



# SAMAR KAPOOR

## Instructional Designer

needs analysis, storyboarding, learning objectives

Hyderabad, India | samar.kapoor@example.com | ROLE 23-03

FICTIONAL SAMPLE - all employers, qualifications and outcomes are illustrative and unverified.

### EXECUTIVE SUMMARY

Instructional Designer with an illustrative 11-year career in adult learning, capability development and educational design. Combines needs analysis, storyboarding, learning objectives with disciplined documentation, practical coordination and clear communication. The sample career progresses from focused execution to independent workstream ownership, with responsibilities and boundaries described for each appointment.

Selected work includes scenario-based onboarding, course accessibility review and assessment alignment project. These examples explain the original problem, individual contribution, deliverables, review approach and remaining limitations rather than relying on unsupported headline claims.

Prepared for experienced instructional designer opportunities requiring dependable delivery, thoughtful professional judgement and collaboration. The qualification narrative includes Master's in Instructional Design. Every named organisation and outcome in this record is fictional; professional eligibility is not independently established.

### AT A GLANCE

|                                                    |                                             |                                       |                                           |
|----------------------------------------------------|---------------------------------------------|---------------------------------------|-------------------------------------------|
| <div>11 years</div> <div>ILLUSTRATIVE CAREER</div> | <div>4</div> <div>CAREER APPOINTMENTS</div> | <div>3</div> <div>WORK EXAMPLES</div> | <div>2</div> <div>EDUCATION RECORDS</div> |
|----------------------------------------------------|---------------------------------------------|---------------------------------------|-------------------------------------------|

### CORE COMPETENCIES

- needs analysis / storyboarding
- learning objectives / assessment design
- LMS / authoring tools
- accessibility / instructional writing

### PROFESSIONAL MISSION

Turn a clear brief into dependable adult learning, capability development and educational design work: understand the context, apply needs analysis and storyboarding, record the evidence and explain the limitations before handover.

Career family: Professional Training & Learning | Snapshot: 2026-09-22

## PROFESSIONAL EXPERIENCE / RECENT

### Instructional Designer

Meridian Learning Services (fictional)

Jul 2024 - Present | Hyderabad, India

Independent ownership of scoped instructional designer work, coordinating contributors and making review requirements explicit. Includes the first two selected work examples.

- Designed branching practice and feedback explanations.
- Added alternatives and clear navigation instructions.
- Led brief clarification and prioritised work using needs analysis, storyboarding and learning objectives. Raised unresolved constraints before committing to the next stage.
- Coordinated peer reviews and handover preparation; used a needs analysis and learning objectives to distinguish completed work, assumptions and follow-up needs.
- Supported colleagues with practical examples of assessment design and maintained a concise learning record after important assignments.

Illustrative career responsibilities. Employer confirmation and underlying work records are not supplied.

### Senior Instructional Designer

Northline Learning Services (fictional)

Jul 2020 - Jun 2024 | Hyderabad, India

Owned defined assignments and supported cross-functional coordination. Developed deeper practice in learning objectives and assessment design.

- Mapped tasks to objectives and revised rubrics.
- Translated incoming requirements into a sequenced plan and aligned responsibilities with the project or service owner.
- Applied lms and authoring tools to resolve delivery questions while maintaining source and decision notes.
- Introduced reusable working documents and reviewed exceptions with the responsible specialist rather than silently changing scope.
- Prepared a assessment and learner feedback review so the next team could understand the work and remaining questions.

Illustrative career responsibilities. Employer confirmation and underlying work records are not supplied.

## PROFESSIONAL WORKING PRINCIPLES

- Identify the target performance and learner context before choosing a training format.
- Use practice, feedback and clear assessment criteria instead of attendance-only claims.
- Document accessibility, facilitator instructions and limits of observed learning evidence.

## PROFESSIONAL EXPERIENCE / EARLIER

### Instructional Designer

Cedarbridge Learning Services (fictional)

Jul 2017 - Jun 2020 | Hyderabad, India

Progressed from supported tasks to independently managed assignments, with review available for unfamiliar or higher-risk decisions.

- Handled recurring work involving needs analysis and storyboarding using a documented preparation and review process.
- Supported course accessibility review by organising inputs, maintaining issue notes and incorporating reviewer feedback.
- Coordinated colleagues and internal stakeholders using concise status updates, clear questions and agreed next steps.
- Improved record consistency through accessibility and documented handover expectations.

Illustrative career responsibilities. Employer confirmation and underlying work records are not supplied.

### Assistant Instructional Designer

Cedarbridge Learning Services (fictional)

Jul 2015 - Jun 2017 | Hyderabad, India

Built practical foundations through supervised assignments, routine documentation and feedback from experienced colleagues.

- Assisted with needs analysis and learning objectives within an agreed scope and escalated unfamiliar work.
- Prepared inputs and checked completeness before passing work to the responsible reviewer.
- Maintained task records and learned to communicate assumptions, constraints and observed problems clearly.
- Applied review feedback to subsequent assignments and developed a dependable working routine.

Illustrative career responsibilities. Employer confirmation and underlying work records are not supplied.

## SELECTED CONTRIBUTIONS

**Scenario-based onboarding.** Designed branching practice and feedback explanations. The achievement is the described workstream contribution; independent outcome evidence is not supplied.

**Course accessibility review.** Added alternatives and clear navigation instructions. The achievement is the described workstream contribution; independent outcome evidence is not supplied.

**Assessment alignment project.** Mapped tasks to objectives and revised rubrics. The achievement is the described workstream contribution; independent outcome evidence is not supplied.

## SELECTED WORK / 01

### Scenario-based onboarding

P1 | Jan 2025 - Jun 2025 | FICTIONAL WORK EXAMPLE

**Context.** Fictional internal work programme in adult learning, capability development and educational design; not a real client case study.

**Problem.** New staff memorised policies without recognising situations.

**Objective.** Create a workable response to this issue through needs analysis, explicit review criteria and practical documentation. Agree the boundaries before execution and retain unresolved points for follow-up.

**Contribution and ownership.** Instructional Designer; owned the stated workstream, not the full organisation or every collaborator contribution.

- Designed branching practice and feedback explanations.
- Prepared the scope with the commissioning team, identified unresolved inputs and used needs analysis to turn the brief into a sequenced work package.
- Applied storyboarding and learning objectives while coordinating reviews with the designated owner. Kept decision notes so collaborators could separate facts, assumptions and changes.
- Assembled the handover material, explained open limitations and agreed which items needed further review rather than presenting them as completed.

**Methods.** needs analysis / storyboarding / learning objectives / assessment design

**Deliverables.** Scenario-based onboarding - scoped brief; Scenario-based onboarding - reviewed working package; Scenario-based onboarding - handover and learning summary

**Review.** Reviewed the scoped output against the agreed brief, recorded exceptions and checked that key conclusions could be traced to observations. The review package calls for a needs analysis and learning objectives and a named human reviewer.

Illustrative outcome: the team adopted a repeatable approach for scenario-based onboarding, with clearer ownership and reviewable records. This is a fictional qualitative result; no real performance measurement or external acceptance evidence is supplied.

Suggested evidence (not supplied): needs analysis and learning objectives; facilitator or curriculum package; assessment and learner feedback review.

## SPECIALIST PRACTICE

### Learning claims

The sample focuses on needs analysis, storyboarding, learning objectives. Approvals, supervision and specialist input are identified in each work package; work outside this scope is referred to the designated responsible person.

**Peer learning and practical guidance.** Created short examples on needs analysis and assessment design for colleagues. Separated personal preferences from agreed team procedures and recorded useful questions.

**Review and handover discipline.** Facilitated practical reviews of course accessibility review, ensuring that unresolved issues retained a named owner rather than disappearing from final presentations.

Learner groups and results are synthetic; no real accreditation, certification outcome or employment guarantee is claimed.

## SELECTED WORK / 02 AND 03

### Course accessibility review

P2 | Jan 2026 - Jun 2026 | Meridian Learning Services (fictional)

**Problem.** Learning materials depended on a single presentation format.

**Objective.** Create a workable response to this issue through storyboarding, explicit review criteria and practical documentation. Agree the boundaries before execution and retain unresolved points for follow-up.

**Ownership.** Instructional Designer; owned the stated workstream, not the full organisation or every collaborator contribution.

- Added alternatives and clear navigation instructions.
- Prepared the scope with the commissioning team, identified unresolved inputs and used learning objectives to turn the brief into a sequenced work package.
- Applied assessment design and lms while coordinating reviews with the designated owner. Kept decision notes so collaborators could separate facts, assumptions and changes.
- Assembled the handover material, explained open limitations and agreed which items needed further review rather than presenting them as completed.

**Methods.** storyboarding / learning objectives / assessment design / LMS

**Delivered.** Course accessibility review - scoped brief; Course accessibility review - reviewed working package; Course accessibility review - handover and learning summary

Illustrative outcome: the team adopted a repeatable approach for course accessibility review, with clearer ownership and reviewable records. This is a fictional qualitative result; no real performance measurement or external acceptance evidence is supplied.

Suggested evidence (not supplied): needs analysis and learning objectives; facilitator or curriculum package; assessment and learner feedback review.

### Assessment alignment project

P3 | Jan 2021 - Jun 2021 | Northline Learning Services (fictional)

**Problem.** Questions tested recall rather than target performance.

**Objective.** Create a workable response to this issue through learning objectives, explicit review criteria and practical documentation. Agree the boundaries before execution and retain unresolved points for follow-up.

**Ownership.** Instructional Designer; owned the stated workstream, not the full organisation or every collaborator contribution.

- Mapped tasks to objectives and revised rubrics.
- Prepared the scope with the commissioning team, identified unresolved inputs and used lms to turn the brief into a sequenced work package.
- Applied authoring tools and accessibility while coordinating reviews with the designated owner. Kept decision notes so collaborators could separate facts, assumptions and changes.
- Assembled the handover material, explained open limitations and agreed which items needed further review rather than presenting them as completed.

**Methods.** learning objectives / assessment design / LMS / authoring tools

**Delivered.** Assessment alignment project - scoped brief; Assessment alignment project - reviewed working package; Assessment alignment project - handover and learning summary

Illustrative outcome: the team adopted a repeatable approach for assessment alignment project, with clearer ownership and reviewable records. This is a fictional qualitative result; no real performance measurement or external acceptance evidence is supplied.

Suggested evidence (not supplied): needs analysis and learning objectives; facilitator or curriculum package; assessment and learner feedback review.

EDUCATION AND SPECIALIST LEARNING

Master's in Instructional Design

Asterbridge Institute of Professional Studies (fictional institution)  
Jul 2013 - May 2015 | completed - fictional record  
Focus: needs analysis, storyboarding, assessment design. Specialist study on scenario-based onboarding; an illustrative learning project, not a published result.

Bachelor's in Education

Cedarhaven College of Applied Studies (fictional institution)  
Jul 2010 - May 2013 | completed - fictional record  
Focus: learning objectives, LMS, authoring tools. Applied coursework in needs analysis, documentation and reviewed practical assignments.

CONTINUING PROFESSIONAL DEVELOPMENT

**Adult learning design workshop (2023).** Needs analysis and assessment design in the context of instructional designer work. Used reflective exercises and a bounded practice example related to scenario-based onboarding.

**Facilitation practice lab (2024).** Storyboarding and lms in the context of instructional designer work. Used reflective exercises and a bounded practice example related to course accessibility review.

**Learning assessment studio (2025).** Learning objectives and authoring tools in the context of instructional designer work. Used reflective exercises and a bounded practice example related to assessment alignment project.

Provider for these illustrative learning records: Meridian Professional Learning Studio (fictional). Not a licence or certification.

LANGUAGES AND WORKING PREFERENCES

English and Hindi - professional working proficiency in this fictional record.

Work arrangement: onsite or hybrid by role requirements. Relocation: open to discussion - sample preference.

Availability: not confirmed; discuss before an interview.

CREDENTIAL AND EVIDENCE STATUS

Learner groups and results are synthetic; no real accreditation, certification outcome or employment guarantee is claimed.  
Synthetic qualification and institution names illustrate profile fields only; they are not a validated qualification route or recognised accreditation claim.  
No real referee, endorsement, award, publication, membership or licence is supplied.

Use for templates, product demonstrations and test data only. Replace fictional claims and remove the demo label only after approval of real candidate information.

Contact placeholder: samar.kapoor@example.com. No phone, live profile URL or verified reference is supplied.

Complete machine-readable data: profile.json. Interactive companion: portfolio.html. Reference CV used for structure only; this is not Ajay Prajapat's biography.