

Additional Guidance for applicants submitting proposals for Clore Learning Spaces

These have been written to assist applicants proposing to come to the Foundation seeking funding for learning spaces within museums, galleries heritage sites or discovery centres. For further information, see *Space for Learning: A Handbook for Educational Spaces in Museums, Heritage Sites and Discovery Centres* and *Space for Art*, both available on the Foundation website.

The Foundation has allocated a total of £14.235m to 21 £100,000+ Clore learning spaces since 1998. Several of these are yet to open. It is important that discussions with the Foundation commence before your plans are finalised: you should contact us early in the project development stage and not at the final stages.

We will be interested in ten key aspects of your application and plans:

1. Cost

It is important to note that we always look at the cost *to us* per square metre, and review this alongside the costs of all the learning spaces we have funded in the past (donations towards learning spaces have varied from £500 through our former Small Grants Programme for museum and gallery education, to £2.5m at the very top end for national museums).

2. Lux levels

Lighting to be in line with DCSF (formerly DfES) guidelines for practical working spaces, as near to daylight [north light] as possible.

3. Dimensions

All submitted plans must be of easily readable size and show learning rooms and any other attendant spaces to be funded by the Foundation clearly in square metres.

See *Space for Learning* (p. 13) for the recommended size of learning spaces. For a class of 30 children, any space should be a minimum of 84m², with the minimum space allocation per person being 2.8m². If your site footprint doesn't allow for such provision, you should explain why, and how you aim to address this problem. For new-build spaces in particular these dimensions are the minimum.

4. Location, use and nature of space

Basements are not our preferred location for learning spaces as lux levels are so poor and the visibility of the spaces to the wider public is compromised – although we do accept that sometimes there is no other viable option in refurbishments (not new builds).

Spaces where lunchrooms will be the primary use will not be funded.

The multi-purpose nature of the rooms must be more than in name (e.g. carpeted multi-purpose rooms are obviously dedicated to dry work only and cannot be properly multi-functional).

Learning spaces should not replicate school classrooms or ICT labs: schools already have these and they are often not adult/family friendly.

5. Programming

We will want to see your plans for the activities that will happen within the space/s. 'A Day in the Life of your space/s' is a useful exercise in giving us an impression of what will take place – and it is sometimes useful to prepare examples for a weekday during term-time and for a weekend or school/public holiday.

We are interested in seeing a range of approaches across a wide range of learners – from early years to community groups, schools, families and adult learners. We are interested in opportunities for 'making', for critical thinking and responding, for hands-on learning and participation. We would also wish to see plans for sustained engagement for users over longer periods as well as more light-touch approaches.

6. Display and user-generated content

Consideration should be given to where in the museum the general public will be able to view the creative work (visual and otherwise) produced through the museum's learning programmes.

7. Pricing

While it is accepted that education can represent an income stream, future education programmes should be appropriately priced in relation to museum education charges and not seen as a tool to accrue high profit on a par with museum 'enterprises'. We will require evidence of pricing structures and plans.

8. Architects' Plans

Architects' plans for the Clore Learning Spaces should be presented in draft form and not considered final until seen by a representative of the Foundation. Any changes to the spaces must be communicated to the Foundation. Provision must be made for architects' revision drawings.

Clore Education Space fit-out plans must be shown in draft form to the Foundation. On the plans, *usable* space (for activities) should be distinguished from *auxiliary* space (e.g. store cupboard, toilets, staff office etc.)

9. Research

Evidence must be given of the learning spaces visited by the architects and learning staff prior to designing the proposed Clore Learning space/s. Examples of good spaces in the UK – not all funded by the Foundation – are:

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| ▪ Dulwich Picture Gallery, London: | Sackler Centre (1 room) |
| ▪ Victoria & Albert Museum, London | Sackler Centre (2,000m ²) |
| ▪ The Foundling Museum, London: | Clore Education Centre (1 room) |
| ▪ Hampton Court Palace, Surrey: | Clore Learning Centre (6 spaces) |
| ▪ The Horniman, London: | Education Centre |
| ▪ RHS Wisley, Surrey: | Clore Learning Centre |

10. Naming

Naming of the learning space/s should be considered. The name, size, style and position to be made clear and communicated to the Foundation. Nomenclature is important: classrooms exist in schools, not cultural organisations.