Leeds Museums & Galleries

Spaces for Learning:
Covid Secure learning and engagement with groups

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What are we going to cover?

Research about Covid-19

What do we need to think about to keep spaces safe?
- As managers / running businesses
- On outreach in unfamiliar spaces
- In workshops
- On gallery / in spaces
- Self directed activities

Planning for audiences

The research #1:

Surface	Time to no viable virus	
Copper	4 hours = no viable virus	
Cardboard	24 hours = no viable virus	Paper = 3 hrs
Stainless steel	48 hours = $10^{0.6}$ TCID$_{50}$ per millilitre of medium	7 days
Plastic	72 hours = $10^{0.6}$ TCID$_{50}$ per millilitre of medium	7 days
Glass		4 days
Fabric / Wood		24 hours
Research taken from: Survival of COVID-19, SARS-CoV-2 on surfaces, Van Doremalen N, Morris D, Holbrook M *et al*. Aerosol and surface stability of SARS-CoV-2 as compared with SARS-CoV-1. *NEJM* 2020. *The Pharmaceutical Journal*, April 2020, Vol 304, No 7936, online | DOI: 10.1211/PJ.2020.20207889. doi: 10.1056/NEJMc2004973		Research taken from: Stability of SARS-CoV-2 in different environmental conditions. Open Access Published: April 02, 2020DOI: https://doi.org/10.1016/S2666-5247(20)30003-3 https://www.thelancet.com/journals/lanmic/article/PIIS2666-5247(20)30003-3/fulltext

The research #2:

Survives longer…
- On smoother surfaces (plastic)
- In colder conditions, and freezing doesn't kill it

Destruction:
- Light and heat
- Droplet transmission (not by touch) with average light levels of an autumn day, there is a 90% destruction rate within 19 minutes, rising to 90% destruction in 6 minutes for a sunny day in high summer.

What do we need to think about as managers?

Staff (including freelance, casual, volunteers):

- Are your staff risk assessed? Do you need individual risk assessments? Have you consulted them about risks? Do staff need extra training? PPE?

Insurance:

- Does your public liability insurance cover you for C-19 related incidents?

Cancellation Policies:

- Have you looked at these in the light of C-19? (freelance)

Safeguarding:

- Are your policies up-to-date in the light of digital engagement? Vulnerable audiences – how easy is safeguarding with social distancing?

Environment:

- How green are your measures?

What do we need to think about <u>in workshops</u>?

Schools, booked workshops, adult learning, regular programmes

Adhere to Govt advice!
- Different in 4 nations, numbers / groups of people meeting, social dis.

Overall environment
- Outside: permissions, H&S and risk assessments, cleaning
- Inside: ventilation, light, cleaning, furniture, space

Access to handwashing

The 72 hr rule
- Different sets of objects, rotation, extra sets (£)

What do we need to think about on outreach?

Working in unfamiliar / unknown settings (schools, community groups)

Who manages the space?
- Talk to them!
- What measures are already in place (ventilation, cleaning, hand washing / sanitising, toilets)? Who will be there to assist you, if needed?
- Can you share risk assessments?
- What happens if there's a local lockdown? (Cancellations, payment)

The 72 hr rule
- Different sets of objects, rotation, extra sets

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What do we need to think about 'on gallery'?

Interactives: sensory aids, touchscreens, physical objects

- Which areas of the building will be open?
- Are the interactive areas on cleaning rotas?
- How can you mitigate high touch surfaces? (cleaning, change materials, instructions, covers, sanitiser, not near face)
- Will these affect audiences with additional needs?
- If removed, timetable for re-introduction

Case studies: Rijksmuseum, Cincinnati Museum

What do we need to think about self-directed?

Backpacks, family learning, self-directed crafts

- The 72 hr rule (sets of objects/materials, rotation, extra sets)
- Cleaning
- Can families bring their own (conservation issues?)
- If removed, timetable for return
- Local schemes

Case studies: Royal Shakespeare Company, Arts Council England Bags of Creativity, Newcastle-Gateshead

What do we need to think about SEND / EY?

Rely more on touch than other audiences

- Govt guidance on numbers / households / track and trace (bookable)
- Access to handwashing
- The 72 hr rule (sets of objects/materials, rotation, extra sets)
- Social stories or welcome films
- Impact of measures on accessibility, inc PPE

Case studies: Manchester Museum (EY), NHM Dawnosaurs (SEND), Melbourne Museum (SEND)

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What do we need to consider for schools?

- **DfE guidance:** school trips and visitors in allowed from Sept

But…
- Most have embargoed visits until 2021 (insurance)
- Might have visitors in school (outreach) from Autumn 2 (after Oct ½ term)
- Cultural engaged schools are looking for ways to engage virtually through digital, blended learning, loan / activity boxes
- Focusing on catch up and recovery curriculums

What do we need to think about for blended learning?

- Talk to audiences about comfort levels about returning
- Might include live broadcasts, films, virtual classrooms, setting live briefs, online discussions…..
- Online safeguarding and inclusion
- Staff training / support, and kit, and longevity

Case studies: Jewish Museum London, Scarborough Museum Trust

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Reopening: what's there to help us?

- **Spaces for Learning Guidance** from Clore, GEM, Engage – published early August
- **(England) DCMS guidance for museums and galleries and theatres** around reopening, including learning programmes and spaces
- **(England) DfE guidance for reopening schools**, and sports clubs / outdoor / after school activities and provision

Training!
GEM, Engage, Arts Council England / Wales, Creative Scotland

Thanks for listening!

Any questions?

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