

Managing Your Digital Preservation Skillset: The DigCurV Competency Framework



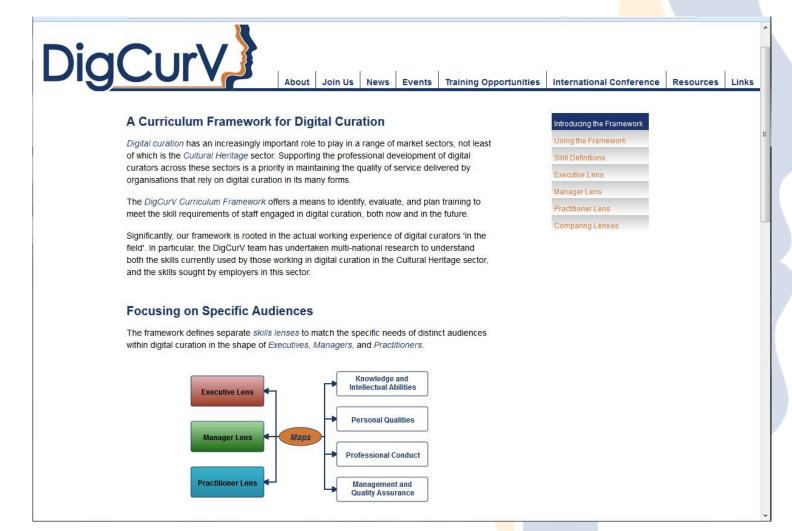
Lifelong Learning Programme

This project has been funded with support from the European Commission'

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

Curriculum Framework



DigCurV DPOE: Three audiences for training



From: 'Training Needs Assessment Survey' (2010). Digital Preservation Outreach and Education (DPOE). Washington DC, US Library of Congress. dpoe@loc.gov



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. will NOT specify a particular training curriculum

Curriculum framework

Framework: i.e. will NOT specify a particular training curriculum.

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."

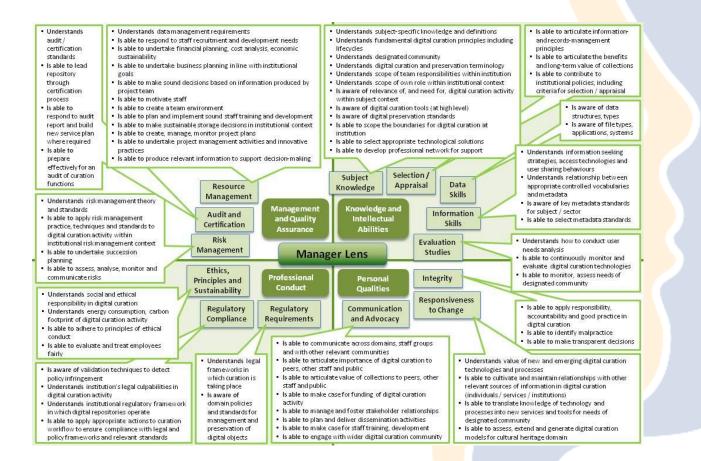
Simon Grant, 'The logic of tourism as an analogy for competence'. Published online 1 May, 2012 at http://blogs.cetis.ac.uk/asimong/2012/05/01/tourism-analogy/

'Practitioner' lens

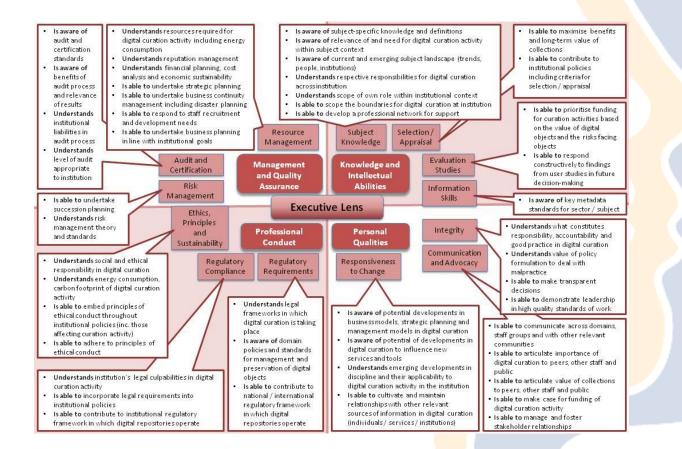
Understands project management concepts and techniques Understands data management requirements I sable to undertake project management activities and innovative practices I sable to deal with data curation challengesthrough structured planning	 Understands fundamental lifecycles Understands designated ci Is able to select and apply a Is able to develop a profess Is aware of digital preserva Understands digital curatio Understands information t Is able to select and apply o techniques 	appropriate technological solutions sional network for support	 Is able to articulate benefits and long-term value of collections Understands information- and records-management principles Understands institutional policies, including criteria for selection/appraisal Is able to plan application of selection/appraisal criteriato collections 	 Is able to conduct user needs analysis Is able to continuously monitor and evaluate digital curation technologies Is able to conduct usability evaluation Is able to prioritise curation activities based on value of digital objects and the risks facing them
Understands audit of curation functions Understands certification of repositories or programmes Is able to maintain documentation in preparation for audit process			ion / Evaluation aisal Studies te Unformation skills	nderstands user information- eking strategies, access echnologies and sharing behaviours inderstands how to support formation access and sharing able to deploy appropriate formation-seking strategies
Is able to apply risk management practice, techniques and standards to digital curation activity within institutional risk management context I sable to assess, analyse, monitor, communicate risks	Risk Management Ethics, Principles and	surance Abilities Practitioner Lens ofessional Personal Conduct Qualities	Data Skills . U Integrity	nderstands key metadata andards for sector/subject able to select and apply metadata andards nderstands relationship between opropriate controlled vocabularies d metadata standards
Understands social and ethical responsibility in digital curation Understands energy consumption, carbon footprint of digital curation activity Is able to adhere to principles of ethical conduct Understands institution's legal culpabilities in digital curation activity Understands institutional regulatory frameworkin which digital repositories opera Is able to apply appropriate actions to curation workflow to ensure compliance with legal and policy frameworks and relevant standards Is able to select and apply validation techniques againts policy infringement	Compliance Require • Understands legal frameworks in which curation is taking place • Understands domain policies	Iatory ements • Is able to cultivate and maintain relationships with other relevant sources of information in digital curation (individuals, services, institutions) • Is able to maintain continuous awareness of emerging developments in digital curation • Is able to translate current digital curation knowledge into new services and tools	 Sable to communicate across domains, staff groups and with other relevant communities Is able to articulate importance of digital curation to peers, other staff and public Is able to engage with wider digital curation community Understands communication protocolsfor designated community 	Understands data structures and types Understands file types, applications and systems Understands database types and structures is able to execute analysis of and forensic procedures on digital objects. Is able to apply responsibility, accountability and good practice in digital curation Is able to identify malpractice

http://www.digcurv.gla.ac.uk/skills.html

'Manager' lens



'Executive' lens





How to use the Curriculum Framework for Digital Curation

Background

DigCurV has undertaken multinational 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/



Use is key

Three main intended uses of each lens:

- To plan professional development
- To build or develop training
- To compare existing courses



Any questions?

Access the curriculum framework: www.digcur-education.org/eng/Resources

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