Learning Analytics CPD Framework:

DALTAÍ — Developing All Learners Through Analytics Initiative

A framework for continuous professional development (CPD) in data informed decision making to enhance student success, for students and staff.

This framework collates training requirements identified by students and staff in higher education in Ireland. Requirements are aligned with CPD competencies for learning analytics published by the National Forum for the Enhancement of Teaching and Learning (NF).

	Students	Professional Services	Teaching staff
Level 1 **Knowing** **(What could I see?)** NF competencies: Having a good understanding of the challenges and opportunities of including data in teaching practice. Familiarity with the data available to teaching staff (eg VLE reports)	Introduction: General and Institutional Definitions of Learning Analytics (LA). Micro & macro LA, and its role w.r.t students, professional services staff, academic staff and academic management		
	Ethics and privacy: what are student rights with respect to their data; what are legal, ethical and moral uses of student data; what is good practice with respect to analysis of student data.		
	Risks & limitations: Awareness of the potential of LA; and awareness of limitations, risks and sources of error. Impact of inaccurate data.		
	Data: Familiarity with **data** available to **students** and how it could be used.	Familiarity with **data** available to **professional services** and how it could be used.	Familiarity with **data** available to **teaching staff** and how it could be used.
	Policy: The role of LA policy; principles of LA.		
Level 2 **Using and practicing** **(How could I interpret LA?)** NF competency:	Understanding data / data literacy: Correct interpretation of common data visualisations. Using data visualisation tools (like Power BI), e.g. data filters.		
	Interpretation: Interpreting **student** facing LA	Interpreting analytics relevant to **professional services staff**	Interpreting analytics relevant to **teaching staff**
	Access: How to access data available to **students**	How to access data available to **professional services staff**	How to access data available to **teaching staff**

Having a familiarity with good practice, in line with current research;	Quality: How to assess data quality in data accessible to **students.**	How to assess data quality in data accessible to **professional services staff.**	How to assess data quality in data accessible to **teaching staff.**
	Feedback: Interpreting feedback; responding to intelligent agents.		How to design an assessment strategy to maximize data/insight into students' progress. Providing general feedback on progress; and specific feedback on learning outcomes.
		At risk students: LA to aid identifying and supporting struggling and disengaged students.	
Level 3 Taking action (What can I do with LA, according to my role?) NF competency: Using data as an effective resource for supporting teaching	Agency: Student agency: acting on feedback and insights from data.	Staff agency: Using data to improve services.	Staff agency: Using data to improve teaching practice; case studies.
	Reflection: What kind of decisions relevant to my learning process can be informed by LA? Training on reflection - how I learn?	LA to help staff in their work, rather than increase workload; impact of LA on workload. What kind of decisions relevant to my work would be enhanced by LA? Training on reflection on practice - how do I teach?	