

Equality Impact Assessment of the Revision of H&S policy: Drone Operations (formerly Use of SUAs)

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Project Aim
<i>What does the project aim to achieve? (Please note the financial and / or non-financial outcomes and benefits)</i>
Review and updating of existing policy for the use of ‘drones’ on University Business, to reflect changes in authoritative guidance and interpretation from the CAA (Civil Aviation Authority).

Project Title	Revision of policy: Drone Operations
Project Lead	S Barnes
Project Team	S Barnes; G W Jones

What impact does the project, policy or practice have on people that share a protected characteristic?
<i>Under the equality duty (set out in the Equality Act 2010), the University must have ‘due regard’ to the need to eliminate unlawful discrimination, harassment and victimisation as well as to advance equality of opportunity and foster good relations between people who share a protected characteristic and those who do not. The protected characteristics covered by the equality duty are: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The duty also covers marriage and civil partnerships, but only in respect of eliminating unlawful discrimination. The law requires that the University demonstrates it has had ‘due regard’ to the aims of the equality duty in its planning and decision-making processes. Although not classed as protected characteristics under the Equality Act 2010, due regard must also be made to the effects of planning and decision-making processes on carers. Due regard also needs to be given to the Welsh Language under the Welsh Language (Wales) Measure 2011.</i>

Public Sector Equality Duty Requirements	Detail of Impact (Positive / Neutral / Negative)	Evidence
<p>Eliminating Discrimination</p> <ul style="list-style-type: none"> <i>Is the project, policy or practice likely to treat anyone less favourably or disadvantage them because of their protected characteristics?</i> <i>Could the project, policy or practice lead to different outcomes for different protected groups?</i> 	<p>The review and subsequent policy changes should not treat anybody less favourably, with the proviso that ‘pilots’ are able to fly the UAV.</p>	<p>The Policy enables more staff and students to operate UAVs, without having to undertake an intensive training course (other than the basic CAA DMARES). Though training and formal assessment will still be required the intensity is less, reflecting the nature of the flying (and associated risks) that will be authorised. The advancement of technology, in particular flight-control technology and equipment, will</p>

		enable more people to operate a UAV safely. This policy should enable them to do so for their studies or work, provided of course that they can operate the UAV safely and without risk to themselves or others.
<p>Advancing Equality of Opportunity</p> <ul style="list-style-type: none"> • <i>Will the needs of staff and students with different protected characteristics be met?</i> • <i>Could the project, policy or practice lead to increased take-up / participation by protected groups?</i> • <i>Are there any opportunities to proactively advance equality for specific protected groups and / or between protected groups?</i> 	<p>Through introducing a Bangor University assessment procedure (outside of the CAA formal certification training) should enable more staff and students to operate a UAV safely and legally. This and advancements in technology (operator controls and safeguards) allows for far more people with certain protected characteristics to operate a drone on University business.</p>	<p>The policy seeks to enable more people to be able to operate drones on University business.</p>
<p>Promoting Good Relations</p> <ul style="list-style-type: none"> • <i>Have steps been taken to tackle prejudice and promote understanding?</i> • <i>How have relevant individuals, groups or organisations been involved / consulted in developing and impact assessing the project?</i> 	<p>The promotion of an alternative mechanism for authorisation to operate a drone should reduce and pre-existing prejudice that a person cannot operate simple because of a physical restriction or medical condition. The equality Statement should also re-emphasise this.</p> <p>The Equality statement also promotes “second pilot control and direct-supervision should be considered before restricting activities”, which should further support and emphasis the mind-set of support and enabling.</p>	<p>See equality statement and general policy statements.</p>

Based on the above assessment, what course of action is required?	
No major change required <i>The assessment has not identified any potential for discrimination or adverse impact and all opportunities to advance equality have been taken.</i>	The policy facilitates all persons to operate a drone on University business, safely and legally.
Make adjustments to remove barriers or to better advance equality <i>Note the adjustments that will be made to remove barriers identified by the assessment or to better advance equality.</i>	The Policy (and in particular the equality statement) promotes use of an alternative controls and adjustments to facilitate more staff/students to safely operate a drone.
Continue despite having identified some potential for adverse impacts or missed opportunities to advance equality <i>Note the steps that will be taken to reduce or mitigate the adverse impacts.</i>	No significant adverse impact identified
Stop and rethink <i>The assessment shows actual or potential unlawful discrimination. Note the action to be taken to stop and / or rethink the project.</i>	N/A

How will the actual impact of the project, policy or practice be monitored once it has been implemented?
The Policy will be reviewed by the Health, Safety & Emergency Management Committee, as per the schedule of policy review and / or as legislative requirements, or Sector guidance changes.

Publication
This Equality Impact Assessment will be published – on H&S website