INSPIRING LEARNING - DETAILED CHECKLIST
Section 2 PLACES: *Creating inspiring and accessible learning environments*

Have you and your colleagues or partners used the quick checklist for an overview of your organisation?

Now use this detailed checklist to explore your work more deeply. The checklist will also prompt you to provide evidence that supports your claims.

The PLACES key principle has 3 elements and each of these has two sections

▪ **Questions to establish the extent to which you are following best practice in this area**

▪ **Questions to establish whether you have evidence of the outcomes and impact of these processes**

We recommend that you focus on this section and work through it as a team in detail, before you move to action planning. Try to be as honest as possible in your responses.

PLEASE NOTE: NOT ALL THE EVIDENCE EXAMPLES WILL BE RELEVANT TO EVERY MUSEUM, ARCHIVE OR LIBRARY

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2.1   Do you create environments[1] that are conducive to learning?

Actions		*Yes*	*Have started*	*No*
2.1.1 Do you have a plan to identify and remove obstacles that inhibit people from learning[2]?				
2.1.2 Do you ensure that people have access to knowledge, resources and collections at times and in ways that suit them?	At times			
	In ways			
2.1.3 Do you make the physical and virtual learning environment welcoming and accessible?	Physical			

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[1] Including the web and virtual learning environments.
[2] This acknowledges: age, social and cultural group, economic status, extent of knowledge, learning styles, any learning difficulties, language, literacy or numeracy, physical and sensory impairment.. See note 3 below.

	Virtual			
2.1.4 Do you design learning environments and present knowledge, resources and collections to reflect different learning styles and enable learning and discussion?	Different learning styles			
	Enable learning and discussion			

Evidence of good practice processes and outcomes	Yes	No	Areas for Improvement

Have you ➢ consulted with people who might be excluded to make services more inclusive ➢ undertaken physical, sensory and intellectual access audits[3] ➢ adapted, or plan to adapt, buildings, facilities and information[4] ➢ developed contracts and design briefs which refer to inclusive design ➢ complied with relevant legislation e.g. DDA, RRA[5] ➢ ensured that suppliers and contractors[6] understand and reflect different learning styles in their work ➢ flexible charging policies, opening times and access arrangements ➢ used feedback to inform the development of the welcome, physical spaces and support provided ➢ signposted and referenced learning materials so that they can be found easily both online and offline ➢ cataloguing and digitisation procedures that take account of people's access and learning needs? *Do you know whether users* ➢ are able to access information and learning resources remotely ➢ find the learning environment and facilities suitable for their requirements[7] ➢ are engaged in conversations, interactions, reflection, play etc. as a result of the variety of spaces, surprise factors, challenging exhibits and multi-sensory experiences that you create ➢ describe their experience as stimulating, enjoyable, surprising, relaxing or challenging ➢ have been recommended by others to visit/will recommend you to others? *Do you know whether your website/virtual learning environment:* ➢ is accessible via search engines, links and appropriate networks facilitating its widest possible use ➢ is straightforward to navigate ➢ maps on-line learning provision ➢ provides opportunities for dialogue and feedback ➢ has been used by people to support their learning?			

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[3] See MLA's self-assessment access checklist for Cultural Diversity, Disability Portfolio and Social Inclusion guidance materials at www.mla.gov.uk

Inspiring Learning

IMPROVEMENT TOOLKIT FOR MUSEUMS, LIBRARIES AND ARCHIVES

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2.2   Do you develop staff[8] to provide support for learners?

Actions		*Yes*	*Have started*	*No*
2.2.1 Are immediate impressions of your organisation, both real and virtual, positive and welcoming?	Real			
	Virtual			
2.2.2 Do staff engaged in outreach activities and public presentations present a welcoming and positive image of the service as a resource for learning?				
2.2.3 Do staff develop their ability to inspire people's learning and support their access requirements?	Inspire			

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[4] These are designed to make them suitable for people's physical and sensory needs and to meet recognised access standards.
[5] DDA - Disability Discrimination Act 1995; RRA Race Relations (Amendment) Act 2000.
[6] E.g. academics, architects, designers, events organisers, exhibit and web creators.
[7] E.g. chairs, tables, lighting, colour contrasts, tactile support, acoustics, study spaces, relaxation areas.
[8] Staff includes paid and unpaid staff (volunteers, people on work placements).

	Support access			
2.2.4 Do staff help people to understand and appreciate the role of museums, archives and libraries in supporting continuous learning and direct people to other places where this can happen?	Help to understand			
	Direct people to other places			

Evidence of good practice processes and outcomes	Yes	No	Areas for Improvement
Have you: ➢ invited comments/suggestions and you have a complaints policy of which users are aware ➢ achieved appropriate accreditation[9] ➢ appropriate staff who are easily identifiable, approachable and helpful ➢ staffing levels appropriate to your stated policy? *Have staff received induction and ongoing training to* ➢ improve the welcome and response[10] ➢ enable them to understand learners' needs and different learning styles ➢ develop their role in supporting learning[11] ➢ ensure that security checks are reassuring and not intimidating? *Do you know whether users:* ➢ say they feel welcomed and not intimidated ➢ say they understand the relevance of museums, archives and libraries and their role and potential in supporting learning ➢ describe positive support and encouragement from staff, which deepens their exploration and experience ➢ are encouraged to investigate and use other learning opportunities ➢ talk about how staff have supported users' learning, understanding and enjoyment?			

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[9] E.g. VisitBritain Visitor Attraction Quality Assurance Service (VAQAS), VisitScotland Visitor Attraction Quality Assurance Scheme, Charter Mark, IAG.
[10] E.g. customer care, disability awareness, Welcome Host family.

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[11] This might include: subject/collections knowledge; understanding learning styles; communicating with a broad range of users; running workshops/group sessions; effective referral; guiding skills; ICT skills; supporting learners' access and inclusion requirements; legislation and codes of practice; enquiry skills; formal teaching qualifications.

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2.3   Do you promote the museum, archive or library as a centre for learning, inspiration and enjoyment?

Actions		*Yes*	*Have started*	*No*
2.3.1 Does your marketing plan embrace learning as a key message?				
2.3.2 Are your promotional materials	Updated regularly			
• regularly updated?	Appealing			
• Appealing?	Promote pleasure and enjoyment in learning			
• do they promote pleasure and enjoyment in learning?				
• Do they clearly state what people can expect to find?	Clearly state what people can expect			
• Accessible?	Accessible			
2.3.3 Do you ensure the museum, archive or library is promoted widely?				
2.3.4 Do you promote the museum, archive or library as a space and resource for use by communities?				

Evidence of good practice processes and outcomes	Yes	No	Areas for Improvement
Have you: ➢ a marketing plan[12] which promotes learning experiences and opportunities ➢ strategies for seeking users' perceptions on the museum, archive or library, its services and facilities[13] ➢ responded to feedback from evaluation ➢ produced attractive and understandable promotional materials that state clearly what is and is not available ➢ described the learning potential of the organisation in these materials ➢ adopted a common access standard to meet the majority of needs and adapted your materials for particular groups ➢ established regular dialogue with relevant stakeholders and external agencies[14]? ➢ *Do you know whether users:* ➢ identify the museum, archive or library as a learning provider ➢ find out about your services from a variety of sources ➢ identify your organisation as a place for learning, enjoyment, stimulation, entertainment and socialising ➢ can describe the breadth of facilities and services and identify specific benefits?			

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[12] This may be part of a larger plan such as the Service Plan, Strategic Plan, Annual Plan or Position Statement.
[13] Through user surveys, comments books, questionnaires, etc.
[14]   Such as learning and skills councils, local enterprise companies, local education authorities, disability organisations, community groups and grids for learning.