

Collection Development Policy

Section 1 - Summary

(1) The purpose of this Policy is to establish the principles and guidelines to develop and manage the collection to support the University's teaching, learning and research programs, to help provide an exceptional user experience.

Section 2 - HESF/ASQA/ESOS Alignment

(2) HESF Standards: 3.3 Learning Resources and Educational Support.

Section 3 - Scope

(3) The Collection Development Policy guides and informs Library staff on the development and management of the Library collection, and further informs Victoria University staff and students, and the broader community of the Library resource acquisition aims.

(4) The Policy applies to all staff and students.

Section 4 - Definitions

(5) Nil.

Section 5 - Policy Statement

(6) The Victoria University Library has primary responsibility within the University for the provision of convenient access to learning resources such as published, printed materials, electronic publications and other media formats through delivering and maintaining a library collection. The purpose of this Policy is to establish the principles and guidelines to develop and manage the collection that supports the University's teaching, learning and research programs, and help provide an exceptional user experience. The Library develops this collection by embracing new and emerging digital trends and technologies and in compliance with TEQSA guidance notes removes barriers of access that might arise for the student.

Principles

(7) Preference is for any Resources added to the collection to be in an electronic (digital) format, where this is available, striving for seamless anytime, anywhere access and thus enabling device-agnostic, and blended learning delivery.

(8) There is no restriction on the purchase of foreign language material, although the collection is predominately English language.

(9) The library will attempt to acquire all the resources listed as required readings for university units. Textbooks are

supplied according to a model that balances cost, student numbers and demand for resources.

(10) Acquisition through state and national consortia is preferred to achieve maximum value from expenditure on resources through negotiated discounts and efficiencies in timely supply.

(11) The preferred digital strategy employs several acquisition models that are either evidence-based or demand-driven and favours outright purchase over subscription. The models give our students and staff access to maximum appropriate content without necessarily having ownership of resources until demand indicates the need, thus ensuring value and relevance.

(12) All library resources receive a regular review based on usage, cost, and relevance and space priorities; with print collections assessed for de-selection on an annual basis, and electronic subscriptions passing through an annual committee review process.

(13) Open Access resources and options are seen as positive additions to the resources provided and are included in the collections, and the Library works collaboratively with both academics and students to advocate and advance adoptions of OER by supporting curation, promotion and publishing assistance.

(14) The Library maintains a set of special collections relevant to the mission, engagement and history of the university and will continue to develop these in the areas of:

- a. Australian History, Literature and Art
- b. Town Planning and Social Policy
- c. Australian Left-Wing Political Groups
- d. Papua New Guinea and the Pacific Region
- e. Union of Australian Women
- f. Multicultural Studies and Immigration Issues
- g. Timor-Leste

(15) Collection strengths, beyond the expected undergraduate requirements, have been and will continue to be developed as long as they are required to support University teaching and research. Currently, collection strengths are in the areas of:

- a. Law
- b. Osteopathy
- c. Human movement
- d. Exercise science
- e. Sport

Section 6 - Procedures

(16) Nil.

Status and Details

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