

**TAFE NSW
HUNTER INSTITUTE**

**HUNTER
LIBRARIES**

**COLLECTION
DEVELOPMENT
POLICY**

COLLECTION DEVELOPMENT POLICY

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INTRODUCTION

This Collection Development Policy is a planning document, which identifies and communicates the long-term and short-term collection goals and policies of the Libraries of the Hunter Institute. It aims to provide a general framework for the development of all collections. It is envisaged that individual libraries will use this framework to develop specific collections to meet the needs of their local situation.

This policy should be seen as a working document, to be amended and modified as required by developments in curriculum and in the teaching and learning strategies of TAFE NSW.

The policy relates the vision, mission and values of the Hunter Institute, provides information about the users of Hunter Institute Libraries and defines the position of Libraries in the Institute, in order to set priorities for budget allocation.

The collections of Hunter Institute libraries are significant TAFE assets and as such need to be developed, maintained and managed effectively.

The policy sets out responsibility for selection of Library Resource Materials and allocation of the Library Resource Materials budget; discusses types of material including formats and categories to be collected; gives general guidelines on materials to be collected and states policy on collection maintenance, collection size, co-operative uses of resources, controversial materials, and review of the collection development policy.

This policy is supported by NSW TAFE Library Collection Services Procedures.

STRATEGIC VISION OF THE HUNTER INSTITUTE

Competitive and relevant services and service delivery sustainable into the future.

HUNTER INSTITUTE'S COMMITMENT TO QUALITY

TAFE NSW - Hunter Institute delivers services that support growing prosperity across the Hunter and Central Coast regions

As an integral part of the Hunter Institute, the Library seeks to support the vision and commitment of the Institute.

VISION STATEMENT OF THE LIBRARY

To provide an information and learning environment which empowers our community to meet its educational needs.

THE ROLE OF THE LIBRARY

The role of the library in the Hunter Institute is to support a broad range of educational programs, and includes the provision of resource materials and services to all students, teachers and other staff.

Members of the community may access this collection as an Associate Borrower. Students and staff from the University of Newcastle may access the collection under the current Reciprocal Borrowing Agreement.

The campus library is seen as an integral component of the teaching and learning program.

THE PURPOSE OF THE COLLECTION

The collections in Hunter Institute Libraries are teaching collections.

The collection in a Hunter Institute Campus Library should:

- provide resources which are current, relevant and meet high standards of quality in presentation and durability.
- reflect the range of courses offered at the campus and the subjects offered.
- provide resources in a variety of formats.

The quantity and range of materials that can be purchased in any financial year are limited by the Library Resource Materials budget.

THE USERS OF HUNTER INSTITUTE LIBRARIES

Hunter Institute Libraries serve a large and diverse range of users, including students studying at a variety of vocational levels, from remedial and pre-vocational work to trade certificates and diplomas; and who will be undertaking courses offered by the Hunter Institute either on campus, off campus or on-site in the workplace; and Institute staff.

The Library's users reflect our Australian society and include people from all socio-economic backgrounds with differences in age, background, physical, mental and learning capacities.

Our users include:

- Adult education, remedial
- Combined TAFE and University courses
- Associate Borrowers
- English as a second language
- HSC and tertiary preparation courses
- Reciprocal Borrowers
- Teaching staff - research and further study needs
- Trade Certificates - Diplomas
- Year 10/CGVE level

The collection development policy recognises the libraries' prime responsibility is the provision of a quality service to their users.

Access to collections held by Hunter Institute Libraries can be gained through the TAFE Library Catalogue, which is available via the website at <http://www.hunter.tafensw.edu.au/library>.

SELECTION PRINCIPLES

Responsibility for Selection

The primary goal in building Hunter Institute library collections is to provide library users with a suitable selection of the best instructional support materials available in order to enhance the teaching/learning process.

Materials should be selected in the most effective medium for presentation of a particular subject to TAFE Campus Library users. Selection of materials should be based on professional expertise and the use of evaluative review mechanisms

Recommendations to purchase library resource materials may be made by any member of the Hunter Institute community.

The Campus Library Manager may consult teaching staff, administrators, professional colleagues and library staff in order to build a relevant and balanced collection, however the ultimate responsibility for selection and de-selection of library resource materials lies with the Campus Library Manager.

ALLOCATION OF LIBRARY RESOURCE MATERIALS BUDGET

The allocation of the Library Resource Materials Budget requires consideration of many factors:

- The state of the collection, its strengths and weaknesses
- The courses taught, including course levels, new courses, course changes, number of EFT students enrolled and the subject matter of courses.
- The teaching/learning methods employed and formats which support these.
- The average price of Library Resource Materials in each subject area and format
- The availability of relevant material in other library resource collections within NSW TAFE libraries and outside NSW TAFE libraries, particularly with reference to local cooperative agreements.
- Use of statistical data as provided by the OLIS on collection usage

The Campus Library Manager has the ultimate responsibility for allocation of their library resource material budget.

Note: It is inappropriate to acquire materials, using library funds, for the exclusive use of any group or person. Personal and faculty collections should be purchased privately or with faculty funds.

TYPES OF MATERIAL IN HUNTER INSTITUTE LIBRARIES

FORMATS TO BE COLLECTED

Campus Libraries collect a wide variety of formats, selecting the most appropriate for each situation. The major formats to be collected include:

Books

- Reference works, selected readings and textbooks, literary works, criticisms and readers are some examples of this format which is traditional and useful to many campus library users.
- Current editions in a variety of categories will be selected for campus library collections.
- Print resources are collected in both hardback and paperback format.

- Paperback are the preferred option due to budgetary constraints and especially for areas where the information will date quickly.
- Hardback may be the preferred option for books in high demand.

eBooks

- Subscriptions will be established to eBooks on a range of subject areas to supplement the Library's print collection.

Audio-visual Materials

- Audio-visual resources will be purchased that expand and complement the Library's print and electronic collections.
This expanding category includes videos, CD-ROMs, DVDs, DVD-ROMs, films, kits, slides and sound recordings. New technologies are continually emerging. As far as possible all recordings will be of the best possible quality and be cost-effective.
- Library resources in this category are interactive with equipment which allows them to be used, and this must be considered in their selection.

Note: Certain videos and DVDs are subject to licensing / copyright agreements. Campus Library Managers should be aware of this when selecting materials.

Computer software

- Computer software may be purchased to support courses.
- Consideration will be given to costing and licensing issues.

Journal Subscriptions

- Journals, both print and electronic, are the most important source of up to date information for users of campus libraries.
- The selection of a journal subscription implies continuous supply and thus continuity of expenditure.
- For that reason it is necessary to review titles annually in consultation with teaching staff.

Newspapers

- A limited selection of newspapers to provide daily news and satisfy reference needs may be purchased where demand is sufficient.
- The period of time that these are to be held will be determined by the Campus Library Manager.

CATEGORIES TO BE COLLECTED

Some categories of learning resource materials are defined by use rather than by format. These categories include:

Reference Materials

- The non-circulating reference collection is comprised of the latest editions of works designed to provide access to factual information as quickly as possible. This material should be collected in all subject areas represented in courses at particular campuses.
- Some examples to be included are dictionaries, encyclopaedias, directories, handbooks, atlases and statistical compilations. These items may be provided as an eResource.

Text Materials

- Text materials are those items recommended to students by teaching staff for detailed study. It is usual for teachers and students to purchase individual copies of these.
- As it is the purpose of the library collections to supplement and enrich the curriculum, text materials generally will not be collected in multiple copies. A copy may be selected for reference, to introduce an area of study, to provide access for disadvantaged students or when the title is the best possible source of information in a subject area.

Electronic Resources

- Electronic formats enhance the print collection and are an essential tool in providing the most current information available. Increasingly, some information is available only in electronic format.
- Electronic formats include: CD-ROM, database subscriptions, internet links, and electronic serials and books.
- The TAFE Library Catalogue contains some links to electronic resources held by Hunter Institute libraries and available via the Internet. These include periodical titles available via Hunter Institute Library's electronic databases.

New electronic resources and new and emerging formats are becoming available and need to be evaluated on an on-going basis.

Recreational Materials

- A collection of popular fiction, magazines, audio tapes, video-tapes and DVDs is valid to meet the recreational needs of library users, but is secondary in importance to the collection of instructional support materials. Recreational materials should not necessarily be purchased from the library resource material allocation. Funding may be sought from other sources to provide recreational materials in campus libraries.

TAFE / VET Publications

- These materials are particularly relevant to TAFE teaching and administrative staff.
- Categories of documents include research / technical reports, evaluative studies, curriculum materials of an innovative nature, questionnaires, and feasibility studies.
- In most cases it would be appropriate to select these as requested by library users

Official Publications

- This category includes publications of local, state and national governments, statutory bodies, standards associations and international organisations.
- Publication in these areas should be selected as needed and discarded or replaced as new editions become available.

Examination Papers

- Examination papers are supplied to campus libraries on CD-ROM to provide for student / staff access and printing as required.

Historical Materials

- Old and disused materials should be discarded except in the unusual circumstance of items of particular historical significance being identified by individual campus libraries.

Rare Materials

- Original or special editions of monographs will not be routinely selected for Hunter Institute campus libraries.
- If such items are donated, consideration will be given to their use and value to the system as with any gift or donation.

GENERAL GUIDELINES

Certain general guidelines should apply to all formats and categories of materials to be selected:

Age of Material

- Hunter Institute campus libraries support the teaching / learning programs at their respective campuses and therefore must maintain current and relevant collections.

Cost of Material

- The purchase of materials, which appear to be excessively expensive for their type and format, should be avoided. In deciding whether to purchase specific expensive items, the relative value of the item must be weighed against local collection development priorities.

Gifts and Donations

- For the purpose of this document no distinction will be made between the terms “gift” and “donation” which will be defined as free material.
- Hunter Institute libraries are pleased to accept gifts of useful materials or donations of money to purchase these. The valuation of a gift for tax purposes is not however the responsibility of the library.
- Materials received as gifts will be evaluated by the same criteria as materials selected for purchase and will not be automatically added to the collection.
- Donations will only be accepted on the understanding that they will become the property of TAFE NSW and as such the library reserves the right to evaluate, use or dispose of the materials as it deems appropriate.

Multiple Copies

- In order to provide the broadest possible range of learning resource materials within space and budgetary constraints, obtaining and holding multiples copies of learning resource materials is not encouraged. If however, in order to meet the needs of the teaching program, more than a single copy of a title is required, the decision to purchase multiple copies should be based on current and anticipated demand, and the availability of funding. This is particularly relevant to course delivery by flexible modes.

Country of Origin

- Hunter Institute campus libraries collect a wide variety of materials from around the world. Efforts will be made to obtain any item required to support the instructional program.
- However, when Australian materials are appropriate and competitively priced, these should be selected in preference to overseas materials.

COLLECTION MAINTENANCE

In order to maintain an up-to-date, relevant and useful collection, it is necessary to weed or discard on a systematic basis.

Criteria for removal from the collection include:

- Currency of information – date of publication is used as an indicator for subjects in which currency is important.
- Superseded editions / content.
- Physical condition – dirty, worn or damaged items should be considered for discarding. Replace popular titles where possible.
- Circulation history – titles which have been borrowed infrequently should be considered for discarding.
- Unnecessary duplicates.
- Material on the subject is available in a more appropriate format.
- Space restrictions.
- Withdrawal of a course of study from the campus - resources may be transferred to another Campus Library

Identifying resources in need of repair or replacement is the responsibility of the library staff. Observations made when lending, processing returned materials, re-shelving and during stocktake are useful in detecting those items that require repair or replacement.

STOCKTAKE

To maintain the integrity of the collection and ensure accurate catalogue records, libraries should conduct a full annual stocktake of all library resource material. However a progressive stocktake may be conducted over a three year period. A written authorisation from the Manager, Library and Knowledge Services, is required to extend the stocktake period to four or five years.

See

<http://tafelibraryservices.tafensw.edu.au/LibraryNetworkInformation/StocktakeGuidelines.aspx>

COLLECTION SIZE

Various factors such as the nature of courses, availability of resources and course delivery methodologies will affect optimum resource levels, as will the relative size and planning profile of each campus.

CO-OPERATIVE USE OF RESOURCES

Co-operative relationships among TAFE colleges have been built up over a period of years. Access to OLIS allows Hunter Institute campus libraries the essential technology to access the collections of TAFE NSW libraries.

TAFE campus library users, including external students from TAFE, have the opportunity of using a broad spectrum of library resource materials in a variety of locations.

RECIPROCAL BORROWING SCHEMES

A Reciprocal Borrowing Agreement exists between Hunter Institute libraries and the University of Newcastle. This agreement allows students from the Hunter Institute to access the collection at Callaghan Campus of the University.

A National Reciprocal Borrowing Scheme was introduced in TAFE NSW Libraries in 2006. The agreement permits any TAFE Staff member or Student to borrow ***in person*** from any participating TAFE Library across Australia.

CONTROVERSIAL MATERIALS

Hunter Institute Library Managers select resources relevant to the needs of their library's particular users on the basis of this Collection Development Policy, seeking to provide an accurate, authoritative, representative and balanced collection of library resource materials.

Library users should have access to these in order that they may formulate their own opinions on ideas and issues.

Library Managers will resist efforts at forcing the inclusion of persuasive works representing vested interests or positions, accepting only material the library would purposely select on the basis of the Collection Development Policy.

Hunter Institute libraries support the ALIA Free Access to Information statement (see Appendix) as a complement to these procedures: <http://www.alia.org.au/policies/free.access.html>

Hunter Institute libraries recognise that certain library resource materials may be considered controversial and that any given item may offend some library users if taken out of the educational context.

METHODS OF DEALING WITH COMPLAINTS

In order to ensure the rights of all individuals, Hunter Institute libraries provide access for all students to the Institute's *Complaints Handling Policy*.

The procedures outlined in this policy will allow the recording of all complaints regarding the library collection.

REVIEWING THE COLLECTION DEVELOPMENT POLICY

The Hunter Institute Libraries' Collection Development Policy is a dynamic document which will be reviewed annually by Library Managers of the Hunter Institute, in order to reflect the changing information environment and needs of library users. Any suggestions or recommendations will be welcomed and considered for inclusion.

APPENDIX - Statement on Free Access to Information

ALIA objects addressed

To promote the free flow of information and ideas in the interests of all Australians and a thriving culture and democracy.

Principle

Freedom can be protected in a democratic society only if its citizens have unrestricted access to information and ideas.

Statement

There are several different levels at which the free flow of ideas can be impeded. At the societal level, legislative bodies of all kinds are expected to consider the legal and regulatory frameworks they put in place to support the free flow of information and ideas about the interests and concerns of citizens. At the institutional level, library and information services are expected to encourage the free flow of information and ideas within the scope of their roles and responsibilities. At the individual level, citizens are expected to make informed decisions in exercising their rights and responsibilities.

The Australian Library and Information Association believes that library and information services have particular responsibilities in supporting and sustaining the free flow of information and ideas including:

1. asserting the equal and equitable rights of citizens to information regardless of age, race, gender, religion, disability, cultural identity, language, socioeconomic status, lifestyle choice, political allegiance or social viewpoint;
2. adopting an inclusive approach in developing and implementing policies regarding access to information and ideas that are relevant to the library and information service concerned, irrespective of the controversial nature of the information or ideas;
3. ensuring that their users have access to information from a variety of sources and agencies to meet their needs and that a citizen's information needs are met independently of location and an ability to pay;
4. catering for interest in contemporary issues without promoting or suppressing particular beliefs and ideas;
5. protecting the confidential relationships that exist between the library and information service and its users;
6. resisting attempts by individuals or groups within their communities to restrict access to information and ideas while at the same time recognising that powers of censorship are legally vested in state and federal governments;
7. observing laws and regulations governing access to information and ideas but working towards the amendment of those laws and regulations which inhibit library and information services in meeting the obligations and responsibilities outlined in this Statement.

Adopted 2001, Revised 2007

Related documents

Article 19 of the United Nations Universal Declaration of Human Rights

<http://www.un.org/Overview/rights.html>

Article 19 of the International Covenant on Civil and Political Rights

<http://www2.ohchr.org/english/law/ccpr.htm>

International Federation of Library Associations and Institutions Statement on Libraries and Intellectual Freedom

<http://www.ifla.org/faife/policy/iflastat/iflastat.htm>