

**RETURN BIDS TO:**  
**RETOURNER LES SOUMISSIONS À:**

**Bid Receiving Public Works and Government  
Services Canada/Réception des soumissions  
Travaux publics et Services gouvernementaux  
Canada  
PO Box 1408, Room 100  
167 Lombard Ave.  
Winnipeg  
Manitoba  
R3C 2Z1  
Bid Fax: (204) 983-0338**

## Request For a Standing Offer Demande d'offre à commandes

Regional Master Standing Offer (RMSO)  
Offre à commandes maître régionale (OCMR)

Canada, as represented by the Minister of Public Works and Government Services Canada, hereby requests a Standing Offer on behalf of the Identified Users herein.

Le Canada, représenté par le ministre des Travaux Publics et Services Gouvernementaux Canada, autorise par la présente, une offre à commandes au nom des utilisateurs identifiés énumérés ci-après.

## Comments - Commentaires

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

**Issuing Office - Bureau de distribution**  
Public Works and Government Services Canada - Western  
Region  
PO Box 1408, Room 100  
167 Lombard Ave.  
Winnipeg  
Manitoba  
R3C 2Z1

<b>Title - Sujet</b> Language Training - Western Region	
<b>Solicitation No. - N° de l'invitation</b> ET959-140856/A	<b>Date</b> 2014-01-27
<b>Client Reference No. - N° de référence du client</b> PWGSC	<b>GETS Ref. No. - N° de réf. de SEAG</b> PW-\$WPG-018-8870
<b>File No. - N° de dossier</b> WPG-3-36154 (018)	<b>CCC No./N° CCC - FMS No./N° VME</b>
<b>Solicitation Closes - L'invitation prend fin</b> <b>at - à 02:00 PM</b> <b>on - le 2014-03-10</b>	<b>Time Zone</b> <b>Fuseau horaire</b> Central Standard Time CST
<b>Delivery Required - Livraison exigée</b> See Herein	
<b>Address Enquiries to: - Adresser toutes questions à:</b> Grove, Leah	<b>Buyer Id - Id de l'acheteur</b> wpg205
<b>Telephone No. - N° de téléphone</b> (204)984-8872 ( )	<b>FAX No. - N° de FAX</b> (204)983-7796
<b>Destination - of Goods, Services, and Construction:</b> <b>Destination - des biens, services et construction:</b> DEPARTMENT OF PUBLIC WORKS AND GOVERNMENT SERVICES CANADA 100-167 LOMBARD AVE P.O.BOX 1408 WINNIPEG Manitoba R3C2Z1 Canada	
<b>Security - Sécurité</b> This request for a Standing Offer includes provisions for security. Cette Demande d'offre à commandes comprend des dispositions en matière de sécurité.	

**Instructions: See Herein**

**Instructions: Voir aux présentes**

<b>Vendor/Firm Name and Address</b> <b>Raison sociale et adresse du fournisseur/de l'entrepreneur</b>	
<b>Telephone No. - N° de téléphone</b> <b>Facsimile No. - N° de télécopieur</b>	
<b>Name and title of person authorized to sign on behalf of Vendor/Firm</b> <b>(type or print)</b> <b>Nom et titre de la personne autorisée à signer au nom du fournisseur/</b> <b>de l'entrepreneur (taper ou écrire en caractères d'imprimerie)</b>	
<b>Signature</b>	<b>Date</b>

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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:

- |        |   |
|--------|---|
| 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, and the basis of selection; |
| Part 5 | Certifications: includes the certifications to be provided;   |
| Part 6 | Security and Financial Requirements: includes specific requirements that must be addressed by offerors; and   |
| Part 7 | 7A, Standing Offer, and 7B, Resulting Contract Clauses:   |
|        | 7A, includes the Standing Offer containing the offer from the Offeror and the applicable clauses and conditions;  |
|        | 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.

Attachments include:

- Attachment 1 to Part 3, Pricing schedule
- Attachment 2 to Part 3, Financial evaluation for the Western region;
- Attachment 1 to Part 4, Evaluation Procedures; and
- Attachment 2 to Part 4, Responses to the Technical Evaluation Criteria of the Request for Standing Offer.

### 2 Summary

Canada intends to issue Regional Master Standing Offers (RMSOs) for its language training requirements in the Western Region. Training will be provided on request through a Call-up made pursuant to the Standing Offer (Part 7B).

There is a security requirement associated with this requirement. For additional information, consult Part 6 - Security, Financial and Insurance Requirements, and Part 7A - Standing Offer. Offerors should consult the "Security Requirements for PWGSC Bid Solicitations - Instructions for

Bidders"(<http://www.tpsgc-pwgsc.gc.ca/app-acq/lc-pl/lc-pl-eng.html#a31>) document on the Departmental Standard Procurement Documents website.

The requirement is subject to the provisions of the North American Free Trade Agreement (NAFTA), and the Agreement on Internal Trade (AIT).

This procurement is subject to the Nunavut Land Claims and self-Government Agreement: Refer to SM 9.35.802.

This procurement is subject to the Tlicho Land Claims Agreement, Chapter 26 - Economic Measures

For the purposes of this Request For Standing Offer, the required Work is divided into fourteen (14) work streams, as follows:

Work Stream #	Target Language	Location	Format	Mode
1	FRENCH	Offeror	Full-time	Group
2	ENGLISH	Offeror	Full-time	Group
3	FRENCH	Offeror	Part-time	Group
4	FRENCH	Federal institution	Part-time	Group
5	ENGLISH	Offeror	Part-time	Group
6	ENGLISH	Federal institution	Part-time	Group
7A	FRENCH	Offeror	Full-time	Individual
7B	FRENCH	Federal institution	Full-time	Individual
8A	ENGLISH	Offeror	Full-time	Individual
8B	ENGLISH	Federal institution	Full-time	Individual
9A	FRENCH	Offeror	Part-time	Individual
9B	FRENCH	Federal institution	Part-time	Individual
10A	ENGLISH	Offeror	Part-time	Individual
10B	ENGLISH	Federal institution	Part-time	Individual

## 2.1 Term of Standing Offer

The period during which call-ups can be made against the Standing Offers (SOs) is twenty-four (24) months from the date the SOs are 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 and diversity of the services, a number of Standing Offers may be issued for all of the work streams and geographical areas listed in 2.2.1. However 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:

#### GEOGRAPHICAL AREA 1: Edmonton, Alberta - 1\*

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	1	See Attachment 2 to Part 3, "Financial evaluation for the Western region"
3	Part-time Group Training in French on the Offeror's Premises		
7A	Full-time Individual Training in French on the Offeror's Premises		
9A	Part-time Individual Training in French on the Offeror's Premises		

#### GEOGRAPHICAL AREA 2: Edmonton, Alberta - 2\*

Work Stream		Maximum Number of Standing Offers to be Issued	Estimated Volume for Each 12-Month Period.
4	Part-time Group Training in French at a Federal Institution	2	See Attachment 2 to Part 3, "Financial evaluation for the Western region"
7B	Full-time Individual Training in French at a Federal Institution		
9B	Part-time Individual Training in French at a Federal Institution		
10B	Part-time Individual Training in English at a Federal Institution		

**GEOGRAPHICAL AREA 3: Cold Lake, Alberta \***

Work Stream		Maximum Number of Standing Offers to be Issued	Estimated Volume for Each 12-Month Period.
4	Part-time Group Training in French at a Federal Institution	1	See Attachment 2 to Part 3, "Financial evaluation for the Western region"
7B	Full-time Individual Training in French at a Federal Institution		
9B	Part-time Individual Training in French at a Federal Institution		

**GEOGRAPHICAL AREA 4: Wainright, Alberta \***

Work Stream		Maximum Number of Standing Offers to be Issued	Estimated Volume for Each 12-Month Period.
4	Part-time Group Training in French at a Federal Institution	1	See Attachment 2 to Part 3, "Financial evaluation for the Western region"
7B	Full-time Individual Training in French at a Federal Institution		
9B	Part-time Individual Training in French at a Federal Institution		

**GEOGRAPHICAL AREA 5: Suffield/Medicine Hat, Alberta\***

Work Stream		Maximum Number of Standing Offers to be Issued	Estimated Volume for Each 12-Month Period.
4	Part-time Group Training in French at a Federal Institution	1	See Attachment 2 to Part 3, "Financial evaluation for the Western region"
7B	Full-time Individual Training in French at a Federal Institution		
9B	Part-time Individual Training in French at a Federal Institution		

**GEOGRAPHICAL AREA 6: Lethbridge, Alberta\***

Work Stream		Maximum Number of Standing Offers to be Issued	Estimated Volume for Each 12-Month Period.
4	Part-time Group Training in French at a Federal Institution	1	See Attachment 2 to Part 3, "Financial evaluation for the Western region"
7B	Full-time Individual Training in French at a Federal Institution		
9B	Part-time Individual Training in French at a Federal Institution		

**GEOGRAPHICAL AREA 7: Calgary, Alberta -1 \***

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	1	See Attachment 2 to Part 3, "Financial evaluation for the Western region"
3	Part-time Group Training in French on the Offeror's Premises		
7A	Full-time Individual Training in French on the Offeror's Premises		
9A	Part-time Individual Training in French on the Offeror's Premises		

**GEOGRAPHICAL AREA 8: Calgary, Alberta -2 \***

Work Stream		Maximum Number of Standing Offers to be Issued	Estimated Volume for Each 12-Month Period.
4	Part-time Group Training in French at a Federal Institution	2	See Attachment 2 to Part 3, "Financial evaluation for the Western region"
7B	Full-time Individual Training in French at a Federal Institution		
9B	Part-time Individual Training in French at a Federal Institution		
10B	Part-time Individual Training in English at a Federal Institution		



**GEOGRAPHICAL AREA 9: Regina, Saskatchewan - 1\***

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	1	See Attachment 2 to Part 3, "Financial evaluation for the Western region"
3	Part-time Group Training in French on the Offeror's Premises		
7A	Full-time Individual Training in French on the Offeror's Premises		
9A	Part-time Individual Training in French on the Offeror's Premises		

**GEOGRAPHICAL AREA 10: Regina, Saskatchewan - 2\***

Work Stream		Maximum Number of Standing Offers to be Issued	Estimated Volume for Each 12-Month Period.
4	Part-time Group Training in French at a Federal Institution	2	See Attachment 2 to Part 3, "Financial evaluation for the Western region"
7B	Full-time Individual Training in French at a Federal Institution		
9B	Part-time Individual Training in French at a Federal Institution		
10B	Part-time Individual Training in English at a Federal Institution		

**GEOGRAPHICAL AREA 11: Prince Albert, Saskatchewan\***

Work Stream		Maximum Number of Standing Offers to be Issued	Estimated Volume for Each 12-Month Period.
4	Part-time Group Training in French at a Federal Institution	1	See Attachment 2 to Part 3, "Financial evaluation for the Western region"
7B	Full-time Individual Training in French at a Federal Institution		
9B	Part-time Individual Training in French at a Federal Institution		

**GEOGRAPHICAL AREA 12: Saskatoon, Saskatchewan - 1\***

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	1	See Attachment 2 to Part 3, "Financial evaluation for the Western region"
3	Part-time Group Training in French on the Offeror's Premises		
7A	Full-time Individual Training in French on the Offeror's Premises		
9A	Part-time Individual Training in French on the Offeror's Premises		

**GEOGRAPHICAL AREA 13: Saskatoon, Saskatchewan - 2\***

Work Stream		Maximum Number of Standing Offers to be Issued	Estimated Volume for Each 12-Month Period.
4	Part-time Group Training in French at a Federal Institution	2	See Attachment 2 to Part 3, "Financial evaluation for the Western region"
7B	Full-time Individual Training in French at a Federal Institution		
9B	Part-time Individual Training in French at a Federal Institution		
10B	Part-time Individual Training in English at a Federal Institution		

**GEOGRAPHICAL AREA 14: Brandon, Manitoba\***

Work Stream		Maximum Number of Standing Offers to be Issued	Estimated Volume for Each 12-Month Period.
4	Part-time Group Training in French at a Federal Institution	1	See Attachment 2 to Part 3, "Financial evaluation for the Western region"
7B	Full-time Individual Training in French at a Federal Institution		
9B	Part-time Individual Training in French at a Federal Institution		

**GEOGRAPHICAL AREA 15: Winnipeg, Manitoba - 1\***

<b>Work Stream</b>		<b>Maximum Number of Standing Offers to be Issued</b>	<b>Estimated Volume for Each 12-Month Period.</b>
1	Full-time Group Training in French on the Offeror's Premises	1	See Attachment 2 to Part 3, "Financial evaluation for the Western region"
3	Part-time Group Training in French on the Offeror's Premises		
7A	Full-time Individual Training in French on the Offeror's Premises		
9A	Part-time Individual Training in French on the Offeror's Premises		

**GEOGRAPHICAL AREA 16: Winnipeg, Manitoba - 2\***

<b>Work Stream</b>		<b>Maximum Number of Standing Offers to be Issued</b>	<b>Estimated Volume for Each 12-Month Period.</b>
4	Part-time Group Training in French at a Federal Institution	2	See Attachment 2 to Part 3, "Financial evaluation for the Western region"
7B	Full-time Individual Training in French at a Federal Institution		
9B	Part-time Individual Training in French at a Federal Institution		
10B	Part-time Individual Training in English at a Federal Institution		

**GEOGRAPHICAL AREA 17: Yellowknife, Northwest Territories - 1\***

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	1	See Attachment 2 to Part 3, "Financial evaluation for the Western region"
3	Part-time Group Training in French on the Offeror's Premises		
7A	Full-time Individual Training in French on the Offeror's Premises		
9A	Part-time Individual Training in French on the Offeror's Premises		

**GEOGRAPHICAL AREA 18: Yellowknife, Northwest Territories - 2\***

Work Stream		Maximum Number of Standing Offers to be Issued	Estimated Volume for Each 12-Month Period.
4	Part-time Group Training in French at a Federal Institution	2	See Attachment 2 to Part 3, "Financial evaluation for the Western region"
7B	Full-time Individual Training in French at a Federal Institution		
9B	Part-time Individual Training in French at a Federal Institution		
10B	Part-time Individual Training in English at a Federal Institution		

**GEOGRAPHICAL AREA 19: Iqaluit, Nunavut - 1\***

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	1	See Attachment 2 to Part 3, "Financial evaluation for the Western region"
3	Part-time Group Training in French on the Offeror's Premises		
7A	Full-time Individual Training in French on the Offeror's Premises		
9A	Part-time Individual Training in French on the Offeror's Premises		

**GEOGRAPHICAL AREA 20: Iqaluit, Nunavut - 2 \***

Work Stream		Maximum Number of Standing Offers to be Issued	Estimated Volume for Each 12-Month Period.
4	Part-time Group Training in French at a Federal Institution	2	See Attachment 2 to Part 3, "Financial evaluation for the Western region"
7B	Full-time Individual Training in French at a Federal Institution		
9B	Part-time Individual Training in French at a Federal Institution		
10B	Part-time Individual Training in English at a Federal Institution		

\*As defined in the official websites of each geographical area, unless otherwise indicated.

**Offerors must provide an offer for all work streams within a specific Geographical Area.**

### **2.2.2 Predefined Area – Work Streams on the Offeror's Premises**

For training that will take place on the Offeror's premises, the Offeror's facilities must be located within a predefined area in accordance with clause 10 – Training Location of Students, Section I – Requirements of the Annex A1, A2 and A3 – 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 the specified geographical areas specified while remaining in the Western Region, the Offeror must so indicate in its offer at Part 2 of Annex "C".

Facilities proposed 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).

Canada reserves the right to issue call-ups to the Offeror for facilities located outside the specified geographical areas only if the Offeror was awarded a Standing Offer in one of the geographical areas specified in article 10.0 of Section 1 – Requirements of Annexes A1, A2 and A3.

### **2.2.3 Predefined Area – Work Streams at a Federal Institution**

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 the specified geographical areas specified while remaining in the Western Region, the Offeror must so indicate in its offer at Part 2 of Annex "C".

Canada reserves the right to issue call-ups to the Offeror for the specified geographical areas only if the Offeror was issued a Standing Offer in one of the geographical areas specified in article 10.0 of Section 1 – Requirements of Annexes A1, A2 and A3.

## **3. Security Requirement (applies only to training at a Federal Institution)**

There is a security requirement associated with the requirement of the Standing Offer. For additional information, see Part 6 - Security, Financial and Insurance Requirements, and Part 7 - Standing Offer and Resulting Contract Clauses. *Offerors should consult the "Security Requirements for PWGSC Bid Solicitations - Instructions for Bidders" (<http://www.tpsgc-pwgsc.gc.ca/app-acq/lc-pl/lc-pl-eng.html#a31>) document on the Departmental Standard Procurement Documents Web site.*

## **4. Debriefings**

Offerors may request a debriefing on the results of the request for Standing Offers process. Offerors will have to make the request 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 in writing, by telephone or in person.

## **5. Code of Conduct**

Offerors must submit a list of names, or other related information as needed, pursuant to section 01 of Standard instructions 2006.

## **6. Offerors in receipt of a pension**

For services requirements, Offerors in receipt of a pension or a lump sum payment must provide the required information as detailed in article 3 of Part 2 of the Request for Standing Offers (RFSO).

## 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 who 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 (2013-06-01) 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. Former Public Servant

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 information required below before the issuance of a Standing Offer.

#### **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 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 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 like manner.

"pension" means 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, and 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

As per the above definitions, is the Offeror a FPS in receipt of a pension? **YES ( ) NO ( )**

If so, the Offeror must provide the following information, for all FPS in receipt of a pension, as applicable:

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

By providing this information, Offerors agree that the successful Offeror's status, with respect to being a former public servant in receipt of a pension, will be reported on departmental websites as part of the published proactive disclosure reports in accordance with Contracting Policy Notice: 2012-2 and the Guidelines on the Proactive Disclosure of Contracts.

#### Work Force Adjustment Directive

Is the Offeror a FPS who received a lump sum payment pursuant to the terms of the Work Force Adjustment Directive? **YES ( ) NO ( )**

If so, the Offeror must provide the following information:

- a. name of former public servant;
- b. conditions of the lump sum payment incentive;
- c. date of termination of employment;
- d. amount of lump sum payment;
- e. rate of pay on which lump sum payment is based;



- f. period of lump sum payment including start date, end date and number of weeks;
- g. number and amount (professional fees) of other contracts subject to the restrictions of a work force adjustment program.

For all contracts awarded during the lump sum payment period, the total amount of fees that may be paid to a FPS who received a lump sum payment is \$5,000, including Applicable Taxes.

#### **4. Enquiries - Request for Standing Offers**

All enquiries must be submitted in writing to the Standing Offer Authority no later than fifteen (15) calendar days before the Request for Standing Offers (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 form that can be distributed to all Offerors may not be answered by Canada.

#### **5. 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 Manitoba.

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.

#### **6. Offerors' Conference**

An offerors' conference will be held at PWGSC, 1st Floor, 167 Lombard Avenue, Winnipeg, Manitoba, R3C 2Z1 on February 14, 2014 at 10:00 am Central Standard Time. Offerors will have the option to attend via conference call. Offerors are requested to communicate with the Standing Offer Authority before the conference to confirm attendance. Offerors should provide, in writing, to the Standing Offer Authority, the name of the person(s) who will be attending and a list of issues they wish to table at least two (2) working days before the scheduled conference.

The scope of the requirement outlined in the Request for Standing Offers (RFSO) will be reviewed during the conference and questions will be answered. It is recommended that offerors who intend to submit an offer attend or send a representative.

Any clarifications or changes to the RFSO resulting from the offerors' conference will be included as an amendment to the RFSO. Offerors who do not attend will not be precluded from submitting an offer.

## PART 3 - OFFER PREPARATION INSTRUCTIONS

### 1. Offer Preparation Instructions

Offeror must submit a separate offer for each geographical area and must be able to provide language training services in all applicable work streams of a geographical area. In addition, the Offeror may not submit one offer as an individual and another as a joint venture for the same standing offer. If more than one offer is received from an Offeror (or, in the case of a joint venture, from the persons or entities), all such offers shall be rejected and no further consideration shall be given.

Offerors may propose rates for one, several or all the geographical areas identified in article 10.0 – Learner training location in Section I – Requirements of Annexes A1, A2 and A3 - Statement of Work.

Each offer must be considered to separate and will be evaluated individually, without regard to the other geographical areas for which an offer was submitted by the Offeror.

Canada requests that Offerors provide their offer 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 (one (1) hard copy)

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

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

Fixed hourly rates must appear in the financial offer only. No prices must be indicated in any other section of the offer. The electronic file entitled "Financial evaluation for the Western region" attached to this Request for Standing Offer should be used for the input of the all-inclusive fixed hourly rates per learner (see attachment 1 of part 3 – Pricing schedule for more details). The volumetric data included in the electronic file on the annual estimates of the number of learners are provided solely for evaluation purposes (to calculate the price of each offer). They are not to be considered a contract guarantee.

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 Offers.

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 Policy on Green Procurement (<http://www.tpsgc-pwgsc.gc.ca/ecologisation-greening/achats-procurement/politique-policy-eng.html>). To assist Canada in reaching its objectives, Offerors should:

- 1) use 8.5 x 11 inch (216 mm x 279 mm) paper containing fibre certified as originating from a sustainably-managed forest and containing minimum 30% recycled content; and
- 2) use an environmentally-preferable 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**

In their technical offer, offerors should explain and demonstrate how they propose to meet the requirements and how they will carry out the Work.

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 GEOGRAPHICAL AREA(S) (Insert the name(s) of the geographical area(s) for which you are submitting an offer) \_\_\_\_\_ and please provide the information requested at Parts 1 and 2 of Annex "C" directly on the form.**

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 offerors address and present topics in the order of the evaluation criteria under the same headings. For each geographical area, please provide the information requested in the evaluation criteria using the Attachment 2 to Part 4. 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 should be submitted with the offer, but the offer should nevertheless present topics in the order of the evaluation criteria, as requested in the previous paragraph.

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

**Section II: Financial Offer**

The electronic file entitled "Financial evaluation for the Western region" attached to this Request for Standing Offer should be used for the input of firm hourly rates (see Attachment 1 of Part 3 for more details).

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

**THIS OFFER IS BEING SUBMITTED FOR GEOGRAPHICAL AREA(S) (Insert the name(s) of the geographical area(s) for which you are submitting an offer) \_\_\_\_\_.**

1. Offerors must submit their financial offer in Canadian dollars in accordance with the detailed Pricing schedule in Attachment 1 to Part 3 for the geographical area(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. Offerors 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 (GST/HST extra, if applicable), for each work stream in a geographical area(s) for which they are submitting an offer and must include it in their financial offer.

Offeror's may propose rates for one, several or all the geographical areas identified in article 10.0 – Learner training location in Section I of Annex A - Statement of Work.

**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 by the teacher and pedagogical adviser on parts 1 and/or 2 and/or 3 of the familiarization sessions and pedagogical sessions;
- 4) the Offeror's facilities where applicable;
- 5) any other costs incurred by the Offeror's resources in performing the Work or going to familiarization sessions and pedagogical sessions;
- 6) teacher preparation time of the courses;
- 7) printing fees up to 50 pages per month per learner;
- 8) acquisition of training material (the CSPS's teaching program – PLF<sub>2</sub> and CEWP);
- 9) course loading (creation) of group courses for the work stream – Group Training;
- 10) coffee breaks for the teacher and the pedagogical adviser; and
- 11) direct costs, indirect costs, general and administrative expenses as well as profit.

- 1.2 Rates submitted by the Offeror must also include the total travel and living expenses that may be incurred for:

- (1) work described in Annexes A1, A2 and A3 that must be performed in the Western Region;
- (2) any travel between the contractor's place of work and the Western region; 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.

- 1.3 Offerors must offer their firm and all-inclusive hourly rates per learner for the period of the contract and each extension period of the Standing Offer.

2. For purposes of evaluating offers, the price calculated for an offer will be determined in accordance with the pricing schedules outlined in attachment 2 to Part 3 entitled "Financial evaluation for the Western region". The volumetric data included in the electronic file on the annual estimates of the number of learners are provided solely for evaluation purposes (to calculate the price of each offer). They are not to be considered a contract guarantee.

For evaluation purposes (attachment 2 to Part 3), the rates proposed by the Offeror (column C), the estimated number of hours (column D) and the annual estimate of the number of learners (column E) will be used to calculate the extended total for each period. The sum of the three (3) periods is the total price for each work stream. The sum of the total price for each work stream (for instance for Brandon, AA+BB+CC) will correspond to the total price of the offer.

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).

## ATTACHMENT 2 TO PART 3

Please contact the Standing Offer Authority for an electronic copy.

### 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

##### 1.1.1 Mandatory Technical Criteria

See Attachment 1 to Part 4.

##### 1.1.2 Point-rated Technical Criteria

See Attachment 1 to Part 4.

##### 1.1.3 Predefined Area – Work Streams on 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 at clause 10.0 – Training Location of Students, Section I – Requirements of the Annex A1, A2 and A3 – Statement of Work, 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

The financial evaluation will only be completed for offers deemed technically responsive as defined in clause 2 of Part 4, Basis of Selection.

**1.2.1** The estimates included in the pricing schedule(s) detailed in Attachment 1 to Part 3 Pricing Schedule on the annual estimate of the number of learners 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, the calculated price of an offer will be determined in accordance with the detailed pricing schedule in Attachment 1 to Part 3.

##### 1.2.3 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 geographical area(s) for which an offer was submitted.
- (2) The following steps will be followed for each geographical area for which the offer has been submitted:

**Step 1:** The firm all-inclusive hourly rate per learner indicated for the initial period and for the two (2) extension periods of the Standing Offer must be indicated at column C of each table of the attachment 2 to Part 3 entitled "Financial evaluation for the Western region" for each geographical area 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 geographical area, in accordance with the table corresponding to the geographical area for which the offer has been submitted, as indicated in the pricing schedule in Attachment 2 to Part 3.

## 2. Basis of Selection

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

**2.1.1** 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

**2.1.2.** Offers not meeting requirements (a) or (b) 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.

**2.1.3.** The evaluated price per point of each responsive offer will be determined by dividing the responsive offer (for each geographical area(s) and for each work streams applicable to each geographical area(s)) evaluated price by the overall score obtained by the responsive offer for all the point-rated technical criteria in Attachment 1 to Part 4.

**2.1.4.** 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. The compliant offer or offers, as applicable, classified at the highest rank by ascending order of the price evaluated by point will be recommended for issuance of a Standing Offer. 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, the responsive offer with the highest overall score being ranked the highest.

## ATTACHMENT 1 TO PART 4

### Evaluation Procedures

#### 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. In such a case, Canada will not evaluate the rated criteria, or the financial proposal of the Offeror.

Each mandatory technical criterion should be addressed separately.

1.1. Please provide the information requested in the evaluation criteria using Attachment 2 to Part 4.

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"> <li>Offeror's volume capacity ((overall capacity of groups or learners (for individual training) which the Offeror intends to train concurrently during the Standing Offers period, including extension periods)). For its offer to be considered responsive, an Offeror must have a minimum capacity as follows: <ul style="list-style-type: none"> <li><b>Edmonton, Calgary and Winnipeg</b> One group for full-time training, five groups for part-time training, five learners for part-time individual training and one learner for full-time individual training.</li> <li><b>Suffield and Lethbridge</b> One group for full-time training, three groups for part-time training, two learners for part-time individual training and one learner for full-time individual training.</li> <li><b>For all other geographical areas</b> One group for full-time training, two groups for part-time training, two learners for part-time individual training and one learner for full-time individual training.</li> </ul> </li> </ol> <p><b>Note:</b> Not all work streams apply to all geographical areas. The Offeror should consult article 2.2.1 of Part 1 to determine which work streams are applicable for each geographical area. The Offeror's volume capacity must correspond to the requirements identified above for each work stream that is applicable to a geographical area.</p> <p>In addition to point 1 above, for training on the Offeror's Premises, the Offeror must provide in their offer the following information:</p> <ol style="list-style-type: none"> <li>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 10.0, The Offeror's Facilities, in Section II, of Annexes A1, A2 and A3 – Statement of Work. For example, if the Offeror indicates that it has capacity for 2 full-time groups, there must also be 2 classrooms.</li> <li>Full civic address of classrooms and the number of classrooms for each address.</li> </ol> <p>The Offeror must indicate in its offer its capacity for each of the work streams for the geographical area (s) for which it is presenting an offer.</p>



MTC 2	Offeror's Pedagogical Advisers
2.1	<p><b>Proposed Primary Pedagogical Adviser and Backup Pedagogical Adviser</b></p> <p>The Offeror must propose one (1) primary pedagogical adviser and one (1) backup pedagogical adviser. If in response to Mandatory Technical Criteria 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) <u>in the same work stream</u>.</p> <p>An Offeror can propose the same pedagogical adviser for more than one work stream as long as the ratios listed below are adhered to:</p> $\begin{aligned} &\text{number of full-time groups} \div 10 \\ &+ (\text{number of full-time individuals} \div 30) \\ &+ (\text{number of part-time groups} \div 50) \\ &+ (\text{number of part-time individuals} \div 100) \\ &= 1 \text{ for the maximum workload of a full-time pedagogical adviser} \end{aligned}$ <p>For example, to have a capacity of 15 full-time 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 primary 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>If the pedagogical adviser is proposed for more than one work stream, the offer must clearly indicate the total workload, taking into account all the work streams the pedagogical adviser has been proposed for. In order for the bid to be deemed responsive, the <u>total</u> workload for all the work streams the pedagogical adviser has been proposed for must meet the ratio specified in MTC 2.1, even if the Offeror is not issued all of the RMSOs for which pedagogical adviser was proposed. The Offeror who proposes the same pedagogical adviser for several work streams and who does not comply with the ratio stated in MTC 2.1 for the pedagogical adviser's total workload for all the work streams for which he or she is proposed will be declared non-responsive for all the work streams for which that pedagogical adviser is proposed. All the offers in which that pedagogical adviser is proposed will therefore be rejected.</p> <p>The Offeror must propose one backup pedagogical adviser for every three primary pedagogical advisers.</p>
2.2	<p><b>Names of Proposed Pedagogical Advisers</b></p> <p>The offer must include the names of each of the proposed primary and backup pedagogical advisers.</p>
2.3	<p><b>Competencies and Qualifications of the Proposed Pedagogical Advisers</b></p> <p><b>2.3.1</b> All pedagogical advisers (primary and backup) proposed by the Offeror must have at least a bachelor's degree from a recognized Canadian university. In cases where studies were completed in an institution outside Canada, only an equivalency certificate from an accredited institution recognizing the credentials as Canadian equivalences will be accepted. These institutions include the credential assessment services of the federal or provincial governments and the International Credential Assessment Service of Canada, as well as others recognized</p>

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 is also required:

- a) at least 600 hours of experience since January 2007 supervising at least two (2) teaching resources while delivering full-time and/or part-time English or French as a second language courses to adults, on an individual or group basis;

**OR**

- b) at least 1,800 hours of experience, as a teacher, since January 2007 delivering full-time and/or part-time English or French as a second language courses to adults, on an individual or group basis using one or more of the following training programs:

- PBFT
- PFL2 A and B, or PFL2 C
- 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 should be submitted, confirming each primary and backup pedagogical adviser's level of education. If an original document is submitted, a copy must be made by the Technical Authority and the original shall be returned to the Offeror after the offer evaluation process has been completed.

**2.3.2**

For mandatory criterion 2.3.1 a), in addition to proof of education, the Offeror must provide the following information to confirm the experience of each of the proposed pedagogical advisers:

- i. total number of hours of supervising experience that meets 2.3.1 a);
- ii. start and end dates, i.e. from [month/year] to [month/year] for each year of experience demonstrated in i;
- iii. number of resources supervised at the same time and who have taught full-time or part-time for each year of experience demonstrated in i;
- iv. language(s) taught and modality of training, i.e. full-time or part-time;
- v. one reference per year 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.
- vi. One or more certifications signed by the current employer or previous employer(s) confirming the experience cited in i and ii.

For mandatory criterion 2.3.1 b), in addition to proof of education, the Offeror must provide the following information to confirm the experience of each of the proposed pedagogical advisers:

- i. total number of hours of experience in teaching that meets 2.3.1 b);

- ii. start and end dates, i.e. from [month/year] to [month/year] for the experience demonstrated in i;
- iii. language(s) taught and modality of training, i.e. full-time or part-time;
- iv. training program(s) used;
- v. one reference per year to a maximum of three references for all the hours of experience, 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;
- vii. One or more certifications signed by the current employer or previous employer(s) confirming the experience cited in i, ii and iv.

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**

The Offeror must provide a detailed human resources management plan for primary and backup pedagogical advisers and teaching resources. This plan must include at least the following elements:

- a) A hiring plan** including at least the selection criteria and the hiring process;
- 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; and
- c) A plan of supervision of teaching resources** including 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. Where the proposed pedagogical advisor will oversee teaching resources located outside his place of work, the Offeror must indicate how he will supervise these teaching resources remotely.

The human resources management plan presented by the Offeror in response to this RFSO will be in effect for the duration of the Standing Offer.

### 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.

1.1.2.1 Please provide the information requested in the evaluation criteria using Attachment 2 to Part 4.

Point-rated Technical Criteria (PRTC)	Maximum Number of Points (Offeror's Premises)	Maximum Number of Points (Federal Institution)
<b>PRTC 1 Offeror's Experience</b>	<b>117</b>	<b>117</b>
<b>PRTC 2 Offeror's Pedagogical Advisers (primary and backup)</b>		
PRTC 2.1 Primary Pedagogical adviser	40	40
PRTC 2.2 Backup pedagogical adviser	40	40
<b>PRTC 3 Computer Equipment at the Offeror's Facilities</b>	<b>30</b>	
<b>PRTC 4 Classrooms at the Offeror's Facilities</b>	<b>35</b>	
<b>OVERALL SCORE</b>	<b>262</b>	<b>197</b>

**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 satisfy PRTC 1. The Offeror must indicate which member of the joint venture meets this criterion.

**117 points maximum**

No.	Point-rated Technical Criterion	Offer Preparation Instructions	Weighting (Points)
<b>PRTC 1</b>	<p>Since January 2000:</p> <p>A) Offeror's number of years of experience in delivering language training services to adults in English or French as a second language</p> <p>For evaluation purposes only, one year of experience is equivalent to at least 600 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 delivering language training services to adults in English or French as a second language ;</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 in delivering language training services to adults in English or French as a second language for each year identified in b);</p> <p>d) the language taught;</p> <p>e) 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, points will be awarded as follows:</p> <p><b>PRTC 1 A) Number of years of experience</b></p> <p>10 points per year of experience that meets PRTC 1 to a maximum of 100 points</p> <p><b>Maximum 100 points</b></p>

	B) using at least one language training program.	a) the language training program(s) used;	<b>PRTC 1 B) Language training program(s) used</b>  PFL <sub>2</sub> A and B and/or PFL <sub>2</sub> C and/or CEWP: 17 points  PBFT: 12 points  A program used by a recognized Canadian post-secondary institution: 7 points  Any other adult language learning program: 5 points  For PRTC 1 B), if the Offeror has demonstrated that it has experience with more than one training program in response to PRTC 1, points will be awarded for the program earning the highest number of points but not for a combination of programs.  <b>Maximum 17 points</b>
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## PRTC 2.1 Offeror's Primary Pedagogical Adviser

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

Each person proposed will be evaluated individually against PRTC 2.1.

The numerical results for the proposed individuals who have met MTC 2 will be added together and then divided by the number of these individuals in order to obtain the average numerical ranking of the offer for PRTC 2.1.

**40 points maximum.**

No.	Point-rated Technical Criterion	Offer Preparation Instructions	Weighting (Points)
<b>PRTC 2.1</b>	<p>A) Since January 2007, the proposed pedagogical adviser is an experienced teacher with more than 1,800 hours of experience in teaching full-time and/or part-time English or French as a second language courses to adults</p> <p>AND/OR</p>	<p>The offer should include at least the following information:</p> <p><u>Demonstrated experience in teaching:</u></p> <p>a) since January 2007, the number of years of experience delivering English or French as second language training to adults;</p> <p>AND/OR</p>	<p>For PRTC 2.1, points will be awarded as follows:</p> <p><b>PRTC 2.1 A) Number of hours of experience in teaching that meet criterion PRTC 2.1 A):</b></p> <p>1,801 to 2,700 hours :10 points 2,701 to 3,600 hours: 12 points More than 3,600 hours: 15 points</p> <p><b>Maximum 15 points</b></p>
	<p>B) at least 600 hours providing supervision to at least two (2) teaching resources in language training for adults in English and/or French as a second language, using</p>	<p><u>Demonstrated experience in providing supervision to at least two (2) teaching resources:</u></p> <p>a) Since January 2007, the total number of hours of experience in providing supervision to teaching resources;</p>	<p><b>TC 2.1 B) Number of hours of experience in providing supervision to at least two teaching resources that meet criterion TC 2.1 B):</b></p> <p>601 to 900 hours: 10 pts 901 to 1,200 hours: 12 pts More than 1,200 hours: 15 pts</p> <p><b>Maximum 15 points</b></p>

	<p>C) one or more CSPS* programs or any other language training program in English and/or French as a second language of work.</p> <p>*CSPS refers to the Canada School of Public Service. The programs are PBFT or PFL<sub>2</sub> A and B or PFL<sub>2</sub> C or CEWP.</p>	<p>a) the language training programs used;</p>	<p><b>PRTC 2.1 C) Language training program(s) used</b></p> <p>PFL<sub>2</sub> A and B and/or PFL<sub>2</sub> C and/or CEWP: 10 points</p> <p>PBFT: 6 points</p> <p>A program used by a recognized Canadian post-secondary institution: 4 points</p> <p>Any other adult language learning program: 2 points</p> <p>For PRTC 2.1 C), if the Offeror has demonstrated that it has experience with more than one training program in response to PRTC 2.1 C), points will be awarded for the program earning the highest number of points but not for a combination of programs.</p> <p><b>Maximum 10 points</b></p>
<p><b>PRTC 2.2 Offeror's Backup Pedagogical Adviser</b></p> <p>The number and names of the backup pedagogical advisers evaluated must 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 together and then divided by the number of these individuals in order to obtain the average numerical ranking of the offer for PRTC 2.2.</p> <p><b>40 points maximum.</b></p>			
<b>No.</b>	<b>Point-rated Technical Criterion</b>	<b>Offer Preparation Instructions</b>	<b>Weighting (Points)</b>



<b>PRTC 2.2</b>	<p>A) Since January 2007, the proposed pedagogical adviser is an experienced teacher with more than 1,800 hours of experience in teaching full-time and/or part-time</p> <p>AND/OR</p>	<p>The offer should include at least the following information:</p> <p><u>Demonstrated experience in teaching:</u></p> <p>a) since January 2007, the number of years of experience delivering English or French as second language training to adults;</p> <p>AND/OR</p>	<p>For PRTC 2.2, points will be awarded as follows:</p> <p><b>PRTC 2.2 A) Number of hours of experience in teaching that meet criterion PRTC 2.2 A):</b></p> <p>1,801 to 2,700 hours :10 points 2,701 to 3,600 hours: 12 points More than 3,600 hours: 15 pts</p> <p><b>Maximum 15 points</b></p>
	<p>B) since January 2007, at least 600 hours providing supervision to at least two (2) teaching resources in language training for adults in English and/or French as a second language, using</p>	<p><u>Demonstrated experience in providing supervision to at least two (2) teaching resources:</u></p> <p>a) Since January 2007, the total number of hours of experience in providing supervision to teaching resources;</p>	<p><b>TC 2.2 B) Number of hours of experience in providing supervision to at least two teaching resources that meet criterion TC 2.2 B):</b></p> <p>601 to 900 hours: 10 pts 901 to 1,200 hours: 12 pts More than 1,200 hours: 15 pts</p> <p><b>Maximum 15 points</b></p>

	<p>C) one or more CSPS* programs or any other language training program in English and/or French as a second language of work.</p> <p>*CSPS refers to the Canada School of Public Service. The programs are PBFT or PFL<sub>2</sub> A and B or PFL<sub>2</sub> C or CEWP.</p>	a) the language training programs used;	<p><b>PRTC 2.2 C) Language training program(s) used</b></p> <p>PFL<sub>2</sub> A and B and/or PFL<sub>2</sub> C and/or CEWP: 10 points</p> <p>PBFT: 6 points</p> <p>A program used by a recognized Canadian post-secondary institution: 4 points</p> <p>Any other adult language learning program: 2 points</p> <p>For PRTC 2.2 C), if the Offeror has demonstrated that it has experience with more than one training program in response to PRTC 2.2 C), points will be awarded for the program earning the highest number of points but not for a combination of programs.</p> <p><b>Maximum 10 points</b></p>
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### PRTC 3 Computer Equipment at the Offeror's Facilities

**30 points maximum.**

No.	Point-rated Technical Criterion	Offer Preparation Instructions	Weighting (Points)
<b>PRTC 3.1</b>	Classrooms in which the Offeror will provide one computer per learner.	<p>The offer should include at least the following information:</p> <p>The number of classrooms equipped with one computer per workstation (one computer per learner).</p>	<p>For PRTC 3.1, points will be awarded as follows:</p> <p>2 points per classroom equipped with one computer per learner</p> <p><b>Maximum 10 points</b></p>
<b>PRTC 3.2</b>	Wireless Internet access in the Offeror's facilities.	<p>The offer should include at least the following information:</p> <p>a) the number of facilities that the Offeror will be using to deliver the training, indicating the address for each one;</p>	<p>For PRTC 3.2, points will be awarded as follows:</p> <p>There is at least one facility equipped with wireless Internet: 5 points</p>

		b) for each facility, the availability of wireless Internet access.	100% of the facilities are equipped with wireless Internet: 10 points  <b>Maximum 10 points</b>
<b>PRTC 3.3</b>	Closed room separate and reserved for computer-assisted learning located in the same facilities as classes. This room will have at least five operational work stations separated by walls measuring at least four feet of height to ensure privacy of each learner, and operational equipment that meets the minimum system requirements as stated in the Statement of Work	The offer should include at least the following information:  a) the number of closed rooms separate and reserved, with at least five operational work stations separated by walls measuring at least four feet of height;  b) the address of each facility having a closed room separate and reserved for learning, that meets criterion 3.3.	For PRTC 3.3, points will be awarded as follows:  At least one of the facilities has a separate closed room that meets criterion 3.3: 5 points  100% of the facilities have one separate closed room that meets criterion 3.3 : 10 pts  <b>Maximum 10 points</b>

**PRTC 4 Classrooms at the Offeror's Facilities**

Facilities offered outside the geographical areas defined in clause 10 – Training Location of Students, Section I – Requirements of the Annex A1, A2 and A3 – Statement of Work, will not be evaluated but could be considered when issuing call-ups.

**35 points maximum.**

**PRTC 4.1**

The classrooms proposed by the Offeror are served by a parking lot\* (free parking or pay parking), which is located no more than 0.50 km from the proposed facility.

At the time the offer is submitted, 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.

For evaluation purposes, parking in the street will not be considered as an acceptable parking lot.

\* To be deemed responsive, the parking lot must contain, at a minimum, a number of available spots equivalent to the Offeror's capacity as stated in its response to MTC 1.

The offer should include the following information:

- a) address(es) of the identified parking lot(s) meeting criterion 4.1;
- b) address of the facilities and the number of classrooms served by the parking lot(s) identified in a);

For PRTC 4.1, points will be awarded as follows:

2 points per classroom meeting criterion 4.1

**Maximum 10 points**

<b>PRTC 4.2</b>	The classrooms proposed by the Offeror are located at a maximum distance of 0.50 km from a public transit stop.	<p>The offer should include the following information:</p> <ul style="list-style-type: none"> <li>a) address of the proposed facilities meeting criteria 4.2;</li> <li>b) the total number of classrooms for the facilities proposed in a).</li> </ul>	<p>For PRTC 4.2, points will be awarded as follows:</p> <p>1 points per classroom that meets the criterion 4.2</p> <p><b>Maximum 5 points</b></p>
<b>PRTC 4.3</b>	The proposed classrooms have direct access to daylight.	<p>The offer should include the following information for each proposed facility:</p> <ul style="list-style-type: none"> <li>a) the number of classrooms that have direct access to daylight;</li> </ul>	<p>For PRTC 4.3, points will be awarded as follows:</p> <p>2 points per classroom that meets criterion 4.3</p>

		b) the address of the facilities for the classrooms proposed in a).	<b>Maximum 10 points</b>
<b>PRTC 4.4</b>	<p>The facility or facilities proposed by the Offeror are equipped with additional amenities or offer specific services:</p> <p>4.4.1 access for persons with limited mobility (access to the building, elevator, washrooms, etc.);</p> <p>4.4.2 a meal area outside the classrooms which includes a refrigerator and a microwave.</p>	<p>The offer should include the following information for each facility:</p> <p>a) the number of facilities that meet criterion 4.4.1;</p> <p>b) the number of facilities that meet criterion 4.4.2;</p>	<p>For PRTC 4.4, points will be awarded as follows:</p> <p>At least one facility provides access for persons with limited mobility: 5 points</p> <p>At least one facility provides learners with access to a meal area outside the classrooms: 5 points</p> <p><b>Maximum 10 points</b></p>

**NOTE:** This attachment is provided for general information only. The Offeror must ensure to include in his offer all information requested in the request for standing offer, including attachment 1 to Part 4.

Please complete one form (Attachment 2 of Part 4) for each geographical area.

**Attachment 2 of Part 4****Responses to the Technical Evaluation Criteria of the Request for Standing Offer****THIS OFFER IS SUBMITTED FOR THE FOLLOWING GEOGRAPHICAL AREA:**

- ☐ Geographical area 1: Edmonton, AB - 1
- ☐ Geographical area 2: Edmonton, AB - 2
- ☐ Geographical area 3: Cold Lake, AB
- ☐ Geographical area 4: Wainright, AB
- ☐ Geographical area 5: Suffield/Medicine Hat, AB
- ☐ Geographical area 6: Lethbridge, AB
- ☐ Geographical area 7: Calgary, AB - 1
- ☐ Geographical area 8: Calgary, AB - 2
- ☐ Geographical area 9: Regina, SK - 1
- ☐ Geographical area 10: Regina, SK - 2
- ☐ Geographical area 11: Prince Albert, SK
- ☐ Geographical area 12: Saskatoon, SK - 1
- ☐ Geographical area 13: Saskatoon, SK - 2
- ☐ Geographical area 14: Brandon, MB
- ☐ Geographical area 15: Winnipeg, MB - 1
- ☐ Geographical area 16: Winnipeg, MB - 2
- ☐ Geographical area 17: Yellowknife, NWT - 1
- ☐ Geographical area 18: Yellowknife, NWT - 2
- ☐ Geographical area 19: Iqaluit, NU - 1
- ☐ Geographical area 20: Iqaluit, NU - 2

**1. MANDATORY TECHNICAL CRITERIA (MTC)****MTC 1 – OFFEROR'S CAPACITY**

<b>MTC 1</b>	<b>Offeror's capacity</b>	<b>Offeror's reply</b>
<b>1</b>	Volume capacity, as defined in criterion MTC1 Number of full-time groups	
	Number of part-time groups	
	Number of learners in individual training	
<b>2</b>	Total number of classrooms	
<b>3</b>	Civic addresses and number of classrooms at each address	

**MTC 2 – OFFEROR'S PEDAGOGICAL ADVISERS**

<b>MTC 2</b>	<b>Pedagogical advisers proposed by the offeror</b>	<b>Offeror's reply</b>
MTC 2.1	Proposed number of primary pedagogical advisers	
	Proposed number of backup pedagogical advisers	

<b>MTC 2.2 and 2.3</b>	<b>Skills and qualifications of the proposed pedagogical advisers (please check the box for the profile on which the pedagogical adviser must be evaluated and complete the respective profile below for each proposed pedagogical adviser)</b>			
<b>Name of pedagogical adviser*</b>  <b>Primary (P) or Backup (B)</b>	<b>MTC 2.3.1</b>			
	<b>a) University degree AND supervisory experience</b> <b>b) University degree AND experience as a teaching resource</b>  <b>Total number of hours of experience since 2007</b>			

*Add more lines as needed, depending on the number of proposed pedagogical advisers.				

### MTC PROFILE 2.3.1 a) – Education and experience of proposed pedagogical adviser with supervisory profile

#### Level of education

- ☐ Bachelor's degree  
☐ Postgraduate degree; please specify: \_\_\_\_\_  
☐ Other education; please specify: \_\_\_\_\_

If the individual studied at an institution outside Canada, was an equivalency certificate obtained?

- ☐ Yes  
☐ No

Please make sure that the original document, or a certified true copy of the university diploma or equivalency certificate (if any), provided by the Offeror or a commissioner for oaths is appended to the offer.

#### Experience of Proposed Pedagogical Adviser with Supervisory Profile

Year*	i. Total number of hours of supervisory experience	ii. Beginning and end dates (from month/yr to month/yr)	iii. Number of persons supervised at one time	iv. Language(s) taught and training method	v. One reference per year (name of client organization, contact person, up-to-date telephone number and/or email address)
vi. One or more certifications signed by the current employer or previous employer(s) confirming the experience cited in i and ii. (Append statements signed by current and/or previous employers).					
* Add more lines as needed, depending on the number of years of experience of the proposed pedagogical adviser.					



## MTC PROFILE 2.3.1 b) – Experience of proposed pedagogical adviser with teaching profile

### Level of education

- ☐ Bachelor's degree  
☐ Postgraduate degree; please specify: \_\_\_\_\_  
☐ Other education; please specify: \_\_\_\_\_

If the individual studied at an institution outside Canada, was an equivalency certificate obtained?

- ☐ Yes  
☐ No

Please make sure that the original document, or a certified true copy of the university diploma or equivalency certificate (if any), provided by the Offeror or a commissioner for oaths is appended to the offer.

### Experience of Proposed Pedagogical Adviser with Teaching Profile

Year*	i. Total number of hours of teaching experience	ii. Beginning and end dates (month/yr to month/yr)	iii. Language(s) taught and training method	iv. Training program(s) used	v. One reference per year (name of client organization, contact person, up-to-date telephone number and/or email address)
<b>vi. One or more certifications signed by the current employer or previous employer(s) confirming the experience cited in I, ii and iv.            (Append statements signed by current and/or previous employers).</b>					
* Add more lines as needed, depending on the number of years of experience of the proposed pedagogical adviser.					



## PRTC 2 OFFEROR'S PEDAGOGICAL ADVISERS – PRIMARY AND BACKUP

### PRTC 2.1 Primary pedagogical advisers

#### Names of primary pedagogical advisers

**2.1.A)** Total number of hours of experience in adult language teaching of French and/or English as a second language since January 2007

**2.1.B)** Total number of hours of experience in supervising teaching resources since January 2007

**2.1.C)** The language training programs used


### PRTC 2.2 Backup pedagogical advisers

#### Names of backup pedagogical advisers

**2.1.A)** Total number of hours of experience in adult language teaching of French and/or English as a second language since January 2007

**2.1.B)** Total number of hours of experience in supervising teaching resources since January 2007

**2.1.C)** The language training programs used;


## PRTC 3 – COMPUTER EQUIPMENT IN OFFEROR'S FACILITIES

PRTC 3	Computer equipment	Offeror's Response
PRTC 3.1	Number of classrooms equipped with one computer per workstation (i.e. one computer per learner)	
PRTC 3.2	a) Number of facilities that the offeror will use to provide training, with each address indicated	
	b) For each facility, the availability of wireless Internet access	
PRTC 3.3	a) Number of separate, closed rooms that meet point-rated criterion 3.3	
	b) Address of each facility containing the separate, closed rooms mentioned in a).	

## PRTC 4 – CLASSROOMS AT THE OFFEROR'S FACILITIES

<b>PRTC 4</b>	<b>Offeror's facilities</b>	<b>Offeror's Response</b>
<b>PRTC 4.1</b>	a) address(es) of the identified parking lot(s) that meet criterion 4.1	
	b) address of the facilities and the number of classrooms served by the parking lot(s) identified in a)	
<b>PRTC 4.2</b>	a) Address of proposed facilities ) that meet criterion 4.2	
	b) Total number of classrooms for the facilities proposed in a)	
<b>PRTC 4.3</b>	a) a) the number of classrooms that have direct access to daylight	
	b) the address of the facilities for the classrooms proposed in a)	
<b>PRTC 4.4</b>	a) the number of facilities that meet criterion 4.4.1	
	b) he number of facilities that meet criterion 4.4.2	

## PART 5 - CERTIFICATIONS

Offerors must provide the required certifications and documentation to be issued a Standing Offer.

The certifications provided by Offerors to Canada are subject to verification by Canada at all times. Canada will declare an offer non-responsive, will have the right to set-aside a Standing Offer, or will declare a contractor in default, if any certification is found to be untrue whether during the offer evaluation period, during the Standing Offer period, or during the contract period.

The Standing Offer Authority will have the right to ask for additional information to verify the Offeror's certifications. Failure to comply with this request will also render the Offer non-responsive or may result in the setting aside of the Standing Offer or will constitute a default under the Contract.

### 1. Mandatory Certifications Required Precedent to Issuance of a Standing Offer

#### 1.1 Code of Conduct and Certifications - Related documentation

By submitting an offer, the Offeror certifies that the Offeror and its affiliates are in compliance with the provisions as stated in Section 01 Code of Conduct and Certifications - Offer of Standard Instructions 2006. The related documentation therein required will assist Canada in confirming that the certifications are true.

#### 1.2 Federal Contractors Program for Employment Equity - Standing Offer Certification

By submitting an offer, the Offeror certifies that the Offeror, and any of the Offeror's members if the Offeror is a Joint Venture, is not named on the Federal Contractors Program (FCP) for employment equity "FCP Limited Eligibility to Bid" list ([http://www.labour.gc.ca/eng/standards\\_equity/eq/emp/fcp/list/inelig.shtml](http://www.labour.gc.ca/eng/standards_equity/eq/emp/fcp/list/inelig.shtml)) available from HRSDC-Labour's website.

Canada will have the right to declare an offer non-responsive, or to set-aside a Standing Offer, if the Offeror, or any member of the Offeror if the Offeror is a Joint Venture, appears on the "FCP Limited Eligibility to Bid" list at the time of issuing of a Standing Offer or during the period of the Standing Offer.

### 2. Additional 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. Failure to comply with the request of the Standing Offer Authority and meet the requirement within that time period will render the offer non-responsive.

#### 2.1 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 Annexes A1, A2 and A3 – 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.

## 2.2 Education and Experience

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

## PART 6 – SECURITY AND FINANCIAL REQUIREMENTS

### 1. Security Requirement (for work streams where language training is delivered on the Federal Institution's Premises only)

1. Before issuance of a Standing Offer, the following conditions must be met:
  - (a) the Offeror must hold a valid organization security clearance as indicated in Part 7A - Standing Offer;
  - (b) the Offeror's proposed individuals requiring access to classified or protected information, assets or sensitive work site(s) must meet the security requirement as indicated in Part 7A - Standing Offer;
  - (c) the Offeror must provide the name of all individuals who will require access to classified or protected information, assets or sensitive work sites;
2. Offerors are reminded to obtain the required security clearance promptly. Any delay in the issuance of a Standing Offer to allow the successful Offeror to obtain the required clearance will be at the entire discretion of the Standing Offer Authority.
3. For additional information on security requirements, Offerors should consult the "Security Requirements for PWGSC Bid Solicitations - Instructions for Bidders" (<http://www.tpsgc-pwgsc.gc.ca/app-acq/lc-pl/lc-pl-eng.html#a31>) document on the Departmental Standard Procurement Documents Web site.

### 2. Financial Capability

M9033T- Financial Capability (2011-05-16)

## PART 7 - STANDING OFFER AND RESULTING CONTRACT CLAUSES

### A. STANDING OFFER

#### 1. Offer

**1.1** The Offeror offers to fulfill the requirement in accordance with the Statements of Work at Annexes "A1, A2 and A3" for the geographical area *(to be completed when Standing Offers are issued)*.

**1.2** In addition to the area predefined in clause 10.0, Learner Training Location, of Annexes A1, A2 and A3 – Statement of Work, the Offeror is able to offer, based on its availability and capacity, language training services in the Western Region on the premises located at *(to be determined upon issuance of the Standing Offers)*, in accordance with Annex B – Basis of Payment

#### 2. Security Requirements (applicable only for language training that is delivered on the Federal Institution's Premises only)

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

#### 3. Standard Clauses and Conditions

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

##### 3.1 General Conditions

2005 (2012-11-19) General Conditions - Standing Offers - Goods or Services, apply to and form part of the Standing Offer.

### 3.2 Standing Offers 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 "E". If some data is not available, the reason must be indicated. If no goods or services are provided during a given period, the Offeror must still provide a "nil" report.

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

d) The quarterly reporting periods are defined as follows:

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

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

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

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

d) 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 **WST-PA-MB@pwgsc-tpsgc.gc.ca** with the following subject line: SO–Offeror's name — LTS Quarterly Usage Report–quarter #/year.

## 4. Term of Standing Offer

### 4.1 Period of the Standing Offer

The period for making call-ups against the Standing Offer is from \_\_\_\_\_ to \_\_\_\_\_ *(to be completed when the Standing Offers are issued)*.

### 4.2 Extension of Standing Offer

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.

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

## 5. Authorities

### 5.1 Standing Offer Authority

The Standing Offer Authority is:

Leah Grove  
Supply Specialist



Public Works and Government Services Canada  
Western Region  
Acquisitions Section  
Suite 100-167 Lombard Avenue  
P.O. Box 1408  
Winnipeg, MB R3C 2Z1

Telephone: (204) 984-8872 Facsimile: (204) 983-7796  
E-mail address: *leah.grove@pwgsc-tpsgc.gc.ca*

The Standing Offer Authority is responsible for the establishment of the Standing Offer, its administration and its revision, if applicable. Upon the making of a call-up, as Contracting Authority, he is responsible for any contractual issues relating to individual call-ups made against the Standing Offer by any Identified User.

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

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

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

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

The Technical Authority for the Standing Offers is:

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

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

## **5.4 Offeror's Representative**

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

Contact person:

Name of Offeror:

Address:

Telephone:

Fax:

E-mail:

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

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

## 6. Proactive Disclosure of Contracts with Former Public Servants

By providing information on its status, with respect to being a former public servant in receipt of a *Public Service Superannuation Act* (PSSA) pension, the Contractor has agreed that this information will be reported on departmental websites as part of the published proactive disclosure reports, in accordance with Contracting Policy Notice: 2012-2 of the Treasury Board Secretariat of Canada.

## 7. 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, III, of the *Financial Administration Act*, R.S., 1985, c. F-11.

## 8. Call-up Procedures

### 8.1 For work streams 1, 2, 3, 4, 5 and 6 – Full-time and part-time group training in French or in English (Annexes A1 and A2)

#### 8.1.1 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.

#### 8.1.2 Assignment of Steps

**8.1.2.1** Upon issuing the Standing Offers, the Standing Offer Authority will draw up a training schedule that will include the sessions<sup>1</sup> available throughout the Standing Offer period. In each session, the six (6) steps<sup>2</sup> of the PFL<sub>2</sub> and CEWP training programs will be offered. However, the Offeror may form a group outside the predefined dates of the training schedule, with the prior approval of the Technical Authority, as indicated in the Statements of Work – Annexes A1 and A2.

**8.1.2.2** The link to the Internet site where suppliers and client departments can consult the training schedule will be provided when the Standing Offers are issued.

#### 8.1.3 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 9.0. Call-ups against this Standing Offer will be processed as follows.

**8.1.3.1** Once the employee's language learning plan or the candidate's self-assessment is received, the Identified User will consult the schedule of sessions predetermined by the Standing Offer Authority, as set out in clause 8.1.2.1.

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

<sup>2</sup> A step is defined as a series of training objectives included in the training programs. See Appendix 4 of Annexes A1 and A2 for a detailed description of each of the steps in the programs.

**8.1.3.2** The Identified User's Project Authority will authorize the Offeror identified by the Standing Offer Authority to initiate the work by means of the *Call-up Against a Standing Offer* form referred to below in clause 9, 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:

Full-time group training:

- name of the learner or 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 learning plan (for the first registration) for the learner(s), or the recommendation report for subsequent registrations;
- start and end dates for the training sessions;
- accommodation required, if applicable; and
- total billable amount, in compliance with the Basis of Payment.

Part-time group training:

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

**8.1.3.3** The Offeror will, when possible, 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 Annexes A1 and A2 – Statements of Work. Whenever possible, the Offeror must place all candidates for whom it has received registrations into a group. For example, if the Offeror receives six (6) registrations for full-time group language training, in order to fulfil this request, it must form two groups of three (3) rather than creating one group of five (5) and having one (1) surplus candidate, 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 Statements of Work – A1 and A2.

**8.1.3.4** The Offeror must provide the Project Authority with written confirmation at least five 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.

**8.1.3.5** 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 10, Limitation of Call-ups.

**8.1.3.6** 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 three (3) business days 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.

## **8.2 For work streams 7A, 7B, 8A, 8B, 9A, 9B, 10A and 10B – Individual training (Annex A3)**

### **8.2.1 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:

### **8.2.2 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 9. Call-ups against this Standing Offer will be processed as follows.

**8.2.2.1** The Identified User's Project Authority will authorize the Offeror identified by the Standing Offer Authority to initiate the Work by means of the *Call-up Against a Standing Offer* form referred to below in clause 9, duly authorized and signed by the Identified User, and will provide it with a description of the Work to complete. This description includes the following:

#### Full-time individual training:

- name of the learner or 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 learning plan (for the first registration) for the learner(s), or the recommendation report for subsequent registrations;
- start and end dates for the training sessions;
- number of hours of training required;
- accommodation required, if applicable;
- address and room where the training will be held if the services are provided at the federal institution's facilities; and
- total billable amount, in compliance with the Basis of Payment.

#### Part-time individual training:

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

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

- the address and room where the training will be held if the services are provided at the Offeror's facilities; and
- confirmation of the training date, availability (days and times) for the delivery of services, or the training start date, if applicable.

**8.2.2.3** The total financial limitation of the Call-up for the required Work will be determined in compliance with Annex B – Basis of Payment and clause 10, Limitation of Call-ups.

### **8.3 First Right of Refusal (Training at Federal Institution in Edmonton, Calgary, Regina, Saskatoon, Winnipeg, Yellowknife or Iqalut)**

**8.3.1** The IU must, when it makes its request for availability, indicate the geographic area, work stream(s) and the language required for the training (see Part 3 of Annex C).

The only authorized method of allocation of call-ups against the standing offer is described below:

The method of allocation is based on the "right of first refusal". IU's must place call-ups to the highest ranked offeror. If the Offeror is unable to meet the requirement or does not have the available resources to fulfill the particular requirement, the IU may proceed with the next highest ranked Offeror, and so on, until its requirement is fulfilled.

Offerors contacted will have the time indicated by the IU to confirm whether they are able to meet the requirement. This period of time is at the discretion of the IU, but must be indicated on the request for availability. The IU may place a call-up with an Offeror other than the highest ranked Offeror identified in clause 8.3.2 below solely for geographical reasons (Offeror's proximity) as long as the IU documents its procurement file accordingly, specifying the reason for deviating from the process outlined in this clause further to a business case analysis and the added value of the deviation.

#### **8.3.2 Order of Ranking**

(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 XXXXX have been issued for geographical area XXXXX. The order of ranking of Offerors is as follows:

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

**The order of ranking is used to issue Call-ups as per the Call-up procedures described in article 8.0**

### **9. 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."

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

Individual call-ups against the Standing Offer must not exceed \$ 400 000.00 (applicable taxes included).

## 11. 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 articles of the Standing Offer;
- c) the general conditions 2005 (2012-11-19), General Conditions - Standing Offers - Goods or Services
- d) the general conditions 2035 (2013-06-27) General Conditions - Higher Complexity;
- e) Annexes A1, A2 and A3 - Statement of Work;
- f) Annex B - Basis of Payment;
- g) Annex C - Contractor's profile and assistance with the request for availability;
- h) Annex D - Security Requirements Check List;
- i) Annex E - Quarterly report – Standing Offer Business Volume;
- j) the Offeror's offer dated \_\_\_\_\_.

## 12. Certifications

### 12.1 Compliance

Compliance with the certifications and related documentation 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, provide the related documentation or if 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.

### 12.2 SACC Manual Clauses

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

## 13. 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).

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

- 14.1 Under clause 14.4 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 8 (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.

- 14.2 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 15.1 below 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 Annex B - Basis of Payment as per article 2.0.
- 14.3 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 15.1 below 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 as per article 2.0..
- 14.4 Section 30, Termination for Convenience, of General Conditions 2035 (2013-06-27), will be deemed not to apply when notice has been given pursuant to this clause.

## 15. Cancellation of Training following commencement of Training

- 15.1 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.
- 15.2 Section 30, Termination for Convenience, of General Conditions 2035, will be deemed not to apply when notice has been given pursuant to this clause.

## 16. Competencies of Primary and Backup Staff

Clause 10.0, section II, Annexes A1, A2 and A3 Education and Experience requirements - resources, outlines the minimum qualifications required for pedagogical advisers and teaching resources.

After the Standing Offer has been authorized, the Canada School of Public Service (CSPS) will provide familiarization sessions for training programs PFL<sub>2</sub> and CEWP to pedagogical advisers and teaching resources. These familiarization sessions must be taken before services are to be delivered, except in the event of unforeseen absences or owing to reasons listed in clause 7.1 Familiarization sessions, section II, Annexes A1, A2 and A3.

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 Teaching resources, Section II, Annexes A1, A2 and A3. 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 Familiarization sessions, Section II, Annexes A1, A2 and A3.

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.

## 17. 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.

## 18. **Setting Aside of a Standing Offer and/or Termination of a Call-up for Default Any default on the part of the Contractor must be first addressed with the Technical Authority identified in clause 4.3 of Part 7A.**

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

**18.2** 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 Standing Offer holder 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.



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

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

- 18.4** Article 4.0 of Section II, Annexes A1, A2 and A3 refers to the Second Language Evaluation (SLE) test which can be administered to test a learner's language proficiency. The SLE test content is confidential, protected by the Public Service Commission, and is subject to Crown copyrights. Any infringement by the contractor, such as the unauthorized collection, retention, use or disclosure of protected test content, may result in a termination of the call-up and or the set-aside of the Standing Offer. For greater certainty, but not limited to, the following actions are considered an infringement:

- Accessing the content of any SLE test, unless authorized by the PSC;
- Collecting and/or retaining SLE test content, by any means and in any form;
- Copying, reproducing, translating, distributing or disseminating the content of the SLE tests, in whole or in part, in any form or by any mean;
- Sharing and/or discussing in any medium any content or information from the SLE tests with others;
- Asking a third party, which may or may not be a student, to collect SLE test content on rough notes, by pictures, or any other medium for any purpose;
- Asking a student who has taken an SLE test to share content or information from the test;
- Encouraging cheating on the SLE tests;
- Neglecting to take appropriate action as described below in response to any improper practices including cheating in any form and improper collection or dissemination of test content, observed among your students;
- Using the SLE test content for commercial gain in any form;
- Using the SLE test content or test information to further any activity that may be unlawful, misleading or malicious, and;
- Facilitating or encouraging any violation of these terms.

## **19 Green Procurement**

- 19.1** 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.
- 19.2** Environmentally preferable goods and services are those that have a lesser or reduced impact on the environment over the life cycle of the good or service, when compared with competing goods or services serving the same purpose. Environmental performance considerations include, among other things: the reduction of greenhouse gas emissions and air contaminants; improved energy

and water efficiency; reduced waste and support reuse and recycling; the use of renewable resources; reduced hazardous waste; and reduced toxic and hazardous substances.

- 19.3** Regarding clause 6.5 – Environmental requirements, Section II – Work Streams of Annexes A1, A2 and A3 – Statement of Work, the Offeror can use its current equipment until the end of life of that equipment. However, the replacement equipment must meet the requirements of this clause.

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

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

## **B. RESULTING CONTRACT CLAUSES**

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

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

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

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

#### **2.1 General Conditions**

2035 (2013-06-27), General Conditions - Higher Complexity - Services, apply to and form part of the Contract.

Section 17 Interest on Overdue Accounts, of 2035 (2013-04-25) General Conditions - Higher Complexity - Services will not apply to payments made by credit cards.

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

A9068C - Government Site Regulations (2010-01-11)  
B9028C - Access to Facilities and equipment (2007-05-25)  
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. Proactive Disclosure of Contracts with Former Public Servants**

By providing information on its status, with respect to being a former public servant in receipt of a *Public Service Superannuation Act* (PSSA) pension, the Contractor has agreed that this information will be reported on departmental websites as part of the published proactive disclosure reports, in accordance with Contracting Policy Notice: 2012-2 of the Treasury Board Secretariat of Canada.

## 5. Payment

### 5.1 Basis of payment

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

### 5.2 Method of payment

H1008C - Monthly Payment (2008-05-12)

### 5.3 SACC Manual Clauses

A9117C T1204 - Direct Request by Customer Department (2007-11-30)

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

C6000C - Limitation of Price (2011-05-16)

### 5.4 Payment by credit card and/or direct deposit (should 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.

## 6. Invoicing Instructions

### 6.1 The Contractor must submit invoices in accordance with the section entitled "Invoice Submission" of the general conditions. Invoices cannot be submitted until all work identified in the invoice is completed.

Each invoice must be supported by:

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

### 6.2 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

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ET959-140856/A

Amd. No. - N° de la modif.

Buyer ID - Id de l'acheteur

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File No. - N° du dossier

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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.

## **7. Insurance**

G1005C – Insurance (2008-05-12)

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Amd. No. - N° de la modif.

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File No. - N° du dossier

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**Annex "A1"**

**Annex "A2"**

**Annex "A3"**

## **STATEMENT OF WORK (SOW)**

**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 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 and pedagogical sessions;
- 4) the Offeror's facilities where applicable;
- 5) Any other costs incurred by the Offeror's resources in performing the Work or going to familiarization sessions and pedagogical sessions;
- 6) teacher preparation time of the courses;
- 7) printing fees up to 50 pages per month per Learner;
- 8) acquisition of training material (the CSPS's teaching program – PLF<sup>2</sup> and CEWP);
- 9) course loading (creation) of group courses for the work stream – Group Training;
- 10) coffee breaks for the teacher and the pedagogical adviser; and
- 11) direct costs, indirect costs, general and administrative expenses as well as profit.

Work Streams 1, 2, 3, 5, 7A, 8A, 9A and 10A:

Firm All-inclusive Hourly Rate per Learner	Work Stream	Initial Period (24 Months)	Extension Period 1	Extension Period 2
		From ___ to ___	From ___ to ___	From ___ to ___
	1			
	2			
	3			
	5			
	7A			
	8A			
	9A			
	10A			

## Work Streams 4, 6, 7B, 8B, 9B and 10B:

Firm All-inclusive Hourly Rate per Learner	Work Stream	Initial Period (24 Months) From ____ to ____	Extension Period 1 From ____ to ____	Extension Period 2 From ____ to ____
	4			
	6			
	7B			
	8B			
	9B			
	10B			

## 2.0 Cancellation and Postponement Fees

In accordance with clauses 14 and 15 of Part 7A "Cancellation and Postponement of Training prior to commencement of Training" and "Cancellation of Training prior to commencement of Training" for all work streams, the following cancellation fees will be applied for each learner for whom a cancellation or postponement of training is requested:

### 2.1 Prior to commencement of Training

Training Format	If Notice of at least:	Standing Offer holder will be paid equivalent of:
Full-time Group	>=10 business days	\$0
	< 10 business days	100% of the initial value of the Call-up.
Part-time Group	>= 10 business days	\$0
	< 10 business days	The number of planned teaching hours, as indicated in the Call-up, for the first 10 business days, up to the initial value of the Call-up.
Individual full-time	>= 10 business days	\$0
	< 10 business days	100% of the initial value of the Call-up.
Individual part-time	>= 10 business days	\$0
	< 10 business days	The number of planned teaching hours, as indicated in the Call-up, for the first 10 business days, up to the initial value of the Call-up.

## 2.2 Following Commencement of Training

Training Format	If Notice of at least:	Standing Offer holder will be paid equivalent of:
Full-Time Group	With or without notice	100% of the initial value of the Call-up.
Part-Time Group	With or without notice	100% of the initial value of the Call-up.
Individual full-time	With or without notice	100% of the initial value of the Call-up.
Individual part-time	>=10 business days	\$0
	< 10 business days	The number of planned teaching hours, as indicated in the Call-up, for the first 30 business days up to the initial value of the Call-up.

## 2.3 Group training:

2.3.1 Canada shall not accept the addition of any learners after the commencement of training without the 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 4 learners to a Contractor with a maximum capacity of 5 learners. The IU requests that two more learners be added to this Call-up, which would increase the group size to 6 learners. This request would be denied as the request respects neither the Contractor's capacity, the classroom dimensions nor the Basis of Payment).

2.3.2 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 [for full-time training] or a self-evaluation form [for part-time training]).

## 2.4 Individual training

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

2.5 If the training is postponed by the Offeror, Canada shall not pay the Contractor any fees or penalties. However, if training is postponed less than ten (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 ten (10) business days will apply.

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 Standing Offer holder 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"****CONTRACTOR'S PROFILE AND ASSISTANCE WITH THE REQUEST FOR AVAILABILITY****PART 1. CONTRACTOR'S PROFILE** *(To be indicated upon issuance of the Standing Offers)***Legal name of business:****Address:****Contact person:****Telephone:****Fax:****Toll free number:****E-mail:****PART 2. GEOGRAPHIC AREAS WHERE SERVICES ARE PROVIDED**

	<b>Training on the Offeror's Premises*</b>	<b>Training at a Federal Institution</b>
<b>Geographical area 1 :</b> Edmonton, Alberta		
<b>Geographical area 2 :</b> Edmonton, Alberta		
<b>Geographical area 3 :</b> Cold Lake, Alberta		
<b>Geographical area 4 :</b> Wainright, Alberta		
<b>Geographical area 5 :</b> Suffield/Medicine Hat, Alberta		
<b>Geographical area 6 :</b> Lethbridge, Alberta		
<b>Geographical area 7:</b> Calgary, Alberta		
<b>Geographical area 8 :</b> Calgary, Alberta		
<b>Geographical area 9:</b> Regina, Saskatchewan		
<b>Geographical area 10 :</b> Regina, Saskatchewan		
<b>Geographical area 11:</b> Prince Albert, Saskatchewan		
<b>Geographical area 12:</b> Saskatoon, Saskatchewan		
<b>Geographical area 13 :</b> Saskatoon, Saskatchewan		

<b>Geographical area 14:</b> Brandon, Manitoba		
<b>Geographical area 15:</b> Winnipeg, Manitoba		
<b>Geographical area 16 :</b> Winnipeg, MB		
<b>Geographical area 17:</b> Yellowknife, Northwest Territories		
<b>Geographical area 18:</b> Yellowknife, Northwest Territories		
<b>Geographical area 19:</b> Iqaluit, Nunavut		
<b>Geographical area 20 :</b> Iqaluit, Nunavut		

**\* FOR TRAINING ON THE OFFEROR'S PREMISES ONLY : SERVICES AVAILABLE PER GEOGRAPHICAL ZONE (Checked areas indicate that the Offeror has facilities with access to the following services)**

<b>Services</b>	<b>Ar ea 1</b>	<b>Ar ea 7</b>	<b>Ar ea 9</b>	<b>Ar ea 12</b>	<b>Ar ea 15</b>	<b>Ar ea 17</b>	<b>Ar ea 19</b>
Classrooms in which the Offeror will provide one computer per learner.							
Wireless Internet access in the Offeror's facilities.							
Closed room separate and reserved for computer-assisted learning located in the same facilities as classes. This room will have at least five operational work stations separated by walls measuring at least four feet of height to ensure privacy of each learner, and operational equipment that meets the minimum system requirements as stated in the Statement of Work							
The classrooms proposed by the Offeror are served by a parking lot (free parking or pay parking), which is located no more than 0.50 km from the proposed facility.							
The classrooms proposed by the Offeror are located at a maximum distance of 0.50 km from a public transit stop.							
The proposed classrooms have direct access to daylight.							
At least one facility provides access for persons with limited mobility.							
At least one facility provides learners with access to a meal area outside the classrooms which includes a refrigerator and a microwave.							

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 the specified geographical areas specified while remaining in the provinces of Alberta, Saskatchewan or Manitoba or within Northwest Territories or Nunavut, the Offeror must so indicate in its offer at Part 2 of Annex "C directly on the form:

### PART 3. ASSISTANCE WITH THE REQUEST FOR AVAILABILITY

This is a model that the client can use to inquire about the availability of services before submitting a call-up. This document and the reply must be placed on file.

Date of request:

Name of contact person:

Telephone number of the contact person:

Fax number of the contact person:

Offeror name: \_

Fax number of the Offeror:

Response requested by: \_\_\_\_\_ at \_\_\_\_\_

Geographical area(s): \_\_\_\_\_

Training requested:

- ☐ 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
- ☐ Work Stream 3: Part-time Group Training in French on the Offeror's Premises
- ☐ Work Stream 4: Part-time Group Training in French at a Federal Institution
- ☐ Work Stream 5: Part-time Group Training in English on the Offeror's Premises
- ☐ Work Stream 6: Part-time Group Training in English at a Federal Institution
- ☐ Work Stream 7A: Full-time Individual Training in French on the Offeror's Premises
- ☐ Work Stream 7B: Full-time Individual Training in French at a Federal Institution
- ☐ Work Stream 8A: Full-time Individual Training in English on the Offeror's Premises
- ☐ Work Stream 8B: Full-time Individual Training in English at a Federal Institution
- ☐ Work Stream 9A: Part-time Individual Training in French on the Offeror's Premises
- ☐ Work Stream 9B: Part-time Individual Training in French at a Federal Institution
- ☐ Work Stream 10A: Part-time Individual Training in English on the Offeror's Premises
- ☐ Work Stream 10B: Part-time Individual Training in English at a Federal Institution

Delay of response: \_\_\_\_\_

Other elements: \_\_\_\_\_

Solicitation No. - N° de l'invitation

ET959-140856/A

Amd. No. - N° de la modif.

Buyer ID - Id de l'acheteur

wpg018

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

PWGSC

File No. - N° du dossier

WPG-3-36154

CCC No./N° CCC - FMS No/ N° VME

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## **ANNEX "D"**

### **SECURITY REQUIREMENTS CHECKLIST**

Solicitation No. - N° de l'invitation

ET959-140856/A

Amd. No. - N° de la modif.

Buyer ID - Id de l'acheteur

wpg018

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

File No. - N° du dossier

CCC No./N° CCC - FMS No/ N° VME

PWGSC

WPG-3-36154

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## **ANNEX "E"**

### **QUARTERLY REPORT Standing Offer Business Volume**

## **Annex A1**

### **STATEMENT OF WORK (SOW)**

For the Western Region (Alberta, Saskatchewan, Manitoba, Northwest Territories and Nunavut)

\*Please note that all work streams described in this statement of work do not automatically apply to each geographic area listed in article 10.0 of the present Annex.

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- Appendix 6. Minimum Content of In-House Training
- Appendix 7. Recommendation Report
- Appendix 8. End-of-Session Report

### **Preamble**

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

- Appendix 1. Qualification Standards in Relation to Official Languages**
- Appendix 2. Abbreviations and Acronyms**
- Appendix 3. Glossary**
- Appendix 4. CSPA Training Program Objectives**
- Appendix 5. Teaching Evaluation Report**
- Appendix 6. Minimum Content of In-House Training**
- Appendix 7. Recommendation Report**
- Appendix 8. End-of-Session Report**

**The Statement of Work includes terminology found in these appendices.**



## **ANNEX A1 - SECTION I - REQUIREMENTS**

### **1.0 Background**

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

#### **1.1 General mandate of the Canada School of Public Service (CSPS) through its Language Training Directorate:**

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

### **2.0 Training**

The purpose of this Statement of Work is to define the French and English second language training services required based on the CSPS's training programs. The Offeror must provide full-time group training\* for federal employees (learners) designated by the Identified User (IU) 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.

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

#### **2.1 Training format**

The training is structured as follows:

##### **FULL-TIME GROUP TRAINING**

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

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

#### **2.2 Delivery method**

The Offeror must provide in-class teaching using the CSPS training programs for the work streams identified in Section II. In addition, the Offeror is obligated to provide the deliverables indicated in Annex A1, Section II and Section III.

The Offeror must also ensure that the requirements of this Statement of Work 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 Offeror must use the teacher's version of the CSPS programs (PFL2 and CEWP), which are installed on the CSPS ILMS computer platform (MyAccount).

### **3.0 Type of learner**

Learners receiving learning services have the following objectives:

- to acquire skills to meet the language requirements of their positions
- to develop their second language skills

### **4.0 Language of communication with learners**

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

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

### **5.0 CSPS training programs**

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

### **6.0 Qualification standards in relation to official languages (OLs)**

Once the training is finished, a learner who needs to meet the language requirements of a position must demonstrate, through a second language evaluation test administered by the Public Service Commission (PSC) of Canada, 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 proficiency. Tests are administered by the PSC or a federal institution that has obtained a delegation of authority from the Commission to administer them.

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

### **7.0 Learner language learning plan**

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

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

Language learning plans are developed in accordance with the standards prescribed by the CSPS. For full-time group training, they include the following information:

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

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

In developing the learning plan, the CSPS will prepare a pedagogical recommendations document

which the Technical Authority (TA) will send to the Offeror at the beginning of the learner's first training session. The Offeror must take these recommendations into account when delivering the training.

## **8.0 Course loading activities**

There will be two (2) course loading options. The first will be a fixed date registration system. The second option will allow the Offeror to begin a course between the scheduled dates when at least two (2) registration requests have been received, in order to meet immediate requirements.

### **Scheduled courses**

Courses will begin on fixed dates, as follows: the third Monday in September, the third Monday in January and the third Tuesday in May. The Offeror must create a group when at least two (2) requests have been received for the same date in the course schedule, for learners at the same step of the program. The Offeror must consider all registrations received at least 20 business days before the start of the course.

When at least two (2) requests have been received, the Offeror must submit, within 48 hours, the composition of these groups to the TA for approval along with the list of learners who have not been placed in a group, if any, and then inform the IU's Project Authority.

The Offeror must place between two (2) and five (5) learners in each group. Wherever possible, the Offeror must place all the candidates in groups. For example, if 11 learners register, the Offeror cannot create two (2) groups of five (5) learners and not place one candidate, but rather must create two (2) groups of four (4) and one (1) group of three (3) learners.

If the Offeror receives a request for training less than twenty (20) business days before the start of the session, the Offeror may accept it and add the candidate to an existing group, or refuse the registration if all of the existing groups are full. In both cases the Offeror must inform the TA.

### **Requests received between scheduled dates**

If, between scheduled course dates, an Offeror receives a minimum of two (2) requests for learners at the same step of the program, including at least one request from a statutory candidate,\* the Offeror may begin a course after discussion with the TA. The Offeror will then have five (5) business days following receipt of the second request to submit the composition of the group to the TA for approval. The Offeror must begin the course within 20 business days from when the TA approves the group.

### **Call-ups:**

The IU must consult PWGSC web site entitled "Official languages training services of Canada" at this address <http://www.tpsgc-pwgsc.gc.ca/app-acq/sflo-olts/index-eng.html> to find out which Offeror has been selected for each geographic area..

If an IU issues a call-up to an offeror other than the one identified by PWGSC, the IU may be removed from the list of IUs having access to the SO and PWGSC may take performance corrective measures or other action against the Offeror.

\*Definition of a statutory candidate: *Following a non-imperative appointment, re-identification of a position from unilingual to bilingual or the raising of the position's language profile, the employee does not meet the language requirements of the position and must receive language training.*

## **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 provide the learner and the Offeror with the test date.

## 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:

Language Training		
Location of Service Delivery		
Region	Region	Region
Western	Alberta Saskatchewan Manitoba Northwest Territories Nunavut	Edmonton
		Cold Lake
		Wainwright
		Suffield / Medicine Hat
		Lethridge
		Calgary
		Regina
		Prince Albert
		Saskatoon
		Brandon
		Winnipeg
		Yellowknife
		Iqaluit

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 A1 - Statement of Work, Section II, article 6.0.

\*For the purposes of this Standing Offer, 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.

**Apart from these measures, the Offeror will not be asked to provide auxiliary services or adaptive technology. Such requirements will be the responsibility of the learner's federal institution.**

## **ANNEX A1 – 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 CSPA training programs
- 4.0 Second language evaluation tests
- 5.0 Training materials
- 6.0 Offeror's facilities
- 7.0 CSPA support to Offeror
- 8.0 Specific resource services
- 9.0 Quality assurance and specific performance measurements
- 10.0 Education and experience requirements – Resources
- 11.0 Deliverables

### **FULL-TIME GROUP TRAINING**

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

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

## **ANNEX A1 - Section II**

Work streams 1: Full-time group training in French at the Offeror's facilities  
Work streams 2: Full-time group training in English at the Offeror's facilities

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

### **1.0 Type of training provided**

Full-time group training must be delivered thirty-five (35) hours per week from Monday to Friday, except 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 per day for a total of thirty-five (35) hours per week, between 7:30 a.m. and 5:00 p.m., from Monday to Friday, except on federal government statutory holidays.

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, outside the seven (7) hour training period. Training hours do not include breaks or the lunch hour.

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

**Training must not be delivered on federal government statutory holidays and on provincial holidays in the province where the training is being given.**

Training must not be delivered between December 25 and January 1. This pedagogical break may be subject to TA approval.

### **3.0 CSPA training programs**

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

Offerors must use one of the CSPA training programs listed below. CSPA programs are based on a communicative approach and adult education principles. The Offeror can use additional activities to supplement or enhance those of the CSPA and meet the learners' needs. The complementary activities may be subject to TA approval. They must not replace the programs and must be consistent with the training objectives.

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
  - Adjust the correction of errors 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 outcome
    - 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
    - the link between the objective of the activity and the training objective
  - 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 and C

### 3.1 The PFL2 programs

The CSPS PFL<sub>2</sub> A and B and PFL<sub>2</sub> C are the programs for language training in French. They cover proficiency 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 and B consist of forty (40) training objectives and are designed to ensure that the learner achieves level B proficiency.

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

The programs include self-directed 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 A1, Section II, article 4.0), the learner may receive 210 hours (six (6) weeks) of additional training in a second language evaluation preparation (pre-SLE) consolidation group, more than once 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 based on the target level (B or C) and prepare personalized work plans with them, targeting the areas to be improved. The Offeror must give the plans to the learners and, upon request, to the TA, and follow up.

### 3.2 The CEWP program

The CSPS CEWP is the program for language training in English. It covers proficiency 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” consists of seventy-six (76) main objectives grouped into eight (8) workbooks: 1 to 3 for level A and 4 to 8 for level B.

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

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

CSPS is working on updating the CEWP program. Once the program has been updated, the Offeror will be required to use the new version of the program.

Should a learner fail to meet his or her language objectives on SLE tests (see Annex A1, Section II, article 4.0), the learner may receive 210 hours (six (6) weeks) of additional training in a second language evaluation preparation (pre-SLE) consolidation group, more than once 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 based on the target level (B or C) and prepare personalized work plans with them, targeting the areas to be improved. The Offeror must give the plans to the learners and, upon request, to the TA, and follow up.

### 3.3 PFL2 and CEWP program steps and modes

Programs: PFL2 A, B and C and CEWP A, B and C		
Duration of steps		
<b>Program Levels A &amp; B</b>	French as a Second Language Introduction	105 hours (3 weeks)
	Step 1	350 hours (10 weeks)
	Step 2	350 hours (10 weeks)
	Step 3	350 hours (10 weeks)
	Step 4	420 hours (12 weeks)
<b>Program Level C</b>	Step 5	350 hours (10 weeks)
	Step 6	315 hours (9 weeks)
<b>Make-up sessions</b>	210 hours (6 weeks)	

\* The Technical Authority (TA) could change the duration of each step based on the groups proposed when the TA approves the composition of these groups.

**4.0** Should a learner require a second language evaluation (SLE) test, the IU must set a date and make the necessary arrangements so that the learner can take the SLE tests.

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 in the level B program and at the end of the preparatory sessions for learners in the level C program, or at a time chosen by the IU.



The tests are administered by the Public Service Commission of Canada 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 when 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 advisors and learners. Materials given to learners must be their property. The Offeror may provide photocopies only if the original material is not available from Government of Canada Publications 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 computers for the teaching resource and each learner.

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

Required materials for levels A and B in French:

- OFs 1 to 40 (40 workbooks)
- Consolidations 1 to 4 (4 workbooks)
- Auto-évaluations 1 to 4 (4 workbooks)

Required materials for level C in French:

- Sessions préparatoires 1 and 2 (2 workbooks)

Required materials for levels A and B in English:

- Interface Canada, Student's Books 1 to 8

Required materials for level C in English: none

The Offeror is not obligated to purchase the four (4) PFL<sub>2</sub> C modules or the CEWP C, as they are not available in print format through Government of Canada Publications. However, they are available on MyAccount and the four (4) PFL<sub>2</sub> C modules are available for purchase from Government of Canada Publications in DVD format. Learners can print them, in whole or in part, if they wish to do so.

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

In addition to the training program materials available on the Government of Canada Publications Web site, the Offeror's teaching resources and pedagogical advisors 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 must contact the TA.

## **6.0 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 SO Authority may inspect the Offeror's facilities at any time without prior notice.

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

It is preferable for the Offeror's facilities to be located near a public transportation stop.

It is preferable for learners to have access to free parking at the Offeror's facilities.

## **6.1 Classrooms**

For each group training session, the Offeror must provide a reasonably soundproofed classroom that is at least 300 square feet and has all the furnishings and materials needed for language training, i.e., a wall chart, tables, chairs for the learners and the teaching resource, lighting, heating and a space to store notebooks and coats. The classroom will be a distinct closed room. It is preferable that the classrooms have windows with direct access to daylight. Offerors that have facilities with accommodations must provide classrooms consistent with the accommodations required for a learner, as indicated in the call-up. If the Offeror's classrooms are being used for a first time under this SO, they must be ready at least five (5) business days before the start of training.

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

### **6.1.1 Computer equipment**

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

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

In addition, the Offeror may provide the learners with the following additional tools:

- Wireless internet access, allowing learners to use their mobile devices to access the CSPS's training programs
- A separate closed room for computer-assisted learning located in the same facilities as the classrooms. The room must have at least five (5) operational workstations

separated by partitions at least four (4) feet high to ensure the privacy of each learner, and operational equipment meeting the minimum technical requirements of points 1 to 12 above.

## **6.2 Individual meeting room**

For every three (3) groups, the Offeror must provide one (1) meeting room. This room 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, the Offeror must equip all meeting rooms in such a way that enables learners to listen to the training program recordings.

## **6.3 Photocopier**

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

Learners should not be required to print the materials which the Offeror is required to make available to them as part of the training program.

## **6.4 Learner printing**

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

Learners should not be required to print the materials which the Offeror is required to make available to them as part of the training program.

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 ENERGY STAR or 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, fax machines and photocopiers. It is strongly recommended that the used ink cartridges can be returned to the manufacturer for reuse or recycling.
- recycling bins for paper, newsprint and plastic and aluminum containers are available to learners and are emptied regularly, where this service is available, in compliance with the local recycling programs.

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

The federal government reserves the right to conduct inspections by visiting the Offeror's facilities, if necessary, 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 classrooms.

## **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 advisors 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 A1, Statement of Work. These resources must attend, at the Offeror's expense, Part 1 of the familiarization sessions, as detailed in clause 7.1.1 of this section. In order to be able to administer assessment tools (OIV), all pedagogical advisors must take familiarization session Part 2 below (with the TA's approval, teaching resources with experience in CSPS language training programs may also attend the familiarization session). When the TA considers it necessary, pedagogical advisors must also attend Part 3, in addition to Parts 1 and 2, to become familiar with their roles and responsibilities.

The purpose of these sessions is to enable the teaching resources and pedagogical advisors 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 in familiarization sessions, such as compensation for the resources.

Teaching resources and pedagogical advisors must attend the familiarization sessions, unless the TA feels that they already have the necessary familiarity with the programs and/or 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 advisors, 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 advisors who have been trained in CSPS training programs is exhausted because of the extreme procurement demand imposed by the IU or other IUs in other call-ups pursuant to this or other SOs in the same region in response to RFSO EN578-093429/A;
- a call-up is issued before the familiarization sessions have been provided; or
- there is an unforeseen need to replace a teaching resource or a pedagogical advisor.

In these three (3) cases, the teaching resources and pedagogical advisors 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 advisors who have not attended any familiarization sessions, Part 2 for pedagogical advisors who have already attended Part 1 (Part 1 is a pre-requisite to Part 2) or Part 3 for pedagogical advisors who have attended Parts 1 and 2.

However, the pedagogical advisor must provide an in-house session about the program(s) before the teaching resource goes to the classroom. The minimum content to be covered in this session is listed in Appendix 6. The Offeror must inform the TA of the dates scheduled for the training session provided by the pedagogical advisor. The TA may attend this session. The Offeror must register

the teaching resource(s) and pedagogical advisor(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 and 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, for training program levels A and B (prerequisites to the level C familiarization session), and 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 provided for all teaching resources and pedagogical advisors who meet the requirements set out in Annex A1, Section II, article 10.0.

The sessions are expected to be given by the CSPA in class or virtually. The TA is the only Authority who can establish the schedule 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 (level 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 advisor 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, even up to suspending 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 advisors to provide them with greater insight into how to administer the tools, and the importance of providing learners with feedback. Upon TA approval, teaching resources with 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 or virtually. The TA reserves the right to determine the training schedule 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 advisors 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 advisors, with respect to this SO**

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

### **7.1.4 Location of familiarization sessions**

At the discretion of the Technical Authority (TA), the familiarization sessions for teaching resources and pedagogical advisors will be held at CSPA facilities or virtually and may be provided at the Offeror's facilities. Participants will still have the option to attend the sessions virtually to minimize travel costs for the Offeror. The CSPA will not charge offerors any fees for the familiarization sessions. 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 for teaching resources and pedagogical advisors if the TA deems it necessary. Teaching resources and pedagogical advisors must attend these sessions. The sessions will be scheduled during class time and may be up to one day in length. The Offeror must replace the teaching resources, unless otherwise indicated by the TA. If the teaching resources are not replaced during the pedagogical sessions, learners will work independently during these sessions. Teaching resources must therefore 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 CSPA's facilities, or virtually, as determined by the TA. The Offeror is responsible for all of its resources' travel expenses, at no additional cost to Canada.

## **8.0 Specific resource services**

### **8.1 Pedagogical advisors**

The Offeror must assign dedicated primary pedagogical advisors. "Dedicated" refers to the assignment of resources on the basis of the ratios shown below.

The Offeror must assign at least one (1) primary pedagogical advisor for every ten (10) class groups. With the approval of the TA, teachers may perform a percentage of their work as a pedagogical advisor for courses other than theirs. If the Offeror is issued more than one standing offer for a number of work streams, the Offeror may assign a primary pedagogical advisor to more than one work stream in accordance with the ratios listed below:

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

For example, if the Offeror sets up training for 15 full-time groups, one primary pedagogical advisor will have to be assigned for the first 10 groups and a second primary pedagogical advisor for the

remaining 5 groups. The second pedagogical advisor could also be assigned responsibility for up to 15 full-time learners in individual training, 25 part-time groups or 50 part-time learners in individual training.

The Offeror must adhere to the ratios for all the work streams for which it was issued a standing offer against which call-ups have been issued.

The Offeror must also assign one (1) backup pedagogical advisor for every three (3) primary pedagogical advisors. A primary pedagogical advisor cannot be proposed as a backup pedagogical advisor and vice versa, whether in the same work stream or in another work stream. With the approval of the TA, teachers may perform a percentage of their work as a backup pedagogical advisor for courses other than theirs.

### **8.1.1 Supervision by the pedagogical advisor**

#### **8.1.1.1 Teaching evaluation report (Appendix 5 – Annex A1)**

Each pedagogical advisor assigned to a group will visit with the learners in the classroom to ensure that the courses are being delivered in accordance with training program requirements and that teaching methods are consistent with adult education principles. The pedagogical advisor must also be available to meet with the learner on request.

The pedagogical advisor must plan classroom teaching observation sessions. With the approval of the TA, virtual (remote) observation sessions may be used when courses are held in regions that are far from the pedagogical advisor's place of work. For each visit or remote observation session, the pedagogical advisor must record his or her observations in a written report and submit it to the TA no later than thirty-five (35) business days after the start of the session. The TA may require classroom visits or virtual observation sessions on request if the TA feels that the teaching resources or learners need specific support. For virtual teaching observation sessions, the TA may request additional information as needed (e.g., photos of the facilities).

The following items must be addressed in each report:

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

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

When pedagogical shortcomings are observed or pointed out, the Offeror must perform a follow-up with the teaching resource, including an evaluation, using the Teaching Evaluation Report template (Appendix 5 of Annex A1, Statement of Work), followed by:

- i. Feedback for 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, but is not limited to:
  - training sessions given by a pedagogical advisor
  - pairing with an experienced teaching resource



- coaching
- iii. Verification that action plan objectives have been met

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

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

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

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

#### **8.1.1.3 Planning, individual work plans and reports**

The pedagogical advisor 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 advisor must assist the teaching resources to help them prepare satisfactory plans and reports. If requested by the TA or the IU's Project Authority, the pedagogical advisor must submit the plans and individual work plans, no later than two (2) business days following the request.

#### **8.1.1.4. Learner training file**

The pedagogical advisor 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 Welcome session for new learners**

At the beginning of the learners' training, the pedagogical advisor must prepare and facilitate a welcome session. This session must cover at least the following: introduction to the training program delivery and the roles and responsibilities of the teaching resource and pedagogical advisor. For full-time group training, the pedagogical advisor must participate in the welcome session. Only with the TA's approval can the pedagogical advisor take part remotely if the courses are given in areas far from the advisor's place of work. The teaching resource should attend in person.

#### **8.1.1.6 Replacement of pedagogical advisors**

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



## **8.2 Teaching resources**

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

### **8.2.1 Replacement of teaching resources**

In the event that a teaching resource must take an unexpected leave of absence, the Offeror must ensure an immediate replacement. Only teaching resources or pedagogical advisors who already meet the education and experience requirements set out in clause 10.2 of this section and who have already been trained by the TA on the use of the CSPS products applicable to the training programs listed in article 4 of this section can be backup teaching resources, as stipulated in clause 7.1.

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

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

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

### **8.2.2 Preparation time**

The Offeror must ensure that teaching resources devote one (1) hour to course preparation for every six (6) hours of teaching time, that is, one (1) hour of preparation time per seven (7) hour training day, at the Offeror's facilities. During that hour, the learners must perform self-directed learning activities. In order to allow the 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 with each learner individually once per week for 30 minutes. During this time, the learners who are not in the meeting must perform self-directed 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 one and a half (1.5) to two and a half (2.5) hours of self-directed learning per week to allow for one-on-one meetings. These hours of self-directed learning must be added to those taking place during the preparation time (clause 8.2.2 of this section), for a total of six and a half (6.5) to seven and a half (7.5) hours of self-directed learning per week.

## **9.0 Quality assurance and specific performance measurements**

For all reports referred to in this part and under Deliverables, (article 11 of this section), templates and familiarization sessions will be provided for the Offeror's teaching resources and pedagogical advisors.

### **9.1 Absence report**

The teaching resource must record learner absences in the monthly absence report. All partial- and full-day absences must be recorded. Monthly absence reports must be initialled by the

learners at the end of each week and submitted to the IU's Project Authority within five (5) business days following the end of each training month.

In addition, the Offeror must contact the IU's Project Authority if a learner has repeated absences, late arrivals or early departures that could impede his or her learning. 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 End-of-step report (Annex A1 – Appendix 8)**

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

## **9.3 Learner learning performance**

### **9.3.1 Oral Interaction Verification (OIV)**

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

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

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

OIVs are to be used by the Offeror only in connection with this Standing Offer and contracts stemming from this Standing Offer, for which the TA is the CSPS.

### **9.3.2 Predictive test, Reading Comprehension and Writing Expression**

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 comprehension and written expression tests and determines whether specific support is needed to prepare for these tests.

The Offeror's pedagogical advisor 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.

## **9.4 Learning performance monitoring and teaching quality assessment**

### **9.4.1 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 Standing Offer. 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, even up to suspending the SO for one or more sessions.

#### **9.4.2 Language training Quality Assurance Measurement Tool (QAMT)**

At the end of each program step, the Offeror must have the learners fill out, electronically or on paper, as requested by the TA, the CSPA language training Quality Assurance Measurement Tool (QAMT) questionnaire with regard to their degree of satisfaction with the training received. The Offeror must inform the TA by email when all group members have completed it electronically or, if the QAMT has been completed on paper, must 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 advisors), training program and teaching methods.

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

### **10.0 Education and experience requirements – Resources**

All resources proposed by the Offeror must have mastered the language being taught and be sufficiently proficient in the other official language to explain basic concepts of the language being taught. The pedagogical advisor 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 advisors**

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 advisor.

The resources proposed to replace primary and backup pedagogical advisors 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 advisors** do not include Parts 1, 2 and 3 of the familiarization sessions on CSPA language training programs.

##### **10.1.1 Primary and backup pedagogical advisors – Mandatory qualifications**

All primary and backup pedagogical advisors must have at least a bachelor's degree

from a recognized Canadian university. In cases where studies were completed at an institution outside Canada, only an equivalency certificate from an accredited institution recognizing the credentials as Canadian equivalencies 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 certificates and diplomas against Canadian standards, 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 600 hours of experience since January 2007 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 or group basis.
- b. at least 1,800 hours of experience as a teaching resource since January 2007, delivering full-time and/or part-time English or French as a second language courses to adults, using one or more of the following training programs:
  - PBFT
  - PFL<sub>2</sub> A and B or PFL<sub>2</sub> C
  - CEWP
  - a program used by a recognized Canadian post-secondary institution
  - any other English or French as a second language adult education program.

As proof of education, 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 advisor's level of education. If an original document is submitted, a copy must be made by the TA and returned to the Offeror after the offer evaluation process has been completed.

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

## **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 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 at an institution outside Canada, only an equivalency certificate from an accredited institution recognizing the credentials as Canadian equivalencies 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, identified on the Canadian Information Centre for International Credentials Web site:

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

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

#### **10.2.1.1. Teaching resources**

Teaching resources must have acquired, since January 2007, a minimum of 500 hours of experience teaching English or French as a second language to adults, on an individual or group basis. In addition, these hours of training must have been delivered using one or more of the following programs:

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

#### **10.2.1.2. Teaching resources in training**

A teaching resource who does not have the experience described in **10.2.1.1** or who is in his or her last year of a bachelor's degree program at a recognized Canadian university will be considered a teaching resource in training. Teaching resources in training must be paired with experienced teaching resources until they have met the requirements of **10.2.1.1** and attended the familiarization sessions. Their progress will be constantly monitored by a pedagogical advisor. 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 advisor 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 resource's 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 of the teaching resource. The SO Authority may at any time require an original document or a true copy of the original certified by a commissioner of oaths.

The Offeror must also provide a certificate confirming each main teaching resource's experience. The certificate must provide the following information: name of the client organization, name and telephone number of a contact person, number of hours of experience as a teaching resource, and the 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 requested by the IU, and emailed, 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 A1 –  
SECTION III  
Deliverables for Full-Time Group Training**

<b>Deliverables</b>	<b>The Offeror Must:</b>
1) Teaching evaluation report (Section II, clause 8.1.1.1)	Record in-class observations in a report once per session or more often if requested by the TA. Submit the report to the TA no later than 35 days after the start of the session.
2) Pedagogical advisor's action in response to a complaint or for an intervention with learners (Section II, clause 8.1.1.2)	Conduct all learner interventions at the request of a learner, the TA or the IU's Project Authority when a learner's behaviour disrupts training. Submit the report to the IU's Project Authority and, upon request, to the TA, on the business day following the request. Further to a complaint, submit a detailed report on the teaching practices and interventions proposed no later than two (2) business days after receiving the complaint, unless otherwise indicated by the TA.
3) Learner absence report (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 within 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 learning, no later than 48 hours after observing such absences, late arrivals or early departures.
4) End-of-session report (Section II, clause 9.2)	Submit the report to the IU at the end of each step, and to the TA upon request. Keep the report in the learner's file for consultation.
5) Training materials (Section II, article 5.0)	Acquire CSPS training program material. Provide the teaching resource, the learner and the pedagogical advisor with it.
6) Training schedule	Prepare the training schedule and submit it to the TA and, upon request, to the IU, no later than one business day before the training begins.
7) Various documents (Section II, clause 8.1.1.3)	Provide the TA with all plans, reports, records and individual work plans no later than two (2) business days following the request.

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

## ANNEX A1 – APPENDIX 1

### Qualification Standards in Relation to Official Languages

<http://www.tbs-sct.gc.ca/gui/squn03-fra.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 (3) 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 (2) 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 language 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 (3) 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 (2) 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**



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

## **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**

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

## **Written comprehension in the second official language – Proficiency level C Standard description**

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

A person reading at this level can:

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

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

### Examples

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

### 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

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

## Written expression in the second official language – Proficiency level B

### Standard description

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

A person writing at this level can:

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

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

## Examples

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

## Written expression in the second official language – Proficiency level C Standard description

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

A person writing at this level can:

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

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

## Examples

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

## **Oral proficiency in the second official language – Level A**

### **Standard description**

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

A person speaking at this level can:

- ask and answer simple questions
- give simple instructions
- give uncomplicated directions related to routine work situations

People at this level make many errors and have 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
- discuss 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 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 and 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 A1 - APPENDIX 2**

### **ABBREVIATIONS AND ACRONYMS**

**CEWP - Interface Canada**

Communicative English at Work Program – Levels A and B

**CEWP - Interaction Canada**

Communicative English at Work Program – Level C

**CSPS**

Canada School of Public Service

**ILMS**

Integrated Learning Management System

**IU**

Identified user: The identified users authorized to make call-ups against the Standing Offer include all federal departments, agencies or Crown corporations listed in Schedules I, I.1, II and III of the *Financial Administration Act*, R.S., 1985, c. F-11.

**OF**

Objectif de formation

**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, Levels A, B and C

**PSC**

Public Service Commission

**PWGSC**

Public Works and Government Services Canada

**QAMT**

Quality Assurance Measurement Tool

**SLE**

Second Language Evaluation

**SO**

Standing offer

**SOW**

Statement of work

**TA**  
Technical authority

**TO**  
Training objective



## **ANNEX A1 – APPENDIX 3**

### **GLOSSARY**

In the event of a discrepancy between the definitions in this glossary and those in Annex A1 – 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 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 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:

- New Year's Day (January 1, or the Monday following that date if January 1 falls on a Saturday or Sunday)
- Good Friday
- Easter Monday
- Victoria Day (Monday preceding May 25, National Patriots' Day in Quebec)
- Canada Day (July 1, or the Monday following that date if July 1 falls on a Saturday or Sunday)
- Civic Holiday (statutory holiday in the province where the course is being given)
- Labour Day (first Monday in September)
- Thanksgiving (second Monday in October)
- Remembrance Day (November 11)
- Christmas and Boxing Day (December 25 and 26)

Family Day is a provincial statutory holiday in some provinces but is not recognized as a statutory holiday by the Government of Canada.

#### **Full-time training**

Training provided 35 hours per week.

#### **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 course for learners who have failed the SLE test. The pre-SLE consolidation session 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, PFL<sub>2</sub> A and B, and by Programme de français langue seconde, PFL<sub>2</sub> C.

**Programme de français langue seconde, Levels A and B (PFL2 A and 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, Level 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 the advanced level (level C).

**Qualification standards in relation to official languages (OL)**

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. These tests are administered only if required by Canada.

**Session**

Group training is delivered in the form of sessions. One regular session corresponds to one step of the program and is 12 weeks, or 420 hours, in length. Make-up sessions may be added to the training and are six (6) weeks, or 210 hours, in length.

**Step**

CSPS language training programs are divided 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 are part of CSPS training programs and are defined in the training documents.

## **ANNEX A1 – APPENDIX 4**

### **CSPS TRAINING PROGRAM OBJECTIVES**

Preparation for the oral proficiency test takes place after:

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

#### **1. PFL<sub>2</sub> A and B**

At the end of each step of PFL2 A and B, there is a step 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 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. PFL<sub>2</sub> C

#### 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
<b>STEP 2</b>	
4	TO 37 - giving assurance (will; time adverbials; (in)direct objects)
	TO 38 - describing things
	TO 39 - asking / granting permission (modal use: can, could, may, have to)
	TO 40 - making comparisons (comparative; superlatives; intensifiers)
	TO 41 - alphabet and spelling / social formulation
	TO 42 - telling what happened (contrast past aspects)
	TO 43 - leaving and taking a message (modals: can, could, would)
	TO 44 - talking about intentions (intro: conditional sentences)
5	TO 45 - polite requests (can, could, will, would, mind+)
	TO 46 - asking about cost and quantity (much, many, a few...)
	TO 47 - arriving for an appointment
	TO 48 - ongoing situations (into: present perfect)
	TO 49 - showing how, giving instructions (adverbs for sequence)
	TO 50 - health (modal: should, ought to)
	TO 51 - Review social expression, introductions
	TO 52 - talking about the recent past (contrast past, present perfect, time expressions)
1 - 5	<b>CONSOLIDATION Level A objectives (Review)</b>
<b>STEP 3</b>	
6	TO 53 - explaining how to get somewhere
	TO 54 - making inquiries (info, yes/no, indirect)
	TO 55 - offering help
	TO 56 - remembering the past (discontinued habit; modals)
	TO 57 - speculating (modals + be)

	TO 58 - looking for people and things (indirect questions; modals)
	TO 59 - similarities and differences (both, neither, (n)or, intensifiers)
	TO 60 - arranging to meet with someone (modal auxiliaries)
7	TO 61 - hypothetical situations (conditional: probable, improbable)
	TO 62 - satisfaction and dissatisfaction (like, enjoy, hate, can't stand..)
	TO 63 - referring (mixed modals)
	TO 64 - past experience (present perfect, simple past, used to, time adverbials)
	TO 65 - getting together (inviting; modals, social expressions)
	TO 66 - opinions and reactions (agreement; so/too; (n)either)
	TO 67 - skills and know-how (gerunds for activity, good at)
	TO 68 - relaying a message (reported speech)
<b>STEP 4</b>	
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 niveau C

##### INTERACTION (program A – B, C)

##### STEP 5

Review Phase  
Phase 1

##### STEP 6

Phase 2  
Phase 3

## APPENDIX 5

### TEACHING EVALUATION REPORT

The Offeror is informed that the TA uses the same tool to evaluate teaching. Should there be a discrepancy between the results of the TA and the pedagogical advisor, the TA, at his or her discretion, may call a meeting with the pedagogical advisor to resolve the differences. The pedagogical advisor must follow the instructions given by the TA at the meeting.

Date: Evaluation performed by

Name:

Title:

Offeror:

Group no.

Training mode (check appropriate box):

Teaching resource:

Program step:

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

Activities observed:

☐ PFL<sub>2</sub> A and B      TO/OF: Activity:      Unit/Capsule (specify):

☐ PFL<sub>2</sub> C      Session préparatoire: or Module:      Activity:

☐ Other (specify)

**Put an X in the box next to any criteria that need improvement.**

**Then indicate the rating for the teaching resource's performance:**

**3** – meets 80% or more of the requirements

**2\*** – meets 60% to 79% of the requirements

**1\*\*** – meets 59% or fewer of the requirements

\*Show and comment on the point(s) needing improvement.

\*\*Indicate measures to be taken by the pedagogical advisor and teaching resource to meet the following criteria.

\*\*\*If the criteria do not apply to the activities observed, state this in the comments section.

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

The teaching resource:

a) establishes links between activities and training objectives <input style="float: right;" type="checkbox"/>
b) ensures that the learners understand the training objectives <input style="float: right;" type="checkbox"/>

**Rating: 1 / 2 / 3**

**Comments / Points to be improved**



## 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 be improved**

## 3. The activities are varied and meet learners' needs.

The teaching resource:

a) varies how she/he presents activities while maintaining the training objective <input type="checkbox"/>
b) relates the learners' experience to the objectives of the scheduled activities <input type="checkbox"/>
c) tailors 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) adjusts time allocated to activities to learners' needs <input type="checkbox"/>
g) uses authentic documents <input type="checkbox"/>
h) leads activities in a way that maximizes the learners' speaking time <input type="checkbox"/>

**Rating: 1 / 2 / 3**

**Comments / Points to be improved**

## 4. Corrections are well balanced and adhere to adult education principles on dealing with errors.

The teaching resource:

a) varies correction in line with the activity objective of the unit of study <input type="checkbox"/>
b) gives corrections in line with the learner's needs and the training objective at hand <input type="checkbox"/>
c) limits his/her interventions during communication activities, correcting only errors that obscure meaning <input type="checkbox"/>
d) uses written support when necessary <input type="checkbox"/>

e) reviews and corrects difficulties encountered during an activity before moving on to the next one ☐

f) uses positive reinforcement ☐

**Rating: 1 / 2 / 3**

**Comments / Points to be improved**

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

The teaching resource:

a) requires the participation of all learners ☐

b) encourages spontaneous interaction and ties it in to the areas of study ☐

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

d) equally distributes speaking opportunities among learners ☐

e) provides learners with opportunities to speak as much as possible ☐

f) makes the learners responsible for their learning by assigning them to lead certain activities ☐

**Rating: 1 / 2 / 3**

**Comments / Points to be improved**

**6.1. In PFL<sub>2</sub> A and B, the teaching resource takes the nature of the units of study into consideration (exploration, functions, etc.).**

a) The duration of the unit of study complies with what is set out in the program ☐

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

c) The teaching resource presents the unit at the time indicated in the program ☐

d) The activities selected meet the learners' needs ☐

e) The teaching resource uses online learning tools judiciously ☐

f) The objective of the activity is met ☐

**Rating: 1 / 2 / 3**

**Comments / Points to be improved**

**6.2. In PFL<sub>2</sub> C, the teaching resource takes the nature of the activities set out in the program into consideration.**

The teaching resource:

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

**Rating: 1 / 2 / 3**

**Comments / Points to be improved**

**7. The teaching resource creates a dynamic that is conducive to group learning.**

The teaching resource:

a) demonstrates a positive attitude towards the program being taught <input type="checkbox"/>
b) stimulates learner interest through his/her way of introducing the activities <input type="checkbox"/>
c) chooses relevant and varied activities <input type="checkbox"/>
d) factors in situations that arise in class (fatigue, unexpected demands, comments) and adjusts the planned activities accordingly <input type="checkbox"/>
e) allows learners to test and develop their own strategies <input type="checkbox"/>
f) uses the learners' first official language when required <input type="checkbox"/>

**Rating: 1 / 2 / 3**

**Comments / Points to be improved**

**8. Observations and comments on the group**

The learners:

a) are progressing and are at roughly the same level <input type="checkbox"/>
b) speak spontaneously <input type="checkbox"/>
c) ask questions <input type="checkbox"/>

d) participate actively <input type="checkbox"/>
e) use their second language in class <input type="checkbox"/>
f) contribute to creating an atmosphere which is conducive to learning <input type="checkbox"/>

**Evaluator's comments:**

## **APPENDIX 6**

### **MINIMUM CONTENT OF IN-HOUSE TRAINING SESSIONS (Section II, Clause 8.1)**

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

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

1. use PFL2 A and B, PFL2 C or CEWP classroom and self-directed 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 the roles and responsibilities of learners, teaching resources and the Canada School of Public Service
8. prepare absence, progress, end-of-session and recommendation reports

## APPENDIX 7

### RECOMMENDATION REPORT

Learner's Name / Nom de l'apprenant :

School / École :

<b>Ministère / Department</b>	
<b>Groupe / Group</b>	
<b>Étape / Step</b>	
<b>Programme / Program</b>	court / short <input type="checkbox"/> long <input type="checkbox"/>
<b>Ressource enseignante / Teacher</b>	
<b>Conseiller pédagogique / Pedagogical Adviser</b>	

#### RECOMMENDATION / RECOMMANDATION:

- ☐ Continue training at the next step of the program / Poursuivre la formation à l'étape suivante du programme
- ☐ Remake current step of the program / Refaire l'étape du programme en cours

Comments / Commentaires:

Date:

## APPENDIX 8

### END-OF-STEP REPORT

Template for Full-Time Group Training

<b>Name of learner</b>		<b>Department</b>	
<b>School</b>			
<b>Group</b>		<b>Teaching resource</b>	
<b>Step</b>		<b>Pedagogical advisor</b>	
<b>Program</b>	PFL <sub>2</sub> CEWP		

#### 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 learner's teaching resource in the next step, e.g. difficulties and strategies that work well, etc.)

## APPENDIX 9

### TRAINING SCHEDULE

Templates to be used for full-time individual training

#### 1. PFL2 –A, B and C

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



## 2. CEWP Program

<b>GROUP:</b>		<b>DATE:</b>	
<b>TEACHING RESOURCES:</b>		<b>PEDAGOGICAL ADVISOR:</b>	
<b>START DATE:</b>		<b>END DATE:</b>	
<b>LEVELS A &amp; B</b>			
<b>STEP 1</b>	<b>FROM:</b>	<b>TO:</b>	
Introduction <b>TO 1 – 36</b> (Books 1, 2 & 3)	Week of:	<input type="checkbox"/> Oral Interaction Verification (OIV), Step 1 <input type="checkbox"/> Quality Assurance Measuring Tool (QAMT)	
<b>STEP 2</b>	<b>FROM:</b>	<b>TO:</b>	
<b>TO 37 – 52</b> (Books 4 & 5)	Week of:	<input type="checkbox"/> Reading Comprehension and Written Expression Predictor Tests	
	Week of:	<input type="checkbox"/> OIV, Step 2 <input type="checkbox"/> QAMT	
<b>STEP 3</b>	<b>FROM:</b>	<b>TO:</b>	
<b>TO 53 – 68</b> (Books 6 & 7)	Week of:	<input type="checkbox"/> OIV, Step 3 <input type="checkbox"/> QAMT	
<b>STEP 4</b>	<b>FROM:</b>	<b>TO:</b>	
<b>TO 69 – 76</b> (Book 8)	Week of:	<input type="checkbox"/> OIV – B Synthesis, Step 4 <input type="checkbox"/> QAMT	
<b>LEVEL C</b>			
<b>STEP 5</b>	<b>FROM:</b>	<b>TO:</b>	
<b>Session 9</b> Book “Review Phase”	Week of:	<input type="checkbox"/> OIV – B Consolidation	
<b>Session 10</b> Book “Phase One” “Phase Two”	Week of:	<input type="checkbox"/> OIV – C Mid-session <input type="checkbox"/> QAMT	
<b>STEP 6</b>	<b>FROM:</b>	<b>TO:</b>	
<b>Session 11</b> Book “Phase One” “Phase Two”	Week of:	<input type="checkbox"/> SLE Preparation for Reading Comprehension and Written Expression Tests (2 hrs / day for 2 weeks)	
	Week of:	<input type="checkbox"/> SLE: Reading Comprehension and Written Expression Tests	
<b>Session 12</b> Book “Phase Two” “Phase Three”	Week of:	<input type="checkbox"/> OIV – C Synthesis	
	Week of:	<input type="checkbox"/> SLE-TOP <input type="checkbox"/> QAMT	
<b>END OF PROGRAM</b>			

## **Annex A2**

### **STATEMENT OF WORK (SOW)\***

For the Western Region (Alberta, Saskatchewan, Manitoba, Northwest Territories and Nunavut)

\*Please note that all work streams described in this statement of work do not automatically apply to each geographic area listed in article 10.0 of the present Annex.

#### **TABLE OF CONTENTS SECTION I – REQUIREMENTS**

##### **Preamble**

- 1.0 Background
- 2.0 Training
- 3.0 Type of learner
- 4.0 Language of communication with learners
- 5.0 CSPS training programs
- 6.0 Qualification standards in relation to official languages
- 7.0 Learner language training plans
- 8.0 Course loading activities
- 9.0 SLE (second language evaluation) test scheduling
- 10.0 Learner training location

#### **SECTION II – WORK STREAMS**

##### **PART-TIME GROUP TRAINING**

Work stream 3: Part-time group training in French at the Offeror's facilities

Work stream 4: Part-time group training in French at a federal institution

Work stream 5: Part-time group training in English at the Offeror's facilities

Work stream 6: Part-time group training in English at a federal institution

For each of the work streams in Section II above, 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 tests
- 5.0 Training materials
- 6.0 Facilities
- 7.0 CSPS support to Offeror
- 8.0 Specific resource services
- 9.0 Quality assurance and specific performance measurements
- 10.0 Education and experience requirements – Resources
- 11.0 Deliverables

### **SECTION III – TABLE OF DELIVERABLES**

#### **APPENDICES**

- Appendix 1. Qualification Standards in Relation to Official Languages
- Appendix 2. Abbreviations and Acronyms
- Appendix 3. Glossary
- Appendix 4. CSPA Training Program Objectives
- Appendix 5. Teaching Evaluation Report
- Appendix 6. Minimum Content of In-House Training
- Appendix 7. End-of-Session Report

### **Preamble**

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

**Appendix 1. Qualification Standards in Relation to Official Languages**

**Appendix 2. Abbreviations and Acronyms**

**Appendix 3. Glossary**

**Appendix 4. CSPA Training Program Objectives**

**Appendix 5. Teaching Evaluation Report**

**Appendix 6. Minimum Content of In-House Training Appendix 7. End-of-Session Report**

**The Statement of Work includes terminology found in these appendices and/or in Parts A and B of the Standing Offer (SO).**

## **ANNEX A2 - SECTION I - REQUIREMENTS**

### **1.0 Background**

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

#### **1.1 General mandate of the Canada School of Public Service (CSPS) through its Language Training Directorate:**

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

### **2.0 Training**

The purpose of this Statement of Work is to define the French and English second language training services required based on the CSPS's training programs. The Offeror must provide part-time group training\* for federal employees (learners) designated by the Identified User (IU), in all regions other than the National Capital Region (NCR), 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.

\* See the appropriate Section II for a full definition of each mode of training.

#### **2.1 Training format**

The training is structured as follows:

##### **PART-TIME GROUP TRAINING**

Work stream 3: Part-time group training in French at the Offeror's facilities

Work stream 4: Part-time group training in French at a federal institution

Work stream 5: Part-time group training in English at the Offeror's facilities

Work stream 6: Part-time group training in English at a federal institution

#### **2.2 Delivery method**

The Offeror must provide in-class teaching using the CSPS training programs for the work streams identified in Section II. In addition, the Offeror is obligated to provide the deliverables indicated in Annex A2, Section II and Section III.

The Offeror must also ensure that the requirements of this Statement of Work 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 Offeror must use the teacher's version of the CSPS programs (PFL2 and CEWP), which are installed on the CSPS ILMS computer platform (MyAccount).

### **3.0 Type of learner**

Learners receiving learning services have the following objectives:

- to develop their second language skills
- to retain their second language skills

#### **4.0 Language of communication with learners**

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

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

#### **5.0 CSPS training programs**

Every CSPS training program referred to in work streams 3 includes specific objectives and/or modules. A descriptive list of these objectives can be found in Appendix 4 of this Annex.

#### **6.0 Qualification standards in relation to official languages (OLs)**

Once the training is finished, the learner must demonstrate, if required, through a second language evaluation test administered by the Public Service Commission (PSC) of Canada, 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 proficiency. Tests are administered by the PSC or a federal institution that has obtained a delegation of authority from the Commission to administer them.

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

#### **7.0 Learner language learning plan**

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

#### **8.0 Course loading activities**

There will be two (2) course loading options. The first will be a fixed date registration system. The second option will allow the IU to create its own custom groups, in compliance with the requirements of this SO.

1. By registration: Courses will begin on fixed dates, as follows: the third Monday in September, the third Monday in January and the third Tuesday in May. The Offeror must create a group when at least four (4) requests have been received for the same date in the course schedule, for learners at the same learning level.

The IU must register its employee(s) in the desired learning level (beginner, intermediate or advanced) following the employee(s)' assessment or self-assessment, by issuing a call-up. The Offeror must receive the call-up no later than ten (10) business days before the start of the session.

The Offeror must create a group when at least four (4) requests have been received for the same date in the course schedule, for learners at the same learning level of the program. The Offeror must create groups that meet the requirements of article 3 of Annex A2 – Statement of Work. The TA reserves the right to verify the composition of the groups.

The Offeror must place between four (4) and eight (8) learners in each group. Wherever possible, the Offeror must place all the candidates in groups. For example, if seventeen

(17) learners register, the Offeror cannot create two (2) groups of eight (8) learners and not place one candidate, but rather must create two (2) groups of five (5) and one group of seven (7) learners.

If the Offeror receives a call-up less than ten (10) business days before the start of the session, the Offeror may accept it and add the candidate to an existing group, or refuse the registration. In both cases the Offeror must inform the TA.

2. Custom: the IU may create its own groups and register them with the Offeror at the desired training start step or based on a training schedule determined by the IU.

When the Offeror receives a request, the Offeror must submit, within 48 hours, the composition of these groups to the TA for approval along with the list of learners who have not been placed in a group, if any, and then inform the IU's Project Authority.

Offerors are responsible for course loading for Option 1, but the TA reserves the right to verify the composition of the groups. The TA must be informed of all changes made during the session.

#### Call-ups

The IU must consult PWGSC web site entitled "Official languages training services of Canada" at this address <http://www.tpsgc-pwgsc.gc.ca/app-acq/sflo-olts/index-eng.html> to find out which Offeror has been selected for each geographic area..

If an IU issues a call-up to an offeror other than the one identified by PWGSC, the IU may be removed from the list of IUs having access to the SO and PWGSC may take performance corrective measures or other action 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 learner and the Offeror with the test date.

### **10.0 Learner training location**

Training must be provided at the Offeror's facilities, with or without accommodation, or at federal institutions. Facilities must meet the requirements set out in the Statement of Work. The Offeror is responsible for providing all the necessary tools to deliver training programs as specified in Annex A2 – Statement of Work, Section II, article 6. For training delivered at the Offeror's facilities, the facilities must be located:

Language Training		
Location of Service Delivery		
Region	Region	Region
Western	Alberta Saskatchewan Manitoba Northwest Territories Nunavut	Edmonton
		Cold Lake
		Wainwright
		Suffield / Medicine Hat
		Lethridge
		Calgary
		Regina
		Prince Albert
		Saskatoon
		Brandon
		Winnipeg
		Yellowknife
		Iqaluit

\*For the purposes of this Standing Offer, 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.

**Apart from these measures, the Offeror will not be asked to provide auxiliary services or adaptive technology. Such requirements will be the responsibility of the learner's federal institution.**



## **ANNEX A2 – 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 tests
- 5.0 Training materials
- 6.0 Facilities
- 7.0 CSPS support to Offeror
- 8.0 Specific resource services
- 9.0 Quality assurance and specific performance measurements
- 10.0 Education and experience requirements – Resources
- 11.0 Deliverables

### **PART-TIME GROUP TRAINING**

Work stream 3: Part-time group training in French at the Offeror's facilities

Work stream 4: Part-time group training in French at a federal institution

Work stream 5: Part-time group training in English at the Offeror's facilities

Work stream 6: Part-time group training in English at a federal institution

## **ANNEX A2 – SECTION II**

Work stream 3: Part-time group training in French at the Offeror's facilities

Work stream 4: Part-time group training in French at a federal institution

Work stream 5: Part-time group training in English at the Offeror's facilities

Work stream 6: Part-time group training in English at a federal institution

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

### **1.0 Type of training provided**

There will be two (2) possible options for part-time training. The first will be to register for scheduled sessions. The second option will allow the IU to create a group and determine the schedule and number of hours required, not exceeding 14 hours per week.

Part-time group training must be delivered from Monday to Friday, except on federal government statutory holidays\* and on provincial holidays in the province where the training is being given. Training must not be delivered between December 25 and January 1. This pedagogical break may be subject to TA approval.

For scheduled courses, SOWs provide for three (3) sessions per year, in two (2) types of sessions:

- three (3) hours per week
- six (6) hours per week, divided into two (2) sessions of three (3) hours each, delivered on two (2) different days.

For groups created by the IU, the number of hours and sessions per week will be defined in the call-up, complying with the following parameters:

- sessions of a minimum of two (2) consecutive hours
- maximum of fourteen (14) hours of training per week

\*See glossary in Appendix 3.

### **2.0 Training delivery days**

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

For scheduled courses, the Offeror must provide 3-hour training sessions, between 7:30 a.m. and 5:00 p.m., with a 15-minute break per session. This training does not include any self-directed learning (SDL) period.

For groups created by the IU, the schedule will be stated in the call-up. The training must take place between 7:30 a.m. and 5:00 p.m.

The pedagogical advisor and teaching resources must be ready to begin class on time, every 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, however, use additional activities to supplement or enhance those of the CSPS and meet the learners' needs. The complementary activities may be subject to TA approval. They must not replace the programs and must be consistent with the training objectives and may be subject to TA approval.

The Offeror must use the following teaching practices:

1. Communicative Approach
  - Encourage learners to communicate in the language being taught
  - Maximize the learners' speaking time
  - Have the learners practice the taught matter in communication situations that are relevant to them
  - Choose varied activities relevant to the learners
  - Use authentic documents
  - Adjust the correction of errors 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 outcome
    - 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
    - the link between the objective of the activity and the training objective
  - 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 and C

### 3.1 The PFL2 programs

The CSPS PFL<sub>2</sub> A and B and PFL<sub>2</sub> C are the programs for language training in French. They cover proficiency 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 and B consist of forty (40) training objectives and are designed to ensure that the learner achieves level B proficiency.

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

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

### 3.2 The CEWP program

The CSPS CEWP is the program for language training in English. It covers proficiency 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” consists of seventy-six (76) main objectives grouped into eight (8) workbooks: 1 to 3 for level A and 4 to 8 for level B.

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

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

CSPS is working on updating the CEWP. Once the program has been updated, the Offeror will be required to use the new version of the program.

The training objectives of the PFL2 and CEWP programs are identified in Appendix 4 of this Annex.

### 3.3 Learning levels

Program: PFL2 A, B and C and CEWP A, B and C Learning levels		Number of learners per group
Beginner level	Step 1	4 to 8 (PFL2)
	Step 2	
Intermediate level	Step 3	
	Step 4	
Advanced level	Step 5	4 to 8 (CEWP)
	Step 6	

The duration of the sessions will be 12 weeks, or 36 or 72 hours. For groups created by the IU, the duration of the sessions will be stated in the call-up.

### 4.0 Second language evaluation (SLE) tests

Should a learner require a second language evaluation (SLE) test, the IU must set a date and make the necessary arrangements so that the learner can take the SLE tests.

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 in the level B program and at the end of the preparatory sessions for learners in the level C program, or at a time chosen by the IU.

The tests are administered by the Public Service Commission of Canada 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 when 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 advisors and learners. Materials given to learners must be their property. The Offeror may provide photocopies only if the original material is not available from Government of Canada Publications and only by obtaining prior

authorization from the TA.

Should the Offeror elect to provide CSPS training program materials in electronic format, the Offeror must for that purpose equip each classroom with at least one computer with internet access and a projector or flat-screen television connected to it.

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

Required materials for levels A and B in French:

- OFs 1 to 40 (40 workbooks)
- Consolidations 1 to 4 (4 workbooks)
- Auto-évaluations 1 to 4 (4 workbooks)

Required materials for level C in French:

- Sessions préparatoires 1 and 2 (2 workbooks)

Required materials for levels A and B in English:

- Interface Canada, Student's Books 1 to 8

Required materials for level C in English: none

The Offeror is not obligated to purchase the four (4) PFL<sub>2</sub> C modules or the CEWP C, as they are not available in print format through Government of Canada Publications. However, they are available on MyAccount and the four (4) PFL<sub>2</sub> C modules are available for purchase from Government of Canada Publications in DVD format. Learners can print them, in whole or in part, if they wish to do so.

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

## **6.0 Facilities**

### **6.1 Federal institution facilities**

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

### **6.2 The Offeror's facilities**

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

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

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

It is preferable for the Offeror's facilities to be located near a public transportation stop.

It is preferable for learners to have access to free parking at the Offeror's facilities.

#### **6.2.1 Classrooms**

For each part-time group, the Offeror must provide a reasonably soundproofed classroom that is at least 300 square feet and has all the furnishings and materials needed for language training, i.e., a wall chart, tables, chairs for the learners and the teaching resource, lighting, heating and a space to store notebooks and coats. The classroom will be a distinct closed room. Offerors that have facilities with accommodations must provide classrooms consistent with the accommodations required for a learner, as indicated in the call-up. If the Offeror's classrooms are being used for a first time under this SO, they must be ready at least five (5) business days before the start of training.

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

### **6.2.2 Photocopier**

A black and white photocopier must be made available to learners, at no additional cost to Canada. However, the Offeror can, by giving learners advance notice, limit the number of photocopies to a maximum of 20 pages per learner per month. Anything exceeding that number could be charged to the learners using this service. These costs must be clearly indicated at the beginning of the training.

Learners should not be required to print the materials which the Offeror is required to make available to them as part of the training program.

### **6.2.3 Environmental requirements**

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

- all printers and photocopiers used for the purposes of this SO are programmed by default to print in black and white on both sides of the paper, and preferably meet ENERGY STAR or 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, fax machines and photocopiers. It is strongly recommended that the used ink cartridges can be returned to the manufacturer for reuse or recycling.
- recycling bins for paper, newsprint and plastic and aluminum containers are available to learners and are emptied regularly, where this service is available, in compliance with the local recycling programs.

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

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

## **7.0 CSPS support to Offeror**

### **7.1 Familiarization sessions**

Following the authorization of the SO, the Offeror must provide the TA with the names of the pedagogical advisors 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 A2, Statement of Work. These resources must attend Part 1 of the familiarization sessions, as detailed in clause 7.1.1 of this section (on approval of the TA, teaching resources with experience in CSPS language training programs may also attend the familiarization session). When the TA considers it necessary, pedagogical advisors must also attend Part 3, in addition to Parts 1 and 2, to become familiar with their roles and responsibilities.

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

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

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

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

In these three (3) cases, the teaching resources and pedagogical advisors 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 advisors who have not attended any familiarization sessions, or Part 2 for pedagogical advisors who have already attended Part 1.

However, the pedagogical advisor must provide an in-house session about the program(s) before the teaching resource goes to the classroom. The minimum content to be covered in this session is listed in Appendix 6. The Offeror must inform the TA of the dates scheduled for the training session provided by the pedagogical advisor. The TA may attend this session. The Offeror must register the teaching resource(s) and pedagogical advisor(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 session on the PFL2 A and 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, for training program levels A and B (prerequisites to the level C familiarization session), and 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 provided for all teaching resources and pedagogical advisors who meet the requirements set out in Annex A2, Section II, article 10.0.

The sessions are expected to be given by the CSPA in class or virtually. The TA is the only Authority who can establish the schedule 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 written document confirming their completion of the session (level 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 advisor 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, even up to suspending the SO for one or more sessions.

#### **7.1.2 Part 2 – Familiarization session on the roles and responsibilities of the Offeror's pedagogical advisors, with respect to this SO**

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

#### **7.1.3 Location of familiarization sessions**

At the discretion of the Technical Authority (TA), the familiarization sessions for teaching resources and pedagogical advisors will be held at CSPA facilities or virtually and may be provided at the Offeror's facilities. Participants will still have the option to attend the sessions virtually to minimize travel costs for the Offeror. The CSPA will not charge offerors any fees for the familiarization sessions. 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 for teaching resources and pedagogical advisors if the TA deems it necessary. Teaching resources and pedagogical advisors must attend these sessions. The sessions will be scheduled in the morning and/or afternoon and be up to 7 hours in length. If the sessions are scheduled during class time, the Offeror must replace the teaching resources, unless otherwise indicated by the TA. If the teaching resources are not replaced during the pedagogical sessions, learners will work independently during these sessions. Teaching resources must therefore 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 a federal institution's facilities or virtually, as determined by the TA. The Offeror is responsible for all of its resources' travel expenses, at no additional cost to Canada.

## **8.0 Specific resource services**

### **8.1 Pedagogical advisors**

The Offeror must assign dedicated primary pedagogical advisors. "Dedicated" refers to the assignment of resources on the basis of the ratios shown below.

The Offeror must assign one (1) primary pedagogical advisor for every ten (10) part-time groups. With the approval of the TA, teachers may perform a percentage of their work as an advisor for



courses other than theirs. If the Offeror is issued more than one standing offer for a number of work streams, the Offeror may assign a primary pedagogical advisor to more than one work stream in accordance with the ratios listed below:

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

For example, if the Offeror sets up training for 75 part-time groups, one primary pedagogical advisor will have to be assigned for the first 50 groups and a second primary pedagogical advisor for the remaining 25 groups. The second pedagogical advisor could also be assigned responsibility for up to 5 full-time groups, 15 full-time learners in individual training or 50 part-time learners in individual training.

The Offeror must adhere to the ratios for all the work streams for which it was issued a standing offer against which call-ups have been issued.

The Offeror must also assign one (1) backup pedagogical advisor for every three (3) primary pedagogical advisors. A primary pedagogical advisor cannot be proposed as a backup pedagogical advisor and vice versa, whether in the same work stream or in another work stream. With the approval of the TA, teachers may perform a percentage of their work as a backup advisor for courses other than theirs.

### **8.1.1 Supervision by the pedagogical advisor**

#### **8.1.1.1 Teaching evaluation report (Appendix 5 – Annex A2)**

The pedagogical advisor must conduct at least one (1) observation per session for each teaching resource under the pedagogical advisor's responsibility to ensure that courses are being delivered in accordance with training program requirements and that teaching methods are consistent with adult education principles.

The pedagogical advisor must plan classroom teaching observation sessions. With the approval of the TA, virtual (remote) observation sessions may be used when courses are held in regions that are far from the pedagogical advisor's place of work. The pedagogical advisor can conduct additional observations if necessary.

For each visit or remote observation session, the pedagogical advisor must record his or her observations in a written report and submit it to the TA, no later than three (3) business days after the visit. The TA may require two (2) or more classroom visits, or remote observation sessions, per session if the TA feels that the teaching resource requires specific support. For virtual teaching observation sessions, the TA may request additional information as needed (e.g., photos of the facilities).

The following items must be addressed in each report:

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

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

When pedagogical shortcomings are observed or pointed out, the Offeror must perform a follow-up with the teaching resource, including an evaluation, using the Teaching Evaluation Report template (Appendix 5 of Annex A2, Statement of Work), followed by:

- i. Feedback for 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, but is not limited to:
  - training sessions given by a pedagogical advisor
  - pairing with an experienced teaching resource
  - coaching
- iii. Verification that action plan objectives have been met

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

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

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

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

#### **8.1.1.3 Planning and reports**

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

#### **8.1.1.4 Welcome session for new learners**

At the beginning of the learners' training, the pedagogical advisor must prepare and facilitate a welcome session. This session must cover at least the following: introduction to the training program delivery and the roles and responsibilities of the teaching resource and pedagogical advisor. This welcome session can be delivered by the pedagogical advisor or the teaching resource.

#### **8.1.1.5 Replacement of pedagogical advisors**

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

## **8.2 Teaching resources**

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

### **8.2.1 Replacement of teaching resources**

In the event that a teaching resource must take an unexpected leave of absence, the Offeror must ensure an immediate replacement. Only teaching resources or pedagogical advisors who already meet the education and experience requirements set out in clause 10.2 of this section and who have already been trained by the TA on the use of the CSPS products applicable to the training programs listed in article 4 of this section can be backup teaching resources, as stipulated in clause 7.1.

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

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

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

## **9.0 Quality assurance and specific performance measurements**

For all reports referred to in this part and under Deliverables, (article 13 of this section), templates and familiarization sessions will be provided for the Offeror's teaching resources and pedagogical advisors.

### **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 initialised by the learners and submitted to the IU's Project Authority no later than five (5) business days after the end of each training month.

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

### **9.2 End-of-session report (Annex A2 – Appendix 7)**

The teaching resource must track the learners' performance in order to complete a learner performance assessment at the end of each session.

The pedagogical advisor must ensure that the learner end-of-session report duly completed and prepared by the teaching resource is sent to the IU's Project Authority and, if requested, to the TA, no later than ten (10) business days after the end of the session.

## **9.3 Learning performance monitoring and teaching quality assessment**

### **9.3.1 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 Standing Offer. If the observed teaching does not comply with these requirements, the Offeror must conduct a follow-up, which may include registering the teaching resource to take the familiarization session described in clause 7.1.1 of this section again, in whole or in part. If the teaching is still not consistent with the instructions at a second evaluation by the TA, the teaching resource will no longer be able to teach under this Standing Offer. If three (3) or more teaching resources are withdrawn from the CSPS programs for this reason during a 12-month period,

the TA, together with the Standing Offer Authority, may take corrective measures against the Offeror, even up to suspending the SO for one or more sessions.

### **9.3.2 Language training Quality Assurance Measurement Tool (QAMT)**

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

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

This measurement tool will be used to evaluate the teaching resources (teaching resources and pedagogical advisors), training program and teaching methods. The feedback and results obtained from this measurement tool will serve as a point of reference in order to take corrective measures to offset shortcomings identified by the QAMT and to deal with pedagogical issues having an impact on learner learning during the pedagogical sessions (see clause 7.2 of this section).

### **9.4 Recomposition of groups at the beginning of the session**

In order to have more homogenous groups, the Offeror can modify the composition of groups after the training has started, but the maximum number of candidates defined in clause 3.3 of this section must be respected. The Offeror will base this decision on the in-class observations of the teaching resource and, as needed, on an assessment of the learners' acquired skills. The Offeror must inform the TA before any changes are made.

In addition, if, within the first two (2) weeks of the training, a learner informs the Offeror that the level of his or her group is not appropriate, the Offeror must, within two (2) training days, inform the TA and then the learner if a change of group is possible. This decision will be based on the in-class observations of the teaching resource and, as needed, on an assessment of the learners' acquired skills.

The TA will provide the Offeror with tools to assess the learners' acquired skills.

## **10.0 Education and experience requirements – Resources**

All resources proposed by the Offeror must have mastered the language being taught and be sufficiently proficient in the other official language to explain basic concepts of the language being taught. The pedagogical advisor 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 advisors**

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 advisor.

The resources proposed to replace primary and backup pedagogical advisors 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 advisors** do not include Parts 1 and 2 of the familiarization sessions on CSPS language training programs.

### **10.1.1 Primary and backup pedagogical advisors – Mandatory qualifications**

All primary and backup pedagogical advisors must have at least a bachelor's degree from a recognized Canadian university. In cases where studies were completed at an institution outside Canada, only an equivalency certificate from an accredited institution recognizing the credentials as Canadian equivalencies 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 certificates and diplomas against Canadian standards, 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 600 hours of experience since January 2007 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 or group basis.
- b. at least 1,800 hours of experience as a teaching resource since January 2007, delivering full-time and/or part-time English or French as a second language courses to adults, using one or more of the following training programs:
  - PBFT
  - PFL<sub>2</sub> A and B or PFL<sub>2</sub> C
  - CEWP
  - a program used by a recognized Canadian post-secondary institution
  - any other English or French as a second language adult education program.

As proof of education, 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 advisor's level of education. If an original document is submitted, a copy must be made by the TA and returned to the Offeror after the offer evaluation process has been completed.

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

### **10.2 Teaching resources**

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

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

#### **10.2.1 Teaching resources proposed for the first time and replacements – Mandatory qualifications**

All teaching resources must hold at least a bachelor's degree from a recognized Canadian university. In cases where studies were completed at an institution outside Canada, only an equivalency certificate from an accredited institution recognizing the credentials as Canadian equivalencies 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, identified on the Canadian

Information Centre for International Credentials Web site:

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

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

#### **10.2.1.1. Teaching resources**

Teaching resources must have acquired, since January 2007, a minimum of 500 hours of experience teaching English or French as a second language to adults, on an individual or group basis. In addition, these hours of training must have been delivered using one or more of the following programs:

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

#### **10.2.1.2. Teaching resources in training**

A teaching resource who does not have the experience described in **10.2.1.1** or who is in his or her last year of a bachelor's degree program at a recognized Canadian university will be considered a teaching resource in training. Teaching resources in training must be paired with experienced teaching resources until they have met the requirements of **10.2.1.1** and attended the familiarization sessions. Their progress will be constantly monitored by a pedagogical advisor. 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 advisor 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 following month for review.

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

The Offeror must also provide a certificate confirming each main teaching resource's experience. The certificate must provide the following information: name of the client organization, name and telephone number of a contact person, number of hours of experience as a teaching resource, and the 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 requested by the IU, and emailed, 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 A2 – SECTION III Deliverables

<b>Deliverables</b>	<b>The Offeror Must:</b>
1) Teaching evaluation report (Section II, clause 8.1.1.1)	Record in-class observations in a report once per session per teaching resource. Submit the report to the TA no later than three (3) business days after the visit.
2) Pedagogical advisor's action in response to a complaint or for an intervention with learners (Section II, clause 8.1.1.2)	Conduct all learner interventions at the request of a learner, the TA or the IU's Project Authority when a learner's behaviour disrupts training. Submit the report to the IU's Project Authority and, upon request, to the TA, on the business day following the request. Further to a complaint, submit a detailed report on the teaching practices and interventions proposed no later than two (2) business days after receiving the complaint, unless otherwise indicated by the TA.
3) Learner absence report (Section II, clause 9.1)	Record absences in the monthly absence report. Have the learners initial the absence report. Send the report to the IU's Project Authority no later than five (5) business days after the end of each training month. Inform the Project Authority.
4) End-of-session report (Section II, clause 9.2)	Submit the end-of-session report to the IU's Project Authority no later than the 10th business day following the end of the session. Submit the report to the TA upon request.
5) Training materials (Section II, article 5.0)	Acquire CSPS training program material. Provide the teaching resource, the learner and the pedagogical advisor with it.
6) Training schedule	Prepare the training schedule and submit it to the TA and, upon request, to the IU, no later than one business day before the training begins.
7) Various documents (Section II, clause 8.1.1.3)	Provide the TA with all plans, reports or records no later than two (2) business days following the request.

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

## ANNEX A2 – 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 (3) 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 (2) 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 language 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 (3) 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 (2) 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

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

## 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

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

## Written comprehension in the second official language – Proficiency level C

### Standard description

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

A person reading at this level can:

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

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

### Examples

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

## 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

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

## Written expression in the second official language – Proficiency level B

### Standard description

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

A person writing at this level can:

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

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

## Examples

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

## Written expression in the second official language – Proficiency level C

### Standard description

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

A person writing at this level can:

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

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

### Examples

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

## Oral proficiency in the second official language – Level A

### Standard description

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

A person speaking at this level can:

- ask and answer simple questions
- give simple instructions
- give uncomplicated directions related to routine work situations

People at this level make many errors and have 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
- discuss 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 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 and 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 A2 - APPENDIX 2**  
**ABBREVIATIONS AND ACRONYMS**

**CEWP - Interface Canada**

Communicative English at Work Program – Levels A and B

**CEWP - Interaction Canada**

Communicative English at Work Program – Level C

**CSPS**

Canada School of Public Service

**ILMS**

Integrated Learning Management System

**IU**

Identified user

**OF**

Objectif de formation

**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, Levels A, B and C

**PSC**

Public Service Commission

**PWGSC**

Public Works and Government Services Canada

**QAMT**

Quality Assurance Measurement Tool

**SLE**

Second Language Evaluation

**SO**

Standing offer

**SOW**

Statement of work

**TA**

Technical authority

**TO**

Training objective



## **ANNEX A2 - APPENDIX 3**

### **GLOSSARY**

In the event of a discrepancy between the definitions in this glossary and those in Annex A2 – 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 CSPA 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 CSPA 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:

- New Year's Day (January 1, or the Monday following that date if January 1 falls on a Saturday or Sunday)
- Good Friday
- Easter Monday
- Victoria Day (Monday preceding May 25, National Patriots' Day in Quebec)
- Canada Day (July 1, or the Monday following that date if July 1 falls on a Saturday or Sunday)
- Civic Holiday (statutory holiday in the province where the course is being given)
- Labour Day (first Monday in September)
- Thanksgiving (second Monday in October)
- Remembrance Day (November 11)
- Christmas and Boxing Day (December 25 and 26)

Family Day is a provincial statutory holiday in some provinces but is not recognized as a statutory holiday by the Government of Canada.

#### **Learning level**

Part-time training programs are divided into three (3) levels: beginner, intermediate and advanced. The learning level is to be determined on the basis of an evaluation or a candidate's self-assessment.

#### **MyAccount**

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

#### **Part-time training**

Training provided from 3 to 6 hours per week.

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

CSPA 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, PFL<sub>2</sub> A and B, and by Programme de français langue seconde, PFL<sub>2</sub> C.

#### **Programme de français langue seconde, Levels A and B (PFL2 A and B)**

CSPA 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, Level 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 the advanced level (level C).

**Qualification standards in relation to official languages (OL)**

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. These tests are administered only if required by Canada.

**Session**

Group training is delivered in the form of sessions. For part-time training, there are four (4) 12-week sessions per year. IUs may also create custom course sessions.

**Step**

CSPS language training programs are divided 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 are part of CSPS training programs and are defined in the training documents.

**ANNEX A2 – APPENDIX 4**  
**CSPS TRAINING PROGRAM OBJECTIVES**

**1. PFL<sub>2</sub> A and B**

At the end of each step of PFL2 A and B, there is a step 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
  
- OF 33 – Exprimer un choix

**STEP 4**

- 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 components

#### STEP 5

Session préparatoire 1

Session préparatoire 2

Module 1

Module 2

#### STEP 6

Module 3

Module 4

## 3. CEWP A AND B

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

	TO 13 - ask about people (who, where, stative questions)
	TO 14 - ask someone to do something (polite requests)
2	TO 15 - describe your job (stative verbs, routines)
	TO 16 - ask / say which one (demonstratives)
	TO 17 - say / ask what one is doing (present action)
	TO 18 - talk about leisure activities (present, simple vs. progressive)
	TO 19 - give / get info on past activities (past, time adverbials)
	TO 20 - dates (prepositions, day, month, year)
	TO 21 - talk about who it belongs to (possessive pronouns, ownership)
	TO 22 - ask for things (availability, quantity, there is/are)
	TO 23 - future plans (present simple for future, time adverbials)
	TO 24 - talking about the weather (adjectives, intensifiers)
	TO 25 - giving locations (prepositions of place)
	TO 26 - small talk (review mixed tenses, weather, plans)
3	TO 27 - directing phone calls
	TO 28 - asking about language (pronunciation, spelling, meaning clarification)
	TO 29 - describing people (giving /getting physical info; descriptive adjectives)
	TO 30 - habits and routines (simple present; adverbs of frequency)
	TO 31 - giving / getting personal data
	TO 32 - temporary situations (time adverbials, contrast present vs. continuous aspect)
	TO 33 - giving directions (adverbs of movement, direction)
	TO 34 - giving / getting info on past actions and events
	TO 35 - ability (modal auxiliaries: can, could; adverbs manner)
	TO 36 - making appointments
<b>STEP 2</b>	
4	TO 37 - giving assurance (will; time adverbials; (in)direct objects)
	TO 38 - describing things

	TO 39 - asking / granting permission (modal use: can, could, may, have to)
	TO 40 - making comparisons (comparative; superlatives; intensifiers)
	TO 41 - alphabet and spelling / social formulation
	TO 42 - telling what happened (contrast past aspects)
	TO 43 - leaving and taking a message (modals: can, could, would)
	TO 44 - talking about intentions (intro: conditional sentences)
5	TO 45 - polite requests (can, could, will, would, mind+)
	TO 46 - asking about cost and quantity (much, many, a few...)
	TO 47 -arriving for an appointment
	TO 48 - ongoing situations (into: present perfect)
	TO 49 - showing how, giving instructions (adverbs for sequence)
	TO 50 - health (modal: should, ought to)
	TO 51 - Review social expression, introductions
	TO 52 - talking about the recent past (contrast past, present perfect, time expressions)
1 - 5	<b>CONSOLIDATION Level A objectives (Review)</b>
<b>STEP 3</b>	
6	TO 53 - explaining how to get somewhere
	TO 54 - making inquiries (info, yes/no, indirect)
	TO 55 - offering help
	TO 56 -remembering the past (discontinued habit; modals)
	TO 57 - speculating (modals + be)
	TO 58 - looking for people and things (indirect questions; modals)
	TO 59 - similarities and differences (both, neither, (n)or, intensifiers)
	TO 60 - arranging to meet with someone (modal auxiliaries)
7	TO 61 - hypothetical situations (conditional: probable, improbable)
	TO 62 - satisfaction and dissatisfaction (like, enjoy, hate, can't stand..)
	TO 63 - referring (mixed modals)

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

#### 4. CEWP level C

##### INTERACTION (program A – B, C)

##### STEP 5

Review Phase  
Phase 1

##### STEP 6

Phase 2  
Phase 3

## APPENDIX 5

### TEACHING EVALUATION REPORT

The Offeror is informed that the TA uses the same tool on a regular basis to evaluate teaching. Should there be a discrepancy between the results of the TA and the pedagogical advisor, the TA, at his or her discretion, may call a meeting with the pedagogical advisor to resolve the differences. The pedagogical advisor must follow the instructions given by the TA at the meeting.

Date:

Evaluation performed by

Name:

Title:

Offeror:

Teaching resource:

Group no.

Program step:

Training mode (check appropriate box):

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

Activities observed:

- ☐ PFL<sub>2</sub> A and B      TO/OF:      Activity:      Unit/Capsule (specify):
- ☐ PFL<sub>2</sub> C      Session préparatoire:      or Module:      Activity:
- ☐ Other (specify)

**Put an X in the box next to any criteria that need improvement.**

**Then indicate the rating for the teaching resource's performance:**

**3** – meets 80% or more of the requirements

**2\*** – meets 60% to 79% of the requirements

**1\*\*** – meets 59% or fewer of the requirements

\*Show and comment on the point(s) needing improvement.

\*\*Indicate measures to be taken by the pedagogical advisor and teaching resource to meet the following criteria.

\*\*\*If the criteria do not apply to the activities observed, state this in the comments section.

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

The teaching resource:

a) establishes links between activities and training objectives ☐

b) ensures that learners understand the training objectives ☐

**Rating: 1 / 2 / 3**

**Comments / Points to be improved**



**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 be improved**

**3. The activities are varied and meet learners' needs.**

The teaching resource:

- |  |
|--|
| a) varies how s/he presents activities while maintaining the training objective <input type="checkbox"/>     |
| b) relates the learners' experience to the objectives of the scheduled activities <input type="checkbox"/>   |
| c) tailors 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) adjusts time allocated to activities to learners' needs <input type="checkbox"/>                          |
| g) uses authentic documents <input type="checkbox"/>   |
| h) leads activities in a way that maximizes the learners' speaking time <input type="checkbox"/>             |

**Rating: 1 / 2 / 3**

**Comments / Points to be improved**

**4. Corrections are well balanced and adhere to adult education principles on dealing with errors.**

The teaching resource:

- |   |
|---|
| a) varies correction in line with the activity objective of the unit of study <input type="checkbox"/>                                |
| b) gives corrections in line with the learner's needs and the training objective at hand <input type="checkbox"/>                     |
| c) limits his/her interventions during communication activities, correcting only errors that obscure meaning <input type="checkbox"/> |
| d) uses written support when necessary <input type="checkbox"/>   |

e) reviews and corrects difficulties encountered during an activity before moving on to the next one ☐

f) uses positive reinforcement ☐

**Rating: 1 / 2 / 3**

**Comments / Points to be improved**

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

The teaching resource:

a) requires the participation of all learners ☐

b) encourages spontaneous interaction and ties it in to the areas of study ☐

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

d) equally distributes speaking opportunities among learners ☐

e) provides learners with opportunities to speak as much as possible ☐

f) makes the learners responsible for their learning by assigning them to lead certain activities ☐

**Rating: 1 / 2 / 3**

**Comments / Points to be improved**

**6.1. In PFL<sub>2</sub> A and B, the teaching resource takes the nature of the units of study into consideration (exploration, functions, etc.).**

a) The duration of the unit of study complies with what is set out in the program ☐

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

c) The teaching resource presents the unit at the time indicated in the program ☐

d) The activities selected meet the learners' needs ☐

e) The teaching resource uses online learning tools judiciously ☐

f) The objective of the activity is met ☐

**Rating: 1 / 2 / 3**

**Comments / Points to be improved**

**6.2. In PFL<sub>2</sub> C, the teaching resource takes the nature of the activities set out in the program into consideration.**

The teaching resource:

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

**Rating: 1 / 2 / 3**

**Comments / Points to be improved**

**7. The teaching resource creates a dynamic that is conducive to group learning.**

The teaching resource:

a) demonstrates a positive attitude towards the program being taught <input type="checkbox"/>
b) stimulates learner interest through his/her way of introducing the activities <input type="checkbox"/>
c) chooses relevant and varied activities <input type="checkbox"/>
d) factors in situations that arise in class (fatigue, unexpected demands, comments) and adjusts the planned activities accordingly <input type="checkbox"/>
e) allows learners to test and develop their own strategies <input type="checkbox"/>
f) uses the learners' first official language when required <input type="checkbox"/>

**Rating: 1 / 2 / 3**

**Comments / Points to be improved**

## 8. Observations and comments on the group

The learners:

a) are progressing and are at roughly the same level <input type="checkbox"/>
b) speak spontaneously <input type="checkbox"/>
c) ask questions <input type="checkbox"/>
d) participate actively <input type="checkbox"/>
e) use their second language in class <input type="checkbox"/>
f) contribute to creating an atmosphere which is conducive to learning <input type="checkbox"/>

**Evaluator's comments:**

## **APPENDIX 6**

### **MINIMUM CONTENT OF IN-HOUSE TRAINING SESSIONS**

(Section II, Clause 8.1)

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

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

1. use PFL2 A and B, PFL2 C or CEWP classroom and self-directed 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 the roles and responsibilities of learners, teaching resources and the Canada School of Public Service
8. prepare absence, progress, end-of-session and recommendation reports

## **APPENDIX 7**

### **END-OF-SESSION REPORT**

Learner's Name / Nom de l'apprenant :

School / École :

**Department / Ministère**

**Group / Groupe**

**Level / Niveau**                      beginner / débutant  
intermediate / intermédiaire  
advanced / avancé

**Teaching Resource / Ressource enseignante**

**Pedagogical Advisor / Conseiller pédagogique**

**Overall Assessment / Évaluation globale :**

Comments / Commentaires :

Date :

## APPENDIX 8

### PROGRAMME DE FRANÇAIS LANGUE SECONDE (PFL2)- LEVELS A AND B

#### Part-Time Course

<b>School of Public Service:</b>		<b>DATE:</b>
<b>GROUP NO:</b>		<b>CITY:</b>
<b>COURSE TITLE:</b>		<b>TOs* COVERED DURING THE COURSE:</b>
<b>TEACHING RESOURCES (names):</b>		<b>PEDAGOGICAL ADVISOR (name):</b>
<b>COURSE START (date):</b>		<b>COURSE END (date):</b>
<b>MAXIMUM LENGTH:</b> hours _____ weeks		<b>LESSON DAYS AND LENGTH</b> Days: _____ Hours: _____
<b>PFL2 A and B COURSE COMPONENTS</b>	<b>COMPONENT SCHEDULE (TOs* and activities )</b>	<b>KEY ACTIVITIES</b> Date(s) of progress checks, pedagogical advisor visits , QAMT
TO*	From/To	
TO*	From/To	
TO*	From/To	
TO*	From/To	
TO*	From/To	
TO*	From/To	
TO*	From/To	
TO*	From/To	
TO*	From/To	
TO*	From/To	
<b>Date results issued:</b>		
<b>END of COURSE</b>		

\*TOs: Training objectives of the Programme de français langue seconde – Levels A and B Note: All dates must be expressed as D/M/Y  
Canada School of Public Service, LTC, 2010

## 2. CEWP program – part-time course

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



## **Annex A3**

### **STATEMENT OF WORK (SOW)\***

For the Western Region (Alberta, Saskatchewan, Manitoba, Northwest Territories and Nunavut)

\*Please note that all work streams described in this statement of work do not automatically apply to each geographic area listed in article 10.0 of the present Annex.

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

Work stream 9A: Part-time individual training in French at the Offeror's facilities  
Work stream 9B: Part-time individual training in French at a federal institution  
Work stream 10A: Part-time individual training in English at the Offeror's facilities  
Work stream 10B: Part-time individual training in English at a federal institution

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

- 1.0 Type of training provided

- 2.0 Training delivery days
- 3.0 CSPA training programs
- 4.0 Second language evaluation tests
- 5.0 Training materials
- 6.0 Facilities
- 7.0 CSPA support to Offeror
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- Appendix 8. Training Schedule

### **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. Qualification Standards in Relation to Official Languages**
- Appendix 2. Abbreviations and Acronyms**
- Appendix 3. Glossary**
- Appendix 4. CSPA Training Program Objectives**
- Appendix 5. Teaching Evaluation Report**
- Appendix 6. Minimum Content of In-House Training Appendix 7. Progress Report**
- Appendix 8. Training Schedule**

**The Statement of Work includes terminology found in these appendices and/or in Parts A and B of the Standing Offer (SO).**

## **ANNEX A3 - SECTION I - REQUIREMENTS**

### **1.0 Background This section applies to all work streams.**

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

#### **1.1 General mandate of the Canada School of Public Service (CSPS) through its Language Training Directorate:**

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

### **2.0 Training**

The purpose of this Statement of Work is to define the French and English second language training services required based on the CSPS's training programs. The Offeror must provide full-time and part-time\* training for federal employees (learners) designated by the Identified User (IU), in all regions other than the National Capital Region (NCR), 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.

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

#### **2.1 Training format**

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

##### **Each main work stream is subdivided as follows:**

##### **FULL-TIME INDIVIDUAL TRAINING**

Work stream 7A: Full-time individual training in French at the Offeror's facilities  
Work stream 7B: Full-time individual training in French at a federal institution  
Work stream 8A: Full-time individual training in English at the Offeror's facilities  
Work stream 8B: Full-time individual training in English at a federal institution

##### **PART-TIME INDIVIDUAL TRAINING**

Work stream 9A: Part-time individual training in French at the Offeror's facilities  
Work stream 9B: Part-time individual training in French at a federal institution  
Work stream 10A: Part-time individual training in English at the Offeror's facilities  
Work stream 10B: Part-time individual training in English at a federal institution

#### **2.2 Delivery method**

The Offeror must provide in-class teaching using the CSPS training programs for the work streams identified in Section II. In addition, the Offeror is obligated to provide the deliverables indicated in Annex A3, Section II, relevant to the work stream for which the Offeror is providing Training Services, and Section III.

The Offeror must also ensure that the requirements of this Statement of Work are not modified further to a

request from learners; for example, for full-time training, a request to receive training outside the business days listed in Section II of this document.

The Offeror must use the teacher's version of the CSPS programs (PFL2 and CEWP), which are installed on the CSPA ILMS computer platform (MyAccount).

### **3.0 Type of learner**

Learners receiving learning services have the following objectives:

- to acquire skills to meet the language requirements of their positions
- to develop their second language skills
- to retain their second language skills

### **4.0 Language of communication with learners**

The training welcome session, during which instructions are given to learners, will be held 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 CSPA training programs**

Every CSPA training program referred to in work streams 2 and 4 includes specific objectives and/or modules. A descriptive list of these objectives can be found in Appendix 4 of this Annex.

### **6.0 Qualification standards in relation to official languages (OLs)**

Once the training is finished, a learner who needs to meet the language requirements of a position must demonstrate, through a second language evaluation test administered by the Public Service Commission (PSC) of Canada, 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 proficiency. Tests are administered by the PSC or a federal institution that has obtained a delegation of authority from the Commission to administer them.

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

### **7.0 Learner language learning plan**

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

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

Language learning plans are developed in accordance with the standards prescribed by the CSPA. For full-time group training, they include the following information:

- target language
- target level
- recommended initial step
- learning pace
- estimated duration required to reach the target level
- recommended program: short or long

- steps required to reach the target level

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

In developing the learning plan, the CSPS will prepare a pedagogical recommendations document which the Technical Authority (TA) will send to the Offeror at the beginning of the learner's first training session. The Offeror must take these recommendations into account when delivering the training.

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

## **8.0 Course loading activities**

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

The IU must consult PWGSC web site entitled "Official languages training services of Canada" at this address <http://www.tpsgc-pwgsc.gc.ca/app-acq/sflo-olts/index-eng.html> to find out which Offeror has been selected for each geographic area.

If an IU issues a call-up to an offeror other than the one identified by PWGSC, the IU may be removed from the list of IUs having access to the SO and PWGSC may take performance corrective measures or other action 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 provide the learner and the Offeror with the test date.

## **10.0 Learner training location**

Training must be provided at the Offeror's facilities, with or without accommodation, or at federal institutions. Facilities must meet the requirements set out in the Statement of Work. The Offeror is responsible for providing all the necessary tools to deliver training programs as specified in Annex A3 – Statement of Work, Section II, article 6. For training delivered at the Offeror's facilities, the facilities must be located:

Language Training		
Location of Service Delivery		
Region	Region	Region
Western	Alberta Saskatchewan Manitoba Northwest Territories Nunavut	Edmonton
		Cold Lake
		Wainwright
		Suffield / Medicine Hat
		Lethridge
		Calgary
		Regina
		Prince Albert
		Saskatoon
		Brandon
		Winnipeg
		Yellowknife
		Iqaluit

\*For the purposes of this Standing Offer, 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.

**Apart from these measures, the Offeror will not be asked to provide auxiliary services or adaptive technology. Such requirements will be the responsibility of the learner's federal institution.**

## **ANNEX A3 – 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 tests
- 5.0 Training materials
- 6.0 Facilities
- 7.0 CSPS support to Offeror
- 8.0 Specific resource services
- 9.0 Quality assurance and specific performance measurements
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- 11.0 Deliverables

### **Section II – 1 FULL-TIME INDIVIDUAL TRAINING**

Work stream 7A: Full-time individual training in French at the Offeror's facilities  
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### **Section II – 2 PART-TIME INDIVIDUAL TRAINING**

Work stream 9A: Part-time individual training in French at the Offeror's facilities  
Work stream 9B: Part-time individual training in French at a federal institution  
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Work stream 10B: Part-time individual training in English at a federal institution



## **ANNEX A3 – SECTION II – 1**

### **FULL-TIME INDIVIDUAL TRAINING**

Work stream 7A: Full-time individual training in French at the Offeror's facilities

Work stream 7B: Full-time individual training in French at a federal institution

Work stream 8A: Full-time individual training in English at the Offeror's facilities

Work stream 8B: Full-time individual training in English at a federal institution

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

#### **1.0 Type of training provided**

For the purposes of this Standing Offer, full-time individual training is defined as training delivered between fifteen (15) and thirty-five (35) hours per week, between 7:30 a.m. and 5:00 p.m., from Monday to Friday, except on federal government statutory holidays.\*

\*See glossary in Appendix 3.

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

#### **2.0 Training delivery days**

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

The Offeror must provide learners with up to seven (7) hours of training services per day for a total of fifteen (15) to thirty-five (35) hours per week, from Monday to Friday, except on federal government statutory holidays. The number of daily and weekly training hours, as well as course start and end times if there are fewer than seven (7) hours of training per day, must be indicated in the call-up.

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

For a training day of fewer than seven (7) hours, the Offeror must provide the learners with a 15-minute break every two (2) consecutive hours. After a second two-hour period, the Offeror must provide the learners with a 30- to 60-minute meal break. If the training exceeds four (4) hours, an additional break must be provided after the third two-hour period.

Training hours do not include breaks or the lunch hour.

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

**Training must not be delivered on federal government statutory holidays and on provincial holidays in the province where the training is being given.**

Training may be delivered between December 25 and January 1, excluding statutory holidays. A pedagogical break may be subject to TA approval.

Leave authorized by the IU's Project Authority will be accepted and must be indicated in the call-up. This leave can vary from one call-up to another. The training delivered must correspond to the call-up period. No additional training

may be delivered without officially amending the call-up. For example, training days or hours missed during the call-up period cannot be delivered after the call-up period.

### **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 complementary activities may be subject to TA approval. They must not replace the programs and must be consistent with the training objectives and may be subject to TA approval.

The Offeror must use the following teaching practices:

1. Communicative approach
  - Encourage learners to communicate in the language being taught
  - Maximize the learners’ speaking time
  - Have the learners practice the taught matter in communication situations that are relevant to them
  - Choose varied activities relevant to the learners
  - Use authentic documents
  - Adjust the correction of errors 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 outcome
    - 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
    - the link between the objective of the activity and the training objective
  - 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 and C

#### **3.1 The PFL2 programs**

The CSPS PFL<sub>2</sub> A and B and PFL<sub>2</sub> C are the programs for language training in French. They cover proficiency 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 and B consist of forty (40) training objectives and are designed to ensure that the learner achieves level B proficiency.

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

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

### **3.2 The CEWP program**

The CSPS CEWP is the program for language training in English. It covers proficiency 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” consists of seventy-six (76) main objectives grouped into eight (8) workbooks: 1 to 3 for level A and 4 to 8 for level B.

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

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

CSPS is working on updating the CEWP program. Once the program has been updated, the Offeror will be required to use the new version of the program.

The training objectives of the PFL2 and CEWP programs are identified in Appendix 4 of this Annex.

The Offeror must ensure that learners follow and complete the objectives of these language training programs.

### **3.3 Estimated training duration**

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

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

## **4.0 Second language evaluation (SLE) tests**

Should a learner require a second language evaluation (SLE) test, the IU must set a date and make the necessary arrangements so that the learner can take the SLE tests.

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 in the level B program and at the end of the preparatory sessions for learners in the level C program, or at a time chosen by the IU.

The tests are administered by the Public Service Commission of Canada 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 advisors and learners. Materials given to learners must be their property. The Offeror may provide photocopies only if the original material is not available from Government of Canada Publications 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 the learners.

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

Required materials for levels A and B in French:

- OFs 1 to 40 (40 workbooks)
- Consolidations 1 to 4 (4 workbooks)
- Auto-évaluations 1 to 4 (4 workbooks)

Required materials for level C in French:

- Sessions préparatoires 1 and 2 (2 workbooks)

Required materials for levels A and B in English:

- Interface Canada, Student's Books 1 to 8

Required materials for level C in English: none

The Offeror is not obligated to purchase the four (4) PFL<sub>2</sub> C modules or the CEWP C, as they are not available in print format through Government of Canada Publications. However, they are available on MyAccount and the four (4) PFL<sub>2</sub> C modules are available for purchase from Government of Canada Publications in DVD format. Learners can print them, in whole or in part, if they wish to do so.

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

In addition to the training program materials available on the Government of Canada Publications Web site, the Offeror's teaching resources and pedagogical advisors 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 must contact the TA.

## **6.0 Facilities**

### **6.1 Federal institution facilities**

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

### **6.2 The Offeror's facilities**

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

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

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

It is preferable for the Offeror's facilities to be located near a public transportation stop.

It is preferable for learners to have access to free parking at the Offeror's facilities.

### **6.2.1 Classrooms**

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

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

#### **6.2.1.1 Computer equipment**

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

- PC-compatible Pentium 2 GHz computer with mouse and keyboard
- Windows 2000, XP or Vista
- 500 MB of RAM for 2000 and XP / 2 GB of RAM for Vista
- 60-GB hard drive
- Video card with minimum 800 X 600 resolution
  
- 16-bit sound card with speakers
- Quick Time Player®
- Flash Player®
- Java
- DVD drive
- Internet access, Internet Explorer 6.x or later or Firefox 3.x or later
- Minimum 19-inch screen/monitor or a flat-screen television to which a computer can be connected
- Printer, ink and paper (however, it is also acceptable for the Offeror to have one printer with sufficient ink and paper to serve a number of classrooms, possibly located outside the classrooms)

In addition, the Offeror may provide the learners with wireless internet access, allowing learners to use their mobile devices to access the CSPS's training programs.

### **6.2.2 Photocopier**

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

Learners should not be required to print the materials which the Offeror is required to make available to them as part of the training program. The costs must be clearly indicated at the beginning of the training.

### **6.2.3 Learner printing**

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

Learners should not be required to print the materials which the Offeror is required to make available to them as part of the training program.

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.

#### **6.2.4 Environmental requirements**

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

- all printers and photocopiers used for the purposes of this SO are programmed by default to print in black and white on both sides of the paper, and preferably meet ENERGY STAR or 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, fax machines and photocopiers. It is strongly recommended that the used ink cartridges can be returned to the manufacturer for reuse or recycling.
- recycling bins for paper, newsprint and plastic and aluminum containers are available to learners and are emptied regularly, where this service is available, in compliance with the local recycling programs.

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

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

#### **6.2.5 Dining area**

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

### **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 advisors 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 A3, Statement of Work. These resources must attend Part 1 of the familiarization sessions, as detailed in clause 7.1.1 of this section (on approval of the TA, teaching resources with experience in CSPS language training programs may also attend the familiarization session). In order to be able to administer assessment tools (OIV), all pedagogical advisors must take familiarization session Part 2 below (teaching resources with experience in CSPS language training programs may also attend the familiarization session). When the TA considers it necessary, pedagogical advisors must also attend Part 3, in addition to Parts 1 and 2, to become familiar with their roles and responsibilities.

The purpose of these sessions is to enable the teaching resources and pedagogical advisors 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 provide these sessions at no cost to the Offeror. However, the Offeror must assume any other expenses related to the participation of its resources in familiarization sessions, such as compensation for the

resources.

Teaching resources and pedagogical advisors must attend the familiarization sessions, unless the TA feels that they already have the necessary familiarity with the programs and/or 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 advisors, 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 advisors who have been trained in CSPS training programs is exhausted because of the extreme procurement demand imposed by the IU or other IUs in other call-ups pursuant to this or other SOs in the same region in response to RFSO EN578-093429/A;
- a call-up is issued before the familiarization sessions have been provided; or
- there is an unforeseen need to replace a teaching resource or a pedagogical advisor.

In these three (3) cases, the teaching resources and pedagogical advisors 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 advisors who have not attended any familiarization sessions, Part 2 for pedagogical advisors who have already attended Part 1 (Part 1 is a pre-requisite to Part 2) or Part 3 for pedagogical advisors who have attended Parts 1 and 2.

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

#### **7.1.1 Part 1 – Familiarization sessions on the PFL2 A and B, PFL2 C and CEWP training programs**

The duration of the familiarization sessions offered on CSPS training programs must be as follows: five (5) days for Part 1.1, for training program levels A and B (prerequisites to the level C familiarization session), and 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 provided for all teaching resources and pedagogical advisors who meet the requirements set out in Annex A3, Section II, article 10.0.

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

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

After the familiarization sessions, the TA may assess the teaching to verify whether the Offeror's resources are complying with the instructions given at the sessions. If the observed teaching does not comply with these instructions, the Offeror must conduct a follow-up, which may include registering the teaching resource to take the familiarization session again in whole or in part. If the teaching is still not consistent with the instructions at a second evaluation by the TA, the teaching resource will no longer be able to teach under this Standing Offer. If three (3) or more teaching resources are withdrawn from the CSPS programs



for this reason during a 12-month period, the TA, together with the Standing Offer Authority, may take corrective measures against the Offeror, even up to suspending the SO for one or more sessions.

#### **7.1.2 Part 2 – Familiarization session on assessment tools: Oral Interaction Verification (OIV)**

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

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

The session must be offered in class or virtually. The TA reserves the right to determine the training schedule 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 resources 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 advisors, with respect to this SO**

The CSPS will, where it deems it necessary, provide a familiarization session on the roles and responsibilities of the Offeror's pedagogical advisors. The session would be no more than one day in length and the CSPS reserves the right to determine the session schedule in order to respond to requirements appropriately. The session may be held in-class or virtually through the mode chosen by the TA.

#### **7.1.4 Location of familiarization sessions**

At the discretion of the Technical Authority (TA), the familiarization sessions for teaching resources and pedagogical advisors will be held at CSPS facilities or virtually and may be provided at the Offeror's facilities. Participants will still have the option to attend the sessions virtually to minimize travel costs for the Offeror. The CSPS will not charge offerors any fees for the familiarization sessions. 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 for teaching resources and pedagogical advisors if the TA deems it necessary. Teaching resources and pedagogical advisors must attend these sessions. The sessions may be up to one day in length. If the sessions are scheduled during class time, the Offeror must replace the teaching resources, unless otherwise indicated by the TA. If the teaching resources are not replaced during the pedagogical sessions, learners will work independently during these sessions. Teaching resources must therefore 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 or virtually, as determined by the TA. The Offeror is responsible for all of its resources' travel expenses, at no additional cost to Canada.

## **8.0 Specific resource services**



## 8.1 Pedagogical advisors

The Offeror must assign dedicated primary pedagogical advisors. “Dedicated” refers to the assignment of resources on the basis of the ratios shown below.

The Offeror must assign at least one (1) primary pedagogical advisor for every ten (10) class groups. With the approval of the TA, teachers may perform a percentage of their work as an advisor for courses other than theirs. If the Offeror is issued more than one standing offer for a number of work streams, the Offeror may assign a primary pedagogical advisor to more than one work stream in accordance with the ratios listed below:

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

For example, if the Offeror sets up training for 45 full-time learners, one primary pedagogical advisor will have to be assigned for the first 30 learners and a second primary pedagogical advisor for the remaining 15 learners. The second pedagogical advisor could also be assigned responsibility for up to 5 full-time groups, 25 part-time groups or 50 part-time learners in individual training.

The Offeror must adhere to the ratios for all the work streams for which it was issued a standing offer against which call-ups have been issued.

The Offeror must also assign one (1) backup pedagogical advisor for every three (3) primary pedagogical advisors. A primary pedagogical advisor cannot be proposed as a backup pedagogical advisor and vice versa, whether in the same work stream or in another work stream. With the approval of the TA, teachers may perform a percentage of their work as a backup advisor for courses other than theirs.

### 8.1.1 Supervision by the pedagogical advisor

#### 8.1.1.1 Teaching evaluation report (Appendix 5 – Annex A3)

The pedagogical advisor will visit with the learner in the classroom to ensure that the courses are being delivered in accordance with training program requirements and that teaching methods are consistent with adult education principles. The pedagogical advisor must also be available to meet with the learner on request.

The pedagogical advisor must plan classroom teaching observation sessions. With the approval of the TA, virtual (remote) observation sessions may be used when courses are held in regions that are far from the pedagogical advisor's place of work. For each visit or remote observation session, the pedagogical advisor must record his or her observations in a written report and submit it to the TA no later than thirty (30) business days after the start of the session. The TA may require classroom visits or virtual observation sessions on request if the TA feels that the teaching resources or learners need specific support. For virtual teaching observation sessions, the TA may request additional information as needed (e.g., photos of the facilities).

The following items must be addressed in each monthly report:

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

➤ learner participation

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

When pedagogical shortcomings are observed or pointed out, the pedagogical advisor must perform a follow-up with the teaching resource, including an evaluation, using the Teaching Evaluation Report template (Appendix 5 of Annex A3, Statement of Work), followed by:

- i. Feedback for 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, but is not limited to:
  - training sessions given by a pedagogical advisor
  - pairing with an experienced teaching resource
  - coaching,
- iii. Verification that action plan objectives have been met

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

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

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

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

#### **8.1.1.3 Planning, individual work plans and reports**

The pedagogical advisor 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 advisor must assist the teaching resources to help them prepare satisfactory plans and reports. If requested by the TA or the IU's Project Authority, the pedagogical advisor must submit the plans and individual work plans, no later than two (2) business days following the request.

#### **8.1.1.4. Learner training file**

The pedagogical advisor 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 Welcome session for new learners**

At the beginning of the learners' training, the pedagogical advisor must prepare a welcome session. This session must cover at least the following: introduction of the training program, the roles and responsibilities of the teaching resource and pedagogical advisor. This session can be delivered by the pedagogical advisor or the teaching resource.

#### **8.1.1.6 Replacement of pedagogical advisors**

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

## **8.2 Teaching resources**

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

### **8.2.1 Replacement of teaching resources**

In the event that a teaching resource must take an unexpected leave of absence, the Offeror must ensure an immediate replacement. Only teaching resources or pedagogical advisors who already meet the education and experience requirements set out in clause 10.2 of this section and who have already been trained by the TA on the use of the CSPA products applicable to the training programs listed in article 4 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 monthly reports, as indicated in article 9.0 of this section.

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

### **8.2.2 Preparation time**

The Offeror must ensure that teaching resources devote one (1) hour to course preparation for every six (6) hours of teaching time, that is, one (1) hour of preparation time per seven (7) hour training day, at the Offeror's facilities. During that hour, the learner must perform self-directed learning activities. In order to allow the learner to benefit fully from the training, it is strongly recommended that the teaching resource's daily preparation time take place between 10:00 a.m. and 3:30 p.m.

## **9.0 Quality assurance and specific performance measurements**

For all reports referred to in this part and under Deliverables, (article 11 of this section), templates and familiarization sessions will be provided for the Offeror's teaching resources and pedagogical advisors.

### **9.1 Training schedule (Annex A3 – Appendix 8)**

Following the issuance of a call-up and before delivering training services, the pedagogical advisor must prepare the learner's training schedule. The duly completed schedule must be submitted to the TA and, on request, to the IU, no later than one business day before the training begins.

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

### **9.2 Absence report**

The teaching resource must record learner absences in the monthly absence report. All partial- and full-day absences must be recorded. Monthly absence reports must be initialled by the learner at the end of each week and submitted to the IU's Project Authority within five (5) business days following the end of each training 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 his or her learning. The Offeror must provide the IU's Project Authority with a written notice no later than forty-eight (48) business hours after determining that there have been such absences, late arrivals or early departures.

### **9.3 Monthly learner progress report (Annex A3 – Appendix 7)**

The teaching resource must track the learners' performance monthly.

The pedagogical advisor must ensure that the learner progress report duly completed and prepared by the teaching resource is sent to the IU's Project Authority and, if requested, to the TA, no later than five (5) business days following the month assessed.

### **9.4 Learner learning performance**

#### **9.4.1 Oral Interaction Verification (OIV)**

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

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

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

OIVs are to be used by the Offeror only in connection with this Standing Offer and contracts stemming from this Standing Offer, for which the TA is the CSPS.

#### **9.4.2 Predictive test, Reading Comprehension and Writing Expression**

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 comprehension and written expression tests and determines whether specific support is needed to prepare for these tests.

The Offeror's pedagogical advisor 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 Standing Offer. This also applies to training delivered on the department's premises. If the observed teaching does not comply with these requirements, the Offeror must conduct a follow-up, which may include registering the teaching resource to take the

familiarization session described in clause 7.1.1 of this section again, in whole or in part. If the teaching is still not consistent with the instructions at a second evaluation by the TA, the teaching resource will no longer be able to teach under this Standing Offer. If three (3) or more teaching resources are withdrawn from the CSPS programs for this reason during a 12-month period, the TA, together with the Standing Offer Authority, may take corrective measures against the Offeror, even up to suspending the SO for one or more sessions.

#### **9.5.2 Language training Quality Assurance Measurement Tool (QAMT)**

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

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

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

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

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

### **10.0 Education and experience requirements – Resources**

All resources proposed by the Offeror must have mastered the language being taught and be sufficiently proficient in the other official language to explain basic concepts of the language being taught. The pedagogical advisor 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 advisors**

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 advisor.

The resources proposed to replace primary and backup pedagogical advisors 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 advisors** do not include Parts 1, 2 and 3 of the familiarization sessions on CSPS language training programs.

##### **10.1.1 Primary and backup pedagogical advisors – Mandatory qualifications**

All primary and backup pedagogical advisors must have at least a bachelor's degree from a recognized Canadian university. In cases where studies were completed at an institution outside Canada, only an equivalency certificate from an accredited institution recognizing the credentials as Canadian equivalencies 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 certificates and diplomas against Canadian standards, 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 600 hours of experience since January 2007 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 or group basis.
- b. at least 1,800 hours of experience as a teaching resource since January 2007, delivering full-time and/or part-time English or French as a second language courses to adults, using one or more of the following training programs:
  - PBFT
  - PFL<sub>2</sub> A and B or PFL<sub>2</sub> C
  - CEWP
  - a program used by a recognized Canadian post-secondary institution
  - any other English or French as a second language adult education program.

As proof of education, 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 advisor's level of education. If an original document is submitted, a copy must be made by the TA and returned to the Offeror after the offer evaluation process has been completed.

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

## **10.2 Teaching resources**

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

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

### **10.2.1 Teaching resources proposed for the first time and replacements – Mandatory qualifications**

All teaching resources must hold at least a bachelor's degree from a recognized Canadian university. In cases where studies were completed at an institution outside Canada, only an equivalency certificate from an accredited institution recognizing the credentials as Canadian equivalencies 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, identified on the Canadian Information Centre for International Credentials Web site:

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

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

#### **10.2.1.1. Teaching resources**

Teaching resources must have acquired, since January 2007, a minimum of 500 hours of experience teaching English or French as a second language to adults, on an individual or group basis. In addition, these hours of training must have been delivered using one or more of the following programs:

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

#### **10.2.1.2. Teaching resources in training**

A teaching resource who does not have the experience described in **10.2.1.1** or who is in his or her last year of a bachelor's degree program at a recognized Canadian university will be considered a teaching resource in training. Teaching resources in training must be paired with experienced teaching resources until they have met the requirements of **10.2.1.1** and attended the familiarization sessions. Their progress will be constantly monitored by a pedagogical advisor. 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 advisor 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 TA with proof of education in the form of a document confirming the level of education of all the teaching resources. The SO Authority may at any time require an original document or a true copy of the original certified by a commissioner of oaths.

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



## **ANNEX A3 – SECTION II – 2**

### **PART-TIME INDIVIDUAL TRAINING**

Work stream 9A: Part-time individual training in French at the Offeror's facilities

Work stream 9B: Part-time individual training in French at a federal institution

Work stream 10A: Part-time individual training in English at the Offeror's facilities

Work stream 10B: Part-time individual training in English at a federal institution

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

#### **1.0 Type of training provided**

Part-time individual training must be delivered for fewer than fifteen (15) hours per week from Monday to Friday, between 7:30 a.m. and 5:00 p.m., except on federal government statutory holidays.\*

\*See glossary in Appendix 3.

#### **2.0 Training delivery days**

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

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

For each period of two (2) consecutive hours, the trainer must provide the learners with a 15-minute break. After a second two-hour period, the trainer must provide the learners with a 30- to 60-minute meal break. If the training exceeds four (4) hours, resuming immediately after the meal break, an additional break must be provided after the third two-hour period. Training hours do not include breaks and meal times.

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

**Training must not be delivered on federal government statutory holidays and on provincial holidays in the province where the training is being given.**

Training may be delivered between December 25 and January 1, excluding statutory holidays. A pedagogical break may be subject to TA approval.

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

#### **3.0 CSPA training programs**

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



Offerors must use one of the CSPA training programs listed below. CSPA programs are based on a communicative approach and adult education principles. The Offeror can use additional activities to supplement or enhance those of the CSPA and to meet learners' needs. The complementary activities may be subject to TA approval. They must not replace the programs and must be consistent with the training objectives.

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
  - Adjust the correction of errors 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 outcome
    - 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
    - the link between the objective of the activity and the training objective
  - Provide learners with regular feedback on their strengths and the areas that need work in relation to the targeted objectives
  - Take into account the needs, interests and experience of learners while conducting the activities

The following are the CSPA training programs:

1. For French: Programme de français langue seconde, levels A and B (PFL2 A and B), Programme de français langue seconde, level C (PFL2 C).
2. For English: Communicative English at Work Program (CEWP), levels A, B and C.

### **3.1 The PFL2 programs**

The CSPA PFL<sub>2</sub> A and B and PFL<sub>2</sub> C are the programs for language training in French. They cover proficiency levels A, B and C and enable learners to acquire the skills necessary to interact in French in the workplace and in everyday situations.

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

PFL<sub>2</sub> C includes two (2) preparatory sessions and four (4) modules, and is designed to ensure that the learner achieves or maintains level C proficiency.

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

### **3.2 The CEWP program**

The CSPA CEWP is the program for language training in English. It covers proficiency 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” consists of seventy-six (76) main objectives grouped into eight (8) workbooks: 1 to 3 for level A and 4 to 8 for level B.

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

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

CSPS is working on updating the CEWP. Once the program has been updated, the Offeror will be required to use the new version of the program.

The training objectives of the PFL<sub>2</sub> and CEWP programs are listed in Appendix 4 of this Annex.

### 3.3 Learning levels

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

### 4.0 Second language evaluation (SLE) tests

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

### 5.0 Training materials

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

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

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

Required materials for levels A and B in French:

- TOs 1 to 40 (40 workbooks)
- Consolidations 1 to 4 (4 workbooks)
- Self-assessments 1 to 4 (4 workbooks)

Required materials for level C in French:

- Preparatory sessions 1 and 2 (2 workbooks)

Required materials for levels A and B in English:

- Interface Canada, Student's Books 1 to 8

Required materials for level C in English: none.

The Offeror is not obligated to purchase the four (4) PFL<sub>2</sub> C modules or the CEWP C, as they are not available in print format through Government of Canada Publications. However, they are available on MyAccount and the four (4) PFL<sub>2</sub> C modules are available for purchase from Government of Canada Publications in DVD format.

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

## **6.0 Facilities**

### **6.1 Federal institution facilities**

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

### **6.2 The Offeror's facilities**

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

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

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

It is preferable for the Offeror's facilities to be located near a public transportation stop.

It is preferable for learners to have access to free parking at the Offeror's facilities.

#### **6.2.1 Classrooms**

For each individual part-time training session, the Offeror must provide a reasonably soundproof classroom that is at least 70 square feet (21.33 square meters) and has all the furnishings and materials needed for language training, i.e., a wall chart, tables, chairs, lighting, heating and a space to store notebooks and coats. The classroom will be a distinct closed room. Offerors that have facilities with accommodations must provide classrooms consistent with the accommodations required for a learner, as indicated in the call-up. If the Offeror's classrooms are being used for a first time under this SO, they must be ready at least five (5) business days before the start of training.

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

#### **6.2.2 Photocopier**

A black and white photocopier must be made available to learners, at no additional cost to Canada. However, the Offeror can, by giving learners advance notice, limit the number of photocopies to a maximum of 20 pages per learner per week. Anything exceeding that number could be charged to the learners using this service. The costs must be clearly indicated at the beginning of the training.

Learners should not be required to print the materials which the Offeror is required to make available to them as part of the training program.

### **6.2.3 Environmental requirements**

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

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

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

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

## **7.0 CSPS support to Offeror**

### **7.1 Familiarization sessions**

Following the authorization of the SO, the Offeror must provide the TA with the names of the pedagogical advisors 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 A3, Statement of Work. These resources must attend Part 1 of the familiarization sessions, as detailed in clause 7.1.1 of this

section. When the TA considers it necessary, pedagogical advisors must attend Part 3, in addition to Parts 1 and 2, to become familiar with their roles and responsibilities.

The purpose of these sessions is to enable the teaching resources and pedagogical advisors 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 provide these sessions at no cost to the Offeror. However, the Offeror must assume any other expenses related to the participation of its resources in familiarization sessions, such as compensation for the resources.

Teaching resources and pedagogical advisors must attend the familiarization sessions, unless the TA deems that they already have the necessary familiarity with the programs and/or 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 advisors, i.e. those who have taken the familiarization sessions on CSPS training programs and have received written confirmation from the TA, can deliver training services, except under the following circumstances, and only with prior written approval from the TA:

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

In these three (3) cases, the teaching resources and pedagogical advisors 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 advisors who have not attended any familiarization sessions, Part 3 for pedagogical advisors who have already attended Part 1.

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

#### **7.1.1 Part 1 – Familiarization sessions on the PFL2 A and B, PFL2 C and CEWP training programs**

The duration of the familiarization sessions provided on CSPS training programs must be as follows: five (5) days for Part 1.1, for levels A and B of the training program (prerequisites to the level C familiarization session), and 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 provided for all teaching resources and pedagogical advisors who meet the requirements set out in Annex A3, Section II, article 10.0.

The sessions are expected to be given by the CSPS in class or virtually. The TA is the only Authority who can establish the schedule for the sessions; the TA can also alter their mode of delivery at any time. At the end of each familiarization session, the CSPS will provide each participant with a document confirming their completion of the session (level A and B program or level C program). After receiving this document, the teaching resource will be able to deliver CSPS training programs, and the pedagogical advisor may attend familiarization session Part 3.

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

onth period, the TA, together with the Standing Offer Authority, may take corrective measures against the Offeror, which may go so far as to suspend the SO for one or more sessions.

#### **7.1.2 Part 3 – Familiarization session on the roles and responsibilities of the Offeror's pedagogical advisors, with respect to this SO**

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

### **7.1.3 Location of familiarization sessions**

At the discretion of the Technical Authority (TA), the familiarization sessions for teaching resources and pedagogical advisors will be held at CSPA facilities or virtually and may be provided at the Offeror's facilities. Participants will still have the option to attend the sessions virtually to minimize travel costs for the Offeror. The CSPA will not charge offerors any fees for the familiarization sessions. 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 for teaching resources and pedagogical advisors if the TA deems it necessary. Teaching resources and pedagogical advisors must attend these sessions. Sessions will be provided in the morning and/or afternoon up to a maximum of seven (7) hours. If the sessions are scheduled during class time, the Offeror must replace the teaching resources, unless otherwise indicated by the TA. If the teaching resources are not replaced during the pedagogical sessions, the learners must work independently. Teaching resources must assign learners work, which will be checked when they return from the pedagogical session.

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

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

## **8.0 Specific resource services**

### **8.1 Pedagogical advisors**

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

The Offeror must assign at least one (1) primary pedagogical advisor for every ten (10) group classes. With the approval of the TA, teachers may perform a percentage of their work as an advisor for courses other than theirs. If the Offeror is issued more than one standing offer for a number of work streams, the Offeror may assign a primary pedagogical advisor to more than one work stream in accordance with the ratios listed below:

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

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

The Offeror must adhere to the ratios for all the work streams for which it was issued a standing offer against which call-ups have been issued.

The Offeror must also assign one (1) backup pedagogical advisor for every three (3) primary pedagogical advisors. A primary pedagogical advisor cannot be proposed as a backup pedagogical advisor and vice versa, whether in the same work stream or in another work stream. With the approval of the TA, teachers may perform a percentage of their work as a backup advisor for courses other than theirs.

### **8.1.1 Supervision by the pedagogical advisor**

#### **8.1.1.1 Teaching evaluation report (Appendix 5 – Annex A3)**

Each pedagogical advisor assigned to a group will visit with the learner in the classroom to ensure that the courses are being delivered in accordance with training program requirements and that teaching methods are consistent with adult education principles. The pedagogical advisor must also be available to meet with the learner on request.

The pedagogical advisor must plan classroom teaching observation sessions. With the approval of the TA, virtual (remote) observation sessions may be used when courses are held in regions that are far from the pedagogical advisor's place of work. For each visit or remote observation session, the pedagogical advisor must record his or her observations in a written report and submit it to the TA no later than thirty (30) business days after the start of the session. The TA may require classroom visits or virtual observation sessions on request if the TA feels that the teaching resources or learners need specific support. For virtual teaching observation sessions, the TA may request additional information as needed (e.g., photos of the facilities).

For each visit, the pedagogical advisor must record his or her observations in a written report and submit it to the TA no later than three (3) business days after the visit. The TA may require two (2) or more classroom visits per three-month period if the TA feels that the teaching resource needs specific support.

The following items must be addressed in each monthly report:

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

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

When pedagogical shortcomings are observed or pointed out, the pedagogical advisor must perform follow-up with the teaching resource, including an evaluation, using the Teaching Evaluation Report template (Appendix 5 of Annex A3, Statement of Work), followed by:

- i. Feedback for 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, but is not limited to:
  - training sessions given by a pedagogical advisor
  - pairing with an experienced teaching resource
  - coaching
- iii. Verification that action plan objectives have been met

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



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

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

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

#### **8.1.1.3 Planning and reports**

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

#### **8.1.1.4 Welcome session for new learners**

At the beginning of the learners' training, the pedagogical advisor must prepare a welcome session. This session must cover at least the following: training program delivery and the roles and responsibilities of the teaching resource and pedagogical advisor. This session can be delivered by the pedagogical advisor or the teaching resource.

#### **8.1.1.5 Replacement of pedagogical advisors**

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

### **8.2 Teaching resources**

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

#### **8.2.1 Replacement of teaching resources**

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

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

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



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

## **9.0 Quality assurance and specific performance measurements**

For all reports referred to in this part and under Deliverables, (article 13 of this section), templates and familiarization sessions will be provided for the Offeror's teaching resources and pedagogical advisors.

### **9.1 Absence report**

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

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

### **9.2 Learner progress report (Annex A3 – Appendix 7)**

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

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

## **9.3 Learning performance monitoring and teaching quality assessment**

### **9.3.1 In-class monitoring of teaching**

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

### **9.3.2 Language training Quality Assurance Measurement Tool (QAMT)**

At the end of each three-month period and/or at the end of the training, the Offeror must have the learner fill out, electronically or on paper, as requested by the TA, the CSPS's language training Quality Assurance Measurement Tool (QAMT) questionnaire with regard to his or her degree of satisfaction with the training received. The Offeror must inform the TA by email when the learner has completed it electronically or, if the QAMT has been completed on paper, must send the completed questionnaire to the TA.

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

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

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

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

## **10.0 Education and experience requirements – Resources**

All resources proposed by the Offeror must have mastered the language being taught and be sufficiently proficient in the other official language to explain basic concepts of the language being taught. The pedagogical advisor 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 advisors**

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 advisor.

The resources proposed to replace primary and backup pedagogical advisors 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 advisors** do not include Parts 1, 2 and 3 of the familiarization sessions on CSPA language training programs.

#### **10.1.1 Primary and backup pedagogical advisors – Mandatory qualifications**

All primary and backup pedagogical advisors must have at least a bachelor's degree from a recognized Canadian university. In cases where studies were completed at an institution outside Canada, only an equivalency certificate from an accredited institution recognizing the credentials as Canadian equivalencies 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 certificates and diplomas against Canadian standards, 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 600 hours of experience since January 2007 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 or group basis.
- b. at least 1,800 hours of experience as a teaching resource since January 2007, delivering full-time and/or part-time English or French as a second language courses to adults, using one or more of the following training programs:
  - PBFT
  - PFL<sub>2</sub> A and B or PFL<sub>2</sub> C
  - CEWP
  - a program used by a recognized Canadian post-secondary institution
  - any other English or French as a second language adult education program.

As proof of education, 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 advisor's level of

education. If an original document is submitted, a copy must be made by the TA and returned to the Offeror after the offer evaluation process has been completed.

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

## **10.2 Teaching resources**

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

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

### **10.2.1 Teaching resources proposed for the first time and replacements – Mandatory qualifications**

All teaching resources must hold at least a bachelor's degree from a recognized Canadian university. In cases where studies were completed at an institution outside Canada, only an equivalency certificate from an accredited institution recognizing the credentials as Canadian equivalencies 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, identified on the Canadian Information Centre for International Credentials Web site:

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

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

#### **10.2.1.1. Teaching resources**

Teaching resources must have acquired, since January 2007, a minimum of 500 hours of experience teaching English or French as a second language to adults, on an individual or group basis. In addition, these hours of training must have been delivered using one or more of the following programs:

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

#### **10.2.1.2. Teaching resources in training**

A teaching resource who does not have the experience described in **10.2.1.1** or who is in his or her last year of a bachelor's degree program at a recognized Canadian university will be considered a teaching resource in training. Teaching resources in training must be paired with experienced teaching resources until they have met the requirements of **10.2.1.1** and attended the familiarization sessions. Their progress will be constantly monitored by a pedagogical advisor. 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 advisor 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 TA with proof of education in the form of a document confirming the level of education of all the teaching resources. The

SO Authority may at any time require an original document or a true copy of the original certified by a commissioner of oaths.

The Offeror must also provide a certificate confirming each main teaching resource's experience. The certificate must provide the following information: name of the client organization, name and telephone number of a contact person, number of hours of experience as a teaching resource, and the 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 requested by the IU, and emailed, 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 A3 – SECTION III

#### Deliverables for Full-Time and Part-Time Training

Deliverables	The Offeror Must:
1) Teaching evaluation report (Section II, clause 8.1.1.1)	Record in-class observations in a report once per month (individual full-time training) or every three (3) months (individual part-time training). Submit the report to the Technical Authority (TA) the first business day of the following month.
2) Pedagogical advisor's action in response to a complaint or for an intervention with learners (see Section II, clause 8.1.1.2)	Conduct all learner interventions at the request of a learner, the TA or the IU's Project Authority when a learner's behaviour disrupts training. Submit the report to the IU's Project Authority and, upon request, to the TA, on the first 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 (Section II, clause 9.1; for full-time individual training, see clause 9.2)	Record absences in the monthly absence report. Have the learners initial the absence report. Send the report to the IU's Project Authority the first business day following the end of each training month (full time) or no later than five (5) business days after the end of the month (part time). Inform the IU's Project Authority of any repeated absences, late arrivals or early departures that could impede the full-time learning process. Inform the IU's Project Authority of any absences for three (3) consecutive part-time classes or more.
4) Learner progress report (Section II, clause 9.2, for full-time individual training, – Section II, clause 9.3)	Ensure that the report is duly prepared and completed by the teaching resource, at the end of every month for individual full-time training or at the end of every three-month period and at the end of the training for individual part-time training. Submit the report to the IU's Project Authority on the first (1st) business day of the following month (for full-time individual training) or the 10th day following the assessed period (for part-time individual training). Submit the report to the TA upon request.
5) Training schedule (full-time individual training – Section II, clause 9.1)	Prepare the training schedule and submit it to the TA and, upon request, to the IU, no later than one business day before the training begins.
6) Training materials (Section II, article 5.0)	Acquire CSPS training program material. Provide the teaching resource, the learner and the pedagogical advisor with it.
7) Various documents (Section II, clause 8.1.4)	Provide the TA with all plans, reports, records and individual work plans no later than two (2) business days following the request.

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

## ANNEX A3 – 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 (3) 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 (2) 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 language 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 (3) 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 (2) 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

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

## 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

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



## Written comprehension in the second official language – Proficiency level C

### Standard description

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

A person reading at this level can:

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

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

### Examples

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

## 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

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

## Written expression in the second official language – Proficiency level B

### Standard description

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

A person writing at this level can:

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

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

## Examples

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

## Written expression in the second official language – Proficiency level C

### Standard description

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

A person writing at this level can:

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

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

### Examples

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

## Oral proficiency in the second official language – Level A

### Standard description

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

A person speaking at this level can:

- ask and answer simple questions
- give simple instructions
- give uncomplicated directions related to routine work situations

People at this level make many errors and have 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
- discuss 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 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 and 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 A3 - APPENDIX 2**  
**ABBREVIATIONS AND ACRONYMS**

**CEWP - Interface Canada**

Communicative English at Work Program – Levels A and B

**CEWP - Interaction Canada**

Communicative English at Work Program – Level C

**CSPS**

Canada School of Public Service

**ILMS**

Integrated Learning Management System

**IU**

Identified user

**OF**

Objectif de formation

**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, Levels A, B and C

**PSC**

Public Service Commission

**PWGSC**

Public Works and Government Services Canada

**QAMT**

Quality Assurance Measurement Tool

**SLE**

Second Language Evaluation

**SO**

Standing offer

**SOW**

Statement of work

**TA**

Technical authority

**TO**

Training objective

## ANNEX A3 - APPENDIX 3

### GLOSSARY

In the event of a discrepancy between the definitions in this glossary and those in Annex A3 – 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 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 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:

- New Year's Day (January 1, or the Monday following that date if January 1 falls on a Saturday or Sunday)
- Good Friday
- Easter Monday
- Victoria Day (Monday preceding May 25, National Patriots' Day in Quebec)
- Canada Day (July 1, or the Monday following that date if July 1 falls on a Saturday or Sunday)
- Civic Holiday (statutory holiday in the province where the course is being given)
- Labour Day (first Monday in September)
- Thanksgiving (second Monday in October)
- Remembrance Day (November 11)
- Christmas and Boxing Day (December 25 and 26)

Family Day is a provincial statutory holiday in some provinces but is not recognized as a statutory holiday by the Government of Canada.

#### **Full-time training**

Training provided between 15 and 35 hours per week.

#### **Learning pace**

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

#### **Learning level**

Part-time training programs are divided into three (3) levels: beginner, intermediate and advanced. The learning level is to be determined on the basis of an evaluation or a candidate's self-assessment.

#### **MyAccount**

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

#### **Part-time training**

Training provided less than 15 hours per week.

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

CSPS program developed by the Language Training Centre and previously used to enable learners to attain levels A, B and C. The program emphasized communication in the context of everyday tasks. This program has been replaced by Programme de français langue seconde, PFL<sub>2</sub> A and B, and by Programme de français langue seconde, PFL<sub>2</sub> C.



**Programme de français langue seconde, Levels A and B (PFL2 A and 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, Level 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 the advanced level (level C).

**Qualification standards in relation to official languages (OL)**

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 proficiency). These tests are administered only if required by Canada.

**Session**

Group training is delivered in the form of sessions. One session corresponds to one step of the program.

**Step**

CSPS language training programs are divided 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 are part of CSPS training programs and are defined in the training documents.

## **ANNEX A3 – APPENDIX 4**

### **CSPS TRAINING PROGRAM OBJECTIVES**

Preparation for the oral proficiency test takes place after:

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

#### **1. PFL<sub>2</sub> A and B**

At the end of each step of PFL2 A and B, there is a step 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

OF 33 – Exprimer un choix

#### STEP 4

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. PFL<sub>2</sub> C

### Program component

#### STEP 5

Session préparatoire 1

Session préparatoire 2

Module 1

Module 2

#### STEP 6

Module 3

Module 4

## 3. CEWP level A and B

CEWP Learning Objectives	
Book	INTERFACE (program A - B): TRAINING OBJECTIVE (TO)
STEP 1	
1	TO 1 - talk about one's self
	TO 2 - talk about occupations and professions
	TO 3 - say what things are
	TO 4 - express possession
	TO 5 - alphabet and spelling
	TO 6 - use social expressions

	TO 7 - say what/where things are (to be, stative verb use)
	TO 8 - phone someone (give/get numbers, answer calls, request)
	TO 9 - get to know someone (give and get personal information)
	TO 10 - give and get addresses (numbers)
	TO 11 - talk about family / introduce people
	TO 12 - tell the time
	TO 13 - ask about people (who, where, stative questions)
	TO 14 - ask someone to do something (polite requests)
2	TO 15 - describe your job (stative verbs, routines)
	TO 16 - ask / say which one (demonstratives)
	TO 17 - say / ask what one is doing (present action)
	TO 18 - talk about leisure activities (present, simple vs. progressive)
	TO 19 - give / get info on past activities (past, time adverbials)
	TO 20 - dates (prepositions, day, month, year)
	TO 21 - talk about who it belongs to (possessive pronouns, ownership)
	TO 22 - ask for things (availability, quantity, there is/are)
	TO 23 - future plans (present simple for future, time adverbials)
	TO 24 - talking about the weather (adjectives, intensifiers)
	TO 25 - giving locations (prepositions of place)
	TO 26 - small talk (review mixed tenses, weather, plans)
3	TO 27 - directing phone calls
	TO 28 - asking about language (pronunciation, spelling, meaning clarification)
	TO 29 - describing people (giving /getting physical info; descriptive adjectives)
	TO 30 - habits and routines (simple present; adverbs of frequency)
	TO 31 - giving / getting personal data
	TO 32 - temporary situations (time adverbials, contrast present vs. continuous aspect)

	TO 33 - giving directions (adverbs of movement, direction)
	TO 34 - giving / getting info on past actions and events
	TO 35 - ability (modal auxiliaries: can, could; adverbs manner)
	TO 36 - making appointments
<b>STEP 2</b>	
4	TO 37 - giving assurance (will; time adverbials; (in)direct objects)
	TO 38 - describing things
	TO 39 - asking / granting permission (modal use: can, could, may, have to)

	TO 40 - making comparisons (comparative; superlatives; intensifiers)
	TO 41 - alphabet and spelling / social formulation
	TO 42 - telling what happened (contrast past aspects)
	TO 43 - leaving and taking a message (modals: can, could, would)
	TO 44 - talking about intentions (intro: conditional sentences)
5	TO 45 - polite requests (can, could, will, would, mind+)
	TO 46 - asking about cost and quantity (much, many, a few...)
	TO 47 -arriving for an appointment
	TO 48 - ongoing situations (into: present perfect)
	TO 49 - showing how, giving instructions (adverbs for sequence)
	TO 50 - health (modal: should, ought to)
	TO 51 - Review social expression, introductions
	TO 52 - talking about the recent past (contrast past, present perfect, time expressions)
1 - 5	<b>CONSOLIDATION Level A objectives (Review)</b>
<b>STEP 3</b>	
	TO 53 - explaining how to get somewhere

6	TO 54 - making inquiries (info, yes/no, indirect)
	TO 55 - offering help
	TO 56 -remembering the past (discontinued habit; modals)
	TO 57 - speculating (modals + be)
	TO 58 - looking for people and things (indirect questions; modals)
	TO 59 - similarities and differences (both, neither, (n)or, intensifiers)
	TO 60 - arranging to meet with someone (modal auxiliaries)
7	TO 61 - hypothetical situations (conditional: probable, improbable)
	TO 62 - satisfaction and dissatisfaction (like, enjoy, hate, can't stand..)
	TO 63 - referring (mixed modals)
	TO 64 - past experience (present perfect, simple past, used to, time adverbials)
	TO 65 - getting together (inviting; modals, social expressions)
	TO 66 - opinions and reactions (agreement; so/too; (n)either)
	TO 67 - skills and know-how (gerunds for activity, good at)
	TO 68 - relaying a message (reported speech)
<b>STEP 4</b>	
8	TO 69 - making suggestions (should, could, instead)
	TO 70 - interests and preferences (gerunds)
	TO 71- offering encouragement (indecision, concerns; worries)
	TO 72 - giving positive/negative feedback (modal perfect)
	TO 73 - expressing wishes (conditionals, wish, hope)
	TO 74 - making / handling complaints; expressing frustration
	TO 75 - expressing regrets (modal perfect expressions)
	TO 76 - completing tasks (gerunds, adverbials of degree)

#### 4. CEWP level C

##### INTERACTION (program A – B, C)

**STEP 5**

Review Phase  
Phase 1

**STEP 6**

Phase 2  
Phase 3

## APPENDIX 5

### TEACHING EVALUATION REPORT

The Offeror is informed that the TA uses the same tool on a regular basis to evaluate teaching. Should there be a discrepancy between the results of the TA and the pedagogical advisor, the TA, at his or her discretion, may call a meeting with the pedagogical advisor to resolve the differences. The pedagogical advisor must follow the instructions given by the TA at the meeting.

Date:

Evaluation performed by

Name:

Title:

Offeror:

Teaching resource:

Group no.

Program step:

Training mode (check appropriate box):

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

Activities observed:

- ☐ PFL<sub>2</sub> A and B      TO/OF: Activity:      Unit/Capsule (specify):
- ☐ PFL<sub>2</sub> C      Session préparatoire: or Module:      Activity:
- ☐ Other (specify)

**Put an X in the box next to any criteria that need improvement.**

**Then indicate the rating for the teaching resource's performance:**

**3** – meets 80% or more of the requirements

**2\*** – meets 60% to 79% of the requirements

**1\*\*** – meets 59% or fewer of the requirements

\*Show and comment on the point(s) needing improvement.

\*\*Indicate measures to be taken by the pedagogical advisor and teaching resource to meet the following criteria.

\*\*\*If the criteria do not apply to the activities observed, state this in the comments section.

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

The teaching resource:

a) establishes links between activities and training objectives ☐

b) ensures that learners understand the training objectives ☐



**Rating: 1 / 2 / 3**

**Comments / Points to be improved**

**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 be improved**

**3. The activities are varied and meet learners' needs.**

The teaching resource:

a) varies how s/he presents activities while maintaining the training objective <input type="checkbox"/>
b) relates the learners' experience to the objectives of the scheduled activities <input type="checkbox"/>
c) tailors 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) adjusts time allocated to activities to learners' needs <input type="checkbox"/>
g) uses authentic documents <input type="checkbox"/>
h) leads activities in a way that maximizes the learners' speaking time <input type="checkbox"/>

**Rating: 1 / 2 / 3**

**Comments / Points to be improved**

**4. Corrections are well balanced and adhere to adult education principles on dealing with errors.**

The teaching resource:

a) varies correction in line with the activity objective of the unit of study <input type="checkbox"/>
b) gives corrections in line with the learner's needs and the training objective at hand <input type="checkbox"/>
c) limits his/her interventions during communication activities, correcting only errors that obscure meaning <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 be improved**

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

The teaching resource:

a) requires the participation of all learners <input type="checkbox"/>
b) encourages spontaneous interaction and ties it in to the areas of study <input type="checkbox"/>
c) encourages learners to use their second language in class <input type="checkbox"/>
d) equally distributes speaking opportunities among learners <input type="checkbox"/>
e) provides learners with opportunities to speak as much as possible <input type="checkbox"/>
f) makes the learners responsible for their learning by assigning them to lead certain activities <input type="checkbox"/>

**Rating: 1 / 2 / 3**

**Comments / Points to be improved**

**6.1. In PFL<sub>2</sub> A and B, the teaching resource takes the nature of the units of study into consideration (exploration, functions, etc.).**

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) The teaching resource presents the unit at the time indicated in the program <input type="checkbox"/>
d) The activities selected meet the learners' needs <input type="checkbox"/>
e) The teaching resource uses online learning tools judiciously <input type="checkbox"/>
f) The objective of the activity is met <input type="checkbox"/>

**Rating: 1 / 2 / 3**

**Comments / Points to be improved**

**6.2. In PFL<sub>2</sub> C, the teaching resource takes the nature of the activities set out in the program into consideration.**

The teaching resource:

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

**Rating: 1 / 2 / 3**

**Comments / Points to be improved**

### **7. The teaching resource creates a dynamic that is conducive to group learning.**

The teaching resource:

a) demonstrates a positive attitude towards the program being taught <input type="checkbox"/>
b) stimulates learner interest through his/her way of introducing the activities <input type="checkbox"/>
c) chooses relevant and varied activities <input type="checkbox"/>
d) factors in situations that arise in class (fatigue, unexpected demands, comments) and adjusts the planned activities accordingly <input type="checkbox"/>
e) allows learners to test and develop their own strategies <input type="checkbox"/>
f) uses the learners' first official language when required <input type="checkbox"/>

**Rating: 1 / 2 / 3**

**Comments / Points to be improved**

### **8. Observations and comments on the group**

The learners:

a) are progressing and are at roughly the same level <input type="checkbox"/>
b) speak spontaneously <input type="checkbox"/>
c) ask questions <input type="checkbox"/>
d) participate actively <input type="checkbox"/>
e) use their second language in class <input type="checkbox"/>
f) contribute to creating an atmosphere which is conducive to learning <input type="checkbox"/>

**Evaluator's comments:**

## **APPENDIX 6**

### **MINIMUM CONTENT OF IN-HOUSE TRAINING SESSIONS**

(Section II, Clause 8.1)

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

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

1. use PFL2 A and B, PFL2 C or CEWP classroom and self-directed 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 the roles and responsibilities of learners, teaching resources and the Canada School of Public Service
8. prepare absence, progress, end-of-session and recommendation reports

## APPENDIX 7

### PROGRESS REPORT

#### 1. Template for full-time individual training

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

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

#### Overall assessment / Évaluation globale

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

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

#### Comments / Remarques

<b>Learner / Apprenant</b>
I understand all of the above points which have been explained to me clearly / Ce rapport m'a été expliqué clairement et j'en comprends le contenu.
<b>Comments / Commentaires</b>

Teaching Resource / Ressource enseignante :

Date :

Pedagogical Advisor / Conseiller pédagogique :

Date :

## 2. Template for part-time individual training

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

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

**Overall assessment / Évaluation globale :**

**Comments / Remarques :**

Date :

## APPENDIX 8

### TRAINING SCHEDULE

Templates to be used for full-time individual training

1. PFL<sub>2</sub> A, B and C

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



## 2. CEWP Program

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



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Gouvernement du Canada

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

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

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

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

☒ No  
Non ☐ Yes  
Oui

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

☒ No  
Non ☐ Yes  
Oui

Short Title(s) of material / Titre(s) abrégé(s) du matériel:

Document Number / Numéro du document:

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

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

☒ RELIABILITY STATUS  
COTE DE FIABILITE

☐ CONFIDENTIAL  
CONFIDENTIEL

☐ SECRET  
SECRET

☐ TOP SECRET  
TRES SECRET

☐ TOP SECRET - SIGHT  
TRES SECRET - SIGHT

☐ NATO CONFIDENTIAL  
NATO CONFIDENTIEL

☐ NATO SECRET  
NATO SECRET

☐ COSMIC TOP SECRET  
COSMIC TRES SECRET

☐ SITE ACCESS  
ACCES AUX EMPLACEMENTS

Special comments:  
Commentaires spéciaux:

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

10. b) May unscreened personnel be used for portions of the work?  
Du personnel sans autorisation sécuritaire peut-il se voir confier des parties du travail?

☒ No  
Non ☐ Yes  
Oui

If Yes, will unscreened personnel be escorted?  
Dans l'affirmative, le personnel en question sera-t-il escorté?

☐ No  
Non ☐ Yes  
Oui

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

**INFORMATION / ASSETS / RENSEIGNEMENTS / BIENS**

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

☒ No  
Non ☐ Yes  
Oui

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

☒ No  
Non ☐ Yes  
Oui

**PRODUCTION**

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

☒ No  
Non ☐ Yes  
Oui

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

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

☒ No  
Non ☐ Yes  
Oui

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

☒ No  
Non ☐ Yes  
Oui

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

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

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

**SUMMARY CHART / TABLEAU RÉCAPITULATIF**

Category Catégorie	PROTECTED PROTÉGÉ			CLASSIFIED CLASSIFIÉ		NATO					COMSEC					
	A	B	C	Confidential	Secret	Top Secret	NATO Restricted	NATO Confidential	NATO Secret	COSMIC Top Secret	Protected Protégé			Confidential	Secret	Top Secret
				Confidential		Très Secret	NATO Diffusion Restreinte	NATO Confidential		COSMIC Très Secret	A	B	C	Confidential		Très Secret
Information / Assets Renseignements / Biens																
Production																
IT Media Support TI																
IT Link Lien électronique																

12. a) Is the description of the work contained within this SRCL PROTECTED and/or CLASSIFIED? ☒ No / Non ☐ Yes / Oui  
La description du travail visé par le présent L'ERS est-elle de nature PROTÉGÉE et/ou CLASSIFIÉE?

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

12. b) Will the document attached to this SRCL be PROTECTED and/or CLASSIFIED? ☒ No / Non ☐ Yes / Oui  
La documentation associée à la présente L'ERS sera-t-elle PROTÉGÉE et/ou CLASSIFIÉE?

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







[illegible]

**Acronyms:**  
FY = Fiscal Year  
SA = Supply Arrangement  
SO - Standing Offer