Building a Skilled Digital Preservation Workforce
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

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

- Understand how digital content is created and distributed.
- Understand how digital content evolves over time.
- Understand the legal and ethical implications of digital content.
- Understand how digital content can be used to support learning.
- Understand how digital content is managed and preserved.
- Understand how digital content is evaluated and reported.
- Understand how digital content is integrated into the curriculum.
- Understand how digital content is shared and reused.
- Understand how digital content is secured.
- Understand how digital content is accessible.
- Understand how digital content is interoperable.
- Understand how digital content is usable.
- Understand how digital content is scalable.
- Understand how digital content is portable.
- Understand how digital content is sustainable.

Digital Preservation Coalition (DPC)

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A Mix of Skills

<table>
<thead>
<tr>
<th>Evaluation Studies</th>
<th>KIA 3 – is able to conduct user needs analysis</th>
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<td>For example: Design and deployment of questionnaires</td>
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| KIA 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 |

| KIA 6 – is able to conduct usability evaluation |
| For example: Design and planning of evaluation methods |
| Techniques for gathering feedback from users |

| KIA 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