

Societal Engagement Skills and Attributes Map

There are four key competencies, each with three components. Individuals will likely develop their **core skills** first and then move onto **advance skills** - there are some **examples** that indicate possible skills demonstrated within each component.

Competency 1.			
Engagement Practice: An ability to plan and deliver participatory, good-quality engagement activities.			
	1a) Developing objectives and a project plan in order to deliver an engagement activity.	1b) Developing practical engagement skills by delivering interactive engagement opportunities for public participants.	1c) Developing a critical awareness of different engagement methods and their suitability for use with different public participants and different topics/content.
Skill level Core	You planned an engagement activity with clear and realistic objectives, budgets, timescales and evaluation approach, which was delivered according to plan.	You delivered an activity that enabled you to actively involve the participants, whilst developing your creative ideas and practicing your communications, listening and evaluation skills.	You developed an interactive activity, that was targeted at a specific group within 'the public' and evaluation demonstrated that the participants successfully engaged with the content.
Skill level Advanced	You developed project plans for different engagement activities. You support colleagues/students to develop their project plans. You can estimate costs, resources and timescales involved with delivering and evaluating engagement.	You developed skills across a range of engagement methods (all of which enabled the active participation of public participants). You have provided constructive and supportive advice to colleagues/students on their practical engagement skills.	You are aware of the capabilities and limitations of different engagement methods and have applied this in your development of activities for specific audiences (e.g. family hands-on workshops, adult debates, co-created exhibitions, social media) and learnt from evaluation to apply to future projects. You advise others.
Competency 2.			
Inclusive and Collaborative Practice: Uses collaborative approaches to ensure that engagement activities are creative, accessible to diverse public communities and are rewarding for all involved.			
	2a) The ability to identify and remove barriers to participation in SE Opportunities.	2b) An ability to create or facilitate opportunities to listen to public communities about our work.	2c) An understanding of what makes effective partnerships and collaborations.
Skill level	You are aware that some public groups are more likely to access in SE	You delivered engagement projects that enable two-way dialogue, and acted on the perceptions	You delivered a collaborative engagement project involving different organisations

Core	opportunities than others. You took steps to identify possible barriers to participation and worked to remove them to make your activity more accessible.	and experiences shared during these interactions to inform your future approach or work.	and/or groups e.g. community groups, charities, creative practitioners etc. Evaluation showed all parties felt their contributions were valued and the experience was rewarding.
Advanced	You keep abreast of current good practice around engaging diverse audiences. You reached out to engage traditionally under-served public groups through collaboration. You consulted them early-on to identify motivations for taking part and barriers preventing participation; and designed the engagement experience accordingly.	You are practiced at facilitating participatory engagement experiences that provide opportunities for us to understand the perceptions, motivations and needs of our public participants. Actively champions this, and supports others to use this approach in their engagement projects.	You facilitated many engagement activities that enabled connections between different groups of people. You actively seek new partnerships with diverse groups. You enable collaborators to be involved at a strategic level e.g. governance, panels.
Competency 3			
Reflective practice: Able to reflect on your own perceptions and performance and to evaluate the effectiveness of your work.			
	3a) Reflecting on your values and preconceptions of Imperial's/your research before going public.	3b) Looking at Imperial's work from a variety of perspectives.	3c) Planning for and using evaluation in engagement activities
Core	You reviewed key media or public attitude surveys to identify common perceptions or misconceptions. You reflected on similarities and differences to your perspective. You applied this thinking to your engagement activity.	You delivered an engagement activity that enabled the gathering of perspectives from non-academic audiences, and drew on these perspectives to inform your decisions or practice going forward.	You developed an evaluation plan (as part of the project plan) in order to measure how successful the project was at meeting stated objectives. You carried out the evaluation and learnt from the findings.
Advanced	You champion this reflective approach among colleagues and students, provides advice and signpost to useful resources.	You facilitated many engagement activities that enabled dialogue between different groups of people and shared these outcomes widely to inform/support a range of stakeholders.	You evaluated more than one engagement project and tried a range of evaluation methods including creative methods. You advise others on their evaluation plans.
Competency 4.			
Understanding the landscape: Aware of the role of societal engagement within universities and the wider political landscape.			
	4a)	4b) An awareness of the political drivers to enhance our work in this area	4c)

	An understanding of the value of SE to researchers, research, students and Imperial.		Has drawn on the societal engagement opportunities available to staff at Imperial and beyond.
Skill level Core	You understand the value of SE to personal development and the relevant rewards and recognition opportunities. You understand the role of SE in supporting Imperial's civic responsibilities.	You understand the funding landscape for SE activities. Understands the potential role of Public Engagement to enhance research impact. Recognises the role of SE in achieving equality and diversity requirements for universities'.	You're aware of and used Imperial's SE opportunities and networks. You are aware of the wider public engagement sector and has taken part in external festivals, museums etc.
Skill level Advanced	You have a critical awareness of the changing context of science and society and subsequent pressures on Imperial's role in it. You actively champion the value of societal engagement. You supported colleagues or students to develop their skills and experiences in this area.	You achieved additional funding to support SE (external or internal). Has advised/supported others to apply for funding. You enabled the inclusion of SE activities in wider research or education proposals (such as Impact Case Studies or STAR applications).	You actively champion and signpost colleagues and/or students to Imperial's SE opportunities. You contributed to the development of opportunities for staff/students to get involved in SE.