

RRI Case Study

“ON MY OWN ... AT WORK”- A FRAMEWORK AND AN APP

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1. Executive Summary

The app of this case study has been designed within the framework of an Erasmus+ project¹, funded by the European Commission, and promoted by the Associazione Italiana Persone Down (AIPD). Entitled “On my own ... at work”, the project is aimed at the inclusion of people with Down Syndrome (DS) and other intellectual disabilities (ID) as workers in the hospitality industry (www.on-my-own.eu).

Training on the job is the most effective method of training for a person with ID (Contardi 2016, Contardi 2004, Capie et al. 2006, Kamp and Lynch 2007, Lepri 2011, Lepri and Montobbio 2003, Williams 2011). During the training period, the trainee is assigned to an internal tutor (co-worker), who will teach the trainee about their work and introduce them to the work environment. Wherever possible a training agency introduces the trainee to the company and follows, through an external educator, the early stages of the placement. This involvement gradually decreases over time until it finally ceases. The external educator's role is to mediate relationships in the initial phase, and to foster the development of the trainee's own identity as a worker and their colleagues' recognition of this. At the same time an external educator is identifying and suggesting educational strategies to the internal tutor and other colleagues.

The “On my own ... at work” app is intended to **support the trainees** during their traineeship, in order to gradually make them more independent of their tutors. However, it cannot and should not contain all the necessary information relevant to their job.

The app also **helps tutors** to organize the tasks to be assigned to the trainee. The main features of the app are as follows:

- The app has a flexible structure which has been developed according to the most frequently encountered difficulties faced by people with ID at work (Buzzelli et al. 2009, Job Accommodation Network 2013): time management, and retention of working tasks and tools. It is customised for each individual user.
- It is written in easy-to-read language.
- It uses pictures, videos and voice messages as much as possible.

The system facilitates the organisation of the working week, the working day, and work actions. This information is presented in the form of written text, pictures and videos. It also supports the retention of items necessary to carry out the assigned tasks. The tutor, together with the trainee, customises the content to the required needs and adapts it throughout the course of the training.

2. Associazione Italiana Persone Down (AIPD)

Associazione Italiana Persone Down (AIPD) is a national association of persons with Down Syndrome (DS) and their parents in Italy. Officially established in Rome in 1979, AIPD is a not-for-profit organisation and exists as a central point of reference for parents, professionals

¹ Project number: 2014 – 1-IT01 – KA202 – 002642. AIPD's partners: Associação Portuguesa de Portadores de Trissomia 21, Axis Hotels Group, Down España, Fondazione Adecco per le pari opportunità, European Down Syndrome Association (EDSA), Alma Mater Studiorum University of Bologna, University of Roma TRE.

and anyone interested in Down Syndrome. The national headquarter is located in Rome, and 52 local branches are spread across Italy.

Its mission includes the following tasks:

- Supporting people with DS and their families.
- Promoting studies about DS and disseminating information.
- Supporting school mainstreaming, vocational training, job inclusion and independent living for people with DS.

2.1. Main AIPD activities focused on the target group (people with DS)

- Providing families, professionals and General Practitioner's (GPs) with information and advice on all aspects of DS.
- Promoting and encouraging the full social and job inclusion of people with DS at a national level.
- Providing education / training services regarding independent living and vocational training locally.
- Disseminating information on DS to third parties.
- Informing GPs as fully as possible about DS through the publication of articles, pamphlets, folders, TV programs and the AIPD Down Syndrome Magazine and a library of reference texts.
- Promoting awareness-raising campaigns.

2.2. Main AIPD activities focused on innovation policy

- Promoting self-advocacy of people with DS.
- Promoting independent travel and meetings of people with DS throughout Italy and Europe (work experiences, youth exchanges, joint education projects).
- Promoting political rights through active citizenship and participation in political elections.

Since 2014, AIPD has held the chair of the European Down Syndrome Association (ESDA).

AIPD has previously promoted and coordinated three Socrates-Grundtvig projects, and a number of Youth for Europe and Youth in the World projects, in addition to a Europe for Citizens project.

2.3. Main AIPD activities in the area of job inclusion

AIPD's Job Inclusion Office has the following aims:

- Raising society's awareness of DS.
- Supporting job inclusion of people with DS.
- Keeping an up-to-date archive and library of data and laws relevant to DS.
- Liaising with bodies of public administration on matters related to DS.
- Authoring documents on job-related issues regarding DS.

The local branches set up and manage vocational training and job inclusion services, in cooperation with Local Public Authorities and Employment Offices. To date, 125 young adults (aged 18-30) with DS have been hired through these activities. The most recent example, well known across Italy due to its TV coverage, is the internship of six young people aged 18-31 with DS in a work environment. Its objective was to create a complete professional experience for them.

2.4. Previous European projects on job inclusion

Since 2007 AIPD has organised internships of Italian trainees with ID financed by Leonardo da Vinci IVT mobility projects in collaboration with In & Out Hostel, located in Barcelona.

Several Youth exchanges and Europe for Citizens projects existed. The main aim of these projects was to introduce people with DS to adulthood and raise European awareness of ID. A pedagogical approach based on meaningful activities, in which people with ID were integrated within a supportive environment, focused specifically on job inclusion, since working in a job constitutes an essential component of being an adult.

2.5. Previous national projects on job inclusion

AIPD coordinated "Lavoratori in corso" (2007), and "Il lavoro, i lavori" (2011), two projects about job inclusion of people with DS, financed by the Italian Ministry of Welfare.

3. Description of Field of Industry or Service

The app relates to at least three fields of industry / services.

- **Accommodation and food services industry.** The app has been designed to be used by people working in this sector, but it is planned to extend its implementation to other sectors by adding new job profiles. Up to now the app has been tested in large, small and medium sized enterprises like hotels, restaurants, bars, fast food outlets, B & Bs etc., according to the following training profiles:
 - assistant cook
 - chambermaid
 - café waiter
 - restaurant waiter
 - breakfast waiter
 - receptionist
 - beach attendant

- spa receptionist
- **Disability organisations involved.** Three different types of disability organisations can be distinguished:
 - diagnostic-focused (such organisations represent a medical diagnostic group, for instance people living with DS).
 - population-specific (these represent a particular group of the population, for example women with disability).
 - cross-disability (these represent the interests of people with different kinds of disability).

Of these, three national population-specific associations of / for people with DS have implemented the field test of this app (in Italy, Spain and Portugal). Importantly, the app is also valuable more generally for people with other IDs.

- **VET providers and placement services.** In addition to their own organisations, people with DS, and with general IDs, are supported by a number of Vocational Education and Training (VET) providers, according to the place they live at and the network they are able to build up. These can for example be mainstream schools or vocational training centres, as well as special or mainstream employment centres.

4. Description of the Product

4.1. Our target group

According to the European Down Syndrome Association, Down Syndrome (DS) is the single most common cause of a learning disability and occurs at the rate of about 1 in 600 – 1000 births (i.e. 0.1-0.2%). The life expectancy of a person with Down Syndrome is currently approximately 60 to 65 years (European Down Syndrome Association, N.D.).

Access to work is crucial to ensure independent living and self-determination for people with ID, who face a much higher unemployment rate than the general population. The vast majority of people with ID have never experienced any form of vocational training, and this is a further hindrance to their access to the labour market.

According to US disability statistics (2015) only 26% of the labour force with ID is employed. For non-disabled people this ratio is 78% (Erickson *et al.* 2016). In the UK people with ID have the lowest employment rate (24%) among all those with other disabilities (Mirza-Davies and Brown 2016).

4.2. The framework of the “On my own ... at work” project for diversity

The app, aimed at facilitating work inclusion of people with ID, is just one of three tools provided by the project, “On my own ... at work”. There is also a series of **videos** aimed at co-workers to illustrate examples of appropriate relationships between trainees with ID and their co-workers (http://www.on-my-own.eu/en_GB/videos/).



#Fast & Bossy – Clear and simple instructions

The third instrument is for the restaurant and hotel management wishing to join the network: a “**quality kit**”, composed of a Code of Conduct, an application manual for the Code and a label that certifies their membership in the network.



The app, together with the other two tools, can be adopted as a whole or separately, according to the specific situation of an organisation or company. It represents a tool aimed at diversity management.

4.3. Why did we design the app? Which needs did we address?

The idea of the app arose within AIPD after many years of experience with vocational training and job inclusion of people with ID.

By definition, in a process of “training on the job” there is no difference between practice and theory and the main learning feature is “learning by doing”. The textbooks’ of a chambermaid, for instance, are usually trolleys of detergents and bed sheets.

It has been observed (Sampaolo and Danesi 1993) that the recurrent difficulties of a person with ID in a work context are often linked to the organisation of their work and to memorising the assigned tasks. The usual solution to these difficulties is the continuous or reiterated presence of a tutor. Such a remedy risks damaging the autonomy of the worker / trainee with ID who becomes dependent, but it also consumes the time of their colleague. Sometimes specific check lists of the duties that have to be performed are provided. However, these check lists need to be revised continuously, which is time consuming.

It must also be taken into consideration that some tasks, for instance the way to set a table, may be misunderstood, if the explanation is just made orally. The visual description of a real or virtual model is very effective in these cases (Reynolds et al. N.D., U.S. Equal Employment Opportunity Commission N.D.).

Greater autonomy and the need for a renewable and visual model of the duties assigned are the main reasons why the interactive app was developed. “On my own ... at work”, is usable on a smartphone or mini tablet, which can be carried in the pockets of the trainee / worker.

4.4. The app: how is it structured?

The system is structured on three levels:

- **Super admin** (managed by AIPD): enable / disable tutors; view all content; register tutors and users.
- **Admin** (managed by tutors): enable / disable users; manage and customise users' profiles; edit and post content; use the archive.
- **User** (trainees/workers with ID): download and login; customised view: work role; daily planner and weekly schedule.

It provides the following functionality:

- The organisation of:
 - the working week,
 - the working day, and
 - actions to be carried out to accomplish a single task using checklists.

This is presented in the form of written text, pictures and videos.

- The retention of items or equipment necessary to carry out a particular task.

The tutor, together with the trainee, customises the content, which is stored in three folders:

- *User* (trainee profile and organisation of week and day)
- *Contents* (tasks and checklist)
- *Tools* (items and equipment)



Each trainee's app can change throughout the course of the training, by adding or removing content.

Use of the app may be reduced or abandoned over time with the achievement of autonomy in the tasks. Alternatively, it may be continued once a trainee is formally employed as a way of continuous support for workers with ID.

5. Product Development, End-User Engagement Activity and Diversity Issues

5.1. Product development

Three nationwide Down Syndrome associations, from Spain, Portugal and Italy, designed the app in line with the results of an observation period, and two subsequent testing periods. End-users were involved from the start. They acted as testers during the observation period and collaborated actively with tutors to customise the app with appropriate resources. At the end of the extended testing period all participating trainees will complete an easy-to-read evaluation questionnaire.

The app was developed starting from field-action research. The field work was implemented according to a jointly agreed research protocol. The first step was a preparation and observation period in Portugal and Italy (November 2014 – April 2015) in order to identify the training needs.

The period from November 2014 to February 2015 was devoted to background research, designing the observation protocol and selecting trainees for the study.

Based on the results the following criteria were adopted to select trainees with DS to take part in the project:

- basic calculation and writing / reading skills
- independent living skills
- physical and social skills
- previous experience of internship (if any)

Seven young adults with DS were then engaged by the hotel sector as trainees. Educational researchers recorded, using specialised observation protocols, the following issues:

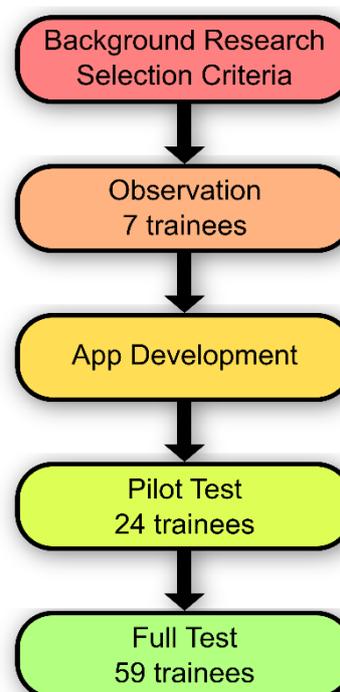
- the trainees' difficult moments
- the tools adopted
- critical situations
- strategies found both by the person and by the hotel tutor during the execution of assigned tasks

The trainees were observed continuously during this period and observation forms were completed weekly by the researchers assigned to this task (March-April 2015).

5.2. Areas of observation

The tasks that were recorded during the observation phase were:

- arrival at work / compliance with schedules / timetables
- planning and scheduling the tasks
- carrying out the tasks
- specific tasks undertaken (related to the work situation)
- flexibility and adaptation with respect to a specific task / work situation



- interpersonal relationships

Based on the findings from this observation period the app was designed and produced during April – September 2015.

The third step was the customisation of the app to each trainee, job position and company, by the tutors together with the trainees. This was undertaken during the first testing period (October 2015 – April 2016). Twenty-four trainees with DS in Portugal and Italy took part in this testing phase.

5.3. A summary of the evaluation of the app by the tutors

The general opinion of Italian and Portuguese tutors was that the app is a valuable instrument for the trainees. “It’s useful and really helps trainees to do their job.” (Feedback from one of the Italian tutors).

Most of the trainees used the app daily as an effective assistive tool and became autonomous in their tasks. It also helped with their motivation and the relationship with their tutors, which proved to be very important for effecting positive results.

Although the app is easy to understand, it takes time to learn how to use it, to handle it independently and to customise it. Most of the trainees were very motivated to use the app as using a tablet or a smartphone at work was seen as an important responsibility and as a factor supporting inclusion.

The following sections provide further results from the initial evaluation.

5.4. Careful design and planning work

The app requires time for creating profiles, uploading photos and videos, designing checklists, designing and planning an overall objective and transforming it into a simple concept that can be implemented in the app. All these tasks have to be planned and the design has to be adjusted carefully to make best use of this resource.

5.5. Customisation of the app by a disability expert

It is important that the design part is undertaken by a person who has experience with people with IDs, because it is not easy to decide what the trainee has to do, in which way, and which content is important to insert from the start and which can be added later. The app is particularly useful in the initial stage of an internship and after some months it becomes a familiar instrument of self-monitoring. This depends also on how much the host company is prepared to support the trainee with ID, and how much it wants to foster the possibility to teach them new tasks.

5.6. The app is not suitable for everyone

Some crucial factors that influenced the suitability of the app included:

- degree of autonomy
- type of job
- relationship that colleagues have with the trainee

5.7. The app: how the trainees used it

The tutors reported on a range of interactions with the app by the trainees and the different factors that influenced their experience.

5.8. Familiarity with apps and technological devices in general

Not all trainees were familiar with smartphones and apps; this fact influenced the results.

The app was either uploaded on trainees' smartphones or onto a tablet device. At the start of the project the app was only available for Android devices, which caused problems for some of the trainees.

It took a considerable length of time for some trainees to learn how to use a tablet device and this required a lot of their working time; some others did not like smartphones and were not interested in using a new device.

5.9. Interest in the app

All trainees seemed to be satisfied when using the app, and certainly at the beginning they were all very enthusiastic.

By the analysis of this phase we saw that if the tutors showed a high motivation (i.e. they believed in the effectiveness of the instrument and were willing to support it), trainees were also highly motivated. Clearly, this is an important factor for the management of the trainees and of the tool.

As the trainees became more familiar with the tasks assigned, the app became less necessary; it had served its purpose. This gradual growth of the trainees' independence was a welcome outcome. It can be said that the app was designed to make itself superfluous.

5.10. Usefulness

In general, trainees understood the instructions well, and how to handle the app. This tool helped them with their job, mostly for remembering tasks to do.

Most trainees thought that checklists were the best content of the app because they helped them to organise their work.

Images were very important for the visual control of some tasks to be performed (e.g. how to prepare the table).

The utility of the app depended on the individual situation of each trainee and their work position: if the trainee was already autonomous and the tasks were simple and repetitive, then the app might not have represented additional help.

5.11. Distraction and external issues

Not all trainees understood that the app could be a help in their job; sometimes it was seen more as a game than an assistive tool. The professional tutor needed to present the tool in an effective way to make this clear from the start.

In some cases the app proved to be a distraction (especially if it was uploaded on the smartphone of trainees).

In some work places poor Internet connection proved to be a problem. Some trainees had to walk around the hotel searching for Internet signals, and this took out time from work.

5.12. App ‘moments’

Usually trainees used the app at the beginning of a task or during their breaks. Generally trainees used it on their own, but sometimes the use of the app was not automatic and it was necessary to remind them, mostly in the first part of their training.

Not all trainees used the app often. The main reasons for this included:

- Effective working time: sometimes trainees did not have time to stop and get access to the app.
- Some of the tasks performed by trainees required manipulation of water, oil or wet fabric, which made the simultaneous handling of the tablet device difficult. In such cases, while it was not helpful for the execution of the tasks, it was still important for self-monitoring.

Currently (October 2016 – May 2017) the “extended testing” of the app (and videos, see above) is under way in Portugal, Spain and Italy. In total 59 trainees and 41 hotels, restaurants and catering services are interested, or have applied for the label associated with this programme (see above).

5.13. A supplement of dignity

Many employers are willing to recruit people with ID, even if this means that tasks may take longer to accomplish. However, they cannot “waste” another resource (i.e. tutor) just to follow the worker with ID. The increasing independence of the trainees with ID from their tutors - as facilitated by the use of the app - means that a company can manage the inclusion of people with ID with reduced human resources. For some users the app also led to a profound learning experience and allowed them to be able to undertake the assigned tasks eventually without the app and only with infrequent input from their tutor.

This tool also leads to greater dignity through self-reliance of people with ID, as they can manage their assigned tasks on their own, on equal terms with their work colleagues.

6. Why the “On my own ... at work” app is relevant for RRI

6.1. Social justice / inclusion

“On my own ... at work” fits this RRI criterion, notably “access to education, labour market inclusion and non-discrimination”. The app allows trainees and workers with ID to become more independent and to integrate better into the organisations they work in. The app supports them in realising their access to work.

Furthermore, the app is accessible to a wide variety of social groups; all those who need easily comprehensible texts²: people who are illiterate or with low education, or migrants. It is free.

² <http://easy-to-read.eu/>

6.2. Science education

Trainees with ID have tested the app during the pilot test period. They were considered as RRI actors and contributed to the development of the app, which is being used by other trainees with ID, who will thereby also be motivated to use ICT.

6.3. Open access

Open access is provided to the development process of the app with updates on the website and a blog of the project. The extended testing has involved many organisations which were not official partners of the project, in order to share ideas and comments before the final release of the app. Organisations who intend to use the app (VET providers and hospitality companies) can apply to AIPD and a protocol is signed. The app can then be pre-filled with personalised data and useful resources for the individual trainees.

6.4. Rights

RRI must respect fundamental rights and should adhere to the highest ethical standards. The app has been designed in order to support the right to work of the 0.1-0.2% of the European population with ID, and to increase inclusion, as requested by the UN Convention for the Rights of People with Disabilities (CRPD) (UN Division for Social Policy and Development Disability 2006).

7. Potential Benefits ... Not Only for Key Players

The app is of use for distinct groups of stakeholders - people with disabilities, disability organisations, and the hospitality sector. It is an example of responsible innovation where the potential benefits reach targeted players, both separately and jointly.

Benefits for **people with intellectual disabilities**.

- Potential for a lower unemployment rate.
- Enhanced autonomy thanks to the opportunity to use an electronic advisor and organise their job on their own.

Benefits for **VET providers**.

- Higher placement rate with lower resources, since the app, together with the other two tools of this project (see above), facilitates inclusion and requires less person hours than in the past.
- Long-lasting partnerships with hospitality businesses.

Benefits for **disability organisations**.

- Higher levels of social inclusion for their members.
- Long-lasting partnerships with hospitality businesses.

Benefits for the **accommodation and catering services industry**.



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- Easier compliance with the quota system (compulsory percentage of workers with disabilities out of the total number of employees) in countries where this is mandated.
 - Greater diversity in their workforce.
 - Easier inclusion process for SMEs, due to a reduced need to dedicate human resources to assist trainees with intellectual disabilities.
 - Long-lasting partnerships with VET providers and with disability related organisations, which can support the inclusion process, but also provide the company with an insightful view of the needs of potential *clients* with ID.

Benefits for **society in general**.

- Potential for a lower unemployment rate for people with ID.
- Potential for a group of citizens to become less reliant on social security assistance, but to attain a degree of independence and to contribute to the payment of taxes.

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