



NATIONAL COUNCIL FOR CURRICULUM & ASSESSMENT

Announcement

Invitation to submit textbooks for assessment and approval by the National Council for Curriculum and Assessment (NaCCA) – STANDARDS-BASED CURRICULUM (SBC) FOR KINDERGARTEN AND BASIC 1 –6

Date: 12 June, 2019

1. The National Council for Curriculum and Assessment (NaCCA) working in collaboration with the Ministry of Education has successfully completed the development of the first phase of the Pre-tertiary curriculum for Kindergarten and Basic 1 to 6.
2. The new curriculum has been handed over to the Ghana Education Service (GES) for implementation starting September 2019.
3. NaCCA, which is mandated to manage the process of assessment and approval of textbooks and other educational materials for use in all pre-tertiary schools, hereby requests all publishers and educational material developers to submit their materials based on the new curriculum for assessment.
4. The assessment and approval system will be an on-going process and publishers and educational materials developers are entreated to submit their books, **whenever** they are completed, for assessment. Copies of the curriculum can be obtained from the NaCCA Head Office, South Ridge Road, Accra.

5. Submissions shall be grouped into the Key Phase structure of education described in the National Pre-tertiary Education Curriculum Framework and outlined in the new standard-based curriculum (see description below):

Key Phase	Subjects	Materials Required
Key Phase 1 KG 1 – KG 2	<ol style="list-style-type: none"> 1. Language and Literacy 2. Numeracy 3. Creative Arts 4. Our World and Our People 	Teacher's Guide and Workbook for each grade and subject

Key Phase 2 B 1 – B 3	<ol style="list-style-type: none"> 1. English Language 2. Mathematics 3. Science 	Pupil's Book, Teacher's Guide and Workbook for each grade and subject
	<ol style="list-style-type: none"> 4. Creative Arts 5. Ghanaian Language 6. History 7. Our World and Our People 8. Religious and Moral Education 9. Physical Education 	Pupil's Book and Teacher's Guide for each grade and subject

Key Phase 3 B 4 – B 6	<ol style="list-style-type: none"> 1. English Language 2. Mathematics 3. Science 	Pupil's Book, Teacher's Guide and Workbook for each grade and subject
	<ol style="list-style-type: none"> 4. Creative Arts 5. Ghanaian Language 6. History 7. Our World and Our People 8. Computing 9. French 10. Religious and Moral Education 11. Physical Education 	Pupil's Book and Teacher's Guide for each grade and subject

6. Each subject of a Key Phase represents a separate assessment package. Publishers may submit one or more packages for assessment. Incomplete packages will not be assessed. Ghanaian Language represents all the twelve written languages and publishers may submit for one or more languages per Key Phase as applicable.
7. Only learner's books, teacher's guides and workbooks which have been assessed and listed on the approved titles database of NaCCA will be eligible for use in Ghanaian Schools.
8. Suitably qualified school textbook publishers, registered in Ghana, are now invited to download the Submission Guidelines from NaCCA website (<http://nacca.gov.gh>). They are also invited to submit textbooks to NaCCA in accordance with the requirements established in the Submission Guidelines.
9. All submissions should be accompanied by a submission fee as specified in Appendix 6. Publishers must ensure that they receive an official receipt for all payments made. Submission fees paid are not refundable.
10. Publishers' submissions for this Standards-Based Curriculum (SBC) must be made in the form and in the number of copies prescribed in the Standards-Based Curriculum Submission Guidelines, to the NaCCA Head Office, South Ridge Road, Accra.
11. NaCCA will maintain a register of all submissions received from all submitting publishers.
12. By submitting a textbooks to NaCCA for assessment and approval, the publisher explicitly accepts the terms and conditions specified and defined in the Submission Guidelines.
13. The Submission Procedures for Textbook Assessment and Approval for the Standards-Based Curriculum (SBC) comprise the following documents, which are available at http://nacca.gov.gh/?page_id=8636:
 - Announcement
 - Submission Guidelines
 - Textbook Assessment and Approval Methodology
 - Textbook Assessment Summary Mark Sheet and Assessment Criteria

- Appendices
- Curriculum for Key Phase 1, 2 and 3.

14. All requests for information must be made in writing to the contact address below:

The Director General
National Council for Curriculum and Assessment (NaCCA)
Ministry of Education
P.O. Box 77
Accra
info@nacca.gov.gh



**NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT**

STANDARDS-BASED CURRICULUM (SBC) SUBMISSION GUIDELINES

Revised July, 2021

STANDARDS-BASED CURRICULUM (SBC) SUBMISSION GUIDELINES

This document provides the detailed Terms and Conditions under which publishers will submit textbooks for assessment and approval for the new standards-based curriculum for pre-tertiary education KG 1–Basic 6.

Note on language

The following guidelines shall apply:

1. All materials written in English language should use British English
2. All materials written in Ghanaian language should conform to the current local orthography and usage.
3. All materials written in French should conform to standard usage.

Submission of new books developed specifically for the new curriculum and syllabus requirements

Publishers shall submit the following as a complete package for each subject of a Key Phase. Failure to submit any of these required documents and samples will render the submission incomplete. Incomplete submissions will be returned unassessed.

1. Five (5) copies of the submitted pupil's book in a manner as follows:
 - a. Two (2) original copies. (See appendix 1)
 - b. Three (3) anonymous copies (See Appendix 1)
2. Five (5) copies of the teacher's guides accompanying the submitted pupil's book in a manner as follows:
 - a. Two (2) original copies (See Appendix 1)
 - b. Three (3) anonymous copies (See Appendix 1)
3. Five (5) copies of the workbooks, where applicable, in a manner as follows:
 - a. Two (2) original copies (See Appendix 1)
 - b. Three (3) anonymous copies (See Appendix 1)
4. A cover letter from the submitting publisher requesting for an assessment and approval of the books with an attached list of all books submitted and their respective ISBNs – 2 copies only required.

5. A business registration certificate, plus a tax clearance certificate - 2 copies only required.
6. A statement of copyright ownership, or the ownership of publication rights, of the materials submitted for assessment plus a statement indemnifying the Ministry of Education (MoE) against any claim for breach of copyright – 2 copies only required.
7. A list of all Authors, Editors, Advisors, Consultants, etc. associated with the pupil's books, teacher's guides and workbooks, where applicable, submitted for assessment – 2 copies only required. (See Appendix 2).
8. Technical specifications of all books submitted (See Appendix 3)
9. Submission fee as stipulated in Appendix 6.

Submission Packaging and Labelling Requirements

1. Each subject of a **Key Phase** shall be packaged separately.
2. Each subject of a Key Phase submission shall be packaged in one carton and labelled with the following details:
 - Name and address of submitting publisher
 - Subject for which the submission is intended
 - The **Key Phase** for which the submission is intended
 - The language of instruction
 - Name(s) of Author(s)
 - The title of the submission
 - Cartons should be numbered in a sequence where components do not fit into one box. For example Carton Nos. 1 of 3, 2 of 3, 3 of 3 will go for 3 cartons containing one subject.
3. All accompanying documentation shall be packaged in **one envelope** and addressed with the details below:
 - The word 'SUBMISSION DOCUMENTATION' boldly printed
 - Name and address of submitting publisher

Minimum Physical Specifications and Type Requirements

Publishers should produce affordable but durable books without compromising quality. The books should be durable enough to last for five years.

All books approved for use in schools should be strongly bound and finished to withstand constant handling and the environmental conditions that apply particularly in remote, rural environments. Achieving long book life is a critical factor to sustainable textbook financing in Ghana.

The text paper, cover card and binding styles specified below are therefore, mandatory. Submitted books that fail to meet the minimum specifications will not be approved. It should be noted that the specifications given here are minimum specifications and that publishers are free to offer materials of superior specifications.

Minimum Specifications

Pupil's Book specifications	
Text paper	i. A minimum of 70 gsm, white, MF, wood-free offset with a minimum of 90% whiteness and 90% opacity.
Cover card	i. For Basic 1 to Basic 6, minimum of 235 gsm art card, C1S, with a minimum of 355 micron and grain direction parallel to spine and with a minimum of 12 micron lamination or UV varnish finish. ii. For KG 1 to KG 2, a minimum 300 gsm art card, C1S with a minimum of 340 micron and grain direction parallel to spine and with a minimum of 12 micron lamination or UV varnish finish.
Binding	For extents up to 72 pages: Wire saddle stitching with at least two stitches applied equidistant, using rust-free wire. For extents over 72 pages: Either i. Limp Sewn Binding: Thread-sewn gathered in signatures,

	<p>drawn on and glued into a squared spine.</p> <p>Or</p> <p>ii. Limp Unsewn Binding (Perfect Binding): Use appropriate glue, which ensures longer lifespan, such as hot melt adhesive glue, e.g. Polyurethane Reactive (PUR) or Ethyl Vinyl Acetate (EVA).</p> <p>The application and use of appropriate glues, which maintain flexibility during the expected book life and do not dry out or crack, will be particularly monitored during assessment and usage. Cheap glues with poor adhesion will not be permitted.</p>
Format	The choice of the format shall take into consideration the readership, illustrations and content. For optimum readability, it is recommended that the number of words per line shall not exceed 12.

Teacher's Guide Specifications	
Text paper	A minimum of 70 gsm, white, MF, wood-free offset with a minimum of 90% whiteness and 90% opacity.
Cover card	A minimum of 235 gsm single-sided art card, with a minimum of 355 micron and grain direction parallel to spine and with a minimum 12 micron laminate or UV varnish finish.
Binding	<p>For extents up to 72 pages: Wire saddle stitching with at least two stitches applied equidistant, using rust-free wire.</p> <p>For extents over 72 pages:</p> <p>Either</p> <p>i. Limp Sewn Binding: Thread-sewn gathered in signatures, drawn on and glued into a squared spine.</p> <p>Or</p> <p>ii. Limp Unsewn Binding (Perfect Binding): Use appropriate glue, which ensures longer lifespan, such as hot melt adhesive glue, e.g. Polyurethane Reactive (PUR) or Ethyl Vinyl Acetate (EVA).</p> <p>The application and use of appropriate glues, which maintain flexibility during the expected book life and do not dry out or crack, will be particularly monitored during assessment and usage. Cheap</p>

	glues with poor adhesion will not be permitted.
Format	The choice of the format shall take into consideration the readership, illustrations and content. For optimum readability, it is recommended that the number of words per line shall not exceed 12.
Print Quality	Poor print quality shall be penalised and may lead to disqualification of a submission. Print on pages of books submitted as 'Original Copy' should be sharp with good registration. Printed pages should not have blots and smudges and mottling.

Workbook Specifications	
Text paper	50–60 gsm newsprint or part mechanical.
Cover card	A minimum of 160 gsm single-sided art card, with a minimum of 180 micron and grain direction parallel to spine and with a minimum 12 micron laminate or UV varnish finish.
Binding	For extents up to 96 pages: Wire saddle stitching with at least two stitches applied equidistant, using rust-free wire. For extents over 96 pages: Limp Unsewn Binding (Perfect Binding): Use appropriate glue, which ensures longer lifespan, such as hot melt adhesive glue, e.g. Polyurethane Reactive (PUR) or Ethyl Vinyl Acetate (EVA).
Format	Up to A4
Print Quality	Poor print quality shall be penalised and may lead to disqualification of a submission. Print on pages of books submitted as 'Original Copy' should be sharp with good registration. Printed pages should not have blots and smudges and mottling.

It should be noted that publishers must take responsibility for maintaining quality control over all production and printing processes. Poor or sub-standard

workmanship during production will be penalised and publishers will be held responsible, not the printer or raw material supplier.

Recommended Types and Type sizes

Grade levels	Minimum Type Size	Typeface
KG 1 & KG 2	20 pt	Use sans serif fonts with an open 'ɑ' and 'ɢ'
B1 & B2	18 pt	
B3 & B4	16 pt	
B5 & B6	14 pt	
Teacher's Guides	11 pt	Sans Serif or Serif font according to the discretion of the publisher.

- For grade levels up to B6 all typefaces must be sans serif using an open and simplified 'ɑ' and 'ɢ'. Suitable typefaces would include Andika, Gill Sans Infant, Helvetica Infant and Sassoon Primary.

Number of Colours

The number of text colours of all pupil's books submitted for assessment and approval should be as indicated below:

Grade level	Number of colours
KG 1 to KG 2:	Full colour
B 1 to B 3:	Full colour
B 4 to B 6:	Full colour

Other Issues

There are no restrictions as to formats, extents etc. However, submitting publishers should note the following:

- a. Extents should be appropriate and sufficient to provide adequate coverage of the curriculum and the achievement of the curriculum standards.
- b. During assessment, unnecessary length and the inclusion of inappropriate and irrelevant content may be penalised as severely as a title with insufficient content. Unnecessary extent increases unit costs and puts financial burden on the user, and will be specifically discouraged.
- c. The unnecessary and inappropriate use of colour (e.g. green camels or blue oranges etc) may be penalised during the assessment process and publishers are encouraged to use economical approaches to the use of colour wherever feasible.
- d. Page design and layout should be appropriate for the level and subject. It should aim for attractiveness and ease of use. Logical work sequencing with clear numbering, signals and symbols for teachers and pupils plus good sub-headings, captions and labels, etc. are important. Page design that enhances readability and facilitates cross-referencing and intelligent use of the text will be rewarded during assessment.

Methodological Requirements

The MoE acting through NaCCA wishes to achieve a shift in methodological approach in the new standards-based curriculum, and as such, the new approved textbooks will be required to reflect this approach. The assessment criteria will, therefore, give particular weight and importance to textbooks in all subjects, which can demonstrate satisfactorily that they achieve and further the following methodological guidelines:

- The use of Ghanaian content and examples wherever relevant and appropriate according to subject and level of study.
- The inclusion of approaches and content that seek to develop the core competences, i.e. critical thinking and problem solving (CP), creativity and innovation (CI), communication and collaboration (CC), cultural identity and global citizenship (CG), personal development and leadership (PL) and digital literacy (DL).
- For KG in particular, approaches that involve participatory, activity and play-based child-centred experiences orchestrated with inquiry and discovery methods of delivering the curriculum.
- Conscious application of gender equality and social inclusion (GESI) and avoidance of stereotyping of all forms such as gender and ethnic.
- Representation of people with special learning difficulties operating successfully in normal life.
- A consistent representation of the attitudes and values spelt out in the curriculum such as curiosity, perseverance, flexibility in ideas, respect, cultural, ethnic and environmental diversity of Ghana in the text, illustrations and examples, wherever it is considered appropriate and relevant.
- An approach which focuses on the development of subject specific learning domains of knowledge, understanding, application, analysing, synthesising, evaluation and creativity, etc. as well as general and subject specific competences specified in the National Pre-tertiary

Education Curriculum Framework as opposed to an approach which focuses narrowly on content coverage and factual accumulation.

- Assessment, sample questions and activities should constitute:
 - ✓ 40% Reasoning and Creativity
 - ✓ 30% Application
 - ✓ 30% Knowledge and Understanding

- The development of the students' individual responsibility for their own work and progress through formative review questions and assignments.

- An approach that focuses on the integration of Science, Technology, Engineering and Mathematics (STEM).



TEXTBOOK ASSESSMENT AND APPROVAL METHODOLOGY

The process of Textbook Assessment and Approval will be managed by the National Council for Curriculum and Assessment (NaCCA) on behalf of the MoE in accordance with the Education Regulatory Bodies Act 2020 (Act 1023). NaCCA will be responsible for identifying and recommending suitably qualified assessors to form Assessment Panels.

No assessor, who has an identified conflict of interest by virtue of an established connection with any participating publishing house will be recommended or approved.

The Assessment Panels will use the criteria and scoring systems established in the Mark Sheets as the basis for their assessments of each submission. There may be minor differences in the nature and the specific requirements of the assessments for the different learning areas.

The following core principles will apply in the assessment and selection procedures:

1. There will be a separate Assessment Panel for each subject of a Key Phase as follows:
 - a. 4 Assessment Panels for Key Phase 1 (KG1 – KG2)
 - b. 19 Assessment Panels for Key Phase 2 (B1 – B3)
 - c. 21 Assessment Panels for Key Phase 3 (B4 – B6)
 - d. 1 Technical Assessment Team
2. Details of the composition of the Assessment Panels and the conditions of membership are provided in Appendix 4.
3. Qualified Technical Experts, appointed by NaCCA, will perform a Technical Assessment of the Original Copies submitted (see Appendix 1 and Appendix 4).

4. A submission's components must score 80% of the marks allocated to conformity to the curriculum, plus a minimum score of 65% of the total available marks in all assessment categories.
5. Each Assessment Panel member will score each submitted textbook, teacher's guide and workbook (where applicable) independently and without prior consultation with other panel members.
6. The scores of the individual Panel Members will be totalled and averaged. Submissions that fail to reach key threshold levels (e.g. conformity to curriculum) will be disqualified.
7. Qualified submissions with assessors' recommendations have to be resubmitted for verification after the recommendations have been effected by the publisher.
8. Qualified and verified submissions will be validated by the Textbook and Other Educational Materials (TOEM) Sub-Committee of NaCCA.
9. The validated submissions will then be given approval status and entered into the NaCCA database of approved textbooks.
10. Publishers of all successfully assessed and approved textbooks will be notified by NaCCA as soon as the Assessment is complete.
11. Participating publishers will be given access to the Assessment Criteria Mark Sheets for all submitted titles for assessment upon written request to the Director-General of NaCCA.
12. NaCCA will be responsible for the production and publication of the updated Approved Textbook List which will be available on their website.



**TEXTBOOK ASSESSMENT CRITERIA AND SUMMARY MARK SHEET
(KG 1 & 2)**

Publisher _____ Subject _____ Grade Level _____ Date _____
Code _____

Criteria	Total Criteria Marks	Assessment Marks Awarded	Comments
1. CONFORMITY TO SUBMISSION GUIDELINES	Pass or Fail		Submissions that do not conform to the Submission Guidelines will not be assessed
2. CONFORMITY TO WORKBOOK & TEACHER'S GUIDE SPECIFICATIONS	Pass or Fail		Technical specifications will <u>not</u> be assessed by the Assessment Panels but by a team of Technical Experts. The original copies submitted <u>must</u> conform to the minimum specifications. The submission will not be assessed if the books do not meet the minimum technical requirements.
All of the following criteria will be evaluated separately by each of the individual subject/grade Assessment Panels			
3. CONFORMITY TO THE CURRICULUM			
a) Coverage of Required Content Standards	60	5	Failure to achieve 80% coverage of the curriculum (48/60 marks) will lead to a disqualification. 80% conformity will qualify but will receive no additional marks. 90% Conformity will be awarded 1.5 extra marks; 95% conformity will be awarded 3 extra marks and 100% conformity will be awarded 5 extra marks
b) Coverage of Required Indicators and Exemplars			
c) Coverage of Required Subject Specific Practices and Competences			
4. CONTENT			
a) Relevance of Content to Curriculum Standards and Core Competencies	54	15	
b) Accuracy and Currency of Subject Matter			
c) Sufficiency of Content (neither too much nor too little)			
d) Length of Topics/Passages			
e) Appropriateness to the level of the learner			
f) Organisation of Content			
g) Content Integration with ICT			
5. METHODOLOGY			
a) Sufficiency and usefulness of exercises, assignments and activities			
b) Encouragement for individual and group work			
c) Satisfactory Emphasis on Skills Development, Critical thinking, Problem Solving and Subject Understanding			
d) Introduction of New Concepts			

e) Inclusion of suggested Activities to support Multi-ability learning	92	30	
f) Useful ideas for the use of local materials			
g) Clarity of writing and presentation of text			
h) Clear cross referencing and instructions to the workbook			
i) Answers in Teacher's guide			
j) Content Standards and Lesson Organisation			
6. GENDER BALANCE, CULTURAL RELEVANCE & SOCIAL INCLUSIVENESS			
a) Gender Balance of the Content	48	15	
b) Representation of Ghana's Diversity			
c) Balance in Related Issues (avoiding gender stereotype)			
d) Social Inclusiveness			
7. LANGUAGE AND EDITORIAL QUALITY			
a) Accuracy and Correctness of the Language	38	10	
b) Editorial Quality			
b) Appropriateness of Language for the Age and Background of the Learner			
8. TESTING PROCEDURES			
a) Availability of pupil-assessment exercises	24	5	
b) Combinations of Assessment Exercises are representative of indicators			
c) Assessment approaches used are inclusive of assessment for learning, as learning and of learning			
d) Assessments presented compensate for different learning abilities			
9. DESIGN AND PRESENTATION			
a) Usefulness of Illustrations	54	10	
b) Quality and attractiveness of illustrations			
c) Signs, Labels and Organisation			
d) Balance between text and Illustrations			
e) Consistency of Presentation			
f) Presentation of Information			
DESIGN AND PRESENTATION ASSESSMENT FROM TECHNICAL TEAM	50	10	
10. WORKBOOK			
a) Integration with the Teacher's Guide	32	60	
b) Usefulness			
c) Suitability for Individual Use			
d) Quality and attractiveness of illustrations			
DESIGN AND PRESENTATION ASSESSMENT FROM TECHNICAL TEAM	50	40	

TEXTBOOK ASSESSMENT CRITERIA AND SUMMARY MARK SHEET (B1–B6)

Publisher _____ Subject _____ Grade Level _____ Date _____
Code _____

Criteria	Total Criteria Marks	Assessment Marks Awarded	Comments
1. CONFORMITY TO SUBMISSION GUIDELINES	Pass or Fail		Submissions that do not conform to the Submission Guidelines will not be assessed
2. CONFORMITY TO PUPIL'S BOOK, TEACHER'S GUIDE AND WORKBOOK (where applicable) SPECIFICATIONS	Pass or Fail		Technical specifications will <u>not</u> be assessed by the Assessment Panels but by a team of Technical Experts. The original copies submitted <u>must</u> conform to the minimum specifications given. Any submission that does not meet the minimum technical requirements will not be assessed.
All of the following criteria will be evaluated separately by each of the individual subject/grade Assessment Panels			
3. CONFORMITY TO THE CURRICULUM			
a) Coverage of Required Content Standards	60	5	Failure to achieve 80% coverage of the curriculum (48/60 marks) will lead to Disqualification. 80% conformity will qualify but will receive no additional marks. 90% Conformity will be awarded 1.5 extra marks; 95% conformity will be awarded 3 extra marks and 100% conformity will be awarded 5 extra marks
b) Coverage of Required Indicators and Exemplars			
c) Coverage of Required Subject Specific Practices and Competences			
4. CONTENT			
a) Relevance of Content to Curriculum Standards and Core Competencies	54	15	
b) Accuracy and Currency of Subject Matter			
c) Sufficiency of Content (neither too much nor too little)			
d) Length of Topics/Passages			
e) Appropriateness to the level of the learner			
f) Organisation of Content			
g) Content Integration with ICT			
5. METHODOLOGY			
a) Sufficiency and usefulness of exercises, assignments and activities	42	15	
b) Encouragement for individual and group work			
c) Satisfactory Emphasis on Skills Development, Problem Solving and Subject Understanding			
d) Introduction of New Concepts			
e) Review Questions <ul style="list-style-type: none"> ✓ 40% Reasoning and Creativity ✓ 30% Application ✓ 30% Knowledge and Understanding 			
6. GENDER BALANCE, CULTURAL RELEVANCE & SOCIAL INCLUSIVENESS			
a) Gender Balance of the Content			
b) Representation of Ghana's Diversity			

c) Balance in Related Issues (avoiding gender stereotype)	48	10	
d) Social Inclusiveness			
7. LANGUAGE AND EDITORIAL QUALITY			
a) Accuracy and Correctness of the Language	38	15	
b) Editorial Quality			
b) Appropriateness of Language for the Age and Background of the Learner			
8. TESTING PROCEDURES			
a) Availability of learner self-assessment exercises	24	5	
b) Combinations of Assessment Exercises are representative of indicators			
c) Assessment approaches used are inclusive of assessment for learning, as learning and of learning			
d) Assessments presented compensate for different learning abilities			
9. TEACHERS' GUIDE			
a) Inclusion of Diagnostic Assessment Exercises for Teacher Use	84	15	
b) Provision of Additional Appropriate Content and background to activities in the workbook for the Teacher (where applicable)			
c) Inclusion of suggested Activities to support Multi-ability learning			
d) Useful ideas for the use of local materials			
e) Clarity of writing and presentation of text			
f) Clear cross referencing and instructions to the pupil's book and workbook (where applicable)			
g) Answers			
h) Content Standards and Lesson Organisation			
10. DESIGN, PRESENTATION & EASE OF USE			
a) Usefulness of Illustrations	64	10	
b) Quality and attractiveness of illustrations			
c) Signs, Labels and Organisation			
d) Balance between text and Illustrations			
e) Consistency of Presentation			
f) Ease of Use of the Whole Book			
g) Presentation of Information			
DESIGN AND PRESENTATION ASSESSMENT FROM TECHNICAL TEAM	50	10	
11. WORKBOOK – if required			
a) Integration with Pupil's Book and Teacher's Guide	32	60	
b) Usefulness			
c) Suitability for Individual Use			
d) Quality and attractiveness of illustrations			
DESIGN AND PRESENTATION ASSESSMENT FROM TECHNICAL TEAM	50	40	

APPENDICES

APPENDIX 1: Specifications for original and anonymous copies

1.1 Original Copies (2 copies required)

For the purposes of the textbook submission process, an original copy shall be deemed to be such copy of a book designed and printed to set specifications, with a cover and all other relevant information.

An original copy shall have a fully designed cover, binding and text matter (to include relevant front matter, body text and back matter), designed and printed to set specifications. The original copy should have the following:

- i. Cover pages with title, author, grade, blurb, barcode publisher's logo, etc. **Please DO NOT print any NaCCA-related logo or statement on covers or any other part of the book.**
- ii. Front matter:
 - a. The title page including name(s) of author(s)
 - b. The copyright page including publisher's name and address, all other relevant information about copyright holders/owners and ISBN
 - c. A table of contents and introduction/preface
- iii. The main text
- iv. Back matter
 - a. Glossary
 - b. Bibliography
 - c. Appendices

1.2 Anonymous Copies (3 copies required)

For the purposes of the submission process, an anonymous copy is a copy of the original pupil's book, teacher's guide or workbook with all forms of identification and metadata stripped off. This copy can either be a book proof or comb bound proof.

Below are some guidelines for publishers to ensure anonymity of such copies.

An anonymous copy should have:


- i. The title of the book. Such title shall not bear, or have any bearing of the publisher's and author(s)' identities
- ii. A contents page
- iii. The main text constituting the body of the book
- iv. Running heads that only contain the topics, chapter/strand headings or sub-strand headings as the case may be. In the case where the name or identification cannot be left out of the running heads, then all running heads should be stripped out of the copy.
- v. The appropriate end matter such as glossary, index, bibliography, references, charts, graphs or other data relating to the main text, etc as the case may be.


APPENDIX 2: Details of contributing consultants

Submitting publishers are to provide a list of contributors to the submitted work. A comprehensive list of all authors, editors, advisors, consultants, illustrators, designers, typesetters, proofreaders, photographers, etc., is required.

The list should state the subject being submitted and the various roles played by the individual contributors. Publishers shall provide the names, addresses, telephone numbers, emails and headshots of these contributors in a tabular form as shown in the example below:

Language and Literacy B1–B3

Role: Author(s)		
Name:	Address: Email: Phone: Occupation: Nationality:	

Role: Illustrator(s)		
Name:	Address: Email: Phone: Occupation: Nationality:	

APPENDIX 3: Technical Specifications

Publishers shall provide the technical specifications of each title submitted.

The technical specification being offered by publishers should have all the details as specified in the table below:

PROPOSED TITLE AND GRADE	TPS (mm)	Extent	Text colour	Body text typeface and size	Text paper	Cover colour	Cover Paper	Cover finish	Binding
<Please state the proposed title, e.g. <i>ENGLISH Language PUPIL'S BOOK 1</i> >	<Please state the trimmed page size in millimetres>	<Please state the number of pages of the book including blank pages>	<Please state the number of colours of the inside pages of the book>	<Please state the typeface and size used for the body text of the book>	<Please state the type and grammage of paper for the inside pages of your book, E.g. 80gsm woodfree>	<Please state the number of colours of the cover page of the book>	<Please state the type and grammage of paper for the cover page of your book, E.g. 310gsm CIS artboard>	<Please state the type of finish on the cover, either lamination or varnish.>	<Please state the type of binding>

APPENDIX 4: Details of the Composition of the Assessment Panels and the Conditions of Membership

4.1 Composition of Assessment Panels

- 4.1.1 There will be a separate subject Assessment Panel for each subject area of a Key Phase. The panel members will be selected from a pool of NaCCA Assessors who have been certified.
- 4.1.2 There shall be three (3) members of each Assessment Panel composed as follows:
- Three (3) practicing subject specialist experienced teachers, comprising at least one (1) teacher from a rural school, a male teacher and a female teacher.
- 4.1.3 The Technical Assessment Team shall comprise six (6) members including a non-scoring Independent Chair.

4.2 Conditions of membership of Assessment Panels

- 4.2.1 All Assessment Panel members (both content and technical teams) will be carefully scrutinised to ensure they have no conflicts of interest. No individual may be appointed as an Assessment Panel member if he/she is in full-time or part-time employment with a submitting Publisher, or the one is an Author, Advisor, Consultant, Shareholder, Board member or is involved in any other way with a submitting publisher. Assessment panel members will be required to sign undertakings that they have no conflicts of interest as specified above.

There is no intention in any of the above to prevent MoE or GES members of staff from undertaking assignments with participating publishers. The key issue is that conflicts of interest must be declared and that authors or persons associated in any way with a publishing house cannot be assessors.

- 4.2.2 In the event of the failure of any Assessment Panel member to disclose any conflict of interest as specified above, and the existence of such a conflict

of interest being discovered, the publisher with whom this Assessment Panel Member has a connection will be disqualified from having the affected submission being added to the NaCCA approved list.

- 4.2.3 The names of the appointed Assessment Panel members will not be made public.

APPENDIX 5: Terms and Conditions of Submissions and Approvals

- 5.1 Where applicable and where a submission has attained the minimum criteria marks, NaCCA will convey suggestions for further improvement of a particular title that were spotted and recommended by Assessors. Publishers are expected to take in **ALL SUGGESTIONS AND CORRECTIONS** and resubmit titles to NaCCA within the shortest possible time for verification.
- 5.2 Publishers seeking clarification on assessment reports should write to NaCCA within two weeks on receiving such reports.
- 5.3 A submission that has been previously assessed by NaCCA but did not make the pass mark can be reworked and resubmitted as a **New Submission**.
- 5.4 A submission that is disqualified at any of the conformity check stages (conformity to submission guidelines, conformity to technical specifications or conformity to the curriculum), that is resubmitted shall not be treated as **New Submission** and shall therefore not attract any submission fees; **provided the resubmission is made within three (3) months** after notification of disqualification has been issued.
- 5.5 A submission that is disqualified for the second time can only be resubmitted as a **New Submission**.
- 5.6 Publishers will be required to submit **two final copies of their books** before receiving their approval letters.

APPENDIX 6: Submission Fees

6.1 The fees payable for submissions will be dependent on the extents of the pupil's book, teacher's guide or workbook being submitted. Publishers should refer to the table in 6.2 to ascertain how much to pay for their submissions. Payments shall be in **cash** or **Bankers' Draft** made payable to **National Council for Curriculum and Assessment**.

6.2

Extent (pages)	Amount to be paid GH¢	Extent (pages)	Amount to be paid GH¢
52 and below	675.00	504–552	3,113.28
56–100	900.00	556–600	3,384.00
104–152	1,125.00	604–652	3,677.28
156–200	1,350.00	656–700	3,948.00
204–252	1,575.00	704–752	4,241.28
256–300	1,800.00	756–800	4,512.00
304–352	2,025.00	804–852	4,805.28
356–400	2,250.00	856–900	5,076.00
404–452	2,549.28	904–952	5,369.28
456–500	2,820.00	956–1000	5,640.00

Note: These rates apply to the **individual titles in each submitted package** for a subject of a Key Phase and **not** the package as a whole.