

### Required Qualifications

- Essential: Demonstrated experience conducting learning evaluation, including the collection, analysis and interpretation of qualitative and quantitative evidence, together with practical experience in assessment and moderation.
- Essential: Strong analytical, research, report-writing, communication and stakeholder engagement skills, with the ability to translate complex evidence into practical recommendations.
- Essential: Demonstrated commitment to continuous improvement and evidence-based practice.
- Desirable: A relevant tertiary qualification in adult education, learning design, assessment, organisational development, evaluation, psychology, social science or a related discipline, and/or recognised professional development in assessment and moderation practice.
- Desirable: Experience in government, law enforcement, defence or emergency services and/or with learning management systems, learning analytics tools, evaluation frameworks and performance measures.

## Pre-Employment Checks

- Not a children's worker, standard vetting required.
- Drug and alcohol testing, as required, according to guidelines.
- No National Security Clearance is required to be obtained and maintained.

## Work Environment

- Flexibility options: Flexible work options available, subject to organisational requirements.