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**See electronically attached document for the content of the  
Request for Standing Offers (RFSOs)**

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## **PART 1 – GENERAL INFORMATION**

## 1. Introduction

The Request for Standing Offers (RFSO) is divided into seven parts plus attachments and annexes, as follows:

- (i) Part 1, General Information;
- (ii) Part 2, Offeror Instructions;
- (ii) Part 3, Offer Preparation Instructions;
- (iv) Part 4, Evaluation Procedures and Basis of Selection;
- (v) Part 5, Certifications;
- (vi) Part 6, Security and Financial Requirements; and
- (vii) Part 7, Standing Offer and Resulting Contract Clauses 7A, Standing Offer, and 7B, Resulting Contract Clauses; and the annexes.

- Part 1: General Information: provides a general description of the requirement;
- Part 2: Offeror Instructions: provides the instructions applicable to the clauses and conditions of the RFSO;
- Part 3: Offer Preparation Instructions: provides Offerors with instructions on how to prepare their offer to address the evaluation criteria specified;
- Part 4: Evaluation Procedures and Basis of Selection: indicates how the evaluation will be conducted, the evaluation criteria which must be addressed in the offer, the security requirement, if applicable, and the basis of selection;
- Part 5: Certifications: includes the certifications to be provided;
- Part 6: Security and Financial Requirements: includes specific requirements that must be addressed by Offerors; and
- Part 7 7A, Standing Offer, and 7B, Resulting Contract Clauses:
- Part 7A: Includes the Standing Offer containing the offer from the Offeror and the applicable clauses and conditions;
- Part 7B: Includes the clauses and conditions which will apply to any contract resulting from a call-up made pursuant to the Standing Offer.

The Annexes include the Statement of Work, the Basis of Payment and any other annexes.

## 2. Summary

Canada intends to issue Regional Master Standing Offers (RMSOs) for its language training requirements in the National Capital Region (NCR).

The RMSOs will be for the delivery of full-time and part-time individual second language training, in English and French, on the premises of the Offeror or of a federal institution.

Training will be provided on request to individuals through a Call-up made pursuant to the Standing Offer (Part 7B).

For the purposes of this RFSO, the required Work is divided into seven (7) work streams:

Work Stream #	Target Language	Location	Format	Mode
<b>FULL-TIME</b>				
7	FRENCH	Offeror and federal institution	Full-time	Individual
8	ENGLISH	Offeror and federal institution	Full-time	Individual

Work Stream #	Target Language	Location	Format	Mode	
<b>PART-TIME</b>					
9	FRENCH	Offeror and federal institution	Ottawa-Gatineau downtown area	Part-time	Individual
			Quebec/ Outaouais area		
			East/Ontario area		
			West/Ontario area		
10	ENGLISH	Offeror and federal institution	Part-time	Individual	

## 2.1 Term of Standing Offer

The period during which call-ups can be made against the Standing Offers is twenty-four (24) months from the date the Standing Offers is issued. Canada reserves the right to extend the term of the SOs for two (2) additional one (1) year periods.

## 2.2 Multiple Standing Offers

Given the nature of the services, a number of standing offers may be issued for all of the work streams listed in 2 and 2.2.1. Canada makes no commitment to issue any or all of the standing offers indicated.

### 2.2.1 Maximum Number of Standing Offers to be Issued and Estimated Volume

The inclusion of volumetric data in this document is done in good faith and does not represent a commitment by Canada that Canada's future usage of the services described in the bid solicitation will be consistent with this data.

Work Stream		Maximum Number of Standing Offers to be Issued	Estimated Volume for Each 12-Month Period.
7	Full-time individual training in French on the Offeror's premises or at a federal institution	3	170 Learners
8	Full-time individual training in English on the Offeror's premises or at a federal institution	1	12 Learners
9	Part-time individual training in French on the Offeror's premises or at a federal institution	A	711 Learners
		B	
		C	
		D	
10	Part-time individual training in English on the Offeror's premises or at a federal institution	1	189 Learners

Offerors may submit offers for one or more work streams.

## 2.2.2 Predefined Area – Work Streams at the Offeror's Premises Only

Depending on the work stream, the Offeror's facilities must be located within a predefined area in accordance with clause 10 – Learner Training Location, Annex A – Statement of Work. However, if, at no additional cost to Canada in accordance with the Basis of Payment in Annex B, the Offeror is able to provide language training services outside that area while remaining in the NCR, the Offeror may so indicate it in its offer.

Facilities provided by the Offeror that are located outside the predefined area will not be evaluated for the selection of the Offeror, in accordance with Parts 3 and 4 of the Request for Standing Offers (RFSO).

## 3. Security Requirement

There is a security requirement associated with the requirement of the Standing Offer. For additional information, see Part 6, Security and Financial Requirements, and Part 7, Standing Offer and Resulting Contract Clauses.

## 4. Communications Notification

As a courtesy, the Government of Canada requests that successful offerors notify the Standing Offer Authority in advance of their intention to make public an announcement related to the issuance of a standing offer.

## 5. Debriefings

After issuance of a standing offer, Offerors may request a debriefing on the results of the Request for Standing Offers process. Offerors should make the request, in writing, to the Standing Offer Authority within 15 working days of receipt of the results of the Request for Standing Offers process. The debriefing may be provided in writing, by telephone or in person.

## PART 2 – OFFEROR INSTRUCTIONS

### 1. Standard Instructions, Clauses and Conditions

All instructions, clauses and conditions identified in the Request for Standing Offers (RFSO) by number, date and title are set out in the Standard Acquisition Clauses and Conditions Manual (<https://buyandsell.gc.ca/policy-and-guidelines/standard-acquisition-clauses-and-conditions-manual>) issued by Public Works and Government Services Canada.

Offerors that submit an offer agree to be bound by the instructions, clauses and conditions of the RFSO and accept the clauses and conditions of the Standing Offer and resulting contract(s).

The 2006 (2012-07-11) Standard Instructions - Request for Standing Offers - Goods or Services - Competitive Requirements, are incorporated by reference into and form part of the RFSO.

Subsection 5.4 of 2006, Standard Instructions - Request for Standing Offers - Goods or Services - Competitive Requirements, is amended as follows:

Delete: sixty (60) days  
Insert: one hundred eighty (180) business days

### 2. Submission of Offers

Offers must be submitted only to Public Works and Government Services Canada (PWGSC) Bid Receiving Unit by the date, time and place indicated on page 1 of the Request for Standing Offers.

Due to the nature of the Request for Standing Offers, transmission of offers by facsimile to PWGSC will not be accepted.

### 3. Enquiries – Request for Standing Offers

All enquiries must be submitted in writing to the Standing Offers Authority no later than ten (15) calendar days before the Request for Standard Offer (RFSO) closing date. Enquiries received after that time may not be answered.

Offerors should reference as accurately as possible the numbered item of the RFSO to which the enquiry relates. Care should be taken by Offerors to explain each question in sufficient detail in order to enable Canada to provide an accurate answer. Technical enquiries that are of a proprietary nature must be clearly marked “proprietary” at each relevant item. Items identified as “proprietary” will be treated as such except where Canada determines that the enquiry is not of a proprietary nature. Canada may edit the questions or may request that Offerors do so, so that the proprietary nature of the question is eliminated, and the enquiry can be answered with copies to all Offerors. Enquiries not submitted in a format that can be distributed to all Offerors may not be answered by Canada.

### 4. Applicable Laws

The Standing Offers and any Contract resulting from the Standing Offers must be interpreted and governed, and the relations between the parties determined, by the laws in force in Ontario.

Offerors may, at their discretion, substitute the applicable laws of a Canadian province or territory of their choice without affecting the validity of their offer, by deleting the name of the Canadian province or territory specified and inserting the name of the Canadian province or territory of their

choice. If no change is made, it acknowledges that the applicable laws specified are acceptable to the Offerors.

#### **5. Bidders' Conference**

A bidders' conference will be held at Asticou Centre, 241, Cité-des-Jeunes blvd., Room 2519, Gatineau, QC, K1N 6Z2 on Thursday November 22, 2013. The conference in French will begin at 9 : 00 AM and in English at 1 : 00 PM. The scope of the requirement outlined in the bid solicitation will be reviewed during the conference and questions will be answered. It is recommended that bidders who intend to submit a bid attend or send a representative.

Bidders are requested to communicate with the Contracting Authority before the conference to confirm attendance. Bidders should provide, in writing, to the Contracting Authority, the names of the person(s) who will be attending and a list of issues they wish to table at least *five (5)* working days before the scheduled conference.

If applicable, any clarifications or changes to the bid solicitation resulting from the bidders' conference will be included as an amendment to the bid solicitation. Bidders who do not attend will not be precluded from submitting a bid.

## PART 3 – OFFER PREPARATION INSTRUCTIONS

### 1. Offer Preparation Instructions

#### 1.1 Participation in the RFSO

The Offeror may submit one or more work streams. However, the Offeror may not submit one offer as an individual and another as a joint venture for the same work stream.

If the Offeror decides to submit an offer for multiple work streams, it must be clearly indicated in the offer to which work streams the information provided applies. Each work stream must be considered to be separate and will be evaluated separately, without regard to the other work streams for which an offer was submitted by the Offeror.

Canada requests that Offerors provide their offers in separately bound sections as follows:

Section I: Technical Offer (four (4) hard copies and one (1) electronic copy on CD)

Section II: Financial Offer (two (2) hard copies)

Section III: Certifications (one (1) hard copy)

If there is a discrepancy between the wording of the electronic copy and the hard copy, the wording of the hard copy will have priority over the wording of the electronic copy.

Prices must appear in the financial offer only. No prices are to be indicated in any other section of the offer.

Canada requests that Offerors follow the format instructions described below in the preparation of their offer.

- a) use 8.5 x 11 inch (216 mm x 279 mm) paper;
- b) use a numbering system that corresponds to that of the Request for Standing Offer.

In April 2006, Canada issued a policy directing federal departments and agencies to take the necessary steps to incorporate environmental considerations into the procurement process (<http://www.tpsgc-pwgsc.gc.ca/ecologisation-greening/achats-procurement/politique-policy-eng.html>).

To assist Canada in reaching its objectives, Offerors are encouraged to:

- 1) use 8.5 x 11 inch (216 mm x 279 mm) paper containing fibre certified as originating from a sustainable managed forest and/or containing minimum 30% recycled content; and
- 2) use an environmentally friendly format including black and white printing instead of colour printing, printing double sided/duplex, using staples or clips instead of cerlox, duotangs or binders.

## **Section I: Technical Offer**

It is recommended that the following statement be used and inserted in the first or second page of a technical offer responding to this RFSO.

**THIS OFFER IS BEING SUBMITTED FOR WORK STREAM(S)**\_\_\_\_\_.

In their technical bid, Offerors should demonstrate their understanding of the requirements contained in the bid solicitation and explain how they will meet these requirements. Offerors should demonstrate their capability in a thorough, concise and clear manner for carrying out the work.

The technical bid should address clearly and in sufficient depth the points that are subject to the evaluation criteria against which the bid will be evaluated. Simply repeating the statement contained in the bid solicitation is not sufficient. In order to facilitate the evaluation of the bid, Canada requests that bidders address and present topics in the order of the evaluation criteria under the same headings. To avoid duplication, Offerors may refer to different sections of their offer by identifying the specific paragraph and page number where the subject topic has already been addressed.

This RFSO will issue Standing Offers based on an evaluation that will not evaluate the teaching staff in view of the high turnover of teaching resources in the private sector. However, it will assess the pedagogical advisers proposed by the Offeror. The résumés of the proposed individuals may be submitted with the offer, but the offer nevertheless present topics in the order of the evaluation criteria, as requested in the previous paragraph.

Part 4, Evaluation Procedures, contains other instructions that bidders should consider when they prepare their technical offer.

## **Section II: Financial Offer**

It is recommended that the following statement be used and inserted in the first or second page of a technical offer responding to this RFSO.

**THIS OFFER IS BEING SUBMITTED FOR WORK STREAM(S)**\_\_\_\_\_.

1. Offerors must submit their financial offer in Canadian dollars in accordance with the detailed pricing schedule in Attachment 1 to Part 3 and with the detailed Basis of Payment in Annex B for the work stream(s) for which they submit an offer. The total amount of Goods and Services Tax (GST) or Harmonized Sales Tax (HST) must be shown separately, where applicable.
2. Offerors must submit their prices F.O.B. destination, with Canadian customs duties and excise taxes included, where applicable.
3. Bidders should include the following information in their financial offer:
  - (1) their legal name;
  - (2) their Procurement Business Number (PBN); and
  - (3) the name of the contact person (including his or her postal address, telephone numbers, fax number and e-mail address) authorized by the Offeror to communicate with Canada about their offer and any call-up pursuant to their offer.

### **Payment by Credit Card and Direct Deposit**

Canada requests that Offerors complete one of the following:

- a)  Government of Canada Acquisition Cards (credit cards) will be accepted for payment of call-ups against the Standing Offer.

The following credit card(s) are accepted:

VISA \_\_\_\_\_

Master Card \_\_\_\_\_

- b)  Government of Canada Acquisition Cards (credit cards) will not be accepted for payment of call-ups against the Standing Offer.
- c)  Direct deposit will be accepted for payment of call-ups against the Standing Offer.
- d)  Direct deposit will not be accepted for payment of call-ups against the Standing Offer.

The Offeror is not obligated to accept payment by credit card or direct deposit.

Acceptance of credit cards or direct deposit for payment of all-ups will not be considered as an evaluation criterion.

### **Section III: Certifications**

Offerors must submit the certifications required under Part 5.

## ATTACHMENT 1 TO PART 3

### PRICING SCHEDULE

#### 1. Firm All-inclusive Hourly Rate Offer

1.1 Offerors must propose firm all-inclusive hourly rates per Learner for each work stream in which they are submitting an offer and must include it in their financial offer.

**The firm all-inclusive hourly rates per Learner must at least include:**

- 1) preparation and delivery of deliverables;
- 2) Work of the teacher and the pedagogical adviser;
- 3) time spent on parts 1 and/or 2 and/or 3 of the familiarization sessions by the teacher and pedagogical adviser;
- 4) the Offeror's facilities where applicable;
- 5) travel costs incurred by the Offeror's resources in performing the Work or going to familiarization sessions;
- 6) teacher preparation time;
- 7) printing fees up to 50 pages (for full-time training) and 20 pages (for part-time training) per month per Learner;
- 8) acquisition of training material (the CSPS's teaching program – PLF<sup>2</sup> and CEWP);
- 9) course loading (creation) of group courses for the work stream – Group Training; and
- 10) coffee breaks for the teacher and the pedagogical adviser.

1.2 Offerors must offer their firm all-inclusive hourly rates per Learner for the initial period and each extension period of the Standing Offer.

1.3 The volumetric data included in pricing schedules below are provided solely to calculate the price of each bid. They are not to be considered a contract guarantee.

1.4 When the rates listed below are submitted by the Offeror for the purpose of meeting the conditions of any call-up, they will include the total estimated travel and living expenses that may be incurred for:

- (1) Work described in Part 7, Resulting Contract Clauses, of the bid solicitation that must be performed in the National Capital Region (NCR), as defined in the *National Capital Act*, R.S.C. 1985, c. N-4, S.2, which can be consulted on the Department of Justice's Web site at <http://laws.justice.gc.ca/fra/lois/N-4>;
- (2) any travel between the contractor's place of work and the NCR; and
- (3) the relocation of resources.

These expenses cannot be listed directly or separately from the professional fees in any call-up resulting from the bid solicitation.

2. For purposes of evaluating offers and selecting contractors or, where applicable, contractors only, the price calculated for an offer will be determined in accordance with the pricing schedules listed below:

For evaluation purposes only, the rates proposed by the Offeror (column C), the estimated number of hours (column D) and the annual estimate (column E) will be used, and these are listed in the relevant table to calculate the extended total for each period (column F). The sum of the three (3) periods (column F) is the total price of the offer.

These estimated figures are provided for evaluation purposes only and do not constitute a guarantee from Canada for any of the Work.

The number of Learners per group (column B) is provided for information purposes only and will not be used to calculate the extended total (column F).

<b>Pricing Schedule - Work Stream 7</b>						
<b>Full-time Individual Training in French on the Offeror's Premises or at a Federal Institution</b>						
<b>Column A</b>	<b>Column B</b>	<b>Column C</b>	<b>Column D</b>	<b>Column E</b>	<b>Column F (C x D x E)</b>	
<b>Period</b>	<b>Number of Learners per Group</b>	<b>Firm All-inclusive Hourly Rate (\$) per Learner</b>	<b>Estimates for Evaluation Purposes (based on a session of 35 hours/week x 12 weeks)</b>	<b>Annual Estimate (Number of Learners)</b>	<b>Extended Total (\$)</b>	
<b>Initial period (24 months from the date the Standing Offer was issued)</b>						
I. Initial period of 24 months	At a federal institution	1	\$	420 hours	20	\$
	On the Offeror's premises	1	\$	420 hours	150	\$
<b>Extension periods</b>						
II. Year 1 of the extension period	At a federal institution	1	\$	420 hours	20	\$
	On the Offeror's premises	1	\$	420 hours	150	\$
III. Year 2 of the extension period	At a federal institution	1	\$	420 hours	20	\$
	On the Offeror's premises	1	\$	420 hours	150	\$
<b>Total of the initial period and the two extension periods (I. + II. + III.) in column F - TOTAL EVALUATED PRICE</b>						<b>\$</b>

<b>Pricing Schedule - Work Stream 8</b>						
<b>Full-time Individual Training in English on the Offeror's Premises or at a Federal Institution</b>						
<b>Column A</b>	<b>Column B</b>	<b>Column C</b>	<b>Column D</b>	<b>Column E</b>	<b>Column F (C x D x E)</b>	
<b>Period</b>	<b>Number of Learners per Group</b>	<b>Firm All-inclusive Hourly Rate (\$) per Learner</b>	<b>Estimates for Evaluation Purposes (based on a session of 35 hours/week x 12 weeks)</b>	<b>Annual Estimate (Number of Learners)</b>	<b>Extended Total (\$)</b>	

<b>Initial period (24 months from the date the Standing Offer was issued)</b>						
I. Initial period of 24 months	Private training at a federal institution	1	\$	420 hours	1	\$
	Private training on the Offeror's premises	1	\$	420 hours	11	\$
<b>Extension periods</b>						
II. Year 1 of the extension period	Private training at a federal institution	1	\$	420 hours	1	\$
	Private training on the Offeror's premises	1	\$	420 hours	11	\$
III. Year 2 of the extension period	Private training at a federal institution	1	\$	420 hours	1	\$
	Private training on the Offeror's premises	1	\$	420 hours	11	\$
<b>Total of the initial period and the two extension periods (I. + II. + III.) in column F - TOTAL EVALUATED PRICE</b>						\$

<b>Pricing Schedule - Work Stream 9A</b>						
<b>Part-time Individual Training in French on the Offeror's Premises or at a Federal Institution Ottawa/Gatineau Downtown</b>						
<b>Column A</b>	<b>Column B</b>	<b>Column C</b>	<b>Column D</b>	<b>Column E</b>	<b>Column F (C x D x E)</b>	
<b>Period</b>	<b>Number of Learners per Group</b>	<b>Firm All-inclusive Hourly Rate (\$) per Learner</b>	<b>Estimates for Evaluation Purposes (based on a session of 6 hours/week x 12 weeks)</b>	<b>Annual Estimate (Number of Learners)<sup>1</sup></b>	<b>Extended Total (\$)</b>	
<b>Initial period (24 months from the date the Standing Offer was issued)</b>						
I. Initial period of 24 months	At a federal institution	1	\$	72 hours	219	\$

<sup>1</sup> The annual estimates of the Work Stream 9A, B, C and D are for all work streams combined since the estimated volume in each work stream is unknown.

	On the Offeror's premises	1	\$	72 hours	492	\$
<b>Extension periods</b>						
II. Year 1 of the extension period	At a federal institution	1	\$	72 hours	219	\$
	On the Offeror's premises	1	\$	72 hours	492	\$
III. Year 2 of the extension period	At a federal institution	1	\$	72 hours	219	\$
	On the Offeror's premises	1	\$	72 hours	492	\$
<b>Total of the initial period and the two extension periods (I. + II. + III.) in column F - TOTAL EVALUATED PRICE</b>						\$

<b>Pricing Schedule - Work Stream 9B</b>						
<b>Part-time Individual Training in French on the Offeror's Premises or at a Federal Institution Outaouais/Quebec</b>						
<b>Column A</b>	<b>Column B</b>	<b>Column C</b>	<b>Column D</b>	<b>Column E</b>	<b>Column F (C x D x E)</b>	
<b>Period</b>	<b>Number of Learners per Group</b>	<b>Firm All-inclusive Hourly Rate (\$) per Learner</b>	<b>Estimates for Evaluation Purposes (based on a session of 6 hours/week x 12 weeks)</b>	<b>Annual Estimate (Number of Learners)<sup>1</sup></b>	<b>Extended Total (\$)</b>	
<b>Initial period (24 months from the date the Standing Offer was issued)</b>						
I. Initial period of 24 months	At a federal institution	1	\$	72 hours	219	\$
	On the Offeror's premises	1	\$	72 hours	492	\$
<b>Extension periods</b>						
II. Year 1 of the extension period	At a federal institution	1	\$	72 hours	219	\$
	On the Offeror's premises	1	\$	72 hours	492	\$
III. Year 2 of the extension period	At a federal institution	1	\$	72 hours	219	\$
	On the Offeror's premises	1	\$	72 hours	492	\$

<b>Total of the initial period and the two extension periods (I. + II. + III.) in column F - TOTAL EVALUATED PRICE</b>	\$
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<b>Pricing Schedule - Work Stream 9C Part-time Individual Training in French on the Offeror's Premises or at a Federal Institution East/Ontario</b>						
Column A	Column B	Column C	Column D	Column E	Column F (C x D x E)	
Period	Number of Learners per Group	Firm All- inclusive Hourly Rate (\$) per Learner	Estimates for Evaluation Purposes <small>(based on a session of 6 hours/week x 12 weeks)</small>	Annual Estimate (Number of Learners) <sup>1</sup>	Extended Total (\$)	
<b>Initial period (24 months from the date the Standing Offer was issued)</b>						
I. Initial period of 24 months	At a federal institution	1	\$	72 hours	219	\$
	On the Offeror's premises	1	\$	72 hours	492	\$
<b>Extension periods</b>						
II. Year 1 of the extension period	At a federal institution	1	\$	72 hours	219	\$
	On the Offeror's premises	1	\$	72 hours	492	\$
III. Year 2 of the extension period	At a federal institution	1	\$	72 hours	219	\$
	On the Offeror's premises	1	\$	72 hours	492	\$
<b>Total of the initial period and the two extension periods (I. + II. + III.) in column F - TOTAL EVALUATED PRICE</b>						\$

<b>Pricing Schedule - Work Stream 9D Part-time Individual Training in French on the Offeror's Premises or at a Federal Institution West/Ontario</b>					
Column A	Column B	Column C	Column D	Column E	Column F (C x D x E)
Period	Number of Learners per Group	Firm All- inclusive Hourly Rate (\$) per Learner	Estimates for Evaluation Purposes <small>(based on a session of 6 hours/week x 12 weeks)</small>	Annual Estimate (Number of Learners) <sup>1</sup>	Extended Total (\$)

<b>Initial period (24 months from the date the Standing Offer was issued)</b>						
I. Initial period of 24 months	At a federal institution	1	\$	72 hours	219	\$
	On the Offeror's premises	1	\$	72 hours	492	\$
<b>Extension periods</b>						
II. Year 1 of the extension period	At a federal institution	1	\$	72 hours	219	\$
	On the Offeror's premises	1	\$	72 hours	492	\$
III. Year 2 of the extension period	At a federal institution	1	\$	72 hours	219	\$
	On the Offeror's premises	1	\$	72 hours	492	\$
<b>Total of the initial period and the two extension periods (I. + II. + III.) in column F - TOTAL EVALUATED PRICE</b>						\$

<b>Pricing Schedule - Work Stream 10</b>						
<b>Part-time Individual Training in English on the Offeror's Premises or at a Federal Institution</b>						
<b>Column A</b>	<b>Column B</b>	<b>Column C</b>	<b>Column D</b>	<b>Column E</b>	<b>Column F (C x D x E)</b>	
<b>Period</b>	<b>Number of Learners per Group</b>	<b>Firm All-inclusive Hourly Rate (\$) per Learner</b>	<b>Estimates for Evaluation Purposes (based on a session of 6 hours/week x 12 weeks)</b>	<b>Annual Estimate (Number of Learners)</b>	<b>Extended Total (\$)</b>	
<b>Initial period (24 months from the date the Standing Offer was issued)</b>						
I. Initial period of 24 months	At a federal institution	1	\$	72 hours	61	\$
	On the Offeror's premises	1	\$	72 hours	128	\$
<b>Extension periods</b>						
II. Year 1 of the extension period	At a federal institution	1	\$	72 hours	61	\$
	On the Offeror's premises	1	\$	72 hours	128	\$
III. Year 2 of the extension	At a federal institution	1	\$	72 hours	61	\$

period	On the Offeror's premises	1	\$	72 hours	128	\$
<b>Total of the initial period and the two extension periods (I. + II. + III.) in column F - TOTAL EVALUATED PRICE</b>						\$

## PART 4 – EVALUATION PROCEDURES AND BASIS OF SELECTION

### 1. Evaluation Procedures

- a) Offers will be assessed in accordance with the entire requirement of the Request for Standing Offers, including the technical and financial evaluation criteria.
- b) An evaluation team composed of representatives of Canada will evaluate the offers.

#### 1.1 Technical Evaluation

Technical offers will be sorted and evaluated against the work stream(s).

##### 1.1.1 Mandatory and Point-rated Technical Criteria

For work streams 7 and 8, see Attachment 1 to Part 4.

For work streams 9A, B, C and D and 10, see Attachment 2 to Part 4.

##### 1.1.2 Predefined Area – Work Streams at the Offeror’s Premises Only

If the Offeror indicates in its offer that it is able to provide language training services at its premises outside the predefined area, under no circumstances is it to consider these classrooms or facilities to meet the mandatory and point-rated technical criteria, as they will not be taken into account in the technical evaluation of the offer by Canada. For example, if an offeror submits an offer for work stream 9B, it may not consider its facilities and/or premises in the area of work stream 9C or its proposed facilities outside the 10-km radius to meet the mandatory and point-rated technical criteria for work stream 9B.

### 1.2 Financial Evaluation

For offers deemed technically responsive, as defined in clause 2 of Part 4, financial offers submitted in response to this RFSO will be evaluated for each work stream for which the offers were submitted.

**1.2.1** The estimates included in the pricing schedule(s) detailed in Attachment 1 to Part 3 are provided for bid evaluation price determination purposes only. They are not to be considered a contract guarantee.

**1.2.2** For offer evaluation and Offeror selection purposes or, depending on the case, Offeror selection only, the calculated price of an offer will be determined in accordance with the detailed pricing schedule in Attachment 1 to Part 3.

#### 1.2.2 Step-by-step Financial Evaluation

PWGSC will conduct a financial evaluation using the method described below based on the firm all-inclusive hourly rates proposed by the Offeror.

- (1) For offers deemed technically responsive, the financial offers submitted in response to this RFSO will be evaluated individually for each work stream for which the offers were submitted.

- (2) The following steps will be followed for each work stream for which the offer has been submitted:

**Step 1:** The firm all-inclusive hourly rate per Learner indicated for the initial period and the two (2) extension periods of the Standing Offer must be indicated on the appropriate pricing schedules for each work stream in question. The calculation method indicated in the relevant table will be used.

**Step 2:** The total price of each offer will be calculated for each of the seven (7) work streams, in accordance with the table corresponding to the work stream for which the offer has been submitted, as indicated in the pricing schedule in Attachment 1 to Part 3.

## 2. Basis of Selection

### 2.1 Basis of Selection – Lowest Evaluated Price per Point

1. To be declared responsive, a bid must:
  - (a) comply with all the requirements of the Request for Standing Offers;
  - (b) meet all mandatory evaluation criteria; and
  - (c) obtain the required minimum number of points specified in Attachment 1 to Part 4 for the point-rated technical criteria.
2. Offers not meeting requirements (a) or (b) or (c) will be declared non-responsive. Neither the responsive offer that receives the highest number of points nor the one with the lowest evaluated price will necessarily be accepted.

For work streams in which a single offer will be issued:

3. Responsive offers will be ranked in descending order according to the overall score obtained for all the point-rated technical criteria in Attachment 1 to Part 4 and/or Attachment 2 to Part 4, the responsive offer with the highest total score being ranked the highest.
4. The evaluated price per point of each responsive offer will be determined by dividing the responsive offer evaluated price by the overall score obtained by the responsive offer for all the point-rated technical criteria detailed in Attachment 1 to Part 4 and/or Attachment 2 to Part 4.
5. The responsive offer with the lowest evaluated price per point will be recommended for issuance of a Standing Offer. If two or more responsive offers obtain the same lowest evaluated price per point, the responsive offer that obtained the highest overall score for all the point-rated technical criteria detailed in Attachment 1 to Part 4 and/or Attachment 2 to Part 4 will be recommended for issuance of a Standing Offer.

For work streams in which more than one offer will be issued:

3. Responsive offers will be ranked in descending order according to the overall score obtained for all the point-rated technical criteria in Attachment 1 to Part 4 and/or Attachment 2 to Part 4, the responsive offer with the highest total score being ranked first.

4. The evaluated price per point of each responsive offer will be determined by dividing the responsive offer evaluated price by the overall score obtained by the responsive offer for all the point-rated technical criteria detailed in Attachment 1 to Part 4 and/or Attachment 2 to Part 4.
5. Responsive offers will be ranked in ascending order by evaluated price per point; the responsive offer with the lowest evaluated price per point being ranked first. Up to "X"<sup>1</sup> of the responsive offers ranked the highest in ascending order by evaluated price per point will be recommended for Standing Offers. If two or more responsive offers have the same lowest evaluated price per point, they will be ranked in descending order on the basis of the overall score obtained for all the point-rated technical criteria detailed in Attachment 1 to Part 4 and/or Attachment 2 to Part 4, the responsive offer with the highest overall score being ranked the highest.

<sup>1</sup>: The table below indicates the maximum number of Standing Offers that Canada may issue for each work stream.

Work Streams		Maximum Number of Standing Offers to be Issued	
7	Full-time individual training in French on the Offeror's premises or at a federal institution	3	
8	Full-time individual training in English on the Offeror's premises or at a federal institution	1	
9	Part-time individual training in French on the Offeror's premises or at a federal institution	A	3
		B	1
		C	1
		D	1
10	Part-time individual training in English on the Offeror's premises or at a federal institution	1	

## ATTACHMENT 1 TO PART 4

Work stream 7: Full-time individual training in French on the Offeror's premises or at a federal institution

Work stream 8: Full-time individual training in English on the Offeror's premises or at a federal institution

### 1.1.1 Mandatory Technical Criteria (MTC)

The offers must meet all the mandatory technical criteria listed below. The Offeror must provide the required documentation to demonstrate that it meets this requirement.

Offers that fail to meet the mandatory technical evaluation criteria will be declared non-responsive. Each mandatory technical criterion should be addressed separately.

**1.1.1.1 Out-of-area Facilities:** All the additional facilities that the Offeror indicates in its offer as being available (as described in clause 2.2.2 of Part 1, clause 1.1.2 of Part 4 of the Request for Standing Offers and clause 10.0 of Section I of Annex A – Statement of Work) to meet the needs of identified users and that are not located in the predefined geographic area of the work stream for which the offer is being submitted will not be considered or assessed by Canada to meet any of the mandatory and point-rated technical criteria for the work stream for which the offer is being assessed.

MTC 1	Offeror Capacity
To meet this criterion, the Offeror must at least provide the following information:	
<ol style="list-style-type: none"> <li>1. Offeror's volume capacity (overall capacity of learners at which the Offeror intends to provide training at the same time during the Standing Offers period, including extension periods). For its offer to be considered responsive, an offeror must have a minimum capacity of 10 learners.</li> <li>2. Number of classrooms offered. The number of classrooms must correspond to the capacity (volume) stipulated by the Offeror to meet item 1 above and comply with the requirements described in clause 6.2, The Offeror's Facilities, in Section II-1, Annex A – Statement of Work. For example, if the Offeror indicates that it has capacity for 20 learners, there must also be 20 classrooms.</li> <li>3. Number of facilities and their location, in addition to the number of classrooms per location.</li> </ol>	

MTC 2	Offeror's Pedagogical Advisers
2.1	<p><b>Proposed Primary Pedagogical Adviser and Backup Pedagogical Adviser</b></p> <p>The Offeror must propose one (1) primary pedagogical adviser and one (1) backup pedagogical adviser. If in response to MTC 1 the Offeror has the capacity to provide training for more than more than 30 learners at the same time, the Offeror must propose one additional primary pedagogical adviser for every 30 learners.</p> <p>A primary pedagogical adviser cannot be proposed as a backup pedagogical adviser (and vice versa).</p> <p>If the Offeror submits an offer for more than one work stream, a pedagogical adviser may be proposed for more than one work stream if the ratios listed below are adhered to:</p> <p>number of full-time groups ÷ 10            + (number of full-time individuals ÷ 30)            + (number of part-time groups ÷ 50)</p>

	<p>+ (number of part-time individuals ÷ 100) = 1 for the maximum workload of a full-time pedagogical adviser</p> <p>For example, to have a capacity of 45 individual learners, the Offeror must propose a primary pedagogical adviser for the first 30 learners and a second primary pedagogical adviser for the remaining 15 learners. The second pedagogical adviser may also be assigned responsibility for up to five (5) full-time groups or 25 part-time groups or 50 Learners taking part-time individual training.</p> <p>In addition, the Offeror must propose one backup pedagogical adviser for every three primary pedagogical advisers.</p>
<p><b>2.2</b></p>	<p><b>Names of Proposed Pedagogical Advisers</b></p> <p>The offer must include the names of each of the proposed primary and backup pedagogical advisers.</p>
<p><b>2.3</b></p>	<p><b>Competencies and Qualifications of the Proposed Pedagogical Advisers</b></p> <p><b>2.3.1</b> Each pedagogical adviser (primary and backup) proposed by the Offeror must have at least one of the following qualifications:</p> <p><b>1.</b> 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:</p> <p><a href="http://www.cicic.ca/413/assessment-of-credentials-for-employment-in-canada.canada">http://www.cicic.ca/413/assessment-of-credentials-for-employment-in-canada.canada</a></p> <p style="text-align: center;"><b>AND</b></p> <p>one of the following qualifications is also required:</p> <p>a) at least one (1) year of experience since January 2007 supervising at least two (2) teaching resources while delivering full-time English or French as a second language courses to adults, on an individual or group basis. 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 within a period of 12 consecutive months;</p> <p>b) at least 1,200 hours of experience since January 2007 supervising at least two (2) teaching resources while delivering part-time English or French as a second language courses to adults, on an individual or group basis;</p> <p>c) at least 3,600 hours of teaching experience since January 2007 delivering full-time English or French as a second language courses to groups of at least three (3) Learners, using one or more of the following training programs:</p> <ul style="list-style-type: none"> <li>• PBFT</li> <li>• PFL<sub>2</sub> - A, B or C; or</li> <li>• CEWP</li> <li>• a program used by a recognized Canadian post-secondary institution</li> <li>• or any other French or English as a second language adult learning program.</li> </ul>

	<p>As proof of education, an original document or a copy of the original certified as true by the Offeror or a commissioner of oaths shall be submitted for each proposed pedagogical adviser, confirming each pedagogical adviser's level of education. If an original document is submitted, a copy shall be made by the Technical Authority and the original shall be returned to the Offeror after the offer evaluation process has been completed. The proof to be submitted must correspond to the applicable qualifications listed above.</p> <p><b>OR</b></p> <p><b>2.</b> Seven (7) years of experience since January 2002 in one of the following areas. One (1) year of experience is equivalent to at least 1,200 hours over a period of 12 consecutive months using one or more of the following training programs:</p> <ul style="list-style-type: none"> <li>• PBFT</li> <li>• PFL<sub>2</sub> - A, B or C, or CEWP</li> <li>• a program used by a recognized Canadian post-secondary institution</li> <li>• or any other English or French as a second language adult learning program.</li> </ul> <p>a) teaching English or French as a second language to adults on a full-time and/or part-time basis;</p> <p>b) supervising at least two (2) teaching resources while delivering group and/or individual English or French as a second language courses to adults on a full-time and/or part-time basis;</p> <p>c) a combination of the two areas above.</p> <p><b>2.3.2</b> The Offeror must provide the following information to confirm the experience of each of the proposed pedagogical advisers:</p> <ul style="list-style-type: none"> <li>• client organization name;</li> <li>• name and current telephone number and/or e-mail address of a contact person who will be able to corroborate the information provided in the offer;</li> <li>• number of hours of experience as a pedagogical adviser or teaching resource;</li> <li>• start and end dates, i.e. from [month/year] to [month/year] for each example of demonstrated experience;</li> <li>• number of resources supervised as a pedagogical adviser or number of groups and Learners in each group for demonstrated experience as a teaching resource;</li> <li>• training mode (full-time or part-time);</li> <li>• language taught; and</li> <li>• training program used by the teaching resource (for demonstrated experience as a teaching resource).</li> </ul> <p>If the Standing Offer Authority determines that the Offeror has failed to include proof or certification as required above, the Authority will grant the Offeror 24 hours to provide it.</p>
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<b>MTC 3</b>	<b>Human Resources Management Plan</b>
	<p>The Offeror must provide a detailed human resources management plan for pedagogical advisers and teaching resources. This plan must include at least the following elements:</p> <p>a) <b>A hiring plan</b> including at least the selection criteria and the hiring process.</p>

	<p>b) <b>A professional development plan</b> including at least the current training procedure of the Offeror for training and professional development to teaching resources and pedagogical advisers.</p> <p>c) <b>A plan of supervision of teaching resources</b> including at least the process of teaching evaluation, the process of follow-up to the training of teaching resources and the process of supervision of teaching resources by the pedagogical adviser.</p> <p>The human resources management plan presented by the Offeror in response to this RFSO will be in effect for the duration of the contract.</p>
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**1.1.2. Point-rated Technical Criteria (PRTC)**

Bids that meet all the mandatory technical criteria will be evaluated and scored as specified in the tables inserted below.

Point-rated Technical Criteria (PRTC)	Minimum Number of Points Required	Maximum Number of Points
<b>PRTC 1 Offeror's Experience</b>	<b>0</b>	<b>145</b>
<b>PRTC 2 Offeror's Pedagogical Advisers</b>		
PRTC 2.1 Primary Pedagogical Adviser	<b>0</b>	<b>40</b>
PRTC 2.2 Backup Pedagogical Adviser	<b>0</b>	<b>40</b>
<b>PRTC 3 Computer Equipment at the Offeror's Facilities</b>	<b>0</b>	<b>30</b>
<b>PRTC 4 Offeror's Facilities</b>	<b>0</b>	<b>45</b>
<b>OVERALL SCORE (even though there is no minimum number of points required for each of the point-rated technique criteria (TC1 to TC4), the Offer must obtain a minimum of 80 points, in total, to be considered responsive).</b>	<b>80</b>	<b>300</b>

<b>PRTC 1 Offeror's Experience</b>			
<p><b>Joint venture:</b> If the offer is submitted by a joint venture, the members of the joint venture cannot pool their capacities to satisfy PRTC 1. The Offeror must indicate which member of the joint venture satisfies this criterion.</p>			
<b>145 points maximum, 0 points minimum</b>			
No.	Point-rated Technical Criterion	Offer Preparation Instructions	Weighting (Points)

<p><b>PRTC 1.1</b></p>	<p>The Offeror's number of years of experience since January 2000 in delivering language training services to adults in English or French as a second language using at least one language training program.</p> <p>For evaluation purposes only, one year of experience is equivalent to at least 1,200 hours over a maximum period of 12 consecutive months for teaching groups and/or Learners.</p>	<p>The offer should include at least the following information:</p> <p>a) the number of years of experience in adult language training;</p> <p>b) the start and end dates of the training services delivered for each year, i.e. from [month/year] to [month/year];</p> <p>c) the number of hours of teaching for each year identified in b);</p> <p>d) the language training program(s) used;</p> <p>e) the language taught;</p> <p>f) one reference per year of experience to a maximum of three references, including the name of the client organization and the name and current telephone number and/or e-mail address of a contact person who will be able to corroborate the information provided in the offer.</p>	<p>For PRTC 1.1, points will be awarded as follows:</p> <p><b>PRTC 1.1 A) Number of years of experience</b></p> <p>10 points per year of experience that meets PRTC 1.1, to a maximum of 100 points.</p> <p><b>PRTC 1.1 B) Language training program(s) used</b></p> <p>PFL<sub>2</sub> A and B and/or PFL<sub>2</sub> C and/or CEWP: 10 points</p> <p>PBFT: 5 points</p> <p>A program used by a recognized Canadian post-secondary institution: 2 points</p> <p>Any other adult language learning program: 1 point</p> <p><b>For PRTC 1.1 B), if the Offeror has demonstrated that it has experience with more than one training program in response to PRTC 1.1,</b> points will be awarded for the program earning the highest number of points but not for a combination of programs.</p> <p><b>Maximum 110 points</b></p>
<p><b>PRTC 1.2</b></p>	<p>The Offeror's number of years of experience since January 2006 in delivering individual language training in English or French as a second language on a full-time basis.</p> <p>For evaluation purposes only, one (1) year of experience in full-time training is the equivalent of at least 30 hours per week, over a period of at least</p>	<p>The offer should include at least the following information for each demonstrated year of experience:</p> <p>a) Start and end dates for full-time language training, i.e. from [month/year] to [month/year] to groups of at least three Learners;</p> <p>b) the number of teaching hours per week for each year</p>	<p>For PRTC 1.2, points will be awarded as follows:</p> <p>3 points per year of experience that meets PRTC 1.2, to a maximum of 15 points</p> <p><b>Maximum 15 points</b></p>

	40 weeks within a period no greater than 12 consecutive months.	of experience listed in a);  c) the language taught; and  d) the name of the client organization and the name and current telephone number and/or e-mail address of a contact person who will be able to corroborate the information provided in the offer.	
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<p><b>PRTC 2 Offeror’s Pedagogical Advisers</b></p> <p>In the event that the Offeror’s offer does not identify which of the proposed pedagogical advisers should be evaluated as primary and backup, the first (in the copy of the offer kept by the Standing Offer Authority) will be evaluated as being the primary and the second (in the copy of the offer kept by the Standing Offer Authority) will be evaluated as the backup.</p> <p>In the event that more than one primary and/or backup pedagogical adviser is proposed and the Offeror’s offer does not identify which of the proposed pedagogical advisers should be evaluated as primary and backup, the evaluation team may take into account the total ratio of pedagogical advisers indicated by the Offeror and then designate the pedagogical advisers listed in the offer in accordance with the stated ratio, while satisfying requirement MTC 2, indicating the primary advisers first and the backup advisers second. Example: The stated capacity is 90 Learners, and a total of 4 pedagogical advisers are proposed in the offer but no indication is made as to whether the individuals are primary or backup advisers. The evaluation team will select the first three advisers as the primary advisers and the last one as the backup adviser (the order of the pedagogical advisers will correspond to the order indicated in the copy of the offer held by the Standing Offer Authority).</p> <p>The Standing Offers resulting from this RFSO must reflect the designations assigned during the evaluation (e.g. if Mr. X is identified as the “primary” adviser and Ms. Y as the “backup” adviser by the evaluation team, the Offeror must offer Mr. X’s services as the “primary” adviser and Ms. Y’s services as the “backup” adviser).</p>			
<p><b>2.1 Primary Pedagogical Adviser</b></p> <p>The number and name(s) of the primary pedagogical adviser(s) evaluated shall correspond to the name(s) provided in response to MTC 2. No other candidate will be taken into consideration.</p> <p>If the Offeror indicates a capacity of more than 30 learners in MTC 1, each person proposed will be evaluated individually against all the criteria in PRTC 2.1.</p> <p>The results of the individuals proposed who satisfy MTC 2 will be added together and then divided by the number of these individuals to obtain the average numerical rating of the offer for PRTC 2.1.</p> <p style="text-align: right;"><b>40 points maximum, 0 points minimum</b></p>			
<b>No.</b>	<b>Point-rated Technical</b>	<b>Offer Preparation</b>	<b>Weighting (Points)</b>

	<b>Criterion</b>	<b>Instructions</b>	
<b>PRTC 2.1.1</b>	<p>Since January 2007, the proposed pedagogical adviser has gained knowledge regarding and demonstrable experience in the supervision of full-time or part-time, group or individual language training for adults in English and/or French as a second language, using one or more CSPS* programs or any other language training program in English and/or in French as a second language.</p> <p>For evaluation purposes, one full-time course is equivalent to a minimum of 16 consecutive weeks and a minimum of 30 hours per week. If training is for 32 consecutive weeks or more, it cannot be divided and will be considered one course.</p> <p>A part-time course is equivalent to a minimum of 3 hours per week, a maximum of 29 hours per week and a minimum of 12 consecutive weeks.</p> <p>Part-time winter courses may be combined with those in the spring. This must be clearly indicated in the offer.</p> <p>* CSPS refers to the Canada School of Public Service. The programs are PBFT or PFL<sub>2</sub> A and B or PFL<sub>2</sub> C or CEWP.</p>	<p>The offer should include at least the following information for each of the courses managed by the pedagogical adviser:</p> <p>a) the mode, that is, group course, including the number of Learners per group, or individual course on a full-time or part-time basis;</p> <p>b) the duration (number of weeks) and the number of hours per week;</p> <p>c) the course start and end dates, i.e. from [month/year] to [month/year];</p> <p>d) the language taught;</p> <p>e) the name of the program used;* and</p> <p>f) one reference, including the name of the client organization and the name and current telephone number and/or e-mail address of a contact person who will be able to corroborate the information provided in the offer.</p> <p>*If the program is one used by a recognized Canadian post-secondary institution, the Offeror must indicate the institution's name.</p>	<p>For PRTC 2.1.1, points will be awarded as follows:</p> <p><b>2.1.1. A) Number of courses managed that meet criterion PRTC 2.1.1</b></p> <p>3 points per group full-time course, to a maximum of 30 points.</p> <p>OR</p> <p>2 points per individual full-time course, to a maximum of 20 points</p> <p>OR</p> <p>1 to 3 part-time courses: 1 point Plus 1 point for every additional set of 3 part-time* courses, to a maximum of 10 points</p> <p>*A set must comprise three courses. If the number of courses is not a multiple of three, the overage may not be considered. For example, for 10 part-time courses, the Offeror will get 3 points.</p> <p>Points will be awarded for experience in one of the three work streams above, but not for a combination of experience in a number of streams.</p> <p><b>PRTC 2.1.1 B) Language training program(s) used</b></p> <p>PFL<sub>2</sub> A and B and/or PFL<sub>2</sub> C and/or CEWP: 10 points</p> <p>PBFT: 5 points</p> <p>A program used by a recognized Canadian</p>

			<p>post-secondary institution: 2 points</p> <p>Any other adult language learning program: 1 point</p> <p><b>For PRTC 2.1.1 B), if the Offeror has demonstrated that it has experience with more than one training program in response to PRTC 2.1.1, points will be awarded for the program earning the highest number of points but not for a combination of programs.</b></p> <p><b>Maximum 40 points</b></p>
<p><b>OR</b></p> <p><i>If the proposed pedagogical adviser does not have the pedagogical advisory experience required in PRTC 2.1.1, the experience listed below will be taken into consideration and points awarded as follows:</i></p>			
<p><b>PRTC 2.1.2</b></p>	<p>The proposed pedagogical adviser is an experienced teacher with more than 3,600 hours of teaching, since January 2002, of individual full-time * language training in English and/or French as a second language for adults, using one or more of the CSPS** programs or any other language training program.</p> <p>*A full-time course is equivalent to a minimum of 16 consecutive weeks and a minimum of 30 hours per week. If training is for 32 consecutive weeks or more, it cannot be divided and will be considered one course.</p> <p>** CSPA refers to the Canada School of Public Service. The programs are PBFT or PFL<sub>2</sub> A and B or PFL<sub>2</sub> C or CEWP.</p>	<p>The offer should include at least the following information:</p> <p>a) the number of teaching hours accumulated by the proposed pedagogical adviser since January 2002;</p> <p>b) the number of learners on individual training taught by the teacher;</p> <p>c) the duration of the training (number of weeks) and the number of hours of training per week for each course;</p> <p>d) the language taught;</p> <p>e) start and end dates of the teaching for each group identified in b), i.e. from [month/year] to [month/year];</p> <p>f) the name of the program(s) used* for each group identified in b);</p> <p>g) one reference per group identified in b), to a maximum</p>	<p>For PRTC 2.1.2, points will be awarded as follows:</p> <p><b>PRTC 2.1.2 A) Number of hours taught to full-time learners meeting PRTC 2.1.2</b></p> <p>3,601 to 5,400 hours: 5 points 5,401 to 7,200 hours: 10 points 7,201 to 9,000 hours: 15 points 9,001 hours or more: 20 points</p> <p><b>PRTC 2.1.2 B) Language training program(s) used</b></p> <p>PFL<sub>2</sub> A and B and/or PFL<sub>2</sub> C and/or CEWP: 10 points</p> <p>PBFT: 5 points</p> <p>A program used by a recognized Canadian post-secondary institution: 2 points</p>

		<p>of three references, including the name of the client organization and the name and current telephone number and/or e-mail address of a contact person who will be able to corroborate the information provided in the offer.</p> <p>*If the program is one used by a recognized Canadian post-secondary institution, the Offeror must indicate the institution's name.</p>	<p>Any other adult language learning program: 1 point</p> <p><b>For PRTC 2.1.2 B), if the Offeror has demonstrated that it has experience with more than one training program in response to PRTC 2.1.2, points will be awarded for the program earning the highest number of points but not for a combination of programs.</b></p> <p><b>Maximum 30 points</b></p>
<p><b>OR</b></p> <p><i>If the proposed pedagogical adviser does not have the education required in MTC 2.3, the following experience will be considered and points will be awarded as follows:</i></p>			
<p><b>PRTC 2.1.3</b></p>	<p>The proposed pedagogical adviser is an experienced teacher with more than seven (7) years of experience in teaching and/or providing supervision to at least two (2) teaching resources in language training for adults in English and/or French as a second language, using one or more CSPS* programs or any other language training program in English and/or French as a second language of work.</p> <p>For evaluation purposes only, one year of experience is equivalent to at least 1,200 hours over a maximum period of 12 consecutive months for teaching groups and/or Learners.</p> <p>* CSPS refers to the Canada School of Public Service. The programs are PBFT or PFL<sub>2</sub> A and B or PFL<sub>2</sub> C or CEWP.</p>	<p>The offer should include at least the following information:</p> <p><u>Demonstrated experience in teaching:</u></p> <p>a) the number of years of experience in language training for adults;</p> <p>b) the number of hours of teaching for each year identified in a);</p> <p>c) the start and end dates of the training services delivered for each year, i.e. from [month/year] to [month/year];</p> <p>d) the language taught;</p> <p>e) the language training programs used;</p> <p>f) one reference per year of experience to a maximum of three references, including the name of the client organization and the name and current telephone number and/or e-mail address of a contact person who will be able to corroborate the information</p>	<p>For PRTC 2.1.3, points will be awarded as follows:</p> <p><b>PRTC 2.1.3 A) Number of years of experience that meet criterion PRTC 2.1.3</b></p> <p>7 to 10 years: 8 points 10 to 15 years: 13 points Over 15 years: 18 points</p> <p><b>PRTC 2.1.3 B) Language training program(s) used</b></p> <p>PFL<sub>2</sub> A and B and/or PFL<sub>2</sub> C and/or CEWP: 10 points</p> <p>PBFT: 5 points</p> <p>A program used by a recognized Canadian post-secondary institution: 2 points</p> <p>Any other adult language learning program: 1 point</p> <p><b>For PRTC 2.1.3 B), if the Offeror has demonstrated that it has experience with more than one training program in response to PRTC 2.1.3, points will be</b></p>

		<p>provided in the offer.</p> <p>AND/OR</p> <p><u>Demonstrated experience in providing supervision to teaching resources:</u></p> <p>a) the number of years of experience in providing supervision to teaching resources;</p> <p>b) the number of teaching resources supervised for each of the periods listed in a);</p> <p>c) the number of training hours for each year identified in a);</p> <p>d) the start and end dates of the training services delivered for each year, i.e. from [month/year] to [month/year];</p> <p>e) the language taught;</p> <p>f) the language training programs used;</p> <p>g) one reference per year of experience to a maximum of three references, including the name of the client organization and the name and current telephone number and/or e-mail address of a contact person who will be able to corroborate the information provided in the offer.</p>	<p>awarded for the program earning the highest number of points but not for a combination of programs.</p> <p><b>Maximum 28 points</b></p>
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**2.2. Backup Pedagogical Adviser**

The number and names of the backup pedagogical advisers evaluated shall correspond to the information provided (names and number of the backup advisers proposed) in response to MTC 2. No other candidate will be taken into consideration.

Each person proposed will be evaluated individually against PRTC 2.2.

The numerical results for the proposed individuals who have met MTC 2 will be added up and then divided by the number of these individuals in order to obtain the average numerical ranking of the offer for PRTC 2.2.

**40 points maximum, 0 points minimum**

No.	Point-rated Technical Criterion	Offer Preparation Instructions	Weighting (Points)
<b>PRTC 2.2.1</b>	<p>Since January 2007, the proposed pedagogical adviser has gained knowledge and demonstrable experience in the supervision of full-time or part-time, group or individual language training courses for adults in English and/or French as a second language, using one or more CSPS* programs or any other language training program in English and/or in French as a second language.</p> <p>For evaluation purposes, one full-time course is equivalent to a minimum of 16 consecutive weeks and a minimum of 30 hours per week. If training is for 32 consecutive weeks or more, it cannot be divided and will be considered one course.</p> <p>A part-time course is equivalent to a minimum of 3 hours per week, a maximum of 29 hours per week and a minimum of 12 consecutive weeks.</p> <p>Part-time winter courses may be combined with those in the spring. This must be clearly indicated in the offer.</p> <p>* CSPA refers to the Canada School of Public Service. The programs are PBFT or PFL<sub>2</sub> A and B or PFL<sub>2</sub> C or CEWP.</p>	<p>The offer should include at least the following information for each of the courses managed by the pedagogical adviser:</p> <p>a) the mode, that is, group course, including the number of Learners per group, or individual course on a full-time or part-time basis;</p> <p>b) the duration (number of weeks) and the number of hours per week;</p> <p>c) the course start and end dates, i.e. from [month/year] to [month/year];</p> <p>d) the language taught;</p> <p>e) the name of the program used;* and</p> <p>f) one reference, including the name of the client organization and the name and current telephone number and/or e-mail address of a contact person who will be able to corroborate the information provided in the offer.</p> <p>*If the program is one used by a recognized Canadian post-secondary institution, the Offeror must indicate the institution's name.</p>	<p>For PRTC 2.2.1, points will be awarded as follows:</p> <p><b>2.2.1. A) Number of courses managed that meet criterion PRTC 2.1.1</b></p> <p>3 points per group full-time course, to a maximum of 30 points</p> <p>OR</p> <p>2 points per individual full-time course, to a maximum of 20 points</p> <p>OR</p> <p>1 to 3 part-time courses: 1 point Plus 1 point for every additional set of 3 part-time* courses, to a maximum of 10 points</p> <p>*A set must comprise three courses. If the number of courses is not a multiple of three, the overage may not be considered. For example, for 10 part-time courses, the Offeror will obtain 3 points.</p> <p>Points will be awarded for experience in one of the three work streams above, but <b>not</b> for a combination of experience in a number of streams.</p> <p><b>PRTC 2.2.1 B) Language training program(s) used</b></p> <p>PFL<sub>2</sub> A and B and/or PFL<sub>2</sub> C and/or CEWP: 10 points</p>

			<p>PBFT: 5 points</p> <p>A program used by a recognized Canadian post-secondary institution: 2 points</p> <p>Any other adult language learning program: 1 point</p> <p>For PRTC 2.2.1 B), if the Offeror has demonstrated that it has experience with more than one training program in response to PRTC 2.2.1, points will be awarded for the program earning the highest number of points but not for a combination of programs.</p> <p style="text-align: right;"><b>Maximum 40 points</b></p>
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**OR**

*If the proposed pedagogical adviser does not have the pedagogical advisory experience required in PRTC 2.2.1, the experience listed below will be taken into consideration and points awarded as follows:*

<p><b>PRTC 2.2.2</b></p>	<p>The proposed pedagogical adviser is an experienced teacher with more than 3,600 hours of teaching, since January 2002, of individual full-time* language training in English and/or French as a second language for adults, using one or more of the CSPS** programs or any other language training program.</p> <p>*A full-time course is equivalent to a minimum of 16 consecutive and a minimum of 30 hours per week. If training is for 32 consecutive weeks or more, it cannot be divided and will be considered a course.</p> <p>**CSPS refers to the Canada School of Public Service. The programs are</p>	<p>The offer should include at least the following information:</p> <p>a) the number of teaching hours accumulated by the proposed pedagogical adviser since January 2002;</p> <p>b) the number of learners on individual training taught by the teacher;</p> <p>c) the duration of the training (number of weeks) and the number of hours of training per week for each course;</p> <p>d) the language taught;</p> <p>e) start and end dates of the teaching for each Learner identified in b), i.e. from [month/year] to [month/year];</p> <p>f) the name of the program(s) used* for each group</p>	<p>For PRTC 2.2.2, points will be awarded as follows:</p> <p><b>PRTC 2.2.2 A) Number of hours taught to full-time learners meeting PRTC 2.2.2</b></p> <p>3,601 to 5,400 hours: 5 points  5,401 to 7,200 hours: 10 points  7,201 to 9,000 hours: 15 points  9,001 hours or more: 20 points</p> <p><b>PRTC 2.2.2 B) Language training program(s) used</b></p> <p>PFL<sub>2</sub> A and B and/or PFL<sub>2</sub> C and/or CEWP: 10 points</p> <p>PBFT: 5 points</p> <p>A program used by a recognized Canadian</p>
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	PBFT or PFL <sub>2</sub> A and B or PFL <sub>2</sub> C or CEWP.	<p>identified in b);</p> <p>g) one reference per group identified in b), to a maximum of three references, including the name of the client organization and the name and current telephone number and/or e-mail address of a contact person who will be able to corroborate the information provided in the offer.</p> <p>*If the program is one used by a recognized Canadian post-secondary institution, the Offeror must indicate the institution's name.</p>	<p>post-secondary institution: 2 points</p> <p>Any other adult language learning program: 1 point</p> <p>For PRTC 2.2.2 B), if the Offeror has demonstrated that it has experience with more than one training program in response to PRTC 2.2.2, points will be awarded for the program earning the highest number of points but not for a combination of programs.</p> <p><b>Maximum 30 points</b></p>
<b>OR</b>			
<i>If the proposed pedagogical adviser does not have the education required in MTC 2.3, the following experience will be considered and points will be awarded as follows:</i>			
<b>PRTC 2.2.3</b>	<p>The proposed pedagogical adviser is an experienced teacher with more than seven (7) years of experience in teaching and/or providing supervision for at least two (2) teaching resources in language training for adults in English and/or French as a second language, using one or more CSPS* programs or any other language training program in English and/or French as a second language of work.</p> <p>For evaluation purposes only, one year of experience is equivalent to at least 1,200 hours over a maximum period of 12 consecutive months for teaching groups and/or Learners.</p> <p>* CSPS refers to the Canada School of Public Service. The programs are PBFT or PFL<sub>2</sub> A and B or PFL<sub>2</sub> C or CEWP.</p>	<p>The offer should include at least the following information:</p> <p><u>Demonstrated experience in teaching:</u></p> <p>a) the number of years of experience in language training for adults;</p> <p>b) the number of hours of teaching for each year identified in a);</p> <p>c) the start and end dates of the training services delivered for each year, i.e. from [month/year] to [month/year];</p> <p>d) the language taught;</p> <p>e) the language training programs used;</p> <p>f) one reference per year of experience to a maximum of three references, including the name of the client organization and the name and current telephone number and/or e-mail</p>	<p>For PRTC 2.2.3, points will be awarded as follows:</p> <p><b>PRTC 2.2.3 A) Number of years of experience that meet criterion PRTC 2.2.3</b></p> <p>7 to 10 years: 8 points 10 to 15 years: 13 points Over 15 years: 18 points</p> <p><b>PRTC 2.1.3 B) Language training program(s) used</b></p> <p>PFL<sub>2</sub> A and B and/or PFL<sub>2</sub> C and/or CEWP: 10 points</p> <p>PBFT: 5 points</p> <p>A program used by a recognized Canadian post-secondary institution: 2 points</p> <p>Any other adult language learning program: 1 point</p> <p><b>For PRTC 2.2.3 B), if the Offeror has demonstrated that it has experience with more than one training program in response to</b></p>

		<p>address of a contact person who will be able to corroborate the information provided in the offer.</p> <p>AND/OR</p> <p><u>Demonstrated experience in providing supervision to teaching resources:</u></p> <p>a) the number of years of experience in providing supervision to teaching resources;</p> <p>b) the number of teaching resources supervised for each of the periods listed in a);</p> <p>c) the number of training hours for each year identified in a);</p> <p>d) the start and end dates of the training services delivered for each year, i.e. from [month/year] to [month/year];</p> <p>e) the language taught;</p> <p>f) the language training programs used;</p> <p>g) one reference per year of experience to a maximum of three references, including the name of the client organization and the name and current telephone number and/or e-mail address of a contact person who will be able to corroborate the information provided in the offer.</p>	<p><b>PRTC 2.2.3</b>, points will be awarded for the program earning the highest number of points but not for a combination of programs.</p> <p><b>Maximum 28 points</b></p>
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**PRTC 3 Computer Equipment at the Offeror's Facilities**

For PRTC 3.2 and 3.3, if the Offeror has submitted more than one facility in response to MTC 1, each of its facilities will be awarded points only if it contains, as a minimum, the number of classrooms determined as follows:

$80 \div$  number of facilities = percentage of classrooms that must be in a facility for it to be considered.

If the percentage obtained is not a whole number, it will be rounded down to the next whole number (for example, if the percentage is 33.76%, the percentage used will be 33%).

If the number of classrooms obtained is not a whole number, it will be rounded down to the next whole number (e.g. if the number is 2.6, the facility will have to contain a minimum of two [2] classrooms).

For example, if an Offeror has a total capacity of 15 classrooms in three (3) different facilities, in order to be able to obtain points, each facility will have to have a minimum of 26% ( $80 \div 3 = 26.67$ ) of the total classrooms, or three (3) classrooms ( $15 \times 26\% = 3.9$ ).

Even if a facility does not contain a sufficient number of classrooms to obtain points, the facility will be counted in the total number of the Offeror's facilities.

Facilities outside the predefined area will not be evaluated.

**30 points maximum, 0 points minimum**

No.	Point-rated Technical Criterion	Offer Preparation Instructions	Weighting (Points)
<b>PRTC 3.1</b>	Classrooms in which the Offeror will provide one computer per Learner.	<p>The offer should include at least the following information:</p> <p>The number of classrooms equipped with one computer per workstation (one computer per Learner).</p>	<p>For PRTC 3.1, points will be awarded as follows:</p> <p>1 point per classroom equipped with one computer per Learner, to a maximum of 10 points</p> <p><b>Maximum 10 points</b></p>
<b>PRTC 3.2</b>	Wireless Internet access in the Offeror's facilities.	<p>The offer should include at least the following information:</p> <p>a) the number of facilities that the Offeror will be using to deliver the training;</p> <p>b) for each facility, the availability of wireless Internet access.</p>	<p>For PRTC 3.2, points will be awarded as follows:</p> <p>10 points per facility equipped with wireless Internet</p> <p>If the Offeror has more than one facility, each of the facilities will be evaluated, and the sum of the points obtained will be divided by the number of facilities.</p> <p><b>Maximum 10 points</b></p>
<b>PRTC 3.3</b>	The number of computers made available to Learners in a separate closed room reserved for	<p>The offer should include at least the following information:</p> <p>a) the number of facilities that</p>	<p>For PRTC 3.3, points will be awarded as follows:</p> <p>1 point per computer</p>

	computer-assisted learning in the same facilities as the classes.	<p>the Offeror will be using to deliver the training;</p> <p>b) for each facility, the number of computers made available to Learners in a separate closed room reserved for computer-assisted learning.</p>	<p>available in a separate closed room reserved for computer-assisted learning, to a maximum of 10 points.</p> <p>If the Offeror has more than one facility, each of the facilities will be evaluated, and the sum of the points obtained will be divided by the number of facilities.</p> <p><b>Maximum 10 points</b></p>
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**PRTC 4 - Offeror's Premises**

For PRTC 4.2, 4.3 and 4.5, if the Offeror has submitted more than one facility in response to MTC 1, each of its facilities will be awarded points only if it contains at least the number of classrooms determined as follows:

$80 \div \text{number of facilities} = \text{percentage of classrooms that must be in a facility for it to be considered.}$

If the percentage obtained is not a whole number, it will be rounded down to the next whole number (for example, if the percentage is 33.76%, the percentage used will be 33%).

If the number of classrooms obtained is not a whole number, it will be rounded down to the next whole number (e.g. if the number is 2.6, the facility will have to contain a minimum of two [2] classrooms).

For example, if an Offeror has a total capacity of 15 classrooms in three (3) different facilities, in order to be able to obtain points, each facility will have to have a minimum of 26% ( $80 \div 3 = 26.67$ ) of the total classrooms, or three (3) classrooms ( $15 \times 26\% = 3.9$ ).

Even if a facility does not contain a sufficient number of classrooms to obtain points, the facility will be counted in the total number of the Offeror's facilities.

Facilities outside the predefined area will not be evaluated.

**50 points maximum, 0 points minimum**

<b>PRTC 4.1</b>	The proposed number of classrooms for the learners and the location of each of these classrooms must be located within the following boundaries: between Wellington Street, MacLaren Street, Bay Street and Elgin Street in Ottawa, Ontario, and between Laurier	<p>The offer should include the following information:</p> <p>a) the proposed number of classrooms; and</p> <p>b) the address of each of the proposed classrooms.</p>	<p>For PRTC 4.1, points will be awarded as follows:</p> <p>for 100% of the classrooms that meet the criterion: 10 points;</p> <p>for 80% to 99% of the classrooms that meet the criterion: 8 points;</p> <p>for 60% to 79% of the</p>
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	Street, Sacré-Cœur Boulevard and St-Rédempteur Street in Gatineau, Quebec.		classrooms that meet the criterion: 6 points for 40% to 59% of the classrooms that meet the criterion: 4 points; for 20% to 39% of the classrooms that meet the criterion: 2 points  <b>Maximum 10 points</b>
<b>PRTC 4.2</b>	The proposed facility or facilities by the Offeror are served by a parking lot, which is located no more than 0.50 km from the proposed facility and where there is a charge / no charge for parking.  The parking lot(s) must not have a waiting list and/or if a parking permit is required, it may be obtained within one month prior to the start date of the training.  For evaluation purposes, parking in the street will not be considered as an acceptable parking lot.	The offer should include the following information:  a) address(es) of the identified parking lot(s);  b) the distance(s) between the parking lot(s) and the proposed facilities;  c) whether there is a charge for parking and/or parking is free; and  d) for parking lots where a permit is required, whether the permit may be obtained within one month prior to the start of training.	For PRTC 4.2, points will be awarded as follows:  For free parking: 10 points For pay parking: 5 points  If the Offeror has more than one facility, each of the facilities will be evaluated, and the sum of the points obtained will be divided by the number of facilities.  <b>Maximum 10 points</b>
<b>PRTC 4.3</b>	The proposed facility or facilities by the Offeror are located at a maximum distance of 0.50 km from a public transit stop.	The offer should include the following information:  The distance from the public transit stop nearest to facilities proposed.	For PRTC 4.3, points will be awarded as follows:  5 points per facility that meets the criterion  If the Offeror has more than one facility, each of the facilities will be evaluated, and the sum of the points obtained will be divided by the number of facilities.  <b>Maximum 5 points</b>
<b>PRTC 4.4</b>	The proposed classrooms for the learners have direct access to daylight.	The offer should include the following information for each proposed facility:  The number of classrooms that have direct access to daylight and their location.	For PRTC 4.4, points will be awarded as follows:  100% of the classes have direct access to daylight: 10 points  Between 50% and 99% of the classes have direct access to daylight: 5 points  <b>Maximum 10 points</b>
<b>PRTC</b>	The facility or facilities proposed by the Offeror are	The offer should include the following information for each	For PRTC 4.5, points will

<p><b>4.5</b></p>	<p>equipped with additional amenities or offer specific services:</p> <p>access for persons with limited mobility (access to the building, elevator, washrooms, etc.);</p> <ul style="list-style-type: none"> <li>- a meal area outside the classrooms.</li> </ul>	<p>facility:</p> <p>a) a description of the access for persons with limited mobility offered;</p> <p>b) a description of the meal area; and</p> <p>b) the address of the facility or facilities.</p>	<p>be awarded as follows:</p> <p>Provides access for persons with limited mobility: 5 points</p> <p>Provides Learners with access to a meal area outside the classrooms: 5 points</p> <p>If the Offeror has more than one facility, each of the facilities will be evaluated, and the sum of the points obtained will be divided by the number of facilities.</p> <p style="text-align: right;"><b>Maximum 10 points</b></p>
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## ATTACHMENT 2 TO PART 4

Work stream 9: Part-time individual training in French at the Offeror's facilities or a federal institution

- 9A: training in Ottawa-Gatineau downtown
- 9B: training in Outaouais/Quebec
- 9C: training in East/Ontario
- 9D: training in West/Ontario

Work stream 10: Part-time individual training in English on the Offeror's premises or a federal institution

### 1.1.1. Mandatory Technical Criteria (MTC)

The offers must satisfy all the mandatory technical criteria listed below. The Offeror must provide the required documentation to demonstrate that it meets this requirement.

Offers that fail to meet the mandatory technical evaluation criteria will be declared non-responsive. Each mandatory technical criterion should be addressed separately.

**1.1.1.1 Out-of-area facilities:** All the additional facilities that the Offeror indicates in its offer as available (as described in clause 2.2.2 of Part 1, clause 1.1.2 of Part 4 of the Request for Standing Offers and clause 10.0 of Section I of Annex A – Statement of Work) to meet the needs of identified users and that are not located in the predefined geographic area of the work stream for which the offer is being submitted will not be considered or assessed by Canada to meet any of the mandatory and point-rated technical criteria for the work stream for which the offer is being assessed.

MTC 1	Offeror Capacity
<p>To meet this criterion, the Offeror must, as a minimum, provide the following information:</p> <ol style="list-style-type: none"> <li>1. Offeror's volume capacity (overall capacity of learners that the Offeror intends to train at the same time during the Standing Offers period, including extension periods). For its offer to be considered responsive, an Offeror must have the following minimum capacity, as follows, depending on the work stream for which the offer is being submitted:               <ol style="list-style-type: none"> <li>a. Work stream 9A: 100 learners.</li> <li>b. Work stream 9B: 20 learners.</li> <li>c. Work stream 9C: 20 learners.</li> <li>d. Work stream 9D: 20 learners.</li> <li>e. Work stream 10: 100 learners.</li> </ol> </li> <li>2. Number of classrooms offered. The number of classrooms must correspond to at least one fifth (1/5) of the capacity (volume) stipulated by the Offeror to satisfy item 1 listed above and comply with the requirements described in clause 6.2 (The Offeror's Facilities) in Section II-2, Annex A – Statement of Work. For example, if the Offeror indicates that it has a capacity for 50 learners, the number of classrooms must be 10.</li> <li>3. Number of facilities and their location, in addition to the number of classrooms per location.</li> </ol>	

MTC 2	Offeror's Pedagogical Advisers
2.1	<p><b>Proposed Primary Pedagogical Adviser and Backup Pedagogical Adviser</b></p> <p>The Offeror must propose one (1) primary pedagogical adviser and one (1) backup pedagogical adviser. If in response to MTC 1 the Offeror has the capacity to train more than 100 individuals at the same time, the Offeror must propose one additional</p>

	<p>primary pedagogical adviser for every 100 individuals.</p> <p>A primary pedagogical adviser cannot be proposed as a backup pedagogical adviser (and vice versa).</p> <p>If the Offeror submits an offer for more than one work stream, a pedagogical adviser may be proposed for more than one work stream if the ratios listed below are followed:</p> $\begin{aligned} & \text{number of full-time groups} \div 10 \\ & + (\text{number of full-time individuals} \div 30) \\ & + (\text{number of part-time groups} \div 50) \\ & + (\text{number of part-time individuals} \div 100) \\ & = 1 \text{ for a pedagogical adviser's maximum load} \end{aligned}$ <p>For example, for a capacity of 150 part-time Learners, the Offeror must propose one primary pedagogical adviser for the first 100 Learners and a second primary pedagogical adviser for the remaining 50 Learners. The second pedagogical adviser may also be responsible for a maximum of five (5) full-time groups, 15 Learners in full-time individual training or 25 part-time groups.</p> <p>In addition, the Offeror must propose one backup pedagogical adviser for every three primary pedagogical advisers.</p>
<p><b>2.2</b></p>	<p><b>Names of Proposed Pedagogical Advisers</b></p> <p>The offer must include the names of each of the proposed primary and backup pedagogical advisers.</p>
<p><b>2.3</b></p>	<p><b>Competencies and Qualifications of the Proposed Pedagogical Advisers</b></p> <p>2.3.1 Each of the pedagogical advisers (primary and backup) proposed by the Offeror must have, as a minimum, one of the following qualifications:</p> <p><b>1.</b> 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:</p> <p><a href="http://www.cicic.ca/413/assessment-of-credentials-for-employment-in-canada.canada">http://www.cicic.ca/413/assessment-of-credentials-for-employment-in-canada.canada</a></p> <p style="text-align: center;"><b>AND</b></p> <p>one of the following qualifications is also required:</p> <p>a) at least one (1) year of experience since January 2007 supervising at least two (2) teaching resources while delivering full-time English or French as a second language courses to adults, on an individual or group basis. 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 within a period of 12 consecutive months.</p>

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

As proof of education, an original document or a copy of the original certified as true by the Offeror or a commissioner of oaths shall be submitted for each proposed pedagogical adviser, confirming each pedagogical adviser's level of education. If an original document is submitted, a copy shall be made by the Technical Authority and the original shall be returned to the Offeror after the offer evaluation process has been completed. The proof to be submitted must correspond to the applicable qualifications listed above.

**OR**

**2.** Seven (7) years of experience since January 2002 in one of the following areas. One (1) year of experience is equivalent to at least 1,200 hours over a period of 12 consecutive months using one or more of the following training programs:

- PBFT
- PFL<sub>2</sub> - A, B or C, or CEWP
- a program used by a recognized Canadian post-secondary institution
- or any other English or French as a second language adult learning program

a) teaching English or French as a second language to adults on a full-time and/or part-time basis;

b) supervising at least two (2) teaching resources while delivering group and/or individual English or French as a second language courses to adults on a full-time and/or part-time basis;

c) a combination of the two areas above.

**2.3.2** the Offeror must provide the following information to confirm the experience of each of the proposed pedagogical advisers:

- client organization name;
- name and current telephone number and/or e-mail address of a contact person who will be able to corroborate the information provided in the offer;
- number of hours of experience as a pedagogical adviser or teaching resource;

	<ul style="list-style-type: none"> <li>• start and end dates, i.e. from [month/year] to [month/year] for each example of demonstrated experience;</li> <li>• number of resources supervised as a pedagogical adviser or number of groups and Learners in each group for demonstrated experience as a teaching resource;</li> <li>• training mode (full-time or part-time);</li> <li>• target language taught; and</li> <li>• training program used by the teaching resource (for demonstrated experience as a teaching resource).</li> </ul> <p>If the Standing Offer Authority determines that the Offeror has failed to include proof or certification as required above, the Authority will grant the Offeror 24 hours to provide it.</p>
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<b>MTC 3</b>	<b>Human Resources Management Plan</b>
	<p>The Offeror must provide a detailed human resources management plan for pedagogical advisers and teaching resources. This plan must include at least the following elements:</p> <p>a) <b>A hiring plan</b> including at least the selection criteria and the hiring process.</p> <p>b) <b>A professional development plan</b> including at least the current training procedure of the Offeror for training and professional development to teaching resources and pedagogical advisers.</p> <p>c) <b>A plan of supervision of teaching resources</b> including at least the process of teaching evaluation, the process of follow-up to the training of teaching resources and the process of supervision of teaching resources by the pedagogical adviser.</p> <p>The human resources management plan presented by the Offeror in response to this RFSO will be in effect for the duration of the contract.</p>

### 1.1.2. Point-rated technical criteria (PRTC)

Bids that meet all the mandatory technical criteria will be evaluated and scored as specified in the tables inserted below.

Point-rated Technical Criteria (PRTC)	Minimum Number of Points Required	Maximum Number of Points
<b>PRTC 1 Offeror's Experience</b>	<b>0</b>	<b>145</b>
<b>PRTC 2 Offeror's Pedagogical Advisers</b>		
PRTC 2.1 Primary Pedagogical Adviser	<b>0</b>	<b>40</b>
PRTC 2.2 Backup Pedagogical Adviser	<b>0</b>	<b>40</b>
<b>PRTC 3 Offeror's Facilities</b>	<b>0</b>	<b>25</b>
<b>OVERALL SCORE (even though there is no minimum number of points required for each of the point-rated technique criteria (TC1 to TC4), the Offer must obtain a minimum of 80 points, in total, to be considered responsive).</b>	<b>60</b>	<b>250</b>

<b>PRTC 1 Offeror's Experience</b>			
<b>Joint venture: If the offer is submitted by a joint venture, the members of the joint venture cannot pool their capacities to meet PRTC 1. The Offeror must indicate which member of the joint venture meets this criterion.</b>			
<b>145 points maximum, 0 points minimum</b>			
<b>No.</b>	<b>Point-rated Technical Criterion</b>	<b>Offer Preparation Instructions</b>	<b>Weighting (Points)</b>
<b>PRTC 1.1</b>	<p>The Offeror's number of years of experience since January 2000 in delivering language training services to adults in English or French as a second language using at least one language training program.</p> <p>For evaluation purposes only, one year of experience is equivalent to at least 1,200 hours over a maximum period of 12 consecutive months for teaching groups and/or Learners.</p>	<p>The offer should include at least the following information:</p> <p>a) the number of years of experience in language training for adults;</p> <p>b) the start and end dates of the training services delivered for each year, i.e. from [month/year] to [month/year];</p> <p>c) the number of hours of teaching for each year identified in b);</p> <p>d) the language training programs used;</p> <p>e) the language taught;</p> <p>f) one reference per year of experience to a maximum of three references, including the name of the client organization and the name and current telephone number and/or e-mail address of a contact person who will be able to corroborate the information provided in the offer.</p>	<p>For PRTC 1.1, points will be awarded as follows:</p> <p><b>PRTC 1.1 A) Number of years of experience</b></p> <p>10 points per year of experience that meets PRTC 1.1, to a maximum of 100 points</p> <p><b>PRTC 1.1 B) Language training program(s) used</b></p> <p>PFL<sub>2</sub> A and B and/or PFL<sub>2</sub> C and/or CEWP: 10 points</p> <p>PBFT: 5 points</p> <p>A program used by a recognized Canadian post-secondary institution: 2 points</p> <p>Any other adult language learning program: 1 point</p> <p><b>For PRTC 1.1 B), if the Offeror has demonstrated that it has experience with more than one training program in response to PRTC 1.1, points will be awarded for the program earning the highest number of points but not for a combination of programs.</b></p> <p style="text-align: right;"><b>Maximum 110 points</b></p>
<b>PRTC 1.2</b>	<p>The Offeror's number of years of experience since January 2006 in delivering part-time individual language training in</p>	<p>The offer should include, as a minimum, the following information for each demonstrated year of experience:</p>	<p>For PRTC 1.2, points will be awarded as follows:</p> <p>3 points per year of experience that meets</p>

	<p>English or French as a second language.</p> <p>For evaluation purposes only, part-time training is training less than 15 hours per week. One year of experience is considered to be 1,200 hours of training over a period of 12 consecutive months.</p>	<p>a) start and end dates for part-time individual language training, i.e. from [month/year] to [month/year];</p> <p>b) the number of teaching hours per week for each year of experience listed in a);</p> <p>c) the language taught; and</p> <p>d) name of the client organization and the name and current telephone number and/or e-mail address of a contact person who will be able to corroborate the information provided in the offer.</p>	<p>PRTC 1.2, to a maximum of 15 points</p> <p><b>Maximum 15 points</b></p>
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**PRTC 2 Offeror’s Pedagogical Advisers**

In the event that the Offeror’s offer does not identify which of the proposed pedagogical advisers should be evaluated as primary and backup, the first (in the copy of the offer kept by the Standing Offer Authority) will be evaluated as being the primary and the second (in the copy of the offer kept by the Standing Offer Authority) will be evaluated as the backup.

In the event that more than one primary and/or backup pedagogical adviser is proposed and the Offeror’s offer does not identify which of the proposed pedagogical advisers should be evaluated as primary and backup, the evaluation team may take into account the total ratio of pedagogical advisers indicated by the Offeror and then designate the pedagogical advisers listed in the offer in accordance with the stated ratio, while satisfying requirement MTC 2, indicating the primary advisers first and the backup advisers second. Example: The stated capacity of Learners is 200, and a total of 3 pedagogical advisers is proposed in the offer but no indication is made as to whether the individuals are primary or backup advisers. The evaluation team will select the first two advisers as the primary advisers and the last one as the backup adviser (the order of the pedagogical advisers will correspond to the order indicated in the copy of the offer held by the Standing Offer Authority).

The Standing Offers resulting from this RFSO must reflect the designations assigned during the evaluation (e.g. if Mr. X is designated as the “primary” adviser and Ms. Y as the “backup” adviser by the evaluation team, the Offeror must offer Mr. X’s services as the “primary” adviser and Ms. Y’s services as the “backup” adviser).

**2.1 Primary Pedagogical Adviser**

The number and name(s) of the primary pedagogical adviser(s) evaluated shall correspond to the name(s) provided in response to MTC 2. No other candidate will be taken into consideration.

If the Offeror indicates capacity of more than 100 learners in MTC 1, each person proposed will be evaluated individually against all the criteria in PRTC 2.1.

The results of the individuals proposed who satisfy MTC 2 will be added together and then divided

by the number of these individuals to obtain the average numerical rating of the offer for PRTC 2.1.			
<b>40 points maximum, 0 points minimum</b>			
<b>No.</b>	<b>Point-rated Technical Criterion</b>	<b>Offer Preparation Instructions</b>	<b>Weighting (Points)</b>
<b>PRTC 2.1.1</b>	<p>Since January 2007, the proposed pedagogical adviser has gained knowledge and demonstrable experience in the supervision of full-time or part-time, group or individual language training courses for adults in English and/or French as a second language, using one or more CSPS* programs or any other language training program in English and/or in French as a second language.</p> <p>For evaluation purposes, one full-time course is equivalent to a minimum of 16 consecutive weeks and a minimum of 30 hours per week. If training is for 32 consecutive weeks or more, it cannot be divided and will be considered a course.</p> <p>A part-time course is equivalent to a minimum of 3 hours per week, a maximum of 29 hours per week and a minimum of 12 consecutive weeks.</p> <p>Part-time winter courses may be combined with those in the spring. This must be clearly indicated in the offer.</p> <p>* CSPS refers to the Canada School of Public Service. The programs are PBFT or PFL<sub>2</sub> A and B or PFL<sub>2</sub> C or CEWP.</p>	<p>The offer should include at least the following information for each of the courses managed by the pedagogical adviser:</p> <p>a) the mode, that is, group course, including the number of Learners per group, or individual course on a full-time or part-time basis;</p> <p>b) the duration (number of weeks) and the number of hours per week;</p> <p>c) the course start and end dates, i.e. from [month/year] to [month/year];</p> <p>d) the language taught;</p> <p>e) the name of the program used;* and</p> <p>f) one reference, including the name of the client organization and the name and current telephone number and/or e-mail address of a contact person who will be able to corroborate the information provided in the offer.</p> <p>*If the program is one used by a recognized Canadian post-secondary institution, the Offeror must indicate the institution's name.</p>	<p>For PRTC 2.1.1, points will be awarded as follows:</p> <p><b>2.1.1. A) Number of courses managed that meet criterion PRTC 2.1.1</b></p> <p>3 points per group full-time course, to a maximum of 30 points</p> <p>OR</p> <p>2 points per individual full-time course, to a maximum of 20 points</p> <p>OR</p> <p>1 to 3 part-time courses: 1 point Plus 1 point for every additional set of 3 part-time* courses, to a maximum of 10 points</p> <p>*A set must comprise three courses. If the number of courses is not a multiple of three, the overage may not be considered. For example, for 10 part-time courses, the Offeror will obtain 3 points.</p> <p>Points will be awarded for experience in one of the three work streams above, but <b>not</b> for a combination of experience in a number of streams.</p> <p><b>PRTC 2.1.1 B) Language training program(s) used</b></p> <p>PFL<sub>2</sub> A and B and/or PFL<sub>2</sub> C and/or CEWP:</p>

			<p>10 points</p> <p>PBFT: 5 points</p> <p>A program used by a recognized Canadian post-secondary institution: 2 points</p> <p>Any other adult language learning program: 1 point</p> <p><b>For PRTC 2.1.1 B), if the Offeror has demonstrated that it has experience with more than one training program in response to PRTC 2.1.1, points will be awarded for the program earning the highest number of points but not for a combination of programs.</b></p> <p><b>Maximum 40 points</b></p>
<p><b>OR</b></p> <p><i>If the proposed pedagogical adviser does not have the pedagogical advisory experience required in PRTC 2.1.1, the experience listed below will be taken into consideration and points awarded as follows:</i></p>			
<p><b>PRTC 2.1.2</b></p>	<p>The proposed pedagogical adviser is an experienced teacher with more than 3,600 hours of teaching, since January 2002, of language training in English and/or French as a second language for adults on a part-time* basis, using one or more of the CSPS** programs or any other language training program.</p> <p>*A part-time course is equivalent to a minimum of 3 hours per week, a maximum of 14 hours per week and a minimum of 12 consecutive weeks.</p> <p>** CSPS refers to the Canada School of Public Service. The programs are PBFT or PFL<sub>2</sub> A and B or PFL<sub>2</sub> C or CEWP.</p>	<p>The offer should include at least the following information:</p> <p>a) the number of teaching hours accumulated by the proposed pedagogical adviser since January 2002;</p> <p>b) the number of groups or Learners in individual training taught by the teacher, including the number of Learners per group;</p> <p>c) the duration of the training (number of weeks) and the number of hours of training per week for each course;</p> <p>d) the language taught;</p> <p>e) start and end dates of the teaching for each group or Learner identified in b),</p>	<p>For PRTC 2.1.2, points will be awarded as follows:</p> <p><b>PRTC 2.1.2 A) Number of hours taught to groups or Learners on a part-time basis meeting PRTC 2.1.2</b></p> <p>3,601 to 5,400 hours: 5 points  5,401 to 7,200 hours: 10 points  7,201 to 9,000 hours: 15 points  9,001 hours or more: 20 points</p> <p><b>PRTC 2.1.2 B) Language training program(s) used</b></p> <p>PFL<sub>2</sub> A and B and/or PFL<sub>2</sub> C and/or CEWP: 10 points</p>

		<p>i.e. from [month/year] to [month/year];</p> <p>f) the name of the program(s) used* for each group or Learner identified in b);</p> <p>g) one reference per group or Learner identified in b), to a maximum of three references, including the name of the client organization and the name and current telephone number and/or e-mail address of a contact person who will be able to corroborate the information provided in the offer.</p> <p>*If the program is one used by a recognized Canadian post-secondary institution, the Offeror must indicate the institution's name.</p>	<p>PBFT: 5 points</p> <p>A program used by a recognized Canadian post-secondary institution: 2 points</p> <p>Any other adult language learning program: 1 point</p> <p><b>For PRTC 2.1.2 B), if the Offeror has demonstrated that it has experience with more than one training program in response to PRTC 2.1.2, points will be awarded for the program earning the highest number of points but not for a combination of programs.</b></p> <p><b>Maximum 30 points</b></p>
<p><b>OR</b></p> <p><i>If the proposed pedagogical adviser does not have the education required in MTC 2.3, the following experience will be considered and points will be awarded as follows:</i></p>			
<p><b>PRTC 2.1.3</b></p>	<p>The proposed pedagogical adviser is an experienced teacher with more than seven (7) years of experience in teaching and/or providing supervision to at least two (2) teaching resources in language training for adults in English and/or French as a second language, using one or more CSPS* programs or any other language training program in English and/or French as a second language of work.</p> <p>For evaluation purposes only, one year of experience is equivalent to at least 1,200 hours over a maximum period of 12 consecutive months for teaching groups and/or Learners.</p>	<p>The offer should include at least the following information:</p> <p><u>Demonstrated experience in teaching:</u></p> <p>a) the number of years of experience in language training for adults;</p> <p>b) the number of hours of teaching for each year identified in a);</p> <p>c) the start and end dates of the training services delivered for each year, i.e. from [month/year] to [month/year];</p> <p>d) the language taught;</p> <p>e) the language training programs used;</p> <p>f) one reference per year of</p>	<p>For PRTC 2.1.3, points will be awarded as follows:</p> <p><b>PRTC 2.1.3 A) Number of years of experience that meet criterion PRTC 2.1.3</b></p> <p>7 to 10 years: 8 points 10 to 15 years: 13 points Over 15 years: 18 points</p> <p><b>PRTC 2.1.3 B) Language training program(s) used</b></p> <p>PFL<sub>2</sub> A and B and/or PFL<sub>2</sub> C and/or CEWP: 10 points</p> <p>PBFT: 5 points</p> <p>A program used by a recognized Canadian post-secondary institution: 2 points</p> <p>Any other adult language</p>

	<p>* CSPS refers to the Canada School of Public Service. The programs are PBFT or PFL<sub>2</sub> A and B or PFL<sub>2</sub> C or CEWP.</p>	<p>experience to a maximum of three references, including the name of the client organization and the name and current telephone number and/or e-mail address of a contact person who will be able to corroborate the information provided in the offer.</p> <p>AND/OR</p> <p><u>Demonstrated experience in providing supervision to teaching resources:</u></p> <p>a) the number of years of experience in providing supervision to teaching resources;</p> <p>b) the number of teaching resources supervised for each of the periods listed in a);</p> <p>c) the number of supervision hours for each year identified in a);</p> <p>d) the start and end dates of the training services delivered for each year, i.e. from [month/year] to [month/year];</p> <p>e) the language taught;</p> <p>f) the language training programs used;</p> <p>g) one reference per year of experience to a maximum of three references, including the name of the client organization and the name and current telephone number and/or e-mail address of a contact person who will be able to corroborate the information provided in the offer.</p>	<p>learning program: 1 point</p> <p><b>For PRTC 2.1.3 B), if the Offeror has demonstrated that it has experience with more than one training program in response to PRTC 2.1.3, points will be awarded for the program earning the highest number of points but not for a combination of programs.</b></p> <p><b>Maximum 28 points</b></p>
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## 2.2 Backup Pedagogical Adviser

The number and names of the backup pedagogical advisers evaluated shall correspond to the information provided (names and number of backup advisers proposed) in response to mandatory technical criterion (MTC) 2. No other candidates will be taken into consideration.

Each person proposed will be evaluated individually against all the criteria in PRTC 2.2.

The numerical results for the proposed individuals who have met MTC 2 will be added up and then divided by the number of those individuals, in order to obtain the average numerical ranking of the offer for PRTC 2.2.

**Maximum 40 points. Minimum 0 points.**

No.	Point-Rated Technical Criterion	Offer Preparation Instructions	Weighting (Points)
<b>PRTC 2.2.1</b>	<p>Since January 2007, the proposed pedagogical adviser has gained knowledge of and demonstrable experience in the supervision of full-time or part-time, group or individual, language training for adults in English and/or French as a second language, using one or more CSPS* programs or any other language training program in English and/or in French as a second language.</p> <p>For evaluation purposes, a full-time course is defined as a minimum of 16 consecutive weeks and a minimum of 30 hours per week. If training is for 32 consecutive weeks or more, it cannot be divided and will be considered one course.</p> <p>A part-time course is equivalent to a minimum of three 3 hours per week, a maximum of 29 hours per week and a minimum of 12 consecutive weeks.</p> <p>Part-time winter courses may be combined with those in the spring. This</p>	<p>The offer shall include at least the following information for each of the courses managed by the pedagogical adviser:</p> <p>a) mode, that is, group course, including the number of Learners per group or individual course on a full-time or part-time basis</p> <p>b) duration (number of weeks) and number of hours per week</p> <p>c) course start and end dates, i.e., from [month/year] to [month/year]</p> <p>d) language taught</p> <p>e) the name of the program used*</p> <p>f) one reference, including the name of the client organization and the name and current telephone number and/or e-mail address of a contact person who will be able to corroborate the information provided in the offer</p> <p>*If the program is one used by a recognized Canadian post-secondary institution,</p>	<p>For PRTC 2.2.1, points will be awarded as follows.</p> <p><b>2.2.1. A) Number of Courses Managed that Meet Criterion PRTC 2.2.1</b></p> <p>3 points per group full-time course, to a maximum of 30 points</p> <p>OR</p> <p>2 points per individual full-time course, to a maximum of 20 points</p> <p>OR</p> <p>1 to 3 part-time courses: 1 point Plus 1 point for every additional set of 3 part-time* courses, to a maximum of 10 points</p> <p>*A set must comprise three courses. If the number of courses is not a multiple of three, the overage will not be considered. For example, for 10 part-time courses, the Offeror will obtain 3 points.</p> <p>Points will be awarded for experience in one of the three work streams below, <b>but not</b> for a combination of experience in a number of streams.</p>

	<p>must be clearly indicated in the offer.</p> <p>*CSPS refers to the Canada School of Public Service. The programs are PBFT or PFL<sub>2</sub> A and B or PFL<sub>2</sub> C or CEWP.</p>	<p>the Offeror must indicate the institution's name.</p>	<p><b>PRTC 2.2.1 B) Language Training Program(s) Used</b></p> <p>PFL<sub>2</sub> A and B and/or PFL<sub>2</sub> C and/or CEWP: 10 points</p> <p>PBFT: 5 points</p> <p>A program used by a recognized Canadian post-secondary institution: 2 points</p> <p>Any other adult language learning program: 1 point</p> <p>For PRTC 2.2.1 B), if the Offeror has demonstrated that it has experience with more than one training program that meets PRTC 2.2.1, points will be awarded for the program earning the highest number of points but not for a combination of programs.</p> <p style="text-align: right;"><b>Maximum 40 points</b></p>
<p><b>OR</b></p> <p><i>If the proposed pedagogical adviser does not have the pedagogical advisory experience required in PRTC 2.2.1, the experience listed below will be taken into consideration and points awarded as follows.</i></p>			
<p><b>PRTC 2.2.2</b></p>	<p>The proposed pedagogical adviser is an experienced teacher, who has accumulated more than 3,600 teaching hours since January 2002 delivering part-time* adult English and/or French as a second language training, using one or more of the CSPS** programs or any other language training program.</p> <p>*A part-time course is equivalent to a minimum of 3 hours per week, a maximum of 14 hours per week and a minimum of 12 consecutive weeks.</p> <p>**CSPS refers to the Canada School of Public Service. The programs are</p>	<p>The offer shall include at least the following information:</p> <p>a) number of teaching hours accumulated by the proposed pedagogical adviser since January 2002</p> <p>b) number of groups or Learners taught by the teacher, including the number of Learners per group</p> <p>c) duration of the training (number of weeks) and number of hours of training per week for each course</p> <p>d) language taught</p> <p>e) start and end dates of the</p>	<p>For PRTC 2.2.2, points will be awarded as follows.</p> <p><b>PRTC 2.2.2 A) Number of Hours Taught to Groups or Learners on a Part-Time Basis Meeting PRTC 2.2.2</b></p> <p>3,601 to 5,400 hours: 5 points  5,401 to 7,200 hours: 10 points  7,201 to 9,000 hours: 15 points  9,001 hours or more: 20 points</p> <p><b>PRTC 2.2.2 B) Language Training Program(s) Used</b></p> <p>PFL<sub>2</sub> A and B and/or PFL<sub>2</sub> C and/or CEWP: 10 points</p> <p>PBFT: 5 points</p> <p>A program used by a recognized Canadian</p>

	<p>PBFT or PFL<sub>2</sub> A and B or PFL<sub>2</sub> C or CEWP.</p>	<p>teaching for each group or Learner identified in b), i.e. from [month/year] to [month/year]</p> <p>f) name of the program(s) used* for each group or Learner identified in b)</p> <p>g) one reference per group or Learner identified in b), to a maximum of three references, including the name of the client organization and the name and current telephone number and/or e-mail address of a contact person who will be able to corroborate the information provided in the offer</p> <p>*If the program is one used by a recognized Canadian post-secondary institution, the Offeror must indicate the institution's name.</p>	<p>post-secondary institution: 2 points</p> <p>Any other adult teaching program: 1 point</p> <p>For PRTC 2.2.2 B), if the Offeror has demonstrated that it has experience with more than one training program in response to PRTC 2.2.2, points will be awarded for the program earning the highest number of points but not for a combination of programs.</p> <p style="text-align: right;"><b>Maximum 30 points</b></p>
<p><b>OR</b>  <i>If the proposed pedagogical adviser does not have the education required in MTC 2.3, the experience listed below will be taken into consideration and points awarded as follows.</i></p>			
<p><b>PRTC 2.2.3</b></p>	<p>The proposed pedagogical adviser is an experienced teacher with more than 7 years of experience in teaching and/or providing supervision to at least two (2) teaching resources in language training for adults in English and/or French as a second language, using one or more CSPS* programs or any other language training program in English and/or French as a second language of work.</p> <p>For evaluation purposes only, one year of experience is equivalent to at least 1,200 hours over a maximum period of 12 consecutive months for teaching groups and/or</p>	<p>The offer shall include at least the following information.</p> <p><u>Demonstrated experience in teaching</u></p> <p>a) number of years of experience in language training for adults</p> <p>b) number of teaching hours for each year identified in a)</p> <p>c) start and end dates of the training services delivered for each year, i.e. from [month/year] to [month/year]</p> <p>d) language taught</p> <p>e) language training programs used</p> <p>f) one reference per year of</p>	<p>For PRTC 2.2.3, points will be awarded as follows.</p> <p><b>PRTC 2.2.3 A) Number of Years of Experience That Meet PRTC 2.2.3</b></p> <p>7 to 10 years: 8 points  10 to 15 years: 13 points  More than 15 years: 18 points</p> <p><b>PRTC 2.1.3 B) Language Training Program(s) Used</b></p> <p>PFL<sub>2</sub> A and B and/or PFL<sub>2</sub> C and/or CEWP: 10 points</p> <p>PBFT: 5 points</p> <p>A program used by a recognized Canadian post-secondary institution: 2 points</p>

	<p>Learners.</p> <p>*CSPS refers to the Canada School of Public Service. The programs are PBFT or PFL<sub>2</sub> A and B or PFL<sub>2</sub> C or CEWP.</p>	<p>experience, to a maximum of three references, including the name of the client organization and the name and current telephone number and/or e-mail address of a contact person who will be able to corroborate the information provided in the offer</p> <p>AND/OR</p> <p><u>Demonstrated experience in providing supervision to teaching resources</u></p> <p>a) number of years of experience in providing supervision to teaching resources</p> <p>b) number of teaching resources supervised for each of the periods listed in a)</p> <p>c) number of supervision hours for each year identified in a)</p> <p>d) start and end dates of the training services delivered for each year, i.e. from [month/year] to [month/year]</p> <p>e) language taught</p> <p>e) language training programs used</p> <p>f) one reference per year of experience, to a maximum of three references, including the name of the client organization and the name and current telephone number and/or e-mail address of a contact person who will be able to corroborate the information provided in the offer</p>	<p>Any other adult teaching program: 1 point</p> <p><b>For PRTC 2.2.3 B), if the Offeror has demonstrated that it has experience with more than one (1) training program in response to PRTC 2.2.3, points will be awarded for the program earning the highest number of points but not for a combination of programs.</b></p> <p><b>Maximum 28 points</b></p>
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**PRTC 3 Offeror's Facilities**

For PRTC 3.1, 3.2 and 3.3, if the Offeror has submitted more than one facility in response to MTC 1, each of its facilities will be awarded points only if it contains, as a minimum, the number of classrooms determined as follows:

$80 \div \text{number of facilities} = \text{percentage of classrooms that must be in a facility for it to be considered.}$

If the percentage obtained is not a whole number, it will be rounded down to the next whole number (for example, if the percentage is 33.76%, the percentage used will be 33%).

If the number of classrooms obtained is not a whole number, it will be rounded down to the next whole number (for example, if the number is 2.6, the facility will have to contain a minimum of two [2] classrooms).

For example, if an Offeror has a total capacity of 15 classrooms in three (3) different facilities, in order to be able to obtain points, each facility will have to have a minimum of 26% ( $80 \div 3 = 26.67$ ) of the total classrooms, or three (3) classrooms ( $15 \times 26\% = 3.9$ ).

Even if a facility does not contain a sufficient number of classrooms to obtain points, the facility will be counted in the total number of the Offeror's facilities.

Facilities outside the predefined area will not be evaluated.

**Maximum 25 points. Minimum 0 points.**

<p><b>PRTC 3.1</b></p>	<p>The facility or facilities proposed by the Offeror are served by a parking lot, which is located no more than 0.50 km from the proposed facility and where there is a charge / no charge for parking.</p> <p>The parking lot(s) must not have a waiting list, and if a parking permit is required, it must be able to be obtained within a month of prior to the start of the training.</p> <p>For evaluation purposes, parking in the street will not be considered as an acceptable parking lot.</p>	<p>The offer shall include at least the following information:</p> <p>a) the address of the parking lot(s) identified</p> <p>b) the distance(s) between the parking lot(s) and the proposed facilities</p> <p>c) whether there is a charge for parking</p> <p>d) for parking lots requiring a permit, whether the permit can be obtained within a month of the start of the training</p>	<p>For PRTC 3.1, points will be awarded as follows:</p> <p>Free parking: 10 points Paid parking: 5 points</p> <p>If the Offeror has more than one facility, each of the facilities will be evaluated, and the sum of the points obtained will be divided by the number of facilities.</p> <p><b>Maximum 10 points</b></p>
<p><b>PRTC 3.2</b></p>	<p>The facility or facilities proposed by the Offeror are no more than 0.50 km from a public transit stop.</p>	<p>The offer shall include at least the following information:</p> <p>- the distance from the public transit stop nearest to the</p>	<p>For PRTC 3.2, points will be awarded as follows:</p> <p>5 points per facility that meets the criterion</p>

		proposed facilities.	<p>If the Offeror has more than one facility, each of the facilities will be evaluated, and the sum of the points obtained will be divided by the number of facilities.</p> <p><b>Maximum 5 points</b></p>
<b>PRTC 3.3</b>	<p>The facility or facilities proposed by the Offeror are equipped with additional amenities or offer specific services</p> <ul style="list-style-type: none"> <li>- access for persons with limited mobility (access to the building, elevator, washrooms, etc.);</li> <li>- a meal area outside the classrooms.</li> </ul>	<p>The offer must include the following information for each facility:</p> <ul style="list-style-type: none"> <li>a) a description of the access for persons with limited mobility offered;</li> <li>b) a description of the meal area; and</li> <li>c) address of the facilities</li> </ul>	<p>For PRTC 3.3, points will be awarded as follows:</p> <p>Provides access for persons with limited mobility: 5 points</p> <p>Provides Learners with access to a meal area outside the classrooms: 5 points</p> <p>If the Offeror has more than one facility, each of the facilities will be evaluated, and the sum of the points obtained will be divided by the number of facilities.</p> <p><b>Maximum 10 points</b></p>

## PART 5 – CERTIFICATIONS

Offerors must provide the required certifications in order to be issued a Standing Offer. Canada will declare an offer non-responsive if the required certifications are not completed and submitted as requested.

Compliance with the certifications Offerors provide to Canada is subject to verification by Canada during the offer evaluation period (before issuance of a Standing Offer) and after issuance of a Standing Offer. The Standing Offer Authority will have the right to ask for additional information to verify Offerors' compliance with the certifications before issuance of a Standing Offer. The offer will be declared non-responsive if any certification made by the Offeror is untrue, whether made knowingly or unknowingly. Failure to comply with certifications or with the Standing Offer Authority's request for additional information will also render the offer non-responsive.

### 1. Code of Conduct Certifications - Certifications Precedent to Issuance of a Standing Offer (Exception Universities, Colleges and Public Schools)

- 1.1 Offerors should provide, with their offer or promptly thereafter, a complete list of names of all individuals who are currently directors of the Offeror. If such a list has not been received by the time the evaluation of offers is completed, the Standing Offer Authority will inform the Offeror of a time frame within which to provide the information. Offerors must submit the list of directors before issuance of a standing offer, failure to provide such a list within the required time frame will render the offer non-responsive.

The Standing Offer Authority may, at any time, request that an Offeror provide properly completed and Signed Consent Forms ([Consent to a Criminal Record Verification form - PWGSC-TPSGC 229](http://www.tpsgc-pwgsc.gc.ca/app-acq/forms/formulaire-forms-eng.html)) (<http://www.tpsgc-pwgsc.gc.ca/app-acq/forms/formulaire-forms-eng.html>) for any or all individuals named in the aforementioned list within a specified delay. Failure to provide such Consent Forms within the delay will result in the offer being declared non-responsive.

### 2. Certifications Precedent to Issuance of a Standing Offer

The certifications listed below should be completed and submitted with the offer but may be submitted afterwards. If any of these required certifications is not completed and submitted as requested, the Standing Offer Authority will so inform the Offeror and provide the Offeror with a time frame within which to meet the requirement(s). Failure to comply with the request of the Standing Offer Authority and meet the requirements within that time period will render the offer non-responsive.

#### 2.1.1 Federal Contractors Program – Certification

- 2.1.1.1 The Federal Contractors Program (FCP) requires that some suppliers, including a supplier who is a member of a joint venture, bidding for federal government contracts valued at \$200,000 or more (including all applicable taxes) make a formal commitment to implement an employment equity program. This is a condition precedent to the issuance of a Standing Offer. If the Offeror, or in the case where the Offeror is a joint venture, any member of the joint venture, is subject to the FCP, evidence of its commitment must be provided before the issuance of a Standing Offer.

Offerors who have been declared ineligible contractors by Human Resources and Social Development Canada (HRSDC) are no longer eligible to receive government contracts over the threshold for solicitation of bids as set out in the Government Contracts

Regulations. Offerors may be declared ineligible contractors either as a result of a finding of non-compliance by HRSDC or following their voluntary withdrawal from the FCP for a reason other than the reduction of their workforce to fewer than 100 employees. Any offers from ineligible contractors, including an offer from a joint venture that has a member who is an ineligible contractor, will be declared non-responsive.

- 2.1.1.2. If the Offeror does not fall under the exceptions enumerated below in 3a) or b), or does not have a valid certificate number confirming its adherence to the FCP, the Offeror must fax (819-953-8768) a copy of the signed form LAB 1168, Certificate of Commitment to Implement Employment Equity, to the Labour Branch of HRSDC.
- 2.1.1.3. The Offeror, or, if the Offeror is a joint venture, the member of the joint venture, certifies its status with the FCP as follows:

The Offeror or the member of the joint venture

- a) ( ) is not subject to the FCP, having a workforce of fewer than 100 full-time or part-time permanent employees and/or temporary employees having worked 12 weeks or more in Canada;
- b) ( ) is not subject to the FCP, being a regulated employer under the *Employment Equity Act*, S.C. 1995, c. 44;
- c) ( ) is subject to the requirements of the FCP, having a workforce of 100 or more full-time or part-time permanent employees and/or temporary employees having worked 12 weeks or more in Canada, but has not previously obtained a certificate number from HRSDC, having not bid on contracts of \$200,000 or more, in which case, a duly signed certificate of commitment is attached;
- d) ( ) is subject to the FCP and has a certificate number (i.e. it has not been declared an ineligible contractor by HRSDC).

Further information on the FCP is available on the HRSDC Web site.

## 2.1.2 Former Public Servant Certification

Contracts awarded to former public servants (FPS) in receipt of a pension or of a lump sum payment must bear the closest public scrutiny and reflect fairness in the spending of public funds. In order to comply with Treasury Board policies and directives on contracts with FPS, Offerors must provide the required information below.

### Definitions

For the purposes of this clause:

“Former public servant” is any former member of a department as defined in the *Financial Administration Act*, R.S., 1985, c. F-11, a former member of the Canadian Armed Forces or a former member of the Royal Canadian Mounted Police. A former public servant may be

- a) an individual;
- b) an individual who has incorporated;
- c) a partnership made up of former public servants; or

- d) a sole proprietorship or entity where the affected individual has a controlling or major interest in the entity.

“Lump sum payment period” means the period measured in weeks of salary, for which payment has been made to facilitate the transition to retirement or to other employment as a result of the implementation of various programs intended to reduce the size of the public service. The lump sum payment period does not include the period of severance pay, which is measured in a similar manner.

“Pension” means, in the context of the fee abatement formula, a pension or annual allowance paid under the *Public Service Superannuation Act* (PSSA), R.S., 1985, c. P-36, and any increases paid pursuant to the *Supplementary Retirement Benefits Act*, R.S., 1985, c. S-24, as it affects the PSSA. It does not include pensions payable pursuant to the *Canadian Forces Superannuation Act*, R.S., 1985, c. C-17, the *Defence Services Pension Continuation Act*, 1970, c. D-3, the *Royal Canadian Mounted Police Pension Continuation Act*, 1970, c. R-10, the *Royal Canadian Mounted Police Superannuation Act*, R.S., 1985, c. R-11, the *Members of Parliament Retiring Allowances Act*, R.S. 1985, c. M-5, and that portion of pension payable to the *Canada Pension Plan Act*, R.S., 1985, c. C-8.

#### **Former Public Servant in Receipt of a Pension**

Is the Offeror an FPS in receipt of a pension as defined above? **YES** ( )      **NO** ( )

If so, the Offeror must provide the following information:

- a) name of the former public servant
- b) date of termination of employment or retirement from the Public Service

#### **Work Force Reduction Program**

Is the Offeror an FPS who received a lump sum payment pursuant to the terms of a work force reduction program? **YES** ( )      **NO** ( )

If so, the Offeror must provide the following information:

- a) name of the former public servant
- b) conditions of the lump sum payment incentive
- c) date of termination of employment
- d) amount of the lump sum payment
- e) rate of pay on which the lump sum payment is based
- f) lump sum payment period, including the start date, the end date and the number of weeks
- g) number and amount (professional fees) of other contracts subject to the restrictions of a work force reduction program

For all contracts awarded during the lump sum payment period, the total amount of fees that may be paid to an FPS who received a lump sum payment is \$5,000, including the Goods and Services Tax or Harmonized Sales Tax.

#### **Certification**

By submitting an offer, the Offeror certifies that the information it has submitted in response to the above requirements is accurate and complete.

### **2.1.3 Status and Availability of Resources**

The Offeror certifies that, should it be issued a Standing Offer as a result of the Request for Standing Offer, every individual proposed in its offer will be available to perform the Work resulting from a Call-up against the Standing Offer, as required by Canada's representatives, at the time specified in the Call-up or agreed to with Canada's representatives. If for reasons beyond its control, the Offeror is unable to provide the services of an individual named in its offer, the Offeror may propose a substitute with similar qualifications and experience.

The Offeror must advise the Technical Authority and the Standing Offer Authority in writing of the reason for the substitution and provide the name, education and experience of the proposed replacement as well supporting documents, if necessary, as per clause 10 of Section II of Annex A – Statement of Work. For the purposes of this clause, only the following reasons will be considered as beyond the control of the Offeror: death, sickness, maternity and parental leave, retirement, resignation, dismissal for cause or termination of an agreement for default.

If the Offeror has proposed any individual who is not an employee of the Offeror, the Offeror certifies that it has the permission from that individual to propose his or her services in relation to the Work to be performed and to submit his or her résumé to Canada.

The Offeror must, upon request from the Standing Offer Authority, provide a written confirmation, signed by the individual, of the permission given to the Offeror and of his or her availability.

### **2.1.4 Access to Facilities and Equipment (for Services Offered at a Federal Institution Only)**

**B9028C** – Access to Facilities and Equipment (2007-05-25)

### **2.1.5 Education and Experience**

**M3021T** – Education and Experience (2012-07-16)

## PART 6 – SECURITY AND FINANCIAL REQUIREMENTS

1. **Security Requirements (For Work Streams Where Language Training is Delivered on the Federal Institution’s Premises Only)**
  - 1.1 Before issuance of a Standing Offer, the following conditions must be met:
    - a) The Offeror must hold a valid organization security clearance, as indicated in Part 7A – Standing Offer.
    - b) The individuals proposed by the Offeror who require access to sensitive work sites or to classified or protected information or assets must have a security clearance, as indicated in Part 7A – Standing Offer.
    - c) The Offeror must provide the names of all individuals who will require access to sensitive work sites or classified or protected information or assets.
  - 1.2 Offerors are reminded to obtain the required security clearance promptly. Any delay in the issuance of a Standing Offer to allow the successful Offeror to obtain the required clearance will be at the discretion of the Standing Offer Authority.
  - 1.3 For additional information on security requirements, bidders shall consult the Security Requirements for PWGSC Bid Solicitations – Instructions for Bidders document on the Departmental Standard Procurement Documents Web site (<http://www.tpsgc-pwgsc.gc.ca/app-acq/lc-pl/lc-pl-eng.html#a31>).

## 2. Financial Capability

SACC Manual clause M9033T (2011-05-16), Financial Capability

## PART 7 – STANDING OFFER AND RESULTING CONTRACT CLAUSES

### A. STANDING OFFER

#### 1. Offer

- 1.1 The Offeror offers to fulfil the requirement in accordance with Annex A – Statement of Work for the work stream (to be completed upon the issuance of Standing Offers).
- 1.2 In addition to the area predefined in clause 10.0, Learner Training Location, of Annex A – Statement of Work, the Offeror is able to offer, based on its availability and capacity, language training services on NCR premises located at (*to be determined upon issuance of the Standing Offers*), in accordance with Annex B – Basis of Payment.

#### 2. Security Requirements (For Work Streams Where Language Training is Delivered on the Federal Institution's Premises Only)

1. The Contractor/Offeror must, at all times during the performance of the contract / Standing Offer, hold a valid Designated Organization Screening (DOS), issued by the Canadian Industrial Security Directorate (CISD), Public Works and Government Services Canada (PWGSC).
2. Contractor/Offeror personnel requiring access to sensitive work sites must EACH have valid **RELIABILITY** status, granted or approved by PWGSC's CISD.
3. Subcontracts containing security requirements are NOT to be awarded without the prior written permission of PWGSC's CISD.
4. The Contractor/Offeror must comply with the provisions of
  - a) the Security Requirements Check List and security guide (if applicable), attached at Annex C; and
  - b) the Industrial Security Manual (latest edition).

#### 3. Standard Clauses and Conditions

All clauses and conditions identified in the Standing Offer and resulting contract(s) by number, date and title are set out in the Standard Acquisition Clauses and Conditions Manual (<https://buyandsell.gc.ca/policy-and-guidelines/standard-acquisition-clauses-and-conditions-manual>) issued by Public Works and Government Services Canada.

##### 3.1 General Conditions

2005 (2012-07-16) General Conditions – Standing Offers – Goods or Services apply to and form part of the SO.

The text under Subsection 4 of Section 11 - Code of Conduct and Certifications - Standing Offer of *General Conditions 2005* referenced above is replaced by:

During the entire period of the Standing Offer and any call-ups made against the Standing Offer, the Offeror must diligently update, by written notice to the Standing Offer Authority, the list of

names of all individuals who are directors of the Offeror whenever there is a change. As well, whenever requested by Canada, the Offeror must provide the corresponding Consent Forms.

### **3.2 Standing Offer Reporting**

a) The Offeror must compile and maintain records on its provision of goods, services or both to the federal government under contracts resulting from the Standing Offer. This data must include all purchases paid for with a Government of Canada Acquisition Card.

b) The Offeror must provide this data in accordance with the reporting requirements detailed in Annex "D". If some data is not available, the reason must be indicated. If no goods or services are provided during a given period, the Offeror must still provide a "nil" report.

c) The data must be submitted on a quarterly basis to the Standing Offer Authority.

d) The quarterly reporting periods are defined as follows:

1<sup>st</sup> quarter: April 1 to June 30

2<sup>nd</sup> quarter: July 1 to September 30

3<sup>rd</sup> quarter: October 1 to December 31

4<sup>th</sup> quarter: January 1 to March 31.

The data must be submitted to the Standing Offer Authority no later than 15 calendar days after the end of the reporting period.

e) No later than fifteen (15) calendar days after the end of the quarterly period, electronic reports must be completed and emailed to the Standing Offer Authority at : [AchatsFormationLinguistique-LanguageTrainingProcurement@tpsgc-pwgsc.gc.ca](mailto:AchatsFormationLinguistique-LanguageTrainingProcurement@tpsgc-pwgsc.gc.ca) with the following subject line: SO–Offeror's name — LTS Quarterly Usage Report–quarter #/year.

## **4. Term of Standing Offer**

### **4.1 Period of the Standing Offer**

The period for making call-ups against the Standing Offer is from \_\_\_\_\_ to \_\_\_\_\_ (the exact dates will be completed upon the issuance of Standing Offers).

### **4.2 Extension of Standing Offers**

If the Standing Offers is authorized for use beyond the initial period, the Offeror agrees to extend its offer for two (2) additional one-year periods, under the same conditions and at the rates specified in the Standing Offers or at the rates calculated in accordance with the formula specified in the SO.

The Offeror will be advised of the Standing Offer Authority's decision to authorize the use of the Standing Offers for an extended period thirty (30) days before the expiry date of the SO. A revision to the Standing Offers will be issued by the Standing Offer Authority.

## **5. Authorities**

### **5.1 Standing Offer Authority**

The Standing Offer Authority is:

Name: Christine Bélair  
Title: Acting Team Leader  
Public Works and Government Services Canada  
Acquisitions Branch  
Professional Services Procurement Directorate  
Linguistic Services Division  
Floor 10C1, station 6  
Place du Portage, Phase III  
11 Laurier Street  
Gatineau, QC K1A 0S5  
Tel: 819-956-7018  
Fax: 819-956-2675  
E-mail: christine.belair@pwgsc-tpgsc.gc.ca

The Standing Offer Authority is responsible for the establishment of the Standing Offers, its administration and its revision, if applicable. As the Standing Offer Authority, he or she is responsible for any contractual issues relating to Call-ups made against the Standing Offers by any Identified User.

## **5.2 Project Authority (PA)**

The Standing Offers Project Authority is identified in the Call-up against the Standing Offers.

The Project Authority represents the department or agency for which the Work in the Call-up against the Standing Offers is to be performed.

## **5.3 Technical Authority (TA)**

The Technical Authority for the Standing Offers is:

*To be indicated upon issuance of the Standing Offers.*

The Technical Authority or its delegated representative is responsible for all matters relating to the technical content of the Standing Offers and for the Work indicated in the Call-up, including the Offeror's performance throughout the Standing Offers period. Technical matters may be discussed with the Technical Authority; however, the Technical Authority cannot authorize changes to the Statement of Work.

## **5.4 Offeror's Representative**

The Offeror has identified the following persons as being responsible for administrative matters relating to this Standing Offers and any call-ups. The Offeror confirms that these individuals have the authority to represent him or her. The Offeror is responsible for ensuring the accuracy of the Offeror's Representative's contact information and for informing the Standing Offer Authority of any changes.

Contact person:  
Name of Offeror:  
Address:  
Telephone:  
Fax:  
E-mail:

(The name of the Offeror and the names and contact information of the Offeror's representatives will be added to the established SO.)

At any time, the Offeror's Representative may delegate another individual to represent the Offeror for administrative and technical purposes under any contract resulting from this SO.

## **6. Identified Users (IU)**

The Identified Users authorized to make Call-ups against the Standing Offer include any government department, agency or Crown corporation listed in Schedules I, I.1, II and III of the *Financial Administration Act*, R.S., 1985, c. F-11.

At any time, Canada reserves the right to withdraw any Identified User's authority to use the SO.

## **7. Call-up Procedures**

### **7.1 Identification of Offeror**

For the purposes of this SO, only the Standing Offer Authority is authorized to designate the Offeror that will provide the services. The Offeror's designation will be based on the following call-up procedures:

For work streams 9A, B, C and D, in cases where language training is delivered on the federal institution's premises, the Identified User will have two choices: to use the standing offers for the work stream 9A or to use the standing offers ( for the region where its premises is located (9B, 9C or 9D).

### **Standing Offer Issued to a Single Offeror for a Specific Work Stream**

For full-time individual training:

#### **7.1.1 Allocation of Work**

The IU's Project Authority will authorize the Offeror identified in the Standing Offers to initiate the Work by means of the form referred to below in clause 8.0, Call-up Instrument, duly authorized and signed by the IU, and will provide it with a description of the Work to be performed. The description will include the following:

- name of the learner or names of learners, if there are more than one
- target level: A, B or C
- target language
- learning pace
- start lesson recommended in the learning plan
- start and end dates of the training
- number of training hours required for individual training
- accommodations required, if applicable
- address and room where the training will be held if the services are provided at the federal institution's facilities
- vacation days of the Learner or Learners, if there are more than one
- total billable amount, in compliance with the Basis of Payment

- 7.2** The Offeror must provide the Project Authority with written confirmation within two (2) business days of receiving the Call-up, including
- the address and room where the training will be held if the services are provided at the Offeror's facilities; and
  - confirmation of the training start date.
- 7.3** The total financial limitation of the Call-up for the required Work will be determined in compliance with Annex B – Basis of Payment and clause 9, Limitation of Call-ups.
- 7.1.4** Should the Offeror prove to be incapable of performing the Work because of a lack of capacity, as described in its offer in response to MTC 1 (Offeror's Capacity) of the Request for Standing Offers, the Offeror must notify the Project Authority in writing within one (1) business day of receiving the description of the Work to be done. If the Offeror is unable to perform the Work requested, Canada reserves the right to procure the Work by other means.

#### For Part-Time Individual Training

##### **7.1.1**            **Allocation of Work**

The IU's Project Authority will authorize the Offeror identified in the Standing Offers to initiate the Work by means of the form referred to below in clause 8.0, Call-up Instrument, duly authorized and signed by the IU, and will provide it with a description of the Work to be performed. The description will include the following:

- name of the Learner or number of Learners, if there are more than one
- level to target or maintain: A, B or C
- target language
- learning level (beginner, intermediate or advanced)
- start and end dates of the training
- requested day(s) of the week and number of hours for delivery of training
- accommodations required, if applicable
- address and room where the training will be held if the services are provided at the federal institution's facilities
- total billable amount, in compliance with the Basis of Payment

- 7.1.2** The Offeror shall provide the Project Authority with written confirmation within 2 business days of receiving the Call-up, including

- the address and room where the training will be held if the services are provided at the Offeror's facilities; and
- confirmation of available dates, day(s) and time(s) for the delivery of services.

- 7.1.3** The total financial limitation of the Call-up for the required Work will be determined in compliance with Annex B – Basis of Payment and clause 9, Limitation of Call-ups.

- 7.1.4)** Should the Offeror prove to be incapable of performing the Work because of a lack of capacity, as described in its offer in response to MTC 1 (Offeror's Capacity) of the Request for Standing Offers, the Offeror must notify the Project Authority in writing within one (1) business day of receiving the description of the Work to be done. If the Offeror is unable to perform the Work requested, Canada reserves the right to procure the Work by other means.

## **Standing Offer Issued to More Than One Offeror for a Specific Work Stream**

For the purposes of this Standing Offer, only the Standing Offer Authority is authorized to designate the Offeror that will provide the services. The Offeror's designation will be based on the following call-up procedures.

### **For Full-Time Individual Training**

#### **7.1.1 Allocation of Work**

Work will be allocated to the Offeror in accordance with the procedures outlined below and using the instrument described below in clause 8.0. Call-ups against this Standing Offer will be processed as follows.

**7.1.2** The ranking order established in clause 7.3 below will be used to determine the rank of each Offeror. Call-ups will be issued to Offerors on a rotational basis according to their rank, established pursuant to clause 7.3, starting with the first-ranked Offeror, continuing with the second-ranked Offeror and so on, until all Offerors have been issued a Call-up. Canada will then repeat the process, starting with the first-ranked Offeror and so on.

**7.1.3** The Identified User's Project Authority will authorize the Offeror identified by the Standing Offer Authority to initiate the Work by means of the form referred to below in clause 8.0, Call-up Instrument, duly authorized and signed by the Identified User, and will provide it with a description of the Work to complete. This description includes the following:

- name of the Learner or names of the Learners, if there are more than one
- target level: A, B or C
- target language
- learning pace
- first lesson recommended in the learning plan
- beginning and end dates of the training
- number of training hours required for individual training
- accommodations required, if applicable
- vacation days of the learner or learners, if there are more than one
- address and room where the training will be held if the services are provided at the federal institution's facilities
- total billable amount, in compliance with the Basis of Payment

**7.1.4** The Offeror must provide the Project Authority with written confirmation within two (2) business days of receiving the description of the Work, including

- the address and room where the training will be held if the services are provided at the Offeror's facilities; and
- confirmation of the training start date.

**7.1.5** The total financial limitation of the Call-up for the required Work will be determined in compliance with Annex B – Basis of Payment and clause 9, Limitation of Call-ups.

**7.1.6** Should the Offeror prove to be incapable of performing the Work because of a lack of capacity, as described in its offer in response to MTC 1 (Offeror's Capacity) of the Request for Standing Offers, the Offeror must notify the Project Authority in writing within one (1) business day of receiving the description of the Work to be done. Call-ups will be

forwarded to the first-ranked supplier in accordance with the ranking order established below in clause 7.3 until its capacity is reached, and so on, following the predetermined ranking identified in clause 7.3

- 7.1.7** No Call-up against an Standing Offers is to be accepted by the Offeror if the capacity described to meet MTC 1 (Offeror's Capacity) of this Request for Standing Offers has been reached or exceeded during any of the twelve-month periods defined by this Standing Offers.

#### For Part-Time Individual Training

##### **7.1.1 Allocation of Work**

Work will be allocated to the Offeror in accordance with the procedures outlined below and using the instrument described below in clause 8.0. Call-ups against this Standing Offer will be processed as follows.

- 7.1.2** The ranking order established in clause 7.3 below will be used to determine the rank of each Offeror. Call-ups will be issued to Offerors on a rotational basis according to their ranking, established pursuant to clause 7.3, starting with the first-ranked Offeror, continuing with the second-ranked Offeror and so on, until all Offerors have been issued a Call-up. Canada will then repeat the process, starting with the first-ranked Offeror and so on.

- 7.1.3** The Identified User's Project Authority will authorize the Offeror identified by the Standing Offer Authority to initiate the Work by means of the form referred to below in clause 8.0, Call-up Instrument, duly authorized and signed by the Identified User, and will provide it with a description of the Work to complete. This description includes the following:

- name of the Learner or names of the Learners, if there are more than one
- level to target or maintain: A, B or C
- target language
- learning level (beginner, intermediate or advanced)
- rstart and end dates of the training
- requested day(s) of the week and number of hours for delivery of training
- accommodations required, if applicable
- address and room where the training will be held if the services are provided at the federal institution's facilities
- total billable amount, in compliance with the Basis of Payment

- 7.1.4** The Offeror must provide the Identified User's Project Authority with written confirmation within two (2) business days of receiving the description of the Work, including:

- the address and room where the training session will be held if the services are provided at the Offeror's facilities;
- confirmation of available dates, day(s) and time(s) for the delivery of services.

- 7.1.5** The total financial limitation of the Call-up for the required Work will be determined in compliance with Annex B – Basis of Payment and clause 9, Limitation of Call-ups.

- 7.1.6** Should the Offeror prove to be incapable of performing the Work because of a lack of capacity, as described in its offer in response to MTC 1 (Offeror's Capacity) of the

Request for Standing Offers, the Offeror must notify the Project Authority in writing within one (1) business day of receiving the description of the Work to be done. Call-ups will be forwarded to the first-ranked supplier in accordance with the ranking order established below in clause 7.3 until its capacity is reached, and so on, following the predetermined ranking identified in clause 7.3.

**7.1.7** No Call-up against an Standing Offers is to be accepted by the Offeror if the capacity described to meet MTC 1 (Offeror's Capacity) of this Request for Standing Offers has been reached or exceeded during any of the twelve-month periods defined by this Standing Offers.

**All work streams for which more than one Standing Offer is issued to more than one Offeror**

The supplier must advise the Standing Offer Authority when capacity is reached and provide a list of unprocessed registrations. Call-ups will be forwarded to the first-ranked supplier in accordance with the ranking order established below in clause 7.3 until its capacity is reached, and so on, following the predetermined ranking identified in clause 7.3.

**7.2 Requirements Under \$25,000 (For Full-Time Individual Training Only)**

For requirements up to \$25,000, the Identified User's Project Authority will have two choices: it can select an Offeror in accordance with the work allocation methods described above in clause 7.1.1 or it can issue a Call-up to any of the Offerors listed under an Standing Offers (regardless of their ranking) upon the approval of the Standing Offer Authority, providing reasons for the exception to allocation of Work on a rotational basis. The second option (free choice) will be authorized by the Standing Offer Authority only once per Learner per period of 12 consecutive months.

**7.3 Order of Ranking**

**Applicable if more than one Standing Offer is issued for the same work stream.**

(To be completed upon the issuance of Standing Offers.)

\_\_\_ (number will be entered when the Standing Offers are issued) Standing Offers pursuant to PWGSC Request for Standing Offers number EN578-093429/E have been issued. The order of ranking of offerors is as follows (the number of Standing Offers varies depending on the work stream for which the offer was submitted; please refer to clause 2 in Part I of Request for Standing Offers number EN578-093429/E for more information).

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**The order of ranking is used to issue Call-ups as per the Call-up procedures described in clause 7.**

**If a single Standing Offer is issued for a work stream, this clause does not apply.**

**8. Call-up Instrument**

The Work will be authorized or confirmed by the IU(s) using form PWGSC-TPSGC 942, Call-up Against a Standing Offer, or other electronic document provided entitled "Call-up Against a Standing Offer."

The Call-up shall include:

- i. the tombstone (i.e. basics financial) information in the fields of the Call-up form;
- ii. information about the training courses and/or services to be delivered indicated in this Standing Offer, including the number of groups or individuals (depending on the case), the number of Learners per group, if applicable, the start and end dates of the training, the location of the training and the language training required;
- iii. the training schedule (hours) and training days (for part-time only);
- iv. the total number of hours of training required per group or per person (depending on the case);
- v. the firm all-inclusive hourly rate in Annex "B" of the Standing Offer;
- vi. the total value of the Call-up; and
- vii. the authorized signature(s) of the IU's Project Authority.

## **9. Limitation of Call-ups**

Individual call-ups against the Standing Offer must not exceed \$400,000.00 (goods and services tax or harmonized sales tax included, if applicable).

## **10. Priority of Documents**

If there is a discrepancy between the wording of any documents that appear on the list, the wording of the document that first appears on the list has priority over the wording of any document that subsequently appears on the list.

- a) the Call up against the Standing Offer, including any annexes;
- b) the clauses of the Standing Offer;
- c) the General Conditions 2005 (2012-07-16), General Conditions - Standing Offers - Goods or Services;
- d) the General Conditions 2035 (2012-07-16), General Conditions - Higher Complexity - Services;
- e) Annex A - Statement of Work;
- f) Annex B - Basis of Payment;
- g) Annex C - Security Requirements Checklist;
- h) Annex D – Quaterly Report Standing Offer Volume;
- i) the Offeror's offer dated \_\_\_\_\_ as clarified on \_\_\_\_\_.

## **11. Certifications**

### **11.1 Compliance**

Compliance with the certifications provided by the Offeror is a condition of authorization of the Standing Offer and subject to verification by Canada during the term of the Standing Offer and of any resulting contract that would continue beyond the period of the Standing Offer. In the event that the Offeror does not comply with any certification or it is determined that any certification made by the Offeror in its offer is untrue, whether made knowingly or unknowingly, Canada has the right to terminate any resulting contract for default and set aside the Standing Offer.

## 11.2 SACC Manual Clauses

### M3020C Status and Availability of Resources (2010-01-11)

## 12. Applicable Laws

The Standing Offer and any contract resulting from the Standing Offer must be interpreted and governed, and the relations between the parties determined, by the laws in force in (to be completed upon the issuance of Standing Offers).

## 13. Cancellation and Postponement of Training prior to commencement of Training

13.1 Under clause 13.4 of this document, and without limiting the generality of the other terms and conditions of the Standing Offer, Canada may at any time before the start date of the training contemplated in a Call-up issued in accordance with clause 7 (Call-up Procedures) cancel or postpone, in whole or in part, the training contemplated in the Call-up by notifying the Offeror in writing. The cancellation or postponement may apply to one or more group sessions and/or one or more individuals.

13.2 Notice sent ten (10) or more business days before the start of the training:  
The Government of Canada shall not be liable to the Offeror if the notice is sent to the Offeror in compliance with clause 13.1 above at least ten (10) business days before the scheduled start date of the training. Under no circumstances shall the Offeror receive payment or be reimbursed for costs incurred after such notice has been sent. However, a training session that has been postponed is subject to the applicable terms and conditions, including those stemming from the Basis of Payment.

13.3 Notice sent less than ten (10) business days before the start for the training:  
If the notice is not sent to the Offeror in compliance with clause 13.1 above at least ten (10) business days before the scheduled start date for the training, the Offeror shall be entitled to payment from Canada for the cancelled training only (i.e. not postponed training) in accordance with the clause entitled "Cancellation Fees" in the Basis of Payment.

13.4 Section 30, Termination for Convenience, of General Conditions 2035, will be deemed not to apply when notice has been given pursuant to this clause.

## 14. Cancellation of Training following commencement of Training

14.1 Pursuant to clause 14.3 of this document, and without restricting the generality of the other terms and conditions of the Standing Offer, Canada may, following commencement of training required in a Call-up issued in accordance with clause 7 (Call-up Procedures) cancel the training required in the Call-up by notifying the Contractor in writing at least ten (10) business days prior to the cancellation. The cancellation may apply to one or more groups and/or individuals.

14.2 If the notice is not sent to the Contractor in compliance with clause 14.1 above at least ten (10) business days before the cancellation date, Canada shall pay the Contractor cancellation fees in accordance with the clause entitled "Cancellation Fees" in the Basis of Payment.

14.3 Section 30, Termination for Convenience, of General Conditions 2035, will be deemed not to apply when notice has been given pursuant to this clause.

## 15. Qualifications of Staff, Replacement and Substitutes

Clause 10.0, section II, Annex A, outlines the minimum qualifications required for pedagogical advisers and teaching resources.

After the Standing Offer has been authorized, the Canada School of Public Service (CSPS) will provide familiarization sessions for training programs PFL<sub>2</sub> and CEWP to pedagogical advisers and teaching resources. These familiarization sessions must be taken before services are to be delivered, except in the event of unforeseen absences or owing to reasons listed in clause 7.1, section II, Annex A.

The Offeror will provide the services of pedagogical advisers who have taken the required familiarization sessions and received a written document provided by the CSPS confirming that they have indeed taken the familiarization session required.

Upon the issuance of a Standing Offer and throughout the duration of the standing offers, the Offeror must provide the Technical Authority with the names of the teaching resources it intends to use to deliver the language training services and their qualifications, in accordance with clause 10.2, Section II, Annex A. This procedure is required to give the Technical Authority enough time to review the qualifications of the teaching resources and more effectively plan the mandatory familiarization sessions that must be taken before the start of the training, except in the event of unforeseen absences or for any of the reasons listed in clause 7.1, Section II, Annex A.

The Offeror must provide replacement staff (pedagogical advisers and teaching resources) should a pedagogical adviser or teaching resource be unable to perform the Work. The Offeror must provide replacement staff within a 24-hour period.

The Offeror must provide constant monitoring of its resources to ensure satisfactory performance and satisfactory progression of the Work as required by the IU and the Technical Authority.

## 16. Offerors Facilities

The Offeror must provide the number of classrooms indicated in the offer in response to the mandatory criterion MTC 1 – Offeror's Capacity, throughout the duration of the Standing Offer and resulting call-ups.

## 17. Setting Aside of a Standing Offer and/or Termination of a Call-up for Default

**Any default on the part of the Contractor shall be first addressed with the Technical Authority identified in clause 5.3 of Part 7A.**

17.1 If, during the validity period of the Standing Offer or of any Call-up, the Technical Authority and/or Standing Offer Authority identifies one or more deficiencies or problems with the delivery of the services, it must systematically provide the Contractor with written warning to enable the Contractor to resolve the deficiencies or problems within the timeframe indicated in the notice by the Technical Authority.

The warning could require the following, at the expense of the Contractor, but is not limited to:

- The withdrawal and replacement of individuals who do not meet the qualifications, as per the requirements stated in the Statement of Work by qualified resources, as described in clauses 10.1 and 10.2 of Section II of the Statement of Work;

- The production of one or more deliverables in clause 11.0 of Section II of the Statement of Work;
- The production of certifications confirming that the Contractor's resource has taken the required familiarization session(s) and/or proof of education and/or experience acquired by the pedagogical advisor and/or teaching resource;
- An analysis of the temperature and air quality of the Offeror's facilities;
- The termination of all complementary activities that do not meet the training objectives of PFL<sub>2</sub> and/or CEWP and have not received the approval of the TA.

**17.2** If, during the validity period of the Standing Offers or of any call-up, the Technical Authority (TA) finds that the services provided by the pedagogical advisors, teaching resources or the Contractor do not comply with or do not meet the requirements indicated in the Statement of Work, the Offeror must provide:

- a satisfactory remedial plan to the Standing Offer Authority within the timeframe indicated in the notice;
- make the corrections within the timeframe indicated in the notice.

No other Call-up will be issued or authorized until a remedial plan has been accepted by the Technical Authority and/or the Standing Offer Authority.

**17.3** If the Offeror does not correct one or more deficiencies/issues relating to the delivery or performance of the services or fails to submit a satisfactory remedial plan or fails to implement the terms of such a plan, the Standing Offer Authority may set aside the Offeror's Standing Offer for a period of time that he/she will determine or terminate all existing call-ups for default in compliance with section 29 (Default by the Contractor) of General Conditions 2035 – Higher Complexity - Services.

After three (3) warnings over a period not exceeding twelve (12) consecutive months, the Standing Offer Authority will automatically set aside the Offeror's Standing Offer for a period ranging from three (3) months to the entire term of the Standing Offer, including any extensions, if applicable, depending on the severity or frequency of the defaults or deficiencies identified in the delivery of services.

## **18. Green Procurement**

**18.1** Canada is committed to greening its supply chain. In compliance with the federal government's Policy on Green Procurement, which became effective in April 2006, federal departments and agencies must take the appropriate measures to procure goods and services that have a lesser or reduced impact on the environment than that of previous products and services.

**18.2** Environmentally preferable goods and services are those that have a lesser or reduced impact on the environment over the life cycle of the good or service, when compared with competing goods or services serving the same purpose. Environmental performance considerations include, among other things: the reduction of greenhouse gas emissions and air contaminants; improved energy and water efficiency; reduced waste and support reuse and recycling; the use of renewable resources; reduced hazardous waste; and reduced toxic and hazardous substances.

## **19. Access to ILMS Computer platform of the CSPS (MyAccount)**

The Offeror must use the teacher's version of the CSPS programs (PFL<sub>2</sub> and CEWP), which are installed on the ILMS computer platform of the CSPS (MyAccount) only in connection with this

standing offer and contracts stemming from this standing offer, for which the TA is the CSPS.

## **B. RESULTING CONTRACT CLAUSES**

The following clauses and conditions apply to and form part of any contract resulting from a Call-up against the Standing Offer.

### **1. Statement of Work**

The Contractor must perform the Work described in the Call-up against the Standing Offer.

### **2. Standard Clauses and Conditions**

#### **2.1 General Conditions**

2035 (2012-07-16) General Conditions - Higher Complexity - Services, apply to and form part of the contract.

Clause 17 (Interest on Overdue Accounts) of General Conditions 2035 (2012-07-16) - Higher Complexity - Services does not apply to payments made by credit card at points of sale.

#### **2.2 SACC Manual Clauses**

C0711C Time Verification (2008-05-12)

### **3. Term of Contract**

#### **3.1 Period of the Contract**

The Work must be completed in accordance with the Call-up against the Standing Offer.

### **4. Payment**

#### **4.1 Basis of Payment**

Canada must pay the Offeror in accordance with the Basis of Payment in Annex B for Work performed pursuant to the Standing Offer.

#### **4.2 Method of Payment**

SACC Manual Clause H1008C (2008-05-12) Monthly Payment

#### **4.3 SACC Manual Clauses**

A9117C (2007-11-30) - T1204 - Direct request by client department

C2000C (2007-11-30) - Taxes - Foreign-based Contractor

**4.4 Payment by credit card and/or direct deposit** (shall be completed only if the Offeror accepts payment by credit card [visa, MasterCard] or direct deposit as indicated in the offer).

The following card(s) are accepted: \_\_\_\_\_.

And (or)

Direct deposit is accepted.

## 5. Invoicing Instructions

- 5.1 The Contractor must submit invoices in accordance with the clause entitled "Invoice Submission" of the General Conditions. Invoices cannot be submitted until all the Work identified in the invoice is completed.

Each invoice must be supported by:

- a) a copy of time sheets to support the time claimed;

- 5.2 Invoices must be distributed as follows:

- a.i) The original and one (1) copy must be sent to the Identified User (IU) identified in the Call-up for certification and payment.
- a.ii) In the case where a Call-up was issued on behalf of more than one IU or more than one Learner and/or group, the Offeror must distribute the original and one (1) copy of the invoice(s) as per the instructions included in the Call-up. If there are no instructions, the Offeror must follow the procedure described in a.i).
- b) One (1) copy must be forwarded to the Contracting Authority identified under the clause entitled "Authorities" of the contract.

## 6. Insurance

SACC Manual Clause G1005C (2008-05-12), Insurance

## Annex "A"

### STATEMENT OF WORK (SOW)

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**NOTE: When the SOs are awarded, the work streams that do not apply and the related information will be removed from the Statement of Work.**

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- 3.0 Type of Learner
- 4.0 Language of Communication With Learners
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- 6.0 Qualification Standards in Relation to Official Languages
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Work stream 8: Full-time individual training in English at the Offeror's facilities or at a federal institution

##### Section II - 2 PART-TIME INDIVIDUAL TRAINING

Work stream 9: Part-time individual training in French at the Offeror's facilities or at a federal institution

9A: Training in Ottawa-Gatineau downtown

9B: Training in Outaouais/Quebec

9C: Training in East/Ontario

9D: Training in West/Ontario

Work stream 10: Part-time individual training in English at the Offeror's facilities or 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
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- Appendix 1. Official Languages Qualification Standards
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- Appendix 4. CSPS Training Program Objectives
- Appendix 5. Teaching Evaluation Report
- Appendix 6. Content of In-House Training Sessions
- Appendix 7. Progress Report
- Appendix 8. Training Calendar
- Appendix 9. Territory Covered by the Standing Offers

## 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. Content of In-House Training Sessions**

**Appendix 7. Progress Report**

**Appendix 8. Training Calendar**

**Appendix 9. Territory Covered by the Standing Offers**

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 General mandate of the CSPS through its language training division:

- 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 7: Full-time individual training in French on the Offeror's premises or at a federal institution

Work stream 8: Full-time individual training in English on the Offeror's premises or at a federal institution

##### PART-TIME INDIVIDUAL TRAINING

Work stream 9: Part-time individual training in French on the Offeror's premises or at a federal institution

9A: Training in Ottawa-Gatineau downtown

9B: Training in Outaouais/Quebec

9C: Training in East/Ontario

## Section I - REQUIREMENTS

9D: Training in West/Ontario  
Work stream 10: Part-time individual training in English on the Offeror's premises or 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 the Statement of Work hereinrelevant 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 7 and 8 of this document.

The teacher's version of the CSPS programs (PFL<sub>2</sub> 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, the TA will prepare a pedagogical recommendations document and will provide it 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 the Standing Offers Authority to find out which Offeror has been selected. No call-ups will be issued until the Standing Offers Authority identifies the Offeror.

For part-time courses at a federal institution, shared consecutive time blocks will be allowed. For example, in a time block of 35 hours per week over a 12 week period for five students, each student will receive private training according to his level and a schedule pre-established with the resource teacher. Total hours of training for the five learners must correspond to 35 hours a week.

The IU can issue one call-up for the training of several learners without specifying the individual schedule for each learner. The call-up must include :

the number of training hours per day and per week  
the number of learners and their learning levels  
the daily schedule for the teaching resource  
the number of weeks, as well as the start and end dates of the training to be delivered by the teaching resource

The IU can change the individual schedules of the learners, for example when a learner is absent, in compliance with the training hours stated in the call-up.

## 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.

### Full-time training:

For training delivered on the Offeror's premises, the facilities must be located within a 10 km radius from the center of the river behind the library of the Parliament Building on Wellington Street, Ottawa, Ontario and be preferably 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 this territory, 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.

### Part-time training in French:

For training delivered on the Offeror's premises, the facilities must be located:

**Stream 9A:** 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.

**Stream 9B:** within a 10 km radius from the center of the river behind the library of the Parliament Building on Wellington Street, Ottawa, Ontario, in the Outaouais, in the Québec province, except for the predefined area in stream 9A, as shown in appendix 9, Territory Covered by the Standing Offers. The Offeror can also propose classrooms outside this territory, 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. This area will cover only the needs of federal institutions whose offices are located in this area and when the institution does not wish to send the learner in sector 1.

**Stream 9C:** within a 10 km radius from the center of the river behind the library of the Parliament Building on Wellington Street, Ottawa, Ontario, in the East area of the Ontario province, except for the predefined area in stream 9A, as shown in appendix 9, Territory Covered by the Standing Offers. The Offeror can also propose classrooms outside this territory, 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. This area will cover only the needs of federal institutions whose offices are located in this area and when the institution does not wish to send the learner in sector 1.

**Stream 9D:** within a 10 km radius from the center of the river behind the library of the Parliament Building on Wellington Street, Ottawa, Ontario, in the West area of the Ontario province except for the predefined area in stream 9A, as shown in appendix 9, Territory Covered by the Standing Offers. The Offeror can also propose classrooms outside this territory, 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. This area will cover only the needs of federal institutions whose offices are located in this area and when the institution does not wish to send the learner in sector 1.

For training delivered at the federal institution, the Identified User's Project Authority can use one of the Offerors who serve the area in stream 9A (according to the rotation set out in the SO) or the Offeror who serves the area in the work stream where the federal institution is located (9B, 9C or 9D).

Part-time training in English:

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/E. 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 7: Full-time individual training in French on the Offeror's premises or at a federal institution

Work stream 8: Full-time individual training in English on the Offeror's premises or at a federal institution

### SECTION II – 2 PART-TIME INDIVIDUAL TRAINING

Work stream 9: Part-time individual training in French on the Offeror's premises or at a federal institution

9A: Training in Ottawa-Gatineau downtown

9B: Training in Outaouais/Quebec

9C: Training in East/Ontario

9D: Training in West/Ontario

Work stream 10: Part-time individual training in English on the Offeror's premises or at a federal institution

## ANNEX A – Section II-1

Work stream 7: Full-time individual training in French on the Offeror's premises or at a federal institution

Work stream 8: Full-time individual training in English on the Offeror's premises or 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 1<sup>st</sup>. For courses delivered in Ontario, there will be no training on Family day.

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 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 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 (PFL<sub>2</sub> – A and B), Programme de français langue seconde – Level C (PFL<sub>2</sub> – C)
- For English: Communicative English at Work Program (CEWP), levels A, B, C.

#### 3.1 The PFL<sub>2</sub> Programs

The CSPS PFL<sub>2</sub> – A et B and PFL<sub>2</sub> – 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.

PFL<sub>2</sub> – A et B comprise 40 TOs and are designed to ensure that the learner achieves level B proficiency.

PFL<sub>2</sub> – 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 or at local bookstores 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> or purchased in local bookstores where available:

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) PFL<sub>2</sub> – 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) PFL<sub>2</sub> – 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 6.2 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.

The Offeror's facilities are preferably located near a public transportation stop.

Learners must have access to a parking near the Offeror's facilities.

### **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. It is preferable that the classroom have windows with direct access to daylight. Learners must have access to washrooms located in the same facilities as the classroom. 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)

Moreover, the Offeror may provide the learners with wireless internet access, allowing learners to use their mobile devices to access the training programs of the School

### **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 month. 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 Offeror can use its current equipment until the end of life of that equipment. The replacement equipment must meet the requirements of this clause.

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.

### **6.2.5 Dining area**

Preferably, the Offeror will provide learners with access to an area where they can take their meals, furnished accordingly, outside the classroom.

## 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 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. However, the Offeror must assume any other expenses related to the participation of its resources to familiarization sessions, such as the remuneration of the resources, travel and meal expenses.

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/E.
- 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 PFL<sub>2</sub> – A et B, PFL<sub>2</sub> – 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/E 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 advisor to more than one work stream in accordance with the ratios listed below:

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

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 Pedagogical Advisor 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 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 planings 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, at the offeror's premises. 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 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 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 CSPS 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 electronically, 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 article 7.2 of this section).

### **9.6 Monthly List of Teaching Resources**

The first business day of every month, the Offeror will send to the TA the list of all learners in training at that time, including the teaching resources and pedagogical advisers assigned to each learner.

## **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 CSPS language training programs.

#### **10.1.1 Primary and Backup Pedagogical Advisers – Mandatory Qualifications**

All primary and backup pedagogical advisers must have at least one of the following qualifications (point 1 or point 2):

1. 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>

**AND** one of the following qualifications:

- 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, on an individual or group basis. 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.
- 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.

**OR**

2. Seven (7) years of experience, since January 2002, in one of the following fields. One (1) year of experience is defined as at least 1,200 hours in a 12-month period 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.

a) teaching French or English as a second language to adults, full time and/or part time,,

b) supervising at least two (2) teaching resources at the same time delivering full-time and/or part-time English or French as a second language courses to adults, on an individual and/or group basis,

c) a combination of a) and b) above.

The Offeror must provide the following information to confirm the pedagogical adviser's experience:

- name of the client organization;
- name and telephone number and/or e-mail address of a contact person who can corroborate the provided information;
- number of hours of experience as a pedagogical adviser or teaching resource;
- start and end dates, i.e. from month/year to month/year for each stated experience;
- number of supervised teaching resources as a pedagogical adviser, or number of groups and number of learners in each group for the experience as a teaching resource;
- modality of training (full-time or part-time);
- taught target language;
- training program used by the teaching resource (for stated experience as a teaching resource).

## **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 10.2.1 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 – 2

Work stream 9: Part-time individual training in French at the Offeror's facilities or at a federal institution

9A: Training in Ottawa-Gatineau downtown

9B: Training in Outaouais/Quebec

9C: Training in East/Ontario

9D: Training in West/Ontario

Work stream 10: Part-time individual training in English at the Offeror's facilities or 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 1<sup>st</sup>. For courses delivered in Ontario, there will be no training on Family day.

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

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Annex A

Section II – WORK STREAMS 9 & 10

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Part-Time Individual Training

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 (PFL<sub>2</sub> – A et B) and Programme de français langue seconde – Niveau C (PFL<sub>2</sub> – C).
- for English: Communicative English at Work Program (CEWP), levels A, B and C.

### 3.1 The PFL<sub>2</sub> Programs

The CSPS PFL<sub>2</sub> – A et B and PFL<sub>2</sub> – 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.

PFL<sub>2</sub> – A et B comprise forty (40) TOs and are designed to ensure that the learner achieves or maintains level B proficiency.

PFL<sub>2</sub> – 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 CSPA 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.

CSPA 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 PFL<sub>2</sub> and CEWP are listed in appendix 4 of this annex.

### 3.3. Learning Levels

Program: PFL <sub>2</sub> – 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 CSPA training programs and any additional CSPA program materials it deems necessary.

The Offeror must provide CSPA 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> or purchased in local bookstores where available:

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) PFL<sub>2</sub> – 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 PFL<sub>2</sub> – 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 to all complaints regarding the facilities or classrooms filed in writing by the SO Authority or the TA. The Offeror will respond to the complainant no later than 48 hours after a notice has been given to the Offeror.

The Offeror's facilities are preferably located near a public transportation stop.

Learners must have access to a parking near the Offeror's facilities.

### **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. Learners must have access to washrooms located in the same facilities as the classroom. 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 20 pages per learner per month. 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 Offeror can use its current equipment until the end of life of that equipment. The replacement equipment must meet the requirements of this clause.

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**

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Part-Time Individual Training

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 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 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. However, the Offeror must assume any other expenses related to the participation of its resources to familiarization sessions, such as the remuneration of the resources, travel and meal expenses.

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/E;
- 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 PFL<sub>2</sub> – A et B, PFL<sub>2</sub> – 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 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 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 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/E 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:

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

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 Reports 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 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 11. 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 10<sup>th</sup> 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 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 three-month period and at the end of the training, the Offeror must have the learner fill out, electronically or on paper format, the CSPS 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 electronically or, if the QMAT has been completed on paper, will send the completed questionnaire to the TA.

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 article 7.2 of this section).

### **9.4 Monthly List of Teaching Resources**

The first business day of every month, the Offeror will sent to the TA the list of all learners in training at that time, including the teaching resources and pedagogical advisers assigned to each learner.

## **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.

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Annex A

Section II – WORK STREAMS 9 & 10

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Part-Time Individual Training

## 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 3 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 have at least one of the following qualifications (point 1 or point 2):

1. 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>

**AND** one of the following qualifications:

- 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, on an individual or group basis. 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.
- 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
  - PFL<sub>2</sub> – A et B or PFL<sub>2</sub> – 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.

**OR**

2. Seven (7) years of experience, since January 2002, in one of the following fields. One (1) year of experience is defined as at least 1,200 hours in a 12-month period 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.

a) teaching French or English as a second language to adults, full time and/or part time,,

b) supervising at least two (2) teaching resources at the same time delivering full-time and/or part-time English or French as a second language courses to adults, on an individual and/or group basis,

c) a combination of a) and b) above.

The Offeror must provide the following information to confirm the pedagogical adviser's experience:

- name of the client organization;
- name and telephone number and/or e-mail address of a contact person who can corroborate the provided information;
- number of hours of experience as a pedagogical adviser or teaching resource;
- start and end dates, i.e. from month/year to month/year for each stated experience;
- number of supervised teaching resources as a pedagogical adviser, or number of groups and number of learners in each group for the experience as a teaching resource;
- modality of training (full-time or part-time);
- taught target language;
- training program used by the teaching resource (for stated experience as a teaching resource).

## **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 and 3 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 10.2.1 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
- PFL<sub>2</sub> – A et B or PFL<sub>2</sub> – 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**

<b>Deliverables</b>	<b>The Offeror must do the following:</b>
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 (for full-time training see clause 9.2; for part-time training 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 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 (for full-time training see clause 9.3; for part-time training see Section II, clause 9.2)	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 <sup>th</sup> day following the assessed period (part time).
5) Training calendar (full time 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) Monthly list of teaching resources (for full-time training see Section II, clause 9.6; for part-time training see Section II, clause 9.4)	Send to the TA a list of the learners in training, including the teaching resources and pedagogical advisers of each learner, the first business day of every month.
8) 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"> <li>▪ internal communications</li> <li>▪ letters</li> <li>▪ email messages</li> <li>▪ routine forms (e.g., requisitions, invoices)</li> <li>▪ very simple texts</li> </ul>
In order to:	<ul style="list-style-type: none"> <li>▪ file</li> <li>▪ distribute</li> <li>▪ pick out specific units of information (e.g., dates, numbers, names)</li> <li>▪ process routine requests (e.g., requisitions, work orders, invoices)</li> <li>▪ fully understand very simple texts</li> </ul>

	<ul style="list-style-type: none"> <li>▪ understand the general idea regarding familiar, work-related topics</li> <li>▪ carry out routine, simple actions (e.g., understand photocopying instructions, order office supplies, read a meeting agenda)</li> </ul>
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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"> <li>▪ reference materials</li> <li>▪ reports</li> <li>▪ articles</li> <li>▪ notices</li> </ul>
In order to:	<ul style="list-style-type: none"> <li>▪ extract information or specific details required for the job</li> <li>▪ understand the general idea of the content</li> <li>▪ verify that the content is factually correct when the text was prepared by others</li> </ul>

**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"> <li>▪ policy papers</li> <li>▪ research papers</li> <li>▪ technical reports</li> <li>▪ books</li> <li>▪ complex contracts or specifications</li> <li>▪ legislation or regulations</li> </ul>
In order to:	<ul style="list-style-type: none"> <li>▪ ensure completeness and accuracy</li> <li>▪ extract details for action or interpretation</li> </ul>

	<ul style="list-style-type: none"> <li>▪ review for meaning and tone when it was prepared by others</li> <li>▪ obtain an in-depth understanding of the content</li> <li>▪ assess implications</li> <li>▪ provide comments</li> <li>▪ make recommendations</li> </ul>
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### 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"> <li>▪ isolated words</li> <li>▪ simple phrases</li> <li>▪ simple messages</li> <li>▪ lists (e.g., items, names, activities)</li> <li>▪ titles or subject headings</li> <li>▪ brief notes</li> </ul>
In order to:	<ul style="list-style-type: none"> <li>▪ fill out a form or report related to one's duties</li> <li>▪ note simple point-form messages</li> <li>▪ complete an index or table of contents</li> <li>▪ request and provide simple information</li> <li>▪ use templates in familiar situations</li> </ul>

### 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"> <li>▪ short, routine messages</li> <li>▪ short texts</li> <li>▪ short descriptions</li> <li>▪ brief comments</li> </ul>
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	<ul style="list-style-type: none"> <li>▪ simple, factual correspondence or directives</li> </ul>
In order to:	<ul style="list-style-type: none"> <li>▪ adapt templates by adding a few words or slightly modifying the content</li> <li>▪ request or provide information, explanations or instructions</li> <li>▪ explain or request that action be taken</li> <li>▪ formulate observations</li> <li>▪ present conclusions</li> <li>▪ summarize a text or meeting in point or note form</li> </ul>

### 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"> <li>▪ correspondence</li> <li>▪ briefing notes</li> <li>▪ memoranda</li> <li>▪ reports</li> <li>▪ recommendations</li> <li>▪ research papers</li> <li>▪ comprehensive summaries</li> <li>▪ detailed presentations</li> </ul>
In order to:	<ul style="list-style-type: none"> <li>▪ provide or request detailed facts and reasons</li> <li>▪ provide information or comment on contentious issues</li> </ul>

### 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

**PFL<sub>2</sub> – A, B and C**

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

**PSC**

Public Service Commission

**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 8 – Training Calendars

## 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 3<sup>rd</sup> Monday of February), is a provincial statutory holiday only in Ontario.

#### **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 (PFL<sub>2</sub> – A et B), and by Programme de français langue seconde – Niveau C (PFL<sub>2</sub> – C).

**Programme de français langue seconde – Niveaux A et B (PFL<sub>2</sub> – 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 (PFL<sub>2</sub> – 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 PFL<sub>2</sub> A and B (Consolidation 4) for learners aiming to attain level B in French as a second language;
- module 4 of PFL<sub>2</sub> 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. PFL<sub>2</sub> A and B

At the end of each step of PFL<sub>2</sub> A and B, there is a one-week consolidation session.

#### PFL<sub>2</sub> A and B Training Objectives (OF)

##### 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 (TO)
<b>STEP 1</b>	
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
<b>STEP 2</b>	
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	<b>CONSOLIDATION Level A objectives (Review)</b>
<b>STEP 3</b>	
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)
<b>STEP 4</b>	
	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)
8	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.

	<b>Group</b>	<b>Private</b>
<b>Full-time</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part-time</b>	<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. If the criteria does not apply, indicate it in the comments section.**

• **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.

**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; <input type="checkbox"/>
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;

f) uses positive reinforcement.

**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;

b) encourages spontaneous interaction and ties it into the areas of study;

c) encourages learners to use their second language in class;

d) ensures speaking opportunities are equitably distributed among learners;

e) provides learners with frequent speaking opportunities;

f) promotes learner responsibility by delegating the lead on certain activities.

**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;

b) The teaching resource complies with the approach recommended for the unit of study;

c) S/he presents the unit at the time indicated in the program;

d) The activities selected correspond to the learners' needs;

e) The teaching resource uses online learning tools judiciously;

f) The objective of the activity is attained.

**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 7.1)

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 PFL<sub>2</sub> – A et B, PFL<sub>2</sub> – 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.

**ANNEX A - APPENDIX 7  
PROGRESS REPORT**

1. Template for full-time individual training

En français, ce document est rédigé au masculin pour en faciliter la lecture.

<b>Nom / Name</b>		<b>Ministère / Department</b>	
<b>Mois / Month</b>  <b>OF / TO</b> <b>Module/Phase</b>		<b>École / School</b>	

**Évaluation globale / Overall assessment**

Ce mois-ci, l'apprenant / This month, the learner :

- |    |  |                          |
|----|--|--------------------------|
| 1. | A atteint les objectifs actuels du programme /<br>Has achieved the current program objectives.   | <input type="checkbox"/> |
| 2. | A presque atteint les objectifs actuels du programme /<br>Has almost achieved the current program objectives.                                | <input type="checkbox"/> |
| 3. | A progressé mais n'a pas atteint les objectifs actuels du programme /<br>Has progressed but has not achieved the current program objectives. | <input type="checkbox"/> |
| 4. | N'a pas progressé de façon significative /<br>Has not made significant progress.   | <input type="checkbox"/> |
| 5. | Groupe de reprise / Make-up group  | <input type="checkbox"/> |

**Remarques / Comments**

<b>Apprenant / Learner</b>
<b>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.</b>
<b>Commentaires / Comments</b>

**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.

<b>Nom / Name</b>		<b>Ministère / Department</b>	
<b>Niveau / Level</b>	<input type="checkbox"/> débutant / beginner <input type="checkbox"/> intermédiaire / intermediate <input type="checkbox"/> avancé / advanced	<b>École / School</b>  <b>Période évaluée / Period Assessed</b>	

**Évaluation globale / Overall assessment :**

**Remarques / Comments :**

Date :

**ANNEX A - APPENDIX 8  
TRAINING CALENDAR**

Templates to be used for full-time individual training

1. PFL2 – A, B et C

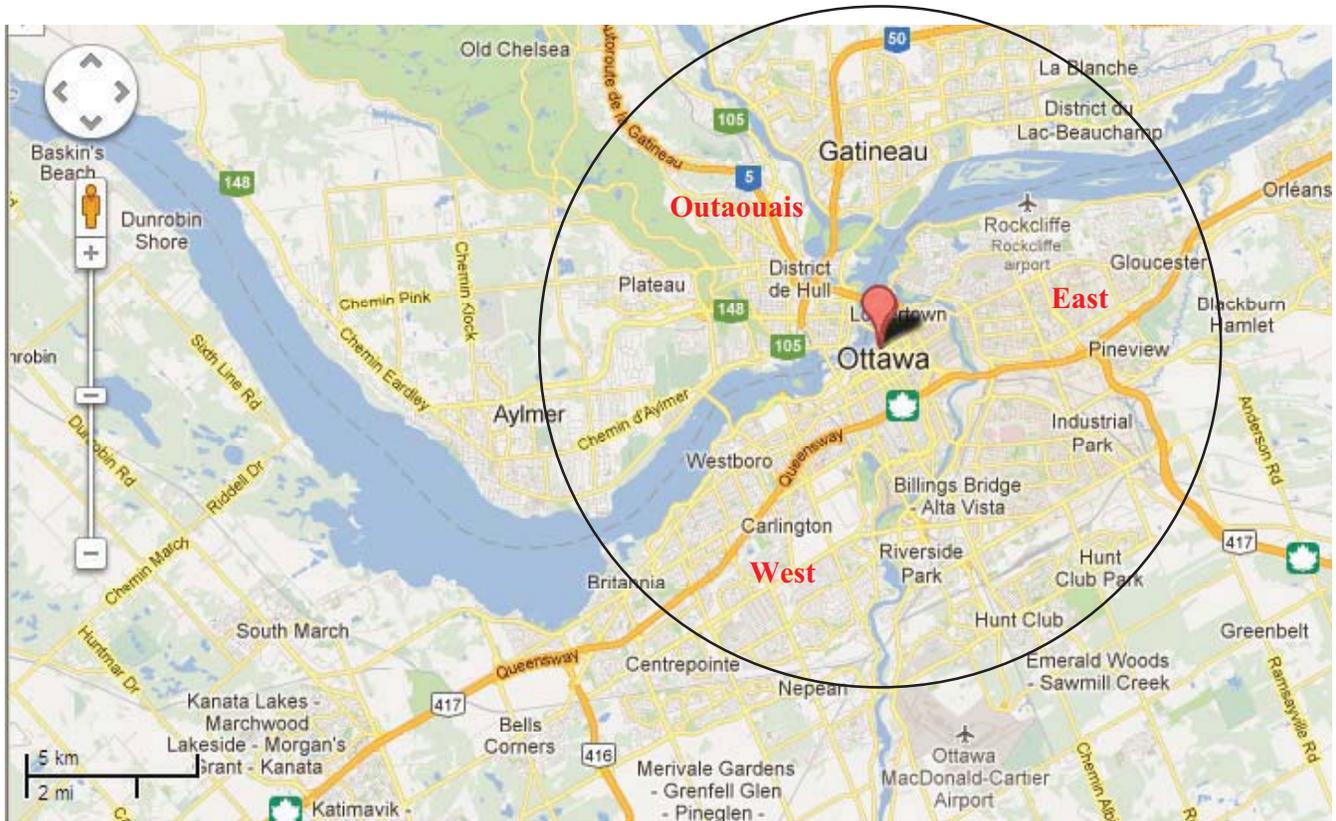
<b>APPRENANT :</b>		<b>DATE :</b>
<b>RESSOURCE ENSEIGNANTE :</b>		
<b>CONSEILLER PÉDAGOGIQUE :</b>		
<b>DÉBUT DU COURS :</b>		<b>FIN DU COURS :</b>
<b>NIVEAUX A ET B</b>		
<b>ÉTAPE 1</b>	<b>DU :</b>	<b>AU :</b>
OF* 1 à OF 12	Semaine du :	➤ Vérification des acquis (VDA), Étape 1 ➤ Outil de mesure de l'Assurance de la qualité (OMAQ)
<b>ÉTAPE 2</b>	<b>DU :</b>	<b>AU :</b>
OF 13 à OF 22	Semaine du :	➤ VDA, Étape 2 ➤ OMAQ
	Semaine du :	➤ Tests prédictifs, Compréhension de l'écrit et Expression écrite
<b>ÉTAPE 3</b>	<b>DU :</b>	<b>AU :</b>
OF 23 à OF 32	Semaine du :	➤ VDA, Étape 3 ➤ OMAQ
<b>ÉTAPE 4</b>	<b>DU :</b>	<b>AU :</b>
OF 33 à OF 40	Semaine du :	➤ VDA, Synthèse B ➤ OMAQ
<b>NIVEAU C</b>		
<b>ÉTAPE 5</b>	<b>DU :</b>	<b>AU :</b>
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
<b>ÉTAPE 6</b>	<b>DU :</b>	<b>AU :</b>
Module 3		
Module 4	Semaine du :	➤ VDA, Synthèse C
Pré-ÉLS – Compétence orale	Semaine du :	➤ OMAQ ➤ Test ÉLS – Compétence orale (TCO)
<b>Fin du Programme</b>		



## 2. Programme CEWP

<b>LEARNER :</b>		<b>DATE:</b>
<b>TEACHING RESOURCES:</b>		<b>PEDAGOGICAL ADVISOR:</b>
<b>START DATE:</b>		<b>END DATE:</b>
<b>LEVELS A &amp; B</b>		
<b>STEP 1</b>	<b>FROM:</b>	<b>TO:</b>
Introduction <b>TO 1 – 36</b> (Books 1, 2 & 3)	Week of:	<ul style="list-style-type: none"> <li>➤ Oral Interaction Verification (OIV), Step 1</li> <li>➤ Quality Assurance Measuring Tool (QAMT)</li> </ul>
<b>STEP 2</b>	<b>FROM:</b>	<b>TO:</b>
<b>TO 37 – 52</b> (Books 4 & 5)	Week of:	<ul style="list-style-type: none"> <li>➤ Reading Comprehension and Written Expression Predictor Tests</li> </ul>
	Week of:	<ul style="list-style-type: none"> <li>➤ OIV, Step 2</li> <li>➤ QAMT</li> </ul>
<b>STEP 3</b>	<b>FROM:</b>	<b>TO:</b>
<b>TO 53 – 68</b> (Books 6 & 7)	Week of:	<ul style="list-style-type: none"> <li>➤ OIV, Step 3</li> <li>➤ QAMT</li> </ul>
<b>STEP 4</b>	<b>FROM:</b>	<b>TO:</b>
<b>TO 69 – 76</b> (Book 8)	Week of:	<ul style="list-style-type: none"> <li>➤ OIV – B Synthesis, Step 4</li> <li>➤ QAMT</li> </ul>
<b>LEVEL C</b>		
<b>STEP 5</b>	<b>FROM:</b>	<b>TO:</b>
<b>Session 9</b> Book “Review Phase”	Week of:	<ul style="list-style-type: none"> <li>➤ OIV – B Consolidation</li> </ul>
<b>Session 10</b> Book “Phase One” “Phase Two”	Week of:	<ul style="list-style-type: none"> <li>➤ OIV – C Mid-session</li> <li>➤ QAMT</li> </ul>
<b>STEP 6</b>	<b>FROM:</b>	<b>TO:</b>
<b>Session 11</b> Book “Phase One” “Phase Two”	Week of:	<ul style="list-style-type: none"> <li>➤ SLE Preparation for Reading Comprehension and Written Expression Tests (2 hrs / day for 2 weeks)</li> </ul>
	Week of:	<ul style="list-style-type: none"> <li>➤ SLE: Reading Comprehension and Written Expression Tests</li> </ul>
<b>Session 12</b> Book “Phase Two” “Phase Three”	Week of:	<ul style="list-style-type: none"> <li>➤ OIV – C Synthesis</li> </ul>
	Week of:	<ul style="list-style-type: none"> <li>➤ SLE-TOP</li> <li>➤ QAMT</li> </ul>
<b>END OF PROGRAM</b>		





**ANNEX A - APPENDICE 9**

**TERRITORIES COVERED BY THE STANDING OFFERS**

The East and West sections, in Ontario, are separated by the Rideau Canal.



Public Works and  
Government Services  
Canada

Travaux publics et  
Services gouvernementaux  
Canada

Canada

## Annex “B”

### BASIS OF PAYMENT

#### 1.0 Professional Services

The Offeror will be paid at the firm all-inclusive hourly rate per Learner below and must include:

- 1) preparation and delivery of deliverables;
- 2) Work of the teaching resource and pedagogical advisor;
- 3) time spent on parts 1 and/or 2 and/or 3 of the familiarization sessions by the teaching resource and pedagogical adviser;
- 4) the Offeror’s facilities, if applicable;
- 5) travel costs incurred by Offeror’s resources in performing the Work or travelling to familiarization sessions;
- 6) course preparation time by the teaching resource;
- 7) printing fees up to a maximum of 50 pages (for full-time training) and 20 pages (for part-time training) per month per Learner;
- 8) acquisition of training material (CSPS teaching program) - PLF<sub>2</sub> and CEWP;
- 9) group course loading (creation) for the group training work streams; and
- 10) coffee breaks for the teaching resource and pedagogical advisor.

Firm All-inclusive Hourly Rate per Learner	Location	Initial Period (24 Months) From _____ to _____	Extension Period 1 From _____ to _____	Extension Period 2 From _____ to _____
	At a federal institution	\$	\$	\$
On the Offeror’s premises	\$	\$	\$	

#### 2.0 Cancellation and Postponement Fees

In accordance with clauses 13 and 14 of Part 7A “Cancellation and Postponement of Training prior to commencement of Training” and “Cancellation of Training prior to commencement of Training” for all work streams, the following cancellation fees will be applied for each Learner for whom a cancellation or postponement of training is requested:



## 2.1 Prior to commencement of Training

Training Format	If Notice of at least:	Contractor will be paid equivalent of:
Individual full-time	≥ 10 business days	\$0
	< 10 business days	Number of planned teaching hours, as indicated in the Call-up, equivalent to 10 business days, up to 70 hours.
Individual part-time	≥ 10 business days	\$0
	< 10 business days	The number of planned teaching hours, as indicated in the Call-up, for the first 10 business days, up to the initial value of the Call-up.

## 2.2 Following Commencement of Training

Training Format	If Notice of at least:	Contractor will be paid equivalent of:
Individual full-time	≥ 10 business days	\$0
Individual full-time	< 10 business days	The number of teaching hours equivalent to two weeks of training, to a maximum of <ul style="list-style-type: none"> <li>• the initial value of the Call-up if the Call-up was authorized for a single Learner; or</li> <li>• the initial value of the training for which the Learner is registered if the Call-up is issued for more than one Learner;</li> </ul> or the number of teaching hours remaining in the Call-up (whichever is less).
Individual part-time	≥10 business days	\$0
Individual part-time	< 10 business days	The number of planned teaching hours, as indicated in the Call-up, for the first 10 business days up to the initial value of the Call-up.

2.3 If the training is postponed, Canada shall not pay the Contractor any fees or penalties. However, if training is postponed less than 10 business days before training starts, and after postponing the training, the IU decides to cancel the training before it starts, the cancellation fees for notice of less than 10 business days will apply.

2.4 No other fees or compensation of any kind shall be payable by Canada.

### 3.0 Unforeseen Absences

Canada will pay the Offeror for a Learner's unforeseen absences if at least 48 hours' notice was not given. These absences cannot be made up at the end of the training unless such an arrangement is approved by the IU's Project Authority by way of a Call-up amendment.

### 4.0 Travel and Living

Canada will not directly pay for travel and living expenses, including moving expenses, incurred by the Contractor or the employees proposed by the Contractor to perform the Work.

### 5.0 GST or HST is excluded from the amounts above, where applicable.



**6.0** All deliverables are F.O.B. destination, and Canadian customs duties included, where applicable.



Public Works and  
Government Services  
Canada

Travaux publics et  
Services gouvernementaux  
Canada

Canada 

**ANNEX "C"**  
**SECURITY REQUIREMENTS CHECKLIST**  
**(See attached document)**



**ANNEX “D”**

**QUARTERLY REPORT  
Standing Offer Business Volume**

**EXAMPLE**

**(See attached document)**





Government of Canada / Gouvernement du Canada

Contract Number / Numéro du contrat <b>EN 978-093429</b>
Security Classification / Classification de sécurité

**SECURITY REQUIREMENTS CHECK LIST (SRCL)  
LISTE DE VÉRIFICATION DES EXIGENCES RELATIVES À LA SÉCURITÉ (LVERS)**

<b>PART A - CONTRACT INFORMATION / PARTIE A - INFORMATION CONTRACTUELLE</b>		
1. Originating Government Department or Organization / Ministère ou organisme gouvernemental d'origine	2. Branch or Directorate / Direction générale ou Direction	
Ecole de la Fonction Publique du Canada	Direction de l'Assurance de la Qualité	
3. a) Subcontract Number / Numéro du contrat de sous-traitance	3. b) Name and Address of Subcontractor / Nom et adresse du sous-traitant	
4. Brief Description of Work / Brève description du travail Formation linguistique en anglais et en français pour des cours de groupe, semi-privés et privés à temps partiel et à temps plein, en institution fédérale et chez l'entrepreneur.		
5. a) Will the supplier require access to Controlled Goods? Le fournisseur aura-t-il accès à des marchandises contrôlées?	<input checked="" type="checkbox"/> No / Non <input type="checkbox"/> Yes / Oui	
5. b) Will the supplier require access to unclassified military technical data subject to the provisions of the Technical Data Control Regulations? Le fournisseur aura-t-il accès à des données techniques militaires non classifiées qui sont assujetties aux dispositions du Règlement sur le contrôle des données techniques?	<input checked="" type="checkbox"/> No / Non <input type="checkbox"/> Yes / Oui	
6. Indicate the type of access required / Indiquer le type d'accès requis		
6. a) Will the supplier and its employees require access to PROTECTED and/or CLASSIFIED information or assets? (Specify the level of access using the chart in Question 7. a) (Préciser le niveau d'accès en utilisant le tableau qui se trouve à la question 7. a)	<input checked="" type="checkbox"/> No / Non <input type="checkbox"/> Yes / Oui	
6. b) Will the supplier and its employees (e.g. cleaners, maintenance personnel) require access to restricted access areas? Le fournisseur et ses employés (p. ex. nettoyeurs, personnel d'entretien) auront-ils accès à des zones d'accès restreintes?	<input type="checkbox"/> No / Non <input checked="" type="checkbox"/> Yes / Oui	
6. c) Is this a commercial courier or delivery requirement with no overnight storage? S'agit-il d'un contrat de messagerie ou de livraison commerciale sans entreposage de nuit?	<input checked="" type="checkbox"/> No / Non <input type="checkbox"/> Yes / Oui	
7. a) Indicate the type of information that the supplier will be required to access / Indiquer le type d'information auquel le fournisseur devra avoir accès		
Canada <input checked="" type="checkbox"/> J.S.	NATO / OTAN <input type="checkbox"/>	
Foreign / Étranger <input type="checkbox"/>		
7. b) Release restrictions / Restrictions relatives à la diffusion		
No release restrictions / Aucune restriction relative à la diffusion <input type="checkbox"/> J.S.	All NATO countries / Tous les pays de l'OTAN <input type="checkbox"/>	
Not releasable / À ne pas diffuser <input type="checkbox"/>		
Restricted to: / Limité à: <input type="checkbox"/>	Restricted to: / Limité à: <input type="checkbox"/>	
Specify country(ies): / Préciser le(s) pays:	Specify country(ies): / Préciser le(s) pays:	
7. c) Level of information / Niveau d'information		
PROTECTED A / PROTÉGÉ A <input type="checkbox"/>	NATO UNCLASSIFIED / NATO NON CLASSIFIÉ <input type="checkbox"/>	PROTECTED A / PROTÉGÉ A <input type="checkbox"/>
PROTECTED B / PROTÉGÉ B <input type="checkbox"/> J.S.	NATO RESTRICTED / NATO DIFFUSION RESTREINTE <input type="checkbox"/>	PROTECTED B / PROTÉGÉ B <input type="checkbox"/>
PROTECTED C / PROTÉGÉ C <input type="checkbox"/>	NATO CONFIDENTIAL / NATO CONFIDENTIEL <input type="checkbox"/>	PROTECTED C / PROTÉGÉ C <input type="checkbox"/>
CONFIDENTIAL / CONFIDENTIEL <input type="checkbox"/>	NATO SECRET / NATO SECRET <input type="checkbox"/>	CONFIDENTIAL / CONFIDENTIEL <input type="checkbox"/>
SECRET / SECRET <input type="checkbox"/>	COSMIC TOP SECRET / COSMIC TRÈS SECRET <input type="checkbox"/>	SECRET / SECRET <input type="checkbox"/>
TOP SECRET / TRÈS SECRET <input type="checkbox"/>		TOP SECRET / TRÈS SECRET <input type="checkbox"/>
TOP SECRET (SIGINT) / TRÈS SECRET (SIGINT) <input type="checkbox"/>		TOP SECRET (SIGINT) / TRÈS SECRET (SIGINT) <input type="checkbox"/>



Contract Number / Numéro du contrat <b>EN978-093429</b>
Security Classification / Classification de sécurité

**PART A (continued) / PARTIE A (suite)**

8. Will the supplier require access to PROTECTED and/or CLASSIFIED COMSEC information or assets?  
 Le fournisseur aura-t-il accès à des renseignements ou à des biens COMSEC désignés PROTÉGÉS et/ou CLASSIFIÉS?  
 If Yes, indicate the level of sensitivity.  
 Dans l'affirmative, indiquer le niveau de sensibilité:

No / Non  Yes / Oui

9. Will the supplier require access to extremely sensitive INFOSEC information or assets?  
 Le fournisseur aura-t-il accès à des renseignements ou à des biens INFOSEC de nature extrêmement délicate?

No / Non  Yes / Oui

Short Title(s) of material / Titre(s) abrégé(s) du matériel:  
 Document Number / Numéro du document:

**PART B - PERSONNEL (SUPPLIER) / PARTIE B - PERSONNEL (FOURNISSEUR)**

10. a) Personnel security screening level required / Niveau de contrôle de la sécurité du personnel requis

<input checked="" type="checkbox"/> RELIABILITY STATUS COTE DE FIABILITÉ	<input type="checkbox"/> CONFIDENTIAL CONFIDENTIEL	<input type="checkbox"/> SECRET SECRET	<input type="checkbox"/> TOP SECRET TRÈS SECRET
<input type="checkbox"/> TOP SECRET - SIGINT TRÈS SECRET - SIGINT	<input type="checkbox"/> NATO CONFIDENTIAL NATO CONFIDENTIEL	<input type="checkbox"/> NATO SECRET NATO SECRET	<input type="checkbox"/> COSMIC TOP SECRET COSMIC TRÈS SECRET
<input type="checkbox"/> SITE ACCESS ACCÈS AUX EMPLACEMENTS			

Special comments:  
 Commentaires spéciaux: \_\_\_\_\_

NOTE: If multiple levels of screening are identified, a Security Classification Guide must be provided.  
 REMARQUE: Si plusieurs niveaux de contrôle de sécurité sont requis, un guide de classification de la sécurité doit être fourni.

10. b) May unscreened personnel be used for portions of the work?  
 Du personnel sans autorisation sécuritaire peut-il se voir confier des parties du travail?  
 If Yes, will unscreened personnel be escorted?  
 Dans l'affirmative, le personnel en question sera-t-il escorté?

No / Non  Yes / Oui

No / Non  Yes / Oui

**PART C - SAFEGUARDS (SUPPLIER) / PARTIE C - MESURES DE PROTECTION (FOURNISSEUR)**

**INFORMATION / ASSETS / RENSEIGNEMENTS / BIENS**

11. a) Will the supplier be required to receive and store PROTECTED and/or CLASSIFIED information or assets on its site or premises?  
 Le fournisseur sera-t-il tenu de recevoir et d'entreposer sur place des renseignements ou des biens PROTÉGÉS et/ou CLASSIFIÉS?

No / Non  Yes / Oui

11. b) Will the supplier be required to safeguard COMSEC information or assets?  
 Le fournisseur sera-t-il tenu de protéger des renseignements ou des biens COMSEC?

No / Non  Yes / Oui

**PRODUCTION**

11. c) Will the production (manufacture, and/or repair and/or modification) of PROTECTED and/or CLASSIFIED material or equipment occur at the supplier's site or premises?  
 Les installations du fournisseur serviront-elles à la production (fabrication et/ou réparation et/ou modification) de matériel PROTÉGÉ et/ou CLASSIFIÉ?

No / Non  Yes / Oui

**INFORMATION TECHNOLOGY (IT) MEDIA / SUPPORT RELATIF À LA TECHNOLOGIE DE L'INFORMATION (TI)**

11. d) Will the supplier be required to use its IT systems to electronically process, produce or store PROTECTED and/or CLASSIFIED information or data?  
 Le fournisseur sera-t-il tenu d'utiliser ses propres systèmes informatiques pour traiter, produire ou stocker électroniquement des renseignements ou des données PROTÉGÉS et/ou CLASSIFIÉS?

No / Non  Yes / Oui

11. e) Will there be an electronic link between the supplier's IT systems and the government department or agency?  
 Disposera-t-on d'un lien électronique entre le système informatique du fournisseur et celui du ministère ou de l'agence gouvernementale?

No / Non  Yes / Oui



Contract Number / Numéro du contrat <b>EN578-093429</b>
Security Classification / Classification de sécurité

**PART C - (continued) / PARTIE C - (suite)**

For users completing the form manually use the summary chart below to indicate the category(ies) and level(s) of safeguarding required at the supplier's site(s) or premises.  
Les utilisateurs qui remplissent le formulaire manuellement doivent utiliser le tableau récapitulatif ci-dessous pour indiquer, pour chaque catégorie, les niveaux de sauvegarde requis aux installations du fournisseur.

For users completing the form online (via the Internet), the summary chart is automatically populated by your responses to previous questions.  
Dans le cas des utilisateurs qui remplissent le formulaire en ligne (par Internet), les réponses aux questions précédentes sont automatiquement saisies dans le tableau récapitulatif.

**SUMMARY CHART / TABLEAU RÉCAPITULATIF**

Category / Catégorie	PROTECTED / PROTÉGÉ			CLASSIFIED / CLASSIFIÉ			NATO				COMSEC					
	A	B	C	CONFIDENTIAL / CONFIDENTIEL	SECRET	TOP SECRET / TRÈS SECRET	NATO RESTRICTED / NATO DIFFUSION RESTREINTE	NATO CONFIDENTIAL	NATO SECRET	COSMIC TOP SECRET / COSMIC TRÈS SECRET	PROTECTED / PROTÉGÉ			CONFIDENTIAL	SECRET	TOP SECRET / TRÈS SECRET
											A	B	C			
Information / Assets / Renseignements / Biens / Production																
IT Media / Support TI																
IT Link / Lien électronique																

12. a) Is the description of the work contained within this SRCL PROTECTED and/or CLASSIFIED?  
La description du travail visé par la présente LVERS est-elle de nature PROTÉGÉE et/ou CLASSIFIÉE?  No / Non  Yes / Oui

If Yes, classify this form by annotating the top and bottom in the area entitled "Security Classification".  
Dans l'affirmative, classifiez le présent formulaire en indiquant le niveau de sécurité dans la case intitulée « Classification de sécurité » au haut et au bas du formulaire.

12. b) Will the documentation attached to this SRCL be PROTECTED and/or CLASSIFIED?  
La documentation associée à la présente LVERS sera-t-elle PROTÉGÉE et/ou CLASSIFIÉE?  No / Non  Yes / Oui

If Yes, classify this form by annotating the top and bottom in the area entitled "Security Classification" and indicate with attachments (e.g. SECRET with Attachments).  
Dans l'affirmative, classifiez le présent formulaire en indiquant le niveau de sécurité dans la case intitulée « Classification de sécurité » au haut et au bas du formulaire et indiquez qu'il y a des pièces jointes (p. ex. SECRET avec des pièces jointes).



Government of Canada / Gouvernement du Canada

Contract Number / Numéro du contrat <b>EN 578-093429</b>
Security Classification / Classification de sécurité

**PART D - AUTHORIZATION / PARTIE D - AUTORISATION**

**13. Organization Project Authority / Chargé de projet de l'organisme**

Name (print) - Nom (en lettres moulées) <b>DENIS LABRIE</b>	Title - Titre <b>DIRECTEUR</b>	Signature 
Telephone No. - N° de téléphone 819-994-4970	Facsimile No. - N° de télécopieur 819-953-3016	E-mail address - Adresse courriel denis.labrie@cspc-efpc.gc.ca
		Date <b>10/08/10</b>

**14. Organization Security Authority / Responsable de la sécurité de l'organisme**

Name (print) - Nom (en lettres moulées) <b>D Howard</b>	Title - Titre <b>MANAGER SECURITY</b>	Signature 
Telephone No. - N° de téléphone <b>613-947-6130</b>	Facsimile No. - N° de télécopieur <b>995-0331</b>	E-mail address - Adresse courriel
		Date

15. Are there additional instructions (e.g. Security Guide, Security Classification Guide) attached? / Des instructions supplémentaires (p. ex. Guide de sécurité, Guide de classification de la sécurité) sont-elles jointes?  
 No / Non     Yes / Oui

**16. Procurement Officer / Agent d'approvisionnement**

Name (print) - Nom (en lettres moulées) <b>CHRISTINE BELAIR</b>	Title - Titre <b>Chef d'équipe</b>	Signature 
Telephone No. - N° de téléphone <b>819-956-7018</b>	Facsimile No. - N° de télécopieur <b>819-956-2675</b>	E-mail address - Adresse courriel Christine.belair@tpsgc.ca
		Date <b>10/16/10</b>

**17. Contracting Security Authority / Autorité contractante en matière de sécurité**

Name (print) - Nom (en lettres moulées) <b>JACQUES SAUMUR</b>	Title - Titre <b>CONTRACT SECURITY OFFICER</b>	Signature 
Telephone No. - N° de téléphone <b>613-944-1732</b>	Facsimile No. - N° de télécopieur <b>613-954-6171</b>	E-mail address - Adresse courriel JACQUES.SAUMUR@TPSGC.PWGSC.GC.CA
		Date <b>09-11-2010</b>

## General Instructions of Quarterly Usage Report

### Introduction

The Government of Canada (GC) requires that Suppliers provide Usage Reports to the Supply Arrangement (SA) and Standing Offer (SO) Authority on a quarterly basis.

### Response Due Date

Completion of the report is **MANDATORY** and you are required to return it by the due date indicated below.

Quarter	Period to be Covered	Due on or before
1st	April 1 to June 30	July 15
2nd	July 1 to September 30	October 15
3rd	October 1 to December 31	January 15
4th	January 1 to March 31	April 15

### Information to be Reported

For each Standing Offer or Supply Arrangement or both that the Supplier has been issued, the Supplier must report:

- All call-ups issued during the period in question;
- All contracts issued during the period in question;
- All amendments to call-ups issued during the period regardless of when the original call-up was issued;
- All amendments to contracts issued during the period regardless of when the original contract was issued.

### Completing the report

- Suppliers must complete all applicable portions of the report.
- This report has 4 sections identified by the labels of each worksheet on this file. The fields that allow editing are painted in white. Use your mouse to move between required fields. Some fields have pull down lists - you must use only the options presented on the lists provided.
- Please do not substitute brochures, catalogues or annual reports in lieu of answers to our questions.
- For a specific Standing Offer or Supply Arrangement, if the Supplier is not awarded any call-ups or contracts during the period in question, the Supplier must still complete the Report form provided. In the Utilization Report template, in column E of the sheets titled "SO-Information Sheet" and "SA-Information Sheet", the Supplier must select "None" from the drop down list.

### Currency

All monetary values must be stated in Canadian dollars (CDN) and must include all applicable taxes.

### Changing the Format

Suppliers must not modify the format of this report. Should you have any suggestions about the format, please forward them by e-mail to [Rapportsdutilisation.UtilizationReports@tpsgc-pwgsc.gc.ca](mailto:Rapportsdutilisation.UtilizationReports@tpsgc-pwgsc.gc.ca).

### Returning the Completed Report

Please e-mail the completed report to: [Rapportsdutilisation.UtilizationReports@tpsgc-pwgsc.gc.ca](mailto:Rapportsdutilisation.UtilizationReports@tpsgc-pwgsc.gc.ca).

### Confidentiality

GC will keep your response confidential.

### Questions

Should you need further clarification, please forward your questions by e-mail to the following address (do not forget to include your name and phone number): [Rapportsdutilisation.UtilizationReports@tpsgc-pwgsc.gc.ca](mailto:Rapportsdutilisation.UtilizationReports@tpsgc-pwgsc.gc.ca).

### Instructions on Completing the Report Form

#### Column C – "Standing Offer Number / Supply Arrangement Number"

Supplier must select the appropriate Standing Offer or Supply Arrangement number from the drop down list. System will allow copying and pasting into another cell in this column a Standing Offer or Supply Arrangement number that already exists in the list.

#### Column D – "Method of Supply"

Supplier can only select from the drop down list. System will allow copying and pasting into another cell in this column a Method of Supply that already exists in the list.

#### Column E – "New Activity"

If a call-up, amendment to a call-up, contract, or contract amendment has been issued against each specific Standing Offer or Supply Arrangement during the period, the Supplier must choose "Yes" from the drop down list.

If a call-up, amendment to a call-up, contract, or contract amendment has not been issued against a specific Standing Offer or Supply Arrangement during the period, the Supplier must choose "None" from the drop down list. The template will automatically populate the remaining cells in the row.

#### Column F – "Call-up or Amendment" / "Contract or Amendment"

Supplier must select from the drop down list. System will allow copying and pasting into another cell in this column the reference to "Call-up", "Contract" or "Amendment".

#### Column G – "Call-up N<sup>o</sup>" / "Contract N<sup>o</sup>"

Call-ups or Contracts - Supplier must enter the complete call-up or contract number. Amendment to a Call-up or Contract - Supplier must enter the complete call-up or contract number that has been amended. System will allow copying the complete call-up or contract number and pasting into another cell in this column.

#### Column H – "Amendment N<sup>o</sup>"

Supplier must enter the number of the amendment (i.e. "1", "2", "3", etc.).

#### Column I – "Call-up/Amendment Date" / "Contract/Amendment Date"

Date the call-up, contract, amendment to call-up, or amendment to contract was issued must be entered in the form of month / day / year.

#### Column J - "Call-up/Amendment Start Date" / "Contract/Amendment Start Date"

Date the work covered under the call-up or contract is scheduled to start. For amendments to a call-up or contract, the date is the revised starting date for the work. All dates must be entered in the form of month / day / year.

#### Column K - "Call-up/Amendment End Date" / "Contract/Amendment End Date"

Date the work covered under the call-up or contract is scheduled to end. For amendments to a call-up or contract, the date is the revised end date for the work. All dates must be entered in the form of month / day / year.

#### Column L – "Client Department"

Supplier must select the appropriate Department/Agency name from the drop down list. System will allow copying the Client Department name and pasting into another cell in this column.

#### Column M – "Contact Name"

Supplier must indicate the full name of the contact from the Client Department. System will allow copying the contact name and pasting into another cell in this column.

#### Column N – "Telephone Number"

Supplier must indicate the full telephone number, including area code, of the contact from the Client Department. System will allow copying the telephone number and pasting into another cell in this column. Telephone numbers must be entered in the form of 5551234567. Entries such as 555-123-4567 will not be accepted.

#### Column O – "Consultant Category"

Supplier must select the appropriate Consultant Category from the drop down list. If the Supplier selects "Multiple Categories" from the drop down list, the Supplier must, in the "Comments" column (column P), provide a list of the Consultant Categories. System will allow copying the Consultant Category and pasting into another cell in this column.

#### Column P – "Delivery Location"

Supplier must select from the drop down list the appropriate region or Metropolitan Area where the work is being performed. System will allow copying the delivery location and pasting into another cell in this column.

#### Column Q – "Total Call-up or Amendment Value" / "Total Contract or Amendment Value"

If reporting the value of an amendment to a call-up or contract, Suppliers are to report only the total value of the amendment not the revised call-up or contract value. All values are to be reported in Canadian dollars.

#### Column R – "Comments"

Suppliers who have selected "Multiple Categories" in column M, for a call-up or contract, must list each of the Consultant Categories in this column. Suppliers may also add additional text in this column as required.