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PART 1 - GENERAL INFORMATION

1.1 Introduction

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

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

The Annexes include the Statement of Work, the Basis of Payment, the security checklist, the quarterly usage report, the Electronic Payment Instruments, the Mandatory technical criteria's, the Point-rated technical criteria's and any other annexes

1.2 Summary

- 1.2.1 Canada wishes to issue Regional Master Standing Offers (RMSOs) for its language training needs in the National Capital Region (NCR). The RMSOs will be for the delivery of training divided into the following work streams:

Work Stream
1. Full-time Group Training, in English or French, on the Offeror's Premises
2. Part-time Group Training, in English or French, on the Offeror's Premises
3. Part-time Group Training, in English or French, at a Federal Institution
4. Full-time Individual Training, in English or French, on the Offeror's Premises
5. Part-time Individual Training, in English or French, on the Offeror's Premises
6. Part-time Individual Training, in English or French, at a Federal Institution

The training will be provided upon request through a call-up against the Standing Offer (Part 7B).

- 1.2.2 The term during which call-ups may be made against the Standing Offer (SO) will run for two years from the SO issue date. Canada reserves the right to extend the term of the Standing Offers by three additional periods of one year each.
- 1.2.3 Given the nature of the services, multiple Standing Offers may be issued for all of the work streams in the NCR. Canada makes no commitment to issue any or all of the standing offers indicated in Part 4 – Evaluation Procedures and Basis of Selection.
- 1.2.4 Offerors may submit an offer for one or more work streams.
- 1.2.5 The requirement is subject to the provisions of the North American Free Trade Agreement (NAFTA), the Canada-European Union Comprehensive Economic and Trade Agreement (CETA), and the Canadian Free Trade Agreement (CFTA).
- 1.2.6 This RFSO allows offerors to use the epost Connect service provided by Canada Post Corporation to transmit their offers electronically. Offerors must refer to Part 2 of the RFSO entitled Offeror Instructions and Part 3 of the RFSO entitled Offer Preparation Instructions, for further information on using this method.

1.3 Security Requirements

There are security requirements associated with this requirement. For additional information, see Part 6 - Security, Financial and Insurance Requirements, and Part 7 - Standing Offer and Resulting Contract Clauses. For more information on personnel and organization security screening or security clauses, offerors should refer to the [Contract Security Program](http://www.tpsgc-pwgsc.gc.ca/esc-src/introduction-eng.html) of Public Works and Government Services Canada (<http://www.tpsgc-pwgsc.gc.ca/esc-src/introduction-eng.html>) website.

1.4 Debriefings

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

1.5 Anticipated migration to an e-Procurement Solution (EPS)

Canada is currently developing an online EPS for faster and more convenient ordering of goods and services. In support of the anticipated transition to this system and how it may impact any resulting Standing Offer that is issued under this solicitation, refer to 7.15 Transition to an e-Procurement Solution (EPS).

The Government of Canada's [press release](#) provides additional information.

PART 2 - OFFEROR INSTRUCTIONS

2.1 Standard Instructions, Clauses and Conditions

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

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

The [2006](#) (2018-05-22) Standard Instructions - Request for Standing Offers - Goods or Services - Competitive Requirements, are incorporated by reference into and form part of the RFSO.

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

Delete: 60 days
Insert: 180 days

2.2 Submission of Offers

Offers must be submitted only to Public Works and Government Services Canada (PWGSC) Bid Receiving Unit by the date, time and place indicated in the RFSO.

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

2.3 Former Public Servant

Contracts awarded to former public servants (FPS) in receipt of a pension or of a lump sum payment must bear the closest public scrutiny, and reflect fairness in the spending of public funds. In order to comply with Treasury Board policies and directives on contracts awarded to FPSs, bidders must provide the information required below before contract award. If the answer to the questions and, as applicable the information required have not been received by the time the evaluation of bids is completed, Canada will inform the Bidder of a time frame within which to provide the information. Failure to comply with Canada's request and meet the requirement within the prescribed time frame will render the bid non-responsive.

Definitions

For the purposes of this clause,

"former public servant" is any former member of a department as defined in the [Financial Administration Act](#), R.S., 1985, c. F-11, a former member of the Canadian Armed Forces or a former member of the Royal Canadian Mounted Police. A former public servant may be:

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

"lump sum payment period" means the period measured in weeks of salary, for which payment has been made to facilitate the transition to retirement or to other employment as a result of the implementation of various programs to reduce the size of the Public Service. The lump sum payment period does not include the period of severance pay, which is measured in a like manner.

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

Former Public Servant in Receipt of a Pension

As per the above definitions, is the Bidder a FPS in receipt of a pension?

Yes () No ()

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

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

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

Work Force Adjustment Directive

Is the Bidder a FPS who received a lump sum payment pursuant to the terms of the Work Force Adjustment Directive?

Yes () No ()

If so, the Bidder must provide the following information:

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

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

2.4 Enquiries - Request for Standing Offers

All enquiries must be submitted in writing to the Standing Offer Authority no later than 10 calendar days before the Request for Standing Offers (RFSO) closing date. Enquiries received after that time may not be answered.

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

2.5 Applicable Laws

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

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

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PART 3 - OFFER PREPARATION INSTRUCTIONS

3.1 Offer Preparation Instructions

- If the Offeror chooses to submit its offer electronically, Canada requests that the Offeror submits its offer in accordance with section 08 of the 2006 standard instructions. Offerors are required to provide their offer in a single transmission. The epost Connect service has the capacity to receive multiple documents, up to 1GB per individual attachment.
- Canada requests that the documents be identified, grouped and presented in separate sections as follows:

Section I: Technical Offer
Section II: Financial Offer
Section III: Certifications
Section IV: Additional Information

- If the Offeror chooses to submit its offer in hard copies, Canada requests that the Offeror provides its offer in separately bound sections as follows:

Section I: Technical Offer (1 hard copies)
Section II: Financial Offer (1 hard copies)
Section III: Certifications (1 hard copies)
Section IV: Additional Information (1 hard copies)

- If the Offeror is simultaneously providing copies of its offer using multiple acceptable delivery methods, and if there is a discrepancy between the wording of any of these copies and the electronic copy provided through epost Connect service, the wording of the electronic copy provided through epost Connect service will have priority over the wording of the other copies.

Due to the nature of the RFSO, offers transmitted by facsimile will not be accepted.

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

Canada requests that offerors follow the format instructions described below in the preparation of hard copy of their offer:

- (a) use 8.5 x 11 inch (216 mm x 279 mm) paper;
- (b) use a numbering system that corresponds to the RFSO.

In April 2006, Canada issued a policy directing federal departments and agencies to take the necessary steps to incorporate environmental considerations into the procurement process [Policy on Green Procurement](https://www.tbs-sct.gc.ca/pol/doc-eng.aspx?id=32573) (<https://www.tbs-sct.gc.ca/pol/doc-eng.aspx?id=32573>). To assist Canada in reaching its objectives, Offerors should:

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

Section I: Technical Offer

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

Section II: Financial Offer

Offerors must submit their financial offer in accordance with the Annex B, Basis of Payment.

3.1.1 Electronic Payment of Invoices - Offer

If you are willing to accept payment of invoices by Electronic Payment Instruments, complete Annex E Electronic Payment Instruments, to identify which ones are accepted.

If Annex E Electronic Payment Instruments is not completed, it will be considered as if Electronic Payment Instruments are not being accepted for payment of invoices.

Acceptance of Electronic Payment Instruments will not be considered as an evaluation criterion.

Section III: Certifications

Offerors must submit the certifications and additional information required under Part 5.

Section IV: Additional Information

In section IV of their offer, offerors should provide:

1. With respect to section 2.3, Former Public Servant, Part 2 of the bid solicitation, a response is required to each question; and if the answer is yes, provide the required information; and
2. the information requested in the Offeror's form below.

Form of the Offeror

Legal name of the Offeror						
Procurement Business Number (PBN);	The name of the resource person authorized by the Offeror to communicate with Canada regarding their offer and any Standing Offer that may arise from their offer; and the following information relating to:			Name: Mailing address: Telephone number : Facsimile : Email:		
Work stream(s) for which Offeror wants to be considered						
1. Full-time Group Training, in English or French, on the Offeror's Premises			Yes <input type="checkbox"/>	No <input type="checkbox"/>		
2. Part-time Group Training, in English or French, on the Offeror's Premises			Yes <input type="checkbox"/>	No <input type="checkbox"/>		
3. Part-time Group Training, in English or French, at a Federal Institution			Yes <input type="checkbox"/>	No <input type="checkbox"/>		
4. Full-time Individual Training, in English or French, on the Offeror's Premises			Yes <input type="checkbox"/>	No <input type="checkbox"/>		
5. Part-time Individual Training, in English or French, on the Offeror's Premises			Yes <input type="checkbox"/>	No <input type="checkbox"/>		
6. Part-time Individual Training, in English or French, at a Federal Institution			Yes <input type="checkbox"/>	No <input type="checkbox"/>		
Please complete the information below for the work stream(s) that apply to your offer. Lines 2 and 3 are linked to the address on line 1. If more than one address is available, please provide this information for all addresses						
	Work Stream 1	Work Stream 2	Work Stream 3	Work Stream 4	Work Stream 5	Work Stream 6
1. Available training addresses on the Offeror's premises						
2. Access to free parking 500 m or less from Offeror's premises for the learners during the course term	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>		Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	
3. Access to paid parking, 500 m or less from the Offeror's premises, for the learners during the course term	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>		Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	

4. Online tutoring available				Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>
				No <input type="checkbox"/>	No <input type="checkbox"/>	No <input type="checkbox"/>
5. Number of years of experience of the Offeror in the work stream.						

3.1.2 Offeror's Proposed Sites or Premises Requiring Safeguarding Measures

3.1.2.1 As indicated in Part 6 under Security Requirements, the Offeror must provide the full addresses of the Offeror's and proposed individuals' sites or premises for which safeguarding measures are required for Work Performance:

Street Number / Street Name, Unit / Suite / Apartment Number
 City, Province, Territory / State
 Postal Code / Zip Code
 Country

3.1.2.2 The Company Security Officer must ensure through the Contract Security Program that the Offeror and proposed individual(s) hold a valid security clearance at the required level, as indicated in Part 6 – Security, Financial and Other Requirements.

PART 4 - EVALUATION PROCEDURES AND BASIS OF SELECTION

4.1 Evaluation Procedures

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

4.1.1 Technical Evaluation

The technical evaluation will be conducted by work stream. For example, an offer could be technically compliant for the work stream 1 and non-compliant work stream 6.

4.1.1.1 Mandatory Technical Criteria

See Annex F of Part 4 of the Request for Standing Offers

4.1.1.2 Point Rated Technical Criteria

See Annex F of Part 4 of the Request for Standing Offers

4.1.2 Financial Evaluation

Only technically compliant bids will be evaluated financially. PWGSC will conduct the financial evaluation of technically eligible bids by comparing the total prices evaluated for each work stream.

Financial scores will be given per work stream and calculated based on the following formula:

$$\text{Score} = \left(1 - \frac{(\text{Total evaluated price} - \text{Lowest total evaluated price})}{\text{Lowest total evaluated price}}\right) * 100$$

If the financial score is negative, the score of 0 will be given.

Example: Results from Work Stream 5

Offeror	Mandatory Criteria	Rated Criteria	Total Evaluated Price	Financial Score
1	Met	Met	\$2,500	0
2	Met	Met	\$1,000	100
3	Not met	N/A	N/A	N/A
4	Met	Met	\$1,250	75

4.1.1.2 Evaluation of Price - Offer

SACC Manual clause [M0220T](#) (2016-01-28), Evaluation of Price

4.2 Basis of Selection

The overall score is calculated by multiplying each technical score for the rated criteria and the financial score. Offers will be ranked in descending order of overall score. See example in Section 4.2.1. Subsequently, offers will be issued the highest ranked in descending, until such time as the maximum for standing issue (see 4.2.2) are met.

4.2.1 Highest overall score

1. To be declared responsive, an offer must:
 - a. comply with all the requirements of the request for Standing Offer;
 - b. meet all mandatory evaluation criteria; and
 - c. obtain the required minimum points for the technical evaluation criteria which are subject to point rating.
 - d. obtain an overall score greater than 0.
2. Bids not meeting the requirements of (a) or (b) or (c) or (d) for a work stream will be declared non-responsive for this work stream. The responsive offer with the highest overall points or the one with the lowest price will not necessarily be accepted.
3. The highest overall score will be determined by multiplying each technical score for the point rated technical criteria detailed in Attachment 1 to Part 4 and the score in the financial evaluation.

Example: Results from Work Stream 5

Offeror	Mandatory Criteria	A Point-rated Criterion 1	B Point-rated Criterion 2	C Point-rated Criterion 3	D Financial Score	Total (AxBxCxD)	Ranking
1	Met	90	95	90	0	0	Non-Compliant
2	Met	60	65	70	100	27 300 000	2
3	Not met	-	-	-	-	N/A	Non-Compliant
4	Met	70	75	80	75	31 500 000	1

4.2.2 Number of Standing Offers to be issued per Work Stream

Champ de travail	Maximum Number of Standing Offers to be issued
1. Full-Time group training in French or in English at the Offeror's premises	6
2. Part-Time group training in French or English at the Offeror's premises	6
3. Part-Time group training in French or in English at a Federal Institution	4
4. Full-Time individual training in French or in English at the Offeror's premises	5
5. Part-Time individual training in French or in English at the Offeror's premises	2
6. Part-Time individual training in French or in English at a Federal Institution	4

4.3 Issuance of Standing Offers

Canada reserves the right to issue standing offers by work stream, on different dates for each work stream. For example, the standing offer(s) for stream 3 could be issued before the standing offer(s) for stream 1.

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PART 5 – CERTIFICATIONS AND ADDITIONAL INFORMATION

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

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

The Standing Offer Authority will have the right to ask for additional information to verify the Offeror's certifications. Failure to comply and to cooperate with any request or requirement imposed by the Standing Offer Authority will render the offer non-responsive, result in the setting aside of the Standing Offer or constitute a default under the Contract.

5.1 Certifications Required with the Offer

Offerors must submit the following duly completed certifications as part of their offer.

5.1.1 Integrity Provisions - Declaration of Convicted Offences

In accordance with the Integrity Provisions of the Standard Instructions, all offerors must provide with their offer, **if applicable**, the declaration form available on the [Forms for the Integrity Regime](http://www.tpsgc-pwgsc.gc.ca/ci-if/declaration-eng.html) website (<http://www.tpsgc-pwgsc.gc.ca/ci-if/declaration-eng.html>), to be given further consideration in the procurement process.

5.2 Certifications Precedent to the Issuance of a Standing Offer and Additional Information

The certifications and additional information listed below should be submitted with the offer, but may be submitted afterwards. If any of these required certifications or additional information is not completed and submitted as requested, the Standing Offer Authority will inform the Offeror of a time frame within which to provide the information. Failure to provide the certifications or the additional information listed below within the time frame provided will render the offer non-responsive.

5.2.1 Integrity Provisions – Required Documentation

In accordance with the section titled Information to be provided when bidding, contracting or entering into a real procurement agreement of the [Ineligibility and Suspension Policy](http://www.tpsgc-pwgsc.gc.ca/ci-if/politique-policy-eng.html) (<http://www.tpsgc-pwgsc.gc.ca/ci-if/politique-policy-eng.html>), the Offeror must provide the required documentation, as applicable, to be given further consideration in the procurement process.

5.2.2 Federal Contractors Program for Employment Equity - Standing Offer Certification

By submitting an offer, the Offeror certifies that the Offeror, and any of the Offeror's members if the Offeror is a Joint Venture, is not named on the Federal Contractors Program (FCP) for employment equity "FCP Limited Eligibility to Bid" list) available at the bottom of the page of the [Employment and Social Development Canada-Labour's](https://www.canada.ca/en/employment-social-development/programs/employment-equity/federal-contractor-program.html#s4) website (<https://www.canada.ca/en/employment-social-development/programs/employment-equity/federal-contractor-program.html#s4>).

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

5.2.3 Additional Certifications Precedent to Issuance of a Standing Offer

5.2.3.1 Status and Availability of Resources

The Offeror certifies that, should it be issued a standing offer as a result of the Request for Standing Offer, every individual proposed in its offer will be available to perform the Work resulting from a call-up against the Standing Offer as required by Canada's representatives and at the time specified in a call-up or agreed to with Canada's representatives. If for reasons beyond its control, the Offeror is unable to provide the services of an individual named in its offer, the Offeror may propose a substitute with similar qualifications and experience. The Offeror must advise the Standing Offer Authority of the reason for the substitution and provide the name, qualifications and experience of the proposed replacement. For the purposes of this clause, only the following reasons will be considered as beyond the control of the Offeror: death, sickness, maternity and parental leave, retirement, resignation, dismissal for cause or termination of an agreement for default.

If the Offeror has proposed any individual who is not an employee of the Offeror, the Offeror certifies that it has the permission from that individual to propose his/her services in relation to the Work to be performed and to submit his/her résumé to Canada. The Offeror must, upon request from the Standing Offer Authority, provide a written confirmation, signed by the individual, of the permission given to the Offeror and of his/her availability. Failure to comply with the request may result in the offer being declared non-responsive.

5.2.3.2 Education and Experience

SACC *Manual* clause [M3021T](#) (2012-07-16) Education and Experience

PART 6 - SECURITY, FINANCIAL AND INSURANCE REQUIREMENTS

6.1 Security Requirements

1. Before issuance of a standing offer, the following conditions must be met:
 - (a) the Offeror must hold a valid organization security clearance as indicated in Part 7A - Standing Offer;
 - (b) the Offeror's proposed individuals requiring access to classified or protected information, assets or sensitive work sites must meet the security requirements as indicated in Part 7A - Standing Offer;
 - (c) the Offeror must provide the name of all individuals who will require access to classified or protected information, assets or sensitive work sites;
 - (d) the Offeror's proposed location of work performance and document safeguarding must meet the security requirements as indicated in Part 7A - Standing Offer;
 - (e) the Offeror must provide the addresses of proposed sites or premises of work performance and document safeguarding as indicated in Part 3 - Section IV Additional Information.
2. Offerors are reminded to obtain the required security clearance promptly. Any delay in the issuance of a Standing Offer to allow the successful Offeror to obtain the required clearance will be at the entire discretion of the Standing Offer Authority.
3. For additional information on security requirements, offerors should refer to the [Contract Security Program](http://www.tpsgc-pwgsc.gc.ca/esc-src/introduction-eng.html) of Public Works and Government Services Canada (<http://www.tpsgc-pwgsc.gc.ca/esc-src/introduction-eng.html>) website.

6.2 Financial Capability

SACC *Manual* clause [M9033T](#) (2011-05-16) Financial Capability

PART 7 - STANDING OFFER AND RESULTING CONTRACT CLAUSES

A. STANDING OFFER

7.1 Offer

- 7.1.1 The Offeror offers to fulfill the requirement in accordance with the Statement of Work at Annex A. *(to be completed at issuance of Standing Offer)*

Work Streams
1. Full-Time Group training in French or in English at the Offeror's premises
2. Part-Time Group training in French or in English at the Offeror's premises
3. Part-Time Group training in French or in English at a Federal Institution
4. Full-Time individual training in French or in English at the Offeror's premises
5. Part-Time individual training in French or in English at the Offeror's premises
6. Part-Time individual training in French or in English at a Federal Institution

7.2 Security Requirements

- 7.2.1 The following security requirements (SRCL and related clauses provided by the Contract Security Program) apply and form part of the Standing Offer.

The Contractor/Offeror must, at all times during the performance of the Contract/Standing Offer/Supply Arrangement, hold a valid Designated Organization Screening (DOS) with approved Document Safeguarding at the level of **protected A**, issued by the Canadian Industrial Security Directorate (CISD), Public Services and Procurement Canada (PSPC)

The Contractor/Offeror personnel requiring access to protected information, assets or work site(s) must each hold a valid **reliability status**, granted or approved by the CISD/PSPC

The Contractor must not utilize its Information Technology systems to electronically process, produce or store protected information until the CISD/PSPC has issued written approval. After approval has been granted or approved, these tasks may be performed up to the level of **protected A**

Subcontracts which contain security requirements are not to be awarded without the prior written permission of CISD/PSPC

The Contractor/Offeror must comply with the provisions of the:

- a. Security Requirements Check List and security guide (if applicable), attached at Annex C
- b. Industrial Security Manual (Latest Edition)

7.2.2 Offeror's Sites or Premises Requiring Safeguarding

- 7.2.2.1 Where safeguarding measures are required in the performance of the Work, the Offeror must diligently maintain up-to-date the information related to the Offeror's and proposed individuals' sites or premises for the following addresses:

Street Number / Street Name, Unit / Suite / Apartment Number
City, Province, Territory / State
Postal Code / Zip Code
Country

7.2.2.2 The Company Security Officer must ensure through the [Contract Security Program](#) that the Offeror and individual(s) hold a valid security clearance at the required level.

7.3 Standard Clauses and Conditions

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

7.3.1 General Conditions

[2005](#) (2017-06-21) General Conditions - Standing Offers - Goods or Services, apply to and form part of the Standing Offer.

7.3.2 Standing Offers Reporting

The Offeror must compile and maintain records on its provision of goods and services to Canada under contracts resulting from the Standing Offer. This data must include all purchases done by Canada, including those acquired and paid for by Canada acquisition cards.

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

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

The quarterly reporting periods are defined as follows:

- first quarter: April 1 to June 30
- second quarter: July 1 to September 30
- third quarter: October 1 to December 31
- fourth quarter: January 1 to March 31

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

7.4 Term of Standing Offer

7.4.1 Period of the Standing Offer

The period for making call-ups against the Standing Offer is from _____ to _____.
(2 year period to be determined at issuance of standing offer)

7.4.2 Extension of Standing Offer

If the Standing Offer is authorized for use beyond the initial period, the Offeror offers to extend its offer for three (3) additional period of one (1) year under the same conditions and at the rates or prices specified in the Standing Offer, or at the rates or prices calculated in accordance with the formula specified in the Standing Offer.

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

7.5 Authorities

7.5.1 Standing Offer Authority

The Standing Offer Authority is:

Name: Josianne Courteau
Title: Supply Team Leader
Public Works and Government Services Canada
Acquisitions Branch
Specialized Professional Services Procurement Directorate
10 Wellington Street
Terrasses de la Chaudiere
5th Floor
Gatineau, Quebec
K1A 0S5

Telephone: 613-720-9517

E-mail address: TPSGC.AchatsFormationLing-LangTrainingProcurement.PWGSC@tpsgc-pwgsc.gc.ca

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

7.5.2 Project Authority

The Project Authority for the Standing Offer is identified in the call-up against the Standing Offer.

The Project Authority is the representative of the department or agency for whom the Work will be carried out pursuant to a call-up against the Standing Offer and is responsible for all the technical content of the Work under the resulting Contract.

7.5.3 Offeror's Representative

(To be identified at issuance of standing offer)

7.6 Proactive Disclosure of Contracts with Former Public Servants (if applicable)

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

7.7 Identified Users

The Identified Users authorized to make call-ups against the Standing Offer include any government department, agency or Crown corporation listed in Schedules I, I.1, II, III, of the [Financial Administration Act](#), R.S.C., 1985, c. F-11.

7.8 Call-up Procedures

7.8.1 Basis of selection of the Offeror

7.8.1.1 Offeror Selection Method for Call-ups under \$25,000

Identified Users may issue call-up of \$25,000 or less (applicable taxes included) to Offerors of work streams 1 to 6 in accordance with the *Government Contracts Regulations*.

7.8.1.2 Offeror Selection Method for Call-ups from \$25,000 to \$400,000

Identified Users may issue call-ups when using the following methodology:

The IU must determine which of the following significance factor(s) will be used to issue its call-up:

Factors for all streams (1 to 6)

1. Number of years of Offeror experience in the desired work stream
2. Lowest price among qualified Offerors in the desired work stream
3. Highest technical score obtained during offer evaluation
4. Highest combined technical and price score obtained during offer evaluation

Factor for streams 4 to 6 only

5. Online tutoring available

Factors for streams 1, 2, 4 and 5 only

6. School's proximity (in time) by public transit and walking (for training on the Offeror's premises) from the learner's workplace or residence (will be determined by the online calculation tools of the National Capital Region transit authorities)
7. School's proximity by car (for training on the Offeror's premises) from the learner's workplace or residence (the number of kilometres will be rounded down, so 14.9 km will be rounded to 14 km; the calculation will be based on the shortest distance route)
8. Access to parking at 500 m or less from Offeror's premises during the course term

Once the significance factor is selected, the IU must issue a call-up to the Offeror who best meets the chosen factor. In the event of equal scores between two or more Offerors on the chosen factor, the IU will choose a second factor to break the tie. If a tie occurs again, the IU will add additional factors until only one Offeror stands out.

7.8.2 Grouping**7.8.2.1 Full-time Group on the Offeror's Premises (Stream 1)**

When a call-up is received for the full-time group training stream, the Offeror must administer the placement test (as described in Annex A) for each learner. Based on the placement test results, the Offeror must place the learner in a group at his or her level. The group will begin when the minimum number of learners at this level is reached. When the minimum number of learners is reached, the Offeror must inform the Identified Users of the training start date at least 10 business days before the training starts.

Training may therefore begin at any time during the year without a schedule predetermined by the Standing Offer Authority. The Offeror could decide to create its own training schedules and make them available to Identified Users on their website. In this case, the requirement to confirm the training start date at least 10 business days in advance still applies.

Example: Offeror A receives an order for work stream 1. The Offeror administers the placement test which determines that the learner is at level 2 of the French language training. Offeror A already has 3 learners waiting at this level, so it has reached the minimum of 4 learners per group. Offeror A must then inform all Identified Users in this group of the training start date (at least 10 business days in advance). If another call-up is issued before the training starts for another learner who turns out to be at level 2 French, the Offeror may integrate that learner into the training, without exceeding the maximum number of learners.

7.8.2.2 Part-time Groups on the Offeror's Premises (Stream 2)

When a call-up is issued for stream 2, the Identified User must attach the self-assessment results to their call-up. The Offeror must then place the learner in a group at his or her level. The group will begin when the minimum number of learners at this level is reached. When the minimum number of learners is reached, the Offeror must inform the Identified Users of the training start date at least 10 business days before the training starts.

Training may therefore begin at any time during the year without a schedule predetermined by the Standing Offer Authority. The Offeror could decide to create its own training schedules and make them available to Identified Users on their website. In this case, the requirement to confirm the training start date at least 10 business days in advance still applies.

7.8.2.3 Part-time Groups at a Federal Institution (Stream 3)

The Identified User must form the group(s) from their call-up based on the learners' self-assessment results. The IU will also determine the training start and end dates.

7.8.3 Minimum Information Provided in Each Call-up

- requested work stream
- name(s) of the learner or learners, if there are more than one;
- target level: A, B or C;
- target language;
- desired training location (Federal Institution, including address or on the Offeror's premises)
- training session start and end dates (streams 3 to 6);
- accommodations required, if applicable; and
- total billable amount in compliance with the Basis of Payment.

AND

Part-time Training Only (Streams 2, 3, 5 and 6)

- Desired day(s) of the week and number of hours for training delivery;
- Completed self-assessment form for each learner (streams 2 and 3)

7.8.4 Training Confirmation

Group Training on the Offeror's Premises (Streams 1 and 2)

The Offeror must submit written confirmation to the Identified user(s) no later than 10 business days before the training starts, including:

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

Streams 3 to 6

The Offeror must submit written confirmation to the Identified User(s) no later than 5 business days before the training starts, including:

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

7.9 Call-up Instrument

The Work will be authorized or confirmed by the Identified User(s) using the duly completed forms or their equivalents as identified in paragraphs 2 and 3 below, and, if applicable, by using Canada acquisition cards (Visa or MasterCard) for low dollar value requirements.

1. Call-ups must be made by Identified Users' authorized representatives under the Standing Offer and must be for goods or services or combination of goods and services included in the Standing Offer at the prices and in accordance with the terms and conditions specified in the Standing Offer.
2. Any of the following forms could be used which are available through [PWGSC Forms Catalogue](#) website:

- PWGSC-TPSGC 942 Call-up Against a Standing Offer

or

3. An equivalent form or electronic call-up document which contains at a minimum the following information:
 - Standing Offer number;
 - statement that incorporates the terms and conditions of the Standing Offer;
 - description and unit price for each line item;
 - total value of the call-up;
 - point of delivery;
 - confirmation that funds are available under section 32 of the *Financial Administration Act*.

7.10 Limitation of Call-ups

Individual call-ups against the Standing Offer must not exceed \$400,000.00 (Applicable Taxes included).

7.11 Priority of Documents

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

- a) the call up against the Standing Offer, including any annexes;
- b) the articles of the Standing Offer;
- c) the general conditions [2005](#) (2017-06-21), General Conditions - Standing Offers - Goods or Services
- d) General Conditions [2035](#) (2018-06-21), Higher Complexity - Services
- e) Annex A, Statement of Work;
- f) Annex B, Basis of Payment;
- g) Annex C, Security Requirements Check List; *(if applicable)*
- h) Annex D, Quarterly usage report
- i) the Offeror's offer dated _____ (*insert date of offer*), (*if the offer was clarified or amended, insert at the time of issuance of the offer: "as clarified on _____" or "as amended on _____" and insert date(s) of clarification(s) or amendment(s) if applicable*).

7.12 Certifications and Additional Information

7.12.1 Compliance

Unless specified otherwise, the continuous compliance with the certifications provided by the Offeror with its offer or precedent to issuance of the Standing Offer (SO), and the ongoing cooperation in providing additional information are conditions of issuance of the SO and failure to comply will constitute the Offeror in default. Certifications are subject to verification by Canada during the entire period of the SO and of any resulting contract that would continue beyond the period of the SO.

7.12.2 SACC Manual Clauses

[M3020C](#) (2016-01-28) Status of Availability of Resources

7.13 Applicable Laws

The Standing Offer and any contract resulting from the Standing Offer must be interpreted and governed, and the relations between the parties determined, by the laws in force in _____ (*insert the name of the province or territory as specified by the Offeror in its offer, if applicable*).

7.14 Cancellation and Rescheduling of Training

7.14.1 Section 30, Termination for Convenience, of General Conditions 2035, will be deemed not to apply when notice has been given in accordance with this section.

7.14.2 Pursuant to paragraph 7.14.1 of this document and without restricting the generality of the other terms and conditions of the Standing Offer, Canada may, at any time before the start date of the training planned pursuant to a call-up issued in accordance with section 7.8 – Call-up Procedures, cancel or reschedule, in whole or in part, the training provided under the call-up by sending written notice to the Offeror. Cancellation or rescheduling may apply to one or more groups and/or one or more individuals.

7.14.3 Canada will pay the Offeror fees (if applicable) in accordance with the “Cancellation and Rescheduling Fees” clause of the Basis of Payment (Annex B).

7.15 Unforeseen Learner Absences

7.15.1 Unforeseen Absences – Individual Training

The Identified User shall pay the Offeror for any of a learner’s unforeseen absences if written notice was not given at least 2 business days in advance, and such absences cannot be made up at the end of the training unless such an arrangement is approved by the IU by way of a call-up amendment. An unforeseen absence is an absence not identified in the call-up.

7.15.2 Absences – Group Training on the Offeror’s Premises

The Identified User shall pay the Offeror for any of a learner’s absences, and such absences cannot be made up at the end of the training.

7.15.3 Absences – Group Training at a Federal Institution

The Identified User shall pay the Offeror for any unforeseen absence of an entire group if written notice was not given at least 2 business days in advance, and such absences cannot be made up at the end of the training unless such an arrangement is approved by the IU by way of a call-up amendment. An unforeseen absence is an absence not identified in the call-up.

If a learner is absent, the Identified User shall pay the Offeror for any absence and such absences cannot be made up at the end of the training.

7.16 Qualifications of Staff, Replacements and Substitutes

Annex A provides details of the minimum qualifications required for pedagogical advisors and teaching resources.

Upon issuance of a Standing Offer and for the term of the Standing Offers, the Offeror must provide the names of pedagogical advisors and teaching resources that it intends to use to provide language training services to the Standing Offer Authority, as well as their qualifications, in accordance with Annex A.

The Offeror must provide replacement staff (pedagogical advisors and teaching resources) in the event that a pedagogical advisor or teaching resource is unable to perform their duties.

7.17 Transition to an e-Procurement Solution (EPS)

During the period of the Standing Offer, Canada may transition to an EPS for more efficient processing and management of individual call-ups for any or all of the SO’s applicable goods and services. Canada reserves the right, at its sole discretion, to make the use of the new e-procurement solution mandatory.

Solicitation No. - N° de l'invitation
EN578-191887/B
Client Ref. No. - N° de réf. du client
20191887

Amd. No. - N° de la modif.
File No. - N° du dossier
521zf. EN578-191887

Buyer ID - Id de l'acheteur
521zf
CCC No./N° CCC - FMS No./N° VME

Canada agrees to provide the Offeror with a three-month notice to allow for any measures necessary for the integration of the Offer into the EPS. The notice will include a detailed information package indicating the requirements, as well as any applicable guidance and support.

If the Offeror chooses not to offer their goods or services through the e-procurement solution, the Standing Offer may be set aside by Canada.

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B. RESULTING CONTRACT CLAUSES

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

7.1 Statement of Work

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

7.2 Standard Clauses and Conditions

7.2.1 General Conditions

[2035](#) (2018-06-21), General Conditions - Higher Complexity - Services, apply to and form part of the Contract.

Article 17, Interest on overdue accounts, of [2035](#) (2018-06-21), General Conditions - Higher Complexity – Services does not apply to payments made by credit card.

7.2.2 SACC Manual Clauses

[C0711C](#) (2008-05-12) Time Verification

7.3 Term of Contract

7.3.1 Period of the Contract

The work must be completed in accordance with the call-up against the Standing Offer.

7.4 Proactive Disclosure of Contracts with Former Public Servants *(if applicable)*

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

7.5 Payment

7.5.1 Basis of Payment

Canada shall pay the Offeror in accordance with the Basis of Payment detailed in Annex B for work performed under the Standing Offer.

7.5.2 Terms of Payment

SACC Manual clause [H1008C](#) (2008-05-12), Monthly Payment

7.5.3 SACC Manual Clauses

[A9117C](#) (2007-11-30), T1204 - Direct Request by Customer Department

[A9068C](#) (2010-01-11), Government Site Regulations

[A9062C](#) (2011-05-16), Canadian Forces Site Regulations

7.5.5 Electronic Payment of Invoices – Call-up *(if applicable)*

The Contractor accepts to be paid using any of the following Electronic Payment Instrument(s):

- a. Visa Acquisition Card;
- b. MasterCard Acquisition Card;
- c. Direct Deposit (Domestic and International);
- d. Electronic Data Interchange (EDI);
- e. Wire Transfer (International Only);
- f. Large Value Transfer System (LVTS) (Over \$25M)

7.6 Invoicing Instructions

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

Each invoice must be supported by:

- a) a copy of time sheets to support the time claimed;
2. Invoices must distributed as follows:
 - a) One (1) copy must be forwarded to the designated user identified in the Call-up for certification and payment.
 - b) in the case where a Call-up has been issued in the name of a number of designated users or for more than one learner and/or group-class, the Offeror must distribute one (1) copy of the invoice(s) according to the instructions included in the Call-up. If there is no instructions on the call-up, the Offeror must follow the procedure described in a).
 - c) One (1) copy must be forwarded to the Contracting Authority identified under the section entitled "Authorities" of the Contract.

7.7 Insurance

SACC Manual clause [G1005C](#) (2016-01-28), Insurance

ANNEX A

STATEMENT OF WORK

See next page

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Annex A

Statement of Work



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1.0 Background

Canada's two official languages, English and French, are a fundamental characteristic of Canadian identity. Throughout its history, Canada has passed laws, such as the [Official Languages Act](#), and implemented policies to better protect and promote official languages to benefit Canadians from coast to coast to coast. The Official Languages Act aims to ensure that the Government of Canada is able to provide services to English- and French-speaking Canadians in the language of their choice. To do this, second-language training in Canada's official languages is offered to federal employees in accordance with the provisions of this same Act.

2.0 Training

The purpose of these Standing Offers (SO) is to provide in-class individual and group training services for English and French as a second official language, using materials that meet the objectives outlined in Appendix 3. The Offeror must provide training to federal employees (learners) in one of the work streams outlined in section 4. Training at levels A, B and C of the Qualification Standards in Relation to Official Languages will be offered in the National Capital Region.

The Offeror must provide in-class instruction for the work stream that the SO was issued for, in accordance with the requirements outlined in this Statement of Work.

The Offeror must also ensure that the requirements of the Statement of Work are met. Learners or Identified Users are not permitted to make requests that contradict these requirements.

3.0 Learner Objectives

Learners receiving training services have the following objectives:

- to acquire the skills needed to meet the language requirements of their position (Appendix 1)
- or
- to develop their skills in their second language

The Standing Offers are not intended to meet the needs of employees who wish to be exempted from Public Service Commission of Canada (PSC) Second Language Evaluation tests.

4.0 Training Modes

The following types of training are offered:

4.1 Stream 1: Full-time Group Training, in English or French, on the Offeror's Premises

Full-time group training must be provided from 8:00 a.m. to 4:30 p.m., Monday to Friday, except for federal government statutory holidays.

The Offeror must provide learners with a maximum of 7.5 hours of training services per day, for a total of 37.5 hours per week, from 8:00 a.m. to 4:30 p.m., Monday to Friday.

For a 7.5-hour training day, the Offeror must allow learners a 15-minute break in the morning and a 15-minute break in the afternoon. These two breaks will be included in the number of hours billed. Learners will also have a 60-minute lunch period, aside from the 7.5-hour training period.

A language placement test must be administered by the Offeror at least 5 business days before the training starts.

4.1.1 In-class, Full-time Group Make-up Courses (Level B and Level C) on the Offeror's Premises

If, after completing language training under stream 1, a learner does not obtain the appropriate level from the Public Service Commission of Canada (PSC) Second Language Evaluation (SLE), the Identified User (IU) can register for a Level B or C make-up course, more than once if necessary. Make-up courses must last for 225 hours (6 weeks).

During the first week of the level B or C make-up course, the Offeror must assess learners' needs through one (or more) evaluations of their ability to communicate in the target language, based on the requirements of the target level (B or C), and prepare with them a group work plan and an individual work plan for each learner, identifying the areas that need to be improved upon and indicating the activities that will be carried out. The Offeror must provide the learners and, upon request, the Identified User with the plan, and follow up on the learners' progress throughout the session.

4.2 Stream 2: Part-time Group Training, in English or French, on the Offeror's Premises

Part-time group training must be held from Monday to Friday, except on federal government statutory holidays, in two types of sessions:

- one session of 3 hours per week; or
- two sessions of 3 hours per week, on two different days

Training sessions must be held between 7:00 a.m. and 6:00 p.m., Monday to Friday. A 15-minute break must be included for each training session. These breaks must be included in the number of hours billed.

A self-assessment form completed by the learner will be provided to the Offeror upon registration for part-time training, with the exception of a learner continuing with the same Offeror. If necessary, the Offeror may validate the self-assessment result and inform the Identified User and the learner, at no additional cost to Canada. This may lead to a change of group.

4.3 Stream 3: Part-time Group Training, in English or French, at a Federal Institution

For groups formed by the Identified User, the number of hours and sessions per week will be defined in the call-up and will not exceed 22.5 hours per week. Groups can start at any time, on the date chosen by the federal institution. The IU will schedule courses for a minimum of 3 consecutive hours.

Training sessions must be held between 7:00 a.m. and 6:00 p.m., Monday to Friday, except on federal government statutory holidays. For 3-hour training sessions, a 15-minute break must be included. These breaks must be included in the number of hours billed.

The self-assessment form completed by the learner will allow the IU to create group(s) with learners at the same level.

4.3.1 Block time

For part-time individual training offered at a federal institution (Stream 3), consecutive shared block times will be permitted, that is, a teaching resource will be assigned a number of part-time learners for a specified period of time and with a specific schedule. The total number of training hours must not exceed 37.5 hours per week, including breaks for the teaching resource.

For example, a teaching resource is assigned to 15 individual learners who each require 1 hour of training per week, for a total of 15 hours of training. The learners may switch training times

amongst themselves. The federal institution will be responsible for replacing absent learners with learners at the same level. In this case, it is strongly recommended that written notice be sent (by email) to the teaching resource no later than 3 hours before the absent learner's training start time. Cancellation fees will be paid if the federal institution cannot replace an absent learner, even if written notice was provided to the Offeror in advance.

The federal institution will plan for a transition period of at least five minutes when a learner is replaced.

4.4 Stream 4: Full-time Individual Training, in English or French, on the Offeror's Premises

A language placement test must be administered by the Offeror at least 5 business days before the training starts.

The Offeror must provide learners with a maximum of 7.5 hours of training services per day, for a total of more than 22.5 hours per week. The training must be scheduled between 7:00 a.m. and 6:00 p.m., Monday to Friday, excluding federal government statutory holidays. The number of daily and weekly training hours, as well as class start and end times, will be indicated in the call-up.

For a 7.5-hour training day, the Offeror must allow learners a 15-minute break in the morning and a 15-minute break in the afternoon. These two breaks will be included in the number of hours billed. Learners will also have a 60-minute lunch period, in addition to the 7.5 hours of training.

For a day shorter than 7.5 hours of training, the Offeror must allocate one 15-minute break per 3 hours and a lunch period per 5 hours of training.

4.5 Stream 5: Part-time Individual Training, in English or French, on the Offeror's Premises

The number of hours and sessions per week will be defined in the call-up, and will not exceed 22.5 hours per week from Monday to Friday, excluding federal government statutory holidays.

A language placement test must be administered by the Offeror at least 5 business days before the training starts.

The Offeror must hold sessions for a minimum duration of 3 hours per day. The Offeror must hold training between 7:00 a.m. and 6:00 p.m., for a maximum of 22.5 hours per week (for each learner in this stream). The number of daily and weekly training hours, as well as session start and end times, will be indicated in the call-up.

The Offeror must allocate one 15-minute break per 3 hours and a lunch period per 5 hours of training. Aside from the lunch period, breaks must be included in the number of hours billed for the training period.

4.6 Stream 6: Part-time Individual Training, in English or French, at a Federal Institution

The number of hours and sessions per week will be defined in the call-up, and will not exceed 22.5 hours per week from Monday to Friday, excluding federal government statutory holidays.

A language placement test must be administered by the Offeror at least 5 business days before the training starts.

The IU will schedule courses for a minimum duration of 3 consecutive hours.

The Offeror must hold training between 7:00 a.m. and 6:00 p.m., for a maximum of 22.5 hours per week (for each learner in this stream). The number of daily and weekly training hours, as well as session start and end times will be indicated in the call-up.

The Offeror must allocate one 15-minute break every 3 hours and a lunch period per 5 hours of training. Aside from the lunch period, breaks must be included in the number of hours billed for the training period.

4.7 Online tutoring

For training in streams 4 to 6, described above, learners will be able to request online tutoring. Online tutoring is a way to learn remotely without regular direct contact with a classroom teacher and is a type of educational instruction offered to learners via the Internet and their computer. Online tutoring is led by a teaching resource.

The Offeror will have the option of accepting or refusing an online tutoring request. The Offeror's technology for tutoring must be compatible with WebEx, the Government of Canada's standard tool. At a minimum, the Offeror's virtual platform must include the following functionalities:

- video and audio conferencing;
- smartboards;
- ability to record and listen to meetings;
- screen sharing;
- chat.

Each online tutoring course must be no more than 3 hours, for a maximum of 6 hours per week (unless a course is postponed).

In the event of a technical problem that prevents any form of communication between the learner and the teaching resource, the course must be given within the call-up period. If the online tutoring cannot be postponed within the call-up period, the call-up will be amended to reflect this change in the service provided. In these cases of course postponements, the Offeror may exceptionally exceed the maximum time of 6 hours per week.

5.0 Statutory Holidays

Training must not be delivered on federal government statutory holidays.

Training must not be held between December 25 and January 1, or on Family Day in the provinces where this holiday applies. Learners who do not request vacation leave for these periods will have the option of doing exercises provided by the teaching resource at home, or going to work.

The following days are designated holidays for federal government employees. When a holiday falls on a weekend, it is moved to the next business day:

- a) New Year's (January 1)
- b) Good Friday
- c) Easter Monday
- d) Victoria Day
- e) June 24 (for services offered in Quebec)
- f) Canada Day (July 1)

- g) Provincial Civic Holiday (first Monday in August for services offered in Ontario)
- h) Labour Day (first Monday in September)
- i) Thanksgiving (second Monday in October)
- j) Remembrance Day (November 11)
- k) Christmas Day (December 25)
- l) Boxing Day (December 26)

6.0 Language of Communication with Learners

In keeping with the pedagogical approach described in section 7, communication with learners must take place in the target language to avoid the use of translation into the learner's first official language as much as possible, as every situation is considered a learning opportunity. However, if a learner wishes to speak in his or her first official language on a personal matter, their request must be respected.

7.0 Objectives and Approach

The training program used by the Offeror must meet the objectives and content essential to the achievement of levels B and C, as described in Appendix 3, and correspond to the Qualification Standards in Relation to Official Languages (levels A, B and C) described in Appendix 1.

The Offeror must ensure that learners have achieved the language objectives. The Offeror must regularly confirm the achievement or non-achievement of objectives through appropriate evaluations (quizzes, written and/or oral tests, interviews, observations, etc.). The Offeror must provide feedback to learners on their results, strengths and areas to improve upon on a regular basis, related to the language objectives in Appendix 3 and in accordance with the approach and principles set out in section 7. At the session halfway point, the Offeror must notify the Identified User in writing when non-achievement of the objectives covered interferes with a learner's progress in the program or successful completion of the session. The Offeror must allocate the schedule and number of evaluation activities in a balanced manner according to the training mode and duration of the session.

The Offeror can use the materials of their choice. The Standing Offer Authority reserves the right to verify the materials used by the Offeror and remove or request any changes to materials that are not in line with the language approach and objectives set out in Appendix 3, or are considered inappropriate.

7.1 Full-time Training

Upon request, the Offeror must prepare and provide the session outline to learners and the IU on the first day of the course. This outline must identify the language objectives that will be targeted during the session, the content essential to their achievement, as well as any relevant information (number of weeks or hours allotted for achievement of the objectives, expected dates of key activities (evaluations, visits by the pedagogical adviser, scheduled SLE dates, if applicable, etc.)).

The Offeror must also provide learners with weekly outlines no later than the first day of each week. Weekly outlines should identify the intended purpose, concepts, language functions, grammar points, lexicons, phonetics and communication strategies that will be covered according to the needs of learners. The Offeror is responsible for applying the curriculum's language objectives, proposed in Appendix 3, by organizing relevant and varied educational activities.

All activities must be used to develop learners' language skills to enable them to perform their duties and responsibilities in the workplace.

7.2 Part-time Training

Upon request, the Offeror must prepare and provide the training outline to learners and the IU on the first day of the course. This outline must identify the language objectives targeted during training, the content essential to their achievement, as well as any relevant information (number of weeks or hours allotted for achievement of the objectives, expected dates of key activities (evaluations, visits by the pedagogical adviser, scheduled SLE dates, if applicable, etc.).

The Offeror must also provide learners with monthly plans no later than the first day of each month. Monthly plans should identify the intended purpose, concepts, language functions, grammar points, lexicons, phonetics and communication strategies that will be covered. The Offeror is responsible for applying the curriculum's language objectives, proposed in Appendix 3, by organizing relevant and varied educational activities.

All activities must be used to develop learners' language skills to enable them to perform their duties and responsibilities in the workplace.

7.3 Communicative Approach

The communicative approach must be encouraged. It aims to acquire communication skills by treating language as an instrument of communication, and a means of action, and not as an object of study in itself. From that standpoint, verbal communication takes precedence over the linguistic form.

Under the communicative approach, grammar is not a learning objective in itself, so the study of grammar will be simple, useful and related to communication needs. The learner must be able to use his or her knowledge of the language to communicate in real life professional and everyday situations. In addition, it is important to involve the learner in a variety of situations that will enable him or her to effectively communicate and interact in their second official language. Therefore, it goes without saying that the activities and documents selected should be tailored to the learner's circumstances and be as authentic as possible.

At a minimum, the Offeror must use instructional strategies to encourage learners to communicate in the language being taught. Examples include:

- maximizing the learners' speaking time
- having the learners practice the matter being taught to them in oral communication situations that are realistic and relevant to them
- choosing varied activities relevant to the learners
- using authentic documents
- studying simple, useful grammar related to communication needs
- measuring the correction of errors on the basis of activity objectives and learners' needs

7.4 Adult Education Principles

The Offeror must ensure that its pedagogical advisers and teaching resources understand and apply the principles of education and the pedagogical approach that encourages adult learning.

As a general rule, adults should be involved in planning with their teaching resource and evaluating their results. They need a learning environment where errors are accepted, expected and form the basis for continuous learning, using a problem-solving approach. In most cases, adults are interested in tasks that directly relate to their reality. To succeed in most learning environments, they must have a clear understanding of how each lesson fits into their personal development goals. Adults expect even the most qualified expert to act as a partner in a participatory learning journey.

Among many possible activities, some concrete expectations for classroom practices are as follows:

- provide a plan for in-class training and self-directed learning activities
- for each activity, present the objective, indicating:

- the knowledge or know-how that the activity is intended to develop
- the link between the objective of the activity and the training objective
- present the instructions and the format for each activity, indicating:
 - what the learners must do
 - the duration of the activity
 - the anticipated outcome
 - the materials and tools to be used
- evaluate learners on a regular basis and provide them with
 - i. feedback on their strengths and the areas that need improvement in relation to the target objectives
 - ii. activities or reference materials that will enable the learner to meet their objectives
- take into account the individual needs, interests and experience of the learners, as well as their different learning styles, both during the selection and the implementation of activities
- assess learners on a regular basis and identify elements that require priority attention

8.0 Estimated Duration of Training (Streams 1, 4, 5, and 6 Only)

The objective or starting module and the recommended duration of the learner's training will be established during the placement test.

It should be noted that the estimated number of hours for training can vary significantly, depending on a number of factors, such as the amount of training hours per week, continuity in a training curriculum, practising outside of training sessions, training interruptions and work interference during training.

9.0 Qualification Standards in Relation to Official Languages

Once the training has been completed, a learner who needs to satisfy the language requirements of a position will have to demonstrate, through an SLE test administered by the PSC, that he or she is proficient in the language at the target level (B or C) for the following language skills: reading comprehension, written expression and oral proficiency. These tests are administered by the PSC of Canada or by a federal institution that has obtained a delegation of authority from the PSC to administer them. For more information on these tests: <https://www.canada.ca/en/public-service-commission/services/second-language-testing-public-service.html>.

For the purposes of this document, "qualification standards" are synonymous with "proficiency levels" or "proficiency standards" found on the following website: <https://www.canada.ca/en/treasury-board-secretariat/services/staffing/qualification-standards/relation-official-languages.html>

10.0 Language Placement Tests for Learners (Streams 1, 4, 5 and 6)

The placement test for language training includes an assessment of reading comprehension and written expression, as well as an interview to assess oral proficiency, depending on the learner's need and at the request of the IU.

The interview (oral proficiency) must take a minimum of 30 minutes, except for learners who do not have basic language proficiency. The interview must be conducted in person or by telephone by a pedagogical adviser.

Placement tests must be administered by the Offeror, with the exception of a learner continuing their training with the same Offeror, or a learner who has completed a placement test no more than one year prior to registration.

Test results will be sent to the Identified User within 2 business days of the test being administered, along with any ensuing recommendations that have an impact on the learner's placement.

Language placement tests must include the following information:

- the target language
- the target level (A, B or C)
- the recommended starting module or step
- the number of hours required to reach the target level, depending on whether training is conducted individually or in a group setting
- other recommendations (if applicable)

The Offeror's pedagogical adviser must share the results of the placement tests and pedagogical recommendations with the teaching resource.

11.0 Course-loading Activities

11.1 Full-time Group Training, Stream 1

Each full-time session will last for 12 weeks.

Full-time make-up sessions will last for 6 weeks. Second-language make-up sessions can start at any time.

French-as-a-second-language groups must be composed of 4 to 6 learners.

English-as-a-second-language groups must be composed of 2 to 4 learners.

After receiving the employee's language placement test results, the Identified User will register the employee for the desired session by issuing a call-up with the language placement test results. A registration form should be filled out for each learner. The Offeror must receive the call-up no later than 10 business days before the session start date.

The Offeror will group the registered learners, taking into account the number of learners specified above and the recommended mode or objective. The Offeror must place all learners in groups. For example, if there are 9 registrations in French-as-a-second-language, the Offeror cannot form one groups of 6 learners and not place 3 learners; instead, they must form one groups of 5 and one group of 4 learners.

If the Offeror receives a call-up fewer than 10 business days before the session start date, they may, at their discretion, accept it, and add the learner to an existing group, or refuse the registration.

Upon approval from the Identified User(s), the Offeror may add one or more learners who are employed by the Public Service of Canada but who were not registered through a call-up at the SO, to form a group, taking into account the number of learners specified above. For example, if two learners who were registered through call-ups at the SO were not placed in a group, the Offeror may add one, two, three or four learners from the Public Service of Canada to form the group.

The Offeror must ensure that all Public Service of Canada learners are at the same learning level as the learners who were registered by Identified Users. Training provided to this group must meet all of the requirements set out in the Standing Offer.

11.2 Part-time Group Training, Streams 2 and 3

Each session will last 12 weeks. Groups must be composed of 4 to 6 learners.

For groups entirely formed by an IU, training will begin on a date decided by the IU and may be longer or shorter than 12 weeks. Groups formed by an IU may include fewer learners than the minimum indicated, but no more than the maximum indicated under any circumstance. In the event that the minimum number of learners is not met, the IU will still have to pay for the minimum number of learners. For example, if the group consists of 3 learners, the IU will be billed and will have to pay for the minimum of 4 learners.

The Offeror or Identified User must create groups by learners' skill levels that meet the above requirements. The Standing Offer Authority reserves the right to verify the composition of the groups formed by the Offeror.

The Identified User will register his or her employee(s) by issuing a call-up along. A registration form will be filled out for each learner. The Offeror must receive the call-up no later than 10 business days before the session start date.

For the training at the Offeror's premises (stream 2), if the Offeror receives a call-up fewer than 10 business days before one of its session starts, they may, at their discretion, accept it and add the learner to an existing group, or start a new group with this call-up.

11.3 Individual Training, Streams 4 and 6

The Identified User will determine the training start date and will register the learner undergoing individual training with the Offeror by issuing a call-up.

The Offeror must receive the call-up no later than 10 business days before the session start date.

12.0 Second Language Evaluation Tests (SLE)

The Offeror should recommend a date for the learner to complete the SLE tests. The Identified User will make the necessary arrangements with the PSC or its representatives and will provide the learner and the Offeror with the test date.

13.0 Facilities

Training must be provided on the Offeror's premises or on the premises of a federal institution, depending on the work stream.

For the full term of the SO, the Offeror must occupy and maintain a fully operational business office, open 7.5 hours per day, Monday to Friday (except statutory holidays as defined in section 5.0). They must employ at least one resource person who can provide services in both official languages.

13.1 Facilities in a Federal Institution (Streams 3 and 6)

Federal institutions are responsible for providing appropriate training accommodations. Classrooms must be equipped with at least one white board with markers or a flip chart, as well as work tables and chairs. Each classroom must have computer equipment that meets the minimum requirements set out in section 13.2.1.1. Computer equipment could be an electronic notebook or a laptop provided by the learner.

For information security purposes, the teaching resource must not use the federal institution's photocopier to photocopy the necessary training materials for learners. If photocopies of the material are required and the teaching resource does not have access to the Offeror's premises before the training session, they must email the material directly to the learner at least 24 hours before the start of the session so learners can print the material and bring it with them.

13.2 The Offeror's Facilities (Streams 1, 2, 4 and 5)

In addition, the Offeror can also suggest classrooms that meet the requirements outside of these boundaries, in the National Capital Region.

The Offeror must ensure that the facilities comply with applicable municipal, provincial and federal laws, policies and standards. Facilities must be clean, well-maintained and secure at all times. The SO Authority reserves the right to request any changes if they deem that the Offeror's facilities are not appropriate for training or that they pose a safety risk to learners.

The Offeror's facilities should be located within 500 m of a public transit stop or parking lot.

Canada may visit the Offeror's facilities upon 24 hours notice.

The Offeror must respond to all written complaints regarding the facilities or classrooms submitted by the Standing Offer Authority or the Identified User. The Offeror must respond no later than two business days after receiving the complaint.

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13.2.1 Offeror Classrooms

Classrooms must be equipped with all the necessary furnishings and materials needed for language training (i.e. wall chart, chalk or markers, tables, chairs for learners and the teaching resource, adequate lighting, heating, air conditioning and a space to store coats and other personal belongings). Classrooms must allow learners and teaching resources to move about easily at all times. They must also allow for safe participation in group activities (if applicable). Materials must be in good condition and of standard quality. Classrooms should have windows with direct access to daylight. Learners must have access to washrooms located in the same facility as the classroom. The Offeror's classrooms must be ready on the first day of training.

13.2.1.1 Computer Equipment

Each class must have the following operational computer equipment:

1. desktop or laptop computer (must be able to support training-related tasks)
2. high-speed Internet with unlimited transfer capacity and a minimum connection speed of 35Mbit/s
3. protected wireless Internet access (WiFi) to enable learners to use training materials on their portable or mobile devices
4. multimedia projector or other large-screen presentation method with a minimum size of 40 inches (for group training only)
5. access to a printer, ink and paper (for full-time training only)
6. access to a photocopier

In addition, the Offeror may provide learners with computerized classrooms, i.e. equipped with one computer per learner, enabling learners to use training materials

13.2.2 Documents Printed by Learners

Learners may print training information in black and white, at their discretion, using the computers in the Offeror's facilities.

The Offeror may limit photocopying and printing for training purposes to a maximum of 25 pages per learner per week, as long as they give learners' advanced notice. Anything exceeding that number could

be charged to the learners using this service, at a rate determined by the Offeror. These costs must be clearly stated at the beginning of training and posted near the photocopier or printer.

13.2.3 Space for Meals (For Training Longer than 5 hours a Day)

The Offeror must provide learners with access to a designated dining area outside the classroom. This space must be clean, well maintained and equipped with a sufficient number of chairs, tables, microwaves and fridges to serve the learners in training.

14.0 Course Material

The Offeror is responsible for providing all the course material that will be used in the classroom. Teaching documents that are used in class must be able to be saved, printed or photocopied at the learners' discretion.

Course materials (exercises, grammatical rules, verb tenses, conjugations, etc.) distributed to learners will become their property. This instructional material is the Offeror's responsibility and is not part of the copies the learner is entitled to under section 13.2.2.

15.0 Teaching Resources and Pedagogical Advisers

The Offeror must ensure that the names of the pedagogical adviser and teaching resource, as well as their contact information (email address and telephone number) are provided to the learner(s) on or before the first day of training for training at the Offeror's premises and at least 1 working day before for training at a federal institution.

15.0.1 Code of Conduct

The Offeror and all its personnel must:

- avoid any conduct involving deceit, dishonesty, misrepresentation, unprofessional communication, harassment, discrimination, or other actions which may cause physical, emotional or moral injury.
- create, through their attitude, a positive learning and working environment and encourage the learner(s) to follow their lead by always displaying positive and professional behaviour.
- treat learners with respect and tolerance for different cultural values in a multicultural environment.
- display patience and an open-minded attitude when receiving feedback.
- aim to foster an atmosphere of mutual trust among learners.
- work openly, honestly, and transparently to promote engagement, collaboration and respectful communication.

15.1 Pedagogical Advisers

The Offeror must assign pedagogical advisers while respecting the minimum applicable ratio for the work stream:

- one (1) primary pedagogical adviser for every 10 full-time groups
- one (1) primary pedagogical adviser for every 20 full-time individual learners
- one (1) primary pedagogical adviser for every 30 part-time groups
- one (1) primary pedagogical adviser for every 70 part-time individual learners

The pedagogical adviser may be responsible for more than one stream, but the ratios must be respected. For example, the pedagogical adviser could have five full-time groups and 15 part-time groups and thus have a complete task.

For training delivered on the premises of a federal institution, these ratios are reduced by 30% to allow pedagogical advisers to travel.

Pedagogical advisers may not teach at the same time that they are performing the duties of the role.

15.1.1 Training and Support for New Teaching Resources

The pedagogical adviser must ensure that teaching resources have adequate training in second language teaching approaches and techniques for adults. To do this, the pedagogical adviser must offer one or more training sessions, as well as tools and pedagogical references to teaching resources. The pedagogical adviser must also offer coaching in the form of meetings, workshops, sharing of teaching material, teaching observations, job shadowing with experienced teaching resources and any other method chosen to guide and train new teaching resources.

15.1.2. Advice for Teaching Resources

The pedagogical adviser must act as an educational consultant. He or she must provide the teaching resources under their responsibility with advice and information on the use of the material and the best teaching practices to adopt in the classroom. In addition to managing a set of activities and other educational resources, he or she must inform the teaching resources of the language objectives that need to be met, identified in Appendix 3, and of the developments and tools available.

15.1.3 Information Sessions for New Learners

Training information sessions, during which learners are given instructions, must be held in the first official language of learners.

For full-time training, the pedagogical adviser must offer at least one information session for learners at the beginning of their training, with at least one of the following elements: school visits, emergency evacuation procedures (for training on the Offeror's premises), presentation on the teaching approach, course plan, description of the teaching resource and pedagogical adviser's roles and responsibilities, and steps to follow in the case of dissatisfaction.

For part-time training, this session must be held by the Offeror. The Offeror must provide learners with the same information noted above. The pedagogical adviser will contact learners by email or telephone to arrive no later than the first week of training.

The information contained in the information sessions must be available in writing, in both official languages. The pedagogical adviser or teaching resource must ensure that learners fully understand the information presented to them and that they have read the learner kit (the Standing Offer Authority will provide this kit to Offerors during the duration of their Standing Offer). The pedagogical adviser or teaching resource must provide this package to learners who did not receive it before the start of the training.

15.1.4 Visits and Advice to Learners

The pedagogical adviser must visit full-time learners at least once a month. In addition, the pedagogical adviser must meet with, and provide advice to learners who are having difficulty meeting training objectives. They must be available to meet learners at their request.

15.1.5. Supervision of Teaching Resources

The pedagogical adviser must ensure that the classroom activities led by teaching resources are appropriate, relevant, varied and provided effectively, so as to enable learners to meet curriculum objectives. The pedagogical adviser must review and approve their full-time teaching resources' weekly planning to ensure that they are meeting learners' needs. If this is not happening, the adviser must monitor the teaching resource and provide additional tools (training, coaching, additional materials, etc.).

In addition, the pedagogical adviser must ensure that teaching resources are prepared and begin class on time. Preparation of the material and equipment essential to the learner's training must be carried out before class begins.

15.1.6. Teaching Observation

The pedagogical adviser must observe each teaching resource under their supervision at least once a quarter. The pedagogical adviser should observe teaching resources with new tasks more frequently. This observation must assess the majority of items in the teaching observation report and effectively support the teaching resource. After each observation, the pedagogical adviser must share their comments and suggestions with the teaching resource. The pedagogical adviser should record each observation in a written report (see Appendix 4). Canada reserves the right to request a copy of the observation report from the Offeror.

The following items are to be addressed in each report:

- Clear presentation of the training objectives
- Selection of activities meeting the needs of learners
- Corrections consistent with the principles of adult education
- Clear, concise explanations
- Dynamics conducive to learning and learner participation

When teaching shortcomings are identified or observed, the pedagogical adviser must follow up to ensure that teaching complies with the principles and approach defined in section 7.

15.1.7 Intervention in the Case of a Complaint

The pedagogical adviser must intervene with learners and/or teaching resources at the request of a learner, teaching resource, Standing Offer Authority or Identified User. In the event of a request for intervention, the pedagogical adviser must provide the Identified User with an intervention report on the next business day following the request.

In addition, the pedagogical adviser must intervene in the case of a problematic situation that could impede training (e.g. absences, late arrivals, early departures, conflicts between learners, poor communication or lack of respect between a teaching resource and a learner or learners). He or she must propose solutions to resolve the situation and ensure that classroom teaching practices are tailored to the needs of the learners. They must also follow up with the parties involved.

15.1.8 Plans and Reports

The pedagogical adviser must ensure that the plans and reports prepared by teaching resources comply with the principles and approaches set out in section 7, are in line with language objectives, meet the needs of learners and comply with the requirements set out in sections 16.1 and 16.2. In the event of shortcomings or mistakes in these documents, the pedagogical adviser must assist the teaching resources to help them prepare satisfactory plans and reports. The pedagogical adviser must provide the Identified User with the plans and reports, upon request. All documents must be submitted no later than two business days following the request.

15.1.9 Full-time Training Files

The pedagogical adviser must maintain a training file for each learner in full-time training. These files must be sent to the Identified User upon request. The file must include all relevant documents, including teaching recommendations and progress and attendance reports. No personal information, as described in the [Privacy Act](#), R.S.C., 1985, c. P-21, can be kept in the training file.

15.1.10 Replacing a Pedagogical Adviser

The replacement of a pedagogical adviser must be approved by the Standing Offer Authority in accordance with the criteria set out in section 17.0. The Offeror must notify learners and the Identified User of any pedagogical adviser replacements and provide the replacement adviser's name and contact information (email address, telephone number) as soon as he or she takes office. In addition, it must inform learners of any absences of more than three consecutive days. For any absence of more than two weeks, the Offeror must assign an alternate pedagogical adviser.

15.2 Teaching Resources

15.2.1 Course Preparation

The teaching resource is responsible for course preparation, including course planning and the preparation of materials that will be used in the classroom, including photocopies. Planning must be developed to meet the objectives of the curriculum.

For full-time training, teaching resources must prepare weekly planning. For part-time training, teaching resources must prepare monthly planning. Teaching resources must provide learners with the course plan at the start of each week or month, depending on the type of training.

The Offeror should allow the teaching resources to meet to discuss and collaborate for the course planning.

Full time training: The Offeror must ensure that teaching resources devote at least one hour to course preparation for every 6 hours of teaching time, that is, one hour of preparation time per 7.5 training day, at the offeror's premises. During that hour, the learner will perform self-learning activities. In order to allow the learner to benefit fully from the training, the teaching resource's daily preparation time should take place between 10:00 a.m. and 3:30 p.m.

Part time training: The Offeror must ensure that teaching resources devote at least 30 minutes to course preparation for every 3 hours of teaching time. Course preparation must be made outside of the teaching hours.

15.2.2 Teaching

The teaching resource must deliver in-class training sessions by carrying out teaching activities that meet the needs of learners, while meeting the language training objectives set out in Appendix 3. The teaching resource must manage the class so as to comply with class start and end times, as well as the time and duration of breaks.

Educational outings can take place during course hours if they are approved by the Identified User, all learners and the pedagogical adviser. Educational outings must have a specific learning objective and take place within the area where training is provided.

15.2.3 Learners' Needs Assessment and Follow-up

The teaching resource must regularly assess the needs of learners and adapt their teaching accordingly. The teaching resource must assess learner progress and write progress reports, as indicated in section 16.2.

The teaching resource must ensure adequate follow-up for learners. With the support of the pedagogical adviser, they must identify and analyze learner needs and difficulties and provide advice and personalized support.

15.2.4 Individual Meetings with Learners (Full-time Group Training)

For full-time group training, the teaching resource must meet individually with each learner for 60 minutes, divided into one or two weekly periods. During these meetings, the teaching resource must answer learners' questions and work with them on the concepts with which they are having difficulty. The teaching resource is responsible for meeting the specific needs of learners, discussing their difficulties, and practising problematic elements.

During this time, learners who are not in one-on-one meetings will study on their own. The teaching resource must ensure that these self-directed learning activities meet the needs of the learners.

15.2.5 Replacing a Teaching Resource

In the event that a teaching resource is absent, the Offeror must ensure a replacement for that session. Only teaching resources approved by the Standing Offer Authority who meet the requirements outlined in section 17.2 may act as substitute teaching resources. If a replacement cannot be found, the Offeror must inform the Identified User and the learner(s) at least 30 minutes before the start of the course.

For part-time training, if, for reasons beyond the Offeror's control, the teaching resource for an ongoing session cannot be replaced before the start of the course, the Offeror could postpone the training to a period within the term of the call-up, depending on the learner(s) availability. If training cannot be postponed within the call-up period, the call-up will be amended to reflect this change in the service provided.

If a teaching resource must be permanently replaced, the Offeror must inform the learner(s) and the Identified User(s) as soon as possible.

16.0 Specific Performance Measures

16.1 Attendance Report

The teaching resource must record learner absences and attendance in the monthly attendance report. All partial and full-day absences from a training session must be recorded. The monthly attendance report must be signed by the teaching resource and the learner and submitted to the Identified User indicated in the call-up within five (5) business days of the evaluated month.

In addition, the Offeror must contact the Identified User if a learner has repeated absences, late arrivals or early departures that could impede his or her learning. The Offeror must then submit a written notice to the IU no later than 2 business days after noticing repeated absences, late arrivals or early departures (following the third absence or early departure in a row).

16.2 Learner Progress Report (Appendix 5)

The progress report must contain the following:

- objectives/modules that were covered
- grammar points or elements that the learner needs to work on
- the learner's strengths
- all training-related information, if applicable
- the period covered by the report
- pedagogical adviser approval (streams 1 and 4 only).

16.2.1 Full-time Training (Streams 1 and 4)

The teaching resource must track the learner's performance and produce a progress report on a monthly basis.

The Offeror must provide the progress report to the learner and the Identified User indicated in the call-up within five business days after the end of the evaluated month.

The pedagogical adviser must ensure that the progress report prepared by the teaching resource reflects the learner's progress. To do this, the pedagogical adviser must base the report on their observations during classroom visits, and if required, administer an interview that verifies the achievement or non-achievement of the learning objectives.

16.2.2 Part-time Training (Streams 2, 3, 5 and 6)

The teaching resource must monitor learners' performance throughout the session and prepare a progress report after every 12 weeks of training and at the end of the session. These progress reports must be presented to the learner on the last day covered by the report's period.

The Offeror must send the progress report to the Identified User 5 business days after the end of the period covered by the report.

16.3 Monitoring Teaching Quality

16.3.1 Teaching Observations in the Classroom

The Standing Offer Authority or its authorized representative reserves the right to make observations in the classroom upon 24 hours notice in order to ensure that training meets the requirements of this

Standing Offer. If the teaching observed does not meet these requirements, a follow-up must be carried out by the Offeror. If the teaching is still not consistent with the policies at a second evaluation by Canada, the teaching resource will no longer be able to teach under the Standing Offers.

16.3.2 Learner Satisfaction Questionnaire

The Standing Offer Authority or the Identified User may request that learners complete a satisfaction questionnaire during and after the course session.

If this questionnaire identifies failures to meet the requirements, the SO Authority or the IU may request corrective action.

17.0 Requirements for Pedagogical Advisers and Teaching Resources

All resources proposed by the Offeror must be proficient in the language being taught. Proposed resources must also be sufficiently proficient in the other official language to explain basic concepts related to the language being taught. The pedagogical adviser must be able to deliver the welcome session (section 15.1.3) to learners and discuss matters related to their training in their first official language with them. Canada reserves the right to verify that the language proficiency level is sufficient enough to meet the requirements of the work to be performed.

All proposed resources must be accepted by the Standing Offer Authority prior to commencing their duties. To do this, the Offeror must submit all necessary documents to the Standing Offer Authority at least seven business days before the start of the resource's duties.

When teaching resources are suggested for the first time, the Offeror must provide the Standing Offer Authority with proof of education in the form of a document confirming the educational level of the resource. The Standing Offer Authority may, at any time, require an original document or certified copy of the original. In cases where the education was completed at an institution outside of Canada, only a comparative evaluation by an accredited institution will be accepted. These institutions include federal and provincial government credential assessment agencies and the International Credential Assessment Service of Canada, as well as some other assessment services that are recognized for comparing certificates and credentials to standards identified on the Canadian Information Centre for International Credentials website at the following address:

https://www.cicic.ca/927/identify_the_organization_responsible_for_recognition.canada

The Offeror must also provide a certificate confirming each teaching resource's experience. The certificate must provide the following information: number of hours of experience, type of experience (teaching or supervision), start and end dates of the experience and the organization in which the experience was acquired. The Identified User or SO Authority may, at any time, verify the accuracy of the information provided by the Offeror.

17.1 Pedagogical Advisers

Pedagogical advisers and the resources proposed to replace a pedagogical adviser for longer than two weeks must meet the mandatory qualification requirements below. Canada reserves the right to conduct any investigations necessary to evaluate the proposed resources.

Mandatory Qualifications

All pedagogical advisers must have the following education and experience:

1. Education: One of the two following options (a) or b)):	
a) At a minimum, a bachelor's degree from a recognized Canadian university listed in Appendix 6. If the bachelor's degree is not list in this appendix, it is the Offeror's responsibility to demonstrate its link to second-language instruction.	b) A bachelor's degree from a recognized Canadian university. AND A certificate (from an accredited institution) listed in Appendix 6. If the certificate is not list in this appendix, it is the Offeror's responsibility to demonstrate its link to second-language instruction.

AND

2. Supervisory experience
a) A minimum of 1200 hours of experience since January 2010 supervising at least five (5) teaching resources at the same time.

AND

3. Teaching experience: One of the three following options (a b) or c)):		
a) At least 3600 hours of experience since January 2010 teaching English or French as a second language to adults.	b) At least 6000 hours of experience since January 2005 teaching English and/or French as a second language to adults.	c) At least 8,400 hours of experience teaching English and/or French as a second language to adults.

17.2 Teaching Resources

Only proposed teaching resources who meet the mandatory qualification requirements below will be considered acceptable.

Mandatory Qualifications

All teaching resources must have the education and experience described in one of the following two tables:

Table 1

1. Education		
A bachelor's degree from a recognized Canadian university		
AND		
2. Teaching experience: One of the three following options (a b) or c)):		
a) At least 2400 hours of experience since January 2010 teaching English or French as a second language to adults;	b) At least 3600 hours of teaching experience in a school setting since January 2010;	c) At least 6000 hours of experience since January 2005 teaching English and/or French as a second language to adults.

OR

Table 2

1. Education: One of the two options below (a) or (b)):	
a) At the very least, a bachelor's degree from a recognized Canadian university listed in Appendix 6. If the	b) A bachelor's degree from a recognized Canadian university. AND

bachelor's degree is not mentioned in this appendix, it is the Offeror's responsibility to demonstrate its link to second-language instruction.	A certificate (from an accredited institution) listed in Appendix 6. If the certificate is not list in this appendix, it is the Offeror's responsibility to demonstrate its link to second-language instruction.
---	--

AND

2. Teaching experience: One of the three following options (a b) or c):		
a) At least 1200 hours of experience since January 2010 teaching English or French as a second language to adults.	b) At least 2400 hours of teaching experience in a school setting since January 2010;	c) At least 3600 hours of experience since January 2005 teaching English or French as a second language to adults.

18.0 Deliverables

All deliverables must be prepared and submitted in the language of instruction or in the other official language, if requested by the Identified User, and emailed to the Identified User in a format compatible with MS Word, Excel or Adobe Acrobat Reader, as determined in this Appendix.

The following table provides a summary of all of the deliverables:

Deliverables	See Section on the Statement of Work
Placement test result	10.0 Language Placement Tests for Learners (Streams 1, 4, 5 and 6)
Pedagogical Adviser response following a complaint	15.1.7 Intervention in the Case of a Complaint
Course Schedules	15.2.1 Course Planning
Attendance report	16.1 Attendance Report
Learner progress report	16.2 Learner Progress Report (Appendix 5) 16.2.1 Full-time Training 16.2.2 Part-time Training
Teaching materials	14.0 Teaching Materials
Documents for approval of a new resource	17.0 Requirements for Pedagogical Advisers and Teaching Resources

ANNEX A – APPENDICE 1

QUALIFICATION STANDARDS IN RELATION TO OFFICIAL LANGUAGES

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

Introduction

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

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

There are two types of language qualifications for bilingual positions:

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

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

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

Application

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

General Second Official Languages Qualifications

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

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

These tests and standards apply to all occupational groups.

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

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

They are cumulative:

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

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

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

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

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

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

Written Comprehension in the Second Official Language, Proficiency Level A

Standard Description

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

A person reading at this level can:

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

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

Examples

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

Written Comprehension in the Second Official Language, Proficiency Level B

Standard Description

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

A person reading at this level can:

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

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

Examples

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

Written Comprehension in the Second Official Language, Proficiency Level C

Standard Description

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

A person reading at this level can:

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

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

Examples

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

Written Expression in the Second Official Language, Proficiency Level A

Standard Description

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

A person writing at this level can:

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

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

Examples

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

**Written Expression in the Second Official Language, Proficiency Level B
Standard Description**

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

A person writing at this level can:

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

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

Examples

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

**Written Expression in the Second Official Language, Proficiency Level C
Standard Description**

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

A person writing at this level can:

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

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

Examples

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

**Oral Proficiency in the Second Official Language - Level A
Standard Description**

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

A person speaking at this level can:

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

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

Examples

<p>A person at this level can carry out the following activities:</p> <ul style="list-style-type: none"> ▪ ask and answer simple questions about names, addresses, dates, times or numbers ▪ make requests to colleagues or other employees and respond to such requests about simple and uncomplicated matters ▪ give and follow simple directions and instructions ▪ provide short, repetitive answers or information ▪ exchange common courtesies (e.g., thank you, you're welcome, have a nice day)

**Oral Proficiency in the Second Official Language - Level B
Standard Description**

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

A person speaking at this level can:

- sustain a conversation on concrete topics;

- report on actions taken;
- give straightforward instructions to employees;
- provide factual descriptions and explanations.

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

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

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

Examples

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

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

Oral Proficiency in the Second Official Language - Level C

Standard Description

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

A person speaking at this level can:

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

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

Examples

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

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

ANNEX A – APPENDICE 2

REGISTRATION FORM

for Standing Offers for language training services

Security requirements:

For all call-ups, security requirements applies. As a result, you must also attach the SRCL form found in Annex C of the standing offers with all your call-ups.

Training Needs

Group <input type="checkbox"/>	Full time <input type="checkbox"/>	French <input type="checkbox"/>	Offeror's premises <input type="checkbox"/>	
Individual <input type="checkbox"/>	Part time <input type="checkbox"/>	English <input type="checkbox"/>	Federal institution's premises <input type="checkbox"/>	Date

General Information

Name of the federal institution :
 [Insert the name of your department]

Information of the person responsible for the training

Name :	Telephone number :	Email address :
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Learner's information

Name :	Telephone number :	Email address :
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Accommodations required (mobility) :
 Yes No If so, describe :

Learner's current linguistic profile

Reading : X <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> E <input type="checkbox"/>	Writing : X <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> E <input type="checkbox"/>	Oral proficiency : X <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> E <input type="checkbox"/>
Date of last evaluation :	Date of last evaluation :	Date of last evaluation :

Target language levels / language levels to maintain

Reading A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/>	Writing A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/>	Oral proficiency A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/>
---	---	--

Training Type

Full-time group

Start point recommended in the placement test or on the last recommendation report

1 2 3 4 5 6 Pre-SLE consolidation course

Number of hours of training required	Start date of the session	
--------------------------------------	---------------------------	--

Part-time group training

One three-hour session per week

Two three-hour sessions per week

Other schedule proposed (as agreed to by the Offeror) :

Specify :

Result of self-assessment ([see PSPC page](#)) :

Availability (schedules may differ when the group is in federal institution)

Monday	Tuesday	Wednesday	Thursday	Friday
9:00 a.m. to 12:00 p.m. <input type="checkbox"/>	9:00 a.m. to 12:00 p.m. <input type="checkbox"/>	9:00 a.m. to 12:00 p.m. <input type="checkbox"/>	9:00 a.m. to 12:00 p.m. <input type="checkbox"/>	9:00 a.m. to 12:00 p.m. <input type="checkbox"/>
1:00 pm to 4:00 p.m. <input type="checkbox"/>	1:00 pm to 4:00 p.m. <input type="checkbox"/>	1:00 pm to 4:00 p.m. <input type="checkbox"/>	1:00 pm to 4:00 p.m. <input type="checkbox"/>	1:00 pm to 4:00 p.m. <input type="checkbox"/>
Other (specify) (as agreed to by the Offeror) :	Other (specify) (as agreed to by the Offeror) :	Other (specify) (as agreed to by the Offeror) :	Other (specify) (as agreed to by the Offeror) :	Other (specify) (as agreed to by the Offeror) :

Full-time individual training

First lesson recommended in the language assessment :

Total number of hours of training required :	Number of hours desired per week (Min. 22.5 hours, max. 37.5 hours) :	Desired start date :
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Anticipated vacation during training :

Part-time individual training

Number of hours of training desired per week (less than 22.5 hours) Desired start date

Number of courses per week?

Anticipated vacation days during training :

Availability (indicate available hours between 7 a.m. and 6 p.m)

Monday	Tuesday	Wednesday	Thursday	Friday
--------	---------	-----------	----------	--------

A.M	A.M	A.M	A.M	A.M
P.M	P.M	P.M	P.M	P.M

Billing Authority (The person responsible for receiving and paying invoices)

Name :	Telephone Number :	Email address :
--------	--------------------	-----------------

Mailing address :

DRAFT

ANNEX A – APPENDICE 3

CURRICULUM OBJECTIVES

By the end of the training, the learner must be able to use the language at a Level B proficiency as described by the [Treasury Board-Secretariat - Language proficiency qualification standards](#).

The standards for Level B Oral Proficiency, Written Expression and Reading Comprehension are below. These are the terminal objectives of the curriculum

1. Level B Terminal objectives

1.1 Oral

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

A person speaking at this level can:

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

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

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

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

1.2 Written Expression

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

A person writing at this level can:

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

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

1.3 Reading Comprehension

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

A person reading at this level can:

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

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

1.4 B Level curriculum at a glance

Level	Step	TO		Notes:
B-level - summary	4	33	48	
	1	1-8	12	@ approx. 1 TO /week, plus time for review activities
	2	9-17	12	@ approx. 1 TO /week, plus time for review activities
	3	18-26	12	@ approx. 1 TO /week, plus time for review activities
	4	27-33; PRE-SLE-TOP, WE, WC	12	In last step, 7 weeks is spent on TOs, 5 weeks is at the group's discretion: review, development and pre-SLE activities. Departmental contact should schedule SLE-TOP during the last week of the session.
Make-up Group - B level		group and individual needs assessment	6	SLE make - up groups are for learners who did not receive the targetted oral proficiency level at the TOP. Learners can also practice to retake a WE or WC component in addition to the oral component. If a learner only needs R and/or W, he or she should register in short term individual training.

1.5 Glossary of acronyms

TO	Training objective
SLE	Second Language Evaluation
Pre-SLE	Before-Second Language Evaluation
TOP	Test of Oral Proficiency
WE	Written Expression
WC	Written Comprehension

1.6 Level B Curriculum Objectives by step:

1.6.1 STEP 1

Objective 1: Identify yourself, other people, objects and documents

Be able to:

- Understand a question, information about a person, an object, a document
- Introduce yourself or a colleague
- Talk about your work, position, department, division
- Get information about someone's identity
- List daily routines using verbs in the simple present tense and adverbs of frequency
- Identify common objects found in the office, the boardroom or the home
- Ask someone to identify an object or a document

Objective 2: Express relationships of belonging

Be able to:

- Understand questions and information about membership in an administrative unit, professional or social group or association
- Give information on membership in a department, a unit, a division, a direction or a professional, social, sporting (club) association, etc.
- Ask someone to give information about membership in a department or a professional, sporting or social association, etc. (e.g. Where do you work? What department do you work for? What club(s) do you belong to?)

Objective 3: Express ownership or possession

Be able to:

- Understand questions and information about things you own or possess (Do you have a stapler? Etc.)
- Identify your objects and those of your colleagues (It's mine, it's yours, those are Julie's books)
- Ask who certain objects in the office/ in the boardroom belong to (Whose is this? Is this hers, yours? Whose is it? Is this your pen?)
- Briefly describe objects to identify whose they are or who has them
- Describe things/objects that you have/own (house, car, bicycle, etc.)

Objective 4: Indicate the location of a person, place, or thing

Be able to:

- Understand questions to identify a location or information about where something is located
- Ask and provide information to identify a place (what is that place called? It is called the national arts centre. What is the name of the street? It is John Street.)
- Ask for and give information to locate an object or person (where is the printer? It is at the end of the corridor. Where is Julie? She is at the library.)

Objective 5: Give information using numbers

Be able to:

- Understand questions and give information regarding quantity (how much/many), price, age, telephone numbers, etc.
- Ask questions using "how much? How many?" To get a numeric answer
- Request and give information regarding quantity, age, price of things, etc.
- Request information using polite expressions (can, could, would, would you mind)

Objective 6: Give and get (travel) directions

Be able to:

- Understand and give directions to and from a place
- Describe a route between two places (between the office and home, between two cities)
- Ask how to get somewhere (to the elevator, the boardroom, a restaurant)ask for information using polite expressions

Objective 7: Situate an event in time: present and future

Be able to:

- Understand questions and information about time: dates, hours, seasons, etc.
- Understand if an action is in progress (present continuous) or about to take place (future "going to")

-
- Make appointments (reservations, meetings, dates), confirm and cancel them
 - Use polite expressions to request information, to check understanding and to thank
 - Describe a concrete situation in the present
 - Speak about routines and habits in the present (at work, at home)

Objective 8: Assign tasks, follow procedures

Be able to:

- Talk about office tasks or duties
- Understand information regarding a task to complete
- Give and get information about a task to complete (when to complete it, who will complete it)
- Explain to someone how to complete a task
- Request that someone complete a task
- Speak about weekend and holiday plans

1.6.2 STEP 2

Objective 9: Explain how to complete a task

Be able to:

- Understand information regarding the way to complete a task
- Ask someone how to complete a task
- Explain to someone how to complete a simple task
- Describe your three main tasks
- Ask and explain how to make a vacation request, training request, etc..

Objective 10: Show non-numeric distribution and quantity

Be able to:

- Understand information regarding the quantity and distribution (of people, things)
- Ask for and give information about a non-numeric quantity
- Ask for and give information about distribution (of people, things)

Objective 11: Give and get information about an event or incident in the past

Be able to:

- Understand information on facts and current or past events
- Talk about a past vacation
- Talk about your career
- Talk about your past habits
- Describe a past work situation
- Compare your current employment to past employment (habitual past)

Objective 12: Request, offer, accept or refuse something

Be able to:

- Understand questions and/or information about a request to obtain something
- Express a request to obtain something
- Make, accept or decline something or an offer of service (help, lend a hand, get (someone) a coffee)
- Give and get information about a request for something

Objective 13: Give and get information about a wish, willingness or preference as well as the availability of people or things

Be able to:

- Understand questions and information about willingness, desire and preferences
- Understand questions and information about the presence and availability of people, things
- Ask what a person likes, prefers or wants to talk about in terms of his/her preferences in the office and objects that are made available
- Ask whether a person or thing is present, absent or available

Objective 14: Evaluate things

Be able to:

- Understand a description and a request to describe something
- Understand an opinion and a request for an opinion regarding the quality of something
- Describe or request a description of an object, building or service, etc.
- Describe your computer, your telephone, a mode of transportation by comparing it to another
- Request an opinion and give your opinion about the quality of your work tools, etc.
- Talk about the weather

Objective 15: Evaluate people

Be able to:

- Understand descriptions and requests for descriptions of people
- Understand an opinion and requests for opinions about people
- Ask to describe and describe a good employee, a good manager, a colleague with whom you worked the best
- Compare the physical qualities or personal qualities of two people
- Request an opinion and give your opinion about an employee, a boss, a neighbour, etc.

Objective 16: Give and get information on the application of standards and regulations

Be able to:

- Understand questions and information about standards and regulations
- -request and give information about standards and rules regarding staffing, workplace health and safety, importing products, a sport, etc.

Objective 17: Specify the procedures and timelines to complete a task

Be able to:

- Understand details and requests for detail regarding the length, the deadline and the frequency of a task, project or activity
- Request details about the length, the deadline, the frequency of a task, project or activity
- Talk about your daily routine, giving details on the timing and length of time needed (wake up, bathe, drive to work, etc.)

Objective 18: Give details about the conditions and steps involved in carrying out a project

Be able to:

- Understand and give information about a past, current or future project
- Request details regarding a past, current or future project: objectives, costs, deadlines, length, team, materials, barriers, results, etc.

-
- Talk about a past, current or future project: organizing an event (charitable campaign, group activity, etc.) Or a move or renovation (office, house, cottage, etc.)
 - Request and provide information on the steps required to carry out an activity or a process
 - Explain the steps in a process or the procedure to follow (register for a course, request family leave, prepare a board game, etc.)

1.6.3 STEP 3

Objective 19: Situate an event in relation to other events

Be able to:

- Understand information or requests for information which situate one event in relation to another
- Request information allowing you to situate one event in relation to another
- Situate a fact, event or achievement in time in relation to another
- Tell a story, give an anecdote, talk about an incident, adventure, etc., situating the facts in relation to others

Objective 20: Describe the movement of people and objects

Be able to:

- Understand information and requests for information about moves of people or things (who an e-mail came from, where a report needs to go)
- Ask for and give information about the movements of people and things (e.g. sending a message, the source of an official article)
- Talk about your career path indicating schools attended and places worked
- Give and get information about where you or someone else went during a vacation

Objective 21: Describe a duty (physical demands)

Be able to:

- Understand information and requests for information regarding physical operations related to duties
- Request information about the physical demands of a job
- Describe or explain a duty which has a physical requirement and provide details about the purpose, steps to follow and the materials required (how to create a database, install a work station, etc.)

Objective 22: Clarify the importance of instructions/directives

Be able to:

- Understand and give information about the importance of a directive
- Request information on the importance of a directive or regulation
- Request and give information about the need, usefulness or importance of carrying out a work plan, setting up a committee, recruiting personnel, respecting deadlines, reducing costs, carrying out a needs analysis, etc.
- Explain the importance of a directive, a regulation

Objective 23: Assess someone's abilities and competence

Be able to:

- Understand information and requests for information regarding an ability or a competence

-
- Request and give information about a person’s ability or competence to accomplish a work-related task
 - Describe the skills required for your current position
 - Describe the skills required to carry out various tasks
 - Talk about the distribution of tasks according to people’s abilities and skills

Objective 24: Permit or prohibit something

Be able to:

- Understand and request information about what is permitted or prohibited
- Understand a request for authorization and a response to such a request
- Ask for and give information about what is permitted or prohibited
- Ask for and respond to a request for permission or approval

Objective 25: Express a wish or a hope

Be able to:

- Understand and express a wish or a hope
- Make a request using expressions of wishing or hoping (regarding taking leave, attending a seminar, taking a course or teleworking)
- Explain what you need to carry out a professional or personal plan
- Express wishes to mark an event (a party, a birth, a funeral or a wedding)
- Express what you wish or hope for at the office, at home, in town, etc.
- Use indirect speech to report what somebody said or what was heard in the media

Objective 26: State conditions

Be able to:

- Understand queries and information about conditions or requirements
- Enquire about conditions or requirements related to a task or an accomplishment (securing a position in the public service, taking a sabbatical year, bringing things home from abroad)
- Specify conditions and requirements for achieving an objective (obtaining a passport, voting in an election, hiring someone for your unit, driving a car)
- Negotiate the conditions for teleworking, buying a house or buying a vehicle

1.6.4 STEP 4

Objective 27: Express choices

Be able to:

- Understand queries and information about a choice
- Request and provide information about a choice made or to be made
- Convey a decision and justify your choice
- Inform someone about the various possibilities available to them and the applicable conditions (regarding training, social activities, projects, vacation dates)

Objective 28: Suggest solutions to a problem

Be able to:

- Understand conditions, suppositions and assumptions
- Formulate suppositions and assumptions
- Suggest solutions for a problem and describe the necessary conditions for it to be solved

- Explain a problem and state assumptions concerning its causes

Objective 29: Make predictions

Be able to:

- Understand that something is possible, probable and predictable
- Indicate that something is possible, probable and predictable
- Make predictions about a situation (global population growth, an appointment to a position, technological progress) and about suggested solutions to a problem
- Formulate predictions about proposed solutions for problems such as increased unemployment or global warming

Objective 30: Request and provide information about a project

Be able to:

- Understand questions and information about a research project, an investigation, a discovery, a survey, a project, etc.
- Learn or inform others about the steps of a research project, or a current or completed project (planning, budget, resources, deadlines, duration, problems encountered, project progress, results achieved, lessons learned)
- Describe the approach or action taken to carry out a research project, an investigation, a survey or some other project
- Comment on the results of an audit, a research project, an investigation or a survey
- Express your opinion on the basis of research results or the findings of an investigation or a survey

Objective 31: Explain the reasons and results of a decision, action, event or situation

Be able to:

- Understand relationships of purpose, cause and effect
- Express relationships of purpose, cause and effect
- Discuss possible causes and consequences of an event
- Describe preventive measures taken to prevent unfortunate events (fire, workplace accident, identity theft, drowning, etc.)
- Express the value of a project, touching on its goals, causes and consequences, and offer convincing arguments to support its relevance
- Take the floor in a debate, describing the purposes, causes and consequences of your position/opinion

Objective 32: Evaluate a proposed change

Be able to:

- Announce a change or a decision
- Express your satisfaction or dissatisfaction with a change
- Explain the impact of a proposed change
- Describe the conditions required for a change to take place
- Announce the postponement of a decision or a probable change
- Express your opinion on a proposed change or a decision that has been made

Objective 33: Convince someone

Be able to:

- Understand information used to convince, advise or suggest
- Ask for or give advice on how to prepare for an interview, look for a job, run a meeting, speak in public, manage stress, etc.
- Express your agreement or disagreement with a suggestion or piece of advice
- Express your opinion on a subject (e.g. Office landscaping, carpooling, a 30-hour work week, on-line training), and convince someone you are right
- Make suggestions to solve a problem, and agree on the best solution
- Justify the importance of the position you occupy to convince people of its usefulness within the organization

2. LEVEL C

By the end of training, the learner must be able to use the language at a Level C proficiency as described by the [Treasury Board-Secretariat - Language proficiency qualification standards](#).

The standards for Level C Oral Proficiency, Written Expression and Reading Comprehension are below. These represent the terminal objectives of the C Level curriculum:

2.1 Oral

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

A person speaking at this level can:

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

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

2.2 Written Expression (WE)

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

A person writing at this level can:

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

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

2.3 Written Comprehension (WC)

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

A person reading at this level can:

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

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

2.4 C Level curriculum at a glance

C - level summary	2	20	24	Notes:
	5	34-43, SLE - WE + WC	12	<ul style="list-style-type: none"> • Full review of B objectives: (2 weeks) @start of step 5 recommended • Then, 1 TO per week/10 weeks • Inform departmental contact when to schedule WE and WC SLEs (between weeks 6 to 12 • 2 weeks prior to WE, WC: @ 1 or 2 hours/day pre-WE + WC test familiarization and practice activities.
	6	44-53, Pre-SLE-TOP	12	<ul style="list-style-type: none"> • @ 1 TO/ week for 10 weeks, integrate evaluation and review; • 2 weeks pre-SLE - TOP activities. • Inform departmental contact to schedule SLE-TOP during the last week of training session. (min of 6 weeks required to schedule this)
Make-up Group - C		Group and individual needs assessment; Objectives based on needs	6	<ul style="list-style-type: none"> • SLE make - up groups are for learners who did not achieve the targeted oral proficiency level on the TOP. • NB. Learners can also practice to retake a WE or WC components in addition to the oral; if a learner only needs to retake WE and/or WC, he or she should register in short term individual training.

2.5 Glossary of acronyms

TO	Training Objective
SLE	Second Language Evaluation
Pre-SLE	Before the Second language evaluation
TOP	Test of Oral Proficiency, one of the three SLE components
WE	Written Expression, one of the three SLE components
WC	Written Comprehension, one of the three SLE components

2.6 C Level Curriculum Objectives by step

2.6.1 STEP 5

Objective 34: Share information about your department and its duties

Be able to:

- Understand complex information and questions on subjects both concrete and abstract
- Follow a conversation, evaluating the ideas expressed in order to reach a consensus
- Provide information in a structured presentation
- Provide a detailed description of activities and answer questions in a clear and precise way
- Make a proposal in a clear and detailed manner

Objective 35: Talk about self-awareness; self-help, and self-knowledge

Be able to:

- Understand information including possible inferences and nuances by making the distinction between facts, opinions and feelings
- Provide a clear and detailed description
- Relate an experience, using time markers and respecting the sequence of events
- Justify your opinion with detailed arguments

Objective 36: Give and get information about teamwork

Be able to:

- Understand details and information in a text, an audio recording or video
- Evaluate the ideas expressed in order to reach a consensus
- Express ideas and feelings in a nuanced way, using a rich and varied vocabulary
- Narrate a past experience, using time markers to relate the sequence of events
- Request that details be given, confirmed or clarified
- Justify your opinion with a well thought out argument

Objective 37: Share information about change and change management

Be able to:

- Understand information, including possible inferences and nuances, making the distinction between facts, opinions and feelings
- Explain your ideas, presenting arguments in support of your viewpoint
- Narrate an actual life experience, using time markers and respecting the sequence of events
- Express ideas and feelings in a nuanced way, using a rich and varied vocabulary
- Explain and justify your point of view using analogies and examples

Objective 38: Give and get information about stress and its effects on the workforce

Be able to:

- Understand and interpret the detailed information in a text, an audio recording or a video
- Express yourself in detail using a rich and varied vocabulary
- Provide a detailed description of a situation
- Make a clear and detailed suggestion

Objective 39: Discuss work-life balance

Be able to:

- Understand information, inferences and nuances by making the distinction between facts, opinions and feelings
- Give a clear and detailed definition
- Explain using analogies, examples and anecdotes
- Provide clear and specific suggestions and present arguments in support of them
- Provide information and request that details be given, confirmed or clarified

Objective 40: Share information on communication

Be able to:

- Understand information and nuances by making the distinction between facts, opinions and feelings

- Provide a clear and detailed definition
- Narrate a past experience, using appropriate time markers to relate the sequence of events
- Describe the characteristics of a person in detail
- Provide a clear and specific proposal

Objective 41: Provide and obtain information on your work environment

Be able to:

- Understand and absorb the meaning of messages and opinions
- Provide a detailed description of a situation
- Relate an actual experience in a structured way using appropriate time markers
- Make critical comments
- Express complex ideas and clarify them

Objective 42: Provide information and enquire about leadership

Be able to:

- Understand and interpret the nuances of a message, or the detailed information in a text, an audio recording or a video
- Effectively summarize a text, an audio recording or a video, and justify your choice
- Express complex ideas and clarify them by answering questions
- Provide a detailed description of the characteristics of a person

Objective 43: Talk about unions, collective bargaining and pressure tactics

Be able to:

- Understand and interpret the nuances of a message, or the detailed information in a text, an audio recording or a video
- Express complex ideas and clarify them
- Relate an experience in a structured way using appropriate time markers
- Summarize a text, an audio recording or a video, and justify your opinion
- Explain differences, using analogies, examples and anecdotes

2.6.2 STEP 6

Objective 44: Share information on cooperation and competition

Be able to:

- Understand information, nuances and subtleties by making the distinction between facts, opinions and feelings
- Explain differences, using analogies, examples and anecdotes
- Narrate an experience in a structured way using appropriate time markers
- Express ideas and feelings in a nuanced way using a rich and varied vocabulary
- Explain ideas, using arguments to support your point of view

Objective 45: Talk about globalization

Be able to:

- Understand and absorb the nuances of a message and opinions, and the details and information in a text, audio recording or a video
- Summarize a text, an audio recording or a video, and answer questions clearly and precisely
- Justify your position with well-developed arguments and respond effectively to comments

Objective 46: Provide and obtain information on client service

Be able to:

- Understand information, nuances and subtleties by making the distinction between facts, opinions and feelings
- Provide a detailed description of a situation
- Effectively summarize the contents of a text, an audio recording or a video and support your point of view with arguments
- Relate an anecdote correctly using time markers and respecting the sequence of facts

Objective 47: Talk about the progression of a meeting

Be able to:

- Understand information, nuances and subtleties by making the distinction between facts, opinions, positions and feelings
- Provide a clear and detailed explanation using analogies and examples
- Justify your position through elaborate and complex arguments
- Give details and request that details be given, confirmed or clarified

Objective 48: Share information on values and ethics

Be able to:

- Understand and absorb the meaning of a message, an opinion or an attitude
- Express the thoughts of another person in your own words
- Present your ideas, using arguments to support your point of view
- Provide a clear and detailed explanation

Objective 49: Provide and obtain information on the organization of work

Be able to:

- Understand and assess all facts, details and information
- Express a well-developed opinion, using arguments to support your point of view
- Produce clear, eloquent speech with a logical and effective structure
- Narrate a past experience, using appropriate time markers to relate the sequence of events

Objective 50: Share information on diversity and employment equity

Be able to:

- Understand and interpret the detailed information and nuances of a message
- Summarize a text, an audio recording or a video and describe a situation in detail
- Give details and request that details be given, confirmed or clarified
- Present your ideas using arguments to support your point of view
- Express complex ideas and feelings in a nuanced way

Objective 51: Talk about new technologies

Be able to:

- Understand and interpret the detailed information and nuances in a message, a text, an audio recording or a video
- Provide an explanation, using analogies, examples and anecdotes
- Prepare an elaborate and clear speech with a logical and effective structure
- Express ideas and feelings in a nuanced way using a rich and varied vocabulary

-
- Defend your point of view with well-developed arguments

Objective 52: Provide and obtain information on competencies

Be able to:

- Understand information, inferences and nuance, distinguishing between facts, opinions and feelings
- Provide detailed information and express feelings with subtlety
- Provide an articulate, detailed explanation, using analogies, examples and anecdotes
- Relate an accomplishment in a structured way, using appropriate time markers
- Present your ideas, using arguments to support your point of view

Objective 53: Share information on environmental protection

Be able to:

- Understand the detailed information and nuances in a message, a text, an audio recording or a video
- Express ideas and feelings a nuanced way, using a rich and varied vocabulary
- Summarize the content of a text, an audio recording or a video, and provide clear and specific answers to questions
- To justify your position with complex, well-developed arguments, and respond effectively to comments

DRAFT

ANNEX A - APPENDICE 4

TEACHING OBSERVATION REPORT

This report is designed for pedagogical supervision. The aim is to provide teachers with on-going support and to promote the improvement of teaching practices and techniques.

The use of an observation cycle allows pedagogical advisers to help their teachers with their teaching assignments. This template provides a series of observation points related to using a communicative approach to language teaching in an adult learning context.

Once complete, the report documents what was observed in the classroom, and provides a basis for monitoring and implementing professional development activities adapted to the needs of the teachers. The observation cycle and this template can serve as a starting point for discussions about best teaching practices.

How to complete the report

1. Make your observations in separate notes before transferring them to the report. Keep track of contexts, examples and the activities carried out. Later, transfer your observations to the template to create the final report.
2. Check the box which corresponds to the element that requires adjustment or improvement.
3. In the comments section
 - a. Mention the positive elements observed; and
 - b. Provide details regarding the to-be-improved (checked) elements, indicating the changes that need to be made.
4. Indicate the steps needed to make improvements, and define the time frame for their accomplishment.
5. If several improvements are required, the PA should prepare an *action plan* that clearly outlines each element, what is required and the dates by which it must be accomplished.

Canada reserves the right to ask the offeror for a copy of the Teacher Observation Report.
(15.1.6.)

Teacher

Observation by

Title

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

Full-time (Step) _____ **Part-time (Level)** _____

Activities observed (describe) _____

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

The teacher

a) establishes links between the activity and training objective	<input type="checkbox"/>
b) ensures learner(s) understand(s) the training objective	<input type="checkbox"/>

Comments

2. The instructions are clear.

The teacher

a) provides clear instructions in English (with examples, in English)	<input type="checkbox"/>
b) checks understanding of instructions	<input type="checkbox"/>
c) gives additional explanations when necessary	<input type="checkbox"/>

Comments

3. Activities are varied and suited to learner needs.

The teacher

a) varies the way activities are presented	<input type="checkbox"/>
b) makes links between learner reality and the activity's objective	<input type="checkbox"/>
c) adapts activities to learner needs and interests	<input type="checkbox"/>
d) provides clear and significant explanations and makes sure they are well understood	<input type="checkbox"/>
e) provides visual and/or written support in line with the needs related to the activity	<input type="checkbox"/>
f) adapts the length of the activity to learner needs	<input type="checkbox"/>
g) maximises learner speaking time	<input type="checkbox"/>
h) uses learning tools appropriately (on-line and others)	<input type="checkbox"/>

Comments

4. Feedback and error correction respond to learner needs

The teacher

a) adjusts feedback or correction based on the targeted objective (i.e. work on the fluency, correction of engrained errors)	<input type="checkbox"/>
b) limits his/her interventions during communication activities (limits to solving a communication breakdown)	<input type="checkbox"/>
c) promotes self-correction	<input type="checkbox"/>
d) follows up on difficulties before moving to the next activity	<input type="checkbox"/>
e) informs learners of their progress	<input type="checkbox"/>

Comments

5. Learner participation

The teacher

a) solicits learner participation	<input type="checkbox"/>
b) ensures learners have equitable speaking time	<input type="checkbox"/>
c) promotes spontaneous interaction	<input type="checkbox"/>
d) provides significant / sufficient opportunities to speak	<input type="checkbox"/>
e) promotes teamwork during activities (groups only)	<input type="checkbox"/>

Comments

6. Contribution to the positive class dynamic

The teacher

a) is punctual and prepared	<input type="checkbox"/>
b) demonstrates a positive attitude toward the training program	<input type="checkbox"/>
c) stimulates learner interest	<input type="checkbox"/>
d) promotes the maximum use of English in the classroom	<input type="checkbox"/>
e) promotes learner autonomy in experimenting with their own strategies	<input type="checkbox"/>
f) adjusts the activities to respond to variable classroom situations (fatigue, unexpected questions, comments, etc.)	<input type="checkbox"/>

Comments

7. Observations and comments about the group or learner

Learners

a) progress at a similar pace (groups only)	<input type="checkbox"/>
b) participate spontaneously	<input type="checkbox"/>

c) use English in class	<input type="checkbox"/>
d) contribute to the positive classroom environment	<input type="checkbox"/>

Comments

Observer's summary and notes

DRAFT

ANNEX A - APPENDICE 5

RAPPORT DE PROGRÈS / PROGRESS REPORT

1. Formation à temps partiel / Part-time training

Apprenant / Learner	Ministère / Department
Période de formation / Training period De / From	À / To
Ressource(s) enseignante(s) / Teacher(s) 1 2	Courriel / Email 1 2
Groupe / Group <input type="checkbox"/> Individuel / Individual <input type="checkbox"/>	Choisissez le niveau/ Select the level
Conseiller pédagogique / Pedagogical advisor	École / School
Téléphone / Telephone	

À compléter au minimum à toutes les 12 semaines et à la fin de la session. (16.2.2)
To be completed at least every 12 weeks and at the end of the session. (16.2.2)

Objectifs couverts pendant cette période de formation / Objectives covered during this training period. - -
L'apprenant / The learner 1. A atteint les objectifs de la session / Has achieved the session objectives <input type="checkbox"/> 2. A progressé mais n'a pas atteint les objectifs de la session / Has progressed but not achieved the session objectives <input type="checkbox"/> 3. N'a pas progressé de façon significative / Has not made significant progress <input type="checkbox"/>
Commentaires / Comments (Justification obligatoire pour les cotes 2 et 3/ Justification required for ratings 2 and 3)
Forces / Strengths
À travailler / Further work
Autres / Other
Niveau recommandé pour la prochaine session / Recommended level for the next training session <p style="text-align: center;">Choisissez le niveau/ Select the level</p>
Ressource enseignante 1 / Teacher 1 Date
Ressource enseignante 2 / Teacher 2 Date

RAPPORT DE PROGRÈS MENSUEL / MONTHLY PROGRESS REPORT
Formation à temps plein / Full-time training

Nom / Name	École / School	Groupe / Group <input type="checkbox"/>
Ministère / Department	Étape / Step : (menu)	Individuel / Individual <input type="checkbox"/>

1^{er} mois / 1st month:

<p>OBJECTIFS du mois / This month's OBJECTIVES <i>(Listez les objectifs couverts ce mois / List the objectives covered this month)</i></p>	
<p>Ce mois-ci l'apprenant / This month, the learner</p> <p>1. A atteint les objectifs du programme / Has achieved the program objectives <input type="checkbox"/></p> <p>2. A progressé mais n'a pas atteint les objectifs / Has progressed but not achieved the objectives <input type="checkbox"/></p> <p>3. N'a pas progressé de façon significative / Has not made significant progress <input type="checkbox"/></p> <p>Remarques / Comments (Justification obligatoire pour les cotes 2 et 3/ Justification required for ratings 2 and 3)</p>	
<p>Apprenant / Learner</p> <p>Ce rapport m'a été expliqué clairement et j'en comprends le contenu / The contents of this report was clearly explained and I understand its contents. oui / yes <input type="checkbox"/> non / no <input type="checkbox"/></p> <p>N.B. Si vous n'êtes pas d'accord avec le contenu de ce rapport, veuillez prendre rendez-vous avec votre conseiller ou conseillère pédagogique N.B. If you do not agree with the contents of this report, please make an appointment with the pedagogical advisor</p> <p>Commentaires / Comments</p> <p>Signature et/and date</p>	
<p>Ressource enseignante / Teacher</p> <p>Conseiller ou conseillère pédagogique / Pedagogical advisor</p>	<p>Signature et/and date</p> <p>Signature et/and date</p>

RAPPORT DE PROGRÈS MENSUEL /MONTHLY PROGRESS REPORT
Formation à temps plein /Full-time training

2^e mois /2nd month

OBJECTIFS du mois / This month's OBJECTIVES

(Listez les objectifs travaillés ce mois / List the objectives covered this month)

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

1. A atteint les objectifs du programme / Has achieved the program objectives
2. A progressé mais n'a pas atteint les objectifs / Has progressed but not achieved the objectives
3. N'a pas progressé de façon significative / Has not made significant progress

Remarques / Comments (Justification obligatoire pour les cotes 2 et 3/ Justification required for ratings 2 and 3)

Apprenant / Learner

Ce rapport m'a été expliqué clairement et j'en comprends le contenu / The contents of this report was clearly explained and I understand its contents. oui / yes non / no

N.B. Si vous n'êtes pas d'accord avec le contenu de ce rapport, veuillez prendre rendez-vous avec votre conseiller ou conseillère pédagogique /
N.B. If you do not agree with the contents of this report, please make an appointment with the pedagogical advisor

Commentaires / Comments

Signature et/and date

Ressource enseignante / Teacher

Signature et/and date

Conseiller ou conseillère pédagogique
/Pedagogical advisor

Signature et/and date

RAPPORT DE PROGRÈS MENSUEL /MONTHLY PROGRESS REPORT
Formation à temps plein /Full-time training

3^e mois /3rd month

RECOMMANDATION DE FIN DE TRIMESTRE / END OF TRIMESTER RECOMMENDATION

Forces / Strengths
À travailler/ Further work
Recommandations / Recommendations
Autres / Other

À remplir pour la formation de groupe seulement / To be completed for group training only

Poursuivre la formation à l'étape suivante / Continue training at the next step

En nous basant sur l'évaluation de ses progrès au cours du trimestre, nous confirmons que l'apprenant(e) est en voie d'atteindre les objectifs de l'étape. Nous recommandons son inscription à la prochaine étape. L'apprenant(e) doit cependant terminer l'étape en cours. / Based on progress assessments during this trimester, we find that the learner is on track to achieve the program objectives. We recommend the learner be registered for the next step in the program. The learner, nevertheless, must complete the current session.

Refaire l'étape en cours / Redo current step

En nous basant sur l'évaluation de ses progrès au cours du trimestre, nous constatons que l'apprenant(e) n'est pas en voie d'atteindre les objectifs de l'étape. Nous recommandons une reprise de la même étape au prochain session. / Based on the training progress assessments to date, we find the learner to not be on track to meet the objectives in this step. We recommend that the step be repeated in the next session.

3

Conseiller ou conseillère pédagogique / Pedagogical advisor

Signature et / and date

Ressource enseignante / Teacher

Signature et / and date

ANNEX A | APPENDIX 6

LIST OF ACCEPTED BACHELOR'S DEGREES AND CERTIFICATES

1.0 Bachelor's Degrees

1.1 Teaching and Education Sciences

- Bachelor of Education with specialization in teaching of French at secondary school level
- Bachelor of Education with specialization in teaching French as a second language
- Bachelor of Education with specialization in teaching of English at secondary school level
- Bachelor of Education with specialization in teaching English as a second language
- Bachelor of Education with specialization in teaching at the preschool and elementary school level
- Bachelor of Education with specialization in teaching at the secondary school level (Mathematics, History, Geography, etc.)
- Bachelor of Education with specialization in special education
- Bachelor of Education with specialization in educational administration
- Bachelor of Education with specialization in adult education
- Bachelor of Education with specialization in the art or science of teaching (didactics)
- Bachelor of Education with specialization in remedial education
- Bachelor of Education with specialization in orthodidactics and learning of French
- Bachelor of Education with specialization in pedagogical psychology
- Bachelor of Education with specialization in education intervention
- Master's or PhD degree in Education

Microprogram: Educational Integration of Information and Communication Technologies (ICT)

1.2 Communications

- Translation
- Professional Writing
- Public Communications and Journalism

1.3 Languages and Literature

- Linguistics
- French Literature
- English Literature
- English Literature and Linguistics
- French Literature and Linguistics
- Literary Studies (French or English) | French Studies / English Studies
- Creative Writing (French or English)
- Language Didactics (French or English)
- Journalism
- Combined Bachelor's Degree in French Language Studies and Professional Editing

2.0 Certificates

Note : for a certificate to be acceptable, it requires a minimum of 140 hours of classes.

Certificate in Teaching French as a Second Language
Certificate in Teaching English as a Second Language
Certificate in Teaching French as a Foreign Language
Certificate in Teaching English as a Foreign Language
Certificate in Specialized Teaching of a Second Language
Certificate in Journalism
Certificate of Proficiency in Professional Writing
Certificate in Adult Education
Adult Teaching and Training Certificate
Certificate in Education

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ANNEX B

BASIS OF PAYMENT

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

The rates specified below, when submitted by the Offeror and from the perspective of satisfying all the terms of any Standing Offer, includes the total estimated cost of all travel and meal expenses that may need to be incurred for:

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

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

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

For evaluation purposes only, we will use the rates proposed by the Offeror, the number of hours estimated (if applicable) as well as the annual estimate that are indicated in the relevant table to calculate the total.

1. Offer of Fixed Base Fee (Streams 1, 4, 5 and 6)

Offerors must propose fixed fees per learner for work streams 1, 4, 5 and 6 for which they submit an offer and include it in their financial offer.

Fixed fees per learner must include, at a minimum:

- a) All costs incurred to administer a placement test to a learner and to provide the results to the Identified User.
- b) The first 3 hours of training for learners who complete the placement test.

2. Firm all-inclusive hourly rate per learner offer

Offerors must provide firm all-inclusive hourly rate per learner for each work stream (s) for which they provide an offer and include it in their financial offer.

Firm all-inclusive hourly rate per learner offer should include at minimum:

- 1) preparation and delivery of deliverables;
- 2) Work of the teaching resource and pedagogical advisor;
- 3) the Offeror's facilities, if applicable;
- 4) travel costs incurred by Offeror's resources in performing the Work;
- 5) course preparation time by the teaching resource;
- 6) printing fees up to a maximum of 25 pages per month per Learner;
- 7) acquisition and/or creation of training material; and

8) implementation course (creation) of group courses for work streams – group training; and

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Offerors must provide prices for Work Stream 1 in its entirety in order to be considered for this work stream.

Table 1 : **Work Stream 1**

Full-Time group training in FRENCH and/or ENGLISH at the Offeror's premises			
Column A	Column B	Column C	Colonne D (BxC)
Period	Fixed Base Fee	Annual estimate of the number of learners (for evaluation purposes)	Total
Initial period of the Standing Offer			
Year 1	\$	470	\$
Year 2	\$	470	\$
Option period			
Option period 1	\$	470	\$
Option period 2	\$	470	\$
Option period 3	\$	470	\$

Full-Time group training in FRENCH at the Offeror's premises				
Column A	Column B	Column C	Column D	Column E (BxCxD)
Period	Firm all-inclusive hourly rate per learner	Estimate of the number of hours of training (for evaluation purposes)	Annual estimate of the number of learners (for evaluation purposes)	Total
Initial period of the Standing Offer				
Year 1	\$		460	\$
Year 2	\$		460	\$
Option period				
Option period 1	\$		460	\$
Option period 2	\$		460	\$
Option period 3	\$		460	\$

Full-Time group training in ENGLISH at the Offeror's premises			
Initial period of the Standing Offer			
Year 1	\$		\$
Year 2	\$		\$
Option period			
Option period 1	\$		\$
Option period 2	\$		\$
Option period 3	\$		\$

Total evaluated price for Work Stream 1	\$
--	-----------

Offerors must provide prices for Work Stream 2 in its entirety in order to be considered for this work stream.

Table 2 : **Work Stream 2**

Part-Time group training in FRENCH at the Offeror's premises				
Column A	Column B	Column C	Column D	Column E (BxCxD)
Period	Firm all-inclusive hourly rate per learner	Estimate of the number of hours of training (for evaluation purposes)	Annual estimate of the number of learners (for evaluation purposes)	Total
Initial period of the Standing Offer				
Year 1	\$		1470	\$
Year 2	\$		1470	\$
Option period				
Option period 1	\$		1470	\$
Option period 2	\$		1470	\$
Option period 3	\$		1470	\$
Part-Time group training in ENGLISH at the Offeror's premises				
Column A	Column B	Column C	Column D	Column E (BxCxD)
Period	Firm all-inclusive hourly rate per learner	Estimate of the number of hours of training (for evaluation purposes)	Annual estimate of the number of learners (for evaluation purposes)	Total
Initial period of the Standing Offer				
Year 1	\$		170	\$
Year 2	\$		170	\$
Option period				
Option period 1	\$		170	\$
Option period 2	\$		170	\$
Option period 3	\$		170	\$
Total evaluated price for Work Stream 2				\$

Offerors must provide prices for Work Stream 3 in its entirety in order to be considered for this work stream.

Table 3 : **Work Stream 3**

Part-Time group training in FRENCH at the Federal Institution				
Colomn A	Colomn B	Colomn C	Colomn D	Colomn E (BxCxD)
Period	Firm all-inclusive hourly rate per learner	Estimate of the number of hours of training (for evaluation purposes)	Annual estimate of the number of learners (for evaluation purposes)	Total
Initial period of the Standing Offer				
Year 1	\$		1770	\$
Year 2	\$		1770	\$
Option period				
Option period 1	\$		1770	\$
Option period 2	\$		1770	\$
Option period 3	\$		1770	\$
Part-Time group training in ENGLISH at the Federal Institution				
Initial period of the Standing Offer				
Year 1	\$		280	\$
Year 2	\$		280	\$
Option period				
Option period 1	\$		280	\$
Option period 2	\$		280	\$
Option period 3	\$		280	\$
Total evaluated price for Work Stream 3				\$

Offerors must provide prices for Work Stream 4 in its entirety in order to be considered for this work stream.

Table 4 : **Work Stream 4**

Full-Time training in FRENCH and/or ENGLISH at the Offeror's premises			
Column A	Column B	Column C	Colonne D (BxC)
Period	Fixed Base Fee	Annual estimate of the number of learners (for evaluation purposes)	Total
Initial period of the Standing Offer			
Year 1	\$	365	\$
Year 2	\$	365	\$
Option period			
Option period 1	\$	365	\$
Option period 2	\$	365	\$
Option period 3	\$	365	\$

Full-Time training in FRENCH at the Offeror's premises				
Column A	Column B	Column C	Column D	Column E (BxCxD)
Period	Firm all-inclusive hourly rate per learner	Estimate of the number of hours of training (for evaluation purposes)	Annual estimate of the number of learners (for evaluation purposes)	Total
Initial period of the Standing Offer				
Year 1	\$		340	\$
Year 2	\$		340	\$
Option period				
Option period 1	\$		340	\$
Option period 2	\$		340	\$
Option period 3	\$		340	\$

Full-Time training in ENGLISH at the Offeror's premises			
Initial period of the Standing Offer			
Year 1	\$		\$
Year 2	\$		\$
Option period			
Option period 1	\$		\$
Option period 2	\$		\$
Option period 3	\$		\$

Total evaluated price for Work Stream 4	\$
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Offerors must provide prices for Work Stream 5 in its entirety in order to be considered for this work stream.

Table 5 : **Work Stream 5**

Part-Time training in FRENCH and/or ENGLISH at the Offeror's premises			
Column A	Column B	Column C	Column D (BxC)
Period	Fixed Base Fee	Annual estimate of the number of learners (for evaluation purposes)	Total
Initial period of the Standing Offer			
Year 1	\$	500	\$
Year 2	\$	500	\$
Option period			
Option period 1	\$	500	\$
Option period 2	\$	500	\$
Option period 3	\$	500	\$

Part-Time training in FRENCH at the Offeror's premises				
Column A	Column B	Column C	Column D	Column E (BxCxD)
Period	Firm all-inclusive hourly rate per learner	Estimate of the number of hours of training (for evaluation purposes)	Annual estimate of the number of learners (for evaluation purposes)	Total
Initial period of the Standing Offer				
Year 1	\$		360	\$
Year 2	\$		360	\$
Option period				
Option period 1	\$		360	\$
Option period 2	\$		360	\$
Option period 3	\$		360	\$

Part-Time training in ENGLISH at the Offeror's premises				
Initial period of the Standing Offer				
Year 1	\$		140	\$
Year 2	\$		140	\$
Option period				
Option period 1	\$		140	\$
Option period 2	\$		140	\$
Option period 3	\$		140	\$

Total evaluated price for Work Stream 5	\$
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Offerors must provide prices for Work Stream 6 in its entirety in order to be considered for this work stream.

Table 6 : **Work Stream 6**

Part-Time training in FRENCH and/or ENGLISH at the Federal Institution			
Column A	Column B	Column C	Column D (BxC)
Period	Fixed Base Fee	Annual estimate of the number of learners (for evaluation purposes)	Total
Initial period of the Standing Offer			
Year 1	\$	665	\$
Year 2	\$	665	\$
Option period			
Option period 1	\$	665	\$
Option period 2	\$	665	\$
Option period 3	\$	665	\$

Part-Time training in FRENCH at the Federal Institution				
Column A	Column B	Column C	Column D	Column E (BxCxD)
Period	Firm all-inclusive hourly rate per learner	Estimate of the number of hours of training (for evaluation purposes)	Annual estimate of the number of learners (for evaluation purposes)	Total
Initial period of the Standing Offer				
Year 1	\$		440	\$
Year 2	\$		440	\$
Option period				
Option period 1	\$		440	\$
Option period 2	\$		440	\$
Option period 3	\$		440	\$

Part-Time training in ENGLISH at the Federal Institution				
Initial period of the Standing Offer				
Year 1	\$		225	\$
Year 2	\$		225	\$
Option period				
Option period 1	\$		225	\$
Option period 2	\$		225	\$
Option period 3	\$		225	\$

Total evaluated price for Work Stream 6	\$
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3. Cancellation fees and report

In accordance with Part 7, Section A, paragraph 7.14, "Cancellation and Rescheduling of Training" for all work streams, the following cancellation fees will be applied for each learner for whom a cancellation or rescheduling of training is requested. No other fees or compensation of any kind shall be payable by Canada.

3.1 Prior to commencement of training:

3.1.1 Work Stream 1 (Full-Time Group training at the Offeror's premises)

If notice of at least :	The Offeror will be paid
Cancellation occurs before the placement test is administered or no placement test was required and before the start date is confirmed.	\$0
Cancellation occurs after the placement test is administered but before a session start date is confirmed.	Fixed Base Fee
Cancellation occurs after the session start date has been confirmed.	100% of the value of the session, including fixed base fee (if applicable).

3.1.2 Work Stream 2 (Part-Time group training at the Offeror's premises)

If notice of at least :	The Offeror will be paid
Cancellation occurs before a session start date is confirmed.	\$0
Cancellation occurs after a session start date has been confirmed.	100% de la valeur de la session

3.1.3 Work Stream 3 (Part-Time group training at a Federal Institution)

If notice of at least :	The Offeror will be paid
10 business days or more	\$0
Less than 10 business days	100% of the initial value of the next session indicated in the call-up.

3.1.4 Work Stream 4, 5 and 6 (Individual Training)

If notice of at least :	The Offeror will be paid
Cancellation occurs before the placement test is administered or no placement test was required and at least 10 business days before the start of the session.	\$0
Cancellation occurs after the placement test is administered but at least 10	Fixed Base Fee

business days before the start of the session.	
Cancellation occurs less than 10 business days before the start of the session.	The number of scheduled hours of instruction, as indicated in the call-up, for the first 10 business days of the training that was provided for in the call-up.

3.2 Cancellation after the start of the Training:

3.2.1 Work streams 1 and 2 (Group training at the Offeror's premises)

If notice of at least :	The Offeror will be paid
With or without a notice	The entirety of the session on the Call-up, without exceeding 100% of the contract value.

3.2.2 Work stream 3 (group training at Federal institution)

For a group in its entirety:

If notice of at least :	The Offeror will be paid
10 business days or more	\$0
Less than 10 business days	The equivalent of 10 working days of training, as indicated in the Call-up, or the equivalent of the remaining training if there are less than 10 working days to the order.

For a learner (group continuous, but the learner leaves and is not replaced):

If notice of at least :	The Offeror will be paid
With or without a notice	The entirety of the session on the Call-up, without exceeding 100% of the contract value.

3.2.3 Work Streams 4 to 6 (Individual Training)

If notice of at least :	The Offeror will be paid
10 business days or more	\$0
Less than 10 business days	The equivalent of 10 working days of training, as indicated in the Call-up, or the equivalent of the remaining training if there are less than 10 working days to the order.

4. Replacement / addition of learners in a group

4.1 Canada shall not accept the addition of any Learners after the commencement of training unless the Contractor's capacity permits, meaning that the maximum capacity of the group may is not reached.

4.2 A substitute Learner will be accepted by Canada if the substitute Learner is at the same level as the Learner being replaced (the candidate must demonstrate that he or she is at the same level as the Learner being replaced by providing a current learning plan.

Solicitation No. - N° de l'invitation
EN578-191887/B
Client Ref. No. - N° de réf. du client
20191887

Amd. No. - N° de la modif.
File No. - N° du dossier
521zf. EN578-191887

Buyer ID - Id de l'acheteur
521zf
CCC No./N° CCC - FMS No./N° VME

ANNEX C

SECURITY REQUIREMENTS CHECK LIST

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Contract Number / Numéro du contrat EN578-191886
Security Classification / Classification de sécurité UNCLASSIFIED

**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
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	
5. a) Will the supplier require access to Controlled Goods? Le fournisseur aura-t-il accès à des marchandises contrôlées? <input checked="" type="checkbox"/> No / Non <input type="checkbox"/> Yes / Oui	
5. b) Will the supplier require access to unclassified military technical data subject to the provisions of the Technical Data Control Regulations? Le fournisseur aura-t-il accès à des données techniques militaires non classifiées qui sont assujetties aux dispositions du Règlement sur le contrôle des données techniques? <input checked="" type="checkbox"/> No / Non <input type="checkbox"/> Yes / Oui	
6. Indicate the type of access required / Indiquer le type d'accès requis	
6. a) Will the supplier and its employees require access to PROTECTED and/or CLASSIFIED information or assets? Le fournisseur ainsi que les employés auront-ils accès à des renseignements ou à des biens PROTÉGÉS et/ou CLASSIFIÉS? (Specify the level of access using the chart in Question 7. c) (Préciser le niveau d'accès en utilisant le tableau qui se trouve à la question 7. c) <input type="checkbox"/> No / Non <input checked="" type="checkbox"/> Yes / Oui	
6. b) Will the supplier and its employees (e.g. cleaners, maintenance personnel) require access to restricted access areas? No access to PROTECTED and/or CLASSIFIED information or assets is permitted. Le fournisseur et ses employés (p. ex. nettoyeurs, personnel d'entretien) auront-ils accès à des zones d'accès restreintes? L'accès à des renseignements ou à des biens PROTÉGÉS et/ou CLASSIFIÉS n'est pas autorisé. <input checked="" type="checkbox"/> No / Non <input type="checkbox"/> Yes / Oui	
6. c) Is this a commercial courier or delivery requirement with no overnight storage? S'agit-il d'un contrat de messagerie ou de livraison commerciale sans entreposage de nuit? <input checked="" type="checkbox"/> No / Non <input type="checkbox"/> Yes / Oui	
7. a) Indicate the type of information that the supplier will be required to access / Indiquer le type d'information auquel le fournisseur devra avoir accès	
Canada <input checked="" type="checkbox"/>	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"/>
Not releasable / À ne pas diffuser <input type="checkbox"/>	
Restricted to: / Limité à: <input type="checkbox"/>	Restricted to: / Limité à: <input type="checkbox"/>
Specify country(ies): / Préciser le(s) pays:	Specify country(ies): / Préciser le(s) pays:
7. c) Level of information / Niveau d'information	
PROTECTED A / PROTÉGÉ A <input checked="" type="checkbox"/>	NATO UNCLASSIFIED / NATO NON CLASSIFIÉ <input type="checkbox"/>
PROTECTED B / PROTÉGÉ B <input type="checkbox"/>	NATO RESTRICTED / NATO DIFFUSION RESTREINTE <input type="checkbox"/>
PROTECTED C / PROTÉGÉ C <input type="checkbox"/>	NATO CONFIDENTIAL / NATO CONFIDENTIEL <input type="checkbox"/>
CONFIDENTIAL / CONFIDENTIEL <input type="checkbox"/>	NATO SECRET / NATO SECRET <input type="checkbox"/>
SECRET <input type="checkbox"/>	COSMIC TOP SECRET / COSMIC TRÈS SECRET <input type="checkbox"/>
TOP SECRET / TRÈS SECRET <input type="checkbox"/>	
TOP SECRET (SIGINT) / TRÈS SECRET (SIGINT) <input type="checkbox"/>	



Contract Number / Numéro du contrat EN578-191887
Security Classification / Classification de sécurité UNCLASSIFIED

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? No / Non Yes / Oui
If Yes, indicate the level of sensitivity:
Dans l'affirmative, indiquer le niveau de sensibilité :

9. Will the supplier require access to extremely sensitive INFOSEC information or assets?
Le fournisseur aura-t-il accès à des renseignements ou à des biens INFOSEC de nature extrêmement délicate? No / Non Yes / Oui

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

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

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

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

Special comments:
Commentaires spéciaux : _____

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

10. b) May unscreened personnel be used for portions of the work?
Du personnel sans autorisation sécuritaire peut-il se voir confier des parties du travail? No / Non Yes / Oui
If Yes, will unscreened personnel be escorted?
Dans l'affirmative, le personnel en question sera-t-il escorté? No / Non Yes / Oui

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

INFORMATION / ASSETS / RENSEIGNEMENTS / BIENS

11. a) Will the supplier be required to receive and store PROTECTED and/or CLASSIFIED information or assets on its site or premises?
Le fournisseur sera-t-il tenu de recevoir et d'entreposer sur place des renseignements ou des biens PROTÉGÉS et/ou CLASSIFIÉS? No / Non Yes / Oui

11. b) Will the supplier be required to safeguard COMSEC information or assets?
Le fournisseur sera-t-il tenu de protéger des renseignements ou des biens COMSEC? No / Non Yes / Oui

PRODUCTION

11. c) Will the production (manufacture, and/or repair and/or modification) of PROTECTED and/or CLASSIFIED material or equipment occur at the supplier's site or premises?
Les installations du fournisseur serviront-elles à la production (fabrication et/ou réparation et/ou modification) de matériel PROTÉGÉ et/ou CLASSIFIÉ? No / Non Yes / Oui

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

11. d) Will the supplier be required to use its IT systems to electronically process, produce or store PROTECTED and/or CLASSIFIED information or data?
Le fournisseur sera-t-il tenu d'utiliser ses propres systèmes informatiques pour traiter, produire ou stocker électroniquement des renseignements ou des données PROTÉGÉS et/ou CLASSIFIÉS? No / Non Yes / Oui

11. e) Will there be an electronic link between the supplier's IT systems and the government department or agency?
Disposera-t-on d'un lien électronique entre le système informatique du fournisseur et celui du ministère ou de l'agence gouvernementale? No / Non Yes / Oui



EN578-19887

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

For users completing the form **manually** use the summary chart below to indicate the category(ies) and level(s) of safeguarding required at the supplier's site(s) or premises.

Les utilisateurs qui remplissent le formulaire **manuellement** doivent utiliser le tableau récapitulatif ci-dessous pour indiquer, pour chaque catégorie, les niveaux de sauvegarde requis aux installations du fournisseur.

For users completing the form **online** (via the Internet), the summary chart is automatically populated by your responses to previous questions.

Dans le cas des utilisateurs qui remplissent le formulaire **en ligne** (par Internet), les réponses aux questions précédentes sont automatiquement saisies dans le tableau récapitulatif.

SUMMARY CHART / TABLEAU RÉCAPITULATIF

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

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

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

No
Non Yes
Oui

If Yes, classify this form by annotating the top and bottom in the area entitled "Security Classification".

Dans l'affirmative, classifiez le présent formulaire en indiquant le niveau de sécurité dans la case intitulée « Classification de sécurité » au haut et au bas du formulaire.

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

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

No
Non Yes
Oui

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

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

Solicitation No. - N° de l'invitation
EN578-191887/B
Client Ref. No. - N° de réf. du client
20191887

Amd. No. - N° de la modif.
File No. - N° du dossier
521zf. EN578-191887

Buyer ID - Id de l'acheteur
521zf
CCC No./N° CCC - FMS No./N° VME

ANNEX D
QUARTERLY USAGE REPORT

DRAFT



Language Training General Instructions of Quarterly Usage Report (v6.08)

Introduction

The Government of Canada (GoC) requires that Suppliers provide Usage Reports to the Supply Arrangement (SA) and Standing Offer (SO) Authority on a quarterly basis. Suppliers will be sent, via email, the most recent Quarterly Usage Report template prior to the end of each reporting period.

Response Due Date

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

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

Please ensure that you modify the security settings in Excel to allow enabling of the macros. This will allow you to use the complete functionality of this utilization report template.

Information to be Reported

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

- a) All call-ups/contracts issued during the period in question;
- b) All positive value amendments to call-ups/contracts issued during the period regardless of when the original call-up/contract was issued. Suppliers are not to report zero value or negative value amendments.
- c) For call-ups/contracts that have an "as and when requested" component (e.g. contracts with Task Authorizations), Suppliers shall report only the original value of the call-up/contract. Amendments issued to the call-up/contract related to the "as and when requested" component (e.g. contracts with Task Authorizations) shall not be reported.

Completing the report

- a) Suppliers must submit a complete utilization report using the most recent utilization report template. Utilization reports submitted that are based on previous versions of the utilization report template will be returned to the Supplier for re-submission using the most recent utilization report template.
- b) Suppliers using Excel 2003 version or older must download compatibility software from Microsoft to open the utilization report template. The free software is available at Download Center.
- c) Suppliers must complete all applicable portions of the utilization report template. Failure to complete the sheets titled "II. Organization Profile", "III. SO_Information Sheet" (if applicable) and "IV. SA Information Sheet" (if applicable) will result in the utilization report submitted being returned to the Supplier for correction.
- d) Some fields in the utilization report template have pull down lists. Suppliers must select from the pull down lists provided.
- e) Submission of facsimiles or emails providing utilization report information in lieu of a completed utilization report is not acceptable and will be returned to the Supplier for correction.
- f) When completing sheets titled "SO-Information Sheet: and "SA-Information Sheet", Suppliers must enter only utilization information that pertains to the period being reported. Utilization reports that contain information from periods other than the one required will be returned to the Supplier for correction.
- g) Utilization reports that contain values that are not in Cdn dollars or do not include all applicable taxes will be returned to the Supplier for correction.
- h) For a specific Standing Offer or Supply Arrangement, if the Supplier is not awarded any call-ups or contracts during the period in question, the Supplier may send an email confirming that there was no activity during the reporting period in question, in lieu of submitting a completed utilization report template.

Note: Refer to Supplier Utilization Report Template Quick Reference Guide that provides direction on how to complete the utilization report template. This document can be found on the CPSS ePortal website at <http://www.tpsgc-pwgsc.gc.ca/app-acq/spc-cps/gdrrrd-sqrqrc-eng.html>.

Currency

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

Changing the Format

Suppliers must not modify the format of this report. Should you have any suggestions about the format, please forward them by e-mail to:

Language Training:	TPSGC.AchatsFormationLing-LangTrainingProcurement.PWGSC@tpsgc-pwgsc.gc.ca
Learning Services:	servicesApprentissageOCAMA-LearningServicesSOSA@tpsgc-pwgsc.gc.ca
Professional Audit Support Services Supply Arrangement (PASS-SA):	TPSGC.SPSVAAautorite-PASSAAuthority.PWGSC@tpsgc-pwgsc.gc.ca
ProServices:	TPSGC.ProServices.PWGSC@tpsgc-pwgsc.gc.ca
Task-Based Informatics Professional Services (TBIPS):	rapportsmdai.imosreports@tpsgc-pwgsc.gc.ca
Solutions-Based Informatics Professional Services (SBIPS):	rapportsmdai.imosreports@tpsgc-pwgsc.gc.ca
Task and Solutions Based Professional Services (TSPS):	TPSGC.SPTS-TSPS.PWGSC@tpsgc-pwgsc.gc.ca
Temporary Help Services (THS):	TPSGC.DGASAT-ABTHS.PWGSC@tpsgc-pwgsc.gc.ca

Returning the Completed Report

Please e-mail the completed report to:

Language Training:	TPSGC.AchatsFormationLing-LangTrainingProcurement.PWGSC@tpsgc-pwgsc.gc.ca
Learning Services:	servicesApprentissageOCAMA-LearningServicesSOSA@tpsgc-pwgsc.gc.ca
PASS-SA:	TPSGC.SPSVAAautorite-PASSAAuthority.PWGSC@tpsgc-pwgsc.gc.ca
ProServices:	TPSGC.ProServices.PWGSC@tpsgc-pwgsc.gc.ca
TBIPS:	rapportsmdai.imosreports@tpsgc-pwgsc.gc.ca
SBIPS:	rapportsmdai.imosreports@tpsgc-pwgsc.gc.ca
TSPS:	TPSGC.SPTS-TSPS.PWGSC@tpsgc-pwgsc.gc.ca
THS:	TPSGC.DGASAT-ABTHS.PWGSC@tpsgc-pwgsc.gc.ca

Confidentiality

GC will keep your response confidential.

Questions

Should you need further clarification, please forward your questions by e-mail to the following address (do not forget to include your name and phone number):

Language Training

General Instructions of Quarterly Usage Report (v6.08)

Language Training:	TPSGC.AchatsFormationLinq-LangTrainingProcurement.PWGSC@tpsgc-pwgsc.gc.ca
Learning Services:	servicesApprentissageOCAMA-LearningServicesSOSA@tpsgc-pwgsc.gc.ca
PASS-SA:	TPSGC.SPSVAAautorite-PASSSAAuthority.PWGSC@tpsgc-pwgsc.gc.ca
ProServices:	TPSGC.ProServices.PWGSC@tpsgc-pwgsc.gc.ca
TBIPS:	rapportsmdai.imosreports@tpsgc-pwgsc.gc.ca
SBIPS:	rapportsmdai.imosreports@tpsgc-pwgsc.gc.ca
TSPS:	TPSGC.SPTS-TSPS.PWGSC@tpsgc-pwgsc.gc.ca
THS:	TPSGC.DGASAT-ABTHS.PWGSC@tpsgc-pwgsc.gc.ca



Language Training Organization Profile

(1) Please select your legal name from the drop-down list in the space below.

Supplier References:	
Legal Name:	
PBN:	
SO Number:	

(2) Complete the details of the person who is the primary contact regarding this report:

Contact name:	
Title:	
Email:	
Phone No.:	

(3) If applicable, provide details for the alternate contact regarding this report:

Contact name:	
Title:	
Email:	
Phone No.:	

ANNEX E to PART 3 OF THE REQUEST FOR STANDING OFFERS

ELECTRONIC PAYMENT INSTRUMENTS

The Offeror accepts to be paid by any of the following Electronic Payment Instrument(s):

- VISA Acquisition Card
- MasterCard Acquisition Card;
- Direct Deposit (Domestic and International);
- Electronic Data Interchange (EDI);
- Wire Transfer (International Only);
- Large Value Transfer System (LVTS) (Over \$25M)

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ANNEX F to PART 4 OF THE REQUEST FOR STANDING OFFERS

Evaluation Criteria

SUMMARY OF EVALUATION PROCESS			
Mandatory Criteria Met?	Yes / No		
M1 Offeror's Demonstrated Experience	Yes / No		
M2 Offeror Capacity	Yes / No		
Point Rated Criteria – Written Proposal	Maximum Points	Minimum Points Required	Total score obtained in percentage*
R1 Human Resource Plan	12	8	TBD
R2 Quality Control Plan	8	5	TBD
R3 Methodology of placement test	12	8	TBD

*Each rated criteria score will be converted in percentage using the following formula:

$$Score = \left(\frac{\text{Number of points obtained}}{\text{Maximum of points available}} \right) * 100$$

Definitions:

Training : refer to English or French second language training to adults.

MANDATORY TECHNICAL CRITERIA

M1 – Offeror’s Demonstrated Experience		
<p>Joint venture: If the offer is submitted by a joint venture, the members of the joint venture cannot pool their experience to satisfy M1. The Offeror must indicate which member of the joint venture meets this criterion.</p>		
Mandatory Evaluation Criteria	MET/ NOT MET	Page number(s) in offer
<p>1.1 The Offeror must demonstrate its experience in delivering French and English second language training to adults. The experience must demonstrate the following:</p> <ul style="list-style-type: none"> a) A minimum of 2400 hours of training delivery over a maximum period of 24 months since January 2000; b) Utilisation of a minimum of one language training program; c) Training provided in French and in English; d) Training was delivered to adults; e) Training must had been delivered by a teacher; and f) Training must had been supervised by a pedagogical advisor <p>A maximum of 4 different Training experience will be taken into consideration. If more than 4 Training experiences are submitted, only the first 4 in order of preference will be evaluated.</p>		

Table 1 - Offeror Experience Summary Form

Offerors must provide the information required in Table 1 below for each of its experience provided in the Offer.

Table 1 - Offeror Experience Summary Form			
The number/name of the experience (for easy identification):			
Offeror’s Name:			
Client Organization to whom the Training was delivered:			
Client Contact (who can confirm- the experience) name, title, and valid contact information			
Language of the Training delivered:	English <input type="checkbox"/> French <input type="checkbox"/>	Number of hours of the Training:	_____ hours

Table 1 - Offeror Experience Summary Form			
Start Date of Training delivered (year/month):		End Date of Training delivered (year/month):	
Describe the Training delivered (e.g. number of learners, group of individual training, group size, type of learners, at the client location or offeror's location, delivery method, involvement of the pedagogical advisor, etc)			
Describe the language training program used			

Offerors may add additional information as necessary Table 1 above.

This mandatory criteria applies to Offeror submitting an offer for Workstreams 1,2, 4 and 5 only (training at the Offeror's location).

M2 –Offeror Capacity		
Mandatory Evaluation Criteria	MET/ NOT MET	Page number(s) in bid
2.1 The Offeror must demonstrate its ability to deliver Training at its facilities. The Offeror must be able to provide Training in a 25km radius from the center of the river behind the library of the Parliament Building on Wellington Street, Ottawa, Ontario. The offeror must have a minimum of 5 classrooms available per workstream it wishes to qualify for. The Offeror must provide the following information to demonstrate M2: <ul style="list-style-type: none"> a) At least the address of 1 of its facilities located in the radius above. b) Number of classrooms available at each of its facilities. 		

Table 2 - Offeror Capacity

Offeror submitting an Offer for workstreams 1, 2, 4 and/or 5 must provide the information required in Table 2 below for each of its facility.

Table 2 - Offeror Capacity	
Offeror Name:	
Facility Address:	
Number of classrooms available:	
Number of classrooms available per workstream at this location:	
Workstream 1: _____	
Workstream 2: _____	
Workstream 4: _____	
Workstream 5: _____	

Offerors may add additional information as necessary to Table 2 above.

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POINT-RATED TECHNICAL CRITERIA

R1 – Human Resource Plan			
<p>The Offeror should provide a human resource plan which should include a description of the following elements. Each elements must be explained to be considered in the evaluation.</p>			
Elements	0 points (criterion is not met)	1 point (criterion is partially met)	2 points (criterion is fully met)
Recruitment	No approach regarding the recruitment mechanism is provided	Approach is somewhat unclear. Limited recruitment mechanism.	Approach is clear and complete. Broad range of Recruitment mechanisms.
Teaching resources language proficiency verification	No approach regarding verification of teaching resources language proficiency.	Approach demonstrates limited verification of teaching resources language proficiency.	Approach demonstrates complete verification of teaching resources language proficiency.
New employee training	No approach to staff training is provided	Approach describes limited methods of training for new employees.	Approach is clear and complete. Includes different methods of training for new employees.
Retention	No approach regarding the staff retention is provided	Approach demonstrates limited benefits, incentives and programs in place to promote staff retention.	Approach demonstrates extensive benefits, incentives and programs in place to promote retention (4 or more).
On-going and Professional development	No approach regarding the on-going and professional development is provided	Approach demonstrates limited on-going and professional development opportunities (1 to 3 opportunities).	Approach is clear. Demonstrates a cycle of on-going and professional development opportunities (4 or more).
Management of human resource capacity with the call-up volume variation (as and when requested type work)	No proposed staffing capacity method is provided	Method does not fully demonstrates an ability to meet the “as and when requested” increase in resources levels.	Method fully demonstrates ability to meet the “as and when requested” increase in resources levels.
<p>Maximum points for R1: 12 Minimum points for R1: 8</p>			

R2 – Quality Control Plan

The Offeror should provide a quality control management plan which should include a description of the following elements. Each elements must be explained to be considered in the evaluation.

Elements	0 points (criterion is not met)	1 point (criterion is minimally met)	2 points (criterion is met)
Quality control and monitoring process-mechanisms to ensure the quality of the Training services provided.	No process-mechanisms regarding the quality of the Training services provided	Process-mechanisms demonstrate limited monitoring of the quality of the Training services provided.	Process-mechanisms demonstrate a complete monitoring process-mechanisms of the quality of Training and services provided.
Management of communication with all stakeholders (designated users, Standing Offer Authority, learners and Offeror's resources).	No approach regarding the management of communications.	Approach is somewhat unclear. Limited communication management mechanisms.	Approach is clear and complete. Broad range of communication management mechanisms.
Learner satisfaction monitoring	No approach regarding the monitoring of learner satisfaction	Approach demonstrates limited mechanisms or programs in place for monitoring learner satisfaction.	Approach demonstrates extensive mechanisms or programs in place for monitoring learner satisfaction.
Issue resolution	No approach regarding issue resolution is provided.	Approach demonstrates limited issue resolutions mechanisms.	Approach is clear and complete. It demonstrates many issue resolutions mechanisms.
Maximum points for R2: 8 Minimum points for R2: 5			

R3 – Methodology of placement test

This rated criteria applies to Offeror submitting an offer for workstreams 1, 4, 5 or/and 6 only. This criteria will not be taken into consideration for workstreams 2 and 3.

The Offeror should provide a methodology to implement placement test which should include a description of the following elements. Each elements must be explained to be considered in the evaluation.

Elements	0 points (criterion is not met)	2 points (criterion is partially met)	4 points (criterion is fully met)
Strategy objectively situates the learner along the curriculum progression (and demonstrates offeror's understanding of the levels within the curriculum)	No approach and tools to objectively situate the learner within the curriculum progression	Approach and/or tools are somewhat unclear. Demonstrates limited ability to objectively situate the learner within the curriculum progression.	Approach and tools are clear and complete. Demonstrates ability to objectively situate the learner within the curriculum progression.
A learner is evaluated for Oral proficiency, mechanics of the target language and vocabulary.	No approach and/or tools for evaluating this element.	Approach is somewhat unclear. Limited evaluation mechanisms.	Approach is clear and complete. Good range of evaluation mechanisms.
	0 points (criterion is not met)	1 point (criterion is partially met)	2 points (criterion is fully met)
Offeror demonstrates an ability to test the learner to their highest level of second language ability	No approach and/or tools for evaluating this element.	Approach is somewhat unclear. Demonstrates a limited ability to test to a learner's highest level of ability.	Approach clear and complete. Demonstrates a complete ability to test to a learner's highest level of ability
Other factors to consider for learner placement	No approach regarding other learner factors.	Approach is somewhat unclear. Limited demonstration of consideration of other learner factors.	Approach is clear and complete. Demonstrates a significant consideration of other learner factors.
Maximum points for R3: 12			
Pass mark for R3: 8			