

EDI Practitioner Self-Assessment.

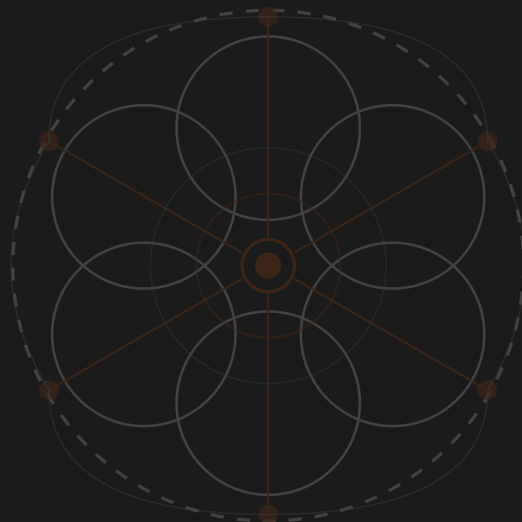
A reflective skills audit for EDI practitioners and HR professionals with an EDI remit. Use it to assess where your practice is strong, where development would make the greatest difference, and what that development looks like in practice.

YOUR NAME

YOUR ROLE

ORGANISATION

DATE COMPLETED



How to use this assessment

PURPOSE

This is a reflective skills audit, not a knowledge test. Use it to get an honest picture of where your EDI practice is strong, where development would make the greatest difference, and what that development looks like. Be honest rather than aspirational in your ratings.

HOW TO RATE YOURSELF

Read all four level descriptors for each competency area before selecting a rating. Choose the level that best describes your consistent, evidenced practice: the level you operate at reliably, not occasionally. If you are between levels, rate at the lower level.

RECORDING YOUR RATING

Circle or tick the relevant level label in the rating column on each competency page. Use the reflection space to note specific evidence for your rating, identify development priorities, and record any actions you want to take.

USING YOUR RESULTS

Complete the summary page at the end to see your overall profile. Share your results with your line manager, supervisor, mentor, or coach to inform a development conversation. Return to the assessment in 6 to 12 months to track progress.

LEVEL	WHAT IT MEANS	TYPICAL CAREER STAGE
Foundation	Building awareness and developing early practice. Working with support. Beginning to connect theory, law, and practice.	New to an EDI role or with an EDI remit added to a generalist HR position. Typically 0 to 2 years of EDI-specific responsibility.
Developing	Applying EDI skills with increasing confidence. Working independently on focused EDI tasks. Beginning to adapt approaches to context.	Growing an EDI specialism. Typically 2 to 5 years of EDI practice with a broadening portfolio of work.
Proficient	Skilled and confident practitioner. Handles complexity. Evidence-informed. Challenges practice and supports others to develop.	Established EDI practitioner or lead. Typically 5 or more years with experience of significant, systemic EDI work.
Expert	Masterful practitioner and developer of others. Centres lived experience and intersectionality. Embeds EDI as a way of working. Contributes to sector-wide standards.	Senior EDI lead or specialist with a track record of complex, whole-organisation EDI change and practitioner development.

This assessment draws on the CIPD Profession Map (EDI specialist knowledge), the Inclusive Employers Standard, the ENEI TIDE framework, and the Avant People EDI Maturity Framework. Grounded in UK equality law as at May 2026, including the Equality Act 2010, the Worker Protection (Amendment of Equality Act 2010) Act 2023, and the Employment Rights Act 2025.

Applying Equality Law and Ethical Frameworks

An effective EDI practitioner does not just know the law: they apply it strategically to drive change. This means advising confidently on the **Equality Act 2010** (all nine protected characteristics, direct and indirect discrimination, harassment, victimisation, and the duty to make reasonable adjustments), the **Public Sector Equality Duty**, the **Worker Protection (Amendment of Equality Act 2010) Act 2023**, gender pay gap regulations, and the **Employment Rights Act 2025**. It also means recognising where legal compliance masks continuing harm in people's lived experience, and advocating beyond minimum standards. Intersectionality is applied throughout: the law addresses single characteristics, but real people hold multiple identities and face compounded disadvantage.

LEVEL	DESCRIPTOR	RATING
Foundation	Aware of the nine protected characteristics under the Equality Act 2010 and can describe the difference between direct and indirect discrimination. Understands that organisations have legal obligations around equality and that the PSED applies to public bodies. Knows where to find guidance from the EHRC and ACAS. Applies legal knowledge with support and supervision. Beginning to recognise that people's lived experiences of inequality often exceed what the law formally protects.	<input type="radio"/>
Developing	Can advise colleagues and managers on equality law in straightforward situations: what constitutes harassment, how indirect discrimination arises, what reasonable adjustments require. Understands the PSED specific duties and supports compliance activity including equality objectives and equality information publication. Familiar with the Worker Protection Act 2023 preventative duty. Beginning to identify where legal compliance alone is insufficient and where policy or practice creates barriers for people with intersecting protected characteristics.	<input type="radio"/>
Proficient	Applies equality law confidently across complex situations: advising on policy risk, conducting or reviewing equality impact assessments, supporting implementation of the preventative duty on sexual harassment, and interpreting how case law developments affect organisational practice. Advises on pay gap reporting obligations and anticipates emerging requirements including the Equality (Race and Disability) Bill. Able to explain legal frameworks in plain language to a range of audiences. Consistently applies an intersectional lens: questions whether a policy, process, or incident that appears single-characteristic in nature has compounded impact on people with overlapping identities.	<input type="radio"/>
Expert	Operates as the organisation's expert on equality law and ethical practice. Proactively shapes the organisation's legal compliance strategy: anticipating legislative change, briefing senior leaders and boards, and designing systems that exceed minimum standards. Challenges the gap between legal compliance and genuine equity , using the lived experiences of affected people as primary evidence to demonstrate where the law falls short. Coaches other practitioners and managers in legal literacy. Applies sophisticated intersectional analysis to legal and ethical questions: names where systems create compounded disadvantage for people with multiple protected characteristics and advocates for systemic remedy, not just individual adjustments. Contributes to sector-level EDI legal guidance and standard-setting.	<input type="radio"/>

EVIDENCE AND REFLECTION: WHAT TELLS YOU THIS IS YOUR LEVEL? WHAT WOULD DEVELOPMENT LOOK LIKE?

EDI Strategy and Governance

Moving an organisation from EDI as a compliance exercise to EDI as an embedded strategic priority requires the ability to develop strategy, connect EDI to organisational goals, influence governance structures, and make the business and moral case at the highest levels. This draws on frameworks including the **ENEI TIDE framework**, the **Inclusive Employers Standard**, and the **NHS EDI Improvement Plan** where applicable. Effective strategy is not generic: it is informed by the specific experiences of underrepresented groups within the organisation, and it is designed to address compounded disadvantage rather than treating each protected characteristic as a separate workstream.

LEVEL	DESCRIPTOR	RATING
Foundation	Understands the difference between EDI as a compliance function and EDI as a strategic priority. Can describe what an EDI strategy typically contains and why governance structures matter. Supports the delivery of existing EDI strategy actions. Beginning to understand how EDI connects to broader organisational goals and workforce outcomes.	<input type="radio"/>
Developing	Contributes to EDI strategy development and can translate strategic priorities into action plans with clear objectives, owners, and timescales. Understands how EDI governance works in their organisation: the role of EDI committees, the relationship to board reporting, and how EDI connects to workforce and people strategies. Begins to make the business case for EDI investment using data and evidence. Identifies when strategy is disconnected from the lived experience of those it is meant to serve.	<input type="radio"/>
Proficient	Leads the development of EDI strategy that is specific, measurable, and connected to organisational priorities. Works effectively within governance structures: reporting to boards and senior leaders, chairing or contributing to EDI committees, and ensuring EDI is a standing agenda item rather than a periodic update. Uses benchmarking tools such as ENEI TIDE or the Inclusive Employers Standard to set ambitious targets and evaluate progress. Designs strategy that explicitly addresses intersectional disadvantage rather than treating protected characteristics as separate workstreams. Engages affected communities in strategy development.	<input type="radio"/>
Expert	Shapes EDI strategy at organisational and sector level. Ensures EDI is embedded in corporate strategy, risk management, and governance frameworks rather than sitting as a standalone people initiative. Builds the business and moral case for EDI at board level , using data, lived experience narratives, and sector benchmarking to make arguments that are both credible and compelling. Designs governance structures that give underrepresented groups genuine influence over strategy, not just consultative involvement. Actively challenges strategy that addresses protected characteristics in isolation , insisting on intersectional design that reflects the complexity of real people's lives. Develops the strategic capability of other EDI practitioners and people leads.	<input type="radio"/>

EVIDENCE AND REFLECTION: WHAT TELLS YOU THIS IS YOUR LEVEL? WHAT WOULD DEVELOPMENT LOOK LIKE?

Data Literacy and Evidence-Based Practice

EDI practitioners who can read, interpret, and communicate data have significantly more influence than those who cannot. Data literacy in this context means working confidently with **workforce representation data, pay gap analysis, recruitment and progression rates by protected characteristic, staff survey results, grievance and disciplinary data, and outcome monitoring** across the employment lifecycle. It also means understanding what data cannot tell you, knowing when qualitative evidence and lived experience are more revealing than quantitative metrics, and being able to translate complex findings into clear, persuasive arguments for change. At higher levels this includes **intersectional analysis** across multiple protected characteristics simultaneously, **trend analysis over time**, and **benchmarking against sector comparators**.

LEVEL	DESCRIPTOR	RATING
Foundation	Can read basic workforce data and identify obvious patterns: for example, that women are underrepresented at senior levels, or that a particular protected group has lower engagement scores. Understands why organisations collect EDI data and the importance of improving data quality and completion rates. Aware that data collection and storage must comply with UK GDPR and the Data Protection Act 2018. Recognises that data alone does not capture the full picture of people's experiences.	<input type="radio"/>
Developing	Analyses workforce data across at least two protected characteristics and can identify meaningful patterns and disparities. Supports gender pay gap reporting and understands what the figures mean and what drives them. Beginning to disaggregate data to explore differences within groups rather than treating each protected characteristic as homogeneous. Can present data findings clearly to a non-specialist audience. Understands that data findings need to be triangulated with qualitative evidence to explain the why behind the numbers.	<input type="radio"/>
Proficient	Applies rigorous data analysis across multiple protected characteristics including pay gap analysis beyond gender (ethnicity, disability), recruitment pipeline monitoring, promotion rate analysis, and staff survey disaggregation. Triangulates quantitative data with qualitative evidence including focus group findings, staff network intelligence, and exit interview themes. Tracks trends over time and identifies early signals of emerging issues. Communicates complex data findings in plain language to senior leaders and boards, constructing a credible narrative for change. Consistently applies an intersectional lens: analyses how outcomes differ for people with overlapping protected characteristics, surfacing compounded disadvantage that single-characteristic analysis obscures.	<input type="radio"/>
Expert	Operates at the frontier of EDI data practice. Benchmarks organisational data against sector comparators and national datasets, using external reference points to set ambitious and credible improvement targets. Applies sophisticated intersectional analysis as standard, understanding that aggregate data routinely masks the experiences of people who hold multiple marginalised identities. Spots and names longitudinal trends that others miss , using them to shape strategic priorities before problems become crises. Uses the lived experiences of affected people as qualitative data that sits alongside and sometimes challenges quantitative findings. Coaches other practitioners and people leads in data literacy and the ethical use of workforce data. Contributes to sector-level data standards and challenges organisations to publish their data with honesty and accountability.	<input type="radio"/>

EVIDENCE AND REFLECTION: WHAT TELLS YOU THIS IS YOUR LEVEL? WHAT WOULD DEVELOPMENT LOOK LIKE?

Policy Design and Systemic Practice

Policies shape the employment and service experiences of real people. An effective EDI practitioner designs, reviews, and embeds policies that work in practice, not just on paper. This includes conducting rigorous **equality impact assessments (EIAs)**, designing inclusive recruitment, progression, and people processes, embedding reasonable adjustments as standard practice, ensuring accessibility across physical and digital environments, and applying positive action measures lawfully under **sections 158 and 159 of the Equality Act 2010**. Lived experience is the essential test: a policy that looks fair on paper but produces inequitable outcomes in people's working lives has failed. Intersectionality is built into the design process: policies that address a single protected characteristic at a time will miss the compounded barriers faced by people with overlapping identities.

LEVEL	DESCRIPTOR	RATING
Foundation	Understands what an equality impact assessment is and why it is required. Can support the review of existing EDI policies and identify basic gaps. Aware of positive action provisions in the Equality Act 2010 and how they differ from positive discrimination. Beginning to recognise that policies which appear neutral on their face can create barriers for specific groups in practice.	<input type="radio"/>
Developing	Conducts equality impact assessments on straightforward policy changes with support. Reviews employment policies for indirect discrimination risk and identifies where adjustments are needed. Supports the design of inclusive recruitment processes and advises on reasonable adjustments. Beginning to involve staff from affected groups in policy review processes. Recognises when a policy that addresses one protected characteristic may have unintended consequences for people with other or overlapping identities.	<input type="radio"/>
Proficient	Leads EIA processes to a consistently high standard: ensures assessments are completed before decisions are finalised, findings influence outcomes, and results are monitored after implementation. Designs employment policies that are genuinely equitable across the full people lifecycle. Applies positive action measures lawfully and purposefully. Tests policies against the lived experiences of affected people rather than against intent alone. Designs intersectionally: actively considers how policies interact with multiple protected characteristics simultaneously and builds in mechanisms to identify compounded barriers.	<input type="radio"/>
Expert	Drives systemic change through policy and practice design. Builds EIA into the organisation's decision-making culture as a standard discipline, not a compliance exercise. Co-designs policies with the people they are intended to serve, treating lived experience as primary evidence rather than anecdote. Identifies and challenges systemic patterns: where multiple policies or processes combine to create cumulative disadvantage for specific groups, and where change requires structural redesign rather than individual adjustment. Ensures that intersectionality is built into every policy design process , refusing approaches that treat protected characteristics as separate silos. Coaches other practitioners and HR generalists in rigorous EIA and equitable policy design. Contributes to sector-level standards for inclusive employment practice.	<input type="radio"/>

EVIDENCE AND REFLECTION: WHAT TELLS YOU THIS IS YOUR LEVEL? WHAT WOULD DEVELOPMENT LOOK LIKE?

Facilitation, Engagement and Co-Production

EDI practitioners who can facilitate well create spaces where people feel safe to share their real experiences, where difficult conversations can be held productively, and where those most affected by inequality have genuine influence over the decisions that shape their working lives. This competency covers **inclusive facilitation, staff network support and development, co-production of EDI initiatives with affected communities, managing difficult conversations about race, disability, gender, religion, and other protected characteristics**, and creating psychological safety in group settings. The ability to hold space for the lived experiences of people from underrepresented groups without rescuing, explaining, or minimising is a core skill at this level. Intersectionality matters in facilitation: a Black disabled woman's experience of an organisation is not the sum of its parts, and effective facilitators create conditions for that complexity to be heard.

LEVEL	DESCRIPTOR	RATING
Foundation	Can facilitate straightforward EDI conversations with support. Understands the importance of psychological safety in EDI discussions and takes basic steps to create it. Aware of the barriers that prevent people from sharing their lived experiences and tries to remove them. Beginning to understand how group dynamics affect EDI conversations, including the tendency for dominant voices to speak for the group.	<input type="radio"/>
Developing	Facilitates EDI conversations and listening events with increasing confidence. Manages participation actively: draws out quieter voices, manages dominant ones, and creates conditions where people feel able to share their experiences. Supports staff networks and helps them develop their remit, structure, and relationship with the organisation. Engages affected groups in consultation on EDI matters. Beginning to hold space for difficult topics including racism, disability discrimination, and religious harassment without deflecting or over-explaining.	<input type="radio"/>
Proficient	Facilitates complex, high-stakes EDI conversations including those involving significant power differentials, historical harm, and contested organisational culture. Co-produces EDI initiatives with affected communities rather than designing for them. Supports staff networks as strategic assets that have genuine influence over organisational decisions. Holds space for the lived experiences of people from underrepresented groups, treating their testimony as evidence rather than anecdote and protecting them from the burden of repeatedly educating others. Facilitates intersectionally: creates conditions where people can share the full complexity of their experience rather than having to choose which part of their identity to speak from.	<input type="radio"/>
Expert	Masterful facilitator of EDI engagement at the most complex and contested level. Designs and leads whole-organisation listening and co-production processes that give underrepresented communities genuine power over outcomes. Centres lived experience as the primary organising principle of EDI engagement: the people most affected by inequality are the most important voices in the room. Actively manages and reduces the emotional labour placed on people from underrepresented groups in EDI processes. Builds the facilitation capability of others , including HR generalists, managers, and staff network leads. Creates conditions where the full intersectional complexity of people's identities and experiences can be heard, surfaced, and acted upon.	<input type="radio"/>

EVIDENCE AND REFLECTION: WHAT TELLS YOU THIS IS YOUR LEVEL? WHAT WOULD DEVELOPMENT LOOK LIKE?

Influencing, Negotiation and Advocacy

EDI practitioners rarely hold formal authority. Their influence is relational, intellectual, and moral. This competency covers the ability to **make compelling arguments for EDI to sceptical audiences, negotiate for resource and prioritisation, advocate for people whose experiences of inequality are not being heard, maintain credibility under pressure, and challenge organisational decisions and behaviours that perpetuate disadvantage**. Effective advocacy uses multiple forms of evidence: quantitative data, qualitative insight, and the lived experiences of real people. At higher levels this includes navigating organisational politics with skill, building coalitions of support, and knowing when to push and when to hold. The ability to translate EDI complexity into language that lands with different audiences (board, frontline manager, staff network, trade union) is a critical skill throughout.

LEVEL	DESCRIPTOR	RATING
Foundation	Can articulate why EDI matters and describe the organisational and legal case for action. Supports the development of EDI communications and presentations. Beginning to identify who the key stakeholders are for EDI in the organisation and what their positions tend to be. Aware that EDI advocacy requires adapting language and framing for different audiences.	<input type="radio"/>
Developing	Makes the case for EDI to managers and colleagues with increasing confidence. Adapts language and evidence to suit different audiences. Begins to negotiate for resources and prioritisation within their sphere of influence. Advocates for the experiences of underrepresented groups in team and project discussions. Navigates pushback on EDI with resilience, maintaining a position under pressure while remaining open to genuine challenge.	<input type="radio"/>
Proficient	Influences senior leaders and boards effectively, using a combination of data, lived experience narratives, legal risk, and sector benchmarking to build compelling arguments for EDI investment and change. Negotiates for resource, time, and organisational prioritisation with skill. Advocates clearly and persistently for people whose experiences of inequality are not being adequately addressed, including where this requires challenging senior colleagues or established practice. Identifies and builds coalitions of support. Translates EDI complexity into plain language without losing rigour: can explain intersectionality, structural inequality, and systemic bias to a sceptical audience without jargon or condescension.	<input type="radio"/>
Expert	Operates as a masterful advocate and influencer at the most senior and complex levels. Makes arguments that are simultaneously grounded in data, informed by lived experience, legally literate, and strategically framed. Navigates organisational politics with sophistication, knowing when and how to push, when to build consensus, and when to name what is happening directly. Advocates without losing credibility: maintains relationships with sceptics and challengers while holding firm on matters of principle. Uses the lived experiences of people from underrepresented groups as evidence in senior conversations, ensuring their testimony carries the weight it deserves. Develops the influencing and advocacy capability of other EDI practitioners and people leads. Contributes to sector-level EDI advocacy, including public discourse, policy consultation, and professional body engagement.	<input type="radio"/>

EVIDENCE AND REFLECTION: WHAT TELLS YOU THIS IS YOUR LEVEL? WHAT WOULD DEVELOPMENT LOOK LIKE?

Culture, Allyship and Awareness

Structural EDI changes only hold when they are accompanied by cultural change: shifts in behaviour, norms, language, and the everyday experience of inclusion. This competency covers the ability to **design and deliver EDI learning and awareness activity that changes behaviour rather than just raising awareness, build and sustain allyship programmes, use the EDI awareness calendar as a catalyst for sustained action rather than performative compliance, and work with leaders and managers to embed inclusive behaviour as a daily practice**. Culture change is real only when the people most affected by the current culture say it has changed. Intersectionality runs throughout: culture change programmes that address protected characteristics one at a time will miss the complexity of people's lived experience and risk creating hierarchies of inclusion.

LEVEL	DESCRIPTOR	RATING
Foundation	Can design and deliver basic EDI awareness sessions. Understands the difference between awareness-raising and behaviour change and recognises that mandatory e-learning alone is insufficient. Aware of the EDI awareness calendar and can plan activity around key dates. Beginning to understand what allyship means and what it looks like in practice.	<input type="radio"/>
Developing	Designs EDI learning and awareness activity that goes beyond information transfer: uses facilitated discussion, lived experience stories, and reflective exercises to prompt behaviour change. Plans awareness calendar activity that is substantive rather than tokenistic and links each event to a broader EDI commitment. Supports the development of allyship programmes or frameworks. Engages managers in inclusive leadership conversations. Begins to evaluate whether EDI learning is changing behaviour, not just completing.	<input type="radio"/>
Proficient	Designs and delivers EDI learning that is evidence-based, behaviour-focused, and evaluated for impact. Uses the awareness calendar strategically: each event connects to an organisational action commitment and is co-designed with staff networks. Builds and sustains allyship programmes with role-differentiated content for different audiences. Works with leaders to embed inclusive behaviour as a daily practice rather than an initiative. Tests whether culture change is happening by measuring the gap between stated values and the lived experience of those most affected by the current culture. Designs intersectionally: ensures culture change activity reflects the full diversity of the workforce rather than centring the most visible or vocal groups.	<input type="radio"/>
Expert	Drives culture change at organisational level , understanding that sustainable change requires shifting both the hard wiring (structures, policies, governance) and the soft wiring (behaviours, norms, language, power dynamics). Treats the lived experiences of people from underrepresented groups as the definitive measure of culture change: not what leaders say is different, but what people experience day to day. Builds allyship as a sustained organisational commitment rather than a one-off programme. Coaches other practitioners and leaders in culture change design and delivery. Challenges organisational culture that treats inclusion as a nicety rather than a necessity, doing so with credibility, courage, and care. Contributes to sector-level thinking on inclusive cultures and what real change looks like in practice.	<input type="radio"/>

EVIDENCE AND REFLECTION: WHAT TELLS YOU THIS IS YOUR LEVEL? WHAT WOULD DEVELOPMENT LOOK LIKE?

Practitioner Effectiveness and Positionality

EDI work is emotionally demanding, politically complex, and personally exposing. An effective EDI practitioner understands their own positionality: **how their identity, privilege, lived experience, and relationship to power shape how they see the world, whose experiences they default to centring, and where their blind spots sit.** This includes practitioners who share protected characteristics with the communities they serve (who face additional burdens and risks) and those who do not (who must be honest about the limits of their perspective). It also covers the emotional labour of this work, resilience under institutional resistance, managing personal boundaries, and committing to ongoing professional development. The CIPD core behaviours of ethical practice, working inclusively, and valuing people are foundational throughout.

LEVEL	DESCRIPTOR	RATING
Foundation	Aware of the concept of positionality and that their own identity shapes how they approach EDI work. Beginning to reflect on their own privilege and the perspectives they may not naturally hold. Engages in some form of professional development related to EDI. Aware that EDI work can be emotionally demanding and seeks support when needed. Beginning to recognise the additional burden carried by practitioners from underrepresented groups.	<input type="radio"/>
Developing	Reflects regularly on their positionality and how it affects their practice. Actively seeks out perspectives and experiences different from their own, particularly from people whose identities intersect in ways that differ from theirs. Manages the emotional demands of EDI work with increasing skill. Maintains professional boundaries while remaining genuinely committed and engaged. Seeks and acts on feedback from practitioners with different lived experiences. Commits to ongoing learning about protected characteristics and the lived experiences of groups they do not belong to.	<input type="radio"/>
Proficient	Demonstrates mature self-awareness about positionality that actively improves practice. Names their own blind spots openly and works actively to address them. Manages institutional resistance to EDI with resilience and without losing compassion. Protects personal and professional boundaries without disengaging from the work. Actively seeks out the perspectives of people whose intersecting identities create experiences of compounded disadvantage, treating their testimony as expert knowledge. Reflects critically on whose voices and experiences they default to centring in their EDI work and adjusts their practice accordingly.	<input type="radio"/>
Expert	Models exemplary positionality awareness and practitioner effectiveness. Names their own privilege and limitations with honesty and without defensiveness, and creates professional environments where others can do the same. Actively challenges the structural conditions that place disproportionate EDI labour on practitioners from underrepresented groups , including excessive consultation requests, emotional support burdens, and the expectation to represent their community in all EDI spaces. Maintains sustained effectiveness in the face of significant institutional resistance, knowing when to push, when to rest, and when to ask for support. Develops the reflective capacity and resilience of other EDI practitioners , particularly those from underrepresented groups carrying additional personal and professional risk. Uses their position, privilege, and influence to amplify the voices and lived experiences of those with less power, rather than speaking on their behalf. Recognised as a practitioner of integrity whose commitment to the work is matched by their commitment to doing it well.	<input type="radio"/>

EVIDENCE AND REFLECTION: WHAT TELLS YOU THIS IS YOUR LEVEL? WHAT WOULD DEVELOPMENT LOOK LIKE?

— SUMMARY

Your EDI Practitioner Profile

COMPETENCY AREA	YOUR LEVEL	KEY DEVELOPMENT PRIORITY
1. Applying Equality Law and Ethical Frameworks	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
2. EDI Strategy and Governance	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
3. Data Literacy and Evidence-Based Practice	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
4. Policy Design and Systemic Practice	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
5. Facilitation, Engagement and Co-Production	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
6. Influencing, Negotiation and Advocacy	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
7. Culture, Allyship and Awareness	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
8. Practitioner Effectiveness and Positionality	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

OVERALL REFLECTIONS: WHAT PATTERNS DO YOU NOTICE? WHERE ARE YOUR AREAS OF STRENGTH AND PRIORITY DEVELOPMENT?

MY TOP THREE DEVELOPMENT PRIORITIES FOR THE NEXT 12 MONTHS

WHO WILL I SHARE THIS WITH AND WHAT SUPPORT DO I NEED?

REVIEW DATE

Want support with your EDI development?

Avant People works with EDI practitioners and people functions on mentoring, supervision, and bespoke development. If you want to talk through your results or think about what development could look like for you, get in touch at avantpeople.co.uk.