 

**Departmental Public Engagement with Research Seed Fund**  
**EDGE Guidance**

The Case for Support form for this funding scheme includes a section where you are asked to complete an EDGE analysis for your department. The EDGE tool’s purpose is to help universities and the divisions, departments and faculties therein to assess their current support for public engagement with research and identify areas where they would like to see change. It was created by the National Coordinating Centre for Public Engagement (NCCPE) and you can find out more about it [on their website](https://www.publicengagement.ac.uk/support-engagement/strategy-and-planning/edge-tool).

The purpose of including the EDGE analysis in this application process is to assist applicants in understanding how their proposed activity can be most effective for their department.

EDGE stands for…

* Embryonic: Institutional or departmental support for engagement is patchy or non-existent, although some engagement activity is underway
* Developing: Some support has been put in place, but in a relatively unsystematic and non-strategic fashion
* Gripping: The institution (or department) is taking steps to develop more systematic and strategic support
* Embedding: The institution (or department) has put in place strategic and operational support for engagement

It’s important to note that for this analysis, you should focus on Public Engagement *with Research* (as opposed to public engagement in general). Read through the descriptors of the four levels (E, D, G, E) for nine different elements (mission, leadership, communication, support, learning, recognition, staff, research students, public) and decide which level your department is at for each element.

Please use the analysis matrix below to complete the EDGE requirement for your Case for Support form:

* Highlight the appropriate level (E, D, G, E) that reflects the situation of your department for each of the nine elements.
* Use the ‘your rationale’ column to explain in brief your reason for each decision.
* Copy and paste your completed matrix into Section 3 of your Case for Support form.

EDGE analysis matrix to self-assess departmental support for Public Engagement with Research (PER):

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

