



Digital**Preservation**Coalition

# Building a Skilled Digital Preservation Workforce

## Using the DigCurV Framework

# 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



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# 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



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## A Curriculum Framework for Digital Curation

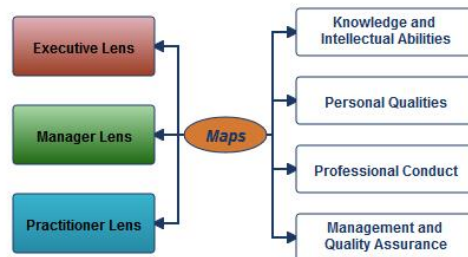
*Digital curation* has an increasingly important role to play in a range of market sectors, not least of which is the *Cultural Heritage* sector. Supporting the professional development of digital curators across these sectors is a priority in maintaining the quality of service delivered by organisations 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 *skills lenses* to match the specific needs of distinct audiences within digital curation in the shape of *Executives*, *Managers*, and *Practitioners*.



[Introducing the Framework](#)

[Using the Framework](#)

[Skill Definitions](#)

[Executive Lens](#)

[Manager Lens](#)

[Practitioner Lens](#)

[Comparing Lenses](#)



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# 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)

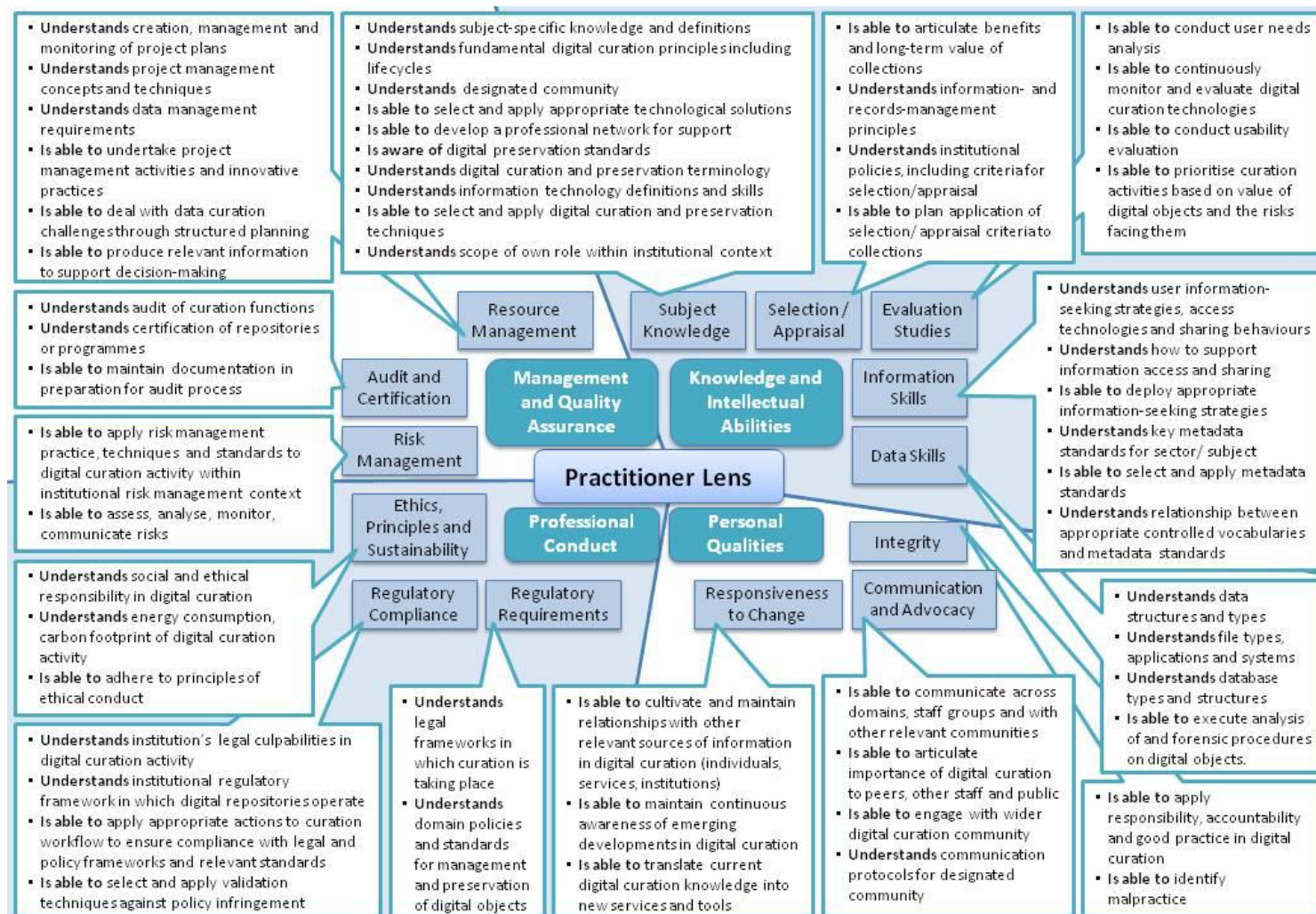


# DigCurV Lenses

- 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

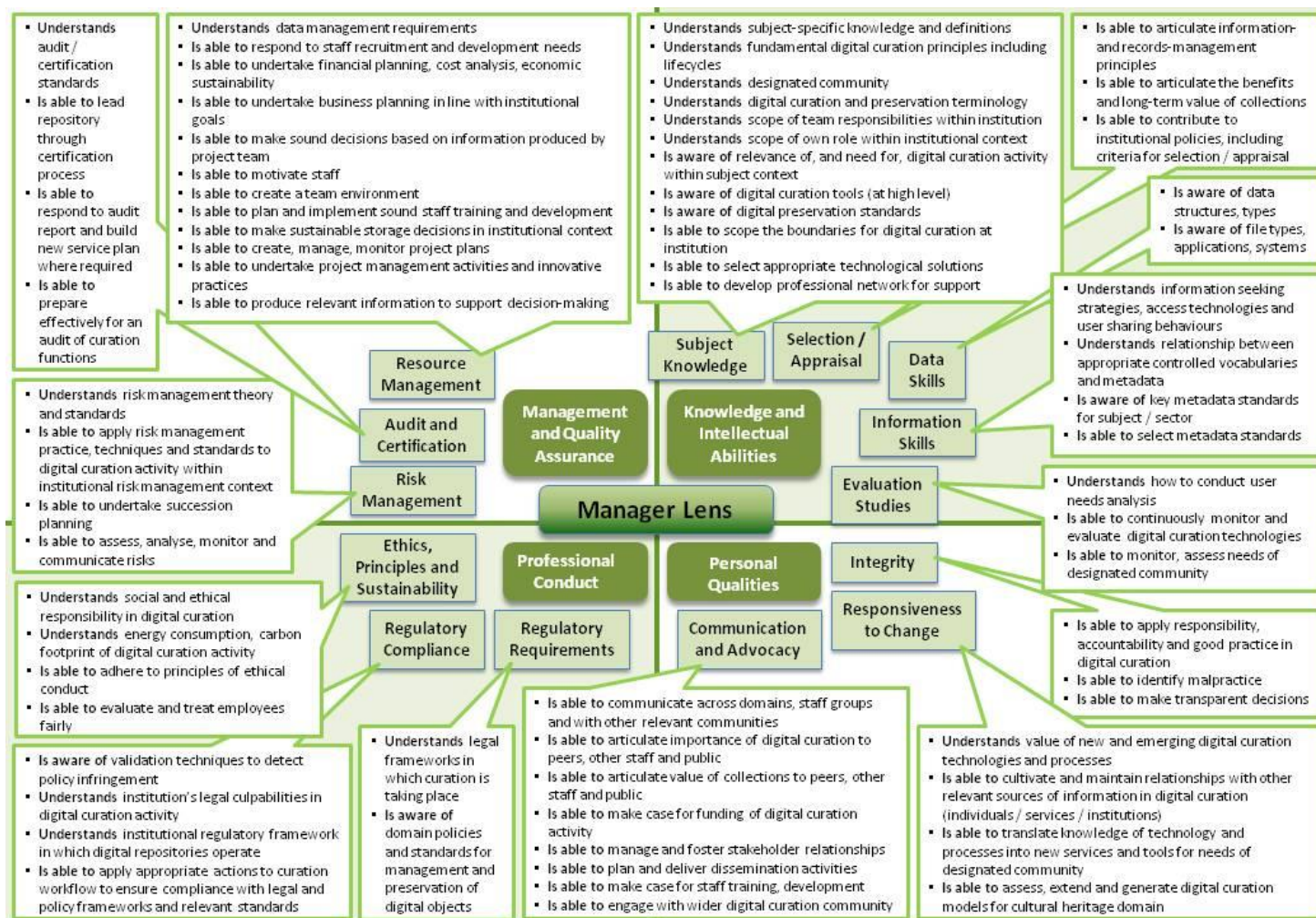


# Practitioner Lens



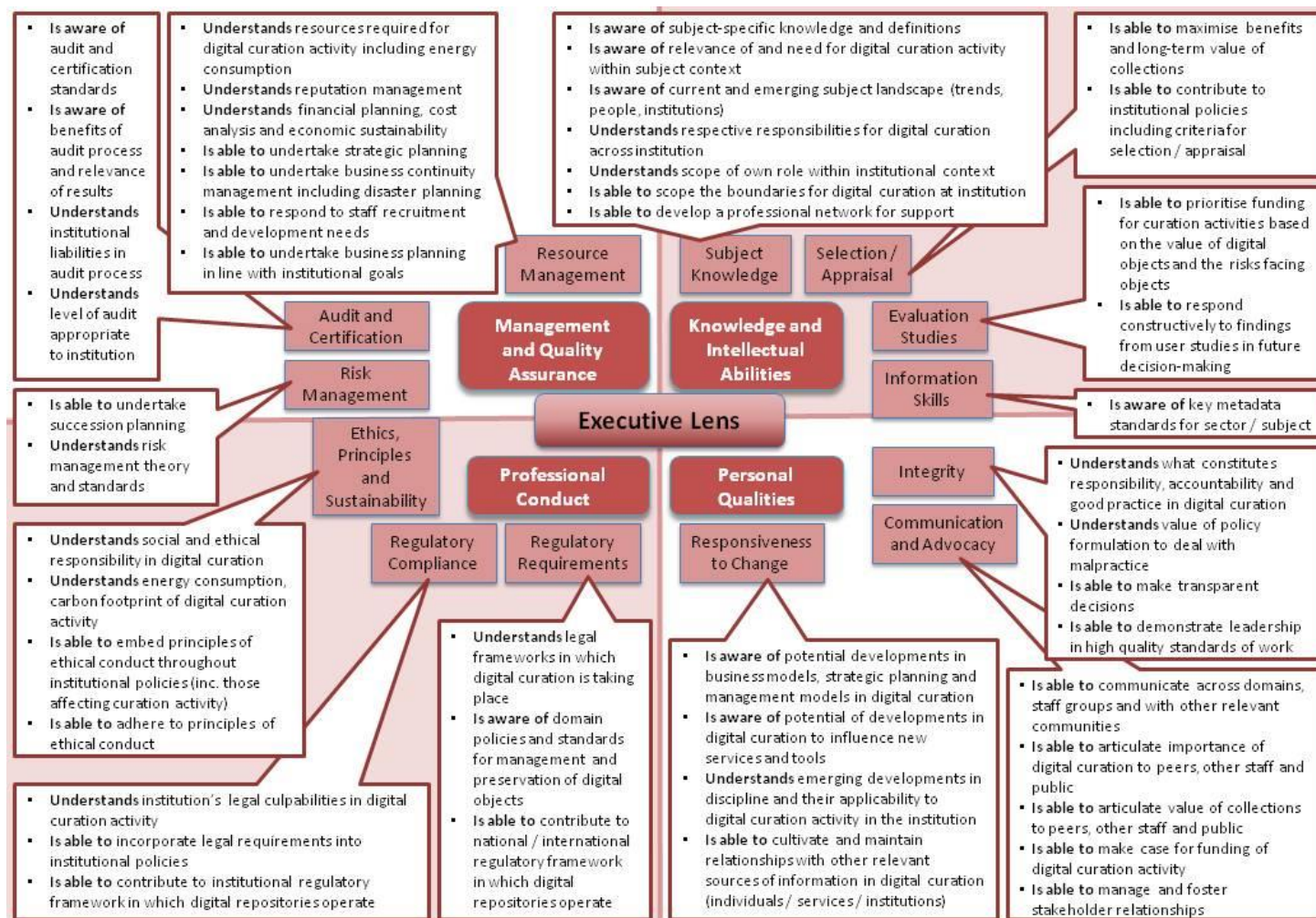


# Manager Lens





# Executive Lens



# 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