RETURN BIDS TO:
RETOURNER LES SOUMISSIONS À:

Bid Receiving - PWGSC / Réception des soumissions - TPSGC
11 Laurier St. / 11, rue Laurier
Place du Portage, Phase III
Core 0A1/ Noyau 0A1
Gatineau
Québec
K1A 0S5
Bid Fax: (819) 997-9776

LETTER OF INTEREST
LETTRE D'INTÉRÊT

Title - Sujet	
FORMATION LINGUISTIQUE LANGUAGE TRA	

Solicitation No. - N° de l'invitation	Date
EN578-093429/B	2012-07-16

Client Reference No. - N° de référence du client	GETS Ref. No. - N° de réf. de SEAG
20093429	PW-$$ZF-505-24649

File No. - N° de dossier	CCC No./N° CCC - FMS No./N° VME
505zf.EN578-093429	

Solicitation Closes - L'invitation prend fin	Time Zone Fuseau horaire
at - à 02:00 PM	
on - le 2012-09-10	Eastern Daylight Saving Time EDT

F.O.B. - F.A.B.

Plant-Usine: ☐   Destination: ☑   Other-Autre: ☐

Address Enquiries to: - Adresser toutes questions à:	Buyer Id - Id de l'acheteur
Bélair, Christine	505zf

Telephone No. - N° de téléphone	FAX No. - N° de FAX
(819) 956-7018 ( )	(819) 956-2675

Destination - of Goods, Services, and Construction:
Destination - des biens, services et construction:

See Herein - Voir ci-inclus.

Comments - Commentaires

Instructions: See Herein

Instructions: Voir aux présentes

Vendor/Firm Name and Address
Raison sociale et adresse du fournisseur/de l'entrepreneur

Delivery Required - Livraison exigée	Delivery Offered - Livraison proposée
See Herein	

Vendor/Firm Name and Address
Raison sociale et adresse du fournisseur/de l'entrepreneur

Telephone No. - N°de téléphone
Facsimile No. - N° de télécopieur

Name and title of person authorized to sign on behalf of Vendor/Firm (type or print)
Nom et titre de la personne autorisée à signer au nom du fournisseur/ de l'entrepreneur (taper ou écrire en caractères d'imprimerie)

Signature   **Date**

Issuing Office - Bureau de distribution

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

Canada

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DEMANDE DE RENSEIGNEMENTS (DDR)

CONCERNANT

LES OFFRES À COMMANDES POUR LES SERVICES DE FORMATION LINGUISTIQUE EN FRANÇAIS ET EN ANGLAIS LANGUES SECONDES

REQUIS PAR LE

GOUVERNEMENT DU CANADA

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SECTION A
OBJECTIFS DE LA DEMANDE DE RENSEIGNEMENTS (DDR)
ET
DÉFINITION DES BESOINS

A1.0   Contexte

Au cours de l'été 2012, Travaux publics et Services gouvernementaux Canada (TPSGC) soutenu par des représentants du Secteur de l'engagement des clients, de la Politique et du Bureau des petites et moyennes entreprises (BPME) affichera une ébauche d'une nouvelle stratégie nationale qu'il propose pour l'approvisionnement des services de formation linguistique des langues officielles du Canada. Cette stratégie a également été élaborée en vue de fournir une approche nationale uniforme et cohérente de l'approvisionnement en services de formation linguistique. Elle inclura des données statistiques d'une analyse de marché résultant d'examens qui ont eu lieux jusqu'à présent et desservira les besoins en formation linguistiques des fonctionnaires fédéraux partout au Canada.

L'objectif de cette stratégie est d'offrir :

- Qualité :   Qualité uniforme assurée par un programme de formation unique.
- Flexibilité :   Une souplesse quant au choix du fournisseur et satisfaire les besoins individuels.
- Convivialité :   Facilement accessible et simple à utiliser.

Entre-temps, considérant les besoins continus en formation linguistique des fonctionnaires fédéraux suite à l'arrêt, au 31 mars 2012, de toute prestation directe de services de formation linguistique par l'École de la fonction publique (École), TPSGC entamera des processus concurrentiels régionaux en vue d'établir des offres à commandes (OC) (printemps 2013) et des arrangements en matières d'approvisionnement (AMA) (automne 2013) auprès des fournisseurs de services de formation linguistique en lien avec cette stratégie nationale. Ces OC et AMA offriront de la formation linguistique aux fonctionnaires fédéraux (apprenants) à temps plein et à temps partiel à l'échelle nationale.

A2.0 Objectif de la DDR

Bien que des OC régionales et un AMA national seront émis sous cette Stratégie, la présente DDR s'applique uniquement aux besoins de la Région de la capitale nationale, c'est-à-dire, aux services de formation linguistique courramment utilisés découlant des éventuelles demandes d'offre à commandes (DOC). Parallèlement ou peu de temps après, une deuxième DDR sera émise pour les besoins régionaux (toutes les régions à l'exception de la RCN). Finalement, une troisième DDR sera émise en 2013 pour solliciter les commentaires de l'industrie pour répondre aux besoins particuliers découlant de la demande d'arrangement en matière d'approvisionnement (DAMA).

L'objectif de la présente DDR est de donner à l'industrie l'occasion d'évaluer et de commenter dès maintenant les besoins, les exigences et les méthodologies de distribution du travail proposés pour les OC tout en réduisant les questions qui pourraient se poser lorsque les demandes DOC seront publiées.

De plus, même si les besoins décrits dans la présente DDR aient été déterminés pour le Canada en entier, la Région de la capitale nationale (RCN) sera traitée en priorité considérant le haut volume d'utilisation de la formation linguistique et l'urgence de mettre en place des outils d'approvisionnement en remplacement des OC qui viennent à échéance dans un avenir approché. Les ébauches des énoncées des travaux qui se trouvent aux annexes A-1, A-2 et A-3 ont donc été définies pour répondre aux besoins de la RCN[1]. Toutefois, elles pourront être adaptées pour répondre aux besoins des régions.

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[1] La région de la capitale nationale est définie dans la Loi sur la capitale nationale S.R. 1985, C. N-3, qui

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Nous invitons donc les fournisseurs établis dans toutes les régions du Canada à participer à cette DDR.

A3.0 Nature de la DDR

La présente DDR n'est pas un appel d'offres et ne donnera pas lieu à l'attribution d'un contrat. Par conséquent, les fournisseurs éventuels des services de formation linguistique décrits dans la présente ne devraient pas réserver des biens ou des installations ni affecter des ressources en fonction des renseignements présentés dans la DDR. Cette dernière ne donnera pas lieu non plus à l'établissement d'une liste de fournisseurs; par conséquent, le fait qu'un fournisseur éventuel réponde à la DDR ne l'empêchera pas de participer à tout processus d'acquisition ultérieur. La DDR vise seulement à obtenir les commentaires de l'industrie sur son contenu.

Le Canada pourrait utiliser les renseignements de propriété non exclusive obtenus dans le cadre du présent examen ou au cours du processus de préparation d'une éventuelle DOC ou AMA.

Le Canada n'est lié par aucun élément énoncé dans le présent document et se réserve le droit de changer à tout moment la totalité ou une partie des exigences, au besoin. De plus, le Canada se réserve le droit de revoir, au besoin, sa méthode d'acquisition d'après l'information reçue en réponse à la présente DDR ou pour toute autre raison.

A4.0   Besoins

Les OC proposées seront pour la prestation de formation de groupe et individuelle en langue seconde, en français et en anglais, à temps plein et à temps partiel, dans les locaux du fournisseur et de l'institution fédérale[2].

Vous trouverez ci-dessous un résumé des besoins qui doivent être rencontrés par les OC. Vous trouverez tous les détails aux annexes A-1, A-2 et A-3 qui contiennent les ébauches des énoncées des travaux proposées.

A4.1 Champs de travail

Pour la RCN, les quatorze (14) champs de travail suivants sont proposés.

Les champs de travail ont été divisé comme suit afin de permettre aux fournisseurs potentiels de soumissionner sur le ou les champs de travail pour lesquels ils sont en mesure de fournir leurs services.

• Formation de groupe* à temps plein

1. Formation de groupe à temps plein en français chez le fournisseur
2. Formation de groupe à temps plein en anglais chez le fournisseur

• Formation individuelle à temps plein

3. Formation individuelle à temps plein en français chez le fournisseur
4. Formation individuelle à temps plein en français en institution fédérale
5. Formation individuelle à temps plein en anglais chez le fournisseur

est accessible sur le site suivant: http://laws-lois.justice.gc.ca/fra/lois/N-4/page-9.html.
[2] Pour alléger le texte, " ministères fédéraux, organismes ou sociétés d'État " mentionnés dans les annexes I, I.1, II, III de la Loi sur la gestion des finances publiques, L.R., 1985, ch. F-11 sera rendu, en général, par "institutions fédérales" tout au long du document.

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6.   Formation individuelle à temps plein en anglais en institution fédérale

•   Formation de groupe* à temps partiel

7.   Formation de groupe à temps partiel en français chez le fournisseur
8.   Formation de groupe à temps partiel en français en institution fédérale
9.   Formation de groupe à temps partiel en anglais chez le fournisseur
10.   Formation de groupe à temps partiel en anglais en institution fédérale

•   Formation individuelle à temps partiel

11.   Formation individuelle à temps partiel en français chez le fournisseur
12.   Formation individuelle à temps partiel en français en institution fédérale
13.   Formation individuelle à temps partiel en anglais chez le fournisseur
14.   Formation individuelle à temps partiel en anglais en institution fédérale

* Pour les champs de travail - formation de groupe, la création des groupes sera faite par les fournisseurs.

A4.2 Programmes de formation utilisés

Le fournisseur devra utiliser les programmes de formation de l'École suivants:

I. pour le français: Programme de français langue seconde - niveaux A, B (PLF^2 - A et B),
                          Programme de français langue seconde - niveau C (PFL^2 - C).
II. pour l'anglais: Communicative English at Work Program (CEWP), niveaux A, B et C.

Des sessions de familiarisation détaillant les programmes de formation PFL^2 et/ou CEWP seront offertes par l'École, aux frais du fournisseur, à toutes les ressources enseignantes et les conseillers pédagogiques du fournisseur. Le but de ces sessions est d'habiliter les professeurs et les conseillers pédagogiques à utiliser les programmes de formation et les outils d'évaluation de l'École afin de se conformer aux exigences des outils d'approvisionnement pour offrir les services de formation. Seule l'École offrira ces sessions de familiarisation et la décision d'offrir ces sessions relève uniquement de l'École. Le fournisseur devra inscrire les ressources enseignantes et conseillers pédagogiques auprès de l'École pour chacune des sessions.

A4.3 Matériel didactique

Le fournisseur sera responsable de l'acquisition de tout le matériel en format papier et/ou électronique des programmes de formation de l'École ainsi que du matériel additionnel des programmes de l'École qu'il jugera nécessaire.

Advenant le cas où le fournisseur choisit de fournir le matériel des programmes de formation de l'École en format papier, il devra distribuer tout le matériel original à ses professeurs, à ses conseillers pédagogiques et aux apprenants. Le fournisseur pourra fournir des photocopies seulement si le matériel original n'est pas disponible aux Publications du gouvernement du Canada après avoir obtenu l'autorisation de l'École.

Advenant le cas où le fournisseur choisit de fournir le matériel des programmes de formation de l'École en version électronique, il devra munir chaque salle de classe d'ordinateurs pour le professeur et chacun des apprenants.

Le matériel didactique des programmes de formation de l'École doit être commandé sur le site web des publications du gouvernement du Canada à http://publications.gc.ca :

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En plus du matériel pour les programmes de formation disponible sur le site web des Publications du gouvernement du Canada, les professeurs et les conseillers pédagogiques du fournisseur auront accès à " MonDossier[3] " pour pouvoir utiliser du matériel complémentaire ainsi que du matériel d'instruction incluant, entre autres, quelques vidéos. Pour obtenir un code d'accès à " MonDossier ", le fournisseur devra en faire la demande auprès de l'École. Cet accès lui sera fourni sans frais.

A4.4 Évaluation des apprenants

L'École évaluera les apprenants qui auront besoin de formation à temps plein et fournira un plan d'apprentissage linguistique de l'apprenant à l'institution fédérale. Pour la formation à temps partiel, l'institution fédérale devra évaluer ses apprenants avec un questionnaire d'auto-évaluation fourni par l'École. Pour les cours de groupe, le fournisseur devra créer des groupes selon les exigences décrites dans l'énoncé des travaux. L'École se réserve le droit de vérifier la composition des groupes.

A4.5 Niveau d'apprentissage

Le programme de formation à temps plein est divisé en six étapes et regroupe les apprenants en deux cohortes distinctes, soit programme court et long. Le plan d'apprentissage préparé par l'École indiquera le programme et l'étape correspondant aux besoins de l'apprenant.

Programme court : Ce programme se divise en 6 étapes de 8 semaines pour une durée totale de 48 semaines.

Programme long : Ce programme se divise en 6 étapes de 12 semaines pour une durée totale de 72 semaines

Pour le temps partiel, trois niveaux d'apprentissage seront offerts qui couvriront à eux trois (combinés), les 6 étapes du programme de formation:

·   Débutant
·   Intermédiaire
·   Avancé

A4.6 Lieu de prestations de la formation des apprenants

Formation à temps plein - groupe : La formation sera offerte dans les installations du fournisseur, avec ou sans mesures d'adaptation[4] .

La formation individuelle à temps plein, ainsi que la formation individuelle et de groupe à temps partiel, pourraient être offertes dans les locaux des institutions fédérales ou chez le fournisseur. Lorsque la formation a lieu dans les installations du fournisseur, un territoire sera prédéfini dans les outils d'approvisionnement. Les fournisseurs pourront offrir la formation à l'extérieur du territoire prédéfini sur approbation expresse de l'institution fédérale.

A5.0   Calendrier de la publication des éventuelles DOC pour les services de formation linguistique

[3] Portail de l'École qui permet aux utilisateurs l'accès aux programmes de formation offerts par l'École.

[4] Les mesures d'adaptation applicables sont celles qui permettent aux personnes à mobilité réduite l'accès aux lieux où se déroulera la formation.

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Suite à cette DDR, nous prévoyons que les DOC seront affichées sur le Service électronique d'appels d'offres du gouvernement (SEAOG), accessible sur MERX à compter d'octobre 2012, et que les nouvelles OC seront établies au début de 2013. Il incombe au fournisseur de s'enregister et/ou de consulter MERX pour la DOC car elles pourraient être affichées avant ou après le calendrier prévu.

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**SECTION B
INSTRUCTIONS POUR RÉPONDRE À LA DDR**

B1.0   Présentation des réponses

Les réponses doivent être envoyées à l'autorité contractante figurant à l'article B2.0, par la poste ou par courriel et doivent inclure:

1. le titre et le numéro de la DDR;
2. le nom, le titre et l'adresse du répondant;
3. le nom, l'adresse et le numéro de téléphone de la personne-ressource du répondant;
4. la date; et
5. la date de clôture de la DDR.

B1.1   Délai des réponses

Les fournisseurs qui souhaitent répondre à la DDR doivent faire parvenir leur réponse à l'autorité contractante avant l'heure et la date indiquées à la page 1 du présent document.

Il incombe à chaque répondant de voir à ce que sa réponse soit envoyée à la bonne adresse et reçue dans les délais prescrits.

B1.2   Nombre d'exemplaires

Le Canada demande aux répondants de soumettre leurs réponses :

Si fournies par courriel: Un (1) exemplaire.
Si fournies par la poste: Trois (3) exemplaires papier.

B2.0   Autorité contractante

L'autorité contractante (ou le représentant délégué) chargée de gérer le processus de la DDR est:

> **Christine Bélair**
> Chef d'équipe d'approvisionnement PI.
> Division des services linguistiques
> Secteur GAST
> TPSGC
> Gouvernement du Canada
> Place du Portage, Phase III, Étape 11C1
> Bureau 17
> 11 Laurier Street
> Gatineau, Qc, K1A 0S5
> Courriel: christine.belair@tpsgc-pwgsc.gc.ca

B3.0   Réponse de l'industrie

B3.1   Format de la réponse

Pour des raisons de commodité et afin de tirer profit au maximum des réponses, le Canada demande aux répondants de suivre le modèle figurant à la **Section D - Questions à l'intention de l'industrie**. Il n'y a pas de limite imposée quand au nombre de pages de renseignements fournis.

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B3.2   Langue de la réponse

Les réponses peuvent être fournies en français et en anglais, au choix du répondant.

B3.3   Paramètres de la réponse

On rappelle aux répondants que la présente est une DDR et non une demande d'offre à commandes (DOC) et que, de ce fait, ils ne devraient pas hésiter à faire part de leurs commentaires et de leurs préoccupations et à recommander, le cas échéant, d'autres moyens de satisfaire au besoin. En outre, on demande aux répondants d'expliquer clairement toute hypothèse qu'ils avancent.

B3.4   Confidentialité de la réponse

Les répondants sont priés de bien indiquer des éléments de leur réponse pour lesquels ils détiennent des droits de propriété. La réponse de chaque répondant demeurera confidentielle. Cependant, en raison de la nature de la présente DDR, les répondants doivent savoir que certains éléments de leur réponse pourraient servir à modifier les documents préliminaires alors que le Canada se prépare en vue de cet achat.

B4.0   Séance d'information à l'intention de l'industrie

B4.1   Séance générale d'information à l'intention de l'industrie

À l'heure actuelle, on ne prévoit pas tenir une séance générale d'information à l'intention de l'industrie.

B4.2   Séances individuelles subséquentes à l'intention des fournisseurs

Après réception des réponses de l'industrie à la DDR, TPSGC pourra tenir des séances individuelles à l'intention des fournisseurs qui auront présenté une réponse substantielle afin de leur donner l'occasion de clarifier des éléments particuliers de leur réponse. On considère que ces séances représentent un ajout au processus de consultation de l'industrie et elle pourraient être données à n'importe quel moment après la réception d'une réponse à la présente DDR.

B5.0 Coûts relatifs à la réponse

Le Canada ne remboursera pas les dépenses engagées pour répondre à la présente DDR.

B6.0 Contenu de la DDR

La présente DDR contient une version non définitive de l'ébauche des Énoncés des travaux et certaines clauses et exigences de l'ébauche de la DOC. Ces documents évoluent constamment et il se peut que des clauses ou des exigences soient ajoutées aux DOC qui seront finalement publiées par le Canada. Il se peut également que des clauses ou des exigences soient retirées ou modifiées. On invite les répondants à faire part de leurs observations concernant la DDR, les ébauches des énoncés des travaux et des besoins des fournisseurs. La DDR contient également des questions précises à l'industrie.

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SECTION C
MÉTHODE D'APPROVISIONNEMENT LIÉE AUX OFFRES À COMMANDES PROPOSÉES

C1.0   RENSEIGNEMENTS GÉNÉRAUX

C1.1   Responsable technique (RT)

Il est proposée que le responsable technique pour les OC sera l'École de la fonction publique du Canada. L'École sera responsable de toutes les questions liées au contenu technique des offres à commandes et des travaux prévus dans les commandes subséquentes qui en découleront incluant la performance de l'offrant tout au long de l'offre à commandes.

C1.2   Utilisateurs désignés (UD)

Il est proposé d'émettre plusieurs offres à commandes principales et régionales (OCPR) pour la fourniture de services de formation linguistique, qui s'adresseront à tous les ministères, toutes les sociétés et tous les organismes du gouvernement canadien énumérés aux annexe I, I.1, II, III, IV ou V de la *Loi sur l'administration des finances publiques.*

Il est proposé que l'utilisation des outils d'approvisionnement découlant du processus des DOC ne sera pas obligatoire pour les utilisateurs désignés.

C1.3   Nombre d'offres à commandes

Le nombre d'OC qui seront émise pour chacun des champs de travail n'a pas encore été déterminé. Toutefois, il est proposé que ce nombre sera basé sur l'utilisation antérieure (et non futures) à ce jour pour chacun des champs de travail, dans chacune des régions. Les estimations utilisées pour déterminées le nombre d'OC à émettre ne constituent pas une garantie de la part du Canada quand à l'attribution d'une partie de travail.

C1.4   Durée des offres à commandes

Il est proposé que les OC seront d'une durée de dix-huit (18) mois avec la possibilité de deux prolongations d'une année chacune. Les fournisseurs auront à soumettre des taux horaire fermes tout inclus pour la période initiale de dix-huit (18) mois ainsi que les deux (2) années de prolongation.

C1.5   Procédures de publication des DOC

Considérant les particularités des différents champs de travail, il est proposé que trois (3) demandes d'OC seront publiées pour établir des marchés pour les besoins décrits dans les énoncés des travaux.

•   Une pour les besoins en formation linguistique pour la formation de groupe à temps plein
•   Une pour les besoins en formation linguistique pour la formation de groupe à temps partiel
•   Une pour les besoins en formation linguistique pour la formation individuelle à temps plein et à temps partiel.

Toutefois, en réponse à toutes les DOC, le fournisseur pourra présenter une offre pour un ou plusieurs champs de travail.

C1.6   Méthode de sélection des fournisseurs

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Il est proposée que TPSGC attribuera un nombre limité d'OC à des fournisseurs offrant le meilleur rapport qualité/prix. L'évaluation de la qualité technique sera, en grande partie, fondée sur l'expérience des conseillers pédagogiques proposés et sur l'expérience générale du fournisseur dans le domaine de la prestation de services en formation linguistique. Une combinaison de critères obligatoires et cotés sera utilisée.

TPSGC a l'intention d'utiliser la méthode de sélection qui se fera en fonction du coût évalué par point le plus bas pour les besoins couverts par les OC.

C1.7   Exigences relatives à la sécurité

Pendant la période des OC, il est proposé que les fournisseurs désirant offrir leurs services sur les lieux des institutions fédérales devront détenir les autorisations de sécurité énumérées ci-dessous.

Pour des renseignements sur les exigences relatives à la sécurité, les fournisseurs devraient consulter le document " Exigences de sécurité dans les demandes de soumissions de TPSGC - Instructions pour les fournisseurs " sur le site Web Documents uniformisés d'approvisionnements ministériels à l'adresse suivante : http://www.tpsgc-pwgsc.gc.ca/app-acq/lc-pl/index-fra.html. Les questions touchant le processus d'autorisation de sécurité doivent être adressées à la DSIC par l'entremise du site Web.

Exigences :

Au minimum, le fournisseur devra détenir en permanence, pendant l'exécution du contrat, une attestation de VOD en vigueur, délivrée par la DSIC de TPSGC.

Les membres du personnel du fournisseur devant avoir accès à des renseignements ou à des biens PROTÉGÉS, ou à des établissements de travail dont l'accès est réglementé, doivent TOUS détenir une cote de FIABILITÉ en vigueur, délivrée ou approuvée par la DSIC de TPSGC.

Tous les fournisseurs intéressés à soumettre une offre sont encouragés à entamer le processus de demande d'attestation de sécurité en communiquant avec l'autorité contractante et demander le parrainage.

C1.8   Ententes de revendications territoriales

Nous ne prévoyons pas la livraison de services de formation linguistique dans des zones visées par une entente de revendication territoriale globale. Toutefois, si c'est le cas, toutes les livraisons à effectuer dans une de ces régions doivent être soumises à TPSGC pour être traitées distinctement.

C1.9   Secteurs à but lucratif et à but non-lucratif

Les fournisseurs sont priés de prendre note que la DOC sera assujettie aux dispositions de l'Accord de libre-échange nord-américain (ALENA) et de l'Accord sur le commerce intérieur (ACI). De ce fait, tous les fournisseurs œuvrant dans le domaine de la formation linguistique, qu'ils soient du secteur à but lucratif ou du secteur à but non-lucratif, seront admissibles à soumettre une offre.

C1.10   Limites des commandes subséquentes

Il est proposé que les utilisateurs désignés bénéficieront d'une limite de 400 000 $ (TPS ou TVH comprise) pour les commandes subséquentes. Pour les besoins dont la valeur est supérieure à ce montant, seul TPSGC sera autorisé à émettre des commandes subséquentes au nom des utilisateurs désignés.

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C1.11   Offre financière

Il est proposé que les offrants devront fournir un taux horaire ferme et tout compris pour tous les champs de travail et devra comprendre au minimum :

1) préparation et fourniture des produits livrables;
2) travail du conseiller pédagogique;
3) temps consacré par le professeur et le conseiller pédagogique aux parties 1 et/ou 2 et/ou 3 des sessions de familiarisation;
4) installations du fournisseur si applicable;
5) frais de déplacement engagés par les ressources du fournisseur pour effectuer les travaux;
6) temps de préparation des cours par le professeur;
7) frais d'impression jusqu'à un maximum de 50 feuilles par apprenants; et
8) matériel didactique (programme d'enseignement de l'École)
9) Mise en cours (création) des cours de groupe pour les champs de travail - formation de groupe.

Paiement par carte de crédit

Afin d'accélérer le processus de paiement des commandes subséquentes de l'OC, il est proposé que les fournisseurs acceptent:

a) les cartes d'achat du gouvernement du Canada (cartes de crédit) suivantes :

- VISA
- MasterCard

b) le dépôt direct (transfert de fonds électronique crédit)

C1.12   Méthodologie d'attribution de travail / Processus de passation des commandes subséquentes

Nous proposons différentes méthodes de sélection des fournisseurs selon le champ de travail.

Pour les besoins de formation individuelle à temps plein ayant une valeur allant jusqu'à 25 000 $, les institutions fédérales auront deux choix: Ils pourront sélectionner un fournisseur selon la méthode d'attribution du travail sur base rotative ou émettre une commande subséquente à un des fournisseurs inscrits à une OC, si l'institution fédérale peut documenter la raison pour laquelle il n'est pas rentable de choisir un fournisseur à partir de la méthode sur base rotative. Pour les besoins d'une valeur supérieure à 25 000 $, la méthodologie de sélection pour les OC sera, lorsque possible (pour les champs de travail où plus d'une OC est autorisée), la méthode " sur base rotative " pour l'attribution des travaux.

Lorsqu'ils utiliseront la méthode sur base rotative, les institutions fédérales commenceront tout d'abord par déterminer les critères nécessaires à leurs besoins (région, type et modalité de formation, etc.). Ils consulteront TPSGC afin de connaître le nom du fournisseur à utiliser. Les commandes subséquentes seront attribuées sur une base rotative aux fournisseurs selon l'ordre détenu au classement en commençant par le fournisseur situé au premier rang et ensuite au fournisseur situé au deuxième rang et ainsi de suite jusqu'à ce que tous les fournisseurs reçoivent une commande subséquente. Le Canada recommencera ensuite le même processus, c'est-à-dire à tour de rôle en recommençant par le fournisseur situé au premier rang et ainsi de suite. Les détails de la méthodologie de l'attribution du travail, pour chacun des champs de travail, seront détaillés dans les documents d'approvisionnement respectifs de chacune des régions. Toutefois, à titre d'exemple, veuillez vous référer aux annexes C-1 et C-2 pour deux méthodologies d'attribution de travail proposées pour les champ de travail :

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- Formation de groupe en français à temps plein chez le fournisseur pour lequel plus d'une OC est autorisée dans la RCN.
- Formation individuelle en français à temps plein chez le fournisseur pour lequel plus d'une OC est autorisée dans la RCN.

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SECTION D
QUESTIONS À L'INTENTION DE L'INDUSTRIE

On demande au répondant de formuler des commentaires ou de la rétroaction en réponse aux questions et aux énoncés ci-dessous, de préférence dans l'ordre dans lequel ils apparaissent.

D1.0 **PROFIL**

D1.1 Le titre et le numéro de la DDR, le nom et l'adresse du répondant incluant la taille de l'organisation (conformément à la définition ci-dessous), l'affiliation à une organisation commerciale / association de l'industrie, ainsi que le nom, l'adresse et le numéro de téléphone d'une personne-ressource et une indication du niveau d'intérêt à une DOC éventuelle en tout ou en partie.

Micro-entreprise	De 1 à 4 employés
Petite entreprise	De 5 à 50 employés
Moyenne entreprise	De 51 à 499 employés
Grande entreprise	Plus de 500 employés

D1.2 De plus, le profil devrait préciser :

D1.2.1 La ou les régions dans lesquelles votre entreprise est en mesure de fournir des services de formation linguistique.

☐ Pacifique (Colombie-Britannique et Yukon)
☐ Ouest (Alberta, Saskatchewan, Manitoba, Territoires du Nord-Ouest et Nunavut)
☐ Ontario (à l'exception de la RCN)
☐ Québec (à l'exception de la RCN)
☐ Atlantique (Nouveau-Brunswick, Nouvelle-Écosse, Terre-Neuve-et-Labrador et Île-du-Prince-Édouard)
☐ Région de la capitale nationale (Gatineau [Outaouais]/Ottawa)
☐ À l'extérieur du Canada

D1.2.2 Le ou les champs de travail pour lesquels votre entreprise est en mesure de fournir des services de formation linguistique.

Formation à temps plein:
☐ Formation de groupe à temps plein en français chez le fournisseur
☐ Formation de groupe à temps plein en anglais chez le fournisseur
☐ Formation individuelle à temps plein en français chez le fournisseur
☐ Formation individuelle à temps plein en français en institution fédérale
☐ Formation individuelle à temps plein en anglais chez le fournisseur
☐ Formation individuelle à temps plein en anglais en institution fédérale

Formation à temps partiel:
☐ Formation de groupe à temps partiel en français chez le fournisseur
☐ Formation de groupe à temps partiel en français en institution fédérale
☐ Formation de groupe à temps partiel en anglais chez le fournisseur
☐ Formation de groupe à temps partiel en anglais en institution fédérale
☐ Formation individuelle à temps partiel en français chez le fournisseur
☐ Formation individuelle à temps partiel en français en institution fédérale
☐ Formation individuelle à temps partiel en anglais chez le fournisseur

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☐ Formation individuelle à temps partiel en anglais en institution fédérale

D1.2.3 Si vos locaux permettent l'accès à des personnes de mobilité réduite (pour les champs de travail chez l'offrant seulement)
☐ oui
☐ non

D1.2.4 Si vous avez les équipements et/ou l'expertise requise pour offrir de la formation aux apprenants ayant besoin des mesures d'adaptation spéciales (personnes ayant des troubles de la vision, de l'ouïe ou de la parole)
☐ oui
☐ non
Précisez :

D1.2.5 Le taux de ressources pédagogiques travaillant pour votre organisation qui détiennent les cotes de sécurité suivantes du gouvernement du Canada.

	1%-25%	26%-50%	51%-75%	76%-100%
Fiabilité				
Secret				
Très secret				
En cours d'obtention d'une cote de sécurité (à n'importe quel niveau)				
Aucun employé ne détient de cote de sécurité du gouvernement fédéral				

D1.2.6 L'attestation de sécurité du gouvernement fédéral que votre organisation détient.

Une vérification d'organisme désignée (VOD)	Une attestation de sécurité d'installations (ASI)
Votre organisation peut avoir accès à des renseignements ou à des biens portant la mention: ☐ Protégé A ☐ Protégé B ☐ Protégé C à des établissements de travail à accès réglementé.	Votre organisation peut avoir accès à des renseignements ou des biens portant la mention : ☐ Confidentiel ☐ Secret ☐ Très secret à des établissements de travail à accès réglementé.
Votre organisation peut détenir, produire ou assurer le traitement électronique des données ou la transmission sécuritaire de documents portant la mention : ☐ Protégé A ☐ Protégé B	Votre organisation peut détenir des installations de sauvegarde de documents, de traitement électronique des données (TED) ou de sécurité des communications (COMSEC) au niveau : ☐ Confidentiel ☐ Secret

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☐ Protégé C dans son établissement	
En cours d'obtention d'une vérification d'organisme désignée (VOD) de niveau : ☐ Protégé A ☐ Protégé B ☐ Protégé C	En cours d'une attestation de sécurité d'installations (ASI) de niveau : ☐ Confidentiel ☐ Secret ☐ Très secret
☐ Aucune attestation de sécurité du gouvernement fédéral	

D2.0   ÉBAUCHES DES ÉNONCÉS DES TRAVAUX PROPOSÉS (ANNEXES A-1, A-2 ET A-3)

ANNEXES A-1, A-2 ET A-3 - SECTION I

D2.1   Avez-vous des préoccupations ou commentaires concernant les procédures proposées pour l'activité de mise en cours (réf. Article 8.0) ? Dans l'affirmative, veuillez les énoncer et formuler toute recommandation que vous pourriez faire pour y répondre.

D2.2   Avez-vous des préoccupations ou commentaires concernant le territoire prédéfini proposé pour les services requis dans les installations du fournisseur (réf. Article 10.0 de la section I) ? Dans l'affirmative, veuillez les énoncer et formuler toute recommandation que vous pourriez faire pour y répondre.

ANNEXES A-1, A-2 ET A-3- SECTION II

D2.3   Avez-vous des préoccupations ou commentaires concernant l'utilisation et l'acquisition obligatoire des programmes de l'École pour dispenser la formation linguistique auprès des fonctionnaires fédéraux (PFL[2] et le CEWP) (réf. Article 3.0 et 4.0) ? Dans l'affirmative, veuillez les énoncer et formuler toute recommandation que vous pourriez faire pour y répondre

D2.4   Avez-vous des préoccupations ou commentaires concernant les exigences proposées reliées aux installations de l'offrant (réf. Article 6.0) ? Dans l'affirmative, veuillez les énoncer et formuler toute recommandation que vous pourriez faire pour y répondre

D2.5   Avez-vous des préoccupations ou commentaires concernant les exigences écologiques proposées (réf. Article 6.5) ? Dans l'affirmative, veuillez les énoncer et formuler toute recommandation que vous pourriez faire pour y répondre.

D2.6   Avez-vous des préoccupations ou commentaires concernant les sessions de familiarisation obligatoires proposées pour les ressources enseignantes et/ou conseillers pédagogiques (réf. Article 7.0) ? Dans l'affirmative, veuillez les énoncer et formuler toute recommandation que vous pourriez faire pour y répondre.

D2.7   Avez-vous des préoccupations ou commentaires concernant les tâches et les exigences de qualification obligatoires proposées pour les conseillers pédagogiques (réf. Articles 8.0 et 10.0) ? Dans l'affirmative, veuillez les énoncer et formuler toute recommandation que vous pourriez faire pour y répondre.

D2.8   Avez-vous des préoccupations ou commentaires concernant les tâches et les exigences de qualification obligatoires proposées pour les ressources enseignantes (réf. Articles 8.0 et 10.0) ? Dans l'affirmative, veuillez les énoncer et formuler toute recommandation que vous pourriez faire pour y répondre.

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D2.9 Avez-vous des préoccupations ou commentaires concernant les rapports et les mesures de rendement proposés pour assurer la qualité de la formation linguistique offert par le fournisseur (réf. Articles 9.0 et 11.0) ? Dans l'affirmative, veuillez les énoncer et formuler toute recommandation que vous pourriez faire pour y répondre.

D2.10 Avez-vous d'autres préoccupations ou commentaires concernant les énoncés des travaux proposés en général ? Dans l'affirmative, veuillez les énoncer et formuler toute recommandation que vous pourriez faire pour y répondre.

D2.11 Êtes-vous favorable que TPSGC utilise les énoncés des travaux tels qu'ils vous sont présentés aux annexes A1, A2 et A3 lors des éventuelles DOC ?

D3.0   OFFRES À COMMANDES PROPOSÉES (SECTIONS A ET C)

D3.1 Avez-vous des préoccupations ou commentaires concernant la division proposée des besoins en plusieurs champs de travail (réf. Article A4.1)? Dans l'affirmative, veuillez les énoncer et formuler toute recommandation que vous pourriez faire pour y répondre.

D3.2 Avez-vous des préoccupations ou commentaires à l'effet que TPSGC a l'intention d'émettre une ou plusieurs OC en fonction des besoins basés sur des utilisations antérieures et non futures selon les besoins de chacune des régions (réf. Article C1.3)? Dans l'affirmative, veuillez les énoncer et formuler toute recommandation que vous pourriez faire pour y répondre.

D3.3 Avez-vous des préoccupations ou commentaires concernant la période (durée) des OC proposée (réf. Article C1.4)? Dans l'affirmative, veuillez les énoncer et formuler toute recommandation que vous pourriez faire pour y répondre.

D3.4 Avez-vous des préoccupations ou commentaires concernant les procédures proposées de publication des DOC (réf. Article C1.5) ? Dans l'affirmative, veuillez les énoncer et formuler toute recommandation que vous pourriez faire pour y répondre.

D3.5 Avez-vous des préoccupations ou commentaires concernant la méthode de sélection des fournisseurs proposée basée sur le rapport qualité/prix (réf. Article C1.6) ? Dans l'affirmative, veuillez les énoncer et formuler toute recommandation que vous pourriez faire pour y répondre.

D3.6 Avez-vous des préoccupations ou commentaires concernant les exigences relatives à la sécurité proposées pour les fournisseurs qui fourniront les services de formation linguistique dans les locaux des institutions fédérales (réf. Article C1.7) ? Dans l'affirmative, veuillez les énoncer et formuler toute recommandation que vous pourriez faire pour y répondre.

D3.7 Avez-vous des commentaires et/ou des préoccupations concernant l'approche proposée qui consiste à accepter un taux horaire ferme et tout compris pour tous les champs de travail (réf. Article C1.11 et Annexe B)? Dans l'affirmative, quelle ou quelles solutions de rechange répondraient à vos préoccupations?

D3.8 Avez-vous des préoccupations ou commentaires concernant l'acceptation des cartes de crédit et le dépôt direct en guise de méthode de paiement des commandes subséquentes (réf. Article C1.11) ? Dans l'affirmative, veuillez les énoncer et formuler toute recommandation que vous pourriez faire pour y répondre.

D3.9 Avez-vous des préoccupations ou commentaires concernant les frais de report et d'annulation proposés (réf. Article 2 de l'annexe B) ? Dans l'affirmative, veuillez les énoncer et formuler toute recommandation que vous pourriez faire pour y répondre.

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D3.10   Avez-vous des préoccupations ou commentaires concernant la méthodologie d'attribution de travail / Processus de passation des commandes subséquentes proposée pour la formation de groupe (réf. Article C1.12 et annexe C-1) ? Dans l'affirmative, veuillez les énoncer et formuler toute recommandation que vous pourriez faire pour y répondre.

D3.11   Avez-vous des préoccupations ou commentaires concernant la méthodologie d'attribution de travail / Processus de passation des commandes subséquentes proposée pour la formation individuelle (réf. Article C1.12 et annexe C-2) ? Dans l'affirmative, veuillez les énoncer et formuler toute recommandation que vous pourriez faire pour y répondre.

D3.12   Avez-vous des préoccupations ou commentaires concernant l'attribution des commandes subséquentes sur une base de libre choix pour les besoins inférieurs à 25,000 $ pour la formation individuelle à temps plein (réf. Article C1.12) ? Dans l'affirmative, veuillez les énoncer et formuler toute recommandation que vous pourriez faire pour y répondre.

D3.13   Avez-vous des préoccupations ou commentaires concernant l'attribution des commandes subséquentes sur une base de rotation pour tous les champs de travail énumérés à l'article A4.1 ? (réf. Article C1.12) ? Dans l'affirmative, veuillez les énoncer et formuler toute recommandation que vous pourriez faire pour y répondre.

D4.0   COMMENTAIRES OU PRÉOCCUPATIONS SUPPLÉMENTAIRES

D4.1   Avez-vous d'autres commentaires et/ou préoccupations concernant les offres à commandes et les énoncées des travaux proposés en matière de formation linguistique qui n'ont pas été soulevés ailleurs? Dans l'affirmative, quelle solution de rechange répondrait à vos préoccupations?

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ANNEXE A-1
ÉBAUCHE DE L'ÉNONCÉ DES TRAVAUX PROPOSÉ

FORMATION DE GROUPE À TEMPS PLEIN

Cette ébauche a été écrite pour les besoins de la RCN.

Voir le document ci-joint (document électronique)
pour le contenu de l'ébauche de l'ÉdT proposé
portant sur les services de formation linguistique de groupe à temps plein.

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ANNEXE A-2
ÉBAUCHES DES ÉNONCÉS DES TRAVAUX PROPOSÉS

FORMATION INDIVIDUELLE À TEMPS PLEIN ET
FORMATION INDIVIDUELLE À TEMPS PARTIEL

Ces ébauches ont été écrites pour les besoins de la RCN.

Voir le document ci-joint (document électronique)
pour le contenu des ébauches des ÉdT proposés
portant sur les services de formation linguistique individuelle à temps plein et à temps partiel.

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ANNEXE A-3
ÉBAUCHE DE L'ÉNONCÉ DES TRAVAUX PROPOSÉ

FORMATION DE GROUPE À TEMPS PARTIEL

Cette ébauche a été écrite pour les besoins de la RCN.

Voir le document ci-joint (document électronique)
pour le contenu de l'ébauche de l'ÉdT proposé
portant sur les services de formation linguistique de groupe à temps partiel.

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ANNEXE B
BASE DE PAIEMENT PROPOSÉE

1.0 Services professionnels

L'offrant sera payé selon le taux horaire fixe tout compris par participant ci-dessous.

Le taux horaire fixe tout compris comprend :
1) préparation et fourniture des produits livrables;
2) travail du conseiller pédagogique;
3) temps consacré par le professeur et le conseiller pédagogique aux parties 1 et/ou 2 et/ou 3 des sessions de familiarisation;
4) installations de l'offrant si applicable;
5) frais de déplacement engagés par les ressources du fournisseur pour effectuer les travaux;
6) temps de préparation des ressources enseignantes
7) frais d'impression jusqu'à un maximum de 50 pages par apprenants;
8) matériel didactique (programme d'enseignement de l'École); et
9) mise en cours (création) des cours de groupes pour les champs de travail - formation de groupe.

Taux horaire ferme tout compris par apprenant	Période initiale de 18 mois Du ___ au ___	Période de prolongation 1 Du ___ au ___	Période de prolongation 2 Du ___ au ___
	$	$	$

2.0 Frais d'annulation et de report

FORMATION DE GROUPE ET INDIVIDUELLE:

Pour tous les champs de travail, les frais d'annulation suivants seront appliqués pour chaque apprenant pour lequel une annulation ou report de formation est demandée :

2.1 Avant le début de la formation :

Format de la formation	Si préavis d'au moins :	L'entrepreneur sera payé l'équivalent de
Temps plein groupe	≥ 8 jours ouvrables	0$
	< 8 jours ouvrables	100% de la valeur initiale de la prochaine session inscrite sur la commande subséquente.
Temps plein individuel	≥ 8 jours ouvrables	0$
	< 8 jours ouvrables	Le nombre d'heures prévues d'enseignement tel qu'indiqué dans la commande subséquente pour les 10 premiers jours ouvrables jusqu'à concurrence de 70 heures.
Temps partiel groupe et individuel	≥ 8 jours ouvrables	0$
	< 8 jours ouvrables	Le nombre d'heures prévues

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		d'enseignement tel qu'indiqué dans la commande subséquente pour les 10 premiers jours ouvrables jusqu'à concurrence de la valeur initiale de la commande subséquente.

2.2   Après le début de la formation :

Format de la formation	Si préavis d'au moins :	L'entrepreneur sera payé l'équivalent de
Temps plein groupe	Avec ou sans préavis	100% de la valeur initiale de la session en cours ou le nombre d'heures d'enseignement restant de la session en cours (le moindre des deux).
Temps plein individuel	≥ 8 jours ouvrables	0$
	< 8 jours ouvrables	Le nombre d'heures d'enseignement correspondant à deux semaines de formation jusqu'à concurrence de : • la valeur initiale de la commande subséquente si la commande subséquente a été autorisée pour un seul apprenant; ou • de la valeur initiale de la formation pour laquelle l'apprenant est inscrit si la commande subséquente est émise pour plus d'un apprenant, ou le nombre d'heures d'enseignement restant de la commande subséquente (le moindre des deux).
Temps partiel groupe	Avec ou sans préavis	100% de la valeur initiale de la session en cours ou le nombre d'heures d'enseignement restant de la session en cours (le moindre des deux).
Temps partiel individuel	≥ 8 jours ouvrables	0$
	< 8 jours ouvrables	Le nombre d'heures prévues d'enseignement tel qu'indiqué dans la commande subséquente pour les 10 premiers jours ouvrables jusqu'à concurrence de la valeur initiale de la commande subséquente.

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2.3   Si la formation est reportée, le Canada ne paiera aucun frais, ni aucune pénalité à l'entrepreneur. Toutefois, si le report de la formation est moins de 8 jours ouvrables du début de la formation et après avoir reporté la formation, l'UD décide d'annuler la formation avant le début de la formation, les frais d'annulation d'un préavis de moins de 8 jours ouvrables s'appliquent.

2.4   Pour la formation de groupe, aucun ajout d'apprenants ne sera accepté par le Canada après le début de la formation à moins que la capacité de l'entrepreneur, les dimensions de la salle de classe et la base de paiement soient respectées (par exemple suite à l'émission d'une commande subséquente, le Canada attribue à un entrepreneur ayant une capacité maximale de 8 apprenants, un groupe-classe de 7 apprenants. Un ajout de deux apprenants est demandé par l'utilisateur désigné pour cette même commande subséquente, ce qui augmenterait le groupe à 9 apprenants. Cet ajout sera refusé puisque la capacité de l'entrepreneur, la dimension de la salle et la base de paiement ne seraient plus respectées).

2.5   Pour la formation de groupe, aucun apprenant substitut ne sera accepté par le Canada suite à une annulation après le début de la formation à moins que le l'apprenant substitut soit du même niveau que l'apprenant remplacé (le candidat devra démontré qu'il est du même niveau que l'apprenant remplacé en fournissant un plan d'apprentissage en vigueur pour le temps plein ou le formulaire d'auto-évaluation pour le temps partiel).

2.6   Aucun autre frais ni autre compensation de quelque nature que ce soit ne sera payable par le Canada.

3.0   Absences imprévues :

Le Canada paiera l'offrant pour toutes absences imprévues d'un apprenant qui n'auront pas fait l'objet d'un préavis d'au moins 48 heures à l'avance et ces périodes d'absences ne pourront pas être reportées à la fin de la formation à moins qu'elles soient autorisées par le chargé de projet de l'Utilisateur par l'entremise d'une modification à la commande subséquente.

4.0   TPS ou la TVH est exclue des montants ci-dessus, lorsqu'applicable.

5.0   Tous les produits livrables sont FAB destination, droits de douane canadiens inclus, s'il y a lieu.

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ANNEXE C-1
Exemple d'une méthodologie d'attribution de travail
pour le champ de travail -
Formation de groupe en français à temps plein chez le fournisseur
pour lequel plus d'une OC est autorisée dans la RCN.

Le programme de formation à temps plein est divisé en six étapes et regroupe les apprenants en deux cohortes distinctes, soit programme court et long. Le plan d'apprentissage préparé par l'École indiquera le programme et l'étape correspondant aux besoins de l'apprenant.

Programme court : Ce programme se divise en 6 étapes de 8 semaines pour une durée totale de 48 semaines.

Programme long : Ce programme se divise en 6 étapes de 12 semaines pour une durée totale de 72 semaines

Un système de rotation distinct est requis pour chacun des programmes mentionnés ci-dessus considérant que les durées des deux programmes sont différentes. Les deux systèmes seront identiques.

Classement des fournisseurs :

Dépendamment du nombre d'OC qui seront octroyées, les OC découlant de la DOC de TPSGC seront classées selon la méthodologie de sélection des institutions fédérales décrite dans la DOC.

Dans cet exemple, six (6) OC sont autorisées pour ce même champ de travail.
              Rang 1 - Fournisseur A
              Rang 2 - Fournisseur B
              Rang 3 - Fournisseur C
              Rang 4 - Fournisseur D
              Rang 5 - Fournisseur E
              Rang 6 - Fournisseur F

Assignation des étapes :

1.   TPSGC déterminera un calendrier qui inclura les sessions disponibles pour toute la durée des OC. À chaque session, les six (6) étapes du programme de formation PFL2 seront offertes.

2.   Par la suite, les étapes seront attribuées aux fournisseurs détenteurs des OC selon le rang détenu pour toute la durée des OC. TPSGC assignera au fournisseur classé au premier rang l'étape qui lui permettra d'obtenir la longévité du groupe la plus longue (étape 1), au fournisseur classé au deuxième rang, l'étape no. 6, au fournisseur classé au troisième rang, l'étape 5 et ainsi de suite.

Afin de facilité la compréhension, nous vous résumons sous format tableau, l'assignation des étapes proposées aux points 1. et 2. ci-dessus :

Dans cet exemple, le fournisseur A sera responsable d'offrir l'étape 1 du programme long pour la période du 2 janvier au 26 mars 2013. À la session 2, ce même fournisseur aura la responsabilité d'offrir l'étape 2 et ainsi de suite. Cette attribution a été conçue afin de permettre à un apprenant de poursuivre avec le même fournisseur pendant toute la durée de sa formation, jusqu'à l'atteinte du niveau cible. Toutefois, si l'apprenant désire changer de fournisseur après avoir complété et réussi une étape, il pourra le faire mais devra sauter une session en attendant que l'étape suivante soit offerte par un autre fournisseur. Dans ce cas-ci, l'apprenant qui a complété l'étape 1 à la première session, chez le fournisseur A, devra attendre à la session 3 et s'inscrire auprès du fournisseur B pour son étape 2.

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Programme long (durée 12 semaines)			
Session 1 **Du 2 janvier au 26 mars 2013**		**Session 2** **Du 27 mars au 18 juin 2013**	
Fournisseur	Étape du Programme PFL^2 attribuée	Fournisseur	Étape du Programme PFL^2 attribuée
A	1	A	2
B	6	B	1
C	5	C	6
D	4	D	5
E	3	E	4
F	2	F	3
Session 3 **Du 19 juin au 10 septembre 2013**		**Session 4** **Du 11 septembre au 3 décembre 2013**	
Fournisseur	Étape du Programme PFL^2 attribuée	Fournisseur	Étape du Programme PFL^2 attribuée
A	3	A	4
B	2	B	3
C	1	C	2
D	6	D	1
E	5	E	6
F	4	F	5
Session 5 **Du 4 décembre 2013 au 4 mars 2014**		**Session 6** **Du 5 mars au 27 mai 2014**	
Fournisseur	Étape du Programme PFL^2 attribuée	Fournisseur	Étape du Programme PFL^2 attribuée
A	5	A	6
B	4	B	5
C	3	C	4
D	2	D	3
E	1	E	2
F	6	F	1

Pour les sessions 7 à 12, l'attribution des étapes sera identique à celle des sessions 1 à 6, et ainsi de suite.

Procédures administratives et des commandes subséquentes :

Afin de s'assurer que c'est convivial, nous avons simplifié le processus des commandes subséquentes comme suit :

1. Lorsqu'une institution fédérale identifie un besoin pour de la formation linguistique d'un employé, il envoie une demande de formation linguistique au service des plans d'apprentissage linguistique de l'École. Celui-ci procède à l'évaluation linguistique de l'employé et fait parvenir un plan d'apprentissage linguistique à l'institution fédérale.

Le plan d'apprentissage linguistique comprend les informations suivantes:
• la langue cible : français ou anglais
• le niveau visé : A, B ou C
• l'étape de départ recommandée du programme de formation PFL2 ou CEWP
• le programme recommandé : court ou long

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- les étapes requises pour l'atteindre du niveau visé (voir l'énoncé des travaux pour les détails des étapes des programmes de formation)

2.   À la réception du plan d'apprentissage linguistique de l'employé, l'institution fédérale consultera le calendrier des sessions préétablies par TPSGC, et inscrira l'employé à la session souhaitée, auprès du fournisseur offrant l'étape recommandée dans son plan d'apprentissage. L'inscription se fera par l'entremise d'une commande subséquente.

3.   Le fournisseur créera des groupes classes homogènes tout en respectant la capacité qu'il aura définie dans son offre ainsi que le nombre maximal de candidats permis par groupe classe. Le fournisseur devra soumettre la composition de ces groupes au responsable technique (RT) de l'École pour approbation finale avant d'en informer l'institution fédérale. Si des candidats n'ont pu être placés dans un groupe pour quelque raison que ce soit (capacité du fournisseur atteinte, nombre insuffisant pour créer un groupe, etc.), il devra fournir le nom de ces candidats au RT en même temps qu'il soumettra la composition des groupes.

Les procédures complètes de passation des commandes subséquentes seront détaillées dans les DOC de chacune des régions.

Le nombre de candidats minimums admissibles pour la création de groupe est de 4 et le maximum est de 6 pour ce champ de travail. Dans la mesure du possible, le fournisseur doit placer tous les candidats dans des groupes. Par exemple, si le fournisseur reçoit 8 inscriptions, pour répondre à la demande, il devra créer deux groupes de 4 mais ne pourra créer un groupe de 6 et avoir un surplus de 2 candidats à moins que sa capacité ne soit atteinte dans l'établissement de son dernier groupe.

Lorsqu'une capacité est atteinte, le fournisseur devra aviser le responsable de l'OC et fournir la liste des inscriptions non traitées. Les inscriptions seront acheminées vers le fournisseur se trouvant au rang suivant conformément au classement identifié dans l'OC, jusqu'à ce que sa capacité soit atteinte à son tour et ainsi de suite, suivant le classement préétabli.

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ANNEXE C-2
Exemple d'une méthodologie d'attribution de travail
pour le champ de travail - Formation individuelle en français à temps plein
chez le fournisseur
pour lequel plus d'une OC est autorisée dans la RCN

Classement des fournisseurs :

Dépendamment du nombre d'OC qui seront octroyées, les OC découlant de la demande d'OC de TPSGC seront classées selon la méthodologie de sélection des fournisseurs décrite dans la DOC.

Dans cet exemple, trois (3) OC sont autorisées pour ce même champ de travail.
Rang 1 - Fournisseur A
Rang 2 - Fournisseur B
Rang 3 - Fournisseur C

L'attribution des commandes subséquentes se fera sur base rotative simple, c'est-à-dire à tour de rôle en commençant par le fournisseur se trouvant au premier rang et ainsi de suite jusqu'à ce que tous les fournisseurs reçoivent une commande subséquente. TPSGC recommencera ensuite le même processus, c'est-à-dire à tour de rôle en recommençant par le fournisseur situé au premier rang et ainsi de suite.

Une commande subséquente pourra être émise pour plusieurs étapes (sessions) ou une étape à la fois.

Procédures administratives et des commandes subséquentes :

Afin de s'assurer que c'est convivial, nous avons simplifié le processus des commandes subséquentes comme suit :

1.   Lorsqu'une institution fédérale identifie un besoin pour de la formation linguistique d'un employé, il envoie une demande de formation linguistique au service des plans d'apprentissage linguistique de l'École. Celui-ci procède à l'évaluation linguistique de l'employé et fait parvenir un plan d'apprentissage linguistique à l'institution fédérale.

Le plan d'apprentissage linguistique comprend les informations suivantes:
•   la langue cible : français ou anglais
•   le niveau visé : A, B ou C
•   l'étape de départ recommandée du programme de formation PFL2 ou CEWP
•   le programme recommandé : court ou long
•   les étapes requises pour l'atteindre du niveau visé (voir l'Énoncé des Travaux pour les détails des étapes des programmes de formation)

2.   À la réception du plan d'apprentissage linguistique de l'employé, l'institution fédérale communiquera avec le fournisseur identifié par TPSGC et lui fournira une description du travail à accomplir par l'entremise d'une commande subséquente.

3.   Le chargé de projet de l'institution fédérale autorisera le fournisseur identifié par le responsable de l'OC d'amorcer les travaux au moyen d'une commande subséquente, dûment autorisé et signé par l'institution fédérale et lui fournira une description du travail à accomplir. Cette description comprendra :

- le nom de l'apprenant ou les noms des apprenants s'il y en a plus d'un;
- le niveau visé : A, B ou C;
- la langue cible;

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- le rythme d'apprentissage;
- la leçon de départ recommandée dans le plan d'apprentissage du ou des apprenants;
- les dates de commencement et de fin de la formation;
- le nombre d'heures de formation estimées nécessaires pour la formation individuelle;
- mesures d'adaptation requises s'il y a lieu;
- l'adresse et le local où la formation aura lieu si les services sont fournis dans les installations de l'institution fédérale; et
- le montant total facturable en conformité avec la base de paiement.

4.   Le fournisseur devra soumettre au chargé de projet dans un délai d'un (1) jour ouvrable suivant la réception de la description des travaux une confirmation, par écrit, incluant :

- l'adresse et le local où la formation aura lieu si les services sont fournis dans les installations du fournisseur; et
- la confirmation de la date de début de la formation.

5.   La limitation financière totale de la commande subséquente correspondant au travail requis sera établie en conformité avec la base de paiement.

6.   Si ledit fournisseur est incapable d'effectuer le travail, il devra en aviser le chargé de projet par écrit dans un délai d'un (1) jour ouvrable suivant la réception de la description des travaux à effectuer. Le processus sera alors repris suivant l'ordre de classement qui sera défini dans la DOC jusqu'à l'identification d'un fournisseur capable de remplir les exigences de la demande. Si aucun fournisseur n'est en mesure d'accomplir le travail demandé, les institutions fédérales se réservent le droit de faire effectuer le travail en prenant d'autres dispositions.

7.   Aucune commande subséquente ne sera autorisée dans le cadre d'une OC dont la capacité du fournisseur sera atteinte ou dépassée au cours de chacune des périodes de douze (12) mois définies par cette OC.

8.   Nul ne demandera jamais au fournisseur de dispenser concurremment de la formation au-delà de sa capacité et il ne sera jamais autorisé à dispenser concurremment de la formation au-delà de sa capacité.

Les procédures complètes des commandes subséquentes seront détaillées dans les DOC de chacune des régions.

ANNEX "A-1"

STATEMENT OF WORK (SOW)

WORK STREAMS:

FULL-TIME GROUP TRAINING

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

Section I - REQUIREMENTS

Travaux publics et Services gouvernementaux Canada   Public Works and Government Services Canada

Canada

STATEMENT OF WORK (SOW)

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Appendix 5. Teaching Evaluation Report
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Appendix 7. Recommendation Report
Appendix 8. End of Session Report

Preamble

In order for Offerors to understand the Work to be performed, it is important that they read the appendices at the end of this annex:
Appendix 1. Official Languages Qualification Standards
Appendix 2. Abbreviations and Acronyms
Appendix 3. Glossary
Appendix 5. Teaching Evaluation Report
Appendix 6. In-House Training Minimum Contents
Appendix 7. Recommendation Report
Appendix 8. End of Session Report

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

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

ANNEX A - SECTION I - REQUIREMENTS

1.0 Background

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

1.1 General mandate of the CSPS through its Language Training Directorate

1.1.1 Ensure quality language training through input and participation in the selection of second-language training offerors.

1.1.2 Participate in the development of the Offerors' language training capacity in response to demand from the federal government.

1.1.3 Design and offer access to learning products (integrated learning) such as the computerized MyAccount Integrated Learning Management System (I-LMS).

2.0 Training

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

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

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

2.1 Training Format

The training is structured as follows:

FULL-TIME GROUP TRAINING

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

2.2 Delivery Method

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

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

> The teacher's version of the CSPS programs (PFL_2 and CEWP), which are installed on the ILMS computer platform of the CSPS (MyAccount) are to be used only in connection with this standing offer and contracts stemming from this standing offer, for which the TA is the 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

4.0 Language of Communication With Learners

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

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

5.0 CSPS Training Programs

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

6.0 Qualification Standards in Relation to Official Languages (OL)

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

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

7.0 Learner Language Learning Plan

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

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

A language learning plan is developed in accordance with the standards prescribed by the CSPS. For full-time group training, the plan includes the following information:
- target language
- target level
- recommended initial step
- learning pace
- recommended program – short or long
- steps required to reach the target level

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

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

8.0 Course Loading Activities

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

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

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

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

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

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

9.0 SLE Test Scheduling

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

10.0 Learner Training Location

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

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

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

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

ANNEX A – SECTION II – WORK STREAMS

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

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

FULL-TIME GROUP TRAINING

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

ANNEX A – Section II

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

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

1.0 Type of Training Provided

Full-time group training must be delivered 35 hours per week from Monday to Friday, but not on federal government statutory holidays.*
*See glossary in Appendix 3.

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

2.0 Training Delivery Days

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

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

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

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

Training must not be delivered on federal government statutory holidays.

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

3.0 CSPS Training Programs

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

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

The Offeror must use the following teaching practices:

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

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

The following are the CSPS training programs:

- For French: Programme de français langue seconde – Levels A and B (PFL_2 – A and B), Programme de français langue seconde – Level C (PFL_2 – C)
- For English: Communicative English at Work Program (CEWP), levels A, B, C.

3.1 The PFL_2 Programs

The CSPS PFL_2 – A et B and PFL2 – C are the programs for language training in French. They cover levels A, B and C and enable learners to acquire the skills necessary to interact in French in the workplace and in everyday situations.

PFL_2 – A et B comprise 40 TOs and are designed to ensure that the learner achieves level B proficiency.

PFL_2 – C comprises two (2) preparatory sessions and four (4) modules, and is designed to ensure that the learner achieves level C.

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

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

3.2 The CEWP Program

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

More specifically, the program material is entitled:

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

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

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

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

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

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

3.3 PFL$_2$ and CEWP program steps and modes

Program: PFL$_2$ – A, B and C and CEWP A, B and C Duration of steps / sessions*			Number of Learners (Per Group)**
Short program	Step 1	280 hours (8 weeks)	4 to 6 (PFL$_2$) 3 to 6 (CEWP)
	Step 2	280 hours (8 weeks)	
	Step 3	280 hours (8 weeks)	
	Step 4	280 hours (8 weeks)	
	Step 5	280 hours (8 weeks)	
	Step 6	280 hours (8 weeks)	
Long program	Step 1	420 hours (12 weeks)	4 or 5 (PFL$_2$) 3 to 5 (CEWP)
	Step 2	420 hours (12 weeks)	
	Step 3	420 hours (12 weeks)	
	Step 4	420 hours (12 weeks)	
	Step 5	420 hours (12 weeks)	
	Step 6	420 hours (12 weeks)	
Pre-SLE consolidation course	210 hours (6 weeks)		4 to 6 (PFL$_2$) 3 to 6 (CEWP)

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

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

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

4.0 Second Language Evaluation (SLE) Tests

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

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

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

5.0 Training Materials

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

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

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

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

Required materials for levels A and B in French
- TOs 1 to 40 (40 workbooks)
- consolidations 1 to 4 (4 workbooks)
- self-assessments 1 to 4 (4 workbooks)

Required materials for level C in French
- Preparatory sessions 1 and 2 (2 workbooks)

Required materials for levels A and B in English
- Interface Canada, Student's Books 1 to 8

Required materials for level C in English
- none

The Offeror is not obligated to purchase the four (4) PFL_2 – 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_2 – C modules are available for purchase from Government of Canada Publications in DVD format. Learners can print them, in whole or in part, if they wish to do so.

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

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

6.0 The Offeror's Facilities

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

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

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

6.1 Classrooms

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

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

6.1.1 Computer Equipment

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

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

6.2 Individual Meeting Room

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

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

6.3 Photocopier

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

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

6.4 Learner Printing

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

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

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

6.5 Environmental Requirements

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

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

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

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

7.0 CSPS Support to Offeror

7.1 Familiarization Sessions

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

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

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

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

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

- the Offeror's capacity to provide teaching resources and pedagogical advisers who have been trained in CSPS training programs is exhausted because of the extreme procurement demand imposed by the IU or other IUs in other call-ups pursuant to this or other SOs in the same region in response to RFSO EN578-093429/A

- a call-up is issued before the familiarization sessions have been provided; or

- there is an unforeseen need to replace a teaching resource or a pedagogical adviser.

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

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

7.1.1 Part 1 - Familiarization Sessions on the PFL_2 – A et B, PFL_2 – 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.

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 during class time while learners are working independently and may last up to one (1) day. Teaching resources must assign learners work, which will be checked when they return from the pedagogical session.

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

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

8.0 Specific Resource Services

8.1 Pedagogical Advisers

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

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

> number of full-time groups ÷ 10
> + number of full-time individuals ÷ 30
> + number of part-time groups ÷ 50
> + number of part-time individuals ÷ 100
> = 1 for one pedagogical adviser's maximum load

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

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

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

8.1.1 Supervision by the Pedagogical Adviser

8.1.1.1 Teaching Evaluation Report (Annex A, Appendix 5)

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

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

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

> ➢ learner participation

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

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

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

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

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

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

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

8.1.1.3 Records, Planning and Individual Work Plans

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

8.1.1.4 Learner Training File

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

8.1.1.5 Training Welcome Session for New Learners

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

8.1.1.6 Replacement of Pedagogical Advisers

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

8.2 Teaching resources

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

8.2.1 Replacement of Teaching Resources

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

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

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

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

8.2.2 Preparation Time

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

8.2.3 One-on-one meetings

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

9.0 Quality Assurance and Specific Performance Measurements

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

9.1 Absence Report

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

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

9.2 Recommendation Report (see Appendix 7 of Annex A)

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

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

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

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

9.4 Learner Learning Performance

9.4.1 Oral Interaction Verification (OIV)

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

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

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

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

9.4.2 Predictive Test, Reading and Writing

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

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

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

9.5 Learning Performance Monitoring and Teaching Quality Assessment

9.5.1 In-class monitoring of teaching

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

9.5.2 Language Training Quality Assurance Measurement Tool (QAMT)

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

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

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

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

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

10.0 Requirements Respecting Education and Experience – Resources

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

10.1 Pedagogical Advisers

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

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

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

10.1.1 Primary and Backup Pedagogical Advisers – Mandatory Qualifications

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

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

One of the following qualifications is also required:

a. at least one (1) year of experience since January 2007 supervising at least two (2) teaching resources at the same time, delivering full-time English or French as a second language courses to adults,

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

c. at least 3,600 hours of teaching experience since January 2007 delivering full-time English or French as a second language training to groups of at least three (3) adults, using one or more of the following training programs:
- PBFT
- PFL2 – A et B or PFL2 – C
- CEWP
- a program used by a recognized Canadian post-secondary institution
- any other English or French as a second language adult education program.

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

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

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

10.2 Teaching resources

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

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

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

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

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

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

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

10.2.1.1. Teaching resources with Minimum Experience

A main teaching resource is a teaching resource who, since January 2007, has acquired at least 500 hours of experience teaching English or French as a second language to adults on an individual or group basis. Moreover, these hours of training must have been delivered using one or more of the following programs:
- PBFT
- PFL2 – A et B or PFL2 – C
- CEWP
- a program used by a recognized Canadian post-secondary institution any other English or French as a second language adult education program.

10.2.1.2. Teaching resources without Minimum Experience

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

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

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

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

11.0 Deliverables

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

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

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

ANNEX A – APPENDIX 1

QUALIFICATION STANDARDS IN RELATION TO OFFICIAL LANGUAGES

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

Introduction

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

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

There are two types of language qualifications for bilingual positions:

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

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

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

Application

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

Related Requirements

Institutions also apply the following requirements:

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

General Second Official Languages Qualifications

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

These tests and standards apply to all occupational groups.

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

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

They are cumulative:

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

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

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

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

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

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

Written Comprehension in the Second Official Language, Proficiency Level A

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

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

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

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

Examples

A person at this level can read:	- internal communications - letters - email messages - routine forms (e.g., requisitions, invoices) - very simple texts
In order to:	- file - distribute - pick out specific units of information (e.g., dates, numbers, names) - process routine requests (e.g., requisitions, work orders, invoices) - fully understand very simple texts - understand the general idea regarding familiar, work-related topics - carry out routine, simple actions (e.g., understand photocopying instructions, order office supplies, read a meeting agenda)

Written Comprehension in the Second Official Language, Proficiency Level B

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

A person reading at this level can:

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

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

Examples

A person at this level can carry out the activities of level A and can also read work-related:	- reference materials - reports - articles - notices
In order to:	extract information or specific details

	required for the job
	▪ understand the general idea of the content
	▪ verify that the content is factually correct when the text was prepared by others

Written Comprehension in the Second Official Language, Proficiency Level C

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

A person reading at this level can:

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

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

Examples

A person at this level can carry out the activities at levels A and B and can also read work-related:	▪ policy papers ▪ research papers ▪ technical reports ▪ books ▪ complex contracts or specifications ▪ legislation or regulations
In order to:	▪ ensure completeness and accuracy ▪ extract details for action or interpretation ▪ review for meaning and tone when it was prepared by others ▪ obtain an in-depth understanding of the content ▪ assess implications ▪ provide comments ▪ make recommendations

Written Expression in the Second Official Language, Proficiency Level A

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

A person writing at this level can:

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

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

Examples

A person at this level can write:	▪ isolated words ▪ simple phrases ▪ simple messages ▪ lists (e.g., items, names, activities) ▪ titles or subject headings ▪ brief notes
In order to:	▪ fill out a form or report related to one's duties ▪ note simple point-form messages ▪ complete an index or table of contents ▪ request and provide simple information ▪ use templates in familiar situations

Written Expression in the Second Official Language, Proficiency Level B

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

A person writing at this level can:

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

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

Examples

A person at this level can carry out the activities of level A and can also write work-related:	▪ short, routine messages ▪ short texts ▪ short descriptions ▪ brief comments ▪ simple, factual correspondence or directives
In order to:	▪ adapt templates by adding a few words or slightly modifying the content ▪ request or provide information, explanations or instructions ▪ explain or request that action be taken ▪ formulate observations ▪ present conclusions ▪ summarize a text or meeting in point

	or note form

Written Expression in the Second Official Language, Proficiency Level C

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

A person writing at this level can:

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

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

Examples

A person at this level can carry out the activities at levels A and B and can also write work-related:	- correspondence - briefing notes - memoranda - reports - recommendations - research papers - comprehensive summaries - detailed presentations
In order to:	- provide or request detailed facts and reasons - provide information or comment on contentious issues

Oral Proficiency in the Second Official Language - Level A

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

A person speaking at this level can:

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

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

Examples

> **A person at this level can carry out the following activities:**
>
> - ask and answer simple questions about names, addresses, dates, times or numbers
> - make requests to colleagues or other employees and respond to such requests about simple and uncomplicated matters
> - give and follow simple directions and instructions
> - provide short, repetitive answers or information
> - exchange common courtesies (e.g., thank you, you're welcome, have a nice day)

Oral Proficiency in the Second Official Language - Level B

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

A person speaking at this level can:

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

A person at this level may have deficiencies in grammar, pronunciation, vocabulary and fluency that do not seriously interfere with communication.
A person at this level would have a limited ability to deal with situations involving hypothetical ideas.
A person at this level should not be expected to cope with situations that are sensitive or that require the understanding or expression of subtle or abstract ideas.

Examples

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

Oral Proficiency in the Second Official Language - Level C

Standard Description

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

A person speaking at this level can:

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

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

Examples

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

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

ANNEX A – APPENDIX 2

ABBREVIATIONS AND ACRONYMS

CEWP – Interaction Canada
Communicative English at Work Program – Level C

CEWP – Interface Canada
Communicative English at Work Program – Levels A and B

CSPS
Canada School of Public Service

ILMS
Integrated Learner Management System

IU
Identified User

OIV
Oral Interaction Verification

OL qualification standards
Qualification Standards in Relation to Official Languages

PBFT
Programme de base de français au travail

PFL$_2$ – A, B and C
Programme de français langue seconde – Niveaux A, B et C

PSC
Public Service Commission

PV
Progress Verification

PWGSC
Public Works and Government Services Canada

QAMT
Quality assurance measurement tool

SLE
Second Language Evaluation

SO
Standing Offer

SOW
Statement of Work

TA
Technical Authority

TO
Training objective

ANNEX A – APPENDIX 3

GLOSSARY

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

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

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

Federal Government Statutory Holidays
Statutory holidays recognized by the federal government:
- January 1
- Good Friday
- Easter Monday
- Victoria Day
- June 24 (only for services delivered in Quebec)
- July 1
- Provincial Civic holiday (first Monday in August in Ontario)
- Labour Day (first Monday in September)
- Thanksgiving (second Monday in October)
- Remembrance Day (November 11)
- December 25 and 26

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

Full-time Training
Training provided for 35 hours per week.

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

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

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

Programme de base de français au travail (PBFT) de l'École
CSPS program developed by the Language Training Centre and previously used to enable learners to attain levels A, B and C. The program emphasized communication in the context of everyday tasks. This program has been replaced by Programme de français langue seconde – Niveaux A et B (PFL$_2$ – A et B), and by Programme de français langue seconde – Niveau C (PFL$_2$ – C).

Programme de français langue seconde – Niveaux A et B (PFL$_2$ – 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$_2$ – C)
CSPS communication-based training program focusing on French in the workplace. This program is used for teaching French as a second language at an advanced level (level C).

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

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

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

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

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

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

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

ANNEX A – APPENDIX 4

CSPS TRAINING PROGRAM OBJECTIVES

Three weeks are devoted to preparation for the oral proficiency test after:
- the consolidation week following step 4 of PFL$_2$ A and B (Consolidation 4) for learners aiming to attain level B in French as a second language;
- module 4 of PFL$_2$ 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$_2$ A and B

At the end of each step of PFL$_2$ A and B, there is a one-week consolidation session.

PFL$_2$ A and B Training Objectives

STEP 1

OF 1 – S'identifier et identifier des personnes

OF 2 – Identifier des objets ou des documents

OF 3 – Exprimer des relations d'appartenance

OF 4 – Exprimer des relations de possession

OF 5 – Indiquer où est une personne, un objet/document, un lieu

OF 6 – Indiquer des données chiffrées

OF 7 – Orienter quelqu'un dans l'espace

OF 8 – Situer un événement dans le temps

OF 9 – Situer un événement dans le temps : passé, présent, futur

OF 10 – Assigner des tâches

OF 11 – Préciser comment accomplir une tâche

OF 12 – Indiquer la répartition et une quantité non numérique

STEP 2

OF 13 – Fournir de l'information sur un événement ou une habitude passés

OF 14 – S'informer ou informer d'un événement

OF 15 – S'informer ou informer d'une requête ou de l'obtention de quelque chose

OF 16 – Faire une offre et réagir à une offre

OF 17 – S'informer ou informer de la présence ou de la disponibilité de personnes ou de choses

OF 18 – Exprimer une volonté, un souhait, des goûts, des préférences

OF 19 – Évaluer des choses

OF 20 – Évaluer des personnes

OF 21 – (Se) renseigner sur l'application de normes et de règlements

OF 22 – Préciser les modalités d'exécution (temps) d'un travail

STEP 3

OF 23 – Préciser les conditions de réalisation d'un projet

OF 24 – Situer des événements par rapport à d'autres

OF 25 – Indiquer les étapes d'un processus

OF 26 – Décrire des déplacements

OF 27 – Décrire une tâche (opérations physiques)

OF 28 – Préciser l'importance d'une directive

OF 29 – Apprécier les capacités ou les compétences de quelqu'un

OF 30 – Permettre ou interdire quelque chose

OF 31 – Exprimer la volonté, le souhait

OF 32 – Formuler des conditions

STEP 4

OF 33 – Exprimer un choix

OF 34 – Proposer des solutions à un problème

OF 35 – Faire des prévisions

OF 36 – Demander ou donner de l'information sur un projet

OF 37 – Décrire la démarche suivie dans la réalisation d'un projet

OF 38 – Exposer le pourquoi et les effets d'une action, d'un événement, d'une situation

OF 39 – Évaluer un changement proposé

OF 40 – Persuader quelqu'un de quelque chose

2. PFL2 – C

Program component

STEP 5

Session préparatoire 1

Session préparatoire 2

Module 1

Module 2

STEP 6

Module 3

Module 4

3. CEWP A and B

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

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

	TO 32 - temporary situations (time adverbials, contrast present vs. continuous aspect)
	TO 33 - giving directions (adverbs of movement, direction)
	TO 34 - giving / getting info on past actions and events
	TO 35 - ability (modal auxiliaries: can, could; adverbs manner)
	TO 36 - making appointments

	STEP 2
4	TO 37 - giving assurance (will; time adverbials; (in)direct objects)
	TO 38 - describing things
	TO 39 - asking / granting permission (modal use: can, could, may, have to)
	TO 40 - making comparisons (comparative; superlatives; intensifiers)
	TO 41 - alphabet and spelling / social formulation
	TO 42 - telling what happened (contrast past aspects)
	TO 43 - leaving and taking a message (modals: can, could, would)
	TO 44 - talking about intentions (intro: conditional sentences)
5	TO 45 - polite requests (can, could, will, would, mind+)
	TO 46 - asking about cost and quantity (much, many, a few…)
	TO 47 -arriving for an appointment
	TO 48 - ongoing situations (into: present perfect)
	TO 49 - showing how, giving instructions (adverbs for sequence)
	TO 50 - health (modal: should, ought to)
	TO 51 - Review social expression, introductions
	TO 52 - talking about the recent past (contrast past, present perfect, time expressions)
1 - 5	**CONSOLIDATION Level A objectives (Review)**

	STEP 3
6	TO 53 - explaining how to get somewhere
	TO 54 - making inquiries (info, yes/no, indirect)

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

STEP 4	
	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)

STEP 5

Review Phase

Phase 1

Phase 2
Phase 3

STEP 6

TEACHING EVALUATION REPORT

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

Date:

Evaluation performed by

Name :   **Title :**

Offeror :   **Name of teacher :**

Group N°   **Program : short / long / pré-ELS**

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

	Group	**Private**
Full-time	☐	☐
Part-time	☐	☐

Activities observed:

☐ **PFL 2 – A et B**   **OF :**   **Activity :**   **Unit (specify) :**

☐ **PFL 2 – C**   **Session préparatoire :**   or **Module :**   **Activity :**

☐ **Other (specify)**

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

---

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

The teaching resource:

a)   establishes links between activities and learning objectives; ☐

b) ensures learners understand the training objectives. ☐

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; ☐
b) checks and confirms learner comprehension; ☐
c) gives additional information (when necessary). ☐

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; ☐
b) links the learners' experience to the objectives of the scheduled activities; ☐
c) adapts activities to the learners' various learning styles, needs and interests; ☐
d) gives clear, specific and varied explanations; ☐
e) makes appropriate use of writing to support the activity's objective; ☐
f) adapts time allocated to activities to learners' needs; ☐
g) uses authentic documents; ☐
h) exploits activities in a way that maximizes the learners' speaking time. ☐

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; ☐
b) provides correction in an amount corresponding to learners' needs and training objective;
c) limits his/her interventions during communication activities correcting only errors that

obscure message; ☐
d) uses written support when necessary; ☐
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; ☐
b) clearly explains the instructions for the activities to be carried out and confirms the learners' comprehension of them; ☐
c) gives the learners focused feedback; ☐
d) uses online learning tools judiciously; ☐
e) ensures learners participate in discussions and re-use introduced elements. ☐

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; ☐
b)	stimulates learner interest in the way s/he conducts activities; ☐
c)	chooses relevant and varied activities; ☐
d)	factors in situations that arise in class (fatigue, unexpected requests or comments) and adjusts the scheduled activities accordingly; ☐
e)	allows learners to experiment and develop their own strategies; ☐
f)	uses the learners' first official language if necessary. ☐

Rating : 1 / 2 / 3

Comments / Points to improve

8. Observations and comments on the group

The learners :

a) have the same learning pace; ☐
b) speak spontaneously; ☐
c) ask questions; ☐
d) actively participate; ☐

e) use their second language in class; ☐
f) contribute to the creation of a positive learning environment. ☐

Evaluator's comments:

ANNEX A – APPENDIX 6

CONTENT OF IN-HOUSE SESSIONS

(Section II, Clause 8.1)

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

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

1. use PFL_2 – A et B, PFL_2 – C or CEWP classroom and self-learning materials;
2. navigate the CSPS 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 CSPS; and
8. prepare absence, end-of-session and recommendation reports.

RECOMMENDATION REPORT

Nom de l'apprenant / Learner's Name :

École / School :

Ministère / Department

Groupe / Group

Étape / Step

Programme / Program   court / short ☐   long ☐

Ressource enseignante / Teacher

**Conseiller pédagogique /
Pedagogical Adviser**

RECOMMANDATION / RECOMMENDATION :

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

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

Commentaires / Comments :

Date :

ANNEX A – APPENDIX 8

END OF SESSION REPORT

Template for Full-Time Group Training

Name of learner		Department	
School			
Group		Teaching resource	
Step		Pedagogical adviser	
Program	☐ short ☐ long		

Overall evaluation

During this step, the learner has

      1.   achieved the current program objectives   ☐

      2.   almost achieved the current program objectives   ☐

      3.   made progress but has not achieved the current program objectives   ☐

      4.   not made significant progress   ☐.

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

ANNEX "A-2"

STATEMENT OF WORK (SOW)

WORK STREAMS:

FULL-TIME INDIVIDUAL TRAINING

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

PART-TIME INDIVIDUAL TRAINING

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

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STATEMENT OF WORK (SOW)

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Preamble

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

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

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

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

ANNEX A - SECTION I - REQUIREMENTS

This section applies to all work streams.

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

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

1.1.1   Ensure quality language training through input and participation in the selection of second-language training offerors.

1.1.2   Participate in the development of the Offerors' language training capacity in response to demand from the federal government.

1.1.3   Design and offer access to learning products (integrated learning) such as the computerized MyAccount Integrated Learning Management System (I-LMS).

2.0 Training

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

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

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

2.1 Training Format

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

Each main work stream is subdivided as follows:

FULL-TIME INDIVIDUAL TRAINING

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

PART-TIME INDIVIDUAL TRAINING

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

2.2 Delivery Method

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

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

> The teacher's version of the CSPS programs (PFL$_2$ 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

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federal institutions and are mandatory for full-time training.

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

A language learning plan is developed in accordance with the standards prescribed by the CSPS and includes the following information:
- target language
- target level
- starting lesson
- learning pace
- number of hours required to reach the target level

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

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

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

8.0 Course Loading Activities

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

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

9.0 SLE Test Scheduling

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

10.0 Learner Training Location

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

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

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

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

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ANNEX A – SECTION II – WORK STREAMS

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

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

SECTION II – 1 FULL-TIME INDIVIDUAL TRAINING

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

SECTION II – 2 PART-TIME INDIVIDUAL TRAINING

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

ANNEX A – Section II

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

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

1.0 Type of Training Provided

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

*See glossary in Appendix 3.

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

2.0 Training Delivery Days

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

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

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

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

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

Training must not be delivered on federal government statutory holidays.

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

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

3.0 CSPS Training Programs

The training methods, course configurations and related material designed by the 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$_2$ – A and B), Programme de français langue seconde – Level C (PFL$_2$ – C)
- For English: Communicative English at Work Program (CEWP), levels A, B, C.

3.1 The PFL$_2$ Programs

The CSPS PFL$_2$ – A et B and PFL2 – C are the programs for language training in French. They cover levels A, B and C and enable learners to acquire the skills necessary to interact in French in the workplace and in everyday situations.

PFL$_2$ – A et B comprise 40 TOs and are designed to ensure that the learner achieves level B proficiency.

PFL$_2$ – C comprises two (2) preparatory sessions and four (4) modules, and is designed to ensure that the learner achieves level C.

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

3.2 The CEWP Program

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

More specifically, the program material is entitled:

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

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

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

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

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

3.3 Estimated Training Duration

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

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

4.0 Second Language Evaluation (SLE) Tests

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

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

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

5.0 Training Materials

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

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

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

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

Required materials for levels A and B in French
- TOs 1 to 40 (40 workbooks)
- consolidations 1 to 4 (4 workbooks)
- self-assessments 1 to 4 (4 workbooks)

Required materials for level C in French
- Preparatory sessions 1 and 2 (2 workbooks)

Required materials for levels A and B in English
- Interface Canada, Student's Books 1 to 8

Required materials for level C in English
- none

The Offeror is not obligated to purchase the four (4) PFL_2 – 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_2 – C modules are available for purchase from Government of Canada Publications in DVD format. Learners can print them, in whole or in part, if they wish to do so.

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

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

6.0 Facilities

6.1 Federal Institution Facilities

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

6.2 The Offeror's Facilities

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

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

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

6.2.1 Classrooms

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

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

6.2.1.1 Computer Equipment

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

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

6.2.2 Photocopier

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

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

6.2.3 Learner Printing

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

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

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

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

6.2.4 Environmental Requirements

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

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

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

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

7.0 CSPS Support to Offeror

7.1 Familiarization Sessions

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

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

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

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

- the Offeror's capacity to provide teaching resources and pedagogical advisers who have been trained in CSPS training programs is exhausted because of the extreme procurement demand imposed by the IU or other IUs in other call-ups pursuant to this or other SOs in the same region in response to RFSO EN578-093429/A

- a call-up is issued before the familiarization sessions have been provided; or

- there is an unforeseen need to replace a teaching resource or a pedagogical adviser.

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

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

7.1.1 Part 1 - Familiarization Sessions on the PFL$_2$ – A et B, PFL$_2$ – C and CEWP Training Programs

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

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

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

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

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

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

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

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

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

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

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

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

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

7.1.4 Location of Familiarization Sessions

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

7.2 Pedagogical Sessions

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

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

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

8.0 Specific Resource Services

8.1 Pedagogical Advisers

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

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

    number of full-time groups ÷ 10
+ number of full-time individuals ÷ 30
+ number of part-time groups ÷ 50
+ number of part-time individuals ÷ 100
= 1 for one pedagogical adviser's maximum load

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

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

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

8.1.1 Supervision by the Pedagogical Adviser

8.1.1.1 Teaching Evaluation Report (Annex A, Appendix 5)

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

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

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

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

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

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

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

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

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

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

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

8.1.1.3 Records, Planning and Individual Work Plans

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

8.1.1.4 Learner Training File

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

8.1.1.5 Training Welcome Session for New Learners

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

8.1.1.6 Replacement of Pedagogical Advisers

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

8.2 Teaching resources

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

8.2.1 Replacement of Teaching Resources

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

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

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

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

8.2.2 Preparation Time

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

9.0 Quality Assurance and Specific Performance Measurements

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

9.1 Training Calendar (see Appendix 8 of Annex A)

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

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

9.2 Absence Report

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

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

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

The teaching resource must track the learners' performance monthly.

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

9.4 Learner Learning Performance

9.4.1 Oral Interaction Verification (OIV)

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

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

Further to the OIV, the Offeror's pedagogical adviser must provide the TA with a report on the learner's achievement of the training objectives no later than two (2) business days following the OIV. If the step objectives are not fully achieved, the pedagogical adviser must also send to the TA a report stating the measures that the 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, or if the QAMT has been completed on paper, will send the questionnaire to the TA.

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

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

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

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

10.0 Requirements Respecting Education and Experience – Resources

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

10.1 Pedagogical Advisers

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

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

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

10.1.1 Primary and Backup Pedagogical Advisers – Mandatory Qualifications

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

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

One of the following qualifications is also required:

a. at least one (1) year of experience since January 2007 supervising at least two (2) teaching resources at the same time, delivering full-time English or French as a second language courses to adults,

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

c. at least 3,600 hours of teaching experience since January 2007 delivering full-time English or French as a second language training to groups of at least three (3) adults, using one or more of the following training programs:
    - PBFT
    - PFL2 – A et B or PFL2 – C
    - CEWP
    - a program used by a recognized Canadian post-secondary institution
    - any other English or French as a second language adult education program.

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

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

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

10.2 Teaching resources

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

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

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

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

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

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

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

10.2.1.1. Teaching resources with Minimum Experience

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

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

10.2.1.2. Teaching resources without Minimum Experience

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

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

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

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

11.0 Deliverables

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

ANNEX A – SECTION II

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

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

1.0 Type of Training Provided

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

* See glossary in Appendix 3.

2.0 Training Delivery Days

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

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

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

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

Training must not be delivered on federal government statutory holidays.

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

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

3.0 CSPS Training Programs

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

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

The Offeror must use the following teaching practices:

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

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

The following are the CSPS training programs:

- for French: Programme de français langue seconde – Niveaux A et B (PFL$_2$ – A et B) and Programme de français langue seconde – Niveau C (PFL$_2$ – C).
- for English: Communicative English at Work Program (CEWP), levels A, B and C.

3.1   The PFL$_2$ Programs

The CSPS PFL$_2$ – A et B and PFL$_2$ – 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$_2$ – A et B comprise forty (40) TOs and are designed to ensure that the learner achieves or maintains level B proficiency.

PFL$_2$ – C comprises two (2) preparatory sessions and four (4) modules, and is designed to ensure that the learner achieves or maintains level C.

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

3.2   The CEWP Program

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

More specifically, the program material is entitled:

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

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

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

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

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

The training objectives of PFL_2 and CEWP are listed in appendix 4 of this annex.

3.3. Learning Levels

Program: PFL_2 – A, B and C and CEWP A, B and C Learning Levels	
Beginner level	Step 1
	Step 2
Intermediate level	Step 3
	Step 4
Advanced level	Step 5
	Step 6

4.0 Second Language Evaluation (SLE) Tests

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

5.0 Training Materials

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

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

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

Required materials for levels A and B in French:
- TOs 1 to 40 (40 workbooks)
- consolidations 1 to 4 (4 workbooks)
- self-assessments 1 to 4 (4 workbooks)

Required materials for level C in French:
- Preparatory sessions 1 and 2 (2 workbooks)

Required materials for levels A and B in English:
- Interface Canada, Student's Books 1 à 8

Required materials for level C in English: none.

The Offeror is not obligated to purchase the four (4) $PFL_2 - C$ 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 $PFL_2 - C$ Modules are available for purchase from Government of Canada Publications in DVD format.

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

6.0 Facilities

6.1 Federal Institution Facilities

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

6.2 The Offeror's Facilities

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

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

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

6.2.1 Classrooms

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

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

6.2.2 Photocopier

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

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

6.2.3 Environmental Requirements

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

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

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

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

7.0 CSPS Support to Offeror

7.1 Familiarization Sessions

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

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

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

- the Offeror's capacity to provide teaching resources and pedagogical advisers who have been trained in CSPS training programs is exhausted because of the extreme procurement demand imposed by the IU or other Identified Users in other call-ups pursuant to this or other SOs in the same region in response to RFSO EN578-093429/A;

- a call-up is issued before the familiarization sessions have been provided; or

- there is an unforeseen need to replace a teaching resource or a pedagogical adviser.

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

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

7.1.1 Part 1 - Familiarization Sessions on the PFL$_2$ – A et B, PFL$_2$ – 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/A on the basis of the ratios shown below.

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

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

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

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

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

8.1.1 Supervision by the Pedagogical Adviser

8.1.1.1 Teaching Evaluation Report (Annex A, Appendix 5)

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

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

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

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

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

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

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

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

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

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

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

8.1.1.3 Records and Planning

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

8.1.1.4 Training Welcome Session for New Learners

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

8.1.1.5 Replacement of Pedagogical Advisers

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

8.2 Teaching resources

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

8.2.1 Replacement of Teaching resources

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

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

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

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

9.0 Quality Assurance and Specific Performance Measurements

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

9.1 Absence report

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

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

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

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

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

9.3 Learning Performance Monitoring and Teaching Quality Assessment

9.3.1 In-class monitoring of teaching

The TA will conduct random in-class observations in order to ensure that the training is consistent with adult education principles and the requirements set out in this SO. This also applies to training delivered on the department's premises. If the observed teaching does not comply with these requirements, the Offeror must conduct a follow-up, which may include registering the teaching resource to take again, in whole or in part, the familiarization session described in Clause 7.1.1 of this section. If the teaching is still not consistent with the instructions at a second evaluation by the TA, the teaching resource will no longer be able to teach under this standing offer. If three or more teaching resources are withdrawn from the 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 or, if the QMAT has been completed on paper, will send the completed questionnaire to the TA.

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

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

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

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

10.0 Education and Experience Requirements – Resources

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

10.1 Pedagogical Advisers

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

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

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

10.1.1 Primary and Backup Pedagogical Advisers – Mandatory Qualifications

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

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

One of the following qualifications is also required:

a) at least one (1) year of experience since January 2007 supervising at least two (2) teaching resources at the same time, delivering full-time English or French as a second language courses to adults,

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

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

- PBFT
- PFL_2 – A et B or PFL_2 – C
- CEWP
- a program used by a recognized Canadian post-secondary institution
- any other English or French as a second language adult education program.

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

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

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

10.2 Teaching resources

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

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

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

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

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

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

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

10.2.1.1. Teaching resources with Minimum Experience

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

- PBFT
- PFL$_2$ – A et B or PFL$_2$ – C
- CEWP
- a program used by a recognized Canadian post-secondary institution
- any other English or French as a second language adult education program.

10.2.1.2. Teaching resources without Minimum Experience

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

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

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

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

11.0 Deliverables

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

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

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

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

ANNEX A – APPENDIX 1

QUALIFICATION STANDARDS IN RELATION TO OFFICIAL LANGUAGES

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

Introduction

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

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

There are two types of language qualifications for bilingual positions:

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

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

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

Application

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

Related Requirements

Institutions also apply the following requirements:

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

General Second Official Languages Qualifications

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

These tests and standards apply to all occupational groups.

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

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

They are cumulative:

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

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

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

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

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

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

Written Comprehension in the Second Official Language, Proficiency Level A

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

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

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

Examples

A person at this level can read:	- internal communications - letters - email messages - routine forms (e.g., requisitions, invoices) - very simple texts
In order to:	- file - distribute - pick out specific units of information (e.g., dates, numbers, names)

	▪ process routine requests (e.g., requisitions, work orders, invoices) ▪ fully understand very simple texts ▪ understand the general idea regarding familiar, work-related topics ▪ carry out routine, simple actions (e.g., understand photocopying instructions, order office supplies, read a meeting agenda)

Written Comprehension in the Second Official Language, Proficiency Level B

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

A person reading at this level can:

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

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

Examples

A person at this level can carry out the activities of level A and can also read work-related:	▪ reference materials ▪ reports ▪ articles ▪ notices
In order to:	▪ extract information or specific details required for the job ▪ understand the general idea of the content ▪ verify that the content is factually correct when the text was prepared by others

Written Comprehension in the Second Official Language, Proficiency Level C

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

A person reading at this level can:

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

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

Examples

A person at this level can carry out the activities at levels A and B and can also read work-related:	▪ policy papers ▪ research papers ▪ technical reports ▪ books ▪ complex contracts or specifications

	▪ legislation or regulations
In order to:	▪ ensure completeness and accuracy ▪ extract details for action or interpretation ▪ review for meaning and tone when it was prepared by others ▪ obtain an in-depth understanding of the content ▪ assess implications ▪ provide comments ▪ make recommendations

Written Expression in the Second Official Language, Proficiency Level A

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

A person writing at this level can:

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

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

Examples

A person at this level can write:	▪ isolated words ▪ simple phrases ▪ simple messages ▪ lists (e.g., items, names, activities) ▪ titles or subject headings ▪ brief notes
In order to:	▪ fill out a form or report related to one's duties ▪ note simple point-form messages ▪ complete an index or table of contents ▪ request and provide simple information ▪ use templates in familiar situations

Written Expression in the Second Official Language, Proficiency Level B

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

A person writing at this level can:

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

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

Examples

A person at this level can carry out the activities of level A and can also write work-related:	▪ short, routine messages ▪ short texts ▪ short descriptions ▪ brief comments ▪ simple, factual correspondence or directives
In order to:	▪ adapt templates by adding a few words or slightly modifying the content ▪ request or provide information, explanations or instructions ▪ explain or request that action be taken ▪ formulate observations ▪ present conclusions ▪ summarize a text or meeting in point or note form

Written Expression in the Second Official Language, Proficiency Level C

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

A person writing at this level can:

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

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

Examples

A person at this level can carry out the activities at levels A and B and can also write work-related:	▪ correspondence ▪ briefing notes ▪ memoranda ▪ reports ▪ recommendations ▪ research papers ▪ comprehensive summaries ▪ detailed presentations
In order to:	▪ provide or request detailed facts and reasons ▪ provide information or comment on contentious issues

Oral Proficiency in the Second Official Language - Level A

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

A person speaking at this level can:

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

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

Examples

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

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

Oral Proficiency in the Second Official Language - Level B

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

A person speaking at this level can:

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

A person at this level may have deficiencies in grammar, pronunciation, vocabulary and fluency that do not seriously interfere with communication.
A person at this level would have a limited ability to deal with situations involving hypothetical ideas.
A person at this level should not be expected to cope with situations that are sensitive or that require the understanding or expression of subtle or abstract ideas.

Examples

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

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

Oral Proficiency in the Second Official Language - Level C

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

A person speaking at this level can:

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

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

Examples

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

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

ANNEX A – APPENDIX 2

ABBREVIATIONS AND ACRONYMS

CEWP – Interaction Canada
Communicative English at Work Program – Level C

CEWP – Interface Canada
Communicative English at Work Program – Levels A and B

CSPS
Canada School of Public Service

ILMS
Integrated Learner Management System

IU
Identified User

OL qualification standards
Qualification Standards in Relation to Official Languages

PBFT
Programme de base de français au travail

PFL$_2$ – A, B and C
Programme de français langue seconde – Niveaux A, B et C

PSC
Public Service Commission

PV
Progress Verification

PWGSC
Public Works and Government Services Canada

QAMT
Quality assurance measurement tool

SLE
Second Language Evaluation

SO
Standing Offer

SOW
Statement of Work

TA
Technical Authority

TO
Training objective

GLOSSARY

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

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

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

Federal Government Statutory Holidays
Statutory holidays recognized by the federal government:
- January 1
- Good Friday
- Easter Monday
- Victoria Day
- June 24 (only for services delivered in Quebec)
- July 1
- Provincial Civic holiday (first Monday in August in Ontario)
- Labour Day (first Monday in September)
- Thanksgiving (second Monday in October)
- Remembrance Day (November 11)
- December 25 and 26

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

Full-time Training
Training provided between 15 and 35 hours per week.

Learning Pace
A learner's learning pace is determined at the evaluation for the language learing 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$_2$ – A et B), and by Programme de français langue seconde – Niveau C (PFL$_2$ – C).

Programme de français langue seconde – Niveaux A et B (PFL$_2$ – 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$_2$ – 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$_2$ A and B (Consolidation 4) for learners aiming to attain level B in French as a second language;
- module 4 of PFL$_2$ 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$_2$ A and B

At the end of each step of PFL$_2$ A and B, there is a one-week consolidation session.

PFL$_2$ A and B Training Objectives
STEP 1

OF 1 – S'identifier et identifier des personnes

OF 2 – Identifier des objets ou des documents

OF 3 – Exprimer des relations d'appartenance

OF 4 – Exprimer des relations de possession

OF 5 – Indiquer où est une personne, un objet/document, un lieu

OF 6 – Indiquer des données chiffrées

OF 7 – Orienter quelqu'un dans l'espace

OF 8 – Situer un événement dans le temps

OF 9 – Situer un événement dans le temps : passé, présent, futur

OF 10 – Assigner des tâches

OF 11 – Préciser comment accomplir une tâche

OF 12 – Indiquer la répartition et une quantité non numérique
STEP 2

OF 13 – Fournir de l'information sur un événement ou une habitude passés

OF 14 – S'informer ou informer d'un événement

OF 15 – S'informer ou informer d'une requête ou de l'obtention de quelque chose

OF 16 – Faire une offre et réagir à une offre

OF 17 – S'informer ou informer de la présence ou de la disponibilité de personnes ou de choses

OF 18 – Exprimer une volonté, un souhait, des goûts, des préférences

OF 19 – Évaluer des choses

OF 20 – Évaluer des personnes

OF 21 – (Se) renseigner sur l'application de normes et de règlements

OF 22 – Préciser les modalités d'exécution (temps) d'un travail
STEP 3

OF 23 – Préciser les conditions de réalisation d'un projet

OF 24 – Situer des événements par rapport à d'autres

OF 25 – Indiquer les étapes d'un processus

OF 26 – Décrire des déplacements

OF 27 – Décrire une tâche (opérations physiques)

OF 28 – Préciser l'importance d'une directive

OF 29 – Apprécier les capacités ou les compétences de quelqu'un

OF 30 – Permettre ou interdire quelque chose

OF 31 – Exprimer la volonté, le souhait

OF 32 – Formuler des conditions

STEP 4

OF 33 – Exprimer un choix

OF 34 – Proposer des solutions à un problème

OF 35 – Faire des prévisions

OF 36 – Demander ou donner de l'information sur un projet

OF 37 – Décrire la démarche suivie dans la réalisation d'un projet

OF 38 – Exposer le pourquoi et les effets d'une action, d'un événement, d'une situation

OF 39 – Évaluer un changement proposé

OF 40 – Persuader quelqu'un de quelque chose

2. PFL2 – C

Program component

STEP 5

Session préparatoire 1

Session préparatoire 2

Module 1

Module 2

STEP 6

Module 3

Module 4

3. CEWP A and B

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

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

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

	TO 64 - past experience (present perfect, simple past, used to, time adverbials)
	TO 65 - getting together (inviting; modals, social expressions)
	TO 66 - opinions and reactions (agreement; so/too; (n)either)
	TO 67 - skills and know-how (gerunds for activity, good at)
	TO 68 - relaying a message (reported speech)
STEP 4	
	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)

STEP 5

Review Phase
Phase 1

STEP 6

Phase 2
Phase 3

TEACHING EVALUATION REPORT

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

Date:

Evaluation performed by

Name :   **Title :**

Offeror :   **Name of teacher :**

Group N°   **Program : short / long / pré-ELS**

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

	Group	**Private**
Full-time	☐	☐
Part-time	☐	☐

Activities observed:

☐ **PFL 2 – A et B**   **OF :**   **Activity :**   **Unit (specify) :**

☐ **PFL 2 – C**   **Session préparatoire :**   or **Module :**   **Activity :**

☐ **Other (specify)**

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

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

The teaching resource:

> a) establishes links between activities and learning objectives; ☐

b) ensures learners understand the training objectives. ☐	

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; ☐
b) checks and confirms learner comprehension;☐
c) gives additional information (when necessary).☐

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;☐
b) links the learners' experience to the objectives of the scheduled activities; ☐
c) adapts activities to the learners' various learning styles, needs and interests; ☐
d) gives clear, specific and varied explanations;☐
e) makes appropriate use of writing to support the activity's objective;☐
f) adapts time allocated to activities to learners' needs; ☐
g) uses authentic documents; ☐
h) exploits activities in a way that maximizes the learners' speaking time.☐

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; ☐
b) provides correction in an amount corresponding to learners' needs and training objective;
c) limits his/her interventions during communication activities correcting only errors that

obscure message; ☐
d) uses written support when necessary; ☐
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; ☐
b) clearly explains the instructions for the activities to be carried out and confirms the learners' comprehension of them; ☐
c) gives the learners focused feedback; ☐
d) uses online learning tools judiciously; ☐
e) ensures learners participate in discussions and re-use introduced elements. ☐

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; ☐
b)	stimulates learner interest in the way s/he conducts activities; ☐
c)	chooses relevant and varied activities; ☐
d)	factors in situations that arise in class (fatigue, unexpected requests or comments) and adjusts the scheduled activities accordingly; ☐
e)	allows learners to experiment and develop their own strategies; ☐
f)	uses the learners' first official language if necessary. ☐

Rating : 1 / 2 / 3

Comments / Points to improve

8. Observations and comments on the group

The learners :

a) have the same learning pace; ☐
b) speak spontaneously; ☐
c) ask questions; ☐
d) actively participate;   ☐

e) use their second language in class; ☐
f) contribute to the creation of a positive learning environment. ☐

Evaluator's comments:

ANNEX A – APPENDIX 6

CONTENT OF IN-HOUSE SESSIONS

(Section II, Clause 8.1)

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

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

1. use PFL_2 – A et B, PFL_2 – C or CEWP classroom and self-learning materials;
2. navigate the CSPS 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 CSPS; and
8. prepare absence, end-of-session and recommendation reports.

APPENDIX 7
PROGRESS REPORT

1. Template for full-time individual training

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

Nom / Name		Ministère / Department	
Mois / Month **OF / TO** **Module/Phase**		**École / School**	

Évaluation globale / Overall assessment
Ce mois-ci, l'apprenant / This month, the learner :

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

Remarques / Comments

Apprenant / Learner
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. **Commentaires / Comments**

Ressource enseignante / Teacher :   **Date :**

Conseiller pédagogique / Pedagogical Adviser :   **Date :**

2. Template for part-time individual training

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

Nom / Name		**Ministère / Department**	
Niveau / Level	☐ débutant / beginner ☐ intermédiaire / intermediate ☐ avancé / advanced	**École / School** **Période évaluée / Period Assessed**	

Évaluation globale / Overall assessment :

Remarques / Comments :

Date :

APPENDIX 8
TRAINING CALENDAR

Templates to be used for full-time individual training

1. PFL2 – A, B et C

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

2. Programme CEWP

LEARNER :		DATE:	
TEACHING RESOURCES:		**PEDAGOGICAL ADVISOR:**	
START DATE:		**END DATE:**	
LEVELS A & B			
STEP 1	**FROM:TO:**		
Introduction **TO 1 – 36** (Books 1, 2 & 3)	Week of:	➢ Oral Interaction Verification (OIV), Step 1 ➢ Quality Assurance Measuring Tool (QAMT)	
STEP 2	**FROM:TO:**		
TO 37 – 52 (Books 4 & 5)	Week of:	➢ Reading Comprehension and Written Expression Predictor Tests	
	Week of:	➢ OIV, Step 2 ➢ QAMT	
STEP 3	**FROM:TO:**		
TO 53 – 68 (Books 6 & 7)	Week of:	➢ OIV, Step 3 ➢ QAMT	
STEP 4	**FROM:TO:**		
TO 69 – 76 (Book 8)	Week of:	➢ OIV – B Synthesis, Step 4 ➢ QAMT	
LEVEL C			
STEP 5	**FROM:TO:**		
Session 9 Book "Review Phase"	Week of:	➢ OIV – B Consolidation	
Session 10 Book "Phase One" "Phase Two"	Week of:	➢ OIV – C Mid-session ➢ QAMT	
STEP 6	**FROM:TO:**		
Session 11 Book "Phase One" "Phase Two"	Week of:	➢ SLE Preparation for Reading Comprehension and Written Expression Tests (2 hrs / day for 2 weeks)	
	Week of:	➢ SLE: Reading Comprehension and Written Expression Tests	
Session 12 Book "Phase Two" "Phase Three"	Week of:	➢ OIV – C Synthesis	
	Week of:	➢ SLE-TOP ➢ QAMT	
END OF PROGRAM			

ANNEX "A-3"

STATEMENT OF WORK (SOW)

WORK STREAMS:

PART-TIME GROUP TRAINING

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

STATEMENT OF WORK (SOW)

TABLE OF CONTENTS

SECTION III – DELIVERABLES (TABLE)

APPENDICES

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

Preamble

In order for Offerors to understand the Work to be performed, it is important that they read the appendices at the end of this annex:
Appendix 1. Official Languages Qualification Standards
Appendix 2. Abbreviations and Acronyms
Appendix 3. Glossary
Appendix 4. CSPS Training Program Objectives
Appendix 5. Teaching Evaluation Report
Appendix 6. In-House Training Minimum Contents
Appendix 7. End of Session report

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

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

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Canada

Public Works and
Government Services
Canada

Canada

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ANNEX A - SECTION I - REQUIREMENTS

1.0 Background

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

1.1 General mandate of the CSPS through its Language Training Directorate

1.1.1   Ensure quality language training through input and participation in the selection of second-language training offerors.

1.1.2   Participate in the development of the Offerors' language training capacity in response to demand from the federal government.

1.1.3   Design and offer access to learning products (integrated learning) such as the computerized MyAccount Integrated Learning Management System (I-LMS).

2.0 Training

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

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

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

2.1 Training Format

The training is structured as follows:

PART-TIME GROUP TRAINING

Work stream 3A(1): Part-time group training in French on the Offeror's premises
Work stream 3A(2): Part-time group training in French at a federal institution
Work stream 3B(1): Part-time group training in English on the Offeror's premises
Work stream 3B(2): Part-time group training in English at a federal institution

2.2 Delivery Method

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

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

The teacher's version of the CSPS programs (PFL_2 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:
- developing their second language skills
- retaining their second language skills

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

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

5.0 CSPS Training Programs

Every CSPS training program referred to in work streams 3 includes specific objectives and/or modules. A descriptive list of these objectives is presented in Appendix 4 of this Annex.

6.0 Qualification Standards in Relation to Official Languages (OL)

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

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

7.0 Learner Language Learning Plans

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

8.0 Course Loading Activities

There will be four (4) sessions per year. The start dates for each of the sessions will be established at the beginning of each year of the SO.

The IU will enroll its employees in the desired learning level (beginner, intermediate or advanced) after the employee(s) have been evaluated or have performed the self-assessment, by issuing a call-up. The Offeror must receive the call-up no later than eight (8) business days before the session start date. The Offeror will then put together groups that meet the requirements of article 3.0 of Annex A – Statement of Work. The TA reserves the right to check the composition of the groups.

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

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The IU must consult PWGSC to find out which Offeror has been selected. A calendar of sessions will be available at the beginning of each year of the SO. This may be subject to change during the year.

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

9.0 SLE Test Scheduling

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

10.0 Learner Training Location

Training must be provided at the Offeror's facilities, with or without accommodation* or in federal institution facilities. For training delivered on the Offeror's premises, the facilities must be located within the following boundaries: between Wellington Street, Maclaren Street, Bay Street and Elgin Street in Ottawa, Ontario and between Laurier Street, Sacré-Cœur Boulevard and St-Rédempteur Street in Gatineau, Quebec. Facilities must meet the requirements set out in the standing offer. The Offeror is responsible for providing all the necessary tools to deliver training programs as specified in Annex A (Statement of Work), Section II, article 6..

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

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

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

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

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

   PART-TIME GROUP TRAINING

        Work stream 3A(1): Part-time group training in French on the Offeror's premises
        Work stream 3A(2): Part-time group training in French at a federal institution
        Work stream 3B(1): Part-time group training in English on the Offeror's premises
        Work stream 3B(2): Part-time group training in English at a federal institution

Work stream 3A:
(1) Part-time group training in French at the Offeror's facilities
(2) Part-time group training in French at a federal institution
Work stream 3B:
(1) Part-time group training in English at the Offeror's facilities
(2) Part-time group training in English at a federal institution

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

1.0 Type of Training Provided

Part-time group training must be delivered from Monday to Friday, but not on federal government statutory holidays*, in two types of sessions:

- three (3) hours per week,
- six (6) hours per week, delivered in two different days, three (3) hours on each training day.

* See glossary in Appendix 3.

2.0 Training Delivery Days

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

The Offeror must provide 3-hour training sessions from 8:45 am to 12 noon, and/or from 1 pm to 4:15 pm with a 15-minute break. This training does not include any self-directed learning (SDL) period.

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

Training must not be delivered on federal government statutory holidays.

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

3.0 CSPS Training Programs

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

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

The Offeror must use the following teaching practices:

1. Communicative Approach
   ➢ encourage learners to communicate in the language being taught;
   ➢ maximize the learners' speaking time;

> ➤ have the learners practise the taught matter in communication situations that are relevant to them
> ➤ choose varied activities relevant to the learners;
> ➤ use authentic documents; and
> ➤ limit corrections on the basis of activity objectives and learner needs.

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

The following are the CSPS training programs:

- for French: Programme de français langue seconde – Niveaux A et B (PFL$_2$ – A et B) and Programme de français langue seconde – Niveau C (PFL$_2$ – C).
- for English: Communicative English at Work Program (CEWP), levels A, B and C.

3.1 The PFL$_2$ Programs

The CSPS PFL$_2$ – A et B and PFL$_2$ – 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$_2$ – A et B comprise forty (40) TOs and are designed to ensure that the learner achieves or maintains level B proficiency.

PFL$_2$ – C comprises two (2) preparatory sessions and four (4) modules, and is designed to ensure that the learner achieves or maintains level C.

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

3.2 The CEWP Program

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

More specifically, the program material is entitled:

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

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

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

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

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

The training objectives of PFL_2 and CEWP are listed in appendix 4 of this annex.

3.3. Learning Levels

Program: PFL_2 – A, B and C and CEWP A, B and C Learning Levels		Number of Learners per group
Beginner level	Step 1	6 to 8 (PFL_2) 3 to 8 (CEWP)
	Step 2	
Intermediate level	Step 3	
	Step 4	
Advanced level	Step 5	
	Step 6	

The duration of the sessions will be 12 weeks, or 36 or 72 hours.

4.0 Second Language Evaluation (SLE) Tests

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

5.0 Training Materials

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

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

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

Required materials for levels A and B in French:
- TOs 1 to 40 (40 workbooks)
- consolidations 1 to 4 (4 workbooks)
- self-assessments 1 to 4 (4 workbooks)

Required materials for level C in French:
- Preparatory sessions 1 and 2 (2 workbooks)

Required materials for levels A and B in English:
- Interface Canada, Student's Books 1 à 8

Required materials for level C in English: none.

The Offeror is not obligated to purchase the four (4) PFL_2 – 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_2 – C Modules are available for purchase from Government of Canada Publications in DVD format.

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

6.0 Facilities

6.1 Federal Institution Facilities

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

6.2 The Offeror's Facilities

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

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

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

6.2.1 Classrooms

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

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

6.2.2 Photocopier

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

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

6.2.3 Environmental Requirements

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

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

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

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

7.0 CSPS Support to Offeror

7.1 Familiarization Sessions

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

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

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

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

- the Offeror's capacity to provide teaching resources and pedagogical advisers who have been trained in CSPS training programs is exhausted because of the extreme procurement

demand imposed by the IU or other Identified Users in other call-ups pursuant to this or other SOs in the same region in response to RFSO EN578-093429/A;

- a call-up is issued before the familiarization sessions have been provided; or

- there is an unforeseen need to replace a teaching resource or a pedagogical adviser.

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

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

7.1.1 Part 1 - Familiarization Sessions on the PFL_2 – A et B, PFL_2 – C and CEWP Training Programs

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

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

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

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

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

7.1.2 Part 2 – Familiarization Session on the Roles and Responsibilities of the Offeror's Pedagogical Advisers, with Respect to this SO

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

delivery chosen by the TA.

7.1.3 Location of Familiarization Sessions

The in-class sessions for teaching resources and pedagogical advisers will normally be held at the 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/A on the basis of the ratios shown below.

The Offeror must assign at least one (1) primary pedagogical adviser for every 50 part-time groups. If the Offeror is issued more than one (1) SO for a number of work streams, the Offeror may assign a primary pedagogical advisor to more than one work stream in accordance with the ratios listed below:

> number of full-time groups ÷ 10
> + number of full-time individuals ÷ 30
> + number of part-time groups ÷ 50
> + number of part-time individuals ÷ 100
> = 1 for one pedagogical adviser's maximum load

For example, if the Offeror sets up 75 part-time groups, one primary pedagogical adviser would have to be assigned for the first 50 groups and a second primary pedagogical adviser for the remaining 25 groups. The second pedagogical adviser could also be assigned responsibility for up to 5 full-time groups, 15 learners in full-time individual training, or 50 learners in part-time individual training.

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

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

8.1.1 Supervision by the Pedagogical Adviser

8.1.1.1 Teaching Evaluation Report (Annex A, Appendix 5)

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

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

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

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

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

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

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

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

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

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

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

8.1.1.3 Records and Planning

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

8.1.1.4 Training Welcome Session for New Learners

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

8.1.1.5 Replacement of Pedagogical Advisers

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

8.2 Teaching resources

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

8.2.1 Replacement of Teaching resources

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

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

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

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

9.0 Quality Assurance and Specific Performance Measurements

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

9.1 Absence report

The teaching resource must record learner absences in the monthly absence report. All partial and full absences must be recorded. Monthly absence reports must be initialled by the learners and submitted to the IU's Project Authority no later than five (5) business days after the end of the month.

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

9.2 End of Session Report

The teaching resource must track the learners' performance in order to complete a performance assessment at the end of each session.

The pedagogical adviser must ensure that the duly completed and prepared by the teaching resource end of session report for each learner is transmitted to the IU's Project Authority and, on request, to the TA, no later than the 10th business day following the end of the session.

9.3 Learning Performance Monitoring and Teaching Quality Assessment

9.3.1 In-class monitoring of teaching

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

9.3.2 Language Training Quality Assurance Measurement Tool (QAMT)

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

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

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

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

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

9.4 Recomposition of Groups at the Beginning of the Session

In order to have more homogenous groups, the Offeror can modify the composition of groups after the training has started but the maximum number of candidates defined in clause 3.3 of this section must be respected. The Offeror must decide whether to modify groups based on the teaching resource's observations in class and, if required, on an assessment of the learners' acquisitions in their second language. The Offeror must inform the TA before any modification.

Moreover, if, within the first two weeks of the training, a learner informs the Offeror that the level of his or her group is not adequate, no later than two (2) training days later, the Offeror must inform the TA and then the learner if a change of group is possible. This decision will de based on the teaching resource's observations in class and, if required, on an assessment of the learners' acquisitions in their second language.

Tools for learners' acquisition assessment will be provided to the Offeror by the TA.

10.0 Education and Experience Requirements – Resources

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

10.1 Pedagogical Advisers

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

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

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

10.1.1 Primary and Backup Pedagogical Advisers – Mandatory Qualifications

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

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

One of the following qualifications is also required:

a)   at least one (1) year of experience since January 2007 supervising at least two (2) teaching resources at the same time, delivering full-time English or French as a second language courses to adults,

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

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

- PBFT
- PFL$_2$ – A et B or PFL$_2$ – C
- CEWP
- a program used by a recognized Canadian post-secondary institution
- any other English or French as a second language adult education program.

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

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

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

10.2 Teaching resources

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

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

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

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

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

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

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

10.2.1.1. Teaching resources with Minimum Experience

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

- PBFT
- PFL_2 – A et B or PFL_2 – C
- CEWP
- a program used by a recognized Canadian post-secondary institution
- any other English or French as a second language adult education program.

10.2.1.2. Teaching resources without Minimum Experience

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

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

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

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

11.0 Deliverables

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

ANNEX A – SECTION III
Deliverables

Deliverables	The Offeror must do the following:
1) Teaching evaluation report (see Section II, clause 8.1.1.1)	Record in-class observations in a report once per session. Submit the report to the TA no later than three (3) business days after the visit.
2) Pedagogical adviser's action in response to a complaint or for an intervention with learners (see Section II, clause 8.1.1.2)	Conduct all learner interventions at the request of a learner, the TA or the IU's Project Authority when a learner's behaviour disrupts training. Submit the report to the IU's Project Authority and, upon request, to the TA, on the business day following the request. Further to a complaint, submit a detailed report on the teaching practices and interventions proposed no later than two (2) business days after receiving the complaint, unless otherwise indicated by the TA.
3) Learner absence report (see Section II, clause 9.1)	Record absences in the monthly absence report. Have the learners initial the absence report. Send the report to the IU's Project Authority no later than five (5) business days after the end of the month. Inform the IU's Project Authority of any absences for three (3) consecutive classes or more.
4) End of session report (see Section II, clause 9.2)	Submit the end of session report to the IU's Project Authority and, if requested, to the TA no later than the 10th business day following the end of the session.
5) Training materials (see Section II, article 5.0)	Acquire CSPS training program material. Provide it to the teaching resource, the learner and the pedagogical adviser.
6) Various documents (see Section II, clause 8.1.1.3)	Provide the TA with all planning, records and individual work plans no later than two (2) business days following the request.

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

ANNEX A – APPENDIX 1

QUALIFICATION STANDARDS IN RELATION TO OFFICIAL LANGUAGES

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

Introduction

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

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

There are two types of language qualifications for bilingual positions:

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

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

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

Application

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

Related Requirements

Institutions also apply the following requirements:

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

General Second Official Languages Qualifications

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

These tests and standards apply to all occupational groups.

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

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

They are cumulative:

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

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

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

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

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

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

Written Comprehension in the Second Official Language, Proficiency Level A

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

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

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

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

Examples

A person at this level can read:	- internal communications - letters - email messages - routine forms (e.g., requisitions, invoices) - very simple texts
In order to:	- file - distribute - pick out specific units of information (e.g., dates, numbers, names) - process routine requests (e.g., requisitions, work orders, invoices) - fully understand very simple texts - understand the general idea regarding familiar, work-related topics - carry out routine, simple actions (e.g., understand photocopying instructions, order office supplies, read a meeting agenda)

Written Comprehension in the Second Official Language, Proficiency Level B

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

A person reading at this level can:

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

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

Examples

A person at this level can carry out the activities of level A and can also read work-related:	- reference materials - reports - articles - notices
In order to:	▪ extract information or specific details

	required for the job ▪ understand the general idea of the content ▪ verify that the content is factually correct when the text was prepared by others

Written Comprehension in the Second Official Language, Proficiency Level C

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

A person reading at this level can:

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

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

Examples

A person at this level can carry out the activities at levels A and B and can also read work-related:	▪ policy papers ▪ research papers ▪ technical reports ▪ books ▪ complex contracts or specifications ▪ legislation or regulations
In order to:	▪ ensure completeness and accuracy ▪ extract details for action or interpretation ▪ review for meaning and tone when it was prepared by others ▪ obtain an in-depth understanding of the content ▪ assess implications ▪ provide comments ▪ make recommendations

Written Expression in the Second Official Language, Proficiency Level A

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

A person writing at this level can:

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

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

Examples

A person at this level can write:	• isolated words • simple phrases • simple messages • lists (e.g., items, names, activities) • titles or subject headings • brief notes
In order to:	• fill out a form or report related to one's duties • note simple point-form messages • complete an index or table of contents • request and provide simple information • use templates in familiar situations

Written Expression in the Second Official Language, Proficiency Level B

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

A person writing at this level can:

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

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

Examples

A person at this level can carry out the activities of level A and can also write work-related:	• short, routine messages • short texts • short descriptions • brief comments • simple, factual correspondence or directives
In order to:	• adapt templates by adding a few words or slightly modifying the content • request or provide information, explanations or instructions • explain or request that action be taken • formulate observations • present conclusions • summarize a text or meeting in point

	or note form

Written Expression in the Second Official Language, Proficiency Level C

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

A person writing at this level can:

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

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

Examples

A person at this level can carry out the activities at levels A and B and can also write work-related:	- correspondence - briefing notes - memoranda - reports - recommendations - research papers - comprehensive summaries - detailed presentations
In order to:	- provide or request detailed facts and reasons - provide information or comment on contentious issues

Oral Proficiency in the Second Official Language - Level A

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

A person speaking at this level can:

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

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

Examples

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

Oral Proficiency in the Second Official Language - Level B

Standard Description

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

A person speaking at this level can:

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

A person at this level may have deficiencies in grammar, pronunciation, vocabulary and fluency that do not seriously interfere with communication.
A person at this level would have a limited ability to deal with situations involving hypothetical ideas.
A person at this level should not be expected to cope with situations that are sensitive or that require the understanding or expression of subtle or abstract ideas.

Examples

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

Oral Proficiency in the Second Official Language - Level C

Standard Description

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

A person speaking at this level can:

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

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

Examples

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

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

ANNEX A – APPENDIX 2

ABBREVIATIONS AND ACRONYMS

CEWP – Interaction Canada
Communicative English at Work Program – Level C

CEWP – Interface Canada
Communicative English at Work Program – Levels A and B

CSPS
Canada School of Public Service

ILMS
Integrated Learner Management System

IU
Identified User

OL qualification standards
Qualification Standards in Relation to Official Languages

PBFT
Programme de base de français au travail

PFL$_2$ – A, B and C
Programme de français langue seconde – Niveaux A, B et C

PSC
Public Service Commission

PV
Progress Verification

PWGSC
Public Works and Government Services Canada

QAMT
Quality assurance measurement tool

SLE
Second Language Evaluation

SO
Standing Offer

SOW
Statement of Work

TA
Technical Authority

TO
Training objective

GLOSSARY

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

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

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

Federal Government Statutory Holidays
Statutory holidays recognized by the federal government:
- January 1
- Good Friday
- Easter Monday
- Victoria Day
- June 24 (only for services delivered in Quebec)
- July 1
- Provincial Civic holiday (first Monday in August in Ontario)
- Labour Day (first Monday in September)
- Thanksgiving (second Monday in October)
- Remembrance Day (November 11)
- December 25 and 26

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

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

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

Part-time Training
Training provided 3 or 6 hours per week.

Programme de base de français au travail (PBFT) de l'École
CSPS program developed by the Language Training Centre and previously used to enable learners to attain levels A, B and C. The program emphasized communication in the context of everyday tasks. This program has been replaced by Programme de français langue seconde – Niveaux A et B (PFL$_2$ – A et B), and by Programme de français langue seconde – Niveau C (PFL$_2$ – C).

Programme de français langue seconde – Niveaux A et B (PFL$_2$ – 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$_2$ – C)
CSPS communication-based training program focusing on French in the workplace. This program is used for teaching French as a second language at an advanced level (level C).

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

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

Session
Group training is delivered in the form of sessions.
In part time, there are 4 12-week sessions.

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

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

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

ANNEX A – APPENDIX 4

CSPS TRAINING PROGRAM OBJECTIVES

Three weeks are devoted to preparation for the oral proficiency test after:
- the consolidation week following step 4 of PFL$_2$ A and B (Consolidation 4) for learners aiming to attain level B in French as a second language;
- module 4 of PFL$_2$ 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$_2$ A and B

At the end of each step of PFL$_2$ A and B, there is a one-week consolidation session.

PFL$_2$ A and B Training Objectives
STEP 1

OF 1 – S'identifier et identifier des personnes

OF 2 – Identifier des objets ou des documents

OF 3 – Exprimer des relations d'appartenance

OF 4 – Exprimer des relations de possession

OF 5 – Indiquer où est une personne, un objet/document, un lieu

OF 6 – Indiquer des données chiffrées

OF 7 – Orienter quelqu'un dans l'espace

OF 8 – Situer un événement dans le temps

OF 9 – Situer un événement dans le temps : passé, présent, futur

OF 10 – Assigner des tâches

OF 11 – Préciser comment accomplir une tâche

OF 12 – Indiquer la répartition et une quantité non numérique
STEP 2

OF 13 – Fournir de l'information sur un événement ou une habitude passés

OF 14 – S'informer ou informer d'un événement

OF 15 – S'informer ou informer d'une requête ou de l'obtention de quelque chose

OF 16 – Faire une offre et réagir à une offre

OF 17 – S'informer ou informer de la présence ou de la disponibilité de personnes ou de choses

OF 18 – Exprimer une volonté, un souhait, des goûts, des préférences

OF 19 – Évaluer des choses

OF 20 – Évaluer des personnes

OF 21 – (Se) renseigner sur l'application de normes et de règlements

OF 22 – Préciser les modalités d'exécution (temps) d'un travail
STEP 3

OF 23 – Préciser les conditions de réalisation d'un projet

OF 24 – Situer des événements par rapport à d'autres

OF 25 – Indiquer les étapes d'un processus

OF 26 – Décrire des déplacements

OF 27 – Décrire une tâche (opérations physiques)

OF 28 – Préciser l'importance d'une directive

OF 29 – Apprécier les capacités ou les compétences de quelqu'un

OF 30 – Permettre ou interdire quelque chose

OF 31 – Exprimer la volonté, le souhait

OF 32 – Formuler des conditions

STEP 4

OF 33 – Exprimer un choix

OF 34 – Proposer des solutions à un problème

OF 35 – Faire des prévisions

OF 36 – Demander ou donner de l'information sur un projet

OF 37 – Décrire la démarche suivie dans la réalisation d'un projet

OF 38 – Exposer le pourquoi et les effets d'une action, d'un événement, d'une situation

OF 39 – Évaluer un changement proposé

OF 40 – Persuader quelqu'un de quelque chose

2. PFL2 – C

Program component

STEP 5

Session préparatoire 1

Session préparatoire 2

Module 1

Module 2

STEP 6

Module 3

Module 4

3. CEWP A and B

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

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

	TO 32 - temporary situations (time adverbials, contrast present vs. continuous aspect)
	TO 33 - giving directions (adverbs of movement, direction)
	TO 34 - giving / getting info on past actions and events
	TO 35 - ability (modal auxiliaries: can, could; adverbs manner)
	TO 36 - making appointments

	STEP 2
4	TO 37 - giving assurance (will; time adverbials; (in)direct objects)
	TO 38 - describing things
	TO 39 - asking / granting permission (modal use: can, could, may, have to)
	TO 40 - making comparisons (comparative; superlatives; intensifiers)
	TO 41 - alphabet and spelling / social formulation
	TO 42 - telling what happened (contrast past aspects)
	TO 43 - leaving and taking a message (modals: can, could, would)
	TO 44 - talking about intentions (intro: conditional sentences)
5	TO 45 - polite requests (can, could, will, would, mind+)
	TO 46 - asking about cost and quantity (much, many, a few…)
	TO 47 -arriving for an appointment
	TO 48 - ongoing situations (into: present perfect)
	TO 49 - showing how, giving instructions (adverbs for sequence)
	TO 50 - health (modal: should, ought to)
	TO 51 - Review social expression, introductions
	TO 52 - talking about the recent past (contrast past, present perfect, time expressions)
1 - 5	**CONSOLIDATION Level A objectives (Review)**

	STEP 3
6	TO 53 - explaining how to get somewhere
	TO 54 - making inquiries (info, yes/no, indirect)

	TO 55 - offering help
	TO 56 -remembering the past (discontinued habit; modals)
	TO 57 - speculating (modals + be)
	TO 58 - looking for people and things (indirect questions; modals)
	TO 59 - similarities and differences (both, neither, (n)or, intensifiers)
	TO 60 - arranging to meet with someone (modal auxiliaries)
7	TO 61 - hypothetical situations (conditional: probable, improbable)
	TO 62 - satisfaction and dissatisfaction (like, enjoy, hate, can't stand..)
	TO 63 - referring (mixed modals)
	TO 64 - past experience (present perfect, simple past, used to, time adverbials)
	TO 65 - getting together (inviting; modals, social expressions)
	TO 66 - opinions and reactions (agreement; so/too; (n)either)
	TO 67 - skills and know-how (gerunds for activity, good at)
	TO 68 - relaying a message (reported speech)
STEP 4	
	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): Phase

STEP 5

Review Phase
Phase 1

STEP 6

Phase 2
Phase 3

ANNEX A – APPENDIX 5

TEACHING EVALUATION REPORT

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

Date:

Evaluation performed by

Name :   **Title :**

Offeror :   **Name of teacher :**

Group N°   **Program : short / long / pré-ELS**

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

	Group	**Private**
Full-time	☐	☐
Part-time	☐	☐

Activities observed:

☐ **PFL 2 – A et B**   **OF :**   **Activity :**   **Unit (specify) :**

☐ **PFL 2 – C**   **Session préparatoire :**   or **Module :**   **Activity :**

☐ **Other (specify)**

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

---

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

The teaching resource:

a)   establishes links between activities and learning objectives; ☐

b)	ensures learners understand the training objectives. ☐

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; ☐
b) checks and confirms learner comprehension; ☐
c) gives additional information (when necessary). ☐

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; ☐
b) links the learners' experience to the objectives of the scheduled activities; ☐
c) adapts activities to the learners' various learning styles, needs and interests; ☐
d) gives clear, specific and varied explanations; ☐
e) makes appropriate use of writing to support the activity's objective; ☐
f) adapts time allocated to activities to learners' needs; ☐
g) uses authentic documents; ☐
h) exploits activities in a way that maximizes the learners' speaking time. ☐

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; ☐
b) provides correction in an amount corresponding to learners' needs and training objective;
c) limits his/her interventions during communication activities correcting only errors that

obscure message; ☐
d) uses written support when necessary; ☐
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; ☐
b) clearly explains the instructions for the activities to be carried out and confirms the learners' comprehension of them; ☐
c) gives the learners focused feedback; ☐
d) uses online learning tools judiciously; ☐
e) ensures learners participate in discussions and re-use introduced elements. ☐

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; ☐
b)	stimulates learner interest in the way s/he conducts activities; ☐
c)	chooses relevant and varied activities; ☐
d)	factors in situations that arise in class (fatigue, unexpected requests or comments) and adjusts the scheduled activities accordingly; ☐
e)	allows learners to experiment and develop their own strategies; ☐
f)	uses the learners' first official language if necessary. ☐

Rating : 1 / 2 / 3

Comments / Points to improve

8. Observations and comments on the group

The learners :

a) have the same learning pace; ☐
b) speak spontaneously; ☐
c) ask questions; ☐
d) actively participate; ☐

e) use their second language in class; ☐
f) contribute to the creation of a positive learning environment. ☐

Evaluator's comments:

ANNEX A – APPENDIX 6

CONTENT OF IN-HOUSE SESSIONS

(Section II, Clause 8.1)

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

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

1. use PFL_2 – A et B, PFL_2 – C or CEWP classroom and self-learning materials;
2. navigate the CSPS 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 CSPS; and
8. prepare absence, end-of-session and recommendation reports.

APPENDICE 7

END OF SESSION REPORT

Nom de l'apprenant / Learner's Name :

École / School :

Ministère / Department

Groupe / Group

Niveau / Level   ☐ débutant / beginner

☐ intermédiaire / intermediate

☐ avancé / advanced

Ressource enseignante / Teacher

**Conseiller pédagogique /
Pedagogical Adviser**

Évaluation globale / Global Assessment :

Commentaires / Comments :

Date :