

# EDGE self-assessment matrix

## Support

---

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.

EMBRYONIC



DEVELOPING



GRIPPING



EMBEDDING



| Focus                                | EMBRYONIC   | DEVELOPING   | GRIPPING   | EMBEDDING    |
|--------------------------------------|---|---|---|---|
| Investment in expert support         | There are no staff members with responsibility for supporting and embedding public engagement on the campus. There may be individuals in a few departments with public engagement roles.  | There are some staff who are tasked with supporting and embedding public engagement; however, their appointments are temporary / not core funded and public engagement is only one of their responsibilities. | Staff are employed in the institution with explicit responsibility for supporting and embedding public engagement. Some appointments are permanent but most are temporary / not core funded.  | The institution core funds staff members with expertise in public engagement, who take responsibility for supporting and embedding public engagement across the organisation.   |
| Effective networks and co-ordination | 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 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. There are some subject or career-level specific networks of engaged staff.                         | The institution has a strategic plan to focus its co-ordination, a body (or bodies) with formal responsibility for oversight of this plan, and resources available to assist the implementation and embedding of public engagement. There are a number of recognised and supported networks.                |
| Opportunities for staff and students | There are few if any opportunities for staff to get involved in public engagement. Staff find their own external opportunities.   | Several departments provide some opportunities for staff and student involvement, but there is no systematic support. Central brokerage may provide some details of external opportunities.                   | The majority of departments have made some provision to facilitate opportunities for staff and students to get involved in public engagement activities.  | The institution actively facilitates and communicates opportunities to get involved, and provides practical support measures (e.g. brokerage; bursaries; fellowships; secondments). It also invests in institution-wide programmes that provide first steps.  |
| Evaluation of activity               | There is no organized, institution-wide effort underway to evaluate the quantity and quality of public engagement activities taking place, nor any recognition of the value of formative evaluation.  | A few departments attempt to evaluate the number and quality of public engagement activities. There are no efforts across the institution. Evaluation is focussed on monitoring.                              | A systematic effort to evaluate the number and quality of public engagement activities has been initiated. Summative evaluation is common.  | An ongoing, systematic effort is in place to evaluate the number and quality of public engagement activities that are taking place throughout the institution. Evaluation feedback is being used to inform future activity and strategy. Formative evaluation is an expected part of engagement activities. |
| Brokerage and partnership working    | There is little or no attempt made to facilitate public access to information, advice or expertise within the institution. There is little or no support for staff outreach e.g. access to training, writing grant proposals for outreach projects. | Some basic 'signposting' is in place (e.g. web pages), to describe the institution's public engagement offer and facilitate contacts. There is some support for staff outreach.                               | Effective 'signposting' is in place, and there are some attempts being made to broker partnerships with external organisations. The organisation has active 'front doors' which will respond to new requests from outside. Staff are supported to initiate their own outreach projects. | The institution has invested in signposting to facilitate contact with the community, provides some dedicated brokerage and is taking a strategic approach to partnership development. It is involved in long-term partnerships with local community neighbours.  |