Library Collection Policy

Purpose

To outline the Library's position on, and principles applying to, the purchase, subscription, and provision of access to resources to support the University's teaching, learning and research.

Scope

The policy applies to all staff, students, alumni and those wishing to access resources from outside of the University.

Exclusions

Teaching materials created by University staff (as defined in the Intellectual Property: Ownership and Management Policy) are excluded from the terms of this policy, unless released publicly.

Scholarly works produced by University staff and research students are collected by the Library for the Research Outputs Repository under the Open Access Policy. These resources are excluded from the terms of this policy regarding deselection.

Responsibilities

The Chief Information Officer (Library/IT) will ensure organisation-wide adherence to this Policy.

Policy

1. The Library will provide access to a collection of resources that support the University's teaching, learning and research. These resources should be high quality, discoverable, accessible, and usable.

2. To ensure maximum accessibility, the Library will provide resources that can be accessed by staff and students online, with physical resources provided only in exceptional cases where there are no suitable online alternatives.

3. The Library will aim to meet the resource needs of staff and students via a combination of licensed resources, free and openly licensed resources, and resource sharing arrangements with other libraries and information providers. The Library is committed to balancing financial prudence with the needs of Library users and will prioritise resources that best serve users' research and educational requirements while maintaining fiscal responsibility.

4. The Library will undertake collection evaluation, deselection and relegation activities to ensure that the collection continues to support the evolving teaching, learning and research requirements of the University.

5. The Library will aim to provide accessible versions of content to meet the needs of students or staff with a disability, through timely acquisition of or conversion to accessible formats.

6. The Library will ensure that primary research materials and focussed collections of items of cultural, historical, or political significance will be organised, maintained, and preserved as Special Collections.

7. The Library will consider donations of material based on this Collection Policy.

8. Access to online resources via the Library may be restricted by licence conditions to current staff and enrolled students (and for some resources, alumni). Visitors to the Library in person may be permitted to access some content under the terms and conditions of use of that content and in accordance with the University's Health, Safety & Injury Policy.

9. The Library works within the University's risk management policy and framework to identify, assess and address potential risks associated with the collection, and associated operational activities.

Collection Management Principles

1. Publications by and about the University and its staff will be acquired wherever possible.

2. Unlimited access licenses and those with generous provisions for use, loan, or download are preferred over more restricted licenses.

3. Consortia purchasing and subscription arrangements are preferred where appropriate.

4. Selection, purchase and provision of ebooks will use evidence-based and demand-driven models informed by usage data and analytics.

5. Decisions to commence or cease subscribing to resources will be based on both qualitative evaluations, including consultation with current and/or potential users of the resource where practical, and quantitative analysis of usage and return on investment.

6. Preference is given to full text content that is appropriately indexed.

7. Indexing and discovery of open access content is encouraged, to provide the University community with greater flexibility in re-use of content. This is also consistent with the University's Open Access Policy.

8. To minimise student expense and improve equity of access to education, UniSA courses are encouraged to adopt Open Educational Resources (OERs) or curated reading lists using open- and flexibly-licensed Library resources in place of limited user-license textbooks.

9. When a limited license textbook has been assigned for a course, the Library will purchase one license (the least restrictive available) as a perpetual electronic purchase. For textbooks not available for electronic purchase, the Library may purchase no more than one print copy.

10. The Library encourages staff and students of the University to recommend resources that could be useful for their teaching, learning, research, or other University activities within the context of this policy.

11. Specialist, unique and/or discrete research needs may be met through resource sharing with other libraries.

12. In line with the University's 2023 Stretch Reconciliation Action Plan, the Library will explore engagement with Aboriginal Peoples on the description, management, and custody of collections when they relate to Aboriginal people, culture, language and/or heritage.

13. Donations to the collection (including Special Collections) will be based on the following considerations:

- o Will the donation significantly enhance and complement existing collections?

- o Will the donation contribute strongly to UniSA's education and research themes?

- o Is the donation nationally or internationally significant and likely to attract interest from the academic community?

- o From the perspective of collection consolidation, would the donation be better situated at another Library?

- o Is appropriate physical space available and are the environmental conditions of that space suitable for access, display and storage of the donation?

- o Are ongoing resources available to manage, describe and make the collection discoverable and useful to the academic community?

Accessing the Collection

Access to online resources via the Library is restricted to current staff and enrolled students of UniSA (and for some resources, alumni), unless made freely available by a provider with or without an open license.

Authorised users may view, print and/or download content from these online services provided such use is for study, teaching or research, does not constitute sequential and systematic downloading of an unreasonable volume of licensed content, or amount to or result in commercial distribution or plagiarism.

Use of electronic resources is limited by the appropriate license conditions, copyright legislation, the University policy on [Acceptable Use of Information Technology (IT) facilities](#) and the [University By-law 7 Disorderly or offensive behaviour](#).

Visitors to the Library in person may be permitted to access some licensed content and use print resources under the terms and conditions of use of the individual resource or collection.

It may be necessary to limit access to certain content. This will be in accordance with principles including but not limited to equity, security, confidentiality, cultural sensitivity, preservation, copyright, licensing, and archival access considerations. These limitations are guided by the Library's commitment to be as open as possible and closed as necessary, reflecting responsible stewardship of its collections.

Pedagogies in Practice

Purpose

The Pedagogies in Practice collection is a specialised collection designed to support pre-service teachers prepare for school placements. It serves as a critical link between academic study and practical teaching experience. Located at Mawson Lakes and Magill Campus Libraries, the collection includes teaching guides, classroom activities, books, children's literature, multimedia, kits, games, toys and other practical resources that reflect contemporary pedagogical practices and align with current curriculum standards.

Policy

The University of South Australia Library is committed to developing and maintaining the Pedagogies in Practice collection in alignment with the University's teaching and learning strategies, by:

- providing access to high-quality, relevant, diverse and curriculum-aligned content for pre-service teachers – including, but not limited to digital licensed content, print materials, kits, games and toys.

- ensuring the collection is dynamic, discoverable, accessible, and pedagogically relevant through proactive selection, evaluation, and resource management practices.

- ensuring all resources are usable and reflect contemporary pedagogical approaches and curriculum requirements across all Australian Curriculum Learning Areas.

Principles

Selection

The Library encourages recommendations from academic staff and students to ensure the collection reflects user needs and current pedagogical priorities. To reflect the hands-on nature of pre-service teacher preparation, physical formats are ordered and maintained despite the Library's broader digital-first policy. Duplicate copies may also be purchased for different formats or locations as required.

Selection criteria

- Alignment with the [Australian Curriculum (ACARA),](#)

- Relevance to contemporary educational topics (e.g. digital literacy, and artificial intelligence).

- Inclusivity and representation of diverse cultures, abilities, and perspectives.

- Practicality and usability in teaching placements (e.g. durability, portability, minimal reliance on batteries or perishable items).

- Combination of physical and digital resources to create engaging and effective learning experiences. Physical materials support tactile learning and hands-on interaction, while digital tools provide unlimited access to contemporary information anytime, anywhere.

- Finalists or recipients of significant Australian book awards will be prioritised and titles from various educational suppliers will be reviewed and ordered as required.

Management and access

The Library is committed to the effective management of the Pedagogies in Practice collection to ensure it remains organised and accessible.

Key maintenance practices include:

- Continuous shelf-reading and tidying to maintain an orderly, clean, and appealing collection.
- Use of colour-coded categories aligned to ACARA learning areas to aid in navigation and discoverability.
- Enhanced metadata and imagery to improve the searchability and visibility of the collection in Library system.
- Support for extended loan periods for practicum placements upon request.

Note: In recognition of their powerful impact on learning across diverse curriculum areas and to make them more accessible and discoverable, picture books are catalogued and shelved together (separate from curriculum-based categories) regardless of their subject matter.

Evaluation and deselection

In addition to the main collection, evaluation of the collection will include:

- Replacement or updating of withdrawn items where continued relevance to the teaching and learning priorities of the University and the Australian curriculum exists.
- Relegation of low use but historically or pedagogically significant items to alternative storage or limited access collections, where appropriate.
- Identify and retain materials of historical or educational significance to the History of South Australia (HOPE) Collection including textbooks, realia, kits, picture books, and readings used in primary education in South Australia.

Deselection criteria

These criteria will ensure a considered approach to weeding items from the collection.

Outdated content	Content that no longer aligns with current ACARA standards or UniSA's teaching and learning priorities.
Low usage	Items not borrowed in the past five years and not considered a core resource, a classic educational text, or aligned to a high-priority subject area. *Note:* Usage data may not reflect actual use as some items may be used within the Library or not formally loaned via self-check machines when used for placements.
Duplicate copies	Multiple copies exist and demand justifies retaining less than currently offered.
Superseded editions	A more recent or significantly updated edition of the item is available and held in the collection.
Poor physical condition	The item is damaged, stained, or worn, and repair is not justified based on usage or historical/archival value.
Lost or incomplete	The item is lost, has missing components, or is no longer functional as a complete resource (e.g. games).

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