

The EDGE tool

self-assess your support for public engagement

This tool allows you to assess your institution's support for public engagement. You can access a guide to how to use the tool here:

www.publicengagement.ac.uk/support/planning-change/self-assess

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Focus	Embryonic	Developing	Gripping	Embedding
Mission	There is little or no reference to public engagement in the organisational mission or in other institution-wide strategies	PE is referenced sporadically within the institutional mission documents and strategies, but is not considered a priority area	PE is clearly referenced within the institutional mission and strategies and the institution is developing an institution-wide strategic approach	PE is prioritised in the institution's official mission and in other key strategies, with success indicators identified. It is a key consideration in strategic developments in the institution
Leadership	Few (if any) of the most influential leaders in the institution serve as champions for public engagement	Some of the institution's senior team act as informal champions for public engagement	Some of the institution's senior team act as formal champions for public engagement	The VC acts as a champion for PE and a senior leader takes formal responsibility. All senior leaders have an understanding of the importance and value of public engagement to the institution's agenda
Communication	The institution's commitment to public engagement is rarely if ever featured in internal or external communications	Public engagement occasionally features in internal and external communications	Public engagement frequently features in internal communications, but rarely as a high profile item or with an emphasis on its strategic importance	PE appears prominently in the institution's internal communications; its strategic importance is highlighted, and resources and strategic support have been allocated to sustain this
Support	There is no attempt to co-ordinate public engagement activity or to network learning and expertise across the institution	There are some informal attempts being made to co-ordinate PE activities, but there is no strategic plan for this work. Some self-forming networks exist, not supported by the institution	Oversight and co-ordination of PE has been formally allocated (e.g. to a working group or committee) but there is minimal support and resource to invest in activity	The institution has a strategic plan to focus its co-ordination, a body/ies with formal responsibility for oversight of this plan, and resources available to assist the embedding of PE. There are a number of recognised and supported networks
Learning	There is little or no opportunity for staff or students to access professional development to develop their skills & knowledge of engagement	There are some opportunities for staff or students to access professional development and training in PE, but no formal or systematic support	There are some formal opportunities for staff or students to access professional development and training in PE.	Staff and students are encouraged and supported in accessing professional development, training and informal learning to develop their skills and knowledge of engagement
Recognition	Staff are not formally rewarded or recognised for their PE activities	Some departments recognise and reward PE activity on an ad hoc basis.	The university is working towards an institution-wide policy for recognising and rewarding PE activity	The university has reviewed its processes, and developed a policy to ensure PE is rewarded & recognised in formal and informal ways
Staff	Few if any opportunities exist for staff to get involved in public engagement, either informally or as part of their formal duties	There are opportunities for staff in a handful of faculties or departments to get involved in PE, either informally or as part of their formal duties	There are structured opportunities for many staff members to get involved in PE; but not in all faculties or departments. There is a drive to expand opportunities to all	All staff have the opportunity to get involved in public engagement, either informally or as part of their formal duties, and are encouraged and supported to do so
Students	Few opportunities exist for students to get involved in PE, either informally, through volunteering programmes, or as part of the formal curriculum	There are opportunities for students to get involved, but there is no coordinated approach to promoting and supporting these opportunities across the institution	Many (but not all) students have the opportunity to get involved in PE and are encouraged and supported to do so. There is a drive to expand opportunities to all	All students have the opportunity to get involved in PE, and are encouraged and supported to do so. The institution offers both formal and informal ways to recognize and reward their involvement
Public	Little or no attempt has been made to assess community need, or to support 'non traditional' groups in engaging with the institution	Some attempt has been made to analyse community need and interest; and to begin to tackle access issues to open up the institution and its activities to the public	The institution has committed resources to assessing community need and interests, and to using this insight and feedback to inform its strategy and plans	The institution has assessed need & committed resources to supporting a wide range of groups to access its facilities and activities, and to systematically seek their feedback and involvement.