Stantec

East Lothian Council
Routes4Communities

Stakeholder and Community Engagement Plan

On behalf of **East Lothian Council**

East Lothian
Council

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Stantec

Document Control Sheet

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For and on behalf of Stantec UK Limited			

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1   Introduction

1.1.1   Stantec UK Ltd have been appointed to take forward the active travel elements of East Lothian Council's Sustainable Movement Plan which was prepared in 2020. The project is titled *Routes4Communities*.

1.1.2   The outcome of the Routes4Communities project is a prioritised programme of active travel network improvements for the west-central area of East Lothian. The project deliverables are intended to be used to maximise the Council's chances of securing in-house and / or external funding to deliver the developed and technical design stages, construction, operation and on-going maintenance.

1.2   Aims

1.2.1   The overall project vision is aligned to the shared national, regional and local vision:

> ***"communities are shaped around people, with walking, wheeling or cycling the most popular choice for shorter everyday journeys."***

1.2.2   This will contribute to the four priorities for the Sustainable Movement Plan which were defined as part of the previous work:

- Reduce emissions
- Improve health and well being
- Tackle inequality and poverty
- Deliver sustainable development

1.3   Objectives

1.3.1   It is important that any transport study follows a Scottish Transport Appraisal Guidance (STAG) approach of being objective-led and evidence based. Where potential options are identified and require to be appraised, this should be against specific and relevant project objectives.

1.3.2   An extensive process of objective setting has been undertaken for this study. This involved reviewing overarching policy and strategy documents including:

- National Transport Strategy (NTS2)
- Transport Scotland's Active Travel Framework
- SEStran draft Regional Transport Strategy
- East Lothian Council's Active Travel Improvement Plan

1.3.3   This process helped to identify the following high level project themes

- Improving Local Connections
- Connecting Communities
- Supporting Sustainable Economic Growth
- Reducing Emissions and Air Pollution
- Reducing Poverty and Inequality

1.3.4   Project objectives were then developed in consultation with key stakeholders to align with each of the project themes. The agreed project objectives are:

Improving Local Connections

1.3.5   To ensure that there are appropriate active travel connections **within settlements**, to enable people to access local amenities, schools, places of work and transport hubs by active travel means for <u>everyday journeys</u>.

Connecting Communities

1.3.6   To create an integrated active travel network which improves **connectivity between communities** for functional, recreational and leisure purposes.

Supporting Sustainable Economic Growth

1.3.7   To increase access by active modes for people and goods to and from **local economic centres**.

Reducing Emissions and Air Pollution

1.3.8   To reduce carbon emissions and improve air quality and health by **promoting the use of more sustainable transport modes.**

Reducing Poverty and Inequality

1.3.9   To increase accessibility by active mode and more sustainable modes in areas with higher Scottish Index of Multiple Deprivation gradings. Contributing towards tackling transport-related poverty, reducing inequality and build fairer and more inclusive communities

2 Purpose of Engagement

2.1.1 The purpose of this document is to outline the overall approach to engagement which has been undertaken to date and setting out proposed future engagement to support individual projects which may be taken forward.

2.2 Engagement Objectives

2.2.1 Engagement activities should aim to:

- Reach a diverse cross-section of stakeholders, using a variety of methods and channels relevant to each audience.
- Reach audiences that are seldomly heard through the development and application of a robust Equalities Impact Assessment (EqIA) and proactive partnership work in the communities.
- Acknowledge work previously undertaken that is relevant to active travel, public space, and behaviours, and use this to develop the starting point, and content of our engagement.
- Identify and feedback on the key issues, the challenges that can be addressed and areas of consensus/conflict.
- Develop ideas collaboratively with stakeholders.
- Establish what actions would make the biggest difference to tackling the identified issues.
- Make clear how the information being gathered from engagement is being. .

2.3 Approach

2.3.1 All engagement should be inclusive and welcoming – avoiding technical jargon or overly complicated descriptions. Written communication should adopt the "plain English" approach, and all communication should be designed to be clear and accessible.

2.3.2 Throughout the process, it is important to demonstrate that walking, wheeling and cycling are effective and efficient modes of transport for everyone, and for a wide variety of journey types, e.g., leisure, work, school, etc.

2.4 Key Messages

2.4.1 The key messages are:

- Quality of successful places – Distinctive, safer and pleasant, easy to move around, welcoming, and adaptable.
- Partnership work – Individual projects are initiated and led by East Lothian Council in close collaboration with local and regional partners.
- People-first infrastructure – Individual projects aim to reallocate street space, where possible, in favour of people walking, cycling and wheeling.
- Create an attractive, safe, and walkable environment within and between towns in East Lothian.
- Community empowerment – Individual projects will be shaped partly by the local community, and the engagement process will help local groups and individuals to connect and strengthen the local sense of community.
- Project stages and timescales will be communicated to the public clearly throughout the engagement process.

- Connectivity – Individual projects will help to achieve the Routes4Communities vision and objectives, and complement other work planned by East Lothian Council in the area to improve public realm and to create an enhanced active travel network.

- Policy landscape – Individual projects will contribute to the delivery of national, regional and local strategies.

3   Engagement Plan

3.1.1   The aim of this community engagement plan is to develop a working relationship between communities, community organisations and public and private bodies in the study area to help them to identify and act on community needs and ambitions. This plan builds on the engagement work undertaken to date.

3.1.2   This plan proposes a new series of events to promote respectful dialogue between everyone involved, aimed at improving understanding between stakeholders and taking joint action to achieve positive change within and around the project areas. This community engagement plan is driven by the key principles of fairness and equality, and a commitment to learning and continuous improvement.

3.1.3   Proposed engagement events will be:

- Effective − in meeting the needs and expectations of the people involved.
- Efficient − by being well informed and properly planned.
- Fair and inclusive − by giving people who may face additional barriers to getting involved an equal opportunity to participate.

3.2   Standards for Community Engagement

3.2.1   This plan will fulfil the following standards of community engagement, (Figure 3.1).

Figure 3.1 - National Standards of Community Engagement

3.3   Communication Objectives

3.3.1   The communication objectives are:

- To share updates with the communities to show their involvement has made a difference.
- To keep stakeholders regularly updated with progress notes, project board meetings, project steering group meetings and delivery group meetings.
- To gain support among the public and stakeholders for individual projects.
- To develop greater collaboration between East Lothian Council and partners.
- To attract higher level of community trust in individual projects.
- To use a broad range of media vehicles to deliver messages (website, newspapers, quarterly publications, social media, etc.).

3.4   List of Stakeholders

3.4.1   A Stakeholder mapping exercise was undertaken as part of the Engagement Planning and early project stages. Stakeholders were identified and classified according to their nature and the place they hold, (Stakeholder type).

3.4.2   The following types were used to classify the relevant stakeholders:

Table 3.1 - Stakeholder Types and Associated Areas of Interest.

Commercial	Residential	Educational	Political	Leisure	Services	Accommodation
Business groups Freight and haulage groups Design and engineering consultants Developers Businesses or employers	Community Councils Area Partnerships	Nurseries Primary Schools Secondary Schools	Local councillors MSPs MPs	Leisure clubs Sports centres Parks and Attractions	Healthcare organisations Community councils Transport organisations (including RTPs) Local authorities Emergency services Rail services Bus operators Taxis	Hotels B&B's
Other						
Visually impaired groups Illnesses/diseases groups Physical disability groups	Active travel charities/groups Employment groups Social justice groups		Mental health groups Hearing impairment groups Older people groups		Learning disability groups Inequality groups	

3.5   Stakeholder Analysis

3.5.1   A stakeholder analysis was carried out to assess the interests or impacts of each stakeholder on future projects and their associated influencing power. The matrix rates stakeholders' interest and influence. The analysis defines the appropriate method and level of communication and engagement for each stakeholder; whether they are to be engaged and managed closely, whether they should be consulted and kept satisfied, whether they should be kept informed and adequately consulted or whether they should only be monitored, (Figure 3.2). This helps to maintain focus, identify issues early and gain the right level of support for the project.

	Consult	Engage
High **Influence**	• Local residents • Nurseries • Primary schools • Secondary schools • Relevant Council Officers • Bus operators (Prentice, Lothian Buses) • Rail Service & Station Operator • Local taxi operators (ACs Taxis, East Lothian Taxis, Taxi & Hutch) • Active Travel User Groups • Local coach operators (Prentice, Eve Coaches) • NatureScot • Emergency services • Transport Scotland • Local councilors (wards outside the study area) • Neighbouring local authorities (Midlothian and the City of Edinburgh Council)	• Community Councils • Area Partnerships • Local councilors (study area wards) • Sustrans • Active Travel Forum • Local business groups • Physical and learning disability groups • Mental health groups • Equality and Social Justice groups • Sestrans
	Monitor	**Keep Informed**
Low	• Other projects (East Lothian Council) • Other projects (Wider)	• Leisure clubs • Sports centres • Golf Clubs • Parks and Attractions • Hotels • B&B's • Queen Margaret University • NHS • SEPA • MPSs • MPs
Low ← Interest → High		

Figure 3.2 - Stakeholder Analysis.

3.5.2 The consult, engage, monitor, keep informed approach is summarised as:

■ Consult – These stakeholders will take part in the wider programme of consultation with efforts to direct them to surveys, public sessions and other events. Those who have a higher level of interest than initially assumed may elect to engage in the process in more depth – under the engage category below.

■ Engage – these stakeholders are essential to the delivery of individual projects and must be fully engaged with. Due to the nature of influence and interest, these will be stakeholder groups and organisations who can help both inform, and shape any future project, and so will be directly engaged through workshops / meetings, calls, project specific events and online communication.

■ Monitor – keep in close contact with these stakeholders to ensure a co-ordinated approach and that no major issues are arising. In particular this will relate to the wider project's awareness of works, developments, and changes in the community. Where these changes are significant, or where new stakeholders are identified, they will be reassessed in terms of the interest and influence spectrum.

■ Keep informed – keep these stakeholders adequately updated as and when required. As the project progresses, the stakeholders within this group may be deemed as having

higher interest or influence – in particular within smaller communities – and will therefore be reviewed accordingly.

3.5.3   The approaches are aligned to the engagement methods set out in Section 4.

4 Communication & Engagement

4.1 Engagement Overview

4.1.1 It is recognised that there have been numerous previous engagement activities with the Routes4Communities study area stakeholders across a range of projects, plans and proposals. Therefore, to inform the Routes4Communities study, the key outcomes from previous related consultations were used to inform the study. In addition, a focussed approach to new engagement was undertaken to avoid stakeholder fatigue and ensure that wider engagement is undertaken once individual projects are taken forward.

4.1.2 This chapter sets out the engagement methods undertaken as part of the Routes4Communities study; as well as the proposed future engagement methods to support the delivery of individual Routes4Communities interventions.

4.2 Engagement Methods

4.2.1 In delivering this project, the following engagement methods have been undertaken.

Table 4-1 - Community Engagement Methods Undertaken as Part of the Routes4Communities Study

Ref.	Method	Delivery	Format
1	Identification of Key Stakeholders (as part of Communication Strategy Development)	Map all of the key stakeholders	Desktop
2	Preparation of Equalities Impact Assessment	Prepared to ensure the needs of all protected characteristics groups are considered	Desktop
3	Site visits	Site walkover to form positive relationship and appreciate the study aspirations for wider network connectivity, public realm enhancement and key constraints.	In person
4	Initial project workshops with key stakeholders	To help set the strategic definition of the project and agree objectives, issues and opportunities	Via MS Teams

4.2.2 As part of the roll-out of individual projects to deliver interventions recommended by the Routes4Communities study, further engagement methods are proposed. These are set out in Table 4-2.

Table 4-2 – Proposed Community Engagement Methods to Support the Delivery of Individual Routes4Communities Interventions

Ref.	Method	Delivery	Format
A	Publicise events / online survey	To publicise the public events and online survey	Council website, social media, flyers / posters, website, emails
B	Public events for the local communities	To explore current opportunities and constraints	In person
C	Public Consultation Online	To explore current opportunities and constraints	Online
D	Follow-up Stakeholder Workshops	To explore current opportunities and constraints	MS Teams

4.2.3   **Table 4-3** shows the tools and approaches that can be adopted for communication, if required to support engagement activities for delivering individual Routes4Communities interventions.

Table 4-3 Suggested Tools and Channels Targeted to Each Audience.

Tool	Channels	Approach	Main Target Audience
Internal and external engagement and dialogue.	Email, phone, documents, online presentations and information sharing.	Engage, Inform	All
Review, completion and submission of reports and applications.	Face-to-face, email, phone, documents, meetings, presentations and information sharing.	Engage, Consult	Decision makers and funders
Use of images, impressions, plans and designs.	Documents, meetings, presentations, information sharing, websites and social media.	Inform	All
Website content.	East Lothian Council and Sustrans Scotland websites (if applicable).	Inform	Residents and interest groups
Social media posts.	Facebook, Twitter and LinkedIn.	Inform	Residents and interest groups
Press releases.	Local press and community magazines and special interest publications.	Inform	Residents and interest groups
Photo calls.	Local press, social media and websites.	Inform	Decision makers and funders and residents and interest groups
Articles.	Relevant newsletters.	Inform	Residents and interest groups
Banners, leaflets and posters.	Visits to schools, community interest groups and community councils and local engagement (e.g., local events and libraries).	Inform	Residents and interest groups

5   Equality and Accessibility

5.1.1   The following principles and guidelines will be applied when creating content for the project's consultation events.

5.2   Equality

5.2.1   The Equality Act became law in 2010. It protects everyone in the UK from discrimination, harassment and victimisation. Under this law, there are nine protected characteristics; these are:

- Age.
- Disability.
- Gender reassignment.
- Marriage and civil partnership.
- Pregnancy and maternity.
- Ethnicity and culture.
- Religion or belief.
- Sex.
- Sexual orientation.

5.2.2   Every audience will include a range of people with different, layered and intersecting characteristics and it is the project team's priority to safeguard these characteristics and address consultees appropriately.

5.2.3   The table below lists general principles to ensure that the writing style does not discriminate against protected characteristics, (**Table 5-1**).

Table 5-1 - Writing Style General Guidance, (Sustrans, 2021).

Using People-First Language	It can be de-humanising to define people by their disability, illness, age, appearance, sexual orientation, or other label. Different groups of people have different preferred ways they like to be referred to (and there is often disagreement within groups). People also belong to many groups and have multiple protected characteristics. These intersections create unique experiences. For example: 'A person with epilepsy' not 'epileptic', 'a person with paraplegia' not 'paraplegic'.
Avoiding Stereotypes	Stereotypes can have many negative consequences. They can cause anxiety, lead to discrimination, and damage peoples' self-confidence.
Not Making Assumptions About What 'Normal' is	There are a lot of us living in the UK, and we have a diverse range of identities and experiences.
Being Mindful of Othering People	Othering is where we consciously or subconsciously attribute negative characteristics to people. It's an "us vs them" way of thinking about human connections and relationships – looking at others and saying, "they are not like me". Racial and religious othering are some of the most obvious examples, but some are less apparent. For example, people may dislike others based on things like their age, where they live or their profession. Focus on people as individuals. Be aware of the language you use when describing people or groups and avoid using descriptions that could patronise or exclude.
Not Mentioning Irrelevant Details	Mentioning irrelevant details implies this is not the norm. For example, use 'Volunteer' not 'female volunteer', 'older volunteer', 'Asian volunteer' or 'disabled volunteer'.
Avoiding Adjectives and Collective Terms	For example, use 'Disabled people' not 'the disabled'; 'a trans person' not 'the trans'; 'gay people' not 'gays'.

5.2.4   The table below lists a series of terms to describe people with protected characteristics, (**Table 5-2**).

Table 5-2 - Specific Guidelines to Describe People with Protected Characteristics, (Sustrans, 2021).

Protected Characteristic	Guidelines
Age	- Do not use 'boys' and 'girls' when referring to young adults. - Avoid 'middle aged'. - Use 'Babies or infants' for 1 year and under. - Use 'Children' for up to aged 12. - Use 'Young people' for those aged from 13 to 17. - Use 'Adults' for aged 18 and over. - Use 'Older people' for aged 65 and over or where possible be specific (e.g., 'aged 80 and over' or 'over-75s'). - Avoid language that implies that a particular age group has a stereotypical characteristic.
Disability	- Follow the social model of disability. - Avoid victim language. - Avoid 'hero' language. - Use positive language rather than words that highlight limitations. - Use words to describe everyday living. - Use 'Deaf' with a capital D when embracing the cultural norms, beliefs, and values of the Deaf community. Use the following preferred terms: 'Disabled people' 'Person using a wheelchair' 'Person with a learning disability' 'Non-disabled' as opposed to 'able-bodied' - Deaf' or 'user of British Sign Language' or 'person with a hearing impairment' or 'person who is deaf-blind' 'Person with diabetes' 'Person with depression' 'Carer' or 'caregiver' not 'caretaker' 'Cycle' rather than 'bike', as bike refers to two wheels and many adapted cycles have more than two.
Mental Health	- Use 'mental health' or 'mental health problems'. - Avoid victim language. - Avoid phrases like 'people with mental health problems' and use 'those of us with mental health problems' or 'anyone with mental health problems' — Be specific as possible – 'anyone with depression' or 'those of us with anxiety'.
Sex	Sex refers to biological sex: - Avoid references to sex unless they are relevant. - Use 'Engineer' not 'female engineer' - Collective nouns 'male' and 'female' may be used when discussing gender balance or in reference to data trends.
Gender	Gender identity is an individual's internal sense of gender. This is different to 'gender', which is often defined as a set of expectations from society, about behaviours, characteristics, and thoughts. Gender identity isn't binary. - Use gender-neutral terms, pronouns and expressions. - Use 'artificial' not 'man-made'. - Use 'dear friends and colleagues' not 'dear ladies and gentlemen'. - Use 'partner/spouse' not 'boyfriend'. - Use 'spokesperson' not 'spokesman and spokeswoman'. - Use 'quality of work' not 'workmanship'.

Protected Characteristic	Guidelines
	- Use 'attend the phones' not 'man the phones'. - Respect people's preferences and use gender-neutral pronouns until you know what terms the individual prefers to use.
Sexual Orientation	- Use 'sexual orientation' not 'sexual preference'. - Don't assume heterosexuality is the norm. - Recognise diverse family formation - Recognise and respect the difference between sexual orientation (a person's sense of identity based on their attractions, or lack thereof) and gender identity (a person's innate sense of their own gender, which may or may not correspond to the sex assigned at birth). - Don't use 'LGBTQQIA+' if you are only talking about people's sexual orientation, as the acronym is much broader than this. - LGBTQQIA+ is an acronym used to describe people who are lesbian, gay, bi (including pansexual), transgender, queer, questioning, intersex and asexual. People may belong to multiple groups, for example gay and transgender, intersex and queer.
Marriage and Civil Partnership	- Recognise that there are different types of relationships. - Use 'What is your relationship status' not 'what is your marital status' (and only ask this if you have a valid reason).
Ethnicity	- Ethnicity often exacerbates inequity, creating and reinforcing barriers and outcomes (including health, economic and educational outcomes). Individuals will have their own preferences for how they describe themselves and how they would wish to be described. Identity is extremely personal. If you are in doubt and it is relevant to your communications, ask how the individual or group would like to be described. - Don't assume a person's appearance, language or behaviour defines their nationality or cultural background. - Be mindful that some people may identify with more than one race or culture. - When describing a specific person or group of people, ask them what they identify as and use their own terms. - Capitalise ethnicities e.g., 'Black', 'Asian', 'White'. - Don't use irrelevant ethnic descriptions. - Be as specific as possible using the relevant ethnicity e.g., 'South Asian' or 'African and Caribbean communities. Avoid the term 'Black, Asian and Minority Ethnic' or 'BAME'. It is too generic and places recognition on some communities whilst excluding others. It also excludes White minority ethnic groups and doesn't include people who identify as having a mixed ethnicity. - Only use 'minority' where it is relevant to do so (it can imply inferior social position, a White perspective and is often relative to geographic location). Only use the term when referring to specific ethnic minority groups in the UK. Use 'minority groups', 'diverse ethnic communities' or 'ethnically diverse groups' - Use current terms such as 'ethnically diverse', 'underrepresented groups' or 'People of colour'. - Avoid terminology that infers colour by using 'Block list' or 'Safe list' not 'blacklisted' or 'white list'.
Religion or Belief	Note that 'religion or belief' includes all non-religious and philosophical beliefs.

Protected Characteristic	Guidelines
	▪ Avoid Christian-centric terms and don't use 'Christian name' but rather 'given name' and 'family name' not 'last name' and 'surname' (these can be confusing to people who place their family name first). ▪ Avoid 'Christmas' and use 'holidays' or 'festive season'. ▪ Avoid 'Easter' and use 'springtime'. ▪ Use 'religion or belief' not 'faith'. ▪ Use legally correct terms such as 'Discrimination on the grounds of religion or belief' not 'religious discrimination'.
Being Without Children	▪ Don't assume that everyone has children, wanted children or could have children. Avoid sweeping statements that try to establish relatability. ▪ Avoid statements which assume that the opportunity to have children is available to all. ▪ Don't elevate parenthood to being more important than anything else. ▪ Avoid using the terms 'childless' and 'child-free' unless referring to a specific experience. ▪ Don't assume that the people caring for children are their parents. ▪ Question the objective of your piece of writing and whether it needs to address whether people have children or not.

5.3 Accessibility

5.3.1 Accessibility describes whether a tool for engagement can be used by people of all abilities. Good accessibility makes it simple for every user to find, use and understand content.

5.3.2 **Table 5-3** below includes design guidelines on colour accessibility to create accessible content for people with visual impairments and people with dyslexia.

Table 5-3 – Design Guideline on Colour Accessibility

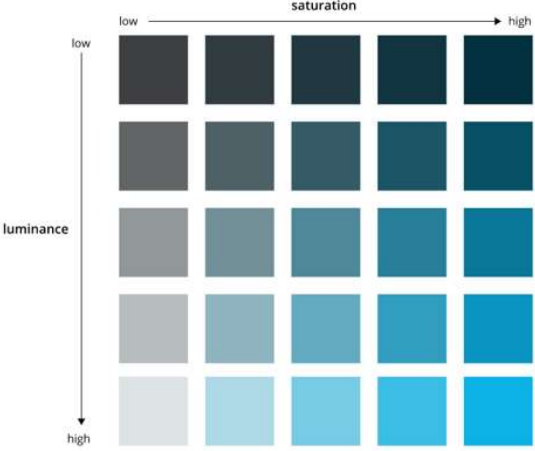| Black and White	The design needs to work in greyscale (black and white) before adding in colour.
Colour Blindness	Use blue as it is the richest colour across all types of colour blindness. Do not use red and green together as they are difficult to distinguish from one another in the more common types of colour blindness. Use a colour-blind simulator, such as Vischeck, to test your colours to see whether they are colour-blind safe. Various shades of a single colour, instead of multiple colours, are recommended to help avoid colour blindness issues. This can be done by varying the luminance or saturation and holding the hue constant as per example below.

Colour Association	Certain colours have different meaning associated with them, which will vary dependent on context: Red: caution, anger, love, negative (in finance), hot. Orange: warm, autumn. Yellow: happy, fun, young. Green: nature, calm, good luck. Blue: stability, professional, cold, trust, intelligence. Purple: wealth, mystical, decadent. Brown: rustic, practical, warm, vintage. White: sterile, innocence, peace, truth, cleanliness. Black: sophistication, death, night, contemporary. multicolour: international, all inclusive, multicultural.
Colour Combination	Colour combinations that should not be used because hard to see: Red and green Green and brown Green and blue Blue and grey Blue and purple Green and grey Green and black
Using Red and Green	Use symbols as well as colour – When using red to signal "warning," or "caution," and green to signal "approval" or "correctness" add a symbol to make sure colour-blind users can still understand the message.
Charts	Charts should be monochromatic.
Background and Text	Use single colour background, avoiding background patterns or pictures and distracting surrounds: Apply sufficient contrast levels between background and text. Use dark coloured text on a light (not white) background. Use alternatives to white backgrounds for paper, computer and visual aids such as whiteboards. Cream or a soft pastel colour. When printing, use matt paper rather than gloss. Paper should be thick enough to prevent the other side showing through.

Table 6.4 - Dyslexia Style Guide, (British Dyslexia Association, 2021).

Readable Fonts	▪ Use sans serif fonts, such as Arial and Comic Sans, as letters can appear less crowded. Alternatives include Verdana, Tahoma, Century Gothic, Trebuchet, Calibri, Open Sans. ▪ Font size should be 12-14 point or equivalent (e.g., 1-1.2em / 16-19 px). Some dyslexic readers may request a larger font. ▪ Larger inter-letter / character spacing (sometimes called tracking) improves readability, ideally around 35% of the average letter width. If letter spacing is excessive it can reduce readability. ▪ Inter-word spacing should be at least 3.5 times the inter-letter spacing. ▪ Larger line spacing improves readability and should be proportional to inter-word spacing; 1.5/150% is preferable.

	- Avoid underlining and italics as this can make the text appear to run together and cause crowding. Use bold for emphasis. - Avoid text in uppercase/capital letters and small caps, which can be less familiar to the reader and harder to read.
Headings and Structure	- Headings and styles will be used to create consistent structure to help people navigate through the content. - For headings, a font size that is at least 20% larger than the normal text will be used. If further emphasis is required, bold will be used. - Formatting tools will be used for text alignment, justification, indents, lists, line and paragraph spacing to support assistive technology users. - Extra space will be added around headings and between paragraphs. - Hyperlinks will look different from headings and normal text.
Layout	- Left align text, without justification. - Lines should not be too long: 60 to 70 characters. - Use white space to remove clutter near text and group related content. - Break up the text with regular section headings in long documents and include a table of contents. - Avoid multiple columns (as used in newspapers).

6 Data Protection

6.1.1   The project team will deliver engagement events and will carry out subsequent analyses and reporting in compliance with the UK Data Protection Act 1998.

7   References

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