# Resources Seeking Endorsement

# Stage 2: Textbooks and eTextbooks Proposal Form

**Important:**

* **Before completing your proposal form, please ensure that you have completed Stage 1: Self-Assessment and that you have read OCR-Endorsed Resources – A Guide for Publishers**
* **If you are seeking endorsement for teaching and learning resources, in digital or print formats, please complete *Stage 2: Teaching and Learning Resources Proposal Form***
* **Your proposal form and self-assessment form should be completed electronically and emailed to** [Resources.Endorsement@ocr.org.uk](mailto:Resources.Endorsement@ocr.org.uk)
* Please refer to [The Cambridge Approach to Textbooks](https://www.cambridgeassessment.org.uk/cambridge-approach/textbooks/)[revised April 2017] (hence “*Principles*”) for guidance and exemplification of our expectations of [endorsed resources.](http://www.cambridgeassessment.org.uk/Images/cambridge-approach-to-textbooks.pdf)

## Section 1 – Your details

| Name and address of publisher |  |
| --- | --- |
| Publisher contact name |  |
| Telephone number |  |
| Email address |  |

## Section 2 – Resource details

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| --- | --- |
| Resource title |  |
| Author(s) / Editor(s) |  |
| ISBN |  |

## Section 3 – Background to publication

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| Please provide details of the market research undertaken to support the publication of this resource. |  |
| Clearly outline your resource’s USPs. |  |
| Please describe the marketing and customer engagement which is planned for this resource. |  |

## Section 4 – Approach

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| 1. ***Intended use*** Please refer to *Principles* pages 10–11 | |
| Who is the intended user of this resource (teachers, students etc)? |  |
| How will the resource be used? |  |
| How will the intended pattern of use be communicated to the various users? |  |
| 1. ***Content*** Please refer to *Principles* pages 12–13 | |
| Please provide the planned Table of Contents. |  |
| How are key constructs expressed through the structure and organisation of the material? |  |
| How are key constructs presented and reinforced within the materials through information elements (for example margin notes, headings, illustrations)? |  |
| Do the materials extend beyond the specification? If yes, give details. |  |
| How will the extension material be flagged on the page? |  |
| In many instances, extending beyond the specification is of benefit to learners and can strengthen their understanding. The purpose of extension material must, however, be carefully considered and referenced. |  |
| 1. ***Learning/educational models*** Please refer to Principles pages 14-15 | |
| Ability/differentiation: |  |
| What is the model of ability driving the materials? |  |
| How is this reflected in the materials? (e.g. differentiated activities, catch-up materials) |  |
| What features of the materials support deep learning? |  |
| 1. ***Assessment*** Please refer to *Principles* pages 16-19 and OCR-Endorsed Resources: A Guide for Publishers | |
| “The quality of assessment in learning materials is governed by the same technical criteria which are applied to formal assessment – there should be careful matching of purpose and form of assessment.” (*Principles*)  What approach to assessment is taken in your resource? |  |
| What types of assessment are included (e.g. pre-assessment, practice questions, self-assessment) and at what points are they used? |  |
| What types of feedback are available to support teachers and learners? |  |
| 1. ***Review and development:*** Please refer to Principles pages 14 and 20 | |
| Do you plan to trial the materials as part of the development process? |  |
| What are your plans for internal review of the materials as they are developed? |  |
| For revised editions only:  What processes have you been through to evaluate the material in the last edition? |  |
| How has this informed this revision of the materials? |  |

## Section 5 – Our Shared Vision for endorsed resources

OCR works with publishers who share our vision that OCR-endorsed print and digital resources should:

* Be accurate and accessible for all learners.
* Respectfully portray and navigate cultural, racial and religious differences.
* Demonstrate a commitment to equal and fair gender representation.

Please comment on the measures you have taken to ensure that this resource is in line with our Shared Vision.

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## Section 6 – Any additional information to support this proposal

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