

**Survey on preservation training requirements**

Jane Arthur, October 2009

**Introduction**

An e-survey on preservation training needs was carried out using Survey Monkey<sup>1</sup> under the aegis of a project jointly funded by RLUK<sup>2</sup> and the British Library Preservation Advisory Centre<sup>3</sup>, to develop a preservation learning programme, based on identified needs of the community.

**Methodology**

It was a targeted survey aimed at those concerned with preservation and was made available on the websites of both organisations, as well as publicised via many jiscmail<sup>4</sup> email lists and other professional membership organisations for librarians, archivists and conservators. For distribution list, see appendix 1. There were 204 responses in total, but it is not possible to give a statistical response rate, as the number of recipients of the survey is not known. Respondents were self-selecting.

The survey questions were based on ideas which originated from 4 focus groups held with RLUK members in London, Sheffield and Edinburgh. Anyone concerned with preservation of analogue or digital materials was invited to respond to the survey, and efforts were made to attract responses from a mixture of librarians, archivists, conservators and digital information specialists. There were options to enable analysis to identify particular RLUK and/or higher education training needs. The survey questions are given in appendix 2.

Questions were designed to identify priority topics for training; the level of training need (e.g. awareness raising, staff induction or specialist knowledge); the feasibility of delivering training in locations throughout the UK; and preferred delivery methods (e.g. course, shared experiences, online). Most questions asked about topics and delivery of a particular subject, (see questions, appendix 3). Then question 15 asked people to select one from twelve proposed training resources for themselves or their organisation. Question 17 asked people to identify just one practical topic on which they needed training. Questions 21 – 24 covered professional experience, geographic work base and sector.

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<sup>1</sup> <http://Surveymonkey.com>

<sup>2</sup> Research Libraries UK <http://rluk.ac.uk>

<sup>3</sup> Previously National Preservation Office. See <http://bl.uk/npo>

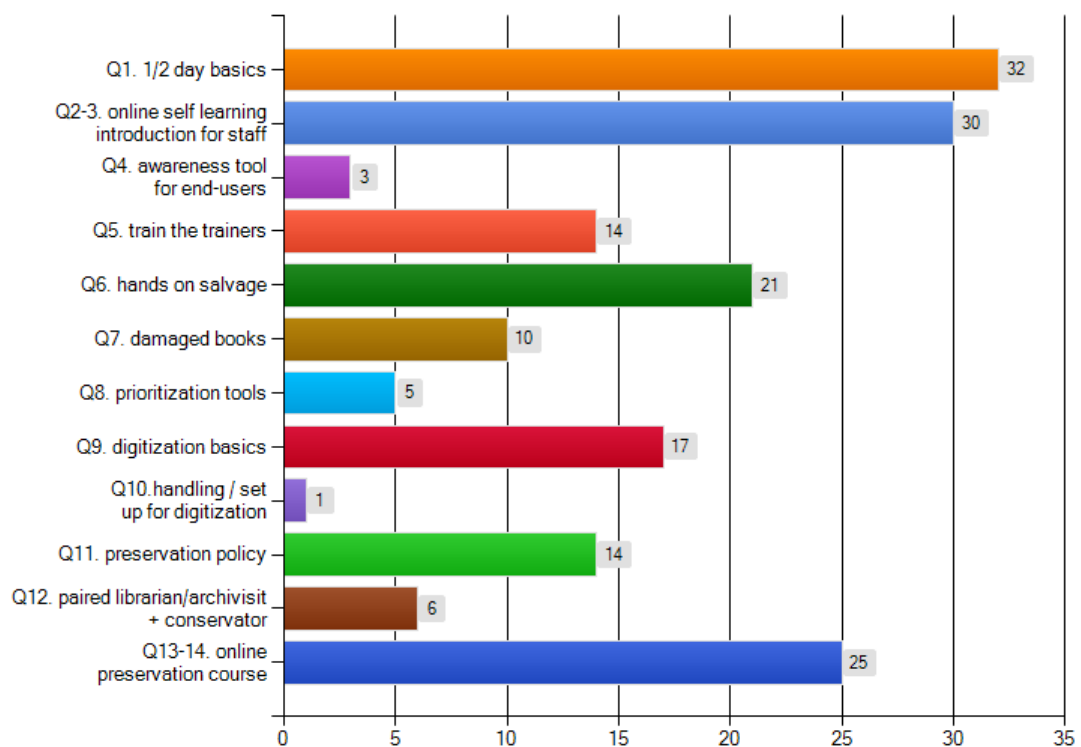
<sup>4</sup> <http://jiscmail.ac.uk>

## Overall analysis

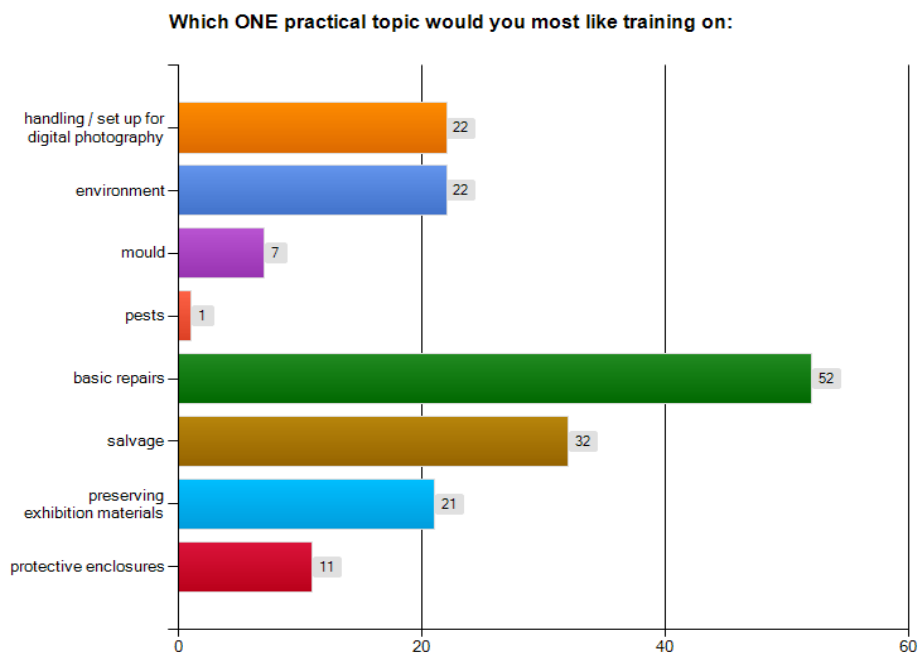
The analysis of responses to question 15, which sought to identify priorities, showed a preservation introduction as the key topic wanted – of 12 suggested events and resources, a half day regionally delivered introduction to preservation course and an online self learning induction tool came out top (18% and 17% of respondents, respectively).

Of the other ten proposed events and resources, a more in-depth online preservation course was popular (14%); as was hands-on salvage training, locally delivered (12%). Other proposals ranked lower, although ten people made comments that they would like to attend more than one. The diagram below shows actual responses (total 178 for this question)

**Which ONE of the above preservation courses / resources would you be most likely to use:**



Respondents were given a number of practical topics from which to select one about which they most wanted training (question 17). The clear favourite (31%) was basic repairs. Others with a high response rate were salvage (19%), preparation for digital photography (13%), environment (13%) and preserving exhibition materials (12%). Other topics (mould, pests and protective enclosures) rated low. The diagram below gives actual numbers of responses (total 168 for this question).



The answers to questions 15 and 17 show some possible inconsistency, (see handling set up for digitization, or basic repairs/damaged books), which may be attributed to the alternatives in each question; to terminology/interpretation; or to people answering in a personal versus organisational capacity. It highlights the dangers of reading too much into the results.

In general, the right topics were more important to respondents than where the courses were delivered or than reduced charges for multiple attendees from a single organisation. However, this may reflect the larger proportion of respondents from London, as travel is rarely an issue for those based in London. Content was clearly more important than the additional benefits which people had identified in focus groups (sharing of experiences, networking, a blog to facilitate continued discussion). Whilst these were valued in comments, it was clear that they were not the key factors on which people would select a course – the content was more important. The content suggestions which received the highest ratings were those which involved practical exercises and speakers who could relate the topics to their own experiences.

Twenty six people answered question 18, asking if there was any other training they would like. Two responses referred to collection condition assessment, (not item) which is run regularly by the Preservation Advisory Centre, as part of the national collection of Preservation Advisory Survey (PAS) data. Other responses here were either a re-iteration of options suggested in the survey, or a specialist training need. It is fair to conclude that there is no other key topic related to preservation, in demand. See appendix 3.

Question 19 asked about validation of courses. The majority (58%) of respondents said that validation of courses was not important to them. 30% wanted professional organisation recognition (e.g. CILIP seal of approval); 12 % (21 responses) wanted training to count towards a professional practice qualification, but less than 1% were interested in courses counting towards an academic qualification (undergraduate or postgraduate). The skills / background (question 21) responses indicate that the 21 people wanting training to count towards a professional qualification described

themselves as librarians, archivists, conservators and IT specialists, i.e. this view was not associated with any particular profession.

### **Barriers to training**

Respondents were not asked specifically about barriers to training, but a number of people made unsolicited comments, e.g. some organisations limited attendance at courses to one person from the organisation; e.g. some organisations in Ireland did not allow travel to the UK mainland. Of the two questions which asked about distance to travel and benefits of reduced costs for 4+ people (one a half-day introduction to preservation; one a half-day on caring for damaged books) the respondents who would consider sending 4+ people were small: 36 (question 1) or 26 (question 7) respondents would consider sending 4+ people at a reduced multiple attendance rate, compared to 115 or 117 respondents who would send 1 person. The question on salvage was structured differently, but when asked if a reduced charge for 4+ attendees was important, responses were quite evenly split: 60 respondents (36%) said it was very important; 57 (35%) said it was quite important and 48 (29%) said it was not at all important.

### **Individual course / resource proposals**

**Online introduction to preservation.** In questions relating specifically to the online resource, 94% said they would use it if free, but only 28% said they would pay for a one-off purchase with unlimited use within their organisation. In questions relating to its design, people wanted both analogue and digital preservation covered; they wanted a visual tool with pictures of damage and decay; they wanted moving image to demonstrate good and bad handling. They rated less highly the need for a quiz and feedback to the individual, although on a scale of 3 (work well, work ok or not work well) the scale with the highest score for these questions was 'work well'. The two aspects which the majority of respondents were not so keen on (work ok or not work well) were a cartoon format and feedback from the tool to a manager. Respondents were receptive to online tools in general, with 52% saying that they used blogs, twitter, RSS feeds, web conferencing or web courses as part of their own staff development and keeping up to date.

**Online preservation course (in more depth).** This was proposed as a modular course, along the lines of the existing National Preservation Office 'preservation in practice' booklets. For this, 169 respondents said they would be likely to use it, very likely to use it, or would use it. Of these, 47 respondents said 'yes' they would use it (on a scale of no, not likely, likely, very likely, yes). The question did not ask about payment.

### **Face-to-face courses / meetings.**

**Salvage course.** For the salvage course, the priorities were: practical exercise with a range of wet materials; exercise on prioritising what to do in an emergency; and case studies learned from real emergencies. Less popular were a sheeting shelves exercise, a talk by a librarian who has been through an emergency and a demonstration of sample emergency equipment kit. There were mixed views on whether a half day session or full day session would be better and whether a reduced charge for 4+ attendees would be an attraction. The 25 comments on this question ranged from 'we do our own' to 'sounds excellent', with a number of comments on half versus full day and regional arrangements.

**Caring for damaged books.** Responses to this indicated that we would need to be clear where this was pitched, both in terms of skills and types of materials. Distance to travel for such a course was a factor, but not critical.

**Prioritization tools.** Of the people who responded to this question (186), the elements of a meeting which the greatest number of people rated as very important, were: speakers who had used tools; a range of tools to compare and how tools had helped the organisation's collections strategy. Elements which were rated as least important were: a blog to facilitate continuing discussion and lots of time to network. Seven respondents commented that they did not understand what was meant by prioritization tools.

**Digitization basics course (in conjunction with other providers).** Respondents identified a number of elements of a course which they would like, including preservation of the digital surrogate and handling of the originals. There was slightly more interest in in-house digitization than in outsourcing a project. Digitization of books (131 respondents) and of photographs (130 respondents) was of more interest than of moving image (80 respondents) or sound (79 respondents).

**Handling / set up for digitization.** Handling of the originals and preservation issues around the camera and scanner were key elements required here.

**Preservation policy day.** The suggested elements which most appealed to respondents were: building blocks for a policy; devising and implementing a policy; and a case study of what the policy had done for an organisation. There was less enthusiasm for bringing one's own policy or draft to share and allowing time to network.

**Extending preservation perspectives day** (paired librarian / archivist and conservator). It was clear from comments ("lovely idea but not realistic"; "we wouldn't have a need for this – unfortunately") that such an event would need to be structured and billed rather differently. Only 166 out of 204 people responded to this question, and several comments indicated that people felt it was a bit of a luxury in the current climate. People particularly liked the idea of a prioritization task and an exercise on preservation assessment. There was some interest in reciprocal visits and an exercise on preparing a case for a new build. However, whilst conclusions on motivation cannot be drawn from the responses, it seems likely that the content is of greater interest than the method of delivery (in this case working in pairs, i.e. a conservator together with a librarian or archivist). However, some comments indicated support for the idea of getting different experts to work together: "it is fundamental for librarians, archivists, conservators to work together. Conservators are more often than not left out of the loop", so it seems the lesson for planning the programme is that we have to get the content right, then market courses to the wide range of people interested in preservation, to try to ensure that any course attracts a varied range of expertise, so that participants can benefit from a variety of perspectives and approaches.

### **Sector differences**

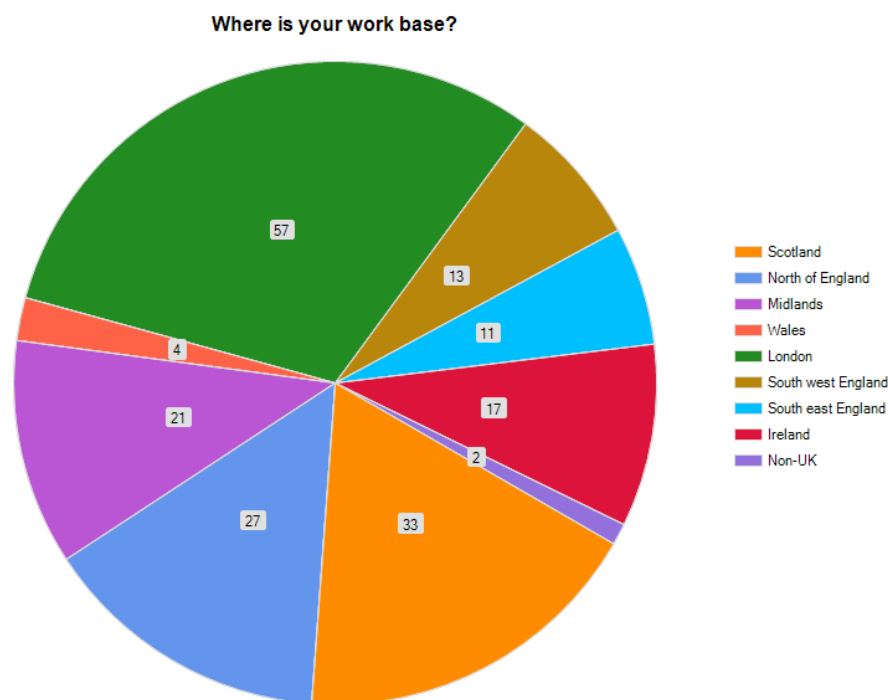
There were 58 responses from people who selected the RLUK member option (though not all tallied with the organisation given in question 24). For these respondents, the top three choices (question 15) were (in order): the online induction to preservation, the half day basics of preservation and the

preservation policy – but five people commented that they would like to indicate further choices. For the practical topic, basic repairs came out top, as in the overall survey.

If we combine the RLUK and other university library responses, to get an overall view of higher education (including the national libraries which are RLUK members), then these combined responses represent almost half of all respondents (99 out of 204 or 49%). The overall priorities here are a half day basic introduction to preservation (19 responses); the online induction tool (17 responses); preservation policy and an online preservation course (both 10 responses); salvage and digitization basics (both 9 responses); damaged books (8 responses). The top practical topic is again basic repairs. Whilst the numbers are small to be given much weight, they are not significantly different from the overall analysis, so it is fair to say that sector makes little difference to overall priorities.

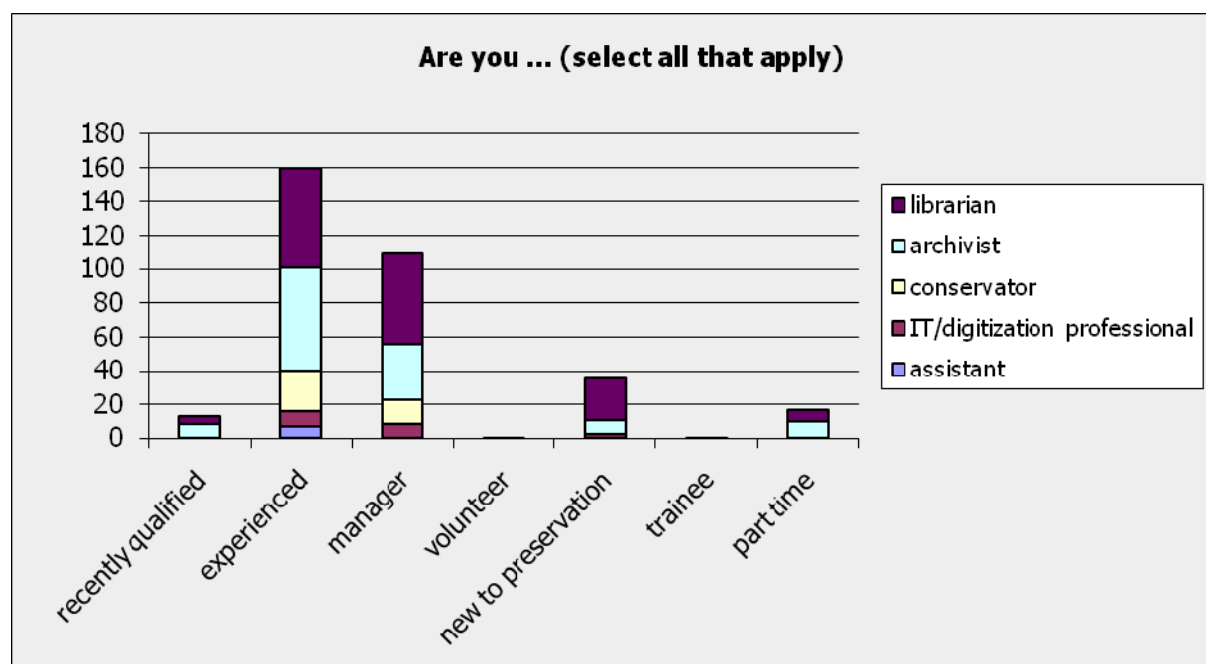
Another interesting point is that responses came from a very wide range of different organisations, with an interest in preservation. People who described themselves as ‘other’ included business and private archives, charities, landed estates, a dance company, membership organisations and religious orders. It is clear that the range of organisations with an interest in preservation is wide.

### Geographic differences



As the chart shows, the majority of respondents were based in London (57), although 60 were based in the north of England or Scotland, suggesting it should be feasible to run a number of events at accessible bases in Scotland and the north of England. Without reporting each question by region, as the numbers per region are not sufficient to be able to confidently draw conclusions, it is worth noting that on the whole the regions follow the same priorities as the overall analysis. A perhaps pragmatic difference, is that the priorities for Ireland are the two online options (the preservation course and the induction).

## Professional differences



Participants were invited to select all applicable combinations of qualifications and experience. This showed that a number were, for example, experienced librarians or IT professionals, but new to preservation. It also showed some of the organisational arrangements whereby staff were split between posts. As respondents were invited to select all that applied to them, there is no overall figure for numbers of librarians or archivists responding. However, it is clear that many fewer conservators responded to the survey. There were also few IT/digitization specialists, despite targeting a number of key email lists. There may be fewer digitization specialists involved in preservation, or who see sufficient relevance to their work, to respond to the survey. The proportion of experienced staff and managers responding seems high: this could be a result of the survey circulation and questions, or could be a reflection of the demographics of those working in the field.

## Conclusions

The results of this survey indicate what 204 self-selecting respondents identify as their training needs. Results also give an indication of how important the barriers to training (cost, travel, delivery mechanism) may be. However, this survey cannot be used as a predictor of numbers who would attend / use / buy any of the proposed courses and resources. "Converting interest to intention has been a thorny question for years".<sup>5</sup> It does however give a clear indicator of the training priorities of 204 people involved in preservation. It also gives an indication of the strong interest and support for developing these courses / resources, with 11 people indicating that they might be prepared to help with providing content and 39 people indicating that they might be prepared to test materials/tools. The responses to individual topics and associated comments help to provide a structure for planning individual events and tools. The prioritization questions provide a steer in determining priorities for the programme. Validation of training by external (professional or academic) bodies is not a priority.

<sup>5</sup> John Hall. <http://surveyresearch.weebly.com>

## **Appendix 1. Preservation training survey distribution list.**

### **Website links:**

RLUK – front page for 2 weeks

BL Preservation Advisory Centre – front page for 2 weeks

### **Jiscmail email lists:**

2 x RLUK lists

Archives-NRA 2868 members

LIS-Rarebooks 423 members

LIS-link 3296 members

Digital-Preservation 1266 members

Dpc-discussion

SCONUL directors

Conserve-catch-22

### **Blogs**

LISC Northern Ireland (membership organisation) – via Linda Houston’s blog

### **Membership organisations – agreement to circulate**

Society of Archivists UK and Irish listservs

Business Records Group of the Society of Archivists

Scotarch (Scottish equivalent of archives-nra)

Rare books in Scotland

ICON

ARLISS visual resources group

Business Archives Council

## Appendix 2. Survey questionnaire

### Preservation training survey

This survey comes from the British Library Preservation Advisory Centre (previously NPO) as part of a project jointly funded with Research Libraries UK. It is aimed at anyone who has an interest in the training available to promote preservation in libraries and archives.

It is designed to find out which of the following ideas for training courses and/or learning resources you might want to use. More than 1 person in an organisation may complete it - please encourage your colleagues/staff to also respond. Completion of the survey is NO obligation what so ever to attend any course or use training materials. There is no financial commitment. It should take 5-10 minutes to complete - many thanks. Survey closes 23 October 2009.

\* Only questions on organisation type and location are required, to enable sectoral and regional analysis. However, if you would like feedback or volunteer to be involved, then you must provide contact details.

Jane Arthur, Preservation Training Coordinator

**1. If we ran a 1/2 day basic introduction to preservation skills (handling, storage) with reduced charges for 4+ attendees, would you send: (select all that apply)**

	< 30 miles	30-50 miles	50-100 miles	100+ miles
1 person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2-3 people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4-5 people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6-10 people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

comments:

**2. If we offered a 30 minute online self-learning introduction to preservation for use in induction / staff training, would you be likely to: (select all that apply)**

- Use it if free
- Pay to use it on a per person, per use basis
- Pay for a one-off purchase, unlimited use
- Pay an annual subscription for unlimited staff use, plus technical support to make minor variations to suit local needs
- none of these

Comments:

**3. For this online self-learning introduction to preservation for staff, (Q2) what do you think would work well? (select all that apply)**

	work well	work OK	not work well
content: overview analogue and digital preservation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
content: why preserve and handling (analogue)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
cartoon format	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
visual tool with pictures of damage / decay	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
moving image demonstrating good/bad handling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
quiz to test understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
feedback of learning from quiz to individual	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
feedback of learning from quiz to manager	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ability to brand / amend for own organisation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

can you recommend an online learning tool? (not necessarily on preservation)

**4. If we were to develop an online preservation awareness tool for end-users, should it: (select all that apply)**

- be the same tool as for staff induction (Q2-3)
- content: why preserve and handling (ie analogue)
- content: overview print and digital
- use cartoon style (eg like DigitalPreservationEurope tool)
- incorporate quiz/test
- provide results of test to staff
- offer functionality for organisation to adapt to own collections
- not of interest

Comments:

**5. If we ran a train the trainers day, on basic preservation skills (handling, storage) including provision of training materials for re-use and adaption within your institution, would you be likely to: (select one)**

- pay for 1 attendee + materials
- pay annual subscription for access to self-learning induction tool (Q2-3) + 1 train the trainer place p/a + materials and updates.
- pay for materials only
- none of these

comments:

**6. If we ran salvage courses, with hands-on practice, at locations throughout UK, which of the following would be most important?**

	very important	quite important	not at all important
handling wet books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
handling wet materials - photos, microfiche, maps, books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
practice sheeting up shelves	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
exercise prioritising what to do in an emergency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
case studies of lessons learnt from real emergencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
talk by librarian/archivist who has been through emergency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
demo of sample emergency equipment kit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
condensed half day session including practical	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
reduced charge for 4+ staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

comments:

**7. If we ran a 1/2 day course on caring for damaged books, would you send:**

	<30 miles	30-50 miles	50-100 miles	100+ miles
1 person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2-3 people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4-5 people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6-10 people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

comments:

**8. If we ran a day on prioritization tools (for preservation, digitization or conservation), which of the following would be important to you: (select all that apply)**

	very important	quite important	not at all important
speakers who had used tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
range of tools to compare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1 tool with examples of use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
how tools devised	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
how tool helps collections strategy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
lots of time to network	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
exchange of experience session	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
tool to take away to use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
methodology for collections (not items)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
blog to facilitate continuing discussion after course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

**9. If we ran a 1-day digitization basics course, with a strong focus on preservation (in conjunction with other providers), aimed at librarians and archivists, what would you like it to cover and for what formats? (select all that apply)**

- quality/condition checking of originals
- in-house digitization (equipment, workspace)
- outsourcing a project
- workflow / surrogate quality / preservation impact
- preservation of the digital surrogate
- originals - books
- originals - photographs
- originals - moving image
- originals - sound
- course not of interest

comments

**10. If we ran a handling / set up for digitization course, (1 day) aimed at people involved in process of digitization and new to preservation, what would you like it to cover? (select all that apply)**

- handling originals (hands on)
- dirty/damaged materials
- transporting originals (hands on)
- environment of project room
- preservation issues around scanner / camera
- course not of interest

Other (please specify)

**11. If we ran a writing a preservation policy day, which of the following elements would be most important to you?**

	very important	quite important	not at all important
building blocks for policy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
bring own policy/draft to share	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
devising & implementing policy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
case study - what policy had done for organisation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
allow plenty of time to network	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="text"/>		

**12. Would you attend an 'extending preservation perspectives' day, where a librarian or archivist pairs with a conservator to work on different tasks and exchange experiences? If yes, which of the following would be of interest?**

	very interesting	some interest	no interest
prioritization task given damage scenario + budget	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
task to jointly prepare a case for requirements in new build	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
speaker(s) with preservation/conservation success story	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
exercise on preservation assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
reciprocal visits (conservation studio/ library collection)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
arrangement to find you a 'buddy' to pair with for the day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
blog to facilitate continuing discussion after course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="text"/>		

**13. Have you used any of the following e-learning modules / tools ?**

- NEDCC Preservation 101
- CAIS Preservation for information professionals
- CAIS Management and preservation of digital records
- Northumbria's CV0700 Preventative conservation
- Cornell / ICPSR Digital preservation management
- AAM 'Museum essentials' webinars

Please give details / comments on any (other) preservation e-learning tool you have used

**14. Would you use an online preservation course, organised by topic (similar level to the NPO preservation in practice series of booklets)**

- no
- unlikely
- likely
- very likely
- yes

Other (please specify)

**15. Which ONE of the above preservation courses / resources would you be most likely to use:**

- Q1. 1/2 day basics
- Q2-3. online self learning introduction for staff
- Q4. awareness tool for end-users
- Q5. train the trainers
- Q6. hands on salvage
- Q7. damaged books
- Q8. prioritization tools
- Q9. digitization basics
- Q10. handling / set up for digitization
- Q11. preservation policy
- Q12. paired librarian/archivist + conservator
- Q13-14. online preservation course

comments:

**16. In the course of your own staff development and keeping up to date, do you use any of the following: (select all that apply)**

- RSS feeds
- blogs
- twitter
- web conferencing
- web training / course

Other (please specify)

**17. Which ONE practical topic would you most like training on:**

- basic repairs
- environment
- handling / set up for digital photography
- mould
- pests
- preserving exhibition materials
- protective enclosures
- salvage

comment

**18. Is there any other preservation training you would like?**

topic

method/delivery

location

**19. How important for you is validation of any training? (select one)**

- Professional organisation recognition (eg CILIP seal of recognition)
- Part of academic module - certificate / degree level
- Part of academic module - postgraduate level
- Count to professional practice qualification
- Validation is not important

comment

**20. Would you be willing to help us in... (If yes, please give contact details at the end)**

- providing content
- beta testing tool / materials

please specify

**21. Are you ... (select all that apply)**

	librarian	archivist	conservator	IT/digitization professional	assistant
experienced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
manager	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
new to preservation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
part time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
recently qualified	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
trainee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
volunteer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other (please specify)

**\* 22. Which of the following best describes the organisation for which you work?**

- Research Libraries UK member
- university (not RLUK)
- public record office
- public library
- special/research institute
- museum/gallery/house/school
- other

If other, please specify

**\* 23. Where is your work base?**

- Ireland
- London
- Midlands
- Non-UK
- North of England
- Scotland
- South east England
- South west England
- Wales

**24. Please complete the following organisational information which will be confidential.**

**Name:**

**Organisation**

**Department**

**City/Town:**

**Email Address:**

**Phone Number:**

**Thank you!**

Thank you for taking the time to complete this survey. Your answers will help us in planning what training to offer. Results will be made available on the British Library Preservation Advisory Centre website and the RLUK websites in November.

Appendix 3. 'Other' training topics identified in question 18.

<b>Topic</b>	<b>Mentions</b>
Collection condition assessment	2
Repairs	3
Mould	3
Environment monitoring	1
Sustainable / low cost approaches to preservation	3
Audio / images/ moving images identification / preservation	4
textiles	1
Digitization and digital preservation	3
cleaning	1
Packaging	1
Topic not given in response	2
Total	24