

# CLORE GUIDANCE FOR APPLICANTS SUBMITTING PROPOSALS FOR CLORE LEARNING SPACES

These are guidelines for applicants proposing to come to the Foundation seeking funding for learning spaces within **museums, galleries heritage sites or discovery centres\***. For further information, see [https://spaceforlearning.org.uk/Space for Learning: a new handbook for creating inspirational learning spaces](https://spaceforlearning.org.uk/Space%20for%20Learning%3A%20a%20new%20handbook%20for%20creating%20inspirational%20learning%20spaces). <https://spaceforlearning.org.uk/> Space for Learning and the case studies on the associated website set out all the matters for you to consider before you develop your learning space plans.

Please ensure that you have taken account of these guidelines *before* your plans are finalised. Because we require you to follow our guidelines you should contact us early in the project development stage and not at the final stages when your plans are irreversible.

## KEY POINTS FOR CONSIDERATION BEFORE APPLYING:

### **Ethos**

What defines a Clore Learning Space? It is generally one characterised by *active* learning rather than *passive* classroom learning that merely requires a classroom. Clore learning spaces are multi-functional and able to host the widest possible range of activity. Practical workshops of many varieties happen in Clore learning spaces. These spaces are not intended to be galleries or carpeted classrooms: they should be working spaces, filled with life and creativity for as much of the week as is possible. Learning spaces should not replicate school classrooms or ICT labs: schools already have these and they are not multi-purpose spaces suitable for practical work.

### **Funding**

It is important to note that we always look at the cost *to the Foundation* per square metre, and review this alongside the costs of all the learning spaces we have funded in the past. Our donations to fund learning spaces have varied from £40,000, to £2.5m at the very top end for very extensive projects in national museums.

### **Dimensions & location**

#### Architects' drawings

Architects' plans for a Clore learning space should be presented in draft form with dimensions in m<sup>2</sup> clearly indicated. Provision must be made for architects' revision drawings. Fit-out plans for Clore learning spaces should also 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.) This means that you must show the expected dimensions of the space when fitted out. If yours is not a new build but a change of use or a renovated space, the same requirements for plans apply, although we would not necessarily expect architect involvement.

### Dimensions

A room of approx 90m<sup>2</sup>, unfitted, and approx 82m<sup>2</sup> fitted, is the minimum requirement for active learning for a class of 30 children or 15 adults. This is the minimum for new-build learning spaces – you must comply with this condition. We understand that sometimes, in an historic building or in very small organisations, these dimensions are simply not possible. In this case we will want to see a strong case made for the creation of a smaller space than we would otherwise fund.

All submitted architect's drawings/plans must be of easily readable size with dimensions in m<sup>2</sup> made clearly visible. If you are renovating an existing room you must still present full plans with dimensions in square metres.

### Location

As a rule, Clore learning spaces should not be in basements where lighting levels are low and visibility to the public compromised. It is an advantage if there are glass panels in doors, or large windows or part-glass walls that allow the general public to view the interior.

### Display and user-generated content

Consideration should be given to where general visitors will be able to view the creative work produced through your learning programmes.

### **Use of the space**

#### Learning programme

The Foundation will want to see examples of the programmes intended for the Clore learning space. It is helpful to provide a '*Day in the Life of*' plan (for term-time, weekends and holidays periods. It is helpful for us to see:

- type of programmes
- age range of participants
- estimated number of users per annum
- regularity of room use
- intended annual budget for core programmes
- the number of staff on the internal education team
- the number of freelance part-time staff used
- whether volunteers are to be the teaching team and how they are trained

We are interested in seeing a variety of approaches across a wide range of learners – from early years to community groups, schools, families and adult life-long learners. We are interested in opportunities for 'making'; for critical thinking and responding; and for hands-on learning and participation.

### Non-learning use

We accept that flexibility is key, and that this may occasionally extend to use of the space by other functions within the organisation – e.g. corporate hire. If you have to make your Clore space available for other functions, it should be for no more than 25% of the available use. We would generally make this a condition of any Clore learning space grant, reflected within a formal letter of agreement.

### **Pricing**

While it is accepted that education can sometimes represent an income stream, future learning 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 marketing 'events' and your organisation's 'enterprises' function. We will require evidence of group pricing structures and plans.

### **Research visits**

It is strongly advised that before you apply your architect and learning team visit successful learning spaces to get the feel of what works well for different institutions. Examples of excellent spaces in the UK – not all funded by the Foundation – are:

- Ditchling Museum of Art+Craft, Sussex: Clore Learning Centre (1 room 45m<sup>2</sup> + outdoor area)
- Dulwich Picture Gallery, London: Sackler Centre (1 room: 85m<sup>2</sup>)
- Great North Museum, Newcastle: Clore Learning Centre (1 room, 171m<sup>2</sup> + outdoor area)
- Hampton Court Palace, Surrey: Clore Learning Centre (6 large spaces, 356m<sup>2</sup>)
- The Horniman Museum, London: Education Centre
- RHS Wisley, Surrey: Clore Learning Lab (445m<sup>2</sup>)
- Tate Liverpool: Clore Learning Centre (3 spaces, 278m<sup>2</sup>)
- Watts Gallery (Foyle Art for All Pottery Studio, 33m<sup>2</sup>)

### **Naming**

If a grant is awarded, naming of the learning space/s should be considered. Before signage is finalised, examples of the name, size, font style, font colour and position must be submitted to the Foundation in draft for agreement. We tend to support the following: 'Clore Learning Studio' / 'Clore Studio' / 'Clore Learning Space' (if a single room); 'Clore Learning Centre' if a series of spaces.

### **Clore Duffield Foundation 2020**

*\* Please note that we do not provide specific guidance for learning spaces within performing arts organisations, although our Covid guidance covers both material culture and performing arts.*