



RETURN BIDS TO:

RETOURNER LES SOUMISSIONS À:

**Bid Receiving - PWGSC / Réception des soumissions -
TPSGC**

Place du Portage, Phase III

Core 0B2 / Noyau 0B2

11 Laurier St./11, rue Laurier

Gatineau

Québec

K1A 0S5

Bid Fax: (819) 997-9776

SOLICITATION AMENDMENT

MODIFICATION DE L'INVITATION

The referenced document is hereby revised; unless otherwise indicated, all other terms and conditions of the Solicitation remain the same.

Ce document est par la présente révisé; sauf indication contraire, les modalités de l'invitation demeurent les mêmes.

Comments - Commentaires

Vendor/Firm Name and Address

**Raison sociale et adresse du
fournisseur/de l'entrepreneur**

Issuing Office - Bureau de distribution

Shared Systems Division (XL)/Division des systèmes
partagés (XL)

Terrasses de la Chaudière

4th Floor, 10 Wellington Street

4th etage, 10, rue Wellington

Gatineau

Québec

K1A 0S5

Title - Sujet Learning Platform	
Solicitation No. - N° de l'invitation 0X001-190594/B	Amendment No. - N° modif. 002
Client Reference No. - N° de référence du client 0X001-190594	Date 2019-10-24
GETS Reference No. - N° de référence de SEAG PW-\$\$XL-108-36755	
File No. - N° de dossier 108x1.0X001-190594	CCC No./N° CCC - FMS No./N° VME
Solicitation Closes - L'invitation prend fin at - à 02:00 PM on - le 2019-11-20	
Time Zone Fuseau horaire Eastern Daylight Saving Time EDT	
F.O.B. - F.A.B. Plant-Usine: <input type="checkbox"/> Destination: <input type="checkbox"/> Other-Autre: <input type="checkbox"/>	
Address Enquiries to: - Adresser toutes questions à: Fenwick, Wesley	Buyer Id - Id de l'acheteur 108xl
Telephone No. - N° de téléphone (613) 720-7443 ()	FAX No. - N° de FAX () -
Destination - of Goods, Services, and Construction: Destination - des biens, services et construction:	

Instructions: See Herein

Instructions: Voir aux présentes

Delivery Required - Livraison exigée	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

This Solicitation Amendment #002 is raised to:

1. Update Section 1.7 Bidder's Conference
 2. Update Section 4.1.2 Ranking Bids
 3. Update Section 4.4 Capability and Usability Assessment Procedures
 4. Update Section 7.2 Contract Term
 5. Update Section 7.6 Contractor Use of Canada's Data
 6. Update Section 7.20 Basis of Payment
 7. Update Section 7.21 Method of Payment
 8. Update Annex A – Statement of Work
 9. Update Appendix A – Capability and Usability Assessment
 10. Update Annex B – Basis of Payment
 11. Update Annex G – Bid Evaluation Criteria
 12. Update Annex H – Bidder's Forms - Form 9 – Financial Bid Presentation Sheet
 13. Post Questions and Answers
-

The Solicitation is amended as follows:

Section 1.7 Bidders' Conference, subsection (a) is hereby DELETED in its entirety and REPLACED with the following:

- (a) A bidders' conference will be held online via WebEx on November 5th 2019. The conference will begin at 1:30 PM EST to 3:00 PM EST. The scope of the requirement outlined in the bid solicitation will be reviewed during the conference and questions will be answered. It is recommended that bidders who intend to submit a bid or participate in the bidders' conference notify the PSPC Contracting Authority in writing no later than 5 business days before the date of the bidders' conference. Bidders should submit any questions to the PSPC Contracting Authority in writing no later than three business days before the date of the bidders' conference.

Meeting number (access code): 553 426 077

Meeting password: 3n2J3H2C

1:30 PM | (UTC-05:00) Eastern Time (US & Canada) | 1.5 hours

Join by phone:

Toll-Free Number (Canada): 1-877-473-4792

Dial-in Number (Canada): 613-960-7516

Attendee Access Code: 997 444 2

Section 4.1.2 Ranking Bids, subsection (c) is hereby DELETED in its entirety and REPLACED with the following:

- (c) Bids will be ranked by score from highest to lowest and the 3 top ranked responsive bids will be recommended for award of a Contract. Canada may award up to three Contracts of up to one year in duration with a value of up to \$30,000.00 CAD each, applicable taxes extra, to the top 3 ranked responsive Bidders to perform the Work defined in Phase 1 of Annex A Statement of Work.

Section 4.4 Capability and Usability Assessment Procedures, subsection (a) is hereby DELETED in its entirety and REPLACED with the following:

- (a) **Capability and Usability Assessment (CUA):** Based on the results of the Technical and Financial evaluation results, Canada will award Contracts to up to 3 top ranked responsive Bidders for an estimated amount of \$30,000.00 CAD, applicable taxes excluded. These Contracts will cover a period of one year, and will require that each Contractor submit a CUA Prototype Solution within 6 weeks of Contract Award in accordance with the parameters of the CUA described in Appendix A to Annex A – Statement of Work, for assessment in accordance with the CUA.

Section 7.2 Contract Term, subsection (b) is hereby DELETED in its entirety and REPLACED with the following:

- (b) **Initial Term – CUA Prototype Solution.** This Contract begins on the date the Contract is awarded for a period of one year from contract award date.

At Section 7.6 Contractor's Use of Canada's Data, subsection (b), INSERT the following:

- (iv) provide Canada full access to all Solution Data

At Section 7.20 Basis of Payment, INSERT the following:

- (j) **Optional Additional Solution Storage** At Canada's sole discretion, Canada may exercise the irrevocable option for the Contractor to deliver additional Solution Storage. If Canada exercises this irrevocable option, and in consideration of the Contractor satisfactorily completing its obligations under the Contract, the Contractor will be paid a firm lot price(s) in accordance with Annex B – Basis of Payment, in Canadian funds, customs duty included, Goods and Services Tax or Harmonized Sales Tax is extra, if applicable.

At Section 7.21 Method of Payment, INSERT the following:

- (f) **Single Payment – Optional Additional Solution Storage**

Canada will pay the Contractor upon completion and delivery of the Work in accordance with the payment provisions of the Contract if:

- (i) an accurate and complete invoice and any other documents required by the Contract have been submitted in accordance with the invoicing instructions provided in the Contract;
- (ii) all such documents have been verified by Canada;
- (iii) the Work delivered has been accepted by Canada.

At Annex A – Statement of Work, Section 1.2 BACKGROUND, subsection b) is hereby DELETED in its entirety and REPLACED by the following:

- b) The School's client base covers an estimated 280,000 individual public servants who must be served in both official languages (English and French) across Canada. These public servants belong to separate departments, agencies and crown corporations.

At Annex A – Statement of Work, Section 1.3 SCOPE OF WORK, subsection c) is hereby DELETED in its entirety and REPLACED by the following:

- c) The Solution will host digital learning content and information about virtual and in-person workshops, courses and events in a variety of subject areas that may come from multiple sources, including the School, other government departments, and third-party vendors. The primary users of the Solution will include over 280,000 public service employees across Canada and worldwide.

At Annex A – Statement of Work, Section 1.3 SCOPE OF WORK, INSERT the following:

- d) Canada reserves the right to continue to Contract for and leverage this Solution for as long as it makes business sense for Canada to do so. Canada also expects that this type of Solution will evolve with time and technology, including incorporation of functionality or technology that is not currently part of the requirement. Canada reserves the right to consider these evolutionary functionality or technology to be part of the ongoing scope of the work being done under the Contract, subject to Canada's internal approval processes.

At Annex A – Statement of Work, Section 1.6 ESTIMATED SOLUTION VOLUME, subsection a) is hereby DELETED in its entirety and REPLACED by the following:

- a) Estimated Authorized User access
 - i) CSPS estimates a requirement of 280,000 Authorized Users to access the Solution in the initial period, with an estimated growth of up to 480,000 Authorized Users.

At Annex A – Statement of Work, Section 2.2 REQUIREMENTS is hereby DELETED in its entirety and REPLACED by the following:

The Prototype Solution must include the following functionalities:

- a) Flexibility across access points for learning, whether in formally structured face-to-face, hybrid and flipped, or fully online learning, and whether for certification-seeking learners, self-directed learners, community-based social learning, or open educational resources.
- b) Compatibility with external 3rd party e-learning content suppliers via single sign-on integration support via SAML/OpenID Connect.
- c) Hosting, registration, tracking and reporting of online learning content of various modalities (synchronous and asynchronous)
- d) Registration, tracking and reporting of face-to-face events and classroom sessions;
- e) Multi-tenancy configurations with granular access, individual branding and security.
- f) User interfaces, documentation and support available in both of Canada's official languages (English and French).
- g) A modern user interface with easy and intuitive navigation, including:
 - (1) Tools for learners to browse, search and find content, contribute content, view personal learning, training requirements, progress towards completion, personalized learning plans/recommendations, view and print their own training transcript and certificates (includes completion date, exam scores, certification credits, etc.) in real time.
 - (2) Tools for immediate supervisors and their managers to evaluate skills, manage roles, and assign specific learning content to people that have skill gaps; view dashboards of all team members and drill down to view skills, profile information, transcripts, certifications, training requirements and progress towards completion, and other individual user information and learning activities of their team members, create and run reports of team's member status of required learning, view, approve, and assign required or recommended trainings to their team members individually or as a group.
 - (3) Tools for asynchronous online course designers to design and build effective, engaging digital learning experiences, including tools for multimedia content (video, audio);
 - (4) Tools for faculty/instructors in synchronous courses to design and build effective, engaging digital in-person learning experiences (web conferencing, screen sharing, discussion forums).
 - (5) Tools for School administrators to:

- (i) create, find, view, or update user information, and unified password management;
 - (ii) enter and update course properties, perform classroom management, track and view completion/test results for learning events, and manually mark completion for all learners;
 - (iii) create repeatable sessions based on a standard course template and the ability to assign multiple courses to multiple users and groups simultaneously is required;
 - (iv) perform user, manager, and instructor management tasks for tenant domains.
- h) A mobile-friendly, responsive design that supports all major functions of the Solution across all common mobile platforms.
- i) Personalized learning experiences for learners such as: automated learning recommendations; and allow for user-generated rankings and ratings of learning content.
- j) Provide modern learning experiences to learners, including gamification, video content, micro-learning, user generated/co-created and curated content based on learner attributes/preferences.
- k) Support badges and leaderboards for course, skill, and competency completion and display badges in a user-friendly format.
- l) Support the following common learning technology standards: Learning Tools Interoperability (LTI) 1.0 and 1.1, Shareable Content Object Reference Model (SCORM) 1.2 and 2004.
- m) Must incorporate a Learner Record Store (LRS) implementing xAPI/Tin Can.
- n) Available and accessible to individuals with disabilities, compliant with WCAG 2.0 A accessibility standards.
- o) Must allow the School to offer and manage learning products, learning programs and curricula for internal (federal public servants) and external audiences that are dispersed geographically across multiple time zones; and
- p) Solution Content visible on the internet based on public or restricted profiles

Annex A – Statement of Work, Section 3.1 SCOPE OF WORK, subsection a) is hereby DELETED in its entirety and REPLACED by the following:

- a) To implement a fully-functional cloud-based SaaS Solution. The Solution must have the ability to support digital learning, including the planning, design, delivery, training materials, help desk strategies and personnel, and professional training services. The Contractor must support on-going technical support for the Solution, including Solution access for 280,000 Authorized Users, with an average of 5,000 monthly active users, from all levels, nationwide and across at least 93 federal departments and agencies, as well as external “guest” users accessing openly available learning content.

At Annex A – Statement of Work, Section 3.2 REQUIREMENTS is hereby DELETED in its entirety and REPLACED by the following:

The Solution must include the functional requirements listed in Section 2.2 Requirements of the Statement of Work, and must also include the following additional functionality:

- a) A cloud-based (SaaS) Solution that is the platform and device-agnostic, accessible by all users, including system administrators, without the need for any additional software installation.
- b) Compatible and capable of integrating with internal School learning ecosystem systems or providing equivalent functionality, including Kaltura, Moodle, WebEx, and SimpleSurvey.
- c) All Maintenance and Support Services, at no additional cost.
- d) The Solution must scale to at least 280,000 Authorized Users and allow for scalability of up to 500,000 Authorized Users over the lifespan of the Contract.
- e) The Solution must be able to scale to 500,000 Authorized Users and must address variable numbers of concurrent users.

- f) Multiple SaaS environments (Pre-production, Testing, Production, Training) hosted in a secure data centre environment in Canada;
- g) Must allow the School to configure and maintain a mixed catalogue of open by default and closed/private learning content including: and
- h) All data processed, stored and maintained in the Solution, including all online storage as well as data backups and archived data, must reside in Canada.

At Annex A – Statement of Work, Section 4.0 ADDITIONAL OPTIONAL REQUIREMENTS, INSERT the following:

4.4 Optional Additional Solution Storage

a) the Contractor must provide additional Solution storage in accordance with article 1.6- Estimated Solution Usage under Annex A - Statement of Work and at the prices set out under Annex B - Basis of Payment.

Annex A – Statement of Work – Appendix A – Capability and Usability Assessment is hereby DELETED in its entirety and REPLACED by the following:

APPENDIX A TO ANNEX A – CAPABILITY AND USABILITY ASSESSMENT

GENERAL

Purpose

This document outlines the Capability, Usability, Accessibility and Official Languages Assessment process.

Instructions

Upon the award of up to three Contracts, the Contractor must develop and submit a cloud-based Prototype Solution for Canada's assessment.

The Contractor must provide both support for and unrestricted access to the Prototype Solution, including all Prototype Solution usage rights grants, software documentation, warranty, hosting, storage, and Maintenance and Support (excluding training), waivers, non-disclosure agreements, CUA scenario test scripts and other releases to Canada for purposes of conducting the CUA assessment. Access by Canada to the Capability and Usability Assessment (CUA) and licensed access for 200 Authorized Users to test the Prototype Solution is required to conduct the CUA during the Initial Contract Period. These designated hands-on capability/usability assessment testers may include faculty, staff, administrators, course designers, data analysts, individuals with disabilities, technology professionals, and learners from various public service departments and agencies. Their structured feedback will be included in the CUA score.

The Contractor must provide Canada with unrestricted Prototype Solution access, which includes all usage rights grants, software documentation, warranty, hosting, maintenance and support (excluding training), waivers, non-disclosure agreements and other releases. Access by Canada to the Prototype Solution is required to conduct the CUA during the Initial Contract Period.

SELECTION OF CONTRACTOR'S PROTOTYPE SOLUTION

The CUA Prototype Solution deliverables provided under the Contract will be assessed by Canada against the criteria detailed in this Appendix A to Annex A – Capability and Usability Assessment.

The CUA will comprise five individual assessment categories.

These categories are as follows:

Part One: Capability Scenarios Assessment: Measures the functional technical ability of the Prototype Solution to perform and meet the specified requirements under Annex A – Statement of Work.

Part Two: Web Content Accessibility Guidelines (WCAG) Assessment: Technically assesses the Prototype Solution using assistive technologies such as ZOOM, JAWS, NVDA, A11Y and various Web browsers, such as Internet Explorer, Firefox, Chrome, Safari and Edge, to assess the Prototype Solution against the WCAG criteria. WCAG Assessment testing will be limited to Scenarios #1-7 as listed under Part One: Capability Scenarios Assessment.

Part Three: *Official Languages Act* Assessment: Assesses the Prototype Solution against *Official Languages Act* obligations.

Part Four: System Usability Scale Assessment: Measures user ease-of-use within the Prototype Solution, including overall user experience and satisfaction with the Prototype Solution.

Part Five: Accessibility Usability Scale Assessment: Measures Prototype Solution user ease-of-use through the utilization of individual assistive technologies for accessibility and accommodation needs, including assessing overall user experience and satisfaction with the Prototype Solution.

The maximum amount of points that can be assessed is listed in the table below:

CUA Assessment Category	Maximum Score
Part One: Capability Scenarios Assessment	920 Points
Part Two: Web Content Accessibility Guidelines Assessment	108 Points
Part Three: <i>Official Languages Act</i> Assessment	85 Points
Part Four: System Usability Scale Assessment	100 Points
Part Five: Accessibility Usability Scale Assessment	100 Points
TOTAL CUA Score:	1313 Points

The sum of the scores for each individual assessment category will be calculated in accordance with the assessment criteria and maximum points listed in each category of this Appendix A to arrive at the total CUA Score for the Prototype Solution.

The top-ranked Prototype Solution will be determined based on the highest responsive combined rating of technical merit, price and CUA. 30% weighting will be given to the Technical Evaluation Score. 20% weighting will be given to the Financial Evaluation Score. 50% weighting will be given to the CUA Score, as per the following table:

Solicitation No. - N° de l'invitation
0X001-190594/B
Client Ref. No. - N° de réf. du client
0X001-190594

Amd. No. - N° de la modif.
002
File No. - N° du dossier
108xl0X001-190594

Buyer ID - Id de l'acheteur
108 XL
CCC No./N° CCC - FMS No./N° VME

Assessment	Weighting
Technical Evaluation Score	30%
Financial Evaluation Score	20%
Capability and Usability Assessment Score	50%

In the event of a tie, the CUA Score will be used to rank the Contractors from highest to lowest score. If there are further ties, the lowest Financial Score will be used to rank the Contractor.

Canada will, at its discretion, exercise its irrevocable option to select a Contractor to perform all or a portion of the Work under article 3. Phase 2 - Solution of Annex A – Statement of Work. Canada may also, at its discretion, exercise its irrevocable option with other Contractors who participated in the CUA for all or a portion of the Work if it is determined that this would best meet the needs of Canada.

CAPABILITY AND USABILITY ASSESSMENT – PART ONE: CAPABILITY SCENARIOS ASSESSMENT

LEGEND

Did Not Demonstrate = 0 Points – Prototype Solution does not demonstrate capability and functionality requirements.

Partially Demonstrated = 3 Points – Prototype Solution has minimal capability and has demonstrated more than two deficiencies in meeting the requirements.

Mostly Demonstrated = 6 Points – Prototype Solution has high degree of capability and has demonstrated no more than one deficiency in meeting the requirements.

Fully Demonstrated = 10 Points – Prototype Solution fully meets all requirements. Prototype Solution has not demonstrated any deficiencies in meeting the requirements.

Scenario themes include: Course Design/Development, Offering Planning/Management/Publishing, Catalogue and Registration, Learning Planning, Event and In-Person Classroom Registration, Self-Paced Learning Content (such as courses, videos, or job-aides), Personalization, Analytics and Advanced Reporting, Integrations with Other Systems, and Multi-Tenancy.

SCENARIO #1 – Course Design/Development

The Prototype Solution should enable a Course Designer/Instructor to:

1. Create, manage and update interactive online courses and open content so that Course Designers/Instructors can build and maintain courses quickly without relying on a centralized team to build courses or external software to integrate with the Prototype Solution.
2. Use built-in course or content templates, or customize existing templates so that they can be leveraged by other Course Designers/Instructors.
3. Assign roles, such as content developer, content editor or content publisher, so that Course Designers/Instructors can ensure a quality review process is incorporated into the content design before it is published.
4. Add external online links to resources and other sources (such as, but not limited to, various document formats, social media, external links, third party e-learning content and videos) and amend these external links as needed so that Course Designers/Instructors can curate current and engaging content for Learners in courses / learning spaces.
5. Incorporate gamification elements such as points, leaderboards, badges, levels and rewards in courses so that Learners have the opportunity to be engaged and motivated in completing their learning.
6. Verify that a newly created course meets or exceeds all accessibility requirements through the use of a checker tool (at a minimum of WCAG 2.0 A).

7. Create discussion boards for Learners, and monitor forums, threads and postings so that Learners can collaborate with each other, ask questions and receive feedback.
8. Allow Learners to submit course assignments, review/grade assignments and provide other Learners with comments and results so that they can receive personalized feedback on their performance.
9. Create tests, exercises and surveys with the ability to set parameters, such as passing scores and number of attempts allowed, so that Course Designers/Instructors can automate the assessment, testing and course completion of Learners.
10. Set conditions for the selective release and/or removal of course content, such as completion of activities, submission of assignments, posting to discussion forums, completion of tasks so that Course Designers/Instructors can manage the specific content that Learners see at a specific moment in their course.

Scenario #1 Course Design/Development – Scoring Grid

Indicator #	Indicators	Did Not Demonstrated (0)	Partially Demonstrated (3)	Mostly Demonstrated (6)	Fully Demonstrated (10)
The Prototype Solution should provide the functionality to enable the Assessor to:					
1	Create, manage and update interactive online courses and open content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Use built-in course or content templates, or customize existing templates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Assign roles, such as content developer, content editor and content publisher within the Prototype Solution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<p>Author courses using tools such as:</p> <ul style="list-style-type: none"> • Discussion posts, threads and forums, and ability to search post content • Calendar links to assignments and activity due dates • Ability to subscribe to the calendar and integrate it with personal calendars • Audio/video recording ability, allowing instructors and Learners to contribute audio/video content and feedback to courses activities • Internal messaging platform for students and instructors to communicate with each other • Web conferencing features 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<ul style="list-style-type: none"> Requiring posting to a discussion topic before a Learner can begin 				
	<p><i>0 Points if one or fewer of the listed features are demonstrated</i></p> <p><i>3 Points if no fewer than two of the listed features are demonstrated</i></p> <p><i>6 Points if no fewer than three of the listed features are demonstrated</i></p> <p><i>10 Points if all of the listed features are demonstrated</i></p>				
	Scenario #1 Score:				/100

SCENARIO #2 – Offering Planning/Management

Context

A Training Coordinator has been asked to publish two new courses in the LMS and manage the offerings. The first course, Data Science, is a one-day course with a minimum of 12 and maximum of 25 Learners. It is delivered in person in 14 different cities across Canada, and one temporary location overseas for up to 280 Learners from a separate department (Department A). Department A requested that at least 70% of the offerings be delivered in English and the remaining 30% be delivered in French. The other course, Respectful Workplace, a three-day course with a maximum of 15 Learners per offering, is delivered in person in 4 cities, and has a mandatory online prerequisite course that must be completed first. Therefore, the Training Coordinator must restrict access to content and have registered Learners complete the prerequisite material.

The Prototype Solution should enable a Training Coordinator to:

1. Create course offerings for two new courses being offered by the CSPS in the learning catalogue so that Training Coordinators can make them available to Learners online through the learning catalogue.
2. Tag the courses with the appropriate key words, so that Training Coordinators can add them to competency profiles when applicable, and associate the correct Learner audience type, such as, but not limited to, a specialist, a manager or an executive.
3. Ensure that the qualified instructors with the appropriate instructional language profiles are available to administer the course in the location closest to them, and that the course equipment and materials are available so that Training Coordinators can reserve and assign them to the specific date and location of the course.

4.	Be able to integrate the Prototype Solution with the Training Coordinator's Outlook email and calendar systems from their PC without having to periodically re-authenticate so that Training Coordinators can work seamlessly and efficiently across platforms to accomplish their tasks.
5.	Accommodate a Learner who has a disability and requires accommodation so that Training Coordinators can reserve an appropriate facility to ensure these accommodation requirements are met. The Prototype Solution allows Training Coordinators to access a Learner's profile to confirm the specific accessibility requirements, enabling them to notify the Instructor and logistics team of these accessibility requirements.

Scenario # 2 Offering Planning/Management – Scoring Grid					
Indicator #	Indicators	Did Not Demonstrate (0)	Partially Demonstrated (3)	Mostly Demonstrated (6)	Fully Demonstrated (10)
The Prototype Solution should provide the functionality to enable the Assessor to:					
1	Create course offerings for two new courses offered by the CSPS in the learning catalogue.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Tag courses with the correct key words and add them to competency profiles when applicable, and associate the right Learner audience type, such as, but not limited to, a specialist, a manager or an executive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Manage learning product offerings and schedules, including the availability and assigning of: <ul style="list-style-type: none"> a group of Learners rooms/facilities equipment and resources instructors, materials specific periods of time 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Capability					
		0 Points if fewer than two of the listed features are demonstrated 3 Points if no fewer than two of the listed features are demonstrated 6 Points if no fewer than four of the listed features are demonstrated 10 Points if all of the listed features are demonstrated			

4	Create learning paths consisting of multiple learning formats, including online, virtual and classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Set minimum and maximum capacity limits for individual offerings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Specify, at an offering level, whether the course has open (self-registration), closed (by invitation only) or restricted (to specific users only) enrollment capability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Manage detailed and timely notifications to all users, including the following: <ul style="list-style-type: none"> • Learners • Instructors • Training Coordinators • Administrators <p>0 Points if one or fewer of the listed features is demonstrated 3 Points if no fewer than two of the listed features are demonstrated 6 Points if no fewer than three of the listed features are demonstrated 10 Points if all of the listed features are demonstrated</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scenario #2 Score:						170

SCENARIO #3 – Catalogue and Registration

The Prototype Solution should enable a Web Manager to:

1. Publish new courses to the interactive, searchable and filterable catalogue of learning products so that Learners can access the catalogue, sign on to their user profile and self-register for courses.
2. Set up a Web page that features new learning products and where the catalogue is available and accessible to non-authenticated public users and authorized users so that they can view and search with keywords and metadata tagging using internal and common external search engines.

The Prototype Solution should enable a Training Coordinator to:

1. Enroll a large group of Learners (50 Learners or more) at once in a specific course through bulk registration.

2. Apply general business rules for how Learners will access the catalogue and register for courses, such as enforcing pre-requisite, if required, and elective course rules.
3. Send invitations, confirmations, reminders, information or notifications by email, SMS, and/or platform-generated channels so that Learners are aware of any changes or cancellations to their courses.

The Prototype Solution should enable a Learner to:

1. Browse the catalogue without having to authenticate by using a public or guest account so that they can see what learning content is available prior to signing onto their Learner account.
2. Browse the catalogue of course content using a variety of search filters so that Learners can find what they require, including parameters such as course information, course content, location, duration, competencies, instructors, type of training and learning provider.
3. View a calendar of all learning offerings so that they can find offerings on specific dates.
4. View learning offerings by location and by interactive map so that they can find offerings closest to their location and obtain directions to these locations.
5. Print or download the full learning catalogue so that they can consult and share what courses are available while not accessing the Prototype Solution.
6. Self-register for offerings so that they can participate in courses and have them added to their transcript.
7. Download any required materials needed for a given offering so that they can prepare for the upcoming course;
8. Have the ability to self-register in courses; view content, including search and browse the catalogue; access the calendar; and access learning offerings on a mobile device at any location and at any time.
9. Select their preferred language for the Prototype Solution, excluding courses and activities, since the Learner can navigate in one language and choose a course in the other language. For example, what should apply to classroom and online courses, except for language courses that have only one offering in the target language.
10. Change their preferred language to either English or French in the settings of the Prototype Solution, which should apply immediately.

Scenario #3 Catalogue and Registration – Scoring Grid					
Indicator #	Indicators	Did Not Demonstrate (0)	Partially Demonstrated (3)	Mostly Demonstrated (6)	Fully Demonstrated (10)
The Prototype Solution should provide the functionality to enable the Assessor to:					
1	Publish new courses to the interactive catalogue of learning products.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Set up a Web page that features new learning products and where the catalogue is available and accessible to non-authenticated public users and authorized users.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Make the learning catalogue visible to both authorized users and non-authenticated public users using various interactive formats, including: <ul style="list-style-type: none"> • list • map • printable format • calendar 0 Points if one or fewer of the listed features is demonstrated 3 Points if no fewer than two of the listed features are demonstrated 6 Points if no fewer than three of the listed features are demonstrated 10 Points if all of the listed features are demonstrated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Manage a comprehensive enterprise-wide learning product catalogue including: <ul style="list-style-type: none"> • events • in-class courses • online self-paced e-learning • distance learning • synchronous virtual classroom • standalone media (such as videos, podcasts, images, documents) 0 Points if one or fewer of the listed features is demonstrated 3 Points if no fewer than two of the listed features are demonstrated 6 Points if no fewer than three of the listed features are demonstrated 10 Points if all of the listed features are demonstrated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5	Filter and search the catalogue by using various parameters such as course info, course content, location, duration, competencies, instructors, type of training and learning provider.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manage registrations and business rules according to: <ul style="list-style-type: none"> • limits • waiting list • cancellation • open/closed • self-registration vs. by invitation 0 Points if one or fewer of the listed features is demonstrated 3 Points if no fewer than two of the listed features are demonstrated 6 Points if no fewer than four of the listed features are demonstrated 10 Points if all of the listed features are demonstrated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Enroll a large group of Learners (50 Learners or more) at once in a specific course through bulk registration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Send invitations, confirmations, reminders, information and/or notifications by email, SMS and/or platform-generated channels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Select their preferred language for the Prototype Solution, excluding courses and activities,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Change their preferred language to either English or French in the settings of the Prototype Solution, which should apply immediately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scenario #3 Score:		/100				

SCENARIO #4 – Learning Planning

The Prototype Solution should enable a Manager to:

1. View information and insights of the learning activities of all employees reporting to them so that they can plan, manage, support and monitor the organization's professional development activities.
2. Recommend learning to employees so that they can quickly be notified of new training priorities, initiatives and products.
3. Provide employees with a list of learning content to be completed so that they have the required skills to complete their role-specific tasks.

4. Add and/or recommend learning to a user profile based on the user's learning competency gaps identified in discussions or based on reviews carried out by a team member's assessment so that they can focus their learning activities.
5. View and approve (where applicable) learning requests submitted by employees so that there is oversight on attendance in high-cost or long-duration courses that could otherwise have an impact on operational activities.
6. Access a real-time analytics dashboard that allows them to look at employee training completions, patterns and gaps so that they can use the insights to improve the skills and performance of their team, and report back to Senior Management on training initiatives.
7. Identify what courses are tagged as mandatory in a given department so that they can ensure employees complete these courses.

Scenario #4 Learning Planning – Scoring Grid

Indicator #	Indicators	Did Not Demonstrate (0)	Partially Demonstrated (3)	Mostly Demonstrated (6)	Fully Demonstrated (10)
The Prototype Solution should provide the functionality to enable the Assessor to:					
Capability	1	View information and insights concerning the learning activities of all employees reporting to a given Manager.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2	Provide and assign to employees a list of required mandatory learning content to be completed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3	Assign job-specific developmental learning activities to employees based on their learning plan, view learning plan progress, and view summaries of Learner progress with course or certification completion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4	View and (where applicable) approve learning requests assigned to the Manager for approval.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5	Recommend additional learning to employees based on their interests or career aspirations identified in their user profile.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scenario #4 Score:					/50

SCENARIO #5 – Events and In-Person Registration

The Prototype Solution should enable a Learner to:

1.	Register as a member of the public (non-authenticated user). The Prototype Solution should show how a member of public can register for an event using a templated process linked to a generic email box for self-registration of Authorized Users or non-authenticated users.
2.	Register for in-person courses of interest to or part of their career progression.
3.	Search and register for an event close to their geographic location or filtered by a topic.
4.	Self-register for a classroom course and send an approval request to their Manager so that their registration in a given course can be approved.
5.	View, download or print a transcript of their completed courses so that they can maintain a history of all their learning activities.
6.	Print a certificate of completion at any time for courses that have a certificate or are part of a certification path so that they can ensure their learning plan is up-to-date.
7.	Access online help or chat bot feature at any time so that they can receive immediate assistance on system features or content that they may not be familiar with or have difficulty finding.
8.	Participate in electronic surveys prior to, during or after events or training so that they can obtain and analyze information specific to these events or training.
9.	Receive notifications, confirmations or emails in various formats of any cancellation, modifications or additions to events or in-person courses so that they can stay informed at all times.

Scenario #5 Events and In-Person Registration – Scoring Grid

Indicator #	Indicators	Did Not Demonstrate (0)	Partially Demonstrated (3)	Mostly Demonstrated (6)	Fully Demonstrated (10)
The Prototype Solution should provide the functionality to enable the Assessor to:					
1	Search and browse the learning catalogue in the language of choice (English or French) using the following filters: <ul style="list-style-type: none"> • topic • location • theme • interests 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Capability	<p>0 Points if one or fewer of the listed features is demonstrated</p> <p>3 Points if no fewer than two of the listed features are demonstrated</p>				

	6 Points if no fewer than three of the listed features are demonstrated 10 Points if all of the listed features are demonstrated					
2	Register as a member of the public (non-authenticated user).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Register for an in-person course based on career progression.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Self-register for a mandatory classroom course and send the approval request to a Manager	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Receive detailed and timely notifications, confirmations or emails or SMS in various formats of any cancellations, modifications or additions to an event or in-person course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Download and/or print any and all associated learning materials on the device of the Assessor's choice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Virtually attend an event via WebEx.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	View, download or print a transcript of completed courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Toggle the user interface between French and English from anywhere in the solution without losing the page context.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Print certificates of completion at any time for courses that have a certificate or are part of a certification path.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Access online help or chat bot feature at any time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Participate in electronic surveys prior to, during or after events or training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13	Update the user profile with special accommodation requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scenario #5 Score:		/130			

SCENARIO #6 – Self-Paced Learning Content

The Prototype Solution should enable a Learner to:

1. View learning content, outlines and descriptions, either as an authorized user or non-authenticated public user.
2. Use various learning formats online, such as, but not limited to, courses, videos, podcasts, job aids and pre-recorded virtual offerings, at their own time and pace so that they can vary the media through which they consume learning.
3. Stay logged in to the Prototype Solution for a pre-defined configurable period of time, such as after one session, one day, one week or one month, so that they don't have to re-authenticate using their Prototype Solution user profile credentials.
4. Print various online job aids, resources or tools so that they can leverage these resources as performance support tools.
5. View, share and print a full transcript of courses in various formats, such as .pdf, .csv, or .xls, so that they can save their work and assess for learning gaps.
6. Enroll, self-register, unregister and/or be placed on waiting lists, or add learning content to their wish list in either English or French, including in-person events, virtual offerings and courses.
7. Track their own progress with various learning content modules within the Prototype Solution so that they can manage their time accurately.
8. Rate and/or recommend instructors, courses, products or specific learning content to their colleagues.
9. Start and pause learning content at any point, and resume the learning at the same point at a later date to continue their activity without losing prior progress.
10. Complete learning surveys both before and after consuming a learning offering, and receive a post-learning certificate so that a record of their activities and associated feedback can be maintained.
11. Receive notifications of their own choosing, including system notifications, email or SMS for all learning content so that they can stay up-to-date, or have the ability to opt out of notifications at any time.

12. Add all learning offerings to their calendar, including reminders for upcoming events and due dates.
13. Search for related learning offerings outside of the Canada School of Public Service catalogue, and add them to their wish list within the Prototype Solution so that they can take the training at a later date subject to any applicable approvals.
14. Consume learning content using a mobile device or smartphone, tablet, laptop or assistive technologies.
15. Access online help, a live chat feature or a chat bot when requiring assistance.

Scenario #6 Self-Paced Online Learning - Scoring Grid					
Indicator #	Indicators	Did Not Demonstrate (0)	Partially Demonstrated (3)	Mostly Demonstrated (6)	Fully Demonstrated (10)
The Prototype Solution should provide the functionality to enable the Assessor to:					
Capability	1	View learning content, outlines and descriptions within the Prototype Solution, either as an authorized user or non-authenticated public user.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2	Use various learning formats online, such as, but not limited to, courses, videos, podcasts, job aids and pre-recorded virtual offerings, at the Learner's own time and pace.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3	Stay logged in to the Prototype for a pre-defined configurable period of time, such as after one session, one day, one week or one month, without having to re-authenticate using user login credentials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4	Print various online job aids, resources or tools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5	View, share and print a full transcript of an Assessor's courses in various formats.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6	Enroll, self-register, unregister and/or be placed on waiting lists, or add learning content to a Learner's wish list in either English or French, including in-person events, virtual offerings and courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	7	Track their progress with various learning content modules within the Prototype Solution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	8	Rate and/or recommend instructors, courses, products or specific learning content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9	Start and pause learning content at any point, and resume the learning at the same point at a later date to continue activity without losing prior progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Complete learning surveys both before and after consuming a learning offering, and receive a post-learning certificate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Complete learning surveys both before and after consuming a learning offering, and receive a post-learning certificate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Receive notifications of their choosing, including system notifications, email, or SMS for all learning content, with the ability to opt out of notifications at any time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Add all learning offerings to a Learner's calendar, including reminders for upcoming events and due dates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Search for related learning offerings outside of the Canada School of Public Service catalogue, and add them to a Learner's wish list within the Prototype Solution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Consume learning content using a mobile device or smartphone, tablet, laptop or assistive technologies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scenario #6 Score:		/150			

SCENARIO #7 – Personalization

The Prototype Solution should enable a Learner to:

1. Analyze their specific learning history and the learning patterns of similar individuals and recommend learning so that they can receive Prototype Solution-generated learning recommendations specific to them.
2. Update their profile, including their information such as time zone, email, phone number, job title, department, location, current manager, learning and career interests, and identify any special accommodations required.
3. Self-identify their skillset so that the Prototype Solution can determine their skill level and recommend similar or relevant learning content associated with that level.

<p>4. Ask managers or peers to assess their skills so that they can receive feedback to improve and develop in areas where skill gaps have been identified.</p> <p>5. View their progression through a given learning offering so that they can manage their time accordingly.</p> <p>6. View their user profile and/or dashboard, including but not limited to course history, learning plan progress, course marks and course registrations, so that they can track their progress.</p> <p>7. Rate both content and instructors and share with others so they can access overall ratings of courses and instructors.</p> <p>8. Bookmark learning content and add it to wish lists and favourites within the Prototype Solution so that they may consume it at a later time.</p> <p>9. Receive ongoing recommendations on relevant content after content completion.</p>
<p>The Prototype Solution should enable a Manager to:</p> <p>1. Monitor, rate and assess employees on their new skills so that they can ensure that employees have completed any required training.</p> <p>2. Be notified if an employee is absent from required training so that they can enquire as to why and recommend new dates.</p>

Scenario #7 Personalization – Scoring Grid					
Indicator #	Indicators	Did Not Demonstrate (0)	Partially Demonstrated (3)	Mostly Demonstrated (6)	Fully Demonstrated (10)
The Prototype Solution should provide the functionality to enable the Assessor to:					
1	Update the user profile, including time zone, email, phone number, job title, department, location, current manager, learning and career interests, and identify any special accommodations required.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Share learning products in the learning catalogue with colleagues and friends, both: <ul style="list-style-type: none"> within the platform with authorized users outside the platform via common social media (for example, Twitter or LinkedIn) <p>0 Points if none of the listed features are demonstrated 3 Points if one of the listed features are demonstrated 10 Points if all of the listed features are demonstrated</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Capability					

3	View a Learner's progression through a given learning offering, including user profile (containing but not limited to course history, learning plan progress, course marks and course registrations) and/or dashboard.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Self-assess skills as a Learner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Ask managers or peers to assess a Learner's skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Rate both content and instructors and share with others so that Learners can access overall ratings of courses and instructors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Bookmark learning content and add it to wish lists and favourites for review in the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Receive ongoing recommendations, including recommendations from colleagues and peers, on relevant content after content completion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Opt out of messages at any of the following levels: <ul style="list-style-type: none"> • granular level • site-wide • course-wide 0 Points if none of the listed features is demonstrated 3 Points if no fewer than one of the listed features are demonstrated 6 Points if no fewer than two of the listed features are demonstrated 10 Points if all of the listed features are demonstrated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scenario #7 Score:					/90

SCENARIO #8 – Analytics and Advanced Reporting

The Prototype Solution should enable Administrators, Managers, Training Coordinators and/or Senior Management to:

1. View a dashboard of learning progress, locations and current activities in real time so that Administrators, Managers, Training Coordinators and/or Senior Management have a clear picture of activities at an organizational level.

<p>2. View, print or export various reports in .xls, .csv, and .pdf format so that Administrators, Managers, Training Coordinators and/or Senior Management can distribute these reports to various stakeholders.</p> <p>3. Create a customizable and downloadable summary report for Learners and Instructors containing information on student activity or grades for Learners and Instructors so that interventions by Administrators, Managers, Training Coordinators and/or Senior Management can be made in areas of poor Learner or Instructor performance.</p> <p>4. Generate course summary reports to monitor individuals and overall class data reports, including but not limited to by attendance, by class and/or by grade level so that Administrators, Managers, Training Coordinators and/or Senior Management can assess an Instructor's effectiveness.</p> <p>5. Create customized ad-hoc reports on various themes, such as seat utilization by course, asset inventory, compliance, completion, dropout, mandatory training, number of active courses, test, and assessment results so that Administrators, Managers, Training Coordinators and/or Senior Management can be informed and make business decisions accordingly.</p> <p>6. Access, modify or remove data within the Prototype Solution so that Administrators, Managers, Training Coordinators and/or Senior Management can perform advanced analytics for business decision-making, or to make immediate changes to the course or content.</p> <p>7. Have role-based access to the Prototype Solution to be able to configure pre-formatted reports and dashboards so that Administrators, Managers, Training Coordinators and/or Senior Management can ensure specific departmental needs are met.</p> <p>8. Present visual interpretations of the analytical data in addition to any textual and/or numerical representations of data so that Administrators, Managers, Training Coordinators and/or Senior Management can view the data using a variety of methods.</p> <p>9. Assign and manage reports by role, including Learner, Manager or Administrator, and organizational structure so that Administrators, Managers, Training Coordinators and/or Senior Management have relevant and accurate information on which to base their decision-making.</p>					
Scenario #8 Analytics, Reporting and Evaluations – Scoring Grid					
Indicator #	Indicators	Did Not Demonstrate (0)	Partially Demonstrated (3)	Mostly Demonstrated (6)	Fully Demonstrated (10)
The Prototype Solution should provide the functionality to enable the Assessor to:					
၄၁ 1	View a dashboard of learning progress, locations and current activities in real time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2	View, print or export various reports in .xls, .csv, and .pdf format.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Create a customizable and downloadable summary report for Learners and Instructors containing information on student activity or grades.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Generate course summary reports to monitor individuals and overall class data reports, including but not limited to by attendance, by class and/or by grade level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Create customized ad-hoc reports on various themes, such as seat utilization by course, asset inventory, compliance, completion, dropout, mandatory training, number of active courses, test and assessment results.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Access, modify or remove data from within the Prototype Solution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Have role-based access to be able to configure pre-formatted reports and dashboards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Present visual interpretations of the analytical data in addition to any textual and/or numerical representations of data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Assign and manage reports by role, including Learner, Manager or Administrator, and organizational structure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scenario #8 Score:						/90

SCENARIO #9 – Interoperability with other systems

The Prototype Solution should enable an Administrator to :

1. Achieve real-time integration with systems using open source application programming interfaces (APIs) and Web services such as open architecture so that they can exchange, import, export, add, update and/or delete data, and control system function through the API. This includes:

- Verifying whether APIs exist for all application features
- Checking if APIs include wrappers using standard interface protocols
- Comprehensive documentation
- Testing environment(s)

- Live support from Contractor for API development

2. Integrate the Prototype Solution with an existing single sign-on infrastructure based on SAML2 or OpenID in both “user authentication” and “user provisioning” scenarios so that the Learners’ experience is seamless going from one system to the other.
3. Integrate/play a learning object (i.e. SCORM course) in another learning management system so that a Learner has access to the learning object in their departmental LMS without the file needing to be moved locations (one file source; similar to embedding a YouTube video on different platforms).
4. Integrate the Prototype Solution and launch via LTI 1.3 with the following open source applications:
 - Moodle 3.5; and
 - Kaltura 9.18.0 and above.
5. Integrate the Prototype Solution with Cisco WebEx (third-party teleconferencing service) to provide virtual classrooms within the learning environment, including ease of integration, the ability set up virtual classroom offerings as part of course catalogue management, and the ability for users to find, launch and attend WebEx virtual classrooms as part of their experience with the Prototype Solution.
6. Integrate or embed the Prototype Solution within the following systems in the CSPS learning ecosystem:
 - Google Analytics and/or Matomo Analytics
 - SoundCloud
 - SkillSoft for e-learning content (third-party learning content provider)

Scenario #9 Interoperability with other systems - Scoring Grid

Indicator #	Indicators	Did Not Demonstrate (0)	Partially Demonstrated (3)	Mostly Demonstrated (6)	Fully Demonstrated (10)
The Prototype Solution should provide the functionality to enable the Assessor to:					
1	Achieve real-time integration with systems using APIs and Web services (open architecture) for all application features so that they can exchange, import, export, add, update and delete data, and control system function through the API and API wrappers in a testing environment, with accompanying documentation and live support from the Contractor as and when requested.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2	Integrate the Prototype Solution with Active Directory, SAML or OAuth for authentication and to facilitate single sign-on.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Integrate/play a learning object (i.e. SCORM course) in another learning management system so that a Learner has access to the learning object in their departmental LMS without the file needing to be moved locations (one file source; similar to embedding a YouTube video on different platforms).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Integrate the Prototype Solution and launch Moodle 3.5 and Kaltura (using LTI 1.3) within the Prototype Solution, with the ability to view progress and completion tracking in the Prototype Solution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Integrate, configure and launch Cisco WebEx within the Prototype Solution using the various roles of Administrator, Instructor and Learner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Integrate the Prototype Solution within any one the following subsets: <ul style="list-style-type: none"> Google Analytics or Matomo Analytics third-party content providers <p>0 Points if none of the listed features is demonstrated 3 Points if no fewer than one of the listed features are demonstrated 10 Points if all of the listed features are demonstrated</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scenario #9 Score:					/60

SCENARIO #10 – Multi-Tenancy

Context

The School is regularly approached by other government departments (OGDs) to provide a level of support for OGD learning technology needs. Below are examples of the most common scenarios the School has been asked to provide solutions for.

The Prototype Solution should enable other government departments (OGDs) to:

1. Publish their content in a central repository within the Prototype Solution so that OGDs' corporate branded learning content is available to OGD-specific employees as well as employees of the Government of Canada based on permissions assigned by the OGDs.

2.	Upload, manage and report on learning materials/courses as contributors so that the content stays relevant while providing access to the data analytics of these materials to OGDs.
3.	Manage the configuration of OGD sub or subdomain at the subdomain level, and exercise a high degree of autonomy with respect to business rules, configuration of accounts, workflows and processes at all subdomain levels of an OGD's portal so that OGDs are restricted to system-level domain rules.
4.	Manage and add user accounts at the tenant level so that OGDs are not restricted to the account system-level creation rules.
5.	Create a secure space for non-Government of Canada employees to access learning so that OGDs can provide training to members of the public or from other non-federal government jurisdictions. In this case, access to the Prototype Solution, user accounts and content needs to be segregated from the content available to government employees, and a unique public-facing catalogue needs to be available for departments offering this type of learning to their constituent clients.
6.	Manage facilities, materials, resources, training offerings and departmental-specific catalogues independently of the Canada School of Public Service.
7.	Have a separate partition on the Prototype Solution for OGD-specific employee learning needs so OGDs can publish learning content that is only available to OGD-specific authorized users.
8.	Have the ability to share content from the OGD partition with other tenants, or make OGD departmental content available to all public servants.

Scenario #10 Multi-Tenancy – Scoring Grid

Indicator #	Indicators	Did Not Demonstrate (0)	Partially Demonstrated (3)	Mostly Demonstrated (6)	Fully Demonstrated (10)
The Prototype Solution should provide the functionality to enable the Assessor to:					
1	Publish OGD content in a central repository within the Prototype Solution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Upload, manage and report on learning materials as contributors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Manage the configuration of OGD sub or subdomain at the subdomain level, and exercise a high degree of autonomy with respect to business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		rules, configuration of accounts, workflows and processes at all subdomain levels of an OGD's portal.					
4		Manage and add user accounts at the tenant level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5		Create a secure space for non-Government of Canada employees to access learning. In this case, access to the Prototype Solution, user accounts, and content needs to be segregated from the content available to government employees, and a unique public-facing catalogue needs to be available for departments offering this type of learning to their constituent clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6		Manage facilities, materials, resources, training offerings and departmental-specific catalogues independently of the Canada School of Public Service in the Prototype Solution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7		Have a separate partition on the Prototype Solution for OGD-specific employee learning needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8		Have the ability to share content from the OGD partition with other tenants quickly and easily, or make OGD departmental content available to all public servants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scenario #10 Score:			/80				
TOTAL CAPABILITY SCENARIOS ASSESSMENT SCORE: (SUM OF SCORES FOR SCENARIOS #1-10)			/920				

CAPABILITY AND USABILITY ASSESSMENT – PART TWO: WEB CONTENT ACCESSIBILITY GUIDELINES (WCAG) ASSESSMENT				
Assessment #	WCAG Success Criterion		Not Demonstrated (0)	Demonstrated (10)
Capability – WCAG 2.0 A	1	1.3.1 Info and Relationships Information, structure and relationships conveyed through presentation can be programmatically determined or are available in text.	<input type="checkbox"/>	<input type="checkbox"/>
	2	1.3.2 Meaningful Sequence When the sequence in which content is presented affects its meaning, a correct reading sequence can be programmatically determined.	<input type="checkbox"/>	<input type="checkbox"/>
	3	2.1.1 Keyboard All functionality of the content is operable through a keyboard interface without requiring specific timings for individual keystrokes, except where the underlying function requires input that depends on the path of the user's movement and not just the endpoints.	<input type="checkbox"/>	<input type="checkbox"/>
	4	2.1.2 No Keyboard Trap If keyboard focus can be moved to a component of the page using a keyboard interface, then focus can be moved away from that component using only a keyboard interface, and, if it requires more than unmodified arrow or tab keys or other standard exit methods, the user is advised of the method for moving focus away.	<input type="checkbox"/>	<input type="checkbox"/>
	5	2.4.1 Bypass Blocks A mechanism is available to bypass blocks of content that are repeated on multiple Web pages.	<input type="checkbox"/>	<input type="checkbox"/>
	6	3.2.1 On Focus When any user interface component receives focus, it does not initiate a change of context.	<input type="checkbox"/>	<input type="checkbox"/>
	7	3.2.2 On Input Changing the setting of any user interface component does not automatically cause a change of context unless the user has been advised of the behavior before using the component.	<input type="checkbox"/>	<input type="checkbox"/>
	8	4.1.1 Parsing In content implemented using markup languages, elements have complete start and end tags, elements are nested according to their specifications, elements do not contain duplicate attributes, and any IDs are unique, except where the specifications allow these features.	<input type="checkbox"/>	<input type="checkbox"/>
	9	4.1.2 Name, Role, Value For all user interface components (including but not limited to: form elements, links and components generated by scripts), the name and role can be programmatically determined; states, properties, and values that can be set by the user can be programmatically set; and notification of changes to these items is available to user agents, including assistive technologies.	<input type="checkbox"/>	<input type="checkbox"/>
	WCAG 2.0 A Score:		/90	

Assessment #		WCAG Success Criterion	Not Demonstrated (0)	Demonstrated (5)
Capability – WCAG 2.0 AA	10	1.3.4 Orientation Content does not restrict its view and operation to a single display orientation, such as portrait or landscape, unless a specific display orientation is essential.	<input type="checkbox"/>	<input type="checkbox"/>
	11	3.2.3 Consistent Navigation Navigational mechanisms that are repeated on multiple Web pages within a set of Web pages occur in the same relative order each time they are repeated, unless a change is initiated by the user.	<input type="checkbox"/>	<input type="checkbox"/>
	12	3.2.4 Consistent Identification Components that have the same functionality within a set of Web pages are identified consistently.	<input type="checkbox"/>	<input type="checkbox"/>
	WCAG 2.0 AA Score:		/15	

Assessment #		WCAG Success Criterion	Not Demonstrated (0)	Demonstrated (3)
Capability – WCAG 2.1 AA	13	2.4.7 Focus Visible Any keyboard operable user interface has a mode of operation where the keyboard focus indicator is visible.	<input type="checkbox"/>	<input type="checkbox"/>
	WCAG 2.1 AA Score:		/3	
	CAPABILITY AND USABILITY ASSESSMENT – PART TWO: WEB CONTENT ACCESSIBILITY GUIDELINES (WCAG) ASSESSMENT SCORE: <i>(SCORE = Sum of WCAG 2.0 A Score + WCAG 2.0 AA Score + WCAG 2.1 AA Score)</i>		/108	

CAPABILITY AND USABILITY ASSESSMENT – PART THREE: OFFICIAL LANGUAGES ACT ASSESSMENT					
Section A					
5 points for each requirement met. 3 points if requirement met with a minor modification. 0 point if requirement met with a major modification or if it cannot be met.					
Assessment #	Indicators		Not Demonstrated (0)	Partially Demonstrated (3)	Fully Demonstrated (5)
Capability	1	Error messages from the Prototype Solution appear in the user's language of preference or are bilingual, and they are equivalent in English and French. The quality and level of language are the same in French and English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2	The instructions and directives stemming from the solution prototype appear in the user's language of preference, and they are equivalent in English and French. The quality and level of language are the same in French and English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3	Titles in full in the Prototype Solution have the same meaning in both official languages. The quality and level of language are the same in French and English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4	Alternate texts for accessibility are produced in the language chosen by the user in the Prototype Solution, and are equivalent in the two languages. The quality and level of language are the same in French and English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5	Legends and texts of the Prototype Solution images and graphics are produced in the same way in both English and French. The quality and level of language are the same in both official languages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6	Reports are produced in the language requested by the user or are bilingual; they are equivalent in English and French. The quality and level of language are the same in both official languages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	7	Course certificates are produced in the language chosen by the Learner or they are bilingual. English and French are equivalent. The quality and level of language are the same in French and English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	8	Authoring software is equally available in both official languages. The quality and level of language are the same in French and English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	9	When a user changes their language of preference within the Solution Prototype, the change applies immediately, without the user having to exit the interface.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	10	It is possible to conduct an alphanumeric search in the catalogue by using the products' Legacy codes, when they exist (classroom or online courses, for example). Legacy codes are bilingual. This characteristic eliminates the need to search with the title of course in EN or in FR.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	11	Use of universal icons (standards) for various menus and tools of the Solution Prototype (if possible), instead of EN or FR elements in full, with mouse-over display and alternate text in the language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		chosen by the user (Administrator or Learner).			
	12	A search carried out in the graphical interface of the Prototype Solution yields the same results in both English and French.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	13	Help documentation is provided in both official languages. Its content is equivalent and of the same quality in both English and French.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	14	The instructions and directives for the Help page are provided in both official languages. Their content is equivalent and of the same quality in both English and French.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	15	Support Call Centres provide equivalent services in both official languages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OLA ASSESSMENT SCORE (SECTION A):			/75		

Section B				
5 points for each requirement met. 0 point for each requirement not met.				
Assessment #		Indicator	Not Demonstrated (0)	Demonstrated (5)
	16	Overall, the vocabulary associated with French or English is consistent.	<input type="checkbox"/>	<input type="checkbox"/>
	17	Overall, the grammar associated with French or English is consistent.	<input type="checkbox"/>	<input type="checkbox"/>
OFFICIAL LANGUAGES ACT ASSESSMENT SCORE (SECTION B):			/10	
TOTAL OFFICIAL LANGUAGES ACT ASSESSMENT SCORE (SECTION A + SECTION B):			/85	

CAPABILITY AND USABILITY ASSESSMENT – PART FOUR: SYSTEM USABILITY SCALE (SUS) ASSESSMENT						
Instructions: For each of the following statements, mark <u>one</u> box that best describes your reactions to the Next Generation Digital Learning Environment Prototype Solution.						
Scenario #: _____ Date: ____/____/____						
#	Indicator	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1	I think that I would like to use this Prototype Solution frequently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I found this Prototype Solution unnecessarily complex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I thought this Prototype Solution was easy to use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	I think that I would need assistance to be able to use this Prototype Solution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	I found the various functions in this Prototype Solution were well integrated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	I thought there was too much inconsistency in this Prototype Solution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	I would imagine that most people would learn to use this Prototype Solution very quickly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	I found this Prototype Solution very cumbersome/awkward to use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	I felt very confident using this Prototype Solution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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10	I needed to learn a lot of things before I could get going with this Prototype Solution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOTAL SYSTEM USABILITY SCALE ASSESSMENT SCORE:							/ 100
Note 1 – Scoring Calculations:							
X = (Sum of Points for Questions 1, 3, 5, 7 and 9) (For each of the odd numbered questions, subtract 1 from the score) - 5							
Y = (Sum of Points for Questions 2, 4, 6, 8 and 10) (For each of the even numbered questions, subtract their value from 5)							
Total System Usability Scale Score = (X + Y) * 2.5							

CAPABILITY AND USABILITY ASSESSMENT – PART FIVE: ACCESSIBILITY USABILITY SCALE ASSESSMENT						
Instructions: For each of the following statements, mark one box that best describes your reactions to the Next Generation Digital Learning Environment Prototype Solution. This assessment with evaluate the accessibility of the Prototype Solution by people using assistive technologies.						
Scenario #: _____ Date: ____/____/____						
#	Indicator	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1	The images, buttons and graphics had alternative text and were accessible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Navigating the Prototype Solution with a keyboard was easy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	The content was easily readable because the contrast was sufficient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	The content was easily readable because the font was large enough.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	The language used was plain, clear and simple to understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	The pages were properly labeled with a title.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	The pages were not overwhelming because the quantity of content on each page was reasonable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	The Prototype Solution was easy to use with my accommodation tool (if applicable).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	I feel like this Prototype Solution was designed for me and my needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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10	I feel like this Prototype Solution was designed for most employees' accessibility and/or accommodation needs and requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOTAL ACCESSIBILITY USABILITY SCALE ASSESSMENT SCORE:							/ 100

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Annex B – Basis of Payment is hereby DELETED in its entirety and REPLACED with the following:

ANNEX B

BASIS OF PAYMENT

1. Financial Response

All prices must be provided in Canadian dollars exclusive of any applicable taxes.

The detailed financial proposal consists of the following all-inclusive price components:

1. A firm fixed price for Work under Phase 1 of Annex A - Statement of Work to Develop and Deliver a Prototype Solution. The price for this Work is set at: \$30,000.00 CAD, applicable taxes extra.
2. A firm fixed price for the optional Work under Phase 2 of Annex A - Statement of Work to Develop and Deliver the Full Solution.
3. A firm fixed price for optional services under Phase 2 of Annex A - Statement of Work for Annual Software as a Service Subscription Solution Access
4. A firm fixed per diem rate for optional services under Phase 2 for Task Authorized Professional Service
5. A firm fixed per diem rate for optional services under Phase 2 for Task Authorized Training Services
6. A firm fixed price for additional Solution storage under Phase 2 of Annex A – Statement of Work.

2. Work

(a) Phase 1 - Work to develop and deliver a Prototype Solution

Table 1 - Firm All-Inclusive Price (applicable taxes extra) for the Work described in article 2. Phase 1 Prototype Solution of the Statement of Work in Annex A, including which including granting all Solution usage rights grants and access, data storage (up to 32 Terabytes) Software Documentation, Warranty, Hosting and Maintenance and Support (excluding Training), waivers, non-disclosure agreements, or other releases to Canada for purposes of conducting the CUA assessment, for up to 200 Authorized Users to use the Prototype Solution for Capability and Usability Assessment purposes during the initial contract period:

Item # (A)	Description (B)	Firm All-Inclusive Price (C)
1	All deliverables associated with Article 2. Phase 1 – Prototype Solution in Annex A – Statement of Work.	\$30,000.00 CAD (excluding any applicable taxes)

3. Optional Goods and Services

(a) Phase 2 – Delivery of the Solution

- (i) At Canada's sole discretion, Canada may exercise the irrevocable option to deliver the production-ready Solution in accordance with article 3. Phase 2 - Solution of Annex A – Statement of Work.

Table 2 - Firm All-Inclusive Price (applicable taxes extra) for the Work described in article 3. Phase 2 - Solution of Annex A – Statement of Work including Solution implementation, data migration, granting Solution usage rights grants and access, data storage (up to 32 Terabytes), Software Documentation, Warranty, Hosting and Maintenance and Support (excluding Training), waivers, non-disclosure agreements, or other releases to Canada for up to 280,000 Authorized Users :

Item # (A)	Description (B)	Firm All-Inclusive Price (C)
1	All deliverables associated with Article 3. Phase 2 – Solution of the Statement of Work in Annex A	\$

(b) Authorized User Access to Solution

Table 3 - Firm all-inclusive price for optional Annual Subscription Authorized User Access to the Solution, which includes all Solution usage rights grants, data storage (up to 32 Terabytes), Software Documentation, Warranty, Hosting and Maintenance and Support (excluding Training), waivers, non-disclosure agreements, or other releases to Canada:

Item #	Description	Option Period 1 Firm All-Inclusive Price (D)	Option Period 2 Firm All-Inclusive Price (E)	Option Period 3 Firm All-Inclusive Price (F)	Option Period 4 Firm All-Inclusive Price (G)	Option Period 5 Firm All-Inclusive Price (H)	Option Period 6 Firm All-Inclusive Price (I)	Option Period 7 Firm All-Inclusive Price (J)	Option Period 8 Firm All-Inclusive Price (K)	Option Period 9 Firm All-Inclusive Price (L)
(A)	(B)									
1	Annual Software as a Service Subscription Access for 0 to 280,000 Authorized Users	\$	\$	\$	\$	\$	\$	\$	\$	\$
2	Annual Software as a Service Subscription Access for 280,001 to 380,000 Authorized Users	\$	\$	\$	\$	\$	\$	\$	\$	\$
3	Annual Software as a Service Subscription Access for 380,001 to 480,000 Authorized Users	\$	\$	\$	\$	\$	\$	\$	\$	\$
4	Annual Software as a Service Subscription Access for 480,001 and above Authorized Users	\$	\$	\$	\$	\$	\$	\$	\$	\$

(c) Optional Professional Services

Table 4 - Firm all-inclusive per diem rates for Optional Professional Services to be provided on an as-and-when requested basis as described in Annex A – Statement of Work and in accordance with the Task Authorization process:											
Item #	Resource Category	Initial Period	Option Period 1	Option Period 2	Option Period 3	Option Period 4	Option Period 5	Option Period 6	Option Period 7	Option Period 8	Option Period 9
(A)	(B)	Firm All-Inclusive Per Diem Rate (C)	Firm All-Inclusive Per Diem Rate (D)	Firm All-Inclusive Per Diem Rate (E)	Firm All-Inclusive Per Diem Rate (F)	Firm All-Inclusive Per Diem Rate (G)	Firm All-Inclusive Per Diem Rate (H)	Firm All-Inclusive Per Diem Rate (I)	Firm All-Inclusive Per Diem Rate (J)	Firm All-Inclusive Per Diem Rate (K)	Firm All-Inclusive Per Diem Rate (L)

1		\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
2		\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
3		\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
4		\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$

(d) Optional Training Services

Table 5 - Firm all-inclusive per diem rate for Training Services on an as-and-when requested basis, as detailed in Annex A – Statement of Work and in accordance with the Task Authorization process:

Item #	Description	Initial Period	Option Period 1	Option Period 2	Option Period 3	Option Period 4	Option Period 5	Option Period 6	Option Period 7	Option Period 8	Option Period 9
(A)	(B)	Firm All-Inclusive Per Diem Rate (C)	Firm All-Inclusive Per Diem Rate (D)	Firm All-Inclusive Per Diem Rate (E)	Firm All-Inclusive Per Diem Rate (F)	Firm All-Inclusive Per Diem Rate (G)	Firm All-Inclusive Per Diem Rate (H)	Firm All-Inclusive Per Diem Rate (I)	Firm All-Inclusive Per Diem Rate (J)	Firm All-Inclusive Per Diem Rate (K)	Firm All-Inclusive Per Diem Rate (L)
1	Training Services	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$

(e) Optional Additional Solution Data Storage

Table 6 - Firm all-inclusive price for optional additional Solution Data Storage:											
Item #	Description	Initial Period	Option Period 1	Option Period 2	Option Period 3	Option Period 4	Option Period 5	Option Period 6	Option Period 7	Option Period 8	Option Period 9
(A)	(B)	Firm All-Inclusive Price (C)	Firm All-Inclusive Price (D)	Firm All-Inclusive Price (E)	Firm All-Inclusive Price (F)	Firm All-Inclusive Price (G)	Firm All-Inclusive Price (H)	Firm All-Inclusive Price (I)	Firm All-Inclusive Price (J)	Firm All-Inclusive Price (K)	Firm All-Inclusive Price (L)
1	1 Terabyte (TB) of Additional Solution Data Storage	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
2	5 Terabytes (TB) of Additional Solution Data Storage	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$

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3	10 Terabytes (TB) of Additional Solution Data Storage	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
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Annex G – Bid Evaluation Criteria, 1.1 Mandatory Criteria MC-4 is hereby DELETED in its entirety and REPLACED with the following:

MC No.	Requirement Description	Compliant		Reference:
		YES	NO	
Technical requirements				
MC-4	Reporting and Analytics The Bidder's proposed Solution must demonstrate the ability to provide real-time analytics, produce ad hoc and customized reports and a mechanism to access the system Data, by providing 3 samples.			

Annex G – Bid Evaluation Criteria, 1.1 Mandatory Criteria MC-6 is hereby DELETED in its entirety and REPLACED with the following:

MC No.	Requirement Description	Compliant		Reference:
		YES	NO	
Application integration requirements				
MC-6	Application Programming Interface The Bidder's proposed Solution must implement a RESTful Application Programming Interface (API) and provide evidence of such integrations such as examples of systems the Bidder has integrated with and key documentation for integration points.			

Annex G – Bid Evaluation Criteria, 1.1 Mandatory Criteria MC-7 is hereby DELETED in its entirety and REPLACED with the following:

MC No.	Requirement Description	Compliant		Reference:
		YES	NO	
Application integration requirements				
MC-7	Learning Record Store The Bidder's proposed Solution must support xAPI and a learning record store in order to			

	enable tracking of learning progress and other learning activities, and the bidder must provide evidence of such integrations of LRS with xAPI's.			
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Annex G – Bid Evaluation Criteria, 1.2 Point Rated Technical Criteria paragraph three is hereby DELETED in its entirety and REPLACED with the following:

For the following 24 Point Rated Criteria, Bidders should provide a “sandbox” Solution with access for 5 evaluation committee members for up to 2 months of time to assess the following requirements.

Annex G – Bid Evaluation Criteria, 1.2 Point Rated Technical Criteria PRC-1 is hereby DELETED in its entirety and REPLACED with the following:

PRC No.	Requirement Description	Point Rated Grid	Reference:	Score:
PRC-1	<p>Application Integration Requirements</p> <p>Interoperability with existing School Learning Ecosystem Technologies</p> <p>The Bidder's proposed Solution should demonstrate whether its solution has the ability to integrate with specific resources from within the School Learning Technology Ecosystem via:</p> <ul style="list-style-type: none"> • Moodle 3.5 • Kaltura Community Edition • WebEx Cloud SaaS Training Centre • Simple Survey 	<p>Maximum 20 points</p> <p>Maximum 5 points for the ability to integrate with each of the Schools learning technology ecosystem application.</p> <p>For each application listed;</p> <p>0 pts = None - no integration supported</p> <p>3 pts = Partial/ Limited integration supported</p> <p>5 pts = Full turnkey integration supported.</p>		

At Annex G – Bid Evaluation Criteria, 1.2 Point Rated Technical Criteria, INSERT the following:

PRC No.	Requirement Description	Point Rated Grid	Reference:	Score:
PRC-24	Multi-Language			
	Graphical Interface The graphical interface of the Bidder's proposed Solution should be available in equivalent quality in both English and French languages, including but not limited to aspects such as: <ul style="list-style-type: none">• screen titles• drop-down lists• screen toolbars• buttons• tables	Maximum 25 points For each application listed; 0 pts = No demonstration provided/ no information provided 3 points = partially demonstrated to meet the requirement 5 points = Fully demonstrated to meet the requirement.		

At Annex G – Bid Evaluation Criteria, 1.2 Point Rated Technical Criteria, the following is hereby DELETED in its entirety:

	Maximum points: 231	Total score
	Minimum pass mark: 162	

And REPLACED with the following:

	Maximum points: 256	Total score
	Overall minimum required score: 180	

Annex H – Bidders Forms – Form 9 – Financial Bid Presentation Sheet is hereby DELETED in its entirety and REPLACED with the following:

FORM 9 - FINANCIAL BID PRESENTATION SHEET

1. Work

(a) Phase 1 - Work to develop and deliver a Prototype Solution

Table 1 - Firm All-Inclusive Price (applicable taxes extra) for the Work described in article 2. Phase 1 Prototype Solution of the Statement of Work in Annex A, including which including granting all Solution usage rights grants and access, data storage (up to 32 Terabytes) Software Documentation, Warranty, Hosting and Maintenance and Support (excluding Training), waivers, non-disclosure agreements, or other releases to Canada for purposes of conducting the CUA assessment, for up to 200 Authorized Users to use the Prototype Solution for Capability and Usability Assessment purposes during the initial contract period:		
Item # (A)	Description (B)	Firm All-Inclusive Price (C1)
1	All deliverables associated with Article 2. Phase 1 – Prototype Solution in Annex A – Statement of Work.	\$30,000.00 CAD (excluding any applicable taxes)
Total Evaluated Bid Price = C1		\$30,000.00 CAD (excluding any applicable taxes)

2. Optional Goods and Services

(a) Phase 2 – Delivery of the Solution

- (i) At Canada's sole discretion, Canada may exercise the irrevocable option to deliver the production-ready Solution in accordance with article 3. Phase 2 - Solution of Annex A – Statement of Work.

Table 2 - Firm All-Inclusive Price (applicable taxes extra) for the Work described in article 3. Phase 2 - Solution of Annex A – Statement of Work including Solution implementation, data migration, granting Solution usage rights grants and access, data storage (up to 32 Terabytes), Software Documentation, Warranty, Hosting and Maintenance and Support (excluding Training), waivers, non-disclosure agreements, or other releases to Canada for up to 280,000 Authorized Users :		
Item # (A)	Description (B)	Firm All-Inclusive Price – (C2)
1	All deliverables associated with Article 3. Phase 2 – Solution of the Statement of Work in Annex A	\$
Total Evaluated Bid Price = C2		\$

(b) Authorized User Access to Solution

Table 3 - Firm all-inclusive price for optional additional Annual Subscription Authorized User Access to the Solution, which includes all Solution usage rights grants and access, data storage (up to 32 Terabytes), Software Documentation, Warranty, Hosting and Maintenance and Support (excluding Training), waivers, non-disclosure agreements, or other releases to Canada:		
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Item #	Description	Initial Period	Option Period 1	Option Period 2	Option Period 3	Option Period 4	Option Period 5	Option Period 6	Option Period 7	Option Period 8	Option Period 9
		Firm All-Inclusive Price (C)	Firm All-Inclusive Price (D)	Firm All-Inclusive Price (E)	Firm All-Inclusive Price (F)	Firm All-Inclusive Price (G)	Firm All-Inclusive Price (H)	Firm All-Inclusive Price (I)	Firm All-Inclusive Price (J)	Firm All-Inclusive Price (K)	Firm All-Inclusive Price (L)
1	Annual Software as a Service Subscription Access for 0 to 280,000 Authorized Users	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
2	Annual Software as a Service Subscription Access for 280,001 to 380,000 Authorized Users	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
3	Annual Software as a Service Subscription Access for 380,001 to 480,000 Authorized Users	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
4	Annual Software as a Service Subscription Access for 480,001 and above Authorized Users	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
Total Evaluated Bid Price = Sum of each of the AVG of columns C to K = C3											
Note 1: AVG of each column is calculated by adding all of the figures under a given column/ 4											

(c) Optional Professional Services

- (i) The Bidder must identify any potential Professional Services resource categories and associated per diem rates, as applicable. The following table is for the Bidder to input their per-diem rates for each resource as per article 5. Statement of Work. The Bidder may add additional categories as necessary.
- (ii) The Bidder must provide a description of each Professional Services Resource Category listed in Table 5 by completing article 1 Table 2. Task Authorized Optional Professional Services Resource Category Descriptions of Appendix A – Optional Task Authorized Professional and Training Services Resource Categories.

- (iii) For purposes of evaluation, the average of all per diem rates submitted by a Bidder will be calculated by the sum of all per diems divided by the total number of proposed professional service resources.

Table 4 - Firm all-inclusive per diem rates for Optional Professional Services to be provided on an as-and-when requested basis as described in Annex A – Statement of Work and in accordance with the Task Authorization process:												
Item #	Resource Category	Initial Period	Option Period 1	Option Period 2	Option Period 3	Option Period 4	Option Period 5	Option Period 6	Option Period 7	Option Period 8	Option Period 9	Average Per Diem Rate
(A)	(B)	Firm All-Inclusive Per Diem Rate	Firm All-Inclusive Per Diem Rate	Firm All-Inclusive Per Diem Rate	Firm All-Inclusive Per Diem Rate	Firm All-Inclusive Per Diem Rate	Firm All-Inclusive Per Diem Rate	Firm All-Inclusive Per Diem Rate	Firm All-Inclusive Per Diem Rate	Firm All-Inclusive Per Diem Rate	Firm All-Inclusive Per Diem Rate	Sum of Columns C to L divided by 10 (M)
		(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	
		\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
		\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
		\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
1		\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
2		\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
3		\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
4		\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
Total Evaluated Bid Price = (Sum of Column M divided by total number of Resources) * 100 = C4 \$												
Note 1: Bidders to enter per diem rate for each category and period.												
Note 2: For evaluation purposes, 100 represents the estimated Level of Effort.												

(d) **Optional Training Services**

- (i) The Bidder must identify as-and-when requested Training Services per diem rates below. This following table is for the Bidder to input their per-diem rates for each resource as per article 5. Statement of Work.
- (ii) The Bidder must provide a description of the Training Services listed in Table 6 by completing article 2 Table 2. Task Authorized Optional Training Services Resource Category Descriptions of Appendix A – Optional Task Authorized Professional and Training Services Resource Categories.

Table 5 - Firm all-inclusive per diem rate for Training Services on an as-and-when requested basis, as detailed in Annex A – Statement of Work and in accordance with the Task Authorization process:

Solicitation No. - N° de l'invitation
OX001-190594/B
Client Ref. No. - N° de réf. du client
OX001-190594

Amd. No. - N° de la modif.
002
File No. - N° du dossier
108xIDX001-190594

Buyer ID - Id de l'acheteur
108 XL
CCC No./N° CCC - FMS No./N° VME

Item #	Description	Initial Period	Option Period 1	Option Period 2	Option Period 3	Option Period 4	Option Period 5	Option Period 6	Option Period 7	Option Period 8	Option Period 9
(A)	(B)	Firm All-Inclusive Per Diem Rate (C)	Firm All-Inclusive Per Diem Rate (D)	Firm All-Inclusive Per Diem Rate (E)	Firm All-Inclusive Per Diem Rate (F)	Firm All-Inclusive Per Diem Rate (G)	Firm All-Inclusive Per Diem Rate (H)	Firm All-Inclusive Per Diem Rate (I)	Firm All-Inclusive Per Diem Rate (J)	Firm All-Inclusive Per Diem Rate (K)	Firm All-Inclusive Per Diem Rate (L)
1	Training Services	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
Total Evaluated Bid Price = Sum of Columns C to L= C5											

(e) Optional Training Services

Table 6 - Firm all-inclusive price for optional additional Solution Data Storage:

Item #	Description	Initial Period	Option Period 1	Option Period 2	Option Period 3	Option Period 4	Option Period 5	Option Period 6	Option Period 7	Option Period 8	Option Period 9
(A)	(B)	Firm All-Inclusive Price (C)	Firm All-Inclusive Price (D)	Firm All-Inclusive Price (E)	Firm All-Inclusive Price (F)	Firm All-Inclusive Price (G)	Firm All-Inclusive Price (H)	Firm All-Inclusive Price (I)	Firm All-Inclusive Price (J)	Firm All-Inclusive Price (K)	Firm All-Inclusive Price (L)
1	1 Terabyte (TB) of Additional Solution Data Storage	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
2	5 Terabytes (TB) of Additional Solution Data Storage	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
3	10 Terabytes (TB) of Additional Solution Data Storage	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$

Total Evaluated Bid Price = Sum of each of the AVG of columns C to L = C6

Note 1: AVG of each column is calculated by adding all of the figures under a given column/ 4

3. Overall Total Evaluated Bid Price

Table (A)	Description (B)	Total Evaluated Bid Price per Table (C)
1	Total Evaluated Bid Price for Phase 1 – Work to Develop and Deliver Prototype Solution	C1: \$30,000.00
2	Total Evaluated Bid Price for Phase 2 – Optional Delivery of the Solution	C2:
3	Total Evaluated Bid Price for Phase 2 – Optional Annual Software as a Service Subscription Solution Access	C3:
4	Total Evaluated Bid Price for Phase 2 – Optional Task Authorized Professional Services	C4:

5	Total Evaluated Bid Price for Phase 2 – Optional Task Authorized Training Services	C5:
6	Total Evaluated Bid Price for Phase 2 – Optional Additional Solution Storage	C6:
Overall Total Evaluated Bid Price =SUM(C1:C6)		\$

4. Additional Financial Submission Information

The Bidder must provide the following information in the table below:

SaaS Solution's Name:	
SaaS Publisher's Name	
Cloud Service Provider's Name:	

QUESTIONS AND ANSWERS

Number	Question	Response
001	How does the School define "system generated recommendations" and could an example of that as a work flow be provided? As an example of what we mean, do you want "peers", as defined in bullet 3 of MC 14, to be able to recommend content for push.	"System generated recommendations" is when Artificial Intelligence or automated algorithms identify what learning content has been consumed by the learner, and recommends similar learning. It can also be via the learners profile based off topic areas that they have express interest in, then any content tagged to the topic area will be recommended to that learner automatically. Types of learning content would be courses, job aids, videos etc. Automated learning is also those mandatory courses that are pushed to learning through the system, of those that are required to take it.
002	Can you give us an example of the type of learning content that would be automatically pushed?	Peers would be defined as colleagues, managers, other learners that have similar interests or have taken similar learning and want to recommend it to their peers. As opposed to the automated function above, peers actually choose which learning content they want to recommend and to whom.
003	p. 61 Requirement c) vi) Are there specific examples of operations and business metrics that Canada School requires?	Canada is looking to obtain analytics data on which courses are taking place and at which location. Canada also is looking to obtain analytics data on content that Learners are consuming and what they are skipping over to better align the content. Canada desires

		analytics on the platform usage to be able to take proper action and business decisions.
004	Page 66 – Phase 1 deliverables: Can you indicate your expected contract award date?	Canada will not be indicating expected Contract award date.
005	Page 66 – Phase 1 deliverables: Is the 6 week timeline for Phase 1 firm or open to discussion based on needs assessment?	Phase 1 development timeline of 6 weeks is firm.
006	Page 67 – Section 3.3 Deliverables: Please describe what legacy data is expected to be migrated to the new LMS?	<p>Migration Objectives:</p> <ul style="list-style-type: none"> • Learners will find their learning history and upcoming learning commitments in the new system. • Learning Product meta-information and content are transferred to the new system. • Registration and offering information is transferred to new system. <p>Legacy Data and Volume</p> <p>User:</p> <ul style="list-style-type: none"> • Profile: format: Oracle Schema (Saba 7.3.1) dump (exp); volume: approx. 500K records. • Transcript (user's learning product completion and scores): format: Oracle Schema (Saba 7.3.1) dump (exp); volume: approx. 4.5M records. • Learning Product metadata (title, taxonomy, description, duration...): format: Oracle (Saba 7.3.1) and MySQL (Drupal 7) Schema dump; volume: approx. 650 records. <p>Online Learning Products:</p> <ul style="list-style-type: none"> • Blog: format: html; volume: 100. • Course: format: SCORM; volume: 303. • Case Studies: format: pdf and html; volume: 6. • Job Aids: format: pdf, html, jpeg, pttx; volume: 250. <p>Registration: format: Oracle schema (Saba 7.3.1) dump; volume : 3.5M records.</p>

		Offering templates (courses (online, classroom, virtual) and events): format: Oracle Schema (Saba 7.3.1) dump (exp); volume: 19K records. Offerings: format: Oracle Schema (Saba 7.3.1) dump (exp); volume: 146K records. Please note that record information may span multiple database tables. <ul style="list-style-type: none"> E.g. 1 – Depth: An offering is tied to a location, which is tied to city, which is tied to a province, which is tied to a country. E.g. 2 – Breadth : A user is tied to an organization, a time zone, a location, language, job type, manager
007	Page 68 – Section 3.3 Deliverables: Does Canada School require 24x7 support both Admin and End Users?	Please refer to section 7.5 Solution Maintenance and Support.
008	Page 68 – Section 3.3 Deliverables: Does Canada School expect both Admin and End User support availability?	Please refer to section 7.5 Solution Maintenance and Support.
009	p. 69 Under requirement x) (2) Legacy Data Migration (as required) – What type(s) and volume of data are required to be migrated. Is this data available in a specific format?	Please also refer to the clarification provided under Response 006.
010	Page 73 – Appendix A to Annex A (CUA Prototype Solution) – Please provide the CUA criteria and Test Scenarios as state in the RFP?	Please see Solicitation Amendment #002.
011	p. 113 PRC-2 – Are there specific 3rd party learning Content providers that Canada School leverages today?	Yes, CSPS currently uses third-party learning content providers.
012	Is it a requirement for the successful bidder to also have, at time of award, a Learning Services supply arrangement with the Canada School.	No
013	Question on the distinction between the prototype solution and the final solution: under page 67 of 203 of the solicitation document, under bullet 2.2, it states: "...the Prototype Solution must include the following functionalities:.....b) compatibility with external third-party content suppliers ...via single sign-on". This is one example among others found under bullet 2.2 where it seems to us that the needs/deliverables are not clearly associated with solutions (prototype solution/final	Please refer to Annex A – Statement of Work Section 2.2 and 3.2.

	solution) regarding the desired solution when allocating the \$30,000.00 to the selected suppliers. Could you specify what you would like to receive as elements described as part of the prototype solution and elements described as part of the solution itself? (We note that essentially the same elements/functionalities are required in the prototype solution as in the final solution based on the criteria also listed in the grid).	
014	Under bullet 2.3 of page 68 and page 69 of 203, under b), you talk about a plan for the design and implementation of the technical infrastructure that must include: iv) Network and Connectivity. Please clarify what you mean by "Network and Connectivity" .	Regarding Network and Connectivity, the contractor must demonstrate through the implementation plan, how it proposes to connect to our various networks, and how it connects with remote locations and slower networks in regional areas.
015	How long should the video be that will be attached to the supplier's proposal? Can it be developed in French?	The bidder can provide one or multiple videos in either French or English (or bilingual) all cumulatively totaling not more than 20 minutes for each mandatory criteria demonstrating how each requirement is met. This could be one video or multiple that combines all features from MC-11 to MC-23.
016	Will the evaluators test the prototype solution over a period of 6 months?	Please refer to Appendix A – Capability and Usability Assessment to Annex A – Statement of Work.
017	Would you like to receive a firm all-inclusive price (including implementation costs) for 260,000 users because we noticed that there is no field to fill in regarding implementation costs, etc.?	Please refer to Annex B – Basis of Payment.
018	Could you please send us a price form and response grids in WORD electronic format?	All available documents may be found on BuyandSell.
019	Will there be a migration of user data? If so, how much data or how large is it approximately?	Please refer to Annex A – Statement of Work subsection 1.5. Please also refer to the clarification provided under Response 006.
020	Should the prototype solution be interconnected to all systems in the ecosystem? If so, can you identify these systems and any other applications, software, systems, platforms, etc. with which the supplier must interconnect for the purpose of delivering the prototype solution?	Please refer to Annex A – Statement of Work and Annex G – Bid Evaluation Criteria, which both stipulate the specific systems that the Prototype Solution must interconnect with.

		Annex G – Bid Evaluation Criteria and Appendix A – Capability and Usability Assessment to Annex A Statement of Work, which both stipulate the specific systems that the Prototype Solution should interconnect with.
021	On page 28, under bullet 5.5 (Sole Bid – Price Support), you mention that in the event that your bid is the sole bid received, Government Contract Regulations require price support be submitted in conjunction with the offer. In this bidding process, do we have to respond to this request in the bid or, if there is only one bid received, will you request it from us?	In accordance with section 5.5, Canada may request price support from a Bidder after bid closing.
022	On page 64, under bullet 1.4 (Objectives), # ii, you request "Training services for end users and administrators". • Can you provide us with a definition of END USERS? • Can this include learners? • Should 100% of the training be offered and considered as additional services and therefore include associated costs?	End-users refers to learners, instructors, faculty and training coordinators in general. For learners, the training could consist of online materials such as but not limited to tutorials. However, for system administrators, for example, this would consist more of hands-on schedule training.
023	On page 67, under bullet 2.2 (Requirements), a), you mention "... learning, whether in formally structured face-to-face, hybrid, FLIPPED or fully... self-directed learners, COMMUNITY-BASED SOCIAL LEARNING or...". • Can you provide us with a definition of FLIPPED LEARNING? • Can you provide us with a definition of COMMUNITY-BASED SOCIAL LEARNING?	A flipped classroom is one that inverts the typical cycle of classroom and introduces a hybrid/blended approach whereas: <ul style="list-style-type: none">• learners gain necessary knowledge before class (such as online), and• instructors guide learners to actively and interactively clarify and apply that knowledge during class. Community-based social learning is where learners would interact socially with their peers in the same domain as them, and learn about the job they are doing. It is also groups of learners with a common interest that are focused on collaboration and sharing of information related to that common interest.
024	"Part 7 - Resulting Contract Clause - Article 7.27 Limitation of Liability: The proposed Article 27 Limitation of Liability is not aligned with the limitation of liability published in the SACC Manual which is available at the following web link:	Canada will not be amending Part 7 – Resulting Contract Clause Article 7.27 Limitation of Liability at this time.

	https://buyandsell.gc.ca/policy-and-guidelines/standard-acquisition-clauses-and-conditions-manual/5/N/N0000C/4 . As a result, we request that Article 7.17 be replaced with SACC Manual clause no. N0000C (2013-04-25) which has to be used in Information Management/Information Technology (IM/IT) contracts in conjunction with General Conditions 2035."	
025	In Section 1.3, Canada references the need for a solution that meets government of Canada's security requirements. Based on recently released documents from the Government of Canada Cyber Security Center as well as due diligence from other tenders, please confirm that this means all vendors must be compliant with the following 3rd part certifications: o AICPA SOC 2 o ISO/IEC 27001 o ISO/IEC 27018	Please refer to section 1.4 Security Requirements.
026	Will Canada add volume-based pricing tiers to their pricing table? This will enable vendors to provide the deepest possible discount based on the appropriate volume of users being deployed. The pricing tier methodology should be cumulative, meaning as the CSPS footprint grows, so too will the discount available, even on small user increases. This represents a significant benefit to the Government of Canada and would allow for smaller incremental purchases overtime with increasing discounts over the term of the contract. An example of the proposed tier structure for Canada is below:	Please refer to Annex B – Basis of Payment, Table 3.

	<table><tr><td>1</td><td>2000</td></tr><tr><td>2001</td><td>5000</td></tr><tr><td>5001</td><td>10000</td></tr><tr><td>10001</td><td>15000</td></tr><tr><td>15001</td><td>25000</td></tr><tr><td>25001</td><td>50000</td></tr><tr><td>50001</td><td>75000</td></tr><tr><td>75001</td><td>100000</td></tr><tr><td>100001</td><td>Infinite</td></tr></table>	1	2000	2001	5000	5001	10000	10001	15000	15001	25000	25001	50000	50001	75000	75001	100000	100001	Infinite	
1	2000																			
2001	5000																			
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10001	15000																			
15001	25000																			
25001	50000																			
50001	75000																			
75001	100000																			
100001	Infinite																			
027	<p>Section 2.2 (n): Must incorporate a Learner Record Store (LRS) implementing xAPI/Tin Can</p> <ul style="list-style-type: none">Does Canada have an LRS today, or looking to purchase one as part of this bid? If the Learning Management Provider does not have one, is Canada open to a partnership?Is Canada using xAPI/TinCan content today, and can you describe more details around current or desired usage?	<p>CSPS has been experimenting with LRS solutions and using xAPI to track learning outside of traditional LMS Client/Server sessions.</p> <p>The requirement to include and LRS and xAPI stems from a desire to track informal learning and learning that happens outside of an LMS. This could include learners carrying out self-directed learning, participating in gamified learning experiences, sharing badges between learning platforms, aggregating learner data from multiple learning platforms into a single LRS. Canada requires LRS through this RFP to enable a more modern approach to the learning for the future and meet to the needs of our learners, and finally to provide flexibility to use data beyond SCORM variables to better track and understand our learners behaviour and provide new functionality in terms of learner experiences.</p> <p>Please refer to Response 015.</p> <p>A demonstration of the system navigation can be included.</p>																		
028	<p>For Requirements MC-11 to MC-23, the bidder must demonstrate the functionality via a video demonstration to be submitted as part of the bid. What format should the video be in, and how would Canada prefer it to be presented?</p> <ul style="list-style-type: none">I.E. what is the duration per requirement?Should the requirements be consolidated in 1 video or 12 short videos?Does Canada want the demonstration to include a quick summary of system navigation as an introduction?																			
029	Annex A, Statement of Work Section 3.3 Deliverables:	a) Canada may implement a Change Management and Communication Plan. The intent is to receive advice and																		

	<p>a) Can Canada please provide a definition of what is expected from a Change Management Plan and a Communication Plan, as outlined on Page 61 of the RFP, in 3.3 Deliverables?</p> <p>b) For those deliverables defined with (As Required), can Canada confirm that these are not to be costed into the firm price for this submission and will be billed as per the rate card (e.g. Legacy Data Migration, Report Implementation and Development, etc.)?</p> <p>c) The School also has identified an as-and when requested need for Professional Services and Training Services for end-users and administrators. Training is also outlined as a Deliverable on page 69 of the RFP, asking for</p> <ul style="list-style-type: none"> • User training for end-users who will be accessing and administering the Solution. • System Administration documentation and training: complete system manual for how to use the configured system (Manuals, training video, etc.) <p>Can Canada confirm that these are not to be costed into the firm price for this submission and will be billed as per the rate card?</p>	<p>consult with the Contractor on best practices and lessons learned. Canada will be the lead of the development of these plan.</p> <p>b) Please refer to Annex B - Basis of Payment.</p> <p>c) Please refer to Annex B – Basis of Payment.</p>
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ALL OTHER TERMS AND CONDITIONS OF THE BID SOLICITATION REMAIN UNCHANGED.