# TERMS OF REFERENCE

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| **Title:** | Local vendor to provide services to develop 01 E-learning course on Food Handling |
| **Activity:** | 1122 series (1122.9) |
| **Timing:** | August 2025-February 2026 |
| **Rate:** | |
| **Level of Effort:** | |

**Background**

The Safe Food for Growth (SAFEGRO) Technical Assistance (TA) Project supports the Government of Vietnam in strengthening access to safe, competitive, and high-quality agri-food products. The project aims to improve the health and well-being of Vietnamese consumers—both women and men—while also generating inclusive benefits for poor farmers and other key actors along the food value chain. SAFEGRO brings together Canadian and international expertise to support the development of a modern, risk-based food safety management system adapted to Vietnam's context. Drawing on the technical experience of the Canadian Food Inspection Agency (CFIA), the Canadian Executing Agency (CEA), including Alinea and the University of Guelph, and other leading food safety institutions, the project facilitates the transfer of global best practices to Vietnam's evolving food safety ecosystem.

One of the project's key objectives is to improve the performance of national and sub-national governments in food safety regulation enforcement along the value chain to meet international standards. To achieve this objective, the project includes an intervention focused on developing E-learning courses on Food safety. These E-learning courses are designed to ensure that government officials and relevant agencies receive comprehensive training on food safety policies, laws, and regulations. To support this effort, the project seeks to recruit a service provider who will be responsible for developing 01 E-learning course on Food Handing which will be hosted on the project partner- the Institute of Management for Agriculture and Rural Development (IMARD)'s Learning Management System (LMS). This e-learning course provides essential knowledge on food safety and hygiene practices for individuals working directly with food. The course covers a range of tentative topics to ensure the safety of both food handlers and consumers such as (1) Identify and control food safety hazards, including biological, chemical, and physical contaminants (2) Apply good practices for food safety (3) Solutions for food safety in specific productions (4)Comply with legal requirements and industry standards for food handling. The content of course on Food Handling will be provided by the project. The course is self-paced and consists of interactive modules, videos, reading material, scenarios, case studies and quizzes for learning in 8 hours.

**Objectives:** The objective of this assignment is to engage a qualified service provider to design, develop, and deliver a comprehensive, engaging, and SCORM-compliant e-learning course on Food Handling, tailored to the needs of learners.

**Scope of Work**

The selected service provider will work with the project Training Coordinator and the Food Safety Specialist to be responsible for:

- **Review learning content.**
  - ✓ Review learning contents provided by the SAFEGRO.
  - ✓ Develop a course development plan based on the discussion and agreement with the project.
- **Instructional Design**
  - ✓ Structure the course into logical modules/units based on the content provided by the project team.
  - ✓ Include interactive elements such as quizzes, case studies, animations, and scenarios.
  - ✓ Ensure accessibility and user-friendliness.
- **Multimedia Production**
  - ✓ Develop high-quality visuals, voiceovers, and animations.
  - ✓ Ensure compatibility with the project partner's LMS (SCORM 1.2 or 2004 format).
- **Technical Integration**
  - ✓ Test and ensure full functionality on the project partner's LMS.
  - ✓ Provide technical documentation and user guides.
- **Training and Support**
  - ✓ Provide a training session for administrators on course management.
  - ✓ Offer post-launch technical support for a defined period.

**Output and deliverables:**
The service provider is expected to provide required technical work with detailed tasks and deliverables as follows:

| No | Main task | Deliverables | Timing |
|----|-----------|--------------|--------|
| 1 | Review the learning materials provided by the project and make plans and storyboard to develop 01 Elearning course on Food Handling (FH). | 01 Inception report with work plan and storyboard is available to share | Aug-Sep 2025 |
| 2 | Desgin 01 Elearning course with duration of 8 learning hours:<br>• Design a modular course structure (e.g., Introduction, Core Concepts, Case Studies, Assessment). | 1st draft version of the e-learning course on FH for review | Oct-Nov 2025 |

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| | • Develop 20 animation videos, each video is for 1.5 - 3 mins.<br>• Define the sequence and flow of content to support progressive learning.<br>• Include checkpoints for reflection and knowledge reinforcement.<br>• Create a detailed storyboard outlining screen-by-screen content, interactions, and media elements.<br>• Include guidance for visual and audio elements (e.g., animations, voiceovers).<br>• Apply adult learning principles (e.g., relevance, self-direction, problem-solving).<br>• Use a mix of instructional methods: storytelling, scenario-based learning, microlearning, and gamification.<br>• Incorporate real-life examples and culturally relevant content.<br>Design interactive elements such as:<br>• Click-to-reveal content<br>• Drag-and-drop exercises<br>• Scenario-based decision-making<br>• Knowledge checks and quizzes<br>• Ensure interactivity enhances learning, not just engagement.<br>• Develop formative assessments (quizzes, knowledge checks) throughout the course.<br>• Design a summative assessment (final quiz or test) aligned with learning objectives.<br>• Include feedback mechanisms for correct and incorrect answers. | | |
| 3 | Revise the courses based on the feedback from the project partners (project team, IMARD, Vietnam Food Control…) | 2nd draft version of the e-learning course on FH for review | Nov 2025 |
| 4 | Revise the course based on the feedback from the pilot training (provided by the project) | 3rd draft version of the e-learning course on FH for review | Dec 2025 |
| 5 | Finalize and upload the final version of E-learning course on FH (which will be approved by IMARD's Scientific council) to the project partner's LMS | Final SCORM-compliant Elearning course package on FH is available on the project partner's LMS | Jan 2026 |

| 6 | Develop a manual for user and administrator of | 01 manual for the course user administrator developed and shared. | Jan 2026 |
| 7 | Faciliate 01 training session to the project partner's LMS administrators | 01 training session for the project partner's LMS administrators | Feb 2026 |

**Required qualifications and experiences:**
- Proven experience in developing e-learning content, especially in the field of food safety.
- Expertise in instructional design and adult learning principles.
- Proficiency in multimedia production and SCORM packaging.
- Familiarity with LMS platforms, preferably the project partner's LMS.

**Reporting:** The selected service provider will report to the SAFEGRO Project Manager and work closely with the Training Coordinator and Food Safety Specialist.

**Evaluation Criteria**
Proposals will be evaluated based on:
- Technical approach and methodology
- Relevant experience and portfolio
- Qualifications of the team
- Cost-effectiveness
- Timeline and work plan

**QM standards will be applied to evaluate the E-learning course:** Please take reference QM standards in Annex 1 for more details.

**Submission Requirements**
Interested service providers should submit documents as listed below to email lanhuong@alineainternational.com no later than **18 Aug 2025** to:
- Technical proposal (approach, methodology, timeline)
- Financial proposal (detailed budget)
- Company profile and relevant experience
- At least two references or samples of similar work

## ANNEX 1: QM STANDARD TO REVIEW AND EVALUATE E-LEARNING COURSE

**HE**  **Specific Review Standards from the QM Higher Education Rubric, Seventh Edition**

| General Standards | Specific Review Standards | Points |
|---|---|---|
| Course Overview and Introduction | 1.1: Instructions make clear how to get started and where to find various course components. | 3 |
| | 1.2: Learners are introduced to the purpose and structure of the course. | 3 |
| | 1.3: Communication guidelines for the course are clearly stated. | 2 |
| | 1.4: Course and institutional policies with which the learner is expected to comply are clearly stated within the course, or a link to current policies is provided. | 2 |
| | 1.5: Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided. | 2 |
| | 1.6: Technical skills and digital information literacy skills expected of the learner are clearly stated. | 1 |
| | 1.7: Required prior knowledge in the discipline and/or any specific competencies are clearly stated in the course site. | 1 |
| | 1.8: The self-introduction by the instructor is welcoming and is available in the course site. | 1 |
| | 1.9: Learners have the opportunity to introduce themselves. | 1 |
| Learning Objectives (Competencies) | 2.1: The course-level learning objectives describe outcomes that are measurable. | 3 |
| | 2.2: The module/unit-level learning objectives describe outcomes that are measurable and consistent with the course-level objectives. | 3 |
| | 2.3: Learning objectives are clearly stated, are learner-centered, and are prominently located in the course. | 3 |
| | 2.4: The relationship between learning objectives, learning activities, and assessments is made clear. | 3 |
| | 2.5: The learning objectives are suited to and reflect the level of the course. | 3 |
| Assessment and Measurement | 3.1: The assessments measure the achievement of the stated learning objectives. | 3 |
| | 3.2: The course grading policy is stated clearly, available at the beginning of the course, and consistent throughout the course site. | 3 |
| | 3.3: Specific and descriptive criteria are provided for the evaluation of learners' work, and their connection to the course grading policy is clearly explained. | 3 |
| | 3.4: The course includes multiple types of assessments that are sequenced and suited to the level of the course. | 2 |
| | 3.5: The types and timing of assessments provide learners with multiple opportunities to track their learning progress with timely feedback. | 2 |
| | 3.6: The assessments provide guidance to the learner about how to uphold academic integrity. | 1 |
| Instructional Materials | 4.1: The instructional materials contribute to the achievement of the stated learning objectives. | 3 |
| | 4.2: The relationship between the use of instructional materials in the course and completion of learning activities and assessments is clearly explained. | 3 |
| | 4.3: The course models the academic integrity expected of learners by providing both source references and permissions for use of instructional materials. | 2 |
| | 4.4: The instructional materials represent up-to-date theory and practice in the discipline. | 2 |
| | 4.5: A variety of instructional materials is used in the course. | 2 |
| Learning Activities and Learner Interaction | 5.1: The learning activities help learners achieve the stated objectives. | 3 |
| | 5.2: Learning activities provide opportunities for interactions that support active learning. | 3 |
| | 5.3: The instructor's plan for regular interaction with learners in substantive ways during the course is clearly stated. | 3 |
| | 5.4: The requirements for learner interaction are clearly stated. | 2 |
| Course Technology | 6.1: The tools used in the course support the learning objectives. | 3 |
| | 6.2: Course tools promote learner engagement and active learning. | 2 |
| | 6.3: A variety of technology is used in the course. | 1 |
| | 6.4: The course provides learners with information on protecting their data and privacy. | 1 |
| Learner Support | 7.1: The course instructions articulate or link to a clear description of the technical support offered and how to obtain it. | 3 |
| | 7.2: Course instructions articulate or link to the institution's accessibility policies and accommodation services. | 3 |
| | 7.3: Course instructions articulate or link to the institution's academic support services and resources that can help learners succeed in the course. | 3 |
| | 7.4: Course instructions articulate or link to the institution's student services and resources that can help learners succeed. | 1 |
| Accessibility and Usability | 8.1: Course navigation facilitates ease of use. | 3 |
| | 8.2: The course design facilitates readability. | 3 |
| | 8.3: Text in the course is accessible. | 3 |
| | 8.4: Images in the course are accessible. | 2 |
| | 8.5: Video and audio content in the course is accessible. | 2 |
| | 8.6: Multimedia in the course is easy to use. | 2 |
| | 8.7: Vendor accessibility statements are provided for the technologies used in the course. | 1 |