The College seeks to be influential by maintaining the quality of its work and by developing relationships that support its overall academic mission. At the centre of this approach is the explicit understanding that we must engage all our stakeholders in dialogue, and that support for this engagement is encouraged and embedded at all levels within the College. Successfully managing our relationships in the UK and internationally is critical, if we are to maximise the value and impact of our efforts in research, education and translation for society.

**Strategic aims**

- To anticipate, understand and shape the thinking of stakeholders and policy makers worldwide, including those in government, academia and industry.
- To be a world-leading source of independent scientific advice.
- To help create a wide awareness in society of the benefits of world class research and education in science, engineering, medicine and business.
68 We are committed to meeting the future needs of society and therefore try to anticipate emerging trends and expectations. In particular, we are proactive in discussions about the future of our sector with a view to influencing its development, but also to gain insight about what may be expected of us. The UK is fortunate to have a diverse higher education sector, in which the excellence of its world class universities is recognised widely. We will assert that this focus on excellence, especially during difficult economic times, is central to our long-term sustainability as a world-leading institution and to the wider international competitive advantage that the UK enjoys currently. Similarly, we will continue to defend the 1981 Haldane principle (that decisions about how to spend research funds should be made independently by researchers rather than by politicians) and articulate our continued support for the funding of theoretical and curiosity-driven research, thereby providing a number of Chief Scientific Advisors and other advisors to the UK government and its expert advisory committees, but we also recognise that the relationship between science, technology, government and society is changing. Discussions increasingly take place in self-organising ‘knowledge communities’, often on a global or regional scale and involving a diverse mix of stakeholders in new, flexible modes of interaction, for example, industry, NGOs, scientists and policy makers. It is therefore essential for us to engage and contribute to this evolving landscape and, where possible, provide a platform for some of this debate to happen. We will establish a new Policy Forum that brings together the College's wide ranging expertise, and that of our stakeholders, in addressing issues of global importance.

69 National and international policies to prepare for, and address, long-term issues, such as energy, health, the environment and security, will be most effective if they are informed by proven scientific knowledge and expertise. The College has had an important role in this regard and will continue to engage with business, government, and other policy makers with a view to helping them develop sustainable scientific solutions for both private and public good. Our expertise in science, engineering, medicine and business remains invaluable in a number of areas, perhaps most publicly on infectious diseases and the environment. We have and expect to continue to provide a number of Chief Scientific Advisors and other advisors to the UK government and its expert advisory committees, but we also recognise that the relationship between science, technology, government and society is changing. Discussions increasingly take place in self-organising ‘knowledge communities’, often on a global or regional scale and involving a diverse mix of stakeholders in new, flexible modes of interaction, for example, industry, NGOs, scientists and policy makers. It is therefore essential for us to engage and contribute to this evolving landscape and, where possible, provide a platform for some of this debate to happen. We will establish a new Policy Forum that brings together the College's wide ranging expertise, and that of our stakeholders, in addressing issues of global importance.

70 The College seeks to engage a diverse range of audiences in its work and ensure the widest possible understanding of science generally, and the purpose and benefits of its activities in particular. Our public engagement activities, through which staff provide their expertise, seek primarily to inspire public debate and discussion about our work, for example, through public events, lectures, fora, exhibitions, the facilitation of reporting in the mass media, and through the creative use of new and social media. By these means, we aim to broaden access to science. We will seek to strengthen our civic engagement through a series of creative partnership projects with museums, institutions and other bodies, with the aim of generating a wider dialogue about our activities both within London and further afield.

71 Our widening participating policies and practices encourage entry to higher education, particularly in STEM subjects. We employ a range of measures to encourage pupils from disadvantaged backgrounds to aspire to higher education, including the provision of practical help in the application process and support to school teachers in science education. Emphasis is not necessarily placed on encouraging pupils to apply to study at the College. Rather, the primary objective is to take a leading role in increasing awareness among young people of the importance and excitement of higher education, and of science in particular. For example, the College's Widening Participation school visits programme, involves 15,000 pupils and parents and 110 schools per annum. In addition, each year around 6,000 pupils are engaged in the College's work in primary and secondary schools, and approximately 75,000 school children benefit from the College's tutoring and mentoring programmes. Building on these activities, we have established the Reach Out Lab, a new concept linking public engagement and outreach objectives. Opened in 2010 and championed by the College's Chair in Science and Society, it provides additional facilities to deliver practical programmes and an experience of university for pupils aged seven to 18, specifically from schools without ready access to laboratories.

72 The College rewards and recognises staff who motivate young people to pursue careers in science, providing opportunities to participate in public dialogue about science. For example, the Rector’s Award for Public Engagement recognises public engagement activities delivered or coordinated by College staff. The award is aimed especially at rewarding those who promote and publicise access to research and academia, and its relevance to society as a whole. We will develop a new portfolio of liaisons, participation and engagement activities with the aim of maximising their impact amongst talented students from all backgrounds, who have the potential to realise their ambitions in higher education and, in particular, science.