

# EDGE self-assessment matrix

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](http://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.



National  
Co-ordinating  
Centre for  
Public Engagement

EMBRYONIC



DEVELOPING










GRIPPING



EMBEDDING



# The EDGE tool

	Focus	EMBRYONIC 	DEVELOPING 	GRIPPING 	EMBEDDING 
 Purpose	Mission	There is little or no reference to public engagement in the organisational mission or in other institution-wide strategies.	Public engagement is referenced sporadically within the institutional mission documents and strategies, but is not considered a priority area.	Public engagement is clearly referenced within the institutional mission and strategies and the institution is developing an institution-wide strategic approach.	Public engagement 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 Vice Chancellor acts as a champion for public engagement 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.	Public engagement appears prominently in the institution's internal communications; its strategic importance is highlighted, and resources and strategic support have been allocated to sustain this.
 Process	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 public engagement 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 public engagement 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 public engagement. 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 and knowledge of public engagement.	There are some opportunities for staff or students to access professional development and training in public engagement, but no formal or systematic support.	There are some formal opportunities for staff or students to access professional development and training in public engagement.	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 public engagement activities.	Some departments recognise and reward public engagement activity on an ad hoc basis.	The university is working towards an institution-wide policy for recognising and rewarding public engagement activity.	The university has reviewed its processes, and developed a policy to ensure public engagement is rewarded and recognised in formal and informal ways.
 People	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 public engagement, either informally or as part of their formal duties.	There are structured opportunities for many staff members to get involved in public engagement; 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 public engagement, 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 public engagement 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 public engagement, 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 and committed resources to supporting a wide range of groups to access its facilities and activities, and to systematically seek their feedback and involvement.