



*CANADIAN INTERAGENCY FOREST FIRE CENTRE INC.  
CENTRE INTERSERVICES DES FEUX DE FORÊT DU CANADA INC.*

## REQUEST FOR PROPOSAL

# Danger Tree Recognition – Online Training Development

May 11, 2026

## 1. Definitions

**CIFFC** - means the Canadian Interagency Forest Fire Centre Inc.

**Agencies** - refers to the federal, provincial, and territorial ministries or departments mandated with wildland fire response within their respective jurisdictions.

**RFP** - means Request for Proposal.

**Participant** - means anyone submitting a response to this RFP.

## 2. Request for Proposal

The Canadian Interagency Forest Fire Centre (CIFFC) is extending an invitation to interested parties to provide proposals for the development of an online asynchronous danger tree recognition course .

This training course will be developed based on the existing danger tree recognition training standard. The final produce must be accessible on both computer and mobile devices.

**Note:** CIFFC shall not be responsible for any costs incurred by any Participant in preparing, submitting, and presenting proposals. All responses and accompanying documentation received under the RFP shall become the property of CIFFC and shall not be returned to the Participant. This RFP may not result in any contract awards and contains no contractual offer of any kind. Any RFP and quote received will be treated as an offer by the Participant and not as an acceptance of an offer made by CIFFC. Responses received after the RFP closing date and time, or submitted with incomplete information, will not be considered. Responses that are ambiguous, unclear, or unreadable may also be disqualified.

### Participant Experience and Qualifications

CIFFC seeks to assess the Participant's capabilities in developing online asynchronous training and assessments as well as their along ability to collaborate effectively with subject matter experts.

Participants are expected to clearly articulate the value and strengths of their submissions. The criteria outlined below, while not exhaustive, represent key considerations in CIFFC's evaluation process:

## **1. Education and Instructional Design**

- A degree or diploma in instructional design, adult education or an equivalent combination of education and work experience in online course development totally five (5) years.

## **2. E-Learning Development Experience**

- Demonstrated experience designing and developing asynchronous online training courses.
- Experience building courses using common e-learning tools (e.g., Articulate Storyline, Rise, Adobe Captivate, Moodle, etc.)
- Experience designing mobile-compatible learning content.
- Experience developing online assessments such as knowledge checks, quizzes, scenario-based evaluation tools.

## **3. Subject Matter Collaboration**

- Proven ability to work with subject matter experts to translate technical content into clear learning objectives and training materials.
- Experience facilitating content validation and review processes with technical or operational experts.

## **5. Technical and Production Skills**

- Ability to design accessible online learning products in accordance with WCAG standards.
- Knowledge of SCORM standards and learning management system (LMS) integration requirements.

## **Request for Proposal (RFP) Submission**

RFP submissions must include:

- i. A written statement outlining the Participant's understanding of the project and their proposed approach (methodology) for completing the items listed in Section 4: Project Scope and Deliverables.
- ii. A resume detailing relevant experience aligned with the requirements outlined in Participant Experience and Qualifications.
- iii. Contact information for two (2) clients from similar projects to serve as references.
- iv. The earliest date the Participant is available to commence the project.
- v. A fixed-cost quotation for the entire project as outlined in Section 5.

Submissions must be received by **16:00 MDT on May 29<sup>th</sup>, 2026**. Each submission must be signed by an authorized representative with the authority to bind the Participant to the terms, conditions, and obligations of the proposal. Submissions and any amendments received after the closing date and time will not be considered.

Participants may be required to deliver a virtual presentation or participate in an interview with CIFFC representatives to further explain their proposal. Presentations and interviews will be limited to a maximum of 45 minutes, followed by a 15-minute question period.

Participants are requested to submit any questions regarding this RFP in writing no later than **May 22<sup>nd</sup>, 2026**. All enquiries and responses will be documented and may be shared with all Participants.

REF submissions and questions regarding this REF can be submitted to:

Jillian Moorley; [jillian.moorley@ciffc.ca](mailto:jillian.moorley@ciffc.ca)

### 3. RFP Schedule of Events

RFP Issue Date:	May 11, 2026
Deadline for Participant Enquiries:	May 22, 2026
RFP Submission Closing:	May 29, 2026
Presentation Notifications (if required):	No later than June 1, 2026
RFP Presentation (if required):	Week of June 5, 2026

If, following evaluation of the submissions, CIFFC elects to proceed with a proposal, the selected Participant will be required to enter into a contractual agreement with CIFFC.

### Tentative Project Timeline

Project start date	June 2026
Draft created	August 2026
Present project update (virtually) to training working group	End of October 2026
Incorporate training working group feedback	December 2026
Final adjustments due	February 2 <sup>nd</sup> , 2027

## 4. Project Scope and Deliverables

Deliverables for this project include:

### 1. Training Curriculum Development

- Develop online training content based on the existing Danger Tree Awareness training standard. Training standard is provided in Appendix 1.
  - o Unit 1: What is a danger tree: (3) learning objectives
  - o Unit 2: Factors that create danger trees (3) learning objectives
  - o Unit 3: Danger tree characteristics (3) learning objectives
  - o Unit 4: Safety around tress (4) learning objectives
- Modules must be SCORM 1.2 compliant and mobile accessible.
- Models must be transferable to CIFFC' s learning management system; Moodle.
- Modules must include voice-over narration where instructionally appropriate. Digital voice or text-to-speech is acceptable.
- Modules must include notes or closed captioning.

### 2. Instructional Design Plan

- Developed modules will primarily have level 1-2 interactivity. Interpretation of levels of interactivity is a follows:

Level 1 modules are primarily static slides containing text and images. They may include some basic user interactions such as basic click-to-reveal and tab interactions. The user has limited interaction with the material beyond navigation.

Level 2 modules/activities have more interactivity than simple user interaction such click-to-reveal/tab interactives. They may include interactions such as more advanced click-to-reveal, basic drag-and-drop activities and simple text inputs allowing user to become more engaged with the content. Module design should allow for user to apply information they have received.

- Development in Articulate Storyline 360 preferred but not required. Course can be developed using Moodle software.

- Original/working file are required to be transferred to CIFFC upon completion of the project.
- Use of CIFFC brand package and design elements required.

### **3. Visual Assets**

- Developed interactive e-learning modules incorporating graphics and photos where appropriate to support learning objectives and enhance user engagement. The Participant is responsible for sourcing all visual assets used in course development. Acceptable sources include generic stock imagery and AI generated images, provided they are relevant, appropriate and aligned with course content.
- Note: CIFFC may provide limited support thorough an in-house graphic designer to assist with the development of custom visual as required.

### **4. Assessment and Evaluation Tools**

- Create an online exam from the existing 15-question multiple choice student exam.

### **5. Prototype Testing**

- Multi agency wide testing and incorporate feedback.

### **6. French and Spanish Translation (optional)**

- Translate the courses audio, visual assets if applicable, notes or closed captioning into French and or Spanish.

### **7. French and Spanish Course Creation**

- Create a French language version of the course with the components listed in Deliverable 1 with translation from a third party.
- Create a Spanish language version of the course with the components listed in Deliverable 1 with translation from a third party.

CIFFC will entertain additional deliverables as recommended by the Participant that would contribute positively to the project. This RFP does not extend to the implementation of any recommendations for change.

## 5. Fixed Cost Quotation

Please provide the fixed fee quotation in the following format.

<b>Item</b>	<b>Fixed Fee</b>	<b>Tax</b>	<b>Total (incl. tax)</b>
Develop course material from the existing training standard: 4 units and 13 learning objectives.			
Visual asset design.			
Prototype testing and feedback incorporated			
Digitizes the existing 15 question multiple choice exam.			
Present work to the Training Working Group (virtually) twice (October and February) and incorporate feedback.			
Translate course, voice and closed captioning in French. (optional)			
Translate course, voice and closed captioning in Spanish. (optional)			
Create a French language version of the course using third-party translated materials.			
Create a Spanish language version of the course using third- party translated materials.			
<b>TOTAL</b>			

## 6. Appendix

### S-135: Danger Tree Recognition Training Standard

#### Part I - Training Outcome and Objectives

Upon completion of this training, participants will be able to:

- Identify danger trees
- Understand factors that create them
- Apply safe working policies and procedures when working around trees.

Unit 1	What is a Danger Tree
Unit 2	Factors that Create Danger Trees
Unit 3	Danger Tree Characteristics
Unit 4	Safety Around Trees

#### Unit 1: What is a Danger Tree

##### *Training Objectives*

---

Participants will be able to:

- Define the term danger tree.
- Understand the potential risks associated with danger trees.
- Recognize the force of a single branch when it falls from the top of a tree. \*

*\*This objective is not intended for participants to calculate the exact force of a branch falling from a specific height. Instead, the purpose is to emphasize the serious impact a single branch can have when it falls. For example, imagine dropping a piece of firewood on your hand while it rests on a table. Even from just a few inches, it can cause serious pain or injury.*

---

## **Unit 2: Factors that Create Danger Trees**

### ***Training Objectives***

---

Participants will be able to:

- Describe how environmental factors can contribute to a tree becoming a danger tree.
  - Turbulent and erratic winds
  - Tree disease
  - Drought conditions
  - Wildland fire (visible and non-visible)
  - Tree life cycle
  - Harvesting
- Identify what environmental factors are the most prevalent and pose the greatest risk in your specific area or work environment.
- Identify wildland fire operations that can create danger trees or cause trees to fall unpredictably.
  - Helicopter downwash
  - Tanker drops
  - Helicopter bucketing operations
  - Heavy equipment operations
  - Chainsaw operations
  - Burning out (hand ignition) operations

---

## **Unit 3: Danger Tree Characteristics**

### ***Training Objectives***

---

Participants will be able to:

- Recognize and describe how the physical characteristics of trees (crown, stem, and roots) contribute to a tree becoming a danger tree.

#### Crown

- Dead or hanging branches
- Fire damage
- Dead standing trees (snag)
- Broken tops (widowmaker)

#### Stem

- Leaning
- Cracks or splits
- Fungal bodies
- Cavities and nest holes
- Fire damage
- Multi stemmed

#### Roots

- Tree species (tap root vs. fibrous root)
- Root damage and uplifted soil
- Fire damage
- Define the term spring pole and be able to identify a spring pole.
- Explain why a spring pole is dangerous and describe the proper actions to take if you encounter one.

---

## **Unit 4: Safety Around Trees**

### ***Training Objectives***

---

Participants will be able to:

- Explain the safety policies and procedures that protect workers from falling trees. Agencies may have their own specific safety measures; at a minimum, the following elements must be explained.
  - Importance of maintaining situational awareness by continually assessing surroundings.
  - Proper use and limitations of personal protective equipment.
  - Procedures for reporting an incident or near miss involving a danger or falling tree.
  - A worker's right to refuse unsafe work when imminent danger exists, specifically situations involving danger trees.
  - The role of safety briefings in sharing safe work practices and/or the danger tree hazard.
  - Working alone procedures in areas where danger trees may be present.
  
- Recognize how a danger tree and a no-work zones are marked in accordance with agency standards.
  
- Describe the appropriate steps to take if you identify an unmarked danger tree in your work area.
  
- In the event a person is struck by a falling tree or piece of a tree, explain the basic emergency procedures a worker should follow.
  - Stop and assess the area for additional hazards, is there still a risk of falling trees.
  - Don't move the person; there is a possibility of a spinal cord injury.
  - Seek medical attention immediately, don't underestimate the severity of the injury.