



Digital **Preservation** Coalition

# **DPC Digital Preservation Competency Framework**

**Version 2.0**

March 2025

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## 1. Document History

| Version | Date        | Revision Notes                                     |
|---------|-------------|----------------------------------------------------|
| 1.0     | June 2022   | Member preview release                             |
| 1.1     | August 2022 | Full public release – incorporating pilot feedback |
| 2.0     | March 2025  | Updates to reflect community feedback              |

## 2. Acknowledgements

This framework builds on previous efforts to identify competencies and curricula for digital preservation, including the DigCurV lenses<sup>1</sup> and the DigCCur Curriculum Matrix<sup>2</sup>, as well as a number of good practice models for digital preservation, including the DPC Rapid Assessment Model<sup>3</sup>, the NDSA Levels of Preservation<sup>4</sup>, the DLF Levels of Born-Digital Access<sup>5</sup>, and the Core Trust Seal<sup>6</sup>. This framework would not exist without the hard work and wisdom of those who have produced the above-mentioned resources.

Thanks also go to colleagues within the DPC team and members of the DPC’s Workforce Development Sub-Committee for their support, feedback, insights, and encouragement during the development of the framework and related resources.

## 3. Copyright and Reuse

The Competency Framework is made available for use and reuse under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International \(CC BY-NC-SA 4.0\) license](https://creativecommons.org/licenses/by-nc-sa/4.0/). In summary, this means the framework can be freely shared and adapted as long as clear attribution is made, that it is for non-commercial purposes, and any resources that remix, transform, or build-upon the content carry the same license.

Attributions for the Competency Framework should be as follows:

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<sup>1</sup> <https://digcurv.gla.ac.uk/>

<sup>2</sup> <http://web.archive.org/web/20100616210630/http://ils.unc.edu/digccurr/digccurr-matrix.html>

<sup>3</sup> <http://doi.org/10.7207/dpcram21-02>

<sup>4</sup> <https://osf.io/ggz98/>

<sup>5</sup> <https://osf.io/r5f78/>

<sup>6</sup> <https://www.coretrustseal.org/>

## 4. Introduction

The DPC Digital Preservation Competency Framework identifies and describes information on the skills, knowledge, and competencies required for successful digital preservation. Digital preservation is defined as the series of managed activities necessary to ensure continued access to digital materials for as long as necessary. It refers to all of the actions required to maintain access to digital materials beyond the limits of media failure or technological and organizational change.<sup>7</sup>

The Competency Framework presents information on the range of skills, knowledge, and competencies required to undertake or support digital preservation activities at an organizational level. It is expected that these skill requirements would then be distributed across a range of roles, the structure of which would be governed by the local context and resources available.

The framework can be used for a number of purposes, including:

- facilitating recruitment
- structuring professional development
- auditing skills
- reviewing curricula

The framework builds on previous work on identifying competencies for digital preservation as well as good practice models. This approach aims to reflect current good practice, and a framework designed with flexibility in mind—to offer a balance of detail so that it can be widely applicable but still provides enough information to be useable by digital preservation practitioners across different organizational contexts.

### **This framework aims to be:**

- Applicable for organizations of any size and in any sector.
- Able to support a range of workforce development activities.
- Preservation strategy and solution agnostic.
- Based on existing good practice.
- Simple to understand and quick to apply.

To ensure the framework continues to reflect good practice, the DPC commits to review and update it every three years, with community consultation included in each review process. This version represents the outcome of the first review cycle.

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<sup>7</sup> From the Digital Preservation Handbook: <https://www.dpconline.org/handbook/glossary#D>

## 5. How to Use the Competency Framework

This section provides a high-level guide to the framework and how it can be used. Additional guidance and use cases for the framework will be developed by the DPC. This includes the framework's companion resource, the DPC Competency Audit Toolkit (DPC CAT), which provides a structured process for individuals and organizations to audit their skill levels and assess current role descriptions. A set of Exemplar Role Descriptions have also been developed to help identify the skills required for different role types and different levels of seniority. Both resources can be found on [the DPC website](#).

### 5.1 Explanation of Terms

The terms “competency” and “skill” are used throughout the framework and its accompanying guidance, but it is important to recognize that these terms are not interchangeable. They reflect different levels of information conveyed within the framework. A competency relates to a combination of skills, knowledge, and behaviors that, when combined, allow an individual to perform the duties of their role. A skill is used here to refer to a more specific ability that can be applied to complete a particular task or reach a certain outcome. As is described in more detail in the following section, competency in a particular area is therefore achieved through gaining and being able to apply related skills.

Some of the terms used within the Framework may have different definitions or meanings depending on the individual and organizational context. Unless otherwise specified, they are intended to be open to interpretation by users to offer as much flexibility in application as possible.

### 5.2 Overview of the Competency Framework

The framework presents information on the skills, knowledge, and competencies required for digital preservation in a hierarchical structure—from generic to granular—to offer as much flexibility as possible for users.

Its main structure, presented in Section 6.1 below, includes:

- Five high-level competency areas that offer an overview of and quick reference to the broad range of competencies required to undertake or support digital preservation work.
- Twenty-eight skill elements, organized in groups under the competency areas, which break down the competencies into more clearly defined units.

The high-level competency areas represent a broad range of interdisciplinary skills and knowledge, with only one of the five areas specifically referencing digital preservation. The other four areas cover issues relating to sustainable organizational infrastructures, communications, technological skills, and proactive management of legal and social considerations. While these four areas are not specifically related to digital preservation activities and are more general in scope, they are essential to support successful digital preservation activities at an organization. When assessing an individual's competency and skills in these areas it is, however, recommended to focus on the generic skill and not its specific application to digital preservation. For example, an individual who has extensive experience of developing and maintaining policy would score highly for this skill element, even if none of the policy work they had undertaken related to digital preservation.

The framework also defines five skill levels, representing a linear progression from an awareness of a skill element through to an in-depth knowledge and practice that would make an individual a leader in the field. These levels are defined in Section 6.2 and are as follows:

0. Awareness
1. Understanding
2. Basic Application
3. Advanced Application
4. Expert

For each of these levels, the framework includes examples of "activity descriptor" words that might be used in a statement describing a skill element in a role description at that level. For example, for Policy Development, the levels could be interpreted as follows:

0. Awareness: has heard of the policies in place at their organization
1. Understanding: is familiar with the contents of relevant policies at their organization and how they are applied
2. Basic Application: has contributed to the development and maintenance of policy at their organization
3. Advanced Application: has led the development and maintenance of policy at their organization
4. Expert: is a leader in the research and development of new and updated approaches to the creation and deployment of policy within the sector

Section 7.3 provides supporting examples that further clarify the skills elements for each competency area. This section aims to provide information to support a range of uses of the framework, in particular when developing or evaluating role descriptions. The examples included are:

- Statements demonstrating how a skill element could be described in a role description
- Specific examples of activities or tasks where the corresponding skill element might be deployed in practice

### 5.3 Relationship to the DPC Rapid Assessment Model

The Competency Framework has been developed to complement the DPC Rapid Assessment Model (DPC RAM)<sup>8</sup> and also reflect a range of digital preservation good practice models. For example, the five skill levels mentioned above have been aligned with the five levels of maturity defined in DPC RAM (Minimal Awareness, Awareness, Basic, Managed, and Optimized). This helps facilitate crosswalks between RAM and the Competency Framework.

DPC RAM and the Competency Framework most closely align through the DPC Competency Audit Toolkit (DPC CAT)<sup>9</sup>. DPC CAT has been designed explicitly for use with DPC RAM, requiring scores from a DPC RAM assessment to be able to complete an audit at an organizational level. As part of the toolkit, the key skill elements for each of the eleven sections of RAM have been identified as well as the skills levels required to support maturity levels for each section. DPC CAT, therefore, allows organizations to carry out a skills audit where they can input their current RAM maturity levels, and the target levels they aspire to in their next phase of development, and measure these against current skill levels across their staffing complement and identify any gaps. For more information, please see the DPC CAT user guidance.

### 5.4 Potential Uses and Their Benefits

The Competency Framework was designed with flexibility in mind so that it can be used for a broad range of purposes relating to workforce development. Some of those potential uses are detailed in this section, alongside the related benefits of using the Competency Framework. While individuals and organizations may already undertake some or all of the activities listed below, using the Competency Framework will help produce more robust and reliable results.

Potential uses of the Competency Framework, and their associated benefits, include:

- An individual wishing to benchmark their own skills as part of planning their professional development or against a post they would like to apply for.
  - Benefit: The Competency Framework will allow the individual to identify which skill elements are relevant to their current or desired role and if

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<sup>8</sup> <http://doi.org/10.7207/dpcram21-02>

<sup>9</sup> <https://www.dpconline.org/digipres/train-your-staff/dpc-cat>

their skill levels match or if gaps exist that might be addressed by particular training or development opportunities. Thus, providing a clear and structured process for development planning.

- An educator looking to evaluate the curriculum of a digital preservation course they teach.
  - Benefit: The Competency Framework can be used in conjunction with the Exemplar Role Description for a graduate of an information studies program to complete a gap analysis of an existing curriculum or to help plan a new program. The Competency Framework ensures this process is well-structured and will help produce graduates who have the skills required to succeed in the workplace.
- An organization revising role descriptions for staff, auditing current skills across a team or department, and/or recruiting new employees.
  - Benefit: The Competency Framework can be used in conjunction with the Exemplar Role Descriptions and Competency Audit Toolkit (DPC CAT) to provide organizations with a clear and easy to understand methodology for auditing skills. The results generated offer a structured gap analysis that can then be used to plan professional development across a team, and/or the data required to build a business case for new members of staff. Working with DPC CAT results, along with the Competency Framework itself and the Exemplar Role Descriptions, can ensure the organization takes a structured approach to auditing skills that can be revisited and repeated as well as guaranteeing skills development is robustly managed and that there is consistency across role descriptions.

## 6. Comments, Feedback and Revisions

Digital preservation as a discipline has developed a lot over the past two decades, and it continues to evolve in response to external drivers and fresh challenges. New solutions, ways of working, and examples of good practice will continue to emerge. While we anticipate that the basic competency areas will remain relatively stable, it is likely that the skill elements and related examples will change over time. Therefore, we plan to submit the framework to a triannual cycle of review to incorporate developments in the field and in response to feedback from DPC Members and the wider digital preservation community. If you have any suggestions for updates or additions or would like to share your experiences of using the Competency Framework and accompanying resources, please email [info@dpconline.org](mailto:info@dpconline.org).

## 7. The Competency Framework

### 7.1 Competency Areas and Skills Elements

| Competency Area                               | Skill Element No. | Skill Element                           |
|-----------------------------------------------|-------------------|-----------------------------------------|
| <b>Governance, Resourcing, and Management</b> | 1                 | Policy Development                      |
|                                               | 2                 | Risk Management                         |
|                                               | 3                 | Resource Management                     |
|                                               | 4                 | Staff Management                        |
|                                               | 5                 | Strategy and Planning                   |
|                                               | 6                 | Analysis and Decision-Making            |
| <b>Communications and Advocacy</b>            | 7                 | Effective Communication                 |
|                                               | 8                 | Collaboration and Teamwork              |
|                                               | 9                 | Stakeholder Analysis and Engagement     |
|                                               | 10                | User Analysis and Engagement            |
|                                               | 11                | Advocacy                                |
|                                               | 12                | Training                                |
|                                               | 13                | Producing Documentation                 |
| <b>Information Technology</b>                 | 14                | General IT Literacy                     |
|                                               | 15                | Computer Programming                    |
|                                               | 16                | System Procurement                      |
|                                               | 17                | Storage Infrastructures                 |
|                                               | 18                | Information Security                    |
|                                               | 19                | Workflow Development and Implementation |
| <b>Legal and Social Responsibilities</b>      | 20                | Legal and Regulatory Compliance         |
|                                               | 21                | Environmental Impact                    |
|                                               | 22                | Inclusion and Diversity                 |
|                                               | 23                | Ethics                                  |
| <b>Digital Preservation Domain Specific</b>   | 24                | Metadata Standards and Implementation   |
|                                               | 25                | Information Management Principles       |
|                                               | 26                | Approaches to Preservation              |
|                                               | 27                | DP Standards and Models                 |
|                                               | 28                | Managing Access                         |

## 7.2 Skill Levels

| Level No. | Skill Level                 | Description                                                                                                                            | Example Activity Descriptor Words                                                      |
|-----------|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| 0         | <b>Awareness</b>            | A basic awareness of the skill element.                                                                                                | Has heard of, recognizes, is aware of                                                  |
| 1         | <b>Understanding</b>        | An understanding of the skill element (e.g. has received some training) but little or no practical experience.                         | Understands, has studied, is familiar with, uses, collaborates, communicates, supports |
| 2         | <b>Basic Application</b>    | A sound understanding of the skill element and some experience of its practical application.                                           | Has delivered, has used, applies, implements, inputs to, plans, selects, documents     |
| 3         | <b>Advanced Application</b> | A thorough understanding of the skill element and significant experience of its practical application on a regular or sustained basis. | Develops, leads on, manages, analyzes, monitors                                        |
| 4         | <b>Expert</b>               | An in-depth understanding of the skill element and a leader in the development of approaches to its practical application.             | Innovates, authors, designs, researches                                                |

## 7.3 Skill Element Examples

| A. Governance, Resourcing, and Management |                              |                                                                                               |                                                                                                                                                                                 |
|-------------------------------------------|------------------------------|-----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| No.                                       | Skill Element                | Example Statement                                                                             | Example Activities                                                                                                                                                              |
| 1                                         | Policy Development           | Can develop robust policy with reference to organizational goals, values, and existing policy | Contextualizing digital preservation in relation to organizational goals, values, and existing policy frameworks                                                                |
|                                           |                              |                                                                                               | Drafting policy statements, either to form a standalone document or as additions to existing policies                                                                           |
|                                           |                              |                                                                                               | Progressing a new or updated policy through internal approval                                                                                                                   |
|                                           |                              |                                                                                               | Managing regular reviews and updates of policy                                                                                                                                  |
| 2                                         | Risk Management              | Can apply risk management techniques for decision making, planning, and management            | Developing a risk management plan with reference to standards, and using commonly applied methods and approaches                                                                |
|                                           |                              |                                                                                               | Planning to ensure preparedness for natural and man-made disaster                                                                                                               |
|                                           |                              |                                                                                               | Developing continuity and succession plans                                                                                                                                      |
| 3                                         | Resource Management          | Can effectively manage available resources                                                    | Financial planning, budgeting, and cost analysis                                                                                                                                |
|                                           |                              |                                                                                               | Negotiating and managing contracts                                                                                                                                              |
|                                           |                              |                                                                                               | Developing business cases                                                                                                                                                       |
|                                           |                              |                                                                                               | Evaluating business cases                                                                                                                                                       |
| 4                                         | Staff Management             | Can recruit, manage, motivate, and support competent staff                                    | Drafting role descriptions and staff recruitment                                                                                                                                |
|                                           |                              |                                                                                               | Line management, team building, and supporting staff                                                                                                                            |
|                                           |                              |                                                                                               | Professional development planning                                                                                                                                               |
| 5                                         | Strategy and Planning        | Can develop and implement strategy using suitable project planning and management techniques  | Developing strategy to implement organizational policy, including roadmaps                                                                                                      |
|                                           |                              |                                                                                               | Project planning and management                                                                                                                                                 |
|                                           |                              |                                                                                               | Management or participation in steering or working groups                                                                                                                       |
| 6                                         | Analysis and Decision-Making | Can think critically, analyze data, make difficult decisions, and solve complex problems      | Comparing solutions based on identified requirements and selecting an option                                                                                                    |
|                                           |                              |                                                                                               | Analyzing user data to develop plans                                                                                                                                            |
|                                           |                              |                                                                                               | Making decisions that take into consideration relevant factors such as organizational policy, available resources, risks faced, and legal, ethical, and social responsibilities |

| <b>B. Communications and Advocacy</b> |                                            |                                                                                                         |                                                                                       |
|---------------------------------------|--------------------------------------------|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <b>No.</b>                            | <b>Skill Element</b>                       | <b>Example Statement</b>                                                                                | <b>Example Activities</b>                                                             |
| 7                                     | <b>Effective Communication</b>             | Can communicate effectively, both verbally and in written formats                                       | Giving presentations                                                                  |
|                                       |                                            |                                                                                                         | Authoring formal communications such as reports, conference papers, or publications   |
|                                       |                                            |                                                                                                         | Negotiating with depositors                                                           |
|                                       |                                            |                                                                                                         | Authoring informal communications such as blog or social media posts                  |
|                                       |                                            |                                                                                                         | Tailoring communications to specific audiences                                        |
|                                       |                                            |                                                                                                         | Participating in networking opportunities and making connections                      |
| 8                                     | <b>Collaboration and Teamwork</b>          | Can collaborate with internal and external colleagues, including working well as part of a team         | Participating in working groups                                                       |
|                                       |                                            |                                                                                                         | Working as part of a project team to achieve goals                                    |
|                                       |                                            |                                                                                                         | Cooperating with other departments to identify issues and implement solutions         |
| 9                                     | <b>Stakeholder Analysis and Engagement</b> | Can manage stakeholder engagement, incl. identification, mapping, and planning                          | Identifying stakeholders                                                              |
|                                       |                                            |                                                                                                         | Stakeholder mapping and analysis                                                      |
|                                       |                                            |                                                                                                         | Developing/implementing a stakeholder engagement plan                                 |
| 10                                    | <b>User Analysis and Engagement</b>        | Can undertake an analysis of users and their needs through a variety of techniques                      | Identification of users/groups                                                        |
|                                       |                                            |                                                                                                         | User needs analysis                                                                   |
|                                       |                                            |                                                                                                         | User experience/usability testing                                                     |
|                                       |                                            |                                                                                                         | Holding user group meetings/workshops                                                 |
| 11                                    | <b>Advocacy</b>                            | Can employ a range of advocacy techniques to raise awareness of digital preservation                    | Raising awareness of digital preservation issues, policies, solutions, and activities |
|                                       |                                            |                                                                                                         | Presenting the need for additional resources                                          |
|                                       |                                            |                                                                                                         | Creating tailored advocacy messages for different stakeholders                        |
|                                       |                                            |                                                                                                         | Identifying and presenting the benefits of digital preservation                       |
| 12                                    | <b>Training</b>                            | Can develop and present training and development opportunities using appropriate delivery methodologies | Developing training courses                                                           |
|                                       |                                            |                                                                                                         | Delivering training courses                                                           |
|                                       |                                            |                                                                                                         | Facilitating peer-to-peer learning and information sharing                            |
|                                       |                                            |                                                                                                         | Facilitating or undertaking mentorship                                                |
| 13                                    | <b>Producing Documentation</b>             | Can produce documentation required to manage effective digital preservation                             | Documenting procedures and workflows                                                  |
|                                       |                                            |                                                                                                         | Producing technical documentation                                                     |
|                                       |                                            |                                                                                                         | Revising and maintaining documentation                                                |
|                                       |                                            |                                                                                                         | Documenting actions carried out on digital content                                    |

| <b>C. Information Technology</b> |                                                |                                                                                                                                                                     |                                                                                        |
|----------------------------------|------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| <b>No.</b>                       | <b>Skill Element</b>                           | <b>Example Statement</b>                                                                                                                                            | <b>Example Activities</b>                                                              |
| <b>14</b>                        | <b>General IT Literacy</b>                     | Can understand and work with a range of key information formats and systems                                                                                         | Understanding basic IT concepts, e.g. software, systems, file formats                  |
|                                  |                                                |                                                                                                                                                                     | Using common software packages                                                         |
|                                  |                                                |                                                                                                                                                                     | Installing and setting up new software tools                                           |
|                                  |                                                |                                                                                                                                                                     | Awareness of emerging technologies, e.g. AI, and potential use in digital preservation |
|                                  |                                                |                                                                                                                                                                     | Liaising with IT colleagues to establish a common understanding of requirements        |
| <b>15</b>                        | <b>Computer Programming</b>                    | Can develop algorithms and generate related programs and/or scripts                                                                                                 | Customizing a software tool                                                            |
|                                  |                                                |                                                                                                                                                                     | Understanding the application of different programming approaches and languages        |
|                                  |                                                |                                                                                                                                                                     | Creating scripts to automate processes                                                 |
|                                  |                                                |                                                                                                                                                                     | Providing programming support for system implementations                               |
| <b>16</b>                        | <b>System Procurement</b>                      | Can identify the requirements for a new system or service and utilize these to select and procure a solution                                                        | Undertaking requirements analysis                                                      |
|                                  |                                                |                                                                                                                                                                     | Developing use cases                                                                   |
|                                  |                                                |                                                                                                                                                                     | Drafting an Invitation to Tender or a Request for Proposals                            |
|                                  |                                                |                                                                                                                                                                     | Piloting systems and/or services                                                       |
| <b>17</b>                        | <b>Storage Infrastructures</b>                 | Can understand requirements for robust storage infrastructures and the processes required to manage them to ensure the preservation of content at a bitstream level | Developing and implementing a storage strategy                                         |
|                                  |                                                |                                                                                                                                                                     | Planning and managing back-ups                                                         |
|                                  |                                                |                                                                                                                                                                     | Undertaking integrity checking                                                         |
|                                  |                                                |                                                                                                                                                                     | Implementing processes for media refreshment                                           |
| <b>18</b>                        | <b>Information Security</b>                    | Can understand and input to the implementation of information security protocols and processes                                                                      | Managing permissions to control access                                                 |
|                                  |                                                |                                                                                                                                                                     | Undertaking virus checks                                                               |
|                                  |                                                |                                                                                                                                                                     | Capturing and analyzing access logs                                                    |
|                                  |                                                |                                                                                                                                                                     | Using encryption to secure sensitive data                                              |
| <b>19</b>                        | <b>Workflow Development and Implementation</b> | Can design, document, and use workflows to manage the preservation of digital information                                                                           | Designing and implementing workflows                                                   |
|                                  |                                                |                                                                                                                                                                     | Testing proposed workflows                                                             |
|                                  |                                                |                                                                                                                                                                     | Writing procedures for using workflows                                                 |
|                                  |                                                |                                                                                                                                                                     | Carrying out quality assurance                                                         |
|                                  |                                                |                                                                                                                                                                     | Reviewing and enhancing existing workflows                                             |

| <b>D. Legal and Social Responsibilities</b> |                                        |                                                                                                                                   |                                                                                                                                                                                                          |
|---------------------------------------------|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>No.</b>                                  | <b>Skill Element</b>                   | <b>Example Statement</b>                                                                                                          | <b>Example Activities</b>                                                                                                                                                                                |
| <b>20</b>                                   | <b>Legal and Regulatory Compliance</b> | Can manage the organization's legal and regulatory compliance in relation to digital preservation                                 | Identification of relevant regulatory requirements and legal frameworks                                                                                                                                  |
|                                             |                                        |                                                                                                                                   | Managing Intellectual Property Rights                                                                                                                                                                    |
|                                             |                                        |                                                                                                                                   | Managing legal agreements                                                                                                                                                                                |
|                                             |                                        |                                                                                                                                   | Managing sensitive data                                                                                                                                                                                  |
|                                             |                                        |                                                                                                                                   | Assessing legal risks                                                                                                                                                                                    |
| <b>21</b>                                   | <b>Environmental Impact</b>            | Can understand the environmental impact of digital preservation and incorporate this into decision-making, planning, and practice | Understanding the potential environmental impacts of digital preservation activities                                                                                                                     |
|                                             |                                        |                                                                                                                                   | Gathering information on energy consumption                                                                                                                                                              |
|                                             |                                        |                                                                                                                                   | Assessing the organization's carbon footprint in relation to digital preservation                                                                                                                        |
|                                             |                                        |                                                                                                                                   | Making and implementing recommendations for environmental sustainability                                                                                                                                 |
| <b>22</b>                                   | <b>Inclusion and Diversity</b>         | Can ensure inclusion and diversity good practice is embedded in all digital preservation activities                               | Supporting, overseeing, and evaluating staff in a responsible, inclusive, and fair manner                                                                                                                |
|                                             |                                        |                                                                                                                                   | Assessing activities for unconscious bias                                                                                                                                                                |
|                                             |                                        |                                                                                                                                   | Ensuring the use of inclusive language in communications, documentation, catalogs etc.                                                                                                                   |
|                                             |                                        |                                                                                                                                   | Undertaking outreach programs that are inclusive, including encouraging dialogue with community, minority, and/or underrepresented groups on the selection, preservation, and access to a diverse record |
|                                             |                                        |                                                                                                                                   | Making systems and resources accessible where possible                                                                                                                                                   |
| <b>23</b>                                   | <b>Ethics</b>                          | Can understand and apply ethical approaches to digital preservation                                                               | Ensuring accountability                                                                                                                                                                                  |
|                                             |                                        |                                                                                                                                   | Applying ethical collecting policies and practices                                                                                                                                                       |
|                                             |                                        |                                                                                                                                   | Maintaining an ethical approach to professional conduct                                                                                                                                                  |
|                                             |                                        |                                                                                                                                   | Considering the ethics of providing access to sensitive collections                                                                                                                                      |

| <b>E. Digital Preservation Domain Specific</b> |                                              |                                                                                                                          |                                                                                                                                                       |
|------------------------------------------------|----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>No.</b>                                     | <b>Skill Element</b>                         | <b>Example Statement</b>                                                                                                 | <b>Example Activities</b>                                                                                                                             |
| <b>24</b>                                      | <b>Metadata Standards and Implementation</b> | Can identify and implement relevant metadata standards for managing, preserving, and providing access to digital content | Developing and implementing a preservation metadata schema                                                                                            |
|                                                |                                              |                                                                                                                          | Implementing controlled vocabularies                                                                                                                  |
|                                                |                                              |                                                                                                                          | Creating and maintaining mechanisms for capturing the metadata required for managing digital content, e.g. digital asset registers and file manifests |
|                                                |                                              |                                                                                                                          | Developing and implementing a schema for structural metadata based on information package designs                                                     |
|                                                |                                              |                                                                                                                          | Implementing persistent identifiers                                                                                                                   |
|                                                |                                              |                                                                                                                          | Capturing descriptive metadata to facilitate discovery and access                                                                                     |
| <b>25</b>                                      | <b>Information Management Principles</b>     | Can understand and apply core information management principles                                                          | Ensuring the management of key record characteristics: integrity, reliability, authenticity, and usability                                            |
|                                                |                                              |                                                                                                                          | Documenting provenance                                                                                                                                |
|                                                |                                              |                                                                                                                          | Maintaining chain of custody                                                                                                                          |
|                                                |                                              |                                                                                                                          | Setting collecting policies to facilitate selection                                                                                                   |
|                                                |                                              |                                                                                                                          | Carrying out appraisal                                                                                                                                |
|                                                |                                              |                                                                                                                          | Auditing collections                                                                                                                                  |
| <b>26</b>                                      | <b>Approaches to Preservation</b>            | Can understand, select, and implement suitable approaches to facilitate preservation                                     | Setting retention periods and facilitating managed disposal                                                                                           |
|                                                |                                              |                                                                                                                          | Developing and implementing information package designs                                                                                               |
|                                                |                                              |                                                                                                                          | Monitoring changes that will trigger preservation actions, e.g. undertaking technology watch                                                          |
|                                                |                                              |                                                                                                                          | Utilizing content analysis and processing techniques, such as format analysis and digital forensics                                                   |
|                                                |                                              |                                                                                                                          | Developing preservation plans                                                                                                                         |
| <b>27</b>                                      | <b>DP Standards and Models</b>               | Can understand, select, and implement relevant digital preservation standards and models                                 | Implementing preservation actions such as format migration or emulation                                                                               |
|                                                |                                              |                                                                                                                          | Selecting standards and/or models to guide the development of the organization's approach to digital preservation                                     |
|                                                |                                              |                                                                                                                          | Managing the continuous improvement of the organization's digital preservation capabilities                                                           |
|                                                |                                              |                                                                                                                          | Auditing or benchmarking the organization's digital preservation capabilities                                                                         |
| <b>28</b>                                      | <b>Managing Access</b>                       | Can plan and input to the implementation of discovery and access services                                                | Developing systems for resource discovery and access                                                                                                  |
|                                                |                                              |                                                                                                                          | Developing functionality to facilitate the use and reuse of digital content                                                                           |
|                                                |                                              |                                                                                                                          | Facilitating access through advanced techniques such as computational access                                                                          |
|                                                |                                              |                                                                                                                          | Incorporating accessibility into discovery and access plans                                                                                           |
|                                                |                                              |                                                                                                                          | Implementing services for user support                                                                                                                |

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