

RETURN BIDS TO:
RETOURNER LES SOUMISSIONS À:
Bid Receiving - PWGSC / Réception des
soumissions - TPSGC
11 Laurier St. / 11, rue Laurier
Place du Portage, Phase III
Core 0B2 / Noyau 0B2
Gatineau
Québec
K1A 0S5
Bid Fax: (819) 997-9776

LETTER OF INTEREST
LETTRE D'INTÉRÊT

Comments - Commentaires

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

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

Title - Sujet FOREIGN LANGUAGE TRAINING/TESTING	
Solicitation No. - N° de l'invitation 08349-140092/A	Date 2015-06-08
Client Reference No. - N° de référence du client 08349-140092	GETS Ref. No. - N° de réf. de SEAG PW-\$\$\$ZF-521-28984
File No. - N° de dossier 521zf.08349-140092	CCC No./N° CCC - FMS No./N° VME
Solicitation Closes - L'invitation prend fin at - à 02:00 PM on - le 2015-06-29	
Time Zone Fuseau horaire Eastern Daylight Saving Time EDT	
F.O.B. - F.A.B. Plant-Usine: <input type="checkbox"/> Destination: <input type="checkbox"/> Other-Autre: <input type="checkbox"/>	
Address Enquiries to: - Adresser toutes questions à: Lamoureux, Jenny	Buyer Id - Id de l'acheteur 521zf
Telephone No. - N° de téléphone (819) 956-9112 ()	FAX No. - N° de FAX (819) 956-9235
Destination - of Goods, Services, and Construction: Destination - des biens, services et construction: Foreign Affairs, Trade and Development Canada LB PEARSON BLDG 125 SUSSEX DR. OTTAWA Ontario K1A0G2 Canada	

Instructions: See Herein

Instructions: Voir aux présentes

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

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REQUEST FOR INFORMATION

08349-140092/A

FOREIGN LANGUAGE TRAINING, TESTING AND RELATED SERVICES

**DEPARTMENT OF FOREIGN AFFAIRS, TRADE AND
DEVELOPMENT (DFATD)**

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1 INTRODUCTION

1.1 BACKGROUND

The Centre for Foreign Languages and Intercultural Learning (CFSL) is part of the Canadian Foreign Service Institute (CFSI) in the Department of Foreign Affairs, Trade and Development (DFATD) and provides language training and testing in a number of foreign languages to DFATD staff and their eligible dependants, other personnel from federal, provincial and municipal governments in Canada, foreign governments, and non-governmental organizations.

CFSL delivers its training mandate through a variety of language training programs, each consisting of courses with separate objectives aimed at trainees with different levels of linguistic proficiency in a foreign language.

CFSL has a requirement for professional services in order to provide foreign language training and related services to its clients in the National Capital Region and in some cases, to provide the services throughout Canada, the United States and overseas. The training may be either full or part time, in group or individual sessions, distance or on-site, and in classrooms provided primarily by CFSL and at times in classrooms provided by the Offeror.

The Offeror could be called to offer services including:

- Language Training Services
- Language Proficiency Testing Services
- Course update, design and development
- Test update, design and development
- Foreign Language Learning Product design and development
- Research and Strategic Advisory Services Related to Foreign Language Training and Testing
- Ancillary Services

In the past, CFSL has engaged the services of foreign language training service providers through a competitive Request for Proposal process with the goal of awarding a contract. The current contract for foreign language training services will end in spring 2016. In order to renew these services, CFSL is planning for the first time to issue a Standing Offer. In addition to issuing a Standing Offer, several additional related services have been added to the requirement to best meet CFSL's various needs.

1.2 OBJECTIVES OF THE REQUEST FOR INFORMATION

The purpose of this Request for Information (RFI) is for the Department of Foreign Affairs, Trade and Development (DFATD) to seek feedback from interested companies, understand the current market and what they can offer as well as address any missing or incorrect information.

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The main objectives of this RFI are to:

- a) determine the interest and capability of suppliers and offerors to provide services described in this RFI;
- b) provide the industry with an early opportunity to assess DFATD's requirement and provide comments on the statement of work and technical criteria;
- c) Solicit feedback and recommendations on any issues that would impact a supplier's or an offeror's ability to fulfill DFATD's requirement; and
- d) Solicit industry knowledge and expertise with regard to best practices that would increase the likelihood of a successful outcome for this project.
- e) Solicit industry feedback on the proposed Standing Offer tool.

1.3 NATURE OF THE REQUEST FOR INFORMATION

This RFI is not a bid solicitation and will not result in the award of any contract or the issuance of any standing offers. Therefore, potential suppliers or offerors of any goods and services described in this RFI should not earmark goods or facilities, nor allocate resources, as a result of any information contained in this RFI. Nor will this RFI result in the creation of a list of suppliers or offerors. Therefore, whether or not a potential supplier or offeror responds to this RFI will not preclude that supplier or offeror from participating in any future procurement process. Also, this RFI will not necessarily result in the procurement of any of the goods and services that it describes. It is simply intended to solicit feedback from the industry with respect to its content.

Nothing in this RFI shall be construed as a commitment from Canada to issue a Request for Proposal or a Request for Standing Offer for this project. Canada may use any non-proprietary information obtained as part of this review or in the preparation of a future Request for Proposal or Request for Standing Offer.

Canada shall not be bound by anything stated in this document and reserves the right to change, at any time, any or all parts of the requirements, as it deems necessary. Canada also reserves the right to revise its procurement approach, as it deems appropriate, either based on information submitted in response to this RFI or for any other reason.

2 INSTRUCTIONS FOR RESPONDING TO THE REQUEST FOR INFORMATION

2.1 NATURE AND FORMAT OF RESPONSES REQUESTED

Section 3 presents the strategy that Canada intends to adopt to meet its foreign language training, testing and related services requirement.

Section 4 provides specific questions covering information Canada is seeking prior to finalizing and issuing a possible Request for Standing Offer.

Appendix A is the draft statement of work.

Appendix B is the draft technical criteria.

Respondents are requested to provide their comments, concerns and, where applicable, alternative recommendations regarding how the requirements or objectives described in this RFI could be satisfied. Respondents are also invited to provide comments regarding the content, format and/or organization of any draft documents included in this RFI. Respondents should explain any assumptions they make in their responses

2.2 RESPONSE COSTS

Canada will not reimburse respondents for expenses incurred in responding to this RFI.

2.3 TREATMENT OF RESPONSES

a) Use of responses

Responses will not be formally evaluated. However, Canada may use them to develop or amend its procurement strategies. Canada will review all responses received by the RFI closing date. However, Canada may, at its discretion, review responses received after the RFI closing date.

b) Review team

A review team consisting of representatives of the client (where applicable) and PWGSC public servants will review the responses received. Canada reserves the right to hire independent consultants or use any Government resources that it deems necessary to review any response. Not all members of the review team will necessarily review all responses.

c) Confidentiality

Information provided may be used by Canada in the preparation of the final Request for Standing Offer document. As a result, respondents are advised not to include any proprietary information in the response submitted. All responses will be handled in accordance with the *Access to Information Act*.

d) Follow-up activity

At its discretion, Canada may:

- a) contact any respondents to follow up with additional questions or for clarification of any aspect of a response;
- b) convene industry consultations, with any or all respondents in order to discuss any aspect of a response.

Industry consultations may be in person or by video/teleconference. Should Canada request any or all respondents to participate in industry consultation meetings, any request shall be optional and participation shall be at the respondent's expense.

2.4 CONTENT OF THE REQUEST FOR INFORMATION

This RFI contains a draft statement of work and draft technical criteria. These documents remain a work in progress and it is possible that requirements will be added to any Request for Standing Offer issued by Canada. It is also possible that some requirements will be deleted or revised. All respondents are asked to provide us with their observations regarding any element contained in this RFI. Respondents are also asked to answer the questions listed in Section 4.

Should respondents consider that the content contained in the draft statement of work and draft technical criteria could be improved technically or technologically, respondents are invited to make suggestions, in writing, to the Contracting Authority named herein. Respondents must clearly outline the suggested improvement as well as the reasons for the suggestion. Suggestions that do not restrict the level of competition nor favour a particular respondent may be given consideration provided they are submitted to the Contracting Authority in accordance with the article entitled "Enquiries" found below. Canada will have the right to accept or reject any or all suggestions.

Respondents should submit only pertinent information in response to this request. The inclusion of general marketing or technical manuals is discouraged unless they are used to provide specific information that has been requested in this document.

2.5 RESPONSE FORMAT

a) Cover page

If the response includes multiple volumes, respondents are requested to indicate on the cover page of each volume the title "Foreign language training, testing and related services – RFI Response", the RFI solicitation number, the volume number and their full legal name.

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b) Title page

The first page of each volume of the response, after the cover page, should be the title page and contain:

- i. the title "Foreign language training and related services – RFI Response" and the volume number (if applicable)
- ii. the respondent's name and address
- iii. the name, address and telephone number of the respondent's resource person
- iv. the date
- v. the RFI solicitation number.

c) Numbering System

Respondents are requested to prepare their response using a numbering system corresponding to the one in this RFI. All references to descriptive material, technical manuals and brochures included as part of the response should be referenced accordingly.

Respondents are asked to provide comments and feedback under the following headings:

- i. Statement of Work found in Appendix A;
- ii. Technical Criteria found in Appendix B;
- iii. Answers to questions stated in Section 4 - Questions to Industry; and
- iv. General comments and questions.

d) Number of copies

Canada requires that respondents submit two (2) hard copies of their responses and two (2) soft copy in Portable Document Format (PDF) format on CD.

2.6 ENQUIRIES

Since this is not a bid solicitation, Canada will not necessarily respond in writing to suppliers' or offerors' enquiries or distribute the responses to all potential suppliers or offerors. However, respondents with questions regarding this RFI may send an email to the following individual:

Contracting authority: Jenny Lamoureux

Address: Public Works and Government Services Canada
Portage III, 10C1, 11 Laurier Street, Gatineau, Quebec K1A 0S5

Email: Jenny.Lamoureux@pwgsc-tpsgc.gc.ca

Phone: 819-956-9112

Fax: 819-956-9235

For media queries, please contact media relations at 819-956-2315.

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2.7 SUBMISSION OF RESPONSES

a) Time and place for submission of responses

Suppliers or offerors interested in providing a response to this RFI should deliver it to the attention of the contracting authority indicated above by the time and date specified on page 1 of this document, at the following address:

PWGSC Bid Receiving Unit
11 Laurier Street
Phase III, Place du Portage
Core 0A1
Gatineau, Quebec J8X 4A6

b) Responsibility for submitting timely responses

Each respondent is responsible for ensuring that their response is delivered on time to the correct location.

c) Identification of responses

Each respondent should ensure that their name and return address, the RFI number and the closing date appear legibly on the envelope.

2.8 SECURITY REQUIREMENTS

There are no security requirements associated with responding to this RFI.

Any future procurement actions undertaken in support of this requirement may require suppliers or offerors to hold the security clearance outlined in Appendix C - Security Requirements Check List. All companies that are interested in this requirement are encouraged to review all security requirements in detail. If interested companies do not meet the specified security requirements then they are encouraged to contact the Contracting Authority to initiate sponsorship.

For more information about security requirements governing contracts, visit the Industrial Security Program Web site at the following address: <http://ssi-iss.tpsgc-pwgsc.gc.ca/>.

2.9 OFFICIAL LANGUAGES

Responses to this RFI may be submitted in either of Canada's official languages.

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3. OVERVIEW OF THE POTENTIAL SOLICITATION STRATEGY

This section presents the strategy that Canada intends to adopt to meet its foreign language training and related services requirement.

3.1 REQUEST FOR STANDING OFFER

Once the industry feedback on the RFI has been considered, a Request for Standing Offer may be posted on <https://buyandsell.gc.ca/procurement-data/tenders>.

The bidding period will be in accordance with Government of Canada procurement policies and subject to applicable trade agreements.

3.2 ESTIMATED SCHEDULE

If this RFI leads to a future Request for Standing Offer, PWGSC proposes the following schedule:

Posting of the Request for Standing Offer:	September 2015
Complete evaluations of the offers:	November 2015
Issuance of the Standing Offer:	December 2015
Start of service delivery:	Upon signature of contract or depending on client requirements

4 QUESTIONS TO INDUSTRY

In order to learn about the industry's perspective, suppliers and offerors are asked to answer the following questions.

- 1- Does your company have any experience in providing any or all of the foreign language training and related services:
 - Language Training Services
 - Language Proficiency Testing Services
 - Course update, design and development
 - Test update, design and development
 - Foreign Language Learning Product design and development
 - Research and Strategic Advisory Services Related to Foreign Language Training and Testing
 - Ancillary Services (such as provision of training space)
- 2- Is it possible for a single company to offer all the services listed above? If not, how do you propose DFATD acquire the above foreign language training and related services?
- 3- Is it reasonable to expect companies to form a joint venture for the purpose of providing DFATD with all the above mentioned services? If not, what do you recommend?
- 4- Do you have any concerns that these services might be purchased through a Standing Offer, otherwise known as a "Framework Agreement" versus a contract? The Standing Offer description and process can be found at the following link:
<https://buyandsell.gc.ca/for-businesses/selling-to-the-government-of-canada/the-procurement-process/standing-offers>
- 5- How does your organization evaluate the effectiveness of your language training service and ensure that target objectives are met (ex: learners achieve language objectives within the given timeframe)?
- 6- What is your approach to ensuring quality of course preparation of teachers?
- 7- Do you provide induction training to new teachers? If yes, please describe the training you provide.
- 8- Do you currently have procedures in place to ensure an adequate supply of qualified teachers for less-commonly taught languages? If yes, please describe the procedure.
- 9- What is the minimum advance notice you require to supply teachers of less-commonly taught languages?
- 10- Do you provide remedial and professional development training to your teaching staff? If yes, please describe the training you provide.

- 11- Could you please describe your HR retention strategy?
- 12- How would you propose DFATD ensure the offeror provides quality services? What performance measures would you propose be evaluated?
- 13- Do you have any comments on the description of Best Efforts described in the Statement of Work found in paragraph 3.6? In your opinion, should the offeror demonstrate Best Effort if unable to find a teaching resource?
- 14- Are the minimum qualifications for each resource reasonable and appropriate?
- 15- How many project managers, pedagogy advisors and other coordinators would you propose?
- 16- Would you be willing and able to provide the classrooms as described in the Statement of Work? If not, do you have any recommendations?
- 17- How could DFATD ensure the Offeror provides developmental training to its teachers and testers throughout the duration of the Standing Offer?
- 18- Are the mandatory criteria too restrictive? If yes, please explain why and provide recommendations.
- 19- Will the point rated criteria ensure that offerors who provide quality services will be most successful?
- 20- DFATD might give 60% weight to the technical criteria and 40% weight to the bid price. Do you think this is a good approach?
- 21- Do you have a personnel or organization security clearance? If yes, what level?
- 22- Please state any questions you may have about the draft Statement of Requirement.
- 23- What is your opinion of the mandatory and rated criteria? Do you have any recommendations?
- 24- Do you see anything in the mandatory or rated criteria that would prevent you from bidding, when you feel you are in fact qualified?
- 25- Please provide any other information that you believe would be useful in preparing a Request for Standing Offer for the services described in this RFI.
- 26- Would you be interested in submitting an offer to provide the services described in this RFI? Would you have any changes to suggest that would enable your company to bid on a future Request for Standing Offer?
- 27- Do you have any other comments or observations you would like to share?

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APPENDIX A – DRAFT STATEMENT OF WORK

(Attached at the end of this document.)

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APPENDIX B – DRAFT TECHNICAL CRITERIA

(Attached at the end of this document.)

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APPENDIX C – SECURITY REQUIREMENTS CHECK LIST

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1.0 Background

1.1 The Centre for Foreign Languages and Intercultural Learning (CFSL) is part of the Canadian Foreign Service Institute (CFSI) in the Department of Foreign Affairs, International Trade and Development (DFATD) and provides language training and testing in a number of foreign languages to DFATD staff and their eligible dependants, other personnel from federal, provincial and municipal governments in Canada, foreign governments, and non-governmental organizations.

1.2 CFSL delivers its training mandate through a variety of language training programs, each consisting of courses with separate objectives aimed at trainees with different levels of linguistic proficiency in a foreign language.

1.3 Courses are led by teachers who are experts in the field of attaining and maintaining linguistic proficiency at commonly recognized levels.

1.4 In pursuit of CFSL's testing mandate, language proficiency levels acquired either prior to, during or after training, are validated through tests, conducted and/or rated by qualified individual testers.

1.5 Language training is mostly delivered on a yearly cycle, roughly coinciding with DFATD's posting cycle. Course duration within the cycle depends primarily on the program, the desired level of linguistic proficiency sought and the level of difficulty assigned to the language being taught. Other factors influencing duration include the language aptitude of the individual trainee, learning disabilities, and organizational priorities.

1.6 Although "foreign language" means any official language of a foreign state which is not an Official Language of Canada. Appendix 4 provides a non-exhaustive list of the foreign languages for which CFSL usually requests training, testing and related services.

2.0 Objective

2.1 The objective of this Work is to enable CFSL to carry out its mandate of developing, testing and/or maintaining the linguistic competency of CFSL's clients in foreign languages.

3.0 Scope of Work

3.1 CFSL has a requirement for professional services in order to provide foreign language training and related services to its clients in the National Capital Region and in some cases, to provide the services throughout Canada, the United States and overseas. The training may be either full or part time, in group or individual sessions, distance or on-site, and in classrooms provided primarily by CFSL and at times in classrooms provided by the Offeror.

3.2 The Offeror could be called to offer services including:

Services	Approximate distribution of work per service
Language Training Services	95%
Language Proficiency Testing Services	2%
Language Training and Testing Related Services	3%

3.3 The Offeror must provide, for the duration of the Standing Offer, services and resources at the times and locations requested by CFSL in accordance with this Statement of Work. The high level requirements will be provided to the Offeror in Call-ups against the Standing Offer (CU) and the subsequent details of each call-up will then be provided in Requests for Services (RS).

3.4 All services and resources will be provided on an “as and when requested” basis. The Offeror must be in a position to identify the required resources to CFSL for its approval at least two calendar weeks prior to the date in which the resources are needed.

3.5 The Offeror may refuse an RS only after evidence of best efforts to comply has been submitted to CFSL. “Best efforts” is defined below:

3.6 “Best efforts” means, with respect to a given RS, the efforts which a reasonable person in the position of the Offeror would use so as to provide the requested service as expeditiously as possible. In the case of the Offeror under this Standing Offer, it must submit evidence to CFSL of such efforts, including but not limited to the following:

- At least 5 advertisements in any medium seeking the requested resource or service;
- At least 10 written communications with prospective resources or service providers, including responses by the latter;
- Geographic scope of solicitations (a minimum of 2 urban centres in Canada or abroad, depending on the location of the service);
- Time dedicated by Offeror’s staff to the search for the requested resource or service (a minimum of 10 hours);
- Time elapsed between receipt of the RS by the Supplier and its initial actions to contact prospective resources or service providers (a maximum of 24 hours).

4.0 Language Training Services

4.1 Course Delivery

4.1.1 The Offeror must provide, at a minimum, the following services required for course delivery in order for CFSL's trainees to attain foreign language proficiency at the Interagency Language Roundtable skill levels (see appendix 2):

- a) Liaise with CFSL, as required, regarding any course-specific requirements; CFSL uses different formats to deliver foreign language instruction. When the training is offered on a full-time basis (6 hours a day) the Offeror must provide two different teachers, one for the morning session and another one for the afternoon session;
- b) Prepare a daily lesson plan for full-time and part-time classes, including all additional material such as photocopies, prior to each class. The lesson plan must be based on the existing course plan and the individual needs of trainees such as learning styles, as well as coordinated with other teachers;
- c) Provide the daily lesson plan to CFSL, upon request;
- d) Arrive at the class location prior to the scheduled start time, so as to have sufficient time to fully prepare for class (i.e. to set up the room, make photocopies, verify the correct functioning of technical equipment), and (if it is the initial class in the course) greet trainees;
- e) Distribute learning materials and daily lesson plan to each trainee, if applicable;
- f) Maintain a daily attendance record of trainees and ensure that all information is filled truthfully and correctly (a sample attendance record is shown in Appendix 5) ;
- g) Provide written feedback at the end of each class to CFSL and other teachers about activities carried out;
- h) During the initial class, provide administrative briefing outlining, for example, the location of fire exits, washrooms, lunchroom, how to fill out the attendance sheets, requirement for passes, parking and any other relevant administrative matters;
- i) Since adults entering a learning situation come with a variety of needs, differences and expectations, endeavour to create an environment that is conducive to adult learning by respecting the following principles:
 - i) The adult is an active learner as opposed to a passive observer;
 - ii) The adult has immediate objectives and needs to apply the learning rapidly;
 - iii) The adult learns easily when he/she is aware of the content to learn and the methods that will be used;
 - iv) The adult learns best when the learning relates to his/her life, and takes into account his/her past experience;
 - v) The adult receives training in order to solve a problem or find possible solutions to different issues;
 - vi) The adult is unique from other learners because of his/her personal and professional experience;
 - vii) The adult is motivated by a goal, an objective, the training activity itself and the anticipated training;
 - viii) The adult learns best when he/she is an active, stress-free participant, in an atmosphere of empathy, cordiality and patience, free of value judgements;
 - ix) The adult is more comfortable using his/her first language as the referent in learning other languages.

- j) Implement innovative teaching strategies, particularly to foster accelerated learning in view of the fact that CFSL trainees are very motivated individuals, with high linguistic aptitude, who are required to achieve specific results within strict time limitations (see Appendices 3 “Examples of FLT Durations Based on Levels and Language Groups” and 4 “List of Commonly Taught Foreign Languages”)
- k) Facilitate effective language training by:
 - i) Developing familiarization with the course objectives as described in the course plans provided by CFSL;
 - ii) Using instructional means (either those suggested by the course plan or others as appropriate) to achieve the training objectives detailed in the course plan;
 - iii) Applying the principles of the communicative approach;
 - iv) Focusing on the development of four language skills, namely listening comprehension, reading comprehension, oral expression and written expression;
 - v) Exposing trainees to the economic, cultural, political and social context of the country or region where the language is spoken;
 - vi) Providing periodical feedback to learners on progress and maintain records of their progress, achievements, strengths and areas of improvement.
- l) Ensure there is interaction between the teacher and trainees and among trainees;
- m) Ensure training of each trainee is aligned with his/her learning style;
- n) Maintain a pace that ensures all trainees are able to follow and understand the material, while staying on schedule, since all trainees assigned to intensive classes must follow a testing schedule to measure proficiency acquired;
- o) When requested by CFSL, prepare reports on the progress of trainees;
- p) Allow CFSL to attend the courses in progress for observation purposes;
- q) Meet with CFSL, when requested, to receive observations and conclusions arising from course observations;
- r) Arrange and deliver, as required by CFSL, workshops in the target foreign language by subject matter experts, describing economic, cultural, social and political aspects of the target country or countries (for example, a presentation in Arabic on the Syria conflict by a Middle East expert); and
- s) Perform other services related to course delivery and language training.

4.2 Course Sizes, Composition and Duration

4.2.1 CFSL will determine the size and composition of a course and classes (e.g. the number of trainees in, and their assignment to each course or class), as well as individual training durations, and may consult with the Offeror in this regard.

4.2.2 CFSL has the right to modify the course size and composition, and the training durations at any time.

4.3 Teacher Certification

4.3.1 All teachers supplied under section 4.0 must take the CFSL-designed Teacher Certification Test (1 hour test) at no cost to the Offeror. CFSL will pay the hourly teaching rate for the 1 hour test.

4.3.2 In order to be considered for teaching at any time, all teachers must have the CFSL Teacher Certification.

4.3.3 Teacher Certifications will be valid for a period of two years from the date the Test is passed and be renewable by successfully taking again the Teacher Certification Test.

4.3.4 The Teacher Certification Test will cover the following subjects:

The Centre for Foreign Languages and Intercultural Learning (CFSL): mandate; description of main programs; roles and responsibilities of CFSL staff; student population; contracting; roles and responsibilities of the Offeror's staff; learning support services.

Teaching at CFSL: teachers' responsibilities, teaching methodologies; best practices in relation to learning styles, motivation, error correction, reaching proficiency goals, dealing with learning disabilities, proficiency levels.

4.3.5 CFSL will provide the Offeror with up-to-date information covering the subjects mentioned in 4.3.4, so prospective teachers may prepare. Preparation time will be the responsibility of the Offeror.

4.3.6 CFSL may change the content of the Teacher Certification Test at any time, upon notification to the Offeror. If the content of the Teacher Certification Test is changed, CFSL may request some or all teachers that previously passed the Teacher Certification Test to take a refresher test on any of the new topics. CFSL will pay the all-inclusive fixed hourly rate for teaching services for each resource for the duration of the refresher test.

4.4 Language Training Programs

4.4.1 The following CFSL Foreign Languages Training Programs are defined in Appendix 1:

- Professional Proficiency
- Maintenance
- Social Integration
- Flexible Fluency at Missions
- Flexible Fluency at Headquarters and Regional Offices
- Foreign Language Fellowship
- Mission Shared
- Online language training

4.4.2 At all times, CFSL has the right to add language training programs at its discretion. The Offeror must provide services for the additional language training programs at the same all-inclusive fixed hourly rate for language training found in Annex B- Basis of Payment.

4.5 Foreign Language Teacher Training

4.5.1 When new information technology tools or practices, unique and specific to the CFSL environment are introduced, CFSL will provide training to foreign language teachers and pay for their time at the all-inclusive fixed hourly rate for teaching services. This training will be given only to a limited number of Offeror resources, who in turn will disseminate the information to the remaining teachers under a “train-the-trainers” model (namely, CFSL- trained individuals in turn train others at the Offeror’s expense).

5.0 Language Proficiency Testing Services

5.1 Proficiency Tests

The Offeror must supply testing services, as described, for the following types of proficiency tests:

5.1.1 CFSL Oral and Reading Foreign Language Proficiency Test

5.1.1.1 Given to any person who needs official DFATD certification of foreign language proficiency. In most cases, two testers are required to conduct and rate these tests. Testers are required to use the CFSL proficiency test protocol and CFSL provided materials. For each foreign language being tested, the Offeror must supply testers fluent (level 2 in the Interagency Language Roundtable (ILR) Scale, see Appendix 2) in the Canadian official language in which the examinee wishes the test to be administered.

5.1.1.2 Testers are required to interact with the examinee in the tester’s native language, obtain a rateable sample and/or rate the results. Tests may be conducted face-to-face, or by telephone or other technology based medium of communication (such as video or live video conferencing) determined by CFSL.

5.1.1.3 Once the test is completed, the tester must write a test report in the examinee’s chosen official language that summarizes the strengths and weaknesses of the examinee’s performance and assigns a proficiency level. The test report must be provided to CFSL at most 48 hours after the test.

5.1.1.4 At all times, CFSL has the right to add language proficiency tests at its discretion. The Offeror must provide the additional language testing programs at the same all-inclusive fixed hourly rate for testing services found in Annex B - Basis of Payment.

5.1.2 Social Integration Proficiency Test (SIPT)

5.1.2.1 This is a test done by students using a computer program. No teacher or tester assistance is necessary while the students are performing this test. The Offeror must provide one rater to rate the computer-based test. "Rater" means a person who is called to evaluate a speech sample obtained by other means than his/her elicitation. The speech sample thus provided is then assessed by the rater following a strict rating protocol.

5.2 **Tester Certification**

5.2.1 All testers supplied by the Offeror must have a valid CFSL-provided Tester Certification, before administering the CFSL Oral and Reading Foreign Language Proficiency Test.

5.2.2 The Tester Certification will cover the following subjects:

- Use of the Oral and Reading Proficiency Test within DFATD
- Basic Linguistic Theory: Language and Communicative Competence
- Achievement Tests and Proficiency Tests
- The ILR Language Skill Level Descriptions, Assessment Factors and Performance Standards
- The Oral Proficiency Test Structure
- Principles and Strategies for Effective Elicitation
- Rating the OPT Speech Sample
- Teacher vs. Tester Behaviour
- Tester Development and Quality Control
- Basic Linguistic Theory: Reading Comprehension
- Assessing Reading Proficiency
- The ILR Reading Proficiency Level Descriptions
- Text Types
- The Reading Proficiency Test Structure
- Tester Ethics
- Report Writing

5.2.3 In order to receive the Tester Certification, all testers must pass the CSFL-designed Tester Certification Test.

5.2.4 Tester Certifications are valid for three years after date of issuance. CFSL will not pay for the re-certification of testers.

5.2.5 CFSL may change the content of the Tester Certification Test at any time, upon notification to the Offeror. If the content of the Teacher Certification Test is changed, CFSL may request some or all testers that previously passed the Test to take a new test on any of the new topics. CFSL will pay the all-inclusive fixed hourly rate for testing services for each tester for the duration of the refresher test.

5.3 Foreign Language Tester Training

CFSL will provide, as and when required, training for individual language proficiency testers, and will pay the all-inclusive fixed hourly rate for testing services for the time of the testers, in the following manner:

- a) Tester Certification for the CFSL Oral and Reading Foreign Language Proficiency Test in an amount not exceeding the all-inclusive testing services fixed hourly rate x 45 hours per tester x 8 testers per year.
- b) SIPT Training in an amount not exceeding the all-inclusive testing services fixed hourly rate x 6 hours per tester.
- c) When tester re-norming is required by CFSL, CFSL will pay the all-inclusive testing services fixed hourly rate for each identified tester per hour spent re-norming the tester.
- d) Individualized Teacher Coaching Session - On an as and when required basis by CFSL, CFSL will provide individual testers with feedback on their elicitation technique. CFSL will pay an amount not exceeding the all-inclusive testing services fixed hourly rate X 1,5 hours per tester,
- e) Tester Refreshers - On an as and when required basis by CFSL, for testers with limited testing experience, CFSL will provide a revision of all essential points of elicitation and rating and provide answers to questions. CFSL will pay an amount not exceeding the all-inclusive testing services fixed hourly rate X 1.5 hours per tester.

6.0 Language Training and Testing Related Services

6.1 Course update, design and development

The Offeror must provide course update, design and development services by carrying out the following activities:

- a) Perform learning needs analysis which may involve;
 - i) identification of and meeting with stakeholders to determine what issues and language competencies the course should address;
 - ii) selection of appropriate information collection methodology, i.e. one-on-one interviews, focus groups, surveys, analysis of internal and external documents, benchmark studies etc.;
 - iii) identification and analysis of key internal and external documents and key programs, policies, processes which would provide context for any course;
 - iv) development of interview guides, conducting interviews with focus groups, stakeholders or experts analyzing and reporting results of interviews to CFSL;
 - v) analysis of the information collected to identify recurring themes and learning gaps, major issues and preparation of a report setting out the findings and recommendations coming out of the research and analysis;
 - vi) identification of preliminary performance objectives, critical subject matter or competencies to be developed;
 - vii) creation of a detailed evaluation framework, including measures of achievement; and;

- viii) delivery of needs analysis report that contains, but is not limited to:
 - key language functions and challenges and how they can be addressed through a course;
 - a recommended development strategy around which the course (including course curriculum) can be built; and
 - prioritized lists of competencies, skills and knowledge required to successfully meet the course objectives.
- b) Design a course plan based on the needs analysis report and the advice and feedback of CFSL. The course plan may include but is not limited to the following:
 - i) identification of learning objectives and enabling objectives or competencies to be developed;
 - ii) description of the competencies to be developed;
 - iii) description of the learning points and the methodologies/activities proposed to address the learning and enabling objectives;
 - iv) identification of information technology resources applicable to a blended learning solution;
 - v) description of the evaluation framework including measures of achievement;
 - vi) identification of key elements and guidelines to be incorporated by teachers in the design of lesson plans; and
 - vii) selection of background materials to assist teachers with preparation and delivery.
- c) Perform instructional design adjustment or content update to existing course plans and/or related instructional materials.
- d) Perform other related course update, design and development services, as specified in a RS.

6.2 Test update, design and development

The Offeror must provide test update, design and development services by carrying out the following activities:

- a) review and/or analyze proficiency tests;
- b) revise or update existing proficiency test materials in any language, or develop new test materials;
- c) perform other related test update, design or development services, as specified in a RS.

6.3 Foreign Language Learning Product design and development

6.3.1 Instructional Design of Foreign Languages E-learning Products

The Offeror must provide instructional design services for the design and development of foreign language e-learning products by carrying out the following activities:

- a) Project definition:
 - i) conduct a needs analysis by assessing learning requirements;
 - ii) validate learning outcomes with CFSL or CFSL clients;
 - iii) interview project stakeholders;

- iv) assess technical and learning requirements;
 - v) analyze the current state of any available content;
 - vi) identify requirements which necessitate involvement from external subject matter experts;
 - vii) characterize the target audience (background, skills, knowledge); and
 - viii) elaborate on the learning needs of the target audience (i.e. goals, learning approach, product scope and implementation context), with particular emphasis on the needs of adult learners.
- b) Implement a content analysis:
- i) review the existing content;
 - ii) identify content gaps;
 - iii) identify technical specifications for the developed solution;
 - iv) identify sources of content;
 - v) generate content with subject matter experts;
 - vi) identify intellectual property rights that must be acquired; and
 - vii) develop a work plan to source, develop and validate the required content.
- c) Generate and validate content with subject matter experts:
- i) obtain and generate content through research, structured interviews or focus groups;
 - ii) develop examples, exercises, case studies, simulations, anecdotal materials, video and other multi-media productions, scenarios and other relevant information, as required;
 - iii) structure the content into an instructionally valid sequence; and
 - iv) validate the content as complete, comprehensive and correct.
- d) Develop an instructional plan, which may include a description of the following items:
- i) learning goals and objectives;
 - ii) implementation context;
 - iii) content scope;
 - iv) target audience;
 - v) instructional design considerations;
 - vi) evaluation methods to measure the achievement of learning objectives by trainees;
 - vii) product evaluation and validation;
 - viii) product structure, including learning activities; and
 - ix) sequence and courseware specifications chart.
- e) Based on the instructional plan, and with input from graphic designers, developers and other specialists, prepare and develop a Presentation Design document that describes the instructional, creative and all functional requirements of the e-learning product to be developed.
- f) Develop scripted storyboards:
- i) develop instructional design scripted storyboards, which outline navigation flow, detailed interaction descriptions and graphical elements for each web page;
 - ii) validate with CFSL, CFSL clients and subject matter experts that the scripted storyboards meet the learning objectives and demonstrate a high level of interactivity for all learning styles including simulations, games and job aids; and

- iii) review and validate the scripted storyboards with graphic designers and developers.
- g) Conduct quality assurance deliverables on the E-learning product:
 - i) test for conformity to the Presentation Design document's specifications, scripts and storyboards;
 - ii) test for interactivity, functionality and programming bugs;
 - iii) assure grammatical and spelling accuracy in both English and French;
 - iv) ensure consistency throughout the developed product (for example, bolded titles, lists in bulleted format and other relevant information);
 - v) record and report faults on a frame by frame basis; and
 - vi) ensure quality assurance on subsequent re-work of the developed product.

6.3.2 Writing for the design and development of Foreign Language Learning Products

The Offeror must provide writing services for the design and development of foreign language learning products by carrying out the following activities:

- a) Conduct background research, interviews and analysis of relevant documentation and materials for the development of written materials for inclusion in electronic publications (internet or intranet), video scripts, e-learning products, print media, user guides and administrative guides;
- b) Prepare draft and final versions of text on the indicated subject matter and submit these to CFSL ;
- c) Undertake the necessary revision and editing of the documents, according to the requirements of CFSL and the rules of the language of work;
- d) Read and edit copy to be published to detect and correct errors in spelling, grammar and syntax, and shorten or lengthen copy as space or time requires;
- e) Liaise with Subject Matter Experts, Instructional Designers and CFSL to co-ordinate the completion of specified deliverables in a compliant and timely manner; and
- f) Prepare and produce scripts for educational media products (e.g. video, radio. Web, multi-media);

6.3.3 Editing (Text) Foreign Language Learning Products

The Offeror must provide editing services for the design and development of foreign language learning products by carrying out the following activities:

- a) Read, revise, recommend and/or implement modifications in the grammar, format, syntax, spelling and structure of all text components of e-Learning and multi-media deliverables, and all documents, including (but not limited to) user guides, administrative guides, web content, electronic magazines, publications, video scripts and learning materials;
- b) Verify the internal coherence of the presentation and data;
- c) Oversee the work produced by the graphic design, web design, multimedia, video and database team, to ensure accurate use of the language;
- d) Clarify and/or reorganize the format and structure of text deliverables;
- e) Participate in the update and enhancement of CFSL's database of terms and definitions;

- f) Understand and input data and text;
- g) Ensure consistency between French, English and foreign language versions of learning products;
- h) Identify and resolve related issues as they arise.

6.3.4 Graphic Design for Foreign Language Learning Products

The Offeror must provide graphic design services for the design and development of foreign language learning products by carrying out the following activities:

- a) Consult with CFSL to establish the overall look, graphic elements and content of print materials in order to meet its needs;
- b) Design and develop the creative elements of the required learning product (look and feel, relative theme, style and metaphor) and validate that the design is engaging, appropriate, and that it conforms with the final product and established Government of Canada standards;
- c) Prepare sketches/composites, layouts and graphic elements of the subjects to be rendered using digital design software and tools compatible with GOC-approved IT applications;
- d) Produce hard-copy, colour output for approvals and distribution and inventory/organize all CFSL print-related documents (learning materials and communications materials);
- e) Identify all graphic design components, for example, graphics and photos.

6.3.5 Web Design and Development for Foreign Language Learning Products

The Offeror must provide web design and development services for the design and development of foreign language learning products by carrying out the following activities:

- a) Lead web based development projects for the Internet, intranet, extranet and e-learning projects;
- b) Develop and prepare diagrammatic plans for web based service delivery over the Internet;
- c) Create web application models, methods, and tools that allow others to easily develop and integrate their projects into existing web contexts;
- d) Integrate existing Third Party Portal Solutions with custom developed modules and components;
- e) Design and develop visual and functional specifications for Internet, intranet and extranet web sites as well as e-learning products;
- f) Develop websites, micro-sites and e-learning applications using ASP, PHP, HTML, XML, SCS, Java, HTMLS, DOTNET and industry-standard software applications;
- g) Work with CFSL to publish information on the Internet, intranet and extranet web sites;
- h) Verify the accuracy and completeness of programs and provide Quality Assurance for implementation, integration and development for production and test environments;
- i) Provide quality assurance and testing services,
- j) Participate in the administration of web servers and maintenance of web sites; and
- k) Monitor and correct website functionality; e.g. ensure links are active and accurate.

6.3.6 Interactive Multimedia Design and Development for Foreign Language Learning Products

The Offeror must provide multimedia design and development services for the design and development of foreign language learning and assessment products by carrying out the following activities:

- a) Lead interactive multimedia projects for Internet, or alternative media formats;
- b) Develop and prepare diagrammatic plans and/or storyboards for interactive multimedia products;
- c) Create interactive multimedia products and standalone products to integrate into web, Intranet or similar environments (including integration/communication with SQL and MySQL database structures)
- d) Design and develop interactive multimedia products using applications such as Flash, AOR, OOP, MVC, AS3, AS2, Papervision, Away 3D, JavaScript, XML, PHP, HTML, and CSS;
- e) Work with CFSL to publish interactive multimedia learning products on the Internet, intranet, standalone or similar environments;
- f) Verify accuracy and completeness of interactive multimedia learning products and provide Quality Assurance for implementation, integration and development for production and test environments.

6.3.7 Database Development and Administration

The Offeror must provide database (such as Microsoft SQL Server, My SQL, Access) services for the design and development of foreign language learning and assessment products by carrying out the following activities:

- a) Provide database(s)
- b) Design and implement data conversion strategies;
- c) Control and coordinate changes to the database, including the deletion of records, changes to the existing records, additions to the database;
- d) Develop and maintain security procedures for the database, including access and user account management;
- e) Create and maintain data dictionaries;
- f) Troubleshoot and apply solutions to complex database problems or to specific design constraints;
- g) Conduct performance and tuning reviews;
- h) Review application code and make recommendations for enhancements;
- i) Code the database management systems (DBMS) access paths;
- j) Develop technical architectures, frameworks and strategies;
- k) Ensure the integration of all aspects of technology solutions;
- l) Load and unload the data;
- m) Monitor and tune the DBMS;
- n) Perform database reorganization;
- o) Generate periodic and ad hoc reports from learning program management databases.

6.3.8 Videography for Foreign Language Learning Products

The Offeror must provide videography services for the design and development of foreign language learning and assessment products by carrying out the following activities:

- a) Working under the guidance of CFSL, discuss assignment and determine visual treatment, filming sequences, camera movements and picture composition;
- b) Interview video subjects for research and production;
- c) Coordinate and plan logistics (pre-production through post-production) of single-camera documentary-style productions in Canada and internationally;
- d) Adjust focus, exposure, lighting, audio and other camera settings and coordinate with other crew members;
- e) Operate video camera to capture interviews, live events, and other related activities;
- f) Label and record videos produced and complete report sheets;
- g) Train project stakeholders in rudimentary videography on project-specific basis; and,
- h) Obtain the consent of all video subjects prior to filming.

6.3.9 Video Editing for Foreign Language Learning Products

The Offeror must provide video editing services for the design and development of foreign language learning and assessment products by carrying out the following activities:

- a) Evaluating and selecting appropriate scenes and arranging video segments into sequences to ensure story continuity and best meet the desired effect and outcome of the video;
- b) Reducing video segments to specified lengths and reassemble segments in sequence that presents story with maximum effect;
- c) Using editing applications to insert music, dialogue and sound effects. The use and inclusion of music and sound effects in videos must not include additional costs to the video editing all-inclusive rate found in the Basis of Payment.
- d) Reviewing edited video and making corrections;
- e) Working with other production and post-production crew members as required;
- f) Discarding scenes that do not help plot development, by selecting and assembling scenes to achieve the best combination of videography, performance consistency and timing;
- g) Generating program titles, credits, sub-titles, graphic backgrounds and/or motion-graphic sequences;
- h) Collaborating with CFSL, as required, to edit video or audio; may involve a rough edit of a linear event for approval or one-on-one editing with content experts identifying each edit point; and
- i) Setting up, preparing, operating and adjusting audio and video equipment to record or capture (digitize) edit and reproduce sound and video input of feed of pre-recorded materials from tapes, CD's, digital audio devices and input from microphones.

6.3.10 Other related services

The Offeror must provide other related services, including the utilization of finished products, as specified in a RS.

6.4 Research and Strategic Advisory Services Related to Foreign Language Training and Testing

The Offeror must provide researchers and strategic analysts to support CSFL research and development needs. Resources may be internal to the Contractor or sourced externally depending upon the nature of the requirement. The resources may be requested to carry out the following activities:

- a) Monitoring developments in language training, language testing, adult education and learning and testing technologies and providing recommended direction to support existing and evolving CFSL language training programs;
- b) Determining what instructional approaches, technology and tools are available, ready and useful, in order to better meet trainee needs and best attain performance objectives;
- c) Conducting needs analysis, strategic and business planning analysis, visioning exercises, gathering and consolidating needs assessments and environmental scans in support of CFSL programs;
- d) Analyzing existing capabilities and requirements, developing redesigned research frameworks and recommending areas for improved capability;
- e) Developing standards and processes;
- f) Developing management, implementation, and evaluation strategies for introduction of new learning approaches and/or technologies;
- g) Developing learning product and services management and administration strategies;
- h) Developing and conducting CFSL program evaluations;
- i) Developing metrics and conducting benchmarking;
- j) Conducting analyses to develop the following deliverables:
 - i. needs assessments
 - ii. capability assessments
 - iii. technology assessments
 - iv. strategic analyses and plans
 - v. implementation plans (including schedule and resource budget)
 - vi. requirements definition documents
 - vii. standards and processes documents
 - viii. pilot testing strategies and evaluations; and
 - ix. readiness reports.
- k) Implementing research framework
- l) Developing instruments (surveys, interview structures)
- m) Collecting and sorting data (interviews, focus groups, surveys)
- n) Performing other related services, as specified in an RS.

6.5 Classroom/Facility Specifications

When requested through a Request for Service (RS), the Offeror must provide classrooms/facilities that meet the requirements described below. The requirements may be further refined by CFSL, when so outlined in a RS. When the number of classrooms requested exceeds three (3), the Offeror will have one (1) month to complete the Request. Otherwise, the Offeror must provide the classroom(s) by the date specified in the RS.

6.5.1 Classroom specifications and requirements:

- Classroom dimensions must be conducive and appropriate for the number of students in the class (class size may range of one to six students);
- Classrooms must have appropriate heating, ventilation, air conditioning and lighting;
- Each room must have electricity;
- Each room has to be equipped in such way that it facilitates foreign language acquisition;
- All rooms must be at the same address, and situated within a maximum radius of 10 km from 125 Sussex Drive in Ottawa.

6.5.2 Classroom technical requirements:

- CFSL will require a minimum of eighteen (18) to a maximum of one hundred (100) mbps network drops. All Ethernet drops used by CFSL must be connected to one network switch.
- One (1) Ethernet drop and one (1) AC plug per classroom to access internet and plug in laptop.
- One (1) Ethernet drop and one (1) AC plug in the reception area for CFSL staff computer.
- A safe and accessible location, with table, AC power and an Ethernet drop for a printer;
- CFSL will require an 8 Mbps internet connection available in each classroom
- A wireless network with a common SSID to access internet for students and teachers that bring their own device
- A lockable room with two tables, AC power and one Ethernet drop for IT staging and storage
- Minimum of two telephone lines: one for the Offeror's receptionist, one for the trainees' use;
- Trainees and teachers must have Internet access;
- Functioning alarm system for security purposes. The alarm system must be operated by the Offeror; and
- Trainees and teachers must have photocopier access. If maximum number of copies exceeds the 3,000 copies provided per month, the Offeror must add \$0.08 per additional copy to the monthly invoice for classroom services

6.5.3 CFSL Set-up

CFSL would require 3 - 5 days to get the network, laptops and printer moved, setup, connected, configured, tested and operational before classes begin at the Offeror's classrooms. The Offeror must remain available during the set-up if CFSL has questions about the facility or if there are issues preventing CFSL from completing the set-up.

6.5.4 Parking

The Offeror must ensure there is a sufficient (for 70% of learners and teachers) number of parking spaces available, either free or through payment of a fee.

6.5.5 Security

Security arrangements in the premises must be consistent with the applicable government of Canada requirements.

6.5.6 Each of the classrooms must have the following:

- A white-board;
- Individual tables;
- One chair per trainee and teacher in the class;
- One chair for visiting language advisors
- One bookshelf;
- Coat hangers;
- Waste paper baskets; and
- Each classroom should be numbered.

6.5.7 Common area(s):

- A common area is required with a phone line, a phone and an appropriate number of chairs for the teacher(s), trainee(s) and an extra chair for visiting language advisors;
- A Kitchenette area with working fridge, microwave and sink.
- Space for a Photocopier;
- A receptionist area with a seating area;
- First aid kit;
- A water cooler for students and teachers and
- A floor plan of the floor indicating emergency exit, clearly visible in the reception area.

6.5.8 Janitorial services included

- Daily: garbage pick-up, washroom cleaning;
- Weekly: classroom cleaning, cleaning of kitchenette area including the fridge and microwave; and
- Provide cleaning supplies and hygienic products (paper towels and tissue paper).

6.5.9 Right of inspection

CFSL has the right to inspect the classroom/facility at least two (2) days before the date of occupancy.

6.6 Ancillary Resources and Services

The Offeror must provide ancillary resources and services to support language training, including organizing and delivering language acquisition and cultural activities.

7.0 Human Resources Required for Services

7.1 General Provisions

7.1.1 The Offeror must provide sufficient human resources to complete the Work in the timeframe required, as specified in each Request for Service (RS).

7.1.2 All human resources provided by the Offeror must meet stated minimum qualifications (see 7.3.1) in order to deliver services to CFSL in accordance with the Standing Offer. It is expected that the listing and deliverables within each applicable RS will be minimally adapted or customized by CFSL (if necessary) to address the specific needs of individual projects/requirements. In addition, the Offeror must provide the signed Code of Ethics for each proposed human resource.

7.1.3 When CFSL provides an RS that requires the services of a resource that has not been previously submitted by the Offeror and accepted by CFSL, the Offeror must submit the resource to CFSL for acceptance no later than two weeks prior to the date in which the resource is first needed.

7.1.4 For each proposed resource, the Offeror must demonstrate through the provision of CV's and other applicable documentation that the proposed resources meet all specified minimum qualifications within the personnel category for which they are proposed, and any additional requirements as defined in an RS.

7.1.5 In exceptional cases, and with the exclusion of replacement teachers (see 7.1.7), CFSL may dispense with some or all of the stated minimum qualifications for a human resource where the Offeror satisfies CFSL that in spite of best efforts (see 3.6 above) no qualified resource could be found locally or nationally. Should this dispensation occur, the Offeror must provide remedial training throughout the time the connected service is delivered, to bring the human resource up to the missing minimum qualifications.

7.1.6 In cases where CFSL determines that the performance delivered by a human resource offered under this section is unsatisfactory, and no remedial action is acceptable, the Offeror must provide a qualified replacement of that resource within 48 hours of receipt of a written request and documentation to that effect from CFSL. The process for determination is outlined below (see 7.2).

7.1.7 In all other cases where replacement of a human resource takes place, the Offeror must provide a qualified replacement within 48 hours.

7.1.8 The Offeror must minimize the number of teachers assigned to a given course, by assigning replacement teachers only when strictly necessary. A replacement teacher, even if required for a short period of time, should always meet the minimum qualifications. Once a teacher is accepted to a given course, changes should be minimized to avoid class disruption.

7.1.9. On occasion, CFSL may request the change of a teacher based on the pedagogical needs of trainees in spite of the teacher meeting minimum qualifications.

7.1.10 The Offeror must ensure that all resources have completed the induction training before being assigned to a course (see 12.1).

7.2 Steps to determine unsatisfactory performance

7.2.1 CFSL will use the following methodology when determining if a human resource is providing an unsatisfactory performance.

- 1) “Unsatisfactory performance” means any action that is contrary to the requirements and standards set for services described in the RS or the Standing Offer, (including the Tester’s Code of Ethics for testers (see Appendix 8) agreed to by teachers, testers and any other human resource provided by the Offeror in fulfilment of an RS.
- 2) In reaching its determination, CFSL will document all instances of unsatisfactory performance, linking the alleged actions to specific requirements in the RS or Standing Offer, and to standards set out in this Statement of Work, and forward the documentation to the Offeror, together with its written request for replacement or remedial action.

7.2.2 The Offeror will be given the opportunity to discuss the documentation with CFSL, as a means for future cooperation in improving service quality and diminishing requests for replacement.

7.3 Resource Categories and Minimum Qualifications

7.3.1 Resource categories and minimum qualifications that are required to provide services to CFSL are found in Appendix 6 and Appendix 7.

7.3.2 Proficiency in both Canadian official languages should be represented in each foreign language group of teachers and testers.

8.0 Management/Administrative Services and Resources

8.1 The Offeror must provide Management / Administrative Services and Resources by carrying out the following activities:

8.1.1 Declare any matter that could compromise or appear to compromise the objectivity of a human resource before embarking on any activity under the Statement of Work. Following the declaration, CFSL may choose to accept or refuse the proposed resource.

8.1.2 Manage the supply of resources, services and deliverables to CFSL in accordance with the requirements of this section and consistent with the business model of the Public Service of Canada.

8.1.3 Ensure, through the nomination of at least a single representative (Project Manager) of the Offeror's firm, a process that provides CFSL with access to a primary contact for all matters related to any RS thereunder and the performance of the Work undertaken by the Offeror. The Offeror's designated Project Manager(s), the Pedagogical Advisor and any other Offeror's management/administrative staff will be responsible for responding to RS's issued by CFSL, principally by providing qualified resources and maintaining services, as required, within the scope of the Standing Offer. In addition, the Project Manager(s) or his/her/their delegated staff must:

- a) Monitor and supervise all human resources that are providing services/deliverables in accordance with the RS's;
- b) Liaise with CFSL on all matters concerning technical aspects of the work and performance of its human resources;
- c) Manage the transition of any human resource(s) turnover during the period of the RS;
- d) Ensure that meetings are held with CFSL at minimum on a monthly basis to review and resolve any issues arising from the Standing Offer or the performance of the Offeror. These meetings will normally be held at CFSL's place of work. Any related travel and accommodation expenses to the Offeror to attend these meetings will be borne by the Offeror;
- e) Ensure fully completed Attendance Records for all classes are submitted in the format prescribed by CFSL;
- f) Follow the strategies proposed by the Offeror in response to the Request for Standing Offer ;
- g) Submit additional reports on other matters relevant to the management and administration of the work when specified in a RS.
- h) Be physically present at the CFSLs place of work and available during CFSLs regular working hours (8.00 am to 4.00 pm).

8.1.4 Provide managerial and administrative services and resources for training course coordination and administration, including the following activities:

- a) Create and maintain current, accurate and comprehensive electronic records for each course, including but not limited to: course title; language taught, start and end dates; duration (in number of hours per participant and per course), number of participants; teacher(s) name(s); financial data; originating RS; applicable Call-up against the Standing Offer;
- b) Coordinate and administer each course by carrying out all necessary activities, including but not limited to:
 - i) Assess the requirements outlined in the RS;
 - ii) In consultation with and subject to prior approval by CFSL, select and assign teachers [and other expert resources] to courses;
 - iii) Where required, and with prior approval by CFSL, make travel and accommodation arrangements for teachers (and other expert resources), if needed;

- iv) Assign teachers or testers to conduct placement tests and rate the tests according to CFSL guidelines, in order to provide recommendations on the appropriate level and class in which the trainee will begin language training;
 - v) In consultation with CFSL, arrange and ensure the set-up of course training facilities, including IT equipment, course materials, etc.
 - vi) Produce and distribute course materials and course plans to trainees;
 - vii) Verify and ensure that all course materials borrowed from the CFSL Resource Centre by a teacher be returned on the last day of teaching/end of teaching contract. And follow up accordingly to ensure that everything is returned in a timely fashion.
 - viii) Have all necessary resources to comply fully and in a timely manner with all course-related deliverables
 - ix) Ensure all teachers and testers have a valid CFSL-issued certification.
- c) Perform other services related to training course coordination and administration, as specified in a RS.

8.1.5 Provide services and resources for testing coordination and administration, including the following activities:

- a) Identify and screen potential candidates for Tester Certification.
- b) Provide testers and/or raters to administer and/or rate tests and work on testing-related projects;
- c) Ensure testers and/or raters follow the test schedule with punctuality and provide reports on a timely manner;
- d) Follow up with testers on issues as required by CFSL;
- e) Ensure testers abide by the Code of Ethics;
- f) Identify testers and/or raters in need of professional development and training activities and advise the CFSL Testing Unit staff accordingly;
- g) Perform other testing-related activities as specified in an RS.

8.1.6 Through the supply of a Pedagogical Advisor, provide dedicated managerial and administrative services as follows:

- a) Ensure all teachers, before they start offering the services, are informed of CFSL requirements concerning teaching and administration, proficiency levels, training needs, and student styles.
- b) Ensure trainees' learning styles and needs are met with appropriate teaching styles, including through recommendations on grouping and matching the right teacher for each student.
- c) Follow up on issues of teachers' performance and corrective measures to improve performance by providing feedback and coaching to teachers.
- d) Ensure all teachers are prepared to take the Teacher Certification Test.
- e) Provide recommendations to improve training tools and resources.
- f) Ensure training and testing related services comply with CFSL quality standards.

9.0 CFSL Support to the Offeror

9.1 CFSL will ensure that the appropriate staff from within CFSL is available to the Offeror, as required, to provide input, answer questions, evaluate deliverables and participate in meetings, to enable the Offeror to proceed on schedule with the provision of resources and services.

9.2 For Offeror resources required at a DFATD site (Program Manager(s) and Pedagogical Advisor), CFSL will provide one (1) regular office, five (5) work stations, five (5) telephone lines, two (2) SIGNET-connected computers for Secret cleared resources, and appropriate software at its main campus facility.

9.3 As required, CFSL will provide the Offeror with access to its web related infrastructure and personnel in a timely manner, to enable the Offeror to proceed on schedule with the delivery of services and deliverables.

9.4 Save for the exceptions listed below, the Offeror must provide, at its own expense, all materials and tools needed to perform the Work:

9.4.1 CFSL will select and provide the instructional materials required for courses, such as handbooks, exercise books and textbooks, in consultation with the Offeror.

9.4.2 The Offeror will reimburse CFSL for any damages to, or loss of materials or tools supplied by CFSL for use by the Offeror's resources,

9.4.3 CFSL will decide on, and provide the appropriate information technology and multimedia tools for teachers and testers to deliver the required Work in the most effective and efficient manner. CFSL will give reasonable advance notice to the Offeror of its intention to introduce new tools, so the Offeror may provide the minimum operational training required.

9.5 CFSL will provide all course plans for full-time and part-time classes to the Offeror.

9.6 CFSL may give security training to all human resources provided by the Offeror, CFSL will pay the fixed all-inclusive rate for teaching services for each resource for the duration of the training.

10.0 Reporting and Communication Standards

10.1 Communication is defined as all reasonable effort on a daily, weekly or monthly basis, as required, by the Offeror to inform CFSL of plans, decisions, proposed approaches, implementation, and results of work described in the RS and call-up against the SO, and to ensure that the work is progressing well and in accordance with the Standing Offer.

10.2 Modes of communication may include: phone calls, electronic mail, faxes, mailings and meetings. In addition, the Offeror is to immediately notify CFSL of any issues, problems, or areas of concern in relation to any work completed under the Standing Offer, as they arise.

11.0 Quality of Service and Human Resources Standards

11.1 CFSL will measure the Offeror's performance in connection with the outcomes and results of the Offeror's work, together with the extent to which the work is carried out in a timely manner, to CFSL's clients' satisfaction and in accordance with the established standards, as stated in the Standing Offer and Requests for Services thereunder. The following methods will be used to measure the Offeror's performance:

- a. adherence to the minimum requirements set out in section 3.0 "Scope of Work" ; section 4.0 "Language Training Services"; section 5.0 "Language Proficiency Testing Services " ; section 6.0 "Language Training and Testing Related Services and Resources"; section 7.0 "Human Resources Required for Services"; and section 8.0 "Management/Administrative Services and Resources";
- b. adherence to the reporting requirements set out in sub-section 11.2 of this section;
- c. consistency of performance against RS requirements, particularly but not exclusively those requesting the best fit between a teacher's qualifications and experience and the requirements of his/her future class;
- d. frequency of 2% of RS's issued in a rolling 30-day basis, being refused by the Offeror;
- e. achievement of a 70% success rate among trainees at the end of each course under the Professional Proficiency Program; "success rate" being defined as achievement of the level of linguistic proficiency under the ILR scale selected as the objective for the trainee at the beginning of the course;
- f. delivery of all the services and up to the standards mentioned in:
 - section 3.0 "Scope of Work" ;
 - section 4.0 "Language Training Services";
 - section 5.0 "Language Proficiency Testing";
 - section 6.0 "Language Training and Testing Related Services and Resources";
 - section 7.0 "Human Resources Required"; and
 - section 8.0 "Management/Administrative Services and Resources";
- g) timely and qualified staffing of all positions mentioned in section 7.0 "Human Resources Required";
- h) delivery of all activities and timely and qualified staffing of all positions mentioned in section 8.0 "Management/Administrative Services and Resources";
- i) performance feedback from CFSL trainees/testees (including through level 1 Kilpatrick questionnaires), CFSL staff and participants in CFSL language training programs regarding their satisfaction with the Offeror's training and testing services;
- j) work being carried out in a timely manner, "timely manner" meaning respect for deadlines for the provision of either or both services and human resources, as established in each RS;
- k) adherence to the Reporting and Communication Standards under this Statement of Work;
- l) strict adherence to the approach and methodologies submitted by the Offeror in response to the Request for Standing Offer.

11.2 The Offeror must submit compliance reports to CFSL according to the following timetable:

- a) For paragraphs a) and d) of 11.1: yearly
- b) For paragraphs b), c), e), f), g) and h) of 11.1: every 6 months.

11.3 CFSL will submit a report to the Offeror concerning paragraph i) of 11.1

11.4 CFSL will also submit to the Offeror, on a yearly basis and when a need is identified, a Summary Report on Compliance with Quality Standards. The Report will contain an assessment by CFSL on whether the Offeror has met each criterion listed in 11.1, giving evidence wherever, in CFSL's opinion, there has a significant lack of compliance. If the latter occurs, the Offeror must submit a written reply within thirty (30) days of receipt of the Report, detailing the remedial steps it has taken.

12.0 Professional Training/Development Requirements

12.1 Induction Training

12.1.1 Prior to offering human resources as part of a service requested by CFSL, or providing them as administrative/management support, the Offeror must provide each resource with an induction training session that covers each of the following topics:

- familiarization with CFSLs mandate, structure and programs, including characteristics of CFSLs student population
- role of the Offeror
- familiarization with the relationship between CFSL and the Offeror
- employee-employer relationships (not permitted)

12.1.2 For teacher and tester resources and resources whose roles are related to training and testing, the Offeror must also provide the following topics in the induction training session:

- CFSL administrative requirements regarding teachers and testers
- exposure to general notions of proficiency, levels and testing,
- issues related to the type of work which students are being prepared to perform in a foreign country

12.1.3 CFSL reserves the right to participate in, or observe any induction training session.

12.1.4 The Offeror must keep a log of when resources received their induction training and must provide the Induction Training log to the Project Authority when requested.

12.1.5 When requested by CFSL, the Offeror must provide an Induction Training refresher to resources that have been identified by CFSL.

12.2 Reporting on Professional Training and Development

12.2.1 The Offeror provided in its offer a proposal for the Professional Training and Development of teachers. The proposal included training in the following topics:

- a) New and evolving pedagogical approaches
- b) Learning Media and Technologies
- c) Best practices in teacher preparation
- d) Proficiency Levels
- e) Learning styles
- f) Andragogy
- g) Learning disabilities

12.2.2 Reporting

- a. The Offeror must submit a biannual report to CFSL on all professional training and development activities that have been provided to resources assigned under this Standing Offer. For each training and development activity reported on, the Offeror must include details concerning the title, description and duration of each activity. The report will be compared against the Offeror's response to the Professional Training and Development criteria.
- b. If CFSL notices that the Offeror is not providing the training according to the topics or the training schedule proposed in the Offeror's Offer, the Offeror will have 60 days to provide the missing training to its resources in order to comply with the proposed training found in the Offeror's offer in response to the Request for Standing Offer.

13.0 Location of Work, Travel and Time

13.1 Location of Work

13.1.1 Work will take place mostly in the National Capital Region, at locations specified in individual RS's. The Offeror may also be expected to provide directly, or arrange for third party provision of services throughout Canada, the United States and a number of overseas locations used by CFSL for language training abroad.

13.1.2 The individual RS may indicate a request for the Offeror to provide a classroom as detailed in subsection 6.5 above. The direct cost involved will be reimbursed by CFSL to the Offeror.

13.1.3 Most of the training will take place in CFSL classrooms at the main campus facility located the Bisson Campus, in Gatineau, Quebec. If CFSL's main campus facility changes location, CFSL will advise the Offeror in writing 60 days before the move. CFSL's main campus location will remain within a maximum radius of 10 km. from 125 Sussex Drive in Ottawa. The Offeror must continue to provide the services of this Standing Offer at any location identified by CFSL as the main campus facility.

13.2 Travel

Travel and living expenses must be pre-approved by CFSL and will be reimbursed to the Offeror in accordance with Treasury Board Travel Directive.

13.3 Time of Work

All courses, tests and related activities are normally delivered between the hours of 8:00 am and 6:00 pm, Monday to Friday, except official holidays at the location of delivery. However, there may be exceptions for weekend or holiday delivery due, for instance, to demands in certain language programs or availability of individuals for being tested.

14.0 Language of Work

As an Agency of the federal government, CFSL is required under the Official Languages Act to provide its services in the official language of its clients' choice.

The Offeror must ensure the human resource capacity to deliver training courses and proficiency tests in English, French or both. "Capacity to deliver" in this context means the ability to communicate orally and in writing.

The Offeror must ensure that all verbal and written communication with CFSL is in the official language of CFSL's representative. If training course or test participants are required to communicate by telephone with the Offeror, the Offeror must ensure that all persons, including receptionists and other contacts who will be receiving these calls, are bilingual in English and French.

Appendix 1

CFSL Foreign Languages Training Programs

All CFSL program descriptions are subject to change. CFSL reserves the right to add or terminate programs at its discretion.

Professional Proficiency

Program aimed at training individuals to attain a commonly recognized, certified level of proficiency in a foreign language. Most trainees are being assigned to a Foreign Service position outside of Canada, which requires the incumbent to possess at least an intermediate or professional level of linguistic proficiency in order to perform his/her duties effectively ("foreign language-designated position"). Course duration depends on the proficiency level sought for the trainee and the level of difficulty for learning the foreign language. Training is intensive, with teacher-led instruction six hours a day plus one hour of self-study, 5 days a week, except holidays. Classroom or distance instruction is given, depending on individual circumstances. Teachers are usually based in the National Capital Region, but sometimes are required elsewhere in Canada or, on occasion, outside of the country. Courses include in-foreign-country training, with duration depending on the level of difficulty of the target language.

Maintenance

Program aimed at maintaining proficiency in selected foreign priority languages (Arabic, German, Spanish, Portuguese, Italian, Russian, Japanese and Mandarin), mostly provided to DFATD employees working in the National Capital Region and some of their dependants. Training is offered part-time (2 hours per week) at the Lester B Pearson building in two sessions of thirteen weeks each, from September to December and from January to March

Social Integration

Program aimed at developing proficiency for daily oral interaction in a foreign language. Full time, part time, or after hours language training (depending on individual situations) is provided, mostly to employees being assigned to a Mission, but occupying a non-foreign language designated position; and their dependants.. Training is delivered face-to-face or at distance, depending on the location of the employee. Full-time courses consist of six hours per day of classroom training, five days per week. Total number of hours per course depends on the level of difficulty of the language taught and ranges anywhere from 3 weeks to six months.

Flexible Fluency at Missions

Program offers language training at Canadian diplomatic or consular missions' territory for DFATD employees occupying a language designated position, regardless of whether or not they have gone through the Professional Proficiency program in Canada, and who wish to maintain or attain the level of language proficiency required for that position. Training is provided both on a full and part-time basis. Missions hire the required resources and services on site, although CFSL, through its offeror, may provide proficiency testing to validate training results.

Flexible Fluency at Headquarters and Regional Offices

Language training at DFATD or DFATD Regional Office for employees not assigned to, or occupying a designated foreign language position abroad, who wish to maintain proficiency in one or several foreign languages. Training is provided full or part time, with a minimum duration of one week and a maximum of four months.

Foreign Language Fellowship

The program's objective is to build upon pre-existing foreign language skills and foster foreign language acquisition at advanced and very advanced levels of proficiency to create a cadre of officers able to serve in foreign language designated positions abroad.

Candidates will benefit from intensive language training programs and/or international studies abroad, in Canada and/or in countries where the target foreign language is spoken. It has a duration from a minimum of two and a half months to five months.

Mission Shared

This program provides language training at Canadian diplomatic and consular missions for Canada-based staff occupying non-designated foreign language positions and their dependants of all CBS. Missions themselves hire the training resources and services on site.

Online language training

This program provides language training software (such as Rosetta Stone and Tell Me More) to all Canadian staff and their dependants.

Appendix 2

Interagency Language Roundtable (ILR) Skill Level Descriptions

Skill Level	Reading	Listening	Speaking	Writing
0 (No Proficiency)	<p>No practical ability to read the language.</p> <p>Consistently misunderstands or cannot comprehend at all.</p>	<p>No practical understanding of the spoken language.</p> <p>Understanding is limited to occasional isolated words with essentially no ability to comprehend communication.</p>	<p>Unable to function in the spoken language.</p> <p>Oral production is limited to occasional isolated words.</p> <p>Has essentially no communicative ability.</p>	<p>No functional writing ability.</p>
0+ (Memorized Proficiency)	<p>Can recognize all the letters in the printed version of an alphabetic system and high-frequency elements of a syllabify or a character system.</p> <p>Able to read some or all of the following: numbers, isolated words and phrases, personal and place names, street signs, office and shop designations.</p> <p>The above often interpreted inaccurately.</p> <p>Unable to read connected prose.</p>	<p>Sufficient comprehension to understand a number of memorized utterances in areas of immediate needs.</p> <p>Slight increase in utterance length understood but requires frequent long pauses between understood phrases and repeated requests on the listener's part for repetition.</p> <p>Understands with reasonable accuracy only when this involves short memorized utterances or formulae. Utterances understood are relatively short in length.</p> <p>Misunderstandings arise due to ignoring or inaccurately hearing sounds or word endings (both inflectional and non-inflectional), distorting the original meaning.</p> <p>Can understand only with difficulty even such people as teachers who are</p>	<p>Able to satisfy immediate needs using rehearsed utterances.</p> <p>Shows little real autonomy of expression, flexibility or spontaneity.</p> <p>Can ask questions or make statements with reasonable accuracy only with memorized utterances or formulae.</p> <p>Attempts at creating speech are usually unsuccessful.</p> <p>Examples: The individual's vocabulary is usually limited to areas of immediate survival needs.</p> <p>Most utterances are telegraphic; that is, functions (linking words, markers and the like) are omitted, confused or distorted.</p> <p>An individual can usually differentiate most significant sounds when produced in isolation but, when combined in words or groups of words, errors may be frequent.</p> <p>Even with repetition, communication is severely limited even with people used to</p>	<p>Writes using memorized material and set expressions.</p> <p>Can produce symbols in an alphabetic or syllabic writing system or 50 of the most common characters.</p> <p>Can write numbers and dates, own name, nationality, address, etc., such as on a hotel registration form.</p> <p>Otherwise, ability to write is limited to simple lists of common items such as a few short sentences.</p> <p>Spelling and even representation of symbols (letters, syllables, and characters) may be incorrect.</p>

Skill Level	Reading	Listening	Speaking	Writing
		<p>used to speaking with non-native speakers.</p> <p>Can understand best those statements where context strongly supports the utterance's meaning.</p> <p>Gets some main ideas.</p>	<p>dealing with foreigners.</p> <p>Stress, intonation, tone, etc. are usually quite faulty.</p>	
1 (Elementary Proficiency)	<p>Sufficient comprehension to read very simple connected written material in a form equivalent to usual printing or typescript.</p> <p>Can read either representations of familiar formulaic verbal exchanges or simple language containing only the highest frequency structural patterns and vocabulary, including shared international vocabulary items and cognates (when appropriate).</p> <p>Able to read and understand known language elements that have been recombined in new ways to achieve different meanings at a similar level of simplicity. Texts may include descriptions of persons, places or things; and explanations of geography and government such as those simplified for tourists.</p> <p>Some misunderstandings possible on simple texts.</p> <p>Can get some main ideas and locate prominent items of</p>	<p>Sufficient comprehension to understand utterances about basic survival needs and minimum courtesy and travel requirements in areas of immediate need or on very familiar topics, can understand simple questions and answers, simple statements and very simple face-to-face conversations in a standard dialect.</p> <p>These must often be delivered more clearly than normal at a rate slower than normal with frequent repetitions or paraphrase (that is, by a native used to dealing with foreigners).</p> <p>Once learned, these sentences can be varied for similar level vocabulary and grammar and still be understood.</p> <p>In the majority of utterances, misunderstandings arise due to overlooked or misunderstood syntax and other grammatical clues.</p> <p>Comprehension vocabulary</p>	<p>Able to satisfy minimum courtesy requirements and maintain very simple face-to-face conversations on familiar topics.</p> <p>A native speaker must often use slowed speech, repetition, paraphrase, or a combination of these to be understood by this individual.</p> <p>Similarly, the native speaker must strain and employ real-world knowledge to understand even simple statements/questions from this individual.</p> <p>This speaker has a functional, but limited proficiency.</p> <p>Misunderstandings are frequent, but the individual is able to ask for help and to verify comprehension of native speech in face-to-face interaction.</p> <p>The individual is unable to produce continuous discourse except with rehearsed material.</p> <p>Examples: Structural accuracy is likely to be random or severely limited.</p> <p>Time concepts are vague. Vocabulary is inaccurate, and its</p>	<p>Has sufficient control of the writing system to meet limited practical needs.</p> <p>Can create by writing statements and questions on topics very familiar to him/her within the scope of his/her very limited language experience.</p> <p>Writing vocabulary is inadequate to express anything but elementary needs; writes in simple sentences making continual errors in spelling, grammar and punctuation but writing can be read and understood by a native reader used to dealing with foreigners attempting to write his/her language.</p> <p>Writing tends to be a loose collection of sentences (or fragments) on a given topic and provides little evidence of conscious organization.</p> <p>While topics which are "very familiar" and elementary needs vary considerably from individual to individual, any person at this level should be able to write simple phone messages, excuses, notes to service people and simple notes to friends.</p>

Skill Level	Reading	Listening	Speaking	Writing
	<p>professional significance in more complex texts. Can identify general subject matter in some authentic texts.</p>	<p>inadequate to understand anything but the most elementary needs.</p> <p>Strong interference from the candidate's native language occurs.</p> <p>Little precision in the information understood owing to the tentative state of passive grammar and lack of vocabulary.</p> <p>Comprehension areas include basic needs such as: meals, lodging, transportation, time and simple directions (including both route instructions and orders from customs officials, policemen, etc.).</p> <p>Understands main ideas.</p>	<p>range is very narrow.</p> <p>The individual often speaks with great difficulty.</p> <p>By repeating, such speakers can make themselves understood to native speakers who are in regular contact with foreigners but there is little precision in the information conveyed.</p> <p>Needs, experience or training may vary greatly from individual to individual; for example, speakers at this level may have encountered quite different vocabulary areas.</p> <p>However, the individual can typically satisfy predictable, simple, personal and accommodation needs; can generally meet courtesy, introduction, and identification requirements; exchange greetings; elicit and provide, for example, predictable and skeletal biographical information.</p> <p>He/she might give information about business hours, explain routine procedures in a limited way and state in a simple manner what actions will be taken.</p> <p>He/she is able to formulate some questions even in languages with complicated question constructions.</p> <p>Almost every utterance may be characterized by structural errors and errors in basic grammatical relations.</p> <p>Vocabulary is extremely limited and</p>	

Skill Level	Reading	Listening	Speaking	Writing
			<p>characteristically does not include modifiers.</p> <p>Pronunciation, stress, and intonation are generally poor, often heavily influenced by another language.</p> <p>Use of structure and vocabulary is highly imprecise.</p>	
1+ (Elementary Proficiency, Plus)	<p>Sufficient comprehension to understand simple discourse in printed form for informative social purposes.</p> <p>Can read material such as announcements of public events, simple prose containing biographical information or narration of events, and straightforward newspaper headlines.</p> <p>Can guess at unfamiliar vocabulary if highly contextualized, but with difficulty in unfamiliar contexts.</p> <p>Can get some main ideas and locate routine information of professional significance in more complex texts.</p> <p>Can follow essential points of written discussion at an elementary level on topics in his/her special professional field.</p> <p>In commonly taught languages, the individual may not control the structure well.</p> <p>For example, basic grammatical relations</p>	<p>Sufficient comprehension to understand short conversations about all survival needs and limited social demands.</p> <p>Developing flexibility evident in understanding a range of circumstances beyond immediate survival needs.</p> <p>Shows spontaneity in understanding by speed, although consistency of understanding is uneven.</p> <p>Limited vocabulary range necessitates repetition for understanding.</p> <p>Understands more common time forms and most question forms, some word order patterns, but miscommunication still occurs with more complex patterns.</p> <p>Cannot sustain understanding of coherent structures in longer utterances or in unfamiliar situations.</p> <p>Understanding of descriptions and the giving of precise information is</p>	<p>Can initiate and maintain predictable face-to-face conversations and satisfy limited social demands.</p> <p>He/she may, however, have little understanding of the social conventions of conversation.</p> <p>The interlocutor is generally required to strain and employ real-world knowledge to understand even some simple speech.</p> <p>The speaker at this level may hesitate and may have to change subjects due to lack of language resources.</p> <p>Range and control of the language are limited.</p> <p>Speech largely consists of a series of short, discrete utterances.</p> <p>Examples: The individual is able to satisfy most travel and accommodation needs and a limited range of social demands beyond exchange of skeletal biographic information.</p> <p>Speaking ability may extend beyond immediate survival needs.</p>	<p>Sufficient control of writing system to meet most survival needs and limited social demands.</p> <p>Can create sentences and short paragraphs related to most survival needs (food, lodging, transportation, immediate surroundings and situations) and limited social demands.</p> <p>Can express fairly accurate present and future time.</p> <p>Can produce some past verb forms but not always accurately or with correct usage.</p> <p>Can relate personal history, discuss topics such as daily life, preferences and very familiar material.</p> <p>Shows good control of elementary vocabulary and some control of basic syntactic patterns but major errors still occur when expressing more complex thoughts.</p> <p>Dictionary usage may still yield incorrect vocabulary or terms, although the individual can use a dictionary to advantage to express simple ideas.</p> <p>Generally cannot use basic cohesive elements of discourse to advantage (such as relative</p>

Skill Level	Reading	Listening	Speaking	Writing
	<p>are often misinterpreted, and temporal reference may rely primarily on lexical items as time indicators.</p> <p>Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents.</p> <p>May have to read materials several times for understanding.</p>	<p>limited.</p> <p>Aware of basic cohesive features (e.g., pronouns, verb inflections) but many are unreliably understood, especially if less immediate in reference.</p> <p>Understanding is largely limited to a series of short, discrete utterances.</p> <p>Still has to ask for utterances to be repeated.</p> <p>Some ability to understand facts.</p>	<p>Accuracy in basic grammatical relations is evident, although not consistent.</p> <p>May exhibit the more common forms of verb tenses, for example, but may make frequent errors in formation and selection.</p> <p>While some structures are established, errors occur in more complex patterns.</p> <p>The individual typically cannot sustain coherent structures in longer utterances or unfamiliar situations.</p> <p>Ability to describe and give precise information is limited.</p> <p>Person, space and time references are often used incorrectly.</p> <p>Pronunciation is understandable to natives used to dealing with foreigners.</p> <p>Can combine most significant sounds with reasonable comprehensibility, but has difficulty in producing certain sounds in certain positions or in certain combinations.</p> <p>Speech will usually be laboured.</p> <p>Frequently has to repeat utterances to be understood by the general public.</p>	<p>constructions, object pronouns, connectors, etc.).</p> <p>Can take notes in some detail on familiar topics, and respond to personal questions using elementary vocabulary and common structures.</p> <p>Can write simple letters, summaries of biographical data and work experience with fair accuracy.</p> <p>Writing, though faulty, is comprehensible to native speakers used to dealing with foreigners.</p>
2 (Limited Working Proficiency)	<p>Sufficient comprehension to read simple, authentic written material in a form equivalent to usual printing or typescript on subjects</p>	<p>Sufficient comprehension to understand conversations on routine social demands and limited</p>	<p>Able to satisfy routine social demands and limited work requirements.</p> <p>Can handle routine work-related interactions</p>	<p>Able to write routine social correspondence and prepare documentary materials required for most limited work requirements.</p> <p>Has writing vocabulary</p>

Skill Level	Reading	Listening	Speaking	Writing
	<p>within a familiar context.</p> <p>Able to read with some misunderstandings straightforward, familiar, factual material, but in general insufficiently experienced with the language to draw inferences directly from the linguistic aspects of the text.</p> <p>Can locate and understand the main ideas and details in material written for the general reader.</p> <p>However, persons who have professional knowledge of a subject may be able to summarize or perform sorting and locating tasks with written texts that are well beyond their general proficiency level.</p> <p>The individual can read uncomplicated, but authentic prose on familiar subjects that are normally presented in a predictable sequence which aids the reader in understanding.</p> <p>Texts may include descriptions and narrations in contexts such as news items describing frequently occurring events, simple biographical information, social notices, formulaic business letters, and simple technical material written for the general reader.</p> <p>Generally the prose that can be read by the individual is predominantly in</p>	<p>job requirements.</p> <p>Able to understand face-to-face speech in a standard dialect, delivered at a normal rate with some repetition and rewording, by a native speaker not used to dealing with foreigners, about everyday topics, common personal and family news, well-known current events and routine office matters through descriptions and narration about current, past and future events; can follow essential points of discussion or speech at an elementary level on topics in his/her special professional field.</p> <p>Only understands occasional words and phrases of statements made in unfavourable conditions, for example through loudspeakers outdoors.</p> <p>Understands factual content. Native language causes less interference in listening comprehension.</p> <p>Able to understand facts; i.e., the lines but not between or beyond the lines.</p>	<p>that are limited in scope.</p> <p>In more complex and sophisticated work-related tasks, language usage generally disturbs the native speaker.</p> <p>Can handle with confidence, but not with facility, most normal, high-frequency social conversational situations including extensive, but casual conversations about current events, as well as work, family, and autobiographical information.</p> <p>The individual can get the gist of most everyday conversations but has some difficulty understanding native speakers in situations that require specialized or sophisticated knowledge.</p> <p>The individual's utterances are minimally cohesive.</p> <p>Linguistic structure is usually not very elaborate and not thoroughly controlled; errors are frequent.</p> <p>Vocabulary use is appropriate for high-frequency utterances. but unusual or imprecise elsewhere.</p> <p>Examples: While these interactions will vary widely from individual to individual, the individual can typically ask and answer predictable questions in the workplace and give straightforward instructions to subordinates.</p> <p>Additionally, the individual can</p>	<p>sufficient to express himself /herself simply with some circumlocutions.</p> <p>Can write simply about a very limited number of current events or daily situations.</p> <p>Still makes common errors in spelling and punctuation, but shows some control of the most common formats and punctuation conventions.</p> <p>Good control of morphology of language (in inflected languages) and of the most frequently used syntactic structures.</p> <p>Elementary constructions are usually handled quite accurately and writing is understandable to a native reader not used to reading the writing of foreigners.</p> <p>Uses a limited number of cohesive devices</p>

Skill Level	Reading	Listening	Speaking	Writing
	<p>straightforward/high-frequency sentence patterns.</p> <p>The individual does not have a broad active vocabulary (that is, which he/she recognizes immediately on sight), but is able to use contextual and real-world cues to understand the text.</p> <p>Characteristically, however, the individual is quite slow in performing such a process.</p> <p>Is typically able to answer factual questions about authentic texts of the types described above.</p>		<p>participate in personal and accommodation-type interactions with elaboration and facility; that is, can give and understand complicated, detailed, and extensive directions and make non-routine changes in travel and accommodation arrangements. Simple structures and basic grammatical relations are typically controlled; however, there are areas of weakness. In the commonly taught languages, these may be simple markings such as plurals, articles, linking words, and negatives or more complex structures such as tense/aspect usage, case morphology.</p> <p>Passive constructions, word order, and embedding.</p>	
2+ (Limited Working Proficiency, Plus)	<p>Sufficient comprehension to understand most factual material in non-technical prose as well as some discussions on concrete topics related to special professional interests. Is markedly more proficient at reading materials on a familiar topic.</p> <p>Is able to separate the main ideas and details from lesser ones and uses that distinction to advance understanding.</p> <p>The individual is able to use linguistic context and real-world knowledge to make sensible guesses about unfamiliar material.</p> <p>Has a broad active</p>	<p>Sufficient comprehension to understand most routine social demands and most conversations on work requirements as well as some discussions on concrete topics related to particular interests and special fields of competence.</p> <p>Often shows remarkable ability and ease of understanding, but under tension or pressure may break down.</p> <p>Candidate may display weakness or deficiency due to inadequate vocabulary base or less than secure knowledge of</p>	<p>Able to satisfy most work requirements with language usage that is often, but not always, acceptable and effective.</p> <p>The individual shows considerable ability to communicate effectively on topics relating to particular interests and special fields of competence.</p> <p>Often shows a high degree of fluency and ease of speech, yet when under tension or pressure, the ability to use the language effectively may deteriorate.</p> <p>Comprehension of normal native speech is typically nearly complete.</p> <p>The individual may miss</p>	<p>Shows ability to write with some precision and in some detail about most common topics.</p> <p>Can write about concrete topics relating to particular interests and special fields of competence.</p> <p>Often shows surprising fluency and ease of expression but under time constraints and pressure language may be inaccurate and/or incomprehensible.</p> <p>Generally strong in either grammar or vocabulary but not in both.</p> <p>Weaknesses or unevenness in one of the foregoing or in spelling result in occasional miscommunication.</p> <p>Areas of weakness range from simple constructions</p>

Skill Level	Reading	Listening	Speaking	Writing
	<p>reading vocabulary.</p> <p>The individual is able to get the gist of main and subsidiary ideas in texts which could only be read thoroughly by persons with much higher proficiencies.</p> <p>Weaknesses include slowness, uncertainty, inability to discern nuance and/or intentionally disguised meaning.</p>	<p>grammar and syntax.</p> <p>Normally understands general vocabulary with some hesitant understanding of everyday vocabulary still evident.</p> <p>Can sometimes detect emotional overtones.</p> <p>Some ability to understand implications.</p>	<p>cultural and local references and may require a native speaker to adjust to his/her limitations in some ways.</p> <p>Native speakers often perceive the individual's speech to contain awkward or inaccurate phrasing of ideas, mistaken time, space and person references, or to be in some way inappropriate, if not strictly incorrect.</p> <p>Examples: Typically the individual can participate in most social, formal, and informal interactions, but limitations either in range of contexts, types of tasks or level of accuracy hinder effectiveness. The individual may be ill at ease with the use of the language either in social interaction or in speaking at length in professional contexts. He/she is generally strong in either structural precision or vocabulary, but not in both. Weakness or unevenness in one of the foregoing, or in pronunciation, occasionally results in miscommunication. Normally controls, but cannot always easily produce general vocabulary. Discourse is often incohesive.</p>	<p>such as plurals, articles, prepositions and negatives to more complex structures such as tense usage, passive constructions, word order and relative clauses.</p> <p>Normally controls general vocabulary with some misuse of everyday vocabulary evident.</p> <p>Shows a limited ability to use circumlocutions Uses dictionary to advantage to supply unknown words.</p> <p>Can take fairly accurate notes on material presented orally and handle with fair accuracy most social correspondence.</p> <p>Writing is understandable to native speakers not used to dealing with foreigners' attempts to write the language, though style is still obviously foreign.</p>
<p>3</p> <p>(General Professional Proficiency)</p>	<p>Able to read within a normal range of speed and with almost complete comprehension a variety of authentic prose material on unfamiliar subjects.</p>	<p>Able to understand the essentials of all speech in a standard dialect including technical discussions within a special field.</p> <p>Has effective</p>	<p>Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations in practical, social and</p>	<p>Able to use the language effectively in most formal and informal written exchanges on practical, social and professional topics.</p> <p>Can write reports, summaries, short library</p>

Skill Level	Reading	Listening	Speaking	Writing
	<p>Reading ability is not dependent on subject matter knowledge, although it is not expected that the individual can comprehend thoroughly subject matter which is highly dependent on cultural knowledge or which is outside his/her general experience and not accompanied by explanation.</p> <p>Text-types include news stories similar to wire service reports or international news items in major periodicals, routine correspondence, general reports, and technical material in his/her professional field; all of these may include hypothesis, argumentation and supported opinions.</p> <p>Misreading rare.</p> <p>Almost always able to interpret material correctly, relate ideas and "read between the lines," (that is, understand the writers' implicit intents in text of the above types).</p> <p>Can get the gist of more sophisticated texts, but may be unable to detect or understand subtlety and nuance.</p> <p>Rarely has to pause over or reread general vocabulary.</p> <p>However, may experience some difficulty with unusually complex structure and low frequency idioms.</p>	<p>understanding of face-to-face speech, delivered with normal clarity and speed in a standard dialect on general topics and areas of special interest; understands hypothesizing and supported opinions.</p> <p>Has broad enough vocabulary that rarely has to ask for paraphrasing or explanation.</p> <p>Can follow accurately the essentials of conversations between educated native speakers, reasonably clear telephone calls, radio broadcasts, news stories similar to wire service reports, oral reports, some oral technical reports and public addresses on non-technical subjects; can understand without difficulty all forms of standard speech concerning a special professional field.</p> <p>Does not understand native speakers if they speak very quickly or use some slang or dialect.</p> <p>Can often detect emotional overtones.</p> <p>Can understand implications.</p>	<p>professional topics.</p> <p>Nevertheless, the individual's limitations generally restrict the professional contexts of language use to matters of shared knowledge and/or international convention.</p> <p>Discourse is cohesive.</p> <p>The individual uses the language acceptably, but with some noticeable imperfections; yet, errors virtually never interfere with understanding and rarely disturb the native speaker.</p> <p>The individual can effectively combine structure and vocabulary to convey his/her meaning accurately.</p> <p>The individual speaks readily and fills pauses suitably. In face-to-face conversation with natives speaking the standard dialect at a normal rate of speech, comprehension is quite complete.</p> <p>Although cultural references, proverbs and the implications of nuances and idiom may not be fully understood, the individual can easily repair the conversation.</p> <p>Pronunciation may be obviously foreign. Individual sounds are accurate: but stress, intonation and pitch control may be faulty.</p> <p>Examples: Can typically discuss particular interests and special fields of competence with</p>	<p>research papers on current events, on particular areas of interest or on special fields with reasonable ease.</p> <p>Control of structure, spelling and general vocabulary is adequate to convey his/her message accurately but style may be obviously foreign.</p> <p>Errors virtually never interfere with comprehension and rarely disturb the native reader.</p> <p>Punctuation generally controlled Employs a full range of structures.</p> <p>Control of grammar good with only sporadic errors in basic structures, occasional errors in the most complex frequent structures and somewhat more frequent errors in low frequency complex structures.</p> <p>Consistent control of compound and complex sentences.</p> <p>Relationship of ideas is consistently clear.</p>

Skill Level	Reading	Listening	Speaking	Writing
			<p>reasonable ease.</p> <p>Can use the language as part of normal professional duties such as answering objections, clarifying points, justifying decisions, understanding the essence of challenges, stating and defending policy, conducting meetings, delivering briefings, or other extended and elaborate informative monologues.</p> <p>Can reliably elicit information and informed opinion from native speakers.</p> <p>Structural inaccuracy is rarely the major cause of misunderstanding.</p> <p>Use of structural devices is flexible and elaborate.</p> <p>Without searching for words or phrases, the individual uses the language clearly and relatively naturally to elaborate concepts freely and make ideas easily understandable to native speakers.</p> <p>Errors occur in low-frequency and highly complex structures</p>	
3+ (General Professional Proficiency, Plus)	<p>Can comprehend a variety of styles and forms pertinent to professional needs.</p> <p>Rarely misinterprets such texts or rarely experiences difficulty relating ideas or making inferences.</p> <p>Able to comprehend many sociolinguistic and cultural references.</p>	<p>Comprehends most of the content and intent of a variety of forms and styles of speech pertinent to professional needs, as well as general topics and social conversation.</p> <p>Ability to comprehend many sociolinguistic and cultural references.</p> <p>However, may miss</p>	<p>Is often able to use the language to satisfy professional needs in a wide range of sophisticated and demanding tasks.</p> <p>Examples: Despite obvious strengths, may exhibit some hesitancy, uncertainty, effort or errors which limit the range of language-use tasks that can be reliably performed.</p>	<p>Able to write the language in a few prose styles pertinent to professional/educational needs.</p> <p>Not always able to tailor language to suit audience Weaknesses may be in poor control of low frequency complex structures.</p> <p>Vocabulary or the ability to express subtleties and</p>

Skill Level	Reading	Listening	Speaking	Writing
	<p>However, may miss some nuances and subtleties.</p> <p>Able to comprehend a considerable range of intentionally complex structures, low frequency idioms, and uncommon connotative intentions, however, accuracy is not complete.</p> <p>The individual is typically able to read with facility, understand, and appreciate contemporary expository, technical or literary texts which do not rely heavily on slang and unusual items.</p>	<p>some subtleties and nuances.</p> <p>Increased ability to comprehend unusually complex structures in lengthy utterances and to comprehend many distinctions in language tailored for different audiences.</p> <p>Increased ability to understand native speakers talking quickly, using nonstandard dialect or slang; however, comprehension is not complete.</p> <p>Can discern some relationships among sophisticated listening materials in the context of broad experience.</p> <p>Can follow some unpredictable turns of thought readily, for example, in informal and formal speeches covering editorial, conjectural and literary material in subject matter areas directed to the general listener.</p>	<p>Typically there is particular strength in fluency and one or more, but not all, of the following: breadth of lexicon, including low- and medium-frequency items, especially socio-linguistic/cultural references and nuances of close synonyms; structural precision, with sophisticated features that are readily, accurately and appropriately controlled (such as complex modification and embedding in Indo-European languages); discourse competence in a wide range of contexts and tasks, often matching a native speaker's strategic and organizational abilities and expectations.</p> <p>Occasional patterned errors occur in low frequency and highly-complex structures.</p>	<p>nuances.</p> <p>May be able to write on some topics pertinent to professional/educational needs.</p> <p>Organization may suffer due to lack of variety in organizational patterns or in variety of cohesive devices.</p>
<p>4</p> <p>(Advanced Professional Proficiency)</p>	<p>Able to read fluently and accurately all styles and forms of the language pertinent to professional needs.</p> <p>The individual's experience with the written language is extensive enough that he/she is able to relate inferences in the text to real-world knowledge and understand almost all sociolinguistic and cultural references.</p>	<p>Able to understand all forms and styles of speech pertinent to professional needs.</p> <p>Able to understand fully all speech with extensive and precise vocabulary, subtleties and nuances in all standard dialects on any subject relevant to professional needs within the range of his/her experience,</p>	<p>Able to use the language fluently and accurately on all levels normally pertinent to professional needs. The individual's language usage and ability to function are fully successful.</p> <p>Organizes discourse well, using appropriate rhetorical speech devices, native cultural references and understanding.</p> <p>Language ability only</p>	<p>Able to write the language precisely and accurately in a variety of prose styles pertinent to professional/educational needs.</p> <p>Errors of grammar are rare including those in low frequency complex structures.</p> <p>Consistently able to tailor language to suit audience and able to express subtleties and nuances.</p> <p>Expository prose is clearly,</p>

Skill Level	Reading	Listening	Speaking	Writing
	<p>Able to "read beyond the lines" (that is, to understand the full ramifications of texts as they are situated in the wider cultural, political, or social environment).</p> <p>Able to read and understand the intent of writers' use of nuance and subtlety.</p> <p>The individual can discern relationships among sophisticated written materials in the context of broad experience.</p> <p>Can follow unpredictable turns of thought readily in, for example, editorial, conjectural, and literary texts in any subject matter area directed to the general reader.</p> <p>Can read essentially all materials in his/her special field, including official and professional documents and correspondence.</p> <p>Recognizes all professionally relevant vocabulary known to the educated non-professional native, although may have some difficulty with slang.</p> <p>Can read reasonably legible handwriting without difficulty.</p> <p>Accuracy is often nearly that of a well-educated native reader.</p>	<p>including social conversations; all intelligible broadcasts and telephone calls; and many kinds of technical discussions and discourse.</p> <p>Understands language specifically tailored (including persuasion, representation, counselling and negotiating) to different audiences.</p> <p>Able to understand the essentials of speech in some non-standard dialects.</p> <p>Has difficulty in understanding extreme dialect and slang, also in understanding speech in unfavourable conditions, for example through bad loudspeakers outdoors.</p> <p>Can discern relationships among sophisticated listening materials in the context of broad experience.</p> <p>Can follow unpredictable turns of thought readily, for example, in informal and formal speeches covering editorial, conjectural and literary material in any subject matter directed to the general listener.</p>	<p>rarely hinders him/her in performing any task requiring language; yet, the individual would seldom be perceived as a native.</p> <p>Speaks effortlessly and smoothly and is able to use the language with a high degree of effectiveness, reliability and precision for all representational purposes within the range of personal and professional experience and scope of responsibilities.</p> <p>Can serve as in informal interpreter in a range of unpredictable circumstances.</p> <p>Can perform extensive, sophisticated language tasks, encompassing most matters of interest to well-educated native speakers, including tasks which do not bear directly on a professional specialty.</p> <p>Examples: Can discuss in detail concepts which are fundamentally different from those of the target culture and make those concepts clear and accessible to the native speaker.</p> <p>Similarly, the individual can understand the details and ramifications of concepts that are culturally or conceptually different from his/her own.</p> <p>Can set the tone of interpersonal official, semi-official and non-professional verbal exchanges with a representative range of native speakers (in a range of varied</p>	<p>consistently and explicitly organized.</p> <p>The writer employs a variety of organizational patterns, uses a wide variety of cohesive devices such as ellipses and parallelisms, and subordinates in a variety of ways.</p> <p>Able to write on all topics normally pertinent to professional and educational needs and on social issues of a general nature.</p> <p>Writing adequate to express all his/her experiences.</p>

Skill Level	Reading	Listening	Speaking	Writing
			<p>audiences, purposes, tasks and settings).</p> <p>Can play an effective role among native speakers in such contexts as conferences, lectures and debates on matters of disagreement.</p> <p>Can advocate a position at length, both formally and in chance encounters, using sophisticated verbal strategies.</p> <p>Understands and reliably produces shifts of both subject matter and tone.</p> <p>Can understand native speakers of the standard and other major dialects in essentially any face-to-face interaction.</p>	
4+ (Advanced Professional Proficiency, Plus)	<p>Nearly native ability to read and understand extremely difficult or abstract prose, a very wide variety of vocabulary, idioms, colloquialisms and slang.</p> <p>Strong sensitivity to and understanding of sociolinguistic and cultural references.</p> <p>Little difficulty in reading less than fully legible handwriting.</p> <p>Broad ability to "read beyond the lines" (that is, to understand the full ramifications of texts as they are situated in the wider cultural, political, or social environment) is nearly that of a well-read or well-educated</p>	<p>Increased ability to understand extremely difficult and abstract speech as well as ability to understand all forms and styles of speech pertinent to professional needs, including social conversations.</p> <p>Increased ability to comprehend native speakers using extreme nonstandard dialects and slang, as well as to understand speech in unfavourable conditions.</p> <p>Strong sensitivity to sociolinguistic and cultural references.</p> <p>Accuracy is close to that of the well-</p>	<p>Speaking proficiency is regularly superior in all respects, usually equivalent to that of a well-educated, highly articulate native speaker.</p> <p>Language ability does not impede the performance of any language-use task.</p> <p>However, the individual would not necessarily be perceived as culturally native.</p> <p>Examples: The individual organizes discourse well.</p> <p>Employing functional rhetorical speech devices, native cultural references and understanding.</p> <p>Effectively applies a</p>	<p>Able to write the language precisely and accurately in a wide variety of prose styles pertinent to professional/educational needs.</p> <p>May have some ability to edit but not in the full range of styles.</p> <p>Has some flexibility within a style and shows some evidence of a use of stylistic devices</p>

Skill Level	Reading	Listening	Speaking	Writing
	<p>native reader.</p> <p>Accuracy is close to that of the well-educated native reader, but not equivalent.</p>	<p>educated native listener but still not equivalent.</p>	<p>native speaker's social and circumstantial knowledge; however, cannot sustain that performance under all circumstances.</p> <p>While the individual has a wide range and control of structure, an occasional non-native slip may occur.</p> <p>The individual has a sophisticated control of vocabulary and phrasing that is rarely imprecise, yet there are occasional weaknesses in idioms, colloquialisms, pronunciation, cultural reference or there may be an occasional failure to interact in a totally native manner.</p>	
<p>5</p> <p>(Functionally Native Proficiency)</p>	<p>Reading proficiency is functionally equivalent to that of the well-educated native reader.</p> <p>Can read extremely difficult and abstract prose; for example, general legal and technical as well as highly colloquial writings.</p> <p>Able to read literary texts, typically including contemporary avant-garde prose, poetry and theatrical writing.</p> <p>Can read classical/archaic forms of literature with the same degree of facility as the well-educated, but non-specialist native. Reads and understands a wide variety of vocabulary and idioms, colloquialisms, slang, and pertinent cultural references.</p>	<p>Comprehension equivalent to that of the well-educated native listener.</p> <p>Able to understand fully all forms and styles of speech intelligible to the well-educated native listener, including a number of regional and illiterate dialects, highly colloquial speech and conversations and discourse distorted by marked interference from other noise.</p> <p>Able to understand how natives think as they create discourse.</p> <p>Able to understand extremely difficult and abstract speech.</p>	<p>Speaking proficiency is functionally equivalent to that of a highly articulate well-educated native speaker and reflects the cultural standards of the country where the language is natively spoken.</p> <p>The individual uses the language with complete flexibility and intuition, so that speech on all levels is fully accepted by well-educated native speakers in all of its features, including breadth of vocabulary and idiom, colloquialisms and pertinent cultural references.</p> <p>Pronunciation is typically consistent with that of well-educated native speakers of a non-stigmatized dialect.</p>	<p>Has writing proficiency equal to that of a well-educated native.</p> <p>Without non-native errors of structure, spelling, style or vocabulary can write and edit both formal and informal correspondence, official reports and documents, and professional/ educational articles including writing for special purposes which might include legal, technical, educational, literary and colloquial writing.</p> <p>In addition to being clear, explicit and informative, the writing and the ideas are also imaginative.</p> <p>The writer employs a very wide range of stylistic devices.</p>

Skill Level	Reading	Listening	Speaking	Writing
	<p>With varying degrees of difficulty, can read all kinds of handwritten documents.</p> <p>Accuracy of comprehension is equivalent to that of a well-educated native reader.</p>			

Source: www.govtilr.org

Appendix 3

Examples of Foreign Language Training Durations Based on Levels and Language Groups

Exmaple FLT Durations Based on Levels	Group 1	Group 2		Group 3	Group 4		
and Language Groups		2-A.	2-B. German		4-A. Arabic / Pashtu	4-B. Mandarin	4-C Japanese
Novice (0) - Basic (1)	120 hrs / 1 month	180 hrs / 1.5 months	180 hrs / 1.5 months	360 hrs / 3 months	480 hrs / 4 months	480 hrs / 4 months	480 hrs / 4 months
Novice (0) - Basic High (1+)	240 hrs / 2 months	360 hrs / 3 months	360 hrs / 3 months	480 hrs / 4 months	720 hrs / 6 months	720 hrs / 6 months	960 hrs / 8 months
Novice (0) - Intermediate (2)	480 hrs / 4 months	480 hrs / 4 months	600 hrs / 5 months	720 hrs / 6 months	1200 hrs / 10 months	1200 hrs / 10 months	1440 hrs / 12 months
Novice (0) - Intermediate High (2+)	600 hrs / 5 months	600 hrs / 5 months	720 hrs / 6 months	1080 hrs / 9 months	1680 hrs / 14 months	1800 hrs / 15 months	2160 hrs / 16 months
Novice (0) - Advanced (3)	900 hrs / 7.5 months	1080 hrs / 9 months	1200 hrs / 10 months	1440 hrs / 12 months	2400 hrs / 20 months	2640 hrs / 22 months	2880 hrs / 24 months
Basic (1) - Intermediate (2)	360 hrs / 3 months	300 hrs / 2.5 months	420 hrs / 3.5 months	360 hrs / 3 months	720 hrs / 6 months	840 hrs / 7 months	960 hrs / 8 months
Basic (1) - Advanced (3)	780 hrs / 6.5 months	900 hrs / 7.5 months	1020 hrs / 8.5 months	1080 hrs / 9 months	1920 hrs / 16 months	2160 hrs / 18 months	2400 hrs / 20 months
Basic High (1+) - Advanced (3)	660 hrs / 5.5 months	720 hrs / 6 months	840 hrs / 7 months	960 hrs / 8 months	1680 hrs / 14 months	1920 hrs / 16 months	1920 hrs / 16 months
Intermediate (2) - Advanced (3)	420 hrs / 3.5 months	600 hrs / 5 months	600 hrs / 5 months	720 hrs / 6 months	1200 hrs / 10 months	1320 hrs / 11 months	1440 hrs / 12 months
Intermediate High (2+) - Advanced (3)	300 hrs / 2.5 months	480 hrs / 4 months	480 hrs / 4 months	600 hrs / 5 months	720 hrs / 6 months	840 hrs / 7 months	960 hrs / 8 months
Basic High (1+) - Intermediate High (2+)	240+120=360			960-600=360hrs			1920-960=960
Intermediate (2) - Intermediate High (2+)	120		600-480=120			1320-840=480	
Basic High (1+) - Intermediate (2)	240						1440-960=480
Basic (1) - Intermediate High (2+)	600-120=480					2160-840=1320	
Novice High (0+) - Basic High (1+)	60+120=180						
Novice High (0+) - Advanced (3)	60+780=840			360/2+1080=1260			
Novice High (0+) - Intermediate High (2+)	60+360+120=540			360/2+1080-600=660			
Novice High (0+) - Intermediate (2)	60+360=420						
Immersion (start at level 0)	3 weeks	4 weeks	4 weeks	5 weeks	12 weeks	12 weeks	12 weeks
Immersion (start at level 1 and up)	3 weeks	3 weeks	3 weeks	3 weeks	8 weeks	12 weeks	12 weeks
PP Extended - timeframes allotted	8 weeks	8.5 weeks	9 weeks	10 weeks	11 weeks	12 weeks	14 weeks
GROUP 1	Afrikaans, Creole, Danish, Dutch, Italian, Norwegian, Portuguese, Romanian, Spanish, Swedish						
GROUP 2	A. Indonesian, Malay, Swahili; B. German						
GROUP 3	Amharic, Armenian, Bengali, Bosnian, Croatian, Czech, Dari, Farsi, Finnish, Greek, Hebrew, Hindi, Hungarian, Latvian, Lithuanian, Macedonian, Polish, Punjabi, Russian, Serbian, Sinhalese, Slovak, Somali, Tagalog, Tamil, Thai, Turkish, Ukrainian, Urdu, Vietnamese						
GROUP 4	A. Arabic, Pashtu; B. Mandarin, Korean, Cantonese; C. Japanese						

Appendix 4

List of commonly taught foreign languages

List of languages names					
1	Afrikaans	17	Hebrew	33	Punjabi
2	Amharic	18	Hindi	34	Romanian
3	Armenian	19	Hungarian	35	Russian
4	Arabic	20	Indonesian	36	Serbo-Croatian
5	Bengali	21	Italian	37	Sinhalese
6	Bosnian	22	Japanese	38	Somali
7	Cantonese	23	Korean	39	Spanish
8	Creole	24	Latvian	40	Slovak
9	Czech	25	Lithuanian	41	Swahili
10	Danish	26	Macedonian	42	Swedish
11	Dutch	27	Mandarin	43	Tagalog
12	Dari	28	Malay	44	Tamil
13	Farsi	29	Norwegian	45	Thai
14	Finnish	30	Pashtu	46	Turkish
15	German	31	Polish	47	Urdu
16	Greek	32	Portuguese	48	Ukrainian
				49	Vietnamese

This list is non-exhaustive and subject to change.

The Offeror must supply human resources capable of teaching and/or testing national or regional dialects of foreign languages listed in Appendix 4, or gender-based variations of those languages.

Appendix 6

Minimum Qualifications for Non-Management/Administrative Human Resources

Resource Category	Minimum Qualifications
Course Events Coordinator	<ul style="list-style-type: none"> - Have a degree or diploma from a recognized university or post-secondary institution. - Have two years demonstrated experience coordinating and scheduling learning events; general office administration experience; and very good command of office-related software. - Be fluently bilingual in both Canadian official languages
Training Advisor	<ul style="list-style-type: none"> - Have a Bachelor's degree from a recognized university with a specialization in humanities or social sciences and with 600 hours of experience in teaching a foreign language to adult students since January 2005; - Be fully proficient in the operation of the following office software - Windows and word processing for Windows; email; Internet; You Tube; mobile devices (laptops, tablets, smart phones and I-pods); multimedia technologies; spreadsheets and smart boards. - Be fluently bilingual in both Canadian official languages
Language Teacher	<ul style="list-style-type: none"> - Be a native speaker of the language to be taught; - Have a Bachelor's degree from a recognized university; - Be proficient at the ILR's Level 4 in the language to be taught; - Be proficient in either or both of Canada's official languages (ILR's level 2); - At CFSL's request, be successfully tested against the ILR scale on either the language to be taught and/or the official language(s); - Have at least 500 hours of experience teaching the language to adults;-Be capable of using, or willing to learn at the Offeror's expense, how to use all the information technology and/or multimedia tools supplied by CFSL, including as a minimum: Windows and word processing for Windows; email; Internet; You Tube; laptops; mobile devices(including tablets, smartphones and I-pods); multimedia technologies; spreadsheets and smart boards. - When requested by CFSL, have the CFSL's Teacher Certification.
Testing Events Coordinator	<ul style="list-style-type: none"> - Have a degree or diploma from a recognized university or post-secondary institution. - Have two years demonstrated experience coordinating and scheduling events; general office administration experience; and very good command of office-related software. - Be fluently bilingual in both of Canada's official languages

Resource Category	Minimum Qualifications
Testing Advisor	<ul style="list-style-type: none"> - Have a Bachelor of Arts degree from a recognized university - Be fully proficient in the operation of the following office software - Windows and word processing for Windows; email; Internet; You Tube; mobile devices (laptops, tablets, smart phones and I-pods); multimedia technologies; spreadsheets and smart boards - Be fluently bilingual in both of Canada's official languages - CFSL Testing Certificate would be an asset. - 400 hours of experience in teaching a foreign language to adult students since January 2005 would be an asset
Language Proficiency Tester	<ul style="list-style-type: none"> - Be a native speaker of the language to be tested; - Have a Bachelor's degree from a recognized university in a country where the foreign language to be tested is spoken as an official language; - Be proficient at the ILR level 4 in the language to be tested, as attested by a recognized language proficiency testing institution (such as ACTFL); - Be proficient at the ILR level 2 or higher in either or both of Canada's official languages; - Have the Certification for the CFSL Oral and Reading Foreign Language Proficiency Test (see 4.2 above); - Have completed the required training to administer and/or rate the test, in the case of other proficiency tests (such as the SIPT); - Be capable of using all the information technology and/or multimedia tools supplied from time to time by CFSL, including as a minimum: - Windows and word processing for Windows; email; Internet; You Tube; mobile devices (laptops, tablets, smart phones and I-pods); multimedia technologies; spreadsheets and smart boards. - If requested by CFSL, be successfully tested against the ILR scale in the language to be tested.
Subject Matter Experts for the Development of Foreign Language Training/Testing Related Activities	<ul style="list-style-type: none"> - Be proficient at least at the Level 4 of ILR Scale in Appendix 1 (oral and writing) in the target foreign language. - Have oral and writing proficiency in at least one of Canada's Official Languages. - Be a native speaker of the language to be taught - Have a Bachelor's degree from a recognized university; - Be proficient at the ILR's Level 4 in the language to be taught. - Be proficient in either or both of Canada's official languages (ILR's level 2) - Have at least 500 hours of experience teaching the language to adults - At CFSL's request, be successfully tested against the ILR scale on either the language to be taught and/or the official language(s). - Be capable of using, or willing to learn at the Offeror's expense, how to use all the information technology and/or multimedia tools supplied by CFSL, including as a minimum: Windows and word processing for Windows; email; Internet; You Tube; laptops; mobile devices(including tablets, smartphones and I-pods); multimedia technologies; spreadsheets and smart boards.

Resource Category	Minimum Qualifications
Instructional Designer	<ul style="list-style-type: none"> - Have either a Diploma or certificate in Educational, Organizational Development, Technology Based Education, or Multimedia Design; or a degree or diploma from a recognized university or post-secondary institution plus five-years work experience in instructional design in the last ten years; - Have designed or developed five training-related products in the past five years; - Be fluent in at least one of Canada's official languages.
Learning Product Manager	<ul style="list-style-type: none"> - Have a college diploma or higher in Audio-Visual Technology, Computer Science, Journalism, Broadcasting, Multimedia Production, or a related field; - Have 5 years of demonstrated project management experience developing e-learning, multimedia, video, print or similar media products and services in the last 10 years; - Have experience working as a Producer or Production manager on at least 4 learning projects in the past 10 years; - In the role of manager or team head, have produced or project managed the development of the following within the past 5 years: <ul style="list-style-type: none"> o 5 e-learning products o 2 websites o 2 videos o 5 print documentation packages - Be fluent in both Canadian official languages
Instructional Designer-e-learning	<ul style="list-style-type: none"> - Have a diploma or certificate in Education, Organizational Development, Instructional Design, Technology Based Education, or Multimedia Design; or - Have a degree or diploma from a recognized university or post-secondary institution and 5 years demonstrated work experience in instructional design, preferably of some foreign language learning products, in the last 10 years; - Have designed and/or developed 5 e-learning resources, preferably some related to foreign language learning, in the past 5 years - Be fluent in both Canadian official languages
Writer	<ul style="list-style-type: none"> - Have a degree or diploma from a recognized university or post-secondary institution in Journalism, English, Sociology, Cultural studies, Creative Writing, or related field. - Have demonstrated experience providing writing services in the production of media and print-based products, and preferably some related to foreign language learning, within the past 10 years in at least: <ul style="list-style-type: none"> o 2 educational learning products targeting an adult audience; o 1 e-learning or similar product; or o 4 scripts for a video or live production - Be fluent in either Canadian official language

Resource Category	Minimum Qualifications
Text Editor	<ul style="list-style-type: none"> - Have a University degree in French, English, Journalism or Linguistics, from a recognized institution; or - 5 year experience providing editing service consistent with DFATD's requirements described in this Statement of work in the last 10 years; - Have edited 2 on-line products in the past 5 years; - Have edited 4 print products in the past 5 years; - Either one resource fluent in both Canadian official languages; or two resources: one fluent in English and the other in French.
Graphic Designer	<ul style="list-style-type: none"> - Have a University degree or College Diploma in visual arts with specialization in graphic design, commercial art, or graphic communications and 3 years demonstrated experience in graphic design in the last 10 years; or - Have a college diploma in graphic arts and 5 years demonstrated experience in graphic design within the last 10 years. - Have performed graphic design and development of at least 10 print documents within the past 2 years. - Be fluent in both Canadian official languages;
Web Developer/Designer	<ul style="list-style-type: none"> - Have a University degree or a College Diploma in computer science, communications or business, or Certification of completion of a college program in computer science, graphic arts web design or business. - Have 5 years of demonstrated professional experience in an IT environment in the last 10 years. - Have performed the programming in the past 5 years and preferably some of them related to foreign language learning of at least: <ul style="list-style-type: none"> o 1 e- learning product; and o 4 websites, at least two which comply with the CAG 2.0 standards; - Be fluent in both Canadian official languages;
Interactive Multimedia Designer and Developer	<ul style="list-style-type: none"> - Have a University degree or College Diploma in computer science, communications or business, or completion of a college program in computer science, graphic arts web design or business; - 5 years of demonstrated professional experience in an IT environment in the last 10 years; - Have performed the programming in the past 5 years and preferably some of them related to foreign language learning of at least: <ul style="list-style-type: none"> - 4 interactive e-learning resources; - 2 touch screen (or similar) applications - Be fluent in both Canadian official languages.

Resource Category	Minimum Qualifications
Database Developer and Administrator	<ul style="list-style-type: none"> - Have a post-secondary degree-diploma in Computer Science, Systems Engineering or related field, from a recognized academic institution; - 5 years of demonstrated professional work experience as a Data Developer in the last 10 years; - Have led the development in the past 5 years of: <ul style="list-style-type: none"> - 1 database-driven information portal; - 1 database-driven internet online registration application; - 1 database-driven assessment tool; and - 1 e-learning application requiring tracking and reporting; - Be fluent in both Canadian official languages.
Videographer	<ul style="list-style-type: none"> - Have a University Degree or College Diploma from a recognized institution. - Have provided videography services for 4 educational, instructional or documentary projects in the past 10 years - Have provided videography services for 1 educational, instructional, or documentary project targeting language training; - Be fluent in both Canadian official languages.
Video Editor	<ul style="list-style-type: none"> - Have a Certificate of completion of a College or technical program in broadcasting, audio-visual technology, or a related field; - Have edited 4 educational, instructional or documentary videos in the past 5 years; - Be fluent in both Canadian official languages.
Researcher/Strategic Analyst	<ul style="list-style-type: none"> - Have at least a University Degree from a recognized institution; - Have 5 assignments or projects providing research and/or strategic analysis services in the last 10 years, some of them preferably related to language learning; - Be fluent in either of Canada's Official Languages.
Language Learning Disability Specialist	<ul style="list-style-type: none"> - Have a diploma in education with specialization in learning disabilities and/or teaching strategies. - Have experience in adult language learning disabilities - Have experience in recommending and implementing reasonable accommodation in the workplace. - Have experience in coaching trainers and learners in the learning/teaching process.

Appendix 7

Minimum Qualifications for Management/Administrative Resources

Resource Category	Minimum Qualifications
Project Manager	<ul style="list-style-type: none"> - Have a University Bachelor's degree with a specialization in business administration, language instruction or related fields such as arts, social sciences, communications or humanities.* - Ability to speak fluently (fluent is defined as ILR level 3) in at least one of Canada's official languages and be functional in the other (functional is defined as ILR level 2) - At least two (2) years within the last ten years in managing and supervising the delivery of language training by providing: <ul style="list-style-type: none"> o A detailed description of each project or work assignment that demonstrates the experience in the management and supervision of delivery of training and testing services, including staff supervision, work assignment, project management, staff training and recruitment o The start and end dates (from mm/yy to mm/yy) of the experience; o The role played in the project or work assignment; o The name and contact information of the client(s) - Have experience working in a multicultural environment. - A security clearance at the "secret" level or higher. <p>* In the event the proposed resource studied at an institution outside of Canada, only an equivalency assessment issued by a Canadian academic credentials assessment service will be accepted. The agencies and organizations performing this service are listed on the Web site of the Canadian Information Centre for International Credentials at http://www.cicic.ca/413/assessment-of-credentials-for-employment-in-canada.canada</p>

Resource Category	Minimum Qualifications
Pedagogical Advisor	<ul style="list-style-type: none"> - A degree or diploma from a recognized university with specialization in language instruction, or related fields such as arts, social sciences, philology or humanities.* - Three (3) years experience within the last 10 years in providing expert advice to trainers in foreign language instruction methodology and application. - Two (2) years experience within the last five (5) years in foreign language curriculum design - Fluent speaker of one of Canada's official languages (fluent is defined as ILR level 3) <p>* In the event the proposed resource studied at an institution outside of Canada, only an equivalency assessment issued by a Canadian academic credentials assessment service will be accepted. The agencies and organizations performing this service are listed on the Web site of the Canadian Information Centre for International Credentials at http://www.cicic.ca/413/assessment-of-credentials-for-employment-in-canada.canada</p>

Appendix 8

Tester's Code of Ethics

CODE OF ETHICS AND PRACTICE FOR FOREIGN LANGUAGE TESTERS

I, as a Tester, agree that:

1. I will faithfully follow the administration and rating procedures of the Oral and Reading Proficiency Tests established by the Centre for Foreign Languages of the Department of Foreign Affairs, International Trade and development Canada.
2. I will create by my attitude a testing climate that maximizes the performance of the candidate.
3. I will administer each test in a professional manner.
4. I will keep confidential any information obtained during the test.
5. I will not discuss with anyone, except the CFSL Testing Unit when required, the candidate's test results and performance.
6. I will report to the CFSL Testing Unit any incident or circumstance whereby a candidate or any other person has put pressure on me or tried to influence my administration or rating of a test to the advantage or disadvantage of a specific candidate.
7. I will treat testing materials and documents as confidential and classified documents.

I ACCEPT THAT FAILURE TO ABIDE BY THIS CODE WILL BE REGARDED WITH THE UTMOST SERIOUSNESS AND COULD LEAD TO SEVERE PENALTIES INCLUDING MY DISMISSAL FROM THE ACTIVITIES OF THE CFSL TESTING UNIT.

(Name – PRINT)

(Signature)

(Date)

MANDATORY TECHNICAL CRITERIA

OFFEROR'S EXPERIENCE		DESCRIPTION OF MANDATORY TECHNICAL CRITERIA	Evaluation results (Y/N)	
MTC 1	Offeror Foreign Language Training Experience	<p>The Offeror must demonstrate that it has acquired experience in the teaching of foreign languages¹ over the last 5 years, up to the closing date of this Request for Standing Offer. To demonstrate this experience, the Offeror must provide a description for the Offeror's work that clearly demonstrates the required experience. The description must cover all of the following elements:</p> <ol style="list-style-type: none">1) Teaching of at least three (3) different foreign languages, in addition of English and French2) Teaching foreign languages to adult professional learners² for at least 2,000 hours of foreign language teaching time.3) Teaching foreign languages at different levels of proficiency, from beginner to ILR level 3, as defined in Appendix 2 - Interagency Language Roundtable Skill Level Descriptions, the "ILR Scale", found in Annex A.4) Teaching foreign languages for a period of at least twelve (12) consecutive months (provide start and end dates)5) The overall monetary values of the work performed in the above must be valued at or above \$250,000.6) Client name(s) and contact information for the experience described above. <p>Notes:</p> <p>For the purposes of evaluating MTC1:</p> <ol style="list-style-type: none">1. A foreign language is any language that a person has not acquired as a child; any language that the referred person does not consider his/her mother tongue.2. "Adult professional learners" refers to learners who are 18 years old and over and need to study a language for work-related purposes.		

OFFEROR'S PROPOSED RESOURCES EXPERIENCE		DESCRIPTION OF MANDATORY TECHNICAL CRITERIA		Evaluation results (Y/N)	
MTC 2	Project Manager	<p>The Offeror must provide the name of one Project Manager and demonstrate how she or he meets the following requirements:</p> <ol style="list-style-type: none"> 1) A University Bachelor's degree with a specialization in business administration, language instruction or related fields such as arts, social sciences, communications or humanities.¹ 2) Ability to speak fluently (fluent is defined as ILR level 3) in at least one of Canada's official languages and be functional in the other (functional is defined as ILR level 2) 3) At least two (2) years within the last ten years in managing and supervising the delivery of language training by providing: <ol style="list-style-type: none"> a) A detailed description of each project or work assignment that demonstrates the experience in the management and supervision of delivery of training and testing services, including staff supervision, work assignment, project management, staff training and recruitment b) The start and end dates (from mm/yy to mm/yy) of the experience; c) The role played in the project or work assignment; d) The name and contact information of the client(s) e) A security clearance at the "secret" level or higher. 			
MTC 3	Pedagogical Advisor	<p>The Offeror must provide the name of one Pedagogical Advisor and demonstrate how he or she meets the following requirements:</p> <ol style="list-style-type: none"> 1) A degree or diploma from a recognized university with specialization in language instruction, or related fields such as arts, social sciences, philology or humanities.¹ 2) Three (3) years experience within the last 10 years in providing expert advice to trainers in foreign language instruction methodology and application. 3) Two (2) years experience within the last five (5) years in foreign language curriculum design 4) Fluent speaker of one of Canada's official languages (fluent is defined as ILR level 3) <p>Notes:</p> <ol style="list-style-type: none"> 1. In the event the proposed resource studied at an institution outside of Canada, only an equivalency assessment issued by a Canadian academic credentials assessment service will be accepted. The agencies and organizations performing this service are listed on the Web site of the Canadian Information Centre for International Credentials at http://www.cicic.ca/413/assessment-of-credentials-for-employment-in-canada.canada 			
		MANDATORY TECHNICAL CRITERIA			

POINT RATED CRITERIA

Summary of Point Rated Technical Criteria (PRTC)				Maximum points	Minimum points required
PRTC 1	Offeror's Foreign Language Training Experience	PRTC 1.1 Length of experience		26	0
		PRTC 1.2 Main project value		7	0
		PRTC 1.3 Number of hours of teaching foreign languages		8	0
PRTC 2	Types of Foreign Language Courses Offered			11	0
		PRTC 2.1 First level of language difficulty		72	0
		PRTC 2.2 Second level of language difficulty		18	0
		PRTC 2.3 Third level of language difficulty		18	0
		PRTC 2.4 Fourth level of language difficulty		18	0
PRTC 3	Project Manager			9	0
		PRTC 3.1 Project Manager's Level of Education		4	0
		PRTC 3.2 Project Manager's length of experience in managing and supervising the delivery of language training services over the last ten (10) years, up to the closing date of this Request for Standing Offer		5	0
PRTC 4	Foreign Language Course Development			15	2
		PRTC 4.1 The Offeror's Length of experience		6	2
		PRTC 4.2 Evaluation of one sample project		9	0
PRTC 5	Foreign Language Learning Product Design and Development			12	0
		PRTC 5.1 Web design and development of language learning products		6	0
		PRTC 5.2 Instructional design of language e-learning products		6	0
PRTC 6	Research and Strategic Advice			6	0
		PRTC 6.1 Research services		3	0
		PRTC 6.2 Strategic advice services		3	0
PRTC 7	Offeror's Approach to Classroom Management			12	6
PRTC 8	Offeror's Approach, Methodology and Structure: Hiring and Retention Procedures			20	10
		PRTC 8.1 Teachers of commonly taught languages		10	5
		PRTC 8.2 Teachers of less commonly taught languages		10	5
PRTC 9	Offeror's Approach, Methodology and Structure: Staff training			10	7
PRTC 10	Offeror's Approach to Course Delivery			40	22
		PRTC 10.1 The Offeror should provide a detailed description of the methodology it intends to use for groups with students with different proficiency levels.		10	7
		PRTC 10.2 The Offeror should provide a detailed description of the methodology it intends to use for groups with students with different learning styles.		10	5
		PRTC 10.3 The Offeror should provide a detailed description of the methodology it intends to use for groups with students with different progress rates.		10	5
		PRTC 10.4 The Offeror should provide a detailed description, with supporting examples, on how it will monitor and manage learner progress.		10	5
PRTC 11	Offeror's Approach to Quality Control			10	7
PRTC 12	Offeror's Approach to Program Management			10	5
OVERALL TOTAL				242	44

PRTC 1	Offeror's Foreign Language Training Experience	PRTC 1.1 Length of experience	Maximum points:	Offeror's Score
	The Offeror will be assessed on the information submitted in response to MTC1.	2 years experience	2	
		3 years experience	3	
		4 years experience	4	
		5 years experience	5	
		6 years experience	6	
		7 years experience or more	7	
		PRTC 1.2 Value of the work demonstrated in MTC1		
			Maximum points:	8
		Value of at least \$250,000	0.5	
		Value of at least \$500,000	1	
		Value of at least \$750,000	1.5	
		Value of at least \$ 1 million	2	
		Value of at least \$ 2 million	4	
		Value of at least \$3 million	6	
		Value of at least \$4 million or more	8	
		PRTC 1.3 Number of hours of teaching foreign languages		
			Maximum points:	11
		For over 2,000 hours up to 5,999 hours	3	
		From 6,000 hours to 11,999 hours	6	
		From 12,000 to 23,999 hours	9	
		24,000 hours or more	11	

PRTC 2	Types of Foreign Language Courses Offered	The Offeror should demonstrate its experience within the last 7 years in providing 1,000 hours in Foreign Language Training per level of proficiency, in various languages. The descriptions of the proficiency ILR levels can be found under Appendix 2 - Interagency Language Roundtable (ILR) Skill Level Descriptions found in Annex A. The Offeror can submit a maximum of three (3) languages per group of levels of language difficulty.	Offeror's Score
	Levels of language difficulty: <u>First level:</u> Afrikaans, Creole, Danish, Dutch, Italian, Norwegian, Portuguese, Romanian, Spanish, Swedish <u>Second level:</u> Indonesian, Malay, Swahili, German <u>Third level:</u> Amharic, Armenian, Bengali, Bosnian, Croatian, Czech, Dari, Farsi, Finnish, Greek, Hebrew, Hindi, Hungarian, Latvian, Lithuanian, Macedonian, Polish, Punjabi, Russian, Serbian, Sinhalese, Slovak, Somali, Tagalog, Tamil, Thai, Turkish, Ukrainian, Urdu, Vietnamese <u>Fourth level:</u> Arabic, Mandarin, Korean, Cantonese, Japanese	PRTC 2.1 First level of language difficulty	18
		Maximum points:	18
		Proficiency ILR level 1	1
		Proficiency ILR level 2	2
		Proficiency ILR level 3	3
		PRTC 2.2 Second level of language difficulty	18
		Maximum points:	18
		Proficiency ILR level 1	1
		Proficiency ILR level 2	2
		Proficiency ILR level 3	3
		PRTC 2.3 Third level of language difficulty	18
		Maximum points:	18
		Proficiency ILR level 1	1
		Proficiency ILR level 2	2
		Proficiency ILR level 3	3
		PRTC 2.4 Fourth level of language difficulty	18
		Maximum points:	18
		Proficiency ILR level 1	1
		Proficiency ILR level 2	2
		Proficiency ILR level 3	3

PRTC 3	Project Manager	The Offeror should demonstrate how the proposed Project Manager submitted in response to MTC2 meets the following requirements.	Offeror's Score
		PRTC 3.1 Project Manager's Level of Education	4
		Bachelor's degree in language teaching	2
		Bonus: Certificate in Project Management	2
		The Offeror must provide a photocopy of the degree or certificate to clearly demonstrate that it meets criterion PRTC 3.1.	
		PRTC 3.2 Project Manager's length of experience in managing and supervising the delivery of language training services over the last ten (10) years, up to the closing date of this Request for Standing Offer	5
		Maximum points:	
		6 years	1
		7 years	2
		8 years	3
		9 years	4
		10 years or more	5
		The Offeror must provide the following information to clearly demonstrate that it meets the criterion PRTC 3.2:	
		1. The Project Manager's years of experience in managing and supervising the delivery of language training services including the start and end dates (from month/year to month/year) 2. A list of projects or work assignments, including a description of the project or work assignment, the Project Manager's role, and name and contact information of the client(s) for each project or work assignment.	

PRTC 4	Foreign Language Course Development	The Offeror should demonstrate its experience in foreign language course development (including design and implementation) in the last 5 years.	Offeror's Score
	For evaluation purposes, the course development projects proposed in response to PRTC 4 must at a minimum include: analysis of learning needs, identification of performance objectives, description of the methodologies used during the course and the outcome evaluation framework.	PRTC 4.1 The Offeror's length of experience	
		Minimum number of points required:	6
		Maximum points:	2
		1 to 5 course development projects	2
		5 to 10 course development projects	4
		Above 10 course development projects	6
		PRTC 4.2 The Offeror's foreign language course development expertise	
		One example project	
		Maximum points:	9
		The course development project is similar in key aspects to projects that CFSI is called upon to perform, as described in the Statement of Work, under section 6.1	3
		The course development project involved multiple sources of expertise (pedagogical, IT, etc., as per the list of ancillary resources listed in the Statement of Work)	3
		The final course was intended for a large audience (more than 50 trainees)	3
		The Offeror must provide the following information to clearly demonstrate that it meets criteria PRTC 4.1 and PRTC 4.2:	
		a) The title and description of the course development project that the Offeror developed in the last 5 years.	
		b) The target language for each course development project	
		c) The period (month/year to month/year) during which the course development project took place	
		d) The name and contact information of the client for whom each course development project was provided and who can corroborate the information provided by the Offeror.	
		e) In addition, for PRTC 4.2, the description of the project must contain the intended audience, the format of the course, design and training methodology, implementation and evaluation framework.	

PRTC 5	Foreign Language Learning Product Design and Development	The Offeror should demonstrate its experience in the design and development of foreign language learning products in the last 5 years.	Offeror's Score
		<p>PRTC 5.1 Web design and development of language learning products</p> <p>Maximum points: 6</p> <p>1 year experience 2 2 years experience 4 3 years experience 6</p> <p>PRTC 5.2 Instructional design of language e-learning products</p> <p>Maximum points: 6</p> <p>1 year experience 2 2 years experience 4 3 years experience 6</p> <p>The Offeror must provide the following information to clearly demonstrate that it meets criteria PRTC 5.1 and PRTC 5.2:</p> <p>a) A description of the foreign language learning product(s) the Offeror designed and developed in the last 5 years.</p> <p>b) The target language for each learning product that was designed and developed</p> <p>c) The period (month/year to month/year) during which the learning product that was designed and developed</p> <p>d) For each year of experience, the Offeror must provide the name and contact information of the client for whom the services were provided and who can corroborate the information provided by the Offeror.</p>	
PRTC 6	Research and Strategic Advice	The Offeror should demonstrate its experience in the provision of research and strategic advice in the field of foreign language training in the last 5 years.	Offeror's Score
		<p>PRTC 6.1 Research services</p> <p>Maximum points: 3</p> <p>1 year experience 1 2 years experience 2 3 years experience 3</p> <p>PRTC 6.2 Strategic advice services</p> <p>Maximum points: 3</p> <p>1 year experience 1 2 years experience 2 3 years experience 3</p> <p>The Offeror must provide the following information to clearly demonstrate that it meets criteria PRTC 6.1 and PRTC 6.2:</p> <p>a) A description of the services the Offeror provided in the last 5 years.</p> <p>b) The period (month/year to month/year) during which the learning product was designed and developed</p> <p>c) For each year of experience, the Offeror must provide the name and contact information of the client for whom the services were provided and who can corroborate the information provided by the Offeror.</p>	

PRTC 7	Offeror's Approach to Course Delivery	<p>The Offeror should provide an example of foreign language course delivery by providing a recording of a class conducted by one of the Offeror's employees of approximately 20 minutes, on a commonly used format which demonstrates how the learners are actively encouraged to participate in the class in a climate conducive to learning.</p> <p>Maximum points: 12 Minimum number of points required: 6</p>	Offeror's Score
		<p>Use of teaching techniques that promote learners' participation and oral production</p> <p>Variety of activities 2 Adaptation to different learning styles 2 Appropriate error correction strategy 2 Appropriate ration of teacher/learner speaking time 2 Appropriate use of learning materials 2</p>	
PRTC 8	Offeror's Approach, Methodology and Structure: Hiring and Retention Procedures	<p>The Offeror should provide a detailed description and evidence of hiring and retention procedures for:</p> <p>PRTC 8.1 Teachers of commonly taught languages</p> <p>Maximum points: 10 Minimum number of points required: 5</p> <p>Excellent 10 Good 7 Adequate 5 Not adequate or Poor 2 Lacks Understanding or Insufficient Information 0</p> <p>PRTC 8.2 Teachers of less commonly taught languages</p> <p>Maximum points: 10 Minimum number of points required: 5</p> <p>Excellent 10 Good 7 Adequate 5 Not adequate or Poor 2 Lacks Understanding or Insufficient Information 0</p>	Offeror's Score
	<p>See General Rating Guidelines below.</p> <p>Commonly taught languages: Arabic, German, Italian, Japanese, Mandarin, Portuguese, Russian, Spanish</p> <p>Less commonly taught languages are all languages not found in the above list of commonly taught languages.</p>		
PRTC 9	Offeror's Approach, Methodology and Structure: Staff training	<p>The Offeror should provide a detailed description of its capacity and commitment to provide for the professional development of its employees throughout the duration of the Standing Offer.</p> <p>Maximum points: 10 Minimum number of points required: 7</p> <p>Excellent 10 Good 7 Adequate 5 Not adequate or Poor 2 Lacks Understanding or Insufficient Information 0</p>	Offeror's Score
	<p>See General Rating Guidelines below.</p>		

PRTC 10	Offeror's Approach to Classroom management	PRTC 10.1 The Offeror should provide a detailed description of the methodology it intends to use for groups with students with different proficiency levels.	Offeror's Score
	See General Rating Guidelines below.	<p>Maximum points: 10</p> <p>Minimum number of points required: 7</p>	
		Excellent	10
		Good	7
		Adequate	5
		Not adequate or Poor	2
		Lacks Understanding or Insufficient Information	0
		<p>Maximum points: 10</p> <p>Minimum number of points required: 5</p>	
		PRTC 10.2 The Offeror should provide a detailed description of the methodology it intends to use for groups with students with different learning styles.	
		Excellent	10
		Good	7
		Adequate	5
		Not adequate or Poor	2
		Lacks Understanding or Insufficient Information	0
		<p>Maximum points: 10</p> <p>Minimum number of points required: 5</p>	
		PRTC 10.3 The Offeror should provide a detailed description of the methodology it intends to use for groups with students with different progress rates.	
		Excellent	10
		Good	7
		Adequate	5
		Not adequate or Poor	2
		Lacks Understanding or Insufficient Information	0
		<p>Maximum points: 10</p> <p>Minimum number of points required: 5</p>	
		PRTC 10.4 The Offeror should provide a detailed description, with supporting examples, on how it will monitor and manage learner progress.	
		Excellent	10
		Good	7
		Adequate	5
		Not adequate or Poor	2
		Lacks Understanding or Insufficient Information	0

PRTC 11	Offeror's Approach to Quality Control	The Offeror should provide a detailed description of the methodology it intends to control and continuously improve the quality of the teaching services.	Minimum number of points required:	Maximum points: 10	Offeror's Score
	See General Rating Guidelines below.	Excellent Good Adequate Not adequate or Poor Lacks Understanding or Insufficient Information		10 7 5 2 0	
PRTC 12	Offeror's Approach to Program Management	The Offeror should provide a detailed description of its approach to Program management, including support services.	Minimum number of points required:	Maximum points: 10	Offeror's Score
	See General Rating Guidelines below.	Excellent Good Adequate Not adequate or Poor Lacks Understanding or Insufficient Information		10 7 5 2 0	

General Rating Guidelines

Excellent	Overall, the Bidder has demonstrated an excellent understanding of the requirement. The Bidder has addressed all the requirements extremely well, has consistently provided comprehensive, organized, clear and appropriate response and has tailored its response to requirements very well. The evaluator (s) has/have a high degree of confidence that the proposal is achievable and will fully meet the objectives of the requirement. Overall, there are minor omissions or problems.
Good	Overall, the Bidder has demonstrated a good understanding of the requirement(s), with only minor omissions or problems in any or all of the following areas: how the requirements were addressed (organized, clear, appropriate), the level of detail provided in its response, or how the Bidder tailored its response to the requirements. Overall the evaluator is confident that the Bidder's proposal is achievable and will meet the objectives.
Adequate	Overall, the Bidder has demonstrated an adequate understanding of the requirement(s), with some omissions or problems in any or all of the following areas: how the requirements were addressed (organized, clear, appropriate), the level of detail provided in its response, or how the Bidder tailored its response to the requirement(s). Overall the evaluator is confident that the Bidder's proposal might be achievable and will adequately meet the objectives.
Not Adequate or Poor	Overall, the Bidder has demonstrated a poor understanding of the requirement(s), with at least one major omission or problem in any or all of the following areas: how the requirements were addressed (organized, clear, appropriate), the level of detail provided in its response, or how the Bidder tailored its response to the requirements. Overall the evaluator has serious concerns that the Bidder's proposal is not achievable and or will not meet the objectives.
Lacks Understanding or Insufficient Information	Overall, the Bidder has not provided a response or has demonstrated an insufficient understanding of the requirement(s), with at least two or more major omissions or problems in any or all of the following areas: how the requirements were addressed (organized, clear, appropriate), the level of detail provided in its response, or how the Bidder tailored its response to the requirements. Overall the evaluator has no confidence that the Bidder's proposal is achievable nor will it meet the objectives.



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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	2. Branch or Directorate / Direction générale ou Direction HCM/CFSI/CPSL	
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 Foreign language training and testing services for DFATD employees, either in Canada and abroad		
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 <input type="checkbox"/> Yes Non 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 <input type="checkbox"/> Yes Non Oui		
5. c) Indicate the type of access required / Indiquer le type d'accès requis		
5. d) 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 type="checkbox"/> No <input checked="" type="checkbox"/> Yes Non 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 checked="" type="checkbox"/> No <input type="checkbox"/> Yes Non 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 <input type="checkbox"/> Yes Non Oui		
7. a) Indicate the type of information that the supplier will be required to access / Indiquer le type d'information auquel le fournisseur devra avoir accès		
Canada <input checked="" type="checkbox"/>	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 checked="" 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"/>
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 checked="" 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 :	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
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?	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
Short Title(s) of material / Titre(s) abrégé(s) du matériel : Document Number / Numéro du document :	
PART B - PERSONNEL (SUPPLIER) / PARTIE B - PERSONNEL (FOURNISSEUR)	
10. a) Personnel security screening level required / Niveau de contrôle de la sécurité du personnel requis	
<input checked="" type="checkbox"/> RELIABILITY STATUS COTE DE FIABILITÉ	<input type="checkbox"/> CONFIDENTIAL CONFIDENTIEL
<input type="checkbox"/> TOP SECRET - SIGINT TRÈS SECRET - SIGINT	<input type="checkbox"/> NATO CONFIDENTIAL NATO CONFIDENTIEL
<input type="checkbox"/> SITE ACCESS ACCÈS AUX EMPLACEMENTS	<input checked="" type="checkbox"/> SECRET SECRET
	<input type="checkbox"/> NATO SECRET NATO SECRET
	<input type="checkbox"/> TOP SECRET TRÈS SECRET
	<input type="checkbox"/> COSMIC TOP SECRET COSMIC TRÈS SECRET
Special comments: Commentaires spéciaux :	
NOTE: If multiple levels of screening are identified, a Security Classification Guide must be provided. REMARQUE: Si plusieurs niveaux de contrôle de sécurité sont requis, un guide de classification de la sécurité doit être fourni.	
10. b) May unscreened personnel be used for portions of the work? Du personnel sans autorisation sécuritaire peut-il se voir confier des parties du travail? If Yes, will unscreened personnel be escorted? Dans l'affirmative, le personnel en question sera-t-il escorté?	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
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?	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
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?	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
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?	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
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?	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
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?	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes



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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 catégorie, les niveaux de sauvegarde requis au(x) 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			GENERAL		
	A	B	C	CONFIDENTIAL	SECRET	TOP SECRET	NATO CONFIDENTIAL	NATO TOP SECRET	NATO SECRET	PROTECTED PROTÉGÉ	CONFIDENTIAL	SECRET
Information Systems Systèmes d'information												
Personnel Files Fichiers personnels												
Financial Financier												
Legal Légal												
Other Autre												

12. a) Is the description of the work contained within this SRCL PROTECTED and/or CLASSIFIED?

La description du travail visé par la présente LVERS est-elle de nature PROTÉGÉE et/ou CLASSIFIÉE?

☒ No
Non

☐ Yes
Oui

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

12. b) Will the documentation attached to this SRCL be PROTECTED and/or CLASSIFIED?

La documentation associée à la présente LVERS sera-t-elle PROTÉGÉE et/ou CLASSIFIÉE?

☒ No
Non

☐ Yes
Oui

If Yes, classify this form by annotating the top and bottom in the area entitled "Security Classification" and indicate with attachments (e.g. SECRET with Attachments).

Dans l'affirmative, classifiez le présent formulaire en indiquant le niveau de sécurité dans la case intitulée « Classification de sécurité » au haut et au bas du formulaire et indiquez qu'il y a des pièces jointes (p. ex. SECRET avec des pièces jointes).