REQUEST FOR PROPOSALS

For Development of e-Learning for Cancer Analysts

RFP No.RP314-2015-01

QUESTIONS & ANSWERS

Please see the answers below regarding any questions raised in relation to this RFP.

1. *Question:*

   Pg 18. A) In what format will the content be provided?   Modules will be 1 hour each or 1 hour total?

   Answer:

   The e-learning modules will each be approximately 1 hour in length and/or the duration of time it takes to for the user to make their way through the content. The Partnership is looking to the successful Proponent to provide their recommendations to best deliver and organize the content for the end-users.

2. *Question:*

   Key phases 2) Can you provide an example/sample of what is expected?

   Answer:

   Technical architecture documentation can also be referred to as the information architecture component of the technical build process.

3. *Question:*

   pg 19: Digital Style Guide: May we have a copy of this guide?

   Answer:

   Access to the Digital Style Guide will be provided to the successful Proponent upon project kick-off.

4. *Question:*

   While the course must be built on Moodle are their restrictions on the authoring tools that can be used?

   Answer:

   The Partnership does not utilize any rapid authoring tools nor does the Partnership have a preferred in-house system. Proponents should be aware that SCORM 2004 and the Tin Can API are not supported by Moodle.

5. *Question:*

   Deliverable 2:
      a. Will subject matter experts (SMEs) from the Partnership be readily available to work with the development team? If not, how will the proponent access this type of information?
      b. Is there any sample content that can be provided to get a better sense of the scope?

   Answer:

   A) Content experts from the Analytic Capacity team will be available to work directly with the development team. Additional subject matter experts may be consulted for their input.

   B) Curated content by the Partnership for inclusion in the e-Learning module will be provided to the successful Proponent. Content may include but is not limited to references to technical reports, surveys, published articles, etc.

   Additionally, as outlined in Schedule A, the Partnership is looking for the successful Proponent to provide their recommendations to best deliver the e-learning content to the end-users. After a review of the content, the successful Proponent can outline where it is appropriate to include graphics/images, videos (if applicable), scenario-based activities, learning opportunities (quizzes, etc).

6. *Question:*
   Deliverable 3:
      a. Does the Partnership have specific corporate branding they want utilized at this level? Or is the branding at the course site level only?

Answer:

The Partnership's Digital Style guide will be provided to the success Proponent. This guide includes details related specifically to branding.

7. *Question:*

Deliverable 4:
   a. What level of graphics/images in each 1 hour module is the Partnership looking for? <25%, 25-49%, 50-74%, 75%>?
   b. What percentage of graphics/images will need to be custom designed?
   c. What percentage of graphics/images will need to be sourced?
   d. What percentage of graphics/images will be provided by Partnership (e.g. graphs, tables to support content)?
   e. Will any videography be required? If so, out of each 60 minute module, how much time might be dedicated to watching a video/s?
   f. What amount of interaction in each 1 hour module is the Partnership looking for? <25%, 25-49%, 50-74%, 75%>?
   g. How much of the modules are to utilize scenario-based activities? <25%, 25-49%, 50-74%, 75%>?
   h. Will scenario content/examples be provided by the Partnership?

Answer:

As outlined in Schedule A, the Partnership is looking for the successful Proponent to provide their recommendations on how to best deliver the e-learning content to the end-users. After a review of the content, the successful Proponent can outline where it is appropriate to include graphics/images, videos (if applicable), scenario-based activities, learning opportunities (quizzes, etc).

8. *Question:*

Deliverable 5:
   a. Can you provide a basic user profile of the analysts that will be taking the modules? Demographics? Level of technical literacy?

Answer:

The target audience for the e-Learning course are individuals working in the cancer analytics field, specifically cancer data analysts. This content within the e-Learning modules will also be relevant for those individuals who are considering a career in

cancer data analytics. Key target audiences would include statisticians/analysts as well as health system leaders.

Audience members could hold masters level education in epidemiology or biostatics, or currently be in the field. For this audience the technical literacy level will be higher. Audience members could also include individuals who are relatively new to the field or considering entering the field. General literacy levels will vary and the possibility exists that for some English might not be their native language.

9. *Question:*

Deliverable 7:
   a. What level of knowledge/skillset does personnel at the Partnership have with regard to Moodle and eLearning modules in Articulate Storyline? i.e., is a basic, intermediate or advanced user guide expected?
   b. Is a guide required for the Moodle shell update as well as the eLearning modules?

Answer:

a) Any and all user documentation should be developed as an advanced user guide to support a user with the most basic level of knowledge. The Partnership currently has no experience with Articulate Storyline product.

b) If using a product or plugin which is not currently support by Partnership (e.g., Articulate Storyline or Tin Can API Launch Link for Articulate Storyline integration), guides should be provided.

10. *Question:*

Deliverable 8:
   a. Can you elaborate on this item? It is not clear what exactly you are asking for. Are you talking about training for the Partnership IT team or some sort of guidelines? Or something else.

Answer:

The deliverable "Transfer of technical documentation on a newly developed course theme (Knowledge transfer with the Partnership IT team on custom built theme)" relates to providing developer documentation with regards to maintenance of custom course theme. The Proponent is required to provide documentation **and**

participate in a knowledge transfer (KT) meeting. The duration and depth of KT meeting will be dependent on solution and vendor documentation provided.

11. **Question:**

Deliverable 9:
   a. Can you elaborate on this item? It is not clear what exactly you are asking for. Are you wanting some sort of technical guide?

Answer:

The deliverable "Provision of technical documentation on newly developed module(s)" relates to providing developer documentation with regards to maintaining custom course themes and plugins that will be implemented. The proponent is required to provide documentation **and** participate in a KT Meeting. The duration and depth of KT meeting will be dependent on solution and vendor documentation provided

12. **Question:**

Do you have a sample or draft outline of content for either of the 2 modules that you can share so as to provide a better understanding of scope and detail?

Answer:

Content for inclusion in the e-Learning module will be provided to the successful Proponent.

Additionally, as outlined in Schedule A, the Partnership is looking for the successful Proponent to provide their recommendations to best deliver the curated content to the end-users. After a review of the content, the successful vendor can outline where it is appropriate to include graphics/images, videos (if applicable), scenario-based activities, learning opportunities (quizzes, etc).

13. **Question:**

Can you confirm that the program consists of the 2 eModules to be developed and that both modules will be housed in a Moodle course shell to be developed? i.e., 1 course shell and 2 modules to be developed? Or is each module to have its own course shell?

Answer:

The e-Learning modules will live within one shell with two modules included.

14. *Question:*

What version of Moodle does the Partnership currently use?

Answer:

The current version of Moodle that the Partnership has implemented is 2.7.3 (Build 20141110). In the event that an upgrade is performed, the Partnership would notify the successful Proponent.

15. *Question:*

Does the Partnership want any forms of formative assessment or "try it" activities for the learners to engage in? If so, what amount?

Answer:

Based on the content provided, the Partnership is looking for the successful Proponent's recommendation for the most effective e-Learning techniques for the end-users.

16. *Question:*

Does the Partnership want any forms of summative assessment – e.g. summary quiz that might be tied to a certificate of completion?

Answer:

Based on the content provided, the Partnership is looking for the successful Proponent's recommendation for the most effective e-Learning techniques for the end-users.

17. *Question:*

For any assessment required in the modules, does the Partnership want that information tied to the Moodle shell for tracking of learner completion/progress?
   a. If so, what type?

Answer:

Yes, the Partnership would like to be able to track completion within the e-Learning module and other relevant metrics as suggested by the successful Proponent. At a base level, the Partnership would like to be able to track completion, progression/ duration speed throughout the module(s), success rate (if quizzes for example are included), etc.

Additionally following the completion of the module, the Partnership would like the users to evaluate the module(s)/content itself asking key questions to capture: ease of use, usefulness, relevance, suggestions, etc.

18. *Question:*

Can the references for each proposed candidate come from other employees of the agency at which they are currently employed, i.e., the proponent for this RFP?

Answer:

No. References of each proposed candidate must come from external sources. References cannot be provided by the candidates' organization.

19. *Question:*

You mention that 20% of the evaluation criteria would come from interviews? Is every proponent guaranteed an interview? When is the expected timeframe for these interviews?

Answer:

As outlined on within 2.0 Supplementary Terms and Conditions within Stage 2, "The Partnership will shortlist the top scoring Proposals and their respective Proponent organizations may be invited to an interview at the Partnerships offices."

20. *Question:*

What is your anticipated start date for the project?

Answer:

The anticipated start date would be mid-January, 2016

21. Question:

Can you further describe the make-up of your target audience, i.e., cancer analysts? What is their academic background, training, etc.? Where are these individuals employed?

Answer:

The target audience for the e-Learning course are individuals working in the cancer analytics field, specifically cancer data analysts. The content within the e-Learning modules will also be relevant for those individuals who are considering a career in cancer data analytics. Target audiences would include statisticians/analysts as well as health system leaders.

Audience members could hold masters level education in epidemiology or biostatics, or currently be working in the field. For this group the technical literacy level will be higher. Audience members could also include individuals who are relatively new to the field or considering it in future. General literacy levels will vary and the possibility exists that for some English might not be their native language.

22. Question:

Can you please clarify the proposed duration of the eLearning modules: (a) two elearning modules, no longer than 1 hour in combined duration, or (b) two elearning modules, no longer than 1 hour each?

Answer:

The proposed duration of the e-Learning modules is two (2) e-Learning modules, no longer than 1 hour each.

23. Question:

Can you please describe the nature of the current source content? Technical reports, surveys, published articles, etc?

Answer:

Curated content by the Partnership for inclusion in the e-Learning module will be provided to the successful Proponent. Content may include but is not limited to references to technical reports, surveys, published articles, etc.

Additionally, as outlined in Schedule A, the Partnership is looking for the successful Proponent to provide their recommendations to best deliver the curated content to the end-users. After a review of the content, the successful vendor can outline where it is appropriate to include graphics/images, videos (if applicable), scenario-based activities, learning opportunities (quizzes, etc).

24. *Question:*

Can you further describe the objectives/goals of each eLearning module? Will analysts be expected to perform technical calculations at the end of this training? Will computer systems (software) training be part of the required output?

Answer:

At this point, the Partnership has identified target groups for the e-Learning module(s). These include:

- Those who are new to the field of cancer analytics
- Those who are currently involved in the field of cancer analytics
- Those who are working in parallel with cancer analytics. They may include: data integration and/or support analysts who are supporting the planning and utilization of cancer statistics.

The objective for the target groups as outlined in Schedule A is to enhance and create new capacity to support analysis and use of evidence to improve the cancer system and to enable consistent pan-Canadian reporting related to cancer treatment.

25. *Question:*

Does CPAC utilize rapid authoring tools for other elearning modules? Is there a preferred in-house system that is used? e.g., Storyline, Captivate, Lectora.

Answer:

The Partnership does not utilizes any rapid authoring tools nor does the Partnership have a preferred in-house system.

26. *Question:*

On page 18, deliverable 8 you describe the transfer of technical documentation on a newly developed course theme. Are you referring to a Moodle theme?

Answer:

The deliverable "Transfer of technical documentation on a newly developed course theme (Knowledge transfer with the Partnership IT team on custom built theme)" relates to providing developer documentation with regards to maintenance of custom course theme. The proponent is required to provide documentation **and** participate in a KT Meeting. The duration and depth of KT meeting will be dependent on solution and vendor documentation provided.

27. *Question:*

Can you please clarify the difference between deliverables 7 & 9 on page 18? Is deliverable 7 updates to content only, while deliverable 9 is updates to the elearning modules? Or is deliverable 9 in effect only if a custom authoring tool is used?

Answer:

Deliverable 7 "Development of a course administration guide" relates to content updates and custom authoring tools if required, while Deliverable 9 "Provisions of technical documentation" relates to providing a developer guide with regards to maintaining custom course themes and plugins that will be implemented.

28. *Question:*

When would you anticipate the focus tests being held for the module delivered in March 2016?

Answer:

The Partnership is looking to the successful Proponent to suggest within the detailed workplan the most appropriate time to incorporate focus group testing.

29. Question:

Please describe the requirements for tracking (if any) on Moodle? Should questions be built as part of the e-Learning or within the Moodle environment?

Answer:

Yes, the Partnership would like to be able to track completion within the e-Learning module and other relevant metrics as suggested by the successful Proponent. At a base level, the Partnership would like to be able to track completion, progression/ duration speed throughout the module(s), success rate (if quizzes for example are included), etc.

Additionally following the completion of the module, the Partnership would like the users to evaluate the module/content itself asking key questions to capture: use of use, usefulness, relevance, suggestions, etc.

30. Question:

Are you looking for the proponent to suggest a new Moodle template or utilize the one currently in use by CPAC for delivery of eLearning?

Answer:

The Partnership is looking to the successful Proponent to provide their recommendations and design the template for the e-Learning module.

31. Question:

The RFP requires the Proponent to provide 3 references from different clients (similar services to RFP within last 3 years) and each proposed candidate must provide 2 references, again from different clients. Project teams that having been working together for the past few years can have the same clients. Being able to provide different clients across the Proponent and the proposed candidates is possible, but providing different client references for all the proposed candidates can be challenging. Taking that point under consideration, please answer the following questions.

1. Can the proposed candidates use the same reference between them? For example, if proposed Candidate A uses company X as a reference, can proposed

Candidate B also use company X as a reference?

2.   Can a proposed candidate use a reference that was also used for the Proponent?

Answer:

1. Yes, the proposed candidate can use the same references between them.
2. Yes, a proposed candidate can use a reference that was also used for the Proponent.

32. *Question:*

What is the typical profile of the ideal user (e.g. target audience demographics)? What devices will be used by this audience to access training?

Answer:

The target audience for the e-Learning course are existing individuals working in the cancer analytics field - specifically cancer data analysts. This content within the e-Learning modules will also be relevant for those individuals who are considering a career in cancer data analytics. In particular, target audiences would include statisticians/analysts as well as health system leaders.

Audience members could hold masters level education in epidemiology or biostatics, or currently be in the field. For those the technical literacy level will be higher. Audience members could also include junior level individuals who are relatively new to the field or considering it for their future. General literacy levels will vary and the possibility exists that for some English might not be their native language.

It is expected that a desktop/laptop computer will be used to access the e-Learning module(s).

33. Question:

Please confirm if each of the two modules are to be one hour in length or if together they are expected to make up one hour of eLearning. Should the modules be of equal length?

Answer:

The proposed duration of the e-Learning modules is two (2) e-Learning modules, no longer than 1 hour each. The modules do not have to be equal length.

34. Question:

Are learning outcomes being developed for individuals with a technical background, non-technical background or both? If both, please confirm which program elements will be used for each group.

Answer:

At this point, the Partnership has identified target groups for the e-Learning module(s). These include:

* Those who are new to the field of cancer analytics
* Those who are currently involved in the field of cancer analytics
* Those who are working in parallel with cancer analytics. They may include: data integration and/or support analysts who are supporting the planning and utilization of cancer statistics.

Audience members could hold masters level education in epidemiology or biostatics, or currently be in the field. For those the technical literacy level will be higher. Audience members could also include junior level individuals who are relatively new to the field or considering it for their future. General literacy levels

will vary and the possibility exists that for some English might not be their native language.

35. Question:

Once training is completed, are users provided with a certificate of completion (or similar), and is there a desire to have the learners return to the training (e.g. for use as job aid/resource)?

Answer:

Yes, a certificate (or notion of successful completion) should be generated for the users once they have completed the training. The option may exist that the user to return to access information again in the future.

The Partnership would like to be able to track completion within the e-Learning module and other relevant metrics as suggested by the successful Proponent. At a base level, the Partnership would like to be able to track completion, progression/duration speed throughout the module(s), success rate (if quizzes for example are included), etc.

Additionally following the completion of the module, the Partnership would like the users to evaluate the module/content itself asking key questions to capture: use of use, usefulness, relevance, suggestions, etc.

36. Question:

On page 17 of the RFP, there is a reference under Initiative Description to "Increase the number of personnel trained in cancer analytics". What percentage increase would be seen as a success?

Answer:

At this point, the Partnership has identified target groups for the e-Learning module(s). These include:

- Those who are new to the field of cancer analytics
- Those who are currently involved in the field of cancer analytics
- Those who are working in parallel with cancer analytics. They may include: data integration and/or support analysts who are supporting the planning and utilization of cancer statistics.

As this module is aimed at a few different populations including existing cancer data analysts and those working in analytics in general, it is challenging to quantify the denominator and therefore to calculate a percentage that equates to success.

37. *Question:*

On page 17, the RFP states, "The Partnership is seeking to procure an individual or organization to develop two e-Learning modules as part of an interactive, scenario-based learning program…." Are the two modules set forth in this RFP the entirety of the program or are there existing (or still to be built) modules to which the two modules set forth in this RFP will be added?

Answer:

For the purpose of this RFP, the Partnership is looking to develop two modules to start with. Depending on the use and adoption of the original modules, additional modules could be generated to fill additional learning and content gap. If the latter is the case, a new RFP would be produced.

38. *Question:*

On page 19, #7 at the top of the page reads, "Provide refinements based on focus tests." Will there be a focus group prior to project launch?

Answer:

The Partnership is looking to the successful Proponent to suggest within the detailed work plan the most appropriate time to incorporate focus group testing.

39. *Question:*

Are you looking for the vendor to provide a Moodle environment or is it already in place?

Answer:

The Partnership has a Moodle environment. The successful Proponent is to build the new e-Learning course within the environment.

40. Question:

Where do you want the eLearning to be hosted and will content be login/password protected? Is webhosting needed for the modules?

Answer:

The e-Learning will be hosted within the Partnership's network. Based on how the platform is set up login credentials are required. Webhosting is not required for this project.

41. Question:

What info needs to be integrated within Moodle (e.g. completion rate, specific user data, scoring mechanism, etc.)?

Answer:

The Partnership would like to be able to track completion within the e-Learning module and other relevant metrics as suggested by the successful Proponent. At a base level, the Partnership would like to be able to track completion, progression/ duration speed throughout the module(s), success rate (if quizzes for example are included), etc.

Additionally following the completion of the module, the Partnership would like the users to evaluate the module/content itself asking key questions to capture: use of use, usefulness, relevance, suggestions, etc.

42. Question:

How long will maintenance/support be required for the eLearning modules and/or Moodle from the vendor post-launch?

Answer:

A maintenance /support warranty period will be identified in the successful Proponent's contract. Set period of time is estimated 90-120 days but will be negotiated with the successful Proponent.

43. Question:

Do you already have source content that needs to be instructionally designed? Does the vendor have to have subject matter experts on staff?

Answer:

Curated content by the Partnership for inclusion in the e-Learning module will be provided to the successful Proponent. Content may include but is not limited to references to technical reports, surveys, published articles, etc.

The content will require instructional design recommendations.

It would be ideal if on the successful Proponent's project team there was a subject matter expert and/or staff well-versed in more technical content to be included and/or accessible. The successful Proponent will have access to the Partnership's program area content experts on the Analytic Capacity team who will be available to work directly with the development team. Additional subject matter experts may be consulted for their input.

44. Question:

Will the content need to be updated over time to allow users who have already completed the program to go back and obtain new information?

Answer:

Ideally the content presented in the modules will be evergreen to reduce the maintenance and updating of content. However as outlined in the deliverables, a "Course Administration Guide" will be created by the successful Proponent to assist the Partnership team in updating content if required.

45. Question:

Are you able to provide a sample of the source content to be provided to the vendor for creation of the eLearning? (If so, we are prepared to sign an NDA if needed prior to sharing.)

Answer:

Curated content by the Partnership for inclusion in the e-Learning module will be provided to the successful Proponent. Content may include but is not limited to references to technical reports, surveys, published articles, etc.

Additionally, as outlined in Schedule A, the Partnership is looking for the successful Proponent to provide their recommendations to best deliver the curated content to the end-users. After a review of the content, the successful vendor can outline where it is appropriate to include graphics/images, videos (if applicable), scenario-based activities, learning opportunities (quizzes, etc).

46. Question:

On page 17, the RFP cites a "pan-Canadian analytic network." Does this refer to a virtual community; if so, what kind of functionalities are envisioned in this community (e.g. post, follow, like, send, share)?

Answer:

At this point, the Partnership has identified target groups for the e-Learning module(s). These include:

- Those who are new to the field of cancer analytics
- Those who are currently involved in the field of cancer analytics
- Those who are working in parallel with cancer analytics. They may include: data integration and/or support analysts who are supporting the planning and utilization of cancer statistics.

The target audience for the e-Learning course are existing individuals working in the cancer analytics field - specifically cancer data analysts. This content within the e-Learning modules will also be relevant for those individuals who are considering a

career in cancer data analytics. In particular, the key groups would include statisticians/analysts as well as health system leaders.

Audience members could hold masters level educations in epidemiology or biostatics, or currently be in the field. For those the technical literacy level will be higher. Audience members could also include junior level individuals who are relatively new to the field or considering it for their future. General literacy levels will vary and the possibility exists that for some English might not be their native language.

The community is a virtual community.

47. Question:

Please define "user testing" as it relates to this RFP, and specify whether there is a need for user testing before coding, after coding, or both?

Answer:

User testing for the purposes of this RFP allows the Partnership team to test with a select user group (or in a focus group setting) the content and structure of the modules. User testing should occur before coding and after coding to validate course flow and usability. The before coding tests could be achieved using structured walk through of mock ups or a prototype.

48. Question:

Please provide further definition of the prototype. Do you have an expected date for the prototype delivery? Please confirm that a completed technical prototype (or any other technical aspect) is not required as part of the prototype phase.

Answer:

The "prototype" could be designed as the information architecture or wireframe for the module outline. The mock-up of the course can occur based on the successful Proponent's timeline and schedule based on their defined approach.

49. Question:

Please confirm that we may submit the same project and client references for D1 and D2 (assuming that our key resources worked on projects for both).

Answer:

Yes.

50. Question:

How does CPAC quantify one hour of e-Learning? Is it an approximate number of Moodle pages? Or the length of a storyboard?

Answer:

The proposed duration of the eLearning modules is: two e-Learning modules, no longer than 1 hour each. The modules do not have to be equal length. The length would be more reflective of the content/storyboard rather than the number of pages.

51. Question:

Is it possible to have access to:
a) the Partnership's "Digital Style Guide" and
b) "Guidelines for building a new course on e-Learning system: Moodle at the Partnership"

Answer:

A) The Partnership's Digital Style Guide will be provided to the successful Proponent.
B) The Guidelines for building a new course on e-Learning system: Moodle at the Partnership will be provided to the successful Proponent.

52. Question:

Is the content fully developed and stable? And, on a related note: Would our instructional designer have access to the subject matter expert(s)?

Answer:

Curated content by the Partnership for inclusion in the e-Learning module will be provided to the successful Proponent. Content may include but is not limited to references to technical reports, surveys, published articles, etc.

Additionally, as outlined in Schedule A, the Partnership is looking for the successful Proponent to provide their recommendations to best deliver the curated content to the end-users. After a review of the content, the successful Proponent can outline where it is appropriate to include graphics/images, videos (if applicable), scenario-based activities, learning opportunities (quizzes, etc).

Program area content experts on the Analytic Capacity team will be available to work directly with the development team. Additional subject matter experts may be consulted for their input.

53. Question:

Regarding Schedule B - Form of Offer, if we are submitting as a joint venture, will it be sufficient for the Proponent Representative of the lead vendor to sign the Form of Offer?

Answer:

The Partnership will entertain joint vendor proposals but will contract with one organization only. The Form of Offer should be signed by an individual that has the authority to legally bind the organization.