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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
Linguistic Services Division / Division des services
linguistiques
PSBID, PWGSC / DIASP,TPSGC
11 Laurier St. / 11, rue Laurier
10C1/Place du Portage, Phase III
Gatineau
Québec
K1A 0S5

Title - Sujet LANGUAGE TRAINAING SERVICES	
Solicitation No. - N° de l'invitation EN578-093429/B	Amendment No. - N° modif. 001
Client Reference No. - N° de référence du client 20093429	Date 2012-07-16
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File No. - N° de dossier 505zf.EN578-093429	CCC No./N° CCC - FMS No./N° VME
Solicitation Closes - L'invitation prend fin at - à 02:00 PM on - le 2012-09-10	Time Zone Fuseau horaire Eastern Daylight Saving Time EDT
F.O.B. - F.A.B. Plant-Usine: <input type="checkbox"/> Destination: <input checked="" type="checkbox"/> Other-Autre: <input type="checkbox"/>	
Address Enquiries to: - Adresser toutes questions à: Bélair, Christine	Buyer Id - Id de l'acheteur 505zf
Telephone No. - N° de téléphone (819) 956-7018 ()	FAX No. - N° de FAX (819) 956-2675
Destination - of Goods, Services, and Construction: Destination - des biens, services et construction: See Herein - Voir ci-inclus.	

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	
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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

Solicitation No. - N° de l'invitation

EN578-093429/B

Amd. No. - N° de la modif.

001

Buyer ID - Id de l'acheteur

505zf

Client Ref. No. - N° de réf. du client

20093429

File No. - N° du dossier

505zfEN578-093429

CCC No./N° CCC - FMS No/ N° VME

This amendment is raised to attached the
English Drafts Statements of Work.

ANNEX “A-1”

STATEMENT OF WORK (SOW)

WORK STREAMS:

FULL-TIME GROUP TRAINING

- in French at the Offeror's facilities
- in English at the Offeror's facilities



Annex “A”

STATEMENT OF WORK (SOW)

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FULL-TIME GROUP TRAINING

Work stream 1A: Full-time group training in French at the Offeror's facilities

Work stream 1B: Full-time group training in English at the Offeror's facilities

For work streams 1A and 1B in Section II the following articles apply :

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Preamble

In order for Offerors to understand the Work to be performed, it is important that they read the appendices at the end of this annex:

Appendix 1. Official Languages Qualification Standards

Appendix 2. Abbreviations and Acronyms

Appendix 3. Glossary

Appendix 5. Teaching Evaluation Report

Appendix 6. In-House Training Minimum Contents

Appendix 7. Recommendation Report

Appendix 8. End of Session Report

The Statement of Work includes terminology found in these appendices and/or in Parts A and B of the SO.

This RFSO explains the language training requirements in the National Capital region (NCR) Resulting Standing Offers will include information about the specific work streams and terms for which the offer was selected.

ANNEX A - SECTION I - REQUIREMENTS

1.0 Background

Second language training in Canada's official languages is offered to federal employees in compliance with the provisions of the Official Languages Act.

1.1 General mandate of the CSPA through its Language Training Directorate

- 1.1.1 Ensure quality language training through input and participation in the selection of second-language training offerors.
- 1.1.2 Participate in the development of the Offerors' language training capacity in response to demand from the federal government.
- 1.1.3 Design and offer access to learning products (integrated learning) such as the computerized MyAccount Integrated Learning Management System (I-LMS).

2.0 Training

The purpose of this SO is to provide second language training in French and English using the CSPA's training programs. The Offeror must provide full-time group* training to federal employees (learners) designated by the Identified User (IU), in the National Capital Region, at levels A, B and C of the Qualification Standards in Relation to Official Languages described in Appendix 1, upon request by federal institutions, as indicated in the call-up.

The National Capital Region is defined in the *National Capital Act* (R.S.C.1985, c. N-4), which may be accessed at the following site: <http://laws-lois.justice.gc.ca/eng/acts/N-4/page-9.html>.

*See Section II for a full definition of training modalities.

2.1 Training Format

The training is structured as follows:

FULL-TIME GROUP TRAINING

Work stream 1A: Full-time group training in French on the Offeror's premises

Work stream 1B: Full-time group training in English on the Offeror's premises

2.2 Delivery Method

The Offeror must provide in-class teaching using the CSPA training programs for the work streams for which the SO has been issued to the Offeror. Moreover, the Offeror is obligated to provide the deliverables indicated in Annex A, Section II and Section III.

The Offeror must also ensure that the requirements of this SO are not modified further to a request from learners; for example, a request to receive training outside the business days listed in Section II of this document.

The teacher's version of the CSPA programs (PFL₂ and CEWP), which are installed on the ILMS computer platform of the CSPA (MyAccount) are to be used only in connection with this standing offer and contracts stemming from this standing offer, for which the TA is the CSPA.

3.0 Type of Learner

Learners receiving learning services have the following objectives:

- acquiring skills to satisfy the language requirements of their positions
- developing their second language skills

4.0 Language of Communication With Learners

The training welcome session, during which instructions are provided to learners, will take place in the first language (English or French) of those present.

For matters associated with facilitating the communication and understanding of the learner's learning capacity, the Offeror must communicate with the learner in the official language (English or French) of the learner's choice.

5.0 CSPS Training Programs

Every CSPS training program referred to in work streams 1A and 1B includes specific objectives and/or modules. A descriptive list of these objectives is presented in Appendix 4 of this Annex.

6.0 Qualification Standards in Relation to Official Languages (OL)

Once the training is finished, a learner who needs to satisfy the language requirements of a position must demonstrate, through an SLE test administered by the Public Service Commission (PSC), that he or she is proficient in the language at the target level (A, B or C) for the following language skills: reading, writing and oral interaction. Tests are administered by the PSC or an institution that has obtained a delegation of authority from the Commission to administer them.

For the purposes hereof, the "Qualification Standards" are synonymous with "proficiency levels" or "proficiency level standards" and are identified in Appendix 1 of this Annex. They can also be found at the following Web site address: <http://www.tbs-sct.gc.ca/gui/squn03-eng.asp>

7.0 Learner Language Learning Plan

Language learning plans are developed by the CSPS's Language Learning Plan Services at the request of federal institutions and are mandatory for full-time training.

The CSPS will provide the federal institution with the learner's language learning plan. The federal institution can then enrol the employee in the recommended step.

A language learning plan is developed in accordance with the standards prescribed by the CSPS. For full-time group training, the plan includes the following information:

- target language
- target level
- recommended initial step
- learning pace
- recommended program – short or long
- steps required to reach the target level

The plan may include a recommendation for the learner to review certain notions before the start of training.

In developing the learning plan, CSPS will prepare a pedagogical recommendations document for the TA to provide to the Offeror at the beginning of the learner's training session. The Offeror must take into account these recommendations when delivering the training.

8.0 Course Loading Activities

The start dates for the sessions will be established at the beginning of each year of the SO, at eight-week intervals for the short program and 12-week intervals for the long program.

The PWGSC will assign the Offeror those steps in the training program that are to be delivered in each session. After having received the employee's language learning plan, the IU will enroll the employee in the desired session, at the required step, with the specified Offeror, by issuing a call-up. The Offeror must receive the call-up no later than eight (8) business days before the session start date. The Offeror must group the enrolled learners in a manner consistent with the numbers of candidates specified in article 4.0 of Section II of Annex A – Statement of Work. Wherever possible, the Offeror must place all the candidates in groups. For example, if 13 learners register, the Offeror cannot create two (2) groups of six (6) learners and not place one candidate but rather must create two (2) groups of four (4) and one group of five (5) learners.

No later than seven (7) business days before the session start date, the Offeror must submit the composition of these groups to the TA for final approval along with the list of learners who have not been placed in a group, if there are any, and then inform the IU's Project Authority.

If the Offeror receives a call-up less than eight (8) business days before the session start date, it may accept it and add the candidate to an existing group, or refuse the registration. In both cases the Offeror must inform the TA.

The IU must consult PWGSC to learn which Offeror has been selected for the required step and session. A calendar of sessions will be available at the beginning of each year of the SO. This may be subject to change during the year.

No call-ups will be issued until PWGSC identifies the Offeror. If an IU issues a call-up without this authorization, the IU may be removed from the list of IUs with access to the SO, and PWGSC may take corrective action with respect to the performance of an Offeror or other measures against the Offeror.

9.0 SLE Test Scheduling

For learners who must take SLE tests, the IU will make the necessary arrangements with the PSC or its representatives and will provide the test date to the learner and the Offeror.

10.0 Learner Training Location

Training must be provided at the Offeror's facilities, with or without accommodation.* The Offeror's facilities must be located within the following boundaries: Between Wellington Street, Maclaren Street, Bay Street and Elgin Street in Ottawa, Ontario and between Laurier Street, Sacré-Cœur Boulevard and St-Rédempteur Street in Gatineau, Quebec. Facilities must meet the requirements set out in the standing offer. The Offeror is responsible for providing all the necessary tools to deliver training programs as specified in Annex A (Statement of Work), Section II, article 6.0.

*For the purposes of this SO, the applicable accommodations are those that enable persons with limited mobility to access the premises where the training will take place, the room, the sanitary facilities and other areas made available to all learners. An Offeror that identifies itself in this category must accept all call-ups requiring accommodations.

The Offeror will not be called upon to provide auxiliary services or adaptive technology other than those mentioned above in the event they are required. These requirements will be the responsibility of the learner's federal institution.

The Offeror's facilities must be located as described by the Offeror in its offer in response to RFSO EN578-093429/A. If the Offeror is required to change facilities or classrooms, it must adhere to its commitment in relation to classroom computer equipment.

ANNEX A – SECTION II – WORK STREAMS

The following articles apply to each of the work streams in Section II:

- 1.0 Type of Training Offered
- 2.0 Training Delivery Days
- 3.0 CSPS Training Programs
- 4.0 SLE Tests
- 5.0 Training Materials
- 6.0 The Offeror's Facilities
- 7.0 CSPS Support to Offeror
- 8.0 Specific Resource Services
- 9.0 Quality Assurance and Specific Performance Measurements
- 10.0 Education and Experience Requirements – Resources
- 11.0 Deliverables

FULL-TIME GROUP TRAINING

Work stream 1A: Full-time group training in French on the Offeror's premises

Work stream 1B: Full-time group training in English on the Offeror's premises

ANNEX A – Section II

Work stream 1A: Full-time group training in French on the Offeror's premises
Work stream 1B: Full-time group training in English on the Offeror's premises

If the Offeror's facilities provide accommodations, as defined in article 10.0 of Section 1, all stipulations relating to accommodation at the Offeror's facilities apply to the Offeror.

1.0 Type of Training Provided

Full-time group training must be delivered 35 hours per week from Monday to Friday, but not on federal government statutory holidays.*

*See glossary in Appendix 3.

A language learning plan is required (see details in Section I).

2.0 Training Delivery Days

The Offeror must be prepared to deliver training services up to 240 days per year.

The Offeror must provide learners with seven (7) hours of training services between 8:00 a.m. and 4:30 p.m., from Monday to Friday, except on federal government statutory holidays, for a total of 35 hours per week.

The Offeror must allow learners a 15-minute break in the morning and a 15-minute break in the afternoon. Learners will also have one (1) hour for lunch, from 12:00 p.m. to 1:00 p.m., outside the seven-hour training period. Training hours do not include breaks and lunch hour.

The pedagogical adviser and teaching resources must be ready to begin class on time, every day.

Training must not be delivered on federal government statutory holidays.

There will be no training between December 25 and January 1st.

3.0 CSPS Training Programs

The training methods, course configurations and related material designed by the CSPS and referred to below are defined as "training programs," "programs" or "CSPS training programs."

Offerors must use one of the CSPS training programs listed below. CSPS programs are based on a communicative approach and adult education principles. The Offeror can use additional activities to supplement or enhance those of the CSPS and meet the learners' needs. The activities must be consistent with the Training Objectives and may be subject to Technical Authority (TA) approval.

The Offeror must use the following teaching practices:

1. Communicative Approach
 - encourage learners to communicate in the language being taught
 - maximize the learners' speaking time
 - have the learners practise the taught matter in communication situations that are relevant to them
 - choose varied activities relevant to the learners
 - use authentic documents
 - limit corrections on the basis of activity objectives and learner needs

2. Adult Education Principles

- Provide plans for group activities and self-directed learning
- For each activity, give instructions and describe the process by specifying
 - what the learners must do;
 - the duration of the activity;
 - the anticipated result; and
 - the materials and tools to be used.
- For each activity, indicate the objective by specifying
 - the knowledge or know-how that the activity is intended to develop; and
 - the link between the objective of the activity and the TO.
- Provide learners with regular feedback on their strengths and the areas that need work in relation to the targeted objectives.
- Take into account the needs, interests and experience of learners, as well as different learning styles, while conducting the activities.

The following are the CSPS training programs:

- For French: Programme de français langue seconde – Levels A and B (PFL₂ – A and B), Programme de français langue seconde – Level C (PFL₂ – C)
- For English: Communicative English at Work Program (CEWP), levels A, B, C.

3.1 The PFL₂ Programs

The CSPS PFL₂ – A et B and PFL₂ – C are the programs for language training in French. They cover levels A, B and C and enable learners to acquire the skills necessary to interact in French in the workplace and in everyday situations.

PFL₂ – A et B comprise 40 TOs and are designed to ensure that the learner achieves level B proficiency.

PFL₂ – C comprises two (2) preparatory sessions and four (4) modules, and is designed to ensure that the learner achieves level C.

The programs include self-learning material for developing listening, reading, writing and speaking skills.

Should a learner fail to meet his or her language objectives on SLE tests (see Annex A, Section II, article 4.0), the learner may receive 210 hours (6 weeks) of additional training in a second-language evaluation preparation (Pre-SLE) consolidation group, on more than one occasion if necessary. During the first week of Pre-SLE consolidation group training, the Offeror must assess the needs of learners by evaluating their communication skills in the target language on the basis of the target level (B or C) and help them prepare personalized work plans to target the areas to be improved. The Offeror must give the plans to the learners, to the TA upon request, and follow up.

3.2 The CEWP Program

The CSPS CEWP is the program for language training in English. It covers levels A, B and C and enables learners to acquire the necessary skills to interact in English in the workplace and in everyday situations.

More specifically, the program material is entitled:

“Interface Canada” for levels A and B; and
“Interaction Canada” for level C.

“Interface Canada” comprises 76 main objectives grouped into eight (8) workbooks: 1 to 3 for level A and 4 to 8 for level B.

“Interaction Canada” comprises 20 main objectives and 20 specific objectives, grouped into four (4) sessions for level C.

The program includes self-learning material for developing listening, reading, writing and speaking skills.

CSPS is working on updating the CEWP. Once the Program has been updated, the Offeror must use the new version of the Program.

Should a learner fail to meet his or her language objectives on SLE tests (see Annex A, Section II, article 4.0), the learner may receive 210 hours (6 weeks) of additional training in a Pre-SLS consolidation group, on more than one occasion if necessary. During the first week of Pre-SLE consolidation group training, the Offeror must assess the needs of learners by evaluating their communication skills in the target language on the basis of the target level (B or C) and help them prepare personalized work plans to target the areas to be improved. The Offeror must give the plans to the learners and to the TA upon request, and follow up.

3.3 PFL₂ and CEWP program steps and modes

Program: PFL ₂ – A, B and C and CEWP A, B and C Duration of steps / sessions*			Number of Learners (Per Group)**
Short program	Step 1	280 hours (8 weeks)	4 to 6 (PFL ₂) 3 to 6 (CEWP)
	Step 2	280 hours (8 weeks)	
	Step 3	280 hours (8 weeks)	
	Step 4	280 hours (8 weeks)	
	Step 5	280 hours (8 weeks)	
	Step 6	280 hours (8 weeks)	
Long program	Step 1	420 hours (12 weeks)	4 or 5 (PFL ₂) 3 to 5 (CEWP)
	Step 2	420 hours (12 weeks)	
	Step 3	420 hours (12 weeks)	
	Step 4	420 hours (12 weeks)	
	Step 5	420 hours (12 weeks)	
	Step 6	420 hours (12 weeks)	
Pre-SLE consolidation course	210 hours (6 weeks)		4 to 6 (PFL ₂) 3 to 6 (CEWP)

*These hours include only the training hours (learning time) provided to learners. They do not include coffee breaks or lunch.

The training objectives of these programs are presented in Appendix 4 of this annex.

The Offeror must ensure that learners follow and achieve the objectives of the training programs.

4.0 Second Language Evaluation (SLE) Tests

Should a learner require an SLE test, the Identified User (IU) must be responsible for setting a date and making the necessary arrangements).

For the Test of Oral Proficiency (TOP), this date will come at the end of step 4 for learners targeting level B and at the end of step 6 for learners targeting level C, or at a time chosen by the IU. For the Reading Tests and the Test of Written Expression (RT and TWE) this date will be at the start of step 4 for learners taking the level B program and halfway through step 5 for learners in the level C program, or at a time chosen by the IU.

The tests are administered by the Public Service Commission or by institutions that have received a delegation of authority from the Commission to administer them. The IU must inform the Offeror and the learner as soon as the test date has been scheduled.

5.0 Training Materials

The Offeror is responsible for acquiring all hard-copy and/or electronic materials for the CSPS training programs and any additional CSPS program materials it deems necessary.

Should the Offeror elect to provide CSPS training program materials in hard-copy format, it must distribute all original materials to the teaching resources, pedagogical advisers and learners. Materials given to learners must be their property. The Offeror may provide photocopies only if the original material is not available from Canadian Government Publishing and only by obtaining prior authorization from the TA.

Should the Offeror elect to provide CSPS training program materials in electronic format, it must for that purpose equip each classroom with a computer for the teaching resource and each learner.

The following CSPS training program materials must be ordered from the Government of Canada Publications Web site: <http://publications.gc.ca>:

Required materials for levels A and B in French

- TOs 1 to 40 (40 workbooks)
- consolidations 1 to 4 (4 workbooks)
- self-assessments 1 to 4 (4 workbooks)

Required materials for level C in French

- Preparatory sessions 1 and 2 (2 workbooks)

Required materials for levels A and B in English

- Interface Canada, Student's Books 1 to 8

Required materials for level C in English

- none

The Offeror is not obligated to purchase the four (4) PFL₂ – C modules or the CEWP C, as they are not available in print format through Government of Canada Publications. However, they are available on MyAccount and the four (4) PFL₂ – C modules are available for purchase from Government of Canada Publications in DVD format. Learners can print them, in whole or in part, if they wish to do so.

Learners must ensure that they have access to MyAccount. If they have not registered, they can do so at the following page: <http://www.csps-efpc.gc.ca/acc/index-eng.asp>.

In addition to the training program materials available on the Government of Canada Publications Web site, the Offeror's teaching resources and pedagogical advisers must have access to MyAccount so they can use supplementary materials and teaching materials, including videos. To obtain free access to MyAccount for its resources, the Offeror should contact the TA.

6.0 The Offeror's Facilities

For each group training session, the Offeror must provide training at facilities that meet the requirements set out herein. If the Offeror is required to change facilities or classrooms, it must immediately notify the SO Authority and the TA, and the new facilities and classrooms must meet the requirements set out under clause 6.1 of this section and be fitted with the same computer equipment.

The Offeror must ensure that facilities meet the requirements of applicable municipal, provincial and federal statutes, policies and standards. The Offeror understands and agrees that the TA and/or the Standing Offer Authority may inspect the Offeror's facilities at any time without prior notice.

The Offeror must respond to all complaints regarding the facilities or classrooms filed in writing by the SO Authority or the TA. The Offeror must respond no later than 48 hours after a notice of a complaint has been given to the Offeror.

6.1 Classrooms

For each group training session, the Offeror must provide a classroom that is at least 300 square feet and has all the furnishings and equipment needed for language training, i.e. a classroom board, tables, chairs for learners and the teaching resource, lighting, heating and space for binders and coats. Offerors that offer facilities with accommodations must provide classrooms consistent with the accommodations required for a learner, as indicated in the call-up. If the classrooms are being used for the first time under this SO, the Offeror's classrooms must be ready at least five (5) business days before the start of training.

The Offeror can consult the TA for any questions pertaining to the selection or appropriate layout of classrooms for language training.

6.1.1 Computer Equipment

Each classroom must have one (1) computer and operational equipment that meets the following minimum technical requirements:

- PC-compatible Pentium 2 GHz computer with mouse and keyboard
- Windows 2000, XP or Vista
- 500 MB of RAM for 2000 and XP / 2 GB of RAM for Vista
- 60-GB hard disk
- Video card with minimum 800 X 600 resolution
- 16-bit sound card with speakers
- Quick Time Player®
- Flash Player®
- Java
- DVD drive
- Internet access, Internet Explorer 6.x or later or Firefox 3.x or later
- 2200- to 3500-lumen XGA multimedia projector or equivalent
- 70 X 70 wall screen
- Printer, ink and paper (however, it is also acceptable for the Offeror to have one printer with sufficient ink and paper to serve several classrooms, possibly located outside the classrooms)

6.2 Individual Meeting Room

For every 10 groups, the Offeror must provide a minimum of three (3) meeting rooms. These rooms will be used by teaching resources and learners for individual meetings or interviews.

All meeting rooms must be closed and located in the same facilities as the classes. During interviews, all meeting rooms must be equipped to enable learners to listen to recordings.

6.3 Photocopier

A black and white photocopier must also be made available to learners, at no additional cost to Canada.

The materials the Offeror is required to make available to learners as part of the training program are not to be included in the printing of photocopies.

6.4 Learner Printing

At their discretion, learners may print information in black and white using the computers in the Offeror's facilities.

The materials the Offeror is required to make available to learners as part of the training program are not to be counted in the limit of 50 pages per learner.

The Offeror can, by giving learners advance notice, limit the number of photocopies and print-offs to a maximum of 50 pages per learner per week. Anything exceeding that number could be charged to the learners using this service, at a rate determined by the Offeror. These costs must be clearly indicated at the beginning of the training.

6.5 Environmental Requirements

In support of the green procurement effort, the Offeror must ensure that:

- all printers and photocopiers used for the purposes of this SO are programmed by default to print in black and white on both sides of the paper, and preferably meet the ENERGY STAR or its equivalent standards regarding energy efficiency.
- the paper used contains at least 30% recycled materials and/or is certified as originating from a sustainably managed forest
- environmentally friendly ink or recycled ink cartridges are used in printers and photocopiers. It is strongly recommended that the used ink cartridges can be returned to the manufacturer for reuse or recycling.
- recycling bins for paper, newsprint and plastic and aluminum containers are available to learners and are emptied regularly, where this service is available, in compliance with the local recycling programs.

In addition, it is preferable that cleaning products used with this equipment be biodegradable or not harmful to the environment.

The federal government reserves the right to conduct verifications by visiting if necessary the Offeror's facilities to ensure that efforts in environmental matters are maintained.

7.0 CSPS Support to Offeror

7.1 Familiarization Sessions

Following the authorization of the SO, the Offeror must provide the TA with the names of the pedagogical advisers and teaching resources designated to perform the Work in response to one or more call-ups, as well as written confirmation from the Offeror that the teaching resources meet the requirements set out in clause 10.2, Section II of Annex A, Statement of Work. These resources must attend, at the Offeror's expense, the familiarization sessions Part 1 as detailed in clause 7.1.1 of this section. In order to be able to administer evaluation tools (OIV), all pedagogical advisers must take familiarization session Part 2. When the TA considers it necessary, pedagogical advisers must, in addition to Parts 1 and 2, attend Part 3 to become familiar with their roles and responsibilities.

The purpose of these sessions is to enable the teaching resources and pedagogical advisers to use CSPS training programs and assessment tools in order to meet the requirements of the SO for providing training services. Only the CSPS will provide these familiarization sessions, and the decision to provide them is solely the responsibility of the CSPS. The Offeror must register the

resources for each session through the TA. The CSPS must offer these sessions at no cost to the Offeror.

Teaching resources and pedagogical advisers must attend the familiarization sessions, unless the TA deems that they already have the necessary familiarity with the programs and assessment tools in question. If a resource is used to deliver English and French programs, the resource must attend the applicable familiarization sessions for each program.

Only duly trained teaching resources and pedagogical advisers, i.e. those who have taken the familiarization sessions on CSPS training programs and have received the written confirmation from the TA, can deliver training services, except under the following circumstances, with prior written approval from the TA:

- the Offeror's capacity to provide teaching resources and pedagogical advisers who have been trained in CSPS training programs is exhausted because of the extreme procurement demand imposed by the IU or other IUs in other call-ups pursuant to this or other SOs in the same region in response to RFSO EN578-093429/A
- a call-up is issued before the familiarization sessions have been provided; or
- there is an unforeseen need to replace a teaching resource or a pedagogical adviser.

In these three cases, the teaching resources and pedagogical advisers can deliver training services only up until the day prior to the scheduled start date of the next familiarization session, i.e. Part 1 for teaching resources and pedagogical advisers who have not attended any familiarization sessions, Part 2 for pedagogical advisers who have already attended Part 1 (Part 1 is a pre-requisite to Part 2) or Part 3 for pedagogical advisers who have attended Parts 1 and 2.

However, the pedagogical adviser must provide an in-house session about the program before the teaching resource goes to the classroom. The minimum contents to be covered in this session are listed in Appendix 6. The Offeror must inform the TA about the dates scheduled for the training session provided by the pedagogical adviser. The TA may attend this session. The Offeror must register the teaching resource(s) and pedagogical adviser(s) for the next familiarization session given by the CSPS in order to continue to provide training services thereafter.

7.1.1 Part 1 - Familiarization Sessions on the PFL₂ – A et B, PFL₂ – C and CEWP Training Programs

The duration of the familiarization sessions offered on CSPS training programs must be as follows: five (5) days for Part 1.1, levels A and B of the training program (prerequisites to the level C familiarization session), plus one (1) day for part 1.2 for the level C training program. The TA can change the duration of the sessions at any time.

These sessions must be offered to all teaching resources and pedagogical advisers who meet the requirements set out in Annex A, Section II, article 10.0.

The sessions are expected to be given by the CSPS in class. The TA is the only Authority who can establish the calendar for the sessions; the TA can also alter their mode of delivery at any time.

At the end of each familiarization session, the CSPS will provide each participant with a document confirming their completion of the session (levels A and B program or level C program). After receiving this document, the teaching resource will be able to deliver CSPS training programs, and the pedagogical adviser may attend familiarization session Part 2.

After the familiarization sessions, the TA may assess the teaching to verify whether the Offeror's resources are complying with the instructions given at the sessions. If the observed teaching does not comply with these instructions, the Offeror must conduct a follow-up, which may include registering the teaching resource to take the familiarization session again in whole or in part. If the teaching is still not consistent with the instructions at a second evaluation by the TA, the teaching resource will no longer be able to teach under this standing offer. If three (3) or more teaching resources are withdrawn from the CSPA programs for this reason during a 12-month period, the TA, together with the Standing Offer Authority, may take corrective measures against the Offeror, which may go so far as to suspend the SO for one or more sessions.

7.1.2 Part 2 – Familiarization Session on Assessment Tools: Oral Interaction Verification (OIV)

The CSPA will give a session on assessment tools (OIV) to pedagogical advisers to give them greater insight into how to administer the tools more effectively, and the importance of providing feedback to learners.

The duration of the session is one (1) day. The TA can change session length at any time.

The session must be offered in class. The TA reserves the right to determine the training calendar in order to respond to requirements appropriately and may change the manner in which the session is delivered at any time.

After the familiarization session, the TA may assess the administration of OIVs to verify whether the Offeror's resources are complying with the instructions given at the sessions. A follow-up can be performed if necessary, at the TA's sole discretion.

The contents of the OIVs will be shared with the Offeror's pedagogical advisers who attended the OIV familiarization session. However, the Offeror and its resources must ensure that the content of the OIVs is not disclosed to learners, IUs or other Offeror resources. The TA can access evaluation grids and feedback sheets at any time, upon the request of the TA.

7.1.3 Part 3 – Familiarization Session on the Roles and Responsibilities of the Offeror's Pedagogical Advisers, with Respect to this SO

The CSPA will, where it deems it necessary, provide a one-day familiarization session on the roles and responsibilities of the Offeror's pedagogical advisers. The session would be no more than one day in length and the CSPA reserves the right to determine the session calendar in order to fulfill the requirement in a timely manner. The session may be offered in class or through another mode chosen by the TA.

7.1.4 Location of Familiarization Sessions

The in-class sessions for teaching resources and pedagogical advisers will normally be held at the CSPA Asticou Centre facilities in Gatineau, Quebec. The Offeror will be responsible for all of its resources' travel expenses (meals, travel, etc.), at no additional cost to Canada.

7.2 Pedagogical Sessions

Pedagogical sessions may be provided by the TA to teaching resources and pedagogical advisers if the TA deems it necessary. Teaching resources and pedagogical advisers must attend these sessions. Sessions will be provided during class time while learners are working independently and may last up to one (1) day. Teaching resources must assign learners work, which will be checked when they return from the pedagogical session.

The TA is under no obligation to deliver additional pedagogical sessions with a view to correcting the Offeror's shortcomings.

The sessions will be held at the Offeror's or the CSPS's facilities, as determined by the TA. The Offeror must be responsible for all of its resources' travel expenses, at no additional cost to Canada.

8.0 Specific Resource Services

8.1 Pedagogical Advisers

The Offeror must assign dedicated primary pedagogical advisers. "Dedicated" refers to the assignment of resources for all SOs made to the Offeror, in accordance with RFSO EN578-093429/A on the basis of the ratios shown below.

The Offeror must assign at least one (1) primary pedagogical adviser for every 10 group-classes. If the Offeror is issued more than one (1) SO for a number of work streams, the Offeror may assign a primary pedagogical advisor to more than one work stream in accordance with the ratios listed below:

$$\begin{aligned} & \text{number of full-time groups} \div 10 \\ & + \text{number of full-time individuals} \div 30 \\ & + \text{number of part-time groups} \div 50 \\ & + \text{number of part-time individuals} \div 100 \\ & = 1 \text{ for one pedagogical adviser's maximum load} \end{aligned}$$

For example, if the Offeror sets up 15 full-time groups, one primary pedagogical adviser will have to be assigned for the first 10 groups and a second primary pedagogical adviser for the remaining five (5) groups. The second pedagogical adviser could also be assigned responsibility for up to 15 full-time individual learners, 25 part-time groups or 50 part-time learners in individual training.

The Offeror must adhere to the ratios listed for all the work streams for which it was issued an SO against which call-ups have been issued.

The Offeror must also assign one (1) backup pedagogical adviser for every three (3) primary pedagogical advisers. A primary pedagogical adviser cannot be proposed as a backup pedagogical adviser and vice versa, whether in the same work stream or in another work stream.

8.1.1 Supervision by the Pedagogical Adviser

8.1.1.1 Teaching Evaluation Report (Annex A, Appendix 5)

Each pedagogical adviser assigned to a group must make at least one 1-hour visit per session to learners in the classroom, during the first month of the session, to ensure that courses are being delivered in accordance with training program requirements and that teaching methods are consistent with adult education principles. The pedagogical adviser must also be available to meet with learners upon request. For each visit, the pedagogical adviser must record his or her observations in a written report and submit it to the TA no later than 30 calendar days after the start of the session. The TA may require two (2) classroom visits or more per session if it is felt that the teaching resource requires more supervision.

The following items are to be addressed in each monthly report:

- Effective use of training programs
 - clear presentation of the training objectives
 - selection of activities meeting the requirements of the group
- Corrections consistent with adult education principles
- Clear, concise explanations
- Group dynamics conducive to learning

➤ learner participation

The TA, can, at its discretion, verify the report and ensure that the Offeror has taken appropriate corrective measures.

When pedagogical shortcomings are observed or pointed out, the Offeror must follow up with the teaching resource, including an evaluation modeled on the Teaching Evaluation Report template (Annex A—Statement of Work—Appendix 5), followed by:

- i. Feedback to the teaching resource following in-class observation;
- ii. Implementation of an action plan to improve teaching techniques for all the Report criteria for which the rating obtained is less than 3. The action plan could include:
 - training sessions given by a pedagogical adviser
 - pairing with an experienced teaching resource
 - coaching, etc.
- iii. Verification that action plan objectives have been met.

8.1.1.2 Pedagogical adviser's action in response to a complaint or for an intervention with learners

The pedagogical adviser must conduct all learner interventions, upon the request of a learner, the TA or the IU's Project Authority, and must provide an intervention report to the TA and, where applicable, to the IU's Project Authority, on the business day following the request.

The pedagogical adviser must intervene when a learner's behaviour (e.g. absenteeism, tardiness or difficulty with other learners or the teaching resource) disrupts the group's training. The adviser must also ensure that classroom pedagogical practices are suited to learners' needs and that the CSPA pedagogical recommendations are followed.

The pedagogical adviser must provide the TA and, upon request, the IU's Project Authority, with a detailed report on the proposed teaching practices and interventions. The report must be provided no later than two (2) business days after the pedagogical adviser becomes aware of the complaint, unless otherwise indicated by the TA.

8.1.1.3 Records, Planning and Individual Work Plans

The pedagogical adviser must ensure that weekly planning, individual work plans and reports prepared by teaching resources meet requirements and learner needs. In the event of shortcomings or mistakes in the documents, the pedagogical adviser must assist the teaching resources to help them satisfactorily prepare plans and reports. If requested by the TA or the IU's Project Authority, the pedagogical adviser must submit the plans, follow-up records and individual work plans no later than two (2) business days following the request.

8.1.1.4 Learner Training File

The pedagogical adviser must maintain a training file for each learner. These files are to be kept in a locked cabinet and sent to the TA upon request.

8.1.1.5 Training Welcome Session for New Learners

At the beginning of the learners' training, the pedagogical adviser must provide a welcome session covering at least training program delivery and the roles and responsibilities of the teaching resource and pedagogical adviser.

8.1.1.6 Replacement of Pedagogical Advisers

If a pedagogical adviser needs to be replaced, the Offeror must provide a backup pedagogical adviser who has completed the familiarization sessions listed in article 7 of this section, except in the three cases set out in clause 7.1. The backup pedagogical adviser must be the first person considered for the replacement. If this is not possible another pedagogical adviser will be considered for the replacement, with the approval of the TA. The proposed adviser must meet the requirements set out in Clause 10.1 of this section and attend Parts 1, 2 and 3 of the next familiarization session, if they have not already done so.

8.2 Teaching resources

The Offeror must ensure that teaching resources are ready to begin class on time, every day. For groups of learners registered in the long program, the Offeror must preferably assign teaching resources with the most experience in teaching CSPS full-time group programs. For groups beginning at Step 1 of the program, the Offeror must preferably assign teaching resources who have superior skills in the learners' first official language (English or French).

8.2.1 Replacement of Teaching Resources

In the event that a teaching resource must take an unexpected leave of absence, the Offeror must ensure an immediate replacement. Only teaching resources who already meet the education and experience requirements for teaching resources set out in clause 10.2 of this section and who have already been trained by the Offeror's pedagogical adviser on the use of the CSPS products applicable to the training programs listed in article 4.0 of this section can be backup teaching resources, as stipulated in clause 7.1.

However, if the teaching resource has not yet attended familiarization session Part 1, the Offeror must register the teaching resource for the next session offered by the CSPS in order to continue to provide training services.

The teaching resource will also be responsible for monitoring learners' learning performance and preparing session reports, as indicated in article 9.0 of this section.

The Offeror must inform the TA of any teaching resource replacements.

8.2.2 Preparation Time

The Offeror must ensure that teaching resources devote at least one (1) hour to course preparation for every six (6) hours of teaching time, that is, one (1) hour of preparation time per seven-hour training day. During that hour, learners must perform self-learning activities. In order to allow learners to benefit fully from the training, it is strongly recommended that the teaching resource's daily preparation time take place between 10:00 a.m. and 3:30 p.m.

8.2.3 One-on-one meetings

The teaching resource must meet individually with each learner once per week for 30 minutes. During this time, the learners who are not in the meeting must perform self-learning activities. In order to allow learners to benefit fully from the training, it is strongly recommended that the one-on-one meetings take place between 10:00 a.m. and 3:30 p.m. The teaching resource must meet with a maximum of two (2) learners per day. Learners must therefore perform two (2) to three (3) hours of self-learning per week to allow for one-on-one meetings. These hours of self-learning must be added to those taking place during the teaching resource's preparation time for a total of seven (7) to eight (8) hours of self-learning per week.

9.0 Quality Assurance and Specific Performance Measurements

For all reports referred to in this part and under Deliverables, (article 11.0 of this section), templates and familiarization sessions will be provided to the Offeror's teaching resources and pedagogical advisers.

9.1 Absence Report

The teaching resource must record learner absences in the monthly absence report. All partial- and full-day absences must be recorded. Monthly absence reports must be initialled by the learners each week and submitted to the IU's Project Authority on the first business day of the following month.

Moreover, the Offeror must contact the IU's Project Authority if a learner has repeated absences, late arrivals or early departures that could impede the learning process. The Offeror must provide the IU's Project Authority with a written notice no later than forty-eight (48) hours after determining that there have been such absences, late arrivals or early departures.

9.2 Recommendation Report (see Appendix 7 of Annex A)

The teaching resource must track the learners' performance during the session. The recommendation report will record the learner's progress and recommend either that the training should move on to the next step or that the learner should repeat the same step. The teaching resource can base this recommendation on classrooms observations and evaluations during one-on-one meetings.

The pedagogical adviser must ensure that the recommendation report prepared by the teaching resource reflects the learner's progress. The pedagogical adviser can base his or her recommendation on observations during classroom visits, and if required, may conduct an OIV (Clause 9.3.1 of this Annex). The Offeror must send the recommendation report to the IU's Project Authority and the TA no later than the date specified by the TA.

9.3 End of Session Report (see Appendix 8 of Annex A)

At the end of the session, the teaching resource must write a report reflecting the learner's progress and containing pedagogical observations. The Offeror's pedagogical adviser must keep this report in the learner's file for consultation by the TA.

9.4 Learner Learning Performance

9.4.1 Oral Interaction Verification (OIV)

The OIVs for learners in language training may be administered by the pedagogical adviser to confirm whether the learner has successfully completed the step and is capable of continuing training in the next step.

OIVs are available for each step in the Level A, B and C training programs.

Each OIV consists of a targeted interview designed to verify that training objectives have been met. The pedagogical adviser must give the feedback sheet to the learner and keep a copy in the learner's file for consultation by the TA.

The OIVs are to be used by the Offeror only in connection with this standing offer and contracts stemming from this standing offer, for whom the TA is the CSPS.

9.4.2 Predictive Test, Reading and Writing

The Offeror must administer the predictive test at the start of step 3 of the program.

This test evaluates the likelihood that the learner will reach his or her objectives at the SLE reading and written expression tests and determine whether special assistance is needed to prepare for these tests.

The Offeror's pedagogical adviser must provide the TA with the results of the learner's predictive test no later than two (2) business days after the test has been administered.

9.5 Learning Performance Monitoring and Teaching Quality Assessment

9.5.1 In-class monitoring of teaching

The TA must conduct random in-class observations in order to ensure that the training is consistent with the requirements and adult education principles set out in this SO. If the observed teaching does not comply with these requirements, the Offeror must conduct a follow-up, which may include registering the teaching resource to take the familiarization session described in clause 7.1.1 of this section again, in whole or in part. If the teaching is still not consistent with the instructions at a second evaluation by the TA, the teaching resource will no longer be able to teach under this standing offer. If three (3) or more teaching resources are withdrawn from the CSPA programs for this reason during a 12-month period, the TA, together with the Standing Offer Authority, may take corrective measures against the Offeror, which may even go so far as to suspend the SO for one or more sessions.

9.5.2 Language Training Quality Assurance Measurement Tool (QAMT)

At the end of each session, the Offeror must have the learners fill out, electronically or on paper as requested by the TA, the CSPA language training QAMT questionnaire with regard to their degree of satisfaction with the training received. The Offeror must inform the TA by email when members of the group have completed this, or if the QAMT has been completed on paper, will send the questionnaires to the TA.

The Offeror must build this activity into the language training and ensure that it is completed in an environment and setting that ensures learner anonymity and confidentiality.

The TA will inform the Offeror of any points that require intervention.

This measurement tool will be used to evaluate the teaching resources (teaching resources and pedagogical advisers), training program and teaching methods.

The comments and results obtained from this measurement tool will serve as a point of reference in order to take corrective measures to offset shortcomings identified by the language training QAMT and to deal with pedagogical issues having an impact on learner learning during the pedagogical sessions (see clause 7.2 of this section).

10.0 Requirements Respecting Education and Experience – Resources

All resources proposed by the Offeror must have mastered the language being taught and be sufficiently proficient in the other official language to explain basic concepts in the language being taught. The pedagogical adviser must be able to deliver the welcome session (see clause 8.1.1.5 of this section) and discuss with learners issues relating to their training in their first official language.

10.1 Pedagogical Advisers

For all training modes, the TA (and the SO Authority, if applicable) is the only authority who can verify and approve the qualifications of a pedagogical adviser.

The resources proposed to replace primary and backup pedagogical advisers must meet the mandatory qualification requirements set out below. The TA reserves the right to conduct an interview and perform any other verification necessary to evaluate the proposed resources, at no additional cost to Canada. The Offeror must not assign any proposed resource to perform the Work before receiving written authorization from the TA.

The mandatory qualification requirements for pedagogical advisers do not include Parts 1, 2 and 3 of the familiarization sessions on CSPA language training programs.

10.1.1 Primary and Backup Pedagogical Advisers – Mandatory Qualifications

All primary and backup pedagogical advisers must hold at least a bachelor's degree from a recognized Canadian university. In cases where studies were completed in an institution outside Canada, only an equivalency certificate from an accredited institution recognizing the credentials as Canadian equivalences will be accepted. These institutions include the credential assessment services of the federal or provincial governments and the International Credential Assessment Service of Canada, as well as others recognized as credential assessment services for comparing degrees and diplomas to Canadian standards and identified on the Canadian Information Centre for International Credentials Web site:

<http://www.cicic.ca/413/assessment-of-credentials-for-employment-in-canada.canada>

One of the following qualifications is also required:

- a. at least one (1) year of experience since January 2007 supervising at least two (2) teaching resources at the same time, delivering full-time English or French as a second language courses to adults,
- b. at least 1,200 hours of experience since January 2007 supervising at least two (2) teaching resources at the same time, delivering part-time English or French as a second language courses to adults, on an individual or group basis; or
- c. at least 3,600 hours of teaching experience since January 2007 delivering full-time English or French as a second language training to groups of at least three (3) adults, using one or more of the following training programs:
 - PBFT
 - PFL2 – A et B or PFL2 – C
 - CEWP
 - a program used by a recognized Canadian post-secondary institution
 - any other English or French as a second language adult education program.

As proof of education, an original document or a copy of the original certified true by the Offeror or a commissioner of oaths must be submitted by the Offeror, confirming each pedagogical adviser's level of education. If an original document is submitted, a copy must be made by the TA and returned to the Offeror after the offer evaluation process has been completed.

The Offeror must provide the following information to confirm the pedagogical adviser's experience: name of the client organization, name and telephone number of a contact person, number of hours of experience as a teaching resource or pedagogical adviser, and start and end dates of the experience.

*** One (1) year of experience in full-time training is defined as at least 30 hours per week, over a period of at least 40 weeks in a 12-month period.**

10.2 Teaching resources

The TA (and the Standing Offer Authority, if applicable) is the only authority who can verify and approve the qualifications of a teaching resource. Only proposed teaching resources who meet the mandatory qualification requirements below will be considered acceptable.

The mandatory qualification requirements for teaching resources do not include Parts 1 and 2 of the familiarization sessions on CSPS language training programs.

10.2.1 Teaching resources Proposed for the First Time and Replacements – Mandatory Qualifications

All teaching resources must hold at least a bachelor's degree from a recognized Canadian university. In cases where studies were completed in an institution outside Canada, only an equivalency certificate from an accredited institution recognizing the credentials as Canadian equivalences will be accepted. These institutions include the credential assessment services of the federal and provincial governments and the International Credential Assessment Service of Canada, as well as others recognized as credential assessment services for comparing degrees and diplomas to Canadian standards and identified on the Canadian Information Centre for International Credentials Web site:

<http://www.cicic.ca/413/assessment-of-credentials-for-employment-in-canada.canada>

Upon TA's approval, for teaching resources who do not detain a bachelor's degree or an equivalency, a combination of education and experience may be considered.

Teaching resources meeting the requirement of 11.2.1 will fall into one of the following categories:

10.2.1.1. Teaching resources with Minimum Experience

A main teaching resource is a teaching resource who, since January 2007, has acquired at least 500 hours of experience teaching English or French as a second language to adults on an individual or group basis. Moreover, these hours of training must have been delivered using one or more of the following programs:

- PBFT
- PFL2 – A et B or PFL2 – C
- CEWP
- a program used by a recognized Canadian post-secondary institution any other English or French as a second language adult education program.

10.2.1.2. Teaching resources without Minimum Experience

A teaching resource who does not have the experience described in 10.2.1.1 will be considered a teaching resource in training. Teaching resources in training will be paired with main teaching resources until they have met the requirements of 10.2.1.1 and attended the familiarization sessions. Their progress will constantly be monitored by a pedagogical adviser. When the requirements of 10.2.1.1 have been met, the Offeror must inform the TA.

All teaching resources proposed for this SO must be evaluated by the Offeror's pedagogical adviser during the first month on the job, and a detailed report (see Appendix 5 – Teaching Evaluation Report) must be submitted to the TA on the first business day of the following month for review and approval of the teaching resources' qualifications.

When teaching resources are proposed for the first time, the Offeror must provide the Technical Authority with proof of education in the form of a document confirming the level of education for all the teaching resources. The SO Authority may at any time require an original document or a true copy of the original certified by a commissioner of oaths.

The Offeror must also provide a certificate confirming each main teaching resource's experience. The certificate must provide the following information regarding the pedagogical adviser's experience: name of the client organization, name and telephone number of a contact person, number of hours of experience as a teaching resource or pedagogical adviser, and start and end dates of the experience.

11.0 Deliverables

All the deliverables identified in Section III must be prepared and submitted in the language being taught or in the other official language, if the IU requests it, and e-mailed, in a format compatible with MS Word, Excel or Adobe Acrobat Reader, to the IU's Project Authority identified in the call-up, and/or to the TA, as specified in this section. Section III contains a table summarizing all the deliverables specified in Section II.

ANNEX A – SECTION III
Deliverables

Deliverables	The Offeror must do the following:
1) Teaching evaluation report (see Section II, clause 8.1.1.1)	Record in-class observations in a report once per session or more if requested by the TA. Submit the report to the TA no later than 30 calendar days after the start of the session.
2) Pedagogical adviser's action in response to a complaint or for an intervention with learners (see Section II, clause 8.1.1.2)	Conduct all learner interventions at the request of a learner, the TA or the IU's Project Authority when a learner's behaviour disrupts training. Submit the report to the TA and, upon request, to the IU's Project Authority, on the business day following the request. Further to a complaint, submit a detailed report on the teaching practices and interventions proposed no later than two (2) business days after receiving the complaint, unless otherwise indicated by the TA.
3) Learner absence report (see Section II, clause 9.1)	Record absences in the monthly absence report. Have the learners initial the absence report. Send the report to the IU's Project Authority on the first business day of the following month. Inform the IU's Project Authority of any repeated absences, late arrivals or early departures that could impede the full-time learning process no later than 48 hours after the absence, late arrival or early departure was noticed.
4) Recommendation report (for full-time learners (see Section II, clause 9.2)	Ensure that the recommendation report reflects the learner's progress. Submit it to the IU's Project Authority no later than the date specified by the TA.
5) End of session report (see Section II, clause 9.3)	Keep the report in the learner's file so the TA can consult it.
6) Training materials (see Section II, article 5.0)	Acquire CSPS training program material. Provide it to the teaching resource, the learner and the pedagogical adviser.
7) Various documents (see Section II, clause 8.1.1.3)	Provide the TA with all planning, records and individual work plans no later than two (2) business days following the request.

The TA and/or the IU's Project Authority reserve the right to analyse the deliverables, point out any shortcomings on the part of the Offeror and/or exercise recourse and/or take corrective measures, as specified in General Conditions 2035 and article 17.0 of the Standing Offer

ANNEX A – APPENDIX 1

QUALIFICATION STANDARDS IN RELATION TO OFFICIAL LANGUAGES

<http://www.tbs-sct.gc.ca/gui/squn03-eng.asp>

Introduction

These qualification standards apply to positions requiring the use of both official languages – English and French. They define the levels of proficiency for each of the three language skills:

- Written Comprehension in the Second Official Language
- Written Expression in the Second Official Language
- Oral Proficiency in the Second Official Language

There are two types of language qualifications for bilingual positions:

- General second official language qualifications – A, B, or C
- Specific language qualifications requiring Code P

Official language qualifications are identified objectively and are relevant to the duties and responsibilities of the position as it relates to communications with and services to the public and language of work.

The web-based tool, Determining the Linguistic Profile of Bilingual Positions, is available to help managers establish the linguistic profile of positions. A printable final report presents the profile and the functions associated with a particular position.

Application

These standards apply to all institutions subject to Schedules I and IV of the *Financial Administration Act*.

Related Requirements

Institutions also apply the following requirements:

- Policy on Official Languages for Human Resources Management – for institutions subject to Parts IV, V and VI as well as section 91 of the *Official Languages Act*
- Directive on the Staffing of Bilingual Positions – for institutions subject to the *Public Service Employment Act*
- Directive on the Linguistic Identification of Positions or Functions – for institutions subject to Schedules I and IV of the *Financial Administration Act*

General Second Official Languages Qualifications

Second official language qualifications and proficiency levels are identified objectively and are relevant to the duties and responsibilities of the position as it relates to communications with and services to the public and language of work. Tests used to assess proficiency levels for general second language qualifications – A, B, or C – in written comprehension, written expression and oral proficiency are prescribed by the Public Service Commission.

These tests and standards apply to all occupational groups.

There are three levels of proficiency for general second official language qualifications:

- A (lowest)
- B
- C (highest)

They are cumulative:

Level	A	B	C
Can accomplish:	Tasks at level A	Tasks at level A Tasks at level B	Tasks at level A Tasks at level B Tasks at level C

When a skill is not required, a dash ("-") is used in the linguistic profile instead of a proficiency level.

There are also two additional possible language test results: X and E.

Individuals obtaining an X are demonstrating that their performance does not meet the minimum requirements for Level A for this ability.

Individuals obtaining an E are exempted indefinitely from further language testing for this ability. It is granted to persons whose second language test performance indicates that they can be expected to maintain their second language proficiency at Level C indefinitely.

An exemption is not a proficiency level and is not listed in the linguistic profile of bilingual positions.

Written Comprehension in the Second Official Language, Proficiency Level A

Standard Description

Level A is the minimum level of second language ability in written comprehension for positions that require comprehension of texts on topics of limited scope. A person reading at this level can:

- fully understand very simple texts;
- grasp the main idea of texts about familiar topics; and

- read and understand elementary points of information such as dates, numbers, or names from relatively more complex texts to perform routine job-related tasks.

A person at this level would not be expected to read and understand detailed information.

Examples

A person at this level can read:	<ul style="list-style-type: none"> ▪ internal communications ▪ letters ▪ email messages ▪ routine forms (e.g., requisitions, invoices) ▪ very simple texts
In order to:	<ul style="list-style-type: none"> ▪ file ▪ distribute ▪ pick out specific units of information (e.g., dates, numbers, names) ▪ process routine requests (e.g., requisitions, work orders, invoices) ▪ fully understand very simple texts ▪ understand the general idea regarding familiar, work-related topics ▪ carry out routine, simple actions (e.g., understand photocopying instructions, order office supplies, read a meeting agenda)

Written Comprehension in the Second Official Language, Proficiency Level B

Standard Description

Level B is the minimum level of second language ability in written comprehension for positions that require comprehension of most descriptive or factual material on work-related topics.

A person reading at this level can:

- grasp the main idea of most work-related texts;
- identify specific details; and
- distinguish main from subsidiary ideas.

A person at this level will have difficulty reading texts using complex grammar and less common vocabulary.

Examples

A person at this level can carry out the activities of level A and can also read work-related:	<ul style="list-style-type: none"> ▪ reference materials ▪ reports ▪ articles ▪ notices
In order to:	<ul style="list-style-type: none"> ▪ extract information or specific details

	<p>required for the job</p> <ul style="list-style-type: none"> ▪ understand the general idea of the content ▪ verify that the content is factually correct when the text was prepared by others
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Written Comprehension in the Second Official Language, Proficiency Level C

Standard Description

Level C is the level of second language ability in written comprehension for positions that require comprehension of texts dealing with a wide variety of work-related topics.

A person reading at this level can:

- understand most complex details, inferences and fine points of meaning; and
- have a good comprehension of specialized or less familiar material.

A person at this level may miss some seldom-used expressions and have some difficulty with very complex grammatical structures.

Examples

A person at this level can carry out the activities at levels A and B and can also read work-related:	<ul style="list-style-type: none"> ▪ policy papers ▪ research papers ▪ technical reports ▪ books ▪ complex contracts or specifications ▪ legislation or regulations
In order to:	<ul style="list-style-type: none"> ▪ ensure completeness and accuracy ▪ extract details for action or interpretation ▪ review for meaning and tone when it was prepared by others ▪ obtain an in-depth understanding of the content ▪ assess implications ▪ provide comments ▪ make recommendations

Written Expression in the Second Official Language, Proficiency Level A

Standard Description

Level A is the minimum level of second language ability in written expression for positions that require writing simple units of information in the second language.

A person writing at this level can:

- write isolated words, phrases, simple statements or questions on very familiar topics using words of time, place or person.

A person at this level is expected to make errors of grammar, vocabulary and spelling. These errors are acceptable as long as the message is understandable.

Examples

A person at this level can write:	<ul style="list-style-type: none"> ▪ isolated words ▪ simple phrases ▪ simple messages ▪ lists (e.g., items, names, activities) ▪ titles or subject headings ▪ brief notes
In order to:	<ul style="list-style-type: none"> ▪ fill out a form or report related to one's duties ▪ note simple point-form messages ▪ complete an index or table of contents ▪ request and provide simple information ▪ use templates in familiar situations

Written Expression in the Second Official Language, Proficiency Level B

Standard Description

Level B is the minimum level of second language ability in written expression for positions that require writing short descriptive or factual texts in the second language.

A person writing at this level can:

- deal with explicit information on work-related topics since they have sufficient mastery of grammar and vocabulary.

A person at this level will communicate the basic information, but the text will require some corrections in grammar and vocabulary as well as revision for style.

Examples

A person at this level can carry out the activities of level A and can also write work-related:	<ul style="list-style-type: none"> ▪ short, routine messages ▪ short texts ▪ short descriptions ▪ brief comments ▪ simple, factual correspondence or directives
In order to:	<ul style="list-style-type: none"> ▪ adapt templates by adding a few words or slightly modifying the content ▪ request or provide information, explanations or instructions ▪ explain or request that action be taken ▪ formulate observations ▪ present conclusions ▪ summarize a text or meeting in point

	or note form
--	--------------

Written Expression in the Second Official Language, Proficiency Level C

Standard Description

Level C is the level of second language ability in written expression for positions that require writing explanations or descriptions in a variety of informal and formal work-related situations.

A person writing at this level can:

- write texts where ideas are developed and presented in a coherent manner.

A person at this level will use vocabulary, grammar and spelling that are generally appropriate and require few corrections. A person at this level can also modify or correct texts to improve meaning, tone, clarity and conciseness

Examples

A person at this level can carry out the activities at levels A and B and can also write work-related:	<ul style="list-style-type: none"> ▪ correspondence ▪ briefing notes ▪ memoranda ▪ reports ▪ recommendations ▪ research papers ▪ comprehensive summaries ▪ detailed presentations
In order to:	<ul style="list-style-type: none"> ▪ provide or request detailed facts and reasons ▪ provide information or comment on contentious issues

Oral Proficiency in the Second Official Language - Level A

Standard Description

Level A is the minimum level of second language ability in oral proficiency for positions that require simple and repetitive use of the second language in routine work situations.

A person speaking at this level can:

- ask and answer simple questions;
- give simple instructions;
- give uncomplicated directions relating to routine work situations.

Persons at this level make many errors and has deficiencies in grammar, pronunciation, vocabulary and fluency, which may interfere with the clarity of the message. Since they may have problems understanding speech spoken at a normal rate, repetitions by others may be required for them to understand what is being said.

Examples

A person at this level can carry out the following activities:

- ask and answer simple questions about names, addresses, dates, times or numbers
- make requests to colleagues or other employees and respond to such requests about simple and uncomplicated matters
- give and follow simple directions and instructions
- provide short, repetitive answers or information
- exchange common courtesies (e.g., thank you, you're welcome, have a nice day)

Oral Proficiency in the Second Official Language - Level B

Standard Description

Level B is the minimum level of second language oral proficiency for positions that require departure from routine use of the second language.

A person speaking at this level can:

- sustain a conversation on concrete topics;
- report on actions taken;
- give straightforward instructions to employees;
- provide factual descriptions and explanations.

A person at this level may have deficiencies in grammar, pronunciation, vocabulary and fluency that do not seriously interfere with communication.

A person at this level would have a limited ability to deal with situations involving hypothetical ideas.

A person at this level should not be expected to cope with situations that are sensitive or that require the understanding or expression of subtle or abstract ideas.

Examples

A person at this level can carry out the activities of level A and can also:

- give and follow straightforward instructions or explanations about how work is to be done, what information is needed and what steps or alternatives are to be followed
- give factual accounts of actions taken or events that have occurred
- handle requests for routine information from other employees or members of the public, either by telephone or in face-to-face conversations (e.g., about such things as services, publications, or staffing actions)
- take part in departmental or interdepartmental meetings regarding factual, concrete and non-routine topics, and/or informal meetings or work sessions
- deliver presentations on concrete topics, and answer factual follow-up questions
- answer the telephone, understand simple requests, redirect calls as appropriate, and/or explain to others how to complete a form

Oral Proficiency in the Second Official Language - Level C

Standard Description

Level C is the level of second language oral proficiency for positions that require handling sensitive situations where the understanding and expression of subtle, abstract, or complicated ideas are required or where unfamiliar work-related topics must be dealt with.

A person speaking at this level can:

- support opinions; and
- understand and express hypothetical and conditional ideas.

A person at this level will not have the ease and fluency of a native speaker and may have deficiencies in pronunciation, grammar, and vocabulary. These deficiencies rarely interfere with communication.

Examples

A person at this level can carry out the activities at levels A and B and can also:

- give and understand explanations and descriptions involving complicated details, hypothetical questions, or complex and abstract ideas
- give and understand detailed accounts of events, actions taken, or procedures to be followed
- discuss or explain policies, procedures, regulations, programs and services relating to an area of work
- deal with situations requiring persuasion/negotiation and complex arguments, and/or the seamless exchange of ideas in both official languages
- deliver presentations on complex topics, and answer follow-up questions and/or conduct training sessions
- counsel and give advice to employees or clients on sensitive or complex issues
- participate as a member of a selection board, interview board, or assessment team as an integral part of the job functions

ANNEX A – APPENDIX 2
ABBREVIATIONS AND ACRONYMS

CEWP – Interaction Canada

Communicative English at Work Program – Level C

CEWP – Interface Canada

Communicative English at Work Program – Levels A and B

CSPS

Canada School of Public Service

ILMS

Integrated Learner Management System

IU

Identified User

OIV

Oral Interaction Verification

OL qualification standards

Qualification Standards in Relation to Official Languages

PBFT

Programme de base de français au travail

PFL₂ – A, B and C

Programme de français langue seconde – Niveaux A, B et C

PSC

Public Service Commission

PV

Progress Verification

PWGSC

Public Works and Government Services Canada

QAMT

Quality assurance measurement tool

SLE

Second Language Evaluation

SO

Standing Offer

SOW

Statement of Work

TA

Technical Authority

TO
Training objective

ANNEX A – APPENDIX 3

GLOSSARY

In the event of a discrepancy between the definitions in this glossary and those in Annex A – Statement of Work, the definitions in the Statement of Work must prevail.

CEWP A and B – Interface Canada

Communication-based program focusing on English in the workplace. It was developed by the CSPS/LTC and is used to teach English as a second language at the beginner and intermediate levels (levels A and B).

CEWP C – Interaction Canada

Communication-based program focusing on English in the workplace. It was developed by the CSPS/LTC and is used to teach English as a second language at the advanced level (level C).

Federal Government Statutory Holidays

Statutory holidays recognized by the federal government:

- January 1
- Good Friday
- Easter Monday
- Victoria Day
- June 24 (only for services delivered in Quebec)
- July 1
- Provincial Civic holiday (first Monday in August in Ontario)
- Labour Day (first Monday in September)
- Thanksgiving (second Monday in October)
- Remembrance Day (November 11)
- December 25 and 26

Family Day (now the 3rd Monday of February), is a provincial statutory holiday only in Ontario, and it is not recognized as a statutory holiday by the federal government of Canada.

Full-time Training

Training provided for 35 hours per week.

Long Program

For full-time group training, it is the training program format that allows 12 weeks for each training step.

MyAccount

CSPS integrated learning management system. A secure IT platform that provides online access to language training programs.

Pre-SLE Consolidation Course

This is a make-up course for learners who have failed the SLE test. The course lasts six (6) weeks and applies only to full-time group training.

Programme de base de français au travail (PBFT) de l'École

CSPS program developed by the Language Training Centre and previously used to enable learners to attain levels A, B and C. The program emphasized communication in the context of everyday tasks. This program has been replaced by Programme de français langue seconde – Niveaux A et B (PFL₂ – A et B), and by Programme de français langue seconde – Niveau C (PFL₂ – C).

Programme de français langue seconde – Niveaux A et B (PFL₂ – A et B)

CSPS communication-based training program focusing on French in the workplace. This program is used for teaching French as a second language at the beginner and intermediate levels (levels A and B).

Programme de français langue seconde – Niveau C (PFL₂ – C)

CSPS communication-based training program focusing on French in the workplace. This program is used for teaching French as a second language at an advanced level (level C).

Qualification Standards in Relation to Official Languages

Qualification Standards in Relation to Official Languages (see Appendix 1 to this Annex).

Second Language Evaluation (SLE)

Public Service Commission (PSC) language tests administered at the end of English or French as a second language training in order to assess language proficiency levels (A, B or C) in reading, writing and oral interaction. The tests are administered only if required by Canada.

Session

Group training is delivered in the form of sessions.

A session corresponds to one step in the program. The length of the sessions varies depending on whether it is a short or long program, as recommended by the CSPS.

Short Program

For full-time group training, this is the training program format that allows eight (8) weeks for each training step.

Step

CSPS language training programs are structured into four (4) steps for levels A and B and two (2) steps for level C.

Training Materials

CSPS training programs contain instructions regarding the structure, content, training objectives, delivery and other requirements of the programs. These instructions are contained in the training documents for each program.

Training Objectives (TOs)

Training objectives that the learners must achieve during the CSPS training program. Training objectives that are part of CSPS training programs and are defined in the training documents.

ANNEX A – APPENDIX 4

CSPS TRAINING PROGRAM OBJECTIVES

Three weeks are devoted to preparation for the oral proficiency test after:

- the consolidation week following step 4 of PFL₂ A and B (Consolidation 4) for learners aiming to attain level B in French as a second language;
- module 4 of PFL₂ C for learners aiming to attain level C in French as a second language;
- step 4 of CEWP A and B for learners aiming to attain level B in English as a second language;
- phase 3 of CEWP C for learners aiming to attain level C in English as a second language.

1. PFL₂ A and B

At the end of each step of PFL₂ A and B, there is a one-week consolidation session.

PFL₂ A and B Training Objectives

STEP 1

- OF 1 – S'identifier et identifier des personnes
- OF 2 – Identifier des objets ou des documents
- OF 3 – Exprimer des relations d'appartenance
- OF 4 – Exprimer des relations de possession
- OF 5 – Indiquer où est une personne, un objet/document, un lieu
- OF 6 – Indiquer des données chiffrées
- OF 7 – Orienter quelqu'un dans l'espace
- OF 8 – Situer un événement dans le temps
- OF 9 – Situer un événement dans le temps : passé, présent, futur
- OF 10 – Assigner des tâches
- OF 11 – Préciser comment accomplir une tâche
- OF 12 – Indiquer la répartition et une quantité non numérique

STEP 2

- OF 13 – Fournir de l'information sur un événement ou une habitude passés
- OF 14 – S'informer ou informer d'un événement
- OF 15 – S'informer ou informer d'une requête ou de l'obtention de quelque chose
- OF 16 – Faire une offre et réagir à une offre
- OF 17 – S'informer ou informer de la présence ou de la disponibilité de personnes ou de choses
- OF 18 – Exprimer une volonté, un souhait, des goûts, des préférences
- OF 19 – Évaluer des choses
- OF 20 – Évaluer des personnes
- OF 21 – (Se) renseigner sur l'application de normes et de règlements
- OF 22 – Préciser les modalités d'exécution (temps) d'un travail

STEP 3

- OF 23 – Préciser les conditions de réalisation d'un projet
- OF 24 – Situer des événements par rapport à d'autres
- OF 25 – Indiquer les étapes d'un processus
- OF 26 – Décrire des déplacements

- OF 27 – Décrire une tâche (opérations physiques)
- OF 28 – Préciser l'importance d'une directive
- OF 29 – Apprécier les capacités ou les compétences de quelqu'un
- OF 30 – Permettre ou interdire quelque chose
- OF 31 – Exprimer la volonté, le souhait
- OF 32 – Formuler des conditions

STEP 4

- OF 33 – Exprimer un choix
- OF 34 – Proposer des solutions à un problème
- OF 35 – Faire des prévisions
- OF 36 – Demander ou donner de l'information sur un projet
- OF 37 – Décrire la démarche suivie dans la réalisation d'un projet
- OF 38 – Exposer le pourquoi et les effets d'une action, d'un événement, d'une situation
- OF 39 – Évaluer un changement proposé
- OF 40 – Persuader quelqu'un de quelque chose

2. PFL2 – C

Program component

STEP 5

- Session préparatoire 1
- Session préparatoire 2
- Module 1
- Module 2

STEP 6

- Module 3
- Module 4

3. CEWP A and B

CEWP Learning Objectives	
Book	INTERFACE (program A - B): TRAINING OBJECTIVE
STEP 1	
1	TO 1 - talk about one self
	TO 2 - talk about occupations and professions
	TO 3 - say what things are
	TO 4 - express possession
	TO 5 - alphabet and spelling

	TO 6 - use social expressions
	TO 7 - say what/where things are (to be, stative verb use)
	TO 8 - phone someone (give/get numbers, answer calls, request)
	TO 9 - get to know someone (give and get personal information)
	TO 10 - give and get addresses (numbers)
	TO 11 - talk about family / introduce people
	TO 12 - tell the time
	TO 13 - ask about people (who, where, stative questions)
	TO 14 - ask someone to do something (polite requests)
2	TO 15 - describe your job (stative verbs, routines)
	TO 16 - ask / say which one (demonstratives)
	TO 17 - say / ask what one is doing (present action)
	TO 18 - talk about leisure activities (present, simple vs. progressive)
	TO 19 - give / get info on past activities (past, time adverbials)
	TO 20 - dates (prepositions, day, month, year)
	TO 21 - talk about who it belongs to (possessive pronouns, ownership)
	TO 22 - ask for things (availability, quantity, there is/are)
	TO 23 - future plans (present simple for future, time adverbials)
	TO 24 - talking about the weather (adjectives, intensifiers)
	TO 25 - giving locations (prepositions of place)
	TO 26 - small talk (review mixed tenses, weather, plans)
3	TO 27 - directing phone calls
	TO 28 - asking about language (pronunciation, spelling, meaning clarification)
	TO 29 - describing people (giving /getting physical info; descriptive adjectives)
	TO 30 - habits and routines (simple present; adverbs of frequency)
	TO 31 - giving / getting personal data

	TO 32 - temporary situations (time adverbials, contrast present vs. continuous aspect)
	TO 33 - giving directions (adverbs of movement, direction)
	TO 34 - giving / getting info on past actions and events
	TO 35 - ability (modal auxiliaries: can, could; adverbs manner)
	TO 36 - making appointments
STEP 2	
4	TO 37 - giving assurance (will; time adverbials; (in)direct objects)
	TO 38 - describing things
	TO 39 - asking / granting permission (modal use: can, could, may, have to)
	TO 40 - making comparisons (comparative; superlatives; intensifiers)
	TO 41 - alphabet and spelling / social formulation
	TO 42 - telling what happened (contrast past aspects)
	TO 43 - leaving and taking a message (modals: can, could, would)
	TO 44 - talking about intentions (intro: conditional sentences)
5	TO 45 - polite requests (can, could, will, would, mind+)
	TO 46 - asking about cost and quantity (much, many, a few...)
	TO 47 - arriving for an appointment
	TO 48 - ongoing situations (into: present perfect)
	TO 49 - showing how, giving instructions (adverbs for sequence)
	TO 50 - health (modal: should, ought to)
	TO 51 - Review social expression, introductions
	TO 52 - talking about the recent past (contrast past, present perfect, time expressions)
1 - 5	CONSOLIDATION Level A objectives (Review)
STEP 3	
6	TO 53 - explaining how to get somewhere
	TO 54 - making inquiries (info, yes/no, indirect)

	TO 55 - offering help
	TO 56 -remembering the past (discontinued habit; modals)
	TO 57 - speculating (modals + be)
	TO 58 - looking for people and things (indirect questions; modals)
	TO 59 - similarities and differences (both, neither, (n)or, intensifiers)
	TO 60 - arranging to meet with someone (modal auxiliaries)
7	TO 61 - hypothetical situations (conditional: probable, improbable)
	TO 62 - satisfaction and dissatisfaction (like, enjoy, hate, can't stand..)
	TO 63 - referring (mixed modals)
	TO 64 - past experience (present perfect, simple past, used to, time adverbials)
	TO 65 - getting together (inviting; modals, social expressions)
	TO 66 - opinions and reactions (agreement; so/too; (n)either)
	TO 67 - skills and know-how (gerunds for activity, good at)
	TO 68 - relaying a message (reported speech)

STEP 4	
8	TO 69 - making suggestions (should, could, instead)
	TO 70 - interests and preferences (gerunds)
	TO 71- offering encouragement (indecision, concerns; worries)
	TO 72 - giving positive/negative feedback (modal perfect)
	TO 73 - expressing wishes (conditionals, wish, hope)
	TO 74 - making / handling complaints; expressing frustration
	TO 75 - expressing regrets (modal perfect expressions)
	TO 76 - completing tasks (gerunds, adverbials of degree)

4. CEWP level C

INTERACTION (program A – B, C)

STEP 5

Review Phase

Phase 1

Phase 2

Phase 3

STEP 6

ANNEX A – APPENDIX 5

TEACHING EVALUATION REPORT

The Offeror is informed that the IU and, if necessary, the Technical Authority use the same tool on a regular basis to evaluate teaching. Should there be a discrepancy between the results of the IU or the Technical Authority and the Pedagogical Adviser, the IU or, if applicable, the Technical Authority, at his or her discretion, may call a meeting with the Pedagogical Adviser to resolve the differences.

Date:

Evaluation performed by

Name :

Title :

Offeror :

Name of teacher :

Group N°

Program : short / long / pré-ELS

Training mode: Please put an X in the appropriate box.

	Group	Private
Full-time	<input type="checkbox"/>	<input type="checkbox"/>
Part-time	<input type="checkbox"/>	<input type="checkbox"/>

Activities observed:

☐ **PFL 2 – A et B**

OF :

Activity :

Unit (specify) :

☐ **PFL 2 – C**

Session préparatoire :

or Module :

Activity :

☐ **Other (specify)**

- **Complete by placing an X in the box beside each criteria that needs improvement.**
- **Give a summary rating for each section as follows:**
 - 3** – meets 80% or more of the requirements
 - 2 *** – meets 60% to 79% of the requirements
 - 1 **** – meets 59% or fewer of the requirements
- * Indicate point(s) needing improvement.
- ** Indicate the measures to be taken by the Pedagogical Advisor and/or teaching resource when teaching does not meet criteria.

1. The objectives of the scheduled activities are clearly presented.

The teaching resource:

a) establishes links between activities and learning objectives; ☐

b) ensures learners understand the training objectives. <input type="checkbox"/>
--

Rating : 1 / 2 / 3

Comments/Points to improve

2. The instructions are clear.

The teaching resource:

a) explains the instructions and gives examples in the learner's second language; <input type="checkbox"/>
--

b) checks and confirms learner comprehension; <input type="checkbox"/>
--

c) gives additional information (when necessary). <input type="checkbox"/>
--

Rating : 1 / 2 / 3

Comments/Points to improve

3. The exploitation of activities is varied and responds to the learners' needs.

The teaching resource:

a) varies how s/he presents activities while maintaining the training objective; <input type="checkbox"/>

b) links the learners' experience to the objectives of the scheduled activities; <input type="checkbox"/>

c) adapts activities to the learners' various learning styles, needs and interests; <input type="checkbox"/>
--

d) gives clear, specific and varied explanations; <input type="checkbox"/>
--

e) makes appropriate use of writing to support the activity's objective; <input type="checkbox"/>

f) adapts time allocated to activities to learners' needs; <input type="checkbox"/>

g) uses authentic documents; <input type="checkbox"/>

h) exploits activities in a way that maximizes the learners' speaking time. <input type="checkbox"/>
--

Rating : 1 / 2 / 3

Comments/Points to improve

4. Error correction is well dosed and respects the andragogical principles of error correction.

The teaching resource :

a) varies the correction method to suit the objective of the activity; <input type="checkbox"/>

b) provides correction in an amount corresponding to learners' needs and training objective;
--

c) limits his/her interventions during communication activities correcting only errors that

obscure message; <input type="checkbox"/>
d) uses written support when necessary; <input type="checkbox"/>
e) reviews and corrects difficulties encountered during an activity before moving on to the next one; <input type="checkbox"/>
f) uses positive reinforcement. <input type="checkbox"/>

Rating : 1 / 2 / 3

Comments/Points to improve on

5. The teaching resource encourages the participation of the learners in the class.

The teaching resource:

a) solicits the participation of all learners; <input type="checkbox"/>
b) encourages spontaneous interaction and ties it into the areas of study; <input type="checkbox"/>
c) encourages learners to use their second language in class; <input type="checkbox"/>
d) ensures speaking opportunities are equitably distributed among learners; <input type="checkbox"/>
e) provides learners with frequent speaking opportunities; <input type="checkbox"/>
f) promotes learner responsibility by delegating the lead on certain activities. <input type="checkbox"/>

Rating : 1 / 2 / 3

Comments/Points to improve

6.1. While teaching CEWP A&B, the teaching resource provides a balance of skills in his/her daily activities.

a) The duration of the unit of study complies with what is set out in the program; <input type="checkbox"/>
b) The teaching resource complies with the approach recommended for the unit of study; <input type="checkbox"/>
c) S/he presents the unit at the time indicated in the program; <input type="checkbox"/>
d) The activities selected correspond to the learners' needs; <input type="checkbox"/>
e) The teaching resource uses online learning tools judiciously; <input type="checkbox"/>
f) The objective of the activity is attained. <input type="checkbox"/>

Rating : 1 / 2 / 3

Comments/Points to improve

6.2. While teaching CEWP C, the teaching resource provides a balance of skills in his/her daily activities.

The teaching resource:

a) presents the list of planned activities following the teaching practices recommended in the program; <input type="checkbox"/>
b) clearly explains the instructions for the activities to be carried out and confirms the learners' comprehension of them; <input type="checkbox"/>
c) gives the learners focused feedback; <input type="checkbox"/>
d) uses online learning tools judiciously; <input type="checkbox"/>
e) ensures learners participate in discussions and re-use introduced elements. <input type="checkbox"/>

Rating : 1 / 2 / 3

Comments/Points to improve

7. The teaching resource creates a class dynamic conducive to group learning.

The teaching resource:

a) demonstrates a positive attitude towards the program being used; <input type="checkbox"/>
b) stimulates learner interest in the way s/he conducts activities; <input type="checkbox"/>
c) chooses relevant and varied activities; <input type="checkbox"/>
d) factors in situations that arise in class (fatigue, unexpected requests or comments) and adjusts the scheduled activities accordingly; <input type="checkbox"/>
e) allows learners to experiment and develop their own strategies; <input type="checkbox"/>
f) uses the learners' first official language if necessary. <input type="checkbox"/>

Rating : 1 / 2 / 3

Comments / Points to improve

8. Observations and comments on the group

The learners :

a) have the same learning pace; <input type="checkbox"/>
b) speak spontaneously; <input type="checkbox"/>
c) ask questions; <input type="checkbox"/>
d) actively participate; <input type="checkbox"/>

e) use their second language in class; <input type="checkbox"/>
f) contribute to the creation of a positive learning environment. <input type="checkbox"/>

Evaluator's comments:

ANNEX A – APPENDIX 6
CONTENT OF IN-HOUSE SESSIONS

(Section II, Clause 8.1)

Minimal content that the pedagogical advisor must transmit to the teaching resources to enable them to teach the CSPA programs while waiting to take the CSPA familiarization sessions.

The pedagogical advisor must ensure that the teaching resource is able to

1. use PFL₂ – A et B, PFL₂ – C or CEWP classroom and self-learning materials;
2. navigate the CSPA online programs (MyAccount);
3. teach and coach learners using a communicative approach and adult education principles;
4. manage in-class activities (units, objectives) and adapt to learners' needs;
5. carry out weekly planning;
6. create individual work plans;
7. understand his or her roles and responsibilities and those of the learners, pedagogical advisor and the CSPA; and
8. prepare absence, end-of-session and recommendation reports.

ANNEX A – APPENDIX 7
RECOMMENDATION REPORT

Nom de l'apprenant / Learner's Name :

École / School :

Ministère / Department

Groupe / Group

Étape / Step

Programme / Program court / short ☐ long ☐

Ressource enseignante / Teacher

**Conseiller pédagogique /
Pedagogical Adviser**

RECOMMANDATION / RECOMMENDATION :

☐ Poursuivre la formation à l'étape suivante du programme / Continue training at the next step of the program

☐ Refaire l'étape du programme en cours / Remake current step of the program

Commentaires / Comments :

Date :

ANNEX A – APPENDIX 8

END OF SESSION REPORT

Template for Full-Time Group Training

Name of learner		Department	
School			
Group		Teaching resource	
Step		Pedagogical adviser	
Program	<input type="checkbox"/> short <input type="checkbox"/> long		

Overall evaluation

During this step, the learner has

1. achieved the current program objectives ☐
2. almost achieved the current program objectives ☐
3. made progress but has not achieved the current program objectives ☐
4. not made significant progress ☐.

Comments

(Please note here any observations that could be useful to the teaching resource in the next step, e.g. difficulties and strategies that work well.)

ANNEX “A-2”

STATEMENT OF WORK (SOW)

WORK STREAMS:

FULL-TIME INDIVIDUAL TRAINING

- in French at the Offeror's facilities
- in French at a federal institution
- in English at the Offeror's facilities
- in English at a federal institution

PART-TIME INDIVIDUAL TRAINING

- in French at the Offeror's facilities
- in French at a federal institution
- in English at the Offeror's facilities
- in English at a federal institution

Annex “A”

STATEMENT OF WORK (SOW)

TABLE OF CONTENTS

SECTION I – REQUIREMENTS

Preamble

1.0 Background

2.0 Training

3.0 Type of Learner

4.0 Language of Communication With Learners

5.0 CSPS Training Programs

6.0 Qualification Standards in Relation to Official Languages

7.0 Learner Language Training Plans (services offered by the CSPS for all types of training)

8.0 Course Loading Activities for Full-time or Part-time Training (group and individual)

9.0 SLE (second language evaluation) Test Calendar

10.0 Learner Training Location

SECTION II – WORK STREAMS

Section II - 1 FULL-TIME INDIVIDUAL TRAINING

Work stream 2A(1): Full-time individual training in French at the Offeror's facilities

Work stream 2A(2): Full-time individual training in French at a federal institution

Work stream 2B(1): Full-time individual training in English at the Offeror's facilities

Work stream 2B(2): Full-time individual training in English at a federal institution

Section II - 2 PART-TIME INDIVIDUAL TRAINING

Work stream 4A(1): Part-time individual training in French at the Offeror's facilities

Work stream 4A(2): Part-time individual training in French at a federal institution

Work stream 4B(1): Part-time individual training in English at the Offeror's facilities

Work stream 4B(2): Part-time individual training in English at a federal institution

For each of the work streams in Section II – 1 and 2 the following articles apply :

1.0 Type of Training Offered

2.0 Training Delivery Days

3.0 CSPS Training Programs



- 4.0 SLE Tests
- 5.0 Training Materials
- 6.0 Facilities
- 7.0 CSPS Support to Offeror
- 8.0 Specific Resource Services
- 9.0 Quality Assurance and Specific Performance Measurements
- 10.0 Education and Experience Requirements – Resources
- 11.0 Deliverables

SECTION III – DELIVERABLES (TABLE)

APPENDICES

- Appendix 1. Official Languages Qualification Standards
- Appendix 2. Abbreviations and Acronyms
- Appendix 3. Glossary
- Appendix 4. CSPS Training Program Objectives
- Appendix 5. Teaching Evaluation Report
- Appendix 6. In-House Training Minimum Contents
- Appendix 7. Progress Report
- Appendix 8. Training Calendar

Preamble

In order for Offerors to understand the Work to be performed, it is important that they read the appendices at the end of this annex:

- Appendix 1. Official Languages Qualification Standards**
- Appendix 2. Abbreviations and Acronyms**
- Appendix 3. Glossary**
- Appendix 4. CSPS Training Program Objectives**
- Appendix 5. Teaching Evaluation Report**
- Appendix 6. In-House Training Minimum Contents**
- Appendix 7. Progress Report**
- Appendix 8. Training Calendar**

The Statement of Work includes terminology found in these appendices and/or in Parts A and B of the SO.

This RFSO explains the language training requirements in the National Capital region (NCR) Resulting Standing Offers will include information about the specific work streams and terms for which the offer was selected.

ANNEX A - SECTION I - REQUIREMENTS

This section applies to all work streams.

1.0 Background

Second language training in Canada's official languages is offered to federal employees in compliance with the provisions of the Official Languages Act.

1.1 The general mandate of the CSPS through its Language Training Directorate is as follows:

- 1.1.1 Ensure quality language training through input and participation in the selection of second-language training offerors.
- 1.1.2 Participate in the development of the Offerors' language training capacity in response to demand from the federal government.
- 1.1.3 Design and offer access to learning products (integrated learning) such as the computerized MyAccount Integrated Learning Management System (I-LMS).

2.0 Training

The purpose of this SO is to provide second language training in French and English using the CSPS's training programs. The Offeror must provide full-time* and part-time* individual training to federal employees (learners) designated by the Identified User (IU), in the National Capital Region, at levels A, B and C of the Qualification Standards in Relation to Official Languages described in Appendix 1, upon request by federal institutions, as indicated in the call-up.

The National Capital Region is defined in the *National Capital Act* (R.S.C.1985, c. N-4), which may be accessed at the following site: <http://laws-lois.justice.gc.ca/eng/acts/N-4/page-9.html>.

* See Section II for a full definition of each format and mode of training.

2.1 Training Format

The training is divided into two (2) main work streams.

Each main work stream is subdivided as follows:

FULL-TIME INDIVIDUAL TRAINING

- Work stream 2A(1): Full-time individual training in French on the Offeror's premises
- Work stream 2A(2): Full-time individual training in French at a federal institution
- Work stream 2B(1): Full-time individual training in English on the Offeror's premises
- Work stream 2B(2): Full-time individual training in English at a federal institution

PART-TIME INDIVIDUAL TRAINING

- Work stream 4A(1): Part-time individual training in French on the Offeror's premises
- Work stream 4A(2): Part-time individual training in French at a federal institution
- Work stream 4B(1): Part-time individual training in English on the Offeror's premises
- Work stream 4B(2): Part-time individual training in English at a federal institution

Section I - REQUIREMENTS



2.2 Delivery Method

The Offeror must provide in-class teaching using the CSPS training programs for the work streams for which the SO has been issued to the Offeror. Moreover, the Offeror is obligated to provide the deliverables indicated in Annex A, Section II relevant to the work stream for which the Offeror is offering its services, and Section III.

The Offeror must also ensure that the requirements of this SO are not modified further to a request from learners; for example, for full-time training, a request to receive training outside the business days listed in Section II – 1, work streams 2A and 2B of this document.

The teacher's version of the CSPS programs (PFL₂ and CEWP), which are installed on the ILMS computer platform, or the CSPS (MyAccount) are to be used only in connection with this standing offer and contracts stemming from this standing offer, for which the Technical Authority (TA) is the CSPS.

3.0 Type of Learner

Learners receiving learning services have the following objectives:

- acquiring skills to satisfy the language requirements of their positions
- developing their second language skills
- retaining their second language skills

4.0 Language of Communication With Learners

The training welcome session, during which instructions are provided to learners, will take place in the first language (English or French) of those present.

For matters associated with facilitating the communication and understanding of the learner's learning capacity, the Offeror must communicate with the learner in the official language (English or French) of the learner's choice.

5.0 CSPS Training Programs

Every CSPS training program referred to in work streams 2 and 4 includes specific objectives and/or modules. A descriptive list of these objectives is presented in Appendix 4 of this Annex.

6.0 Qualification Standards in Relation to Official Languages (OL)

Once the training is finished, a learner who needs to satisfy the language requirements of a position must demonstrate, through an SLE test administered by the Public Service Commission (PSC), that he or she is proficient in the language at the target level (A, B or C) for the following language skills: reading, writing and oral interaction. Tests are administered by the PSC or an institution that has obtained a delegation of authority from the Commission to administer them.

For the purposes hereof, the "Qualification Standards" are synonymous with "proficiency levels" or "proficiency level standards" and are identified in Appendix 1 of this Annex. They can also be found at the following Web site address: <http://www.tbs-sct.gc.ca/gui/squn03-eng.asp>

7.0 Learner Language Learning Plan

Language learning plans are developed by the CSPS's Language Learning Plan Unit at the request of



federal institutions and are mandatory for full-time training.

The CSPS will provide the federal institution with the learner's language learning plan. The federal institution can then enrol the employee in the recommended training objective (TO).

A language learning plan is developed in accordance with the standards prescribed by the CSPS and includes the following information:

- target language
- target level
- starting lesson
- learning pace
- number of hours required to reach the target level

The plan may include a recommendation for the learner to review certain notions before the start of training.

In developing the learning plan, CSPS will prepare a pedagogical recommendations document for the TA to provide to the Offeror at the beginning of the learner's training session. The Offeror must take into account these recommendations when delivering the training.

For part-time training, a learning plan is not required. The IU determines the learning level on the basis of any SLE test results, and candidate self-assessment. At the request of the federal institution, CSPS can evaluate the candidate's knowledge in order to determine his or her learning level.

8.0 Course Loading Activities

The IU can determine the training start date for its employees and enroll them in a training course provided by the selected Offeror.

The IU must consult PWGSC to find out which Offeror has been selected. No call-ups will be issued until PWGSC identifies the Offeror. If an IU issues a call-up without this authorization, the IU may be removed from the list of IUs with access to the SO, and PWGSC may take corrective action with respect to the performance of an Offeror or other measures against the Offeror.

9.0 SLE Test Scheduling

For learners who must take SLE tests, the IU will make the necessary arrangements with the PSC or its representatives and will provide the test date to the learner and the Offeror.

10.0 Learner Training Location

Training must be provided at the Offeror's facilities, with or without accommodation* or in federal institution facilities. For training delivered on the Offeror's premises, the facilities must be located within the following boundaries: between Wellington Street, Maclaren Street, Bay Street and Elgin Street in Ottawa, Ontario and between Laurier Street, Sacré-Cœur Boulevard and St-Rédempteur Street in Gatineau, Quebec. The Offeror can also propose classrooms outside these boundaries, in the National Capital Region. Facilities must meet the requirements set out in the standing offer. The Offeror is responsible for providing all the necessary tools to deliver training programs as specified in Annex A (Statement of Work), Section II, article 6.0.

*For the purposes of this SO, the applicable accommodations are those that enable persons with limited mobility to access the premises where the training will take place, the room, the sanitary facilities and other areas made available to all learners. An Offeror that identifies itself in this category must accept all call-ups requiring accommodations.

The Offeror will not be called upon to provide auxiliary services or adaptive technology other than those mentioned above in the event they are required. These requirements will be the responsibility of the learner's federal institution.

The Offeror's facilities must be located as described by the Offeror in its offer in response to RF50 EN578-093429/A. If the Offeror is required to change facilities or classrooms, it must adhere to its commitment in relation to classroom computer equipment.



ANNEX A – SECTION II – WORK STREAMS

The following articles apply to each of the work streams in Section II:

- 1.0 Type of Training Offered
- 2.0 Training Delivery Days
- 3.0 CSPS Training Programs
- 4.0 SLE Tests
- 5.0 Training Materials
- 6.0 Facilities
- 7.0 CSPS Support to Offeror
- 8.0 Specific Resource Services
- 9.0 Quality Assurance and Specific Performance Measurements
- 10.0 Education and Experience Requirements – Resources
- 11.0 Deliverables

SECTION II – 1 FULL-TIME INDIVIDUAL TRAINING

- Work stream 2A(1): Full-time individual training in French on the Offeror's premises
- Work stream 2A(2): Full-time individual training in French at a federal institution
- Work stream 2B(1): Full-time individual training in English on the Offeror's premises
- Work stream 2B(2): Full-time individual training in English at a federal institution

SECTION II – 2 PART-TIME INDIVIDUAL TRAINING

- Work stream 4A(1): Part-time individual training in French on the Offeror's premises
- Work stream 4A(2): Part-time individual training in French at a federal institution
- Work stream 4B(1): Part-time individual training in English on the Offeror's premises
- Work stream 4B(2): Part-time individual training in English at a federal institution

ANNEX A – Section II

Work streams 2A:

1. Full-time individual training in French on the Offeror's premises
2. Full-time individual training in French at a federal institution

Work stream 2B:

1. Full-time individual training in English on the Offeror's premises
2. Full-time individual training in English at a federal institution

If the Offeror's offer includes training services at a federal institution, none of the requirements relating to the Offeror's facilities apply and vice versa. The same applies to the Offeror's facilities that provide accommodations, i.e. if the Offeror's offer includes training services at its facilities, and these facilities provide accommodations, as defined in article 10.0 of Section 1, all stipulations relating to accommodations at the Offeror's facilities apply to the Offeror.

1.0 Type of Training Provided

For the purposes of this SO, full-time group training is defined as training delivered between 15 and 35 hours per week from Monday to Friday, but not on federal government statutory holidays.*

*See glossary in Appendix 3.

A language learning plan is required (see details in Section I).

2.0 Training Delivery Days

The Offeror must be prepared to deliver training services up to 240 days per year.

The Offeror must provide learners with up to seven (7) hours of training services per day between 8:00 a.m. and 4:30 p.m., from Monday to Friday, except on federal government statutory holidays. The number of daily and weekly training hours, as well as course start and end times if there are fewer than seven (7) hours of training per day, must be indicated in the call-up.

For a seven (7) hour training day, the Offeror must allow learners a 15-minute break in the morning and a 15-minute break in the afternoon. Learners will also have one (1) hour for lunch, from 12:00 p.m. to 1:00 p.m., outside the seven-hour training period.

For a training day of fewer than seven (7) hours, the Offeror must provide the learners with a 15-minute break every two (2) hours. After a second two-hour period, the Offeror must provide the learners with a 30- to 60-minute meal break. If the training exceeds four (4) hours, an additional break must be provided after the third two-hour period. Training hours do not include breaks and lunch hour.

The pedagogical adviser and teaching resources must be ready to begin class on time, every day.

Training must not be delivered on federal government statutory holidays.

Training may be delivered between December 25 and January 1st.

Leave authorized by the Identified User's Project Authority will be accepted and must be indicated in the call-up. This leave can vary from one call-up to another. The training delivered must correspond to the call-up period. No additional training may be delivered without officially amending the call-up. For example, training days or hours missed during the call-up period cannot be delivered after the call-up period.

3.0 CSPS Training Programs

The training methods, course configurations and related material designed by the CSPA and referred to below are defined as “training programs,” “programs” or “CSPA training programs.”

Offerors must use one of the CSPA training programs listed below. CSPA programs are based on a communicative approach and adult education principles. The Offeror can use additional activities to supplement or enhance those of the CSPA and meet the learners’ needs. The activities must be consistent with the Training Objectives and may be subject to TA approval.

The Offeror must use the following teaching practices:

1. Communicative Approach
 - encourage learners to communicate in the language being taught
 - maximize the learners’ speaking time
 - have the learners practise the taught matter in communication situations that are relevant to them
 - choose varied activities relevant to the learners
 - use authentic documents
 - limit corrections on the basis of activity objectives and learner needs
2. Adult Education Principles
 - Provide plans for group activities and self-directed learning
 - For each activity, give instructions and describe the process by specifying
 - what the learners must do;
 - the duration of the activity;
 - the anticipated result; and
 - the materials and tools to be used.
 - For each activity, indicate the objective by specifying
 - the knowledge or know-how that the activity is intended to develop; and
 - the link between the objective of the activity and the TO.
 - Provide learners with regular feedback on their strengths and the areas that need work in relation to the targeted objectives.
 - Take into account the needs, interests and experience of learners, as well as different learning styles, while conducting the activities.

The following are the CSPA training programs:

- For French: Programme de français langue seconde – Levels A and B (PFL₂ – A and B), Programme de français langue seconde – Level C (PFL₂ – C)
- For English: Communicative English at Work Program (CEWP), levels A, B, C.

3.1 The PFL₂ Programs

The CSPA PFL₂ – A et B and PFL₂ – C are the programs for language training in French. They cover levels A, B and C and enable learners to acquire the skills necessary to interact in French in the workplace and in everyday situations.

PFL₂ – A et B comprise 40 TOs and are designed to ensure that the learner achieves level B proficiency.

PFL₂ – C comprises two (2) preparatory sessions and four (4) modules, and is designed to ensure that the learner achieves level C.

The programs include self-learning material for developing listening, reading, writing and speaking skills.

3.2 The CEWP Program

The CSPS CEWP is the program for language training in English. It covers levels A, B and C and enables learners to acquire the necessary skills to interact in English in the workplace and in everyday situations.

More specifically, the program material is entitled:

“Interface Canada” for levels A and B; and
“Interaction Canada” for level C.

“Interface Canada” comprises 76 main objectives grouped into eight (8) workbooks: 1 to 3 for level A and 4 to 8 for level B.

“Interaction Canada” comprises 20 main objectives and 20 specific objectives, grouped into four (4) sessions for level C.

The program includes self-learning material for developing listening, reading, writing and speaking skills.

CSPS is working on updating the CEWP. Once the Program has been updated, the Offeror must use the new version of the Program.

3.3 Estimated Training Duration

For a learner starting his or her training at the training objective 1, the training duration can be up to 1 605 hours for B level and up to 2 170 for C level. These hours do not include breaks and lunch hours.

The recommended duration of training and the learner’s review needs, if applicable, will be included in the learner’s language learning plan.

4.0 Second Language Evaluation (SLE) Tests

Should a learner require an SLE test, the IU must be responsible for setting a date and making the necessary arrangements).

For the Test of Oral Proficiency (TOP), this date will come at the end of step 4 for learners targeting level B and at the end of step 6 for learners targeting level C, or at a time chosen by the IU. For the Reading Tests and the Test of Written Expression (RT and TWE) this date will be at the start of step 4 for learners taking the level B program and halfway through step 5 for learners in the level C program, or at a time chosen by the IU.

The tests are administered by the Public Service Commission or by institutions that have received a delegation of authority from the Commission to administer them. The IU must inform the Offeror and the learner as soon as the test date has been scheduled.

5.0 Training Materials

The Offeror is responsible for acquiring all hard-copy and/or electronic materials for the CSPS training programs and any additional CSPS program materials it deems necessary.

Should the Offeror elect to provide CSPS training program materials in hard-copy format, it must distribute all original materials to the teaching resources, pedagogical advisers and learners. Materials given to learners must be their property. The Offeror may provide photocopies only if the original material is not available from Canadian Government Publishing and only by obtaining prior authorization from the TA.

Should the Offeror elect to provide CSPS training program materials in electronic format, it must for that purpose equip each classroom with a computer for the teaching resource and each learner.

The following CSPS training program materials must be ordered from the Government of Canada Publications Web site: <http://publications.gc.ca>:

Required materials for levels A and B in French

- TOs 1 to 40 (40 workbooks)
- consolidations 1 to 4 (4 workbooks)
- self-assessments 1 to 4 (4 workbooks)

Required materials for level C in French

- Preparatory sessions 1 and 2 (2 workbooks)

Required materials for levels A and B in English

- Interface Canada, Student's Books 1 to 8

Required materials for level C in English

- none

The Offeror is not obligated to purchase the four (4) PFL₂ – C modules or the CEWP C, as they are not available in print format through Government of Canada Publications. However, they are available on MyAccount and the four (4) PFL₂ – C modules are available for purchase from Government of Canada Publications in DVD format. Learners can print them, in whole or in part, if they wish to do so.

Learners must ensure that they have access to MyAccount. If they have not registered, they can do so at the following page: <http://www.cspc-efpc.gc.ca/acc/index-eng.asp>.

In addition to the training program materials available on the Government of Canada Publications Web site, the Offeror's teaching resources and pedagogical advisers must have access to MyAccount so they can use supplementary materials and teaching materials, including videos. To obtain free access to MyAccount for its resources, the Offeror should contact the TA.

6.0 Facilities

6.1 Federal Institution Facilities

Federal institutions are responsible for providing appropriate facilities for training, with characteristics similar to those mentioned in clause 6.2.

6.2 The Offeror's Facilities

For each individual training session, the Offeror must provide training at facilities that meet the requirements set out herein. If the Offeror is required to change facilities or classrooms, it must immediately notify the SO Authority and the Technical Authority, and the new facilities and classrooms must meet the requirements set out under clause 7.2 of this section and be fitted with the same computer equipment.

The Offeror must ensure that facilities meet the requirements of applicable municipal, provincial and federal statutes, policies and standards. The Offeror understands and agrees that the Technical Authority and/or the Standing Offer Authority may inspect the Offeror's facilities at any time without prior notice.

The Offeror must respond to all complaints regarding the facilities or classrooms filed in writing by the SO Authority or the Technical Authority. The Offeror must respond no later than 48 hours after a notice of a complaint has been given to the Offeror.

6.2.1 Classrooms

For each individual training session, the Offeror must provide a classroom that is at least 70 square feet and has all the furnishings and materials needed for language training i.e. a blackboard, tables, chairs, lighting, heating and a space to store notebooks and coats. Offerors that have facilities with accommodations must provide classrooms consistent with the accommodations required for a learner, as indicated in the call-up. If the Offeror's classrooms are being used for the first time under this SO, they must be ready at least five (5) business days before the start of training.

The Offeror can consult the TA for any questions pertaining to the selection or appropriate layout of classrooms for language training.

6.2.1.1 Computer Equipment

Each classroom must have one (1) computer and operational equipment that meets the following minimum technical requirements:

- PC-compatible Pentium 2 GHz computer with mouse and keyboard
- Windows 2000, XP or Vista
- 500 MB of RAM for 2000 and XP / 2 GB of RAM for Vista
- 60-GB hard disk
- Video card with minimum 800 X 600 resolution
- 16-bit sound card with speakers
- Quick Time Player®
- Flash Player®
- Java
- DVD drive
- Internet access, Internet Explorer 6.x or later or Firefox 3.x or later
- 2200- to 3500-lumen XGA multimedia projector or equivalent
- 70 X 70 wall screen
- Printer, ink and paper (however, it is also acceptable for the Offeror to have one printer with sufficient ink and paper to serve several classrooms, possibly located outside the classrooms)

6.2.2 Photocopier

A black and white photocopier must be made available to learners, at no additional cost to Canada. However, the Offeror can, by giving learners advance notice, limit the number of photocopies to a maximum of 50 pages per learner per week. Anything exceeding that number could be charged to the learners using this service. The costs must be clearly indicated at the beginning of the training.

The materials the Offeror is required to make available to learners as part of the training program are not to be included in the printing of photocopies.

6.2.3 Learner Printing

At their discretion, learners may print information in black and white using the computers in the Offeror's facilities.

The materials the Offeror is required to make available to learners as part of the training program are not to be counted in the limit of 50 pages per learner.

The Offeror can, by giving learners advance notice, limit the number of photocopies and print-offs to a maximum of 50 pages per learner per week. Anything exceeding that number could be

charged to the learners using this service, at a rate determined by the Offeror. These costs must be clearly indicated at the beginning of the training.

6.2.4 Environmental Requirements

In support of the green procurement effort, the Offeror must ensure that:

- all printers and photocopiers used for the purposes of this SO are programmed by default to print in black and white on both sides of the paper, and preferably meet the ENERGY STAR or its equivalent standards regarding energy efficiency
- the paper used contains at least 30% recycled materials and/or is certified as originating from a sustainably managed forest
- environmentally friendly ink or recycled ink cartridges are used in printers and photocopiers. It is strongly recommended that the used ink cartridges can be returned to the manufacturer for reuse or recycling.
- recycling bins for paper, newsprint and plastic and aluminum containers are available to learners and are emptied regularly, where this service is available, in compliance with the local recycling programs.

In addition, it is preferable that cleaning products used with this equipment be biodegradable and not harmful to the environment.

The federal government reserves the right to conduct verifications by visiting if necessary the Offeror's facilities to ensure that efforts in environmental matters are maintained.

7.0 CSPA Support to Offeror

7.1 Familiarization Sessions

Following the authorization of the SO, the Offeror must provide the TA with the names of the pedagogical advisers and teaching resources designated to perform the Work in response to one or more call-ups, as well as written confirmation from the Offeror that the teaching resources meet the requirements set out in clause 10.2, Section II of Annex A, Statement of Work. These resources must attend, at the Offeror's expense, the familiarization sessions Part 1, as detailed in clause 7.1.1 of this section. In order to be able to administer evaluation tools (OIV), all pedagogical advisers must take familiarization session Part 2. When the TA considers it necessary, pedagogical advisers must, in addition to Parts 1 and 2, attend Part 3 to become familiar with their roles and responsibilities.

The purpose of these sessions is to enable the teaching resources and pedagogical advisers to use CSPA training programs and assessment tools in order to meet the requirements of the SO for providing training services. Only the CSPA will provide these familiarization sessions, and the decision to provide them is solely the responsibility of the CSPA. The Offeror must register the resources for each session through the TA. The CSPA must offer these sessions at no cost to the Offeror.

Teaching resources and pedagogical advisers must attend the familiarization sessions, unless the TA deems that they already have the necessary familiarity with the programs and assessment tools in question. If a resource is used to deliver English and French programs, the resource must attend the applicable familiarization sessions for each program.

Only duly trained teaching resources and pedagogical advisers, i.e. those who have taken the familiarization sessions on CSPA training programs and have received the written confirmation from the TA, can deliver training services, except under the following circumstances, with prior written approval from the TA:

- the Offeror's capacity to provide teaching resources and pedagogical advisers who have been trained in CSPS training programs is exhausted because of the extreme procurement demand imposed by the IU or other IUs in other call-ups pursuant to this or other SOs in the same region in response to RFSO EN578-093429/A
- a call-up is issued before the familiarization sessions have been provided; or
- there is an unforeseen need to replace a teaching resource or a pedagogical adviser.

In these three cases, the teaching resources and pedagogical advisers can deliver training services only up until the day prior to the scheduled start date of the next familiarization session, i.e. Part 1 for teaching resources and pedagogical advisers who have not attended any familiarization sessions, Part 2 for pedagogical advisers who have already attended Part 1 (Part 1 is a pre-requisite to Part 2) or Part 3 for pedagogical advisers who have attended Parts 1 and 2.

However, the pedagogical adviser must provide an in-house session about the program before the teaching resource goes to the classroom. The minimum contents to be covered in this session are listed in Appendix 6. The Offeror must inform the TA about the dates scheduled for the training session provided by the pedagogical adviser. The TA may attend this session. The Offeror must register the teaching resource(s) and pedagogical adviser(s) for the next familiarization session given by the CSPS in order to continue to provide training services thereafter.

7.1.1 Part 1 - Familiarization Sessions on the PFL₂ – A et B, PFL₂ – C and CEWP Training Programs

The duration of the familiarization sessions offered on CSPS training programs must be as follows: five (5) days for Part 1.1, levels A and B of the training program (prerequisites to the level C familiarization session), plus one (1) day for part 1.2 for the level C training program. The TA can change the duration of the sessions at any time.

These sessions must be offered to all teaching resources and pedagogical advisers who meet the requirements set out in Annex A, Section II, article 10.0.

The sessions are expected to be given by the CSPS in class. The TA is the only Authority who can establish the calendar for the sessions; the TA can also alter their mode of delivery at any time.

At the end of each familiarization session, the CSPS will provide each participant with a document confirming their completion of the session (levels A and B program or level C program). After receiving this document, the teaching resource will be able to deliver CSPS training programs, and the pedagogical adviser may attend familiarization session Part 2.

After the familiarization sessions, the TA may assess the teaching to verify whether the Offeror's resources are complying with the instructions given at the sessions. If the observed teaching does not comply with these instructions, the Offeror must conduct a follow-up, which may include registering the teaching resource to take the familiarization session again in whole or in part. If the teaching is still not consistent with the instructions at a second evaluation by the TA, the teaching resource will no longer be able to teach under this standing offer. If three (3) or more teaching resources are withdrawn from the CSPS programs for this reason during a 12-month period, the TA, together with the Standing Offer Authority, may take corrective measures against the Offeror, which may go so far as to suspend the SO for one or more sessions.

7.1.2 Part 2 – Familiarization Session on Assessment Tools: Oral Interaction Verification (OIV)

The CSPS will give a session on assessment tools (OIV) to pedagogical advisers to give them greater insight into how to administer the tools more effectively, and the importance of providing feedback to learners. Upon TA approval, teaching resources with in-depth experience with CSPS language training programs can also take this familiarization session.

The duration of the session is one (1) day. The TA can change session length at any time.

The session must be offered in class. The TA reserves the right to determine the training calendar in order to respond to requirements appropriately and may change the manner in which the session is delivered at any time.

After the familiarization session, the TA may assess the administration of OIVs to verify whether the Offeror's resources are complying with the instructions given at the sessions. A follow-up can be performed if necessary, at the TA's sole discretion.

The contents of the OIVs will be shared with the Offeror's pedagogical advisers who attended the OIV familiarization session. However, the Offeror and its resources must ensure that the content of the OIVs is not disclosed to learners, IUs or other Offeror resources. The TA can access evaluation grids and feedback sheets at any time, upon the request of the TA.

7.1.3 Part 3 – Familiarization Session on the Roles and Responsibilities of the Offeror's Pedagogical Advisers, with Respect to this SO

The CSPS will, where it deems it necessary, provide a one-day familiarization session on the roles and responsibilities of the Offeror's pedagogical advisers. The session would be no more than one day in length and the CSPS reserves the right to determine the session calendar in order to fulfill the requirement in a timely manner. The session may be offered in class or through another mode chosen by the TA.

7.1.4 Location of Familiarization Sessions

The in-class sessions for teaching resources and pedagogical advisers will normally be held at the CSPS Asticou Centre facilities in Gatineau, Quebec. The Offeror will be responsible for all of its resources' travel expenses (meals, travel, etc.), at no additional cost to Canada.

7.2 Pedagogical Sessions

Pedagogical sessions may be provided by the TA to teaching resources and pedagogical advisers if the TA deems it necessary. Teaching resources and pedagogical advisers must attend these sessions. Sessions will be provided in the morning and/or afternoon for a maximum of seven (7) hours. If the sessions are scheduled during class time, they can be completed while learners are working independently. Teaching resources must assign learners work, which will be checked when they return from the pedagogical session.

The TA is under no obligation to deliver additional pedagogical sessions with a view to correcting the Offeror's shortcomings.

The sessions will be held at the Offeror's or the CSPS's facilities, as determined by the TA. The Offeror must be responsible for all of its resources' travel expenses, at no additional cost to Canada.

8.0 Specific Resource Services

8.1 Pedagogical Advisers

The Offeror must assign dedicated primary pedagogical advisers. "Dedicated" refers to the assignment of resources for all SOs made to the Offeror, in accordance with RFSO EN578-093429/A on the basis of the ratios shown below.

The Offeror must assign at least one (1) primary pedagogical adviser for every 30 individuals. If the Offeror is issued more than one (1) SO for a number of work streams, the Offeror may assign a primary pedagogical adviser to more than one work stream in accordance with the ratios listed below:

$$\begin{aligned} & \text{number of full-time groups} \div 10 \\ & + \text{number of full-time individuals} \div 30 \\ & + \text{number of part-time groups} \div 50 \\ & + \text{number of part-time individuals} \div 100 \\ & = 1 \text{ for one pedagogical adviser's maximum load} \end{aligned}$$

For example, if the Offeror sets up training for 45 full-time individuals, one primary pedagogical adviser will have to be assigned for the first 30 individuals and a second primary pedagogical adviser for the remaining 15 individuals. The second pedagogical adviser could also be assigned responsibility for up to five full-time groups, 25 part-time groups or 50 part-time learners in individual training.

The Offeror must adhere to the ratios listed for all the work streams for which it was issued an SO against which call-ups have been issued.

The Offeror must also assign one (1) backup pedagogical adviser for every three (3) primary pedagogical advisers. A primary pedagogical adviser cannot be proposed as a backup pedagogical adviser and vice versa, whether in the same work stream or in another work stream.

8.1.1 Supervision by the Pedagogical Adviser

8.1.1.1 Teaching Evaluation Report (Annex A, Appendix 5)

Each pedagogical adviser assigned to an individual learner must make at least one 1-hour visit per month to the learner in the classroom to ensure that courses are being delivered in accordance with training program requirements and that teaching methods are consistent with adult education principles. The pedagogical adviser must also be available to meet with the learner upon request. For each visit, the pedagogical adviser must record his or her observations in a written report and submit it to the TA no later than the first business day of the following month. The TA may require two (2) classroom visits or more per month if it is felt that the teaching resource requires more supervision.

The following items are to be addressed in each monthly report:

- Effective use of training programs
 - clear presentation of the training objectives
 - selection of activities meeting the requirements of the group
- Clear, concise explanations
- Corrections consistent with adult education principles
- Classroom dynamics conducive to learning
 - learner participation

The TA can, at its discretion, verify the report and ensure that the Offeror has taken appropriate corrective measures.

When pedagogical shortcomings are observed or pointed out, the Offeror must follow up with the teaching resource, including an evaluation modeled on the Teaching Evaluation Report template (Annex A—Statement of Work—Appendix 5), followed by:

- i. Feedback to the teaching resource following in-class observation;

- ii. Implementation of an action plan to improve teaching techniques for all the Report criteria for which the rating obtained is less than 3. The action plan could include:
 - training sessions given by a pedagogical adviser
 - pairing with an experienced teaching resource
 - coaching, etc.
- iii. Verification that action plan objectives have been met.

8.1.1.2 Pedagogical adviser's action in response to a complaint or for an intervention with learners

The pedagogical adviser must conduct all learner interventions, upon the request of a learner, the TA or the IU's Project Authority, and must provide an intervention report to the TA and, where applicable, to the IU's Project Authority, on the business day following the request.

The pedagogical adviser must intervene when a learner's behaviour (e.g. absenteeism, tardiness or difficulty with the teaching resource) disrupts the training. The adviser must also ensure that classroom pedagogical practices are suited to learner's needs and that the CSPS pedagogical recommendations are followed.

The pedagogical adviser must provide the TA and, upon request, the IU's Project Authority, with a detailed report on the proposed teaching practices and interventions. The report must be provided no later than two (2) business days after the pedagogical adviser becomes aware of the complaint, unless otherwise indicated by the TA.

8.1.1.3 Records, Planning and Individual Work Plans

The pedagogical adviser must ensure that weekly planning, individual work plans and reports prepared by teaching resources meet requirements and learner needs. In the event of shortcomings or mistakes in the documents, the pedagogical adviser must assist the teaching resources to help them satisfactorily prepare plans and reports. If requested by the TA or the IU's Project Authority, the pedagogical adviser must submit the plans, follow-up records and individual work plans no later than two (2) business days following the request.

8.1.1.4 Learner Training File

The pedagogical adviser must maintain a training file for each learner. These files are to be kept in a locked cabinet and sent to the TA upon request.

8.1.1.5 Training Welcome Session for New Learners

At the beginning of the learners' training, the pedagogical adviser must provide a welcome session covering at least training program delivery and the roles and responsibilities of the teaching resource and pedagogical adviser.

8.1.1.6 Replacement of Pedagogical Advisers

If a pedagogical adviser needs to be replaced, the Offeror must provide a backup pedagogical adviser who has completed the familiarization sessions listed in article 7 of this section, except in the three cases set out in clause 7.1. The backup pedagogical adviser must be the first person considered for the replacement. If this is not possible another pedagogical adviser will be considered for the replacement, with the approval of the TA. The proposed adviser must meet the requirements set out in Clause 10.1 of this section and attend Parts 1, 2 and 3 of the next familiarization session, if they have not already done so.

8.2 Teaching resources

The Offeror must ensure that teaching resources are ready to begin class on time, every day.

8.2.1 Replacement of Teaching Resources

In the event that a teaching resource must take an unexpected leave of absence, the Offeror must ensure an immediate replacement. Only teaching resources who already meet the education and experience requirements for teaching resources set out in clause 10.2 of this section and who have already been trained by the Offeror's pedagogical adviser on the use of the CSPS products applicable to the training programs listed in article 4.0 of this section can be backup teaching resources, as stipulated in clause 7.1.

However, if the teaching resource has not yet attended familiarization session Part 1, the Offeror must register the teaching resource for the next session offered by the CSPS in order to continue to provide training services.

The teaching resource will also be responsible for monitoring learners' learning performance and preparing monthly reports, as indicated in article 9.0 of this section.

The Offeror must inform the TA of any teaching resource replacements.

8.2.2 Preparation Time

The Offeror must ensure that teaching resources devote at least one (1) hour to course preparation for every six (6) hours of teaching time, that is, one (1) hour of preparation time per seven-hour training day. During that hour, the learner must perform self-learning activities. In order to allow the learner to benefit fully from the training, it is strongly recommended that the teaching resource's daily preparation time take place between 10:00 a.m. and 3:30 p.m.

9.0 Quality Assurance and Specific Performance Measurements

For all reports referred to in this part and under Deliverables, (article 11.0 of this section), templates and familiarization sessions will be provided to the Offeror's teaching resources and pedagogical advisers.

9.1 Training Calendar (see Appendix 8 of Annex A)

Following the issue of a Call-up and before delivering training services, the Offeror must prepare the calendar for the learner's training. The duly completed calendars must be submitted to the IU's Project Authority no later than one (1) business day before training begins.

Templates for calendars to be completed by the Offeror are included in Appendix 8 of this Annex. The content of these templates must not be altered without prior approval from the Technical Authority.

9.2 Absence Report

The teaching resource must record learner absences in the monthly absence report. All partial- and full-day absences must be recorded. Monthly absence reports must be initialled by the learner each week and submitted to the IU's Project Authority on the first business day of the following month.

Moreover, the Offeror must contact the IU's Project Authority if a learner has repeated absences, late arrivals or early departures that could impede the learning process. The Offeror must provide the IU's Project Authority with a written notice no later than forty-eight (48) hours after determining that there have been such absences, late arrivals or early departures.

9.3 Monthly Progress Report (see Appendix 7 of Annex A)

The teaching resource must track the learners' performance monthly.

The pedagogical adviser must ensure that the learner progress report prepared by the teaching resource is sent to the IU's Project Authority and, if requested, the TA no later than five (5) days after the end of the month.

9.4 Learner Learning Performance

9.4.1 Oral Interaction Verification (OIV)

The OIVs for learners in language training may be administered by the pedagogical adviser or by a teaching resource who has completed the OIV familiarization session (clause 7.1.2 of this section), at the end of steps 1, 2, 3 and 4 for levels A and B, and at the end of steps 5 and 6 for level C.

Each OIV consists of a targeted interview designed to verify that training objectives have been met. The pedagogical adviser must give the feedback sheet summarizing the major points that need work to the learner and keep a copy in the learner's file for consultation by the TA.

Further to the OIV, the Offeror's pedagogical adviser must provide the TA with a report on the learner's achievement of the training objectives no later than two (2) business days following the OIV. If the step objectives are not fully achieved, the pedagogical adviser must also send to the TA a report stating the measures that will be taken to help the learner achieve these objectives.

The OIVs are to be used by the Offeror only in connection with this standing offer and contracts stemming from this standing offer, for whom the TA is the CSPS.

9.4.2 Predictive Test, Reading and Writing

The Offeror must administer the predictive test at the start of step 3 of the program.

This test evaluates the likelihood that the learner will reach his or her objectives at the SLE reading and written expression tests and determine whether special assistance is needed to prepare for these tests.

The Offeror's pedagogical adviser must provide the TA with the results of the learner's predictive test no later than two (2) business days after the test has been administered.

9.5 Learning Performance Monitoring and Teaching Quality Assessment

9.5.1 In-class monitoring of teaching

The TA must conduct random in-class observations in order to ensure that the training is consistent with the requirements and adult education principles set out in this SO. This also applies to training delivered on the department's premises. If the observed teaching does not comply with these requirements, the Offeror must conduct a follow-up, which may include registering the teaching resource to take the familiarization session described in clause 7.1.1 of this section again, in whole or in part. If the teaching is still not consistent with the instructions at a second evaluation by the TA, the teaching resource will no longer be able to teach under this standing offer. If three (3) or more teaching resources are withdrawn from the CSPS programs for this reason during a 12-month period, the TA, together with the Standing Offer Authority, may take corrective measures against the Offeror, which may go so far as to suspend the SO for one or more sessions.

9.5.2 Language Training Quality Assurance Measurement Tool (QAMT)

At the end of each program step, the Offeror must have the learner fill out, electronically or on paper as requested by the TA, the CSPA language training QAMT questionnaire with regard to his or her degree of satisfaction with the training received. The Offeror must inform the TA by email when the learner has completed this, or if the QAMT has been completed on paper, will send the questionnaire to the TA.

The Offeror must build this activity into the language training and ensure that it is completed in an environment and setting that ensures learner anonymity and confidentiality.

The TA will inform the Offeror of any points that require intervention.

This measurement tool will be used to evaluate the teaching resources (teaching resources and pedagogical advisers), training program and teaching methods.

The comments and results obtained from this measurement tool will serve as a point of reference in order to take corrective measures to offset shortcomings identified by the language training QAMT and to deal with pedagogical issues having an impact on learner learning during the pedagogical sessions (see clause 7.2 of this section).

10.0 Requirements Respecting Education and Experience – Resources

All resources proposed by the Offeror must have mastered the language being taught and be sufficiently proficient in the other official language to explain basic concepts in the language being taught. The pedagogical adviser must be able to deliver the welcome session (see clause 8.1.1.5 of this section) and discuss with learners issues relating to their training in their first official language.

10.1 Pedagogical Advisers

For all training modes, the TA (and the SO Authority, if applicable) is the only authority who can verify and approve the qualifications of a pedagogical adviser.

The resources proposed to replace primary and backup pedagogical advisers must meet the mandatory qualification requirements set out below. The TA reserves the right to conduct an interview and perform any other verification necessary to evaluate the proposed resources, at no additional cost to Canada. The Offeror must not assign any proposed resource to perform the Work before receiving written authorization from the TA.

The mandatory qualification requirements for pedagogical advisers do not include Parts 1, 2 and 3 of the familiarization sessions on CSPA language training programs.

10.1.1 Primary and Backup Pedagogical Advisers – Mandatory Qualifications

All primary and backup pedagogical advisers must hold at least a bachelor's degree from a recognized Canadian university. In cases where studies were completed in an institution outside Canada, only an equivalency certificate from an accredited institution recognizing the credentials as Canadian equivalences will be accepted. These institutions include the credential assessment services of the federal or provincial governments and the International Credential Assessment Service of Canada, as well as others recognized as credential assessment services for comparing degrees and diplomas to Canadian standards and identified on the Canadian Information Centre for International Credentials Web site:

<http://www.cicic.ca/413/assessment-of-credentials-for-employment-in-canada.canada>

One of the following qualifications is also required:

- a. at least one (1) year of experience since January 2007 supervising at least two (2) teaching resources at the same time, delivering full-time English or French as a second language courses to adults,
- b. at least 1,200 hours of experience since January 2007 supervising at least two (2) teaching resources at the same time, delivering part-time English or French as a second language courses to adults, on an individual or group basis; or
- c. at least 3,600 hours of teaching experience since January 2007 delivering full-time English or French as a second language training to groups of at least three (3) adults, using one or more of the following training programs:
 - PBFT
 - PFL2 – A et B or PFL2 – C
 - CEWP
 - a program used by a recognized Canadian post-secondary institution
 - any other English or French as a second language adult education program.

As proof of education, an original document or a copy of the original certified true by the Offeror or a commissioner of oaths must be submitted by the Offeror, confirming each pedagogical adviser's level of education. If an original document is submitted, a copy must be made by the TA and returned to the Offeror after the offer evaluation process has been completed.

The Offeror must provide the following information to confirm the pedagogical adviser's experience: name of the client organization, name and telephone number of a contact person, number of hours of experience as a teaching resource or pedagogical adviser, and start and end dates of the experience.

*** One (1) year of experience in full-time training is defined as at least 30 hours per week, over a period of at least 40 weeks in a 12-month period.**

10.2 Teaching resources

The TA (and the Standing Offer Authority, if applicable) is the only authority who can verify and approve the qualifications of a teaching resource. Only proposed teaching resources who meet the mandatory qualification requirements below will be considered acceptable.

The mandatory qualification requirements for teaching resources do not include Parts 1 and 2 of the familiarization sessions on CSPA language training programs.

10.2.1 Teaching resources Proposed for the First Time and Replacements – Mandatory Qualifications

All teaching resources must hold at least a bachelor's degree from a recognized Canadian university. In cases where studies were completed in an institution outside Canada, only an equivalency certificate from an accredited institution recognizing the credentials as Canadian equivalences will be accepted. These institutions include the credential assessment services of the federal and provincial governments and the International Credential Assessment Service of Canada, as well as others recognized as credential assessment services for comparing degrees and diplomas to Canadian standards and identified on the Canadian Information Centre for International Credentials Web site:

<http://www.cicic.ca/413/assessment-of-credentials-for-employment-in-canada.canada>

Upon TA's approval, for teaching resources who do not detain a bachelor's degree or an equivalency, a combination of education and experience may be considered.

Teaching resources meeting the requirement of 11.2.1 will fall into one of the following categories:

10.2.1.1. Teaching resources with Minimum Experience

A main teaching resource is a teaching resource who, since January 2007, has acquired at least 500 hours of experience teaching English or French as a second language to adults on an individual or group basis. Moreover, these hours of training must have been delivered using one or more of the following programs:

- PBFT
- PFL2 – A et B or PFL2 – C
- CEWP
- a program used by a recognized Canadian post-secondary institution any other English or French as a second language adult education program.

10.2.1.2. Teaching resources without Minimum Experience

A teaching resource who does not have the experience described in 10.2.1.1 will be considered a teaching resource in training. Teaching resources in training will be paired with main teaching resources until they have met the requirements of 10.2.1.1 and attended the familiarization sessions. Their progress will constantly be monitored by a pedagogical adviser. When the requirements of 10.2.1.1 have been met, the Offeror must inform the TA.

All teaching resources proposed for this SO must be evaluated by the Offeror's pedagogical adviser during the first month on the job, and a detailed report (see Appendix 5 – Teaching Evaluation Report) must be submitted to the TA on the first business day of the following month for review and approval of the teaching resources' qualifications.

When teaching resources are proposed for the first time, the Offeror must provide the Technical Authority with proof of education in the form of a document confirming the level of education for all the teaching resources. The SO Authority may at any time require an original document or a true copy of the original certified by a commissioner of oaths.

The Offeror must also provide a certificate confirming each main teaching resource's experience. The certificate must provide the following information regarding the pedagogical adviser's experience: name of the client organization, name and telephone number of a contact person, number of hours of experience as a teaching resource or pedagogical adviser, and start and end dates of the experience.

11.0 Deliverables

All the deliverables identified in Section III must be prepared and submitted in the language being taught or in the other official language, if the IU requests it, and e-mailed, in a format compatible with MS Word, Excel or Adobe Acrobat Reader, to the IU's Project Authority identified in the call-up, and/or to the TA, as specified in this section. Section III contains a table summarizing all the deliverables specified in Section II.

ANNEX A – SECTION II

Work stream 4 A:

- (1) Part-time individual training in French at the Offeror's facilities
- (2) Part-time individual training in French at a federal institution

Work stream 4 B:

- (1) Part-time individual training in English at the Offeror's facilities
- (2) Part-time individual training in English at a federal institution

If the Offeror's offer includes training services at a federal institution, none of the requirements relating to the Offeror's facilities apply and vice versa. The same applies to the Offeror's facilities that provide accommodations, i.e. if the Offeror's offer includes training services at its facilities, and these facilities provide accommodations, as defined in article 10.0 of Section 1, all stipulations relating to accommodations at the Offeror's facilities apply to the Offeror.

1.0 Type of Training Provided

Part-time individual training must be delivered for fewer than 15 hours per week from Monday to Friday, but not on federal government statutory holidays*, in two types of sessions.

* See glossary in Appendix 3.

2.0 Training Delivery Days

The Offeror must be prepared to deliver training services up to 240 days per year.

The Offeror must provide learners with a maximum of seven (7) hours of training services per day, between 8 AM and 6 PM, totalling fewer than 15 hours per week. The number of daily and weekly training hours as well as course start and end times must be indicated in the call-up. This training does not include any self-directed learning (SDL) period.

For each two-hour period, the trainer must provide the learners with a 15-minute break. After a second two-hour period, the trainer must provide the learners with a 30- to 60-minute meal break. If the training exceeds four (4) hours, resuming immediately after the meal break, an additional break must be provided after the third two-hour period. Training hours do not include breaks.

The pedagogical adviser and teaching resources must be ready to begin class on time, for every day of training.

Training must not be delivered on federal government statutory holidays.

Training may be delivered between December 25 and January 1st.

Leave authorized by the IU's Project Authority will be accepted and must be indicated in the call-up. This leave can vary from one call-up to another. The training delivered must correspond to the call-up period. No additional training may be delivered without officially amending the call-up. For example, training days or hours missed during the call-up period cannot be delivered after the call-up period, unless these days or hours are added by officially amending the call-up.

3.0 CSPS Training Programs

The training methods, course configurations and related material designed by the CSPS and referred to below are defined as "training programs," "programs" or "CSPS training programs".

Offerors must use one of the CSPS training programs listed below. CSPS programs are based on the communicative approach and the adult education principles. The Offeror can use additional activities to supplement or enhance those of the CSPS and to meet learners' needs. The activities must be consistent with the training objectives and may be subject to TA approval.

The Offeror must use the following teaching practices:

1. Communicative Approach

- encourage learners to communicate in the language being taught;
- maximize the learners' speaking time;
- have the learners practise the taught matter in communication situations that are relevant to them
- choose varied activities relevant to the learners;
- use authentic documents; and
- limit corrections on the basis of activity objectives and learner needs.

2. Adult Education Principles

- Provide plans for group activities and self-directed learning
- For each activity, give instructions and describe the process by specifying :
 - what the learners must do;
 - the duration of the activity;
 - the anticipated result; and;
 - the materials and tools to be used;
- For each activity, indicate the objective by specifying:
 - the knowledge or know-how that the activity is intended to develop; and
 - the link between the objective of the activity and the TO;
- Provide learners with regular feedback on their strengths and the areas that need work in relation to the targeted objectives;
- Take into account the needs, interests and experience of learners while conducting the activities.

The following are the CSPS training programs:

- for French: Programme de français langue seconde – Niveaux A et B (PFL₂ – A et B) and Programme de français langue seconde – Niveau C (PFL₂ – C).
- for English: Communicative English at Work Program (CEWP), levels A, B and C.

3.1 The PFL₂ Programs

The CSPS PFL₂ – A et B and PFL₂ – C are the programs for language training in French. They cover levels A, B and C and enable learners to acquire the skills necessary to interact in French in the workplace and in everyday situations.

PFL₂ – A et B comprise forty (40) TOs and are designed to ensure that the learner achieves or maintains level B proficiency.

PFL₂ – C comprises two (2) preparatory sessions and four (4) modules, and is designed to ensure that the learner achieves or maintains level C.

The programs include self-learning material for developing listening, reading, writing and speaking skills. These materials are available on the MyAccount platform. Learners can use self-directed learning materials as needed outside training hours.

3.2 The CEWP Program

The CSPS CEWP is the program for language training in English. It covers levels A, B and C and enables learners to acquire the necessary skills to interact in English in the workplace and in everyday situations.

More specifically, the program material is entitled:

- “Interface Canada” for levels A and B; and
- “Interaction Canada” for level C.

“Interface Canada” comprises seventy-six (76) main objectives grouped into eight (8) workbooks: 1 to 3 for level A and 4 to 8 for level B.

“Interaction Canada” comprises 20 main objectives and 20 specific objectives, grouped into four (4) sessions for level C.

The program includes self-learning material for developing listening, reading, writing and speaking skills. These materials are available on the MyAccount platform. Learners can use self-directed learning materials as needed outside training hours.

CSPS is working on updating the CEWP. Once the Program has been updated, the Offeror must use the new version of the Program.

The training objectives of PFL₂ and CEWP are listed in appendix 4 of this annex.

3.3. Learning Levels

Program: PFL₂ – A, B and C and CEWP A, B and C Learning Levels	
Beginner level	Step 1
	Step 2
Intermediate level	Step 3
	Step 4
Advanced level	Step 5
	Step 6

4.0 Second Language Evaluation (SLE) Tests

Should a learner require an SLE test, the IU is responsible for setting a date and making the necessary arrangements. The tests are administered by the Public Service Commission or by institutions that have received a delegation of authority from the Commission to administer them. The IU must inform the Offeror and the learner as soon as the test date has been scheduled.

5.0 Training Materials

The Offeror is responsible for acquiring all hard-copy materials for the CSPS training programs and any additional CSPS program materials it deems necessary.

The Offeror must provide CSPS training program materials in original hard-copy format to the teaching resources and pedagogical advisers. The Offeror must provide learners with the photocopies of the classroom activity materials.

The following CSPS training program materials must be ordered from the Government of Canada Publications Web site: <http://publications.gc.ca>:

Required materials for levels A and B in French:

- TOs 1 to 40 (40 workbooks)
- consolidations 1 to 4 (4 workbooks)
- self-assessments 1 to 4 (4 workbooks)

Required materials for level C in French:

- Preparatory sessions 1 and 2 (2 workbooks)

Required materials for levels A and B in English:

- Interface Canada, Student's Books 1 à 8

Required materials for level C in English: none.

The Offeror is not obligated to purchase the four (4) PFL₂ – C modules or the CEWP-C, as they are not available in print format through Government of Canada Publications. However, they are available on MyAccount and the four PFL₂ – C Modules are available for purchase from Government of Canada Publications in DVD format.

In addition to the training program materials available on the Government of Canada Publications Web site, the Offeror's teaching resources and pedagogical advisers must have access to MyAccount so they can use supplementary materials. To obtain access to MyAccount for its resources, at no cost, the Offeror must contact the TA.

6.0 Facilities

6.1 Federal Institution Facilities

Federal institutions are responsible for providing appropriate facilities for training, with characteristics similar to those mentioned in clause 6.2.

6.2 The Offeror's Facilities

For each individual training, the Offeror must provide training at facilities that meet the requirements set out herein. If the Offeror is required to change facilities or classrooms, it must immediately notify the SO Authority and the TA, and the new facilities and classrooms must meet the requirements set out under clause 6.2 of this section.

The Offeror must ensure that facilities meet the requirements of applicable municipal, provincial and federal statutes, policies and standards. The Offeror understands and agrees that the TA and/or the Standing Offer Authority may inspect the Offeror's facilities at any time without prior notice.

The Offeror must respond no later than 48 hours after a notice of a complaint concerning facilities has been filed in writing by the SO Authority or the TA.

6.2.1 Classrooms

For each part-time individual training, the Offeror must provide a classroom that is at least 70 square feet and has all the furnishings and materials needed for language training i.e. a blackboard, tables, chairs, lighting, heating and a space to store notebooks and coats. Offerors that have facilities with accommodations must provide classrooms consistent with the accommodations required for a learner, as indicated in the call-up. If the Offeror's classrooms are being used for the first time under this SO, they must be ready at least five (5) business days before the start of training.

The Offeror can consult the TA for any questions pertaining to the selection or appropriate layout of classrooms for language training.

6.2.2 Photocopier

A black and white photocopier must be made available to learners, at no additional cost to Canada. However, the Offeror can, by giving learners advance notice, limit the number of photocopies to a maximum of 50 pages per learner per week. Anything exceeding that number could be charged to the learners using this service. The costs must be clearly indicated at the beginning of the training.

The materials the Offeror is required to make available to learners as part of the training program are not to be included in the printing of photocopies.

6.2.3 Environmental Requirements

In support of the green procurement effort, the Offeror must ensure that:

- all printers and photocopiers used for the purposes of this SO are programmed by default to print in black and white on both sides of the paper and preferably meet the ENERGY STAR or its equivalent standards regarding energy efficiency
- the paper used contains at least 30% recycled materials and/or is certified as originating from a sustainably managed forest
- environmentally friendly ink or recycled ink cartridges are used in printers and photocopiers. It is strongly recommended that the used ink cartridges can be returned to the manufacturer for reuse or recycling.
- recycling bins for paper, newsprint and plastic and aluminum containers are available to learners and are emptied regularly, where this service is available, in compliance with the local recycling programs.

In addition, it is preferable that cleaning products used with this equipment be biodegradable and not harmful to the environment.

The federal government reserves the right to conduct verifications by visiting if necessary the Offeror's facilities to ensure that efforts in environmental matters are maintained.

7.0 CSPA Support to Offeror

7.1 Familiarization Sessions

Following the authorization of the SO, the Offeror must provide the TA with the names of the pedagogical advisers and teaching resources designated to perform the Work in response to one or more call-ups, as well as written confirmation from the Offeror that the teaching resources meet the requirements set out in article 10.2, Section II of Annex A, Statement of Work. These resources must attend, at the Offeror's expense, the familiarization sessions Part 1, as detailed in clause 7.1.1 of this section. In addition, when the TA considers it necessary, pedagogical advisers must attend Part 3 to become familiar with their roles and responsibilities.

The purpose of these sessions is to enable the teaching resources and pedagogical advisers to use CSPA training programs in order to meet the requirements of the SO for providing training services. Only the CSPA will provide these familiarization sessions, and the decision to provide them is solely the responsibility of the CSPA. The Offeror must register the resources for each session through the TA. CSPA will provide these sessions at no cost for the Offeror.

Teaching resources and pedagogical advisers must attend the familiarization sessions, unless the TA deems that they already have the necessary familiarity with the programs in question. If a resource is used to deliver English and French programs, the resource must attend the applicable familiarization sessions for each program.

Only duly trained teaching resources and pedagogical advisers, i.e. those who have taken the familiarization sessions on CSPS training programs and have received the written confirmation from the TA, can deliver training services, except under the following circumstances, with prior written approval from the TA:

- the Offeror's capacity to provide teaching resources and pedagogical advisers who have been trained in CSPS training programs is exhausted because of the extreme procurement demand imposed by the IU or other Identified Users in other call-ups pursuant to this or other SOs in the same region in response to RFSO EN578-093429/A;
- a call-up is issued before the familiarization sessions have been provided; or
- there is an unforeseen need to replace a teaching resource or a pedagogical adviser.

In these three (3) cases, the teaching resources and pedagogical advisers can deliver training services only up until the day prior to the scheduled start date of the next familiarization session, i.e. Part 1 for teaching resources and pedagogical advisers who have not attended any familiarization sessions, or Part 3 for pedagogical advisers who have attended Part 1.

However, the pedagogical adviser must provide an in-house session about the program before the teaching resource goes to the classroom. The minimum contents to be covered in this session are listed in Appendix 6. The Offeror must inform the TA about the dates scheduled for the training session provided by the pedagogical adviser. The TA may attend this session. The Offeror must register the teaching resource(s) and pedagogical adviser(s) for the next familiarization session given by the CSPS in order to continue to provide training services thereafter.

7.1.1 Part 1 - Familiarization Sessions on the PFL₂ – A et B, PFL₂ – C and CEWP Training Programs

The duration of the familiarization sessions offered on CSPS training programs will be as follows: five (5) days for Part 1.1, levels A and B training program (prerequisite to the level C familiarization session) plus one (1) day for Part 1.2, level C training program. The TA can change the duration of the sessions at any time.

These sessions will be offered to all teaching resources and pedagogical advisers who meet the requirements set out in Annex A, Section II, article 10.

The sessions are expected to be given by the CSPS in class. The TA is the only Authority who can establish the calendar for the sessions; the TA can also alter their mode of delivery and frequency at any time.

At the end of each familiarization session, the CSPS will provide each participant with a document confirming their completion of the session (levels A and B or level C). After receiving this document, the teaching resource will be able to deliver CSPS training programs, and the pedagogical adviser may attend familiarization session Part 3.

After the familiarization sessions, the TA may assess the teaching to verify whether the Offeror's resources are complying with the instructions given at the sessions. If the observed teaching does not comply with these instructions, the Offeror must conduct a follow-up, which may include registering the teaching resource to take the familiarization session again in whole or in part. If the teaching is still not consistent with the instructions at a second evaluation by the TA, the teaching resource will no longer be able to teach under this standing offer. If three or more teaching resources are withdrawn from the CSPS programs for this reason during a 12-month period, the TA, together with the Standing Offer Authority, may take corrective measures against the Offeror, which may go so far as to suspend the SO for one or more sessions.

7.1.2 Part 3 – Familiarization Session on the Roles and Responsibilities of the Offeror's Pedagogical Advisers, with Respect to this SO

The CSPA will, where it deems it necessary, provide a familiarization session on the roles and responsibilities of the Offeror's pedagogical advisers. The session would be no more than one day in length and the CSPA reserves the right to determine the training calendar in order to fulfill the requirement in a timely manner. The session may be offered in class or in an other mode of delivery chosen by the TA.

7.1.3 Location of Familiarization Sessions

The in-class sessions for teaching resources and pedagogical advisers will normally be held at the CSPA Asticou Centre facilities in Gatineau, Quebec. The Offeror will be responsible for all of its resources' travel expenses (meals, travel, etc.), at no additional cost to Canada.

7.2 Pedagogical Sessions

Pedagogical sessions may be provided by the TA to teaching resources and pedagogical advisers if the TA deems it necessary. Teaching resources and pedagogical advisers must attend these sessions. Sessions will be provided in the morning and/or afternoon for a maximum of seven (7) hours. If the sessions are scheduled during class time, they can be completed while learners are working independently. Teaching resources must assign learners work, which will be checked when they return from the pedagogical session.

The TA is under no obligation to deliver additional pedagogical sessions with a view to correcting the Offeror's shortcomings.

The sessions will be held at the Offeror's facilities or those of a federal institution, as determined by the TA. The Offeror is responsible for all of its resources' travel expenses, at no additional cost to Canada.

8.0 Specific Resource Services

8.1 Pedagogical Advisers

The Offeror must assign dedicated primary pedagogical advisers. "Dedicated" refers to the assignment of resources for all SOs made to the Offeror, in accordance with RFSO EN578-093429/A on the basis of the ratios shown below.

The Offeror must assign at least one (1) primary pedagogical adviser for every 100 learners in part-time individual training. If the Offeror is issued more than one (1) SO for a number of work streams, the Offeror may assign a primary pedagogical advisor to more than one work stream in accordance with the ratios listed below:

$$\begin{aligned} & \text{number of full-time groups} \div 10 \\ & + \text{number of full-time individuals} \div 30 \\ & + \text{number of part-time groups} \div 50 \\ & + \text{number of part-time individuals} \div 100 \\ & = 1 \text{ for one pedagogical adviser's maximum load} \end{aligned}$$

For example, if the Offeror sets up training for 150 part-time individual learners, one primary pedagogical adviser would have to be assigned for the first 100 individuals and a second primary pedagogical adviser for the remaining 50 individuals. The second pedagogical adviser could also be assigned responsibility for up to 5 full-time groups, 15 learners in full-time individual training, or 25 learners in part-time groups.

The Offeror must adhere to the ratios listed for all the work streams for which it was issued an SO against which call-ups have been issued.

The Offeror must also assign one (1) backup pedagogical adviser for every three (3) primary pedagogical advisers. A primary pedagogical adviser cannot be proposed as a backup pedagogical adviser and vice versa, whether in the same work stream or in another work stream.

8.1.1 Supervision by the Pedagogical Adviser

8.1.1.1 Teaching Evaluation Report (Annex A, Appendix 5)

The pedagogical adviser must conduct at least one (1) observation every three (3) months for each teaching resource delivering training to the learners under the pedagogical adviser's responsibility to ensure that courses are being delivered in accordance with training program requirements and that teaching methods are consistent with adult education principles. The pedagogical adviser can conduct additional observations if necessary.

For each visit, the pedagogical adviser must record his or her observations in a written report and submit it to the TA, no more than three (3) business days after the visit. The TA may require two classroom visits or more per session if it is felt that the teaching resource requires more supervision.

The following items are to be addressed in each monthly report:

- Effective use of training programs
 - clear presentation of the training objectives
 - selection of activities meeting the requirements of the group
- Clear, concise explanations
- Corrections consistent with adult education principles
- Classroom dynamics – conducive to learning
 - learner participation

The TA can, at its discretion, verify the report and ensure that the Offeror has taken appropriate corrective measures.

When pedagogical shortcomings are observed or pointed out, the Offeror must follow up with the teaching resource, including an evaluation modeled on the Teaching Evaluation Report template (Annex A—Statement of Work—Appendix 5), followed by:

- i. Feedback to the teaching resource following in-class observation;
- ii. Implementation of an action plan to improve teaching techniques for all the Report criteria for which the rating obtained is less than 3. The action plan could include:
 - training sessions given by a pedagogical adviser
 - pairing with an experienced teaching resource
 - coaching, etc.
- iii. Verification that action plan objectives have been met.

8.1.1.2 Pedagogical adviser's action in response to a complaint or for an intervention with learners

The pedagogical adviser must conduct all learner interventions, upon the request of a learner, the TA or the IU's Project Authority, and provide an intervention report to the TA and, where applicable, the IU's Project Authority, on the business day following the request.

The pedagogical adviser must intervene when a learner's behaviour (e.g. absenteeism, tardiness or difficulty with the teaching resource) disrupts the group's training. The adviser must also ensure that classroom pedagogical practices are suited to learners' needs.

Following a complaint, the pedagogical adviser must provide the TA and, upon request, the IU's Project Authority, with a detailed report on the proposed teaching practices and interventions. The report must be submitted no later than two (2) business days after the pedagogical adviser becomes aware of the complaint, unless informed otherwise by the TA.

8.1.1.3 Records and Planning

The pedagogical adviser must ensure that planning and reports prepared by teaching resources meet requirements and learner needs. In the event of shortcomings or mistakes in the documents, the pedagogical adviser must assist the teaching resources to help them satisfactorily prepare plans and reports. If requested by the TA or the IU's Project Authority, the pedagogical adviser must submit the plans and records no later than two (2) business days following the request.

8.1.1.4 Training Welcome Session for New Learners

The pedagogical adviser must prepare a welcome session for the learners at the beginning of their training, covering at least training program delivery and the roles and responsibilities of the teaching resource and pedagogical adviser. This welcome session can be delivered by the pedagogical adviser or by the teaching resource.

8.1.1.5 Replacement of Pedagogical Advisers

If a pedagogical adviser needs to be replaced, the Offeror must provide a backup pedagogical adviser who has completed the familiarization sessions listed in article 7 of this section, except in the three cases set out in clause 7.1. The backup pedagogical adviser must be the first person considered for the replacement. If this is not possible another backup adviser will be considered for the replacement, with the approval of the TA, but will have to attend Parts 1 and 3 of the next familiarization session, if they have not already done so.

8.2 Teaching resources

The Offeror must ensure that teaching resources are ready to begin class on time, every training day.

8.2.1 Replacement of Teaching resources

In the event of an unforeseen need to replace a teaching resource, the Offeror must ensure an immediate replacement. Only teaching resources who already meet the education and experience requirements for teaching resources set out in clause 10.2 of this section and who have already been trained by the Offeror's pedagogical adviser on the use of the CSPS products applicable to the training programs listed in article 3 of this section can be backup teaching resources, as stipulated in clause 7.1.

However, if the teaching resource has not yet attended familiarization session Part 1, the Offeror must register the teaching resource for the next Part 1 session offered by the CSPS in order to continue to provide training services.

The teaching resource will also be responsible for monitoring learners' learning performance and preparing progress reports, as indicated in article 9 of this section.

The Offeror must inform the TA of any teaching resource replacements.

9.0 Quality Assurance and Specific Performance Measurements

For all reports referred to in this part and under Deliverables (see article 12. of this section), templates and familiarization sessions will be provided to the Offeror's teaching resources and pedagogical advisers.

9.1 Absence report

The teaching resource must record learner absences in the monthly absence report. All partial and full absences must be recorded. Monthly absence reports must be initialled by the learners and submitted to the IU's Project Authority on the first business day of the following month.

Moreover, the Offeror must contact the IU's Project Authority if a learner is absent for three (3) consecutive classes. The Offeror must submit written notice to the IU's Project Authority the week following the third (3rd) absence.

9.2 Learner Progress Report (see Appendix 7 of Annex A)

The teaching resource must track the learners' performance in order to do a learner performance assessment every three (3) months and at the end of the training.

The pedagogical adviser must ensure that the learner progress report prepared by the teaching resource is sent to the IU's Project Authority and, if requested, the TA no later than the 10th day after the end of the assessed period.

9.3 Learning Performance Monitoring and Teaching Quality Assessment

9.3.1 In-class monitoring of teaching

The TA will conduct random in-class observations in order to ensure that the training is consistent with adult education principles and the requirements set out in this SO. This also applies to training delivered on the department's premises. If the observed teaching does not comply with these requirements, the Offeror must conduct a follow-up, which may include registering the teaching resource to take again, in whole or in part, the familiarization session described in Clause 7.1.1 of this section. If the teaching is still not consistent with the instructions at a second evaluation by the TA, the teaching resource will no longer be able to teach under this standing offer. If three or more teaching resources are withdrawn from the CSPA programs for this reason during a 12-month period, the TA, together with the Standing Offer Authority, may take corrective measures against the Offeror, which may go so far as to suspend the SO for one or more sessions.

9.3.2 Language Training Quality Assurance Measurement Tool (QAMT)

At the end of each three-month period and at the end of the training, the Offeror must have the learner fill out, electronically or on paper format, the CSPA language training QAMT questionnaire with regard to his or her degree of satisfaction with the training received. The Offeror must inform the TA by email when the learner has completed this or, if the QAMT has been completed on paper, will send the completed questionnaire to the TA.

The Offeror must build this activity into the language training schedule and ensure that it is completed in an environment and setting that ensures learner anonymity and confidentiality.

The TA will inform the Offeror of any points that require intervention.

This measurement tool will be used to evaluate the teaching resources (teaching resources and pedagogical advisers), training program and teaching methods.

The comments and results obtained from this measurement tool will serve as a point of reference in order to take corrective measures to offset shortcomings identified by the QAMT and to deal with pedagogical issues having an impact on learner learning during the pedagogical sessions (see clause 7.2 of this section).

10.0 Education and Experience Requirements – Resources

All resources proposed by the Offeror must have mastered the language being taught and be sufficiently proficient in the other official language to explain basic concepts related to the language being taught. The pedagogical adviser must be able to deliver the welcome session (see clause 8.1.1.5 of this section) and discuss with learners issues relating to their training in their first official language.

10.1 Pedagogical Advisers

For all training modes, the TA (and the SO Authority, if applicable) is the only authority who can verify and approve the qualifications of a pedagogical adviser.

The resources proposed to replace primary and backup pedagogical advisers must meet the mandatory qualification requirements set out below. The TA reserves the right to conduct an interview and perform any other verification necessary to evaluate the proposed resources, at no additional cost to Canada. The Offeror must not assign any proposed resource to perform the Work before receiving written authorization from the TA.

The mandatory qualification requirements for pedagogical advisers do not include Parts 1 and 2 of the familiarization sessions on CSPS language training programs.

10.1.1 Primary and Backup Pedagogical Advisers – Mandatory Qualifications

All primary and backup pedagogical advisers must hold at least a bachelor's degree from a recognized Canadian university. In cases where studies were completed in an institution outside Canada, only an equivalency certificate from an accredited institution recognizing the credentials as Canadian equivalences will be accepted. These institutions include the credential assessment services of the federal or provincial governments and the International Credential Assessment Service of Canada, as well as other credential assessment services recognized for comparing degrees and diplomas to Canadian standards and identified on the Canadian Information Centre for International Credentials Web site:

<http://www.cicic.ca/413/assessment-of-credentials-for-employment-in-canada.canada>

One of the following qualifications is also required:

- a) at least one (1) year of experience since January 2007 supervising at least two (2) teaching resources at the same time, delivering full-time English or French as a second language courses to adults,
- b) at least 1,200 hours of experience since January 2007 supervising at least two (2) teaching resources at the same time, delivering part-time English or French as a second language courses to adults, on an individual or group basis; or,

c) at least 3,600 hours of teaching experience since January 2007 delivering full-time or part-time English or French as a second language training to groups of at least three (3) adults, using one or more of the following training programs:

- PBFT
- PFL₂ – A et B or PFL₂ – C
- CEWP
- a program used by a recognized Canadian post-secondary institution
- any other English or French as a second language adult education program.

As proof of education, the Offeror must submit an original document or a true copy of the original certified by the Offeror or by a commissioner of oaths, confirming each pedagogical adviser's level of education. If an original document is submitted, a copy must be made by the TA and returned to the Offeror after the offer evaluation process has been completed.

The Offeror must provide the following information to confirm the pedagogical adviser's experience: name of the client organization, name and telephone number of a contact person, number of hours of experience as a teaching resource or pedagogical adviser, and start and end dates of the experience.

*** One (1) year of experience in full-time training is defined as at least 30 hours per week, over a period of at least 40 weeks in a 12-month period.**

10.2 Teaching resources

The TA (and the Standing Offer Authority, if applicable) is the only authority who can verify and approve the qualifications of a teaching resource. Only proposed teaching resources who meet the mandatory qualification requirements below will be considered acceptable.

The mandatory qualification requirements for teaching resources do not include Part 1 of the familiarization sessions on CSPA language training programs.

10.2.1 Teaching resources Proposed for the First Time and Replacements – Mandatory Qualifications

All teaching resources must hold at least a bachelor's degree from a recognized Canadian university. In cases where studies were completed in an institution outside Canada, only an equivalency certificate from an accredited institution recognizing the credentials as Canadian equivalences will be accepted. These institutions include the credential assessment services of the federal and provincial governments and the International Credential Assessment Service of Canada, as well as other credential assessment services recognized for comparing degrees and diplomas to Canadian standards and identified on the Canadian Information Centre for International Credentials website:

<http://www.cicic.ca/413/assessment-of-credentials-for-employment-in-canada.canada>

Upon TA's approval, for teaching resources who do not detain a bachelor's degree or an equivalency, a combination of education and experience may be considered.

Teaching resources meeting the requirement of 11.2.1 will fall into one of the following categories:

10.2.1.1. Teaching resources with Minimum Experience

A main teaching resource is a teaching resource who, since January 2007, has acquired at least 500 hours of experience teaching English or French as a second language to adults on a private, semi-private or group basis. Moreover, these hours of training must have been delivered using one or more of the following programs:

- PBFT
- PFL₂ – A et B or PFL₂ – C
- CEWP
- a program used by a recognized Canadian post-secondary institution
- any other English or French as a second language adult education program.

10.2.1.2. Teaching resources without Minimum Experience

A teaching resource who does not have the experience described in 10.2.1.1 will be considered a teaching resource in training. Teaching resources in training will be paired with main teaching resources until they have met the requirements of 10.2.1.1 and attended the familiarization sessions. Their progress will constantly be monitored by a pedagogical adviser. When the requirements of 10.2.1.1 have been met, the Offeror must inform the TA.

All teaching resources proposed for this SO must be evaluated by the Offeror's pedagogical adviser during their first month on the job, and a detailed report (see Appendix 5 – Teaching Evaluation Report) must be submitted to the TA on the first business day of the following month for review and approval of the teaching resources' qualifications.

When teaching resources are proposed for the first time, the Offeror must provide the TA with proof of education in the form of a document confirming the level of education for all the teaching resources. The SO Authority may at any time require an original document or a true copy of the original certified by a commissioner of oaths.

The Offeror must also provide a certificate confirming each main teaching resource's experience. The certificate must provide the following information: name of the client organization, name and telephone number of a contact person, number of hours of experience as a teaching resource, and start and end dates of the experience.

11.0 Deliverables

All the deliverables identified in Section III must be prepared and submitted in the language being taught or in the other official language, if the IU requests it, and e-mailed, in a format compatible with MS Word, Excel or Adobe Acrobat Reader, to the IU's Project Authority specified in the call-up and/or the TA, as requested. Section III contains a table summarizing all the deliverables specified in Section II.

ANNEX A – SECTION III
Deliverables for Full-Time and Part-Time Training

Deliverables	The Offeror must do the following:
1) Teaching evaluation report (see Section II, clause 8.1.1.1)	Record in-class observations in a report once per month (individual full-time training) or every three months (individual part-time training). Submit the report to the Technical Authority (TA) the first business day of the following month (full time) or three (3) business days after the visit.
2) Pedagogical adviser's action in response to a complaint or for an intervention with learners (see Section II, clause 8.1.1.2)	Conduct all learner interventions at the request of a learner, the TA or the IU's Project Authority when a learner's behaviour disrupts training. Submit the report to the IU's Project Authority and, upon request, to the TA, on the business day following the request. Further to a complaint, submit a detailed report on the teaching practices and interventions proposed no later than two (2) business days after receiving the complaint, unless otherwise indicated by the TA.
3) Learner absence report (see Section II, clause 9.1; for full-time individual training see clause 9.2)	Record absences in the monthly absence report. Have the learners initial the absence report. Send the report to the IU's Project Authority on the first business day of the following month. Inform the IU's Project Authority of any repeated absences, late arrivals or early departures that could impede the full-time learning process. Inform the IU's Project Authority of any absences for three (3) consecutive part-time classes or more.
4) Learner Progress Report (see Section II, clause 9.2; for full-time individual training see clause 9.3)	Ensure that the report is duly prepared by the teaching resource, at the end of every month for individual full-time training or at the end of every three-month period and at the end of the training for individual part-time training. Submit it to the IU's Project Authority and, if requested, to the TA, the first business day of the following month (full time) or the 10 th day following the assessed period (part time).
5) Training calendar (full time individual training only – see Section II, clause 9.1)	Prepare the training calendar and send it to the TA and, if requested, to the IU, no later than one business day before the training starts.
6) Training materials (see Section II, article 5.0)	Acquire CSPS training program material. Provide it to the teaching resource, the learner and the pedagogical adviser.
7) Various documents (see Section II, clause 8.1.1.3)	Provide the TA with all planning, records and individual work plans no later than two (2) business days following the request.

The TA and/or the IU's Project Authority reserve the right to analyse the deliverables, point out any shortcomings on the part of the Offeror and/or exercise recourse and/or take corrective measures, as specified in General Conditions 2035 and article 17.0 of the Standing Offer

ANNEX A – APPENDIX 1

QUALIFICATION STANDARDS IN RELATION TO OFFICIAL LANGUAGES

<http://www.tbs-sct.gc.ca/gui/squn03-eng.asp>

Introduction

These qualification standards apply to positions requiring the use of both official languages – English and French. They define the levels of proficiency for each of the three language skills:

- Written Comprehension in the Second Official Language
- Written Expression in the Second Official Language
- Oral Proficiency in the Second Official Language

There are two types of language qualifications for bilingual positions:

- General second official language qualifications – A, B, or C
- Specific language qualifications requiring Code P

Official language qualifications are identified objectively and are relevant to the duties and responsibilities of the position as it relates to communications with and services to the public and language of work.

The web-based tool, Determining the Linguistic Profile of Bilingual Positions, is available to help managers establish the linguistic profile of positions. A printable final report presents the profile and the functions associated with a particular position.

Application

These standards apply to all institutions subject to Schedules I and IV of the *Financial Administration Act*.

Related Requirements

Institutions also apply the following requirements:

- Policy on Official Languages for Human Resources Management
– for institutions subject to Parts IV, V and VI as well as section 91 of the *Official Languages Act*
- Directive on the Staffing of Bilingual Positions – for institutions
subject to the *Public Service Employment Act*
- Directive on the Linguistic Identification of Positions or Functions
– for institutions subject to Schedules I and IV of the *Financial Administration Act*

General Second Official Languages Qualifications

Second official language qualifications and proficiency levels are identified objectively and are relevant to the duties and responsibilities of the position as it relates to communications with and services to the public and language of work.

Tests used to assess proficiency levels for general second language qualifications – A, B, or C – in written comprehension, written expression and oral proficiency are prescribed by the Public Service Commission.

These tests and standards apply to all occupational groups.

There are three levels of proficiency for general second official language qualifications:

- A (lowest)
- B
- C (highest)

They are cumulative:

Level	A	B	C
Can accomplish:	Tasks at level A	Tasks at level A Tasks at level B	Tasks at level A Tasks at level B Tasks at level C

When a skill is not required, a dash ("-") is used in the linguistic profile instead of a proficiency level.

There are also two additional possible language test results: X and E.

Individuals obtaining an X are demonstrating that their performance does not meet the minimum requirements for Level A for this ability.

Individuals obtaining an E are exempted indefinitely from further language testing for this ability. It is granted to persons whose second language test performance indicates that they can be expected to maintain their second language proficiency at Level C indefinitely.

An exemption is not a proficiency level and is not listed in the linguistic profile of bilingual positions.

Written Comprehension in the Second Official Language, Proficiency Level A

Standard Description

Level A is the minimum level of second language ability in written comprehension for positions that require comprehension of texts on topics of limited scope.

A person reading at this level can:

- fully understand very simple texts;
- grasp the main idea of texts about familiar topics; and
- read and understand elementary points of information such as dates, numbers, or names from relatively more complex texts to perform routine job-related tasks.

A person at this level would not be expected to read and understand detailed information.

Examples

A person at this level can read:	<ul style="list-style-type: none"> ▪ internal communications ▪ letters ▪ email messages ▪ routine forms (e.g., requisitions, invoices) ▪ very simple texts
In order to:	<ul style="list-style-type: none"> ▪ file ▪ distribute ▪ pick out specific units of information (e.g., dates, numbers, names)

	<ul style="list-style-type: none"> ▪ process routine requests (e.g., requisitions, work orders, invoices) ▪ fully understand very simple texts ▪ understand the general idea regarding familiar, work-related topics ▪ carry out routine, simple actions (e.g., understand photocopying instructions, order office supplies, read a meeting agenda)
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Written Comprehension in the Second Official Language, Proficiency Level B

Standard Description

Level B is the minimum level of second language ability in written comprehension for positions that require comprehension of most descriptive or factual material on work-related topics.

A person reading at this level can:

- grasp the main idea of most work-related texts;
- identify specific details; and
- distinguish main from subsidiary ideas.

A person at this level will have difficulty reading texts using complex grammar and less common vocabulary.

Examples

A person at this level can carry out the activities of level A and can also read work-related:	<ul style="list-style-type: none"> ▪ reference materials ▪ reports ▪ articles ▪ notices
In order to:	<ul style="list-style-type: none"> ▪ extract information or specific details required for the job ▪ understand the general idea of the content ▪ verify that the content is factually correct when the text was prepared by others

Written Comprehension in the Second Official Language, Proficiency Level C

Standard Description

Level C is the level of second language ability in written comprehension for positions that require comprehension of texts dealing with a wide variety of work-related topics.

A person reading at this level can:

- understand most complex details, inferences and fine points of meaning; and
- have a good comprehension of specialized or less familiar material.

A person at this level may miss some seldom-used expressions and have some difficulty with very complex grammatical structures.

Examples

A person at this level can carry out the activities at levels A and B and can also read work-related:	<ul style="list-style-type: none"> ▪ policy papers ▪ research papers ▪ technical reports ▪ books ▪ complex contracts or specifications
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	<ul style="list-style-type: none"> ▪ legislation or regulations
In order to:	<ul style="list-style-type: none"> ▪ ensure completeness and accuracy ▪ extract details for action or interpretation ▪ review for meaning and tone when it was prepared by others ▪ obtain an in-depth understanding of the content ▪ assess implications ▪ provide comments ▪ make recommendations

Written Expression in the Second Official Language, Proficiency Level A

Standard Description

Level A is the minimum level of second language ability in written expression for positions that require writing simple units of information in the second language.

A person writing at this level can:

- write isolated words, phrases, simple statements or questions on very familiar topics using words of time, place or person.

A person at this level is expected to make errors of grammar, vocabulary and spelling. These errors are acceptable as long as the message is understandable.

Examples

A person at this level can write:	<ul style="list-style-type: none"> ▪ isolated words ▪ simple phrases ▪ simple messages ▪ lists (e.g., items, names, activities) ▪ titles or subject headings ▪ brief notes
In order to:	<ul style="list-style-type: none"> ▪ fill out a form or report related to one's duties ▪ note simple point-form messages ▪ complete an index or table of contents ▪ request and provide simple information ▪ use templates in familiar situations

Written Expression in the Second Official Language, Proficiency Level B

Standard Description

Level B is the minimum level of second language ability in written expression for positions that require writing short descriptive or factual texts in the second language.

A person writing at this level can:

- deal with explicit information on work-related topics since they have sufficient mastery of grammar and vocabulary.

A person at this level will communicate the basic information, but the text will require some corrections in grammar and vocabulary as well as revision for style.

Examples

A person at this level can carry out the activities of level A and can also write work-related:	<ul style="list-style-type: none">▪ short, routine messages▪ short texts▪ short descriptions▪ brief comments▪ simple, factual correspondence or directives
In order to:	<ul style="list-style-type: none">▪ adapt templates by adding a few words or slightly modifying the content▪ request or provide information, explanations or instructions▪ explain or request that action be taken▪ formulate observations▪ present conclusions▪ summarize a text or meeting in point or note form

Written Expression in the Second Official Language, Proficiency Level C

Standard Description

Level C is the level of second language ability in written expression for positions that require writing explanations or descriptions in a variety of informal and formal work-related situations.

A person writing at this level can:

- write texts where ideas are developed and presented in a coherent manner.

A person at this level will use vocabulary, grammar and spelling that are generally appropriate and require few corrections. A person at this level can also modify or correct texts to improve meaning, tone, clarity and conciseness

Examples

A person at this level can carry out the activities at levels A and B and can also write work-related:	<ul style="list-style-type: none">▪ correspondence▪ briefing notes▪ memoranda▪ reports▪ recommendations▪ research papers▪ comprehensive summaries▪ detailed presentations
In order to:	<ul style="list-style-type: none">▪ provide or request detailed facts and reasons▪ provide information or comment on contentious issues

Oral Proficiency in the Second Official Language - Level A

Standard Description

Level A is the minimum level of second language ability in oral proficiency for positions that require simple and repetitive use of the second language in routine work situations.

A person speaking at this level can:

- ask and answer simple questions;
- give simple instructions;
- give uncomplicated directions relating to routine work situations.

Persons at this level make many errors and has deficiencies in grammar, pronunciation, vocabulary and fluency, which may interfere with the clarity of the message. Since they may have problems understanding speech spoken at a normal rate, repetitions by others may be required for them to understand what is being said.

Examples

A person at this level can carry out the following activities:

- ask and answer simple questions about names, addresses, dates, times or numbers
- make requests to colleagues or other employees and respond to such requests about simple and uncomplicated matters
- give and follow simple directions and instructions
- provide short, repetitive answers or information
- exchange common courtesies (e.g., thank you, you're welcome, have a nice day)

Oral Proficiency in the Second Official Language - Level B

Standard Description

Level B is the minimum level of second language oral proficiency for positions that require departure from routine use of the second language.

A person speaking at this level can:

- sustain a conversation on concrete topics;
- report on actions taken;
- give straightforward instructions to employees;
- provide factual descriptions and explanations.

A person at this level may have deficiencies in grammar, pronunciation, vocabulary and fluency that do not seriously interfere with communication.

A person at this level would have a limited ability to deal with situations involving hypothetical ideas.

A person at this level should not be expected to cope with situations that are sensitive or that require the understanding or expression of subtle or abstract ideas.

Examples

A person at this level can carry out the activities of level A and can also:

- give and follow straightforward instructions or explanations about how work is to be done, what information is needed and what steps or alternatives are to be followed
- give factual accounts of actions taken or events that have occurred
- handle requests for routine information from other employees or members of the public, either by telephone or in face-to-face conversations (e.g., about such things as services, publications, or staffing actions)
- take part in departmental or interdepartmental meetings regarding factual, concrete and non-routine topics, and/or informal meetings or work sessions
- deliver presentations on concrete topics, and answer factual follow-up questions
- answer the telephone, understand simple requests, redirect calls as appropriate, and/or explain to others how to complete a form

Oral Proficiency in the Second Official Language - Level C

Standard Description

Level C is the level of second language oral proficiency for positions that require handling sensitive situations where the understanding and expression of subtle, abstract, or complicated ideas are required or where unfamiliar work-related topics must be dealt with.

A person speaking at this level can:

- support opinions; and
- understand and express hypothetical and conditional ideas.

A person at this level will not have the ease and fluency of a native speaker and may have deficiencies in pronunciation, grammar, and vocabulary. These deficiencies rarely interfere with communication.

Examples

A person at this level can carry out the activities at levels A and B and can also:

- give and understand explanations and descriptions involving complicated details, hypothetical questions, or complex and abstract ideas
- give and understand detailed accounts of events, actions taken, or procedures to be followed
- discuss or explain policies, procedures, regulations, programs and services relating to an area of work
- deal with situations requiring persuasion/negotiation and complex arguments, and/or the seamless exchange of ideas in both official languages
- deliver presentations on complex topics, and answer follow-up questions and/or conduct training sessions
- counsel and give advice to employees or clients on sensitive or complex issues
- participate as a member of a selection board, interview board, or assessment team as an integral part of the job functions

ANNEX A – APPENDIX 2
ABBREVIATIONS AND ACRONYMS

CEWP – Interaction Canada

Communicative English at Work Program – Level C

CEWP – Interface Canada

Communicative English at Work Program – Levels A and B

CSPS

Canada School of Public Service

ILMS

Integrated Learner Management System

IU

Identified User

OL qualification standards

Qualification Standards in Relation to Official Languages

PBFT

Programme de base de français au travail

PFL₂ – A, B and C

Programme de français langue seconde – Niveaux A, B et C

PSC

Public Service Commission

PV

Progress Verification

PWGSC

Public Works and Government Services Canada

QAMT

Quality assurance measurement tool

SLE

Second Language Evaluation

SO

Standing Offer

SOW

Statement of Work

TA

Technical Authority

TO

Training objective

ANNEX A – APPENDIX 3

GLOSSARY

In the event of a discrepancy between the definitions in this glossary and those in Annex A – Statement of Work, the definitions in the Statement of Work must prevail.

CEWP A and B – Interface Canada

Communication-based program focusing on English in the workplace. It was developed by the CSPS/LTC and is used to teach English as a second language at the beginner and intermediate levels (levels A and B).

CEWP C – Interaction Canada

Communication-based program focusing on English in the workplace. It was developed by the CSPS/LTC and is used to teach English as a second language at the advanced level (level C).

Federal Government Statutory Holidays

Statutory holidays recognized by the federal government:

- January 1
- Good Friday
- Easter Monday
- Victoria Day
- June 24 (only for services delivered in Quebec)
- July 1
- Provincial Civic holiday (first Monday in August in Ontario)
- Labour Day (first Monday in September)
- Thanksgiving (second Monday in October)
- Remembrance Day (November 11)
- December 25 and 26

Family Day (now the 3rd Monday of February), is a provincial statutory holiday only in Ontario, and it is not recognized as a statutory holiday by the federal government of Canada.

Full-time Training

Training provided between 15 and 35 hours per week.

Learning Pace

A learner's learning pace is determined at the evaluation for the language learning plan. It is defined by the total hours of full-time training a learner needs to achieve the target level.

Learning Level

Part-time training programs are divided into three levels: beginner, intermediate and advanced. The learning level is to be determined on the basis of an evaluation or a candidate's self-assessment.

MyAccount

CSPS integrated learning management system. A secure IT platform that provides online access to language training programs.

Part-time Training

Training provided less than 15 hours per week.

Programme de base de français au travail (PBFT) de l'École

CSPS program developed by the Language Training Centre and previously used to enable learners to attain levels A, B and C. The program emphasized communication in the context of

everyday tasks. This program has been replaced by Programme de français langue seconde – Niveaux A et B (PFL₂ – A et B), and by Programme de français langue seconde – Niveau C (PFL₂ – C).

Programme de français langue seconde – Niveaux A et B (PFL₂ – A et B)

CSPS communication-based training program focusing on French in the workplace. This program is used for teaching French as a second language at the beginner and intermediate levels (levels A and B).

Programme de français langue seconde – Niveau C (PFL₂ – C)

CSPS communication-based training program focusing on French in the workplace. This program is used for teaching French as a second language at an advanced level (level C).

Qualification Standards in Relation to Official Languages

Qualification Standards in Relation to Official Languages (see Appendix 1 to this Annex).

Second Language Evaluation (SLE)

Public Service Commission (PSC) language tests administered at the end of English or French as a second language training in order to assess language proficiency levels (A, B or C) in reading, writing and oral interaction. The tests are administered only if required by Canada.

Step

CSPS language training programs are structured into four (4) steps for levels A and B and two (2) steps for level C.

Training Materials

CSPS training programs contain instructions regarding the structure, content, training objectives, delivery and other requirements of the programs. These instructions are contained in the training documents for each program.

Training Objectives (TOs)

Training objectives that the learners must achieve during the CSPS training program. Training objectives that are part of CSPS training programs and are defined in the training documents.

ANNEX A – APPENDIX 4

CSPS TRAINING PROGRAM OBJECTIVES

Three weeks are devoted to preparation for the oral proficiency test after:

- the consolidation week following step 4 of PFL₂ A and B (Consolidation 4) for learners aiming to attain level B in French as a second language;
- module 4 of PFL₂ C for learners aiming to attain level C in French as a second language;
- step 4 of CEWP A and B for learners aiming to attain level B in English as a second language;
- phase 3 of CEWP C for learners aiming to attain level C in English as a second language.

1. PFL₂ A and B

At the end of each step of PFL₂ A and B, there is a one-week consolidation session.

PFL₂ A and B Training Objectives

STEP 1

- OF 1 – S'identifier et identifier des personnes
- OF 2 – Identifier des objets ou des documents
- OF 3 – Exprimer des relations d'appartenance
- OF 4 – Exprimer des relations de possession
- OF 5 – Indiquer où est une personne, un objet/document, un lieu
- OF 6 – Indiquer des données chiffrées
- OF 7 – Orienter quelqu'un dans l'espace
- OF 8 – Situer un événement dans le temps
- OF 9 – Situer un événement dans le temps : passé, présent, futur
- OF 10 – Assigner des tâches
- OF 11 – Préciser comment accomplir une tâche
- OF 12 – Indiquer la répartition et une quantité non numérique

STEP 2

- OF 13 – Fournir de l'information sur un événement ou une habitude passés
- OF 14 – S'informer ou informer d'un événement
- OF 15 – S'informer ou informer d'une requête ou de l'obtention de quelque chose
- OF 16 – Faire une offre et réagir à une offre
- OF 17 – S'informer ou informer de la présence ou de la disponibilité de personnes ou de choses
- OF 18 – Exprimer une volonté, un souhait, des goûts, des préférences
- OF 19 – Évaluer des choses
- OF 20 – Évaluer des personnes
- OF 21 – (Se) renseigner sur l'application de normes et de règlements
- OF 22 – Préciser les modalités d'exécution (temps) d'un travail

STEP 3

- OF 23 – Préciser les conditions de réalisation d'un projet
- OF 24 – Situer des événements par rapport à d'autres
- OF 25 – Indiquer les étapes d'un processus
- OF 26 – Décrire des déplacements
- OF 27 – Décrire une tâche (opérations physiques)

- OF 28 – Préciser l'importance d'une directive
- OF 29 – Apprécier les capacités ou les compétences de quelqu'un
- OF 30 – Permettre ou interdire quelque chose
- OF 31 – Exprimer la volonté, le souhait
- OF 32 – Formuler des conditions

STEP 4

- OF 33 – Exprimer un choix
- OF 34 – Proposer des solutions à un problème
- OF 35 – Faire des prévisions
- OF 36 – Demander ou donner de l'information sur un projet
- OF 37 – Décrire la démarche suivie dans la réalisation d'un projet
- OF 38 – Exposer le pourquoi et les effets d'une action, d'un événement, d'une situation
- OF 39 – Évaluer un changement proposé
- OF 40 – Persuader quelqu'un de quelque chose

2. PFL2 – C

Program component

STEP 5

Session préparatoire 1

Session préparatoire 2

Module 1

Module 2

STEP 6

Module 3

Module 4

3. CEWP A and B

CEWP Learning Objectives	
Book	INTERFACE (program A - B): TRAINING OBJECTIVE
STEP 1	
1	TO 1 - talk about one self
	TO 2 - talk about occupations and professions
	TO 3 - say what things are
	TO 4 - express possession
	TO 5 - alphabet and spelling
	TO 6 - use social expressions
	TO 7 - say what/where things are (to be, stative verb use)
	TO 8 - phone someone (give/get numbers, answer calls, request)
	TO 9 - get to know someone (give and get personal information)
	TO 10 - give and get addresses (numbers)
	TO 11 - talk about family / introduce people
	TO 12 - tell the time
	TO 13 - ask about people (who, where, stative questions)
	TO 14 - ask someone to do something (polite requests)

2	TO 15 - describe your job (stative verbs, routines)
	TO 16 - ask / say which one (demonstratives)
	TO 17 - say / ask what one is doing (present action)
	TO 18 - talk about leisure activities (present, simple vs. progressive)
	TO 19 - give / get info on past activities (past, time adverbials)
	TO 20 - dates (prepositions, day, month, year)
	TO 21 - talk about who it belongs to (possessive pronouns, ownership)
	TO 22 - ask for things (availability, quantity, there is/are)
	TO 23 - future plans (present simple for future, time adverbials)
	TO 24 - talking about the weather (adjectives, intensifiers)
	TO 25 - giving locations (prepositions of place)
	TO 26 - small talk (review mixed tenses, weather, plans)
3	TO 27 - directing phone calls
	TO 28 - asking about language (pronunciation, spelling, meaning clarification)
	TO 29 - describing people (giving /getting physical info; descriptive adjectives)
	TO 30 - habits and routines (simple present; adverbs of frequency)
	TO 31 - giving / getting personal data
	TO 32 - temporary situations (time adverbials, contrast present vs. continuous aspect)
	TO 33 - giving directions (adverbs of movement, direction)
	TO 34 - giving / getting info on past actions and events
	TO 35 - ability (modal auxiliaries: can, could; adverbs manner)
	TO 36 - making appointments
STEP 2	
4	TO 37 - giving assurance (will; time adverbials; (in)direct objects)
	TO 38 - describing things
	TO 39 - asking / granting permission (modal use: can, could, may, have to)

	TO 40 - making comparisons (comparative; superlatives; intensifiers)
	TO 41 - alphabet and spelling / social formulation
	TO 42 - telling what happened (contrast past aspects)
	TO 43 - leaving and taking a message (modals: can, could, would)
	TO 44 - talking about intentions (intro: conditional sentences)
5	TO 45 - polite requests (can, could, will, would, mind+)
	TO 46 - asking about cost and quantity (much, many, a few...)
	TO 47 -arriving for an appointment
	TO 48 - ongoing situations (into: present perfect)
	TO 49 - showing how, giving instructions (adverbs for sequence)
	TO 50 - health (modal: should, ought to)
	TO 51 - Review social expression, introductions
	TO 52 - talking about the recent past (contrast past, present perfect, time expressions)
1 - 5	CONSOLIDATION Level A objectives (Review)
STEP 3	
6	TO 53 - explaining how to get somewhere
	TO 54 - making inquiries (info, yes/no, indirect)
	TO 55 - offering help
	TO 56 -remembering the past (discontinued habit; modals)
	TO 57 - speculating (modals + be)
	TO 58 - looking for people and things (indirect questions; modals)
	TO 59 - similarities and differences (both, neither, (n)or, intensifiers)
	TO 60 - arranging to meet with someone (modal auxiliaries)
7	TO 61 - hypothetical situations (conditional: probable, improbable)
	TO 62 - satisfaction and dissatisfaction (like, enjoy, hate, can't stand..)
	TO 63 - referring (mixed modals)

	TO 64 - past experience (present perfect, simple past, used to, time adverbials)
	TO 65 - getting together (inviting; modals, social expressions)
	TO 66 - opinions and reactions (agreement; so/too; (n)either)
	TO 67 - skills and know-how (gerunds for activity, good at)
	TO 68 - relaying a message (reported speech)
STEP 4	
8	TO 69 - making suggestions (should, could, instead)
	TO 70 - interests and preferences (gerunds)
	TO 71- offering encouragement (indecision, concerns; worries)
	TO 72 - giving positive/negative feedback (modal perfect)
	TO 73 - expressing wishes (conditionals, wish, hope)
	TO 74 - making / handling complaints; expressing frustration
	TO 75 - expressing regrets (modal perfect expressions)
	TO 76 - completing tasks (gerunds, adverbials of degree)

4. CEWP level C

INTERACTION (program A – B, C)

Review Phase
Phase 1

STEP 5

Phase 2
Phase 3

STEP 6

ANNEX A – APPENDIX 5

TEACHING EVALUATION REPORT

The Offeror is informed that the IU and, if necessary, the Technical Authority use the same tool on a regular basis to evaluate teaching. Should there be a discrepancy between the results of the IU or the Technical Authority and the Pedagogical Adviser, the IU or, if applicable, the Technical Authority, at his or her discretion, may call a meeting with the Pedagogical Adviser to resolve the differences.

Date:

Evaluation performed by

Name :

Title :

Offeror :

Name of teacher :

Group N°

Program : short / long / pré-ELS

Training mode: Please put an X in the appropriate box.

	Group	Private
Full-time	<input type="checkbox"/>	<input type="checkbox"/>
Part-time	<input type="checkbox"/>	<input type="checkbox"/>

Activities observed:

☐ **PFL 2 – A et B**

OF :

Activity :

Unit (specify) :

☐ **PFL 2 – C**

Session préparatoire :

or Module :

Activity :

☐ **Other (specify)**

- **Complete by placing an X in the box beside each criteria that needs improvement.**
- **Give a summary rating for each section as follows:**
 - 3** – meets 80% or more of the requirements
 - 2 *** – meets 60% to 79% of the requirements
 - 1 **** – meets 59% or fewer of the requirements
- * Indicate point(s) needing improvement.
- ** Indicate the measures to be taken by the Pedagogical Advisor and/or teaching resource when teaching does not meet criteria.

1. The objectives of the scheduled activities are clearly presented.

The teaching resource:

a) establishes links between activities and learning objectives; ☐

b) ensures learners understand the training objectives. <input type="checkbox"/>
--

Rating : 1 / 2 / 3

Comments/Points to improve

2. The instructions are clear.

The teaching resource:

a) explains the instructions and gives examples in the learner's second language; <input type="checkbox"/>
--

b) checks and confirms learner comprehension; <input type="checkbox"/>
--

c) gives additional information (when necessary). <input type="checkbox"/>
--

Rating : 1 / 2 / 3

Comments/Points to improve

3. The exploitation of activities is varied and responds to the learners' needs.

The teaching resource:

a) varies how s/he presents activities while maintaining the training objective; <input type="checkbox"/>

b) links the learners' experience to the objectives of the scheduled activities; <input type="checkbox"/>

c) adapts activities to the learners' various learning styles, needs and interests; <input type="checkbox"/>
--

d) gives clear, specific and varied explanations; <input type="checkbox"/>
--

e) makes appropriate use of writing to support the activity's objective; <input type="checkbox"/>

f) adapts time allocated to activities to learners' needs; <input type="checkbox"/>

g) uses authentic documents; <input type="checkbox"/>

h) exploits activities in a way that maximizes the learners' speaking time. <input type="checkbox"/>
--

Rating : 1 / 2 / 3

Comments/Points to improve

4. Error correction is well dosed and respects the andragogical principles of error correction.

The teaching resource :

a) varies the correction method to suit the objective of the activity; <input type="checkbox"/>

b) provides correction in an amount corresponding to learners' needs and training objective;
--

c) limits his/her interventions during communication activities correcting only errors that

obscure message; <input type="checkbox"/>
d) uses written support when necessary; <input type="checkbox"/>
e) reviews and corrects difficulties encountered during an activity before moving on to the next one; <input type="checkbox"/>
f) uses positive reinforcement. <input type="checkbox"/>

Rating : 1 / 2 / 3

Comments/Points to improve on

5. The teaching resource encourages the participation of the learners in the class.

The teaching resource:

a) solicits the participation of all learners; <input type="checkbox"/>
b) encourages spontaneous interaction and ties it into the areas of study; <input type="checkbox"/>
c) encourages learners to use their second language in class; <input type="checkbox"/>
d) ensures speaking opportunities are equitably distributed among learners; <input type="checkbox"/>
e) provides learners with frequent speaking opportunities; <input type="checkbox"/>
f) promotes learner responsibility by delegating the lead on certain activities. <input type="checkbox"/>

Rating : 1 / 2 / 3

Comments/Points to improve

6.1. While teaching CEWP A&B, the teaching resource provides a balance of skills in his/her daily activities.

a) The duration of the unit of study complies with what is set out in the program; <input type="checkbox"/>
b) The teaching resource complies with the approach recommended for the unit of study; <input type="checkbox"/>
c) S/he presents the unit at the time indicated in the program; <input type="checkbox"/>
d) The activities selected correspond to the learners' needs; <input type="checkbox"/>
e) The teaching resource uses online learning tools judiciously; <input type="checkbox"/>
f) The objective of the activity is attained. <input type="checkbox"/>

Rating : 1 / 2 / 3

Comments/Points to improve

6.2. While teaching CEWP C, the teaching resource provides a balance of skills in his/her daily activities.

The teaching resource:

a) presents the list of planned activities following the teaching practices recommended in the program; <input type="checkbox"/>
b) clearly explains the instructions for the activities to be carried out and confirms the learners' comprehension of them; <input type="checkbox"/>
c) gives the learners focused feedback; <input type="checkbox"/>
d) uses online learning tools judiciously; <input type="checkbox"/>
e) ensures learners participate in discussions and re-use introduced elements. <input type="checkbox"/>

Rating : 1 / 2 / 3

Comments/Points to improve

7. The teaching resource creates a class dynamic conducive to group learning.

The teaching resource:

a) demonstrates a positive attitude towards the program being used; <input type="checkbox"/>
b) stimulates learner interest in the way s/he conducts activities; <input type="checkbox"/>
c) chooses relevant and varied activities; <input type="checkbox"/>
d) factors in situations that arise in class (fatigue, unexpected requests or comments) and adjusts the scheduled activities accordingly; <input type="checkbox"/>
e) allows learners to experiment and develop their own strategies; <input type="checkbox"/>
f) uses the learners' first official language if necessary. <input type="checkbox"/>

Rating : 1 / 2 / 3

Comments / Points to improve

8. Observations and comments on the group

The learners :

a) have the same learning pace; <input type="checkbox"/>
b) speak spontaneously; <input type="checkbox"/>
c) ask questions; <input type="checkbox"/>
d) actively participate; <input type="checkbox"/>

e) use their second language in class; <input type="checkbox"/>
f) contribute to the creation of a positive learning environment. <input type="checkbox"/>

Evaluator's comments:

ANNEX A – APPENDIX 6
CONTENT OF IN-HOUSE SESSIONS

(Section II, Clause 8.1)

Minimal content that the pedagogical adviser must transmit to the teaching resources to enable them to teach the CSPA programs while waiting to take the CSPA familiarization sessions.

The pedagogical adviser must ensure that the teaching resource is able to

1. use PFL₂ – A et B, PFL₂ – C or CEWP classroom and self-learning materials;
2. navigate the CSPA online programs (MyAccount);
3. teach and coach learners using a communicative approach and adult education principles;
4. manage in-class activities (units, objectives) and adapt to learners' needs;
5. carry out weekly planning;
6. create individual work plans;
7. understand his or her roles and responsibilities and those of the learners, pedagogical adviser and the CSPA; and
8. prepare absence, end-of-session and recommendation reports.

APPENDIX 7 PROGRESS REPORT

1. Template for full-time individual training

En français, ce document est rédigé au masculin pour en faciliter la lecture.

Nom / Name		Ministère / Department	
Mois / Month		École / School	
OF / TO Module/Phase			

Évaluation globale / Overall assessment

Ce mois-ci, l'apprenant / This month, the learner :

- | | | |
|----|--|--------------------------|
| 1. | A atteint les objectifs actuels du programme /
Has achieved the current program objectives. | <input type="checkbox"/> |
| 2. | A presque atteint les objectifs actuels du programme /
Has almost achieved the current program objectives. | <input type="checkbox"/> |
| 3. | A progressé mais n'a pas atteint les objectifs actuels du programme /
Has progressed but has not achieved the current program objectives. | <input type="checkbox"/> |
| 4. | N'a pas progressé de façon significative /
Has not made significant progress. | <input type="checkbox"/> |
| 5. | Groupe de reprise / Make-up group | <input type="checkbox"/> |

Remarques / Comments

Apprenant / Learner
<p>Ce rapport m'a été expliqué clairement et j'en comprends le contenu / I understand all of the above points which have been explained to me clearly.</p> <p>Commentaires / Comments</p>

Ressource enseignante / Teacher :

Date :

Conseiller pédagogique / Pedagogical Adviser :

Date :

2. Template for part-time individual training

En français, ce document est rédigé au masculin pour en faciliter la lecture.

Nom / Name		Ministère / Department	
Niveau / Level	<input type="checkbox"/> débutant / beginner <input type="checkbox"/> intermédiaire / intermediate <input type="checkbox"/> avancé / advanced	École / School Période évaluée / Period Assessed	

Évaluation globale / Overall assessment :

Remarques / Comments :

Date :

APPENDIX 8 TRAINING CALENDAR

Templates to be used for full-time individual training

1. PFL2 – A, B et C

APPRENANT :		DATE :
RESSOURCE ENSEIGNANTE :		
CONSEILLER PÉDAGOGIQUE :		
DÉBUT DU COURS :		FIN DU COURS :
NIVEAUX A ET B		
ÉTAPE 1		
DU :		AU :
OF* 1 à OF 12	Semaine du :	➤ Vérification des acquis (VDA), Étape 1 ➤ Outil de mesure de l'Assurance de la qualité (OMAQ)
ÉTAPE 2		
DU :		AU :
OF 13 à OF 22	Semaine du :	➤ VDA, Étape 2 ➤ OMAQ
	Semaine du :	➤ Tests prédicteurs, Compréhension de l'écrit et Expression écrite
ÉTAPE 3		
DU :		AU :
OF 23 à OF 32	Semaine du :	➤ VDA, Étape 3 ➤ OMAQ
ÉTAPE 4		
DU :		AU :
OF 33 à OF 40	Semaine du :	➤ VDA, Synthèse B ➤ OMAQ
NIVEAU C		
ÉTAPE 5		
DU :		AU :
Préparatoire 1		
Préparatoire 2	Semaine du :	➤ VDA, Consolidation B
Module 1	Semaine du :	➤ Tests ÉLS, Compréhension de l'écrit et Expression écrite
Module 2	Semaine du :	➤ VDA, Mi-parcours C ➤ OMAQ
ÉTAPE 6		
DU :		AU :
Module 3		
Module 4	Semaine du :	➤ VDA, Synthèse C
Pré-ÉLS – Compétence orale	Semaine du :	➤ OMAQ ➤ Test ÉLS – Compétence orale (TCO)
Fin du Programme		

2. Programme CEWP

LEARNER :		DATE:
TEACHING RESOURCES:		PEDAGOGICAL ADVISOR:
START DATE:		END DATE:
LEVELS A & B		
STEP 1 FROM:TO:		
Introduction TO 1 – 36 (Books 1, 2 & 3)	Week of:	<ul style="list-style-type: none"> ➤ Oral Interaction Verification (OIV), Step 1 ➤ Quality Assurance Measuring Tool (QAMT)
STEP 2 FROM:TO:		
TO 37 – 52 (Books 4 & 5)	Week of:	<ul style="list-style-type: none"> ➤ Reading Comprehension and Written Expression Predictor Tests
	Week of:	<ul style="list-style-type: none"> ➤ OIV, Step 2 ➤ QAMT
STEP 3 FROM:TO:		
TO 53 – 68 (Books 6 & 7)	Week of:	<ul style="list-style-type: none"> ➤ OIV, Step 3 ➤ QAMT
STEP 4 FROM:TO:		
TO 69 – 76 (Book 8)	Week of:	<ul style="list-style-type: none"> ➤ OIV – B Synthesis, Step 4 ➤ QAMT
LEVEL C		
STEP 5 FROM:TO:		
Session 9 Book “Review Phase”	Week of:	<ul style="list-style-type: none"> ➤ OIV – B Consolidation
Session 10 Book “Phase One” “Phase Two”	Week of:	<ul style="list-style-type: none"> ➤ OIV – C Mid-session ➤ QAMT
STEP 6 FROM:TO:		
Session 11 Book “Phase One” “Phase Two”	Week of:	<ul style="list-style-type: none"> ➤ SLE Preparation for Reading Comprehension and Written Expression Tests (2 hrs / day for 2 weeks)
	Week of:	<ul style="list-style-type: none"> ➤ SLE: Reading Comprehension and Written Expression Tests
Session 12 Book “Phase Two” “Phase Three”	Week of:	<ul style="list-style-type: none"> ➤ OIV – C Synthesis
	Week of:	<ul style="list-style-type: none"> ➤ SLE-TOP ➤ QAMT
END OF PROGRAM		

ANNEX “A-3”

STATEMENT OF WORK (SOW)

WORK STREAMS:

PART-TIME GROUP TRAINING

- in French at the Offeror's facilities
- in French at a federal institution
- in English at the Offeror's facilities
- in English at a federal institution

Annex “A”

STATEMENT OF WORK (SOW)

TABLE OF CONTENTS

SECTION I – REQUIREMENTS

Preamble

1.0 Background

2.0 Training

3.0 Type of Learner

4.0 Language of Communication With Learners

5.0 CSPS Training Programs

6.0 Qualification Standards in Relation to Official Languages

7.0 Learner Language Training Plans

8.0 Course Loading Activities

9.0 SLE (second language evaluation) Test Calendar

10.0 Learner Training Location

SECTION II – WORK STREAMS

PART-TIME GROUP TRAINING

Work stream 3A(1): Part-time group training in French at the Offeror's facilities

Work stream 3A(2): Part-time group training in French at a federal institution

Work stream 3B(1): Part-time group training in English at the Offeror's facilities

Work stream 3B(2): Part-time group training in English at a federal institution

The following articles apply to each of the work streams in Section II:

1.0 Type of Training Offered

2.0 Training Delivery Days

3.0 CSPS Training Programs

4.0 SLE Tests

5.0 Training Materials

6.0 Facilities

7.0 CSPS Support to Offeror

8.0 Specific Resource Services

9.0 Quality Assurance and Specific Performance Measurements

10.0 Education and Experience Requirements – Resources

11.0 Deliverables



SECTION III – DELIVERABLES (TABLE)

APPENDICES

- Appendix 1. Official Languages Qualification Standards
- Appendix 2. Abbreviations and Acronyms
- Appendix 3. Glossary
- Appendix 4. CSPS Training Program Objectives
- Appendix 5. Teaching Evaluation Report
- Appendix 6. In-House Training Minimum Contents
- Appendix 7. End of Session report



Preamble

In order for Offerors to understand the Work to be performed, it is important that they read the appendices at the end of this annex:

Appendix 1. Official Languages Qualification Standards

Appendix 2. Abbreviations and Acronyms

Appendix 3. Glossary

Appendix 4. CSPA Training Program Objectives

Appendix 5. Teaching Evaluation Report

Appendix 6. In-House Training Minimum Contents

Appendix 7. End of Session report

The Statement of Work includes terminology found in these appendices and/or in Parts A and B of the SO.

This RFSO explains the language training requirements in the National Capital region (NCR) Resulting Standing Offers will include information about the specific work streams and terms for which the offer was selected.

ANNEX A - SECTION I - REQUIREMENTS

1.0 Background

Second language training in Canada's official languages is offered to federal employees in compliance with the provisions of the Official Languages Act.

1.1 General mandate of the CSPS through its Language Training Directorate

- 1.1.1 Ensure quality language training through input and participation in the selection of second-language training offerors.
- 1.1.2 Participate in the development of the Offerors' language training capacity in response to demand from the federal government.
- 1.1.3 Design and offer access to learning products (integrated learning) such as the computerized MyAccount Integrated Learning Management System (I-LMS).

2.0 Training

The purpose of this SO is to provide second language training in French and English using the CSPS's training programs. The Offeror must provide part-time group* training to federal employees (learners) designated by the Identified User (IU), in the National Capital Region, at levels A, B and C of the Qualification Standards in Relation to Official Languages described in Appendix 1, upon request by federal institutions, as indicated in the call-up.

The National Capital Region is defined in the *National Capital Act* (R.S.C.1985, c. N-4), which may be accessed at the following site: <http://laws-lois.justice.gc.ca/eng/acts/N-4/page-9.html>.

*See Section II for a full definition of training modalities.

2.1 Training Format

The training is structured as follows:

PART-TIME GROUP TRAINING

- Work stream 3A(1): Part-time group training in French on the Offeror's premises
- Work stream 3A(2): Part-time group training in French at a federal institution
- Work stream 3B(1): Part-time group training in English on the Offeror's premises
- Work stream 3B(2): Part-time group training in English at a federal institution

2.2 Delivery Method

The Offeror must provide in-class teaching using the CSPS training programs for the work streams for which the SO has been issued to the Offeror. Moreover, the Offeror is obligated to provide the deliverables indicated in Annex A, Section II and Section III.

The Offeror must also ensure that the requirements of this SO are not modified further to a request from learners; for example, a request to receive training outside the business days listed in Section II.

The teacher's version of the CSPS programs (PFL₂ and CEWP), which are installed on the ILMS computer platform, or the CSPS (MyAccount) are to be used only in connection with this standing offer and contracts stemming from this standing offer, for which the Technical Authority (TA) is the CSPS.

Section I - R



Travaux publics et
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Canada



3.0 Type of Learner

Learners receiving learning services have the following objectives:

- developing their second language skills
- retaining their second language skills

4.0 Language of Communication With Learners

The training welcome session, during which instructions are provided to learners, will take place in the first language (English or French) of those present.

For matters associated with facilitating the communication and understanding of the learner's learning capacity, the Offeror must communicate with the learner in the official language (English or French) of the learner's choice.

5.0 CSPS Training Programs

Every CSPS training program referred to in work streams 3 includes specific objectives and/or modules. A descriptive list of these objectives is presented in Appendix 4 of this Annex.

6.0 Qualification Standards in Relation to Official Languages (OL)

Once the training is finished, if necessary, the learner must demonstrate, through an SLE test administered by the Public Service Commission (PSC), that he or she is proficient in the language at the target level (A, B or C) for the following language skills: reading, writing and oral interaction. Tests are administered by the PSC or an institution that has obtained a delegation of authority from the Commission to administer them.

For the purposes hereof, the "Qualification Standards" are synonymous with "proficiency levels" or "proficiency level standards" and are identified in Appendix 1 of this Annex. They can also be found at the following Web site address: <http://www.tbs-sct.gc.ca/gui/squn03-eng.asp>

7.0 Learner Language Learning Plans

A language learning plan is not required. The IU determines the learning level on the basis of SLE test results, if any, and candidate self-assessment. At the request of the federal institution, CSPS can evaluate the candidate's knowledge in order to determine his or her learning level.

8.0 Course Loading Activities

There will be four (4) sessions per year. The start dates for each of the sessions will be established at the beginning of each year of the SO.

The IU will enroll its employees in the desired learning level (beginner, intermediate or advanced) after the employee(s) have been evaluated or have performed the self-assessment, by issuing a call-up. The Offeror must receive the call-up no later than eight (8) business days before the session start date. The Offeror will then put together groups that meet the requirements of article 3.0 of Annex A – Statement of Work. The TA reserves the right to check the composition of the groups.

If the Offeror receives a call-up less than eight (8) business days before the session start date, it may accept it and add the candidate to an existing group, or refuse the registration. In both cases the Offeror must inform the TA.

The IU must consult PWGSC to find out which Offeror has been selected. A calendar of sessions will be available at the beginning of each year of the SO. This may be subject to change during the year.

No call-ups will be issued until PWGSC identifies the Offeror. If an IU issues a call-up without this authorization, the IU may be removed from the list of IUs with access to the SO, and PWGSC may take corrective action with respect to the performance of an Offeror or other measures against the Offeror.

9.0 SLE Test Scheduling

For learners who must take SLE tests, the IU will make the necessary arrangements with the PSC or its representatives and will provide the test date to the learner and the Offeror.

10.0 Learner Training Location

Training must be provided at the Offeror's facilities, with or without accommodation* or in federal institution facilities. For training delivered on the Offeror's premises, the facilities must be located within the following boundaries: between Wellington Street, Maclaren Street, Bay Street and Elgin Street in Ottawa, Ontario and between Laurier Street, Sacré-Cœur Boulevard and St-Rédempteur Street in Gatineau, Quebec. Facilities must meet the requirements set out in the standing offer. The Offeror is responsible for providing all the necessary tools to deliver training programs as specified in Annex A (Statement of Work), Section II, article 6..

*For the purposes of this SO, the applicable accommodations are those that enable persons with limited mobility to access the premises where the training will take place, the room, the sanitary facilities and other areas made available to all learners. An Offeror that identifies itself in this category must accept all call-ups requiring accommodations.

The Offeror will not be called upon to provide auxiliary services or adaptive technology other than those mentioned above in the event they are required. These requirements will be the responsibility of the learner's federal institution.

The Offeror's facilities must be located as described by the Offeror in its offer in response to RFSO EN578-093429/A. If the Offeror is required to change facilities or classrooms, it must adhere to its commitment in relation to classroom computer equipment.

ANNEX A – SECTION II – WORK STREAMS

The following articles apply to each of the work streams in Section II:

- 1.0 Type of Training Offered
- 2.0 Training Delivery Days
- 3.0 CSPS Training Programs
- 4.0 SLE Tests
- 5.0 Training Materials
- 6.0 Facilities
- 7.0 CSPS Support to Offeror
- 8.0 Specific Resource Services
- 9.0 Quality Assurance and Specific Performance Measurements
- 10.0 Education and Experience Requirements – Resources
- 11.0 Deliverables

PART-TIME GROUP TRAINING

- Work stream 3A(1): Part-time group training in French on the Offeror's premises
- Work stream 3A(2): Part-time group training in French at a federal institution
- Work stream 3B(1): Part-time group training in English on the Offeror's premises
- Work stream 3B(2): Part-time group training in English at a federal institution

ANNEX A – SECTION II

Work stream 3A:

- (1) Part-time group training in French at the Offeror's facilities
- (2) Part-time group training in French at a federal institution

Work stream 3B:

- (1) Part-time group training in English at the Offeror's facilities
- (2) Part-time group training in English at a federal institution

If the Offeror's offer includes training services at a federal institution, none of the requirements relating to the Offeror's facilities apply and vice versa. The same applies to the Offeror's facilities that provide accommodations, i.e. if the Offeror's offer includes training services at its facilities, and these facilities provide accommodations, as defined in article 10.0 of Section 1, all stipulations relating to accommodations at the Offeror's facilities apply to the Offeror.

1.0 Type of Training Provided

Part-time group training must be delivered from Monday to Friday, but not on federal government statutory holidays*, in two types of sessions:

- three (3) hours per week,
- six (6) hours per week, delivered in two different days, three (3) hours on each training day.

* See glossary in Appendix 3.

2.0 Training Delivery Days

The Offeror must be prepared to deliver training services up to 240 days per year.

The Offeror must provide 3-hour training sessions from 8:45 am to 12 noon, and/or from 1 pm to 4:15 pm with a 15-minute break. This training does not include any self-directed learning (SDL) period.

The pedagogical adviser and teaching resources must be ready to begin class on time, for every day of training.

Training must not be delivered on federal government statutory holidays.

There will be no training between December 25 and January 1st.

3.0 CSPA Training Programs

The training methods, course configurations and related material designed by the CSPA and referred to below are defined as "training programs," "programs" or "CSPA training programs".

Offerors must use one of the CSPA training programs listed below. CSPA programs are based on the communicative approach and the adult education principles. The Offeror can use additional activities to supplement or enhance those of the CSPA and to meet learners' needs. The activities must be consistent with the training objectives and may be subject to TA approval.

The Offeror must use the following teaching practices:

1. Communicative Approach
 - encourage learners to communicate in the language being taught;
 - maximize the learners' speaking time;

- have the learners practise the taught matter in communication situations that are relevant to them
- choose varied activities relevant to the learners;
- use authentic documents; and
- limit corrections on the basis of activity objectives and learner needs.

2. Adult Education Principles

- Provide plans for group activities and self-directed learning
- For each activity, give instructions and describe the process by specifying :
 - what the learners must do;
 - the duration of the activity;
 - the anticipated result; and;
 - the materials and tools to be used;
- For each activity, indicate the objective by specifying:
 - the knowledge or know-how that the activity is intended to develop; and
 - the link between the objective of the activity and the TO;
- Provide learners with regular feedback on their strengths and the areas that need work in relation to the targeted objectives;
- Take into account the needs, interests and experience of learners while conducting the activities.

The following are the CSPS training programs:

- for French: Programme de français langue seconde – Niveaux A et B (PFL₂ – A et B) and Programme de français langue seconde – Niveau C (PFL₂ – C).
- for English: Communicative English at Work Program (CEWP), levels A, B and C.

3.1 The PFL₂ Programs

The CSPS PFL₂ – A et B and PFL₂ – C are the programs for language training in French. They cover levels A, B and C and enable learners to acquire the skills necessary to interact in French in the workplace and in everyday situations.

PFL₂ – A et B comprise forty (40) TOs and are designed to ensure that the learner achieves or maintains level B proficiency.

PFL₂ – C comprises two (2) preparatory sessions and four (4) modules, and is designed to ensure that the learner achieves or maintains level C.

The programs include self-learning material for developing listening, reading, writing and speaking skills. These materials are available on the MyAccount platform. Learners can use self-directed learning materials as needed outside training hours.

3.2 The CEWP Program

The CSPS CEWP is the program for language training in English. It covers levels A, B and C and enables learners to acquire the necessary skills to interact in English in the workplace and in everyday situations.

More specifically, the program material is entitled:

- “Interface Canada” for levels A and B; and
- “Interaction Canada” for level C.

“Interface Canada” comprises seventy-six (76) main objectives grouped into eight (8) workbooks: 1 to 3 for level A and 4 to 8 for level B.

“Interaction Canada” comprises 20 main objectives and 20 specific objectives, grouped into four (4) sessions for level C.

The program includes self-learning material for developing listening, reading, writing and speaking skills. These materials are available on the MyAccount platform. Learners can use self-directed learning materials as needed outside training hours.

CSPS is working on updating the CEWP. Once the Program has been updated, the Offeror must use the new version of the Program.

The training objectives of PFL₂ and CEWP are listed in appendix 4 of this annex.

3.3. Learning Levels

Program: PFL ₂ – A, B and C and CEWP A, B and C Learning Levels		Number of Learners per group
Beginner level	Step 1	6 to 8 (PFL ₂)
	Step 2	
Intermediate level	Step 3	
	Step 4	
Advanced level	Step 5	3 to 8 (CEWP)
	Step 6	

The duration of the sessions will be 12 weeks, or 36 or 72 hours.

4.0 Second Language Evaluation (SLE) Tests

Should a learner require an SLE test, the IU is responsible for setting a date and making the necessary arrangements. The tests are administered by the Public Service Commission or by institutions that have received a delegation of authority from the Commission to administer them. The IU must inform the Offeror and the learner as soon as the test date has been scheduled.

5.0 Training Materials

The Offeror is responsible for acquiring all hard-copy materials for the CSPS training programs and any additional CSPS program materials it deems necessary.

The Offeror must provide CSPS training program materials in original hard-copy format to the teaching resources and pedagogical advisers. The Offeror must provide learners with the photocopies of the classroom activity materials.

The following CSPS training program materials must be ordered from the Government of Canada Publications Web site: <http://publications.gc.ca>:

Required materials for levels A and B in French:

- TOs 1 to 40 (40 workbooks)
- consolidations 1 to 4 (4 workbooks)
- self-assessments 1 to 4 (4 workbooks)

Required materials for level C in French:

- Preparatory sessions 1 and 2 (2 workbooks)

Required materials for levels A and B in English:

- Interface Canada, Student's Books 1 à 8

Required materials for level C in English: none.

The Offeror is not obligated to purchase the four (4) PFL₂ – C modules or the CEWP-C, as they are not available in print format through Government of Canada Publications. However, they are available on MyAccount and the four PFL₂ – C Modules are available for purchase from Government of Canada Publications in DVD format.

In addition to the training program materials available on the Government of Canada Publications Web site, the Offeror's teaching resources and pedagogical advisers must have access to MyAccount so they can use supplementary materials. To obtain access to MyAccount for its resources, at no cost, the Offeror must contact the TA.

6.0 Facilities

6.1 Federal Institution Facilities

Federal institutions are responsible for providing appropriate facilities for training, with characteristics similar to those mentioned in clause 6.2.

6.2 The Offeror's Facilities

For each group, the Offeror must provide training at facilities that meet the requirements set out herein. If the Offeror is required to change facilities or classrooms, it must immediately notify the SO Authority and the TA, and the new facilities and classrooms must meet the requirements set out under clause 6.2 of this section.

The Offeror must ensure that facilities meet the requirements of applicable municipal, provincial and federal statutes, policies and standards. The Offeror understands and agrees that the TA and/or the Standing Offer Authority may inspect the Offeror's facilities at any time without prior notice.

The Offeror must respond no later than 48 hours after a notice of a complaint concerning facilities has been filed in writing by the SO Authority or the TA.

6.2.1 Classrooms

For each part-time group, the Offeror must provide a classroom that is at least 300 square feet and has all the furnishings and materials needed for language training i.e. a blackboard, tables, chairs for learners and a teaching resource, lighting, heating and a space to store notebooks and coats. Offerors that have facilities with accommodations must provide classrooms consistent with the accommodations required for a learner, as indicated in the call-up. If the Offeror's classrooms are being used for the first time under this SO, they must be ready at least five (5) business days before the start of training.

The Offeror can consult the TA for any questions pertaining to the selection or appropriate layout of classrooms for language training.

6.2.2 Photocopier

A black and white photocopier must be made available to learners, at no additional cost to Canada. However, the Offeror can, by giving learners advance notice, limit the number of photocopies to a maximum of 50 pages per learner per week. Anything exceeding that number could be charged to the learners using this service. The costs must be clearly indicated at the beginning of the training.

The materials the Offeror is required to make available to learners as part of the training program are not to be included in the printing of photocopies.

6.2.3 Environmental Requirements

In support of the green procurement effort, the Offeror must ensure that:

- all printers and photocopiers used for the purposes of this SO are programmed by default to print in black and white on both sides of the paper and preferably meet the ENERGY STAR or its equivalent standards regarding energy efficiency
- the paper used contains at least 30% recycled materials and/or is certified as originating from a sustainably managed forest
- environmentally friendly ink or recycled ink cartridges are used in printers and photocopiers. It is strongly recommended that the used ink cartridges can be returned to the manufacturer for reuse or recycling.
- recycling bins for paper, newsprint and plastic and aluminum containers are available to learners and are emptied regularly, where this service is available, in compliance with the local recycling programs.

In addition, it is preferable that cleaning products used with this equipment be biodegradable and not harmful to the environment.

The federal government reserves the right to conduct verifications by visiting if necessary the Offeror's facilities to ensure that efforts in environmental matters are maintained.

7.0 CSPS Support to Offeror

7.1 Familiarization Sessions

Following the authorization of the SO, the Offeror must provide the TA with the names of the pedagogical advisers and teaching resources designated to perform the Work in response to one or more call-ups, as well as written confirmation from the Offeror that the teaching resources meet the requirements set out in article 10.2, Section II of Annex A, Statement of Work. These resources must attend, at the Offeror's expense, the familiarization sessions Part 1, as detailed in clause 7.1.1 of this section. In addition, when the TA considers it necessary, pedagogical advisers must attend Part 2 to become familiar with their roles and responsibilities.

The purpose of these sessions is to enable the teaching resources and pedagogical advisers to use CSPS training programs in order to meet the requirements of the SO for providing training services. Only the CSPS will provide these familiarization sessions, and the decision to provide them is solely the responsibility of the CSPS. The Offeror must register the resources for each session through the TA. CSPS will provide these sessions at no cost for the Offeror.

Teaching resources and pedagogical advisers must attend the familiarization sessions, unless the TA deems that they already have the necessary familiarity with the programs in question. If a resource is used to deliver English and French programs, the resource must attend the applicable familiarization sessions for each program.

Only duly trained teaching resources and pedagogical advisers, i.e. those who have taken the familiarization sessions on CSPS training programs and have received the written confirmation from the TA, can deliver training services, except under the following circumstances, with prior written approval from the TA:

- the Offeror's capacity to provide teaching resources and pedagogical advisers who have been trained in CSPS training programs is exhausted because of the extreme procurement

demand imposed by the IU or other Identified Users in other call-ups pursuant to this or other SOs in the same region in response to RFSO EN578-093429/A;

- a call-up is issued before the familiarization sessions have been provided; or
- there is an unforeseen need to replace a teaching resource or a pedagogical adviser.

In these three (3) cases, the teaching resources and pedagogical advisers can deliver training services only up until the day prior to the scheduled start date of the next familiarization session, i.e. Part 1 for teaching resources and pedagogical advisers who have not attended any familiarization sessions, or Part 3 for pedagogical advisers who have attended Part 1.

However, the pedagogical adviser must provide an in-house session about the program before the teaching resource goes to the classroom. The minimum contents to be covered in this session are listed in Appendix 6. The Offeror must inform the TA about the dates scheduled for the training session provided by the pedagogical adviser. The TA may attend this session. The Offeror must register the teaching resource(s) and pedagogical adviser(s) for the next familiarization session given by the CSPS in order to continue to provide training services thereafter.

7.1.1 Part 1 - Familiarization Sessions on the PFL₂ – A et B, PFL₂ – C and CEWP Training Programs

The duration of the familiarization sessions offered on CSPS training programs will be as follows: five (5) days for Part 1.1, levels A and B training program (prerequisite to the level C familiarization session) plus one (1) day for Part 1.2, level C training program. The TA can change the duration of the sessions at any time.

These sessions will be offered to all teaching resources and pedagogical advisers who meet the requirements set out in Annex A, Section II, article 10.

The sessions are expected to be given by the CSPS in class. The TA is the only Authority who can establish the calendar for the sessions; the TA can also alter their mode of delivery and frequency at any time.

At the end of each familiarization session, the CSPS will provide each participant with a document confirming their completion of the session (levels A and B or level C). After receiving this document, the teaching resource will be able to deliver CSPS training programs, and the pedagogical adviser may attend familiarization session Part 3.

After the familiarization sessions, the TA may assess the teaching to verify whether the Offeror's resources are complying with the instructions given at the sessions. If the observed teaching does not comply with these instructions, the Offeror must conduct a follow-up, which may include registering the teaching resource to take the familiarization session again in whole or in part. If the teaching is still not consistent with the instructions at a second evaluation by the TA, the teaching resource will no longer be able to teach under this standing offer. If three or more teaching resources are withdrawn from the CSPS programs for this reason during a 12-month period, the TA, together with the Standing Offer Authority, may take corrective measures against the Offeror, which may go so far as to suspend the SO for one or more sessions.

7.1.2 Part 2 – Familiarization Session on the Roles and Responsibilities of the Offeror's Pedagogical Advisers, with Respect to this SO

The CSPS will, where it deems it necessary, provide a familiarization session on the roles and responsibilities of the Offeror's pedagogical advisers. The session would be no more than one day in length and the CSPS reserves the right to determine the training calendar in order to fulfill the requirement in a timely manner. The session may be offered in class or in an other mode of

delivery chosen by the TA.

7.1.3 Location of Familiarization Sessions

The in-class sessions for teaching resources and pedagogical advisers will normally be held at the CSPA Asticou Centre facilities in Gatineau, Quebec. The Offeror will be responsible for all of its resources' travel expenses (meals, travel, etc.), at no additional cost to Canada.

7.2 Pedagogical Sessions

Pedagogical sessions may be provided by the TA to teaching resources and pedagogical advisers if the TA deems it necessary. Teaching resources and pedagogical advisers must attend these sessions. Sessions will be provided in the morning and/or afternoon for a maximum of seven (7) hours. If the sessions are scheduled during class time, they can be completed while learners are working independently. Teaching resources must assign learners work, which will be checked when they return from the pedagogical session.

The TA is under no obligation to deliver additional pedagogical sessions with a view to correcting the Offeror's shortcomings.

The sessions will be held at the Offeror's facilities or those of a federal institution, as determined by the TA. The Offeror is responsible for all of its resources' travel expenses, at no additional cost to Canada.

8.0 Specific Resource Services

8.1 Pedagogical Advisers

The Offeror must assign dedicated primary pedagogical advisers. "Dedicated" refers to the assignment of resources for all SOs made to the Offeror, in accordance with RFSO EN578-093429/A on the basis of the ratios shown below.

The Offeror must assign at least one (1) primary pedagogical adviser for every 50 part-time groups. If the Offeror is issued more than one (1) SO for a number of work streams, the Offeror may assign a primary pedagogical advisor to more than one work stream in accordance with the ratios listed below:

$$\begin{aligned} & \text{number of full-time groups} \div 10 \\ & + \text{number of full-time individuals} \div 30 \\ & + \text{number of part-time groups} \div 50 \\ & + \text{number of part-time individuals} \div 100 \\ & = 1 \text{ for one pedagogical adviser's maximum load} \end{aligned}$$

For example, if the Offeror sets up 75 part-time groups, one primary pedagogical adviser would have to be assigned for the first 50 groups and a second primary pedagogical adviser for the remaining 25 groups. The second pedagogical adviser could also be assigned responsibility for up to 5 full-time groups, 15 learners in full-time individual training, or 50 learners in part-time individual training.

The Offeror must adhere to the ratios listed for all the work streams for which it was issued an SO against which call-ups have been issued.

The Offeror must also assign one (1) backup pedagogical adviser for every three (3) primary pedagogical advisers. A primary pedagogical adviser cannot be proposed as a backup pedagogical adviser and vice versa, whether in the same work stream or in another work stream.

8.1.1 Supervision by the Pedagogical Adviser

8.1.1.1 Teaching Evaluation Report (Annex A, Appendix 5)

The pedagogical adviser must conduct at least one (1) observation per session for each teaching resource delivering training to the learners under the pedagogical adviser's responsibility to ensure that courses are being delivered in accordance with training program requirements and that teaching methods are consistent with adult education principles. The pedagogical adviser can conduct additional observations if necessary.

For each visit, the pedagogical adviser must record his or her observations in a written report and submit it to the TA, no more than three (3) business days after the visit. The TA may require two classroom visits or more per session if it is felt that the teaching resource requires more supervision.

The following items are to be addressed in each monthly report:

- Effective use of training programs
 - clear presentation of the training objectives
 - selection of activities meeting the requirements of the group
- Clear, concise explanations
- Corrections consistent with adult education principles
- Group dynamics – conducive to learning
 - learner participation

The TA can, at its discretion, verify the report and ensure that the Offeror has taken appropriate corrective measures.

When pedagogical shortcomings are observed or pointed out, the Offeror must follow up with the teaching resource, including an evaluation modeled on the Teaching Evaluation Report template (Annex A—Statement of Work—Appendix 5), followed by:

- i. Feedback to the teaching resource following in-class observation;
- ii. Implementation of an action plan to improve teaching techniques for all the Report criteria for which the rating obtained is less than 3. The action plan could include:
 - training sessions given by a pedagogical adviser
 - pairing with an experienced teaching resource
 - coaching, etc.
- iii. Verification that action plan objectives have been met.

8.1.1.2 Pedagogical adviser's action in response to a complaint or for an intervention with learners

The pedagogical adviser must conduct all learner interventions, upon the request of a learner, the TA or the IU's Project Authority, and provide an intervention report to the TA and, where applicable, the IU's Project Authority, on the business day following the request.

The pedagogical adviser must intervene when a learner's behaviour (e.g. absenteeism, tardiness or difficulty with other learners or the teaching resource) disrupts the group's training. The adviser must also ensure that classroom pedagogical practices are suited to learners' needs.

Following a complaint, the pedagogical adviser must provide the TA and, upon request, the IU's Project Authority, with a detailed report on the proposed teaching practices and interventions. The report must be submitted no later than two (2) business days after the pedagogical adviser becomes aware of the complaint, unless informed otherwise by the TA.

8.1.1.3 Records and Planning

The pedagogical adviser must ensure that planning and reports prepared by teaching resources meet requirements and learner needs. In the event of shortcomings or mistakes in the documents, the pedagogical adviser must assist the teaching resources to help them satisfactorily prepare plans and reports. If requested by the TA or the IU's Project Authority, the pedagogical adviser must submit the plans and records no later than two (2) business days following the request.

8.1.1.4 Training Welcome Session for New Learners

The pedagogical adviser must prepare a welcome session for the learners at the beginning of their training, covering at least training program delivery and the roles and responsibilities of the teaching resource and pedagogical adviser. This welcome session can be delivered by the pedagogical adviser or by the teaching resource.

8.1.1.5 Replacement of Pedagogical Advisers

If a pedagogical adviser needs to be replaced, the Offeror must provide a backup pedagogical adviser who has completed the familiarization sessions listed in article 7 of this section, except in the three cases set out in clause 7.1. The backup pedagogical adviser must be the first person considered for the replacement. If this is not possible another backup adviser will be considered for the replacement, with the approval of the TA, but will have to attend Parts 1 and 3 of the next familiarization session, if they have not already done so.

8.2 Teaching resources

The Offeror must ensure that teaching resources are ready to begin class on time, every training day.

8.2.1 Replacement of Teaching resources

In the event of an unforeseen need to replace a teaching resource, the Offeror must ensure an immediate replacement. Only teaching resources who already meet the education and experience requirements for teaching resources set out in clause 10.2 of this section and who have already been trained by the Offeror's pedagogical adviser on the use of the CSPA products applicable to the training programs listed in article 3 of this section can be backup teaching resources, as stipulated in clause 7.1.

However, if the teaching resource has not yet attended familiarization session Part 1, the Offeror must register the teaching resource for the next Part 1 session offered by the CSPA in order to continue to provide training services.

The teaching resource will also be responsible for monitoring learners' learning performance and preparing progress reports, as indicated in article 9 of this section.

The Offeror must inform the TA of any teaching resource replacements.

9.0 Quality Assurance and Specific Performance Measurements

For all reports referred to in this part and under Deliverables (see article 12. of this section), templates and familiarization sessions will be provided to the Offeror's teaching resources and pedagogical advisers.

9.1 Absence report

The teaching resource must record learner absences in the monthly absence report. All partial and full absences must be recorded. Monthly absence reports must be initialled by the learners and submitted to the IU's Project Authority no later than five (5) business days after the end of the month.

Moreover, the Offeror must contact the IU's Project Authority if a learner is absent for three (3) consecutive classes. The Offeror must submit written notice to the IU's Project Authority the week following the third (3rd) absence.

9.2 End of Session Report

The teaching resource must track the learners' performance in order to complete a performance assessment at the end of each session.

The pedagogical adviser must ensure that the duly completed and prepared by the teaching resource end of session report for each learner is transmitted to the IU's Project Authority and, on request, to the TA, no later than the 10th business day following the end of the session.

9.3 Learning Performance Monitoring and Teaching Quality Assessment

9.3.1 In-class monitoring of teaching

The TA will conduct random in-class observations in order to ensure that the training is consistent with adult education principles and the requirements set out in this SO. This also applies to training delivered on the department's premises. If the observed teaching does not comply with these requirements, the Offeror must conduct a follow-up, which may include registering the teaching resource to take again, in whole or in part, the familiarization session described in Clause 7.1.1 of this section. If the teaching is still not consistent with the instructions at a second evaluation by the TA, the teaching resource will no longer be able to teach under this standing offer. If three or more teaching resources are withdrawn from the CSPS programs for this reason during a 12-month period, the TA, together with the Standing Offer Authority, may take corrective measures against the Offeror, which may go so far as to suspend the SO for one or more sessions.

9.3.2 Language Training Quality Assurance Measurement Tool (QAMT)

At the end of each session, the Offeror must have the learners fill out, electronically or on paper format, the CSPS language training QAMT questionnaire with regard to their degree of satisfaction with the training received. The Offeror must inform the TA by email when members of the group have completed this or, if the QMAT has been completed on paper, will send the completed questionnaires to the TA.

The Offeror must build this activity into the language training schedule and ensure that it is completed in an environment and setting that ensures learner anonymity and confidentiality.

The TA will inform the Offeror of any points that require intervention.

This measurement tool will be used to evaluate the teaching resources (teaching resources and pedagogical advisers), training program and teaching methods.

The comments and results obtained from this measurement tool will serve as a point of reference in order to take corrective measures to offset shortcomings identified by the QAMT and to deal with pedagogical issues having an impact on learner learning during the pedagogical sessions (see clause 7.2 of this section).

9.4 Recomposition of Groups at the Beginning of the Session

In order to have more homogenous groups, the Offeror can modify the composition of groups after the training has started but the maximum number of candidates defined in clause 3.3 of this section must be respected. The Offeror must decide whether to modify groups based on the teaching resource's observations in class and, if required, on an assessment of the learners' acquisitions in their second language. The Offeror must inform the TA before any modification.

Moreover, if, within the first two weeks of the training, a learner informs the Offeror that the level of his or her group is not adequate, no later than two (2) training days later, the Offeror must inform the TA and then the learner if a change of group is possible. This decision will be based on the teaching resource's observations in class and, if required, on an assessment of the learners' acquisitions in their second language.

Tools for learners' acquisition assessment will be provided to the Offeror by the TA.

10.0 Education and Experience Requirements – Resources

All resources proposed by the Offeror must have mastered the language being taught and be sufficiently proficient in the other official language to explain basic concepts related to the language being taught. The pedagogical adviser must be able to deliver the welcome session (see clause 8.1.1.5 of this section) and discuss with learners issues relating to their training in their first official language.

10.1 Pedagogical Advisers

For all training modes, the TA (and the SO Authority, if applicable) is the only authority who can verify and approve the qualifications of a pedagogical adviser.

The resources proposed to replace primary and backup pedagogical advisers must meet the mandatory qualification requirements set out below. The TA reserves the right to conduct an interview and perform any other verification necessary to evaluate the proposed resources, at no additional cost to Canada. The Offeror must not assign any proposed resource to perform the Work before receiving written authorization from the TA.

The mandatory qualification requirements for pedagogical advisers do not include Parts 1 and 2 of the familiarization sessions on CSPA language training programs.

10.1.1 Primary and Backup Pedagogical Advisers – Mandatory Qualifications

All primary and backup pedagogical advisers must hold at least a bachelor's degree from a recognized Canadian university. In cases where studies were completed in an institution outside Canada, only an equivalency certificate from an accredited institution recognizing the credentials as Canadian equivalences will be accepted. These institutions include the credential assessment services of the federal or provincial governments and the International Credential Assessment Service of Canada, as well as other credential assessment services recognized for comparing degrees and diplomas to Canadian standards and identified on the Canadian Information Centre for International Credentials Web site:

<http://www.cicic.ca/413/assessment-of-credentials-for-employment-in-canada.canada>

One of the following qualifications is also required:

- a) at least one (1) year of experience since January 2007 supervising at least two (2) teaching resources at the same time, delivering full-time English or French as a second language courses to adults,

- b) at least 1,200 hours of experience since January 2007 supervising at least two (2) teaching resources at the same time, delivering part-time English or French as a second language courses to adults, on an individual or group basis; or,
- c) at least 3,600 hours of teaching experience since January 2007 delivering full-time or part-time English or French as a second language training to groups of at least three (3) adults, using one or more of the following training programs:
- PBFT
 - PFL₂ – A et B or PFL₂ – C
 - CEWP
 - a program used by a recognized Canadian post-secondary institution
 - any other English or French as a second language adult education program.

As proof of education, the Offeror must submit an original document or a true copy of the original certified by the Offeror or by a commissioner of oaths, confirming each pedagogical adviser's level of education. If an original document is submitted, a copy must be made by the TA and returned to the Offeror after the offer evaluation process has been completed.

The Offeror must provide the following information to confirm the pedagogical adviser's experience: name of the client organization, name and telephone number of a contact person, number of hours of experience as a teaching resource or pedagogical adviser, and start and end dates of the experience.

*** One (1) year of experience in full-time training is defined as at least 30 hours per week, over a period of at least 40 weeks in a 12-month period.**

10.2 Teaching resources

The TA (and the Standing Offer Authority, if applicable) is the only authority who can verify and approve the qualifications of a teaching resource. Only proposed teaching resources who meet the mandatory qualification requirements below will be considered acceptable.

The mandatory qualification requirements for teaching resources do not include Part 1 of the familiarization sessions on CSPS language training programs.

10.2.1 Teaching resources Proposed for the First Time and Replacements – Mandatory Qualifications

All teaching resources must hold at least a bachelor's degree from a recognized Canadian university. In cases where studies were completed in an institution outside Canada, only an equivalency certificate from an accredited institution recognizing the credentials as Canadian equivalences will be accepted. These institutions include the credential assessment services of the federal and provincial governments and the International Credential Assessment Service of Canada, as well as other credential assessment services recognized for comparing degrees and diplomas to Canadian standards and identified on the Canadian Information Centre for International Credentials website:

<http://www.cicic.ca/413/assessment-of-credentials-for-employment-in-canada.canada>

Upon TA's approval, for teaching resources who do not detain a bachelor's degree or an equivalency, a combination of education and experience may be considered.

Teaching resources meeting the requirement of 11.2.1 will fall into one of the following categories:

10.2.1.1. Teaching resources with Minimum Experience

A main teaching resource is a teaching resource who, since January 2007, has acquired at least 500 hours of experience teaching English or French as a second language to adults on a private, semi-private or group basis. Moreover, these hours of training must have been delivered using one or more of the following programs:

- PBFT
- PFL₂ – A et B or PFL₂ – C
- CEWP
- a program used by a recognized Canadian post-secondary institution
- any other English or French as a second language adult education program.

10.2.1.2. Teaching resources without Minimum Experience

A teaching resource who does not have the experience described in 10.2.1.1 will be considered a teaching resource in training. Teaching resources in training will be paired with main teaching resources until they have met the requirements of 10.2.1.1 and attended the familiarization sessions. Their progress will constantly be monitored by a pedagogical adviser. When the requirements of 10.2.1.1 have been met, the Offeror must inform the TA.

All teaching resources proposed for this SO must be evaluated by the Offeror's pedagogical adviser during their first month on the job, and a detailed report (see Appendix 5 – Teaching Evaluation Report) must be submitted to the TA on the first business day of the following month for review and approval of the teaching resources' qualifications.

When teaching resources are proposed for the first time, the Offeror must provide the TA with proof of education in the form of a document confirming the level of education for all the teaching resources. The SO Authority may at any time require an original document or a true copy of the original certified by a commissioner of oaths.

The Offeror must also provide a certificate confirming each main teaching resource's experience. The certificate must provide the following information: name of the client organization, name and telephone number of a contact person, number of hours of experience as a teaching resource, and start and end dates of the experience.

11.0 Deliverables

All the deliverables identified in Section III must be prepared and submitted in the language being taught or in the other official language, if the IU requests it, and e-mailed, in a format compatible with MS Word, Excel or Adobe Acrobat Reader, to the IU's Project Authority specified in the call-up and/or the TA, as requested. Section III contains a table summarizing all the deliverables specified in Section II.

ANNEX A – SECTION III
Deliverables

Deliverables	The Offeror must do the following:
1) Teaching evaluation report (see Section II, clause 8.1.1.1)	Record in-class observations in a report once per session. Submit the report to the TA no later than three (3) business days after the visit.
2) Pedagogical adviser's action in response to a complaint or for an intervention with learners (see Section II, clause 8.1.1.2)	Conduct all learner interventions at the request of a learner, the TA or the IU's Project Authority when a learner's behaviour disrupts training. Submit the report to the IU's Project Authority and, upon request, to the TA, on the business day following the request. Further to a complaint, submit a detailed report on the teaching practices and interventions proposed no later than two (2) business days after receiving the complaint, unless otherwise indicated by the TA.
3) Learner absence report (see Section II, clause 9.1)	Record absences in the monthly absence report. Have the learners initial the absence report. Send the report to the IU's Project Authority no later than five (5) business days after the end of the month. Inform the IU's Project Authority of any absences for three (3) consecutive classes or more.
4) End of session report (see Section II, clause 9.2)	Submit the end of session report to the IU's Project Authority and, if requested, to the TA no later than the 10 th business day following the end of the session.
5) Training materials (see Section II, article 5.0)	Acquire CSPS training program material. Provide it to the teaching resource, the learner and the pedagogical adviser.
6) Various documents (see Section II, clause 8.1.1.3)	Provide the TA with all planning, records and individual work plans no later than two (2) business days following the request.

The TA and/or the IU's Project Authority reserve the right to analyse the deliverables, point out any shortcomings on the part of the Offeror and/or exercise recourse and/or take corrective measures, as specified in General Conditions 2035 and article 17.0 of the Standing Offer

ANNEX A – APPENDIX 1

QUALIFICATION STANDARDS IN RELATION TO OFFICIAL LANGUAGES

<http://www.tbs-sct.gc.ca/gui/squn03-eng.asp>

Introduction

These qualification standards apply to positions requiring the use of both official languages – English and French. They define the levels of proficiency for each of the three language skills:

- Written Comprehension in the Second Official Language
- Written Expression in the Second Official Language
- Oral Proficiency in the Second Official Language

There are two types of language qualifications for bilingual positions:

- General second official language qualifications – A, B, or C
- Specific language qualifications requiring Code P

Official language qualifications are identified objectively and are relevant to the duties and responsibilities of the position as it relates to communications with and services to the public and language of work.

The web-based tool, Determining the Linguistic Profile of Bilingual Positions, is available to help managers establish the linguistic profile of positions. A printable final report presents the profile and the functions associated with a particular position.

Application

These standards apply to all institutions subject to Schedules I and IV of the *Financial Administration Act*.

Related Requirements

Institutions also apply the following requirements:

- Policy on Official Languages for Human Resources Management – for institutions subject to Parts IV, V and VI as well as section 91 of the *Official Languages Act*
- Directive on the Staffing of Bilingual Positions – for institutions subject to the *Public Service Employment Act*
- Directive on the Linguistic Identification of Positions or Functions – for institutions subject to Schedules I and IV of the *Financial Administration Act*

General Second Official Languages Qualifications

Second official language qualifications and proficiency levels are identified objectively and are relevant to the duties and responsibilities of the position as it relates to communications with and services to the public and language of work. Tests used to assess proficiency levels for general second language qualifications – A, B, or C – in written comprehension, written expression and oral proficiency are prescribed by the Public Service Commission.

These tests and standards apply to all occupational groups.

There are three levels of proficiency for general second official language qualifications:

- A (lowest)
- B
- C (highest)

They are cumulative:

Level	A	B	C
Can accomplish:	Tasks at level A	Tasks at level A Tasks at level B	Tasks at level A Tasks at level B Tasks at level C

When a skill is not required, a dash ("-") is used in the linguistic profile instead of a proficiency level.

There are also two additional possible language test results: X and E.

Individuals obtaining an X are demonstrating that their performance does not meet the minimum requirements for Level A for this ability.

Individuals obtaining an E are exempted indefinitely from further language testing for this ability. It is granted to persons whose second language test performance indicates that they can be expected to maintain their second language proficiency at Level C indefinitely.

An exemption is not a proficiency level and is not listed in the linguistic profile of bilingual positions.

Written Comprehension in the Second Official Language, Proficiency Level A

Standard Description

Level A is the minimum level of second language ability in written comprehension for positions that require comprehension of texts on topics of limited scope. A person reading at this level can:

- fully understand very simple texts;
- grasp the main idea of texts about familiar topics; and

- read and understand elementary points of information such as dates, numbers, or names from relatively more complex texts to perform routine job-related tasks.

A person at this level would not be expected to read and understand detailed information.

Examples

A person at this level can read:	<ul style="list-style-type: none"> ▪ internal communications ▪ letters ▪ email messages ▪ routine forms (e.g., requisitions, invoices) ▪ very simple texts
In order to:	<ul style="list-style-type: none"> ▪ file ▪ distribute ▪ pick out specific units of information (e.g., dates, numbers, names) ▪ process routine requests (e.g., requisitions, work orders, invoices) ▪ fully understand very simple texts ▪ understand the general idea regarding familiar, work-related topics ▪ carry out routine, simple actions (e.g., understand photocopying instructions, order office supplies, read a meeting agenda)

Written Comprehension in the Second Official Language, Proficiency Level B

Standard Description

Level B is the minimum level of second language ability in written comprehension for positions that require comprehension of most descriptive or factual material on work-related topics.

A person reading at this level can:

- grasp the main idea of most work-related texts;
- identify specific details; and
- distinguish main from subsidiary ideas.

A person at this level will have difficulty reading texts using complex grammar and less common vocabulary.

Examples

A person at this level can carry out the activities of level A and can also read work-related:	<ul style="list-style-type: none"> ▪ reference materials ▪ reports ▪ articles ▪ notices
In order to:	<ul style="list-style-type: none"> ▪ extract information or specific details

	<p>required for the job</p> <ul style="list-style-type: none"> ▪ understand the general idea of the content ▪ verify that the content is factually correct when the text was prepared by others
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Written Comprehension in the Second Official Language, Proficiency Level C

Standard Description

Level C is the level of second language ability in written comprehension for positions that require comprehension of texts dealing with a wide variety of work-related topics.

A person reading at this level can:

- understand most complex details, inferences and fine points of meaning; and
- have a good comprehension of specialized or less familiar material.

A person at this level may miss some seldom-used expressions and have some difficulty with very complex grammatical structures.

Examples

A person at this level can carry out the activities at levels A and B and can also read work-related:	<ul style="list-style-type: none"> ▪ policy papers ▪ research papers ▪ technical reports ▪ books ▪ complex contracts or specifications ▪ legislation or regulations
In order to:	<ul style="list-style-type: none"> ▪ ensure completeness and accuracy ▪ extract details for action or interpretation ▪ review for meaning and tone when it was prepared by others ▪ obtain an in-depth understanding of the content ▪ assess implications ▪ provide comments ▪ make recommendations

Written Expression in the Second Official Language, Proficiency Level A

Standard Description

Level A is the minimum level of second language ability in written expression for positions that require writing simple units of information in the second language.

A person writing at this level can:

- write isolated words, phrases, simple statements or questions on very familiar topics using words of time, place or person.

A person at this level is expected to make errors of grammar, vocabulary and spelling. These errors are acceptable as long as the message is understandable.

Examples

A person at this level can write:	<ul style="list-style-type: none"> ▪ isolated words ▪ simple phrases ▪ simple messages ▪ lists (e.g., items, names, activities) ▪ titles or subject headings ▪ brief notes
In order to:	<ul style="list-style-type: none"> ▪ fill out a form or report related to one's duties ▪ note simple point-form messages ▪ complete an index or table of contents ▪ request and provide simple information ▪ use templates in familiar situations

Written Expression in the Second Official Language, Proficiency Level B

Standard Description

Level B is the minimum level of second language ability in written expression for positions that require writing short descriptive or factual texts in the second language.

A person writing at this level can:

- deal with explicit information on work-related topics since they have sufficient mastery of grammar and vocabulary.

A person at this level will communicate the basic information, but the text will require some corrections in grammar and vocabulary as well as revision for style.

Examples

A person at this level can carry out the activities of level A and can also write work-related:	<ul style="list-style-type: none"> ▪ short, routine messages ▪ short texts ▪ short descriptions ▪ brief comments ▪ simple, factual correspondence or directives
In order to:	<ul style="list-style-type: none"> ▪ adapt templates by adding a few words or slightly modifying the content ▪ request or provide information, explanations or instructions ▪ explain or request that action be taken ▪ formulate observations ▪ present conclusions ▪ summarize a text or meeting in point

	or note form
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Written Expression in the Second Official Language, Proficiency Level C

Standard Description

Level C is the level of second language ability in written expression for positions that require writing explanations or descriptions in a variety of informal and formal work-related situations.

A person writing at this level can:

- write texts where ideas are developed and presented in a coherent manner.

A person at this level will use vocabulary, grammar and spelling that are generally appropriate and require few corrections. A person at this level can also modify or correct texts to improve meaning, tone, clarity and conciseness

Examples

A person at this level can carry out the activities at levels A and B and can also write work-related:	<ul style="list-style-type: none"> ▪ correspondence ▪ briefing notes ▪ memoranda ▪ reports ▪ recommendations ▪ research papers ▪ comprehensive summaries ▪ detailed presentations
In order to:	<ul style="list-style-type: none"> ▪ provide or request detailed facts and reasons ▪ provide information or comment on contentious issues

Oral Proficiency in the Second Official Language - Level A

Standard Description

Level A is the minimum level of second language ability in oral proficiency for positions that require simple and repetitive use of the second language in routine work situations.

A person speaking at this level can:

- ask and answer simple questions;
- give simple instructions;
- give uncomplicated directions relating to routine work situations.

Persons at this level make many errors and has deficiencies in grammar, pronunciation, vocabulary and fluency, which may interfere with the clarity of the message. Since they may have problems understanding speech spoken at a normal rate, repetitions by others may be required for them to understand what is being said.

Examples

A person at this level can carry out the following activities:

- ask and answer simple questions about names, addresses, dates, times or numbers
- make requests to colleagues or other employees and respond to such requests about simple and uncomplicated matters
- give and follow simple directions and instructions
- provide short, repetitive answers or information
- exchange common courtesies (e.g., thank you, you're welcome, have a nice day)

Oral Proficiency in the Second Official Language - Level B

Standard Description

Level B is the minimum level of second language oral proficiency for positions that require departure from routine use of the second language.

A person speaking at this level can:

- sustain a conversation on concrete topics;
- report on actions taken;
- give straightforward instructions to employees;
- provide factual descriptions and explanations.

A person at this level may have deficiencies in grammar, pronunciation, vocabulary and fluency that do not seriously interfere with communication.

A person at this level would have a limited ability to deal with situations involving hypothetical ideas.

A person at this level should not be expected to cope with situations that are sensitive or that require the understanding or expression of subtle or abstract ideas.

Examples

A person at this level can carry out the activities of level A and can also:

- give and follow straightforward instructions or explanations about how work is to be done, what information is needed and what steps or alternatives are to be followed
- give factual accounts of actions taken or events that have occurred
- handle requests for routine information from other employees or members of the public, either by telephone or in face-to-face conversations (e.g., about such things as services, publications, or staffing actions)
- take part in departmental or interdepartmental meetings regarding factual, concrete and non-routine topics, and/or informal meetings or work sessions
- deliver presentations on concrete topics, and answer factual follow-up questions
- answer the telephone, understand simple requests, redirect calls as appropriate, and/or explain to others how to complete a form

Oral Proficiency in the Second Official Language - Level C

Standard Description

Level C is the level of second language oral proficiency for positions that require handling sensitive situations where the understanding and expression of subtle, abstract, or complicated ideas are required or where unfamiliar work-related topics must be dealt with.

A person speaking at this level can:

- support opinions; and
- understand and express hypothetical and conditional ideas.

A person at this level will not have the ease and fluency of a native speaker and may have deficiencies in pronunciation, grammar, and vocabulary. These deficiencies rarely interfere with communication.

Examples

A person at this level can carry out the activities at levels A and B and can also:

- give and understand explanations and descriptions involving complicated details, hypothetical questions, or complex and abstract ideas
- give and understand detailed accounts of events, actions taken, or procedures to be followed
- discuss or explain policies, procedures, regulations, programs and services relating to an area of work
- deal with situations requiring persuasion/negotiation and complex arguments, and/or the seamless exchange of ideas in both official languages
- deliver presentations on complex topics, and answer follow-up questions and/or conduct training sessions
- counsel and give advice to employees or clients on sensitive or complex issues
- participate as a member of a selection board, interview board, or assessment team as an integral part of the job functions

ANNEX A – APPENDIX 2
ABBREVIATIONS AND ACRONYMS

CEWP – Interaction Canada

Communicative English at Work Program – Level C

CEWP – Interface Canada

Communicative English at Work Program – Levels A and B

CSPS

Canada School of Public Service

ILMS

Integrated Learner Management System

IU

Identified User

OL qualification standards

Qualification Standards in Relation to Official Languages

PBFT

Programme de base de français au travail

PFL₂ – A, B and C

Programme de français langue seconde – Niveaux A, B et C

PSC

Public Service Commission

PV

Progress Verification

PWGSC

Public Works and Government Services Canada

QAMT

Quality assurance measurement tool

SLE

Second Language Evaluation

SO

Standing Offer

SOW

Statement of Work

TA

Technical Authority

TO

Training objective

ANNEX A – APPENDIX 3

GLOSSARY

In the event of a discrepancy between the definitions in this glossary and those in Annex A – Statement of Work, the definitions in the Statement of Work must prevail.

CEWP A and B – Interface Canada

Communication-based program focusing on English in the workplace. It was developed by the CSPS/LTC and is used to teach English as a second language at the beginner and intermediate levels (levels A and B).

CEWP C – Interaction Canada

Communication-based program focusing on English in the workplace. It was developed by the CSPS/LTC and is used to teach English as a second language at the advanced level (level C).

Federal Government Statutory Holidays

Statutory holidays recognized by the federal government:

- January 1
- Good Friday
- Easter Monday
- Victoria Day
- June 24 (only for services delivered in Quebec)
- July 1
- Provincial Civic holiday (first Monday in August in Ontario)
- Labour Day (first Monday in September)
- Thanksgiving (second Monday in October)
- Remembrance Day (November 11)
- December 25 and 26

Family Day (now the 3rd Monday of February), is a provincial statutory holiday only in Ontario, and it is not recognized as a statutory holiday by the federal government of Canada.

Learning Level

Part-time training programs are divided into three levels: beginner, intermediate and advanced. The learning level is to be determined on the basis of an evaluation or a candidate's self-assessment.

MyAccount

CSPS integrated learning management system. A secure IT platform that provides online access to language training programs.

Part-time Training

Training provided 3 or 6 hours per week.

Programme de base de français au travail (PBFT) de l'École

CSPS program developed by the Language Training Centre and previously used to enable learners to attain levels A, B and C. The program emphasized communication in the context of everyday tasks. This program has been replaced by Programme de français langue seconde – Niveaux A et B (PFL₂ – A et B), and by Programme de français langue seconde – Niveau C (PFL₂ – C).

Programme de français langue seconde – Niveaux A et B (PFL₂ – A et B)

CSPS communication-based training program focusing on French in the workplace. This program is used for teaching French as a second language at the beginner and intermediate levels (levels A and B).

Programme de français langue seconde – Niveau C (PFL₂ – C)

CSPS communication-based training program focusing on French in the workplace. This program is used for teaching French as a second language at an advanced level (level C).

Qualification Standards in Relation to Official Languages

Qualification Standards in Relation to Official Languages (see Appendix 1 to this Annex).

Second Language Evaluation (SLE)

Public Service Commission (PSC) language tests administered at the end of English or French as a second language training in order to assess language proficiency levels (A, B or C) in reading, writing and oral interaction. The tests are administered only if required by Canada.

Session

Group training is delivered in the form of sessions.
In part time, there are 4 12-week sessions.

Step

CSPS language training programs are structured into four (4) steps for levels A and B and two (2) steps for level C.

Training Materials

CSPS training programs contain instructions regarding the structure, content, training objectives, delivery and other requirements of the programs. These instructions are contained in the training documents for each program.

Training Objectives (TOs)

Training objectives that the learners must achieve during the CSPS training program. Training objectives that are part of CSPS training programs and are defined in the training documents.

ANNEX A – APPENDIX 4

CSPS TRAINING PROGRAM OBJECTIVES

Three weeks are devoted to preparation for the oral proficiency test after:

- the consolidation week following step 4 of PFL₂ A and B (Consolidation 4) for learners aiming to attain level B in French as a second language;
- module 4 of PFL₂ C for learners aiming to attain level C in French as a second language;
- step 4 of CEWP A and B for learners aiming to attain level B in English as a second language;
- phase 3 of CEWP C for learners aiming to attain level C in English as a second language.

1. PFL₂ A and B

At the end of each step of PFL₂ A and B, there is a one-week consolidation session.

PFL₂ A and B Training Objectives

STEP 1

- OF 1 – S'identifier et identifier des personnes
- OF 2 – Identifier des objets ou des documents
- OF 3 – Exprimer des relations d'appartenance
- OF 4 – Exprimer des relations de possession
- OF 5 – Indiquer où est une personne, un objet/document, un lieu
- OF 6 – Indiquer des données chiffrées
- OF 7 – Orienter quelqu'un dans l'espace
- OF 8 – Situer un événement dans le temps
- OF 9 – Situer un événement dans le temps : passé, présent, futur
- OF 10 – Assigner des tâches
- OF 11 – Préciser comment accomplir une tâche
- OF 12 – Indiquer la répartition et une quantité non numérique

STEP 2

- OF 13 – Fournir de l'information sur un événement ou une habitude passés
- OF 14 – S'informer ou informer d'un événement
- OF 15 – S'informer ou informer d'une requête ou de l'obtention de quelque chose
- OF 16 – Faire une offre et réagir à une offre
- OF 17 – S'informer ou informer de la présence ou de la disponibilité de personnes ou de choses
- OF 18 – Exprimer une volonté, un souhait, des goûts, des préférences
- OF 19 – Évaluer des choses
- OF 20 – Évaluer des personnes
- OF 21 – (Se) renseigner sur l'application de normes et de règlements
- OF 22 – Préciser les modalités d'exécution (temps) d'un travail

STEP 3

- OF 23 – Préciser les conditions de réalisation d'un projet
- OF 24 – Situer des événements par rapport à d'autres
- OF 25 – Indiquer les étapes d'un processus
- OF 26 – Décrire des déplacements
- OF 27 – Décrire une tâche (opérations physiques)

- OF 28 – Préciser l'importance d'une directive
- OF 29 – Apprécier les capacités ou les compétences de quelqu'un
- OF 30 – Permettre ou interdire quelque chose
- OF 31 – Exprimer la volonté, le souhait
- OF 32 – Formuler des conditions

STEP 4

- OF 33 – Exprimer un choix
- OF 34 – Proposer des solutions à un problème
- OF 35 – Faire des prévisions
- OF 36 – Demander ou donner de l'information sur un projet
- OF 37 – Décrire la démarche suivie dans la réalisation d'un projet
- OF 38 – Exposer le pourquoi et les effets d'une action, d'un événement, d'une situation
- OF 39 – Évaluer un changement proposé
- OF 40 – Persuader quelqu'un de quelque chose

2. PFL2 – C

Program component

STEP 5

- Session préparatoire 1
- Session préparatoire 2
- Module 1
- Module 2

STEP 6

- Module 3
- Module 4

3. CEWP A and B

CEWP Learning Objectives	
Book	INTERFACE (program A - B): TRAINING OBJECTIVE
STEP 1	
1	TO 1 - talk about one self
	TO 2 - talk about occupations and professions
	TO 3 - say what things are
	TO 4 - express possession
	TO 5 - alphabet and spelling

	TO 6 - use social expressions
	TO 7 - say what/where things are (to be, stative verb use)
	TO 8 - phone someone (give/get numbers, answer calls, request)
	TO 9 - get to know someone (give and get personal information)
	TO 10 - give and get addresses (numbers)
	TO 11 - talk about family / introduce people
	TO 12 - tell the time
	TO 13 - ask about people (who, where, stative questions)
	TO 14 - ask someone to do something (polite requests)
2	TO 15 - describe your job (stative verbs, routines)
	TO 16 - ask / say which one (demonstratives)
	TO 17 - say / ask what one is doing (present action)
	TO 18 - talk about leisure activities (present, simple vs. progressive)
	TO 19 - give / get info on past activities (past, time adverbials)
	TO 20 - dates (prepositions, day, month, year)
	TO 21 - talk about who it belongs to (possessive pronouns, ownership)
	TO 22 - ask for things (availability, quantity, there is/are)
	TO 23 - future plans (present simple for future, time adverbials)
	TO 24 - talking about the weather (adjectives, intensifiers)
	TO 25 - giving locations (prepositions of place)
	TO 26 - small talk (review mixed tenses, weather, plans)
3	TO 27 - directing phone calls
	TO 28 - asking about language (pronunciation, spelling, meaning clarification)
	TO 29 - describing people (giving /getting physical info; descriptive adjectives)
	TO 30 - habits and routines (simple present; adverbs of frequency)
	TO 31 - giving / getting personal data

	TO 32 - temporary situations (time adverbials, contrast present vs. continuous aspect)
	TO 33 - giving directions (adverbs of movement, direction)
	TO 34 - giving / getting info on past actions and events
	TO 35 - ability (modal auxiliaries: can, could; adverbs manner)
	TO 36 - making appointments
STEP 2	
4	TO 37 - giving assurance (will; time adverbials; (in)direct objects)
	TO 38 - describing things
	TO 39 - asking / granting permission (modal use: can, could, may, have to)
	TO 40 - making comparisons (comparative; superlatives; intensifiers)
	TO 41 - alphabet and spelling / social formulation
	TO 42 - telling what happened (contrast past aspects)
	TO 43 - leaving and taking a message (modals: can, could, would)
	TO 44 - talking about intentions (intro: conditional sentences)
5	TO 45 - polite requests (can, could, will, would, mind+)
	TO 46 - asking about cost and quantity (much, many, a few...)
	TO 47 - arriving for an appointment
	TO 48 - ongoing situations (into: present perfect)
	TO 49 - showing how, giving instructions (adverbs for sequence)
	TO 50 - health (modal: should, ought to)
	TO 51 - Review social expression, introductions
	TO 52 - talking about the recent past (contrast past, present perfect, time expressions)
1 - 5	CONSOLIDATION Level A objectives (Review)
STEP 3	
6	TO 53 - explaining how to get somewhere
	TO 54 - making inquiries (info, yes/no, indirect)

	TO 55 - offering help
	TO 56 -remembering the past (discontinued habit; modals)
	TO 57 - speculating (modals + be)
	TO 58 - looking for people and things (indirect questions; modals)
	TO 59 - similarities and differences (both, neither, (n)or, intensifiers)
	TO 60 - arranging to meet with someone (modal auxiliaries)
7	TO 61 - hypothetical situations (conditional: probable, improbable)
	TO 62 - satisfaction and dissatisfaction (like, enjoy, hate, can't stand..)
	TO 63 - referring (mixed modals)
	TO 64 - past experience (present perfect, simple past, used to, time adverbials)
	TO 65 - getting together (inviting; modals, social expressions)
	TO 66 - opinions and reactions (agreement; so/too; (n)either)
	TO 67 - skills and know-how (gerunds for activity, good at)
	TO 68 - relaying a message (reported speech)
STEP 4	
8	TO 69 - making suggestions (should, could, instead)
	TO 70 - interests and preferences (gerunds)
	TO 71- offering encouragement (indecision, concerns; worries)
	TO 72 - giving positive/negative feedback (modal perfect)
	TO 73 - expressing wishes (conditionals, wish, hope)
	TO 74 - making / handling complaints; expressing frustration
	TO 75 - expressing regrets (modal perfect expressions)
	TO 76 - completing tasks (gerunds, adverbials of degree)

4. CEWP level C

INTERACTION (program A – B, C): Phase

STEP 5

Review Phase

Phase 1

STEP 6

Phase 2
Phase 3

ANNEX A – APPENDIX 5

TEACHING EVALUATION REPORT

The Offeror is informed that the IU and, if necessary, the Technical Authority use the same tool on a regular basis to evaluate teaching. Should there be a discrepancy between the results of the IU or the Technical Authority and the Pedagogical Adviser, the IU or, if applicable, the Technical Authority, at his or her discretion, may call a meeting with the Pedagogical Adviser to resolve the differences.

Date:

Evaluation performed by

Name :

Title :

Offeror :

Name of teacher :

Group N°

Program : short / long / pré-ELS

Training mode: Please put an X in the appropriate box.

	Group	Private
Full-time	<input type="checkbox"/>	<input type="checkbox"/>
Part-time	<input type="checkbox"/>	<input type="checkbox"/>

Activities observed:

☐ **PFL 2 – A et B**

OF :

Activity :

Unit (specify) :

☐ **PFL 2 – C**

Session préparatoire :

or Module :

Activity :

☐ **Other (specify)**

- **Complete by placing an X in the box beside each criteria that needs improvement.**
- **Give a summary rating for each section as follows:**
 - 3** – meets 80% or more of the requirements
 - 2 *** – meets 60% to 79% of the requirements
 - 1 **** – meets 59% or fewer of the requirements
- * Indicate point(s) needing improvement.
- ** Indicate the measures to be taken by the Pedagogical Advisor and/or teaching resource when teaching does not meet criteria.

1. The objectives of the scheduled activities are clearly presented.

The teaching resource:

a) establishes links between activities and learning objectives; ☐

b) ensures learners understand the training objectives. <input type="checkbox"/>
--

Rating : 1 / 2 / 3

Comments/Points to improve

2. The instructions are clear.

The teaching resource:

a) explains the instructions and gives examples in the learner's second language; <input type="checkbox"/>
--

b) checks and confirms learner comprehension; <input type="checkbox"/>
--

c) gives additional information (when necessary). <input type="checkbox"/>
--

Rating : 1 / 2 / 3

Comments/Points to improve

3. The exploitation of activities is varied and responds to the learners' needs.

The teaching resource:

a) varies how s/he presents activities while maintaining the training objective; <input type="checkbox"/>

b) links the learners' experience to the objectives of the scheduled activities; <input type="checkbox"/>

c) adapts activities to the learners' various learning styles, needs and interests; <input type="checkbox"/>
--

d) gives clear, specific and varied explanations; <input type="checkbox"/>
--

e) makes appropriate use of writing to support the activity's objective; <input type="checkbox"/>

f) adapts time allocated to activities to learners' needs; <input type="checkbox"/>

g) uses authentic documents; <input type="checkbox"/>

h) exploits activities in a way that maximizes the learners' speaking time. <input type="checkbox"/>
--

Rating : 1 / 2 / 3

Comments/Points to improve

4. Error correction is well dosed and respects the andragogical principles of error correction.

The teaching resource :

a) varies the correction method to suit the objective of the activity; <input type="checkbox"/>

b) provides correction in an amount corresponding to learners' needs and training objective;
--

c) limits his/her interventions during communication activities correcting only errors that

obscure message; <input type="checkbox"/>
d) uses written support when necessary; <input type="checkbox"/>
e) reviews and corrects difficulties encountered during an activity before moving on to the next one; <input type="checkbox"/>
f) uses positive reinforcement. <input type="checkbox"/>

Rating : 1 / 2 / 3

Comments/Points to improve on

5. The teaching resource encourages the participation of the learners in the class.

The teaching resource:

a) solicits the participation of all learners; <input type="checkbox"/>
b) encourages spontaneous interaction and ties it into the areas of study; <input type="checkbox"/>
c) encourages learners to use their second language in class; <input type="checkbox"/>
d) ensures speaking opportunities are equitably distributed among learners; <input type="checkbox"/>
e) provides learners with frequent speaking opportunities; <input type="checkbox"/>
f) promotes learner responsibility by delegating the lead on certain activities. <input type="checkbox"/>

Rating : 1 / 2 / 3

Comments/Points to improve

6.1. While teaching CEWP A&B, the teaching resource provides a balance of skills in his/her daily activities.

a) The duration of the unit of study complies with what is set out in the program; <input type="checkbox"/>
b) The teaching resource complies with the approach recommended for the unit of study; <input type="checkbox"/>
c) S/he presents the unit at the time indicated in the program; <input type="checkbox"/>
d) The activities selected correspond to the learners' needs; <input type="checkbox"/>
e) The teaching resource uses online learning tools judiciously; <input type="checkbox"/>
f) The objective of the activity is attained. <input type="checkbox"/>

Rating : 1 / 2 / 3

Comments/Points to improve

6.2. While teaching CEWP C, the teaching resource provides a balance of skills in his/her daily activities.

The teaching resource:

a) presents the list of planned activities following the teaching practices recommended in the program; <input type="checkbox"/>
b) clearly explains the instructions for the activities to be carried out and confirms the learners' comprehension of them; <input type="checkbox"/>
c) gives the learners focused feedback; <input type="checkbox"/>
d) uses online learning tools judiciously; <input type="checkbox"/>
e) ensures learners participate in discussions and re-use introduced elements. <input type="checkbox"/>

Rating : 1 / 2 / 3

Comments/Points to improve

7. The teaching resource creates a class dynamic conducive to group learning.

The teaching resource:

a) demonstrates a positive attitude towards the program being used; <input type="checkbox"/>
b) stimulates learner interest in the way s/he conducts activities; <input type="checkbox"/>
c) chooses relevant and varied activities; <input type="checkbox"/>
d) factors in situations that arise in class (fatigue, unexpected requests or comments) and adjusts the scheduled activities accordingly; <input type="checkbox"/>
e) allows learners to experiment and develop their own strategies; <input type="checkbox"/>
f) uses the learners' first official language if necessary. <input type="checkbox"/>

Rating : 1 / 2 / 3

Comments / Points to improve

8. Observations and comments on the group

The learners :

a) have the same learning pace; <input type="checkbox"/>
b) speak spontaneously; <input type="checkbox"/>
c) ask questions; <input type="checkbox"/>
d) actively participate; <input type="checkbox"/>

e) use their second language in class; <input type="checkbox"/>
f) contribute to the creation of a positive learning environment. <input type="checkbox"/>

Evaluator's comments:

ANNEX A – APPENDIX 6
CONTENT OF IN-HOUSE SESSIONS

(Section II, Clause 8.1)

Minimal content that the pedagogical advisor must transmit to the teaching resources to enable them to teach the CSPA programs while waiting to take the CSPA familiarization sessions.

The pedagogical advisor must ensure that the teaching resource is able to

1. use PFL₂ – A et B, PFL₂ – C or CEWP classroom and self-learning materials;
2. navigate the CSPA online programs (MyAccount);
3. teach and coach learners using a communicative approach and adult education principles;
4. manage in-class activities (units, objectives) and adapt to learners' needs;
5. carry out weekly planning;
6. create individual work plans;
7. understand his or her roles and responsibilities and those of the learners, pedagogical advisor and the CSPA; and
8. prepare absence, end-of-session and recommendation reports.

APPENDICE 7
END OF SESSION REPORT

Nom de l'apprenant / Learner's Name :

École / School :

Ministère / Department

Groupe / Group

Niveau / Level

☐ débutant / beginner

☐ intermédiaire / intermediate

☐ avancé / advanced

Ressource enseignante / Teacher

**Conseiller pédagogique /
Pedagogical Adviser**

Évaluation globale / Global Assessment :

Commentaires / Comments :

Date :