Digital Curator Vocational Education Europe (DigCurV): curriculum framework

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DigCurV

Some basic facts

- Network funded under the EC Leonardo da Vinci Lifelong Learning programme
- Aims: support and extend vocational training for digital curators in libraries, archives and museums
- 1 January 2011 – 30 June 2013 (30 months)

http://www.digcur-education.org/
Initial European partners
• Fondazione Rinascimento Digitale (FRD)
• Georg-August-Universität Göttingen Stiftung Öffentlichen Recht, Goettingen State and University Library (UGOE)
• Humanities Advanced Technology Institute (HATII) at University of Glasgow
• MDR Partners (Consulting) Ltd (MDR)
• Trinity College Dublin (TFTCD)
• Vilniaus Universiteto Biblioteka (VUL)

Associates and partners from other countries
• Faculty of Information at the University of Toronto
• University of North Carolina, Chapel Hill
• nestor
• Digital Preservation Coalition
• Institute of Museum and Library Services

http://www.digcur-education.org/
Join Us

There are several ways of becoming involved in the DigCurV initiative to build a new framework for vocational education and training for digital curators.

1. As an individual you can:
   - keep informed about the project’s activities by registering to receive periodic emails and notices; and
   - contact us if you are interested in actively participating in surveys or in our working groups, etc...

2. As an organisation you can:
   - keep updated about the
Main activities

- Identify and analyse existing training opportunities and methodologies
  - Training registry
- Survey training needs
- Identify key skills and competences
  - Focus groups, job adverts analysis
- **Create a curriculum framework**
- Test with communities
- Promote the results for use within and across countries

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A Curriculum Framework for Digital Curation

Digital curation has an increasingly important role to play in a range of market sectors, not least of which is the Cultural Heritage sector. Supporting the professional development of digital curators across these sectors is a priority in maintaining the quality of service delivered by organisations that rely on digital curation in its many forms.

The DigCurV Curriculum Framework offers a means to identify, evaluate, and plan training to meet the skill requirements of staff engaged in digital curation, both now and in the future.

Significantly, our framework is rooted in the actual working experience of digital curators 'in the field'. In particular, the DigCurV team has undertaken multi-national research to understand both the skills currently used by those working in digital curation in the Cultural Heritage sector, and the skills sought by employers in this sector.

Focusing on Specific Audiences

The framework defines separate skill lenses to match the specific needs of distinct audiences within digital curation in the shape of Executives, Managers, and Practitioners.
Curriculum framework
http://www.digcurv.gla.ac.uk

Skill Categories

- Risk Management;
  - Audit and Certification;
  - Resource Management
- Management and Quality Assurance
- Professional Conduct
- Regulatory Requirements;
  - Regulatory Compliance;
  - Ethics, Principles and Sustainability
- Subject Knowledge;
  - Selection/Appraisal;
  - Evaluation Studies;
  - Information Skills;
  - Data Skills
- Knowledge and Intellectual Abilities
- Personal Qualities
- Integrity;
  - Communication and Advocacy Skills;
  - Responsiveness to Change

http://www.digcur-education.org/
DPOE:
Three audiences for training


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Curriculum framework

- Portfolio of three ‘lenses’ to reflect career progression: ‘Practitioner’, ‘Manager’ and ‘Executive’
- Indicate digital curation skills and competences, and pathways of skills progression
- Framework: i.e. does NOT specify a particular training curriculum

http://www.digcur-education.org/
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Simon Grant, CETIS:
“… a place to visit should not be confused with an itinerary for that place. Any real place has an unlimited number of possible itineraries for it. An itinerary for a city may include a museum; an itinerary for a museum may include a painting; there may sometimes even be guides to a painting that direct the viewer to particular features of that painting. The guide to the painting is not the painting; the guide to the museum is not the museum; the guide to the city is not the city.”

Simon Grant, ‘The logic of tourism as an analogy for competence’. Published online 1 May, 2012 at http://blogs.cetis.ac.uk/asimong/2012/05/01/tourism-analogy/
‘Manager’ lens

- Understands data management requirements
- Is able to respond to staff recruitment and development needs
- Is able to undertake financial planning, cost analysis, economic sustainability
- Is able to undertake business planning in line with institutional goals
- Is able to make sound decisions based on information produced by project team
- Is able to manage risk
- Is able to create a learning environment
- Is able to plan and implement sound staff training and development
- Is able to make sustainable strategic decisions in institutional context
- Is able to create, manage, monitor project plans
- Is able to undertake project management activities and innovative practices
- Is able to produce relevant information to support decision-making

Manager Lens

- Resource Management
  - Auditor and Verification
  - Risk Management
- Audit and Certification
- Management and Quality Assurance

- Managerial Knowledge
- Management and Intellectual Abilities
- Data Skills
- Information Skills
- Evaluation Studies

- Understanding how to conduct user needs analysis
- Is able to continuously monitor and evaluate digital curation technologies
- Is able to monitor, access and needs of designated community

- Understands value of risk and developing digital curation technologies and processes
- Is able to negotiate and maintain relationships with other relevant sources of information (digital curation individuals / organisations / institutions)
- Is able to translate knowledge of technology and processes into new contexts and value to beneficiaries and designated community
- Is able to assess, extend and generate digital curation models for cultural heritage domain

Subject Knowledge
- Selection / Appraisal
- Evaluation

- Knowledge and Intellectual Abilities
- Communication and Advocacy
- Personal Qualities

- Ethics, Principles and Sustainability
- Regulatory Compliance
- Regulatory Requirements

- Professional Conduct
- Responsible for Change

- Leadership
- Professionalism
- Leadership

- Is able to articulate information and records management principles
- Is able to articulate the benefits and long-term value of collections
- Is able to contribute to institutional policies, including copyright for selection / appraisal

http://www.digcur-education.org/
Executive' lens

- Is aware of audit and certification standards
- Is aware of benefits of audit process and relevance of risks
- Understands institutional liabilities in the audit process
- Understands level of audit appropriate to institution

- Understands resources required for digital curatorial activity including energy consumption
- Understands reputation management
- Understands IT and business continuity management
- Is able to undertake strategic planning
- Is able to undertake business continuity planning

- Is able to respond to staff recruitment and development needs
- Is able to undertake business planning inline with institutional goals

- Is aware of subject-specific knowledge and definitions
- Is aware of relevance of and need for digital curatorial activity within subject context
- Is aware of current and emerging subject landscape (trends, people, institutions)

- Understands and is responsible for digital curatorial activity across institution
- Understands scope of one's role within institutional context
- Is able to scope the boundaries for digital curatorial activity at institution
- Is able to develop a professional network for support

- Is able to prioritise funding for curatorial activities based on the value of digital objects and the risks facing objects
- Is able to respond constructively to findings from user studies in future decision-making

- Is aware of key metadata standards for sector / subject
- Is aware of key metadata standards for sector / subject

- Understands what constitutes responsibility, accountability and good practice in digital curatorial activity
- Understands value of policy formulation to deal with malpractice
- Is able to make transparent decisions
- Is able to demonstrate leadership in high quality standards of work

- Is aware of potential development in business models, strategic planning and management models in digital curatorial activity
- Is aware of potential of developments in digital curatorial activity to influence service and tools

- Understands emerging developments in digital curatorial activity in the institution and their applicability to digital curatorial activity in the institution
- Is able to cultivate and maintain relationships with other relevant sources of information in digital curatorial activity (individuals / services / institutions)

- Is able to communicate across domain staff groups and with other relevant communities
- Is able to articulate importance of digital curatorial activity to peers, other staff and public
- Is able to articulate value of collections to peers, other staff and public
- Is able to make case for funding of digital curatorial activity

- Is able to manage and foster stakeholder relationships

http://www.digcur-curriculum.org/
How to use the Curriculum Framework for Digital Curation

Background
DigCurV has undertaken multi-national research to understand the skills currently used by those working in digital curation in the cultural heritage sector, as well as the skills sought by employers in this sector.

Audiences for training
Practitioners need to be able to perform a wide variety of technical and people-oriented tasks. They must also understand many diverse issues relating to both their area of cultural heritage and to digital curation. Managers need understanding of these areas to successfully ensure projects are on track and to advise their teams. Executives need a strategic view of digital curation to understand the emerging challenges in digital curation for the cultural heritage sector, and to make appropriate funding decisions to meet these challenges.

The DigCurV curriculum framework provides a version or ‘lens’ for each of these three audiences.

Using the framework
The framework provides three lenses - one each for practitioners, managers and executives. Each lens can be used in the following ways:

To build or develop training
The framework aims to be useful to those building new training courses. Depending on the user’s aims, the framework can assist in providing a structure for a generic training programme for the role of digital curator, or it can suggest which subjects should be covered in shorter, more specialised courses addressing one particular area of professional digital curation practice. The framework may also supply a common language to allow those building and developing training to meaningfully describe the value of their training offerings.

To compare existing courses
The framework provides a benchmark against which to compare existing training and also a way to map various training offerings against each other. The professional who is considering undertaking training may wish to compare available training programmes to help identify which is most appropriate for their needs. The framework can also be used by staff training providers to compare existing courses and assess suitability for their own institution’s requirements.

To plan professional development
The framework suggests the broad range of skills and knowledge needed by professionals of various levels to successfully deliver digital curation in the cultural heritage sector. Individuals either intending to enter or already working in digital curation in the cultural heritage sector may find it useful to map their own strengths against the framework as well as use the framework to identify and describe areas in which they would find further training useful.

Further information about the DigCurV project is available at http://www.digcur-education.org/
Three main intended uses of each lens:

- To build or develop training
- To compare existing courses
- To plan professional development
• Access the curriculum framework: www.digcur-education.org/eng/Resources
• More information and join the network at: www.digcur-education.org

Feedback? A course to publicise? Contact: courses@digcur-education.org