**EDGE Tool: Purpose, Process, People**

**How well does your institution currently support public engagement? What are you doing well, and are there areas which you could quickly and efficiently target to make a big difference?**

We've distilled the work of the Beacons for Public Engagement and other universities to create a self-assessment tool to help you take stock and plan your own work. The tool has nine focal points which form a self-assessment matrix, to allow you to assess your institution's progress. We've called it the EDGE Tool as it describes 'Embryonic', 'Developing', 'Gripping' and 'Embedded' approaches to supporting engagement.

The EDGE tool provides a really useful device to get colleagues talking and reflecting on the current state of play in your department, school or institution, and helps identify where to focus your efforts. You can find out more in our website's [EDGE tool](https://www.publicengagement.ac.uk/support-engagement/strategy-and-planning/edge-tool) section.

You can use this form to assess your own institution using the EDGE tool. **Please complete by 9th December, putting a cross in each section that’s relevant to you, save this form and bring along to the first Engage Academy workshop in January.**

**Information about you**

|  |  |
| --- | --- |
| Institution |  |

**EDGE Tool: Purpose**

The NCCPE has created the EDGE tool which enables people to reflect on how their organisation supports public engagement. There are three sections to the assessment looking at purpose, process and people. We invite you to assess your organisation using the EDGE. We encourage you to select an option from those offered, and only to choose 'don't know' if you really feel you cannot comment at all. You are invited to add additional comments in the boxes provided.

The following questions relate to section 1: Purpose

**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** | **Don't know** |
| --- | --- | --- | --- | --- | --- |
| How is PE referred to in your institutional strategies? |  |  |  |  |  |

**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** | **Don't know** |
| --- | --- | --- | --- | --- | --- |
| How do your institution's leaders support public engagement? |  |  |  |  |  |

**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** | **Don't know** |
| --- | --- | --- | --- | --- | --- |
| How does your institution communicate about public engagement internally and externally? |  |  |  |  |  |

The following questions relate to section 2: 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 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** | **Don't know** |
| --- | --- | --- | --- | --- | --- |
| How well does your institution support PE? |  |  |  |  |  |

**LEARNING**

|  | **There is little or no opportunity for staff or students to access professional development to develop their skills & knowledge of PE** | **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** | **Don't know** |
| --- | --- | --- | --- | --- | --- |
| What opportunities are there for staff and students to develop their PE work at your institution? |  |  |  |  |  |

**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 (e.g through awards, appraisal, promotion etc.)** | **The university has reviewed its processes, and developed a policy to ensure PE is rewarded & recognised in formal and informal ways** | **Don't know** |
| --- | --- | --- | --- | --- | --- |
| How well does your institution reward and recognise PE? |  |  |  |  |  |

The following questions relate to section 3: 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 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** | **Don't know** |
| --- | --- | --- | --- | --- | --- |
| How does your institution support staff to participate in PE? |  |  |  |  |  |

**STUDENTS**

|  | **Few opportunities exist for students (including research students) to get involved in PE, either informally, through volunteering programmes, or as part of the formal curriculum/ training** | **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** | **Organisation does not seek to engage students** | **Don't know** |
| --- | --- | --- | --- | --- | --- | --- |
| **How does your institution support students (including research students) to participate in PE?** |  |  |  |  |  |  |

**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.** | **Don't know** |
| --- | --- | --- | --- | --- | --- |
| **How does your institution support the public to engage with them?** |  |  |  |  |  |