

Telling the Stories of the Treasures of the British Library

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Supervisor	Hannah Gabrielle, Head of Community and Content
Department, Location	Marketing, St Pancras
Start date/timeframe	Ideally the placement would commence in May 2018, but there is some flexibility to arrange a mutually convenient start date in consultation with the supervisor.
Duration	3 months (or part-time equivalent – see below) <i>For a part-time placement, the student would be required to spend a minimum of 3 days/week on site at the Library.</i>
Remote-working	Remote working would be feasible for this placement – to be discussed with the supervisor in advance.

Context for placement
<p>The Content and Community team at the British Library is part of the broader marketing team, which is also made up of a design studio, insight team and a marketing campaigns team. One of our key aims as a marketing department is to tell the story of the Library and the collections we hold, through many different channels (i.e. social media, website, onsite and print publications) to a wide range of audiences. Our ambition is to produce more generalist content which tells these stories to as broad a public as possible and help audiences understand the role and offer of the Library.</p> <p>We are looking to work on developing new, predominantly online, content to engage audiences with the stories behind many of the Library’s collection items beyond the factual labels written by curatorial staff. We are especially looking to engage less academic and new audiences to the Library. As such, this placement will require the successful candidate to communicate complicated ideas to a more generalist audience and make them accessible and engaging.</p> <p>Our focus in 2018/9 is on the Treasures Gallery. We are looking to broaden the engagement and awareness of the Treasures Gallery as part of our free everyday offer. This project will help us uncover and tell many of the stories behind the objects on display and to focus this work on more generalist audiences, helping with our aim of reaching more people and engaging them with our collections.</p> <p>The goal of the project is to produce content across a broad range of items. So we do not have any one particular area of academic expertise in mind as far as candidates for this placement are concerned. However, the placement student would have a large role to play in selecting the items which this project would highlight, and as such would be able to play to the strengths of their specialism and interests.</p>
Expected tasks and outcomes
<p>The placement student will work with the Content, Web Publishing and wider marketing teams, as well as with curators and the exhibitions team, to agree the key objects and artefacts around which to focus this project. An external creative agency will also advise on the project. The placement student will then lead the research into these items to discover the stories and context around them. They will consider the best ways to tell these stories to different audiences and work closely with the Content and Design studio to produce the agreed content.</p> <p>We are not looking for this content to be new or deep academic research, but to consider the wider context of the item and help to bring it to life in the most engaging, fascinating and accessible way. For example, it could focus on what was happening in a political or social context when the item was created, or on the key influences on the creator.</p> <p>Outputs may include web articles, blog posts, social media posts or working through the content and design teams to commission film or digital content (budgets and resource allowing), creating presentations about the</p>

campaign activity, producing reports to measure the success of content created and engagement with internal stakeholders such as Collections staff to present the performance of the content in communicating the Library's stories.

Training and experience expected to be gained by student through the placement

Initial inductions would be set up with the Content team, wider Marketing team (design, insight and campaigns) and other key stakeholders (front of house, exhibitions and curatorial teams) to help the placement student understand the context of the placement and key areas of support.

Full in-house training would be given on use of our content management systems and other work flow systems for content production (BL House Style, tone of voice, how we write for different platforms etc.), as well as on how we evaluate content (footfall measures, Google Analytics etc.).

We will work with the placement student to identify further training needs and opportunities, for example an externally run copywriting or writing for the web course.

We will work with the student to develop excellent public facing communication (in particular writing) skills, understanding how a house style and tone of voice works and what engaging content means to different audiences.

Throughout the period, we would provide opportunities for the student to be engaged with and to shadow different members of the marketing and content teams on a range of different projects we work on. This could be from developing exhibition content and working closely with the exhibitions team, to working with the Learning or Commercial teams. There would be the opportunity to participate in full department meetings and planning sessions, and get a full understanding of how a busy marketing departments works.

Required knowledge and skills

- The placement would particularly suit a student with a humanities background, though students from any discipline are very welcome to apply
- Excellent English writing skills and the ability to adapt their style for different audience and channels
- Ability to use and learn new IT systems

This is a training and development opportunity open to current PhD students only. It is not intended to lead to a permanent post at the Library. Please note that the Library is unable to provide a stipend for PhD research placements. Applicants must obtain the support of their PhD supervisor and Graduate Tutor (or someone in an equivalent senior academic management role) in advance and, as part of their process, consult their HEI to ascertain what funding is available to support them.