## Table A

* Age •  Socio-economic status
* Sex •  Level of education
* Gender • Disability
* Sexual identity • Location (country)
* Race, ethnicity and ancestry

|  |  |  |
| --- | --- | --- |
| ***Signalling question*** | ***Response options*** | ***Equity-related dimension(s) / participant characteristic(s)*** |
| *Age* | *Sex* | *Gender* | *Sexual identity* | *Race, ethnicity and ancestry*  | *Socio-economic status (SES)*[[1]](#footnote-1) | *Level of education*3 | *Disability*  | *Location (country)*  |
| 1a. Is the intervention under investigation targeted at specific marginalised, at-risk, socially excluded and/or inclusion health group(s) of people? (e.g. interventions forreducing social isolation and loneliness among older adults) [1] | *Yes* |  |  |  |  |  |  |  |  |  |
| *No* |  |  |  |  |  |  |  |  |  |
|  | *N/A* |  |
| 1b. Is the intervention under investigation aimed at reducing social gradients across populations or among subgroups of the population? (e.g. interventions to reduce the SES gradient in smoking) [1] | *Yes* |  |  |  |  |  |  |  |  |  |
| *No* |  |  |  |  |  |  |  |  |  |
|  | *N/A* |  |
| 2a. Is the health condition, public health issue, or phenomenon, being addressed by the review (and/or map) more likely to be experienced by one or more specific marginalised, socially excluded and/or inclusion health group(s) of people? [4] | *Yes* |  |  |  |  |  |  |  |  |  |
| *No* |  |  |  |  |  |  |  |  |  |
| *Unsure* |  |  |  |  |  |  |  |  |  |
| 2b. Are aspects of the intervention(s) and/or comparator(s), including how they are provided, expected to make it harder for some specific marginalised, at-risk, socially excluded and/or inclusion health group(s) of people to take part in eligible studies? [4] | *Yes* |  |  |  |  |  |  |  |  |  |
| *No* |  |  |  |  |  |  |  |  |  |
| *Unsure* |  |  |  |  |  |  |  |  |  |
|  | *N/A* |  |
| 2c. Are elements of study design, such as eligibility criteria or recruitment and consent processes, expected to make it harder for some specific marginalised, at-risk, socially excluded and/or inclusion health group(s) of people to take part in eligible studies? [4] | *Yes* |  |  |  |  |  |  |  |  |  |
| *No* |  |  |  |  |  |  |  |  |  |
| *Unsure* |  |  |  |  |  |  |  |  |  |
| 3. Are the impacts of, or responses to, the intervention(s), or the experiences of the phenomenon, under investigation, expected to differ among specific marginalised, at-risk, socially excluded and/or inclusion health group(s) of people *in important or meaningful ways*? [5] | *Confident that effects differ* |  |  |  |  |  |  |  |  |  |
| *Confident that effects do not differ* |  |  |  |  |  |  |  |  |  |
| *Unsure whether effects differ* |  |  |  |  |  |  |  |  |  |
| *N/A* |  |

1. See *References* [4] ‘PRO EDI characteristics of included participants table’ for an elaboration of how this tool conceptualises the relationship between ‘SES’ and ‘level of education’ (the same consideration applies to ‘income’ and ‘employment status’). [↑](#footnote-ref-1)