

FURTHER AND HIGHER EDUCATION AND DIABETES ADVOCACY PACK

YOUR RIGHTS IN FURTHER AND HIGHER EDUCATION

Unfortunately, people with diabetes sometimes face discrimination in further and higher education.

Under the Equality Act 2010 it is illegal for providers of education to discriminate against people because of their disability.

This information tells you about how further and higher education providers should treat people with diabetes; the rules on discrimination in education; and what you can do if you think you have been discriminated against.

Please note this pack does not cover school or pre-school related queries. There is a separate pack for pre-school education. Please refer to the following resources if your query relates to a school related issue:

<https://www.diabetes.org.uk/Guide-to-diabetes/Your-child-and-diabetes/Schools>

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Introduction

Some further and higher education providers are very successful at working with people with diabetes. Unfortunately, some are not. If you feel an education provider is not working with you in the way you think it should, there are options available to help improve the situation. You may or may not get what you want through a court or tribunal, but this process will take time and is often expensive. It is therefore usually worth negotiating before you start legal proceedings. The main purpose of this pack is to give you the information you need when you negotiate with your further or higher education provider. The pack also explains what you can do if this doesn't work.

How to use this pack

This pack covers further and higher education. For any queries that relate to pre-school education, please refer to our dedicated pack. For children who are of school age please refer to the following resources:

<https://www.diabetes.org.uk/Guide-to-diabetes/Your-child-and-diabetes/Schools>

Whether you are in further or higher education, the main piece of discrimination legislation is the Equality Act 2010. The rest of the pack will often refer back to the Equality Act.

What is the Equality Act 2010?

The Equality Act 2010 says what types of discrimination are illegal. The Act contains the principles that education providers should follow in their treatment of people with diabetes. You may need to refer to these principles in discussions with your education provider.

The Equality Act 2010 brings together all previous UK discrimination law and adds some new protections. The Act came into effect on 1 October 2010 and replaced previous discrimination legislation, such as the Disability Discrimination Act 1995.

The Equality Act applies in England, Scotland, and Wales, but not in Northern Ireland, where the Disability Discrimination Act still applies. Most of the information in this pack is not applicable to Northern Ireland. For further information on disability equality in Northern Ireland, contact the Equality Commission for Northern Ireland (see 'Sources of Support and Information' at the end of this pack for details). Alternatively, please contact our Advocacy Service to discuss. You can find our contact details at the end of the pack.

What is a disability under the Equality Act?

The Equality Act 2010 defines a disability as a physical or mental impairment that has a substantial long-term negative effect on a person's ability to carry out normal day-to-day activities.

Substantial disadvantage is defined in the Act as any disadvantage that is more than minor or trivial. An impairment is long-term if it has lasted for twelve months or is expected to last for twelve months or longer.

Each part of this definition must be satisfied in order for someone to be disabled within the meaning of the Act. What matters is that the impairment or health condition has an effect, rather than what the condition or diagnosis is.

If a person is receiving treatment, or uses medical aids to manage an impairment, the decision on whether they have a disability is based on how the impairment would affect that person if they were not treated. The only exception is where a sight problem is corrected by using glasses or contact lenses. So, when asking whether diabetes fits the definition of disability, it is the effect of untreated diabetes that should be considered.

Is diabetes considered a disability under the Equality Act?

The definition of disability in the Equality Act treats each person as an individual. Ultimately only a court or tribunal can decide if a person is covered by the definition for this reason. Many people with diabetes do not think of themselves as having a disability, but in many cases people with diabetes will be covered by this definition of disability. This is because diabetes is a life-long condition, and it can seriously affect a person's ability to do normal day-to-day things.

When you are considering whether you are covered by the definition you need to think about the effect of your diabetes on your day-to-day life. The Equality Act requires that the impact of any disability should be considered as it would be without therapy, medication or aids (except glasses which don't count). This means that when you think about how your diabetes might fit the definition, you need to consider how the effect of diabetes would be without insulin or medication.

What is classed as a disability under the Equality Act 2010?

The Equality Act 2010 defines a disability as:

‘A person has a disability if they have a physical or mental impairment and this impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.’

The term substantial does not mean that a person is unable to carry out the activity at all. If the person can carry out the activity more slowly than usual or only for short periods of time then this would be considered to be a substantial effect as the effect must be more than minor or trivial.

For an impairment to be considered long-term the effect of the impairment must have lasted, or be likely to last, a minimum of 12 months.

If a person is taking medication to treat their condition then the effect of not taking their medication would be taken into account.

The definition of disability under the Act is not reliant on a specific diagnosis. What is important is the effect of the health condition on the individual.

Does the Equality Act cover further and higher education providers?

Yes. The Equality Act imposes obligations on the following further and higher education Institutions:

- Universities in Scotland, England and Wales.
- Higher education institutions in England and Wales.
- Further education institutions in England and Wales
 - Sixth form colleges in England and Wales
 - 16–19 academies.
- Colleges of further education in Scotland.
- Designated institutions in Scotland.

Who has rights under the Equality Act?

The Equality Act protects people applying for admission to a further or higher education institution, students at an institution and former students.

A student is defined within the Equality Act 2010 as a person for whom education is being provided by the institution. People with a disability who are not students, but are applicants for a qualification which the institution confers, are also protected. An example might be when an institution provides an examination or test without a student needing to participate in

formal study with that institution, such as an external exam. (For more about this, please see the section entitled Exams and Coursework.)

Private training providers are still covered under the Equality Act, but are treated as service providers.

What types of discrimination are unlawful under the Equality Act?

There are several types of discrimination under the Equality Act. All education providers must avoid discriminating in their admissions procedures; in the ways they provide education; and in the ways they provide other benefits, services, and facilities.

Direct discrimination

Direct discrimination happens when a person with a disability is treated less favourably, because of his or her disability, than a person who does not have a disability. Direct discrimination can never be legally justified. In order to show that you have been directly discriminated against you must show that the way you were treated was less favourable compared with the way that a person who did not have diabetes would have been treated in the same situation.

Example

A university student with Type 1 diabetes decides to transfer from a health science degree programme to a midwifery degree. She mentions in her application that her experience living with diabetes could be an asset in supporting pregnant women diagnosed with gestational diabetes. The midwifery programme leader rejects her application on the basis that she thinks it will be difficult for a person with Type 1 diabetes to manage night shifts. This is likely to be direct discrimination.

Direct discrimination can also happen when someone without a disability is treated less favourably because:

- that person is associated with a person with a disability
- that person is perceived to have a disability
- that person is perceived to be associated with a person with a disability.

This is known as direct discrimination because of association or perception. To prove this kind of discrimination you must show that your treatment was less favourable compared with the treatment of a person who was not associated with a person with a disability (or perceived to have a disability, or perceived to be associated with someone who has a disability).

Example

A university refuses to admit a mature student because his young son has diabetes. This is likely to be direct discrimination due to association.

Indirect discrimination

Indirect discrimination happens when an education provider applies a provision, criterion or practice that applies to people with diabetes and to those without, but which puts people with diabetes at a substantial disadvantage compared to those who don't live with diabetes.

Provision, criterion or practice is a deliberately broad term. It includes written and unwritten policies and the way a particular further or higher education provider generally gets things done.

Substantial disadvantage is defined in the Equality Act as any disadvantage that is more than minor or trivial. Ultimately it is up to a court or tribunal to decide if a disadvantage is substantial.

To prove that you have been indirectly discriminated against you must show that because your education provider applied a provision, criterion, or practice, you have suffered a substantial disadvantage compared with someone who does not have diabetes. You must also show that other people with diabetes would suffer the same disadvantage as you.

Example

An exam provider does not allow food into the three hour exam. This means that a student with diabetes is not allowed to eat a snack when she has low blood glucose levels. The aim of the rule is to avoid distractions and clutter on the exam desk, and this is a legitimate aim, but applying the rule to the student with diabetes puts her at a disadvantage. The policy would also put other pupils with diabetes at the same disadvantage. This policy is probably an example of indirect discrimination.

A policy that has not been applied yet could still be an example of indirect discrimination. The policy is still discriminatory if it would put you and other people with diabetes at a disadvantage if it were applied, **and** you have been prevented from doing something because of this.

Example

A university has a policy that all student nurses must be prepared to change night and day shifts at very short notice. A student with diabetes may find the unpredictable shift changes too difficult to manage because of his diabetes and decides not to apply to that university. This policy is likely to be an example of indirect discrimination.

A policy that puts people with diabetes at a disadvantage is not indirect discrimination if the education provider can show that the policy or practice is a proportionate means of achieving a legitimate aim. For an explanation of what this means see page 6.

Discrimination arising from disability

Discrimination arising from disability happens when a person with a disability is treated unfavourably because of something caused by their disability. Discrimination arising from disability was not included in previous discrimination law, but was included in the Equality Act to strengthen protections for people with disabilities.

To prove discrimination arising from disability, you must show that you have been treated unfavourably and that this unfavourable treatment was because of something that was a consequence of your diabetes. You do not have to compare your treatment to the treatment of someone who does not have diabetes.

Discrimination arising from disability does not happen if the unfavourable treatment is a 'proportionate means of achieving a legitimate aim' (see page 6).

Example

A student at university suffers a hypo in class. One of her hypo symptoms is that she gets irritable and angry. She gets into an argument whilst she is having the hypo and as a result the university puts her on disciplinary measures. This might be discrimination arising from disability because the student is being treated unfavourably for behaviour that was a consequence of her diabetes.

Harassment

Harassment happens when the behaviour of a person or organisation in relation to a disability creates an intimidating, hostile, degrading, humiliating, or offensive environment for someone with diabetes. Harassment is illegal.

Victimisation

Victimisation happens if an education provider treats a person less favourably because they have complained about previous discrimination by the provider or have helped someone else to complain (for example by giving evidence to a tribunal). Victimisation is illegal.

What is a proportionate means of achieving a legitimate aim?

Ultimately, only a court or tribunal can decide whether the aim of the education provider's policy or practice is legitimate and whether it is a proportionate means of achieving the aim. In general a legitimate aim is one that is directly relevant to an education provider's ability to carry out its functions. For an education provider, legitimate aims might include:

- maintaining academic standards or standards in areas such as sport, drama, or music
- ensuring the health and safety of children or students and staff.

A policy or practice is proportionate if it is necessary for achieving the legitimate aim, and if a court or tribunal thinks that it is appropriate. A court or tribunal is unlikely to think that a discriminatory policy or practice is proportionate if an education provider has not tried to make reasonable adjustments to the policy.

What is the duty to make reasonable adjustments?

The duty to make reasonable adjustments means that an education provider must take steps to ensure that students can fully participate and benefit in the same way as others in the school. The duty is divided into three parts. Each of these parts applies to the way an education provider decides how to offer admission; the way it provides education; and the way it provides any other benefits, facilities or services (please see the definition at the end of this page).

- If any education provider has a provision, criteria, or practice that puts a person with a disability at a substantial disadvantage, the education provider has a duty to make reasonable adjustments in order to avoid causing that disadvantage.

- Education providers have a duty to make adjustments to the physical features of the buildings they use if these facilities put people with disabilities at a substantial disadvantage compared to those without.
- Education providers have a duty to provide auxiliary aids (extra equipment) and services to people with disabilities if those people would suffer a substantial disadvantage by not having that equipment or those services. This is a new element of the duty for education providers.

The Equality Act does not define 'reasonable'. When a court or tribunal decides whether an adjustment is reasonable it will take a number of factors into account. These factors will usually include:

- the need to maintain academic standards
- the financial resources available to the education provider
- the cost of making an adjustment
- the practicality of making the adjustment
- the need to ensure the health and safety of students and members of staff
- the disruption likely to be caused to other members of staff.

Current guidance from the Equality and Human Rights Commission (EHRC) suggests that the financial cost of making an adjustment will usually only be considered as a reason for not making the adjustment if there are other good reasons for not making the adjustment. Education providers only have to make adjustments that remove disadvantages specifically caused by a disability. They don't have to remove other types of disadvantage.

What is meant by a benefit, facility or service?

The education provider must not discriminate in the way it offers access to any benefit, facility or service. This is another deliberately broad term and is intended to include both educational and non-educational areas. Examples of benefits, facilities and services may include: assessments, exams, libraries, study facilities, learning equipment, academic progression, field trips, curriculum delivery (although not curriculum content), leisure and sport facilities, accommodation facilities etc.

Example

A university library holds a series of induction sessions for each course group on how to use the library services. A student with diabetes is unable to attend the session for his course group because of the scheduling of his annual eye screening check. He informs the relevant library staff of this, and asks if he could attend an alternative session, but is told that he must attend the session for his course group. This is likely to be an unlawful failure to make a reasonable adjustment.

What kinds of adjustments should education providers make?

Some adjustments are simple to make, but others might require more organisation or planning, so you should give your education provider as much notice as possible if you think that you will need adjustments. When asking for an adjustment you should emphasise why you think it is reasonable. Here are some examples of common adjustments that education providers would normally need to make in order to fulfil their duty to make reasonable adjustments:

Meals and access to food

Students with diabetes may need to eat meals at the same time each day, so education providers should make adjustments at mealtimes to make sure this is possible. These adjustments might include allowing a student with diabetes to have lunch at the same time each day.

Students with diabetes should always be able to have a snack if they feel they need one. Education providers should make an exception to rules against snacking in libraries, lecture halls, and other areas.

Some students with diabetes use carbohydrate counting to help them manage their blood glucose. These students need nutritional information for the food they are provided with. The catering arrangements for education providers vary considerably. Some providers will do their own catering, others will pay a catering company to provide meals. Depending on the catering arrangements, either the education provider or the catering company has a duty to supply the nutritional information that people with diabetes need, if it is reasonable to do so. In some cases because of the amount of work involved in calculating the nutritional values of the menus, the caterer may argue that it is

not reasonable for them to have to provide the information. On the other hand, many caterers will already hold the information or will have software that allows the nutritional values to be quickly calculated.

Exams and coursework

Your education provider should be prepared to make reasonable adjustments to exam and coursework conditions if necessary. Reasonable adjustments might include allowing you to take a snack into the exam or allowing you extra time if you need to check your blood glucose, take medication, or treat a hypo during the exam.

If you are going to sit exams that are set by an examinations body rather than by your education provider, your education provider will need to tell the examinations body about any adjustments you have asked for. Again, it is important to make sure that you tell your education provider about this as soon as possible, so that they have time to inform the exam board.

Providing an appropriate place to administer medication and test blood glucose

Education providers should provide an appropriate place where students can inject insulin or test their blood glucose. Some students will feel that it is appropriate to do these things somewhere private; others will feel it is appropriate to do these things in a lecture hall, seminar room or in the lunch hall. Education providers should support these choices.

Some students may prefer to remain in class or in the lunch hall whilst they inject insulin or test their blood glucose, especially if going to a private room would be inconvenient, or result in them missing part of a class or being late for a meal. Having to miss part of a class or be late for a meal might put a student at a substantial disadvantage, particularly if this were a regular occurrence. So it might be a reasonable adjustment for an education provider to allow a student to inject insulin or test blood glucose in class or in the lunch hall if he or she wished to do so.

Storing medication

If further or higher education providers normally only provide communal fridges in halls of residence it would usually be reasonable for them to allow students with diabetes to have fridges in their rooms for the safe storage of insulin. In some cases it might be reasonable for a further or higher education provider to supply a student with a fridge as an auxiliary aid.

Altering buildings

Further and higher education providers should make sure that their buildings are accessible to people who have impaired mobility as a result of diabetes complications. This may involve building access ramps or providing hand rails. If this isn't practical there are other things the providers can do, for instance having portable access ramps available. If it is impossible to make all buildings completely accessible it might be reasonable for a provider to reorganise their services to make them accessible, for instance by making sure that the lectures a student needs to attend are moved to an accessible building.

Will I be charged?

No, whatever reasonable adjustments are made it is unlawful to charge for making the adjustment.

Are education providers allowed to use health and safety as a reason for discrimination?

All education providers have a duty to take reasonable steps to make sure that students and members of staff are safe. Preventing unacceptable risks is a legitimate aim, so education providers can legitimately treat people with disabilities less favourably if this is the only reasonable way of preventing unacceptable risk. However, education providers must make sure that their actions are proportionate. A court or tribunal is unlikely to consider the actions of the education provider to be proportionate, unless the education provider has tried to make reasonable adjustments to reduce the risk in ways that allow students with disabilities to participate.

Risk assessments

Current guidance from the EHRC says that the emphasis of a risk assessment should be on finding ways to include students with disabilities. Education providers must ensure that any risk assessments they carry out are based on good information in order to make sure that they are acting proportionately.

People writing risk assessments should:

- focus on the individual concerned, not people with the disability in general
- consider the facts
- avoid making assumptions
- get individual specific medical advice
- talk with the person about how reasonable adjustments can be made.

Do education providers have a duty to promote equality for people with disabilities?

The Equality Act imposes a duty on public bodies, including further and higher education institutions, known as the public sector equality duty. Public bodies have a legal responsibility to show that they are taking steps to eliminate discrimination; advance equality of opportunity and foster good relations between different people. This means that public bodies should take into account disabled people's impairments when they develop policies and make decisions. This might mean making reasonable adjustments or treating disabled people more favourably in order to meet their needs.

Does the Act cover extra-curricular activities, trips and visits?

Yes. Education providers must not discriminate against people with disabilities in any of the services or benefits that they offer to their students. This includes the ways they provide access to extra-curricular activities, sports and leisure facilities, accommodation, and the provision of meals. They must make reasonable adjustments to the ways in which they provide these services.

The obligation not to discriminate also covers trips and visits, even if they are not strictly educational, and even if the trip is residential. Education providers must make reasonable adjustments to allow students with disabilities to participate as fully as possible. Reasonable adjustments regarding the planning of trips and visits can include:

- Making sure that students with diabetes will have access to food at the times they are used to.
- Talking to staff at the place that the students will be visiting to make sure that necessary adjustments can be made. This might include making sure that students with diabetes will have time to eat snacks or check their blood glucose between activities if they need to.

Education providers will need to carry out a risk assessment before a trip or visit, but a risk assessment should never be used as an excuse to exclude a student with diabetes (see section on risk assessments). The provider should ensure the assessment is carried out in good time prior to the trip to ensure there is sufficient time for any adjustments to be made.

Does the Act cover admissions to colleges and universities?

The Equality Act says that education providers must not discriminate against people with disabilities in their admissions procedures. This means that education providers are not allowed to use an applicant's disability as a reason for not admitting him or her. This would be direct discrimination. They must not use something that is a consequence of an applicant's disability as a reason for not offering admission. This would be discrimination arising from disability, unless refusing admission is a proportionate means to a legitimate aim.

Education providers should make reasonable adjustments to their admissions procedures if necessary. A common example of a reasonable adjustment would be to make changes to the conditions of an entrance exam. Although education providers are required to make adjustments to exam conditions, they are not required to alter the pass mark for people with disabilities. In the case of a person with diabetes this might mean allowing extra time during the exam so the person could inject insulin, but the pass mark would stay the same.

Education providers must not use an applicant's diabetes as a reason for offering admission on unfavourable terms. This would be direct discrimination. Nor must they use something that is a consequence of the applicant's diabetes as a reason for offering admission on unfavourable terms. This would be discrimination arising from disability, unless the unfavourable terms are a proportionate means of achieving a legitimate aim.

Example

A student living with Type 1 diabetes applies to study geology and is told that for the field study element of the course, she would be placed in less physically challenging locations because of her diabetes. This is likely to be direct discrimination, because the education provider is making an assumption about the applicant's capability based on a general idea about diabetes and offering her a limited range of experiential learning as a consequence.

What should I do if I think that I have been discriminated against by my further or higher education provider?

If you think that you have been discriminated against it is important to raise the issue as soon as possible, because there are time limits for bringing discrimination

claims in court. Sometimes members of staff at your place of education might act in a discriminatory way simply because they have not considered the consequences of their actions.

- The first step may be attempting to resolve the problem by discussing your concerns with your education provider in an informal way.
- If this does not resolve the situation you should make a formal complaint through your education provider's formal complaints procedure.

If you are unsatisfied by their response, you have several options.

- If your complaint is about a University in England or Wales you can take your complaint to the Office of the Independent Adjudicator (OIA).
- You may wish to take your case to a court.

How does the Office of the Independent Adjudicator (OIA) work?

If you decide to apply to the OIA, you must do so within three months of completing your university's complaints procedure. You may only go to the OIA after completing your university's internal complaints procedure. In exceptional circumstances the OIA may consider your appeal before your university has finished investigating your complaint. If your appeal is found to be wholly or partly justified, then the OIA can issue recommendations to your university, for instance recommending that the university makes adjustments or changes procedures.

The OIA is not like a court and will complete most of its proceedings by correspondence. You will not usually need a lawyer, but the OIA recommends that you contact your student union for support.

Taking a claim to court

Claims against further or higher education providers can be made in a County Court in England and Wales or in the Sheriff Court in Scotland. If you wish to bring a claim in a County Court or Sheriff Court you should seek legal advice. Claims in court must normally be brought within six months from the act of discrimination. If you need to take the claim to court, the six month time limit can be extended by two months if you appeal to the OIA during the first six months.

Courts can order education providers to alter their policies and practices and can award financial compensation.

Getting more information for your case

One way of helping you to resolve an issue is by asking the education provider questions. It is helpful to know how they understand events, and to find out why they don't think their behaviour is discriminatory. This can often avoid disputes and claims by clearing up a misunderstanding. The Government Equalities Office has produced a good practice guide on asking and responding to questions about discrimination in the provision of services and public functions including education services. This can be found at:

<https://www.gov.uk/government/publications/asking-and-responding-to-questions-of-discrimination-in-the-provision-of-goods-and-services-and-public-functions>

The guidance goes through the suggested steps for asking questions and checking that the education provider understands what has happened and why

you believe they have discriminated against you because of your diabetes (disability discrimination). The questions and answers can form part of the evidence in a case brought under the Equality Act 2010 and the guidance makes it clear that an education provider should respond promptly to them and must not ignore them or take them lightly.

Who is responsible for making sure that my education provider fulfils its duties?

All education providers will have a body responsible for making sure that the provider does not illegally discriminate. This body is known as the responsible body. The responsible body is generally responsible for the actions of all its employees and agents. If you go to a tribunal or court you will have to make your claim against the responsible body.

Type of school	Responsible body
Maintained schools in England and Wales	The governing body or the local authority
State schools in Scotland	The local education authority
Grant aided schools in Scotland	The managers
16–19 academies	The proprietor
Independent schools in England, Wales and Scotland	The proprietor

Table from *What Equality Law Means for You as an Education Provider: Schools* EHRC (2010)

Type of school	Responsible body
Universities in England, Wales and Scotland	The governing body
Higher education institutions in England and Wales	The governing body
Further education institutions in England and Wales	The governing body
Higher education institutions in Scotland	The governing body
A college of further education under the management of a board of management	The board of management
Any other college of further education	The board of governors of the college or any person responsible for the management of the college, whether or not formally constituted as a governing body or board of governors

Table from *What Equality Law Means for You as an Education Provider: Further and Higher Education* EHRC (2010)

This information should not be considered a complete guide to the law, which also changes from time to time. It is provided for informative purposes and is not a substitute for professional advice. Legal advice should always be taken if in doubt. Diabetes UK is unable to give legal advice.

Sources of support and information

Diabetes UK Helpline

The Helpline supports people to take action by providing information on rights and discussing possible action that can be taken.

Web: www.diabetes.org.uk/advocacy

Email: helpline@diabetes.org.uk

Telephone: 0345 123 2399*

Equality and Human Rights Commission (EHRC)

The EHRC is the independent statutory body established to help eliminate discrimination, reduce inequality and protect human rights. It provides information and guidance on discrimination and human rights issues, and has produced a series of guides on your rights to equality. The EHRC does not take on case work unless it is a test case. The Government has replaced the EHRC Helpline with the Equality Advisory Support Service (EASS).

Web: www.equalityhumanrights.com

Equality Advisory Support Service (EASS)

The EASS provides information, advice and support on discrimination and human rights issues to individuals in England, Scotland and Wales. It recognises the constitutional, legal, social and policy differences.

Address: Freepost EASS Helpline FPN6521.

Web: www.equalityadvisoryservice.com

Email: using online enquiry form at <http://www.equalityadvisoryservice.com/app/ask>

Advice Line

Telephone: 0808 800 0082

Textphone: 0808 800 0084

Opening hours: Monday–Friday 9am–7pm and Saturday 10am–2pm

Equality Commission for Northern Ireland

The Equality Commission for Northern Ireland is an independent public body established to promote equality of opportunity and challenge discrimination. They provide free, confidential advice and assistance on discrimination and human rights issues.

Address: Equality House, 7–9 Shaftesbury Square, Belfast BT2 7DP.

Web: www.equalityni.org

Email: information@equalityni.org

Telephone: 028 90 500 600

Citizens Advice Bureau (CAB)

The Citizens Advice Bureau offers free, confidential, impartial and independent advice. Advisers can help fill out forms, write letters and negotiate with third parties. Some bureaux are able to represent clients at tribunal. The number of your local CAB will be in the phone book or you can also find your local CAB on their website by entering your postcode.

Web: www.citizensadvice.org.uk

Civil Legal Advice (CLA)

In England and Wales the CLA can provide legal advice if you are eligible for legal aid. You can find out more about legal aid and whether you might be entitled to financial help with your case.

Web: www.gov.uk/civil-legal-advice

Telephone: 0345 345 4345

Law Centres Federation

The Law Centres Federation is the national co-ordinating organisation for a network of community-based law centres covering England, Wales and Northern Ireland. Law centres provide free and independent specialist legal advice and representation to people who live or work in their catchment areas. They are unable to give advice directly to the public but their site will help you find law centres near you for free advice and representation.

Web: www.lawcentres.org.uk

Email: using online enquiry form at <http://www.lawcentres.org.uk/contact-us>

Telephone: 020 3637 1330

Scottish Association of Law Centres

The Scottish Association of Law Centres is the national body for a network of community based law centres covering Scotland only. They are unable to give advice directly to the public but their site will help you find law centres near you for free advice and representation.

Web: <http://www.govanlc.com/salc>

Telephone: 0141 440 2503 (secretary)

The Law Society

To find a solicitor who specialises in certain areas of law you can look up the Find a Solicitor section on the Law Society's website.

England and Wales

www.lawsociety.org.uk

Scotland

www.lawscot.org.uk

Northern Ireland

www.lawsoc-ni.org

Disability Law Service (DLS)

The Disability Law Service provides specialist legal advice and information to disabled people, their family and carers. It offers advice and information on cases involving further and higher education.

Address: Disability Law Service, The Foundry, 17 Oval Way, London, SE11 5RR.

Web: www.dls.org.uk

Email: advice@dls.org.uk or using online form at www.dls.org.uk/contact-us

Telephone: 020 7791 9800

Opening hours: Monday–Friday, 10am–1pm and 2pm–5pm

Disability Information from Scope

Scope's Disability Information website can provide details of local offices which can give help and advice. Some local offices can provide representation or help to prepare a case but this will depend on the local office's situation.

Web: <http://www.scope.org.uk>

Telephone: 0808 800 3333

Opening hours: Monday–Friday, 9am–5pm

The Government Equalities Office

The Government Equalities Office (GEO) publishes information about current government equalities policy, including current equalities regulations. GEO does not provide advice.

Web: <https://www.gov.uk/government/organisations/government-equalities-office>

Useful documents referred to in this pack

The Equality Act 2010

The full text is available to view and download from www.legislation.gov.uk

EHRC guidance for further and higher education providers

The EHRC guidance documents referred to in this pack are: *What equality law means for you as an education provider: schools* and *What equality law means for you as an education provider: further and higher education*. The guidance document *What equality law means for you as a student in further or higher education* may also be useful. These are all available at [www.equalityhumanrights.com/en/our-work/publications-library?f\[0\]=search_api_aggregation_3%3A28](http://www.equalityhumanrights.com/en/our-work/publications-library?f[0]=search_api_aggregation_3%3A28)

Equality Act 2010 Technical Guidance for Further and Higher Education

The full guidance for further and higher education is available for you to download at <https://www.equalityhumanrights.com/en/publication-download/equality-act-2010-technical-guidance-further-and-higher-education>

Please note the inclusion of named agencies does not constitute a recommendation or endorsement by Diabetes UK. Whilst every effort is made to ensure accuracy, Diabetes UK cannot be held responsible for errors or omissions.

*Calls may be recorded for quality and training purposes.

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