Building a Skilled Digital Preservation Workforce

DigitalPreservationCoalition

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

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

- **Understands** creation, management and monitoring of project plans
- **Understands** project management concepts and techniques
- **Understands** data management requirements
- **Is able to** undertake project management activities and innovative practices
- **Is able to** deal with data curation challenges through structured planning
- **Is able to** produce relevant information to support decision-making

- **Understands** subject-specific knowledge and definitions
- **Understands** fundamental digital curation principles including lifecycles
- **Understands** designated community
- **Is able to** select and apply appropriate technological solutions
- **Is able to** develop a professional network for support
- **Is aware of** digital preservation standards
- **Understands** digital curation and preservation terminology
- **Understands** information technology definitions and skills
- **Is able to** select and apply digital curation and preservation techniques
- **Understands** scope of own role within institutional context

- **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 criteria to 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
- **Is able to** maintain documentation in preparation for audit process

- **Is able to** apply risk management practice, techniques and standards to digital curation activity within institutional risk management context
- **Is able to** assess, analyse, monitor, communicate risks

- **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 framework in which digital repositories operate
- **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 against policy infringement

- **Understands** legal frameworks in which curation is taking place
- **Understands** domain policies and standards for management and preservation of digital objects

- **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

- **Is able 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 protocols for designated community

- **Understands** user information-seeking strategies, access technologies and sharing behaviours
- **Understands** how to support information access and sharing
- **Is able to** deploy appropriate information-seeking strategies
- **Understands** key metadata standards for sector/subject
- **Is able to** select and apply metadata standards
- **Understands** relationship between appropriate controlled vocabularies and metadata standards

- **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

Resource Management | Subject Knowledge | Selection/Appraisal | Evaluation Studies

Audit and Certification

Management and Quality Assurance

Knowledge and Intellectual Abilities

Information Skills

Risk Management

Practitioner Lens

Data Skills

Ethics, Principles and Sustainability

Professional Conduct

Personal Qualities

Integrity

Regulatory Compliance | Regulatory Requirements

Responsiveness to Change

Communication and Advocacy

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