

Frequently Asked Questions

Request for Proposals: BTZx: Energy Modeller Training – Phase 2

Q1: Stakeholder Identification: Does BTZx or Net Zero Atlantic have a pre-existing list of specific stakeholders they wish the Proponent to engage or will the Proponent be solely responsible for identifying and recruiting all participants for the Curriculum Advisory Group and interviews?

A1: BTZx can share a list of relevant contacts (drawn from Phase 1 engagement and internal networks) and can make introductions as needed; however, the Proponent is responsible for proposing the composition, finalizing the invite list (in coordination with BTZx), and recruiting/scheduling the Curriculum Advisory Group and interview participants to meet Task 2 requirements.

Q2: Curriculum Structure/Duration: Does BTZx have a target range for the total instructional hours (or total seat time) for the complete Energy Modeller training program, including all Foundational, Intermediate, and Advanced modules?

A2: No fixed total hours are mandated in the RFP. Proponents should propose the structure and estimated seat time at the module level and aggregate pathway level in the **Curriculum Framework** deliverable (with clear learning outcomes, sequence, and delivery mode). The framework must map modules to Phase 1 gaps and target learner segments.

Q3: Does BTZx have a current estimate of the proportion of instructional content that already exists for repurposing (e.g. CIET) and what proportion will be new?

A3: No preset ratio. **Task 1** requires an inventory and evaluation of existing resources and a mapping of what will be adapted vs. built new for Nova Scotia's codes and context (e.g., NECB 2020 tiers, local case studies, compliance documentation). Proponents should recommend the mix in the **Resource Review Summary**; high-quality external content may be adapted where licensing permits, with new material developed to close remaining gaps.

Q4: Specific Asset Count/Detail: Is there an expectation on the number of modules for the full curriculum (e.g., minimum of 8 or 10 modules), or is the appropriate number determined by the Proponent based on covering all Phase 1 gaps?

A4: Proponents should propose the number and scope of modules needed to fully address the identified gaps and mapped pathways, learning objectives, prerequisites/equivalencies, and estimated hours in the **Curriculum Framework** and a table that maps modules to learner profiles and pathways.



Q5: Online vs. In-Person Asset Differentiation: The RFP requires materials suitable for online delivery (LMS-compatible, e.g., SCORM, MP4) and in-person training (e.g., facilitator guides, hands-on activity kits). For a single module, is the Proponent expected to create two fully distinct sets of materials (one optimized for LMS/asynchronous and one optimized for in-person) or one core set of materials with two implementation guides?

A5: Develop **one core, outcomes-aligned content set** per module (slides, handouts, exercises, assessments), with **mode-specific implementation** as needed. Some elements will be distinct by mode (e.g., LMS quiz vs. in-class activity; e-learning package/SCORM vs. facilitator guide and hands-on kit), but content should remain aligned to the same objectives. All digital assets must be LMS-compatible and accessible; in-person delivery must include instructor/facilitator guidance.

Q6: Multimedia Production: The curriculum may include multimedia elements (videos, simulations). Does the budget allocation need to account for full-scale video production (e.g., voice-overs, editing, professional graphics) for core concepts, and if so, what is the expected length and quantity of video content?

A6: The RFP requires effective, accessible learning assets but **does not require studio-level video production**. Proponents should scope **pragmatic multimedia** (e.g., short screen-capture demos, micro-lectures, simulations) aligned to budget and schedule. Ensure all videos are captioned and materials meet accessibility best practices. Propose the quantity/length that best supports the learning objectives; BTZx will review for value and impact.

