

EDGE self-assessment matrix

Students

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/edge-tool

You are welcome to use the EDGE tool for non-commercial educational purposes, where credit is given to the NCCPE.

EMBRYONIC



DEVELOPING



GRIPPING

EMBEDDING



Focus	EMBRYONIC 	DEVELOPING 	GRIPPING 	EMBEDDING 
A shared sense of purpose	There is no institution-wide understanding of student engagement, or the internal and external drivers for supporting it.	Student engagement occasionally features within larger institutional initiatives, but in a relatively piecemeal way.	Key stakeholders have been brought together. Objectives have been clarified and a strategic plan has begun to develop.	Key stakeholders – students, staff and community partners – have been involved to explore and then articulate the purposes and benefits that student engagement serves.
An efficient and ‘joined up’ support infrastructure	There is no identified or dedicated support for student involvement in public engagement.	There is some identified support for student involvement in public engagement, which has some (limited) understanding of good practice in this area.	Intelligence has been gathered about the current provision across the institution, and a way of monitoring the effectiveness and efficiency of the infrastructure (e.g. a senior leader / committee) is in place. Investment is being made to plug any gaps.	The current provision for student engagement across the institution has been reviewed, including how best to ensure that it is ‘joined up’ and delivers maximum value for the investment being made.
Leadership and advocacy	Few, if any, opportunities exist for students to take on leadership roles in advancing public engagement in their departments or throughout the institution.	Although some individuals choose to act informally as champions or ambassadors for student engagement, they receive no institutional support.	There is a senior leader with responsibility for supporting student engagement, and a small number of students have formal responsibility for championing engagement with their peers.	There is an active network of ambassadors for student engagement supported across the institution. The ambassadors include academic staff, professional services staff, and students at all levels.
Recognise learning and celebrate achievement	The institution has neither formal nor informal mechanisms (e.g. prizes) that encourage students to participate in public engagement or reward students for their participation.	While the institution offers some informal incentives and rewards (e.g. publicity, prizes) that encourage students to participate in public engagement and / or reward them, the institution offers few or no formal incentives and rewards.	Formal and informal incentives (e.g. prizes, publicity awards etc.) are offered. The institution has explored the potential to integrate these within teaching and learning strategies, and offers informal routes to capture and demonstrate learning.	The institution has addressed how best to provide recognition for students, and has provided support for students to reflect on and capture their learning through engagement.
A clear and effective offer	There is no co-ordinated approach to informing students about opportunities that are available to engage with the public.	While there are some mechanisms for informing students about public engagement opportunities that are available to them, it is not clear how these are connected to wider initiatives (e.g. student experience, employability).	There are mechanisms in place to inform students about opportunities, as well as a published ‘pledge’ that articulates how the university supports engagement.	There is a clearly articulated ‘offer’ to students that articulates why engagement is valued as part of their experience at your institution, and how they can expect to access opportunities to engage with the public.