



NATIONAL COUNCIL FOR CURRICULUM & ASSESSMENT

Announcement

Invitation to submit textbooks for assessment and approval by the National Council for Curriculum and Assessment (NaCCA) – COMMON CORE PROGRAMME (CCP) CURRICULUM FOR JHS1–JHS3 (Basic 7–Basic 9)

Date: October, 2021

1. The National Council for Curriculum and Assessment (NaCCA) working in collaboration with the Ministry of Education has successfully completed the development of the second phase of the Pre-tertiary curriculum Common Core Programme (CCP) Curriculum for Basic 7 to Basic 9 (B7–B9).
2. The new curriculum has been handed over to the Ghana Education Service (GES) for implementation in 2021/2022 academic year.
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. 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 for the learning areas of the Common Core Programme for Basic 7 to 9 as outlined below:

Learning Areas	Materials Required
<ol style="list-style-type: none"> 1. Arabic Language 2. Career Technology 3. Computing 4. Creative Arts and Design 5. English Language 6. French Language 7. Ghanaian Languages 8. Mathematics 9. Physical and Health Education 10. Religious and Moral Education 11. Science 12. Social Studies 	<p>Learner’s Books and Facilitator’s Guides for each grade of the learning area</p>

6. Each learning area represents a separate assessment package. Publishers may submit one or more packages for assessment. A package will comprise **three learner’s books** for each grade with their accompanying **three facilitator’s guides**. However, per-grade single packages comprising a Learner’s Book and Facilitator’s Guide of a particular grade may be submitted for assessment. Ghanaian Languages represents all the twelve written languages; publishers may submit for one or more languages as applicable.
7. Only learner’s books and facilitator’s guides 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 the NaCCA website (<http://nacca.gov.gh>). They are also invited to submit suitable 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 Common Core Programme must be made in the form and in the number of copies prescribed in the Common Core Programme 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 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 Common Core Programme comprise the following documents, which are available at http://nacca.gov.gh/?page_id=8636:
 - Announcement
 - Common Core Programme Submission Guidelines
 - Textbook Assessment and Approval Methodology
 - Textbook Assessment Summary Mark Sheet and Assessment Criteria
 - Appendices
 - CCP Curriculum for JHS1–JHS3 (Basic 7–9).
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**

**COMMON CORE PROGRAMME (CCP)
CURRICULUM
SUBMISSION GUIDELINES**

July, 2021

COMMON CORE PROGRAMME (CCP) CURRICULUM SUBMISSION

GUIDELINES

This document provides the detailed Terms and Conditions under which publishers will submit textbooks for assessment and approval for the new CCP curriculum for pre-tertiary education JHS1–JHS3 (Basic 7–9).

Note on language

The following guidelines shall apply:

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

Submission options

Publishers may opt for **Soft copy** or **Hard copy** submission.

A. Hard copy submission

Publishers shall submit the following for each learning area. 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 learner'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 facilitator's guide accompanying the submitted learner's book in a manner as follows:
 - a. Two (2) original copies (See Appendix 1)

- b. Three (3) anonymous copies (See Appendix 1)
3. 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.
4. A business registration certificate, plus a tax clearance certificate - 2 copies only required.
5. 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.
6. A list of all Authors, Editors, Advisors, Consultants, etc. associated with the learner’s books and facilitator’s guides submitted for assessment – 2 copies only required. (See Appendix 2).
7. Technical specifications of all books submitted (See Appendix 3)
8. Submission fee as stipulated in Appendix 6.

Submission Packaging and Labelling Requirements for hard copies

1. Each learning area shall be packaged separately.
2. Submission for each learning area shall be packaged in one carton and labelled with the following details:
 - Name and address of submitting publisher
 - Learning area 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 books for one learning area of grade 7–9 (or single grade where applicable) learner’s books and facilitator’s guides.

3. All accompanying documentation shall be packaged in **one envelope** and labelled with the details below:
 - The words ‘SUBMISSION DOCUMENTATION’ boldly printed
 - The name and address of submitting publisher

B. Soft copy submission

The file format for soft copy submissions shall be in Portable Document Format (PDF) with a compatibility of Acrobat 5 (PDF 1.4) and shall be saved as read only with printing and copying restrictions. Please refer to **Appendix 7** on how PDFs should be saved. **NaCCA will not accept responsibility for files that are submitted unsecured.**

Note: Publishers who choose this option shall be required to submit **two (2) original hard copies of each learning area package submitted** at the **verification stage**.

Publishers shall submit the following for each learning area. Failure to submit any of these required documents and samples will render the submission incomplete. Incomplete submissions will be returned unassessed.

1. Flash drives containing copies of the submitted learner’s book and facilitator’s guide in a manner as follows:
 - a. Flash drive containing original copies (See Appendix 1) of all books being submitted – 2 copies required.
 - b. Flash drive containing anonymous copies (See Appendix 1) of the learner’s books and facilitator’s guides for Basic 7–9 (or single grade where applicable) per learning area – 3 copies required. **Note:** Where a publisher is submitting for more than one learning area, each one should be saved on a separate flash drive in triplicate.

2. 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.
3. A business registration certificate, plus a tax clearance certificate - 2 copies only required.
4. 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 **hard copies** only required.
5. A list of all Authors, Editors, Advisors, Consultants, etc. associated with the learner’s books and facilitator’s guides submitted for assessment – 2 **hard copies** only required. (See Appendix 2).
6. **Hard copies** of technical specifications of all books submitted (See Appendix 3)
7. Submission Fee as stipulated in Appendix 6.

Submission Packaging and Labelling Requirements for soft copies

1. Each learning area shall be packaged separately.
2. Each flash drive shall be labelled for easy identification with:
 - a. Learning area
 - b. Whether Original/anonymous copy
 - c. Name of the publishing house
3. Each learning area submission shall be packaged in one envelope and labelled with the following details:
 - Name and address of submitting publisher
 - Learning area for which the submission is intended
 - The language of instruction
 - Name(s) of Author(s)

- The title of the submission
4. All accompanying documentation shall be packaged in **one envelope** and addressed with the details below:
- The words '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

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 style="padding-left: 40px;">i. Limp Sewn Binding: Thread-sewn gathered in signatures, drawn on and glued into a squared spine.</p> <p>Or</p> <p style="padding-left: 40px;">ii. Limp Unsewn Binding (Perfect Binding): Use appropriate glue, which ensures longer lifespan, such as hot melt</p>

	<p>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.
Print Quality	Poor print quality shall be penalised and may lead to a submission not being approved. 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 **editorial**, **production** and **printing** processes. Poor or sub-standard work may lead to a submission not making the minimum pass mark and a loss of revenue to the publisher.

Recommended Typeface and Type sizes

Typefaces/fonts may be Sans Serif or Serif according to the discretion of the publisher. Fonts should be readable and legible. Examples of suitable and acceptable Serif typefaces/fonts are Minion Pro, Arno Pro, New Century School Book, Garamond, Palatino, Times New Roman. Suitable sans typefaces would include Andika, Gill Sans Infant, Helvetica Infant and Sassoon Primary, etc.

Type of book	Minimum Type Size	Typeface
Learner's books	12 pt	Sans Serif or Serif font according to the discretion of the publisher.

Facilitator's guides	11 pt	Sans Serif or Serif font according to the discretion of the publisher.
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Number of Colours

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

Learning area	Number of colours
Career Technology Computing Creative Arts and Design Science	Full colour
All other learning areas	At least two colours

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 apply 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 Common Core Programme, 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 (GC), personal development and leadership (PL) and digital literacy (DL).
- 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 submitting 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 pool of Content Assessors covering all the learning areas and a 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 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 learner's book and facilitator's guide 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
(B7–B9)**

Publisher Code _____ Subject _____ Grade Level _____ Date _____

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 LEARNER'S BOOK AND FACILITATOR'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 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 each Content Standard and their required indicators for that level?	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) Are the exemplars used relevant to the required indicators for that particular level?			
c) Are the activities presented indicative of the subject specific practices and competences required?			
4. CONTENT			
a) Length of Topics/Passages	54	15	
b) Accuracy and Currency of Subject Matter			
c) Sufficiency of Content (neither too much nor too little)			
d) Relevance of Content to Curriculum Standards and Core Competencies			
e) Appropriateness of content to the level of the learner			
f) Organisation of and consistency in presentation of subject matter			
g) Content Integration with ICT			
5. METHODOLOGY			
a) Sufficiency and usefulness of exercises, assignments and activities			
b) Do the activities allow for individual work, as well as pair and group work?			

c) Satisfactory Emphasis on Skills Development, Problem Solving and Subject Understanding	32	15	
d) Mode of Introduction of New Concepts			
e) Review Questions ✓ 40% Reasoning and Creativity ✓ 30% Application ✓ 30% Knowledge and Understanding			
6. GENDER EQUALITY, CULTURAL RELEVANCE & SOCIAL INCLUSIVENESS			
a) Gender Equality of the Content	48	10	
b) Representation of Ghana's Diversity			
c) Balance in Related Issues (avoiding gender and ethnic stereotyping)			
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. FACILITATOR'S GUIDE			
a) Inclusion of Diagnostic Assessment Exercises for Teacher Use	84	15	
b) Provision of Additional Appropriate Content and background to activities for the Teacher.			
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 learner's book.			
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	



APPENDICES FOR TEXTBOOK APPROVAL PROCESSES

APPENDIX 1: Specifications for original and anonymous copies

Note: These apply to soft PDF copies submitted on flash drives

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 end 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. Frontmatter:
 - a. The title page including name(s) of author(s)
 - b. The copyright page including the 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 learner's book and facilitator's guide with all forms of identification and metadata stripped off. This copy can either be a book proof, comb-bound proof or digital (PDF) proof.

Below are some guidelines for publishers to ensure the 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 strands/sub-strand headings. 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

Publishers submitting their works 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 learning area of submission 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:

Career Technology B7–B9

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 title, e.g. <i>ENGLISH Language LEARNER'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 C1S 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 Assessment Panel for each learning area. 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 one (1) original copy and one (1) anonymous copy of the 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 learner’s book and facilitator’s guide being submitted. Publishers should refer to Table 6.2 to ascertain how much to pay for their submissions. Payments shall be in **cash** or **Banker’s Draft** made payable to **National Council for Curriculum and Assessment**.

6.2 All submissions must be accompanied by the full submission fee at the point of submission. Failure to do so will render submissions incomplete.

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 each **individual title in each submitted package** for a learning area and **not** the package as a whole.

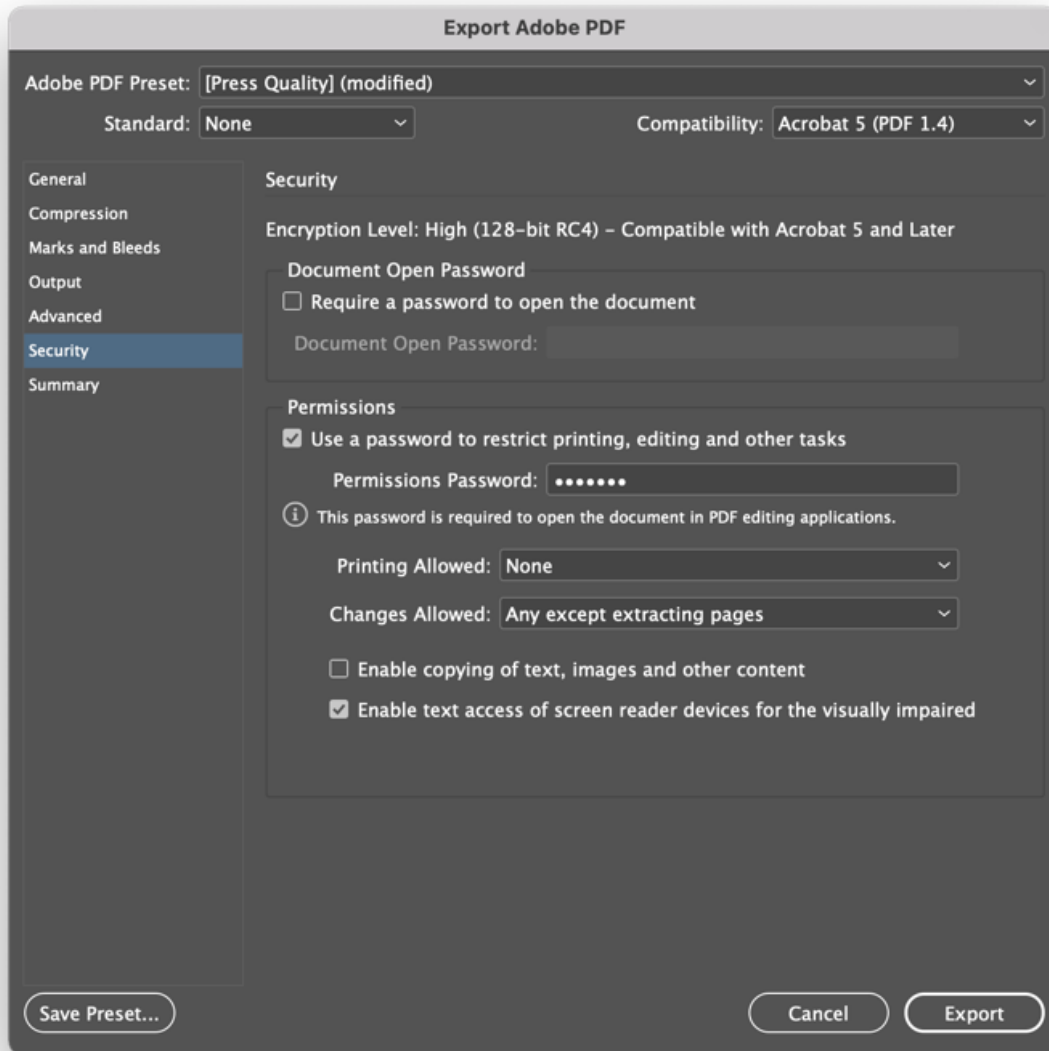
APPENDIX 7: Saving Soft Copy PDFs

- 7.1 PDF soft copies of books submitted should be protected in such a way that they cannot be printed and copied. However, the files should be screen editable to ensure that content assessors can make comments in them, and technical assessors ascertain design and font information.

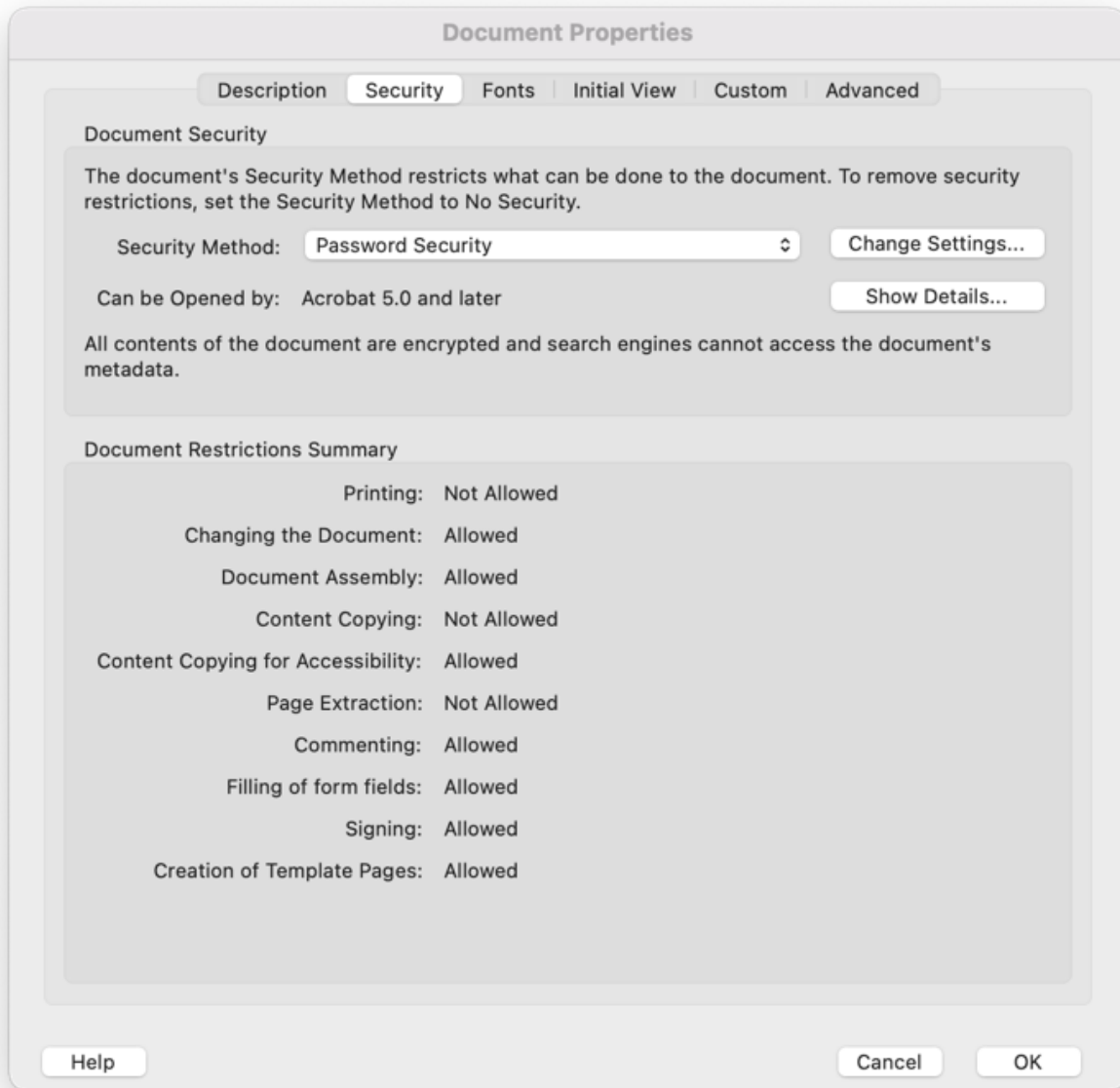
In preparing PDF copies of your book please take note of the following:

- 7.1.1 Do not protect the document with document-opening password.
- 7.1.2 Restrict printing with a password.
- 7.1.3 Do **not** allow printing.
- 7.1.4 Changes should be allowed except extracting of pages.
- 7.1.4 Do **not** enable copying of text, images and other content.

Your dialogue boxes for exporting PDF and its security properties in Adobe Acrobat reader should look like this.



PDF Export



Security settings

Note: Publishers must follow the instructions carefully to protect their documents while also making it assessable for the assessors to avoid delays.