

# Building a Skilled Digital Preservation Workforce



Digital Preservation Coalition

## The Issues...



- New and developing field
  - Constantly moving target!
  - Lots of theory but more limited in experience of practice
- New skills required
  - Training for existing staff
  - Job descriptions for changing roles and new hires
  - How to structure CPD?
- Staff retention
  - Remember staff are both a key resource and asset
  - How to ensure continuity?

## Starting to Make Progress



- Make sure roles and responsibilities are clearly defined
  - Include as part of any planning and development work
  - Guidance and documentation
  - May result in new job descriptions
- Undertake a skills audit
  - Benchmarking will help you identify gaps
  - Highlights training needs
  - Can help make a case for additional staff
  - DigCurV framework can be used as the starting point

# The DigCurV Project



## DigCurV - Digital Curator Vocational Education Europe

<http://www.digcur-education.org/>

### Main activities

- Identified and analysed existing training opportunities and methodologies
  - Training registry
- Surveyed training needs
- Identified key skills and competences
  - Focus groups, job adverts analysis
- **Created a curriculum framework**
- Tested results within communities
- Promoted the results for use within and across countries

• DigCurV - Digital Curator Vocational Education Europe - was an EC-funded lifelong learning initiative.

• The aim was to support and extend vocational training for digital curation and preservation staff in libraries, archives and museums.

# Levels for Training and Development: DPOE



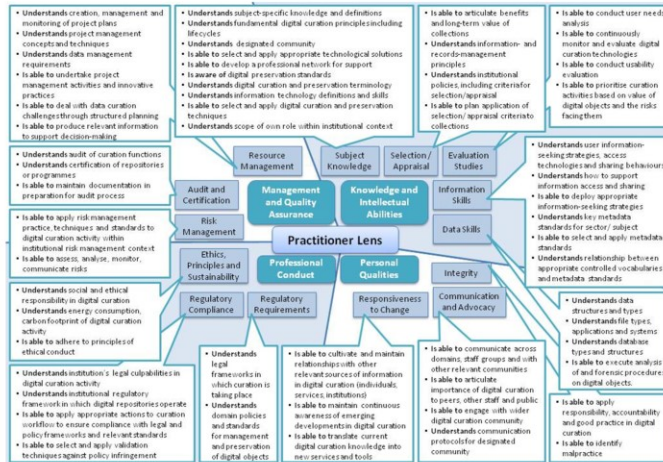
From: 'Training Needs Assessment Survey' (2010). Digital Preservation Outreach and Education (DPOE). Washington DC, US Library of Congress. [dpoe@loc.gov](mailto:dpoe@loc.gov)

## DigCurV Lenses



- 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

# Practitioner Lens



# A Mix of Skills



Evaluation Studies    KIA3.3 – **is able to** conduct user needs analysis

*For example:*  
*Design and deployment of questionnaires*

KIA3.4 – **is able to** continuously monitor and evaluate digital curation technologies

*For example:*  
*Use of watch services to check for obsolete technology*  
*Ensuring virtualisation tools have long-term stability*

KIA3.6 – **is able to** conduct usability evaluation

*For example:*  
*Design and planning of evaluation methods*  
*Techniques for gathering feedback from users*

KIA3.7 – **is able to** prioritise curation activities based on value of digital objects and the risks facing them



## Progression Through the Levels



### Practitioner

- MQA2.10 – Is able to maintain documentation in preparation for audit process

### Manager

- MQA2.5 – Is able to lead repository through certification process

### Executive

- MQA2.2 – Is aware of benefits of audit process, and relevance of audit results

## Using the DigCurV Framework for a Skills Audit



- Identify roles with digital preservation responsibilities
- Map roles to lenses of the DigCurV framework
- Work with role holders to match skills to relevant lenses
  - Useful to mark on a scale
  - Self-assessment or collaborative process
- Analyse results to identify:
  - Skills gaps
  - Training requirements
  - Additional roles that may be required
- Can be carried out in the course of regular staff reviews/CPD activities

## Other Uses for the Framework



- Curriculum development
  - Developing new courses
  - Reviewing current courses
- Continuing Professional Development
  - Benchmarking an individual's skills against a particular lens
  - Goal setting for moving forward
  - Identifying relevant training courses
- Course Accreditation
  - Framework for assessing relevance