

RETURN BIDS TO:
RETOURNER LES SOUMISSIONS À:
Bid Receiving - PWGSC / Réception des
soumissions - TPSGC
11 Laurier St. / 11, rue Laurier
Place du Portage, Phase III
Core 0B2 / Noyau 0B2
Gatineau, Québec K1A 0S5
Bid Fax: (819) 997-9776

LETTER OF INTEREST
LETTRE D'INTÉRÊT

Title - Sujet E-learning content	
Solicitation No. - N° de l'invitation 0X001-130408/B	Date 2015-08-11
Client Reference No. - N° de référence du client 0X001-130408	GETS Ref. No. - N° de réf. de SEAG PW-\$\$ZH-121-29400
File No. - N° de dossier 121zh.0X001-130408	CCC No./N° CCC - FMS No./N° VME
Solicitation Closes - L'invitation prend fin at - à 02:00 PM on - le 2015-08-24	
Time Zone Fuseau horaire Eastern Daylight Saving Time EDT	
F.O.B. - F.A.B. Plant-Usine: <input type="checkbox"/> Destination: <input checked="" type="checkbox"/> Other-Autre: <input type="checkbox"/>	
Address Enquiries to: - Adresser toutes questions à: Steele, Brian	Buyer Id - Id de l'acheteur 121zh
Telephone No. - N° de téléphone (819) 956-8135 ()	FAX No. - N° de FAX () -
Destination - of Goods, Services, and Construction: Destination - des biens, services et construction: CANADA SCHOOL OF PUBLIC SERVICE 373 SUSSEX DR. OTTAWA Ontario K1N6Z2 Canada	

Comments - Commentaires

Instructions: See Herein

Instructions: Voir aux présentes

Vendor/Firm Name and Address
Raison sociale et adresse du
fournisseur/de l'entrepreneur

Delivery Required - Livraison exigée See Herein	Delivery Offered - Livraison proposée
Vendor/Firm Name and Address Raison sociale et adresse du fournisseur/de l'entrepreneur	
Telephone No. - N° de téléphone Facsimile No. - N° de télécopieur	
Name and title of person authorized to sign on behalf of Vendor/Firm (type or print) Nom et titre de la personne autorisée à signer au nom du fournisseur/ de l'entrepreneur (taper ou écrire en caractères d'imprimerie)	
Signature	Date

Issuing Office - Bureau de distribution
Training and Specialized Services Division/Division de la
formation et des services spécialisés
11 Laurier St. / 11, rue Laurier
10C1, Place du Portage
Gatineau, Québec K1A 0S5

Solicitation No. - N° de l'invitation

0X001-130408/B

Amd. No. - N° de la modif.

File No. - N° du dossier

121zh0X001-130408

Buyer ID - Id de l'acheteur

121zh

CCC No./N° CCC - FMS No/ N° VME

0X001-130408

This page is intentionally left blank

**REQUEST FOR INFORMATION (RFI)
FOR
COMMERCIAL OFF THE SHELF (COTS) E-LEARNING CONTENT
FOR
THE CANADA SCHOOL OF PUBLIC SERVICE**

TABLE OF CONTENTS

SECTION A: REQUEST FOR INFORMATION OBJECTIVES

- A1.0 Background
- A2.0 RFI Objective
- A3.0 Requirement Definition

SECTION B: ADMINISTRATIVE MATTERS

- B1.0 Scheduled Webinar
- B2.0 Submission of Responses
- B3.0 Authorities
- B4.0 Industry Responses

SECTION C: PROCUREMENT STRATEGY

- C1.0 Procurement Strategy
- C2.0 Statement of Work
- C3.0 Evaluation Strategy

SECTION D: QUESTIONS FOR INDUSTRY

- D1.0 Statement of Work
- D2.0 Contract Terms
- D3.0 Evaluation Criteria

Appendix A to Section D, Options for Basis of Payment

Annex A, Statement of Work
Annex B, Evaluation Criteria

SECTION A - REQUEST FOR INFORMATION OBJECTIVES

A1.0 Background

The School is the common learning service provider for the Public Service of Canada. It was created to bring a unified approach to serving the common learning and development needs of public servants and to help ensure that all public service employees across Canada have the knowledge and skills they need to meet the challenges of the public sector of the 21st century.

The School supports meeting the learning needs of the Public Service of Canada through training and development that enables the Public Service community to meet evolving challenges in fulfilling their mission of serving Canada and Canadians. The School is committed to promoting a strong corporate culture in the Public Service, fostering a culture of learning, and being a catalyst and resource for the ongoing development of the Public Service as a learning organization.

The School manages the operations of a learning portal and learning management system for federal public servants. The learning portal is the delivery site for all e-learning content offered by the School, including e-learning self-paced courses, videos, blogs, performance support tools and a wide range of e-learning resources. The e-learning content offered will be a mix of products developed internally by the School and commercial off-the-shelf content. The e-learning content will be offered by the School at no cost to end users. While there are a total of approximately 260,000 public servants, a segmented approach to accessing the different types of content is expected based on the needs of the various communities of practice.

As part of its objective to broaden the range of e-learning content available to public servants, the School requires commercial off-the-shelf self-paced e-learning and video based learning content to add to its learning portal in specific subject domains that match the common learning needs of the public service.

More information about the School can be found on its website at the following address: <http://www.cspc-efpc.gc.ca/index-eng.aspx>

A2.0 Objective

The purpose of the RFI is to provide industry with an early opportunity to assess and comment on requirements, procurement strategy, evaluation criteria and basis of payment in order to maximize best value to Canada, while reducing potential problems when the bid solicitation is posted.

This feedback will assist Canada in finalizing the requirements of the bid solicitation. The RFI information herein will also provide potential Service Providers an update on the procurement in preparation for the eventual bid solicitation.

A3.0 Requirement Definition

The information provided by Canada in this RFI is preliminary and may change. The final procurement approach may differ depending on responses to the RFI and other factors as the procurement process develops. This RFI is not a bid solicitation nor will it be used to pre-qualify or otherwise restrict participation in any future bid solicitation. A contract will not result from this RFI. Responses will not be formally evaluated.

Potential bidders may use this RFI to make known their comments on the draft Statement of Work, proposed procurement approach and methodology, potential evaluation and selection criteria or any other aspect of the requirement.

Suppliers are to send their written comments in response to this RFI by e-mail to the Contracting Authority named herein no later than 2:00 p.m. Eastern Daylight Time (EDT) on August 24, 2015.

SECTION B - ADMINISTRATIVE MATTERS

B1.0 Scheduled Webinar

A webinar will be held on August 17, 2015.

Please register a minimum of three days before the webinar to receive the appropriate log in information by emailing your request to attend to the Contracting Authority (B3.1 below).

You will receive information to access this webinar one day before the scheduled online event.

The webinar application is not supported by mobile telephones; therefore, you will need to access the event from a computer with internet capabilities.

A recorded copy of the webinar will be sent to you shortly after the event.

B2.0 Submission of Responses

B2.1 Number of Copies

Responses submitted by e-mail - one copy.

B2.2 Location

Responses must be sent to the Contracting Authority by e-mail. Contact information is contained in B3.1.

The Respondent's name, address, RFI solicitation number and closing date should be clearly visible on the response. Responses to this RFI will not be returned.

B3.0 Authorities

B3.1 Contracting Authority

The Contracting Authority (or delegated representative) responsible for the management of the procurement and RFI process is:

Brian Steele
Supply Specialist
Public Works and Government Services Canada
Acquisitions Branch
Professional Services Procurement Directorate
Place du Portage, Phase III, 10C1
11 Laurier Street, Gatineau, Quebec, K1A 0S5
Telephone: 819-956-8135
E-mail: brian.steele@tpsgc-pwgsc.gc.ca

B4.0 Industry Responses

B4.1 Response Format

For ease of use and in order that the greatest value be gained from responses, Canada requests respondents to follow the structure outlined in Section D - Questions for Industry. There is no page limit on the information to be provided. Responses should be submitted in either Microsoft Word or Adobe PDF.

B4.2 Language of Response

Responses may be in English or French, at the preference of the respondent.

B4.3 Response Parameters

Responders are reminded that this is an RFI and not a bid solicitation and, in that regard, Responders should feel free to provide their comments, concerns, and, where applicable, alternative recommendations on how the requirement may be satisfied. Also, in responding to this RFI, Responders are asked to clearly explain any assumptions they may wish to make.

B4.4 Response Confidentiality

Responders are requested to clearly identify those portions of their response that are proprietary to the Responder. The confidentiality of each Responders response will be maintained. However, due to the nature of the RFI activity, Responders must be aware that aspects of their response may be used as a basis for modifying the draft documents as Canada prepares for the future procurement.

SECTION C - PROCUREMENT STRATEGY

C1.0 Procurement Strategy

C1.1 Contract Period

The proposed length of the Contract is for a period of two years from date of issuance with options on the part of Canada to extend the period of the contract by up to three additional periods one-year each.

C1.2 Number of Contracts

The number of contracts to be awarded has not yet been determined. More than one contract is expected to be awarded.

C1.3 Selection Methodology

An offer must comply with the requirements of the bid solicitation and meet all mandatory technical evaluation criteria to be declared responsive. The responsive offer with the lowest evaluated price will be recommended for issuance of a contract.

C2.0 Statement of Work

The Statement of Work is contained in Annex A.

C3.0 Evaluation Strategy

C3.1 Mandatory Technical Criteria

The Mandatory Technical Criteria are contained in Annex B.

SECTION D - QUESTIONS FOR INDUSTRY

The respondent is requested to provide comments/feedback on the following set of questions preferably in the order in which they appear.

D1.0 Questions Regarding the Statement of Work (SOW)

1.1 Identify any concerns that you may have with the SOW. Considering the objectives of the School, are there recommendations you could make to improve the SOW? Is there anything missing that should be included?

1.2 Access to Commercial Content for Assessment Purposes

1.2.1 Please comment as to whether your firm, if awarded a contract or issued a standing offer, would be willing to provide a complete set of your e-learning content, and/or video content & supporting materials to the School at no charge to be used solely for selection of content by the School. The considerations for selection of content are identified at 7.2 of the SOW.

1.2.2 If there are any conditions associated with such access, then they should be identified.

1.3 Primary Subject Areas for Common Learning Content

1.3.1 SOW article 7.1 refers to the types of content required and Appendix A identifies the Primary Learning Categories included in this procurement. If there are other primary categories that you consider should be added to Appendix A, identify them and provide a brief description.

1.4 Definition for “having completed Self-Paced E Learning &/or Video Based Learning Content”

The School will want to track the usage of the self-paced e-learning and video e-learning content. As content will be available at no cost to public servants (PS), a number of possibilities exist as below:

- PS may access content for a preliminary review only and decide not to proceed;
- PS may access the content and begin to follow it and then abandon;
- PS may access the same content on various occasions over a period of time to complete the content;
- PS may use the content as a resource only; and
- Likely other possibilities.

1.4.1 From your experience, how is usage typically counted for large enterprise clients for the purposes of making payment and/or license consumption?

1.5 Historical Patterns of Take-up by Enterprises

- 1.5.1 Please provide any trends, algorithms or rules of thumb used for estimating take-up by enterprise clients? Does the Pareto principle apply?

1.6 Addressing Requirements for Bilingual Content

- 1.6.1 Please comment of the extent of bilingual content that you currently have available within the COTS content areas to be covered under this requirement, in terms of what % of content titles for e-learning and/or video based content are available in both English and French.
- 1.6.2 If the School was interested in content; however, it was not available in both languages, would your company consider making if available and under what conditions (at no additional cost, for a one time additional fee)?
- 1.6.3 If there would be a one-time additional fee, comment as to whether it would be feasible to have a standard one- time fee for conversion that would be applicable to any self-paced e-learning and/or video based content. Please provide a rough estimate of your estimated cost for such a fee?

1.7 Addressing Accessibility Standards for Content

- 1.7.1 Regarding accessibility standards, comment on the extent to which your commercial content meets *Web Content Accessibility Guidelines* WCAG 2.0 AA.
- 1.7.2 If your content does not already meet this standard, does it meet WCAG 2.0A?
- 1.7.3 Regarding accessibility standards, comment on the extent to which your commercial content meets the *US Web Content Accessibility standard 5.08*?
- 1.7.4 Considering the School desires to have all content meet WCAG 2.0 AA as soon as possible, how would you propose to meet WCAG 2.0 AA in the future?
- 1.7.5 If the School selected content from your commercial catalog that did not meet the accessibility standards, either WCAG 2.0 AA or WCAG 2.0A, would you be willing to adapt the content to meet these standards?
- 1.7.6 How would you see this working and over what period of time?

D2.0 Questions Regarding Contract Terms

2.1 Basis of Payment & Pricing Model

The School is interested in establishing a pricing model that will facilitate a competitive procurement. Several models are being considered as per Appendix A to Section D.

- 2.1.1 Please comment on these models in terms of their practicality and acceptability.
- 2.1.2 Please respond to the questions for each option.
- 2.1.2 If there are other models that you have seen used by other large enterprises for similar requirements, please describe the models.

2.2 Duration of Commitment

The School is considering a 2 year requirement with three one year options.

- 2.2.1 Please comment on the proposed duration.

D3.0 Questions Regarding the Evaluation Criteria to be used to Evaluate Supplier's Proposals

Attached as Annex B, are proposed evaluation criteria.

- 3.1 Please provide your feedback on these criteria
- 3.2 Do you have any suggestions for other criteria that should be considered in selecting a supplier(s) for this requirement?

Appendix A to Section D - Options for Basis of Payment

Background

The School has a finite budget for “off the shelf” commercial content. It has limited experience with making such content available to public servants and is unable to provide estimates as to the future take-up of content by public servants.

The school’s new platform is in the introductory stage and is expected to be increasingly used as more content is available. COTS content has only been available since December 2014. Appendix B of the draft SOW provides information about all online content used to date which is a mix of the School’s own content and COTS content. The top 10 contents accessed by public servants with a total of 130,000 launches were for the School’s own content.

The School is seeking industry feedback on establishing a basis of payment that:

- Is cost effective for the government;
- Is practical and easy to administer; and
- Will allow for an evaluation of bidders’ prices in the context of a competitive RFP.

Bidder feedback on the following options is requested.

Options Being Considered

Option 1 - Unlimited Annual Enterprise Pricing

A single annual enterprise use fee, Taxes included for the right to access/use an unlimited number of separate self-paced e-learning or video learning content titles from the contractors’ catalogues with some titles potentially being used by up to 260,000 public servants any number of times within the one year period and others being used

by a segment of the public service.

Input requested from potential bidders

- OPT1.1 *Please comment as to whether such an approach is feasible and provide a rough order of magnitude of the estimated price so that the affordability can be assessed.*
- OPT1.2 *If you have any experience or information about the typical metrics for enterprise take-up of such content, this information would be helpful. For example while there are 260,000 public servants, not all would access the content.*
- OPT1.2.1 *Is there an algorithm or industry enterprise usage standard that could be applied under this approach?*
- OPT1.2.2 *What is your experience in this regard with other enterprise clients?*
- OPT1.3 *Do you have an enterprise pricing model? If so, please elaborate on how it works.*
- OPT1.4 *Under such an option, do you have any suggestions as to how the government could compare multiple suppliers’ pricing proposals, considering the potential variability in content from supplier to supplier and the fact that the government does not have a total estimated usage going forward?*

OPT1.5 Are there any other comments that would be helpful to allow the School to assess the viability of this option?

Option 2 - Annual Enterprise Pricing Tied to Consumption

Under this option, each title of self-paced e-learning or video learning content would be considered as identical from a pricing perspective.

There would be a single enterprise fee, taxes included for the right to access/use a specified number of units of content from the contractor. The school may select up to a maximum of three bidders to supply content and the number of units of content will not be able to be estimated at the time of contract award.

The School will provide a minimum volume guarantee to each successful bidder which will be either the tier one pricing offered by the bidder¹ or tier one pricing established based on a formula. Possibilities for the formula are identified below. This amount will be paid to each contractor immediately upon contract award.

Contractor "off the shelf" content will be selected "as and when required" by the School for its curated content. The School and/or the Contractor will track the number of units of content consumed and semi-annually; there will be a reconciliation of the number of units consumed. If the number consumed exceeds the Tier 1 pricing quantities, then the contractor will be paid the prorated lump sum payment for the next tier(s) as per the consumption. The tiered pricing is cumulative.

Tier 1 - Annual Lot Price for Right to Use, Taxes Included for up to 500 units = \$ _____

Tier 2 - Annual Lot Price for Right to Use, Taxes included for 501 to 1,000 units = \$ _____

Etc.

Tier X for quantity _____ (to be identified by the bidder) - This is the point where there are no further charges as the School is considered to have fully paid for the right to access/use the contractor's content.

Input requested from potential bidders

OPT2.1 Please comment on the number of units whereby your firm would consider that an enterprise would have a fully paid up right to use all content.

OPT2.2 Based on your experience with enterprise clients, are there quantity ranges that you would suggest for the various pricing tiers?

OPT2.3 Regarding the tier one pricing, to ensure the Crown receives good value, one option is to establish a formula for the tier one pricing that would apply to all bidder's that passed the mandatory and point rated criteria. Options for formulas include:

OPT2.3.1 Establish tier one pricing as the median tier one price offered by all bidders that pass the mandatory or point rated criteria

OPT2.3.2 Establish tier one pricing at the average tier one price offered by all bidders that pass the mandatory or point rated criteria.

¹ The tier one pricing paid could also be the median of the tier one pricing offered of all bidders who pass the mandatory and point rated criteria.

OPT2.4 *Please provide your feedback on this approach. If there are other formulas for establishing the tier one pricing, your ideas are welcome.*

OPT2.5 *Do you have any concerns about the process or timing of the reconciliation process?*

Option 3 - One Time Enterprise Price with Annual Maintenance Fee

Variation on Option 1 except instead of an annual enterprise fee, there is a one-time right to use the content in perpetuity until such time as the School delists the content from its learning portal at which time the contractor will be notified.

Under this model, the School pays an annual maintenance fee (as a % of the enterprise purchase price with the definition of maintenance to be adapted from the software definition as below).

Maintenance Releases" means all commercially available enhancements, extensions, improvements, upgrades, updates, releases, versions, renames, rewrites, cross-grades, components and back grades or other modifications to the Licensed Software developed or published by the Contractor or its licensor

Input requested from potential bidders

OPT3.1 *Under this approach, it is expected that delisting of content would be tracked and adjustments made to the base against which the annual maintenance would be paid. Please comment.*

Option 4 - One Time Enterprise Pricing Tied to Quantities with Annual Maintenance

Variation of Option 2, except instead of an annual enterprise fee, there is a one-time right to use the content in perpetuity tied to quantities. An annual maintenance fee will be paid as a % of the one-time right to use fee. As the school delists content, there would need to be adjustment to the base against which annual maintenance would apply.

Input requested from potential bidders

OPT4.1 *Please comment on the number of units, your firm would consider that an enterprise would have a fully paid up right to use all content.*

Option 5 - Price per Unit of Usage with Volume Discounts as Quantities Increase

Under this option, each title of self-paced e-learning or video learning content would be considered as identical from a pricing perspective. The first time and any subsequent times the same public servant accessed the same unit of content, would constitute one usage. The school would pay a price for each usage with the unit prices being discounted as volume increased. The school and/or the contractor would track the usage and usage would be accumulated for purposes of paying the monthly invoices.

The monthly invoices would be based on:

No of units of content accessed during the month times the unit price for the cumulative usage levels for the month

Pricing Table:

Cumulative Usage Levels	up to 100	101 to 500	501 to 1000	1001 to 2000	More than 2001
Price per unit of content accessed, taxed included	\$ ____	\$ ____	\$ ____	\$ ____	\$ ____

Input requested from potential bidders

OPT5.1 For an enterprise client the size of the federal government and based on your knowledge of typical take-up of such content and industry pricing, what use ranges would you recommend to take advantage of volume pricing?

OPT5.2 Are there any industry standards?

Option 6 - Others

Input requested from potential bidders

OPT6.1 Potential bidders are requested to provide any other concepts for the basis of payment for this requirement. In doing so, please provide details as to how the approach would work in a competitive bid situation.

OPT6.2 Do you have any other comments pertaining to the basis of payment?

ANNEX A STATEMENT OF WORK

1.0 Commercial Off The Shelf E-learning &/or Video Content for the CSPS

The title of this statement of work is Commercial Off The Shelf E-learning &/or Video Content for the Canada School of Public Service hereafter referred to as “the School”.

2.0 Objective

The objective is for the School to have access to the Contractor’s content library so that the School can select commercial off the shelf, self-paced e-learning and/or video-based learning content to purchase/acquire the rights to access. Once purchased or the rights are acquired, such content will be made available to public servants via the School’s portal through a redirection to the contractor’s portal where the content resides. Content to be selected will be relevant to the common learning needs of the various communities of practice within the Federal Public Service as further defined in Appendix B.

The School will review the contractor content listings and make an initial selection to be available on the Schools e-learning portal by April 1, 2016. For the initial offerings to be available on the School’s portal by April 1, 2016, all SME’s and other experts would review listings in the contractor’s catalogues that they consider appropriate for their specialty no later than March 1, 2016.

After the initial selection, content will be selected by the School on an “as and when requested” basis.

Ready access to commercial off the shelf content will afford the school greater flexibility to meet the evolving and emerging common learning needs of public servants.

3.0 Background

The School is the common learning service provider for the Public Service of Canada. It was created to bring a unified approach to serving the common learning and development needs of public servants and to help ensure that all public service employees across Canada have the knowledge and skills they need to meet the challenges of the public sector of the 21st century.

The School supports meeting the learning needs of the Public Service of Canada through training and development that enables the Public Service community to meet evolving challenges in fulfilling their mission of serving Canada and Canadians. The School is committed to promoting a strong corporate culture in the Public Service, fostering a culture of learning, and being a catalyst and resource for the ongoing development of the Public Service as a learning organization.

The School manages the operations of a learning portal and learning management system for federal public servants. The learning portal is the delivery site for all e-learning content offered by the School, including e-learning self-paced courses, videos, blogs, performance support tools and a wide range of e-learning resources. The e-learning content offered will be a mix of products developed internally by the School and commercial off-the-shelf content. The e-learning content will be offered by the School at no cost to end users. While there are a total of approximately 260,000 public servants, a segmented approach to accessing the different types of content is expected based on the needs of the various communities within the federal government (See Appendix B.).

As part of its' objective to broaden the range of e-learning content available to public servants, the School requires commercial off-the-shelf self-paced e-learning and video based learning content to add to its learning portal in specific subject domains that match the common learning needs of the public service.

More information about the School can be found on its website at the following address: <http://www.cspc-efpc.gc.ca/index-eng.aspx>

4.0 Applicable Documents

The following documents will form part of the Statement of Work (SOW) to the extent specified herein, and are supportive of the SOW:

- i. Personal Information Protection and Electronic Documents Act
<http://laws.justice.gc.ca/en/showdoc/cs/P-8.6>
- ii. Treasury Board of Canada Secretariat (TBS) regulations and guidelines for Management of Information Technology Security (MITS). These guidelines can be found on the TBS website: <http://www.tbs-sct.gc.ca/pol/doc-eng.aspx?id=12328§ion=text>
- iii. The *Web Content Accessibility Guidelines* WCAG 2.0 AA and WCAG 2.0 A can be found on the TBS website:
<http://www.tbs-sct.gc.ca/ws-nw/wa-aw/wa-aw-assess-methd-eng.asp>
- iv. Appendix A - Descriptions of Primary Categories of Content
- v. Appendix B - Communities within the Canadian Federal Public Service and Online Course Usage
- vi. Appendix C - WCAG 2.0AA and WCAG 2.0A

5.0 Relevant Terms and Acronyms

COTS	Commercial Off the Shelf
Content	The term being by the CSPS to describe e-learning and video based COTS offerings
Self-paced e-learning content	Asynchronous delivery of educational content over the internet to an end-user device, generally defined as SCORM-compliant, and available on demand (24/7). SCORM stands for "Shared Content Object Reference Model", and is a set of technical standards for the development of e-learning software products to ensure that products can be used across various systems.
IT	Information Technology
Video-based learning	Digital audio-visual instructional content made available online and/or for downloading to an end-user computer.
Learning Management System	A software application that is used for the administration, documentation, tracking, reporting and delivery of e-learning content or training programs

Subject matter & other experts Individuals authorized by the School in various subject matter domains and/ or other fields of expertise such as IM/IT, Accessibility and languages to review commercial content and make determinations as to its' suitability for the School's e-learning portal.

6.0 Scope

The scope of this procurement covers 6.1 and 6.2 below.

6.1 Access to Catalogues for School's SMEs and Other Experts

The Contractor must provide access to their e-learning catalogues, including all self-paced e-learning and/or video-based learning content and supplementary materials, for the School's approximately 20 subject matter experts (SME's) and approximately 5 other experts covering IM/IT, accessibility standards and languages that may be involved in assessment of the compliance of content with the School's requirements for e-learning and/or video based content. (Refer to 7.2 below for the considerations for selecting content from the contractor's catalogues.)

6.2 Access for Public Servants to the Content Selected by the School

The access to the contractor's selected content on the contractor's e-learning portal, in sufficient quantity, to meet the targeted public sector and/or community within the federal government segment's content requirements will be via the School's learning portal.

Note: At this time, the School is unable to estimate the quantity of content by segment. Appendix B provides information on the online learning content made available by the School and accessed by public servants since April 2014.

7.0 Requirements for Content

The requirements for content are defined in this section.

7.1 Type of Content Required

The content to be selected will be for general skills and business/service delivery content only. (Note specialized content such as IT software vendor training and language training and others are excluded).

This commercial content will be for subject areas relevant to the common learning needs of various communities within the federal government. The School's current website contains a sample of the types of subject areas currently offered to public servants: <http://www.cspc-efpc.gc.ca> in these areas.

Appendix A, "Descriptions of Primary Categories of Content", provides a high level description of the primary e-learning content areas and identifies a breakout of some sub categories within the primary categories.

7.2 Considerations for Selecting Content from the Contractor's Catalogue(s)

When selecting content from a contractor's catalogues, the School's SMEs and other experts will consider the following:

- 7.2.1 Does the content address a learning gap that the School is trying to fill?
- 7.2.2 Is it complementary to other content already offered?
- 7.2.3 Does the content design comply with section 7.14?
- 7.2.4 Is the quality of written and spoken language at the expected level? (Refer to Section 7.12)
- 7.2.5 Does the content terminology meet the requirements of Section 7.11?
- 7.2.6 Does it meet the requirements for the official languages? (Refer to Section 7.9)
- 7.2.7 Does it comply with the accessibility requirements, either WCAG 2.0AA or WCAG 2.0A? (Refer to Section 7.10)
- 7.2.8 Can it be accessed from the School's e- learning portal and can it be used easily? (Refer to Section 7.13)

7.3 IM/IT Technical Requirements for Content and Its' Access

7.3.1 Compatibility of Contractor's Content with the School's IT Production Environment

The catalogues and content as per 6.1 and 6.2 must be capable of being accessed by the School and public servants on the contractor's learning portal via the School's e-learning portal. The technical environment of the contractor and the school must be compatible to allow such access.

The contractor must also link to the School's Learning Management System for tracking and reporting purposes.

The School's production learning systems consist of the following applications housed on Shared Services Canada servers:

- Saba Learning Management System is currently version 6.1; It is anticipated that the LMS will be upgraded to SABA version 7.3 during 2015-2016
 - Houses all Shareable Content Object Reference Model (SCORM) content and all learner records
- Moodle Course Management System version 2.7
 - Used for social/distance learning course delivery
- Kaltura Community Edition version 9.1
 - Houses/streams all video content
- Drupal Content Management System version 7
 - Web portal and front end interface to learning portal

Shared Services Canada provides high speed access to the internet.

The School's production environment has a wide variety of servers and supported technologies. The following system software is part of the School's production environment:

For enhanced e-learning content (i.e. deployed SCORM):

- Windows Server 2008 R2
- Microsoft IIS 7.5
- SQL Server 2008r2

For the Saba Learning Management System (LMS):

- RedHat Linux 6.4
- Apache 2.4
- JBOSS CE 6
- Oracle 11G

Others

- Apache 2.4.6
- MySQL 5.1
- PHP 5.5.1.4
- Shibboleth Service Provider 2.5
- Tomcat 7

7.3.2 Additional IM/IT Requirements

- 7.3.2.1 The e-learning content provided must adhere to current Treasury Board of Canada Secretariat (TBS) regulations and guidelines for Management of Information Technology Security (MITS).
- 7.3.2.2 All content must open, play, and close, without error, under the following browser and operating system configurations:
- Operating System: Windows 7 Enterprise SP1
 - Browsers
 - Microsoft Internet Explorer 9 and higher
 - Firefox version 32 and higher
 - Google Chrome version 37 and higher
 - Safari version 7 and higher
 - Other softwares / Extensions
 - Adobe Acrobat Reader 10
 - Adobe Flash Player 14 (or greater)
 - Microsoft SilverLight 5
 - Java 7 VM
 - Microsoft .Net Framework 3.5
- 7.3.2.3 All content must run through a proxy server.
- 7.3.2.4 By default, all content must be installed and hosted by the contractor on its own infrastructure and made available through the School's infrastructure via a single sign-on (CSPS login).
- 7.3.2.5 All content playback must not require any plug-ins to load on an end user's device, or if plug-ins are required, the plug-ins must be able easy to access and install. The School's Technical Authority will be solely responsible for determining the ease of access and installation of plug-ins. The determination will be based on knowledge of existing government IT environments.
- 7.3.2.6 If content requires pop-ups, the use of pop-up technology must be supported by popup blockers.
- 7.3.2.7 Content must support running in an "offline" mode, where tracking is turned off.

- 7.3.2.8 Content must not make use of;
 - applets;
 - ActiveX components; and
 - Other proprietary technologies.

- 7.3.2.9 Content must not have special security requirements such as:
 - Site whitelisting;
 - Popup support;
 - Firewall rules changes; and
 - Privacy settings changes.

- 7.3.2.10 Dynamic Content and Flexible Architecture
 - Content must accommodate dynamic content to permit changes to the underlying information (text and graphics/illustrations) while minimizing changes to the product.
 - Content must accommodate changes to the overall architecture (beyond the information itself) in that new modules or components may need to be added and existing modules or components changed or discarded.

7.4 Self-paced E-learning Content

- 7.4.1 It must be compliant with SCORM 1.2 or 2004 or AICC 4.0 (Aviation Industry Computer-Based-Training Committee) standards and must be implementable through the School's Learning portal and/or be integrated via a technical connector to the School's LMS.

- 7.4.2 The content platform must support integration with the School's learning infrastructure via SAML2 single sign on or via direct integration to the School's SABA Learning Management System. Currently, the School's LMS is Saba Version 6.1. It is anticipated that the LMS will be upgraded to SABA version 7.3 within 2015-2016.

- 7.4.3 Content must be available only to users authenticated via the single sign on.

- 7.4.4 Any individual multimedia must have a size limit of 100 MB.

- 7.4.5 Content should not contain custom databases but instead should use XML/JSON documents to store data that is loaded dynamically.

7.5 Requirements for Video-based Learning

- 7.5.1 The content platform must support integration with the School's learning infrastructure via SAML2 single sign on. Content must be available only to users authenticated via the single sign on.

- 7.5.2 The contractor must provide a media-streaming platform for hosting its video content.

- 7.5.3 The video platform must support "embedding" individual video files within the various components of the School's learning portal (Moodle, Drupal, Kaltura, SABA)

- 7.5.4 The contractor must provide an FTP site or other e-learning file transfer mechanism to provide regular updates to content as they are made available.
- 7.5.6 File size limit -Video files must not be larger than 2GB.
- 7.5.7 Acceptable frame sizes include: 720x480 (Non-HD), 1280x720 (HD) and 1920x1088 (HD).
- 7.5.8 Video content must include: Closed captioning (text), and text transcripts of audio. If described video is available, it should also be provided.

7.6 Provision of Content-Supporting Materials

For content titles provided, the contractor must provide:

- 7.6.1 Online Job aids, resources, glossaries, learning guides, etc. (if they exist) designed to accompany the content;
- 7.6.2 Technical, implementation, and support documentation for the content; and
- 7.6.3 Identification of the name, type, description, and placement of all sessional and persistent cookies. In addition to the cookies' attributes, the description must include an explanation of the role the cookie plays in support of the content.

7.7 English and French Start Pages

Two content packages must be provided for all products that are available in both English and French to be hosted on the LMS environment: one source package with the English start page and one for the French start page.

7.8 Content Availability

Content must be available twenty-four hours per day and seven days per week.

Content must be viewable, without restrictions, using a standard desktop or portable Government configuration such as laptop, mobile, tablet devices, etc.

The Contractor must notify the Technical Authority when course content that is available to public servants through the School's portal is amended by the contractor or is being removed.

7.9 Official Languages

The content must be available in both English and French. The French and English versions of the content must be consistent; however, in addition to identical content, contents that are equivalent will also be considered to meet this requirement.

7.10 Accessibility

- 7.10.1 The goal of the School is to have all content comply with the recognized Government of Canada standard for web accessibility, WCAG 2.0 AA, the standard for web accessibility on its externally facing websites.
- 7.10.2 It is understood that not all commercial content meets the above guidelines. If the School selects content in a given subject area and the content does not meet WCAG 2.0 AA requirements, then the School will consider content that meets WCAG 2.0A requirements.
- 7.10.3 By the end of year 2 of the contract, the School requires that at least 70% of the COTS content previously approved by the school and available at that time for use by public servants via the School e-learning portal meet the WGAC 2.0AA requirements.

7.11 Content Terminology

Content must be free from negative stereotyping (e.g., cultural, racial, gender, etc.,) and it should reflect Canadian terminology. For content that does not reflect Canadian terminology, and if the School identifies that terminology is causing learner confusion, the School may require the contractor to make minor changes to the text of the content at no charge to the School to make it consistent with Canadian terminology. An example of a minor change is: a word replacement – e.g. “le gestionnaire” for “le manager”.

7.12 Quality of Written and Spoken Language

The content must be free of errors. For the purpose of this requirement, errors include, as a minimum, the following:

- Accuracy including mistranslation, illogical rendering, lack of clarity and improper use of terminology;
- Language including syntax (improper sentence construction), calque (expression adopted by one language from another in a more or less literally translated form), under/over-translation and faulty usage (Gallicisms and Anglicism's);
- Style and adaptation including awkward rendering, word for word translation and incorrect adaptation of any of the following with respect to the end user:
 - tone, conciseness and level of language; and
 - Official Titles and Terminology including incorrect use of official titles, acronyms, terminology, and lack of consistency.
- Formatting including problems with layout, alignment of paragraphs and titles, inconsistency, incorrect hypertext links and version that does not reproduce the same formatting of tables and charts.

7.13 Content Ease of Use

Content must be easy to use and navigate, employing basic principles of usability design. It must be intended for use by individuals with basic computer skills.

7.14 Content Design

Content must be designed for instruction, i.e. each product must have clear, identifiable learning objectives or goals, and the content must be consistent with those objectives or goals. Content must be logically sequenced, and chunked into manageable lessons or modules with clear headings, introductions and summaries. There must be frequent opportunities for learners to check and apply their knowledge and understanding through activities such as exercises, interactivities, and assessments.

8.0 Quality Management System

The Contractor must have a quality management system for ensuring high quality, error free content with a feedback loop that takes into consideration client feedback.

9.0 Process for Onboarding/Off Boarding Content to the School's Portal

- 9.1 The Technical Authority will notify the Contractor of the course(s) the School would like to integrate onto the School's Portal.
- 9.2 Within 48 hours, the Contractor must confirm receipt of the Technical Authorities request and confirm that the chosen contents are available. The Contractor and the School will work together to take the steps so that the contractor's content is accessible on the contractor's e-learning portal via the Schools e-learning portal.
- 9.3 The School will prepare the appropriate cover sheets in the official languages for the content within 5 calendar days. The School and the Contractor will make the necessary arrangements to have the content(s) and supporting materials available once the cover sheet(s) are completed. The contractor must ensure that the cover sheets, the content and any supporting materials are delivered as a package and available concurrently on the School's e-learning portal within 10 calendar days from the initial notification (9.1).
- 9.4 Off boarding by the contractor - Where a course that the School has included in its portal is to be removed by the contractor for any reason or the course and its supplementary materials is being significantly revised and/or modified by the contractor, the contractor must provide the School 60 calendar days prior written notification of its removal or the modification of the content. At such time, the contractor must advise the School the removed content is being replaced. The Schools' SMEs reserve the right to re-evaluate the replacement content.
- 9.5 Off Boarding at the Request of the School - In the event the School decides to remove a contractor's content from the School's e-learning platform; the contractor will be advised in writing and the School and the contractor must ensure that the content is removed within 48 hours.

- 9.6 Contractor becomes aware of serious concerns with a content offering - Should the contractor become aware of serious concerns either based on their own experience or from other clients related to a content offering that is also on the School's e-learning portal such that the concerns could led to legal actions &/or harm to the reputation of the School, the contractor is to alert the School within 24 hours of becoming aware. The school will review the concern and decide either to remove the content offering, ask the contractor to remedy the situation, or retain the content as is.

10.0 Technical Support

- 10.1 Technical support must be available to the School from 9:00 a.m. Atlantic time, to 5:00 p.m. Pacific time, Monday to Friday by phone and email.
- 10.2 In addition, client support services and materials, if available, that assists the School's IT organizations to make the connections to access the contractor's content are to be made available to the School. Any other materials to help public servants navigate the contractor's site etc. that the contractor has available on their portal are also to be made available to public servants.
- 10.3 Contractor must respond to inquiries made by the School within 24 hours r from receipt.

11.0 Administration of Contract

11.1 Meetings

The Contractor will not be reimbursed for any costs incurred by the Contractor for meetings. A kick-off meeting must be held within 5 calendar days from the contract award date. The kick-off meeting must be held within the National Capital Region or via conference call. The exact time and location of the kick-off meeting will be mutually agreed upon between the Contractor, Technical Authority and Contracting Authority.

The purpose of the kick-off meeting is to:

- a) Review the contractual requirements;
- b) Review and clarify, if required, the respective roles and responsibilities of the Contracting Authority (CA), the Technical Authority (TA) and the Contractor to ensure common understanding; and
- c) To discuss the timing and arrangements for obtaining access to the contractor's catalogues for the SME's and to discuss the plan for onboarding the initial content.

11.2 Quarterly Meetings

There will be quarterly meetings to discuss issues, processes and in process work. The exact date and time of the quarterly meetings will be mutually agreed upon between the Contractor and Technical Authority.

11.3 Progress Review Meeting

A progress review meeting (PRM) must be held at least once per year. The Technical Authority's Office must be considered as the prime location for PRMs; however, meetings may be held at other locations as mutually agreed upon. The purpose of the meetings must be to:

- a) review present and future requirements; and
- b) discuss, as applicable, problem areas and issues and how to resolve and or address any such problems/issues;

The Technical Authority is responsible for the coordination of the PRM with the Contractor.

The contractor is responsible for the preparation of agendas and records of decisions for all meetings. Agenda are to be made available 3 days before meetings and the draft record of decisions (ROD) for meetings are to be delivered within three working days after the meeting.

12.0 Deliverables

Deliverables will be defined in the Task Authorizations to be issued.

The deliverables are not limited to the following:

- 12.1 Access to the contractor's catalogues and listing content and supporting materials -The School has approximately 20 subject matter experts that are required to have access to the contractor's catalogues, content and supporting materials at no charge to the School within seven calendar days after notification of contract award.
- 12.2 Access/ Licenses to use self-paced e-learning content and/or video based content and related supporting materials.
- 12.3 Agendas and Record of Decisions for Meetings
- 12.4 Reports as identified in section13.0 below.

13.0 Reporting Requirements

The contractor must provide the following reports to the Technical Authority within 7 calendar days after the end of the period as per the frequency identified.

#	Report and information to be provided	Frequency
1.	No. of content registrations by content listing	1st quarter: April 1 to June 30; 2nd quarter: July 1 to September 30; 3rd quarter: October 1 to December 31; and 4th quarter: January 1 to March 31

#	Report and information to be provided	Frequency
2.	Content in progress by age <ul style="list-style-type: none"> • In progress 30 days or less • In progress between 31 and 60 days • In progress greater than 61 to 89 days • In progress more than 90 days 	1st quarter: April 1 to June 30; 2nd quarter: July 1 to September 30; 3rd quarter: October 1 to December 31; and 4th quarter: January 1 to March 31
3.	Content completed by Quarter by content listing	1st quarter: April 1 to June 30; 2nd quarter: July 1 to September 30; 3rd quarter: October 1 to December 31; and 4th quarter: January 1 to March 31
5.	Content consumption Total content consumed by quarter Remaining availability of content under contract	1st quarter: April 1 to June 30; 2nd quarter: July 1 to September 30; 3rd quarter: October 1 to December 31; and 4th quarter: January 1 to March 31 Quarterly or more frequently as requested.
6.	Final Close Out Report	Once at end of contract to be submitted within 30 days of the last day of the contract. The requirements for the final close out report will be developed six months before the contract comes to an end.

The contractor's infrastructure must have web services that can pull the above mentioned reports and data including, but not limited to:

- username's registered content;
- username's In progress content;
- username's completed content; and
- Username's content consumption.

14.0 Client Support

14.1 Start pages - The School will be responsible for preparing the start pages that will be on the School's website, one in English and one in French.

14.2 The School will make available to the Contractor a technical representative to liaise with the contractor for the connection of the schools' e-learning portal to the contractor's learning portal.

15.0 Travel and Living

There will not be any travel and living associated with this contract.

16.0 Contract Close out Obligations

- 16.1 Sixty days prior to the end of the contract, the School and the contractor will work together to establish the procedures for winding down the contractor's content being accessed through the School's e-learning portal.
- 16.2 By the last day of the contract, the School will remove public servant's access to all of the contractor's listing's on the School's portal.
- 16.2 The contractor will cease to make any content available to the School.

Appendix A - COTS E-Content Categories

Primary Category (PC)

Sub- Category (SC)

COTS E-CONTENT CATEGORIES

E-learning Content Categories & Sub-categories	Description
Essential Workforce Skills (PC)	Essential Workforce Skills training covers the basic common skills and knowledge that individual employees need to succeed in their jobs and adapt to changes in the workplace.
Interpersonal Communication (SC)	Interpersonal Communication training covers the knowledge and skills required to communicate effectively through writing, speaking or other media, whether the interpersonal communication is between individuals or to groups. Courses related to Interpersonal Communication will include, but not be limited to, topics such as effective writing, (e.g. emails, reports, web, technical), effective presentations, speaking and listening skills, using social media, communications strategies, managing a meeting and giving effective feedback.
Personal Effectiveness (SC)	Personal Effectiveness training covers the knowledge and skills required for individuals to fit into the workplace culture and cope with constant change. Courses related to personal effectiveness will include, but not be limited to, topics such as emotional intelligence, personal resilience, and negotiation skills, working as part of a team, continuous learning, and career management.
Health and Wellness (SC)	Health and wellness training covers the knowledge and skills required to create and maintain a healthy workplace, and a healthy work-life balance. Courses related to health and wellness will include, but not be limited to, topics such as workplace health and safety, stress management and strategies, self-reflection, mental health, harassment prevention, and diversity awareness.
Thinking Skills (SC)	Thinking Skills training covers the skills needed to solve problems, make decisions, think critically, plan, remember details, and find information. Courses related to Thinking Skills will include, but not be limited to, topics such as critical thinking, research and analysis, time management, planning and problem solving.
Business Transformation (PC)	<p>Business Transformation training covers the knowledge and skills required to make fundamental changes in how business is conducted in order to help cope with shifts in the external environment. In the context of the Canadian federal public service, this relates to the current Blueprint 2020 initiative to modernize and transform the public service through:</p> <ol style="list-style-type: none"> 1. An open and networked environment that engages citizens and partners for the public good, together with... 2. A whole-of-government approach that enhances service delivery and value for money, enabled by... 3. A modern workplace that makes smart use of new technologies to improve networking, access to data and customer service, and... 4. A capable, confident and high-performing workforce that embraces new ways of working and mobilizing the diversity of talent to serve the country's evolving needs.

Business Transformation: Analysis and Strategy (SC)	Business Transformation: Analysis and Strategy training covers the knowledge and skills required to analyse an organization's needs, formulate objectives and initiatives, develop plans and policies to achieve those objectives and implement those initiatives. Courses related to Business Transformation: Strategy will include, but not be limited to, topics such as business analysis, developing a business case, developing a business strategy, innovation, strategic thinking, and stakeholder engagement.
Business Transformation: Technology (SC)	Technology is a key enabler of the Government of Canada vision for year 2020. IT provides an open and networked environment that engages citizens and partners for the public good and meets rising expectations about service excellence. Technology enables the reengineering of business processes in both the front and back office creating a workplace that enables transformation. Courses related to Business Transformation: Technology will include, but not be limited to, topics such as big data, cloud computing, digital technologies, and IT for the non-IT specialist.
Business Transformation: Operations (SC)	Business Transformation: Operations training covers the knowledge and skills related to methodologies to improve business performance through the adoption of more efficient processes and operations. Courses related to Business Transformation: Operations will include, but not be limited to, topics such as Lean, Six Sigma, continuous improvement, and quality management.
Business Transformation: Service (SC)	Business transformation: Service training covers the knowledge and skills related to the essentials of client service improvement, customer focus, client relations and citizen centred service. Courses related to Business Transformation: Service will include, but not be limited to, topics such as client service, dealing with difficult clients, client relationships, service improvement, service standards, and service management.
Risk Management (SC)	Risk management training covers the knowledge and skills required to identify, assess and prioritize risk, and to put in place strategies to monitor and mitigate risks. Courses related to Risk Management will include, but not be limited to, topics such as project risk management, enterprise risk management, risk indicators, risk assessment, and risk reporting.
Change management (SC)	Change management training covers the knowledge and skills required to transition individuals, teams, and organizations to a desired future state. Courses related to change management will include, but not be limited to, topics such as managing change, and organizational change.
Project Management (SC)	Project management training covers the knowledge and skills required to carry out the process and activity of planning, organizing, motivating, and controlling resources, procedures and protocols to achieve specific goals. Courses related to Project Management will include, but not be limited to, topics such as project management, managing project teams, managing project budget, managing project scope, project management approaches (e.g. Agile, PRINCE2, Lean), and project governance.
Management (PC)	Management training covers the knowledge and skills required to coordinate the efforts of people to accomplish goals and objectives using available resources efficiently and effectively. Courses related to management will include, but not be limited to, topics such as planning, organizing, resourcing (human, financial, technological), managing staff and teams, managing change, managing risk, controlling and managing performance, influencing and networking.

Leadership (PC)	Leadership training covers the knowledge and skills required to lead, influence, motivate and direct others towards the achievement of a goal. The Canadian federal public service has identified 5 Key Leadership competencies:
	1. Create vision and strategy
	2. Mobilize People
	3. Uphold Integrity and Respect
	4. Collaborate with Partners and Stakeholders
	5. Promote Innovation and Guide Change
Courses related to leadership will include, but not be limited to, topics relating to these 5 competencies. http://www.tbs-sct.gc.ca/tal/kcl/klcp-pccl-eng.asp	
Financial Management (PC)	Financial management training covers the knowledge and skills required for the efficient and effective management of money (funds) in such a manner as to accomplish the objectives of the organization. Courses related to financial management will include, but not be limited to, topics such as accounting, budgeting, estimating costs, and auditing.
Human Resources Management (PC)	Human Resources management training covers the knowledge and skills required for the management of people within organizations towards achieving the organization's objectives, focusing on policies and systems. Courses related to Human Resources Management will include, but not be limited to, topics such as recruitment, talent management, HR planning, HR strategy, performance management, employee engagement, learning and development.
Information Management (PC)	Information management training covers the knowledge and skills required for the management of the acquisition of information from one or more sources, the custodianship and the distribution of that information to those who need it, and its ultimate disposition through archiving or deletion. Courses related to Information Management will include, but not be limited to, topics such as records management, privacy, information governance, taxonomy and metadata, copyright and IP.
Security (SC)	Security training covers the knowledge and skills required for the protection of government personnel, information, assets and services. Courses related to Security will include, but not be limited to, topics such as physical security, cyber security, infrastructure security, and security management
Communications (PC)	Communications training covers the knowledge and skills required to share information at the organizational level, either internally or externally. Courses related to Communications will include, but not be limited to, topics such as strategic communications planning, media relations, marketing, public relations, brand management, reputation management, speech-writing, customer-client relations, crisis management, and internal/employee communications.
IT (SC)	IT professional training covers the knowledge and skills required by IT professionals to function effectively within their organizations and support business needs. Content related to IT professional training will include, but not be limited to, topics such as strategic IT planning, managing technical professionals, ITIL. This category does not include training related to IT vendor software.

Appendix B - Communities within the Federal Government of Canada and Online Content Usage

Community Breakdown

The chart below provides basic information about the various professional communities within the Federal Public Service. Note that some senior officer levels across certain disciplines will be counted in the community of middle managers and also in the communities for their respective specialty (finance, HR) Numbers are approximate.

Functional Community of Practice and Management group profiles	Approximate number
Executives	6500
Middle Managers	40,000
Financial Officers	5500
Human Resources Officers	6000
Communications Specialists	4500
IM/IT	21000
Security Specialists	4500

Online Course Usage

The School currently offers over 300 online self-paced online learning products in its catalogue comprising a mix of School-produced content and COTS content.

Between April 2014 and June 2015, this content has been launched a total of 217,540 times by federal public servants.

Usage ranges from under 10 launches to over 50,000 launches for the most popular course (Security Awareness), which was made mandatory in many departments. The average number of launches per product is approximately 680.

Note that not all products were available throughout this period, and some products were added late in the sample period.

Appendix C - WCAG 2.0AA and WCAG 2.0A Spreadsheet

Please see the downloadable spreadsheet which is a separate file in the RFI package on Buy and Sell and forms part of this SOW.

**ANNEX B
EVALUATION CRITERIA**

Part 1 - Mandatory and Rated Bidder Evaluation Criteria

Mandatory Criteria

The bidder's proposal must meet the mandatory criteria specified below. Bidders must provide the necessary documentation required to determine whether or not the supplier meets the mandatory criteria. Proposals which fail to meet the mandatory criteria will be declared non-responsive and will be given no further consideration. Each mandatory criterion must be addressed separately.

MANDATORY CRITERIA		Information Required in Support of Each Criterion
M1	<p>Corporate Profile</p> <p>The bidder must provide a corporate profile identifying as a minimum:</p> <ul style="list-style-type: none"> • Corporate structure and ownership of the bidder; • Principal businesses and services offered; • Annual business volume for each of the last three years for services comparable to the School's requirement; • Number of years bidder has been publishing catalogues for E-learning &/or video based content and selling this content. 	<p>Bidder is to provide the information requested</p>

MANDATORY CRITERIA		Information Required in Support of Each Criterion
M2	<p>Bidder’s Experience in Supplying Online ELearning &/or Video Based Content to Other Corporate Clients</p> <p>Bidders must have a minimum of 2 projects where they supplied corporate clients online eLearning &/or video based content within the last three years.</p> <p>Corporate client is a public or private sector organization of over 1,000 employees that is at arm’s length to the bidder.</p> <p>Divisions of the same legal entity will not count as separate organizations.</p> <p>A project is defined as a contract to supply online content to Corporate client for a minimum duration of 6 months.</p>	<p>The bidder must provide the following information by completing a separate Table 1 for each project. A Table 1 template has been provided.</p> <p>Information to be provided in the template is as below:</p> <ul style="list-style-type: none"> - Client Contact Name - Title - Telephone No. - Facsimile No. - Email Address - Contact Procedure <p>- Provide a project description</p> <p>- Also confirm that the project was:</p> <ul style="list-style-type: none"> - for an organization of a minimum of 1,000 employees; - for content supplied under a contractual arrangement; and - was for a minimum duration of 6 months.
M3	<p>Bidder’s Concurrent Coverage in Both English and French in the School’s Primary Skills Categories</p> <p>The Bidder must demonstrate having a minimum of one active learning and/or video content available in both English and French in a minimum of 30% of the School’s Primary Categories.</p> <p>The primary categories are identified in Appendix A of the SOW. For content to meet the language requirement for M3, it must be identical or equivalent in English and French.</p> <p>A determination as to the bidder’s compliance with M3 will be based on the information provided by the bidder in Tables 2.1 to 2.10 inclusive.</p>	<p>The bidder must complete Tables 2.1 to 2.10 inclusive titled “Content Sets Available & Degree of Compliance with Accessibility Requirements for PCs.”</p>

MANDATORY CRITERIA		Information Required in Support of Each Criterion
M4	<p>Minimum Bidder Content Meeting Accessibility Requirements (either WCAG 2.0AA or WCAG 2.0A)</p> <p>Within 20% of the PC categories, there must be a minimum of 1 content set which meets either WCAG 2.00AA or WCG 2.0A or a combination of both.</p> <p>A content set is defined as eLearning &/or video content that is currently available in both English and French. The English and French content can be identical or equivalent.</p> <p>A determination as to the compliance with this criterion will be based on the information provided by the bidder in Tables 2.1 to 2.10 titled “Content Sets & Degree of Compliance with Accessibility Requirements for PCs.”</p>	<p>The bidder must complete Tables 2.1 to 2.10 inclusive, titled “Content Sets & Degree of Compliance with Accessibility Requirements for PCs.”</p>

Rated Criteria

Summary of Scoring of Rated Criteria

R1 = Max. 15 Points (9.3%)

R2 = Max. 125 Points (78.1%)

R3 = Max. 10 Points (6.25%)

R4 = Max. 10 Points (6.25%)

Total = 160 Points (100% rounded off to nearest whole number)

RATED CRITERIA		Information Required in Support of Each Criterion	Max. Score	Minimum Score
R1	<p>Length of Time Supplying ELearning &/or Video Content</p> <p>The bidder must have been selling eLearning and/or video content for a minimum of one year.</p> <p><u>Evaluation Grid:</u> Points will be allocated based on the number of years the bidder has been selling eLearning &/or video content.</p> <ul style="list-style-type: none"> - Three (3) years plus = 15 - Two Years Plus up to and including Three (3) years = 13 - One (1) year to Two (2) Years Including Two (2) Years = 11 - Less than 1 year = 0 	The number of years supplying eLearning and/or video content as per the information provided for M1.	15 Points	

RATED CRITERIA	Information Required in Support of Each Criterion	Max. Score	Minimum Score
<p>R2</p> <p>Breadth & Depth of Bidder’s Coverage in Content Sets for Primary Categories and Degree to which Content Sets Meet Accessibility Requirements</p> <p>The breadth and depth of bidder’s coverage in the primary categories and the extent of content sets that meet the accessibility standards are being evaluated.</p> <p><u>Evaluation Grid:</u> The scoring of R2 is explained with an example and is explained on page 38.</p> <p>A content set is defined eLearning &/or video content that is currently available in both English and French. The English and French content can be identical or equivalent.</p>	<p>The bidder must complete Tables 2.1 to 2.10 inclusive, titled “Content Sets & Degree of Compliance with Accessibility Requirements”.</p>	<p>125 Points</p>	

RATED CRITERIA	Information Required in Support of Each Criterion	Max. Score	Minimum Score
<p>R3 Bidder's Quality Management Plan</p> <p>The bidder is to describe its approach to quality management (QM) and how it will be applied to the delivery/availability of the content offered in the bidder's proposal.</p> <p>The bidder will describe how:</p> <ul style="list-style-type: none"> • It ensures quality content in English and French; • How it measures clients' satisfaction; • How it deals with complaints; • How is uses feedback; • How it ensures content is current and progressive; How it deals with issues of downtime time of the portal and • Any other relevant information about their QM approach. <p>Evaluation Grid: The bidder's response will be rated in accordance with the following scale:</p> <p>10 = Bidder's proposal demonstrates a very sound approach to QM, all major areas of a QM plan are covered</p> <p>For example, the bidder may be ISO certified or be certified to another recognized standard for managing quality.</p> <p>7 = Bidder's proposal demonstrates a sound approach to QM; however, some minor elements of a QM plan are missing</p> <p>5 = Bidder's proposal demonstrates a weak approach to OM with one or more major elements missing and some minor elements missing</p> <p>2 = Bidder has a very weak to QM and many major and many minor elements are missing</p> <p>0 = Bidder does not have an approach for QM</p>		10 Points	

RATED CRITERIA	Information Required in Support of Each Criterion	Max. Score	Minimum Score
<p>R4 <u>Risks & Treatment of Risks</u></p> <p>The bidder must identify what they consider are the top three risks for the School in offering COTS content on the Schools eLearning portal and how they could help the School address these risks.</p> <p><u>Evaluation Grid:</u> Responses will be rated based on the following:</p> <p><u>Identification of risks</u></p> <p>5 points = Risks identified are well thought out and highly applicable; they demonstrate a very good understanding of the requirement</p> <p>4 points = Risks identified are reasonably thought out and applicable; they demonstrate a good understanding of the requirement</p> <p>3 points = Risks identified are poorly though out and only somewhat of concern; they demonstrate a weak understanding of the requirement</p> <p>1 points = Risks identified are inconsequential and demonstrate a very weak understanding of the requirement</p> <p>0 points = Risk identified are not really risks and demonstrate a complete lack of understanding of the requirement</p> <p><u>Treatment of Risks</u></p> <p>5 points = Treatment is highly appropriate, very reasonable and very practical</p> <p>3 points = Treatment is appropriate, reasonable and practical</p> <p>2 points = Treatment has weaknesses and lacks in practicality and reasonableness</p>		10 Points	

RATED CRITERIA		Information Required in Support of Each Criterion	Max. Score	Minimum Score
	<p>1 points = Treatment has major flaws, is extremely impractical and unreasonable</p> <p>0 points = Absence of any treatment for risk identified</p>			
		Total Score	160	

**Table 1: Project Experience Template for
Mandatory Criteria 2 (Duplicate as required)**

Table 1: Project Experience Template for Mandatory Criteria 2		
Bidder Name:		
Client Identification	Project Title	
	Client Name	
	Client Address	
	Client Contact Name	
	Title	
	Telephone No.	
	Facsimile No.	
	Email Address	
	Contact Procedure	
1. Project description		
2. Project start and end date (mm/yyyy to mm/yyyy)		
3. The project provided meets the following criteria		
- Was for a corporate organization	<input type="checkbox"/> NO <input type="checkbox"/> YES	
- Organization had more than 1,000 employees	<input type="checkbox"/> NO <input type="checkbox"/> YES	
- Was supplied under a contractual arrangement	<input type="checkbox"/> NO <input type="checkbox"/> YES	
- Was for a duration of at least one year	<input type="checkbox"/> NO <input type="checkbox"/> YES	

Tables 2.1 to 2.10 Inclusive “Content Sets & Degree of Compliance with Accessibility Requirements”

Legend for Tables 2.1 to 2.10 Inclusive

CS	= Content Set
CT	= Content Title
PC	= Primary Category # (Primary Categories are defined in Appendix A of the SOW)

Definitions

A content set is defined eLearning &/or video content that is currently available in both English and French. The English and French content can be identical or equivalent.

Replicate this table for each PC1 to 10 inclusive and indicate the PC# and name in the table. Number the tables. For example 2.1 for PC1, 2.2 for PC2 and so on.

CONTENT SET #	PC# - Name <i>Content Offerings available as either identical or equivalent in English & French</i>	ACCESSIBILITY Level	
		WCAG 2.0AA	WCAG 2.0A
	<i>Column A ↓</i>		
1.	<i>CT in English</i>		
	<i>CT in French</i>		
2.	<i>CT in English</i>		
	<i>CT in French</i>		
3.	<i>CT in English</i>		
	<i>CT in French</i>		
4.	<i>CT in English</i>		
	<i>CT in French</i>		
5.	<i>Continue table until can accommodate the maximum 25 CSs permitted for each PC.</i>		

Instruction to Bidders for Completing Tables 2.1 to 2.10 Inclusive

1. For the purposes of evaluating Mandatory Criteria 3 and 4 and Rated Criteria 2, the bidder’s responses for each PC as per tables 2.1 to 2.10 inclusive will be evaluated.
2. Bidders are to self-identify from their catalogues, a maximum of 25 eLearning and/or video based content sets for each PC that are currently available in both English and French. Only offerings available in sets will be evaluated. An offering may only be placed in one PC.
 - a. For each such CS, the bidder is identify the English CT and the French CT for the learning &/or video content.

- b. If the CT meets an accessibility level (either WCAG 2.0AA or WCAG 2.0A), the bidder is to indicate the compliance level by placing an X in the relevant box. If the bidder's CT does not meet an accessibility requirement, the accessibility boxes re to left blank.

Scoring of R2

Scoring for R2 will be based on the following:

1. The scoring for the tables 2.1 to 2.10 inclusive will be calculated individually per PC category (table) with points allocated as below.
2. For each set identified within a PC, the bidder will receive 1 point.
3. Within each set, additional points will be allotted based on the accessibility level. Scoring for accessibility will be as below:
 - 1 point if WCAG 2.0A in one language only
 - 2 points if meet WCAG 2.0A in both languages
 - 3 points if meet WCAG 2.0AA in one language and WCAG 2.0A in the other language
 - 4 points if meet WCAG 2.0AA in both languages
4. Adding the points scored for 2 & 3 above, the maximum score for a set within a PC is 5 points (1+4).
5. To determine the overall score per PC, sum the points achieved for each set.
6. Each PC has a weighting of either 3 for high, 2 for medium and 1 for low. The weighting factor reflects the ranking of the PC in terms of the School's need to select COTS content in a particular PC.
7. The Weighted Score is the summation of the Primary Category Scores times the Sum of the weights for all PCs.
8. The Final Score for R2 is the Weighted Score divided by the Sum of the Weights of the PCs.

Example

An Example of Calculation of the Score for R2 for Bidder X follows:

Scores Achieved by Bidder X										
	PC1	PC2	PC3	PC4	PC5	PC6	PC7	PC8	PC9	PC10
A. Points for sets (also number of sets offered per PC)	25	25	25	20	15	10	25	25	12	25
B. Points for Accessibility	60	50	69	80	80	40	60	40	24	40
Total Score for Sets per PC (A+B)	85	75	95	100	95	50	85	65	36	65
Weighting* for PC	1	1	1	2	1	2	3	3	3	3

The Calculation of the Weighted Score for Bidder X is:

$$\text{Weighted Score} = (85*1) + (75*1) + (95*1) + (100*2) + (95*1) + (50*2) + (85*3) + (65*3) + (36*3) + (65*3) = 1403$$

$$\text{Final Score} = 1403 / 20 = 70.15$$

* Weightings identified are for illustrative purposes as determinations for weightings of the PCs have not yet been made.

Maximum score possible for R2 is 125.

Part 2 - Multiple Stage Evaluation Process

Step 1 - Mandatory Criteria

Suppliers will be evaluated against the Mandatory Criteria as either pass or fail. Suppliers that do not pass the mandatory criteria will be given no further consideration.

Step 2 - Point Rated Criteria

Suppliers who pass step 1 will be evaluated and scored against the rated criteria. Suppliers must achieve a minimum score of 70% on the rated criteria to be considered further.

Step 3 - Sampling of Bidder's Content

Suppliers passing steps 1 and 2 will proceed to step three, a sampling of the content and supporting materials for one randomly selected self-paced e-learning and one video based learning content that is both available in English and French and meets accessibility requirement WCAG 2.0AA for compliance with the mandatory technical requirements for content. The English and French versions of the same content will be evaluated. One selection will be made from a CS from within Tables 2.1 to 2.10 inclusive.

If the first selection of either the self-paced e-learning content and/or the video based learning content does not meet the SOW requirements, then a second selection from within Tables 2.1 to 2.10 inclusive will be made and evaluated. If the second selection does not meet the SOW requirements, no further consideration will be given to the bidder's proposal.

Step 4 - Demonstration of Technical Compatibility with IM/IT Infrastructure and Ability to Connect to School's Portal so that public servants can access content on the bidder's portal

For suppliers passing steps 1, 2 and 3, the final step in the evaluation will be a technical demonstration that the content evaluated in step 3 can be accessed from the supplier's portal via the federal government's infrastructure.

The demo content will be positioned behind a user login and will only be available to The School's clients. The School will not be charged for usage of this demo content. The bidder may have a technical representative present during this demo. If the first attempt does not work, the supplier may have 24 hours if requested to trouble shoot.

A second attempt will be made. If after 2 tries, the connection is not able to be made, the content will be considered to have failed this step of the evaluation.

Overall

Suppliers passing steps 1 to 4 will be considered to be fully compliant and will proceed to the next step of the selection process.