



BUCKINGHAMSHIRE
NEW UNIVERSITY

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Library Collection Management Policy



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Background

- 1 The University's libraries support the University's aim to create a vibrant, inclusive university community that inspires learning, develops potential, widens participation and ambitiously transforms lives.

Purpose

- 2 The Policy provides the Library with a framework to select, acquire and dispose of learning resources relevant to teaching, learning and research at BNU.

Access

- 3 The Library aims to provide parity of access to collections and resources for all students and employees.

Budget allocation

- 4 To ensure the parity of provision across all subject areas budget allocation is reviewed annually.
- 5 Book budgets are allocated to schools according to the different needs of the subject areas and reviewed monthly to ensure funds are used efficiently across the University.
- 6 Funds for reoccurring expenditure on subscriptions for journals and databases are top-sliced. These resources are often relevant to several courses taught across Schools, funded with regard for student numbers, the nature of the courses and parity of provision across all areas.

Selection criteria

- 7 Material is selected to support the University's teaching, learning and research needs. The Library has an electronic format first policy wherever possible, depending on availability and cost efficiency.
- 8 Selection of material is facilitated by the online reading list system; academic staff should use this system to suggest materials which support teaching and learning on their modules.
- 9 Recurring subscriptions to journals and databases will be regularly reviewed by the Academic Liaison Librarians and requests for additional recurring subscriptions considered quarterly.

Text selection

- 10 E-Books will be selected in preference to print copies wherever possible.

- 11 The number of students likely to need a text at a particular time and priority level will be used to determine the number of copies/licences purchased.
- 12 Turnaway reports and holds requests will be monitored throughout the year and additional copies purchased where needed and funds allow.

Journal selection

- 13 Online Journals will be selected in preference to print copies wherever possible.
- 14 Journals requests will be considered and decided on by Academic Liaison Librarians in consultation with academic staff and reflecting on student feedback.
- 15 Journal usage statistics will form part of the review process when renewal of journal subscriptions is being considered.

Database selection

- 16 Databases, which are the costliest items to which the Library subscribes, will be ordered in consultation with academics.
- 17 Due consideration will be given to the time period for which the licence is to run as these can be long term commitments.
- 18 In addition to relevancy of content, ease of use, accessibility, availability on and off site, number of concurrent users, contract terms, provision of usage statistics and value for money will all be considered before ordering.
- 19 Database usage statistics will form part of the review process when renewal of database subscriptions is being considered.

Student led purchasing

- 20 The Library will provide the opportunity for students to engage with their learning and become partners with the Library in developing collections in their subject area by offering a 'suggest a book or article' service.

Document supply and interlibrary loans

- 21 Library Services offers access to publications not held in stock. A charge for this service may be made.
- 22 Books, book chapters and journal articles will be supplied to Library users of good standing as follows:

- 23 Final year undergraduates and postgraduates on taught courses can request up to a total of 2 items at a nominal charge. The rest of the cost is subsidised by the Library.
- 24 Undergraduates and postgraduates can apply for additional items at full cost.
- 25 PhD/MPhil researchers and academic employees have no limit imposed by the Library. In agreement with the Schools, these requests are underwritten by the Schools and expenditure is reviewed quarterly.
- 26 All students and academic employees can also apply for health-related articles from the co-operative document supply scheme the National Union List of Journals (NULJ) for a nominal charge.

Withdrawal of print and electronic stock

- 27 The regular review and withdrawal of stock is an essential part of maintaining a relevant and usable library collection.
- 28 Academic Liaison Librarians will make decisions to withdraw stock where it is no-longer required.
- 29 A specialist book removals service will be used to dispose of stock responsibly where possible.
- 30 In the case of material which is part of a wholly University owned special collection a suitable custodian will be found wherever possible.
- 31 Items may be removed from stock for the following reasons (not an exhaustive list):
 - a. Lack of relevance to current and anticipated courses.
 - b. Lack of recent usage.
 - c. Physical condition of the item.
 - d. Contains outdated or incorrect information.

Donations

- 32 The Library welcomes donations of appropriate teaching and research materials subject to the guidelines and conditions of acceptance below. The same objective selection criteria applied to library purchases are also applied to donations. The guidelines for acceptance are as follows and donated items should:
 - 33 Be relevant to the university's teaching, learning and research interests.
 - 34 Be in good physical condition.
 - 35 Where vocational subjects are concerned have a recent publication date or have content that is current.
 - 36 Conditions of acceptance are as follows:

- a. The library reserves the right to accept or decline prospective donations.
 - b. Acceptance is at the discretion of the relevant Academic Liaison Librarian.
 - c. Donations accepted become the exclusive and absolute property of the university.
 - d. Donations may be disposed of if they cease to be of value to the library's collections.
 - e. The library reserves the right to decide how to dispose of donated material.
- 37 Relevant collections may be considered on a permanent loan basis. In this case a deposit agreement will be drawn up.
- 38 Large donations should be discussed with the Academic Liaison Librarian in advance so that appropriate arrangements can be made.
- 39 The progress of unsolicited material cannot be tracked within the system and if sent without prior arrangement such material cannot be returned and may be discarded.

Responsibilities

- 40 The Library is responsible for implementing, developing and reviewing the Policy in consultation with stakeholders.

Appendix: Equality Impact Assessment

An EqIA helps us to reach better evidenced outcomes first time. They analyse how all our work might impact differently on different people.

1. What is changing and why?				
The Library Collection Management policy is being updated, sections are being removed which refer to loan periods postal loans, borrower notifications and loan entitlements. Other sections are being updated to reflect the current university structure and language. All libraries should have a collection management policy however, this should not include the sections which are being removed in this revision. No significant changes to actual library practice are being proposed, just an update to the policy. The minor changes to practice outlined in this policy have already been enacted in the library, it is hoped that the updated policy will be approved and published in May or June 2022.				
2. What do you know?				
By removing information about loan periods and entitlements, these can be adjusted in response to student feedback as needed without a lengthy and formal process. For example the policy states that students 5 reservations at a time however in 2020 this was increased to 10 to support students not able to come to campus frequently, there is no intention to reduce the allowance. The policy also included a section about postal loans, stating clearly what is and is not available. However since 2020 these limitations have not been applied and instead requests for postal loans have been considered on a case-by-case basis to support students with their individual needs.				
3. Assessing the impact				
	Could benefit	May adversely impact	What does this mean? <i>Impacts identified from what you know (actual and potential)</i>	What can you do? <i>Actions (or why no action is possible) to advance equality of opportunity, eliminate discrimination, and foster good relations</i>
a) How could this affect different ethnicities? <i>Including Gypsy, Roma, Traveller, Showmen and Boaters, migrants, refugees and asylum seekers.</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	This policy does not distinguish or impact differently between people of different ethnicities. Removing sections from the policy allows us to react quickly if any inequalities appear.	We will continue to gather and listen to student feedback and change services to adapt to their needs or provide bespoke services on a case-by-case basis.
b) How could this affect cisgender and transgender men and women (including maternity/pregnancy impact), as well as non-binary people?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	This policy does not distinguish or impact differently between cis or trans people in any way. Removing sections from the policy allows us to react quickly if any inequalities appear.	We will continue to gather and listen to student feedback and change services to adapt to their needs or provide bespoke services on a case-by-case basis.

c) How could this affect disabled people or carers? <i>Including neurodiversity, invisible disabilities and mental health conditions.</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Changes to this policy have been implemented in direct response to student feedback which benefit disabled people or carers by giving more time for reservations to be collected, helpful for those not able to come on site frequently. Removing sections from the policy allows us to continue making similar adjustments to meet student needs.	We will continue to gather and listen to student feedback and change services to adapt to their needs or provide bespoke services on a case-by-case basis.
d) How could this affect people from different faith groups?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	This policy does not distinguish or impact differently people from faith groups in any way. Removing sections from the policy allows us to react quickly if any inequalities appear.	We will continue to gather and listen to student feedback and change services to adapt to their needs or provide bespoke services on a case-by-case basis.
e) How could this affect people with different sexual orientations?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	This policy does not distinguish or impact differently between people of different sexual orientations in any way. Removing sections from the policy allows us to react quickly if any inequalities appear.	We will continue to gather and listen to student feedback and change services to adapt to their needs or provide bespoke services on a case-by-case basis.
f) How could this affect different age groups or generations?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Changes to this policy have been implemented in direct response to student feedback which benefit different age groups. For example by simplifying and increasing the loan allowance, students have a better and more equal access to print stock regardless of their level. Removing sections from the policy allows us to continue making similar adjustments to meet student needs.	We will continue to gather and listen to student feedback and change services to adapt to their needs or provide bespoke services on a case-by-case basis.
g) How could this affect those who are married or in a civil partnership?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	This policy does not distinguish or impact differently between people of different marital or civil partnership statuses in any way. Removing sections from the policy allows us to react quickly if any inequalities appear.	We will continue to gather and listen to student feedback and change services to adapt to their needs or provide bespoke services on a case-by-case basis.
h) How could this affect people from different	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Changes to this policy have been implemented in direct response to student feedback which	We will continue to gather and listen to student feedback and change services to adapt to their

backgrounds such as: socio-economic disadvantage, homeless, alcohol and/or substance misuse, people experiencing domestic and/or sexual violence, ex-armed forces, looked after children and care leavers.			benefit people from different backgrounds. For example by removing strict rules around postal loans, we are able to continue providing this service but tailoring it on a case-by-case basis acknowledging that everyone's circumstances are different. Removing sections from the policy allows us to continue making similar adjustments to meet student needs.	needs or provide bespoke services on a case-by-case basis.
i) How could this affect people with multiple intersectional experiences?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Changes to this policy benefit students who fall into any of the protected characteristics, multiple or none. We acknowledge that students may face many challenges and our role is to ensure that the library does not add to their stress or difficulties but to alleviate these where possible.	We will continue to gather and listen to student feedback and change services to adapt to their needs or provide bespoke services on a case-by-case basis.
4. Overall outcome				
No major change needed <input checked="" type="checkbox"/>	Adjust approach <input type="checkbox"/>	Adverse impact but continue <input type="checkbox"/>	Stop and remove <input type="checkbox"/>	
5. Details of further actions needed				
I do not believe any further actions or changes to the proposed policy are needed as a result of this impact assessment. However having considered the impact of our services on these different groups, when procuring a new library management system we will look for one which allows us to gather and assess impact data in more detail to allow future developments in this area.				
6. Arrangements for delivery and future monitoring				
The policy has been scrutinised by the Education Committee, changes to policy where they affect students will be communicated via the library website, help pages, in inductions, teaching sessions and 1-1s with students. The policy will be available in BEN and on the website where feedback can be given. The policy will be reviewed in line with the university policy review timetable.				
7. Completed by:	Linda Coombs	Library & Learning Resources Manager	Date	12/05/2022
8. Signed off by:	Karla Iniss	Human Resources Business Partner – Equality, Diversity and Inclusion	Date	13/05/2022



High Wycombe Campus
Queen Alexandra Road
High Wycombe
Buckinghamshire
HP11 2JZ

Aylesbury Campus
59 Walton Street
Aylesbury
Buckinghamshire
HP21 7QG

Uxbridge Campus
106 Oxford Road
Uxbridge
Middlesex
UB8 1NA

BNU based at
Pinewood Studios

Pinewood Studios
Pinewood Road
Iver Heath
Buckinghamshire
SL0 0NH

Missenden Abbey
London Road
Great Missenden
Buckinghamshire
HP16 0BD

Telephone: 01494 522 141

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