DigCurV: Next Steps

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Abstract—**This paper considers the next steps for the DigCurV project in working towards a sustainable future for vocational education and training in Digital Curation**

Keywords-component; DigCurV; Digital Curator Vocational Education; Europe

I. INTRODUCTION

DigCurV was established with the aim of building a framework to address the needs for training in digital preservation resulting from the rapid growth in the digital economy in Europe and worldwide [1]. Since the project began in 2011, DigCurV has carried out surveys into the opportunities for training in digital curation and also the need. Based on these findings and knowledge, expertise and research from within the project and a series of international initiatives, DigCurV has developed a framework for curriculum development and has developed the Curate! Game and other products based on this framework [2, 3].

Over the last two years, international stakeholder network has built up including individuals and institutions with an interest in developing training and education in the field of digital curation. Now, during this international conference on 'Framing the Digital Curation Curriculum' is the time to think about the next steps and how best to build on the results we, and allied initiatives such as DigCCur, APARSEN, DPC, nestor, DPOE. EUDAT. IFLA, JISC, ANORC and others, have achieved so far.

II. IMMEDIATE GOALS

During this conference, an immediate goal for the project is to **promote the DigCurV curriculum framework** and the **Curate game** and to encourage you to explore them and to consider their uses

Our overall goal is to promote the development of training and education in digital curation. To that end, we are aiming to **build the network** and **develop alliances** with projects and institutions and individual educators who are developing digital curation curricula and training courses.

We would like to ask you to use the curriculum framework to **benchmark courses**[1] and to give us your feedback on how well it fits and whether you are considering exploiting it.

III. SHORT TERM GOALS

During the conference we are hoping to build alliances with the most important initiatives and to establish an agreement to work together and **a common reference model** whose benefits are clear to everyone.

After the conference DigCurV will continue to promote the adoption of the curriculum framework for benchmarking courses and encouraging people to play the game, and of course starting to think about the **future** and new developments.

Our survey of **training needs** amongst cultural institutions suggested a potential demand for short, modular courses. We would like to begin to explore the demand for **portable qualifications** and **accreditation of courses**; to evaluate ways of supporting **continuing professional development** of existing staff as well as student learners; and promoting the development of **training for trainers** based on the curriculum framework.

We need to begin to think about **sustainability** and how to continue the work of the stakeholder network around vocational education in Digital Curation.

IV. MEDIUM TERM GOALS

Our short to medium term goal is to find **evangelists** – or ambassadors who adopt the curriculum framework as a benchmark for courses themselves and promote its adoption by others. Our aim is to continue to **build consensus** around the curriculum framework and professional development in digital curation.

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[1] We use the generic term courses to cover all training events from short courses to fully accredited degree level programmes.

Our vision is that in the medium term there will be **courses available** that are benchmarked to the curriculum framework, and products and tools which can be used to help support their delivery. We would like to continue the development of the Curate game to provide an innovative, collaborative learning environment, which is benchmarked to the curriculum framework and the various roles in digital curation.

V.   LONGER TERM GOALS

In the longer term we envisage accreditation of courses by agencies as delivering portable qualifications benchmarked against the curriculum framework and which maintain or develop professional skills. We envisage that there will be a sustainable model in place for continued development of the framework and the network. This is clearly a long-term goal and will require considerable work in terms of theoretical and practical issues associated with accreditation.

VI.   ACKNOWLEDGEMENT

VII.   REFERENCES

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