

Dietitians for Social Justice



Planning for Fairness: Advancing Awareness and Equity

'Best practice' in the development of any new policy, initiative, service or information would include an Equality and Diversity Impact Assessment to ensure that the work we do does not discriminate or disadvantage people. They also improve or promote equality. There are a range of 'protected characteristics' defined by legislation in the UK – gender, age, disability, ethnicity etc but this list is not exclusive and there are other variables and characteristics to consider eg. size, literacy, poverty. Many organisations have their own EQIA processes, but we have developed some key questions to help.

General Considerations

For a named group consider:

- Are images of this group respectful and inclusive?
- Is the language used to describe this group respectful and inclusive?
- How do you engage with people in the group, including activist voices, to understand need and experiences in relation to health and health services?

Treatment Equity Considerations

For a named group, with a nutrition-related condition or circumstance in mind, consider:

- What is already known about in/equalities in health, and treatment outcomes for the group?
- What is already known about any barriers to equal outcomes for the group?
- Does the evidence base used for understanding management of the condition rely on the full scope of available data, including that from public/social health?
 - Is there a critical literature to explore?
 - Does the data relied on include the voices of people from the group, civil rights perspectives and activist opinions?
- How does the proposed research or treatment impact health equity?
- Do you feel prepared to work with people from this group? If not, what are your training needs?

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Systemic Considerations: Advancing Equity within the Profession

For a named group consider:

- Is this group appropriately represented in all levels and practice areas within the dietetics profession? If not, does anything need to change? What are the short-term and long-term goals? How can this change process be started?
- How are we learning from students' experiences?

Service Level Considerations

- Is this group's experience usefully reflected in the equalities information that is routinely collected from people using the service?
 - Are there any barriers to collecting this data?
 - How is the information used? Have any changes taken place as a result?
- How does the service take public health inequalities into account?
- Are there any physical barriers that limit accessibility to your service? How can these be addressed?
- Are there any barriers to communication that limit accessibility to your service? How can these be addressed?
- How are students, interns, and qualified dietitians supported and trained to help prevent discrimination and unfair treatment and promote dignity, equity and respect?
- How is clinical experience asked about and used to improve and inform education, policy and research?