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

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PART 1 – GENERAL INFORMATION

1. Introduction

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

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

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

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

2. Summary

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

The RMSOs will be for the delivery of full-time group second language training, in English and French, on the premises of the Offeror.

Training will be provided on request to groups (class size from 3 to 6 Learners, depending on the case) through a Call-up made pursuant to the Standing Offer (Part 7B).

For the purposes of this RFSO, the required Work is divided into two (2) work streams:

Work Stream #	Target Language	Location	Format	Mode
1	FRENCH	Offeror	Full-time	Group
2	ENGLISH	Offeror	Full-time	Group

2.1 Term of Standing Offer

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

2.2 Multiple Standing Offers

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

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

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

Work Stream	Maximum Number of Standing Offers to be Issued	Estimated Volume for Each 12-Month Period.
1 Full-time group training in French on the Offeror's premises	6	440 Learners
2 Full-time group training in English on the Offeror's premises	1	37 Learners

Offerors may submit offers for one or both work streams.

2.2.2 Predefined Area

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

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

3. Communications Notification

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

4. Debriefings

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

PART 2 – OFFEROR INSTRUCTIONS

1. Standard Instructions, Clauses and Conditions

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

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

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

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

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

2. Submission of Offers

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

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

3. Enquiries – Request for Standing Offers

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

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

4. Applicable Laws

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

Offerors may, at their discretion, substitute the applicable laws of a Canadian province or territory of their choice without affecting the validity of their offer, by deleting the name of the Canadian province or territory specified and inserting the name of the Canadian province or territory of their choice. If no change is made, it acknowledges that the applicable laws specified are acceptable to the Offerors.

5. Bidders' Conference

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

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

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

PART 3 – OFFER PREPARATION INSTRUCTIONS

1. Offer Preparation Instructions

1.1 Participation in the RFSO

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

If the Offeror decides to submit an offer for the two (2) work streams, it must be clearly indicated in the offer to which work streams the information provided applies. Each work stream must be considered to be separate and will be evaluated separately, without regard to the other work streams for which an offer was submitted by the Offeror.

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

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

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

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

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

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

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

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

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

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

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

Section I: Technical Offer

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

THIS OFFER IS BEING SUBMITTED FOR WORK STREAM(S)_____.

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

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

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

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

Section II: Financial Offer

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

THIS OFFER IS BEING SUBMITTED FOR WORK STREAM(S)_____.

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

Payment by Credit Card and Direct Deposit

Canada requests that Offerors complete one of the following:

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

The following credit card(s) are accepted:

VISA _____

Master Card _____

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

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

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

Section III: Certifications

Offerors must submit the certifications required under Part 5.

ATTACHMENT 1 TO PART 3

PRICING SCHEDULE

1. Firm All-inclusive Hourly Rate Offer

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

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

- 1) preparation and delivery of deliverables;
- 2) Work of the teacher and the pedagogical adviser;
- 3) time spent on parts 1 and/or 2 and/or 3 of the familiarization sessions by the teacher and pedagogical adviser;
- 4) the Offeror's facilities where applicable;
- 5) travel costs incurred by the Offeror's resources in performing the Work or going to familiarization sessions;
- 6) teacher preparation time;
- 7) printing fees up to 50 pages per month per Learner;
- 8) acquisition of training material (the CSPS's teaching program – PLF² and CEWP);
- 9) course loading (creation) of group courses for the work stream – Group Training; and
- 10) coffee breaks for the teacher and the pedagogical adviser.

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

1.3 The volumetric data included in pricing schedules 1 and 2 below are provided solely to calculate the price of each bid. They are not to be considered a contract guarantee.

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

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

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

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

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

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

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

Pricing Schedule – Work Stream 1					
Full-time Group Training in French on the Offeror's Premises					
Column A	Column B	Column C	Column D	Column E	Column F (C x D x E)
Period	Number of Learners per Group	Firm All-inclusive Hourly Rate (\$) per Learner	Estimates for Evaluation Purposes (based on a session of 35 hours/week x 12 weeks)	Annual Estimate (Number of Learners)	Extended Total (\$)
Initial period (24 months from the date the Standing Offer was issued)					
I. 24 months of the initial period	4 to 6	\$	420 hours	440	\$
Extension periods					
II. Year 1 of the extension period	4 to 6	\$	420 hours	440	\$
III. Year 2 of the extension period	4 to 6	\$	420 hours	440	\$
Total of the initial period and the two extension periods (I. + II. + III.) in column F - TOTAL EVALUATED PRICE					\$

Pricing Schedule - Work Stream 2					
Full-time Group Training in English on the Offeror's Premises					
Column A	Column B	Column C	Column D	Column E	Column F (C x D x E)
Period	Number of Learners per Group	Firm All-inclusive Hourly Rate (\$) per Learner	Estimates for Evaluation Purposes (based on a session of 35 hours/week x 12 weeks)	Annual Estimate (Number of Learners)	Extended Total (\$)
Initial period (24 months from the date the Standing Offer was issued)					
I. Initial period of 24 months	3 to 6	\$	420 hours	37	\$
Extension periods					
II. Year 1 of the extension period	3 to 6	\$	420 hours	37	\$
III. Year 2 of the extension period	3 to 6	\$	420 hours	37	\$
Total of the initial period and the two extension periods (I. + II. + III.) in column F - TOTAL EVALUATED PRICE					\$

PART 4 – EVALUATION PROCEDURES AND BASIS OF SELECTION

1. Evaluation Procedures

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

1.1 Technical Evaluation

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

1.1.1 Mandatory and Point-rated Technical Criteria

For work streams 1 and 2, see Attachment 1 to Part 4.

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

If the Offeror indicates in its offer that it is able to provide language training services at its premises outside the predefined area, under no circumstances is it to consider these classrooms or facilities to meet the mandatory and point-rated technical criteria, as they will not be taken into account in the technical evaluation of the offer by Canada.

1.2 Financial Evaluation

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

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

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

1.2.2 Step-by-step Financial Evaluation

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

- (1) For offers deemed technically responsive, the financial offers submitted in response to this RFSO will be evaluated individually for each work stream for which the offers were submitted.
- (2) The following steps will be followed for each work stream for which the offer has been submitted:

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

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

2. Basis of Selection

2.1 Basis of Selection – Lowest Evaluated Price per Point

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

For work stream 1 – Full-time group training in French at the Offeror's facilities:

3. Responsive offers will be ranked in descending order according to the overall score obtained for all the point-rated technical criteria in Attachment 1 to Part 4, the responsive offer with the highest total score being ranked first.
4. The evaluated price per point of each responsive offer will be determined by dividing the responsive offer evaluated price by the overall score obtained by the responsive offer for all the point-rated technical criteria detailed in Attachment 1 to Part 4.
5. Responsive offers will be ranked in ascending order by evaluated price per point; the responsive offer with the lowest evaluated price per point being ranked first. Up to 6 of the responsive offers ranked the highest in ascending order by evaluated price per point will be recommended for Standing Offers. If two or more responsive offers have the same lowest evaluated price per point, they will be ranked in descending order on the basis of the overall score obtained for all the point-rated technical criteria detailed in Attachment 1 to Part 4, the responsive offer with the highest overall score being ranked the highest.

For work stream 2 – Full-time group training in English at the Offeror's facilities:

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

overall score for all the point-rated technical criteria detailed in Attachment 1 to Part 4 will be recommended for issuance of a Standing Offer.

ATTACHMENT 1 TO PART 4

EVALUATION PROCEDURES WORK STREAMS 1 AND 2

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

Work stream 2: Full-time group training in English on the Offeror’s premises

1.1.1. Mandatory Technical Criteria (MTC)

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

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

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

MTC 1	Offeror’s Capacity
<p>To meet this criterion, the Offeror must at least provide the following information:</p> <ol style="list-style-type: none"> 1. Offeror’s volume capacity (overall capacity of groups at which the Offeror intends to provide training at the same time during the Standing Offers period, including extension periods). For its offer to be considered responsive, an offeror must have a minimum capacity of 10 groups and a maximum capacity of 30 groups. The capacity must be a multiple of 5. 2. Number of classrooms offered. The number of classrooms must correspond to the capacity (volume) stipulated by the Offeror to meet item 1 listed above and comply with the requirements described in clause 6.0, The Offeror’s Facilities, in Section II, Annex A – Statement of Work. For example, if the Offeror indicates that it has capacity for 20 groups, there must also be 20 classrooms. 3. Number of facilities and their location, in addition to the number of classrooms per location. 	

MTC 2	Offeror’s Pedagogical Advisers
2.1	<p>Proposed Primary Pedagogical Adviser and Backup Pedagogical Adviser</p> <p>The Offeror must propose one (1) primary pedagogical adviser and one (1) backup pedagogical adviser. If in response to MTC 1 the Offeror has the capacity to train more than 10 groups at the same time, the Offeror must propose one additional primary pedagogical adviser for every 10 groups.</p> <p>A primary pedagogical adviser cannot be proposed as a backup pedagogical adviser (and vice versa).</p> <p>If the Offeror submits an offer for more than one work stream, a pedagogical adviser may be proposed for more than one work stream if the ratios listed below are adhered to:</p>

	<p>number of full-time groups ÷ 10 + (number of full-time individuals ÷ 30) + (number of part-time groups ÷ 50) + (number of part-time individuals ÷ 100) = 1 for the maximum workload of a full-time pedagogical adviser</p> <p>For example, to have a capacity of 15 groups, the Offeror must propose a primary pedagogical adviser for the first 10 groups and a second primary pedagogical adviser for the remaining 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 Learners taking part-time individual training.</p> <p>In addition, the Offeror must propose one backup pedagogical adviser for every three primary pedagogical advisers.</p>
<p>2.2</p>	<p>Names of Proposed Pedagogical Advisers</p> <p>The offer must include the names of each of the proposed primary and backup pedagogical advisers.</p>
<p>2.3</p>	<p>Competencies and Qualifications of the Proposed Pedagogical Advisers</p> <p>2.3.1 Each pedagogical adviser (primary and backup) proposed by the Offeror must have at least one of the following qualifications:</p> <p>1. a bachelor's degree from a recognized Canadian university. In cases where studies were completed in an institution outside Canada, only an equivalency certificate from an accredited institution recognizing the credentials as Canadian equivalences will be accepted. These institutions include the credential assessment services of the federal or provincial governments and the International Credential Assessment Service of Canada, as well as others recognized as credential assessment services for comparing degrees and diplomas to Canadian standards and identified on the Canadian Information Centre for International Credentials Web site:</p> <p>http://www.cicic.ca/413/assessment-of-credentials-for-employment-in-canada.canada</p> <p style="text-align: center;">AND</p> <p>one of the following qualifications is also required:</p> <p>a) at least one (1) year of experience since January 2007 supervising at least two (2) teaching resources while delivering full-time English or French as a second language courses to adults, on an individual or group basis. One (1) year of experience in full-time training is defined as at least 30 hours per week, over a period of at least 40 weeks within a period of 12 consecutive months;</p> <p>b) at least 1,200 hours of experience since January 2007 supervising at least two (2) teaching resources while delivering part-time English or French as a second language courses to adults, on an individual or group basis;</p> <p>c) at least 3,600 hours of teaching experience since January 2007 delivering full-time English or French as a second language courses to groups of at least three (3) Learners, using one or more of the following training programs:</p> <ul style="list-style-type: none"> • PBFT • PFL₂ - A, B or C; or • CEWP

- a program used by a recognized Canadian post-secondary institution
- or any other English or French as a second language adult education program.

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

OR

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

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

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

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

c) a combination of the two areas above.

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

- client organization name;
- name and current telephone number and/or e-mail address of a contact person who will be able to corroborate the information provided in the offer;
- number of hours of experience as a pedagogical adviser or teaching resource;
- start and end dates, i.e. from [month/year] to [month/year] for each example of demonstrated experience;
- number of resources supervised as a pedagogical adviser or number of groups and Learners in each group for demonstrated experience as a teaching resource;
- training mode (full-time or part-time);
- language taught; and
- training program used by the teaching resource (for demonstrated experience as a teaching resource).

If the Standing Offer Authority determines that the Offeror has failed to include proof or certification as required above, the Authority will grant the Offeror 24 hours to provide it.

MTC 3	Human Resources Management Plan
	<p>The Offeror must provide a detailed human resources management plan for pedagogical advisers and teaching resources. This plan must include at least the following elements:</p> <p>a) A hiring plan including at least the selection criteria and the hiring process.</p> <p>b) A professional development plan including at least the current training procedure of the Offeror for training and professional development to teaching resources and pedagogical advisers.</p> <p>c) A plan of supervision of teaching resources including at least the process of teaching evaluation, the process of follow-up to the training of teaching resources and the process of supervision of teaching resources by the pedagogical adviser.</p> <p>The human resources management plan presented by the Offeror in response to this RFSO will be in effect for the duration of the contract.</p>

1.1.2. Point-rated Technical Criteria (PRTC)

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

Point-rated Technical Criteria (PRTC)	Minimum Number of Points Required	Maximum Number of Points
PRTC 1 Offeror's Experience	0	145
PRTC 2 Offeror's Pedagogical Advisers		
PRTC 2.1 Primary Pedagogical Adviser	0	40
PRTC 2.2 Backup Pedagogical Adviser	0	40
PRTC 3 Computer Equipment on the Offeror's Premises	0	30
PRTC 4 Offeror's Facilities	0	45
Overall Score (even though there is no minimum number of points required for each of the point-rated technique criteria (PRTC1 to PRTC4), the Offer must obtain a minimum of 80 points, in total, to be considered responsive).	80	300

PRTC 1 Offeror's Experience

Joint venture: If the offer is submitted by a joint venture, the members of the joint venture cannot pool their capacities to meet PRTC 1. The Offeror must indicate which member of the joint venture meets this criterion.

145 points maximum, 0 points minimum

No.	Point-rated Technical Criterion	Offer Preparation Instructions	Weighting (Points)
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<p>PRTC 1.1</p>	<p>The Offeror's number of years of experience since January 2000 in delivering language training services to adults in English or French as a second language using at least one language training program.</p> <p>For evaluation purposes only, one year of experience is equivalent to at least 1,200 hours over a maximum period of 12 consecutive months for teaching groups and/or Learners.</p>	<p>The offer should include, as a minimum, the following information:</p> <p>a) the number of years of experience in language training for adults;</p> <p>b) the start and end dates of the training services delivered for each year, i.e. from [month/year] to [month/year];</p> <p>c) the number of hours of teaching for each year identified in b);</p> <p>d) the language training program(s) used;</p> <p>e) the language taught;</p> <p>f) one reference per year of experience to a maximum of three references, including the name of the client organization and the name and current telephone number and/or e-mail address of a contact person who will be able to corroborate the information provided in the offer.</p>	<p>For PRTC 1.1, points will be awarded as follows:</p> <p>PRTC 1.1 A) Number of years of experience</p> <p>10 points per year of experience that meets PRTC 1.1, to a maximum of 100 points</p> <p>PRTC 1.1 B) Language training program(s) used</p> <p>PFL₂ A and B and/or PFL₂ C and/or CEWP: 10 points</p> <p>PBFT: 5 points</p> <p>A program used by a recognized Canadian post-secondary institution: 2 points</p> <p>Any other adult language learning program: 1 point</p> <p>For PRTC 1.1 B), if the Offeror has demonstrated that it has experience with more than one training program in response to PRTC 1.1, points will be awarded for the program earning the highest number of points but not for a combination of programs.</p> <p>Maximum 110 points</p>
<p>PRTC 1.2</p>	<p>The Offeror's number of years of experience since January 2006 in delivering language training in English or French as a second language to groups of at least three (3) Learners on a full-time basis.</p> <p>For evaluation purposes only, one (1) year of experience in full-time training is the equivalent of at least 30 hours per week,</p>	<p>The offer should include at least the following information for each demonstrated year of experience:</p> <p>a) Start and end dates for full-time language training of group(s) consisting of at least three Learners; i.e. from [month/year] to [month/year];</p> <p>b) the number of teaching hours per week for each year of experience listed in a);</p> <p>c) the number of Learners in</p>	<p>For PRTC 1.2, points will be awarded as follows:</p> <p>3 points per year of experience that meets PRTC 1.2, to a maximum of 15 points</p> <p>Maximum 15 points</p>

	over a period of at least 40 weeks within a period no greater than 12 consecutive months.	each group; d) the language taught; and e) the name of the client organization and the name and current telephone number and/or e-mail address of a contact person who will be able to corroborate the information provided in the offer.	
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PRTC 2 Offeror's Pedagogical Advisers			
<p>In the event that the Offeror's offer does not identify which of the proposed pedagogical advisers should be evaluated as primary and backup, the first (in the copy of the offer kept by the Standing Offer Authority) will be evaluated as being the primary and the second (in the copy of the offer kept by the Standing Offer Authority) will be evaluated as the backup.</p>			
<p>In the event that more than one primary and/or backup pedagogical adviser is proposed and the Offeror's offer does not identify which of the proposed pedagogical advisers should be evaluated as primary and backup, the evaluation team may take into account the total ratio of pedagogical advisers indicated by the Offeror and then designate the pedagogical advisers listed in the offer in accordance with the stated ratio, while satisfying requirement MTC 2, indicating the primary advisers first and the backup advisers second. Example: The stated capacity of groupgroups is 30, and a total of 4 pedagogical advisers are proposed in the offer but no indication is made as to whether the individuals are primary or backup advisers. The evaluation team will select the first three advisers as the primary advisers and the last one as the backup adviser (the order of the pedagogical advisers will correspond to the order indicated in the copy of the offer held by the Standing Offer Authority).</p>			
<p>The Standing Offers resulting from this RFSO must reflect the designations assigned during the evaluation (e.g. If Mr. X is designated as the "primary" adviser and Ms. Y as the "backup" adviser by the evaluation team, the Offeror must offer Mr. X's services as the "primary" adviser and Ms. Y's services as the "backup" adviser).</p>			
2.1 Primary Pedagogical Adviser			
<p>The number and name(s) of the primary pedagogical adviser(s) evaluated shall correspond to the name(s) provided in response to MTC 2. No other candidate will be taken into consideration.</p>			
<p>If the Offeror indicates capacity of more than 10 groups in MTC 1, each person proposed will be evaluated individually against all the criteria in PRTC 2.1.</p>			
<p>The results of the individuals proposed who satisfy MTC 2 will be added together and then divided by the number of those individuals to obtain the average numerical rating of the offer for PRTC 2.1.</p>			
40 points maximum, 0 points minimum			
No.	Point-rated Technical Criterion	Offer Preparation Instructions	Weighting (Points)

<p>PRTC 2.1.1</p>	<p>Since January 2007, the proposed pedagogical adviser has gained knowledge and demonstrable experience in the supervision of full-time or part-time, group or individual language training courses for adults in English and/or French as a second language, using one or more CSPS* programs or any other language training program in English and/or in French as a second language.</p> <p>For evaluation purposes, one full-time course is equivalent to a minimum of 16 consecutive weeks and a minimum of 30 hours per week. If training is for 32 consecutive weeks or more, it cannot be divided and will be considered one course.</p> <p>A part-time course is equivalent to a minimum of 3 hours per week, a maximum of 29 hours per week and a minimum of 12 consecutive weeks.</p> <p>Part-time winter courses may be combined with those in the spring. This must be clearly indicated in the offer.</p> <p>*CSPS refers to the Canada School of Public Service. The programs are PBFT or PFL₂ A and B or PFL₂ C or CEWP.</p>	<p>The offer should include at least the following information for each of the courses managed by the pedagogical adviser:</p> <p>a) the mode, that is, group course, including the number of Learners per group, or individual course on a full-time or part-time basis;</p> <p>b) the duration (number of weeks) and the number of hours per week;</p> <p>c) the course start and end dates, i.e. from [month/year] to [month/year];</p> <p>d) the language taught;</p> <p>e) the name of the program used;* and</p> <p>f) one reference, including the name of the client organization and the name and current telephone number and/or e-mail address of a contact person who will be able to corroborate the information provided in the offer.</p> <p>*If the program is one used by a recognized Canadian post-secondary institution, the Offeror must indicate the institution's name.</p>	<p>For PRTC 2.1.1, points will be awarded as follows:</p> <p>2.1.1. A) Number of courses managed that meet criterion PRTC 2.1.1</p> <p>3 points per group full-time course, to a maximum of 30 points.</p> <p>OR</p> <p>2 points per individual full-time course, to a maximum of 20 points</p> <p>OR</p> <p>1 to 3 part-time courses: 1 point Plus 1 point for every additional set of 3 part-time* courses, to a maximum of 10 points.</p> <p>*A set must comprise three courses. If the number of courses is not a multiple of three, the overage may not be considered. For example, for 10 part-time courses, the Offeror will obtain 3 points.</p> <p>Points will be awarded for experience in one of the three work streams above, but not for a combination of experience in a number of streams.</p> <p>PRTC 2.1.1 B) Language training program(s) used</p> <p>PFL₂ A and B and/or PFL₂ C and/or CEWP: 10 points</p> <p>PBFT: 5 points</p> <p>A program used by a recognized Canadian post-secondary institution: 2 points</p>
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			<p>Any other adult language learning program: 1 point</p> <p>For PRTC 2.1.1 B), if the Offeror has demonstrated that it has experience with more than one training program in response to PRTC 2.1.1, points will be awarded for the program earning the highest number of points but not for a combination of programs.</p> <p>Maximum 40 points</p>
<p>OR <i>If the proposed pedagogical adviser does not have the pedagogical advisory experience required in PRTC 2.1.1, the experience listed below will be taken into consideration and points awarded as follows:</i></p>			
<p>PRTC 2.1.2</p>	<p>The proposed pedagogical adviser is an experienced teacher with more than 3,600 hours of teaching, since January 2002, of language training in English or French as a second language for adults in full-time* groups of at least three (3) Learners, using one or more of the CSPS** programs or any other language training program.</p> <p>*A full-time course is equivalent to a minimum of 16 consecutive and a minimum of 30 hours per week. If training is for 32 consecutive weeks or more, it cannot be divided and will be considered a course.</p> <p>**CSPS refers to the Canada School of Public Service. The programs are PBFT or PFL₂ A and B or PFL₂ C or CEWP.</p>	<p>The offer should include at least the following information:</p> <p>a) the number of teaching hours accumulated by the proposed pedagogical adviser since January 2002;</p> <p>b) the number of groups taught by the teacher, including the number of Learners per group;</p> <p>c) the duration of the training (number of weeks) and the number of hours of training per week for each course;</p> <p>d) the language taught;</p> <p>e) start and end dates of the teaching for each group identified in b), i.e. from [month/year] to [month/year];</p> <p>f) the name of the program(s) used* for each group identified in b);</p> <p>g) one reference per group identified in b), to a maximum of three references, including the name of the client organization and the name</p>	<p>For PRTC 2.1.2, points will be awarded as follows:</p> <p>PRTC 2.1.2 A) Number of hours taught to full-time groups meeting PRTC 2.1.2</p> <p>3,601 to 5,400 hours: 5 points 5,401 to 7,200 hours: 10 points 7,201 to 9,000 hours: 15 points 9,001 hours or more: 20 points</p> <p>PRTC 2.1.2 B) Language training program(s) used</p> <p>PFL₂ A and B and/or PFL₂ C and/or CEWP: 10 points PBFT: 5 points A program used by a recognized Canadian post-secondary institution: 2 points Any other adult language learning program: 1 point</p> <p>For PRTC 2.1.2 B), if the</p>

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

		<u>teaching resources:</u> a) the number of years of experience in providing supervision to teaching resources; b) the number of teaching resources supervised for each of the periods listed in a); c) the number of supervision hours for each year identified in a); d) the start and end dates of the training services delivered for each year, i.e. from [month/year] to [month/year]; e) the language taught; f) the language training programs used; g) one reference per year of experience to a maximum of three references, including the name of the client organization and the name and current telephone number and/or e-mail address of a contact person who will be able to corroborate the information provided in the offer.	Maximum 28 points
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<p>2.2. Backup Pedagogical Adviser</p> <p>The number and names of the backup pedagogical advisers evaluated shall correspond to the information provided (names and number of the backup advisers proposed) in response to MTC 2. No other candidate will be taken into consideration.</p> <p>Each person proposed will be evaluated individually against PRTC 2.2.</p> <p>The numerical results for the proposed individuals who have met MTC 2 will be added up and then divided by the number of those individuals in order to obtain the average numerical ranking of the offer for PRTC 2.2.</p> <p style="text-align: right;">40 points maximum, 0 points minimum</p>			
No.	Point-rated Technical Criterion	Offer Preparation Instructions	Weighting (Points)

<p>PRTC 2.2.1</p>	<p>Since January 2007, the proposed pedagogical adviser has gained knowledge and demonstrable experience in the supervision of full-time or part-time, group or individual language training courses for adults in English and/or French as a second language, using one or more CSPS* programs or any other language training program in English and/or in French as a second language.</p> <p>For evaluation purposes, one full-time course is equivalent to a minimum of 16 consecutive weeks and a minimum of 30 hours per week. If training is for 32 consecutive weeks or more, it cannot be divided and will be considered a course.</p> <p>A part-time course is equivalent to a minimum of 3 hours per week, a maximum of 29 hours per week and a minimum of 12 consecutive weeks.</p> <p>Part-time winter courses may be combined with those in the spring. This must be clearly indicated in the offer.</p> <p>*CSPS refers to the Canada School of Public Service. The programs are PBFT or PFL₂ A and B or PFL₂ C or CEWP.</p>	<p>The offer should include at least the following information for each of the courses managed by the pedagogical adviser:</p> <p>a) the mode, that is, group course, including the number of Learners per group, or individual course on a full-time or part-time basis;</p> <p>b) the duration (number of weeks) and the number of hours per week;</p> <p>c) the course start and end dates, i.e. from [month/year] to [month/year];</p> <p>d) the language taught;</p> <p>e) the name of the program used;* and</p> <p>f) one reference, including the name of the client organization and the name and current telephone number and/or e-mail address of a contact person who will be able to corroborate the information provided in the offer.</p> <p>*If the program is one used by a recognized Canadian post-secondary institution, the Offeror must indicate the institution's name.</p>	<p>For PRTC 2.2.1, points will be awarded as follows:</p> <p>2.2.1. A) Number of courses managed that meet criterion PRTC 2.1.1</p> <p>3 points per group full-time course, to a maximum of 30 points</p> <p>OR</p> <p>2 points per individual full-time course, to a maximum of 20 points</p> <p>OR</p> <p>1 to 3 part-time courses: 1 point Plus 1 point for every additional set of 3 part-time* courses, to a maximum of 10 points.</p> <p>*A set must comprise three courses. If the number of courses is not a multiple of three, the overage may not be considered. For example, for 10 part-time courses, the Offeror will obtain 3 points.</p> <p>Points will be awarded for experience in one of the three work streams above, but not for a combination of experience in a number of streams.</p> <p>PRTC 2.2.1 B) Language training program(s) used</p> <p>PFL₂ A and B and/or PFL₂ C and/or CEWP: 10 points</p> <p>PBFT: 5 points</p> <p>A program used by a recognized Canadian post-secondary institution: 2 points</p> <p>Any other adult language learning program: 1 point</p>
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			<p>For PRTC 2.2.1 B), if the Offeror has demonstrated that it has experience with more than one training program in response to PRTC 2.2.1, points will be awarded for the program earning the highest number of points but not for a combination of programs.</p> <p style="text-align: right;">Maximum 40 points</p>
<p>OR <i>If the proposed pedagogical adviser does not have the pedagogical advisory experience required in PRTC 2.2.1, the experience listed below will be taken into consideration and points awarded as follows:</i></p>			
<p>PRTC 2.2.2</p>	<p>The proposed pedagogical adviser is an experienced teacher with more than 3,600 hours of teaching, since January 2002, of language training in English or French as a second language for adults in full-time* groups of at least three (3) Learners, using one or more of the CSPS** programs or any other language training program.</p> <p>*A full-time course is equivalent to a minimum of 16 consecutive and a minimum of 30 hours per week. If training is for 32 consecutive weeks or more, it cannot be divided and will be considered a course.</p> <p>**CSPS refers to the Canada School of Public Service. The programs are PBFT or PFL₂ A and B or PFL₂ C or CEWP.</p>	<p>The offer should include at least the following information:</p> <p>a) the number of teaching hours accumulated by the proposed pedagogical adviser since January 2002;</p> <p>b) the number of groups taught by the teacher, including the number of Learners per group;</p> <p>c) the duration of the training (number of weeks) and the number of hours of training per week for each course;</p> <p>d) the language taught;</p> <p>e) start and end dates of the teaching for each group identified in b), i.e. from [month/year] to [month/year];</p> <p>f) the name of the program(s) used* for each group identified in b);</p> <p>g) one reference per group identified in b), to a maximum of three references, including the name of the client organization and the name and current telephone</p>	<p>For PRTC 2.2.2, points will be awarded as follows:</p> <p>PRTC 2.2.2 A) Number of hours taught to full-time groups meeting PRTC 2.2.2</p> <p>3,601 to 5,400 hours: 5 points 5,401 to 7,200 hours: 10 points 7,201 to 9,000 hours: 15 points 9,001 hours or more: 20 points</p> <p>PRTC 2.2.2 B) Language training program(s) used</p> <p>PFL₂ A and B and/or PFL₂ C and/or CEWP: 10 points</p> <p>PBFT: 5 points</p> <p>A program used by a recognized Canadian post-secondary institution: 2 points</p> <p>Any other adult language learning program: 1 point</p> <p>For PRTC 2.2.2 B), if the Offeror has demonstrated that it has experience with more than one training program in response to</p>

		<p>number and/or e-mail address of a contact person who will be able to corroborate the information provided in the offer.</p> <p>*If the program is one used by a recognized Canadian post-secondary institution, the Offeror must indicate the institution's name.</p>	<p>PRTC 2.2.2, points will be awarded for the program earning the highest number of points but not for a combination of programs.</p> <p>Maximum 30 points</p>
<p>OR <i>If the proposed pedagogical adviser does not have the education required in MTC 2.3, the following experience will be considered and points will be awarded as follows:</i></p>			
<p>PRTC 2.2.3</p>	<p>The proposed pedagogical adviser is an experienced teacher with more than seven (7) years of experience in teaching and/or providing supervision to at least two (2) teaching resources in language training for adults in English and/or French as a second language, using one or more CSPS* programs or any other language training program in English and/or French as a second language of work.</p> <p>For evaluation purposes only, one year of experience is equivalent to at least 1,200 hours over a maximum period of 12 consecutive months for teaching groups and/or Learners.</p> <p>*CSPS refers to the Canada School of Public Service. The programs are PBFT or PFL₂ A and B or PFL₂ C or CEWP.</p>	<p>The offer should include, as a minimum, the following information:</p> <p><u>Demonstrated experience in teaching:</u></p> <p>a) the number of years of experience in language training for adults;</p> <p>b) the number of hours of teaching for each year identified in a);</p> <p>c) the start and end dates of the training services delivered for each year, i.e. from [month/year] to [month/year];</p> <p>d) the language taught;</p> <p>e) the language training programs used;</p> <p>f) one reference per year of experience to a maximum of three references, including the name of the client organization and the name and current telephone number and/or e-mail address of a contact person who will be able to corroborate the information provided in the offer.</p> <p>AND/OR</p> <p><u>Demonstrated experience in providing supervision to teaching resources:</u></p>	<p>For PRTC 2.2.3, points will be awarded as follows:</p> <p>PRTC 2.2.3 A) Number of years of experience that meet criterion PRTC 2.2.3</p> <p>7 to 10 years: 8 points 10 to 15 years: 13 points Over 15 years: 18 points</p> <p>PRTC 2.1.3 B) Language training program(s) used</p> <p>PFL₂ A and B and/or PFL₂ C and/or CEWP: 10 points</p> <p>PBFT: 5 points</p> <p>A program used by a recognized Canadian post-secondary institution: 2 points</p> <p>Any other adult language learning program: 1 point</p> <p>For PRTC 2.2.3 B), if the Offeror has demonstrated that it has experience with more than one training program in response to PRTC 2.2.3, points will be awarded for the program earning the highest number of points but not for a combination of programs.</p> <p>Maximum 28 points</p>

		<p>a) the number of years of experience in providing supervision to teaching resources;</p> <p>b) the number of teaching resources supervised for each of the periods listed in a);</p> <p>c) the number of supervision hours for each year identified in a);</p> <p>d) the start and end dates of the training services delivered for each year, i.e. from [month/year] to [month/year];</p> <p>e) the language taught;</p> <p>f) the language training programs used;</p> <p>g) one reference per year of experience to a maximum of three references, including the name of the client organization and the name and current telephone number and/or e-mail address of a contact person who will be able to corroborate the information provided in the offer.</p>	
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PRTC 3 Computer Equipment at the Offeror's Facilities

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

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

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

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

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

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

Facilities offered outside the predefined area will not be evaluated.

30 points maximum, 0 points minimum

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

			Maximum 10 points
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PRTC 4 Offeror's Premises

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

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

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

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

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

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

Facilities outside the predefined area will not be evaluated.

45 points maximum, 0 points minimum

PRTC 4.1	The proposed number of classrooms for the groups and the location of each of these classrooms 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 offer should include the following information: a) the proposed number of classrooms; and b) the address of each of the proposed classrooms.	For PRTC 4.1, points will be awarded as follows: for 100% of the classrooms that meet the criterion: 10 points for 80% to 99% of the classrooms that meet the criterion: 8 points for 60% to 79% of the classrooms that meet the criterion: 6 points for 40% to 59% of the classrooms that meet the criterion: 4 points for 20% to 39% of the classrooms that meet the criterion: 2 points Maximum 10 points
PRTC 4.2	The facility or facilities proposed by the Offeror are served by a parking lot, which is located no more than 0.50 km from the proposed facility and where there is a	The offer should include the following information: a) address(es) of the identified parking lot(s);	For PRTC 4.2, points will be awarded as follows: For free parking: 10 points For pay parking: 5 points

	<p>charge / no charge for parking.</p> <p>The parking lot(s) must not have a waiting list and/or if a parking permit is required, it may be obtained within one month prior to the start date of the training.</p> <p>For evaluation purposes, parking in the street will not be considered as an acceptable parking lot.</p>	<p>b) the distance(s) between the parking lot(s) and the proposed facilities:</p> <p>c) whether there is a charge for parking and/or parking is free; and</p> <p>d) for parking lots where a permit is required, whether the permit may be obtained within one month prior to the start of training.</p>	<p>If the Offeror has more than one facility, each of the facilities will be evaluated, and the sum of the points obtained will be divided by the number of facilities.</p> <p style="text-align: right;">Maximum 10 points</p>
PRTC 4.3	<p>The facility or facilities proposed by the Offeror are located at a maximum distance of 0.50 km from a public transit stop.</p>	<p>The offer should include the following information:</p> <p>The distance from the public transit stop nearest to facilities proposed.</p>	<p>For PRTC 4.3, points will be awarded as follows:</p> <p>5 points per facility that meets the criterion</p> <p>If the Offeror has more than one facility, each of the facilities will be evaluated, and the sum of the points obtained will be divided by the number of facilities.</p> <p style="text-align: right;">Maximum 5 points</p>
PRTC 4.4	<p>The proposed classrooms have direct access to daylight.</p>	<p>The offer should include the following information for each proposed facility:</p> <p>The number of classrooms that have direct access to daylight and their location.</p>	<p>For PRTC 4.4, points will be awarded as follows:</p> <p>100% of the classes have direct access to daylight: 10 points</p> <p>between 50% and 99% of the classes have direct access to daylight: 5 points</p> <p style="text-align: right;">Maximum 10 points</p>
PRTC 4.5	<p>The facility or facilities proposed by the Offeror are equipped with additional amenities or offer specific services:</p> <ul style="list-style-type: none"> - access for persons with limited mobility (access to the building, elevator, washrooms, etc.); - a meal area outside the classrooms. 	<p>The offer should include the following information for each facility:</p> <p>a) a description of the access for persons with limited mobility offered;</p> <p>b) a description of the meal area; and</p> <p>c) the address of the facility or facilities.</p>	<p>For PRTC 4.5, points will be awarded as follows:</p> <p>Provides access for persons with limited mobility: 5 points</p> <p>Provides Learners with access to a meal area outside the classrooms: 5 points</p> <p>If the Offeror has more than one facility, each of the facilities will be evaluated, and the sum of the points obtained</p>

			will be divided by the number of facilities. Maximum 10 points
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PART 5 – CERTIFICATIONS

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

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

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

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

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

2. Certifications Precedent to Issuance of a Standing Offer

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

2.1.1 Federal Contractors Program – Certification

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

Offerors who have been declared ineligible contractors by Human Resources and Social Development Canada (HRSDC) are no longer eligible to receive government contracts over the threshold for solicitation of bids as set out in the Government Contracts Regulations. Offerors may be declared ineligible contractors either as a result of a finding of non-compliance by HRSDC or following their voluntary withdrawal from the FCP for a

reason other than the reduction of their workforce to fewer than 100 employees. Any offers from ineligible contractors, including an offer from a joint venture that has a member who is an ineligible contractor, will be declared non-responsive.

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

The Offeror or the member of the joint venture

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

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

2.1.2 Former Public Servant Certification

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

Definitions

For the purposes of this clause:

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

- a) an individual;
- b) an individual who has incorporated;
- c) a partnership made up of former public servants; or
- d) a sole proprietorship or entity where the affected individual has a controlling or major interest in the entity.

“Lump sum payment period” means the period measured in weeks of salary, for which payment has been made to facilitate the transition to retirement or to other employment as a result of the

implementation of various programs intended to reduce the size of the public service. The lump sum payment period does not include the period of severance pay, which is measured in a similar manner.

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

Former Public Servant in Receipt of a Pension

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

If so, the Offeror must provide the following information:

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

Work Force Reduction Program

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

If so, the Offeror must provide the following information:

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

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

Certification

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

2.1.3 Status and Availability of Resources

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

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

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

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

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

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

2.1.5 Education and Experience

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

PART 6 –FINANCIAL REQUIREMENTS

1. Financial Capability

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

PART 7 – STANDING OFFER AND RESULTING CONTRACT CLAUSES

A. STANDING OFFER

1. Offer

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

2. Standard Clauses and Conditions

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

2.1 General Conditions

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

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

During the entire period of the Standing Offer and any call-ups made against the Standing Offer, the Offeror must diligently update, by written notice to the Standing Offer Authority, the list of names of all individuals who are directors of the Offeror whenever there is a change. As well, whenever requested by Canada, the Offeror must provide the corresponding Consent Forms.

2.2 Standing Offer Reporting

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

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

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

d) The quarterly reporting periods are defined as follows:

- 1st quarter: April 1 to June 30
- 2nd quarter: July 1 to September 30
- 3rd quarter: October 1 to December 31
- 4th quarter: January 1 to March 31.

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

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

3. Term of Standing Offer

3.1 Period of the Standing Offer

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

3.2 Extension of Standing Offers

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

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

4. Authorities

4.1 Standing Offer Authority

The Standing Offer Authority is:

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

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

4.2 Project Authority (PA)

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

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

4.3 Technical Authority (TA)

The Technical Authority for the Standing Offers is:

To be indicated upon issuance of the Standing Offers.

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

4.4 Offeror's Representative

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

Contact person:

Name of Offeror:

Address:

Telephone:

Fax:

E-mail:

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

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

5. Identified Users (IU)

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

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

6. Call-up Procedures

6.1 Identification of Offeror

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

For work stream 1 – Full-time group training in French at the Offeror’s facilities:

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

6.1.1 Assignment of Steps

6.1.1.1 Upon issuing the Standing Offers, the Standing Offer Authority will draw up a training schedule that will include the sessions¹ available throughout the Standing Offer period. In each session, the six (6) steps² of the PFL₂ and CEWP training programs will be offered.

6.1.1.2 Steps will then be assigned to Offerors on the basis of their ranking, determined in accordance with clause 6.3 below, for the duration of the Standing Offer period. For example, if six (6) Standing Offers are approved for full-time group training in French, PWGSC will assign the first-ranked supplier the step that will allow it to achieve the greatest group longevity³ (step 1) and will assign the second-ranked supplier step 6, the third-ranked supplier step 5, and so on, until all the steps of the programs have been assigned to suppliers. Canada will then repeat the process, assigning step 1 to the first-ranked Offeror and so on.

If fewer than six (6) standing offers have been approved, all the steps will be assigned to suppliers with an SO, giving an advantage to the Offerors who ranked highest. For example, if 5 Standing Offers are approved, the first-ranked Offeror would be assigned two steps and the other four Offerors only one step. If 4 Standing Offers are approved, the first- and second-ranked Offerors would be assigned two steps each and the other two Offerors one step each, and so on.

The link to the Internet site where suppliers and client departments will be able to consult the schedule or steps will be provided when the Standing Offers are issued.

6.1.2 Allocation of Work

Work will be allocated to the Offeror in accordance with the procedures outlined below and using the instrument described below in clause 7.0. Call-ups against this Standing Offer will be processed as follows.

6.1.2.1 Once the employee’s language learning plan is received, the Identified User will consult the schedule of sessions predetermined by the Standing Offer Authority, as set out in clause 6.1.1, in order to determine which supplier is offering the step recommended in the employee’s learning plan.

6.1.2.2 The Identified User’s Project Authority will authorize the Offeror identified by the Standing Offer Authority to initiate the work by means of the form referred to below in clause 7.0, Call-up Instrument, duly authorized and signed by the

¹ A session is defined as a specific period with a start date and an end date, during which language training services are offered.

² A step is defined as a series of objectives included in the training program that must be met in order to achieve a language proficiency level (A, B or C). See Appendix 1 to Annex A for a detailed description of each of the steps in the programs.

³ Learners who start a language training program at step 1 shall take steps 1 to 4 to attain level B and steps 1 to 6 to attain level C. See the table entitled “Program: PFL₂ – A, B and C and CEWP A, B and C Duration of steps / sessions*” in Annex A.

Identified User, and will provide it with a description of the Work to be performed. This description includes the following:

- name of the Learner or names of the Learners, if there are more than one
- target level: A, B or C
- target language
- learning pace (short or long program)
- recommended initial step in the Learner's or Learners' learning plan (first registration) or recommendation report for subsequent registrations
- start and end dates for the training sessions
- accommodations required, if applicable
- total billable amount, in compliance with the Basis of Payment

6.1.2.3 The Offeror will create homogeneous groups and will comply with the class size set out in its offer as well as with the maximum number of candidates allowed per group, as defined in Annex A – Statement of Work. Whenever possible, the Offeror must place all candidates for whom it has received a registration into a group. For example, if the Offeror receives eight (8) registrations for a short program session, in order to fulfil this request, it must form two groups of four (4) rather than creating one group of six (6) and having two (2) surplus candidates, unless its capacity allows it to accommodate only a single group. If candidates cannot be placed in a group for whatever reason (supplier capacity reached, number too low to form a group, etc.), the Offeror must provide the Technical Authority with the names of those candidates when it submits information on the composition of the groups, as set out in clause 8.0 of section I of the Statement of Work.

6.1.2.4 The Offeror must provide the Project Authority with written confirmation at least five (5) business days before the start of training, including

- the address and room where the training session will be held; and
- confirmation of the training start date.

6.1.2.5 The total financial limitation of the Call-up for the required Work will be determined in compliance with Annex B – Basis of Payment and clause 8, Limitation of Call-ups.

6.1.2.6 Should the Offeror prove to be incapable of performing the Work because of a lack of capacity, as described in its offer in response to MTC 1 (Offeror's Capacity) of the Request for Standing Offers, the Offeror must notify the Project Authority in writing within one (1) business day of receiving the description of the Work to be done. Call-ups will be forwarded to the first-ranked supplier in accordance with the ranking order established below in clause 6.3 until its capacity is reached, and so on, following the predetermined ranking identified in clause 6.3.

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

For work stream 2 – Full-time group training in English at the Offeror’s facilities:

Upon issuing the standing offer, the standing Offers Authority will draw up a training schedule that will include the start dates and end dates of the training sessions at the beginning of each period of the standing offers. However, the Offeror may form a group outside the predefined dates of the training schedule on the Technical Authority approval.

6.1.1 Allocation of Work

6.1.1.1 The IU’s Project Authority will authorize the Offeror identified in the Standing Offers to initiate the Work by means of the form referred to below in clause 7.0, Call-up Instrument, duly authorized and signed by the IU, and will provide it with a description of the Work to be performed. The description will include the following:

- name of the Learner or names of the Learners, if there are more than one
- target language
- target level: A, B or C
- learning pace (short or long program)
- recommended initial step in the Learner’s or Learners’ learning plan (first registration) or recommendation report for subsequent registrations
- start and end dates for the training sessions
- accommodations required, if applicable
- total billable amount, in compliance with the Basis of Payment

6.1.1.2 The Offeror will create similar-sized groups and will comply with the maximum number of candidates allowed per group, as defined in Annex A – Statement of Work. Whenever possible, the Offeror must place all candidates for whom it has received a registration into a group. For example, if the Offeror receives 8 registrations for a short program session, in order to meet this requirement, it must create two groups of 4 rather than creating one group of 6 and having 2 surplus candidates, unless its capacity allows it to accommodate only a single group.

If candidates cannot be placed in a group for whatever reason (supplier capacity reached, number too low to form a group, etc.), the Offeror must provide the Technical Authority with the names of those candidates when it submits information on the composition of the groups, as set out in clause 8.0 of section I of the Statement of Work.

6.1.1.3 The Offeror must provide the Project Authority with written confirmation at least five (5) business days before the start of training, including

- the address and room where the training session will be held; and
- confirmation of the training start date.

6.1.1.4 The total financial limitation of the Call-up for the required Work will be determined in compliance with Annex B – Basis of Payment and clause 8, Limitation of Call-ups.

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

6.2 Pre-SLE Consolidation Course for full-time group training, as defined in clause 4.2 of section II of the Statement of Work

6.2 **Identification of Offeror**

Start dates of each session will be determined by the Standing Offers Authority at the beginning of each year of the Standing Offers.

The Identified User's Project Authority will contact the first-ranked Offeror, as defined below in clause 6.3.

6.2.2 **Allocation of Work**

Work will be allocated to the Offeror in accordance with the procedures outlined below and using the instrument described below in clause 7.0. Call-ups against this Standing Offer will be processed as follows.

6.2.2.1 The Identified User's Project Authority will authorize the first-ranked Offeror, as defined below in clause 6.3, to initiate the Work by means of the form referred to below in clause 7.0, Call-up Instrument, duly authorized and signed by the Identified User, and will provide it with a description of the Work to be performed. This description includes the following:

- name of the Learner or names of the Learners, if there are more than one
- target level: B or C
- accommodations required, if applicable
- total billable amount, in compliance with the Basis of Payment

6.2.2.2 The Offeror will create groups and will comply with the class size set out in its offer as well as with the maximum number of candidates allowed per group, as defined in Annex A – Statement of Work. Whenever possible, the Offeror must place all candidates for whom it has received a registration into a group. For example, if the Offeror receives eight (8) registrations for a short program session, in order to fulfil this request, it must form two groups of four (4) rather than creating one group of six (6) and having two (2) surplus candidates, unless its capacity allows it to accommodate only a single group.

If candidates cannot be placed in a group for whatever reason (supplier capacity reached, number too low to form a group, etc.), the Offeror must provide the TA with the names of those candidates when it submits information on the composition of the groups, as set out in clause 8.0 of section I of the Statement of Work.

6.2.2.3 The Offeror must provide the Project Authority with written confirmation at least five (5) business days before the start of training, including

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

6.2.2.4 The total financial limitation of the Call-up for the required Work will be determined in compliance with Annex B – Basis of Payment and clause 8, Limitation of Call-ups.

6.2.5 Should the Offeror prove to be incapable of performing the Work because of a lack of capacity, it must notify the Project Authority within one (1) business day of receiving the description of the Work to be performed. Call-ups will be forwarded to the first-ranked supplier in accordance with the ranking order established below in clause 6.3 until its capacity is reached, and so on, following the predetermined ranking identified in clause 6.3.

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

6.3 Order of Ranking

Applicable for work stream 1 – Full-time group training in French at the Offeror's facilities.

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

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

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

The order of ranking is used to issue Call-ups as per the Call-up procedures described in clause 6.0.

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

7. Call-up Instrument

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

The Call-up shall include:

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

8. Limitation of Call-ups

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

9. Priority of Documents

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

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

10. Certifications

10.1 Compliance

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

10.2 SACC Manual Clauses

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

11. Applicable Laws

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

12. Cancellation and Postponement of Training prior to commencement of Training

- 12.1 Under clause 12.4 of this document, and without limiting the generality of the other terms and conditions of the Standing Offer, Canada may at any time before the start date of the training contemplated in a Call-up issued in accordance with clause 6 (Call-up Procedures) cancel or postpone, in whole or in part, the training contemplated in the Call-up by notifying the Offeror in writing. The cancellation or postponement may apply to one or more group sessions and/or one or more individuals.
- 12.2 Notice sent ten (10) or more business days before the start of the training:
The Government of Canada shall not be liable to the Offeror if the notice is sent to the Offeror in compliance with clause 12.1 above at least ten (10) business days before the scheduled start date of the training. Under no circumstances shall the Offeror receive payment or be reimbursed for costs incurred after such notice has been sent. However, a

training session that has been postponed is subject to the applicable terms and conditions, including those stemming from the Basis of Payment.

- 12.3 Notice sent less than ten (10) business days before the start for the training: If the notice is not sent to the Offeror in compliance with clause 12.1 above at least ten (10) business days before the scheduled start date for the training, the Offeror shall be entitled to payment from Canada for the cancelled training only (i.e. not postponed training) in accordance with the clause entitled "Cancellation Fees" in the Basis of Payment.
- 12.4 Section 30, Termination for Convenience, of General Conditions 2035, will be deemed not to apply when notice has been given pursuant to this clause.

13. Cancellation of Training following commencement of Training

- 13.1 With or without notice of at least ten (10) business days before the cancellation date, Canada shall pay the Contractor cancellation fees in accordance with the clause entitled "Cancellation Fees" in the Basis of Payment.
- 13.2 Section 30, Termination for Convenience, of General Conditions 2035, will be deemed not to apply when notice has been given pursuant to this clause.

14. Competencies of Primary and Backup Staff

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

After the Standing Offer has been authorized, the Canada School of Public Service (CSPS) will provide familiarization sessions for training programs PFL₂ and CEWP to pedagogical advisers and teaching resources. These familiarization sessions must be taken before services are to be delivered, except in the event of unforeseen absences or owing to reasons listed in clause 7.1, section II, Annex A.

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

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

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

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

15. Offerors Facilities

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

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

Any default on the part of the Contractor shall be first addressed with the Technical Authority identified in clause 4.3 of Part 7A.

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

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

- The withdrawal and replacement of individuals who do not meet the qualifications, as per the requirements stated in the Statement of Work by qualified resources, as described in clauses 10.1 AND 10.2 of Section II, the Statement of Work;
- The production of one or more deliverables in clause 11.0 of Section II of the Statement of Work;
- The production of certifications confirming that the Contractor’s resource has taken the required familiarization session(s) and/or proof of education and/or experience acquired by the pedagogical advisor and/or teaching resource;
- An analysis of the temperature and air quality of the Offeror’s facilities;
- The termination of all complementary activities that do not meet the training objectives of PFL₂ and/or CEWP and have not received the approval of the TA.

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

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

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

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

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

17. Green Procurement

- 17.1 Canada is committed to greening its supply chain. In compliance with the federal government's Policy on Green Procurement, which became effective in April 2006, federal departments and agencies must take the appropriate measures to procure goods and services that have a lesser or reduced impact on the environment than that of previous products and services.
- 17.2 Environmentally preferable goods and services are those that have a lesser or reduced impact on the environment over the life cycle of the good or service, when compared with competing goods or services serving the same purpose. Environmental performance considerations include, among other things: the reduction of greenhouse gas emissions and air contaminants; improved energy and water efficiency; reduced waste and support reuse and recycling; the use of renewable resources; reduced hazardous waste; and reduced toxic and hazardous substances.

18. Access to ILMS Computer platform of the CSPS (MyAccount)

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

B. RESULTING CONTRACT CLAUSES

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

1. Statement of Work

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

2. Standard Clauses and Conditions

2.1 General Conditions

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

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

2.2 SACC Manual Clauses

C0711C Time Verification (2008-05-12)

3. Term of Contract

3.1 Period of the Contract

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

4. Payment

4.1 Basis of Payment

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

4.2 Method of Payment

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

4.3 SACC Manual Clauses

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

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

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

The following card(s) are accepted: _____.

And (or)

Direct deposit is accepted.

5. Invoicing Instructions

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

Each invoice must be supported by:

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

- 5.2 Invoices must be distributed as follows:

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

6. Insurance

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

Annex “A”

STATEMENT OF WORK (SOW)

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- 2.0 Training
- 3.0 Type of Learner
- 4.0 Language of Communication With Learners
- 5.0 CSPS Training Programs
- 6.0 Qualification Standards in Relation to Official Languages (OL)
- 7.0 Learner Language Training Plan
- 8.0 Course Loading Activities
- 9.0 SLE (second language evaluation) Test Scheduling
- 10.0 Learner Training Location

SECTION II – WORK STREAMS

FULL-TIME GROUP TRAINING

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

Work stream 2: Full-time group training in English on the Offeror’s premises

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

- 1.0 Type of Training Provided
- 2.0 Training Delivery Days
- 3.0 CSPS Training Programs
- 4.0 Second Language Evaluation (SLE) Tests
- 5.0 Training Materials
- 6.0 The Offeror’s Facilities
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SECTION III –DELIVERABLES

APPENDICES

Appendix 1. Qualification Standards in Relation to Official Languages

Appendix 2. Abbreviations and Acronyms

Appendix 3. Glossary

Appendix 4. CSPS Training Program Objectives

Appendix 5. Teaching Evaluation Report

Appendix 6. Content of In-house Sessions

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Appendix 9. Area Covered by the Standing Offers

Preamble

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

Appendix 1. Official Languages Qualification Standards

Appendix 2. Abbreviations and Acronyms

Appendix 3. Glossary

Appendix 4. CSPS Training Program Objectives

Appendix 5. Teaching Evaluation Report

Appendix 6. Content of In-house Sessions

Appendix 7. Recommendation Report

Appendix 8. End of Session Report

Appendix 9. Area Covered by the Standing Offers

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

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

ANNEX A - SECTION I - REQUIREMENTS

1.0 Background

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

1.1 General mandate of the CSPS through its language training division

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

2.0 Training

The purpose of this SO is to provide second language training in French and English using the CSPS's training programs. The Offeror must provide full-time group* training to federal employees (learners), 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 1: Full-time group training in French on the Offeror's premises
- Work stream 2: 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 the Statement of Work herein..

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 (PFL₂ 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 1 and 2 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/qui/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 the first registration in full-time training.

Before the first registration, the CSPS will provide the federal institution with the learner's language learning plan. The federal institution can then enroll 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, the TA will prepare a pedagogical recommendations document and will provide it to the Offeror at the beginning of the learner's training session. The Offeror must take into account these recommendations when delivering the training.

8.0 Course Loading Activities

8.1. French Language Training, Steps 1 to 6

The start dates for the sessions will be established at the beginning of each year of the SO, at nine-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 ten (10) 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 3.3 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 eight (8) 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. These lists must contain the name of the IU's language training coordinator for each learner.

If the Offeror receives a call-up less than ten (10) 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.

8.2. French Language Training, Pre-SLE Consolidation Session

The start dates for the sessions will be established at the beginning of each year of the SO.

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 ten (10) 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 3.3 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 eight (8) 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. These lists must contain the name of the IU's language training coordinator for each learner.

If the Offeror receives a call-up less than ten (10) 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.

In response to the request of the IU, the Offeror can form groups that will start their training at a date different than the start dates established at the beginning of each year of the SO, in a manner consistent with the numbers of candidates specified in article 3.3 of Section II of Annex A – Statement of Work.

The IU must consult PWGSC to learn which Offeror has been selected for the required 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.

8.3. English Language Training

There will be three sessions per year. The start dates for the sessions will be established at the beginning of each year of the SO.

The IU will enroll the employee in the desired session, at the required step, with the specified Offeror. The Offeror must group the enrolled learners in a manner consistent with the numbers of candidates specified in article 3.3 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 twenty (20) 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. These lists must contain the name of the IU's language training coordinator for each learner. The TA will determine the duration of the session for each group. The Offeror will inform the IU's Project Authority who will then issue the call-up no later than ten (10) business days before the session start date.

If the Offeror receives a call-up less than ten (10) 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.

In response to the request of the IU, the Offeror can form groups that will start their training at a date different than the start dates established at the beginning of each year of the SO, in a manner consistent with the numbers of candidates specified in article 3.3 of Section II of Annex A – Statement of Work.

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 a 10 km radius from the center of the river behind the library of the Parliament Building on Wellington Street, Ottawa, Ontario and be preferably located within the following boundaries: between Wellington Street, Maclaren Street, Bay Street and Elgin Street in Ottawa, Ontario and between Laurier Street, Sacré-Cœur Boulevard and St-Rédempteur

Street in Gatineau, Quebec. The Offeror can also propose classrooms outside this territory, in the National Capital Region. Facilities must meet the requirements set out in the standing offer. The Offeror is responsible for providing all the necessary tools to deliver training programs as specified in Annex A (Statement of Work), Section II, article 6.0.

*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 578-093429/C. 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 Provided
- 2.0 Training Delivery Days
- 3.0 CSPS Training Programs
- 4.0 Second Language Evaluation (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 Requirements Respecting Education and Experience – Resources
- 11.0 Deliverables

FULL-TIME GROUP TRAINING

Work stream 1: Full-time group training in French on the Offeror's premises
Work stream 2: Full-time group training in English on the Offeror's premises

ANNEX A – Section II

Work stream 1: Full-time group training in French on the Offeror's premises
Work stream 2: 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. For courses delivered in Ontario, there will be no training on Family day.

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 practice the taught matter in communication situations that are relevant to them
 - choose varied activities relevant to the learners

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

The following are the CSPS training programs:

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

3.1 The PFL₂ Programs

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

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

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

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

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

3.2 The CEWP Program

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

More specifically, the program material is entitled:

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

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

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

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

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

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

3.3 PFL₂ and CEWP program steps and modes

Program: PFL ₂ – A, B and C and CEWP A, B and C			Number of Learners (Per Group)**
Duration of steps / sessions*			
Short program	Step 1	315 hours (9 weeks)	4 to 6 (PFL ₂) 3 to 6 (CEWP)
	Step 2	315 hours (9 weeks)	
	Step 3	315 hours (9 weeks)	
	Step 4	315 hours (9 weeks)	
	Step 5	315 hours (9 weeks)	
	Step 6	315 hours (9 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 or at local bookstores and only by obtaining prior authorization from the TA.

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

The following CSPS training program materials must be ordered from the Government of Canada Publications Web site: <http://publications.gc.ca> or purchased in local bookstores where available:

Required materials for levels A and B in French

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

Required materials for level C in French

- Preparatory sessions 1 and 2 (2 workbooks)

Required materials for levels A and B in English

- Interface Canada, Student's Books 1 to 8

Required materials for level C in English

- none

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

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

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

6.0 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 will respond to the complainant no later than 48 hours after a notice has been given to the Offeror.

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

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

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

1. PC-compatible Pentium 2 GHz computer with mouse and keyboard
2. Windows 2000, XP or Vista
3. 500 MB of RAM for 2000 and XP / 2 GB of RAM for Vista
4. 60-GB hard disk
5. Video card with minimum 800 X 600 resolution
6. 16-bit sound card with speakers
7. Quick Time Player®
8. Flash Player®
9. Java
10. DVD drive
11. Internet access, Internet Explorer 6.x or later or Firefox 3.x or later
12. 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)
13. 2200- to 3500-lumen XGA multimedia projector or equivalent
14. 70 X 70 wall screen

Moreover, the Offeror may provide the learners with the following additional tools:

- Wireless internet access, allowing learners to use their mobile devices to access the training programs of the School
- A separate closed room reserved for computer-assisted learning located in the same facilities as 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 the recordings in the training programs.

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

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

6.6 Dining area

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

7.0 CSPS Support to Offeror

7.1 Familiarization Sessions

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

The purpose of these sessions is to enable the teaching resources and pedagogical advisers to use CSPS training programs and assessment tools in order to meet the requirements of the SO for providing training services. Only the CSPS will provide these familiarization sessions, and the decision to provide them is solely the responsibility of the CSPS. The Offeror must register the resources for each session through the TA. The CSPS must offer these sessions at no cost to the Offeror. However, the Offeror must assume any other expenses related to the participation of its resources to familiarization sessions, such as the remuneration of the resources, travel and meal expenses.

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

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

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

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

The duration of the familiarization sessions offered on CSPA 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 CSPA 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 CSPA 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 CSPA training programs, and the pedagogical adviser may attend familiarization session Part 2.

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

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

The CSPA will give a session on assessment tools (OIV) to pedagogical advisers to give them greater insight into how to administer the tools more effectively, and the importance of providing feedback to learners. Upon TA approval, teaching resources with in-depth experience with CSPA 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 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/C on the basis of the ratios shown below.

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

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

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

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

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

8.1.1 Supervision by the Pedagogical Adviser

8.1.1.1 Teaching Evaluation Report (Annex A, Appendix 5)

Each pedagogical adviser assigned to a group must make at least one 1-hour visit per session to learners in the classroom, during the first month of the session, to ensure that courses are being delivered in accordance with training program requirements and that teaching methods are consistent with adult education principles. The pedagogical adviser must also be available to meet with learners upon request. For each visit, the pedagogical adviser must record his or her observations in a written report and submit it to the TA no later than 35 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 or learners require 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 Pedagogical Adviser 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 Planning and Individual Work Plans

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

8.1.1.4 Learner Training File

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

8.1.1.5 Training Welcome Session for New Learners

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

8.1.1.6 Replacement of Pedagogical Advisers

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

8.2 Teaching resources

The Offeror must ensure that teaching resources are ready to begin class on time, every day. 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 CSPA 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 CSPA 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, at the Offeror's premises. 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 initialed by the learners each week and submitted to the IU's Project Authority no later than five (5) business days after the end of the month.

Moreover, the Offeror must contact the IU's Project Authority if a learner has repeated absences, late arrivals or early departures that could impede the learning process. The Offeror must provide the IU's

Project Authority with a written notice no later than forty-eight (48) hours after determining that there have been such absences, late arrivals or early departures.

9.2 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 Oral Interaction Verification (OIV) (Clause 9.4.1 of this Annex). The Offeror must send the recommendation report to the IU's Project Authority and the TA no later than seventeen (17) business days before the end of session or at 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 as needed in order to prepare the Recommendation report (Clause 9.2 of this section).

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

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

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

9.4.2 Predictive Test, Reading and Writing

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

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

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

9.5 Learning Performance Monitoring and Teaching Quality Assessment

9.5.1 In-class monitoring of teaching

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

9.5.2 Language Training Quality Assurance Measurement Tool (QAMT)

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

9.6 Monthly List of Teaching Resources

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

10.0 Requirements Respecting Education and Experience – Resources

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

10.1 Pedagogical Advisers

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

The resources proposed to replace primary and backup pedagogical advisers must meet the mandatory qualification requirements set out below. The TA reserves the right to conduct an interview

and perform any other verification necessary to evaluate the proposed resources, at no additional cost to Canada. The Offeror must not assign any proposed resource to perform the Work before receiving written authorization from the TA.

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

10.1.1 Primary and Backup Pedagogical Advisers – Mandatory Qualifications

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

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

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

AND one of the following qualifications:

- a) at least one (1) year of experience since January 2007 supervising at least two (2) teaching resources at the same time, delivering full-time English or French as a second language courses to adults, on an individual or group basis. One (1) year of experience in full-time training is defined as at least 30 hours per week, over a period of at least 40 weeks in a 12-month period.
- b) at least 1,200 hours of experience since January 2007 supervising at least two (2) teaching resources at the same time, delivering part-time English or French as a second language courses to adults, on an individual or group basis; or
- c) at least 3,600 hours of teaching experience since January 2007 delivering full-time English or French as a second language training to groups of at least three (3) adults, using one or more of the following training programs:
 - PBFT
 - PFL2 – A et B or PFL2 – C
 - CEWP
 - a program used by a recognized Canadian post-secondary institution
 - any other English or French as a second language adult education program.

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

OR

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

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

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

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

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

10.2 Teaching resources

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

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

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

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

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

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

Teaching resources meeting the requirement of 10.2.1 will fall into one of the following categories:

10.2.1.1. Teaching resources with Minimum Experience

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

- PBFT
- PFL2 – A et B or PFL2 – C
- CEWP

- a program used by a recognized Canadian post-secondary institution any other English or French as a second language adult education program.

10.2.1.2. Teaching resources without Minimum Experience

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

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

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

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

11.0 Deliverables

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

ANNEX A – SECTION III – DELIVERABLES

Deliverables	The Offeror must do the following:
1) Teaching evaluation report (see Section II, clause 8.1.1.1)	Record in-class observations in a report once per session or more if requested by the TA. Submit the report to the TA no later than 35 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 no more than five (5) business days after the end of the month. Inform the IU's Project Authority of any repeated absences, late arrivals or early departures that could impede the full-time learning process no later than 48 hours after the absence, late arrival or early departure was noticed.
4) Recommendation report (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 17 business days before the end of the session.
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) Monthly list of teaching resources (see Section II, clause 9.6)	Send to the TA a list of the groups in training, including the teaching resources and pedagogical advisers of each group, the first business day of every month.
8) Various documents (see Section II, clause 8.1.1.3)	Provide the TA with all planning 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 16.0 of the Standing Offer.

ANNEX A – APPENDIX 1

QUALIFICATION STANDARDS IN RELATION TO OFFICIAL LANGUAGES

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

Introduction

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

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

There are two types of language qualifications for bilingual positions:

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

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

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

Application

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

Related Requirements

Institutions also apply the following requirements:

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

General Second Official Languages Qualifications

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

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

These tests and standards apply to all occupational groups.

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

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

They are cumulative:

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

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

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

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

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

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

Written Comprehension in the Second Official Language, Proficiency Level A

Standard Description

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

A person reading at this level can:

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

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

Examples

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

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

Standard Description

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

A person reading at this level can:

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

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

Examples

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

Written Comprehension in the Second Official Language, Proficiency Level C

Standard Description

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

A person reading at this level can:

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

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

Examples

A person at this level can carry out the activities at levels A and B and can also read work-related:	<ul style="list-style-type: none"> ▪ policy papers ▪ research papers ▪ technical reports ▪ books ▪ complex contracts or specifications ▪ legislation or regulations
In order to:	<ul style="list-style-type: none"> ▪ ensure completeness and accuracy

	<ul style="list-style-type: none"> ▪ 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
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Written Expression in the Second Official Language, Proficiency Level A

Standard Description

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

A person writing at this level can:

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

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

Examples

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

Written Expression in the Second Official Language, Proficiency Level B

Standard Description

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

A person writing at this level can:

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

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

Examples

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

Written Expression in the Second Official Language, Proficiency Level C

Standard Description

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

A person writing at this level can:

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

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

Examples

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

Oral Proficiency in the Second Official Language - Level A

Standard Description

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

A person speaking at this level can:

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

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

Examples

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

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

Oral Proficiency in the Second Official Language - Level B

Standard Description

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

A person speaking at this level can:

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

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

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

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

Examples

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

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

Oral Proficiency in the Second Official Language - Level C

Standard Description

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

A person speaking at this level can:

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

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

Examples

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

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

ANNEX A – APPENDIX 2
ABBREVIATIONS AND ACRONYMS

CEWP – Interaction Canada

Communicative English at Work Program – Level C

CEWP – Interface Canada

Communicative English at Work Program – Levels A and B

CSPS

Canada School of Public Service

ILMS

Integrated Learner Management System

IU

Identified User

OIV

Oral Interaction Verification

OL qualification standards

Qualification Standards in Relation to Official Languages

PBFT

Programme de base de français au travail

PFL₂ – A, B and C

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

PSC

Public Service Commission

PV

Progress Verification

PWGSC

Public Works and Government Services Canada

QAMT

Quality assurance measurement tool

SLE

Second Language Evaluation

SO

Standing Offer

SOW

Statement of Work

TA

Technical Authority

TO
Training objective

ANNEX A – APPENDIX 3

GLOSSARY

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

CEWP A and B – Interface Canada

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

CEWP C – Interaction Canada

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

Federal Government Statutory Holidays

Statutory holidays recognized by the federal government:

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

Family Day (now the 3rd Monday of February), is a provincial statutory holiday only in Ontario.

Full-time Training

Training provided for 35 hours per week.

Long Program

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

MyAccount

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

Pre-SLE Consolidation Course

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

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

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

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

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

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

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

Qualification Standards in Relation to Official Languages

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

Second Language Evaluation (SLE)

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

Session

Group training is delivered in the form of sessions.

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

Short Program

For full-time group training, this is the training program format that allows nine (9) weeks for each training step.

Step

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

Training Materials

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

Training Objectives (TOs)

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

ANNEX A – APPENDIX 4

CSPS TRAINING PROGRAM OBJECTIVES

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

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

1. PFL₂ A and B

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

PFL₂ A and B Training Objectives (OF)

STEP 1

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

STEP 2

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

STEP 3

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

- OF 26 – Décrire des déplacements
- OF 27 – Décrire une tâche (opérations physiques)
- OF 28 – Préciser l'importance d'une directive
- OF 29 – Apprécier les capacités ou les compétences de quelqu'un
- OF 30 – Permettre ou interdire quelque chose
- OF 31 – Exprimer la volonté, le souhait
- OF 32 – Formuler des conditions

STEP 4

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

2. PFL2 – C

Program component

STEP 5

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

STEP 6

- Module 3
- Module 4

3. CEWP A and B

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

	TO 5 - alphabet and spelling
	TO 6 - use social expressions
	TO 7 - say what/where things are (to be, stative verb use)
	TO 8 - phone someone (give/get numbers, answer calls, request)
	TO 9 - get to know someone (give and get personal information)
	TO 10 - give and get addresses (numbers)
	TO 11 - talk about family / introduce people
	TO 12 - tell the time
	TO 13 - ask about people (who, where, stative questions)
	TO 14 - ask someone to do something (polite requests)
2	TO 15 - describe your job (stative verbs, routines)
	TO 16 - ask / say which one (demonstratives)
	TO 17 - say / ask what one is doing (present action)
	TO 18 - talk about leisure activities (present, simple vs. progressive)
	TO 19 - give / get info on past activities (past, time adverbials)
	TO 20 - dates (prepositions, day, month, year)
	TO 21 - talk about who it belongs to (possessive pronouns, ownership)
	TO 22 - ask for things (availability, quantity, there is/are)
	TO 23 - future plans (present simple for future, time adverbials)
	TO 24 - talking about the weather (adjectives, intensifiers)
	TO 25 - giving locations (prepositions of place)
TO 26 - small talk (review mixed tenses, weather, plans)	
3	TO 27 - directing phone calls
	TO 28 - asking about language (pronunciation, spelling, meaning clarification)
	TO 29 - describing people (giving /getting physical info; descriptive adjectives)
	TO 30 - habits and routines (simple present; adverbs of frequency)

	TO 31 - giving / getting personal data
	TO 32 - temporary situations (time adverbials, contrast present vs. continuous aspect)
	TO 33 - giving directions (adverbs of movement, direction)
	TO 34 - giving / getting info on past actions and events
	TO 35 - ability (modal auxiliaries: can, could; adverbs manner)
	TO 36 - making appointments
STEP 2	
4	TO 37 - giving assurance (will; time adverbials; (in)direct objects)
	TO 38 - describing things
	TO 39 - asking / granting permission (modal use: can, could, may, have to)
	TO 40 - making comparisons (comparative; superlatives; intensifiers)
	TO 41 - alphabet and spelling / social formulation
	TO 42 - telling what happened (contrast past aspects)
	TO 43 - leaving and taking a message (modals: can, could, would)
	TO 44 - talking about intentions (intro: conditional sentences)
5	TO 45 - polite requests (can, could, will, would, mind+)
	TO 46 - asking about cost and quantity (much, many, a few...)
	TO 47 - arriving for an appointment
	TO 48 - ongoing situations (into: present perfect)
	TO 49 - showing how, giving instructions (adverbs for sequence)
	TO 50 - health (modal: should, ought to)
	TO 51 - Review social expression, introductions
	TO 52 - talking about the recent past (contrast past, present perfect, time expressions)
1 - 5	CONSOLIDATION Level A objectives (Review)
STEP 3	
6	TO 53 - explaining how to get somewhere

	TO 54 - making inquiries (info, yes/no, indirect)
	TO 55 - offering help
	TO 56 -remembering the past (discontinued habit; modals)
	TO 57 - speculating (modals + be)
	TO 58 - looking for people and things (indirect questions; modals)
	TO 59 - similarities and differences (both, neither, (n)or, intensifiers)
	TO 60 - arranging to meet with someone (modal auxiliaries)
7	TO 61 - hypothetical situations (conditional: probable, improbable)
	TO 62 - satisfaction and dissatisfaction (like, enjoy, hate, can't stand..)
	TO 63 - referring (mixed modals)
	TO 64 - past experience (present perfect, simple past, used to, time adverbials)
	TO 65 - getting together (inviting; modals, social expressions)
	TO 66 - opinions and reactions (agreement; so/too; (n)either)
	TO 67 - skills and know-how (gerunds for activity, good at)
	TO 68 - relaying a message (reported speech)

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

4. CEWP level C

INTERACTION (program A – B, C)

Review Phase
Phase 1

STEP 5

Phase 2
Phase 3

STEP 6

ANNEX A – APPENDIX 5

TEACHING EVALUATION REPORT

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

Date:

Evaluation performed by

Name : _____ **Title :** _____

Offeror : _____ **Name of teacher :** _____

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

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

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

Activities observed:

PFL 2 – A et B **OF :** **Activity :** **Unit (specify) :**
 PFL 2 – C **Session préparatoire :** **or Module :** **Activity :**

Other (specify)

• **Complete by placing an X in the box beside each criteria that needs improvement. If the criteria does not apply to the observed activities, indicate it in the comments section.**

• **Give a summary rating for each section as follows:**

3 – meets 80% or more of the requirements
 2 * – meets 60% to 79% of the requirements
 1** – meets 59% or fewer of the requirements

* Indicate point(s) needing improvement.
** Indicate the measures to be taken by the Pedagogical Advisor and/or teaching resource when teaching does not meet criteria.

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

The teaching resource:

a) establishes links between activities and learning objectives; <input type="checkbox"/>
b) ensures learners understand the training objectives. <input type="checkbox"/>

Rating : 1 / 2 / 3

Comments/Points to improve

2. The instructions are clear.

The teaching resource:

a) explains the instructions and gives examples in the learner's second language; <input type="checkbox"/>
b) checks and confirms learner comprehension; <input type="checkbox"/>
c) gives additional information (when necessary). <input type="checkbox"/>

Rating : 1 / 2 / 3

Comments/Points to improve

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

The teaching resource:

a) varies how s/he presents activities while maintaining the training objective; <input type="checkbox"/>
b) links the learners' experience to the objectives of the scheduled activities; <input type="checkbox"/>
c) adapts activities to the learners' various learning styles, needs and interests; <input type="checkbox"/>
d) gives clear, specific and varied explanations; <input type="checkbox"/>
e) makes appropriate use of writing to support the activity's objective; <input type="checkbox"/>
f) adapts time allocated to activities to learners' needs; <input type="checkbox"/>
g) uses authentic documents; <input type="checkbox"/>
h) exploits activities in a way that maximizes the learners' speaking time. <input type="checkbox"/>

Rating : 1 / 2 / 3

Comments/Points to improve

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

The teaching resource :

a) varies the correction method to suit the objective of the activity; <input type="checkbox"/>
b) provides correction in an amount corresponding to learners' needs and training objective; <input type="checkbox"/>
c) limits his/her interventions during communication activities correcting only errors that obscure message; <input type="checkbox"/>
d) uses written support when necessary; <input type="checkbox"/>
e) reviews and corrects difficulties encountered during an activity before moving on to the next one; <input type="checkbox"/>
f) uses positive reinforcement. <input type="checkbox"/>

Rating : 1 / 2 / 3

Comments/Points to improve on

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

The teaching resource:

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

Rating : 1 / 2 / 3

Comments/Points to improve

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

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

e) The teaching resource uses online learning tools judiciously;

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; <input type="checkbox"/>
b) speak spontaneously; <input type="checkbox"/>
c) ask questions; <input type="checkbox"/>
d) actively participate; <input type="checkbox"/>
e) use their second language in class; <input type="checkbox"/>
f) contribute to the creation of a positive learning environment. <input type="checkbox"/>

Evaluator's comments:

ANNEX A – APPENDIX 6

CONTENT OF IN-HOUSE SESSIONS

(Section II, Clause 7.1)

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

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

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

**ANNEX A – APPENDIX 7
RECOMMENDATION REPORT**

Nom de l'apprenant / Learner's Name :

École / School :

Ministère / Department

Groupe / Group

Étape / Step

Programme / Program court / short long

Ressource enseignante / Teacher

**Conseiller pédagogique /
Pedagogical Adviser**

RECOMMANDATION / RECOMMENDATION :

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

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

Commentaires / Comments :

Date :

ANNEX A – APPENDIX 8
END OF SESSION REPORT

Template for Full-Time Group Training

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

Overall evaluation

During this step, the learner has

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

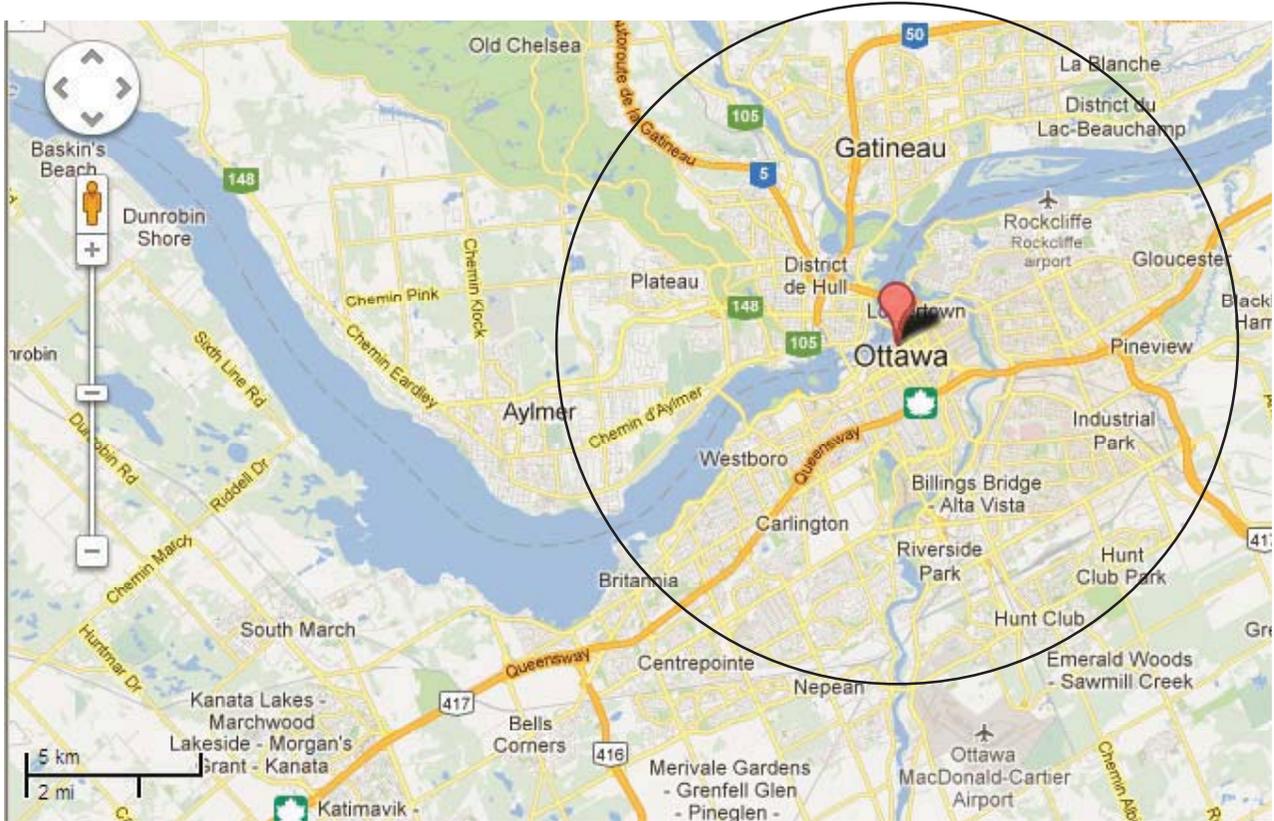
Comments

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



APPENDIX 9

AREA COVERED BY THE STANDING OFFERS



Annex “B”

BASIS OF PAYMENT

1.0 Professional Services

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

- 1) preparation and delivery of deliverables;
- 2) Work of the teaching resource and pedagogical advisor;
- 3) time spent on parts 1 and/or 2 and/or 3 of the familiarization sessions by the teaching resource and pedagogical adviser;
- 4) the Offeror’s facilities, if applicable;
- 5) travel costs incurred by Offeror’s resources in performing the Work or travelling to familiarization sessions;
- 6) course preparation time by the teaching resource;
- 7) printing fees up to a maximum of 50 pages per month per Learner;
- 8) acquisition of training material (CSPS teaching program) - PLF₂ and CEWP;
- 9) group course loading (creation) for the group training work streams; and
- 10) coffee breaks for the teaching resource and pedagogical advisor.

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

2.0 Cancellation and Postponement Fees

In accordance with clauses 12 and 13 of Part A of Part 7A “Cancellation and Postponement of Training prior to commencement of Training” for all work streams, the following cancellation fees will be applied for each Learner for whom a cancellation or postponement of training is requested:

2.1 Prior to commencement of Training

Training Format	If Notice of at least:	Contractor will be paid equivalent of:
Group full-time	≥ 10 business days	\$0
	< 10 business days	100% of the initial value of the next session listed in the Call-up.

2.2 Following Commencement of Training

Training Format	If Notice of at least:	Contractor will be paid equivalent of:
Group full-time	With or without notice	100% of the initial value of the Call-up or the number of teaching hours remaining in the Call-up (whichever is less).



- 2.3 If the training is postponed, Canada shall not pay the Contractor any fees or penalties. However, if training is postponed less than 10 business days before training starts, and after postponing the training, the IU decides to cancel the training before it starts, the cancellation fees for notice of less than 10 business days will apply.
- 2.4 Canada shall not accept the addition of any Learners after the commencement of training with approval from the Technical Authority unless the Contractor's capacity, the classroom dimensions and the Basis of Payment are complied with (e.g. following the issuance of a Call-up, Canada assigns a group of 7 Learners to a Contractor with a maximum capacity of 8 Learners. The IU requests that two more Learners be added to this Call-up, which would increase the group size to 9 learners. This request would be denied as the request respects neither the Contractor's capacity, the classroom dimensions nor the Basis of Payment).
- 2.5 A substitute Learner will be accepted by Canada with approval from the Technical Authority following a cancellation after the commencement of training if the substitute Learner is at the same level as the Learner being replaced (the candidate must demonstrate that he or she is at the same level as the Learner being replaced by providing a current learning plan.
- 2.6 No other fees or compensation of any kind shall be payable by Canada.

3.0 Travel and Living

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

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

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



ANNEX “C”

**QUARTERLY REPORT
Standing Offer Business Volume**

EXAMPLE
(See attached document)



Public Works and
Government Services
Canada

Travaux publics et
Services gouvernementaux
Canada

Canada 

General Instructions of Quarterly Usage Report

Introduction

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

Response Due Date

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

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

Information to be Reported

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

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

Completing the report

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

Currency

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

Changing the Format

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

Returning the Completed Report

Please e-mail the completed report to: Rapportsdutilisation.UtilizationReports@tpsgc-pwgsc.gc.ca.

Confidentiality

GC will keep your response confidential.

Questions

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

Instructions on Completing the Report Form

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

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

Column D – "Method of Supply"

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

Column E – "New Activity"

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

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

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

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

Column G – "Call-up N^o" / "Contract N^o"

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

Column H – "Amendment N^o"

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

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

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

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

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

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

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

Column L – "Client Department"

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

Column M – "Contact Name"

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

Column N – "Telephone Number"

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

Column O – "Consultant Category"

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

Column P – "Delivery Location"

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

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

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

Column R – "Comments"

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