

Equality Impact Assessment

The aim of this equality impact assessment (EIA) is to consider the equality implications of the ICCG pilot scheme and later qualification on different groups and consider if there are ways proactively to advance equality.

1. Brief overview of aims and objectives.

This qualification and pilot seek to remove barriers to study and gain a qualification in Classical Greek.

To enable more learners to gain a qualification in Classical Greek. To encourage more learners to study Classical Greek with the target of an attainable formal qualification.

To encourage and enable more learners of Classical Greek from a greater variety of demographic backgrounds.

We are able to say that this will help more diverse learners study Greek as many schools (and probably other learners) will not offer the subject if there is not a formal qualification at the end.

This EIA has been produced by the working party. Although this was produced for the pilot scheme, everything on this EIA also relates to the later regulated certificate. We have very strong aims for inclusivity in relation to the design of the course, materials, website etc. We hope the ICCG will appeal to as diverse an audience as possible and we will be proactively seeking feedback on all areas of the ICCG, including inclusivity, from a wide range of teachers and learners. Feedback will continue to be sought after the pilot.

2. Evidence Gathering, Consultation and Engagement

Consultation is very important and key to demonstrating the pilot and qualification meets equality duties, but it also needs to be proportionate and relevant. Considering the degree and range of consultation will safe-guard against 'groupthink' by involving a diverse range of consultees.

Examples of evidence:

National statistics for Greek GCSE, statistics from CfA, anecdotal evidence from a wide variety of teachers, the survey conducted in November 2020 and responses to emails sent in January 2021.

Feedback from the pilot in 2022 and subsequent examination cycles, both in formal surveys (Sept. 2023 and January 2025) and through informal emails and other communication.

Questions to all stakeholders to include:

Projected numbers

What resources schools need most

Examination questions

Invitations to use the resources which are freely available on the website

Updates and plans for the future of the qualification

Informal feedback on resources etc

We are aware that many state schools (as well as some independent schools) are hugely under-resourced and that some teachers taking part will not necessarily have prior experience of teaching Greek. We hope to be able to give help to these schools along with CfA as needed.

3. Impact on different groups

Several groups usually considered in an EIA are highly unlikely to be impacted by this proposal. These are: sexual orientation, marriage/civil partnerships, gender reassignment, pregnancy/maternity, religion/belief.

The groups to be considered with potential impact and actions to take place to mitigate impact and advance EDI are:

Age - Although the qualification will predominantly be for school pupils, we hope that another Greek qualification is useful for universities teaching Greek *ab initio* and for adult learners. Within both state and independent schools there is a great variety of how this qualification would be used. Most would use it instead of the GCSE - where they want to teach Greek at KS4 but cannot get to the GCSE on the time they have. A minority would give to younger pupils (often Year 9) to encourage them to continue with Greek. Several schools said they would use it as an extra enrichment course for Year 12s - to encourage them to apply for Classics at university. We do not see any age-related adverse impact.

Special Needs and Disability - The pilot qualification, subject criteria and later regulated qualification will be regularly reviewed in order to identify any feature which could disadvantage learners who share a protected characteristic as defined by the Equality Act 2010. All reasonable steps will be taken to minimise any such disadvantage. As with other examinations, reasonable adjustments and access arrangements will allow learners with special educational needs, disabilities or temporary injuries to access the pilot (and later formal) assessment and show what they know and can do, without changing the demands of the assessment. Full details of the access arrangements will be set out in the specification and will be reviewed in the pilot.

Sex (Gender) - We do not have precise statistics on girl v boy GCSE uptake and it is likely that these change each year. We do not see any real gender adverse impact.

Race/Ethnicity - We do not have access to the statistics for the race/ethnicity of those entered for GCSE Classical Greek, however, we can make a reasonable assumption - from the demographic and geography of schools - that BAME candidates are in the minority. We are hopeful that this new qualification will

encourage more diverse schools - in terms of demographic and geography - to take Greek and we may even see a rise in the number of BAME learners of Greek. There is no reason for this qualification to impact adversely on any race or ethnicity. We are also very mindful of the current decolonisation agenda in all schools and want the ICCG and the materials that are produced to support its teaching, to be inclusive and appeal proactively to a diverse audience: we have already had an offer from a teacher to produce new practice passages for translation of this style.

Low socio-economic background - Again, we do not have access to the statistics for the socio-economic background of those entered for GCSE Classical Greek. However, we can make another reasonable assumption - from the demographic and geography of schools - that low socio-economic candidates are in the minority. For instance we can see that the majority of schools entering candidates for Greek GCSE have very low or nil percentages of pupil premium students.

We are hopeful that this new qualification will encourage more diverse schools - in terms of demographic and geography - to take Greek and we would hope to see a rise in learners of low socio-economic background. We will aim to have as wide a variety of schools taking part in the pilot as possible. There is no reason for this qualification to impact adversely on low socio-economic background.

Very much linked (although we do not equate the two) with low socio-economic background is the important discussion surrounding state and independent schools.

State schools/Independent schools

The main aim is to open up Greek to schools which do not often/ever enter pupils for the GCSE, whether they are state or independent. The aim is absolutely not to give very well resourced schools an extra qualification for their younger pupils to take, although we appreciate that some schools may use the qualification in such a way.

It is clear that the majority of schools entering candidates for Greek GCSE are independent. Only 30 out of 201 schools entering candidates in 2019 were state schools, and of these only 8 out of 30 were non-selective. Therefore, a clear aim of the new qualification is to encourage more state schools, and more demographically-diverse state schools, to take up Classical Greek.

We must stress that the aim of the ICCG is not to take away from the GCSE. We are in regular contact with OCR about this and currently can see that any decrease in GCSE numbers does not correlate to ICCG uptake. We will continue to monitor this.

It is extremely important that the views of the state school teachers and learners are taken into account, even if they are in the minority. We would work closely with CfA to ensure that as many state schools as possible have access to the qualification.

A more controversial approach to Greek teaching is the partnerships model where independent schools teach state school pupils. We know that many people are not in favour of 'outreach', and understand the reservations, however, it is a very good way to get more Classics into state schools, with the ultimate aim that the state schools can start to teach it themselves (usually with CfA support). Many independent

schools teach Latin to local state schools, but few teach Greek. The new qualification would enable more independent schools to set up Greek clubs for local state schools and give pupils the opportunity to study Greek who would not otherwise be able to do so. We know of several schools already who are keen to set up such Greek clubs.

All materials - including specimen papers, SoW, extra passages etc - will be available free online.

Several state school teachers as well as CfA representatives are involved in the making of these resources.

The examination will have a mix of questions, some at a lower level so everyone can attempt the paper but ending with some at a high level to challenge the top students. Multiple choice, English derivatives, comprehension as well as translation will all be included. Clear advice and specimen papers and mark schemes will be given.

4. The qualification will be reviewed in the following ways:

- Regular discussion with the schools and other learners and reaction to feedback.
- Regular discussion with the state schools in the focus group. - Number and type of schools who wish to be in the pilot.
- Number and type of schools who then sign up for the formal qualification.
- Number of schools taking this qualification who would not have been able to take the GCSE.
- Number of new schools starting to teach Greek.
- Number and feedback from other learners who take the qualification. -
- Feedback on and use of the on-line resources.

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*November 2022
Revised January 2025*