



# Session 6: Licensing scenarios

»Exercises addressing licensing in different user groups/cohorts:

»Users at partners abroad and in the UK, (alumni, NHS trust users)

>>> Followed by feedback and discussion



### Scenario 1: Partners Abroad

UK University X is planning on working in partnership with a university in China. The idea is that students in China will be registered for a degree with University X and will spend 2 years in China and then come to the UK for the last year. During these 3 years the expectation is that they will have full access to University of X's library resources.

You have heard that some publishers consider China as high risk with regards to users breaking copyright restrictions and downloading multiple copies of journal articles.

Think of 5 next actions you need to do.



#### Partners abroad - discussion

- » Are they our students?
- » How will these students be reported – which part of the HESA return?
- » How would the authentication work?
  - How do we manage the risk?
- » Who else in the UK has similar arrangements already?
  - What was their approach?

- » Will we need to pay extra?
- » How many students are involved?
- » Does the partner in China already subscribe to the same content?



#### Scenario 2: Partners at home

UK University X is also planning to work in partnership with a local further education college to offer programmes of study at degree level. The students will be registered with the FE college and will study at the FE college, but University X will award their degrees.

You have been told that they will need access only to online content that supports their studies. You have been asked to consider what services the library can offer them.

Think of 5 next actions you need to do.



### Partners at home - discussion

- » Are they our students?
- » How will these students be reported – which part of the HESA return?
- » How would the authentication work?
  - How do we manage the risk?
- » Who else in the UK has similar arrangements already?
  - > What was their approach?

- » Will we need to pay extra, and will the library receive further funding?
- » How many students are involved?
- » Will their teachers need access?
- » What is the status of their teachers?
- » What content do you need to prioritise?



## Scenario 3: Enterprise access

» University Y is partnering with a local small business on a research project sponsored by the business. The researchers will require access to some of the university's online resources in the course of the project.

You have been asked to consider what services the library can offer them.

» What questions do you need to ask?



### Scenario 3: Enterprise access

- >>> What is the contractual status of the researchers?
- » With the university or the business?
- >>> What will the research project entail?
- >>> What use will be made of the research?



### Scenario 4: Alumni access

What information do you need to know in order to give remote access to your library's online resources to alumni?

#### **Alumni - discussion**

- Local policy regarding alumni access
  - Who accesses?
  - Benefits of alumni membership
  - Charging?
- > Which content?
- Licence terms
  - Jisc Collections agreements including free alumnus access as AU
  - Other resources?
    - Cost for AAUs?



### Scenario 5: NHS Trust users

»Your manager asks you to provide a checklist of what would need to be considered in order to provide remote/online access to users at two NHS Trust Hospitals, to journal content licensed by your university.



### **NHS Trust users - discussion**

- » Checklist
- » What content is already available?
  - > NHS Trusts, NICE, HEE
- » Have any other universities done this already?
  - > KCL, LMSPG
- What content is relevant?
  - Collections or individual journal titles
  - > Which publishers?
- » Authentication method

- Trust contacts
- » Relevant pricing model?
  - Price per FTE; % of price already paid
- »Licensing/Licensee risks?
- »Licence Term
- »Usage data?/ How to assess usage?
- » Who will do the negotiation?