Collection Development Policy

1 Introduction
1.1 This collection development policy sets out the principles according to which the Library Service acquires, maintains, stores and makes accessible the collections it holds. It applies to material in all formats.

1.2 Library collections are a valuable strategic resource. Relevant collections will be acquired and made readily accessible to potential users. Systems will also be in place to manage collections, so that they can be effectively accessed, retained, and their content disseminated.

2 Purpose of the collection

2.1 The University mission is to be the leading professional arts university and this policy articulates the rationale for the development of the Library collection to support students’ while studying and staff in their teaching, scholarship and research.

2.2 The aims of the collection are to:
  - Support the curriculum through the provision of learning and teaching resources
  - Support staff in their practice, teaching, research and scholarship activities
  - Provide students and staff with the opportunity to explore art, design, media and performance through all the Library’s resources and the resources of external libraries, organisations and collections
  - Ensure all users can access these resources through the provision of relevant software and assistive aids and other reasonable adjustments when necessary and within budget constraints
  - Reflect a multi-cultural society and diverse worldview through the resources provided

3 Funding and Budget Model

3.1 The Library’s information resources budget is awarded annually by the University. The Library allocates funds to select books, journals, media and licensed sources of information to support scholarship in teaching, learning and research.

3.2 New degree courses or units may require the purchase of new information resources, particularly if the subject has not been taught before. Course/unit development teams should consult the Library at an early stage in order to provide an assessment report of resourcing need to ensure requirements are met.

3.2.1 Additional Library capital and recurrent material costs must be included in the projected budget submitted as part of the University’s programme approval process. Requests for advice on estimating these additional costs are welcome via the relevant Subject Librarian.
3.2.2 If the costs cannot be absorbed within the Library’s existing budget, the Library must bid for the additional funding as part of the University’s annual budget planning process and it is, therefore, essential that significant additional costs be identified early.

3.3 New journal titles or databases are normally funded by the cancellation of existing subscriptions. Subject Librarians will consult the relevant Faculties and academic staff about potential cancellations and the selection of new subscriptions.

4 The collection

4.1 The conspectus model is a method of analysing a print collection to identify the level at which different subjects are collected. It applies to material that has been individually selected by the Library team.

4.2 Levels of collecting

Level 0: Out of scope: the Library does not systematically collect materials in any format for this subject.

Level 1: Minimal information: Collections that support minimal inquiries about this subject and include a very limited collection of general resources, including monographs and reference works. Periodicals directly dealing with this topic and in-depth electronic information resources are not collected. The collection will be frequently reviewed for currency of information; with superseded editions and titles containing outdated information withdrawn.

Level 2: Basic information: Collections that introduce and define a subject, indicate the varieties of information available elsewhere, and support the needs of general library users but not sufficient to support advanced undergraduate courses. The collection will be systematically reviewed for currency of information; with superseded editions and titles containing outdated information withdrawn.

Level 3: Study or instructional support: Collections that provide information for study of a subject in a systematic way, adequate to support undergraduate instruction but at a level of less than research intensity. The collection will be frequently reviewed for currency of information and for assurance that essential and important information is retained, including retrospective materials.

Level 4: Research: Collection containing current and retrospective resources, which can support postgraduate and independent academic research; the collection will provide materials in all appropriate formats and languages.

Level 5: Comprehensive: Collections in a specifically defined field of knowledge that strive to be exhaustive as far as is reasonably possible.

4.3 The Language Coverage codes are:
E: principally English-language material
F: principally English-language material but with a selection of material in other languages
W: no restriction by language
Y: principally in one language other than English, from one linguistic or geographical area

See appendix III for details of library subject areas

5 Criteria for acquisition and selection

5.1 Day-to-day responsibility for selection of materials lies with the relevant Subject Librarian. Their experience and expertise is a vital factor in ensuring the long-term coherence of the collections, although this can only be achieved with active cooperation from academic departments. Communication and collaboration on future teaching and research is crucial in ensuring that the collections meet immediate and longer-term academic needs.

5.2 Course reading lists - Departments should send copies of course reading lists to the Library as early as possible (preferably 4-6 weeks), in order to ensure resources are available to students as soon as they are needed. Titles on reading lists that are not currently in the collection are checked for availability and considered for purchase, if necessary as multiple copies.

5.2 Selection Criteria for new material - When selecting material the main criterion will be the academic content of the item, although value for money and space considerations will also be factors in some cases.

5.2.1 Criteria include:
- Relevance to the curriculum
- Supports research at the University
- Language (Material in English, or bilingual (where English is one of the languages) or the content can be understood without reference to the text
- Cultural diversity
- Cost

5.2.2 Format and medium: Material collected in print, electronic, audio-visual or other formats as appropriate. (Including access for disability)

5.2.3 Audio-visual materials: the provision of audiovisual resources must comply with the UK legal framework including copyright law.

5.3 The Library continues to recognised the value of print books and journals. Loan statistics support the premise that students and staff still utilise these resources along with access to digital resources.

5.4 The CDP treats print and digital material as complimentary to each other. However, digital materials will be preferred where appropriate to meet the needs of access and manage the physical library space.

5.5 Digital formats: When selecting material in electronic formats, the following characteristics and functionality will be considered to ensure a high quality and reliable service:
- Technical requirements, ease of discovery, access and use.
- Appropriate licensing and archiving arrangements
5.6 The CDP assumes a commitment to intellectual freedom. No consideration will be given to an author’s political or other opinions, race, nationality, religion, or sexual orientation when selecting an item for stock. Acquisition of an item does not imply endorsement of the author’s views by the Library. The Library will not exclude, withdraw from availability, or restrict access to any material because it is controversial or judged offensive by some. In this context, withdrawal of material will be considered only on the grounds of illegality.

5.7 Suggestions for purchase are welcome from AUB users of the Library.

6 Duplicate/Multiple copies provision

6.1 The Library normally acquires one copy of a printed work.

6.2 The Library acquires additional copies of a work in the following circumstances:
   - To support teaching
   - Where a book is in heavy demand
   - When a title is a core, seminal or major work

6.3 For books defined as key texts, the usual practice is to buy three copies: one for three-week loan, one for one-week loan and one for reference. This is to ensure the maximum number of students can use them.

6.4 Access to essential readings only available in print cannot be guaranteed for all students, particularly when all students must read an item within a short space of time.

6.5 The use of e-versions of core textbooks as a viable alternative to multiple print copies will be preferred.

6.6 Digitization of selected content within the limits of the CLA scanning license for inclusion on the VLE, will be encouraged by the Subject Librarians.

6.7 Unless there is a need, the Library does not acquire multiple copies of material in language other than English.

6.8 Material not directly related to taught courses the policy is not to duplicate holdings.

7 Alternatives to acquisition

7.1 Inter-Library Loan and Document Delivery: Borrowing resources from other collections is often a satisfactory alternative to purchase for non-course materials, particularly when demand is limited. Interlibrary loans are not seen as a substitute for collecting course related material. Staff and all AUB students can order items online. Items are often delivered electronically direct to the user, or are collected from the Library where this is not possible.

7.1.1 The University Library’s Inter-Library loan service is available and promoted to all University members.
8  Donated material

8.1 Space constraints and the amount of staffing resource required to record and process donations mean that the Library must be selective in what it can accept. Once a collection of donated material is received into the Library, the Library reserves the right to deal with it as it sees appropriate.

8.2 Conditions of acceptance:
   - The Library reserves the right to accept or decline donations
   - Donors should be aware that the Library reserves the right to dispose of donations as it sees fit.
   - The Library cannot accept material with caveats or restrictive conditions
   - Relevance to the curriculum
   - Cannot guarantee to house donated items together
   - Donated material placed in the Library will be available to all Library users
   - Whether the material already exists in the collection
   - For donated runs of journals, sufficient space is considered in order to store them; while digital availability is also examined.
   - Donated material will become the sole property of the Library
   - Whilst AUB Library welcomes donations of archives, we can only accept such material by prior arrangement.
   - Condition of the donated material
   - Bequests will be treated as gifts unless prior arrangements have been made

9  Special collections

9.1 The Library has a small collection of rare books and historic journals. The subject matter is wide ranging but covers primarily architecture, illustration and typography

9.2 The Library holds historical print and current material relating to the University, including directories and ephemera. It has an incomplete collection of prospectuses dating back to 1913.

9.3 The Library will explore and develop special collections of material where appropriate to support teaching, research where they can be made easily accessible e.g. a materials collection, zines, artists’ books etc.

9.4 Any offer for the Library to buy or receive a special collection will trigger a report to the Dean of Creative Learning, detailing the offer and the implications of acquiring it.

10 Theses

10.1 The Library will keep hard copies of theses if submitted by staff and students when completing a Doctorate. In addition, the Library collects some outputs of staff research, which may take the form of articles or books

11 Stock Maintenance: retention, deselection, and disposal
11.1 Withdrawn books are initially offered to staff and students or given to a book recycling company, the proceeds from which fund further purchases.

11.2 Duplicate periodicals (including newspapers) will be offered to staff and students.

11.3 Items, which have ceased to be used, are used infrequently, or are not relevant to current or anticipated academic needs, may be withdrawn from stock and disposed of. Infrequent use is generally interpreted as no more than once in the last five years, although other criteria will be used e.g. the quality and condition of the material.

11.4 Usage of e-resources is monitored and databases with low usage are cancelled. In the case of e-books, other relevant and appropriate resources will replace those, which become outdated or superseded.

11.5 Superseded titles in old editions and duplicate copies will be withdrawn unless there are specific academic reasons not to do so.

11.6 Printed versions of resources, which are available electronically, may be withdrawn from stock if the digital version is judged secure and well archived, for example, the JSTOR archive or online journal archives.

11.7 Printed items will be withdrawn if an electronic format provides an adequate substitute.

11.8 Withdrawing final copies of printed material for specific subjects will be carried out with appropriate consultation with academic staff if necessary.

11.9 The University Librarian reserves the right to takes the final decisions on the withdrawal and disposal of printed material by excising professional judgement in respect of the collection/library balanced with the needs of the wider institution/community.

11.10 When possible, stock editing will be carried out on an annual basis to ensure physical collections remain viable and sustainable within the library space.

12 Replacement of lost and damaged items

12.1 The Library replaces lost or damaged items as appropriate:
   - Where a title is out of print, the Library acquires one copy where possible
   - Where titles appear on reading lists and are unobtainable, the relevant academic or the course leader provide the Library requests alternatives.

13 Discovery and access

13.1 Staff and students of AUB have access to all collections of printed material held by the Library.

13.2 The Library will provide an easy-to-use online discovery platform. Users will be able to discover and access the high quality resources held in the Library using this. Resources are described according to internationally agreed metadata standards for bibliographic and archival description to aid discoverability and to enable exchange of data with other
systems. The current standard is RDA (Resource Description and Access) with the use of the Dewey classification system

13.3 Students with additional needs can receive support in using Library resources by contacting a named member of the Library staff who will assist a student wishing to make use of the library collections.

13.4 The Library also investigates external services offered to individual students, for example, those registered blind or with a hearing impairment, and ensures those students are aware of these services.

13.5 The Library recognizes that it has a role to play in the wider academic and local community. The Library is therefore open to the public, with conditions for a number of categories of external readership.

13.6 In the case of electronic publications, the publisher usually sets conditions for access and the licenses usually exclude access by non-members of AUB.

13.7 The library has a separate plan to address the service for disabled students and ensure that relevant assistive aids are provided.

14 Access to Other Libraries

14.1 The Library is a member of the SCONUL (The Society of College, National and University Libraries) Access Scheme. This service provides access and borrowing rights for academic staff, research students, taught postgraduate students, and part-time undergraduate students at over 170 member institutions in the UK and Ireland.

Related documents
AUB Strategy Map
Library Emergency Plan
Policy for accessing commercial databases
Policy for acquiring special collections

This policy has been subject to an equality analysis to ensure consideration with regard to the provisions of the Equality Act 2010.

Date of last EA review:
### SWOT chart

<table>
<thead>
<tr>
<th><strong>Strengths</strong></th>
<th><strong>Weaknesses</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Good level of investment in the collection: access to relevant arts, design, media and performance databases</td>
<td>Need to promote services better to staff and students (poor take up of sessions offering support for staff carrying out research and scholarship)</td>
</tr>
<tr>
<td>Subject Librarians proactively work with course teams, deliver information literacy sessions and ensure the collection reflects the requirements of staff and students and links closely to the curriculum</td>
<td>Library MIS no longer fit for purpose</td>
</tr>
<tr>
<td>The Library team are proactive in identifying initiatives and improvements to the resources</td>
<td>Cultural diversity of resources could be improved</td>
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<table>
<thead>
<tr>
<th><strong>Opportunities</strong></th>
<th><strong>Threats</strong></th>
</tr>
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<tbody>
<tr>
<td>Be more proactive in identifying relevant new resources through better understanding of course content</td>
<td>Falling student numbers &amp; a subsequent reduction in funding; reduced funding from HEFCE</td>
</tr>
<tr>
<td>Promote the collection better to staff and students</td>
<td>Impact of increasing student numbers on resources once the cap is removed</td>
</tr>
<tr>
<td>Discuss with staff how the collection can support them in research and scholarship</td>
<td>Loss of professional staff subject knowledge when staff leave</td>
</tr>
<tr>
<td>Acquisition of reference management software to increase ownership of reference lists among tutors</td>
<td>Loss of stock or service due to unforeseen event</td>
</tr>
<tr>
<td></td>
<td>Vulnerability of e-resources such as eBook packages due to lack of control over content and sustainability issues</td>
</tr>
</tbody>
</table>
Appendix I

History of the AUB Library collection

The Library inherited a collection originally developed by the 19th century Bournemouth Arts Club and the Bournemouth School of Art, so there has been a policy of continuous collection development over a period of more than a century.

In the past successive librarians have brought their own interests to bear on collection development, assisted by the subject interests of the academic staff of the University. The result is a rich resource. For a number of years the Library was located on the top floor of Royal London House in central Bournemouth and during that time was the beneficiary of considerable capital injection by the then local authority, the County Borough of Bournemouth.

The initial capital injection was devoted to the establishment of a graphics collection and the purchase of a number of rare books. At that time a diverse collection of photographic and film books were also acquired. Although this was before the advent of degree courses, capital monies were devoted to the development of the collection with the future in mind. This was often based on one subject being the beneficiary of additional funding in any one year. Academic staff participated in visits to bookshops in the UK and internationally and the collection has benefited both from a high level of funding and a high level of academic involvement.

In 1984, the then Bournemouth & Poole College of Art and Design moved to new purpose built accommodation at Wallisdown and a small but significant Library collection was formed at the Shelley Park campus to support staff and students on the Foundation Diploma and other fine art FE courses.

The Library continued to develop to meet the information needs of specialist FE and HE courses in the areas of art, design and media. Of particular significance were technological advances that called for the adoption of hardware and software to support electronic information, initially in the form of CD-ROM.

A new Library was built as Phase 3 of the then Art Institute’s estates programme. Opened in 1998, it was designed to reflect and highlight the culture and ethos of the University: two years later the entire collection was brought together with the closure of the Shelley Park campus.

A learning and teaching collection was introduced to support staff in their teaching role when the Arts Institute ran a PG Cert teaching course.

The Arts Institute transferred to the HE sector in 2001, and since then the collection has continued to develop, reflecting and anticipating changes in courses and within the curriculum and embracing the latest developments in digital information.

The conferment of taught degree awarding powers, the introduction of research degrees, and the acquisition of University title in 2012 have all been reflected in revisions of this policy enabling the Library team to ensure that the collection continues to evolve in line with the aspirations of the University.

In 2014, a new University Strategy Map and revised staffing structures provide the Library with fresh opportunities to contribute to University objectives.
Appendix II

Introduction to Ethical Principles and Code of Professional Practice for Library and Information Professionals

Library and information professionals are frequently the essential link between information users and the information or piece of literature which they require. They therefore occupy a privileged position which carries corresponding responsibilities.
In addition, whether they are self-employed or employed, their position is sometimes a sensitive one, which may impose a need to balance conflicting requirements.

The purpose of the Principles and Code, which follow this introduction, is to provide a framework to help library and information professionals, who are members of CILIP, to manage the responsibilities and sensitivities, which figure prominently in their work in line with the enduring values of the profession. The statement of Ethical Principles and a more extended Code of Professional Practice, applies these principles to the different groups and professionals, to which our members must relate. The Code also makes some additional points with regard to professional behaviour.

Both the Principles and the Code are consistent with the provisions set out by CEPLIS (Conseil European des Professions Liberales) in their Common Values of the Liberal Professions in the European Union (2007)

The Principles and Code should not be considered prescriptive but need to be reflected upon within the context of each different situation. Often a judgement will be required as to the balance between separate principles or items in the Code that may seem, on occasion, to pull in different directions. We all inhabit a grey world when it is rarely a simple case of right and wrong but rather one of finding an informed way forward in the light of all circumstances.

Given the diversity of the information profession, it is inevitable that not every statement in the Code of Professional Practice will be equally applicable to every member of CILIP. However, the Ethical Principles ought to command more general support, even though some members may not feel the force of each one of them to the same extent in their day-to-day practice.
The Principles and Code assume that respect for duly enacted law is a fundamental responsibility for everybody and so such provision is not duplicated in the Principles and Code.

1 For this, see http://www.ceplis.org/en/values.php
2 By the terms of its Royal Charter, CILIP has a responsibility to "the public good". It is therefore anticipated that our Ethical Principles and our Code of Professional Practice may be of interest well beyond the immediate limits of the membership of CILIP. For those whose work bears close comparison with ours, and to those who may, want a clear statement of our ethical principles and what we consider good professional practice. Associated with these Principles and Code, there is a growing collection of practical examples, illustrating how information professionals and others can use the Principles and Code to help them cope with ethical dilemmas they may face. In further support of the Principles and Code, CILIP has established an Ethics Panel of experienced members of the profession, and they and the professional staff of CILIP are available to members who may need additional help in resolving ethical issues. CILIP’s Disciplinary Regulations provide that a Member will be guilty of professional misconduct if he/she has acted contrary to the aims, objects and interests of CILIP or in a manner unbecoming or prejudicial to the profession. In reaching decisions under the Disciplinary Procedure, regard will be had to the Statement of Ethical Principles and the Code of
Professional Practice and Members should therefore be aware that a lack of regard for the Principles and Code might, depending on the circumstances, be a ground for disciplinary action.

October 2012

**Appendix III**  
Conspectus of the Library collection

<table>
<thead>
<tr>
<th>Subject area</th>
<th>Level of coverage</th>
<th>Language coverage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animation</td>
<td>4</td>
<td>E</td>
</tr>
<tr>
<td>Architecture</td>
<td>3/4</td>
<td>F</td>
</tr>
<tr>
<td>Art</td>
<td>4</td>
<td>F</td>
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<td>Art History</td>
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</tr>
<tr>
<td>Arts admin</td>
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<td>E</td>
</tr>
<tr>
<td>Careers</td>
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<td>E</td>
</tr>
<tr>
<td>Ceramics</td>
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<td>E</td>
</tr>
<tr>
<td>Computers</td>
<td>2</td>
<td>E</td>
</tr>
<tr>
<td>Costume</td>
<td>3/4</td>
<td>F</td>
</tr>
<tr>
<td>Dance</td>
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<td>E</td>
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<tr>
<td>Design</td>
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<td>E</td>
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<td>E</td>
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<td>Design research</td>
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<td>E</td>
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<td>Drama</td>
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<td>E</td>
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<td>Fashion</td>
<td>3/4</td>
<td>E</td>
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<tr>
<td>Film</td>
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<td>Graphic Design</td>
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<td>Visual anthropology/sociology</td>
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