

We help universities engage with the public

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- › The EDGE tool: Assess your institution
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Sophie Duncan
Paul Manners

Co-Directors, NCCPE

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Principle 3

Engagement



We build effective relationships by having clear routes to access information and expertise in the university with engagement mechanisms and policies developed to suit the needs of a wide range of beneficiaries and partners working with institutions as publicly funded bodies.

Key enablers could include:

- a clear route for external parties to access a defined point of initial contact
- published guidance is available on how formal enquiries are triaged and responded to within effective timescales
- published guidance is available on how informal relationships should be managed in the context of internal policies, including when formal agreements should be explored
- published guidance is available on how relationships with external parties are managed to professionally accepted standards in order to deliver high levels of partner confidence
- formal agreements (in plain language) to cover any substantive KE work undertaken to ensure that everyone's rights and responsibilities are clear, and that everyone is clear about what to expect from each other
- formal arrangements for timely and efficient execution of agreements and mechanisms to monitor this to inform improved service delivery
- a formal approach exists to understanding and growing the depth and breadth of relationships with particular partners, sectors and stakeholder groups, and for the management of relationships with multiple institutional touch points
- support systems are in place to ensure that arrangements are used effectively

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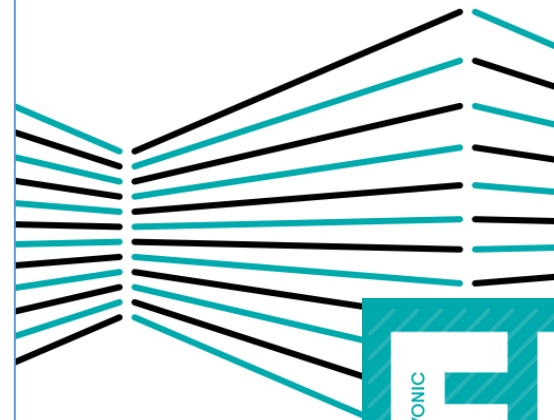
Principles of Practice for Community- University Partnership Working



Museum-University Partnerships Do we need a partner?



School-University Partnerships Lessons from the RCUK-funded School-University Partnerships Initiative (SUPI)



EMBRYONIC
EDGE
DEVELOPING
GRIPPING
EMBEDDING



Purpose

Mission
Leadership
Communication

Embedding a commitment to public engagement in institutional mission and strategy, and championing that commitment at all levels

Process

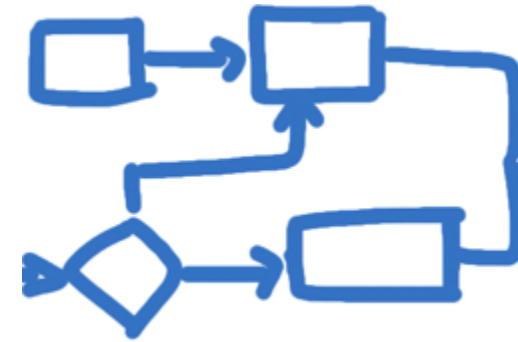
Support
Learning
Recognition

Investing in systems and processes that facilitate involvement, maximise impact and help to ensure quality and value for money

People

Staff
Students
Publics

Involving staff, students and representatives of the public and using their energy, expertise and feedback to shape the strategy and its delivery



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.	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.
	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.
	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.
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.
	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.
	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.	The university has reviewed its processes, and developed a policy to ensure PE is rewarded & 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 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.
	Students	Few opportunities exist for students to get involved in PE, 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 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.
	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.

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EDGE self-assessment matrix

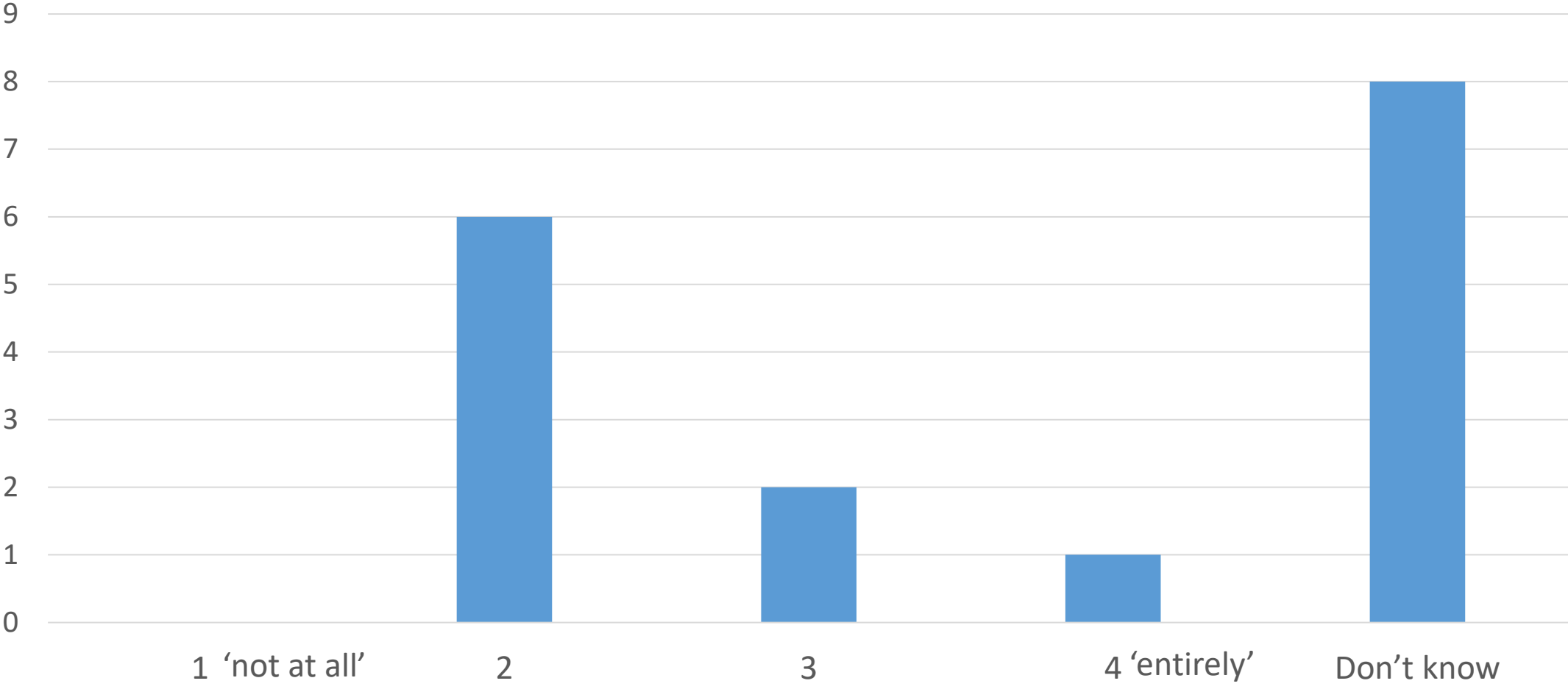
Public

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.

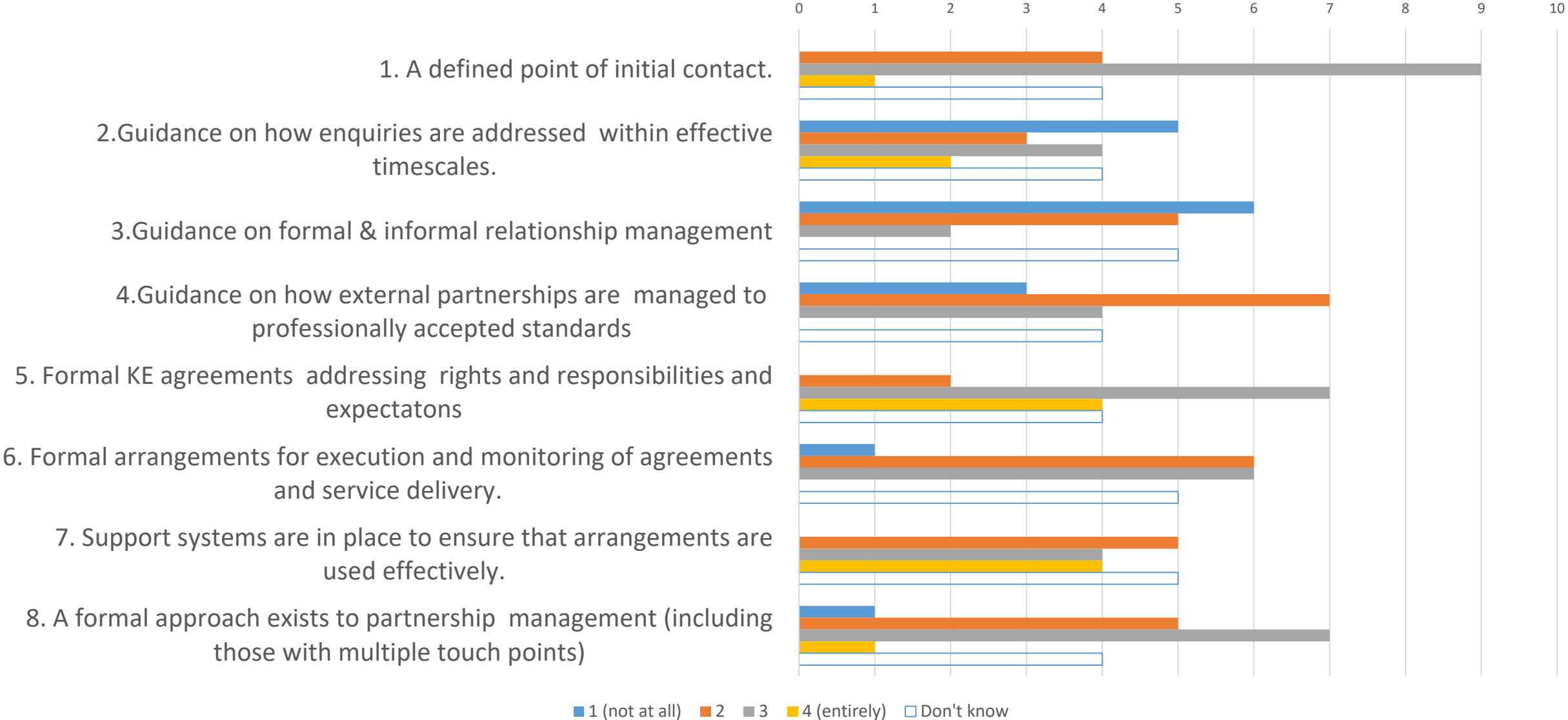
1	Awareness How aware are the individuals and organisations that have contact with your institution of your goals for public engagement, or of the opportunities on offer?
2	Access How carefully have you considered the accessibility of your institution and its engagement activities to a wide range of potential participants? Are you reaching out beyond the 'usual suspects', and involving community members in assessing the range of needs and interests you could connect with?
3	Infrastructure What investment have you made in infrastructure to support access and involvement – for instance, through your website, enquiry handling, the accessibility of your buildings and campus, and brokerage such as a helpline or helpdesk?
4	Feedback In what ways do you seek feedback from the public on aspects of your engagement activity, and how do you use this feedback or evaluation to inform your planning and strategy development?

To what extent does your higher education provider meet this Concordat principle (e.g. on a scale of 1-4, where 1 is 'not at all' and 4 is 'entirely')?

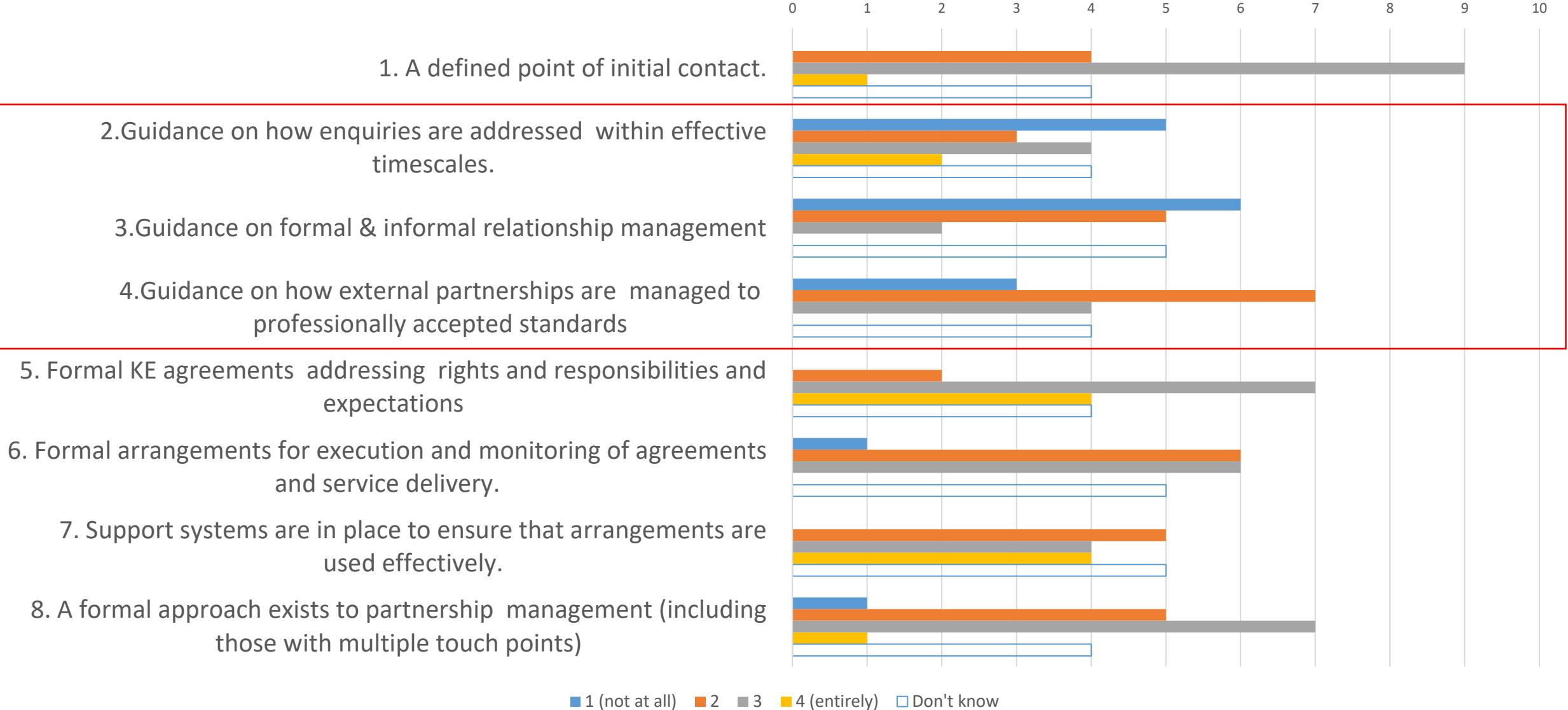


21 responses in total

The following enablers are identified in the guidance. To what extent do you deliver this enabling activity?



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Please tell us about any other enablers for engagement at your institution, and innovative practices

A KE team

- A well defined and sizeable KE / Commercialisation function
- Establishment of an Institute for Enterprise and Leadership in 2021 which brings together all external engagement under a single front door.

Single Point of contact

Appropriate funding – HEIF and other - to support activity

- HEIF funded KE and commercialisation staff and workload allocation for academics

Partnership management/ CRM

- CRM
- Account management
- Corporate partnerships team to manage strategic relations

Reward and recognition

- Development of a business charter to recognise and reward our most supportive relationships (in the pipeline)

Community of practice

- Community of Practice is launching (researchers and professional staff)

Examples

- Partnership with other universities
- Schools Engagement
- Entrepreneurs in residence

Can you provide any examples of gaps and how you will address them?

Consistency

- Spreading the formal practices into all the academic depts. and getting them to comply with the internal practices around engagement with external partners etc
- Bringing together the best practice from across the KE teams so they all work to the same principles
- Not core Business Enquiries handling (current posts in place are on fixed term contracts for specific programme grants)
- The biggest gaps are in the individual strands of KE, where there is inconsistency across student KE, Workforce development and skills, Innovation and R&D and community engagement. The challenge is therefore to develop some consistency and connectedness of process and practise across all strands without overly bureaucratising and stifling the positive work that is being undertaken.
- Much of the guidance, approaches and arrangements are in place but they need to be more visible both internally and where appropriate externally.

Monitoring and evaluation of impact

- Centralised monitoring of service in relation to engagement - we are very good at setting up partnerships, engaging various external partners but this is often done on at an individual level and could benefit from a more structured institutional approach
- We are currently working on further expanding guidance and engagement metrics and support for depth and breadth.

External visibility

- We need to adapt some of our internal documentation and guidance to support our engagement so it is in the public arena and relevant to our stakeholder groups