



West Lothian
Council

Equality Impact Assessment Toolkit

Updated July 2009

EQUALITY IMPACT ASSESSMENT TOOLKIT

CONTENTS

CONTENTS	2
INTRODUCTION AND OVERVIEW	3
IDENTIFYING RELEVANCE TO EQUALITY	4
CONDUCTING EQUALITY IMPACT ASSESSMENTS	7
KEY CONTACTS	13
ANNEX 1 – Equality Relevance Assessment Template	17
ANNEX 2 – Equality Impact Assessment Template	18
ANNEX 3 – Assessment Publishing Summary Template	20

EQUALITY IMPACT ASSESSMENT TOOLKIT

INTRODUCTION AND OVERVIEW

This toolkit is designed to support council employees in taking account of the equality implications of their work and to help ensure that equality impact assessments (EIAs) are conducted effectively and appropriately throughout all council services.

The equality impact assessment process will help you to comply with the law. In addition it will ensure that your work meets the specific needs of our community, and that our services as a local authority are accessible to everyone.

Using the Toolkit

This document is for general guidance purposes only. It is important to note from the outset that every policy is unique, and therefore every equality impact assessment will be unique.

These guidance notes are designed to provide you with an overview of the process, and to help explain the requirements against each field within all three templates of the toolkit.

The toolkit does not provide comprehensive awareness of the history of discrimination or a list of potential barriers faced by certain groups. Capacity to understand these issues needs to be developed via additional methods such as training, experience, consultation and use of continuous professional development opportunities.

External Context

EIAs must be conducted as a requirement of the following legislation:

- Race Relations (Amendment) Act 2000;
- Disability Discrimination Act 2005; and
- Equality Act 2006 (Gender Equality Duty).

This legislation is specific to the public sector in the UK and places a number of requirements upon the council in terms of review and amendments to policies.

The Equality and Human Rights Commission on behalf of the UK Government enforce this legislation.

Details related to this legislation have been incorporated into the toolkit as appropriate.

Internal Context

The council has been committed to the implementation of EIAs on both new and existing policies since November 2005.

A template for completion of assessments has been available and a timetable for conducting assessments on existing policies deemed to be relevant to equality has been in place in line with the requirements of the three legislative areas of disability, gender and race equality (as outlined above).

The business case for the implementation of EIAs within the council is clear. As well as helping us to comply with the law the process ensures that we take account of the specific needs of everyone who does, or may require to, access our services.

IDENTIFYING RELEVANCE TO EQUALITY

The template to which this guidance directly relates can be found at Annex 1.

The equality relevance process **must** be completed for every policy within the council. This is a legal requirement.

As a general guideline, assessment of relevance should take between five and twenty-five minutes per policy to complete.

Assessment of relevance can be conducted individually by the policy lead, or can be a facilitated discussion involving a small number of key stakeholders. Policy leads should decide how best to take this forward, taking into account:

- Their own knowledge of equality issues;
- Knowledge of service users;
- Knowledge of purpose of policy; and
- Knowledge of the actual impact of the policy.

If policy leads feel that they have a reasonable handle on each of these four areas, then it is likely that conducting relevance individually will be suitable. Otherwise, a facilitated discussion with colleagues who can provide each of these four perspectives is likely to be most effective.

The overall objective of the relevance process is to help you decide whether your policy has the potential to discriminate against any particular group in our community.

1. Policy Details

Policy Title – State the name of the policy, service, team, function etc. that is due to be assessed (referred to from this point on as the policy).

Policy Lead Officer – State the name of the key individual responsible for the management of the policy due to be assessed. This helps with consultation, involvement, publication and review continuity at a later stage.

Date Relevance Assessment Conducted – State date of process completion. This will help with legal requirement to evidence record of decisions.

2. Discretion

Policies that are open to interpretation, where someone at service delivery level has the power or ability to make a decision about how it is applied, are more susceptible to direct or indirect discrimination.

Discretion does not automatically lead to discrimination, but does increase the level of corporate risk, and this needs to be considered and managed as appropriate.

Identifying the level of discretion will assist in your overall assessment of relevance to equality.

Simply indicate by selecting 'yes' or 'no' whether there is, or is likely to be, discretion in the way that the policy is applied in practice.

3. Which groups of people do you think will be, or potentially can be, impacted upon by the implementation of this policy?

At this point in the process, you are only required to indicate whether your policy is, or should be, available to people who fall into the six categories indicated in the template.

There is no need at this stage for a discussion on how or when the needs of these specific groups of people will be met. It is enough simply to consider whether they will ever require to access the service or policy you are providing.

The purpose of this is to provide an initial flag for what groups you are likely to need to take into consideration later in the process. It also helps to discount any policies quickly that do not deliver services to these groups of people.

Please note that it is likely that the vast majority of policies within the council will impact on all or some of these groups, as most council services are people centred and have a direct impact on people at some stage.

4. Do you have evidence or reason to believe that this policy will, or may potentially:

Evidence – Any monitoring information or research related to equality available on the policy. This can also include feedback or anecdotal information from service users or employees.

Reason to believe – If no evidence is available, educated assumptions should be made. This is where having knowledge around the table about the policy is beneficial when carrying out relevance.

If it is known that access of particular groups to your service is a problem Scotland-wide, it needs to be assumed this is the case in West Lothian unless you have data to suggest otherwise.

Eliminate discrimination of particular groups – Ask yourself:

- Is a person being affected by this policy?
- Is it likely that different people will have different needs when trying to access this policy?

Once you have considered this, decide on the appropriate level of impact for this duty (simply, high, medium or low).

Impact upon the promotion of equality of opportunity between particular groups – Ask yourself:

- Could the design of this policy increase or restrict access for any groups to the service provided?

- Could the implementation of this policy increase or restrict access for any groups to the service provided?

Once you have considered this, decide on the appropriate level of impact for this duty (simply, high, medium or low).

Impact on good relations between particular groups – Ask yourself:

- Could this policy improve or erode relations between particular groups of people?

Once you have considered this, decide on the appropriate level of impact for this duty (simply, high, medium or low).

Promote positive attitudes towards different groups – Ask yourself:

- Will this policy help to improve the attitudes of either employees or service users towards particular groups (e.g. people with disabilities or women)?
- Will this policy hinder improvements in attitudes of either employees or service users towards particular groups (e.g. gay men or older people)?

Once you have considered this, decide on the appropriate level of impact for this duty (simply, high, medium or low).

Increase participation of particular groups in public life – Ask yourself:

- Will this policy increase or restrict participation in public life for particular groups (e.g. women standing for election or people with disabilities in publicly appointed posts)?

Once you have considered this, decide on the appropriate level of impact for this duty (simply, high, medium or low).

Overall relevance to equality – Take stock of all your decisions up to this point, and make a decision based on discussions and available evidence whether you believe that the policy has an overall high, medium or low relevance to equality.

Please remember that at this stage you are only assessing relevance, which is an essentially potential issue, related to equality. The equality impact assessment itself is designed to identify actual impact.

If you find that you remain unsure of relevance, it is recommended that you decide upon medium or high relevance in order to conduct an EIA, which will help to clarify any concerns or uncertainties you may have at this stage.

5. Equality impact assessment required?

Simply indicate by selecting 'yes' or 'no' whether your decision on relevance leads for a need to conduct an equality impact assessment.

Please note that all policies identified as high or medium impact **must** be equality impact assessed.

6. Decision Rationale

Once you have made a decision on the relevance of your policy, it is important to provide written justification. A brief explanation of how you made your decision should be outlined in the text box provided.

Although normally your rationale should be just a few sentences, you need to ensure that you provide enough information to demonstrate that your decision was reached objectively and is justifiable given both internal and external context for the particular policy area.

Not only will this help you to refer back to why certain decisions were taken in the future, you will also be able to provide the necessary evidence in order to defend your decisions should the need arise, both from an internal and external perspective.

CONDUCTING EQUALITY IMPACT ASSESSMENTS

The template to which this guidance directly relates can be found at Annex 2.

The equality impact assessment process **must** be completed for every policy within the council identified as high or medium relevance to equality. This is a legal requirement.

In terms of time to complete assessments, it is difficult to provide an approximation. Each policy is unique and therefore every assessment will be unique. However, experience to date shows that assessment times can range from 2 work hours in total to 10 work hours in total.

There is no set guidance in terms of how EIAs should be conducted on a practical basis. Different services and teams find different ways of meeting the requirements of the assessment process. However, the most popular method is to devise an EIA panel. The panels tend to consist of approximately 4-8 key stakeholders in the policy being assessed. They are brought together to contribute to discussion and decision making in relation to the EIA, covering the following areas:

- Knowledge of equality issues;
- Knowledge of policy service users;
- Knowledge of purpose of policy; and
- Knowledge of the actual impact of the policy.

The overall objective of the EIA process is to:

- Identify barriers to access for particular groups accessing your policy;
- Identify practical solutions to help people overcome any barriers identified;
- Identify practical measures that can be taken to increase participation of particular groups in the application of your policy; and
- Enable opportunity to objectively justify your current approach or proposed new approach following EIA process.

1. Policy details

Policy Title – State the name of the policy, service, team, function etc. that is due to be assessed.

Policy Lead Officer – State the name of the key individual responsible for the management of the policy due to be assessed. This helps with consultation, involvement, publication and review continuity at a later stage.

Others involved – Names of others involved in the EIA. This can be both external and internal stakeholders. Do not name those involved in consultation or involvement unless they have directly taken part in the actual assessment, as opposed to discussions following it.

Date Assessment Conducted – State date of EIA completion. This will help with legal requirement to evidence record of decisions.

2. Results of equality relevance process

Provide a brief explanation of your decision at relevance stage, and the overall score given to the policy.

This will help anyone involved in the assessment to understand the background to this policy. This requirement also acts as an additional check to ensure that relevance has been concluded prior to commencing the EIA.

3. Aims of the policy

This provides a general overview of what the policy is designed to achieve.

The purpose of this is to inform all those who are asked to engage in the EIA about the policy, and sets the boundaries within which discussions and decisions need to sit.

Some key questions that should be answered under this section include:

- What is the overall purpose and aim of the policy?
- What types of issues does it cover?
- Who is the policy intended to benefit?
- Is any part of the way this policy will be implemented contracted out?
- Are service level agreements in place or are partners involved?
- What are others responsible for and what specifically is the council's responsibility?

This information is crucial for three key reasons:

- It helps members of the public understand what is being assessed;
- It sets the boundaries for the assessment process to be conducted; and
- It ensures a general understanding of the policy for everyone involved in the assessment process is achieved.

4. What data, research or other evidence has been used to inform this assessment?

Simply provide a list of data, research or other evidence that has been, or will be, used to inform the impact assessment and ensure that the discussions and decisions reached are informed and objective.

This is important to help you evidence that you have taken reasonable steps to make an objective and informed decision on any recommendations for change arising from the assessment.

Formal statistics and research reports are useful here, however anecdotal feedback and information about the policy being assessed can be just as useful and valid.

Although by no means an exhaustive list, some examples of useful information may include:

- In-house statistical breakdown of numbers of service users from particular groups (e.g. people with disabilities, men and women etc.);
- Analysis of in-house statistics that has identified that particular groups do not access particular services (e.g. less men than women accessing health promotion activities and events);
- National level data and analysis highlighting barriers to particular services such as education, social work services etc;
- Equality data and research from professional organisations (RIBA, CIPD, ACCA etc.);
- Third Sector/ Trade Unions research and campaigns;
- Equality and Human Rights Commission data analysis and research;
- Feedback from employees on implementation of policy;
- Feedback from service users on implementation of policy;
- National government statistics, research and reports;
- Relevant legislation;
- Results of a pilot of the policy; and
- Input from managers responsible for implementation of policy.

5. Details of consultation and involvement

Consultation and involvement **must** be conducted on every EIA. This is a legal requirement.

Although you may wish to consult on this work via your existing consultation processes, it is imperative that you evidence consultation and involvement with the particular groups who may be affected by your policy.

Therefore, looking back at your relevance assessment, if you have indicated that the policy is only likely to impact upon older people and people with disabilities for example, then these two groups of people **must** be consulted or involved in the EIA. If you have indicated that all groups may be affected, then you need to consult and involve under all six strands of equality.

In order to help policy leads in this task, a number of corporate consultation and involvement forums and networks have been devised. Your service representative on the Corporate Working Group on Equality will be able to keep you up-to-date with contact details and appropriate methods of contact for these groups. Development work in this area remains ongoing.

There will also be times when individual policy leads will require to conduct specific consultation or involvement with service users depending on issues raised and specialist knowledge available within the assessment process.

It is important to note that the Disability Discrimination Act 2005 requires public authorities to **involve** people with disabilities in any work that is likely to impact upon them. In order to ensure that we meet our requirements under this duty, it is recommended that you invite representatives from the disability community to take part in your EIA process.

Current contact details for appropriate routes for consultation and involvement of people at corporate level are outlined within the key contacts section of this toolkit.

6. Impact of policy on particular groups

This section provides the key opportunity for discussion and identification of recommendations from the EIA.

Consideration should be made, taking everything you have learned and identified up to this point into account, of how the policy impacts on people falling into each of the six strands of equality.

Below outlines some basic examples of questions that may need to be asked for each strand area. Please note that the depth of issues and discussions under each strand area will vary significantly from one policy to another, therefore these example questions should be seen as a “starter for ten” as opposed to the only issues to be taken into consideration.

You are not required to complete every section. There may be a number of issues identified related to gender, but no impact on age for example. So long as you can justify and evidence your decisions.

6.1 Disability equality

- Are there physical barriers to your services for people with disabilities?
- How do you ensure that people with learning disabilities have access to the services you provide?

6.2 Race equality

- Are there specific cultural barriers that prevent people from particular racial groups from accessing your service? How will you identify and then deal with these barriers?
- Can people access your information and services in a language or format that they understand?

6.3 Gender equality

- Do less women access your service compared against men? What can you do to change this? Do you need/ want to change this?
- Are you confident that your single-sex services are objectively justifiable?

6.4 Age equality

- Are age related criteria for access to services in place justifiable?
- Are processes free from arbitrary decision-making based on stereotypes about people's ages or perceived ages?

6.5 Religion or belief equality

- Are service users religious beliefs/ requirements taken into account when delivering your service?
- Is it appropriate to allow your employees to “opt out” of service delivery to certain service users due to their religion or belief?

6.6 Sexual orientation equality

- Are there indirect barriers in place that may not encourage gay, lesbian, and bisexual or transgender people to come into contact with your service?
- Do you know whether LGBT people access your service? Are there alternative ways of delivering your service that will encourage more confidence in the system from this section of the community?

6.7 Transgender equality

- Are you aware of how your service impacts upon people who identify as transgender?
- Are there particular support needs for transgender people when accessing your service, or need for specific consideration related to data protection etc?

6.8 Crosscutting equality (multiple discrimination)

The term multiple discrimination is based on the idea that people falling into multiple categories of equality can potentially face higher incidences of discrimination than individuals only falling into a single category or a few categories. For example a gay female who has a physical disability and requires local authority care has the potential to have a very different experience from a straight male with a physical disability.

This section therefore is an opportunity to identify any crosscutting issues that you think may require specific consideration during the assessment process.

7. Consultation and involvement feedback

Following the completion of the assessment panel process (or equivalent) and the consultation and involvement process for the EIA, it is important to record any feedback received from stakeholders.

This enables you to evidence that you have conducted meaningful and relevant consultation and involvement with service users, and that you have recognised the responses you have received (if any).

This will also help to evidence how feedback from stakeholders has been incorporated into any recommendations for action arising from the EIA.

8. Monitoring and review arrangements

Following the completion of the EIA, it is important to set in place arrangements for review.

It is recommended that in the majority of cases a review of the EIA be conducted whenever there is a planned change to the policy that may potentially impact upon the original findings. For example, one year after the implementation of your policy a decision is taken to reduce the number of front-line staff delivering your service due to efficiency requirements and technological change. This may have a detrimental impact on access to services for some people with disabilities, so there may need to be a review of the EIA at this point.

In some EIAs it may be desirable to look again at the impact of the policy at agreed stages. This may be relevant if it is decided to pilot a particular policy before full implementation to fully evaluate impact. This is at the full discretion of the policy lead and/ or assessment panel.

9. Publication of assessment results

The results of all EIAs **must** be published externally and be made accessible to the general public. This is a legal requirement.

As a minimum, all Policy Leads **must** ensure that the summary template (see annex 3) is completed and published on the council Internet site at url: http://www.westlothian.gov.uk/Council_and_government/751/

In addition, you may wish to provide a copy of the final assessment to all those who took part in the consultation process. This is beneficial as it helps to ensure that stakeholders have seen what impact they have had on the process (and this therefore makes it more likely that they will engage in requests for consultation and involvement in the future).

You may also have your own existing processes for publication of documents that can be utilised. It is also recommended that you publish the results of your assessment along with the relevant policy online as the two are likely to be used in tandem by anyone reviewing the assessment externally.

10. Recommendations and Implementation

Following all discussions, feedback and information conducted as part of the EIA up to this stage, the issues identified for action should be highlighted in this section.

In addition, you should indicate timescales for completion of recommendations, those responsible for implementation and any resource implications that need to be taken into account.

KEY CONTACTS

The contacts below may be able to provide additional information, guidance and advice to support policy leads and assessment panels that are required to conduct EIAs. Please note that internal groups will be aware of the council EIA process, however more detailed explanation of your consultation or involvement requirements may be required for external organisations.

Advice Shop (Ethnic Minority Development) (Internal)

Contact: Caroline Spence

T: 01506 776462

E: caroline.spence@westlothian.gov.uk

Units 9-12 Waverley Industrial Estate

Waverley Street

Bathgate

EH48 4HY

Age Concern Scotland (External)

T: 0845 833 0200

E: enquiries@acscot.org.uk

Causewayside House, 160 Causewayside

Edinburgh

EH9 1PR

Disability West Lothian (External)

T: 01506 774030

E: andrew.baird@westlothian.gov.uk

C/o Ability Centre

Carmondean Centre Road

Livingston

EH54 8PT

Domestic Abuse Services Team (Internal)

T: 01501 745686

E: susan.lawson@westlothian.gov.uk

Whitburn Tennant's Resource Centre

207 West Main Street

Whitburn

EH47 OLP

Edinburgh and Lothian Race Equality Council (External)

Contact: Nina Giles

T: 0131 556 0441

E: ngiles@elrec.org.uk

14 Forth Street

Edinburgh

EH1 3LH

Employee Disability Equality Network (Internal)

Contact: Sophie McKinney

T: 01506 773910

E: sophie.mckinney@westlothian.gov.uk

C/o HR Shared Services

Lammermuir House

Livingston

Employee LGBT (Lesbian, Gay, Bisexual and Transgender) Network (Internal)

Contact: Sophie McKinney
T: 01506 773910
E: sophia.mckinney@westlothian.gov.uk
C/o HR Shared Services
Lammermuir House
Livingston

Equality and Human Rights Commission (External)

T: 0845 604 5510 (Helpline)
E: Scotland@equalityhumanrights.com
Ground Floor
Optima
58 Robertson Street
Glasgow
G2 8DU

Equality Network/ Scottish Transgender Alliance (External)

T: 07020 933 952
E: en@equality-network.org
30 Bernard Street
Edinburgh
EH6 6PR

Health Improvement Team (Internal)

T: 01506 771791
E: linda.middlemist@westlothian.gov.uk
Strathbrock Partnership Centre
189A West Main Street
Broxburn
EH54 5LH

LGBT Youth Scotland (External/ CP Partner)

T: 0131 555 3940
E: info@lgbtyouth.org.uk
John Cotton Centre
Unit 21, Sunnyside
Edinburgh
EH7 5RA

Livingston Mosque (External)

T: 01506 431165
Livingston Mosque & Community Centre
1 Craigshill Road
Livingston
EH54 5DT

Policy and Equality Team (Internal)

Contact: Kenny Selbie
T: 01506 281072
E: kenny.selbie@westlothian.gov.uk
1st Floor
West Lothian Civic Centre
Howden South Road
Livingston
EH54 6FF

Register of Religious Establishments in West Lothian (Internal)

Contact: Kenny Selbie
T: 01506 281072
E: kenny.selbie@westlothian.gov.uk
1st Floor
West Lothian Civic Centre
Howden South Road
Livingston
EH54 6FF

Sarajia Islamic Centre (External)

T: 01506 635380
E: alloa@musalla.org
5 Whitburn Road
Bathgate
Scotland
EH48 1HE

Scottish Government Equality Unit (External)

T: 0131 556 8400
E: ceu@scotland.gsi.gov.uk
Area 2G
Victoria Quay
Edinburgh
EH6 6QQ

Stonewall Scotland (External/ Membership)

Contact: Nicola Swan
T: 0131 557 3628
E: workplace@stonewallscotland.org.uk
9 Howe Street
Edinburgh
EH3 6TE

West Lothian Access Committee (Internal)

Contact: Andrew Baird (Secretary)
T: 01506 774030
E: andrew.baird@westlothian.gov.uk
C/o Ability Centre
Carmondean Centre Road
Livingston
EH54 8PT

West Lothian Disability Equality Forum (Internal/ CP Partner)

Contact: Andrew Baird
T: 01506 774030
E: andrew.baird@westlothian.gov.uk
C/o Ability Centre
Carmondean Centre Road
Livingston
EH54 8PT

West Lothian Race Equality Forum (External)

Contact: Karen Cawte/ Susan Gordon

E: karen.cawte@westlothian.gov.uk

West Lothian Civic Centre

Howden South Road

Livingston

EH54 6FF

West Lothian Young Scot/ Youth Congress (Internal/ CP Partner)

T: 01506 776478

E: youngscot@westlothian.gov.uk

West Lothian Young Scot

Community Learning and Development Service

Lindsay House

South Bridge Street

Bathgate

West Lothian

EH48 1TS

Council Corporate Working Group on Equality Representatives:

- Sandra Aird (Chair), Head of Customer Services
- Kenny Selbie (Secretary), Equality Officer
- Pauline Adams, Office of the Chief Executive
- Donna Clachrie, Finance Services
- Ian Forbes, Development and Regulatory Services
- Claire Frame, Customer Services
- Susan Gordon, Community Planning and Regeneration
- Garry Heron, Corporate Communications
- Chris Keenan, Support Services (HR)
- Sarah Kelly, Housing and Building Services
- Annette Lambourne, Education Service (Cultural Services)
- John MacEachern, Legal Services
- Anne-Marie McMillan, Property Services
- Daniel Matonti, Operational Services
- Linda Middlemist, Social Policy (Health)
- Andrew Sneddon, Central Education Services
- Caroline Spence, Social Policy
- Sophie McKinney, Support Services (HR)
- Phyllis Wood, Education Services - Schools



EQUALITY RELEVANCE ASSESSMENT TEMPLATE

1. Policy details	
Policy Title	
Policy Lead Officer	
Date Relevance Assessment Conducted	
2. Discretion?	
YES <input type="checkbox"/>	NO <input type="checkbox"/>
3. Which groups of people do you think will be, or potentially can be, impacted upon by the implementation of this policy? (Please ✓ below as appropriate)	
People from black and minority ethnic communities and different racial backgrounds	
Women and men (boys and girls)	
People with disabilities	
Older people, children and young people	
Lesbian, gay and bisexual people (including transgender people)	
People of different religions or beliefs	
4. Do you have evidence or reason to believe that this policy will, or may potentially:	
General Duties	Level of impact (high, medium or low)
Eliminate discrimination faced by particular groups	
Impact upon the promotion of equality of opportunity between particular groups	
Impact upon good relations between particular groups	
Promote positive attitudes towards different groups	
Increase participation of particular groups in public life	
Overall relevance to equality	
5. Equality impact assessment required? (All high and medium policies MUST be impact assessed)	
YES <input type="checkbox"/>	NO <input type="checkbox"/>
6. Decision rationale	



EQUALITY IMPACT ASSESSMENT TEMPLATE

1. Policy details	
Policy Title	
Policy Lead Officer	
Others Involved	
Date Assessment Completed	
2. Results of equality relevance process	
3. Aims of the policy	
4. What data, research or other evidence has been used to inform this assessment?	
5. Details of consultation and involvement	
6. Impact of policy on particular groups	
6.1. Disability equality	
6.2 Race Equality	
6.3. Gender equality	

6.4. Age equality
6.5. Religion or belief equality
6.6. Sexual orientation equality
6.7. Transgender equality
6.8. Crosscutting equality (multiple discrimination)
7. Consultation and involvement feedback
8. Monitoring and review arrangements
9. Publication of assessment results
10. Recommendations and implementation
Equality impact assessment completed



EQUALITY IMPACT ASSESSMENT PUBLISHING SUMMARY

1. Policy details			
Policy Title:			
Policy Lead Officer:			
Telephone No:		E-mail address:	
Others Involved:			
Date Assessment Completed:			
2. Summary of policy aims			
3. Key issues and judgements			
4. Summary of consultation and involvement			
5. Key recommendations			
For further information or a copy of the full assessment, please contact the above mentioned Lead Officer.			
Assessments are available in alternative formats or languages on request.			